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BEHAVIORAL CLASSROOM MANAGEMENT MANOEUVRES OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN TEACHING YOUNG LEARNERS

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TUTANAK

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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan "BEHAVIORAL CLASSROOM MANAGEMENT MANOEUVRES OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN TEACHING YOUNG LEARNERS" başlıklı Yüksek Lisans tez çalışmasında;

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ÖZET

İNGİLİZCE ÖĞRETMENİ ADAYLARININ ÇOCUKLARA YABANCI DİL ÖĞRETİMİNDE DAVRANIŞSAL SINIF YÖNETİMİ MANEVRALARI

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Bu çalışmanın amacı Muğla Sıtkı Koçman Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı 2013-2014 yılı üçüncü sınıf öğrencilerinin sınıf davranış yönetimi becerilerini toplanan veri seti sayesinde incelemektir. Bu çalışma Nitel Analiz deseni alt yöntemlerinden Konuşma Çözümlemesi yöntemi kullanılmıştır. Konuşma çözümlemesi aracılığı ile üniversitede bulunan okul öncesi beş yaş sınıfından toplanan veri seti sayesinde öğrencilerin mikro öğretimlerinin transkripsiyonları elde edilmiştir. Veri setinin transkripsiyonunda, toplamda sekiz tam saat ve 57 öğrencinin mikro öğretiminden oluşan, Transana nitel veri araştırma yazılımı kullanılmıştır. Bu yazılım sayesinde video görüntüleme ve transkripsiyon yazma ekranı tek sayfada toplanabildiğinden verilerin dökümlerini almak bir nebze de olsa kolaylaşmıştır. Elde edilen bu transkripsiyonlar, bir başka nitel veri analiz yazılımı olan Nvivo' ya yüklenmiş ve kodlama işlemi burada yapılmıştır. Yapılan kodlama sonunda 'manevra geçiş alanları' desen olarak ortaya çıkmıştır. Manevra geçiş alanlarındaki söz dizilimini ortaya çıkarmak amacıyla Konuşma Çözümlemesi bakış açısına başvurulmuştur. Daha sonra ortaya çıkarılan manevralar kendi aralarında farklılık göstermiş olduğundan, bu manevralar da kendi arasında sınıflandırılarak her bir manevranın da öğretmen adayları tarafından nasıl sergilendiği incelenmiştir. İncelemeler sonucunda manevraların tek başına kullanılmadıklarına, aynı zamanda başka manevraların da başka manevralara eşlik ettiğine ulaşılmıştır. Bu da manevra geçiş alanlarını doğuran asıl neden olarak kabul edilmiştir. Genel olarak bu çalışmadaki bulgular, öğretmen adaylarının benzer manevra geçiş alanı söz sırasını kullandıklarını göstermektedir. Bunun ötesinde, öğretmen adaylarının davranış yönetim becerileri göz önüne alındığında ise; çalışmanın sonuçları öğretmen adaylarının sınıf yönetim becerilerini öncelik olarak yukarılara koydukları ve sürekli olarak davranış yönetimi amaçladıkları görülmüştür. Bu sebeple, öğretmen adaylarının ek eğitimler alarak sınıf yönetim becerilen geliştirilmesi gerektiğine ulaşılmıştır.

Anahtar kelimeler: Konuşma Çözümlemesi, sınıf yönetimi, öğretmen adayları eğitimi

ABSTRACT

BEHAVIORAL CLASSROOM MANAGEMENT MANOEUVRES OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN TEACHING YOUNG LEARNERS

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Master's Thesis, Department of Foreign Language Education, English Language Teaching Program

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The purpose of the study is to analyse behavioural management skills of pre-service teachers of English at Muğla Sıtkı Koçman University through a set of data collected in the 2013-2014 academic year. The study uses qualitative research design. Of the qualitative research design, Conversation Analysis (henceforth CA) was used to conduct analysis on the transcribed dataset emerging from the pre-service teachers' micro teachings at the nursery school within the university. To transcribe data, which consists of eight full hours in total from 57 micro teaching sessions of those pre-service teachers, Transana (2.51 version) software was chosen in order to analyse data, as it lets researchers control video clips and entering space at one window. Transcriptions were coded through Nvivo qualitative data analysis software. The pattern of 'manoeuvre transition zone' was induced as a finding. With the goal of portraying the sequence of the manoeuvre transition zone each instance was analysed with a Conversation Analytic approach. Furthermore, manoeuvres detected whilst analysing the sequence of manoeuvre transition zones were also categorised to unfold how manoeuvres shift at different manoeuvre deploying moments. Finally eleven different manoeuvres were found as a pattern deployed by the pre-service teachers. The manoeuvre transitions were also induced to be deployed by pre-service teachers accompanying some other manoeuvres too, which were taken as the main source of manoeuvre transition zones in data. Overall results of the study show that there is a repeating sequence in manoeuvre transitions whilst teaching. Moreover, where behavioural classroom management skills of the pre-service teachers are concerned, the results confirm the need to educate pre-service teachers additionally and explicitly, as they put management of the classroom at the top of their priority in teaching.

Keywords: Conversation analysis, Classroom Management, Pre-service-teachers Education

To my family, who have supported me whenever I needed...

ACKNOWLEDGEMENT

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Tmain/F: Original (Main) teacher of the children

T1, 2..: Presenting Teacher Candidate 1, 2, 3, …

SLA: Second Language Acquisition

IRF/E: Initiation Response Feedback/ Evaluation

ELT: English Language Teaching

DA: Discourse Analysis

Chx, C?: Unidentified child(ren)

CIC: Classroom Interactional Competence

CA-SLCIC: Conversation Analysis for Second Language Classroom Interactional Competence

CA-SLA: Conversation Analysis for Second Language Acquisition

CA: Conversation Analysis

Ch1: An identified kid with code 1

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CHAPTER I

INTRODUCTION

1.1. Introduction

It is a fact that every teacher has a story to tell you about his/her classroom management survival. For me it all began in Barcelona, as an Erasmus Exchange Student. I had to teach two hours a week in a kindergarten. When I recall my initial sessions of teaching, the first thing that comes to mind is how difficult it was to decide on how to behave in front of the class. And also, I was not able to understand or speak any Catalan which was the children's native language. These difficulties were affecting every single decision I took particularly what I said or did. Certainly, I had to pay extra attention on how to act and interact as a prospective teacher. Since then, managing classrooms, decisions and actions and how to prepare a pre-service teacher of English for better classroom management has been among my interests.

