HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A COMPARATIVE CONVERSATION ANALYTIC STUDY ON PRE-SERVICE TEACHERS' TROUBLE DESIGN IN MICRO TEACHINGS AND ACTUAL TROUBLES IN PRE-SCHOOL EFL CLASSROOMS

Fatma Feyza Öztürk

Master's Thesis

Ankara, (2020)

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İNGİLİZCE ÖĞRETMEN ADAYLARININ MİKRO ÖĞRETİMLERDEKİ KASITLI SORUNLARI VE OKUL ÖNCESİ YABANCI DİL SINIFLARINDAKİ GERÇEK SORUNLAR ÜZERİNE KARŞILAŞTIRMALI BİR KONUŞMA ÇÖZÜMLEMESİ ÇALIŞMASI

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Abstract

Micro-teaching has been a widely utilized technique in teacher training programs, and a considerable amount of research has been published on micro-teaching practices. However, there has been little research involving actual-teaching practices besides micro-teaching in the investigation process in a comparative manner. Considering this lack of literature by adopting a conversation analysis informed teacher training framework (i.e., IMDAT) that aspires to pre-service teachers' classroom interactional competence, 50 English pre-service teachers' both micro-teaching performances in the faculty classrooms and actual-teaching performances in preschool classrooms were video-recorded within the scope of an obligatory course named Teaching English to Young Learners. A data-driven and line-by-line multimodal conversation analysis of the 37-hour data revealed a previously unexplored phenomenon named as designed troubles. Accordingly, the conformity of the troubles in micro-teaching sessions designed by the pre-service teachers with the preschool students' actual troubles was investigated in this study. Consequently, the study has shown that the pre-service teachers' knowledge of the interactional architecture of real classrooms and the interactional repertoires of the student profile is inextricably intertwined with the authenticity of the designed troubles and micro-teaching practices. Moreover, the study found that the pre-service teachers were confronted with more various trouble types and utilized numerous interactional resources in their actual-teachings. Therefore, this study underlines the significance of integrating classroom interactional patterns into the teacher training programs to raise the pre-service teachers' awareness of classroom language and prepare them for the potential interactional troubles they might encounter during their future careers.

Keywords: micro-teaching, actual-teaching, designed troubles, actual troubles, classroom interaction, classroom interactional competence, conversation analysis, IMDAT teacher training framework

Öz

Mikro öğretim, öğretmen yetiştirme programlarında yaygın olarak kullanılan bir tekniktir ve mikro öğretim uygulamaları hakkında önemli miktarda araştırma yayınlanmıştır. Bununla birlikte, araştırma sürecinde mikro öğretimin yanı sıra gerçek öğretim uygulamalarını, mikro öğretimlerle bağlantılı bir biçimde içeren ve karşılaştıran çok az araştırma bulunmaktadır. Literatürdeki bu eksiklik göz önüne alınarak, konuşma çözümlemesi yöntemi temelli ve aday öğretmenlerin sınıf içi etkileşim yetilerini geliştirmelerini amaçlayan bir öğretmen yetiştirme modeli (IMDAT) aracılığıyla, 50 İngilizce öğretmen adayının hem fakülte sınıflarındaki mikro öğretim performansları hem de okul öncesi sınıflarındaki gerçek öğretim performansları 'Çoçuklara İngilizce Öğretimi' isimli zorunlu bir dersin kapsamında video kaydına alınmıştır. 37 saatlik verinin veri güdümlü, satır satır ve çok kipli konuşma çözümlemesi, yaygın ama keşfedilmemiş, 'tasarlanmış sorun' şeklinde adlandırılan bir olguyu ortaya çıkarmıştır. Bu doğrultuda, bu çalışmada, aday öğretmenler tarafından tasarlanmış etkileşimsel sorunların, okul öncesi öğrencileri tarafından etkileşimde meydana gelen gerçek sorunlarla olan benzerliği araştırılmıştır. Sonuç olarak, çalışmada aday öğretmenlerin gerçek öğretimlerinde daha çeşitli sorun türleriyle karşılaştıklarını ve daha fazla sayıda etkileşimsel kaynak kullandıkları bulunmuştur. Ayrıca çalışma aday öğretmenlerin gerçek sınıftaki etkileşimsel yapıları ve öğrencilerin etkileşimsel repertuvarları hakkındaki bilgilerinin, tasarlanmış hataların ve mikro öğretim etkinliklerinin gerçekçiliği ile ayrılmaz bir şekilde iç içe olduğunu göstermiştir. Bu nedenle bu çalışma, aday öğretmenlerin sınıf dili hakkında farkındalıklarını artırmak ve onları gelecek kariyerlerinde karşılaşabilecekleri potansiyel sorunlara hazırlamak için sınıflardaki etkileşimsel yapıların öğretmen yetiştirme programlarına entegre edilmesinin önemini vurgulamaktadır.

Anahtar sözcükler: mikro öğretim, gerçek öğretim, kasıtlı sorunlar, gerçek sorunlar, sınıf etkileşimi, sınıf içi etkileşimsel yeti, konuşma çözümlemesi, IMDAT öğretmen yetiştirme modeli

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Symbols and Abbreviations

CA: Conversation Analysis

CIC: Classroom Interactional Competence

CIK: Claims of Insufficient Knowledge

CL: Corpus Linguistics

CLIL: Content and Language Integrated Learning

DIU: Designedly Incomplete Utterance

EFL: English as a Foreign language

ELT: English Language Teaching

IRF: Initiation-Response-Feedback

L2: Second/Foreign language

MLS: Micro-teaching Lesson Study

PST: Pre-service Teacher

PST-as-teacher: Pre-service teacher delivering the micro-teaching

PST-as-student: Pre-service teacher acting out the target student profile during micro-teachings

SETT: Self Evaluation of Teacher Talk

TEYL: Teaching English to Young Learners

VEO: Video Enhanced Observation

Chapter 1
Introduction

Among teacher training methods, micro-teaching has probably been the most widely adopted procedure in teacher training programs. Moreover, since it was first devised in 1963, it has attracted much interest from the researchers. Several attempts have been made to identify its primary characteristics (e.g., Borg, Kallenbach, Morris, & Friebel, 1969); to figure out trainee teachers' perception of micro-teaching (e.g., Benton-Kuper, 2001); to reveal the impact of micro-teaching on trainees' self-efficacy, self-confidence, and teaching skills (e.g., Arsal, 2014); and to investigate benefits and drawbacks of micro-teaching (e.g., Ananthakrishnan, 1993). On this basis, it is apparent that most studies in the field have only focused on the micro-teaching process, while few studies encompass the actual-teaching process to investigate the efficacy of micro-teaching practice or its conformity with the actual-teaching practices. Seeing these two processes as an indivisible whole, this present study includes video-recordings of the same pre-service teachers' (henceforth PST) both micro-teaching practices in the faculty classrooms and actual teaching practices in real classrooms.

Besides, classrooms are dynamic and socially constructed contexts in which interaction lies at the heart of everything (Walsh, 2002). Likewise, the organizations of interaction are context-shaped and context renewing (Seedhouse, 2005). Teachers' context and learner convergent interactional practices have been considered as an essential component of classroom interactional competence (CIC) (Walsh, 2006a) which is defined as teachers' and the learners' ability "to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p.158). Considering the teacher-fronted language classrooms in which the learners have limited L2 interactional repertoires, teachers' CIC comes into further prominence to maintain the interactional flow, elicit learners' answers, and maximize the learning opportunities. Accordingly, due to the essence of the unfolding of classroom interaction and teacher talk, many researchers suggest integrating basics of classroom interaction and conversation analysis into the teacher education programs (Walsh, 2006a; Sert, 2015, 2019a; Waring, 2020).

Considering the reflective relationship between interactions and classroom contexts, and the importance of PST's classroom interactional competence for their future teaching experiences, the data of this current study is collected in the scope of a project in which Sert's (2015) IMDAT teacher training model, which includes PSTs' both micro-teaching experiences in faculty classrooms and actual teaching practices in (preschool) L2 classrooms is adopted. Consequently, the present research addresses the research gap in the field of micro-teaching caused by the lack of inclusion of actual-teaching practices, but it contributes to the growing research area of L2 classroom discourse and interaction based teacher education programs.

It should further be noted that a considerable amount of literature published on micro-teaching practice has castigated micro-teaching for its lack of authenticity (e.g., Spelman & St John Brooks, 1972; He and Yan, 2011; Bell, 2007). As a potential solution, the deliberate mistakes of PSTs' who are supposed to act out the target student profile (henceforth PSTs-as-student) were recommended to augment the authenticity of the micro-teaching practices. Nevertheless, researchers have not treated the nature of such deliberate troubles, and their impacts on the authenticity of micro-teaching and the development of PSTs' teaching skills in much detail. In line with the studies endorsing the deliberate mistakes of PSTs-as students, in the scope of this current study, this unexplored and underresearched phenomenon has emerged as a commonly occurring interactional practice utilized by the PSTs-as-students and defined as 'designed trouble'. Accordingly, this study mainly aims to conduct a systematic analysis of the sequential environment of designed troubles in conjunction with the troubles emerging in the actual classroom environments, which are named as 'actual troubles'.

To sum up, in this present study, the sequential environment of the designed trouble, which is a neglected but frequent phenomenon, its conformity with the actual troubles, and its impact on the authenticity of the micro-teaching practices will be strived to be disclosed.

Statement of the Problem

Despite its popularity in teacher education programs, a review of literature on the micro-teaching method has indicated that, up to now, far too little attention has been paid to the correspondence between the micro-teaching and actual teaching implementations in terms of their interactional architecture. In this respect, this current study suggests that through an elaborate investigation into real classroom discourse and interaction, what are different from a micro-teaching lesson can be identified, and in light of these differences, the authenticity of the micro-teaching practice can be enhanced.

Besides, a consensus on the strengths and weaknesses of micro-teaching practice has still not been reached in the field. The inauthenticity of the practice, for example, is one of the most frequently mentioned drawbacks of micro-teaching implementation (i.e., Ananthakrishnan, 1993; Bell, 2007; Cripwell & Geddes, 1982). The PSTs-as-students' intentional mistakes to portray the target student profile are considered as a potential solution for the artificial organization of micro-teaching since it contributes to a more genuine classroom environment that ideally represents the actual classroom settings. However, the effects of these deliberate mistakes on the authenticity of the practice or PSTs' improvement of teaching skills have not yet been closely examined. In this present study, using the data-led and participant-relevant perspective of multimodal conversation analysis, the PSTs-as-students' deliberate mistakes have emerged as a common interactional practice in the interactional unfolding of the micro-teaching practices and named as 'designed troubles'.

Moreover, previously published studies on classroom discourse and interaction have underlined the necessity of integrating the basics of classroom interaction into teacher training programs to aid the trainees' professional development (e.g., Hale, Nanni, & Hooper, 2018; Seedhouse, 2008; Sert, 2010). Taking this recommendation of researchers in the field into the consideration, this present study focuses exclusively on the interactional organizations of the designed troubles arisen in micro-teaching lessons by comparing them with the sequential trajectories of the troubles appearing during the actual-teaching lessons. Hence, the authenticity of the micro-teachings and the impact of designed

troubles on the authenticity of micro-teaching implementation are intended to be shed on the light within the ambit of this study.

Aim and Significance of the Study

As aforementioned, micro-teaching has been one of the most broadly-preferred teacher training techniques designed to prepare the PSTs for their future real classroom experiences. However, when the existing research studies are examined, it can be noted that research on the subject has been mostly restricted to the data gathered from the faculty classrooms, and it has substantially failed to address the inextricably intertwined connection between the micro-teaching and actual-teaching practices. Yet, without investigating this close relationship between the two implementations, attempts to enhance the efficacy of the micro-teaching technique might not result in success. Considering this gap in the literature, this present study initially aims to provide a fresh insight into the link between the micro-teaching and the actual-teaching practices of the PSTs by analyzing the video-recordings of the same PSTs' both performances.

During the moment-by-moment line-by-line in-depth analysis of interactional unfolding of micro-teaching performances of the PSTs, their deliberate mistakes(i.e., designed troubles) were identified as a recurrent interactional practice. Meanwhile, a search of the literature revealed that several studies criticize micro-teaching practice for its lack of inauthenticity and recommend PSTs' intentional mistakes to create a more realistic classroom environment (i.e., He & Yan, 2011), hence augmenting the authenticity of the implementation. However, no controlled studies that verify the positive/negative impact of such troubles on the authenticity of micro-teaching practices or PSTs' development of teaching skills have been reported in the field. Considering the abovementioned gap in the literature, the specific objective of this study is to investigate an unexplored interactional phenomenon that is common in micro-teaching practices, namely, designed troubles. Moreover, as stated in the previous paragraph, the PSTs' actual-teaching practice is an integral element of the current study. Therefore, the interactional unfolding of the designed troubles is examined in relation to the sequential environments of the troubles which the PSTs confronted during their actual teaching practices.

Moreover, existing research on classroom interaction underlines the critical role of integration of CA-informed language teacher training frameworks into the teacher training programs. In view of the fact that classroom interaction lies at the center of dynamic and socially constructed classroom context (Walsh, 2002), the recognition of the interactional architecture L2 classrooms, and teachers' interactional resources become an inevitable element of language teacher education programs. Regarding this issue, Walsh (2006a) introduces a prominent concept, namely, classroom interactional competence (CIC) which refers to teachers' and learners' ability to employ the interaction as a means of maintaining the interactional flow and promoting learning opportunities in the classroom (Walsh, 2011). The scope of the CIC has been expanded by many researchers who investigate the concept from the teachers' point of view and specified various features including shaping learner contributions (Walsh, 2011); successful management of claims/displays of insufficient knowledge (CIK) (Sert, 2011); increased awareness of unwillingness to participate (UTP) (Sert, 2013) and effective use of the board (Can Daşkın, 2015).

When the teacher-fronted classroom environments such as preschool L2 classrooms are considered, teachers' CIC becomes even more critical. In line with this, recent evidence presented in Turkish EFL teacher education context (e.g., Aşık & Kuru Gönen, 2016; Bozbıyık, 2017) suggests that language teachers would advance their professional development through a deeper understanding of classroom interaction and training on CIC. On the other hand, as Sert (2010) proposed, English language teacher education programs in Turkey generally fail to train the PSTs as to the building blocks of the real classroom environments, namely, classroom interactional patterns. Accordingly, in this present study, the data was collected through a five-step language teacher training framework that aspires to improve teachers' CIC and increase their language awareness (Walsh, 2003). This framework, namely IMDAT (Sert, 2015), is, no doubt, ideally convenient with this study since it involves the PSTs' both micro-teaching and actual-teaching practices. However, it should be noted that each step of the model was not included in the study since the efficacy of the model or its impact on the PSTs' development of CIC is not the focal concern of the study.

Reasoning from the abovementioned motivations, the aim of the current study is threefold. First of all, this research set out to investigate the authenticity of the interactional architecture of micro-teaching practices in conjunction with the sequential unfolding of the actual-teaching performances of the same PSTs since previously published studies on micro-teaching are mostly limited to the data gathered from the faculty classrooms. Secondly and more specifically, this thesis is designed to examine the features of designed troubles which are intentionally produced by the PSTs-as-student during the micro-teaching practices, and their conformity with the actual troubles that emerge in the PSTs' actual-teaching practices. Consequently, the impact of the designed troubles on the authenticity of the micro-teaching practices will also be discovered. The findings revealed from the study should make an essential contribution to the field of L2 classroom interaction, classroom interaction based language teacher education programs, and the research area concerning the micro-teaching implementation as a teacher training method.

Research Questions

Drawing on the emic perspectives of the participants in situ, this study has initially aimed to present the (non)conformity in interactional patterns between micro-teaching and actual-teaching practices of the L2 PSTs. The conversation analytic examination of the data has revealed that one of the main discrepancies/consistencies between two practices has been grounded in the trajectories of the trouble designs, and the scopes of the leading research questions have been narrowed down accordingly. Ultimately, the following research questions are designated to represent the coverage of the study:

Main Research Question:

> What are the differences in interactional patterns between micro-teaching and actual-teaching of the same lesson plans?

Research Questions:

1. What are the features of designed troubles produced by the pre-service teachers during the micro-teachings in the faculty classrooms?

a. How does the pre-service teacher delivering the micro-teaching manage the designed troubles?

b. Which interactional resources are employed by the pre-service teacher delivering the micro-teaching to resolve the designed troubles?

2. What are the features of the actual troubles produced by preschool students during the actual teachings in real classroom environments?

a. How does the pre-service teacher delivering the actual-teaching manage the actual troubles?

b. Which interactional resources are employed by the pre-service teacher delivering the actual-teaching to resolve the actual troubles?

3. How do the trajectories of designed troubles and actual troubles differ?

Initially, the first and the second research questions will be explored in great detail with their sub-questions. Then, the last question will be discussed in light of the answers to the first two research questions.

Assumptions

The central thesis of this paper is that the classrooms are unique, dynamic, and socially situated contexts in which interactional patterns are constructed moment-by-moment by the teacher and the learners according to pedagogical purposes of the lessons. Additionally, from a conversation analytic perspective, it is assumed that language forms are used to achieve social activities such as asking for clarification, taking turns, or telling a story (Doehler, 2010). Seeing this uniqueness of each classroom, the central hypothesis of this study is that there might be specific differences in interactional patterns between micro-teaching and actual-teaching practices of even the same lesson. Such a discrepancy between the aforementioned implementations of PSTs might affect the authenticity of micro-teaching practices. In particular, the sequential environment of trouble designs in micro-teaching and actual-teaching might vary due to the distinct features of two classroom contexts and the role-played nature of micro-teaching interaction (Bell, 2007). In a nutshell, through microscopic and systematic analysis of the data gathered from two distinct sources (i.e., faculty classrooms and

preschool L2 classrooms), it is expected to encounter some variations in the trouble designs and their resolutions by the PSTs.

Limitations

While conducting the study, there are a few restrictions and limitations that are faced with and need to be overcome in further studies. Initially, this prospective study is limited to each participant's one-time video-recordings of micro-teaching and actual-teaching lessons. This case may lead to inadequate data to generalize the findings, which affect the external validity of the research adversely. However, since approximately 50 pre-service teachers participated in the study, the number of the sample is entirely reasonable to draw a trustworthy conclusion. Commenting on this issue, Seedhouse (2004a) claims that 5 to 10 hours of data is very acceptable to conduct a micro-analytic study. This present study involves 37-hours-long data that is quite rich to generalize the findings. Secondly, the conversation analysis method favors naturally occurring conversations as a matter of principle. In the data collection process, on the other hand, the conversations' authenticity might be affected conversely because of the cameras used for video-recordings. With this in mind, cameras were placed in a way that would not distract the interactants' attention. Moreover, studies have shown that shortly after starting video-recording, participants get used to the cameras, and more natural conversations occur. Thirdly, the data were collected from the ELT students within the scope of one of their obligatory classes. This situation may cause anxiety. To overcome this limitation, consent forms (see Appendix A) were prepared, and the PSTs were assured that the research process would not interfere with the issue as to their course such as their grades. Additionally, the data were collected by their peers, not the lecturer who is responsible for the class. Lastly, in the research studies that adopt conversation analysis as their methodology, the employment of the ideal transcription is a severe issue due to its essence to depict the naturally occurring conversations in great detail. With this in mind, a very comprehensive convention system, namelyMondada (2018) transcription conventions (see Appendix B), was used, and all pertinent embodied actions of the co-participants such as gaze, body posture, gesture were illuminated with high granularity.

Definitions

Throughout the present study, some words have been utilized frequently. For a greater and more fluid understanding, it may be necessary to clarify their meaning. In view of this, some definitions may be found below:

Micro-teaching: this term is defined by Bush (1968) as “a teacher education technique [which] allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten-minute encounters with a small group of real students, often with an opportunity to observe the results on videotape” (as cited in Macleod, 1987, p.531).

Conversation Analysis: “Conversation Analysis, a research tradition that grew out of ethnomethodology, has some unique methodological features. It studies the social organization of conversation, or talk-in-interaction, by a detailed inspection of tape recordings and transcriptions made from such recordings” (ten Have, 1990, p. 23).

Classroom Discourse: “Classroom discourse, broadly defined, refers to all of those forms of talk that one may find within a classroom or other educational setting” (Jocuns, 2013, p.1)

Classroom interactional competence: the “ability to use interaction as a tool for mediating and assisting learning” (Walsh 2011, p. 158)

Language Awareness: “a person’s sensitivity to and conscious awareness of the nature of language and its role in human life” (Donmall, 1985, p. 7)

Teacher Language Awareness: the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively (Thornbury, 1997, cited in Andrews, 2001, p. 71)

Trouble: is anything which participants judge to be impeding to their communication (Seedhouse, 2004a, p. 143)

In this chapter, an overall understanding of the present study has been presented by explicating the aim and significance of the study, the research questions that guide the study, and the definition of the terms. A review of the literature concerning the conceptual framework of this study will be provided in great detail in the following chapter.

Chapter 2
Literature Review

Micro-teaching Method

As teacher training programs mean to raise reflective and competent teachers as their primary mission, on-campus clinical experiences have perpetually been under investigation to accomplish this goal(Amobi, 2005). Among these on-campus clinical experiences, the micro-teaching practice has, no doubt, become one of the most prominent methods utilized by the administrators, instructors and, curriculum developers to strengthen pre-service teachers' teaching skills (e.g., Allen, 1980; Fernández, 2010; Ogeyik, 2009; Sadiq, 2011; Seferoğlu, 2006). As Bell (2007) described, "micro-teaching" is a widespread method that enables pre-service teachers to give a lesson to their classmates so as to improve their lesson devising and teaching skills.

Micro-teaching was first devised by Dwight Allen and his team at Standford University in 1963 with the aim of training pre-service teachers for their internships. In one of the most eminent studies of the group, Allen and Clark (1967) declared that associates of Standford University teacher training department were contemplating designing a novel and more efficient training method for pre-service teachers to become well-equipped for their internships. Furthermore, the authors explain the rationale behind this technique in their study. These justifications can be summarized as a requisite for an authentic teaching situation in which pre-service teachers practice their teaching skills, and experience teaching to students with a broad spectrum of age, level, and capacity in a secure way. Moreover, through micro-teaching, the pre-service teachers have an opportunity to test the utilization of well-recognized learning theories (e.g., the superiority of instant feedback) in the faculty classrooms.

As the name suggests, micro-teaching fundamentally refers to diminishing the size of the teaching aspects such as the number of tasks dealt with, the duration of the lessons (i.e., approximately 10 minutes) and the number of the students. Even though micro-teaching practices can be conducted in various formats(Skinner, 2012), the archetype of the micro-teaching model comprises six steps; namely, plan, teach, observe, re-plan, re-teach, and re-observe (Arsal,

2014). Especially two aspects are counted as very essential in the micro-teaching execution process: video-taped micro-lessons and feedback (Benton-Kupper, 2001), which is evident considering dual nature of each step as plan and re-plans, teach and re-teach, and observe and re-observe. Whether with their mentor or with peers, pre-service teachers examine the video-taped versions of their micro-lessons to mirror their ideas about them. Furthermore, they may view the video-taped lesson individually and write a reflective paper on their performance, which enables them to develop their reflective thinking skills.

Both as an-effective means for promoting teaching skills of prospective teachers and as a way of professional development of experienced teachers, micro-teaching has been an alluring affair not only for instructors accountable for the teacher training but also for the researchers since its inception (Allen, 1980; Amobi, 2005; Ogeyik, 2009; Sadiq, 2011). By supplying an optimal condition for research that is uncomplicated, manageable, and replicable, the impact of micro-teaching on research in the field has continued to increase (Allen, 1980). That is why research on micro-teaching is abundantly available worldwide (e.g., Cooper, 1967; Ostrosky et al., 2013; Ping, 2013; Yigit, 2010).

Seeing the results of the studies which show students' eagerness to implement micro-teaching and its positive effects on the students' teaching skills, self-efficacy and, reflective thinking skills; its recognition and popularity is not an unanticipated case. Accordingly, the assets of micro-teaching will be addressed referencing to the eminent studies in the field in the following paragraphs.

Initially, one of the most outstanding advantages of micro-teaching for pre-service teachers is that it bridges the gap between theory and action (Arsal, 2014). They are allowed to put what they learn into practice, to experiment with new teaching approaches, methods, and styles, to think reflectively, and to discover their strengths and weaknesses. Such an experience in a secure environment aids more self-confident and conscious teachers in a real classroom (Bell, 2007). Moreover, the pre-service teachers experiencing a scaled-down real teaching situation have a chance to confront the facts of a real classroom, and they get prepared for these issues (Fernández, 2005). Right along with this, they improve their abilities, such as time management skills, and devising skills according to the realities of the classroom environment (Hawkey, 1995).

Secondly, although its appearance dates back to the 1970s, micro-teaching is still a widespread implementation in a large number of teacher training programs since it caters to a 21st-century skill, namely, critical thinking. Lee (2005) characterized critical thinking as a reflection process in which "some systematic analysis of the problem, event, or interpretation" occurs for the purpose of promoting quality of teaching (p. 700). Since reflective teachers who regularly contemplate their performances, their assets or inept aspects, and try to advance their efficiency are primary goals of teacher training programs, micro-teaching has become an inevitable instrument following this purpose.

Lastly, as Arsal (2014) asserts in his study, the micro-teaching model has a positive impact on student teachers' sense of self-efficacy. Further, he adds that teachers who have a high level of self-efficacy are much more enthusiastic about teaching and more conscientious. They are also more eager to administer novel teaching techniques. In a similar manner, Simbo (1989)conducted a study to explore the effect of micro-teaching on pre-service teachers' anxiety levels in their actual teaching process, and the study indicated that the pre-service teachers who utilized micro-teaching method in their training program had lower anxiety in the actual teaching process.

All in all, a great deal of research on micro-teaching describes it as a constructive and convenient instrument of pre-service teachers' training. In the first place, it is praised for being a link between theory and practice (Amobi, 2005; Bell, 2007; Fernández, 2005; Fernández & Robinson, 2006; Hawkey, 1995). Some other researchers also emphasized the positive impact of micro-teaching on student teachers' reflective thinking skills (Allen, 1980; Amobi & Irwin, 2009; Brent et al., 1996; Metcalf et al., 1996; Ogeyik, 2009; Sadiq, 2011). Finally, the relationship between micro-teaching and the pre-service teachers' self-efficacy, anxiety, and self-confidence has been investigated by the researchers. The results indicate a positive correlation between micro-teaching and self-efficacy and self-confidence while a negative correlation is disclosed with anxiety (Arsal, 2014; Brent et al., 1996; Mergler & Tangen, 2010; Simbo, 1989; Skinner, 2012).

As it is evident, many research studies advocate implementing the micro-teaching model for a variety of reasons. On the other hand, there exist some contradictory studies in the literature. Henceforth, several research studies from

both angles will be summarized, and their results will be presented and discussed briefly. To start with, much of the current literature on micro-teaching pays particular attention to pre-service teachers' perception of its implementation. For instance, Fernandez and Robinson (2006) investigated 74 pre-service teachers' perceptions of micro-teaching lesson study (MLS). The participants grouped to work cooperatively during four parts of the lesson: planning, teaching, reflecting, and revising. A mixed-method study was conducted by administering both MLS Feedback Surveys and by compiling feedback reports written by the pre-service teachers on MLS. Data gathered from the students suggested that the participants found MLS as a useful tool to connect the theory with the practice. Another aspect praised by the pre-service teachers was the close collaboration among their peers. The participants stated that they had ample opportunity to talk about theories and to receive feedback on their teaching performances from their peers. All in all, the authors concluded that MLS provides the pre-service teachers with a chance to link their theoretical knowledge with practice, to work in collaboration with their peers, and to receive constructive feedback from them.

This view is supported by Ogeyik (2009) who attempted to evaluate 57 ELT senior students' attitudes towards the micro-teaching experience in the Turkish context. The data is collected through a Liker type scale is prepared by the researcher with the aim of determining the advantages and disadvantages of microteaching from the pre-service teachers' perspective. Survey results have shown that pre-service teachers' overall attitude is quite positive. According to the results of this study, pre-service teachers perceive micro-teaching implementation as effective and convenient to develop them both academically and professionally. In light of the findings, the author stated that by employing micro-teaching, pre-service teachers' teaching strategies, reflective thinking skills, and self-confidence could be enhanced.

In the same vein, one study by He and Yan (2011) examined the attitudes of 60 EFL pre-service teachers towards micro-teaching. Participants were asked to write reflective reports on the advantages and disadvantages of microteaching, and these reports constituted the study's data. Mostly, participants held positive attitudes towards microteaching since they found it to be beneficial for their professional development. They also added that the micro-teaching model has a

positive impact on their sense of self-confidence. However, several drawbacks were reported by the participants as distinct from previous studies. These drawbacks can be summarized as non-authenticity of the practice, absence of feedback from real school teachers, and limited space and time for the experience. In this sense, the authors made some constructive suggestions including creating more authentic classroom environments. Keeping this in mind, I believe that we need to gain a more profound and perceptive insight into what actually happens in an actual classroom and what kinds of interactional patterns shaped between the pre-service teachers and the learners in an authentic classroom atmosphere. I also think that exploring these interactional systems will enable practitioners to construct more effectual micro-teaching models.

In addition, there is a relatively small body of literature that is compared to pre-service teachers' micro-teaching practices with their actual teaching performances. An experimental study conducted by Simbo (1989) in Nigeria could be counted as an example. This study intended to assess the efficacy of microteaching on pre-service teachers' actual teaching performances by drawing on two different scales and observation method. Divided into two groups, 20 pre-service teachers participated in the study. One group experienced micro-teaching within the scope of one of their courses, whereas the other group was not subject to microteaching. Focal teaching strategies observed and compared in the study were pre-service teachers' explanation, instruction, and question. The results revealed that there does not exist any noteworthy difference between the performances of both groups before the microteaching implementation. However, the researcher recognizes a conspicuous distinctness between the qualities of two groups' post-micro teaching performance. This study is genuinely authentic and extraordinary in terms of including the actual teaching practice in the research process. However, much uncertainty still exists about the interactional patterns that shape teaching and learning practices in situ. Furthermore, declaring a performance more qualified would not be an adequately clear attribution since being qualified is something intangible and even subjective. At this juncture, this prospective study was designed to investigate the instructional sources used by the pre-service teachers in two different contexts (micro-teaching and actual teaching) from a CA perspective in order to understand the differences between

them and the reasons of these variations with an emic perspective. Accordingly, much more objective and reliable results would be revealed through a systematic analysis.

A more recent study by (Skinner, 2012) involved a conversation analytic methodology to systematically analyze differences between micro-teaching and real-teaching talk of two pre-service teachers. Unlike the previous research study, this study aims to explore the altering identities of the pre-service teachers during these two distinct performances. Two extracts taken from the microteaching and another two extracts from the actual teaching were transcribed in a detailed way. The participants were also interviewed to gain a deeper insight into the perception of the identities they displayed during the micro-teaching and actual teaching processes. The findings pointed out that changeable identities are more apt to appear in the micro-teaching process. The author emphasized that diverse identities are inevitable and vital components of the interaction process, and thus, the teacher training programs should include activities that enable pre-service teachers to exceed beyond the conventional situated identity of teacher and learner.

Bell (2007) conducted a study in which pre-service math and English teachers participated to understand better the nature of micro-teaching itself and its interactional aspects. Another purpose of the study was to investigate how pre-service teachers approach the micro-teaching. Data collected through interviews showed that the pre-service teachers perceive the micro-teaching to be valuable. However, they also expressed that how to frame the micro-teaching was a continual challenge for them because they “negotiate the roles of teacher, student, classmate, and peer/friend” at the same time (Bell, 2007, p.24). Likewise, the pre-service teachers regarded micro-teaching as “performance” or “classroom task” rather than “teaching”. Besides, they identified the micro-teaching process as “fake-teaching”. In contrast to previous studies, in this study, several drawbacks of micro-teaching are revealed from different angles. Moreover, this study demonstrated that a different data analysis method, discourse analysis, would be a useful way to arrive at illuminating conclusions.

In like manner, in a conceptual study, Cripwell and Geddes (1982) discuss the drawbacks and limitations of micro-teaching. First of all, they challenged the

earlier and the most common form of micro-teaching which was developed by Dwight Allen at Stanford University because they described the general educational skills (set induction, variation, questioning, reacting, and closure) concentrated on in this model sweeping generalizations. Furthermore, they proposed that the skills cannot be detached from an authentic classroom context. Thus, they primarily criticized the artificiality of micro-teaching practices. Besides, the limited time and budget of the pre-service teachers and the complexity of preparing materials were given as the reasons for pre-service teachers' reluctance to participate in micro-teaching practices. All in all, although many studies have revealed various positive aspects of micro-teaching, and positive attitudes of both practitioners and pre-service teachers, the artificial nature of micro-teaching has also emerged as a controversial subject in the field. Considering this, the authenticity of micro-teaching practice is discussed in this study.

Classroom Discourse and Interaction

Classroom discourse, in general, connotes all forms of talk that could occur within either a classroom or another educational environment (Jocuns, 2013). With changing approaches towards students, teachers, and education, active students who shape their learning by negotiating with their classmates and teachers instead of passive receivers, and teachers who mediate the learning rather than transmit the information has centered on the new educational objectives.

Given this alteration to the understanding of education, interaction through which the students acquire knowledge and skills, express (mis)understanding, resolve disputes, maintain communication and build relationships in the classroom setting has drawn an increased interest. Moreover, in a language class, the interactional patterns and accordingly the classroom discourse is further intricate because the language is both 'the vehicle and object of instruction' (Long, 1983,p.9) and requires more attention.

With this in mind, in the late twentieth century, the status of classroom discourse and interaction has come to prominence in both educational sciences and exclusively, foreign languages education (Cazden & Beck, 1996; Skukauskaite et al., 2015). In line with this, Sert (2015) identified the language classroom discourse as "the collection and representation of socio-interactional

practices that portray the emergence of teaching and learning of a new language through teachers' and students' co-construction of understanding and knowledge in and through the use of language-in-interaction" (Sert, 2015, p. 9) and underlined the significance of the interactional unfolding of language classes. Nevertheless, as Frederiksen and Donin (2015) noted in one of their recent studies, the nature of the relationship between interaction and learning in an educational discourse remains unclear. There exist some valid reasons for the requirement of further research on the relationship between language, interaction, and learning. One of the most significant advantages of further research, pertinent to our primary concern, might be its benefits to language teachers' professional development (Walsh, 2011). To enhance language teaching, teachers need to comprehend the nature of the classroom interaction, which is considered as 'the most important thing on the curriculum' by van Lier (van Lier, 1996, p.5). With this in mind, the following paragraphs will be dedicated to classroom interaction in particular.

Communication is a fundamental property of all classroom activities. Whatever happens in the classroom involves communication, and accordingly, interaction. Through/in both verbal and nonverbal interaction, learners could demonstrate their understanding, overcome the problems occurring during the communication process, ask for further information, and, last but not least, establish relationships. In the same fashion, teachers might check the learners' comprehension, give feedback, provide scaffolds when necessary; thereby, they create an optimal classroom discourse. Moreover, as Waring (2015) put forth, they might even hinder language learning unwittingly utilizing various interactional resources. Given that the teachers' interactional sources have a massive impact on all teaching-learning processes, numerous studies have attempted to explain the nature of the interaction in educational settings (e.g., Hall, 2004; Vaish, 2008; Skukauskaite et al., 2015).