A number of studies have been done on, in service teachers, pre-service and novice teachers' classroom management skills, perspectives and beliefs. These studies have come up with contingent results that commonly indicate that classroom management is one of the most troubled phases of teaching (Reupert and Woodcock, 2010; Hart, 2010; Bromfield, 2006; Veenman, 1984). It is for certain that no one can claim the contrary on how problematic classroom management can be. Even though there are huge numbers of studies on classroom management skills of teachers, only few of their focuses are on the practices of teachers. For all that, recent studies still focusing on similar facets and those studies on classroom management skills of pre-service teachers (Reupert and Woodcock, 2010; Balli, 2011; Salkovsky and Romi, 2015) that underline the need for

more studies on classroom management skills for occupational improvement in addition to the fund of knowledge in the area. At that point the significance of the study is understood better, since it focuses on real classroom practices of pre-service teachers of English in young-learners classroom and analysing through a micro-analytic perspective.

1.2. Background of the Study

With review of literature it is understood that studies done on classroom management were not specified at all on the divergence of disciplinary and educational management either. Moreover, those studies were mainly conducting a survey to portrait the classroom management strategies, methods and manoeuvres. The results of those studies were confirmative when overall matter of common knowledge is concerned. Atıcı (2007) and Çakmak (2008) did assert Turkish context's classroom management problems and good sides. Yet those findings were still the voice of their surveys. In 2010, Sert (2010) proposed a model of reflection for undergraduate teacher education. It was mainly aimed at collecting data from pre-service teachers' real-time practices and analysing through decoding together with those novice teachers. In fact, unfolding their presentations made those pre-service teachers aware of what happened and how it functioned in the flow of teaching, fundamentally. This main finding of that study opened the gate for further studies focusing on what is going on in the real-time teachings. Indeed, what affected this study was the cutting edge research by Sert (2010) and followed by Walsh and Li (2013) and Waring (2013, 2011b) on teachers' real-time practices unfolding. Hence, I chose the micro analytic way of analysing which is Conversation Analysis (CA) to reveal tacit moments of classroom interaction to induce behavioural management manoeuvres of pre-service teachers at Muğla Sıtkı Koçman University in the department of English Language Teaching during the academic years of 2013-2014.

1.3. Purpose of the Study

The purpose of the study is to reveal interactional sequences of behavioural management manoeuvres of pre-service teachers of English in a young-learners classroom in Muğla Sıtkı Koçman University's Daily Care Centre. In the direction of the purpose, the study employs a micro-analytic way of qualitative research methods to behold behavioural management phases of classroom interactions while teaching. Microscopic eye on the transcribed data gives us the chance to reveal manoeuvres and manoeuvre transitions of pre-service teachers of English. Through portraying the behavioural management skills of classroom interaction employed by pre-service teachers of English, behaviour management design during interaction can be better understood. Interactive sequence analysis while reporting the findings reveals the sequential design of behavioural management in the classroom. Particularly, manoeuvre transition zones show how talk during behavioural management shifts, how turn allocations and turn takings are shaped by interlocutors, what type of behavioural management , gestures and mimics happen and what type of talk in the meantime is employed concerning the classroom management sustainability.

1.4. Significance of the Study

When the significance of the study is considered, it is notable to underline the research results which commonly indicate the significance of behavioural classroom management skills of pre-service teachers of English. Since, the results also give us a chance to compare the results of survey-type studies with this study, which is aimed at portraying the real-classroom data analysis through a none-manipulated dataset collected via video recordings. When those results are compared, manoeuvres induced show consistency with others studies which aim at surveying and observing classroom management skills of both in, and pre-service teachers. In addition to those results, the study lists the manoeuvres and shows how interactional features of speech are employed at those behavioural management moments or transition zones during manoeuvre shifts. Bearing CA perspective in mind, it is identified that pre-service teachers deploy similar sequences at the manoeuvre transition zones, as discussed in the conclusion and implication parts of the study.

It is a fact that the study with an eye on the practices of pre-service teachers in young-learners classrooms shows the significance of data gathering from real-time teaching sessions of the young-learners classroom and analyse every single detail to lay out real-time teaching patterns. The findings and conclusions do not refute the findings of the previous studies, instead this study adds to the growing body of literature on classroom management regarding the real-time practice instances submission.

1.5. Organisation of the Thesis

The thesis consists of five main chapters which are Introduction, Literature Review, Methodology, Findings and Conclusions and Implications. In the 'Introduction' chapter of the thesis, I submitted basics of the thesis as background study, significance of the study, purpose of the study and assumptions with limitations. So this chapter is going to give initial information on the study conducted; research gap, steps during the thesis completion process, and assumptions concerning implications and further.

Secondly, in the literature review chapter of the thesis, I am going to consider and converge the titles creating the premises of the study. Hence, I am going to summarize sociocultural theory which is fundamentally investigating the social actions of humans. After, ethno methodical integration of sociocultural theory with the combination of people's actions in various contexts will be considered. In addition to the sociocultural and ethnomethodical investigation, conversation analytic perspective to former topics will be discussed. With the definitions of these topics, I will further review the classroom management and young-learners foreign language education dimensions. With the extension of the review with those dimensions, I will summarize these pillars of the study in the conclusion of the chapter.

Thirdly, methodology chapter, research design along with methodological philosophy which lies in the background will be considered in detail. Participants and their backgrounds in terms of teaching will be portrayed in details. Next, data collection tools and procedures are going to be explained and the tools functions will be explained in the study. Lastly, this chapter will be completed with the data analysis part aimed at giving details of the inquiry steps in the study, with the purpose of familiarizing the readers with the analysis in the finding chapter.

Fourthly, findings obtained and thematically categorized will be submitted under each title of a manoeuvre, detailed micro analysis on the sequences of interaction between pre-service teachers and children. Also, in this chapter similar findings concerning interactional units detected will also be given and discussed briefly. There will be extracts which are representatives of their similar contexts. Following the findings of the study, in the next chapter I will compare the findings with the previous studies referring to the findings chapter. With the discussion of the behavioural manoeuvre management of pre-service teachers, I will try to uncover orientations of those pre-service teachers regarding behavioural management of a young-learners classroom. Finally, driving from conclusions and discussions of the study, implications will be presented.

1.6. Assumptions and Limitations

The study is designed with a qualitative research philosophy, and embraces data driven and bottom-up approach. For collecting qualitative data through video recordings, there is not any initial assumption regarding findings. Yet, as our purpose of the study is to search on the sequential organization of children's interaction in a young-learners classroom, we assume that the result will give us signs of a possible pattern in speech in a young-learners classroom. With the findings and discussions of the codes and themes driven from the data collected, we may reveal results commonly shared by other studies focusing on real-time data investigation. Furthermore; comparisons of survey based studies and this study may add to the growing body of literature in both conversation analytic sequence investigation of classroom interaction and place of practices and their instant recording whilst teaching.