To illustrate, in his one of the key studies, Walsh (2011) introduced widely recognized four essential features of classroom discourse that exemplify the interactions which occur in the classrooms: control of the interaction, speech modification, elicitation, and repair. First of all, in a language classroom, the teacher is accountable for specifying the topic, allocating turns to the learners, deciding the activity length; in other words, "orchestrates the interaction" (Breen,

1998, p. 119). The teachers' control of content and interactional patterns, hence, eventuates in unequal roles of the teacher and the students. At that juncture, we should bear in mind that language teachers also endeavor to create necessary space for students' contributions and learning opportunities by means of specific practices such as waiting for a longer time for the students' utterances, seeking for further information, asking leading questions and so on (Walsh & Li, 2013). The second aspect proposed by the author is speech modification. Similar to the motherese speech (Fernald, 1985), teachers are prone to adjust their speech deliberately to model the target language, avoiding possible misunderstandings, and holding the learners' attention. The modified speech of the teachers can be characterized as a slower, louder and appropriate pronunciation, simplified vocabulary and grammar structures, and many comprehension check questions besides repetition. Another feature of classroom discourse is elicitation techniques through which teachers attempt to get the learners' answers. Display or referential questions, for example, are among the most commonly used elicitation techniques by the teachers (Long & Sato, 1983). By utilizing elicitation techniques, teachers could check learners' understanding, increase participation via display questions, and enable learners to discuss, negotiate, and practice naturally through referential questions.

The last aspect of classroom discourse introduced by Walsh (2011) is repair. Since the central point of the present study is trouble design and trouble resolution, this aspect is especially worthy of notice. Before explaining what repair is, the term 'trouble' should be identified. In both mundane talk and classroom interaction, some troubles that delay or obstruct the progressivity of the interaction/conversation and negotiation of meaning might emerge. Such troubles are exemplified by"misarticulations, malapropisms, use of a 'wrong' word, unavailability of a word when needed, failure to hear or to be heard, trouble on the part of the recipient in understanding, incorrect understandings by recipients" (Schegloff, 1987, p.210). Repair comes into play when such troubles arise to maintain the intersubjectivity and provide the flow of ongoing interaction. According to Schegloff (2007), repair ensures "that the interaction does not freeze in its place when trouble arises, that intersubjectivity is maintained or restored, and that the turn and sequence and activity can progress to possible

completion”(p.14). It is of particular significance in educational settings and language classrooms to contend with the misunderstandings and breakdowns, which might be an undue burden on both language teachers and the learners. Accordingly, attainment of mutual understanding and the smooth flow of ongoing classroom interaction is seen as a fruit of good classroom interactional competence. Parallel to said, Scarcella (1988) claimed that “the ability to carry out self-repair and to elicit repair from one’s conversational partner is an essential skill for a second or foreign language learner” (p. 76).

To date, a great deal of research has investigated errors, types of errors, and error correction. At that point, it should be noted that in conversation analysis, the terms repairable and trouble-source are utilized to mention the troubles in interaction. When the trouble is ultimately resolved, it is identified as repair outcome. Besides, Wong and Waring (2010) define repair initiation as “the practice of signaling or targeting a trouble-source” (p. 214). However, not all troubles occurring in the interaction need to be treated as a repairable by the teachers. Walsh (2011) counted several options to be followed by the teachers in case of a problem: (i) ignore the error completely; (ii) indicate that an error has been made and correct it; (iii) indicate that an error has been made and get the learner who made it to correct it; (iv) indicate that an error has been made and get other learners to correct it (p.12). As Seedhouse (2004a) stated, the option to be chosen by the teachers should be convenient for the type of activity and pedagogical purpose of this activity; that is, classroom context.

To start with, since the focal pedagogical objective is the production of linguistic forms by the learners properly in the form-and-accuracy context, the language teachers commonly endeavor to assess whether they internalize the knowledge to promote their language learning. Accordingly, the trouble-source in this context is mostly caused by the learners’ construction of imperfect linguistic structures and patterns. Hence, in form-and-accuracy contexts, the repair is primarily initiated by the teachers. In meaning-and-fluency context, on the other hand, the emphasis is on establishing mutual understanding, negotiating meaning and expressing meaning. In accordance with, errors of linguistic form are not treated as repairable by the teachers as long as they do not obstruct the communication. Teachers overwhelmingly deploy embedded correction rather

than overt correction to prevent interrupting the flow of interaction, just like in ordinary conversations. Moreover, in these contexts, the learners initiate repair besides teachers. Lastly, in task-oriented contexts, the focus is not on expressing meaning or on linguistic forms. The focus is on task accomplishment. Accordingly, the repair is initiated when trouble that hinders the learners' achievement of the tasks. In such contexts, the repair is mainly initiated by the learners.

It is also significant to discern the concepts of 'self' and 'other' in repair sequences. There are four types of repair identified in CA: (i) self-initiated self-repair; (ii) self-initiated other-repair; (iii) other-initiated self-repair; (iv) other-initiated other- repair. Basically, these terms indicate who initiates and who completes the repair construction. In self-initiated self-repair, for instance, the person who owns the repairable both prompt repair and correct his/her own mistake. Likewise, in other-initiated other-repair, a person notices the trouble-source produced by another person and correct the mistake rather than the person who owns the mistake.

As mentioned earlier, a considerable amount of literature has been published on this issue. Some investigators focused exclusively on feedback facet of the structure (e.g., Nassaji & Wells, 2000; Waring, 2008). To give an example, in one of the well-rounded studies of his, Seedhouse (2004a) attributes the nonexistence of feedback to a positive assessment of teachers. According to Lerner (1995), such an absence enables the students to further participate in the activities under their teacher's guidance. On the other side, several researchers emphasized the potential drawbacks of this triadic sequence. For instance, Walsh (2011) warned that the overuse of the IRF structure might bring about repetitive and mechanical classroom interaction. In a similar vein, Waring (2011) has claimed that the IRF sequence could constrain learning opportunities in the classroom. Finally, Wells (1993) takes a neutral stance and states that the pros and cons of the triadic dialogue are highly related to the purpose of the activities in which it occurs.

Although extensive research has been carried out, there is still a need for further research on the IRF sequence in order to be enlightened about the classroom interaction in a classroom setting. Because as Walsh (2011) claims, a more profound comprehension of the IRF "enables us to consider how we might

vary interaction more and introduce alternative types of sequence" (p. 20). With this in mind, raising pre-service and in-service teachers' awareness of IRF and other typical features of classroom discourse and interaction should be one of the fundamental objectives of teacher training programs.

Teacher Talk

Teachers play a pivotal role in both constructing and conducting communication that is essential to all classroom practices. Teacher talk has always been a salient topic that deserves particular attention, given the fact that teachers have the authority to manage both the topic and the interactional patterns during lessons. In this respect, Johnson (1995) underlines the potency of teacher talk and stated that "teachers control what goes on in classrooms primarily through the ways in which they use language" (p.9). Moreover, considering the exceptional nature of language classrooms in which language is not only the means of instructions but also the ultimate goal of the study, teacher talk is even more significant in L2 classroom research. Another reason which brings teacher talk into prominence is that in many L2 classrooms, teacher's talk is the only opportunity for the learners to be exposed to the target language.

Seeing the power of the teacher talk over the teaching/learning process, a number of studies have begun to examine teacher talk from different perspectives. Some investigators have focused on the amount of teacher talk, which is widely referred as the teacher talking time(TTT) (e.g., Legarreta, 1977), while the other researchers concentrate on the quality of it such as the ways language teachers talk or the features peculiar to teacher talk (e.g., Ellis, 1985; Walsh, 2002; Yanfen & Yuqin, 2010). For instance, one of the most eminent lists regarding characteristics of teacher talk has been proposed by Chaudron (1988) as follows:

1) The speed of teacher talk seems slower;

2) More frequency of pause showing speakers' thinking or conceiving and with longer time;

3) Clearer and more understandable pronunciation;

4) Easier chosen vocabulary;

5) With lower subordinate degree (less use of subordinate clause);

6) More narrative sentences or declarative sentences than interrogative sentences;

7) More frequency of teachers' self-repetition (p. 88).

Through these deliberate adjustments to their talk, the language teachers manifestly intend to comply with the learners' proficiency and pedagogical aims of language lessons. Furthermore, as stated earlier, in many countries, languages are taught as a foreign language; in other words, teachers are the only sources that provide learners with the authentic language and correct pronunciation of the target language. Hence, slower, louder, and more understandable pronunciation is adopted by the teachers. Besides modeling the target language, teachers are also in charge of the control of literally everything in classroom discourse. They have to ensure that each student in the classroom could follow the instructions, take turns equally, and acquire presented information. With this object in mind, extended wait-time for the learners' responses, and teachers' self-repetition are drawn on by the teachers to create more learning opportunities for the learners (Thornbury, 1996; Walsh & Li, 2013). Doubtless, "with their choice of language and interactional practice, teachers have an impact on learning by promoting or hindering it" (Badem, 2018, p.14).

Much of the literature since the mid-1980s emphasizes the 'communicativeness' of the classroom interaction due to the shift in language teaching methods towards more communicative approaches in which not only language forms but also language functions are considered significant and authentic use of language is targeted rather than artificial and mechanic language. However, previous studies have explored that contrary to expectations, "in communicative classes, interactions may, in fact, not be very communicative after all' (Nunan, 1987, p.144). According to Cullen (1998), this paradoxical situation may be attributed to an overly simplified perception of communicativeness. Inasmuch as communicativeness is identified as using only authentic communication outside the classroom by disregarding the truth of a real classroom context, analyzing teacher talk regarding communicativeness would be purposeless. However, the distinctness of classroom interaction from the ordinary talk is proposed by many researchers (e.g., Breen & Candlin 1980; Walsh, 2002; Seedhouse, 2004a). In his aforementioned study, Cullen (1998) argued that

researchers should take into consideration what is communicative in a given context in which the talk is constructed rather than comparing it with authentic communication peculiar to outside the classroom to decide the degree of communicativeness of a teachers' talk. It should be noted that what is communicative outside the classroom might be improper or even awkward in the classroom context owing to the unique aspects of the classroom, such as asymmetrical roles of teachers and learners, and pedagogical purposes of interactional practices.

In a similar vein, Thornbury (1996) conducted a teacher-training project where participants were instructed about aspects of communicative classroom talk. This study attempted to investigate the relationship between the awareness of trainees and the communicativeness of their classroom talk. In the scope of the study, the trainees initially were educated about properties of communicative teacher talk such as referential questions rather than display questions, content feedback rather than evaluating the accuracy of utterances, extended wait-time, and more frequent student-initiated talk. Subsequently, the participants were requested to record, transcribe, and analyze their classroom interactions regarding communicativeness. The study results pointed out that, with a heightened awareness of communicative talk, the trainees developed their classroom performances. Even though this study fell short of analytical exposition about how and in what aspects the trainees improve themselves, it revealed that further training on classroom interactional patterns should be incorporated into teacher training programs.

It is now well established from a variety of studies that there is a strong connection between the nature of teacher talk and the pedagogic purpose of classroom activities (Seedhouse, 1996; Cullen, 1998). Walsh’s (2002) study in which the impact of teacher talk on the learning opportunities is scrutinized might be a good illustration in this respect. In the study, eight experienced English teachers’ 30-minute audio-recordings recorded during teacher-fronted activities were involved. The results analyzed by using CA methodology indicated that some teachers create learning opportunities while others hinder learners’ involvement through their choice of language. The researcher concluded that teachers should be aware of the pedagogic purpose of the activities and use the language

accordingly. Moreover, he suggests teacher education programs devote more time and attention to teacher talk, interaction, and learning opportunities besides methodology and language awareness.

Classroom Interaction and Language Teacher Education

The literature on classroom discourse and interaction has highlighted the necessity of integrating activities that promotes pre-service teachers' awareness of classroom discourse into the teacher training programs (e.g., Seedhouse, 1996; Walsh, 2011; Bozbıyık, 2017; Sert, 2015; Sert, 2019a). To understand an authentic language classroom, a pre-service teacher needs a closer understanding of teacher-students roles, the interaction between them, classroom contexts, pedagogical aims of activities, and the nature of all classroom procedures. On the other hand, in many cases, pre-service teachers do not have a chance to apply what they learn in a real classroom environment,and thus, they cannot analyze classroom discourse and interaction patterns in an authentic environment. In this respect, Walsh (2011) criticizing most teacher training programs for devoting much time to teaching methods and language and for not paying enough attention to classroom discourse and interaction. That is why this current study also recommends the researchers conduct further research in which real classroom interactions are transcribed in a detailed way and analyzed microscopically.

As stated earlier, a language teacher has a central role in constructing and maintaining communication and interaction during the lessons, which requires the simultaneous execution of multiple tasks such as allocation of turns, responding to students' utterances and managing the students' erroneous formulations, etc. A number of studies (Seedhouse, 2004a; Walsh, 2011; Waring, 2016) have begun to present that the teachers shape the classroom interactions in conformity with the lessons' pedagogical objectives to promote further learning opportunities. In a similar vein, Walsh (2006a) has introduced the concept of Classroom Interactional Competence (CIC), which refers to the classroom interaction aspects that promote learning/teaching opportunities. One aspect of CIC is the teacher's use of language in accordance with the lesson's pedagogical objective and the learners' profile. Besides, the basic aspects of CIC are summarized by Walsh and Sert

(2019) as: ”(a) maximizing interactional space; (b) shaping learner contributions (seeking clarification, scaffolding, modeling, or repairing learner input); (c) effective use of eliciting; (d) instructional idiolect (i.e., a teacher’s speech habits); and (e) interactional awareness (p. 744)”. It is clear that each aspect of CIC also requires teachers’ deployment of various interactional resources efficiently and appropriately to the pedagogical objectives of the activities and the learners.

A great deal of previous research into L2 classroom interactional competence has mainly focused on the learners’ point of view (e.g., Lee, 2015; Matsumoto & Dobs, 2017; Evnitskaya & Berger, 2017; Pekarek Doehler, 2018). Besides, a number of studies have begun to examine the longitudinal enhancement of learners’ L2 classroom interactional competence (e.g., Cekaite, 2007; Hellermann, 2011). On the other hand, relatively less attention has been paid to the pre-service teachers' development of classroom interactional competence, albeit its significance in their future professions. Commenting on this issue, Sert (2019a) proposes that the extracts published in previous research can be exploited as teacher training materials by which the pre-service teachers can endeavor to identify the troubles and discuss the teachers’ management of these troubles and accordingly raise their language awareness (Walsh, 2003).

Even though they are small in number, few studies stress the necessity of incorporating conversation analysis methodology, particularly CIC into the teacher training process and examine the consequences of such integration. Some researchers even have taken this issue further and develop CIC integrated teacher education models (Walsh, 2006a; Sert, 2015; Waring, 2020). In what follows, both the studies and the teacher training models will be mentioned briefly. A branch of research studies that apply the CA methodology to investigate the interactional organization in teacher training area has focused on the interactions in the feedback sessions (e.g., Harris, 2013; Walsh & Mann, 2015; Kim & Silver, 2016; Waring, 2017). However, since the focal concern of these studies is beyond the scope of the current study, these research studies will not be included in the literature in detail.

Although its focal concern (i.e., teachers’ beliefs and their classroom practices) is irrelevant to this present research, Li and Walsh’s (2011) study warrants attention owing to its comparative manner. In their study, the data on

language teachers' beliefs about teaching and learning is collected through interviews. Besides, their classroom interaction was video-recorded to be analyzed via conversation analysis methodology. In that way, they compare what the teachers say they do and believe in their teaching practices with their classroom interaction. The study reveals the intertwined relation between the teachers' belief and their classroom interaction by proposing that "beliefs are both shaped by and shape ensuing interactions" (p.53). This study is essential since it apparently presents the importance of integrating authentic classroom interactional data into the research process. In addition, as they stated along with the teacher cognition, this study has relevance to teacher development and classroom interaction.

One of the eminent studies that incorporate CIC into the teacher training process is conducted by Escobar Urmeneta (2013). In her longitudinal study, she examines a pre-service teacher's development of CIC over the course of a year in a content and language integrated learning (CLIL) teacher education program through Multimodal Conversation Analysis and Ethnographic Content Analysis. Bringing theory and practice together, the pre-service teacher is given an opportunity to experience a real classroom environment and improve her CIC by reflecting on her own teaching in light of her video-recorded lessons. This study also presents how increasing awareness of CIC of teachers brings about the development of teachers' efficacy in terms of their use of language convergent to the learners, and promoting learning opportunities. Furthermore, it gives evidence of the importance of the actual classroom experiences of pre-service teachers.

Sert (2015), one of the most prominent names in the CA-based language teacher education, initially investigates both verbal and embodied aspects of classroom interaction in-depth and depicts the teachers' interaction skills such as embodied and verbal resources to address the students' L1 usage or manage the troubles emerging during the interaction. Moreover, he extends Walsh's notion of CIC with four new aspects, namely, successful management of claims/displays of insufficient knowledge, increased awareness of unwillingness to participate, effective use of gestures, and successful management of code-switching (p.155). In the same book, Sert investigates the improvement of Turkish pre-service English teachers over the course of a year by employing a conversation analytic methodology. In the scope of the study, a pre-service teacher initially delivers a

micro-teaching in accordance with a previously prepared lesson plan. Subsequently, she transcribes her video-recorded micro-teaching practice and writes a reflection paper. In the scope of the pre-service teachers' mandatory internship practice, during the next two semesters, the pre-service teacher observes an experienced teacher in a real classroom environment and writes observation reports on interactional practices deployed by the experienced teacher. Finally, after 13 months of their micro-teachings, the pre-service teacher delivers a lesson, but this time for the real students. The analysis of the pre-service teacher's actual teaching reveals how a neophyte language teacher develops a CIC through practice, reflection, and observation, especially in identifying the trouble and repairing it during a speaking activity through various verbal and embodied interactional resources. Sert concludes his book with a call for further research on teacher training that employs conversation analysis as a methodology and introduces a new CA- integrated L2 teacher education framework: 'IMDAT', which shapes the research design of the current study.

From now on, CA-integrated L2 teacher education frameworks, including IMDAT (Sert, 2015), will be introduced in chronological order, and accordingly, the studies that adopt these frameworks in their research designs will be mentioned. To start with, Walsh (2006a, 2011, 2013) proposed a teacher education framework called SETT (Self Evaluation of Teacher Talk) in which teachers critically reflect on their own classroom interactional practices and improve themselves accordingly. Walsh (2006a) underlines the dynamic and multi-layered nature of the L2 classroom context in which the learners have joint ownership in the construction of goal-driven classroom activities. Moreover, he asserts that in order to comprehend the interactional patterns of L2 classroom in its entirety, the pedagogical purpose in a given classroom moment should be taken into consideration along with the interactional features.

In line with this conception, he proposed four L2 classroom modes, namely; (i) managerial mode, (ii) materials mode, (iii) skills and system mode, and (iv) classroom context mode. Each classroom mode defines unique pedagogical goals (e.g., to transmit information, to provide language practice around a piece of material, to provide corrective feedback, and to promote oral fluency) and distinct interactional features peculiar to the given classroom modes (for further

information see Walsh, 2006a). With this in mind, SETT enables the teachers to critically reflect on their own practices regarding the modes, pedagogical goals, and interactional patterns, which facilitates teacher language awareness (Walsh, 2003). In his article, Walsh (2006b) reveals that eight teachers engaged in the study advance in identifying the modes in their own data, using the meta-language, employing critical self- reflection, and making conscious interactive decisions.

Adopting the SETT framework, several authors conducted their research studies. For instance, Howard (2010) questions whether the observer's paradox has an impact on the typical formats of the classroom activities and provides evidence to the existence of classroom modes through the SETT framework. In addition, Yang (2014) examines the discourse markers uttered by the teacher through classroom modes analysis proposed by SETT together with corpus linguistics (CL), and conversation analysis (CA). When it comes to its employment as a teacher education tool, a number of authors adopted SETT in teacher training research studies (e.g., Skinner, 2012; Ghafarpour, 2017; Ünal et al., 2018). In a study conducted by Aşık and Kuru Gönen (2016) in Turkey, both the pre-service L2 teachers' perceptions of their use of teacher talks and the impact of analysis of their use of language on their professional development were investigated by using SETT as an instrument. The study reveals that SETT experience facilitates the pre-service teachers' language awareness and displays their positive attitudes towards such a practice.

Another teacher education framework, IMDAT, which incorporates CIC, CA, and reflective practices into the teacher training process, is developed by Sert (2015). Since the video stimulated recall and every single micro-detail is very important in the framework, Sert (2019a) has recently made a minor adjustment and integrate a technological tool, VEO (Video Enhanced Observation) application, into the feedback sessions of the model. Even though the initial version of the model has been adopted in this current thesis, what follows will be based on the most recent version of it (see Chapter 3 for the initial version).

Sert's framework includes five consecutive steps that can be summarized by its name: IMDAT, which is the acronym for: (I)ntroduction of CIC, (M)icro/initial-teaching, (D)ialogic reflection on video-recorded teaching practices, (A)nother

round of teaching observed by a peer and (T)eacher collaboration for peer-feedback. Drawing on video-recordings, micro-analysis, and different kinds of reflective sessions, IMDAT facilitates L2 teachers' language awareness, critical thinking skills, CIC, and ultimately, teacher development. As mentioned earlier, in his study, Sert extends Walsh's notion of CIC by including multimodal, multilingual, epistemic, and participatory aspects of classroom interaction. To better understand these aspects and operation of the framework, each step will be mentioned briefly in the following paragraphs.

The first step of IMDAT is to make the trainee teachers acquainted with the fundamentals of CIC and display them the significance of understanding classroom interaction for their professional development. To this end, Sert regards a three classroom-hour session as ideal for the first step, and recommends exploiting published extracts taken from real classrooms, and also videos as far as possible during the hands-on sessions. After the teacher trainers introduce the basic constructs of CIC for the first two hours with the whole class by employing authentic representative extracts, during the last one hour, the trainee teachers work on the transcripts in groups and thereby become familiar with conversation analysis. Sert also lists CIC's basic constructs to be introduced in the first phase by extending Walsh's notion of CIC. The first construct suggested is maximizing interactional space by increasing the waiting time, allowing planning time, and inviting learners for elaboration. Shaping the learner's contribution through various interactional resources such as seeking clarification, scaffolding, and repair should be introduced to trainee teachers. To achieve this, authentic extracts in relevant studies can be deployed (e.g., Walsh, 2011; Can Daşkın, 2015). One another tenet of CIC that should be introduced to trainee teachers is the effective use of eliciting through distinct interactional resources such as designedly incomplete utterances (Koshik, 2002) and giving learners hints. Using goal-convergent language and interactional awareness is also suggested to be presented through sample extracts evincing the inextricably intertwined nature of teachers' interactive sources with the pedagogical goals of the activity in a given moment. Besides, teachers' interactional resources to manage the learners' claims of insufficient knowledge should be mention in the first phase through representative extracts taken from relevant studies (e.g., Sert, 2013). Furthermore, the trainee teachers'

awareness of the efficacy of the use of gestures should be increased by mentioning embodied repair and explanations. Lastly, the trainee teaches should be informed about the interactional resources employed by the teachers with a high level of CIC to manage of code-switching through the authentic extracts from prominent studies (e.g., Üstünel & Seedhouse, 2005; Üstünel, 2016).

After trainee teachers become familiar with the basics of CIC, in the following step, they are supposed to make a lesson plan and deliver their micro-teaching accordingly. In the lesson plans, they specify the topic of the lesson, pedagogical objectives of the activities, materials to be exploited, and the target student profile. The trainee teachers' micro-teachings are video-recorded; moreover, if possible, the trainers can observe these micro-teachings through a video-tagging tool like VEO to be able to tag the moments that will be worth mentioning in the following reflection session along with the field notes. Enhancing the observations with the use of video-tagging applications enables data-led reflection sessions to be more convenient and fruitful.

In the dialogic reflection and trainer feedback step of the IMDAT training model, as the name suggests, the trainee teachers receive feedback from the trainers on their micro-teachings. The trainers state the strengths and weaknesses of the trainee teachers' performances by providing visual evidence and thereby carrying out data-led and evidence-based reflection sessions (Walsh & Mann, 2015). Sert attaches much importance to the immediate reflection for the efficacy of the implementation and proposes a video tagging application that enables trainers to identify the points of reflection in simultaneity with the trainee teachers' micro-teaching practices a handy tool to make immediate feedback possible. In this step, besides dialogic feedback, the trainee teachers are also expected to write self-reflection reports including examples in which they think they conduct the micro-lesson effectively and in which they could not conduct like so. In that way, their critical thinking skills and language awareness are enhanced.

In the following step of the IMDAT training model, the trainee teachers are asked to carry out another teaching session bearing their previous teaching experience, trainer's feedback, and self-reflection in mind. In light of the trainer's feedback, the trainee teachers are supposed to devise the initial version of lesson plans and compare two versions considering the basics of CIC and the

pedagogical purpose of the lesson. This teaching practice, distinct from the previous one, is observed by a peer rather than the trainer to avoid the trainer's potential dominance. The trainee teachers observe each other's lessons, and if possible, tag the points to be mentioned using video-tagging software by considering CIC's selected features.

The last step of the IMDAT training model includes teacher collaboration in conjunction with critical reflection. As explicated in step 3 above, a stimulated recall session is conducted by the trainee teachers, in which the trainee teachers discuss both positive and negative points of their teaching practices. The trainers do not engage in these peer-feedback sessions, and hence, the trainee teachers both practice giving feedback and develop their critical thinking skills. In this step, the trainee teachers write a self-reflection report as happens in the third step. All in all, through Sert's longitudinal teacher training framework, the trainee teachers become familiar with the basics of CIC, comprehend the understanding of the significance of classroom interaction and teacher talk, be informed of conversation analysis, develop their critical thinking skills, increase their language awareness and ultimately boost their professional development.

Adopting the IMDAT teacher training model, several authors conducted their research studies (e.g., Balıkçı & Seferoğlu, 2016; Sert, 2016; Bozbıyık, 2017; Balaman; 2018). To start with, Balıkçı and Seferoğlu (2016) revealed how 17 pre-service teachers raised their language awareness of providing effective instruction through the IMDAT development framework. They also underlined the significance of training pre-service teachers to give efficient instruction so that they can manage the interactional problem sources. In a similar vein, Bozbıyık (2017) examined how the VEO integrated IMDAT framework promotes pre-service L2 teachers' language awareness and CIC, in particular teacher questioning practices. The findings showed that pre-service teachers trained during a 14-week semester succeeded in employing teacher questioning practices to extend learner contribution.

Recently, SWEAR,another teacher training model that integrates CIC and CA into the teacher education programs, has been suggested by Waring (2020). Heteroglossia is a significant notion of SWEAR, which proposes that a particular utterance can achieve more than one goal, and manage teachers' multiple

demands such as order, equity, participation, progressivity, and inclusiveness. Learner participation and engagement are at the heart of the SWEAR teacher training framework. This very recent framework includes five consecutive steps: (S)ituating a problem, (W)orking with a classroom recording, (E)xpanding discussions, (A)rticulating strategies, and (R)ecording and repeating. According to Waring, this teacher training model ideally enables the teachers to raise language awareness of troubles and their potential resolutions. Collectively, although there exist some distinctions in their implementation, the ultimate aim of each teacher training framework mentioned above is teachers' professional development by training them about CIC, raising their language awareness, promoting their critical thinking skills.

In this chapter, the related studies were reviewed into four main sections. In the first section, the micro-teaching practice was introduced, and the eminent studies in the field were presented. In the second section, the studies which are relevant to classroom and interaction were covered briefly. In the following section, teacher talk, which is a salient issue in the research field, was presented in line with prominent studies. The last section was dedicated to the studies that integrate CA into the teacher training process. The next chapter describes the methodology used in this thesis.

Chapter 3
Methodology

This chapter of the thesis will present the methodological details of the study in respect of the research context, participants, data collection, and data analysis. In the first place, the research context and the participants will be thoroughly represented. In the following section, an in-depth elucidation of the data collection, transcription, and construction of the collections processes will be provided. Subsequently, Conversation Analysis (CA), which is the research methodology of the present study, will be extensively explained. Then, how the validity and the reliability of the study are achieved will be clarified. The chapter will be completed with the explication of the ethical considerations of the present study.

Research Context and Participants

The data was collected from a project that aimed to provide actual teaching opportunities to pre-service teachers after their micro-teaching activities in faculty classrooms. Sert's (2015) IMDAT teacher training framework, a 5-step teacher education model, was employed in the aforementioned project. This thesis particularly deals with video-recorded data collected primarily from micro-teaching sessions operating as rehearsals for the subsequent implementation in actual preschool classrooms, which defines the second set of video-recordings. With the contribution of 136 junior students of the English language teaching (ELT) program, the data for this study were collected from two separate contexts concurrently, namely, Hacettepe University ELT classrooms, and Preschool L2 classrooms. Except for one Haitian pre-service teacher, all pre-service teachers participating in the study were Turkish natives, and their ages range from 21 and 25.

The students are admitted to the ELT program according to the results of a two-stage central placement exam in Turkey. The first stage is a general aptitude exam consisting of questions related to Turkish, Mathematics, History, Geography, and Science. The second exam is composed of 80 multiple-choice questions intending to test the students' knowledge of grammar and vocabulary and proficiency in reading in English. On the other hand, there does not exist any

questions dedicated to testing the students' proficiency in productive skills, viz, writing, listening, and speaking skills. Hence, it can be assumed that the exam provides an insight into the students' receptive skills, whereas; their proficiency in productive skills is inconclusive. Accordingly, during the 8-semester-long training program, the pre-service teachers not merely take language skill classes mainly in the first two semesters, but also they practice their language and teaching skills through the lectures and the seminars on the specialized field of the program by means of the micro-teaching practices and presentations.

Teaching English to Young Learners (TEYL), which the data of the present thesis come from, is a mandatory course to complete the program and get an English language teacher degree. The course is twofold. In the 5th semester of the program, the pre-service teachers acquire the theoretical knowledge through the lectures (TEYL I), and then, in the 6th semester, they put the theoretical knowledge they gained in the previous semester into practice through micro-teaching sessions in the follow-up course (TEYL II). However, the practice is restricted to the micro-teachings in which the PSTs present their micro-lessons to their peers in faculty classrooms. In other words, there are almost no opportunities for pre-service teachers to experience real classroom environments. To address this inadequacy in the micro-teaching practice, a teacher education model designed by Sert (2015) that will be mentioned in the following section in detail was adopted, and the pre-service teachers were given an opportunity to gain an insight into the actual classroom environments.

To this end, 136 pre-service teachers visited a preschool that agreed to participate with written consents in this study in groups of twelve and delivered their actual-teachings to the preschool students. There were nine classes in the preschool in each of which are 16 very young learners. Their ages range from 3 and 6. All preschool students were Turkish natives and did not have any background in English. In each class, there were a preschool teacher and a preschool intern who were also Turkish natives. English was not an intrinsic part of the preschool curriculum. Accordingly, the preschool students were complete novice EFL learners.

Overall, 136 pre-service teachers who consent to participate in the project initially delivered their micro-teachings to their peers and the lecturer in the faculty

classrooms in the scope of the TEYL course. Subsequent to the lecturer's and peers' feedback, they reviewed the lesson plans. Yet, it should be noted that the lecturer's feedback did not include any orientations to the designed troubles of the PSTs in micro-teaching sessions. Following up on this, the pre-service teachers delivered their actual-teachings to the real preschool students in parallel to the revised lesson plans in an actual classroom environment. Consequently, each pre-service teacher had an opportunity to experience a real classroom environment and gained more in-depth insight into their teaching skills. By average, each micro-teaching session lasted 15 minutes, while each actual-teaching duration was approximately 25 minutes. As a result, in the scope of this project, approximately 102-hours of data were collected. Since the amount of the data was huge, only 37-hours of data obtained from 50 pre-service teachers who were selected with random sampling were incorporated in the current study.

The TEYL lesson was chosen for several reasons to collect data. First of all, micro-teaching is an ordinary procedure for this course. Thus, deviant and artificial settings were not required for the micro-teaching, and naturally occurring data was collected, which aligns with the principles of the conversation analysis research methodology (Schegloff & Sacks, 1973). In addition to this, as Balaman (2018) proposed, although much research up to now has investigated the various L2 classroom discourses, much less is known about L2 interaction in preschool classrooms. In this section, the thorough information regarding the research context and participants were covered, and the details concerning data collection and transcription details will be provided in the following section.

Data Collection

As mentioned in the previous section, inspired by a teacher training model designed by Sert (2015),i.e., IMDAT, both micro-teaching and actual teaching performances of 136 pre-service teachers in ELT department of Hacettepe University were video-recorded. The researcher did not engage in the recording process in order to avoid observer's paradox (Labov, 1972), and accordingly to increase the reliability of the study through a dataset including a naturally occurring interaction without the intrusive impact of the researcher. During the video-recording process, as Heath (2010) et al. suggested, two distinct cameras

were employed to capture multimodal resources such as body movements, gaze, or gestures with a high level of granularity together with the verbal interactional resources delivered by the participants. These cameras were obtained from Hacettepe University Micro-analysis Network (HUMAN) Research Centre which was established to conduct research on social interaction in institutional settings. The cameras were placed considering the classroom settings such as lights, and seating plan. Moreover, they were settled behind both preschool students and the PSTs-as-students, taking ethical considerations into account. To sum, the pre-service teachers' micro-teaching and actual-teaching performances were video-recorded through two distinct advanced cameras helping the researcher conduct a microscopic conversation analysis that is compatible with Sert's teacher training model (2015) called IMDAT.

Sert (2015) has relatively recently proposed a teacher training model called 'IMDAT' which recommends integrating conversation analysis methodology into the language teacher education. According to Sert, one of the ways of teacher training is increasing the teachers' awareness of classroom interaction, which is only possible with a micro-analysis of interactions. Furthermore, in order to be aware of classroom discourse, the teachers should think and express reflectively about what happens in their classrooms. With this in mind, he suggested the IMDAT model which includes five sequential steps (see Figure 1). Indeed, the acronym IMDAT represents all these steps, namely, Introducing classroom interactional competence (CIC), Micro-teaching, Dialogic reflection, Actual teaching, Teacher collaboration and critical reflection.

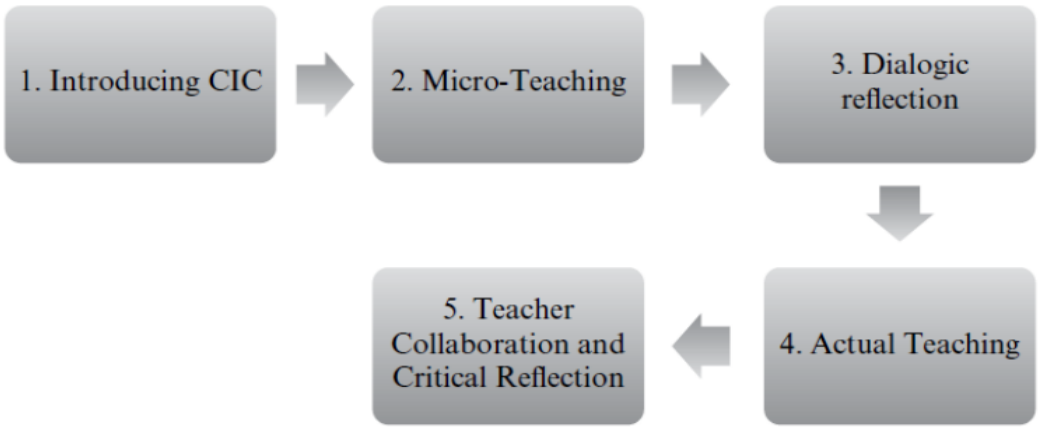

Figure 1. IMDAT teacher training model. (Sert, 2015)

The first step of IMDAT involves (I)ntroducing basic theoretical concepts as to CIC to the pre-service teachers. To this end, published extracts from real classroom discourse and sample videos are recommended to be employed and thereby illustrating how teachers maximize interactional space, shape learner contributions, elicit extended learner turns effectively, use goal-convergent language and interactional awareness, manage claims/displays of insufficient knowledge successfully, use gestures effectively, and manage code-switching successfully. The following step of the model is (M)icro-teaching in which one of the pre-service teachers acts as a teacher and teaches the selected topic to the peers who are normatively expected to act out the target student group. After the micro-teaching phase, in the third step, the course instructor provides a one-to-one (D)ialogic reflection meeting in light of the video-recorded micro-teaching. Lecturer feedback is oriented to lesson plans, thus the pedagogical content of the classes, but the current study deals with the interactional reworking of the lesson plan. Moreover, in this same step, the PST is invited to write a self-reflection paper. In the next step, the PSTs are supposed to adjust their lesson plans in the light of the feedback they take in the previous step from the instructor and self-reflections and deliver an (A)ctual teaching in a real classroom in accordance with the enhanced version of the same lesson plan. Finally, in the last step, through a (C)ritical reflection practice, the PSTs review both their own and their peers' actual teaching performances regarding CIC. At that point, it should be noted that although the data of the study were collected through this model, the focal concern of the study is the differences between interactional patterns in micro-teaching and actual-teaching of the same lesson plans. That is why the lecturer's feedback and self-reflection are beyond the scope of the current study as this study aims to compare the micro and actual teaching sessions by focusing on their interactional trajectories in their natural habitat rather than investigating the impact of lecturer feedback and/or self/peer reflection. This said, there are no instances of problematization of the "trouble design" in the data. As a result, in the scope of this project, approximately 102-hours of data were collected. Since the amount of the data was huge, this thesis deals with a manageable proportion of the whole dataset (i.e., 37 hours of data from 50 students' micro and actual teachings). Seedhouse (2004a) affirms that a database involving between five to ten hours of

classroom interaction is reasonable. The following section will elucidate how the 37-hours of data were transcribed, and the collections were built.

Transcription and Construction of the collections

On account of the data-driven nature of CA, the thorough and accurate transcription of the data has a fundamental role in the research process. Liddicoat (2011) defines the transcriptions as an instrument “to see the transient and complex nature of talk captured in an easily usable, static format” (p.27). With this in mind, the 37-hours data were initially transcribed by exploiting widely recognized and used transcription conventions (see Appendix C) created by Jefferson (2004). The CA researchers have extensively employed the Jeffersonian convention system since data can be delineated vividly through this convention system that includes details such as overlaps, pauses, intonations, pitch, elongations, line numbers, researcher notes, etc.

After the 37-hours long data were transcribed through the Jeffersonian convention system by deploying a software (i.e., Transana), the transcriptions were reviewed recursively with an unmotivated look. Concurrently, the difference in interactional patterns of the troubles between the two datasets was identified as a recurrent phenomenon. As a result, the collection building process was started. In the first dataset, which includes the trouble designs produced by pre-service teachers, namely, designed troubles, 57 extracts were collected. On the other hand, in the second dataset, which includes the trouble designs delivered by the preschool students, namely actual troubles, 73 extracts were collected. Five most representative extracts were selected to be included in the analysis chapter of this thesis.

Hepburn and Bolden (2013) recommend that the transcriptions “need to be detailed enough to facilitate the analysts’ quest to discover and describe orderly practices of social action in interaction” (p. 58). Following their advice, the representative extracts included in the thesis were considerably expanded by employing Mondada (2018) transcription conventions. Thanks to this thorough transcription system, all pertinent embodied actions of the co-participants such as gaze, body posture, gesture, etc. that are inevitable components of interaction, were illuminated with high granularity.

Overall, both data sets were initially transcribed through the Jeffersonian convention system by using Transana software. By examining the transcriptions of the data recursively, the current study's focal phenomenon was identified as the differences in the interactional patterns between the designed and actual trouble designs. Since this present study comparatively approaches to the data, two distinct collections were constructed; namely, designed troubles in faculty classrooms and the actual troubles in real classroom environments. Based on a collection of 57 instances, five most representative extracts were chosen to describe the designed trouble. In a similar vein, based on a collection of 73 instances, most representative five extracts were taken from the actual troubles collection. Finally, the representative extracts included in the study were considerably expanded by employing Mondada (2018) transcription conventions. In the following section, Conversation Analysis, the research method of the study, will be presented in detail.

Conversation Analysis

The data collected via the video-recordings of the participants' micro-teaching and actual-teaching performances were analyzed through Conversation Analysis (CA). CA, originated from ethnomethodology, is first developed by sociologists Harvey Sacks and Emanuel Schegloff in the mid-to-late 1960s as a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p.289). In particular, Garfinkel's (1967) and Goffman's (1964, 1967) ethnomethodological studies significantly prompted to form the CA framework. The primary purpose of CA is to understand "talk as a basic and constitutive feature of human social life (Sidnell, 2010, p.1)" (as cited in Walsh & Li, 2013 p. 251). On the other hand, Vygotsky's (1962) social constructivist approach to learning led to the emergence of sociocultural theory in the L2 learning/teaching field in the 1990s (Pekarek Doehler, 2013). Following these advancements in the area, the researchers attempted to understand how languages are mastered through social practices and social interactions rather than focusing on cognitive facets of learning that is highly complicated to investigate. Hence, usage-based approaches towards language learning, which refer to language learning as a dynamic and active

process, have become prominent in the SLA field. Among these approaches, CA-based research, beyond any doubt, has occupied an essential place in the literature (Pekarek Doehler, 2010). At that juncture, however, the distinction between sociocultural theory and CA should be drawn. The sociocultural theory, which has its roots from Vygotskian developmental psychology and based on some theoretical basics such as mediation, highlights the essence of culture whereas; CA, which originates in ethnomethodology, highlights interaction primarily.

Besides the immense impact of Vygotsky's sociocultural theory and the emergence of usage-based approaches towards SLA, Firth and Wagner's (1997) influential critique of prevailing research approaches that emphasize cognitive processes in language learning, no doubt, has been one of the most noteworthy justifications for the common use of CA in the field of SLA. In this prominent work, the authors proposed that an emic, data-driven, and context-sensitive approach was required in the field (Markee & Kunitz, 2015). In their own words, cognitive SLA needed to "(i) develop its awareness of the interactional dimensions of language use in context, (ii) adopt an emic (i.e., participant-relevant) approach, and (iii) broaden the traditional SLA database" (Firth & Wagner, 1997, p. 286). That is, learning is regarded as a socially constructed process in distinctive contexts. As a consequence of all of these developments, CA- for- SLA (Markee & Kasper, 2004), also known as CA-SLA (Kasper & Wagner, 2011), has emerged as a line of research that has been built over the years based on research outcomes drawing on the analytic tools of CA to investigate the interactional unfolding of the sequential organization in classroom interaction. In his study, Seedhouse (2005) cites Heritage (1984) in which the following principles of CA put forward:

(i) There is order at all points in interaction.

(ii) Contributions to interaction are context-shaped and context-renewing.

(iii) No order of detail can be dismissed a priori as disorderly, accidental or irrelevant (based on Heritage, 1984a, p, 241).

(iv) Analysis is bottom-up and data driven (p.166- 67).

Firstly, as suggested by Schegloff and Sacks (1973), unlike Chomsky, who regards ordinary conversation as too disordered to be studied, there is a highly structured, ordered, and systematic organization in ordinary talk. The following principle assumes that any contribution is both formed by and forms the context; that is, interactions can only be completely understood by considering the sequential organization in which turns-at-talk occurs and what follows or precedes the turns-at-talk are interrelated with both each other and the contexts they occur. Keep this in mind, an emic perspective which is defined by Pike (1967) as "studying behaviors as from inside the system" (p.37) is seen as crucial in the CA process. In other words, the researcher should approach the data without any pre-conceptions and attempt to see the interaction from the interactants' point of view considering the context. The third principle proposed by Seedhouse emphasizes the importance of each detail during the analysis of conversation. To this end, highly granular transcription systems that make every single detail visible both for the researchers and the readers have been developed by CA researchers. To give an example, Jefferson's transcription conventions (2004) can be regarded as the most commonly used transcription system in the field. In this present study, along with Jefferson's transcription system, Mondada's multimodal transcript conventions (2018) is also employed in order to transcribe the embodied actions that are inevitable aspects of all face-to-face conversations. Lastly, the last principle of CA suggests that the researchers should not analyze the data with any prior theoretical conceptions, and unless the participants address them, no background or contextual detail will involve in the analysis process. Briefly, the analysts should ask themselves, "Why that, in that way, right now?" throughout the analysis process (Seedhouse, 2004b, p. 16).

According to researchers who advocate employing CA methodology in language learning/teaching (e.g., Hall, 2004; Markee & Kasper, 2004; Markee & Kunitz, 2015), the language patterns that take place in language classrooms are socially constructed by the interactants to achieve social actions through taking, sharing, and allocating turns, co-constructing actions in sequences of talk, repairing trouble in talk-in-interactions in any other interactional contexts(Walsh, 2002). With this in mind, the data collected through two cameras in micro-teachings and one camera in actual teachings was transcribed in great detail

compatible with Jefferson's' conventions. Then, the data was first examined with an emic perspective, without any prior assumptions, and the language patterns were analyzed regarding essential interactional organizations such as adjacency pairs, turn-taking, repair, etc. The answers to the questions proposed by Seedhouse (2004b) (i.e., why that, in that way, right now?) were searched for.

Validity and Reliability of the Study

Validity and reliability are the indispensable requirements of successful research design. Chaudron (1988) accentuates the necessity of these two concepts and declares that "any contemporary methodology for the analysis of classroom discourse must aim to achieve validity and reliability" (p. 23). In this regard, these two quality standards were aimed to achieve the data collection, transcription, and analysis steps of the study.

Firstly, the validity is broadly specified as measuring what is actually claimed and intended to be measured in a research study (Cohen et al., 2007). In a similar fashion, Kirk and Miller (1986) defined the validity as "the degree to which the finding is interpreted in a correct way" (p. 20). At that point, it should be mentioned that conversation analytic methodology has an excellent strength since, as noted earlier, CA is a data-driven methodology that approaches the data with an emic perspective without any presumptions. In other words, a researcher applying conversation analysis as the methodology of a study cannot put any interpretation beyond what is displayed in the interactional data by ruining the emic perspective, which achieves the overall validity evidently; in particular, internal validity. Besides, since the focus of conversation analytic research is on naturally occurring interaction, it has superiority in ecological validity, which refers to the quality of the research being generalizable to the real-world settings. The study's external validity is ensured through adequately rich data that scrupulously examined with all its micro-details by dint of Mondada (2018) transcription conventions. Moreover, as abovementioned, 37-hours of data obtained from 50 pre-service teachers were incorporated in the current study. Seedhouse (2004a) affirms that a database involving between five to ten hours of classroom interaction is reasonable for an overall conclusion.

When it comes to the reliability of the study, CA provides its own techniques to achieve reliability (Balaman, 2016). Peräkylä (1997) specifies the essential components of reliability in CA methodology as “selection of what is recorded, the technical quality of recordings, and the adequacy of transcripts” (p.206). The data of the current study were collected from two distinct but related contexts to record naturally occurring interaction in both micro-teachings in faculty classroom, and actual-teachings in real classroom environments. However, due to CA's data-driven nature, there was no presumption about the focal phenomenon to be studied before the data recordings process. During the video-recording process of the data, two advanced cameras were employed to capture all relevant details in interaction. However, it should be mentioned that the cameras were settled behind both preschool students and the PSTs-as-students taking ethical considerations into account. Moreover, the researcher did not engage in the recording process to avoid the observer's paradox (Labov, 1972) and, accordingly, increase the study's reliability. Through the cameras, 37-hours-long data, which is sufficiently rich according to Seedhouse (2004a), were video-recorded. Lastly, as mentioned earlier (see Transcription and Construction of the collections), the data were initially transcribed with widely accepted Jeffersonian transcription conventions. The extracts to be included in the analysis chapter were substantially enhanced with Mondada (2018) transcription conventions that enable adequately detailed transcriptions.

In this chapter, the methodological issues of the study were elaborated. Initially, the research questions that guide the present study were recalled. Subsequently, the research context and the participants were detailed. After that, the data collection process was covered in particular by introducing the project of which the current study is a part. Furthermore, Sert’s (2015) IMDAT teacher training model was addressed in detail since it leads to the aforementioned project. In the following section, the details as to data transcription and collection construction were presented. Then, the Conversation Analysis, the research methodology of the study, was illuminated. Lastly, the chapter was concluded by explaining how the validity and reliability of the research were assured.

Chapter 4
Data Analysis&Findings

This chapter will present analyses and findings by addressing the research questions of this thesis in relation to the comparison of the troubles arisen during micro-teaching sessions (i.e., designed troubles) and the troubles emerging during actual-teaching sessions (i.e., actual troubles) in terms of their interactional trajectories and the management of the troubles in third positions by the PSTs-as-teacher. The chapter is organized into three sections aiming to address the research questions proposed in the beginning of the study.

In the first section, drawing on the theoretical underpinnings and principles of Conversation Analysis (CA), the sequential environment of the designed troubles will be described in detail and how the PSTs-as-teacher manages these designed troubles will be analyzed thoroughly. Based on a collection of 57 instances, five most representative extracts were chosen to describe the designed trouble, which emerged as a commonly occurring phenomenon in the micro-teaching interaction. Each extract will be sequentially numbered to enhance the followability. The PST-as-teacher (TEA) delivering the micro-teaching, and the 37 PSTs-as-student present in the room are all referred to by pseudonyms.

Under the second section, the sequential organization of actual troubles produced by preschool students will be closely examined. Based on a collection of 73 instances, most representative five extracts taken from the actual teaching recordings will be presented. In the section, the extracts will be numbered as a continuation of the extract numbers in the first section to increase the readability of the chapter. The first PST delivering the actual teaching (TEA), the second to do so (also responsible for recording the class, i.e., T-cam), the preschool intern and teacher(ACT), and the 16 students present in the room are all referred to by pseudonyms.

It should also be noted that the extracts given in the chapter will not follow a chronological order since the study does not aim to present longitudinal development in teaching skills of PSTs or language proficiency of preschool students. Both datasets were first transcribed with Jeffersonian Transcription Conventions (see Appendix C) and subsequently, the representative extracts

included in the thesis were considerably expanded by employing Mondada (2018) transcription conventions (see Appendix B) to include the multimodal actions into the micro-analysis process as suggested by Balaman (2018). The chapter will be concluded with the comparison of both troubles in terms of their sources and interactional resources employed by PSTs-as-teacher to resolve the troubles in the last section of the chapter.

Designed Troubles

The designed trouble has been defined in this study as an interactional practice employed by the PSTs-as-student who are normatively expected to act out the target student group to augment the authenticity of micro-teaching practice. Such troubles, despite being treated as trouble by the recipient (i.e., PST-as-teacher delivering the micro-teaching), are designed in nature in observable ways: (i) the trouble is treated as a laughable by the co-participants, (ii) the PSTs-as-student show their competences of using the troubled form correctly in earlier instances, (iii) the PSTs-as-student display understanding of the instruction including the focal forms; (iv) the PSTs-as-student sign the trouble with their gestures, facial expression and/or tone of voice; (v) the PSTs-as-student explicitly announce the troubled formulations. In order to obtain a more in-depth insight into the phenomenon, five most representative extracts will be analyzed with micro details.

Extract 1

The first extract taken from the micro-teaching section is a fitting illustration of the designed troubles including omission of a grammatical item. More precisely, in the following extract, PSTs-as-student exclude either the auxiliary verbs of the sentences or the subject pronouns to stir up a designed trouble. The activity in which the extract appears aims to students to practice what they have learned in the presentation stage of the lesson (0:01:05.9- 0:06:11.2) (Criado, 2013). Before the extract starts, the PST-as-teacher gives the instructions oriented to the activity, and accordingly, PSTs-as-student are supposed to throw a ball by asking “how are you?” and the other PSTs-as-student who catch the ball are expected to answer this question. This extract is divided into two segments with the aim of enhancing

the readability of the analysis. Note that there are not any omitted lines between the first and the second segments.

Extract 1: Throw the ball (Segment 1)
Time: 0:06:11.2 - 0:08:31.5 (**Length:** 0:02:20.3)

```
1       TEA1: let's (.) #throw#
                        #--1--#
                       1:raises his left arm and shakes his hand
2       MEL: how ar*e [you↓*
                    *--2----*
                     2:throws the ball
3       BET:             [>alla+h< (0.4)+ #(1.5)
                              +---3----+
                             3: catches the ball
        tea1                                #points to MEL-->
4       TEA1:  melek#  &(0.8)
               ---->#  &points to BET-->
5       MEL: how a&re you (.) ° betül↓°
        tea1 ---->&
6       BET: er: i am +not so: goo:d
                      +looks at TEA1-->
7       Ss: =e[hh[ehhe
8       TEA1: [haha]
9       ER:       [£oh£:
10      TEA1: okΔa:y+ well do:neΔ
               ---->+
                ΔclapsΔ his handsΔ
11      TEA1: throw the ball +(2.2)+
        bet                  +--4--+
                            4:throws the ball
12          %(0.2)% #(0.4)#
        elf %--5--% #--6--#
               5: catches the ball
        tea1          6: looks at ELF
13           Δ(2.0)Δ
        tea1 Δ--7--Δ
        7: looks at BET
14      TEA1: #betü:l↑
              #leans towards BET --->
15      Ss: ehh#ehe
           --->#
16 →    BET: er: how (0.8) er: youΔ (.)Δ
                                 Δ--8--Δ 8: sticks out her tongue
17      Sts: ehehe
18      TEA1: %h+o:w
              %leans towards BET-->
        bet    +looks at TEA1-->
19      BET: how
20      TEA1: a:re+
              --->+
21      BET: are you%
                --->%
22      TEA1: +yes+♫
              +-9-+
   9:raises his thumb
                    ♫looks at ELF-->
```

The extract starts with the TEA1's embodied instruction (let's (.) throw) (Balaman, 2018) by raising his arm and shakes his hand concurrently with the verbal construction of the action (throw). In line 2, MEL explicitly displays her understanding by throwing the ball to BET. In addition to this, she initiates a sequence by producing the first-part of an adjacency pair (how are [you↓) (Schegloff & Sacks, 1973), which is indeed the pedagogical objective of the activity. After BET catches the ball, TEA1 points to MEL during 1.5 seconds of silence and addresses MEL in line 4 (mele:k), which makes MEL's turn repetition in line 5 (how are you (.)°betül↓°) conditionally relevant. Right after that, TEA1 points to BET who grabs the ball to indicate that she is the recipient.Thus far, several studies have demonstrated the role of teacher's use of gaze and pointing gestures in the turn-allocations and classroom turn taking organization (e.g., Mortensen, 2008; Kääntä, 2012; Sert, 2019b). In addition, Kääntä (2012) states that the significant majority of teacher turn-allocations are formulated by utilizing address terms (i.e., students' names), as seen in the present extract. In line 6, BET takes the turn with an elongated hesitation marker (er:) and responds to the question (I am not so: goo:d). At this juncture, it is worth noting that the response provided by BET was not previously dealt with at any part of the lesson. Since in a micro-teaching session PSTs-as-student are normatively expected to act out the target student group and behave appropriately to the student profile the lesson was designed for, this response of BET is taken as a breach of such profile by the other PSTs-as-student. It might be the reason for the laughter by the other PSTs-as-student and TEA1 in lines 9 and 10. Additionally, elongated surprise marker (o:h) produced by ER in line 9 might be considered as another evidence that marks the designed nature of micro-teaching. In the next line, TEA1 utters an acknowledgment token (okay) and accepts BET's answer therewith. In the same line, with explicit positive feedback (well done) (Waring, 2008)accompanied by clapping, TEA1 also praises BET. In line 11, TEA1 issues the same directive (throw the ball) once more yet, does not exploit any bodily orientation this time. Nonetheless, during 2.2 seconds of silence, BET explicitly shows her understanding(Koole, 2010) by doing the preferred action; that is, she throws the ball to ELF. After ELF catches the ball, TEA1 firstly glimpses at ELF (0.4) and then gazes at BET (2.0) since BET is supposed to initiate the sequence.

After 2.0 seconds of silence, TEA1 leans towards BET and addresses her (betu:l↑) with a rising intonation in a word-final position to explicitly select her as the next speaker. BET's silence and TEA1's interactional work for turn allocation are oriented with laughter by the other students in the classroom. Besides the troubles produced by the PSTs-as-student, the attempts of PSTs-as-teacher to resolve the troubles by employing various interactional resources are treated as laughable by PSTs-as-student, which might be considered as another evidence that marks the designed nature of micro-teaching. In line 16, BET starts her turn with an elongated hesitation marker (er:), and after waiting 0.8 seconds of silence, she utters a grammatically wrong interrogative (how (0.8) er: you↑), namely a designed trouble and sticks out her tongue. In the design of her turn, BET omits the auxiliary verb of the interrogative and uses a hesitation marker (er:) in lieu. The reasons why the trouble of BET is marked as designed can be explained in several respects. Firstly, in the previous lines (5-6),BET displays her understanding of the focal form (how are you) by responding it with a complete turn (i am +not so: goo:d). In addition to this, right after her troubled utterance, BET sticks out her tongue, which is not a common gesture to follow a trouble in classroom discourse. Thus, this gesture of BET may bring evidence to the designed nature of her trouble. Finally, the trouble delivered by BET receives laughter from the other PSTs-as-student. Glenn (2003) proposes that'laughter is indexical; it is heard as referring to something" (p. 48).Accordingly, in this case, both the PSTs-as-student and even the TEA1 treat BET's mistake as a laughable. Given these micro-details, BET's mistake can be regarded as a designedly structured grammatical mistake. In line 18, TEA1 leans towards BET and initiates the repair by parsing the sentence into its parts-of-speech by orienting to BET's response as problematic. At this juncture, it is worth noting that BET's response was not previously dealt with at any part of the lesson.In line 19, BET repeats the word (how) uttered by the TEA1 in the previous line. Subsequent to BET's repetition of TEA1's turn, TEA1 provides the auxiliary verb of the sentence (a:re) by elongating what was earlier BET's troublesome production. In the last line of the segment 1, BET not merely repeats TEA1's turn, but she utters the subject pronoun of the target sentence and completes the turn on her own. Thus, TEA1 stops providing the remaining part of speech in which case it is a subject pronoun

and approves BET's answer with an explicit positive assessment (yes) as well as an embodied action (i.e., raising his thumb) in line 22. All in all, TEA1 resolves the designed trouble including an intentional grammatical mistake smoothly by parsing the sentence along with a repetition activity.

Extract 1: Throw the ball (Segment 2)

```
23 →  ELF: erm (.) i: (2.0) wonderful
24       (1.6)
25    TEA1: .hhh ∆i:
      tea1       ∆leans left-->
26    ELF: i:∆
          -->∆
27    TEA1: +a:m
      tea1  +leans right-->
28    ELF: a:m+
           -->+
29    TEA1: #wonderfu:l
      tea1  #raises his thumbs and shakes them-->
30    ELF: ♪wonder#fu:l♪
             --->#
      elf  ♪-----10----♪
           10:raises her thumbs and shakes them
31    Ss:  ehh[ehe
32    TEA1:    [%well do:ne%
      tea1      %----11----%
                11: claps his hands
33    TEA1: throw the ball ^a♫gain^
                         --->♫
      elf                  ^--12--^
                          12: throws the ball
34           ∆(1.8)∆
      tea1   ∆--13-∆
      13: looks at OMR
35           #(1.7)
      tea1   #points out ELF-->
36 →  ELF:  ∆ho:w∆ (1.2) ∆a:re∆ (1.1)
      tea1  ∆-14-∆       ∆-15-∆
           14: shakes his arm
                        15: shakes his arm
37    TEA1: ♫yo[u:
      tea1  ♫leans forward
38    ELF:    [you:♫#
                -->♫
                --->#
39    OMR:  ∆i: (.)∆ a:m (.)  ^^grea:t^^
      tea1  ∆--16--∆
       16:points out OMR
      omr                      ^^--17--^^
                              17:raises his thumbs and shakes them
40    TEA1:   #grea:t #(5.1)
      tea1    #---18--#
            18:raises his thumbs and shakes them
```

Following BET's question (how are you) (lines 16-21), preceded by a turn-initial hesitation marker (erm), ELF utters an answer which is also grammatically incorrect due to the lack of the auxiliary verb of the affirmative sentence (i (2.0) wonderful). The 2.0 seconds pause in ELF's turn signs the problematic nature of her response. In their study, Sert and Jacknick (2015) mention the function of pauses as an indication of future trouble. In a similar vein, ELF provides an inadequate response along with a marked pause. In other words, the second pair part produced by ELF involves a designed trouble just as the first pair part of this adjacency pair provided by BET (how you). It is noteworthy that both designed troubles were rooted in an intentional omission of a grammatical item, in particular auxiliary verbs. What is also remarkable is the way the teacher addresses the troubles designedly created by the students. As can be seen in line 24, after inhaling deeply, TEA1 starts parsing the target utterance into its parts-of-speech and firstly provides the subject pronoun (i) accompanied by a bodily action (leaning left). In line 25, ELF repeats TEA1's turn (i). In the next line, TEA1 provides the auxiliary verb of the affirmative sentence which is deliberately excluded from the sentence by ELF in her previous turn. ELF repeats TEA1's turn once more (am) in line 27. In his next turn, TEA1 completes the sentence with the adjective that ELF has already presented in line 23. Note that TEA1 raises his thumbs whilst he is producing the word (wonderful). As it can be reasonably anticipated, ELF repeats TEA1's turn once again; moreover, she orients to it as she emulates TEA1's bodily action besides turn repetition. Both this mimicry of ELF and the designedly produced trouble receives laughter from the PSTs-as-student in the classroom. It is worth mentioning that in the previous parts of the micro-lesson in which the PST-as-student including ELF practice the focal form above, any single trouble has not arisen. That is, ELF has uttered the focal form impeccably in the previous stages of the lesson. Taking this fact into account and considering that the PSTs-as-student treat the ELF's response as laughable, the designed nature of the trouble produced by ELF is evidenced. After resolution of the trouble in line 30, TEA1 provides explicit positive feedback not only verbally (well done) but nonverbally as well (clapping his hands) in the next line. In line 33, TEA1 gives the directive once more (throw the ball again), and ELF provides a nonverbal response by throwing the ball to OMR. During 1.8 seconds of

silence, TEA1 looks at OMR, and soon afterward, he establishes a mutual gaze with ELF, holds his arm up, and points at ELF so that she initiates the sequence. In line 36, ELF begins to construct the first pair part of a new adjacency pair with hesitation pauses between each word (ho:w (0.8) a:re(1.1)). As mentioned above, the pauses are seen as an indication of future trouble. Therefore, after 1.1 seconds of silence, TEA1 treats this as potential trouble and exploits the silence as a transition relevance place(Sacks, Schegloff, & Jefferson, 1974) to take the turn and complete ELF's turn (you). In line 38, ELF produces the subject pronoun of the interrogative sentence (you), which overlaps with the TEA1's previous turn. Consequently, TEA1 and ELF construct a single syntactic unit collaboratively, i.e., a "compound turn construction unit" (Lerner, 1991). At that point, it should be recalled that ELF is a trainee teacher acting like a preschool student. Therefore, the hesitation pauses and omission of the subject pronoun in the question design are observable productions of trouble to enhance the authenticity of the micro-teaching practice. What is striking is that a grammatical mistake is elected by a trouble source by ELF likewise BET in the first segment. In line 39, by noticing TEA1's nonverbal contribution (pointing to OMR) that he makes to allocate the next turn, OMR gives the answer in full form despite the hesitation pauses between each word (i: (.) a:m (.) grea:t). Furthermore, he provides a nonverbal demonstration in a simultaneity of the verbal production of the adjective (great) of the sentence (raises his thumbs and shakes them). In the last line of the extract, TEA1 accepts OMR's candidate answer with explicit positive feedback (grea:t), which is also the final word of OMR's previous turn. Whilst TEA1 gives positive feedback, he also repeats OMR's bodily action.

In light of the first extract's analysis, it is noticeable that the PSTs-as-student designedly produce troubles during their micro-teaching performances to augment the authenticity of the micro-teaching practice. The close examination of the designedly structured troubles in this extract leads to several conclusions. Firstly, the designed troubles are surrounded by laughter by the other students or even by the teacher. In other words, the PSTs-as-student regard the troubles arisen during a micro-teaching practice as a purposely constructed trouble and treat them as laughable. In addition to this, the PSTs-as-student who delivers the trouble might indicate the designed nature of the trouble with gestures, as seen

above (i.e., sticking out the tongue). Finally, PSTs-as-student's flawless turn constructions with the focal forms before the troubled ones can be seen as strong evidence of the designed nature of the troubles. Another conspicuous point about this extract is the source of the troubles, namely the omission of a grammatical item from the sentence. In the first two designed troubles (line 16 and line 23), the auxiliary verbs are excluded from the sentences. In a similar vein, in the last trouble (line 35), ELF does not utter the subject pronoun in an interrogative sentence. More interestingly, the omission of an item from the sentence has never been encountered within the scope of the data set including actual troubles. Lastly, the way PST-as-teacher orients to these designed troubles is also crucial. TEA1similarly addresses all troubles and tries to resolve them by parsing the problematic utterances into their parts-of-speech and adding the missing item into the right place. He also exploits a repetition activity simultaneously to make the students construct the correct form of the sentence. Evidently, these two resolution devices have been highly adequate to overcome the designed troubles.

Extract 2

The second extract given below is another prime example representing the trajectory of a designed trouble. In the following extract, PSTs-as-student provide wrong candidate answers (Pomerantz, 1988)deliberately, and the PST-as-teacher employs various interactional sources to solve the troubles. The activity in which the extract appears is set out to make the students practice what they have learned in the presentation stage of the lesson (0:02:58.1- 0:05:26.9).In the presentation stage, PSTs-as-student listen to a song on weather conditions while PST-as-teacher shows the related representative visual aids temporally coordinated with the lyrics of the song. The question formulated by PST-as-teacher below (how is the weather?), which is the pedagogical focus of the activity, is presented in the song as well. After the song, PST-as-teacher reiterates the target vocabulary items once, and afterward, the PSTs-as-student repeat them. Then the extract starts. The following extract is significant in two points. Firstly, it evidently illustrates the designed nature of the troubles of PSTs-as-student. Secondly, the interactional sources employed by the PST-as-teacher and the resolution of the troubles provide evidence to the inauthenticity of the troubles.