The limitations of the study are lack of time for each pre-service teacher, for a full-hour of lesson, population of pre-service teachers at micro-teaching sessions (three pre-service teachers during one lesson time), and presence of the main teacher of the children as intervention of main teacher affected the interactional style of speech in the classroom. Despite the limitations presented the findings which have resulted from the dataset, portrait behavioural managements and decoding of manoeuvre transition zones of pre-service teachers at a state university in Turkey. I believe that the result submitted will increase the numbers of the studies to aid and develop pre-service teachers'

behavioural management skills education, and hence I hope it will enlighten both in and pre-service teachers in the management of classroom and open paths for researchers to further the findings.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

At the chapter of literature review, I am going to give a review of key studies in the field beginning with the 'Socio-cultural Theory' and continue with Classroom Management topic. After those two summaries I will add another foot of the study which is Teaching English to Young Learners (TEYL) with the definition of young learners and further the topic with Ethnomethodology and its effect on Conversation Analysis and finally conclude the review chapter with the topic 'Conversation Analysis for Second Language Acquisition Contexts' (CA for SLA) and its application to the field.

2.2. Sociocultural Theory and SLA

Understanding basic origins and focus of sociocultural theory (SCT) and its relevance to SLA assists researchers to comprehend what lies behind every day and institutional speech (i.e. SLA context, court context etc..) and the reason for a particular interest in this type of speech. With a sociocultural perspective and endeavours on the explication of SLA, it has been better understood that interactional phases of a lesson have a significant impact on the personal development of students which are known to be from interpersonal to intrapersonal development (Vygotsky, 1978). Following this

Vygotskyian approach, the study aims to seek interactional patterns of classroom management skills of pre-service teachers of English. In the following parts, the study is going to give basic premises of SCT and its relation to SLA.

Vygotsky and his colleagues were the pioneering scholars who coined the sociocultural theory. Basically, even though cognitivism and neurobiology are believed to be compulsory to higher order thinking, SCT argues that the most important forms of human cognitive activity develop through interaction within social and material environments (Lantolf, 2000; Lantolf and Thorne 2000; Lantolf, Thorne and Poehner, 2015). According to Ratner (2002) mental function is basically a mediated process organised by cultural artefacts, activities, and concepts. Such explanation defines utilization of those existing cultural artefacts to a new one that regulates biological and behavioural activity. This process is fundamentally accepted as 'mediation'. In terms of speaking and SLA, this process of mediation goes through participation in social life, school life and there are group interactions and alike. Lantolf and Thorne (2000) illustrate this process of regulation with real life instances as follows: "In the first stage, children are often controlled by or use objects in their environment in order to think. This stage is known as object-regulation (possibility of being distracted by surrounding objects) at a slightly later age, children benefit from objects for instance to think, which is known as object-mental regulation activity. The second stage, termed other regulation, includes implicit and explicit mediation by parents, teachers and so on. The final stage is the self-regulation stage which refers to ability to accomplish activities with minimal or no external support which is possible through internalization". (p. 200)

The pillars of SCT can be listed as mediation and regulation, internalization, and the zone of proximal development. Lantolf and Thorne (2000) conclude these notions as:

> Mediation is the principle foundation that (...) humans do not act directly on the world—rather their cognitive and material activities are mediated by symbolic artefacts (such as languages, literacy, numeracy, concepts, and forms of logic and rationality) as well as by material artefacts and technologies. (...)Internalization, the processes through which interpersonal and person–environment interaction both forms and transforms one's internal mental functions, and the role of imitation in learning and development.(....) ZPD, defined as the difference between the level of development already obtained and the cognitive functions comprising the proximal next stage of development that may be visible through participation. (Lantolf and Thorne, 2000 p.216)

We emphasized that the ZPD is not only a model of developmental processes but also a conceptual and pedagogical tool that educators can use to better understand aspects of students' emerging capabilities that are in early stages of maturation. In SLA processes ZPD is seen as a place where a gap occurs between the novice and the expert in language knowledge and its use. At this manner the interaction occurring between those interlocutors transmits as diffusion and reshapes both the novice and the expert cognition through interaction. Thereby, not only the novice but also the experts in the target language gain a new experience. What we see as problematic is this reshaping may not always be in a beneficial way. On the contrary this reshaping zone may cause damage in the knowledge of the expert interlocutor concerning pronunciation, misuse of linguistic rules and so on. This manner is named as disequilibrium phase which also needs another more knowledgeable other to interact with so as to prevent fossilization.

Studies of Vygotsky (1978), Newman and Holzman (1993) and Lanftolf (1994, 2000) have provided clearer understanding of social interaction and language development with sociocultural approach to SLA context. When compared to other psycholinguistic and SLA theories, the sociolinguistic approach accepts both social and psycholinguistic processes as processes mutually constitute each other (Ohta, 1995). Therefore, basically SLA research following in the light of SCT aims at seeking a relationship between interaction and SLA, through the exploration of collaborative interactions in terms of language, culture and cognition pickups. Thus, it can also be stated that socialization and language acquisition are interrelated with interactive linguistic contexts in which they occur. Such explication put forth the necessity of participation into the process of mediation and regulation of language acquisition as an active member to co-construct meaning making. Lantolf and Thorne (2000) list observations concerning SCT and SLA as follows:

- Exposure to input is necessary for SLA,
- A good deal of SLA happens incidentally,
- Learners' output (speech) often follow predictable paths with predictable stages in the acquisition of a given structure,
- There are limits on the effects of instruction on SLA
- Second language learning is variable in its outcome,
- Second language learning is variable across linguistic subsystems,
- There are limits on the effect of a learner's first language on SLA,
- There are limits on the effect of output (learner production) on language acquisition.(p. 214)

Throughout these findings of Lantolf and Thorne (2000), the relationship of SCT and SLA has been proposed with explanations to put forward theoretical claims to be investigated in the following research.

Such ideas claiming the impact of SCT on SLA can also be inquired from a 'Conversation Analysis' perspective as well. As Walsh (2006) claims that riots of CA participants shape the contexts through language use by managing turn-design, turn sequencing, openings-closings, offer-accept or reject and so on. Following the light of CA, SLA classroom interaction analysis can illuminate our path towards how the interaction in an SLA classroom is co-constructed and shaped. Through analysis of such SLA context and co-constructed interaction a meaning making process can be revealed. As conclusion, SCT in mind through conversation analysis perspective gives us the opportunity to unfold interaction in SLA classroom (the context can be changed- SLA for this study is the context) and; therefore, a more detailed picture of SLA classroom context can be drawn.