Extract 2: How is the weather
Time: 0:05:26.9 - 0:06:06.0 (**Length:** 0:00:39.1)

1 **TEA2:@+yes betul (.)#&how is the weather↑**
@>>shows a visual aid representing snowy weather->line3
+looks at BET-->
&puts out her arms and thevisual
aid toward BET-->line 3
fig #fig.1

figure 1

2 **BET: (0.6) snowy:+**
-->+
3 **TEA2: *(0.7)* well do:ne@&**
***--1--* 1: looks around the classroom**
--->@
---->&
4 **TEA2: @(0.9) vahide (.) how is the@ +weather**
@------------2--------------@
2:turns the visual aid upside down# and it becomes a representation of rainy weather #
fig #fig.2
fig #fig.3
+looks at VAH-->

figure 2

figure 3

5 **VAH: rai:ny +**
--->+
6 **MEH: °$karla karışık [yağmur$°**
sleet
7 **TEA2: *[goknu:r (.) +how is the weathe:r**
***looks at GOK-->**
+shows a sun
flashcard-->line 11
8→ **GOK: sun♪**
♪looks at TEA2 and smiles--> line 11
9 **TEA2:(1.0) @it i::s**
@leans toward GOK while smiling
10 **GOK: (0.5) sun %<ny:>@***
%nods her head-->

```
                        --->@
                         --->*
11      TEA2: sunny:% (1.7)+ @sena↑♪ (.) how is the weather
                  -->%
                       --->+
                               --->♪
                             @looks at SEN--> line 23
12            +(1.0)+
        tea2: +--3--+
          3: shows the visual aid representing rainy weather
13      SEN:(.) rainy
14      TEA2: it's *[rainy:*
                   *nods her head once*
15      SEN:       [>it's rainy<@
                           --->@
16      TEA2: +gamze+ how is the weather↑*
              +--4--+
        4: turns the visual aid upside down and it becomes a
                              representation of snowy weather
                                          *looks at GAM-->>
17→     GAM: it's $rainy$
18      STs:  [ha haha]
19      TEA2: [eh ehhe]
20      TEA2: +$it's rainy↑$+
              +------2------+
        2: turns the visual aid upside down# and it becomes a
                    representation of rainy weather
21      MEH: $karla karışık yağmur$
                  sleet
22      STs: ha haha
23      TEA2:@$it i:s↑$@ (.)
             @----4----@(see line 16)
24      GAM: ♫$snowy$♫
             ♫nods---♫
25      TEA2: $snowy$ (.)
```

The second extract starts with TEA2's turn-allocation to BET both by addressing her (yes betul) and establishing mutual gaze with her (Auer, 2015). Subsequently, TEA2 constructed a question with a rising intonation in turn final position (how is the weather↑) by showing a visual aid representing snowy weather concurrently (see fig.1). After 0.6 seconds of silence, BET provides the preferred answer (snowy:). In the next line, TEA2 accepts BET's answer with explicit positive feedback (well do:ne) and the common three-part exchange structure in classroom discourse (i.e., initiation-response-feedback) (Sinclair & Coulthard, 1975) is constructed. In CA terms, TEA2 employs explicit positive feedback as a sequence-closing third (Schegloff, 2007), and selects VAH as the next speaker by addressing her (vahide) after 0.9 seconds of silence. While TEA2 is constructing her turn, she also prepares the visual aid by turning it upside down. At that point, the visual aid adapted by TEA2 should be mentioned. As shown in figures 2 and 3, the same visual aid is used to represent two distinct

target words (i.e., rainy and snowy). That is why this material is treated as a laughable by the PSTs-as-student throughout the extract (see line 6 and 21). After displaying the visual aid representing rainy weather by extending her arms toward VAH, TEA2delivers the focal question form once more (how is the weather) in line 4. In the following line, VAH provides the correct answer. Right after VAH's response, in the next line, MEH cracks a referential joke (Attardo et al., 1994)about the form of the visual aid in a soft and smiley voice in Turkish (°$karlakarışık [yağmur$°) (translation: sleet). However, nobody orients to MEH's joke. In addition to this, TEA2 does not display any orientation to VAH's contribution. Seedhouse (2004a) regards such an absence in the triadic dialog structure as a positive assessment. In line 7, TEA2 addresses GOK both by using an address term, specifically her name (goknu:r), and by establishing a mutual gaze with her. Then, TEA2 asks the focal question to GOK (how is the weathe:r) while showing a sun flashcard. In the next line, GOK provides a partially incorrect answer (sun). Despite the fact that GOK's answer is reasonable considering the flashcard shown by the teacher, it was a sequentially inapposite response (Kasper&Kim, 2007) to the question of TEA2. On the other hand, GOK's smile after her troublesome turn can be seen as ''an ironic, joking stance'' (Auburn & Pollock, 2013, p.143). Such a joking stance on GOK's construction of dispreferred response provides evidence to the designed nature of the trouble. Nevertheless, the PST-as-teacher (i.e., TEA2) is normatively expected to be the epistemic authority in the classroom during the micro-teaching practice.Sert and Jacknick (2015) define the epistemic authority as "one participants' superior access to knowledge or information, relative to others present" (p.100). Although the designed nature of her trouble, GOK shows an 'unknowing epistemic stance' (Jakonen & Morton, 2015) with her mistaken response. When a student demonstrates a lack of epistemic access, teachers as the epistemic authority might employ various interactional resources. Accordingly, in line 9, after waiting for a second, TEA2constructs a designedly incomplete utterance (DIU)(Koshik, 2002) with elongation (it i::s). During her repair initiation, TEA2 leans forward GOK and smiles. In her study Rasmussen (2014) regards the bodily movement 'leaning forward' as a means to produce the repair. After TEA2's DIU, in line 10, GOK provides the sequentially related answer with an emphasis on the last

syllable of the word (sun<ny:>), which was the missing part of the inaccurate answer. In CA terms, the DIU constructed by the teacher as a verbal interactional resource to solve the trouble is completed by GOK, and an other-initiated self-repair structure (Schegloff et al., 1977) takes place. Consequently, TEA2 and GOK build a "compound turn construction unit" (Lerner, 1991). The resolution of this deliberately produced trouble is notable in two points. Firstly, the interactional resource employed by the PST-as-teacher (i.e., DIU) has never been utilized by the PSTs-as-teacher delivering the actual teaching practices despite its high frequency in micro-teachings. The epistemic status of the preschool students and the distinct features of the troubles might explain this asymmetry. Secondly, the way how the trouble is resolved provides evidence to the designed nature of the trouble. Although TEA2 does not give any extended explanation on the GOK's dispreferred response, she provides the correct answer with an emphasis on the derivational affix (-ny) by nodding her head and making her answer sequentially relevant. In line 11, TEA2 accepts GOK's answer with a lexical repetition with elongation and emphasis on the word (sunny:)(Margutti & Drew, 2014). After 1.7 seconds of silence, TEA2 addresses SEN (sena↑) and engages in mutual gaze with her to select her as the next speaker (Mortensen, 2008). Then, TEA2 asks the focal question (how is the weather). Subsequently, TEA2 shows the visual aid representing rainy weather shown in figure 3 above. In line 13, after a short pause, SEN provides the preferred answer (rainy). In the next line, TEA2 accepts SEN's answer by verbally (i.e., repeating SEN's answer in a fuller syntactic form (it's [rainy:)(Hellermann, 2003) and nonverbally with a head-nod (Klein, 1971). In line 15, SEN repeats TEA2's extended turn in overlap with it and explicitly displays her acknowledgment. In the following line, TEA2 selects GAM as the next speaker by addressing her (gamze). Meanwhile, she turns the visual aid upside down, and it becomes a representation of snowy weather, as depicted in the figures above (see the figures in extract).Then, she asks the focal question once more (how is the weather↑) and constructs a first-pair part of an adjacency pair. In line 16, although GAM provides a sequentially relevant answer (it's $rainy$), it is not the preferred answer according to the visual aid. In this respect, GAM's response can be regarded as trouble. However, GAM's smiley tone of voice while uttering the troublesome part of her turn ($rainy$) is

conspicuous in terms of being evidence of its designed nature. In a similar fashion, other PSTs-as student and TEA2 orients to GAM's trouble with laughter, which marks the designed nature of the trouble as revealed in the first extract as well. In line 20, TEA2 repeats GAM's dispreferred response with a rising intonation in the turn final position and with a smiley tone of voice (`$it's rainy↑$`). Park(2014) describes the repetition of the students' troublesome utterances with a rising intonation as a means for initiating the repair. In other words, TEA2 treats GAM's turn as trouble. Intending to resolve this trouble, in addition to turn repetition with a rising intonation, TEA2 draws upon the visual aid concurrently. By initiating a repair, TEA2 behaves appropriately to her institutional role that is normative for a PST-as-teacher.However, the smiley tone of TEA2's voice is a breach of such a profile and reflects the artificial nature of the trouble and hence the micro-teaching practice. In line 21, MEH reproduces his joke (line 6) which was not oriented by the other PSTs-as-student. Yet, this time he utters his joke with a louder voice. Consequently, MEH's joke receives laughter from other PSTs-as-student this time. Since GAM does not offer a repair yet, TEA2 employs a new verbal interactional resource; namely, she produces a designedly incomplete utterance with a smiley voice in line 23. TEA2 also displays the visual aid which represents the focal vocabulary item once more. In the following line, GAM completes TEA2's turn with the target word this time with a smiley voice (`$snowy$`). In the meantime, she also displays her acknowledgment with a head-nod. Ultimately, TEA2 accepts GAM's response with a lexical repetition with a smiley tone of voice. All in all, the extract ends with the resolution of the designed trouble.

This extract is very revealing about the sequential environment of a designed trouble. In parallel with the analysis of the first extract, the troubles deliberately delivered by the PSTs-as-student are surrounded by laughter and/or a smiley tone of voice. Both PST-as-teacher and PSTs-as-student treat these troubles as laughable, which is not a recurrent phenomenon in actual classroom interaction. Furthermore, the interactional resources employed by the PST-as-teacher deserve careful attention.As mentioned earlier, TEA2 employs turn repetition with a rising intonation, designedly incomplete utterances, and embodied behaviors to resolve the troubles. A single designedly incomplete utterance produced by the TEA2sufficed to solve the first designed trouble (line 8). At that

point, it should be noted that the actual troubles which will be closely analyzed in the following section mostly require a combination of several interactional resources to be resolved. Even though the TEA2 does not provide an extended explanation on the source of trouble, the PST-as-student emphasizes the missing part and nods her head, which also provides evidence to the designed nature of the trouble. Similarly, the second trouble presented in the second extract (line 17) is resolved with TEA2's repair initiation with a designedly incomplete utterance. Another point worth noting is that the interactional resource employed by the PST-as-teacher has never been utilized by the PSTs-as-teacher delivering the actual teaching practices despite its high frequency in micro-teachings. In addition to this, both designed troubles are resolved in an other-initiated (i.e., PST-as-teacher) self-repair structure, which is very rare in actual teaching interaction dataset.

Extract 3

The third extract presents a typical example in which the PSTs-as-student explicitly announce the troubled formulations. The activity in which the extract appears aims to students practicing what they have learned in the presentation stage of the lesson (0:02:35.8- 0:05:30.4). In the presentation stage, the PST-as-teacher (TEA3) shows two cards; one is pink, and the other one is blue. Along with the pink card, TEA3 shows a girl mask while she shows a boy mask with the blue card. After presenting the target words (i.e., boy and girl) to PSTs-as-student, TEA3 asks the PST-as-student their gender as extending both cards towards them. PSTs-as-student respond both verbally and nonverbally by pointing the card according to the answer. TEA3 gives a pink sticker to female PSTs-as-student and a blue sticker to male PSTs-as-student for their accurate answers. Before the extract starts, TEA3 asks eleven PSTs-as-student their gender by providing two options with a rising intonation (bo:y↑ or gi:rl↑). All eleven PSTs-as-student provides the preferred answer. Then the extract starts.

Extract 3: Boy or girl
Time: 0:06:54.3 - 0:07:20.0 (**Length:** 0:00:25.7)

```
1       TEA3: &*gi:rl↑* (0.8)
              &>> looks at MEH --> line 4
               *--1---* 1: extends a pink card toward MEH
2       MEH: +boy+
             +-2-+ 2:points at the blue card on TEA3's other hand
3       TEA3: *bo:y* #(1.4)#
              *--3-*
```

```
             3: extends the blue card toward MER
                     #--4--#
                   4: takes a blue sticker
4       TEA3: %°bo:y° it's for%& *you:*
              %---------5-----%
                 5:gives the sticker to MEH
                           --->&
                                 *--6-*
              6: shifts her posture towards CIG
5             &(0.9)
        tea3 &leans forward and extends both cards twd CIG--> line 7
6       CIG: girl
7       TEA3: gi:rl &
                --->&
8              *(2.9)*
        tea3    *--7--* 7: takes a sticker
9→      MEH: °sen de boy de°
            (you) say boy too
10      TEA3: *° its for you:°*
              *-------8-------* 8: gives the sticker to CIG
11      TEA3: &(0.9) bo:y or gi:rl&
              &-------9-----------&
             9: leans toward ASL and extends both card towards her
12→     ASL: ☼boy☼
             ☼-10☼ 10: points to the blue card
13      TEA3: +♪bo::y+♪ (.)
              +--11--+  11:extends the blue card toward ASL
        asl    ♪--12--♪  12: looks at TEA3 with a smiling face
14      TEA3: &bo:y↑ (1.4)&
              &-----13----&
               13: leans over CAN and takes a boy mask from him
15      TEA3: +[bo:y↑+
16      CAN:  + [i am+ a bo:y
        tea3  +--14--+
              14: shows ASL the boy mask
17      ASL: ♪hu::♪
             ♪-15-♪  15: lifts her head up
18      TEA3: &gi:rl&Δ
              &--13-&  13: points to MEL
        mel           Δ shows the girl mask-->
19      ASL: gi:rlΔ
              -->Δ
20      TEA3: +ye:s (3.9)+
              +----15----+ 15: gives a sticker to ASL
```

In the first line of the extract, TEA3 asks MEH's gender by providing him with an option (gi:rl↑) with a rising intonation in the word-final position as a substitute for a polar question (i.e., are you a girl?). She also extends the pink card which represents girls toward MEH. After waiting for the other option by TEA3 for 0.8 seconds of silence, MEH takes the turn and produces the preferred answer (boy) in an embodied fashion by pointing at the blue card on TEA3's other hand which represents boys. In line 3, TEA3 accepts MEH's response by repeating it (Pomerantz, 1984) with elongation. In the following line, TEA3 repeats MEH's answer once more with a soft voice and displays her acknowledgment by giving a

sticker as positive reinforcement. Right after that, TEA3 shifts her posture toward CIG, leans forward and extends both cards toward her. Although TEA3 does not utter any verbal instruction, she selects CIG as the next speaker and even asks a question through the deployment of abundant embodied resources and classroom materials. Accordingly, in line 6, CIG provides the preferred answer (girl). In the next line, TEA3 accepts CIG's answer by repeating it with elongation. During the next 2.9 seconds of silence, TEA3 takes a sticker out from the pink card. In line 9, MEH addresses ASL who is the next participant of the activity and suggests her construct a designed trouble with a soft voice in the form of code-switching (°sen de boy de°) (translation: (you) say boy too). Considering the two options(i.e., boy or girl) presented by the teacher, what is preferred by the teacher is to hear the option "girl" from ASL. By directing ASL to say the option "boy" MEH explicitly designed a trouble. Furthermore, MEH's turn in line 2 in which he shows his competence to use the focal lexical items appropriately provides evidence to the designed nature of the trouble. In line 10, TEA3 gives a sticker to CIG and confirms her answer once more. Subsequently, TEA3 leans forward ASL asks the focal question (bo:y or gi:rl) in an embodied fashion by extending both cards representing the target lexical items. As hearably proffered by MEH in line 9, ASL gives a wrong answer. In line 13, TEA3 attempts to elicit the correct answer by repeating the ASL's utterance with rising intonation and extending the blue card representing boys. It should also be noted that ASL's smiling face provides evidence to the designed nature of her trouble, as thoroughly discussed in the previous extracts. In line 14, since ASL does not initiate a self-repair, TEA3 repeats the incorrect response once more and takes a boy mask used earlier in the presentation stage of the lesson from CAN. In the following line, TEA3 repeats the dispreferred answer of ASL with a rising intonation once more and shows the mask ASL. In overlap with TEA3's repetition, CAN initiates another repair by providing an example of the correct pattern (i am a bo:y). In line 17, ASL displays her understanding explicitly by delivering an elongated change of state token (hu::) (Heritage, 1984)and by lifting her head. Subsequently, TEA3 provides the correct answer (gi:rl) with elongation and points to MEL who has the girl mask. Then, MEL extends the girl mask toward ASL. Eventually, in line 19, ASL provides the preferred answer with an elongation. In the following line,

TEA3accepts ASL's answer with an explicit positive assessment (Waring, 2008a) and gives a sticker to ASL as positive reinforcement and closes the sequence (Mehan, 1979).

The significance of the current extract is twofold. Firstly, it provides a very illustrating example of PSTs-as-student's explicit claims of designed troubles. In addition to normative requirements of their roles during micro-teaching, the PSTs deem the designed troubles as entertaining, which is evident in the extracts above in which they treat the designed troubles as laughable. Secondly, CAN's infraction of his situated identity position (i.e., student) is substantial. By initiating a repair sequence, CAN displays his epistemic authority. In her research Mondada (2013) reveals the reflexivity of the epistemic status and stance of the participants in social interaction. However, in the preschool classroom (the acted out) contexts, the very young learners have limited L2 interactional repertoires (Balaman, 2018) and the teacher has the epistemic authority; therefore the transition of the epistemic roles of the participants is rare.

Extract 4

Similar to the previous extract, this extract also illustrates the reflexivity of the epistemic status and stance of the PSTs-as-student when a designed trouble arises during the micro-teaching practices. Prior to the extract, the PST-as-teacher (TEA4) greets all PSTs-as-student one by one by saying hello, hi, and/or good morning. Right after that, TEA4 introduces herself and says her name. Subsequently, the PSTs-as-student practice the target personal introduction pattern (i.e., what's your name-my name is…) through a puppet activity. Lastly, TEA4 grabs some flashcards, each of which represents a cartoon character. She holds the first flashcard in front of her face and introduces the first character by impersonating it (e.g., I am Caillou). Then, she invites a PST-as-student to the board and gives the other flashcard to her. Firstly, the PST-as-student greets her friends and tells the name of the character on the flashcard by impersonating it. Secondly, TEA4 wants her to ask another PST-as-student's name. After the dialog between the two PSTs-as-student is constructed, the following extract starts.

Extract 4: No no my name is sheilla
Time: 0:09:56.7 - 0:11:17.7 (**Length:** 0:01:21.1)
Clip Transcript:
1 **TEA4: &+ayşe: (.) @please come here:@**

```
                &>>shows a flashcard of a cartoon character(sheilla)->
                 +looks at AYS-->
                           @--------1--------@
                         1:points to the floor
2               ∆(5.4)∆& •(0.5)
        ays     ∆--2--∆
                2: walks toward TEA4 and takes the flashcard
                   --->&
                        •looks at TEA4 -->
3       TEA4: >° good morning°<+ •
                           --->+
                             --->•
4       AYS:  @∆good morni:ng∆@
        tea4  @-------3-------@
        3: raises her arms and lowers them in a semicircular motion
        ays    ∆------4------∆  4: looks around the classroom
5       STs: good morning sheilla
6       ORC: aa: sheilla
7       AYS: •sheila•
               •--5---•  5: looks at the flashcard
8       TEA4: [°my name°
9       AYS:  [<my name i:s> sheilla:
10      TEA4: &ye:s& (.) @ask your frie:nds@
               &--6-&
               6: claps her hands once
                         @-------7----------@
                 7: points to the other PSTs-as-student
11      AYS: ∆(0.9) what is your name↑∆
               ∆------------8- ---------∆ 8:walks and leans toward MER
12      MER: my name is merve: *(1.4) what's* your name:
        ays                            *------9-----*
                           9: point at herself with her index finger
13      AYS: my name is $sheilla:$
14      MER: %$hello sheilla:$
               %waves her hands-->
15      AYS: $hello:$%
                   --->%
16      TEA4: &perfe:ct&
              &---10---& 10: claps her hands
17      TEA4: @okay↑ ask (.) friend@
              @points at ELF-------@
18      AYS: ∆good morni:ng∆
               ∆------11-----∆ 11: walks towards ELF and smiles
19      ELF: good morni:ng
20      AYS: •<my name is• (.) &sheilla what is your name↑>&
               •----12-----• 12: looks at the flashcard
        tea4                     &nods her head slowly-------&
21  →   ELF: <my name is sheilla>
22      TEA4: (0.6) &n[o:: &
23      AYS:            [shei&lla (.) ∆sheilla
        Tea4          &--13--& 13: shakes her head
        ays                             ∆points at herself-->
24      AYS: my name is &sheilla:∆&
                           --->∆
        tea4              &----14---& 14: nods her head
25      ELF: ♦sheila↑♦
        elf  ♦---15--♦ 15: points at AYS
26      ELF: ☼eli[f
27      AYS:      ∆[wh☼at is your name∆
        elf  ☼---16--☼  16: points at herself
        ays       ∆ points at ELF-----∆
```

```
28      ELF: elif: (0.5)
29      TEA4: @[my]
30      ELF:  @[my] name is elif@
        tea4  @--------17--------@ 17: extends her arms toward ELF
31      TEA4: &(1.2)& *ask her
              &--18-&
           18: points at ELF
                       *points at AYS--->
32      ELF: (1.5) wha- what* what is your &name↑&
                        --->*
                                           &--19--&
                    19: nods her head
33      AYS:  @(0.4) my name@ is sheilla
        tea4  @points at AYS@
34      TEA4: ye::s well done thank you
```

The extract starts with the TEA4's production a prefatory address term (ayşe:) (Clayman, 2013) to nominate AYS as the next participant. Subsequently, TEA4deploys an embodied directive (please come here:) (Balaman, 2018) by pointing to the floor. AYS displays her understanding through embodied alignment with the instruction of TEA4; that is, she comes to the board and takes a flashcard which shows the face of a famous cartoon character in Turkey (i.e., sheilla) from the TEA4. Since AYS does not initiate a turn construction, and she gazes toward TEA4, TEA4 treats this silence and the facial expression as a solicitation of her help(Van Bommel et al., 2013) and provides a quick prompt with a soft voice (>°good morning°<) to guide the activity. In the following line, AYS repeat TEA4's turn with elongation while TEA4 performs an iconic gesture (McNeill, 1992) depicting the action 'wake up' (i.e., raises her arms and then lowers them in a semicircular motion). Other PSTs-as-students orient to AYS's turn and produce the second pair part of the adjacency pair (good morning sheilla) initiated by AYS. In line 6, ORC delivers an elongated surprise marker (aa:) and says the name of the cartoon character on the flashcard. Since in a micro-teaching session PSTs-as-student are normatively expected to act out the target student group, this turn of ORC can be taken as an appropriate formulation given the student profile the lesson was designed for. In the following line, AYS repeats the name of the character by looking at the flashcard (sheilla). TEA4 initiates a prompt with a soft voice once more (°my name°) by indicating her claim for a full form formulation. Accordingly, AYS produces her turn in a fuller syntactic form (<my name i:s> sheilla:), which overlaps with TEA4's prompt initiation. In line 10, TEA4 displays her approval not merely verbally with an explicit positive assessment (ye:s) but also nonverbally with applause (Hosoda & Aline, 2010).

Right after that, TEA4 gives a new embodied command to AYS (ask your frie:nds) by pointing to the PSTs-as-student in the classroom. With alignment with the TEA4's instruction, AYS selects MER as the receiver by leaning toward her and asks her name with rising intonation in the turn-final position. In line 12, MER provides the preferred answer and tells her name. In the same turn, after 1.4 seconds of silence, she asks the same question to AYS. At that point, what happens during the silence is significant. After MER constructs a grammatically and semantically complete turn (my name is merve:), a transition relevance place has emerged. Mer, as the present speaker, does not continue with another turn construction unit. In a similar manner, AYS does not initiate a turn construction. Instead, she points at herself with her index finger which can be seen as the reason for MER's production of a new utterance to ask AYS's name (what's your name:). In so doing, AYS allocates the turn and conducts the activity which is nota fitting behavior considering her institutional role (i.e., preschool learner with low level of English). In line 13, AYS introduces herself once more by impersonating the character on the flashcard as a response to MER's question (my name is $sheilla:$). In the next line, MER becomes a party in the impersonation process by addressing MER with the name of the cartoon character($hello sheilla:$) with a smiley tone of voice and waves her hands. Their smiley tone of voice during the impersonation process presents evidence to the designed nature of the micro-teaching practice.In line 15, AYS orients to MER's turn with an elongated greeting expression ($hello:$). Subsequently, TEA4 gives explicit positive assessment feedback both verbally (perfe:ct) and nonverbally (clapping hands) and closes the sequence. Right after that, with a transition marker (okay↑) and a rising intonation in turn-final position, TEA4indicates a transition to the next move (Beach, 1995; Jacknick, 2011) and gives a new embodied instruction (ask friend) by pointing to ELF. Contrary to the TEA4's instruction, AYS initiates the sequence with a greeting expression (good morni:ng). Even though AYS's greeting is not the preferred action her turn is still sequentially relevant. In line 19, ELF orients AYS's turn by greeting her back (good morni:ng). In the following line, AYS extends the desired question once more and she first introduces herself by impersonating the cartoon character(my name is (.) sheilla) then she delivers the preferred

question (what is your name↑). Indeed, such extensions are not expected from the students in classroom interactions, specifically in a very young learner L2 classroom where the learners have limited L2 interactional repertoires(Watanabe, 2016; Balaman, 2018). With this in mind, AYS's turn constructions are in contradiction with her institutional role once more. On the other hand, in line 21 ELF designedly produces a trouble by repeating the AYS' turn (<my name is sheilla>) rather than providing the sequentially relevant response. In the following line, TEA4 provides implicit negative feedback (Carroll & Swain, 1993) accompanied by her head gesture (i.e., shaking her head laterally) and marks the erroneous nature of the ELF's response. In overlap with TEA4's feedback, AYS initiates a repair sequence by repeating the troublesome part of ELF's turn twice (Carranza, 2007) (sheila (.) sheilla) in line 23, and subsequently,she employs an embedded repair (my name is &sheilla:) by emphasizing the possessive pronoun and pointing at herself concurrently. TEA4 shows her endorsement of AYS's repair initiation by nodding her head. In lines 25-26, ELF displays her understanding in an embodied fashion (sheila↑) by pointing at AYS and then undertakes a self-repair (eli[f) by showing herself. In line 27, AYS repeats the focal question in an overlap with ELF's self-repair by underlining the possessive pronoun that was the source of the trouble of ELF (what is your name) and points at ELF. In the following line, ELF provides the preferred response by simply saying her name (elif). Since TEA4 does not orient to ELF's correct formulation for 0.5 seconds, ELF starts constructing a fuller syntactic form ([my] name is elif), which overlaps TEA4's prompt indicating a request for a full sentence and the trouble is resolved.ELF's initiation without TEA4's orientation brings evidence to the designed nature of the trouble produced by ELF. Indeed, the trouble itself includes the focal form utilized to self-identification (i.e., my name is). After 1.2 seconds of silence, TEA4 allocates the turn to ELF again by pointing at her and gives an embodied directive (ask her) by pointing AYS. In line 32, after waiting 1.5 seconds, ELF delivers the preferred question form despite her hesitation and the cut-off at the beginning of her turn (wha- what what is your name↑). This turn construction of ELF also presents similar evidence to the designed settling of her trouble since she displays her understanding of the focal form despite the lack of extended explanation. In line 33, AYS provides the

sequentially relevant answer by impersonating the cartoon character. In the last line of the extract, TEA4 displays her acknowledgment (ye::s), provides explicit positive feedback (well done), and closes the conversation (thank you) (Aston, 1995).

The significance of this extract can be addressed from two perspectives. Firstly, it evidently illustrates the nature of a designed trouble by effectively utilizing the next turn proof procedure (Arminen, 1999; Sidnell, 2013). In other words,it presents how the PST-as-student who delivers the trouble displays her understanding of the instruction including the focal forms, and constructs accurate formulations containing the focal forms in opposition to her deliberately produced dispreferred utterance. Secondly, AYS's repair initiations and turn allocations during the extract provide evidenceto the inauthentic nature of micro-teaching practice considering the classrooms of the very young learners in which the students have a limited L2 interactional competence,while the teacher leads and organizes the almost all interaction in the classroom by initiating and allocating turns, orienting to the mistakes and so on. From this angle, this extract presents evidence not only to the designed nature of the troubles of PSTs-as-students but also to the inauthenticity of micro-teaching practice overall.

Extract 5

The last extract of this section is very remarkable since the designed troubles arisen during the extract bear a close resemblance to the actual troubles delivered by the preschool students. Lack of embodied alignment with the teacher's instruction (Badem-Korkmaz & Balaman, in review) was identified as the most commonly occurring trouble type in the actual teaching sessions. Similarly, in this extract, PSTs-as-student display distinct embodied responses from PST-as-teacher (TEA5)'s instruction. Prior to the extract, TEA5 firstly presents the target action verbs (i.e., up, down, jump, turn around, and stop) with an embodied fashion. Subsequently, she asks PST-as-student (STs) to stand up in a circle and puts a landmark on the floor. They practice the target verbs as chunks. Then TEA5 turns the target words into a song by uttering them in a steady rhythm. TEA5 and STs move in a circular pattern on the floor by holding hands and make representing actions (e.g., raising arms, crouching down, jumping, and so on) in exact simultaneity with the verbal production of the related action verbs while

singing the song. When the TEA5 says stop, they cease to move, and the PST-as-student who stands on the landmark on the floor is supposed to do the action instructed by the TEA5. After three PSTs-as-student deliver the requested action in alignment with TEA5's instruction, the current extract begins. This extract is divided into two segments. There are 38 omitted lines (see Appendix D) between the segments. In these lines, four PSTs-as-student perform the instructed actions properly; namely, any trouble does not arise. That is why these lines are seen as irrelevant to the scope of the current research and eliminated from the following extract for the sake of convenience and conciseness.

Extract 5: Jump and turn around (segment 1)
Time: 0:11:06.0 - 0:11:38.3 (**Length:** 0:00:32.3)

```
1       TEA5: &ma:ke a [circle ☼up up up☼]
2       STs:  #        [circle ♦up up up♦]
        tea5&walks in a circular motion hand-in-hand-->line 5
        sts   #walk in a circular motion hand-in-hand--> line 6
        tea5                    ☼----1---☼  1:raises her arms
        sts                     ♦----2---♦  2: raises their arms
3       TEA5: [∆down down down∆]
4       STs:  [♫down down down♫]
        tea5   ∆crouches down-∆
        sts    ♫crouch down---♫
5       TEA5: [ma:ke a circle ☼jump jump jump☼]&
6       STs:  [ma:ke a circle ♦jump jump jump♦]#
        tea5                  ☼jumps---------☼
        sts                   ♦jump----------♦
                                          --->&
                                          --->#
7       TEA5: + (1.3) $stop$+
              +choral laughter+
8       TEA5: *&YES MERVE:& JUMP
              *looks at MER---> line 12
               &----3-----&
          3: extends her hands toward MER and claps her hands once
9             ♪(2.5)♪  +(0.4)
        mer   ♪--4--♪ 4: turns around
        sts            +choral laughter-->
10      TEA5: &ju::mp&+
        tea5  &--5---&  5:jumps
                  --->+
11           ♪(1.5)♪
        mer  ♪--6--♪ 6: jumps and claps her hands
12      TEA5: ☼ye♦:s (3.4)☼♦*
              ☼-----7-----☼   7: claps her hands
        sts     ♦----8----♦  8: clap their hands
                        --->*
```

In the first line of the extract, TEA5 initiates the song and right after TEA5's initiation, the PSTs-as-student join TEA5 in singing the song in an overlap fashion. Meanwhile, they move in a circular pattern on the floor by holding hands. Besides, they raise their arms temporally coordinated with the verbal production of the

action verb (*up up up*). In lines 3 and 4, both the TEA5 and the PSTs-as-student keep on singing the song synchronously. However, this time they crouch down consistent with the part of the lyric they utter (down down down). In the next two lines, TEA5 and PSTs-as-student continue singing the song concurrently and they jump in coordination with the verbal formulation of the related action verb (jump jump jump). In line 7, since the TEA5 stops singing, 1.3 seconds of silence occur, and PSTs-as-student stop moving during this period without TEA5's instruction. Both this extempore situation and the silence are oriented to with choral laugher by the TEA5 and the PSTs-as-student. Subsequently, TEA5 gives the directive ($stop$) with a smiley tone of voice as a matter of course. In the following line, TEA5 establishes mutual gaze with MER who stands on the landmark on the floor and addresses her with a loud voice (YES MERVE:) and announces her as the next participant(Lerner, 2003) by extending her hands toward MER and clapping once. In the same line, TEA5 delivers the directive loudly (JUMP). However, MER, as distinct from TEA5's directive, turns around. MER's lack of embodied alignment with instruction receives choral laughter from the other PSTs-as-student. At that point, it should be noted that all PSTs-as-student make representing actions (i.e., raising arms, crouching down, and jumping) in exact simultaneity with the verbal production of the related action verbs with an overall accuracy while singing the song together as mentioned in the previous lines (see lines 1-6). That is, MER has already displayed her understanding of the instruction including the focal form (i.e., jump) in earlier instances, which brings evidence to the designed nature of MER's trouble. Furthermore, the choral laughter following the trouble of MER marks the inauthentic nature of the trouble. In line 10, TEA5 launches a repair and repeats the same instruction once more with elongation, but this time in an embodied fashion by jumping. TEA5's repair initiation is followed by a repair outcome(Schegloff, 2000) in the following line; namely, MER performs the instructed action. Subsequently, she claps her hands without TEA5's acknowledgment, which also can be taken as evidence of the designed nature of her trouble. Finally, TEA5accepts MER's embodied response with an elongated confirmation token (ye:s) and claps her hands hereby closes the sequence. All in all, TEA5's use of modeling was adequate to resolve MER's trouble. As

aforementioned, 38 lines between the first and the second segments have been eliminated from the current extract since they have been seen as irrelevant. In these lines, four PSTs-as-student perform directed actions accurately. Then the second segment of the extract starts.

Extract 5: Jump and turn around (segment 2)
Time: 0:12:43.4 - 0:13:09.1 (**Length:** 0:00:25.57)

```
50      TEA5: ☼[make a circle &up up up&]
51      Sts:  ♫[make a circle #up up up#]
        tea5  ☼walks in a circular motion hand-in-hand--> line 58
        sts   ♫walk in a circular motion hand-in-hand--> line 58
        tea5                  &---13---& 13: raises her arms
        sts                   #---14---# 14: raises their arms
52      TEA5: ∆[down down down]∆
53      STs:  ♦[down down down]♦
        tea5  ∆crouches down---∆
        sts   ♦crouch down-----♦
54      TEA5: [ma:ke a circle *jump jump jump]*
55      STs:  [ma:ke a circle +jump jump jump]+
        tea5                  *jump----------*
        sts                   +jump----------+
56      TEA5: [round a:nd rou:nd]
57      STs:  [round a:nd rou:nd]
58      TEA5: ma:ke a circle stop☼♫
                             --->☼
                              --->♫
59          &(1.8)&
        tea5&--15-& 15: shifts her posture toward ZEY
60      TEA5: yes zeynep turn around
61      ZEY: ж°turn°ж
             ж--16--ж 16: looks at MEL with a puzzled face
62           (2.2)
63      TEA5: ∆∞turn∞∆
              ∆-17---∆  17:turns around
64      ZEY: жtu:rn arou:ndж
             жturns around-ж
65      TEA5: ∆ye:s ♦(2.1)∆♦
              ∆-----19----∆  19: claps her hands
        sts          ♦--20--♦ 20: clap their hands
```

In the first two lines of the second part of the extract, TEA5 and PSTs-as-student sing the song altogether and move in a circular pattern by holding hands. In addition to this, they raise their arms in synchronization with the verbal production of the associated action verb (`up up up`). In a similar way, they go on singing the song simultaneously and perform the connected action with the verb they utter (`down down down`). In lines 54 and 55, they carry on singing the song and jumps when the relevant action verb is produced (`jump jump jump`). In the following two lines, they continue singing the song, and indeed they reach the end of the song. This is the reason for TEA5's solitary turn initiation in line 58 without overlap with the PSTs-as-student. In other words, in line 58, TEA5 restarts the

song first, and then gives a directive (stop), and, accordingly, both PSTs-as-student and TEA5 stop. Subsequently, TEA5 shifts her posture toward ZEY who stands on the landmark on the floor and marks her as the next participant (Kääntä, 2010). In line 60, TEA5 addresses ZEY (yes zeynep) and gives a directive (turn around). In the following line, ZEY first withdraws her gaze from TEA5 and looks at MEL with a puzzled face by raising her eyebrows and partially repeats the instruction of TEA5 with a soft voice (°turn°). Moreover, during the next 2.2 seconds of silence, ZEY does not initiate a turn construction or attempt to provide an embodied response. Several lines of evidence suggest that a puzzled face with a lifted eyebrow, along with the absence of a turn construction is commonly construed as an index of trouble (e.g., Chovil, 1991; Wiener et al., 1972; Sert & Walsh, 2013). Accordingly, TEA5 treats the turn of ZEY and the period of silence as a repairable and initiates a repair in line 63 by reformulating her instruction to an embodied version. Right after that, ZEY claims her understanding both with a verbal production of the target verb (tu:rn arou:nd) and with an embodied response by turning around. ZEY's verbal utterance of the target verb is noteworthy since it brings evidence to the designed nature of her trouble. When the trouble first arises, ZEY partially utters the target verb. Even though the teacher has not produced the full form of the target verb until line 64 in which the trouble resolve, ZEY delivers the full form of the target verb (tu:rn arou:nd). Lastly, in line 65, TEA5 acknowledges ZEY's embodied response with an elongated confirmation token (ye:s) and claps her hands, and both the sequence and the extract end.

In conclusion, the last extract of the section is very noteworthy since the designed troubles arisen above have significant commonalities with the actual troubles delivered by the preschool students. Lack of embodied alignment with the teacher's instruction was identified as the most commonly occurring trouble type in the actual teaching sessions. Identically, PSTs-as-student display distinct embodied responses from PST-as-teacher's instructions during the extract. In addition to this, the interactional resource utilized by the TEA5 (i.e., giving an embodied instruction viz., modeling) is also one of the mostly employed interactional sources during the actual-teaching practices. However, in most cases, it should be noted that a single interactional resource was not adequate to

solve an actual trouble in contrast to the instances above. In order to have a more-depth insight into the troubles arisen during actual teaching sessions and their resolution process by the PSTs-as-teacher, five representative extracts will be closely examined with micro-details in the following section.

Actual Troubles

In this section, the sequential environment of the troubles produced by the preschool students during the actual teaching performances will be analyzed from a conversation analysis perspective. To this end, five extracts selected as the most representative ones were transcribed with Mondada (2018) transcription conventions. The analyses of these extracts will uncover (i) sequential unfolding of actual troubles, (ii) the ways how the PSTs identify the actual troubles, (iii) the ways how the PSTs manage these troubles to resolve them and establish the understanding. In the section, the extracts will be numbered as a continuation of the extract numbers in the first section to increase the readability of the chapter. The first PST delivering the actual teaching (TEA), the second to do so (also responsible for recording the class, i.e., T-cam), the preschool intern and teacher (ACT), and the 16 students present in the room are all referred to by pseudonyms.

Extract 6

The current extract exemplifies several recurrent trouble mechanisms arisen during the actual teaching practices of the trainee teachers. Accordingly, the trouble resolution devices that the teacher employs are diverse. Prior to the extract, PST delivering the actual teaching (TEA6) sticks ten flashcards on the wall and puts a green piece of cardboard on the floor. The flashcards represent the words the preschool students have already practiced in the previous stages (0:00:22.5- 0:10:34.1) of the lesson. In the activity, students are expected to throw a ball on the flashcard that represents the word that the teacher utters. This extract is separated into three segments with the aim of enhancing the readability of the analysis. Note that there are not any omitted lines between the segments.

Extract 6: Hit the sun (segment 1)
Time: 0:10:34.3 - 0:11:30.0 (**Length:** 0:00:55.57)

```
1       TEA6: bora #come here# &♪<stand up>&♪ %<come here>%
                   #----1----#
            1: holds her open hand up and moves all four
```

```
                        fingers back and forth
                              &-----2-----&
                       2:holds her arm with the palm up
                                           and shakes it up and down
      bor                      ♪stands up--♪
                                             %------3-----%
                                            3:points to a green
                                               line on the floor
2     TEA6:#>come ♪come come come come<#♪
           #-------------1-------------# (see line 1)
      Bor          ♪walks slowly---------♪
3     TEA6:        &stop here& %♪<green line>%
                    &----4----&
                    4: stands on the green line
                              %-------5------%
                         5:points to the green line
                                           on the floor
      bor                      ♪stands on the green line-->line 13
4     TEA6: #it is your ba:ll # err: ♦throw your ball
            #-------6---------#
            6:gives the ball to BOR
                                       ♦crouches down-->line 7
5     TEA6: err: %hit the sun%
                 %----7------%
        7:raises her right arm and moves it toward wall
6     ∆(2.9)∆
tea6  ∆--8--∆ 8: looks at BOR
7     TEA6: #<topu:>#  &suna at (.)  <sun>&♦ (0.9)su:n su:n
            throw the ball on the sun
            #---9---#
            9: points to the ball
                                           &points at the wall&
                                        --->♦
8     TEA6:(2.9) su:n (.)°hangisi°
                         which one
9     TEA6: %(3.0)% &(1.0)& *(1.7)
            %--10-%
        10: walks to the table
                    &--11-&
               11: takes a laser pointer
                           *points at the sun flashcard
                                            by the laser pointer -->
10    TEA6: SU:N (1.0)* #sun sun↑# (1.1)
                   --->*
                         #---12---#
                        12: point to the sun flashcard and
                        moves her hand toward the wall
11        ♥(1.1)♥ %(0.9)
      bor ♥-13--♥
           13: throws the ball on the sun flashcard
      tea6         %claps her hands-->
12    TEA6: THANK YOU BORA: THANK YOU:% #(2.9)#
                                    --->%
                                          #-14--#
                                      14: walks to the table and
                                           takes a sticker
13    TEA6: +it's your sticker well do+&ne you can& sit♪ do:wn
            +gives BOR's sticker----->+
                                        &-----14----&
                                      14: points toBOR's desk
                                                    -->♪
```

The extract starts with TEA6's selection of BOR as the first participant of the activity by addressing (bora:) and inviting him with an embodied directive (come here). In other words, besides her verbal production of the directive, TEA6 holds her open hand up and moves all four fingers back and forth and invites BOR to the board. However, BOR does not display any orientation to TEA6's directive. Thus, TEA6 issues a new embodied directive (stand up)accompanied by a hand gesture (i.e., holding her arm with the palm up and shakes it up and down). When BOR shows his understanding with her bodily action, TEA6 repeats the directive (come here) once more by pointing the green line on the floor on which the students are supposed to stand while they are throwing the ball. In line 2, TEA6 utters the command repeatedly (come come come come come) along with a representing hand gesture by holding her open hand up and moves all four fingers back and forth. Ultimately, BOR displays his understanding and starts walking slowly. Subsequently, TEA6 provides a new directive (stop here) by modeling the action and delineates the indexical reference (here) in the same turn both verbally and in an embodied fashion by pointing to the green line on the floor. BOR orients to TEA6's directive and stands on the green line. In line 4, TEA6 gives the ball to BOR, crouches down, looks at BOR, and provides the following part of the instruction with the following directive (throw your ball). In the next line, TEA6 extends the instruction by giving a new command (hit the sun) embodied with a hand gesture by moving her right arm toward the wall. TEA6's directive is followed by 2.9 seconds of silence. During this time, BOR does not orient to any response either physically or verbally. TEA6 interprets this time of period passing without any action as potential trouble and reformulates the instruction into a bilingual form (topu:suna at) (translation: throw the ball on the sun). In other words, TEA6 notices BOR's lack of embodied alignment with the instruction and utilizes a third position repair to solve the trouble (Badem-Korkmaz & Balaman, in review). It should be emphasized that TEA6 does not translate the pedagogical target (sun) which is aimed to be practiced in the activity. Thus far, several studies have highlighted the various functions of teachers' code-switching in L2 classroom interaction (e.g., Sert, 2005; Badrul & Kamaruzaman, 2009).Flyman Mattsson & Burenhult (1999) define the repetitive functions of code-switching as a means to "convey the same message in both languages for clarity" (p.61), as seen in the

TEA6's third position repair initiation above. After a short pause of her repair initiation, TEA6 utters the target word repeatedly. After 2.9 seconds of silence, TEA6 provides one more bilingual turn with code-switching to elicit a response from BOR (sun (.) hangisi) (translation: which one is the sun). Nevertheless, BOR does not provide any candidate response. Consequently, TEA6 takes a laser pointer and points at the sun flashcard with it and utters the target word with a loud voice (SUN) this time. After waiting for a second, TEA6 reiterates the word (sun) twice more and gives the directive completely nonverbally this time by moving her right hand toward the wall rather than utter a verbal directive that she provided in lines 4 and 5 (throw your ball hit the sun). 1.1 seconds later, BOR eventually undertakes the preferred action by throwing the ball on the sun flashcard in the wake of TEA6's all endeavors. TEA6 orients to BOR's nonverbal response by clapping him. In addition, in line 12, TEA6 thanks him twice. With a positive reinforcement (i.e., a sticker)(Moberly et al., 2005) and an explicit positive assessment (well done)(Waring, 2008a), TEA6 values the BOR's contribution one more time. By letting BOR sit on his desk (you can sit down), TEA6 marks the transition to the next speaker in line 13.

To sum up, in the opening stage of the extract, TEA6 selects BOR as the first participant and gives him a directive (come here), which is not undertaken by BOR. At this juncture, owing to the lack of initiation of the preferred action, TEA6 recognizes the trouble and utters a new directive which would be more familiar to BOR (stand up) along with a hand gesture. In other words, due to BOR's lack of embodied alignment with the instruction, TEA6 reformulates her instruction (Badem-Korkmaz & Balaman, in review). After impelling BOR to move, TEA6 repeats the previous directive (come here) repeatedly accompanied by a hand gesture once more. BOR displays the preferred action this once. So the first trouble arises when the student does not understand the instruction. To solve this trouble, TEA6 reformulates her instruction. In addition, TEA6's active body language has an essential role in the trouble resolution process. In a similar vein, BOR does not orient to TEA6's other instruction (hit the sun) in the following lines, and new trouble emerges. In this instance, to resolve the trouble, the teacher exploits the students' native language and utters a bilingual instruction (topu suna at), namely, TEA6 employs code-switching as an interactional resource to resolve

the trouble. However, the teacher's attempt fails, and the TEA6 utters a new bilingual turn in a question design to elicit the answer (hangisi sun). After a long silence, the teacher realizes that the source of trouble is not merely the non-understanding of the instruction but also the limited vocabulary knowledge of the student's target language. That is why TEA6 provides the answer on behalf of BOR, and the trouble is resolved.

Extract 6: Hit the sun (segment 2)
Time: 0:11:30.0 - 0:11:59.7 (**Length:** 0:00:29.7)

```
14      ALT:  ☼[ben #ben
                 me me
              ☼stands up-->
        tea6        #holds up her open hand with the palmtoward ALT
15      TEA6:  %[co+me here%+ sit do:wn ☼#
               %----15-----%
              15:holds her open hand up and moves all four
                                 fingers back and forth
        bur       +---16---+
                 16: walks and stands on the green line
                                    --->☼
                                     --->#
16      TEA6: &oka:y& (1.1) er: hit the: (.) apple
              &--17-&
              17: gives the ball to BUR
17      AHM: ♫güne:ş♫
        bur  ♫--18--♫
             18: points to the sun picture
18      TEA6: %apple (.) not <sun>%
              %shakes her head--->%
19      TEA6: apple (.) #apple (.) apple:#
                        #--------19------#
                  19: points to the apple flashcard
                                 by a laser pointer
20             +(3.4)
        bur    +throws the ball but she hits the empty wall
21      TEA6:  %THANK YOU% <apple> +>apple apple apple<+
               %---20----%
                  20: gives the ball to BUR once more
        bur                        +--------21---------+
                       21: throws the ball on the apple flashcard
22      TEA6: tha:nk >you< #(2.4)#
                           #--22-#
                      22: walks to the table and takes a sticker
23      TEA6: take your +sticker you can sit down+
        bur               +---------23-------------+
                        23:takes the sticker and sits down
```

In line 14, ALT takes the turn at a transition relevance place (Sacks et al., 1974)and volunteers to be the next participant through self-selection (ben ben) (translation: me me) and stands up. Despite ALT's willingness to participate in the activity, TEA6 holds up her open hand with the palm towards him, which presages TEA6's disagreement with ALT's initiative. In the next line, TEA6 invites BUR to

the board with a directive (come here) and displays her disagreement with ALT's initiative verbally this time (sit down). ALT performs the preferred action and sits down. After BUR stands on the green line, TEA6 signals the transition to the activity with a transition marker (oka:y) and gives the ball to BUR. After 1.1 seconds of silence, TEA6 gives a new directive by starting with an elongated hesitation marker (er: hit the: apple). In line 17, AHM takes the turn and provides an incorrect candidate answer in Turkish (güne:ş) (translation: sun). AHM's wrong answer induces BUR's incorrect nonverbal response, and she points out the sun flashcard. After identifying the trouble, TEA6 provides exposed correction(Jefferson, 1987) (apple not sun) accompanied by a lateral headshake as a marker of disagreement (Schegloff, 1987). In line 19, TEA6 utters the target word repeatedly by pointing out the apple flashcard with the laser pointer; in other words, TEA6 gives the answer on behalf of BUR. During the next 3.4 seconds of silence, BUR displays her understanding and throws the ball toward the apple flashcard, and yet she could not hit the target flashcard. Nevertheless, TEA6acknowledges her attempt by thanking her and gives the ball to BUR once more. In the same turn, TEA6 utters the target word several times swiftly whilst BUR throws the ball on the apple flashcard. TEA6 thanks BUR once more and gives her a sticker as positive reinforcement. In line 23, TEA6 indicates the transition to a new participant by letting BUR sit on her desk. To put it briefly, the first trouble in this segment appears when AHM provides a wrong candidate answer. For the purpose of resolving this trouble, TEA6 exploits exposed correction as an interactional resource. Another trouble in the extract is BUR's dispreferred/incorrect response. As in the first segment, TEA6 provides the answer on behalf of BUR by using a laser pointer, and the trouble is resolved.

Extract 6: Hit the sun (segment 3)
Time: 0:11:59.7 - 0:12:39.8 (**Length:** 0:00:40.1)

```
24          &(3.9)&
       tea6 &--24-&
             24: takes the ball again
25     ALT: ☼ben de ben de☼
              me me
            ☼stands up--->☼
26     TEA6:%come he:re%  Δ(1.9)Δ
            %----25----%
            25:holds her open hand up and moves all four
                                fingers back and forth
       mus                  Δ-26--Δ
                          26:MUS walks and stands on the green line
```

```
27      TEA6: #ta:ke#  ☼(0.7)☼  &wait me wait&
              #-27--#
        27: gives the ball to MUS
        mus             ☼--28-☼
                   28: throws the ball
                                &-----29-----&
                                29: holds up her open hand with
                                      the palm towards MUS
28           #(5.5)#
        tea6 #--30-#
             30:takes the ball and gives it to MUS once more
29      TEA6: %don't throw wait me:% hit the car (.)
              %--------29----------% (see line 27)
30      TEA6: <car>(1.5) <car><car>(1.8) &car&☼(1.3)☼
                                       &-31&
                                 31: points out the car flashcard
                                       by laser pointer
        mus                                  ☼-32--☼
                                          32: throws the ball
                                            to the car flashcard
31      TEA6: #thank you mustafa: it's a car (5.8)# you can sit down
              #takes a sticker and gives it to MUS#
```

Whilst TEA6 takes the ball during 3.9 seconds of silence, ALT takes the turn, displays his willingness to participate in the activity (Ro & Burch, 2020), and self-selects himself as the next participant both verbally (ben de ben de) (translation: me me) and nonverbally by standing up. In line 26, TEA6 does not show any explicit orientation to ALT and establishes mutual gaze with MUS and invites him to be the next participant. Therefore, ALT sits down. When MUS stands on the green line, TEA6 gives the ball to MUS (ta:ke) and marks the transition to the activity. However, MUS throws the ball towards the wall even though TEA6 has not given a directive yet. Subsequent to MUS's action which does not align with the previous directives of the teacher, TEA6 gives a new instruction (wait me wait). Then, TEA6 takes the ball and gives it to MUS one more time, albeit cautiously this time. More specifically, TEA6 starts her next turn with a negative imperative directive (don't throw) and utters the same instruction in her previous turn (wait me) once more. She also holds up her open hand with the palm towards MUS to prevent him from throwing the ball again. Subsequently, TEA6 gives another directive (hit the car) and initiates the activity again. Since MUS does not display any orientation to TEA6's directive, TEA6 reiterates the target word (car) several times. Subsequent to 1.8 seconds of silence, TEA6 points out the car flashcard on the wall with a laser pointer. During the next 1.3 seconds of silence, MUS performs the preferred action and throws the ball on the car flashcard. In the last line of the extract, TEA6accepts MUS's contribution and

thanks to him. She accepts MUS's nonverbal responses by forming an affirmative (`it is a car`) and gives him a sticker. TEA6 lets MUS sit on her desk, and the second extract ends at that juncture. Two distinct troubles which are worth mentioning occurred during the third segment of the extract. Firstly, MUS's initiation of the activity without TEA6's directive displays his non-understanding of the activity setting. Furthermore, this trouble shows the significance of constant and reiterated instruction in a very young learner L2 classroom. More specifically, after the teacher gives the ball to MUS, she does not say what MUS is supposed to do with the ball, probably because he is the third participant of the activity. However, MUS throws the ball randomly. Therefore, after TEA6 takes the ball and gives it to MUS one more time, as distinct from the first time, the teacher states what MUS is not supposed to do with the ball (don't throw). The second trouble emerges because of MUS's lack of embodied alignment with TEA6's instruction. After identifying the trouble, the teacher endeavors to resolve the trouble by reiterating the target word several times. When this resolution device does not figure out the problem, the teacher provides the answer with a laser pointer and the trouble resolved.

All in all, during the activity, the PST encounters several troubles such as students' non-understanding of the instruction, students' limited vocabulary repertoire, students' incorrect candidate responses, and students' lack of embodied alignment with the instruction. Accordingly, the PST exploits various trouble resolution devices such as reformulation of the instruction, practical usage of body language, utilization of students' native language, the reiteration of the instruction/target word, and provision of the answer on behalf of the students. This extract is very illustrating since it includes both various trouble types and interactional resolution devices, and accordingly, it presents further understanding about the teaching and learning interactions between the very young learners and the PSTs, specifically, when trouble arises.

Extract 7

This current extract showcases the sequential environment of the most commonly occurring trouble type in the actual teaching sessions, namely lack of embodied alignment with the teacher's instruction. It is not much of a surprise, bearing in mind the limited L2 knowledge of the very young children who are the

complete novice EFL learners. On the other side, what is truly remarkable in the extract is the interactional resources and the trouble resolution devices employed by the PST who delivers the actual teaching session (TEA7) during the extract. From the beginning of the extract (line 8) to the end of it (line 38), TEA7 employs various interactional resources and resolution devices, each of which is among the most frequently utilized trouble resolution methods during the actual teaching sessions and accordingly requires careful attention. Before the extract starts, TEA7 presents the target vocabulary items (i.e., rainy, snowy, sunny, and windy), and the preschool students (STs) practice the target words through a choral repetition activity. Subsequently, TEA7 distributes paper plates with a hole in the middle to the preschool students. The preschool students first color them and turn the plates into artificial umbrellas by putting their index fingers in the holes on the plates. In the next activity, as seen in the following extract, the preschool students are supposed to make a circle and sing a song. This extract is divided into two segments with the aim of enhancing the readability of the analysis. Note that there are not any omitted lines between the first and the second segments.

Extract 7: Be a circle (segment 1)
Time: 0:23:19.6 - 0:24:10.4 (**Length:** 0:00:50.58)

```
1       TEA7: ♫no:w we will sing a [song a:nd &dance& (.) alright↑
        sts   ♫>> walk around the classroom
                                                &--1--& 1: dances
2       BAH:                          [GÜNE:Ş
                                        sun
3       HAL: <DANCE>
4       TEA7: *we will sing a song*
              *--------2----------*
             2:turns her back on Ss and walks to the table
5       BAH: DA:NS
             dance
6            [&(6.9)& ∞(1.9)∞ *(0.9)*]
7       STs: [unintelligible L1 talk ]
        tea7 &--3--& ∞--4--∞ *--5--*
               3: looks for her phone
                        4:looks at the phone screen
                               5:puts the phone on the table and
                                         turns toward Ss
8       TEA7: be a circle: (0.8) &be a circle:& (0.7)
                                  &-----6------&
                                6: moves her hand in a circular motion
9       TEA7: ∞be a circle: (0.9)
              ∞ holds CİC's and AYS's hands-->
```

```
10    TEA7: *hold your ha:nds* (0.8)∞ &hold your ha:nds&
            *--------7-------*
             7: pulls them gently toward each other
                                ---->∞
      tea7                             &--------8-------&
                                     8: makes them join their hands
11    TEA7: *(1.5) hold your hands
            *makes the students join their hands with others-->
12    (2.0)*
       --->*
13    TEA7: ʘer: ayşebetülʘ%&hold your ha:nds (.)
            ʘlooks at AYB-ʘ
      tea7 &makes AYB join hands with others-->
      sts  ♫>> continue walking around the classroom--> line 38
      zey                    %puts up an umbrella
                              behind TEA7-->line20
14    TEA7: hold your hands (2.3)&
                              --->&
15    TEA7: ʘ*hold your hands furkan↑* ∞hold your handsʘ (.)
            ʘlooks at FUR------------------------------ʘ
             *pulls FUR gently ------*
                                        ∞makes him join hands
                                          with others-->
16    TEA7: hold your hands (2.1)∞
                              --->∞
17    TEA7: *°>okay<° hold your hands (1.2)*
            *---------------9--------------*
            9: pulls MEL gently and make her join hands
18    TEA7: ʘ>okay<ʘ &(1.1)&
            ʘ--10--ʘ &--11-&
              10: looks at ZEY
                       11: walks toward ZEY
19    TEA7: *what are you doing $here$*
            *leans toward ZEY---------*
20    ZEY:  ∞ahahahah%
      tea7  ∞ takes the umbrella from zey and puts it down-->
                  -->%
21     (2.2)∞
        --->∞
```

The first segment of the extract starts with TEA7's transition to the forthcoming activity with a transition marker (no:w) and the announcement of the instruction concerning what they will do during the activity (we will sing a [song a:nd dance). TEA7 also provides an embodied resource in simultaneity with the oral production of the verb (dance) to clarify the instruction's meaning.While TEA7 is providing the instruction, BAH utters a Turkish word

(GÜNE:Ş) (translation: sun) that is partially related to the lesson's pedagogical goal, which overlaps with the TEA7's turn. However, both the TEA7 and the other preschool students do not orient to BAH's contribution. Following a micro silence, TEA7ends her turn with an understanding check (alright↑) in the turn final position (Waring, 2012). Meanwhile, the preschool students walk around the classroom and provide neither verbal nor embodied contributions in response to TEA7's turn construction. However, in line 3, HAL repeats a part of TEA7's instruction with a loud voice (<DANCE>). In the following line, TEA7 repeats the remaining part of the instruction once more (we will sing a song) whilst she is walking toward the table. In line 5, BAH utters the Turkish (L1) equivalent of the verb *dance* which is cognate in the Turkish language (DA:NS). TEA7 does not display any orientation to BAH's contribution once more. During the following very long silence, TEA7 first looks for her phone on the table, and after she finds it, she looks at the phone screen and arranges the song. In the meantime, preschool students keep on wandering around the classroom whilst they are speaking in their mother tongue in an unintelligible way. In line 8, TEA7 gives a directive (be a circle:). During the next 0.8 seconds of silence, preschool students do not display alignment with TEA7's instruction; consequently, the main trouble of the extract emerges. In the same line, TEA7 repeats the directive once more, but this time in an embodied fashion by moving her hand in a circular motion "to support her verbal message"(Escobar Urmeneta & Evnitskaya, 2014, p.172). However, TEA7's embodied resource fails to resolve the trouble. Thus in line 9, TEA7 reiterates the same instruction by holding CIC's and AYS's hands. After 0.9 seconds of silence, TEA7 reformulates her instruction and gives an embodied directive (hold your ha:nds) twice by joining CIC's and AYS' hands. Since the preschool students do not perform the preferred action, TEA7starts making them join hands one by one and continues repeating the directive (hold your hands). During the next 2.0 seconds of silence in line 12, TEA7 tries to make the preschool students hold their hands. Nonetheless, these embodied repair initiations of TEA7 were evidently inefficient for resolving the trouble since preschool students go on walking around the classroom rather than joining their hands together in a circle. In line 13, TEA7 summons in particular AYB by her name to draw her attention as the recipient (Lerner, 2003) due to her lack of

embodied alignment with the instruction. Right after that, TEA7 holds AYB's hand and makes her join hands with the other preschool students along with the verbal repetition of the same instruction twice in lines 13 and 14 (hold your ha:nds). Moreover, whilst TEA7 endeavors to resolve the trouble, ZEY puts up the umbrella that was drawn upon as a classroom material by the TEA7 in the previous part of the lesson. In line 15, TEA7 establishes a mutual gaze with FUR and gives the directive by addressing him with a rising intonation (hold your hands furkan↑). As TEA7 reiterates the instruction twice in lines 15 and 16, she also makes FUR hold hands with the other preschool students. In the following line, TEA7 marks a transition to the next student(°>okay<°) and changes her gaze orientation to MEL (Auer, 2015). In a similar manner as in the previous instances, TEA7 makes MEL join hands with her classmates. In line 18, TEA notices ZEY putting up and playing with the umbrella and utters another transition marker (>okay<) and walks towards her. In the following line, TEA7 leans toward ZEY and asks a rhetorical question (what are you doing $here$) with a smiley tone of voice in the turn final position. That is to say, TEA7 treats ZEY's action as a laughable and initiates shared laughter (Glenn, 1991). Right then, in line 20, ZEY pursues the laughter initiated by the TEA7. TEA7 takes the umbrella from ZEY and puts it down during the next 2.2 seconds of silence, and the first segment of the extract ends. It should be noted that the trouble arisen in line 8 due to the preschool students' lack of embodied alignment with TEA7's instruction is still not resolved despite the all interactional resources of the teacher. Throughout the segment, TEA7 employed multimodal resources, reformulated her instruction, reiterated the directives many times, utilized address terms to draw the preschool students' attention, and most importantly, she made the preschool students display the preferred action one by one by joining their hands. Nevertheless, when the segment came to an end, the preschool students were still walking around the classroom. The second segment of the extract starts as a continuance of this circumstance.

Extract 7: Be a circle (segment 2)
Time: 0:24:10.4 - 0:24:44.1 (**Length:** 0:00:33.57)

```
22          ж(0.4)ж  &(1.3)&
       act  ж-12--ж
            12: comes towards students
```

```
       tea7          &-13--& 13: walks and leans toward ACT
23     TEA7: *°yuvarlak yapsalar°*
             will be better if they make a circle
              *---------14--------*
             14: moves her hand in a circular motion
24           ж(0.9)ж
       act   жnods-ж
25     ACT: &♦el ele tutuşa∩bilir miyiz♦
                can we join hands
       tea7 &puts the umbrella outside the classroom--->
       act   ♦leans toward sts----------♦
       sts                 ∩four sts holds their hands-->
26     HAL: öğretmenim (.) öğretmenim (0.7)&∩
teacher       teacher
                                          --->&
                                           --->∩
27     T-cam: *fatih efe:
       tea7   *walks toward students-->
28     ACT: el ele tutuşuyoruz el ele*
             we are holding hands
                                  --->*
29     TEA7: ∞be: a cir:cle (1.2)∞
             ∞---------15--------∞
          15: extends her arms laterally and hold MER's hand
30     TEA7: &put your umbrellas here (0.8)&
             &---------------16-----------&
             16: takes the paper plate on HAM's hand
                   and puts it on the floor
31     TEA7:  *be: a cir:cle*
              *-----17------* 17: holds HAL's hand
32           ж(2.1)ж
       act   ж--18-ж 18: holds CIC's and FEY's hand
33            ♪(3.9)
       sts    ♪hold their hands-->
34     ACT: ° hadi el ele tutuşun°♪
             let's hold your hands
                                 --->♪
35     ACT: жumu:tж tutuş el ele tutuş el ele
                      hold your hands hold your hands
             ж--20-ж 20: looks at UMT
36     ACT: жmehmetaliж gel
                       come
             ж--21-----ж 21: looks at MAL
37           ▲(1.4)▲
       mal   ▲--22-▲
             22: walks toward the circle and holds others' hand
38     TEA7: ʘ✿tuana (.)ʘ✿ won:derful↑ ♫
              ʘ----23-----ʘ 23: looks at TUA
```

tua ✿----24----✿ 24:walks toward the circle and
holds others' hand
--->♫
39 TEA7: >now(.) we &will sing a song<&
&takes her phone--&

At the beginning of the second segment, the preschool teacher (ACT), who notices the trouble, comes towards the preschool students. In a similar vein, TEA7 approaches the ACT and solicits her help by explaining what the preschool students are supposed to do in Turkish with a soft tone of voice in an embodied fashion (°yuvarlak yapsalar°) (translation: will be better if they make a circle). ACT first displays her acknowledgment by a head nod, and then she constructs an interrogative to make the students hold hands in a circle in Turkish by leaning toward preschool students (el ele tutuşabilir miyiz) (translation: can we join hands) in line 25. As distinct from TEA7's previous directives, ACT's instruction was in the preschool students' native language. This might be the reason for four preschool students' displaying embodied alignment with the ACT's instruction. In the meantime, TEA7 goes outside the classroom to put the umbrella that she took from ZEY. In line 26, HAL follows TEA7 and addresses her twice (öğretmenim (.) öğretmenim) (translation: my teacher my teacher). However, TEA7 does not show any orientation to HAL. In line 27, T-cam who is another PST responsible for the recording of this actual teaching session engages in the sequence and addresses FAH by his name since FAH does not display alignment with the ACT's instruction as well. In the following line, ACT reiterates her Turkish instruction (el ele tutuşuyoruz el ele) (translation: we are holding hands) since the preschool students keep on walking around the classroom and the preschool students who had performed the preferred action in the previous lines disjoined their hands. After putting the umbrella outside the classroom, TEA7comes back and gives the directive again (be: a cir:cle), and she also holds MER's hand concurrently. In line 30, TEA7 takes the paper plate on HAM's hand and provides a new directive (put your umbrellas here) by modeling the action and delineates the indexical reference (here) in the same turn both verbally and in an embodied fashion by putting the plate on the floor. Meanwhile, ACT holds CIC's and FEY's hands as well. When both TEA7 and ACT bodily involve in the activity and give instruction in not merely

target language but also the native language of the students, in line 33, preschool students eventually launch to hold their hands in a circle. ACT provides the same instruction in a soft voice with a minor change (°hadiel ele tutuşun°) (translation: let's hold your hands). Subsequently, ACT establishes mutual gaze with UMT and addresses him in particular by his name and repeats the directive twice (tutuş el ele tutuş el ele) (translation: hold your hands hold your hands). In a similar vein, in line 36, after establishing a mutual gaze with MAL who is sitting on his desk, ACT addresses him and gives a new directive (gel) (translation: come). Consequently, MAL shows alignment with ACT's instruction and walks toward the circle and holds his classmates' hands. In the following line, TEA7 looks at TUA and addresses her by her name. TUA walks toward the circle and holds the other preschool students' hands without TEA7's verbal production of any instruction. TEA7 orients to both TUA's action and the final position of preschool students in the circle with an explicit positive assessment with a rising intonation in the word-final position (won:derful↑), which marks the resolution of the trouble. Accordingly, in the last line of the extract, TEA7 indicates a transition to the next move with a time marker (now) and announces the instruction regarding what they will do (we will sing a song) as in the first line of the extract.

In this segment, TEA7 employs various interactional resources and resolution devices in order to resolve the trouble as in the first segment. First of all, TEA7 who is normatively expected to be the only authority during the actual teaching practice solicits the preschool teacher's (ACT) help to organize the activity (i.e., making the preschool students stand in a circle). With the engagement of the ACT in the trouble resolution process, repair initiations constructed in the preschool students' native language, namely Turkish. Thus, L1 usage was employed as an interactional resource to solve the trouble. In addition to this, TEA7, ACT, and even T-cam employed the address terms expediently as a trouble resolution device. To date, several studies have investigated the address terms in both everyday conversations (e.g., Norrick & Bubel, 2009) and in different institutional interactions (e.g., Clayman, 2010; Rendle-Short, 2007). Along with the general acceptance in the function of the address terms, viz. to draw the attention of the potential recipient (Lerner, 2003), the context in which the address terms

employed is seen significant to understand the address terms' "a number of latent semantic dimensions" (Lehtimaja, 2011 p.349). Given the sequential unfolding of the current extract, address terms are employed by TEA7 and ACT not only to get the preschool students' attention but also to make them display embodied alignment with the instruction, namely to resolve the trouble. Lastly, both TEA7 and ACT performs the preferred actions on behalf of the preschool students by holding their hands and standing in a circle. All in all, this extract shows how a PST can employ various interactional resources jointly to resolve single trouble during actual teaching practice.

Extract 8

This extract is significant since it demonstrably presents one of the most common interactional resources employed by the PSTs to resolve the troubles emerged in the actual teaching sessions, namely code-switching and L1 usage. Valdes-Fallis (1978) defines the code-switching as "the alternating use of two languages on the word, phrase, clause, or sentence level". A great deal of previous research into code-switching has focused on the various functions of teachers' code-switching in L2 classroom environments (e.g., Badrul & Kamaruzaman, 2009; Lin, 2013; Sert, 2005). In the current extract, the PST (TEA8) draws on the repetitive functions of code-switching (Flyman Mattsson & Burenhult, 1999), mainly defined as the employment of more than one language concurrently or consecutively to clarify the meaning of the verbal message transmitted. Bearing in mind the rare occurrence of the code-switching and L1 usage in micro-teaching sessions, the sequential unfolding of the following extract becomes much more significant to understanding the different nature of the actual and micro-teaching practices. Before the extract starts, the TEA8 greets all preschool students (STs) one by one with greeting expression (i.e., hello, and hi) and then introduces herself by saying her name. Subsequently, she starts asking each student's name in order. Prior to the extract, TEA8 asks four students' names. However, only two of them provide the preferred response with the help of the PST, while the other two students reject participating in the activity. Immediately after the fourth student who also refuses to engage in the activity, the extract starts.

Extract 8: ask your friend

Time: 0:05:50.7 - 0:07:33.2 (**Length:** 0:01:42.5)

1 **TEA8: *def+ne:↑ (.) meraba:**
hello
***>> leans toward def -->line 24**
def +looks at tea8 -->

2 **DEF: °meraba°**
hello

3 **TEA8: hello:**

4 **DEF: ° hello°**

5 **TEA8: &my name is merve (.)& %what is your na:%me**
&points at herself---&
%points at def---%

6 **DEF: °my ne is merve what is you ney°**

7 **TEA8: &my name**
&points at herself-->

8 **DEF: my name&**
-->&

9 **TEA8: %i:s**
%points at def by extending her hand towards def

10 **DEF: i:s%**
-->%

11 **TEA8: &defne**
&points at def with her index finger -->

12 **DEF: defne&+**
-->&
--->+

13 **TEA8: %+ask your friend &(0.5)& what i:s (1.6)%**
%points at nez----------%
def +looks at nez--->line 15
&--1--& 1: takes a step to nez

14 **TEA8: &repeat tekrar et& (.) &what i:s&**
repeat
&-------2---------&&----2---&
2:shakes her hand in a rolling fashion

15 **(2.5)+**
--->+

16 **TEA8: +söylediğimi tekrar et (.) &what+ +is&**
repeat what i say
def +looks at TEA8----------+
&----2-----&(see line 14)
def +looks at nez-->

17 **(1.7)+ +(3.1)**
-->+
def +looks at tea8--> line 23

18 **TEA8: &what is your name& (0.8)**
&---------2--------&

19 **TEA8: arkadaşına adın ne diye soruyoruz di mi↑ ♣(1.2)♣**
we are asking your friend what your name is, aren't we
def ♣nods-♣

20 **TEA8: hadi sor bakalım sen de ☼(0.9)☼**
come on ask you too
☼--3--☼ 3:looks at nez

21 **DEF: °adın ne diye°**
like what is your name

22 **TEA8: adını sor arkadaşına ama ingilizce sor tamam mı↑**
ask your friend's name but ask in english okay

23 **TEA8: what is+ your name**
--->+

24 **NEZ: nez0ra***
tea8 0looks at nez

```
                -->*
25      TEA8: *tamam ama sorusunu soralım olur mu (.) hadi
              okay but let's ask its question okay (.) come on
              *leans toward nez---> line 28
26      TEA8: %yardım eder misin bana (1.1)%  would you help me↑
                 can you help me
              %points at herself-----------%
27             (4.0)
28      TEA8: &<wha:t& (.) i:s& your&⊙ ж<name>&*
              &---------------2--------------& (see line 14)
                                ->⊙
                                   жlooks at def-->
                                        -->*
29      DEF: +what% is your name%
             +looks at nez-->
                  %nods----------%
30      TEA8: £yes well+ done çok güzel£ж
                              very good
                    -->+
                                    --->ж
```

The extract starts with TEA8's turn allocation to DEF both verbally by addressing her by her name (def+ne:↑) and nonverbally by establishing a mutual gaze with her and leaning towards her. In the same line, TEA8 greets DEF with a Turkish greeting term (meraba:) (translation: hello). The reason why TEA8 constructs her turn in the native language of DEF might be the previous students' unwillingness to participate in the activity as aforementioned. In line 2, DEF delivers the second pair part of the adjacency pair initiated by TEA8 by greeting TEA8 back in Turkish with a soft tone of voice (°meraba°) (translation: hello). In the following line, TEA8 greets DEF once more but in the target language this time. In line 4, DEF displays orientation to TEA8's turn construction by greeting her back with a greeting term in the target language as well (°hello°). Subsequently, TEA8 introduces herself and says her name (my name is merve) accompanied by a pointing gesture. After a micropause, TEA8 asks DEF's name by pointing at her. In line 6, DEF repeats TEA8's turn with a slight mispronunciation in a soft voice (°my ne is merve what is you ney°) rather than providing the sequentially relevant response. Accordingly, the first trouble of the extract appears. In order to elicit the preferred answer, TEA8 initiates a repair by parsing the sequentially relevant response and by modeling for the repetition(Kanagy, 1999) by accompanying with embodied resources. In line 7, TEA8 utters the first phrase of the sentence (my name) in an embodied fashion by pointing at herself, and in the following line, DEF reiterates TEA8's turn. In line 9, TEA8 provides the verb of the sentence with an elongation (i:s) by extending her hand toward DEF.