2.3. Classroom Management

Classroom management has been acknowledged as a challenging fact of teaching not only for pre-service teachers but also for in-service teachers. On the definition of such challenging endeavour much has been proposed, yet in sketching the definitions they served mostly for the same frame which has been attributed to the efforts to oversee classroom activities concerning learning social interaction and behavioural management (Ritter and Hancock, 2007). Pioneering studies spent effort on defining classroom management from various angles. Doyle (1986) refers to attitudes and praxis of in-service and pre-service teachers who are going on inside the classroom while defining classroom management. In addition to that, Brophy (1986) turns the focus on the learning and teaching environment which was considered as a must to maintain and establish such effective classroom management. Burden (2003) adds these definitions by emphasizing the significance of positive social interaction, active engagement in learning and self-motivation. Following this path, Evertson and Weinstein (2006, 2013) give the following statement on the definition of classroom management; "the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning".

Another investigation on the "classroom management definition", it is also obvious to come across the debate on whether classroom management is dealt with discipline as Skiba and Peterson (2003) state "bringing children into line" and also creating suitable atmosphere of learning and teaching (Evertson and Harris, 1999; Brophy, 1999). According to Marzano (2003) such endeavours include four titles such as "establishing rules and procedures, enforcing disciplinary actions, building classroom relationships and creating a management mind-set". On the decision part of the managerial mode of classroom management, the main role is owned by teachers themselves. As there exists various views on managerial modes, it is the most possible outcome to expect that the choices of both pre and in-service teachers vary.

Fundamentally, what effects the choices of teachers whether pre or in-service is believed to be the result of the possessed beliefs (Pajares, 1992) concerning classroom management. These approaches are fundamentally behaviouristic and humanistic views on management of classroom. It is assumed that these beliefs shape the way teachers behave inside classrooms and the way teachers reflect upon every single manner in terms of teaching and learning. To Allen (2010) these approaches to every single manner and teachers' practices accordingly are framed as follows;

> On the humanistic end of continuum are democratic models that see misbehaviour as an opportunity to learn. On the behaviouristic end of continuum are strategies that make use of punishment, coercion, and rewards. Thus how a teacher manages student behaviour is impacted by his/her assumptions about children, the models he or she adopts, and the strategies that are commensurate with these models. (p. 3)

With the definition Allen (2010) cited above, it can also be claimed that teachers' classroom management includes decisions and actions (Scrivener, 2005).Actions are the educational manoeuvres of teachers inside the classroom and decisions are about deciding how, where, and in which way to act out the decisions. In parallel with the previous statement, Hart (2010) listed seven categories referring to classroom management which are: "rules, reinforcement of appropriate behaviour, response to undesired behaviour, staff-student relationships and interactions, expectations, procedures for chronic misbehaviour and classroom environment". Another perspective that approaches those categories under different orientations which are interventionist, non- interventionist or interactionalist approaches to classroom management. Glickman and Tamashiro (1980) and Wolfgang and Wolfgang (1995) are the pioneering scholars

regarding to this model of classification. Ritter and Hancock (2007) summarise this model as follows:

> According to this model, interventionists believe that students learn appropriate behaviour primarily when their behaviour is reinforced by teacher- generated rewards and punishments. Consequently, interventionists contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionists believe that students have an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviour. In the middle, interactionalists believe that students learn appropriate behaviour as a result of encountering the outside world of people and objects. Therefore, interactionalists suggest that students and teachers should share responsibility for classroom management. (p. 1207).

To this explanation, either intervening or non-intervening seem to be ideal when today's classrooms are considered, as they claim to follow constructionist approach in teaching and learning which not only aims to increase student participation but also expects teacher guidance. Henceforth, we claim that the closest approaches to ideal classroom management can be accepted to be interactionalist and constructivist approaches. However, the conclusions of the studies conducted reveal the way teachers approach to classroom management varies. For instance, Martin and Baldwin (1994) reported that novice teachers were rather interventionist than experienced teachers, yet another study done by Martin and Shoho (2000) came up with a reverse situation that experienced teachers were rather interventionist than were novice teachers in terms of disciplinary management. Even though there appeared various results there is one certain thing that classroom management has been keeping its popularity high when the concern and claims of studies conducted are considered.

As stated earlier, classroom management is one of the most significant elements of teachers' routine experience. Yet, such key element of their professional experience has been neglected in language education (Wright, 2005). Particularly in the field of foreign language education and classroom management, the field has still been seeking for further studies to reveal new suggestions. As this study focuses on pre-service teachers' disciplinary management actions, we are going to start with some preliminary studies on similar subjects.

As Crow (1991) pointed out, pre-service teachers are faced with classroom management problems a lot. Many studies (Martin, 2004; Ritter and Hancock, 2007; Tartwijk, Brok,

Veldman, Wubbels, 2009; Reupert and Woodcock, 2010; Allen, 2010; Martin, Linfoot, Stephenson, 1999; Evertson and Weinstein, 2006) report that this situation regarding pre-service and novice teachers' classroom management problems has been one the greatest problem in teaching and learning. Tartwijk et al. (2009) touch upon the absence of various investigations where research methodologies are concerned, and underlines that to find out actually what teachers do inside classrooms, cannot be reached only through statements of the teachers so further research needs to be done.

Bearing the insufficiency of statements of teachers alone and field notes in revealing what actually teachers do inside classroom regarding disciplinary management, we apply a micro analytic perspective to classroom interaction. With micro analysis, we are able to see and unfold classroom language and induce manoeuvres of pre-service teachers during lessons. As Ritter and Hancock (2007) claim, the success in effective classroom disciplinary management may not be because of experience as there are some exceptions and hence starting with training pre-service teachers may give teacher trainers new chances to promote effective classroom management.

2.4. Teaching English to Young Learners (TEYL)

Defining 'Young Learners (YL)' concerning their age, has been discussed for many decades. Despite the debates on age variance of classifications, there is somehow agreement on certain groupings. Ersöz, (2010) demonstrates these classifications as follows:

> 'Young learners' is abroad term that covers children from 3 to 12 years old. In some cases language teaching/learning may take place at a younger age, at kindergarten or pre-school year (from 3 to 6 years old). 'Very young learners' is the term that is commonly used for these children. On the other hand, 'young learners' refers to children from the first year of formal schooling (7 year old, in our case) to 12 years of age.' (p. 10)

In addition to Ersöz's (2010) classification, there is also another group called 'late young learners' covering children from 10 to 12 years of age. Despite these classifications is not fair to attain same characteristic features to the children at the same group of classification. For instance, the way three years olds and 6 years olds learn cannot be accepted as the same. Yet these classifications are based on physical,

cognitive, socio-emotional, and communicative growth (Ersöz, 2010) of children. Pinter (2006) illuminates the main comparisons of younger and older learners' characteristics in the table below:

Table1.