In a similar vein, DEF repeats what TEA8 utters. In line 11, TEA8states the name of DEF (defne) and points at DEF with her index finger to make the meaning of the sentence obvious. Then, DEF says her name, and the repetition sequence ends with the completion of the sequentially relevant response; consequently, the first trouble is resolved. Although DEF does not produce the preferred response in a full form, TEA8 acknowledges DEF's contribution, and in line 13, she gives a new embodied directive to DEF (ask your friend) by pointing at NEZ. Since DEF does not display alignment with TEA8's directive for 0.5 seconds of silence, TEA8 treats this pause as trouble and initiates a new repetition sequence in the same line by providing the first part of the interrogative (what i:s), which is the pedagogical objective of the lesson. However, the interactional resources employed by the TEA8 (i.e., parsing and modeling for repetition) fails to solve the trouble this time, and a long pause emerges. Accordingly, in line 14, TEA8 reformulates her instruction and gives another embodied directive in both the target language and in the native language of the preschool students by shaking her hand in a rolling fashion (repeat tekrar et). After a micro pause, TEA8 repeats the same part of the target interrogative once more (what i:s), and she also uses the repeat gesture (i.e., shakes her hand in a rolling fashion) (Balaman, 2018) to embody the directive. Despite TEA8's all endeavors to solve the trouble, DEF's lack of alignment with the TEA8's instruction keeps on during the next 2.5 seconds of silence in line 15. Consequently, TEA8 reformulates her instruction once more by extending it and delivers only in Turkish (L1) this time (söylediğimi tekrar et) (translation: repeat what I say) and reiterates the first part the target interrogative with the repeat gesture one more time. During the ensuing long silence in line 17, DEF first looks at NEZ and then shifts her gaze toward TEA8 while she does not initiate any turn construction. DEF's establishing a mutual gaze with the TEA8 who is normatively the epistemic authority in the classroom and the marked silence passing without any initiative by DEF is considered as a solicitation of help by TEA8(Sert, 2019b)and in line 18 TEA8 models for repetition with a prompt by providing the full form of the target interrogative (what is your name) with an embodied fashion for repetition. Nevertheless, DEF remains silent anew during the next 0.8 seconds. Therefore, TEA8initiatesanother repair with a reverse question tag(Krifka, 2015)in Turkish to

both explain the purpose of the target question that DEF is supposed to ask, and elicit the preferred response from DEF (arkadaşına adın ne diye soruyoruz di mi↑) (translation: we are asking your friend what your name is, aren't we).During the next 1.2 seconds of silence, DEF displays her acknowledgment by nodding her head. TEA8 who eventually gets at least an embodied response from DEF gives a directive afresh in Turkish (hadi sor bakalım sen de) (translation: come on ask you too). In line 21, DEF ultimately produces a turn and asks for clarification in Turkish with a soft tone of voice (°adın ne diye°) (translation: like what is your name). Upon DEF's clarification request, TEA8 provides an extended instruction and explains what DEF is expected to do in Turkish to resolve the trouble, viz, to elicit the preferred response from DEF (adını sor arkadaşına ama ingilizce sor) (translation: ask your friend's name but ask in English) and uses an understanding check question in the turn final position (tamam mı↑) (translation: okay). Immediately after her instruction, in line 23, TEA8 models for the repetition and provides the target interrogative in a full form (what is your name). In line 24, before DEF asks the preferred question, NEZ provides the sequentially relevant response by uttering her name (nezra). In the next line, TEA8 first acknowledges NEZ's answer, but then she reiterates the instruction anew with an understanding check in Turkish (tamam ama sorusunu soralım olur mu) (translation: okay but let's ask its question okay) and after a micro-pause, she tries to initiate DEF's response (hadi) (translation: come on). In line 26, TEA8 keeps on endeavoring to elicit the preferred response from DEF and delivers a request for DEF's initiative first in Turkish (yardım eder misin bana) (translation: can you help me) and after 1.1 seconds of silence passing without DEF's verbal or embodied response, TEA8 formulates the same request in English this time (would you help me↑). Nevertheless, DEF does not initiate the preferred action for the next four seconds. In line 28, as in the previous instances, TEA8 reiterates the target interrogative to model for DEF's repetition by employing the repeat gesture once more slowly (<wha:t (.) i:s your name>). Eventually, in line 29, DEF establishes a mutual gaze with NEZ constructs the preferred response by asking NEZ's name. TEA8 acknowledges DEF's response in an embodied fashion by nodding her head in simultaneity with DEF's verbal turn construction. Then, in the last line of the

extract, TEA8 first accepts DEF's response verbally (yes) and provides an explicit positive assessment in both languages by employing code-switching (well done çok güzel) (translation: very good). All in all, the extract ends with the resolution of the trouble.

This extract is significant in three points. Firstly, it illuminates how a PST uses the students' native language and code-switching as an interactional resource to manage the non-understandings of the students and to elicit the preferred responses from them. Secondly, taking into consideration the rare occurrence of the code-switching and L1 usage in micro-teaching sessions, the current extract becomes much more significant to understanding the different nature of the actual and micro-teaching practices. Lastly, unlike the designed troubles, PST employs several interactional resources (e.g., parsing, modeling for repetition, code-switching, deploying the native language of the students) simultaneously to resolve single, trouble as mentioned earlier.

Extract 9

The current extract presents the sequential environment of the troubles caused by the epistemic status of preschool L2 learners. That is to say, throughout the extract, the students display a lack of epistemic access, and accordingly, they show a lack of embodied alignment with the PST's instruction or/and provide wrong candidate answers. This extract is fundamental in terms of presenting the most commonly occurring trouble types and their resolution by the PST (TEA9), and consequently elucidating the nature of the actual teaching practices. Before the extract starts, TEA9 first greets each student one by one and asks their names. Subsequently, TEA9 presents the target vocabulary items (i.e., bear, pillow, and blanket) by making use of realia and flashcards, and the preschool students practice the target words through a choral repetition activity. Then the following extract starts.

Extract 9: Touch pillow
Time: 0:05:24.3 - 0:07:08.5 (**Length:** 0:01:44.2)

```
1       TEA9:  +oka:y (2.0)+ *er: bera:t emir*
               +----1------+
              1: looks at the flashcards on the board
               *walks toward sts-*
2       TEA9: co&me here& %(.)
                &---2---&
```

```
                2:hold an open hand up with her palm and move all
                                four fingers back and forth
      ber                %walks toward tea9-->
3     TEA9:*stand up♣ here: stand up here% like tha:t*♣ (.) oka:y↑
           *stands erect across the board-------------*
      emr             ♣walks toward tea9----------------♣
                                          --->%
4     TEA9: süleyman can you come here +(1.3)+
                                          +grasps sul+
5     TEA9: +okay (2.4)+
            +----3-----+
            3: lifts sul from the floor and put him somewhere else
6     TEA9: .hh
7     DIL: kalk ordan orası benim &yerim  (1.6)&
             get up its my place
      tea9                            &walks twd sts&
8     TEA9:  okay (.) +i say pillow+ (0.7)
                      +leans fwd---+
9     TEA9: &you go (.)& +touch pillow+
      tea9  &-----4----&
            4: runs toward the board
                          +-------5----+
                     5: touches pillow flashcard
10    TEA9: *(1.6)* i say bear (.)
            *--6--*
             6: turns back
11    TEA9: [&you go to bear& and *touch bear okay↑*
12    LEY:  [&suluğunu aldım&
13    ACT: &[şşşş+ş
      tea9 &-----4----------& 4: runs toward the board
                                *-------7---------*
                                7: touches bear flashcard
14→   TEA9: ☼(2.1)☼ pillow %(0.7)
            ☼--8--☼
            8:walks toward sts
      ber                    %runs toward board
15    TEA9: &come come%(.)♦run run run♣ (.)
            &extends her arm palm facing the board and shakes it->
                  --->%
→     ber                   ♦touches blanket flashcard-->
      emr                                ♣runs toward board--->
16    TEA9: pillow♣& *pil♥low*
              --->♣
              ---->&
→     emr                  ♥touches bear flashcard-->
                    *---9---* 9:comes to the board
17    TEA9: wh&ich one♥ pil♦lo♣w%&
              &-------10---------&
            10:points to the pillow flashcard
                   -->♥ -->♦
      emr                         ♣points to the pillow
      ber                           %points to the pillow
18    TEA9:  *good job*%♣ &(2.0)
             *claps---*
                  --->%
                   --->♣
                          &takes a sticker-->
19    TEA9:  wait
20    EMR:   bana ♥araba araba♥
                car for me car
                 ♥raises hand♥
```

```
21      TEA9:  oh: (1.0) this go& fast
                              -->&
22           ☼(2.7)  ♪(5.5)☼♪
        tea9: ☼------11-----☼
         11:gives the stickers
        sts            ♪--12--♪ 12:walks toward tea9
23      TEA9:  okay now sit &down sit do:wn sit do&:wn ♪oka:y
                         &points to the desks--&
        sts                                              ♪sit->line28
24      TEA9: ☼(1.6)☼ sit down *göktay* a:nd &zeynep&
              ☼--8--☼ 8: walks toward sts
                              *--13--*
                              13:points at gok
                                           &--14--&
             14:points at zey
25      MEH: SIT DOWN
26      TEA9: *you can sit down*
              *pushes pe gently*
27      MEH: sit ☼down (.)☼
        tea9      ☼---15---☼ 15: touches zey on arm
28      TEA9:  .hh &stand♪ like tha:t (.)&
                   &stands erect---------&
                      -->♪
29      MEH:  [stand like that
30      TEA9: [i say bear (.)
31      TEA9: &you go& *touch bear (.)* okay↑
              &---4--& runs toward the board
                       *--------7-----* (see line 13)
32      TEA9:  *(1.1)* blanket ⁎(.) ☼blanket☼
               *--6--* turns back
→       sts                        ⁎stand still-->
                                        ☼---16--☼
              16:extends her arm palm facing the board and shakes it
33      TEA9: (.) run (.) &r⁎@un (.) run blan&ket@
                         &run twd the board-&
                        -->⁎
        gz                    @run twd the board--@
34           ❄✿(0.3)✿❄
        gok  ❄---17---❄ 17:touches the blanket
→       zey    ✿--18-✿18: touches the bear
35           ❄(0.4)❄
→       gok  ❄-19--❄ touches the bear
36      TEA9: &oh >blanket blanket<❄✿(.)✿blanket this o:ne❄
              &touches blanket--->
        gok                            ❄--------17--------------❄
                                         17: touches the blanket
        zey   ✿touches the blanket-->
37          ❄(0.6)
→       gok ❄touches the bear-->
```

38 TEA9: >no no❁☺ no< blanket (.) just☺❁blanket&✿
---->❁
→ gok ☺touches the pillow----☺
gok ❁touches the blanket
--->&
--->✿
39 TEA9: *(2.5) o:kay❁(2.0)* ☼goo:d
takes stickers----
--->❁
☼gives stickers-->
40 TEA9: good zeynep☼ no:w sit down↓
--->☼

In the first line of the extract, TEA9 marks a transition to the next activity with a transition marker (oka:y) and looks at the flashcards on the board which are the material of the current activity. Subsequently, TEA9 summons BER and EMR by their names and nominates them as the first participants of the activity with an embodied directive (come here) in line 2 by holding her open hand up with her palm and moving all four fingers back and forth. BER displays alignment with the TEA9's instruction while EMR stands still. In line 3, TEA9utters a new directive twice (stand up here stand up here like tha:t) by modeling the action and delineates the indexical reference (here) in an embodied fashion by standing erect across the board. She also checks whether BER and EMR comprehend the instruction with an understanding check (oka:y↑)in the turn final position. Simultaneously, both students display their understanding by performing the preferred action. In line 4, TEA9first addresses SUL who is sitting in the middle of the classroom on the ground, and thus hindering the activity, and then requests him to change his place (can you come here). Right after her verbal request, TEA9 grasps SUL, lifts him from the floor, places him out of the activity field and takes a deep breath in line 6. In line 7, DIL who is standing at the corner of the classroom addresses KAN, and utters a turn in Turkish (kalk ordan orası benim yerim) (translation: get up it's my place). Neither KAN nor TEA9displays any orientation to DIL's turn, and TEA9 approaches the activity field back. In line 8, TEA9 signals transition to the activity once more (okay) and announces what the preschool students are going to do during the activity by demonstrating in lines 8 and 9 (i say pillow (0.7)you go (.) touch pillow). It should be noted thatTEA9 embodies the directives by performing the instructed actions in

simultaneity with the verbal constructions of the actions. More specifically, she provides modeling for the activity whilst she is giving the instruction; runs toward the board when she utters the related part of the instruction (you go) and touches the relevant flashcard that she utters (touch pillow). In a similar vein, in lines 10 and 11 she explains the procedure of the activity once more by deploying another assumed example (i say bear (.) you go to bear and touch bear) by embodying it and closes her turn with an understanding check in the turn final position (okay↑). In line 12, in overlap with TEA9's instruction, LEY produces a turn in Turkish (suluğunu aldım) (translation: I took your water flask), which is oriented to with the ACT's exclamation (shh::) to hush LEY since her turn is irrelevant to the current activity. During the next 2.1 seconds of silence in line 14, TEA9 walks towards BER and EMR and utters the first target word (pillow) that the students are supposed to go and touch on. Although BER partially projects the preferred action by going toward the board, EMR stands still. The absence of the relevant next action is viewed as potential trouble, particularly in instruction comprehension (Badem, 2018). Accordingly, EMR's lack of embodied alignment with the TEA9's instruction has emerged as the first trouble of the extract. In line 15, TEA9 initiates a repair sequence and gives new embodied directives for EMR (come come run run run) by extending her arm palm facing the board and shakes it and consequentially EMR displays embodied alignment with TEA9's directives and performs the preferred action. In the meantime, BER delivers a wrong candidate embodied response by touching on the blanket flashcard, and a new trouble resulting from his epistemic status appears. In line 16, TEA9initiates a new repair sequence by reiterating the instructed vocabulary item twice more (pillow pillow) to remind them of the target word. On the other hand, at the same time with TEA9's repair initiating turn, EMR points to the bear flashcard, and therewith the source of the trouble that is the students' lack of epistemic access comes out. In line 17, TEA9produce a question (which one pillow) and concurrently provides the answer on behalf of the students in an embodied fashion by pointing to the pillow flashcard. Both EMR and BER project the preferred action, and the repair sequence initiated by TEA9 ends with trouble resolution. In line 18, TEA9 provides an explicit positive assessment (good job) and claps her hands. During the next two seconds of silence, she tries to take a sticker out, and

since a marked silence has occurred, in line 19, she utters a new directive (wait) to signal that the sequence is not over yet. In the following line, EMR takes the turn and announces which sticker he wants to in Turkish (bana araba araba) (translation: car for me car) while raising his hand. In line 21, TEA9 orients to EMR's request by characterizing the sticker that he wanted with an exclamation in the turn initial position (oh: (1.0) this go fast) and eventually takes the stickers out. During the marked silence in line 22, as TEA9 is giving the stickers to EMR and BER, the other preschool students launch to walk toward the board and look at the stickers. Therefore TEA9 shifts her gaze and posture toward the preschool students and provides a new instruction to arrange the classroom for the activity once more by addressing the whole class as "a single audience" (St. John & Cromdal, 2016) in line 23. TEA9 firstly signals a transition to the next move with a transition marker (okay now) and repeats an embodied directive three times (sit down sit do:wn sit do:wn) by pointing to the preschool students' desks. In the same line, she produces an understanding check with an elongation (oka:y), and meanwhile, the preschool students display their understanding with their embodied alignment with the TEA9's instruction.In the next 1.6 seconds of silence in line 24, TEA9 walks towards the preschool students and reiterates the directive (sit down) once more for the students who have not sit yet. In line 24, TEA9 nominates GOK and ZEY as the next participants of the activity by addressing them both verbally by uttering their names and in an embodied fashion by pointing to them. In line 25, MEH constructs a turn by repeating TEA9's directive with a loud voice (SIT DOWN), yet his turn does not receive any orientation. In the following line, TEA gives the directive to PE in particular (you can sit down) by pushing her gently to her desk since she keeps on wandering around the classroom. As in his previous turn, MEH repeats the focal directive anew (sit down). TEA9 does not orient to MEH's contribution once more and touches ZEY who is the one of the next participants of the activity on the arm, thereby signaling a transition to the focal activity. After a deep breath, in line 28, she provides an embodied directive (stand like tha:t) by standing across the board. In line 29, MEH reproduced the TEA9's directive once more (stand like that). In a similar manner as the previous instances, neither TEA9 nor the preschool students orient to his turn. In overlap with MEH's turn,

even though this is the second round of the activity, TEA9 announces what the preschool students are expected to do during the activity through another assumed example (i say bear). In line 31, she continues her interpretive instruction (you go touch bear) by embodying it and closes her turn with an understanding check in the turn final position (okay↑). During the next 1.1 seconds of silence, TEA9 approaches ZEY and GOK and issues the focal word (blanket). Upon the absence of the relevant next action, TEA9 reiterates the instructed word (blanket), this time with a hand gesture (i.e., extending her arm palm facing the board and shakes it) to prompt to students to display the preferred action. Nevertheless, the students keep on standing still. Subsequently, in line 33, TEA9 issues a new embodied directive (run (.) run (.) run) and runs towards the board in simultaneity with the verbal production of the action to solve the trouble. In the same turn, she also repeats the focal word once more. TEA9's repair initiative through an embodied directive results in both students' execution of the preferred action. Furthermore, in line 34, GOK provides the correct candidate response by touching on the blanket flashcard. On the other hand, ZEY delivers a wrong answer by touching on the bear flashcard. Subsequently, GOK who provided the preferred embodied response in the previous line touches on the bear flashcard just as ZEY and another trouble caused by students' epistemic status has arisen. The students' wrong answers are oriented with TEA9's repair-initiation component (oh)(Schegloff, 1992) in line 36. In the same line, TEA9 initiates the repair by providing the preferred answer both verbally (>blanketblanket< (.) blanket this o:ne) and in an embodied fashion by touching on the blanket flashcard. Consequently, both ZEY and GOK perform the preferred action for a moment. However, in line 37, GOK touches the bear flashcard, and the trouble resolved in the previous line emerges again. Upon GOK's trouble, in line 38, TEA9 initiates a new repair turn through a repair initiation component(>no no no<) and repeats the focal word (blanket (.) just blanket) in conjunction with a pointing gesture. In the meantime, GOK first touches on the pillow and then eventually projects the relevant action; as a result, the trouble is resolved. In line 39, TEA9 displays her acknowledgment with an acknowledgment token (oka:y) and with explicit positive feedback (goo:d) successively whilst she is taking the stickers out to give them the students as

positive reinforcement. In the last line of the extract, TEA9 provides an explicit positive assessment in particular to ZEY by addressing her and closes the sequence with another directive (no:w sit down), whereby the current extract ends.

The present extract is vital to figure out the sequential trajectories of the actual troubles and their resolution by the PSTs. The unfolding of the current extract evidently revealed that the primary reason for the troubles in actual teaching sessions is the epistemic status of the preschool L2 learners. In the initial phase of the extract (line 14), despite TEA9's embodied instruction, EMR does not project the relevant next action due to his non-understanding of the instruction. Intending to resolve this trouble, TEA9 reformulates her instruction by giving new, word-level embodied directives by modeling them, and the trouble is resolved. On the other hand, in the following lines (15-16), both students provide the wrong candidate answers. TEA9 initially repeats the target word several times, but the students keep on delivering the wrong candidate embodied response, which brings evidence of the students' lack of epistemic access. Along with a question construction, TEA9provides the correct answer on behalf of the students in an embodied fashion by touching on the relevant flashcard. As a result, both students perform the preferred action, and the trouble is resolved with TEA9's acknowledgment. In a similar vein, as the previous instance, TEA9 gives the instruction for the second time through a hypothetical example, and the instruction does not succeed in prompting the students once more; accordingly, another trouble occurs in line 32. TEA9 reformulates her instruction in the same manner as the first instance by giving new, word-level embodied directives, and the trouble is resolved. Between lines 34-38, by providing wrong candidate answers consecutively, students display their lack of epistemic access. To resolve the trouble, TEA9 both reiterates the instructed word verbally and provides the preferred embodied response in an embodied fashion on behalf of the students. Subsequently, she closes the sequence with explicit positive feedback rather than giving an extended explanation. What is interesting here is the limited participation of the students and also TEA9's limited orientation to students' troubles. In his research study, Walsh (2002) elucidates how language teachers might promote or hinder students' participation through various interactional resources, and he

advises that students' self-expression and clarification by the learners be encouraged by the language teachers. Unlike Walsh's recommendation, TEA9does not provide either extended instruction to make the meaning of the pedagogical objective clear or understanding check to ensure that the trouble is entirely resolved. In other words, TEA9 displays limited orientation to students' troubles (Somuncu & Sert, 2019), as will be discussed in the following chapter.

Extract 10

Sequential unfolding of the current extract will reveal a phenomenon that appears recurrently in the present young learner L2 classroom context data; namely, off-task talk (Markee, 2005), and the TEA10's limited orientation to this sequentially irrelevant turn constructions. In addition to this, during the extract, the sequential environment of various trouble types such as preschool students' lack of alignment with TEA10's instruction, wrong candidate answers, and L1 responses will be carefully analyzed. Lastly, the extract exemplifies the most commonly utilized interactional resources and trouble resolution devices such as multimodal resources, TEA10's modeling, employing the native language of the students, deployment of code-switching, engagement of preschool teacher (ACT), and repetition of the instruction. Prior to the extract, TEA10 presents the target vocabulary items (i.e., rainy, snowy, sunny, and windy) by making use of flashcards, and the preschool students (STs) practice the target words through a choral repetition activity. Then, the following extract starts.

```
Extract 10: What's missing
Time:  0:04:31.6 - 0:06:00.6   (Length:  0:01:29.0)
1→     TEA10: ♦&close♦ your eyes
              ♦>>--1---♦
              1: takes flashcards
       tea10 &looks at sts -->line 3
2      STs: °close your eyes°
3      TEA10: ♦close your eyes&*(1.7)♦ °close your eyes° (0.9)
       tea10  ♦walks toward Sts------♦
                          --->&
                               *cover her eyes with her hands-->
4      TEA10: close your eyes °kapatın gözlerinizi0♫ kapatın°*
                               close your eyes close
                                                        --->*
       sts    ♫cover thr eyes
                with their hands -->
5             ♦(3.9)♫ +%(1.9)+%
       tea10  ♦ crouches down and puts three flashcards
                               on the floor-->line 7
                --->♫
→      naz            +---2--+  2:uncovers her eyes
```

→ bek %---3--% 3:uncovers his eyes
6 TEA10: °>kapat %kapat kapat kap%at<°
close close close close
bek %covers his eyes%
7→ NAZ: &ben hiç kapatmam♦
i never close
tea10 &looks at NAZ
--->♦
8 TEA10: *alright&*
---4---- 4: stands up
-->&
9 NAZ: ♣<ben hastayım>♣
i am ill
tea10 ♣------5-------♣
5: puts one of the flashcards on the table
10 TEA10: *open your eyes*
-------6------
6: covers and uncovers her eyes successively
11 NAZ: ben hastayım
i am ill
12→ TEA10: ♦open your eyes♦
♦------7-------♦ 7: extends her arms
13 NAZ: BEN HASTAYIM
I AM ILL
14 TEA10: open your eyes ♣açın gözlerinizi:♣♫
open your eyes
♣---------8-------♣
8: covers and uncovers her eyes successively
--->♫
15 LEY: °açtım°
i opened
16→ TEA10: *what's [missing*
17 NAZ: [annem b*ana hep ilaç &içirecek
my mom will always give me medicine
tea10 *-------9-------* 9: extends her arms
tea10 &looks at naz-->line 23
18 NAZ: (1.4) hiç hasta olm[uycam
i will never be ill
19 ACT: [shh
20 ACT: ° nazlı lütfen°
Nazlı please
21→ BET: [benim odama kimse giremez
nobody can enter my room
22 TEA10: ♣[ssh♣&
♣-10-♣
10:holds up one index finger vertically in front of her mouth
--->&
23 TEA10: (2.5)♦°what's missing°♦
♦extends arms----♦
24→ ZEY: benim odamı &pembe yapacaklar
they will make my room pink
tea10 &looks at zey--> line 28
25 KAD: güneş yok
no sun
26→ TEA10: *zeyne:p what's missing (1.4) ♣what's missing (1.3)♣*
leans toward zey----------
♣---------11---------♣
11: extends her arms downward and points
to the flashcards
27 LEY: yağ[mur&
rain

```
                ---->&
28      KAD:   &♦[GÜNEŞ YOK♦&
                 NO SUN
        tea10 &-----12-----& 12: looks at kad
                ♦-----13---♦
              13:extends her hand towards kad and snaps her finger
29              &♣(1.0)
        tea10 &looks at zey-->
                ♣points to kad---> line 32
30      LEY: güneş (0.9)&
               sun
                     --->&
31      TEA10: &SUNNY♣ ♦sunny:
                &looks at kad-->
                   -->♣
                        ♦claps her hands
32      TEA10: [thank you:♦&
                        -->♦
                         -->&
33      AHM: [°güneş yok°
               no sun
34      TEA10: *great*
               *-14--* 14: holds her both thumbs up
```

When the extract first begins, TEA10 has been grabbing the flashcards that she deployed in the previous activity, and she initiates the next activity with a directive in the first line (`close your eyes`). Since the previous activity was a choral repetition activity, in line 2, the preschool students repeat the TEA10's instruction with a soft tone of voice rather than performing the preferred action, and the trouble emerges. Upon preschool students' lack of embodied alignment with TEA10's instruction, in line 3, TEA10 reiterates her instruction once more while approaching preschool students. TEA10's instruction does not receive any orientation by the preschool students again. That is why TEA10 repeats the directive with a soft tone of voice (°`close your eyes`°) but in an embodied fashion this time by covering her eyes with her hands. Nevertheless, during the next 0.9 seconds of silence, the preschool students do not project the sequentially relevant action. Consequently, TEA10 utters the same directive once more in line 4. Owing to the absence of embodied alignment, in the same line, TEA10 delivers the directive in preschool students' native language through code-switching with a soft voice (°`kapatıngözlerinizi kapatın`°) (translation: close your eyes close). Eventually, preschool students display the preferred embodied response. Indeed, this case brings evidence to the lack of preschool students' epistemic access to L2 knowledge, which constitutes the fundamental distinction between the trajectories of actual troubles and the designed troubles. In other words, the reason for the troubles of the preschool student is their L2 knowledge as novice L2

learners. Accordingly, the trajectories of their resolution differ considerably from the trajectories of designed troubles delivered by pre-service teachers. In line 5, during the marked silence, TEA10 crouches down and puts three flashcards (i.e., snowy, rainy, and windy) by excluding the sunny flashcard on the floor and settles the activity. In the meantime, BEK and NAZ uncover their eyes. TEA10 orients to this breach of the rule of the activity with a repetitive directive in Turkish with a faster pace (°>kapat kapat kapat kapat<°) (translation: close close close close). BEK displays alignment with the TEA10's instruction, while NAZ refuses to do the instructed action explicitly in line 7 (ben hiç kapatmam) (translation: i never close). In line 8, TEA10 consents NAZ's non-compliance with an acknowledgment token (alright) and stands up.In line 9, with NAZ's turn (<ben hastayım>)(translation: I am ill), off-task talk that is defined by Markee (2005) as "interaction that diverges from whatever topic(s) teachers designate as the current class agenda" (p.197) emerges. Meanwhile, TEA10 puts the sunny flashcard on the table back, and in line 10, she gives a new embodied directive (open your eyes) by first covering and then uncovering her eyes successively. In line 11, NAZ reiterates her turn that was not oriented to by anyone in the classroom in the first delivery (ben hastayım) (translation: I am ill). Nonetheless, TEA10 does not orient to NAZ's turn once again andrepeats the directive (open your eyes) in line 12, and addresses the whole class by extending her arms horizontally toward preschool students since none of them displayed the preferred action in the first time. However, repetition of the instruction does not fulfill its repair initiative function; that is, the preschool students keep on showing a lack of alignment with the TEA10's instruction. In line 13, NAZ repeats her turn one more time, but this time with a loud voice (BEN HASTAYIM) (translation: I am ill) to get attention. In the following line, TEA10delivers the directive in both the target language and the native language of the preschool students (open your eyesaçın gözlerinizi:) in an embodied fashion by uncovering her eyes. Upon the code-switching employed by TEA10, the preschool students eventually project the preferred action and uncover their eyes. Consequently, the second trouble is also resolved through L1 usage as in the first instance of the extract (line 4). Furthermore, in line 15, LEY explicitly displays her understanding with her verbal utterance (°açtım°) (translation: I opened). In the following line, TEA10 asks the

focal question of the activity (what's missing) by extending her arms. In overlap with TEA10's question, in line 17, NAZ goes on her off-task talk in Turkish (L1) (annem bana hep ilaç içirecek) (translation: my mom will always give me medicine). Unlike previous instances, this time, TEA10 orients to NAZ's turn by shifting her gaze towards her. Furthermore, TEA10 does not construct a new turn during the next 1.4 seconds of silence. In other words, NAZ's off-task talk occurring from the beginning of the extract turns into trouble since it obstructs the progression of the activity. In line 18, NAZ continues to her turn (hiç hasta olmuycam) (translation: I will never be ill), yet this time her turn is oriented to with the ACT's exclamation (shh:) to hush NAZ. Moreover, in line 20, ACT initiates a verbal repair in a soft voice (°nazlı lütfen°) (translation: nazlı please). This repair initiation of ACT results in NAZ's performance of preferred action, and she does not deliver any off-task talk till the end of the extract. However, in line 21, BET produced a sequentially irrelevant turn in Turkish (benim odama kimse giremez) (translation: nobody can enter my room). BET's off-task talk is immediately oriented to with TEA10's exclamation (shh:) to hush her. This is the first verbal orientation of TEA10 to the off-task talk of the students. After ensuring that the off-task talk ends during the next 2.5 seconds of silence, in line 23, TEA10 produces the focal question once more in a soft voice (°what's missing°) while extending her arms toward the flashcards on the ground. However, in line 24, ZEY constructs a sequentially irrelevant turn in Turkish (benim odamı &pembe yapacaklar) (translation: they will make my room pink); subsequently, TEA10 looks at ZEY. In line 25, KAD provides the partially correct answer in Turkish (güneş yok) (translation: no sun).TEA10 addresses ZEY by her name (zeyne:p) and leans toward her to draw her attention to the current activity in line 26. Subsequently, TEA10 first repeats the focal question once. Yet ZEY does not provide the preferred response during the next 1.4 seconds of silence. In the same line, TEA10 reiterates the same question by extending her arms to flashcards. However, ZEY does not utter any response again in the next 1.3 seconds of silence. LEY thereupon provides a wrong candidate answer at a transition relevance place in 27, which is not oriented to by TEA10. In overlap with LEY's provision of the wrong answer, in line 28, KAD repeats her candidate answer once more this time with a louder voice (GÜNEŞ YOK) (translation: no sun). TEA10

initially looks at KAD, extends her hand toward KAD, and then snaps her finger, whereby she displays her acknowledgment. Immediately after that, TEA10 establishes mutual gaze with ZEY who had trouble providing the answer (line 26) while pointing to KAD for a second. LEY takes the turn at the transition relevance point once again and provides the partially correct answer in Turkish (güneş) (translation: sun). After all, even if ZEY's trouble is not resolved, LEY's trouble which was her wrong candidate answer (line 27) is partially resolved. In line 31, while addressing in particular KAD with her gaze, TEA10 provides the answer properly on behalf of the preschool students (SUNNY sunny) and displays her acknowledgment by clapping her hands. In line 32, she appreciates ST's contribution by thanking them. In the following line, AHM also displays his understanding with her turn in Turkish again with a soft voice (°güneş yok°) (translation: no sun), which overlaps with TEA10's turn. Finally, TEA10closes the sequence with an explicit positive assessment (great) by holding her thumbs up in line 34, and the extract ends.

Throughout the extract, various troubles have emerged. First of all, due to the epistemic status of the preschool students, they had trouble understanding the instruction of the teacher (see lines 1 and 12). TEA10 employed a range of interactional sources such as modeling, code-switching, and repetition of the instruction to resolve this trouble. Secondly, preschool students' off-task talks became trouble since they hinder the progressivity of the activity. TEA10 initially ignores such talks, but afterward, she oriented to them with hush-exclamations (ssh:) or asked a question relevant to the focal activity to direct the preschool students' attention to the activity (see line 26). In addition to this, to resolve this trouble, ACT engaged in the interaction. Thirdly, the absence of the preschool students' answers was another trouble. TEA10 repeats the focal question several times in an embodied fashion. Moreover, parallel with what Li and Seedhouse (2010) revealed in their study, throughout the extract students' contributions were mainly in their native language and inadequate since they provide the answer as the noun form of the answer; namely; "güneş" (translation: sun) rather than uttering the adjective form of it that is used to describe the weather (i.e., sunny). Intending to resolve such troubles, TEA10 provides the correct answers on behalf of the students (see line 31). All in all, this extract observably demonstrates that

unlike the micro-teaching sessions, in actual classrooms, many troubles might arise simultaneously. Accordingly, a PST may need to employ a range of interactional resources and trouble resolution devices concurrently.

Comparison of the Designed Troubles and Actual Troubles

In this section, initially, the designed troubles that frequently occur in the micro-teaching interaction will be summarized by referring to the extracts in the first section. In a similar vein, the actual troubles will be broadly defined. Subsequently, the findings of the analysis of two types of trouble will be discussed in a comparative manner regarding the features of the troubles and the interactional resources employed by the PSTs to resolve the troubles via a table (see Table 1 below).

To start with, the unfolding of the first five extracts revealed the sequential environment of 'the designed trouble' which emerged as a commonly occurring phenomenon in the micro-teaching interaction. In micro-teaching sessions, the PSTs-as-student are normatively expected to act out the target student group to increase the authenticity of the practice. Accordingly, the PSTs-as-student deliberately produced troubles, which are referred to as designed troubles, during the micro-teaching practices. The close examination of such troubles in the first section afforded a deep insight into both the nature of designed troubles and the interactional architecture of micro-teaching sessions. Designed troubles, in spite of being treated as trouble by the recipient (i.e., PST-as-teacher delivering the micro-teaching), are deliberately constructed in nature in observable ways. First of all, the designed troubles are surrounded by laughter or a smiley tone of voice by the co-participants as seen in each of the extracts in the first section. On the other hand, the students never treat the troubles as laughable in the actual-teaching dataset. Moreover, the analysis of the extracts including designed troubles has shown that the PSTs-as-student who delivered the trouble show their competences of using the troubled form in earlier instances as in extracts 1 and 5 or display their understanding of the instruction including the focal forms as in extracts 3 and 4. Furthermore, the PSTs-as-student sign the trouble with their gestures or facial expression, as illustrated in extract 1. Finally, as demonstrated in extract 3, PSTs-as-student speaking out while design the troubles and thereby

indicate the artificial nature of the troubles bring evidence to the designed nature of the troubles delivered by the PSTs-as-student. When it comes to the actual troubles, as the name suggests, they are the troubles delivered by the preschool students in the naturally occurring interactional data. The unfolding of the sequential environment of the actual troubles revealed that the primary reason for the troubles in actual teaching sessions is the epistemic status of the preschool L2 learners, as presented in the second section of the chapter.