Comparisons of Young and Older Aged Learners

Younger Learners	Older Learners
Children are at pre-school or in the first couple years of schooling.	These children are well established at school and comfortable with school routines.
Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.	They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves as well as about the process of learning.	They show a growing level of awareness about themselves as language learners and their learning.
They have limited reading and writing skills, even in their first language.	They have well-developed skills as readers and writers.
Generally, they are more concerned about themselves than others.	They have a growing awareness of others and their viewpoints.
They have limited knowledge about the world.	They have a growing awareness about the world around us.
They enjoy fantasy, imagination and movement.	They begin to show an interest in real-life issues.

(Pinter, 2006: 2)

Some pioneering people who coined the notion of 'young learners and learning' are going to be mentioned in the following. Piaget proposed two mostly known words to the field of psychology, which are '*assimilation*' and *'accommodation'*. Assimilation is meant to be the current position a child has and without any change in the shape of knowledge. On the other hand, accommodation is about regulation of existing knowledge by the child himself. The term accommodation was transferred to the field of SLA by McLaughlin (1992) as 'restructuring'*;* that is reshaping a rule, a phoneme etc. existing in the minds of children. This change is accepted to be gradual in mind. This is to say that; a child develops knowledge step by step and each step has certain features of learning and these features seem to be unique to that level of cognition and cannot be acquired beforehand. This claim of Piagetian theory was debated and criticised in the

way that; according to input and the context provided to a child may foster restructuring and results at a faster pace.

While Piagetian view takes environment as the source of knowledge, Vygotskyian view puts emphasis on the social interaction of children and claims that environment alone may be inadequate to explicate acquiring of knowledge for children. Vygotsky in this path submits the ground breaking term 'Zone of Proximal Development' (here after ZPD). Hereunder, learning takes place in social context and with the interaction of others. On the contrary to Piagetian view which takes environmental surroundings as a source of learning, Vygotsky with his ZPD claims that learning is constructed collaboratively. Therefore, interaction with others reshapes ZPD's of a child and ends up with learning. These 'others' are also uttered as 'more knowledgeable others', too; who can be teachers, elders, friends with more knowledge and so on. ZPD has been proposed also with the meaning of 'intelligence' by Vygotsky. 'Rather than measuring intelligence by what a child can do alone, Vygotsky suggested that intelligence was better measured by what a child can do with skilled help' (Cameron, 2001). On the other side, Bruner (1985, 1990) saw language as the most significant tool for cognitive growth. He focused on adults' mediating the world for young learners. This assisted that language has been uttered as *scaffolding* of which the goal is to scaffold the language to the kids accordingly. Motherese and Foreigner-Talk was asserted concerning these scaffolding. It has been introduced that these scaffold talks are not as they are spoken in normal daily speech and are changed by adults. So, the terms '*formats and routines'* were introduced which is to say that repeatedly and continuingly talks which are claimed to help kids to predict the coming words of phrases to join into the conversation (Cameron, 2001).

Halliwell, (1992) states as her introduction sentence that working with young learners in the primary classroom can be both a rewarding and demanding experience. With Halliwell's claim one easily captures how demanding the endeavour of teaching to young learners is. This demanding job of teaching has to deal with children's' motivation, interests, cognitive and affective capacities and so on. As explained above in the classification table, young learners' attention spans are relatively limited, which forms a must to make a lesson more divided into parts with more charming activities for target groups of children. Janková (2007) concludes in the study that lessons should contain various activities which serve for the purpose of teaching according to the

children's age, and basically with the idea of differentiated teaching. That is, teaching by bearing, the increasing of motivation, age of kids, interests of kids and such features in minds.

When it comes to teaching to young learners much research has been done at different contexts. Yet, many came up with the ideas that teachers should consider, target groups' age, current language level, interests, differentiated instruction, multiple intelligence possessions etc. Cameron (2003) listed knowledge and skills those foreign language teachers of young learners need to consider are as follows:

- An understanding of how children think and learn
- Skills and knowledge in spoke English to conduct whole lessons orally, and to pick up children's' interests and use them for language teaching
- To be equipped to teach initial literacy in English (p.111)

In the book of Linse (2005) 'Practical English Language Teaching: Young Learners', developmentally appropriate instruction to young learners is emphasized. Developmentally appropriate instruction is defined as being aware of children's basic physical and psychological needs. Linse (2005) illustrated this significant notion with the following quotation:

> ...teachers of young learners have two jobs: to provide care and to provide instruction. In order to provide the best possible instruction, you need to adjust educational experiences to meet the developmental stages of the individual child. It is important to give children challenges that they are developmentally ready to meet. (p. 2)

The stages mentioned in the quotation above are stated as social/emotional, physical cognitive and moral development (Brazelton and Greenspan, 2000). These developmental stages vary from child to child. Therefore; a teacher is recommended to pay individual attention to each child's own development. With the consideration of these, even though it is accepted to take time and too much effort, the level which is targeted can be succeeded in this way. Considering these developmental stages, the language which is preferred in the class plays another key point in teaching a foreign language to young learners'. What is preferred and recommended as a teaching medium particularly for the countries where the target language can be reached only in the classroom is the dominance of target language. The student teachers trained and practiced in the study are also informed about these stages along with the characteristics

of young learners. Ersöz (2010) classifies these acts of teachers while teaching to young learners as 'Do's and Don'ts' listed as follows:

Table2.

Dos and Don'ts in Teaching English to Young Learners

DO	DON'T
Use English as the language of instruction. Use it to give directions as part of the English Lesson.	Give Explanations and directions in the native language. This cheats pupils of their motivation to understand. They will become lazy and wait for the Turkish instead of reaching to understand. They also get the wrong impression that English is not for communication; it's only another school subject.
Speak in short sentences, and discrete phrases. Pronounce correctly, clearly and slowly, looking directly at the class.	Confuse pupils with incomprehensible language. Speeches, lectures, explanations and directions without clues to meaning are boring and not useful.
Act out meaning, or use props, objects, pictures, or gestures to make meaning clear. Pause after each sentence or phrase to associate it with a set of sounds.	Rely on only the spoken world. Pupils need more visual and tactile stimulation and often need to be physically active.
Repeat cheerfully and patiently and continue to associate clues to meaning with your words as long as needed.	Expect pupils to grasp new material the first time through. Remember they have many years ahead to fully master things.
Gain a sense of pacing that approaches life and the world holistically. Less is more, if a subject can be approached in many ways, connecting to other disciplines and in song, verse, and pictures.	Race through a course-book or curriculum, but also don't drag out a point when students have lost interest.
Check each pupil's comprehension by: 1) giving directions to follow; and 2) asking yes/no or one-word answer questions.	Always resort to translation back to mother tongue. This prevents students from starting to think naturally in English and invites them to speak to you in English.