Since the current research study comparatively approaches the two trouble types, the synthesis of the findings described in the two previous sections' is essential. With this in mind, Table 1 below provides the features of the troubles and the interactional resources utilized by PSTs to resolve them on an extract by extract basis. In light of the table, the findings will be briefly mentioned to be discussed in the following chapter.

Table 1.

Features of Trouble and Interactional Resources Employed by PST

Extract Number	Features of Trouble	Interactional Resources Employed by PST
1	The omission of a grammatical item	Parsing, Modeling for repetition
2	The provision of the wrong candidate answers, Inadequate responses	The designedly incomplete utterance, Drawing on classroom material, Repetition of the wrong answer
3	The provision of wrong candidate answers	Repetition of the wrong answer Drawing on classroom material, provision of the answer on behalf of the student, peer-correction
4	Sequentially irrelevant	None (i.e., peer-correction)

	response	
5	Lack of embodied alignment with the instruction	Embodied directive
6	The provision of the wrong candidate answers, Lack of embodied alignment with the instruction, Non-understanding of procedure	Embodied directive, Code-switching, Provision of the answer on behalf of the student, Exposed correction
7	Lack of embodied alignment with the instruction, Off-task actions	Reformulation of instruction, Embodied directive, Address terms, Code-switching, Solicitation for ACT's help, Repetition of the instruction
8	Lack of embodied alignment with the instruction, Sequentially irrelevant response	Parsing, Modeling for the repetition, Code-switching, Reformulation of the instruction, Repetition of the instruction
9	The provision of the wrong candidate answers, Lack of embodied alignment with the instruction, Non-understanding of the procedure, Off-task talk	Embodied directive, Provision of the answer on behalf of the student, Solicitation for ACT's help, Exposed correction
10	Lack of embodied alignment with the instruction, Off-task talk, Inadequate responses	Embodied directive, Solicitation for ACT's help, Code-switching, Repetition of the instruction, Provision of the answer on behalf of the student

The top half of the table (i.e., extract 1,2,3,4,5) presents the main features of the designed troubles and the interactional sources employed by the PSTs-as-teacher to resolve them. On the other hand, the bottom half of the table (i.e., extract 6,7,8,9,10) provides an overview of the features of the actual troubles and the interactional sources that are deployed by the PSTs to resolve the troubles during actual teaching practices. It is apparent from this table that there are some commonalities between the features of designed troubles produced by the PSTs-as-student and the actual troubles delivered by preschool students; namely, the provision of the wrong candidate answers, sequentially irrelevant responses, inadequate responses and lack of embodied alignment with the instruction. However, at that juncture, several points should be pointed out. First of all, as shown in the table, lack of embodied alignment with the instruction is the most commonly occurring trouble type that the PSTs have to deal with during the actual-teaching sessions, whereas it is not very prevalent in the dataset based on the designed troubles. More interestingly, the omission of a grammatical item, which is identified as one of the most commonly occurring designed troubles, has never been encountered in the other dataset collected in the preschool classroom context. In addition to this, as shown in the table, some of the most typical troubles emerging during the actual-teaching sessions (i.e., off-task talk, off-task actions, and non-understanding of the procedure) have never been undergone by the PSTs-as-teacher during the micro-teaching sessions. Furthermore, from the table above, we can see that in the first five extracts illustrating the designed troubles, one or at most two troubles appear together at a time. In contrast, in many cases, PSTs have to contend with several troubles simultaneously in their actual-teaching practices.

The most striking results to emerge from the data are about the interactional resources employed by the PSTs-as-teacher to resolve the troubles. Similar to the features of the troubles, there is a parallelism between the interactional resources employed by the PSTs-as-teachers to resolve both actual and designed troubles. More particularly, several interactional resources employed to resolve the designed troubles (i.e., parsing, modeling for repetition, drawing on classroom material, provision of the answer on behalf of the student, and embodied directives) are also exploited to resolve the actual troubles produced by the

preschool students. On the other hand, there are also many significant differences between the interactional resources employed by the PSTs-as-teachers during the actual-teaching and micro-teaching sessions. To start with, the interactional sources which require students' epistemic access (i.e., designedly incomplete utterance, repetition of the wrong answer) are not employed to resolve the actual troubles, whereas they are utilized during the micro-teaching efficiently. Another point that is worth noting that the peer correction in extracts 3 and 4 is never encountered during the actual-teaching sessions, although it sufficed to solve a designed trouble on its own in extract 4. There are also some interactional resources (i.e., code-switching, exposed correction, address terms, reformulation of instruction, solicitation for ACT's help, repetition of the instruction, and epistemic status check) that are exploited by the PSTs to resolve the actual troubles although they are not employed during the micro-teaching sessions at all. The unfolding of the sequential environment of the actual trouble demonstrated that the resolution of an actual is a relatively lengthy process as compared with the trajectory of designed troubles. Furthermore, the features of the actual troubles are more diverse, as mentioned above. With these in mind, it is not surprising that the PSTs-as-teacher exploit both more in number and varied interactional resources.

Taken together, these results suggest that although the designed troubles deliberately produced by the PSTs-as-students to augment the authenticity of the micro-teaching sessions show consistency with the actual troubles produced by the preschool students to some extent, there are also glaring discrepancies between the trajectories of the two types of troubles in terms of their features and their resolution processes. The next chapter, therefore, moves on to discuss the results in light of the existing literature in the field by addressing the research questions of the current research study.

Chapter 5
Conclusion, Discussion and Suggestions

This chapter of the study is dedicated to the discussion of findings presented in the previous chapter in relation to the research questions in light of the relevant literature in the field. Accordingly, the first section will address the first research question and present both the features of the designed troubles produced by the pre-service teachers during the micro-teachings in the faculty classrooms and the interactional trajectories of their resolutions. Similarly, in the second section, the features of the actual troubles produced by preschool students during the actual teachings in real classroom environments will be covered, and the ways the PSTs resolve these troubles will be discussed in detail. The third section will compare two types of troubles in terms of their features, resolution, and interactional trajectories, which constitute the focus of the current study. Finally, having proposed the pedagogical implementations for the language teacher training programs, and language classroom interaction, the chapter will be concluded with the recommendation for further studies, and concluding remarks.

Features of Designed Troubles and their Interactional Trajectories

The micro-teaching practices mostly criticized for their inauthenticity regarding the classroom setting, environment, and students(Ananthakrishnan, 1993; Bell, 2007; Cripwell & Geddes, 1982), as mentioned in the second chapter. For more authentic micro-teaching practices, He and Yan (2011) provide some advice comprising PSTs-as-student's "deliberately making mistakes" (p. 298). However, no single study exists which investigates the PSTs-as-student's deliberate trouble designs. Despite the importance of these troubles for the authenticity of the micro-teaching practices, there remains a paucity of evidence on its features and design. Nevertheless, this interactional practice is frequently employed by the PSTs-as-students to create more authentic micro-teaching practices. Accordingly, in the course of the analysis of the dataset collected from PSTs' micro-teaching practices in the faculty classrooms, 'the designed trouble' has emerged as a commonly occurring phenomenon. In the scope of the current study, the designed trouble is defined as an interactional practice employed by the PSTs-as-student who are normatively supposed to act out the target student group

to augment the authenticity of micro-teaching practice. Despite being treated as trouble by the recipient (i.e., PST-as-teacher delivering the micro-teaching), such troubles are designed in nature in observable ways. Since this interactional practice has never been investigated before, some remarkable features revealed in the previous chapter will be discussed in detail in the following paragraphs.

First of all, as evidenced in all extracts taken from the micro-teaching video-recordings (extracts 1,2,3,4,5), the designed troubles are surrounded by laughter by PSTs-as-student or even by the PST-as-teacher. In addition to this, the PSTs-as-student utter the troublesome turn with a smiley tone of voice. In the literature, a line of research has presented various functions of laugher in interaction (e.g., Holt, 2012; Sert & Jacknick, 2015). Commenting on laugher in interaction, Glenn (2003), indicates that "laughter is indexical; it is heard as referring to something" (p. 48). In the instances in the extracts abovementioned, the PSTs-as-student treat the troubles arisen during micro-teaching practices as laughable. Auburn and Pollock (2013) also underline the "ironic, joking stance'' (p.143) of laugher in their study. Moreover, it should be noted that subsequent laughter after learners' mistakes is not a widespread interactional practice in a real classroom environment. Overall, when it occurs along with the other features that will be covered in the following paragraphs, laugher/smile provides strong evidence to the artificiality of the troubles delivered by the PST-as-students in the faculty classrooms. The short and simplified version of Extract 2 illustrates how the designed troubles are surrounded by the PST's laughter and smiley tone of voice.

1: TEA2: gamze how is the weather↑
2: → GAM: it's $rainy$
3: STs: [ha haha]
4: TEA2: [eh ehhe]
5: TEA2: $it's rainy↑$
6: MEH: $karla karışık yağmur$
sleet
7: STs: ha haha
8: TEA2: $it i:s↑$ (.)
9: GAM: $snowy$
10: TEA2: $snowy$ (.)

As seen in the extract above, GAM's smiley tone of voice while uttering the troublesome part of her turn in line 2, and the following choral laughter delivered by the PSTs are remarkable. Also, MEH's joke in line 6 provides evidence of the "ironic, joking stance''(Auburn & Pollock, 2013, p.143)of the practice and accordingly marks the designed nature of GAM's trouble. Moreover, by initiating a

repair in line 8, TEA2 behaves appropriately to her institutional role that is normatively expecting as a PST-as-teacher. However, the smiley tone of TEA2's voice might be seen as a breach of such a profile and reflects the artificial nature of the practice.

Secondly, the PSTs-as-student who deliver the designed troubles show their competences of using the troubled forms in earlier instances, which brings evidence to the inauthentic nature of their troubles. In other words, PSTs-as-student's flawless turn constructions with the focal forms before the troubled ones can be seen as strong evidence of the designed nature of their troubles. In their study, Hindmarsh et al. (2011)proposed that the students' bodily conduct indicates their understanding besides their explicit claims. In a similar manner, the PSTs-as-student display their competences through their embodied alignments in the previous instances. To have a deepened understanding, a shortened and simplified version of extract 5 might be illustrative.

```
1       TEA5: ma:ke a [circle +up up up]
2       STs:          [circle +up up up]
                              +raise their hands

3       TEA5: [+down down down]
4       STs:  [+down down down]
              +crouch down
5       TEA5: [ma:ke a circle +jump jump jump]
6       STs:  [ma:ke a circle +jump jump jump]
                              + jump
7       TEA5: + (1.3)   $stop$+
              +choral laughter+
8       TEA5: *&YES MERVE:& JUMP
9             ♪(2.5)♪  +(0.4)
        mer   ♪--4--♪ 4: turns around
        sts             +choral laughter-->
```

In the first six lines of the extract above, both PSTs-as-student and the PST-as-teacher make representing actions (i.e., raising arms, crouching down, and jumping) in exact simultaneity with the verbal production of the related action verbs with an overall accuracy while singing a song all together. That is, MER has already displayed her understanding of the instruction including the focal form (i.e., jump) in earlier instances through her embodied actions, which brings evidence to the designed nature of MER's trouble. Furthermore, the choral laughter following the trouble of MER marks the inauthentic nature of the trouble, as mentioned earlier.

Similar to the previous aspect, PSTs-as-student's comprehension of the instructions including the focal forms in the latter instances, despite the lack of extended explanation by the PST-as-teacher, indicates the 'fake' nature of their trouble designs. In other words, the artificial nature of the troubles also can become evident in the following lines through the next turn proof procedure (Arminen, 1999; Sidnell, 2013). The following simplified extract illustrates this case.

```
1       TEA5: yes zeynep turn around
2       ZEY: ж°turn°ж
             ж--1---ж 1: looks at MEL with a puzzled face
3            (2.2)
4       TEA5: ∆∞turn∞∆
               ∆-2---∆  17:turns around
5       ZEY: жtu:rn arou:ndж
             жturns around-ж
6       TEA5: ∆ye:s ♦(2.1)∆♦
              ∆-----19----∆  19: claps her hands
        sts          ♦--20--♦ 20: clap their hands
```

As seen in the shortened version of the extract 5 above, when the trouble first arises, ZEY partially utters the target verb and displays her non-understanding with a puzzled face which signifies a trouble (e.g., Chovil, 1991; Wiener et al., 1972; Sert & Walsh, 2013) On the other hand, even though TEA5has not produced the full form of the target verb (i.e., turn around) until line 5 in which the trouble resolved, ZEY delivers the full form of the target verb (`tu:rn arou:nd`) thereby displaying her competence. Consequently, the deliberate production of the trouble becomes visible.

Another interactional practice that reveals the designed nature of the troubles produced by the PSTs-as-student is their embodied actions such as facial expressions, or gestures. As depicted in the first extract analyzed in the previous chapter, the PST-as-student sign the designed nature of his/her trouble with a very iconic facial expression (i.e., sticking out the tongue). Even though the meaning of the facial expressions is context-dependent, sticking out the tongue is most commonly associated with playfulness. Considering this facial expression of the PST-as-student delivering the trouble together with the other indications such as a subsequent laugher or a previous instance presents the PST's competence, the embodied actions of the PSTs-as-student give evidence to the designed nature of the trouble in the micro-teachings.

The last interactional practice demonstrating the artificial nature of the troubles arisen during the micro-teaching is the PSTs-as-students' explicit announcements during the design of the troubles. That is to say, the PSTs-as-students verbally construct their troubles, and the inauthenticity of the trouble becomes explicit. To better understand, the shortened and simplified version of extract 3 will be representative.

```
1  →  MEH: °sen de boy de°
          (you) say boy too
2     TEA3: ° its for you:°
3     TEA3: (0.9) bo:y or gi:rl
4  →  ASL: boy
```

As seen above, MEH addresses ASL who is the next participant of the activity and suggests her construct a designed trouble with a soft voice in the form of code-switching (°sen de boy de°) (translation: (you) say boy too). Considering the two options (i.e., boy or girl) presented by the TEA3, what is preferred by the TEA3 is to hear the option "girl" from ASL. With his suggestion in line 1, MEH leads ASL to construct a designed trouble explicitly. Moreover, before the extract, MEH displays his competence of using the troubled form in his previous turn, which brings evidence to the artificiality of the trouble.

All in all, the deliberate mistakes and troubles produced by the PSTs-as-student during the micro-teaching practices to enhance the authenticity of the practice, which is termed as 'designed troubles' in this present study, become evident in the sequential unfolding of their interactional environment.In a nutshell, the designed nature of the troubles that emerged in the faculty classroom's micro-teaching practices can be observed in the following ways.

(i) the trouble is treated as a laughable by the co-participants,

(ii) the PSTs-as-student show their competences of using the troubled form in earlier/ later instances,

(iii) the PSTs-as-student display understanding of the instruction including the focal forms in earlier/ later instances,

(iv) the PSTs-as-student bodily orient to the trouble with their gestures, facial expression and/or tone of voice (i.e., sticking out the tongue)

(v) the PSTs-as-student speak out during the design of troubled formulations and thereby revealing the artificial nature of the troubles

Although the various aspects of the 'designed troubles' are revealed in this current study, further research should be undertaken to extend the aspects of them to advance the quality and authenticity of the micro-teachings. Moreover, through the investigation of these troubles, the PST's perceptions of students' mistakes and potential troubles might be discovered since they reflect what they expect to encounter in a real classroom environment. With this in mind, what follows will be the discussion of the findings regarding the features of the troubles that emerged in the micro-teaching dataset and their resolution process by the PST-as-teacher. The findings revealed through analysis of designed troubles are set out in Table 2 below in order to enhance followability. It should also be noted that features of the designed troubles are listed according to the extract they belong to.

Table 2.

Features of Designed Troubles and Inteactional Resources Employed by PST

Extract Number	Features of Designed Troubles	Interactional Resources Employed by PST
1	The omission of a grammatical item	Parsing, Modeling for repetition
2	The provision of the wrong candidate answers, Inadequate responses	The designedly incomplete utterance, Drawing on classroom material, Repetition of the wrong answer
3	The provision of wrong candidate answers	Repetition of the wrong answer Drawing on classroom material, provision of the answer on behalf of the student, peer-correction
4	Sequentially irrelevant response	None (i.e., peer-correction)
5	Lack of embodied alignment with the instruction	Embodied directive

As can be seen in Table 2, a wide range of interactional practices has been performed by the PSTs-as-students during the micro-teaching performances such as the omission of a grammatical item, provision of the wrong candidate answers, delivering irrelevant responses. Such a variety of aspects of the designed trouble can be interpreted as a positive outcome of the first phase of the IMDAT teacher training model in which the PSTs become acquainted with the fundamentals of CIC and see the significance of understanding classroom interaction. Since the PSTs have an in-depth insight into the authentic classroom interaction through the hands-on workshops in which they analyze the extracts taken from real classrooms, their perceptions and awareness of real classroom troubles are also promoted. On the other hand, it is interesting to note that during the analysis of the micro-teachings practices, the omission of a grammatical item from the sentence is revealed as the most commonly produced trouble type, although it has never been encountered within the scope of the data set including actual troubles. This inconsistency may be due to the PSTs-as-students' overlooking the target students' profile (i.e., very young learners who are zero beginners of English). Many researchers have underlined the limited verbal resources of very young learners in their studies (e.g., Balaman, 2018; Watanabe, 2016). It can thus be suggested that the teacher trainers consider the target students' profile while selecting extracts for the first phase of the IMDAT teacher training model, and promotes PSTs' awareness of the targeted students' age, level, and interactional competence.

When it comes to the resolution of these troubles, several significant findings have been obtained. Similar to the features of the designed troubles, a wide variety of interactional sources such as parsing, embodied instructions, and provisions of the answer on behalf of the student have been exploited by the PSTs-as-teacher to resolve the troubles emerged in their micro-teaching practices. Among these interactional resources, some of them are worthy of thorough attention. To start with, the PSTs-as-teacher commonly employed the designedly incomplete utterances (DIU) (Koshik, 2002) to initiate the repair sequences. As the name suggests, DIU is composed of a repetition of the students' own words without a completion to elicit a self-correction by the students who fail in the production of the correct utterances. In their studies investigating teachers'

management of students' claims of insufficient knowledge, Sert and Walsh (2013)proposed DIU as a particular interactional resource as well. However, at that point, the student profile should be taken into account once more. Such an interactional resource requires the students' epistemic access that refers to "understanding and knowing" (Koole, 2010, p.184). As mentioned above, considering the epistemic access of the zero beginner target student profile, inauthenticity of the following shorten and simplified extract taken from extract 2 in the previous chapter can be easily detected.

```
1       TEA2: [goknu:r (.) +how is the weathe:r
                           +shows a sun flashcard
2   →   GOK: sun♪
                  ♪looks at TEA and smiles
3       TEA2: (1.0) it i::s
4       GOK:  (0.5) sun <ny:>
```

As illustrated in the extract above, a single designedly incomplete utterance produced by the TEA2 in line 3 sufficed to solve the trouble with providing the sequentially relevant answer. Furthermore, without any explanation on the source of trouble, GOK provides the sequentially related answer with an emphasis on the last syllable of the word (sun<ny:>), which was the missing part of the inaccurate answer. In CA terms, the DIU constructed by the teacher as a verbal interactional resource to solve the trouble is completed by GOK, and an other-initiated self-repair structure (Schegloff et al., 1977) takes place. Consequently, TEA2 and GOK build a "compound turn construction unit" (Lerner, 1991). The resolution of the trouble without any extended explanation also marks the designed nature of the trouble. Accordingly, as will be discussed soon, this interactional resource has never been utilized by the PSTs-as-teacher delivering the actual teaching practices despite its high frequency in micro-teachings. In addition to this, GOK's designed trouble is resolved through an other-initiated (i.e., PST-as-teacher) self-repair structure, which is very rare in the actual teaching interaction dataset.

One another conspicuous concept arisen during the resolution of designed troubles is peer-correction. In order to be more cognizant, the term 'epistemic authority' should be specified. Sert and Jacknick (2015) define the epistemic authority as "one participants' superior access to knowledge or information, relative to others present" (p.100). Accordingly, when a student demonstrates a lack of epistemic access, teachers as the epistemic authority might employ various

interactional resources. On the other hand, the analysis of micro-teaching practices has revealed that the PSTs-as-students who are normatively expected to act out the target student profile (i.e., preschool L2 learner with no prior L2 knowledge) take the role of 'epistemic authority' in the activity and resolve the designed troubles. In her research Mondada (2013) reveals the reflexivity of the epistemic status and stance of the participants in social interaction. However, in the preschool classroom context, the very young learners have limited L2 interactional repertoires (Balaman, 2018), and the teacher has the epistemic authority, accordingly the transformation of the epistemic status of the participants is rare. As mention in the literature review, in her study Skinner (2012) also indicates the changeable identities in the micro-teaching process. The following excerpt taken from Extract 4 in which the designed trouble is resolved through only peer-correction is very illustrative of the current issue.

```
1       AYS: <my name is (.) &sheilla what is your name↑>
2   →   ELF: <my name is sheilla>
3       TEA4: (0.6) n[o::
4       AYS:          [sheilla (.) ∆sheilla
        ays                        ∆points at herself-->
5       AYS: my name is sheilla:∆
                              --->∆
6       ELF: ♦sheila↑♦
        elf  ♦---15--♦ 15: points at AYS
7       ELF: eli[fe
8       AYS:     ∆[what is your name∆
        ays      ∆ points at ELF----∆
9       ELF: elif: (0.5)
```

As evidently seen in the extract, when a designed trouble emerges with ELF's sequentially irrelevant response in line 2, AYS takes epistemic authority in the classroom and employs various interactional resources such as embodied explanations and repetition of the instruction to resolve the trouble. However, in the preschool classroom context, the very young learners have limited L2 interactional repertoires (Balaman, 2018a), and the teacher has the epistemic authority. Hence, the transition of the epistemic status of the participants is rare. In this regard, MER's displaying epistemic authority is taken as a breach of the target student profile he is supposed to act out. From this angle, this extract presents evidence not only to the designed nature of the troubles of PSTs-as-students but also to the inauthenticity of micro-teaching practice overall.

In this section, a commonly occurring phenomenon, namely the designed trouble, was defined, and its designed nature was evidently elucidated and

discussed through representative short extracts. Subsequently, the conspicuous findings obtained by the in-depth analysis of the first dataset containing the micro-teachings and designed troubles were discussed based on the primary studies of the research field in the literature. In the following section, the findings as to the features of the actual troubles produced by the preschool students in a real classroom environment and their resolution processes will be discussed with great detail.

Features of Actual Troubles and their Interactional Trajectories

In the scope of this current study, the term “actual trouble” refers to any interactional pattern, or embodied action that hinders the progressivity of the activity, lesson, or classroom interaction during the PST’s actual-teaching performances in the real classroom environments. During the line by line analysis of the dataset consisting of the PST’s actual-teaching practices, a multiplicity of trouble types produced by the preschool students and a vast range of interactional resources employed by the PSTs were identified. In order to recall the findings revealed through the analysis of actual troubles, Table 3 is presented below.

Table 3.

Features of Actual Troubles and Interactional Resources Employed by PST

Extract Number	Features of Actual Trouble	Interactional Resources Employed by PST
6	The provision of the wrong candidate answers, Lack of embodied alignment with the instruction, Non-understanding of procedure	Embodied directive, Code-switching, Provision of the answer on behalf of the student, Exposed correction
7	Lack of embodied alignment with the instruction, Off-task actions	Reformulation of instruction, Embodied directive, Address terms, Code-switching, Solicitation for ACT’s help, Repetition of the instruction

8	Lack of embodied alignment with the instruction, Sequentially irrelevant response	Parsing, Modeling for the repetition, Code-switching, Reformulation of the instruction, Repetition of the instruction
9	The provision of the wrong candidate answers, Lack of embodied alignment with the instruction, Non-understanding of the procedure, Off-task talk	Embodied directive, Provision of the answer on behalf of the student, Solicitation for ACT's help, Epistemic status check, Exposed correction
10	Lack of embodied alignment with the instruction, Off-task talk, Inadequate responses	Embodied directive, Solicitation for ACT's help, Code-switching, Repetition of the instruction, Provision of the answer on behalf of the student

From Table 3 above, we can see that both the features of actual troubles and the interactional resources employed by the PSTs are widely divergent. However, since the primary aim of this present study is to explore the similarities and differences in the interactional trajectories between designed troubles and actual troubles, only the relevant points will be discussed rather than mentioning the aspects of each feature or interactional resource individually in detail. Moreover, the features of the preschool students' troubles are inextricably intertwined with each other; hence, it would make sense to address them conjointly.

To start with, the most prevalent trouble types, namely, lack of embodied alignment with the instruction, the provision of the wrong candidate answers, non-understanding of the procedure of the activity, sequentially irrelevant and inadequate responses, can be explained and discussed from the same angle. The analysis of all extracts in the previous chapter revealed that all aforementioned

troubles caused by the epistemic status of the preschool L2 learners. Considering the limited vocabulary knowledge and interactional competence of the very young children who are complete novice EFL learners, these successively occurring troubles are not astonishing. The following extract would be very representative to have a greater understanding of the correlation between the preschool students' epistemic status and the trouble features.

```
1       TEA6: it is your ba:ll  err: throw your ball
2       TEA6: err: %hit the sun%
                   %----1------%
                  1:raises her right arm and moves it toward wall
3             (2.9)
4       TEA6: topu: suna at (.)  sun (0.9) su:n su:n
                  throw the ball on the sun
5       TEA6:(2.9) su:n (.)hangisi
                           which one
6       TEA6: (4.0) *(1.7)
                    *points at the sun flashcard by a laser pointer
        TEA6: SU:N (1.0) #sun sun↑# (1.1)
                         #---2----#
                       2: point to the sun flashcard and
                            moves her hand toward the wall
11             ♥(1.1)♥ %(0.9)
        bor    ♥-3---♥
               3: throws the ball on the sun flashcard
12      TEA6: THANK YOU BORA: THANK YOU:
```

As seen above, the first trouble has emerged when BOR does not display the preferred action in line 3, which can be interpreted as non-understanding of procedural informing during the procedural context (Seedhouse, 1996) in which the teacher delivers information regarding the classroom activities. To solve this trouble, TEA6 employs code-switching as an interactional resource to resolve the trouble (`topu suna at`). Prior studies (e.g., Cullen, 1998; Seedhouse, 1996; Seedhouse, 2004a; Walsh, 2011; Waring, 2016) have shown that the teachers shape the classroom interactions in conformity with the lessons' pedagogical objectives to promote further learning opportunities. In line with these studies, PST (TEA6) does not translate the focal pedagogical objective (i.e., sun) into the students' native language, and thereby providing another opportunity to give an answer for BOR once more. Since her attempt does not succeed in resolving the trouble, TEA6 deploys an epistemic status check (Sert, 2013) through code-switching (`su:n (.) hangisi`) once again, which also fails to resolve the trouble. Lastly, TEA6 provides the answer on behalf of BOR, and the trouble is resolved. The sequential unfolding of the extract above evidently shows that the source of trouble is not merely the non-understanding of the instruction but also

the limited vocabulary knowledge of the student's target language, namely, the students' epistemic status.

As stated earlier, Walsh (2006a) underlines that the learners' profile is as significant as the pedagogical objective of the lesson while teachers are shaping the classroom interaction. Accordingly, although the PST's repair initiatives were first shaped in accordance with the activity's pedagogical objective without providing the meaning of the focal vocabulary item's meaning, the last repair construction was formed taking into account the learner's profile, precisely learner's epistemic status. Moreover, Lee (2007) noted that the "teacher carries out complex analytic work, estimating what students know and what they do not know" (p. 202). Likewise, in the extract above, the PST adjusts her decision on the interactional resources to be employed by bearing in mind the student's epistemic status and limited interactional competence. Based on these observations, it can be stated that the PST delivering the actual teaching in this extract display her proficiency in CIC with her repair initiatives designed in harmony with classroom objectives and learner profile. This observation also accords with the earlier studies (Walsh, 2006a; Sert, 2015; Balıkçı & Seferoğlu, 2016; Bozbıyık, 2017) which showed that the integration of CIC and CA into the teacher training process promote L2 pre-service teachers' language awareness, CIC, and ultimately their professional development.

Even though it is mentioned briefly in the previous paragraphs, preschool students' lack of embodied alignment with the instruction merits careful attention nevertheless. As shown in Table 3, the lack of embodied alignment with the instruction was identified as the most commonly encountered trouble type produced by preschool students in real classroom environments. As discussed above, a possible explanation for this might be the students' limited knowledge in the target language. Badem-Korkmaz and Balaman (in review) proposed that the absence of students' alignment with the teachers' instruction signifies a potential trouble. Moreover, Badem (2018) introduces teachers' competence in identifying potential troubles as an aspect of CIC. With this in mind, the PST's repair initiatives after the students' lack of embodied alignments present evidence of their CIC. This result may be explained by the fact that the PST also experiences such troubles during their micro-teaching practices, as mentioned in the previous

section. From this perspective, this finding is consistent with the studies which propose that the micro-teaching practices bridge the gap between theory and action and prepare the PSTs for the facts of the real classroom environments (e.g., Arsal, 2014; Bell, 2007; Fernández, 2005; Hawkey, 1995). Furthermore, the positive impact of educating PSTs about CIC and providing hands-on workshops in which they have a chance to understand the patterns of the real classroom interaction with great detail is also incontrovertible.

On the other hand, some trouble features which were not confronted during the micro-teaching performances of PSTs emerged in the actual-teaching interaction. Accordingly, the PSTs exploited various interactional resources as distinct from the ones used in their micro-teaching practices. More precisely, some troubles such as off-task talk and non-understanding of the activity procedure arose, whereas they had not emerged in the micro-teaching practice in the faculty classroom. The following shortened and simplified extract will be a very representative sample of the obstructive nature of off-task talk which is distinguished as a common phenomenon in the preschool classroom interaction.

```
1       TEA10: open your eyes
2       NAZ: ben hastayım
              i am ill
3   →   TEA10: open your eyes
4       NAZ: BEN HASTAYIM
              I AM ILL
5       TEA10: open your eyes açın gözlerinizi:
                               open your eyes
6       LEY: °açtım°
             i opened
7   →   TEA10: *what's [missing
8       NAZ:            [annem bana hep ilaç +içirecek
                        my mom will give me medicine
        tea10                                  +looks at naz--> line 23
9       NAZ: (1.4) hiç hasta olm[uycam
                   i will never be ill
10      ACT:                    [shh
11      ACT: ° nazlı lütfen°
              nazlı please
```

Off-task talk is defined by Markee (2005) as “interaction that diverges from whatever topic(s) teachers designate as the current class agenda” (p.197). Pinter (2017)summarizes features of young learners with a continuum approach from younger to older learners since the umbrella term ‘young learners’ involves a wide range of ages. In her book, she characterizes the very young learners as novice language learners who have lower levels of awareness about the process of

learning and are more concerned about themselves than others. Given that, NAZ's off-task talk above can be linked to the features of her age, lack of experience in a language learning environment, and egocentricity. To resolve this distinct trouble, the PST's interactional resource (i.e., code-switching) failed to resolve the trouble and the preschool teacher got involved in the trouble resolution process.

Bearing in mind the rare occurrence of the code-switching and L1 usage in micro-teaching sessions, code-switching practice of PST takes on a new meaning. Valdes-Fallis (1978) defines code-switching as "the alternating use of two languages on the word, phrase, clause, or sentence level". A great deal of previous research into code-switching has focused on the various functions of teachers' code-switching in L2 classroom environments (e.g., Badrul & Kamaruzaman, 2009; Lin, 2013; Sert, 2005). In the extract above, the PST (TEA) draws on the repetitive functions of code-switching (Flyman Mattsson & Burenhult, 1999), mainly defined as the employment of more than one language concurrently or consecutively to clarify the meaning of the verbal message transmitted. In his study, Sert (2019a) proposed the successful management of code-switching as a significant concept of CIC about which the PSTs should be trained. From this standpoint, it can be stated that the PST displays her CIC and also "online decision making" (Walsh, 2011, p.220) skill which requires teachers multi-tasking in accordance with the pedagogical objectives and learner profile.

On the other hand, the PSTsare not always capable of managing classroom interaction in the actual classroom environments. In such circumstances, it is revealed that the preschool teacher involves in the interaction either automatically, as seen above, or upon the PST's explicit solicitation of help. Interestingly, the findings indicated that the preschool teacher generally involves in the interaction one trouble that hinders the progressivity of the lesson for a long time such as troubles as to classroom management(e.g., off-task talk, irrelevant behaviors) and arrangement of the activity settings emerge. Thus, this finding may help us to understand the importance of being aware of the target learners' profile and possible classroom management troubles accordingly. Teacher training programs incorporating CIC should also target to train the PSTs for such potential troubles considering the target learner profile.

Lastly, the PSTsemploy embodied resources efficiently to arrange the activity setting to clarify the meaning of the verbal utterances, last but foremost, to resolve the troubles that emerged in the classroom interaction during their actual-teaching practices. In his study wherein he investigates the interactional architecture of L2 learning and teaching in preschool classrooms, Balaman (2018) revealed that the embodied directives are an integral part of teacher's teaching practices. Moreover, Sert (2019a) suggests that effective use of gesture is an inevitable basic of CIC of teachers to lead to learning opportunities, and PSTs should be trained about the deployment of embodied resources. From this point of view, the PSTs' effective use of embodied resources indicates their CIC in promoting the learning opportunities consistent with the learner profiles.

In this section, the troubles produced by the preschool students in the real classroom environments during the PSTs' actual-teaching practices were elucidated and discussed based on the primary studies of the research field in the literature. The conspicuous findings obtained by the in-depth analysis of the second dataset containing the actual-teachings and actual troubles were also thoroughly covered. In the following section, the trajectories of designed and the actual troubles will be discussed in a comparative manner in order to have a perceptive insight into what troubles the PSTs expect to encounter in a real classroom environment, and what is actually experienced in the actual classrooms. Subsequently, the theoretical and pedagogical implications for language teacher education, micro-teaching practices, and the development of CIC will be argued accordingly.

Comparison of the Trajectories of the Designed and Actual Troubles

In light of the previous two sections, it can be plainly stated that there are both some commonalities and discrepancies in the trajectories of designed and actual troubles. In this section, these points will be briefly addressed initially, and then the authenticity of the micro-teaching practices, inter alia, trouble designs will be discussed, and new insights into the teacher training programs will be put forward accordingly.

As seen above, some trouble types produced by PSTs-as-student during micro-teachings in the faculty classroom are also encountered in the actual

classroom environments. These features common to both trouble designs comprise the provision of the wrong candidate answers, sequentially irrelevant and dispreferred responses, and lack of embodied alignment with the instruction. In a similar vein, the PSTs-as-teacher employ some identical interactional resources during both performances to resolve the emergent troubles, which can be listed as parsing, modeling for repetition, drawing on classroom material, provision of the answer on behalf of the student, and embodied directives. From this overall picture summarized thus far, a conclusion parallel with the several previous studies can be reached. As many researchers suggested,micro-teaching practices provide a chance for PSTs to confront the facts of a real classroom (Fernández, 2005) by bridging the gap between theory and action (Arsal, 2014), and they improve their teaching skills (Bell, 2007; Hawkey, 1995).

On the other hand, there also exist several variances in the features of the designed and actual troubles. More specifically, the omission of a grammatical item, which is identified as one of the most commonly occurring designed troubles, has never been encountered in the second dataset consisting of the actual troubles. Furthermore, some of the most typical troubles emerging during the actual-teaching sessions (i.e., off-task talk, off-task actions, and non-understanding of the procedure) have never been undergone by the PSTs-as-teacher during the micro-teaching sessions. Even if it is difficult to extrapolate this to all cases, in general, these observations may support the overall view that there is an absence of authenticity in micro-teaching practices(Ananthakrishnan, 1993; Bell, 2007; Cripwell & Geddes, 1982, He & Yan, 2011).

For instance, the omission of a grammatical item, as discussed above, was the most commonly occurring trouble feature in the micro-teaching practices. However, considering the age and the proficiency level of the target student profile, which the PSTs-as-students are supposed to act out, sentence-level utterances containing complicated grammar are not expected to be produced in a very young learners' L2 classroom interaction. On the other hand, preschool students' non-understanding of the activities' procedure and setting emerged as a frequent trouble in the actual-teaching interaction, which is probably attributable to the proficiency level of the students in the target language once again. However, PSTs-as-teacher do not confront with such troubles in their micro-teachings.

Another conspicuous point that deserves careful attention is that in micro-teaching interaction, one or at most two troubles appear together at a time, whereas, in actual-teaching interaction, PSTs have to contend with several troubles simultaneously. In other words, the trouble types that occurred in the actual-teaching interaction are both diverse and require a variety of interactional resources to be resolved. Accordingly, the PSTs exploit distinct interactional resources from their experience in the faculty classroom. Also, PSTs may need to employ a range of interactional resources and trouble resolution devices concurrently. From this perspective, these observations seem to be consistent with other research (e.g., Amobi, 2005; He & Yan, 2011), which regard micro-teaching as a form of play-acting involving non-authentic students in an artificial classroom environment.

Some interactional resources peculiar to the resolution process of the designed troubles also exhibit the inauthentic nature of the micro-teaching practices, and the troubles arisen in the faculty classrooms. To start with, the interactional sources which require students' epistemic access (i.e., designedly incomplete utterance, repetition of the wrong answer) were not employed to resolve the actual troubles, whereas they were utilized during the micro-teachings efficiently. Furthermore, peer correction through which the PSTs-as-students display their epistemic authority is a quite common interactional resource to resolve the designed troubles while itis never encountered during the actual-teaching sessions. In a similar vein, several interactional resources such as code-switching, exposed correction, solicitation for the preschool teachers' help that are exploited by the PSTs to resolve the actual troubles were not employed during the micro-teaching sessions at all. A possible explanation for this might be that the resolution of the actual teaching is a relatively lengthy process including diverse simultaneous troubles as compared with the trajectory of designed troubles. Accordingly, PSTs-as-teacher exploit both more in number and varied interactional resources to resolve the actual troubles. Another possible explanation for this is the inauthentic setting of a micro-teaching environment where the designed troubles are resolved relatively readily through a single interactional resource.

Besides providing an insight into the artificial nature of the micro-teaching practices, these findings have important implications for developing a better

understanding of CA and CIC integrated teacher training models. As discussed in the second section, in general, the PSTs delivering the actual-teachings display their CIC with their employment of interactional resources which are convergent to the pedagogical goals of the activities and the learners' profile as suggested by the prominent researchers in the field (e.g., Seedhouse, 2004a; Sert, 2015; Walsh, 2006a). As previously explained in the literature and the methodology chapter thoroughly, this present study adopted Sert's (2015, 2019a) five-step IMDAT teacher training model in which the PSTs are trained about the basics of CIC including the successful management of code-switching, effective use of gestures and, shaping learner contributions through scaffolding, repairing and seeking clarification. The analysis of the actual- teaching performances of the PSTs revealed that the PSTs managed to exploit code-switching in line with the pedagogical objective of the activities and shape learners' contribution through proper interactional resources such as parsing, modeling for the repetition, and reformulation of instruction. Moreover, the PSTs use the embodied directives, which are defined as an integral part of teacher's teaching practices by Balaman (2018), and embodied hints to resolve the troubles and make the meaning of the pedagogical objectives clear (Somuncu & Sert, 2019). Through these interactional resources, the PSTsdisplay their proficiency in "online decision making" (Walsh, 2011, p.220) in alignment with the classroom objectives in a given moment and learner profile.

All in all, PSTs' use of various interactional resources in their actual-teachings concurrently and effectively even though they did not experience them in the micro-teachings at all further support the idea of the integration of CIC and CA into the teacher training process promote L2 pre-service teachers' language awareness, CIC, and ultimately their professional development (Walsh, 2006a; Sert, 2015; Balıkçı & Seferoğlu, 2016; Bozbıyık, 2017). With a few exceptions, it can be evidently proposed that raising language PSTs' awareness of the patterns of classroom interactions, teachers' CIC, and the basics of CA assists them in their professional development process. Additionally, to achieve more authentic designed troubles and accordingly micro-teaching practices, having an insight into the classroom interaction, interactional resources of the teachers, and the potential troubles that obstruct the progressivity of the interaction is very crucial. Hence,

such training about classroom interaction should be an integral and inevitable part of teacher training models.

In this section, the trajectories of designed and the actual troubles were discussed in a comparative manner in order to have a perceptive insight into the extent to which what troubles the PSTs expect to encounter in a real classroom environment, and what is actually experienced in the actual classrooms. Besides, the authenticity of the micro-teaching practices, inter alia, trouble designs were argued, and new insights into the teacher training programs were put forward accordingly. In the following section, the theoretical and pedagogical implications for the micro-teaching practices, language teacher education, and the development of CIC will be reviewed accordingly.

Implications for Language Teacher Education and the Development of CIC

Although this study mainly focuses on the differences in the sequential trajectories of designed and actual troubles, the findings may well have a bearing on a great variety of research concerns, namely language teacher education, micro-teaching practices, and classroom interaction. In this section, drawing on the naturally occurring faculty and (actual) preschool classroom interaction, a number of pedagogical implications will be provided for each aforementioned research strand.

Although positive impacts of micro-teaching practices on PSTs' professional development have been demonstrated (Fernández & Robinson, 2006; Sadiq, 2011) and accordingly it has been widely used in teacher training programs, it has been found inauthentic by many researchers (e.g., Bell, 2007; Cripwell & Geddes, 1982; He & Yan, 2011). The PSTs-as-student's deliberate mistakes in accordance with the target students' profile are recommended as a potential solution to augment the authenticity of micro-teaching practices by the prominent names in the field. However, there has been no detailed investigation of the aspects and the efficacy of such mistakes in the micro-teaching interactions. This present study, on the other hand, provided insights into the features of the designed troubles, and accordingly the PSTs' perceptions of actual classroom interaction and troubles since they reflect what they expect to encounter in a real classroom environment through these mistakes. Moreover, the naturally occurring data obtained from the

micro-teachings in the faculty classrooms suggested that the authenticity of micro-teaching practices could be substantially achieved through the designed troubles as long as they conform with the target learners' profile and actual classroom interactional patterns. With this in mind, this study did not merely strengthen the idea that increasing PSTs' awareness of actual classroom and integrating classroom interaction into the teacher training programs might augment the authenticity of the designed troubles, hence micro-teaching practices since the pre-service teachers will have a better insight into the trouble designs occur in actual classrooms. Moreover, it is suggested that the pre-service students should be informed about the typical behaviors and characteristics of the target student profile before the micro-teaching practices.

With this in mind, video materials including behaviors of the target student profile and language teachers' interactional practices in specific situations such as when troubles emerge could be employed to both introduce the concepts of CIC to the PSTs and prepare them for actual classroom environments. In addition to this, to achieve more authentic designed troubles and micro-teaching practices, such materials taken from the target classroom environments (i.e., preschool L2 classroom in this current study) would be very beneficial since the PSTs gain a better insight into the classroom interactional patterns in the targeted classroom environments and design their troubles accordingly. Lastly, the findings reported in the actual trouble section of the thesis shed new light on the preschool L2 classroom interaction, which has been paid very little attention (Balaman, 2018). The current data highlight the importance of understanding the unique unfolding of L2 preschool classroom interaction to train the PSTs for their actual teaching practices properly.

Suggestion for Further Research

The designed trouble, identified as a common phenomenon in micro-teaching practices, is an interactional practice employed by the PSTs-as-student to augment the authenticity of the micro-teaching practices by acting out the target student profile's potential mistakes. Moreover, through these designed troubles, PSTs-as-teacher who deliver the micro-teachings brace themselves for the actual troubles which might arise in the real classroom environments. In this study, by

comparing the sequential unfolding of the designed troubles in faculty classrooms and the actual troubles in real classrooms, the authenticity of the designed troubles has been scrutinized. Although many illuminating findings as to the features of the designed troubles and their conformity with the actual troubles have been reported in the scope of the current study, this issue would still be a fruitful area for further work in order to gain a better insight into the interactional features of the micro-teaching practices, and hence its authenticity can be promoted accordingly.

In addition to this, as mentioned above, a five-step teacher training model (i.e., IMDAT) was adopted in this study, in which the PSTs undergo training in basics of CIC through the representative extracts taken from the actual classroom environments. This present study revealed that more authentic, designed troubles could be achieved by building PSTs' awareness of target student profile in terms of their proficiency level in the target language. With this in mind, further research could also be conducted by adopting the IMDAT teacher training framework; however, it is suggested that in the first step of the model, the authentic sample extracts be taken from the target classroom environments (i.e., preschool L2 classrooms in this study) in order to enable the PSTs to explore the interactional unfolding of the target classroom and design their troubles in light of this.

This study was limited due to the absence of reflective practices such as dialogic reflection with the mentor/peer and written reflective reports. A greater focus on the effects of PSTs' reflective practices on their interactional competence could produce interesting findings that account more for the significance of integrating classroom interactional organizations and reflective practices into the teacher training programs and the micro-teaching practices. A further study could assess the long-term effects of incorporating classroom interactional patterns and reflective practices into micro-teaching procedures on its authenticity and PSTs' professional development.

Concluding Remarks

The specific objective of this study was to investigate the interactional architecture of the designed trouble, an unexplored phenomenon in micro-teaching practices, and scrutinize its conformity with the interactional trajectories of actual

troubles emerging in the real classrooms. To this end, two datasets, one of which comprises micro-teaching and the other one includes actual-teaching performances of PSTs, were formed adopting a teacher training framework (i.e., IMDAT). The datasets were initially transcribed through a purely descriptive perspective and then analyzed by utilizing multimodal CA methodology. The detailed, minute-by-minute, and line-by-line analysis revealed that the designed troubles provide an opportunity for PSTs to confront the potential troubles that might arise in actual classroom environments, thereby promoting the authenticity and efficacy of the micro-teaching practices. Besides, the results of this investigation proposed that by deepening PSTs' understanding of the organization of real classroom interaction, more authentic designed troubles can be achieved. Furthermore, it was evidenced that the integration of classroom interactional patterns into the teacher training programs enables PSTs to raise their language awareness and better understand the organization of real classroom interaction. All in all, the findings reported in this present study will hopefully contribute in several ways to the authenticity of micro-teaching practices, language teachers' professional development, and the rapidly expanding field of classroom interaction.

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APPENDIX-A: Consent Forms

Gönüllü Katılım Formu (Aday Öğretmen)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "İngilizce Öğretmen Adaylarının Mikro-öğretim ve Gerçek-öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada,Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrenciler tarafından hazırlanan ders planları doğrultusunda yapılan mikro-öğretim ve gerçek-öğretim uygulamalarında bulunan etkileşimsel desenler karşılaştırmalı bir şekilde ele alınacaktır.

Bu amaçla ilk olarak sizden hazırladığınız bir ders planının fakülte dersliklerinde akranlarınıza mikro-öğretimini yapmanız istenmektedir. Mikro-öğretim uygulaması boyunca etkileşiminiz kameralar aracılığıyla kayıt altına alınacaktır. Mikro-öğretimin ardından, video- kayıtlarınızı izleyerek performansınızı değerlendirmeniz gerekmektedir. Yazacağınız değerlendirme yazıları bu çalışma kapsamına dahil olmayacaktır. Değerlendirme sonucu mikro-öğretimde uyguladığınız ders planında değişiklikler yapabilir ve size önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştirebilirsiniz. Gerçek öğretim uygulamaları boyunca sizinle paylaşılacak olan listeleri takip etmeniz çok önemlidir. Bu listelerde, anaokulunda kamerayı alabileceğiniz sorumlular, teknik yardım gerekirse ulaşabileceğiniz kişiler ve sizinle beraber anaokuluna gidecek ve aynı zamanda sizin gerçek-öğretim performansınızı video kaydına alacak arkadaşlarınızın isimlerini bulabilirsiniz.

Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Dersin bir parçası olan bu çalışma ders notunuzu etkilemeyecek, ders geçme, performans notu gibi akademik durumunuzu olumlu ya da olumsuz etkileyecek değişkenlere hiçbir etki etmeyecektir. Araştırmacılar ve siz katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağı ve ilgili derslerin değerlendirmesi açısında hiçbir olumsuzlukla karşılaşmayacağınızı taahhüt ederim. Sürece ve çalışmaya dair tüm sorularınızı formda bulunan iletişim bilgilerim aracılığıyla bana (araştırmacı) sorabilirsiniz.

Bu formu imzalayarak, size de, hem kendi verilerinizi hem de diğer katılımcıların verisini araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı taahhüt etmiş olacaksınız.

. ***Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım.*** Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Öğrenci

Ad / Soyad:

Öğrenci No:

Telefon:

E-posta:

İmza:

Sorumlu Araştırmacı:

Dr. Öğr. Üyesi Ufuk Balaman

H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü, İngiliz Dili Eğitimi A.B.D

ubalaman@gmail.com

İmza:

Araştırmacı:

Fatma Feyza Öztürk

feyza.ozturk95@hotmail.com

Tel: 554 751 37 66

İmza:

Consent Form (Pre-service Teacher)

Dear participant,

Thank you for your interest in my research study and for your time. This form is to inform you about the aims of the research project and to explain what actions will be taken if you decide to participate in the project.

Necessary permissions were obtained from Hacettepe University Ethics Commission for the research. This study is a part of the master thesis titled “Exploring the Interactional Patterns of Micro-teaching and Actual-teaching Processes in Pre-service English as a Foreign Language Teacher Education” which is conducted by Assist. Prof. Dr. Ufuk Balaman. In this study, the differences in interactional patterns between micro-teaching and actual-teaching performances of the students who take the obligatory course in the English Language Teaching undergraduate program of Hacettepe University English Language Teaching Department named Teaching English to Young Learners 2.

For this purpose, first of all, you are asked to do micro-teaching to your peers in the faculty classrooms. Throughout the micro-teaching practice your interaction will be recorded through cameras. After the micro-teaching practice, you are supposed to evaluate your performances in light of these recordings. Your reflection papers will not be included in this study. By considering this evaluation process, you can make changes in the lesson plan that you follow during micro-teaching and you can perform your actual-teaching practice in kindergarten classrooms determined by the researchers in the pre-determined place and time in accordance with this new lesson plan. It is very important that you follow the lists that will be shared with you throughout the actual teaching practices. In these lists, you can find the names of your friends who will go to the kindergarten with you and record your actual teaching performance.

As researchers of project, we assure you that the data and the personal information collected from you will be kept completely confidential and will not be shared with any parties. This study, which is a part of the course, will not affect your course grade and will not affect your academic status. There is no power relationship between the researchers and the participants. In addition, I assure that you may leave the project at any stage of the project, in which case all your records will be removed from the database and there will be no negativity in the assessment of the relevant courses. You can ask me (researcher) all your questions about the process and the study via my contact information on the form.

By signing this form, you agree that you will not share both your own data and the data of other participants in whole or in part with anyone other than researchers and relevant project participants. ***I read the purpose and justifications of the study I am requested to participate in and understood my responsibilities as a volunteer during the study.***If you agree to these terms, please sign the relevant section below. Best regards.

Participant

Name/ Surname:

Student Number:

Tel:

E-posta:

Signature:

Principal Researcher

Assist. Prof. Dr. Ufuk Balaman

Department of English Language Teaching

Hacettepe University

ubalaman@gmail.com

Signature:

Researcher

Fatma Feyza Öztürk

feyza.ozturk95@hotmail.com

Tel: 554 751 37 66

Signature:

Gönüllü Katılım Formu (Öğretim Görevlisi)

Sayın Öğretim Görevlisi,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projemin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "İngilizce Öğretmen Adaylarının Mikro-öğretim ve Gerçek-öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada,Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan ve sizin yürütmekte olduğunuz Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrenciler tarafından hazırlanan ders planları doğrultusunda yapılan mikro-öğretim ve gerçek-öğretim uygulamalarında bulunan etkileşimsel desenler karşılaştırmalı bir şekilde ele alınacaktır.

Bu amaçla ilk olarak öğrencilerden hazırladıkları bir ders planının mikro-öğretimini fakülte dersliklerinde akranlarına yapmaları istenmektedir. Mikro-öğretim uygulaması boyunca öğrencilerin etkileşimleri kameralar aracılığıyla kayıt altına alınacaktır. Ders bitiminde, bu kayıtlar, kendi etkileşimlerine yönelik video-yönelimli dönütler hazırlamaları amacıyla öğrencilerle paylaşılacaktır. Mikro-öğretimin ardından, video- kayıtlarını izleyerek performanslarını değerlendiren öğrencilerin bir hafta içinde bu değerlendirme yazılarınızı sizinle paylaşmaları gerekmektedir. Yazacakları değerlendirme yazıları bu çalışma kapsamına dahil olmayacaktır. Değerlendirme sonucunda öğrenciler mikro-öğretimde uyguladıkları ders planında değişiklikler yapabilir ve araştırmacılar tarafından önceden yeri ve saati belirlenen anaokulu sınıflarında bu ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştirebilirler. Çeşitli özel anaokulları ile görüşmeler sağlandıktan sonra sizin de tercihleriniz ve önerileriniz göz önüne alınarak listeler hazırlanacaktır. Bu listelerde, anaokuluna dair bilgiler, teknik yardım gerekirse ulaşılacak kişiler ve anaokuluna beraber gidecek öğrencilerin grupları yer alacaktır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmacılar ve katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için benimle (araştırmacı) iletişim kurabilirsiniz

Siz de verilerin araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı bu formu imzalayarak taahhüt etmiş olacaksınız. Dersin bir parçası olan bu çalışmanın öğrencilerin çalışmaya katılımının öğrencilerin ders notunu olumlu ya da olumsuz etkilememesi konusunda gerekli önemi göstermenizi rica ederim.

Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Öğretim Görevlisi
Ad / Soyad:
Telefon:
E-posta:
İmza:

Sorumlu Araştırmacı:
Dr. Öğr. Üyesi Ufuk Balaman
H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü,
İngiliz Dili Eğitimi A.B.D
ubalaman@gmail.com
İmza:

Araştırmacı:
Fatma Feyza Öztürk
feyza.ozturk95@hotmail.com
Tel: 554 751 37 66
İmza:

Consent Form (Instructor)

Dear Instructor,

Thank you for your interest in my research study and for your time. This form is to inform you about the aims of the research project and to explain what actions will be taken if you decide to participate in the project.

Necessary permissions were obtained from Hacettepe University Ethics Commission for the research. This study is a part of the master thesis titled “Exploring the Interactional Patterns of Micro-teaching and Actual-teaching Processes in Pre-service English as a Foreign Language Teacher Education” which is conducted by Assist. Prof. Dr. Ufuk Balaman. In this study, the differences in interactional patterns between micro-teaching and actual-teaching performances of the students who take the obligatory course in the English Language Teaching undergraduate program of Hacettepe University English Language Teaching Department named Teaching English to Young Learners 2 which is conducted by you.

For this purpose, firstly, the students will be asked to do micro-teaching to their peers in the faculty classrooms. Interactions throughout the students’ micro-teaching practices will be recorded through cameras. At the end of the micro-teaching practice, these recordings will be shared with the students so that they can write a video-based reflection on their interactions during their performance. After their micro-teaching practices, the students who evaluate their performances in light of the video-recordings are supposed to share the video-based reflection with you within a week. These reflection papers will not be included in this study. By considering this evaluation process, students can make changes in the lesson plan that they follow during micro-teaching and they can perform their actual-teaching practice in kindergarten classrooms determined by the researchers in the pre-determined place and time in accordance with this new lesson plan. After negotiating with various private kindergartens, lists will be prepared considering your preferences and suggestions. These lists will include information about the agreed kindergarten, people to be contacted if technical assistance is needed, and groups of students going to kindergarten together.

Participation in this study is completely voluntary. There is no power relationship between the researchers and the participants. As researchers of project, we assure you that the data and the personal information be kept completely confidential and will not be shared with any parties. . The scientific information to be obtained within the scope of this study will be shared only in scientific publications, presentations and educational purposes by researchers. In addition, I assure that you may leave the project at any stage of the project, in which case all records will be removed from the database. You can contact me (researcher) for more information about the study and any questions you want answered.

By signing this form, you agree that you will not share the data in whole or in part with anyone other than researchers and relevant project participants involved. I kindly request you to pay attention that this study which is a part of a lesson does not have an impact on the grade of the students who participate in the study positively and negatively.

I read the purpose and justifications of the study I am requested to participate in and understood my responsibilities as a volunteer during the study. If you agree to these terms, please sign the relevant section below. Best regards.

Instructor
Name/ Surname:
Tel:
E-posta:
Signature:

Principal Researcher
Assist. Prof. Dr. Ufuk Balaman
Department of English Language Teaching
Hacettepe University
ubalaman@gmail.com
Signature:

Researcher
Fatma Feyza Öztürk
feyza.ozturk95@hotmail.com
Tel: 554 751 37 66
Signature:

Gönüllü Katılım Formu (Anaokulu öğretmeni)

Sayın Sınıf Öğretmeni,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçları hakkında sizi bilgilendirmek ve araştırmaya gönüllü katılımınız için yazılı izninizi almak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "İngilizce Öğretmen Adaylarının Mikro-öğretim ve Gerçek-öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada,Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan ve sizin yürütmekte olduğunuz Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrenciler tarafından hazırlanan ders planları doğrultusunda yapılan mikro-öğretim ve gerçek-öğretim uygulamalarında bulunan etkileşimsel desenler karşılaştırmalı bir şekilde ele alınacaktır.

Bu araştırmada uygulanan ders kapsamında Hacettepe Üniversitesi İngiliz dili eğitimi bölümü üçüncü sınıf öğrencilerinin mikro ve gerçek öğretim olmak üzere iki farklı uygulama gerçekleştirmesi beklenmektedir. Bu amaçla ilk olarak öğrenciler bir ders planı hazırlayacak ve fakülte dersliklerinde sorumlu öğretim görevlisi liderliğinde akranlarına bir mikro-öğretim yapacaklardır. Mikro-öğretimin ardından, video- kayıtlarınızı izleyerek performanslarını değerlendiren öğrenciler performansları üzerine video-yönelimli dönüt yazıları yazacak ve sorumlu öğretim görevlisi liderliğinde ders planında gerekli değişiklikleri yapacaklardır. Çalışmanın ikinci kısmında ise öğrenciler, önceden yeri ve saati size en uygun şekilde belirlenecek olan anaokulu sınıflarında bu yeni ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştireceklerdir. Gerçek öğretim sırasında da ders içi etkileşim kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır. Öğrencilerin gerçek-öğretim uygulamaları beşer dakika sürecek olup, anaokulunun eğitim öğretim uygulamalarını aksatmayacak ve size en uygun olacak şekilde tüm ayarlamalar yapılacaktır.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Araştırmacılar ve katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Biz araştırma sorumluları olarak, sizden toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projeden, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için benimle (araştırmacı) iletişim kurabilirsiniz

Katılmam beklenen çalışmanın amacını, nedenini ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Öğretmen
Ad / Soyad:
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Sorumlu Araştırmacı:
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Araştırmacı:
Fatma Feyza Öztürk
feyza.ozturk95@hotmail.com
Tel: 554 751 37 66
İmza:

Gönüllü Katılım Formu (Okul Personeli)

Sayın Okul Personeli,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projenin amaçları hakkında sizi bilgilendirmek ve yazılı izninizi rica etmek üzere oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "İngilizce Öğretmen Adaylarının Mikro-öğretim ve Gerçek-öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi" başlıklı yüksek lisans tezinin bir parçası olarak Dr. Öğr. Üyesi Ufuk Balaman danışmanlığında yürütülmektedir. Bu çalışmada,Hacettepe Üniversitesi İngiliz Dili Eğitimi lisans programında bulunan Çocuklara Yabancı Dil Öğretimi 2 dersini alan öğrenciler tarafından hazırlanan ders planları doğrultusunda yapılan mikro-öğretim ve gerçek-öğretim uygulamalarında bulunan etkileşimsel desenler karşılaştırmalı bir şekilde ele alınacaktır.

Bu araştırmada, uygulanan ders kapsamında Hacettepe Üniversitesi İngiliz dili eğitimi bölümü üçüncü sınıf öğrencilerinin mikro ve gerçek öğretim olmak üzere iki farklı uygulama gerçekleştirmesi beklenmektedir. Bu amaçla ilk olarak öğrenciler bir ders planı hazırlayacak ve fakülte dersliklerinde sorumlu öğretim görevlisi liderliğinde akranlarına bir mikro-öğretim yapacaklardır. Mikro-öğretim uygulaması boyunca sınıf etkileşimleri kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır. Mikro-öğretimin ardından, video- kayıtlarınız izleyerek performanslarını değerlendiren öğrenciler performansları üzerine video-yönelimli dönüt yazıları yazacak ve sorumlu öğretim görevlisi liderliğinde ders planında gerekli değişiklikleri yapacaklardır. Çalışmanın ikinci kısmında ise öğrenciler, önceden yeri ve saati size en uygun şekilde belirlenecek olan anaokulu sınıflarında bu yeni ders programı doğrultusunda gerçek-öğretim uygulamasını gerçekleştireceklerdir. Gerçek öğretim sırasında da, ders içi etkileşim kamera ve ses kayıt cihazları aracılığıyla kayıt altına alınacaktır. Öğrencilerin gerçek-öğretim uygulamaları beşer dakika sürecek olup, anaokulunun eğitim öğretim uygulamalarını aksatmayacak ve size en uygun olacak şekilde tüm ayarlamalar yapılacaktır.

Çalışmaya katılım gönüllülük esasına dayalıdır. Katılımcılar ve araştırmacılar arasında bir erk ilişkisi yoktur. Bu noktada biz araştırma sorumluları olarak, toplanan verilerin ve kişisel bilgilerin tamamen gizli tutulacağı ve 3. kişilerle paylaşılmayacağı konusunda sizi temin ederiz. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı paylaşılacaktır. Bunların yanı sıra, projenin herhangi bir aşamasında çıkabileceğinizi ve bu durumda bütün kayıtlarınızın veri tabanından çıkarılacağını taahhüt ederiz. Sürece ve çalışmaya dair tüm sorularınızı formda bulunan iletişim bilgilerim aracılığıyla bana (araştırmacı) sorabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi. Bu şartları kabul ediyorsanız, lütfen aşağıdaki ilgili bölümü imzalayınız.

Saygılarımla.

Katılımcı Okul Personeli
Ad / Soyad:
Telefon:
E-posta:
İmza:

Sorumlu Araştırmacı:
Dr. Öğr. Üyesi Ufuk Balaman
H.Ü., Eğitim Fakültesi, Yabancı Diller Bölümü,
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ubalaman@gmail.com
İmza:

Araştırmacı:
Fatma Feyza Öztürk
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Tel: 554 751 37 66
İmza:

APPENDIX-B: Mondada (2018) Multimodal Transcription Convention

* *	Gestures and descriptions of embodied actions are delimited between
+ +	two identical symbols (one symbol per participant)
Δ Δ	and are synchronized with corresponding stretches of talk.
*--->	The action described continues across subsequent lines
---->*	until the same symbol is reached.
>>	The action described begins before the excerpt's beginning.
--->>	The action described continues after the excerpt's end.
…..	Action's preparation.
----	Action's apex is reached and maintained
,,,,,	Action's retraction
ric	Participant doing the embodied action is identified when (s)he is not the speaker.
fig	The exact moment at which a screen shot has been taken is
#	is indicated with a specific symbol showing its position within the turn at talk

APPENDIX-C: Jefferson (2004) Transcription Convention

[ ]	Overlapping utterances – (beginning [) and (end])
=	Contiguous utterances (or continuation of the same turn) Represent
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
-	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
° °	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
><	Surrounds talk that is spoken faster
<>	Surrounds talk that is spoken slower
(( ))	Analyst notes
( )	Approximations of what is heard
$ $	Surrounds ‘smile’ voice

APPENDIX-D: Extract 5 Omited Lines

13 TEA: ma:ke [a circle]
14 STs: [a circle]
15 TEA: STOP♫
16 (3.3)
17 TEA: down
18 (1.1)
19 TEA: very goo:d (2.8)
20 T: [ma:ke a circle up up up]
21 Ss:[ma:ke a circle up up up]
22 T: stop (.)
23 T: aslı up (.)
((ASL raises her arms))
24 T: [great]
25 CAN: up up up up
((CAN raises his arms))
((they claps their hands))
26 T: [make a circle up up up]
27 Ss:[make a circle up up up]
((they raise their arms))
28 T: [down down down]
29 Ss:[down down down]
((they crouch down))
30 T: [ma:ke a circle jump jump jump]
31 Ss:[ma:ke a circle jump jump jump]
((they jump))
32 T: round [a:nd rou:nd]
33 Ss: [a:nd rou:nd]
34 T: [make a circle]
35 Ss:[make a circle]
36 T: stop
((laughs))
37 T: merve down (.)
((MER and T crouch down CAN jumps))
38 T: ye:s very goo:d
((they claps their hands))
39 T: [make a circle up up up]
40 Ss:[make a circle up up up]
((they raise their arms))
41 T: [down down down]
42 Ss:[down down down]
((they crouch down))
43 T: [ma:ke a circle jump jump jump]
44 Ss:[ma:ke a circle jump jump jump]
((they jump))
45 T: stop (.) AYŞE: down
((AY crouches down))
46 T: very goo:d
((they claps their hands))

47 T: ma:ke a circle STOP
((laughs))
48 T: besi:m jump
((CAN looks at T) (.)
((laughs and unintelligible voices))
((T jumps))
((CAN jumps))
49 T: very good besim
((they claps their hands))

APPENDIX-E: Ethics CommitteeApproval

Tarih: 15/01/2020
Sayı: 35853172-300-E.00000951003

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Fatma Feyza ÖZTÜRK (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 18.12.2019 tarihli ve 51944218-300/00000911711 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **Fatma Feyza ÖZTÜRK**'ün **Dr. Öğr. Üyesi Ufuk BALAMAN** danışmanlığında yürüttüğü '**İngilizce Öğretmen Adaylarının Mikro-Öğretim ve Gerçek-Öğretim Süreçlerinde Etkileşimsel Desenlerin İncelenmesi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **07 Ocak 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

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

APPENDIX-F: 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.

20/07/2020

Fatma Feyza ÖZTÜRK

APPENDIX-G: Thesis/Dissertation Originality Report

06/08/2020

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: A Comparative Conversation Analytic Study on Pre-service English Teachers' Trouble Design in Micro-teachings and Actual Troubles in Preschool EFL Classrooms

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.

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Filtering options applied:

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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: Fatma Feyza Öztürk

Student No.: N18139454

Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters @Ph.D. @Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assist. Prof. Dr. Ufuk BALAMAN

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitütarafındanonaylananlisansüstütezimin/raporumuntamamınıveyaherhangibirkısmını,basılı(kâğıt)veelektronikformattaarşivlemeveaşağıdaverilenkoşullarlakullanımaaçmaizniniHacettepeÜniversitesineverdiğimibildiririm.BuizinleÜniversiteyeverilenkullanımhaklarıdışındakitümfikrimülkiyethaklarımbendekalacak,tezimintamamınınyadabirbölümününgelecektekiçalışmalarda(makale,kitap,lisansvepatentvb.)kullanımhaklanbanaaitolacaktır.

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

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

- Enstitü/Fakülteyönetimkurulukararıileteziminerişimeaçılmasımezuniyettarihinden itibaren2yılertelenmiştir.[1]
- Enstitü/Fakülteyönetimkurulunungerekçelikararıileteziminerişimeaçılmasımezuniyet tarihimdenitibaren … ayertelenmiştir.[2]
- Tezimleilgiligizlilikkararıverilmiştir.[3]

20/07/2020

Fatma Feyza ÖZTÜRK

"LisansüstüTezlerinElektronikOrtamdaToplanması,DüzenlenmesiveErişimeAçılmasına İlişkin Yönerge"

*(1) Madde6.1.Lisansüstütezleilgilipatentbaşvurusuyapılmasıveyapatent*alma*sürecinindevametmesidurumunda,tezdanışmanının önerisiveenstitüanabilimdalınınuygungörüşüÜzerineenstitüveyafakülteyönetimkuruluikiyıl süreiletezinerişimeaçılmasınınertelenmesinekararverebilir.*

(2) Madde6.2.Yeniteknik,materyalvemetotlarınkullanıldığı,henüzmakaleyedönüşmemişveyapatentgibiyöntemlerlekorunmamışveinternettenpaylaşılmasıdurumunda3.şahıslaraveyakurumlarahaksızkazanç;imkânoluşturabilecekbilgivebulgularıiçerentezlerhakkındatezdanışmanınönerisiveenstitüanabilimdalınınuygungörüşüüzerineenstitüveyafakülteyönetimkurulunun erekçelikararıilealtıayaşmamaküzeretezinerişimeaçılmasıengellenebilir.

(3) Madde7.1.Ulusalçıkarlarıveyagüvenliğiilgilendiren,emniyet,istihbarat,savunmavegüvenlik,sağlıkvb.konularailişkinlisansüstü tezlerle ilgili gizlilikkararı,tezinyapıldığıkurumtarafındanverilir.Kurumvekuruluşlarlayapılanişbirliğiprotokolüçerçevesinde hazırlananlisansüstütezlereilişkin gizlilikkararıise,ilgilikurumvekuruluşunönerisiileenstitüveyafakülteninuygungörüşüÜzerineüniversiteyönetimkurulutarafından verilir.GizlilikkararıverilentezlerYükseköğretimKurulunabildirilir. Madde7.2.Gizlilikkararıverilentezlergizliliksüresinceenstitüveyafakültetarafındangizlilikkurallarıçerçevesindemuhafazaedilir,gizlilikkararının kaldırılmasıhalindeTezOtomasyonSistemineyüklenir*

** Tezdanışmanınınönerisiveenstitüanabilimdalınınuygungörüşüüzerineenstitüveyafakülteyönetimkurulutarafından kararverilir.*