(Ersöz, 2010: 18)

Table2. (Continues)

Dos and Don'ts in Teaching English to Young Learners

Accept the fact that children will use their mother tongue when speaking to each other, except during language practice activities. Moreover, children will use their mother tongue to speak to you until they are ready to use English. Understand what they are saying in Turkish and respond in English. But you should continuously encourage them to communicate in English.	Pretend that you cannot speak or understand mother tongue.
Allow children to be children and bring their natural motivation and curiosity to learning.	Focus on testing or grading. Over-control them by bringing lots of restrictions to the class.
Encourage children to act out or draw a picture of their intended meanings when they don't have the vocabulary to communicate.	Put individual pupils on the spot to produce language or respond if they are unlikely to be able to accomplish it. This creates "mental static anxiety", and sets them up to fail.
Play with language and be free to act silly, making up rhymes and songs, telling stories, talking even "nonsense" and playing with sounds.	Expect young learners to think like older learners, needing logical explanations for new material.

(Ersöz, 2010: 18)

2.5. Conversation Analysis and Ethnomethodology

Ethno methods can be interpreted as skills and competences of members of society co-constructed by those members of that society. Ethnomethodology, with the adaptation of 'bottom up' approach, aims to enhance social organization as an output accomplishment which results from concerted practices social members acting within local situations (Maynard and Clayman, 2003). Wooffitt (2005) explains the basic tenet of ethnomethodology as sense of social action is accomplished through the participants' use of tacit, practical reasoning skills and competencies. The reason that lies behind calling these skills and competencies 'tacit' and 'practical' is that they are not embodied in certain rules to be named or acted routinely. Ten Have (2007) also defines Ethnomethodology as a certain kind of inquiry, explicating ways in which members in collaboration create and maintain a sense of order and intelligibility in social life. The common points in the studies, concerning ethnomethodology, can be derived to be (1) collective members, (2) bottom up approach employed, (3) social organizations and (4) tacit and practical skills which cannot be consciously uttered or reflected upon, yet acted even in mundane interactions.

The basic relationship between ethnomethodology and CA is that the former subsumes the latter one (Seedhouse, 2004). Ethnomethodology gives insights to the practitioners of CA through unfolding processes of sequences. Therefore, integration of ethnomethodological philosophy places it at the heart of the CA endeavours and this aims at presenting the unfolded sequences to an outer circle of pure CA studies. It has been acknowledged by Peräkylä (1997) that some CA practitioners tend not to feel the significance of making their methodology comprehensible to an outer CA circle. At this point Seedhouse (2005) emphasizes the significance of beginning the explication of CA with the discussion on ethnomethodology and its principles underpinning CA. According to Heritage (1984),

> The term 'ethnomethodology' refers to the study of the body of common-sense knowledge and the range of procedures and considerations by means of which the ordinary members of society make sense of, find their way about in, and act on the circumstances in which they find themselves. (p. 4)

The common basic points of ethnomethodology and CA's investigations are listed by Maynard and Clayman (2003) as; (1) by adopting bottom up approach inquiry of

naturally occurring actions without imposing any outer rules or codes, (2) investigation of seen-but-unnoticed interactional features with the purpose of revealing normal understandings of actions by comparing to extraordinary actions and deviant cases, (3) dealing with everyday use of natural language, (4) in contrast to Sociology, taking into consideration each detail occurring in each context separately, (5) expanding our knowledge in terms of inner mechanism of social life by emphasizing that there is "order at all points in interaction" (Seedhouse, 2004). On the other hand, the divergence between Ethnomethodology and CA is that Ethnomethodology employs ethnology and quasi-experimental research methods, on the contrary; CA collects data from transcription of video and audio recordings of naturally occurring data (Sert et al., 2015).

Conversation is one of the most widespread uses of human language (Liddicoat, 2007). Firth (1957) defines this common works of human begins as "roughly prescribed social ritual". Moving out of the Firth's interpretation, the notion of conversation is comprised of even mundane speech which is co-constructed by interlocutors. Liddicoat (2007) also defines 'conversation' as an elite but rather an everyday sort of talk. Overall it can be said that conversation is the way in which people interact and socialize. During this interaction people use linguistic forms of communication. Rather than linguistics forms, communicative competence consists of socio-cultural competence, discourse competence, strategic competence and action competence (Celce-Murcia, Dörnyei, Thurrell, 1995). Thereby, linguistic forms in interaction are not enough to sustain conversation. The things which are beneficial besides linguistic forms of interaction can be listed as eye contact, posture of body, tone of your voice, pauses, silence, and proximity and so on. In order to understand the frame of organization much research has been done, yet to Burke (1993) most of the writings on conversation are prescriptive in nature and are only dealing with the 'good conversationalist'. However, such approaches present little about conversation in daily life. It was not until the work of Goffman and Garfinkel with the concern on orderliness of everyday life. Goffman with an ethnomethodological eye mentioned about talks in the orderliness of conversation. According to Goffman (1964),

> Talk is socially organized, not merely in terms of who speaks to who in what languages, but as a little system of mutually ratified and ritually governed face-to-face action, a social encounter. (p. 65)

With an ethnomethodological perspective, Goffman explains 'talk' as an organized system which is constructed mutually and also mentions the rituals in achieving social interaction as a social encounter. Taken up this order in everyday life and conversation, it was Sacks who recorded his lectures in order to investigate social order as discussed before. Initial endeavours of Sacks on understanding order in social interaction and the reasoning that lies behind it began with the interest on recording calls to Los Angeles Suicide Prevention Centre. His primary aim was to account for the reason(s) for not giving a name in the course of the conversation and opening sections in those calls. Subsequently, moving out of data from institutional setting Sacks and Schegloff later on gathered data from daily conversations even mundane and informal talk. Institutional data on the contrary was abandoned and administered by many researchers as well (ten Have, 2004). Thereafter, Gail Jefferson published a large selection of Sacks works collected from the lectures of Sacks in 1992. Even though most of these studies were based on audio recordings, there left unexplained the non-verbal parts of the conversation, which have also been accepted as being highly significant. With the integration of video recordings researchers like Goodwin (1995) and Heath (1993), practitioners and followers extended their grasp of conversation analytic approach.

Initials of CA studies emerged with the work of Goffman, Garfinkel and Sacks. CA started with the philosophy which is in contrast with both Chomsky and Parsons in the way that CA takes each detail into consideration with the belief that these details are organized orderly and each conveys meaning concerning communicational competence. All in all, it would not be possible without this orderliness to develop meaning and understanding in interaction (Drew & Heritage, 1992). In time, CA detached from its disciplinary basement, and has been adapted into various ways. (Ten Have, 2007). Goffman (1983) argued that there is an order and norm which are regulating the interactions and these constitute social interaction. Ethnomethodology of Garfinkel was another emerging point of CA. It emphasized the contingent nature of speech and action itself with understanding action. In addition, Ethnomethodology seeks to understand mutually produced methods' role and recognition of these roles in understanding those mutually produced actions (Drew & Heritage, 1992). Following Sacks and contemporaries in ethnomethodology and CA, Schegloff reconceptualised the perspectives on the nature of social language and social interaction in terms of the kinds of data relevant and suitable for the study of language and analytic procedures to sustain

empirical investigation of CA. On the common points of ethnomethodology and CA Maynard and Clayman (2003) describe the mutual points as, "painted by the same brushstrokes, and conversation analysts would raise similar objections to arguments about their synthesis and incompatibility". According to Waring (2013b);

> CA is an analytical tool designed to uncover the tacit methods and procedures of social interaction by conducting detailed analysis of naturally occurring data transcribed from audio and video recordings. (p. 250)

Waring (2013b), through the definition above, briefly explicates methods, procedures, data and analysis of data that CA practitioners bear in mind. Waring (2013c) continues with stressing the aim of CA which is to uncover meaning of interaction from participants' perspective through micro analysis of each turn constructed. Conversation is not random or unstructured. Despite an orderly structured nature, the conversation order apparent in interaction cannot be generalized (Wooffitt, 2005). Instead, the participants co-construct the order in conversation themselves (Liddicoat, 2007).

The subject of the study in CA is the rules used by members interacting, instead of linguistic rules. Ten Have (2004) indicates that what is studied in CA works is 'to see how finely the details of actual, naturally occurring conversation can be subject to analysis that will yield the technology of conversation'. Yet, on the other hand, both as a CA analyst and applied linguist one's particular interest in benefitting from the power of CA should be alike work done in institutional contexts. Therefore, how to start analysing the data gathered from classroom interactions is also similar, which is 'a solid understanding of the relevant interactional practices (...) towards understanding the larger issue of teaching and learning' (Waring, Creider and Box, 2013). So the central approach of CA can be describing the procedures through which interlocutors produce their own behaviour and comprehend that of others (Heritage, 1948b).

CA deploys an inductive analytic approach (Schegloff, 2007; Ten Have, 1991; Heritage, 1988) that seeks to construct comprehending of regularities (Liddicoat, 2007) in the way the talk is organized from the study of naturally occurring data. As benefitting from naturally occurring data as a starting point, CA analysts need to possess 'unmotivated looking' (Liddicoat, 2007) that is, ongoing repeatedly listening and analysing to reveal the action. So Seedhouse (2005) presents the principles of CA as follows;

1. There is order at all points in interaction: Talk in interaction is systematically organised, deeply ordered and methodic.
2. Contributions to interactions are *context shaped* and *context-renewing*. Contributions to interaction cannot be adequately understood except by reference to the sequential environment in which they occur and in which participants design them to occur. They also form part of the sequential environment in which a next contribution will occur.
3. No order of details can be dismissed a priori as disorderly, accidental, or irrelevant (Heritage, 1984a: 241): CA has a detailed transcription system and a highly empirical orientation.
4. Analysis is bottom-up and data driven: the data should not be approached with any prior theoretical assumptions, regarding for example, power, gender, or race; unless there is evidence in the details of the interaction that interactants themselves are orienting to it. (p. 260)

The first principle above is the opposing against Chomskyan view of naturally occurring talk, as it denies the order in talk and defines it as arbitrary (Sert 2015). The second principle mentions about next-turn-proof that is, each sequence is shaped by the orientations of interactants in each sequence. The third principle illuminates how detailed a transcription is needed to be, even though Jenks (2013) denies the possibility of a perfect match between data and transcription. Yet, a maximum match is sought. Finally, the last principle emphasizes that the transcriptions should not be approached with a priori supposing or theory in mind, but a critical eye without assumptions (Sert, 2015).

2.6. Conversation Analysis for Second Language Acquisition (CA-SLA) and Classroom Interactional Competence (CIC)

With the growing body of literature and schools of sociocultural theories charmed many researchers in the field. Particularly with this sociocultural paradigm shift at the beginning of the twenty-first century, foci of research have been turned to real-time investigation of classroom interaction. Among these perspectives of research Conversational Analytic perspective integrated into SLA classroom research has played a major role (Pekarek-Doehler, 2010) in the last two decades. With the work of Firth and Wagner (1997) which emphasized the need to look at contextual and interactional facets of language from a more participant-relevant perspective. Subsequently, concerning sociocultural theory (Lanftolf and Thorne, 2006), economical (Kramsch, 2002) and sociocognitive approaches to SLA caused the paradigm shift in contemporary

thinking about language and language development (Pekarek-Doehler, 2010). CA, with the documenting, translating and analytic perspective of its own, furthered the understanding of language learning in the light of language use. In one of the pioneering studies Markee and Kasper (2004) emphasize the social phase of learning through social interaction as follows:

> Learning behaviours may usefully be understood as a conversational process that observably occurs in the intersubjective space between participants, not just in the mind/brain of individuals. (p. 496)

It is clear to see that Markee and Kasper (2004) claim the process of conversation may contain bits of learning to be revealed through investigation of interaction. Markee and Kasper (2004) also underline the paradigm that learning may not only become true with cognitive processes but it may also be co-constructed during conversation. With the statement above Markee and Kasper (2004) do not ignore the place of cognitive part of learning; instead they stress contribution of interactional actions to cognitive perspective's view on language learning. Pekarek-Doehler (2010) explains contributions of communicative/interactional practices to the understanding of language learning as follows;

> Learning is seen as rooted in the moment-by-moment deployment of socioculturally elaborated , locally accomplished and – most typically – interactionally organised courses of practical activities, such as telling a story, discussing an event, negotiating a mutual understanding, but also reading and writing. (p. 107)

Pekarek-Doehler (2010) states the mostly used activities in the language teaching share many common points. These common points may be the roots of language learning behaviour, and deployment of these social actions may construct a turn designs which may also be similar to one another. These interactional designs in intercultural context may put forward the possible actions deployed in common. Therefore, the investigation of social learning behaviours may promote the understanding of learning behaviour in SLA classrooms.

This paradigm shift influenced the route of research concerning classroom interaction. In this direction, CA has aroused integrated micro analytic perspective. Following this path Markee (2005) indicates that interactional data, in which CA preserves the participants' voices and actions as the central purpose of the study, generally fall behind

statistical data in experimental research. Thereafter, he continues with a finding that a single case of group work may present how teachers act and work in a small group; in addition, he adds a conclusion that SLA perspective may not accept 'off-task talk' valuable which instead may present a proof of participant everyday talk and their needs in interaction. Yet as Seedhouse (2005) states, off-task-talk identified in the raw data can be interpreted as the source of refined data which claims to be relevant to the teacher talk, and pedagogical shifts at the final phase conclusion. The micro analytic move in the interpretation of classroom talk boosted the significance of classroom interactional analysis. This movement increased not only the number of the studies but also variety concerning SLA, FLA and so on.

CA for SLA approach, with an empirical point of view, helped us to understand how second language structures in social interaction are revealed, and classroom interactional competence and development (Pekarek-Doehler, 2013). In the light of CA, Markee (2008) investigates how learning behaviour tracking method presents evidence for second language learning process; in addition to that Hellermann (2008) conducting a longitudinal research, by way of 4000 hours of classroom data, traces the development of interactional competencies of students.

Another notion which has found a place among classroom interactional research area is 'Classroom Interactional Competence (CIC)' (Walsh, 2006, 2011, 2012). It is defined as abilities of participants in the classroom (teacher and learner) to use interaction as a tool for mediating and assisting learning (Walsh, 2011: 158). Basically, such actions are believed to be opportunities for both learners and teachers in the classroom, since the interactional actions may facilitate comprehension and promote learning. Interactional competence was initially stated by Kramsch (1986): '(...) a push for interactional competence to give our students a truly emancipating, rather than compensating foreign language education'. According to Markee (2008), three components of interactional competence are as follows;

1. Language as a formal system (including grammar, vocabulary and pronunciation);
2. Semiotic system, including turn-taking, repair, sequence organization;
3. Gaze and paralinguistic features. (p. 406)

Fundamentally, CIC seeks how meaning is co-constructed in unfolding interaction, actions of participant to be sure of being understood, how repair and breakdowns are

dealt with. Seedhouse and Walsh (2010) list ways in which CIC manifests itself: (1) from a teacher perspective, a teacher who demonstrates CIC uses language which is both convergent to pedagogic goal of the moment and also appropriate to the learners. (2) CIC facilitates interactional space: learners need space for learning to participate in the discourse, to contribute to class conversations, and to receive feedback on their contributions. (3) CIC entails teachers being able to share learner contributions by scaffolding, paraphrasing, re-iterating and so on.

Following the CA-SLA research school, as described above this research beginning with the investigation of classroom interaction continues along the path that Walsh (2003) proposed as classroom interactional modes. Walsh has put forward four modes; Managerial Mode, Classroom Context Mode, Skills and System Mode, and Materials Mode. Sert (2015) basically gives instances to these modes as, 'Managerial mode (organisation of the learning environment), Classroom Context mode (promoting oral proficiency), Skills and System mode (Enabling learners to produce correct forms), and Material mode (providing language practice around a piece of material). As we are going to conclude at the latter chapters mostly and densely appealed mode of our data concerning classroom interaction is Managerial mode. As there are induced disciplinary management sequences, activity shifts, and manoeuvre transitions and so on. Among those zones of manoeuvre transition and their deployment were analysed and investigated under eleven different manoeuvres driven from the data. In the latter chapters detailed descriptions of these manoeuvres and these manoeuvres' explications will be handled.

CHAPTER III

METHODOLOGY

3.1. Research Design

This study is conducted through Conversation Analytic perspective of qualitative research designs. With the consideration of Conversation Analysis's (CA) emergence through ethnomethodological initials and subsequently with the endeavours of developing social actions in conversation, this study investigates classroom management interactional features of pre-service English Language Teaching Department students. According to Creswell (2007), qualitative research is defined as an inquiry process of understanding that aims to explore a social or a human problem (in Balli, 2011). Balli (2011) asserts engagements of qualitative researchers such as; reflection of process, complex interpretation, and a description that extends previous research or that signals a call for action. The study aims to research case by case interactional sections of English as a Foreign Language classroom, with questions and comparisons lying at the heart of induction and deduction (Strauss and Corbin, 1998). Basic principles and scope of CA, Ethnomethodology and CA in doing qualitative research are stated below.

Conversation Analysis emerged from ethnomethodology school (Garfinkel, 1967). Therefore, the rules and procedures employed are sociological rather than linguistic character (Nunan, 1992). Yet, beyond the inquiry of speech acts invitation-response, offer-decline, and question-answer alike; CA also investigates sequence organization in

conversation, speaker- selection, turns allocation, topic relevance, and so on. In order to set the scene clear, the perspectives of Discourse Analysis (DA) and CA need to be emphasized, too. Basically, what DA analysts focus on is routines in speech; on the contrary, what CA analysts seek is social actions in conversations. Such major distinguishing features of CA are listed by ten Have (2007) as follows:

- *CA operates closer to the phenomena* than most other approaches,
- *CA favours naturally occurring data* rather than 'experimental' or 'researcher-provoked' ones,
- CA's perspective on human interaction is *organizational* and *procedural,*
- CA can be seen as a study of language-as-used, but this is not done in terms of a linguistic system as such although there is a rising interest in the different interactive resources that various languages provide...(p. 9)

One object of CA is investigation of *talk in interaction* (Drew and Heritage, 1992b). To Psathas (1995) CA studies the organization and social actions' orders in interaction. 'This organization and order is one produced by interactants in situ and oriented to by them' (Seedhouse, 2004: 22). Waring and Hruska (2011) define two central goals of CA as; 'to uncover the participants' own orientation toward the interaction by examining minute details such as pause, prosody, word choice, timing etc. (...) Second, analysis begins with the meticulous inspection of single instances, where the orderliness of sociality resides'. At this point, Seedhouse (2004) emphasizes and contrasts the idea that CA is rooted in micro detail and cannot provide anything about interactional organization on a larger scale.

Walsh (2002) investigated constructive and obstructive social actions in teacher-student interaction in a teacher-fronted classroom context which is found to be in parallel with our study investigation which aims to unfold classroom management manoeuvres of pre-service teacher of English. Walsh (2002, 2006) listed five reasons to employ CA for such investigation in classroom context as, '(1) focus on naturally occurring data with no attempt to 'fit' the data to preconceived categories; with an emic perspective after induced analysis of data, utilization of participants are to be demonstrated by reference to and examples from data; (2) the patterns of language which occur in a second language classroom are socially constructed by the participants (Prabhu, 1992; van Lier, 1998; Seedhouse, 1996; Johnson, 1995) in the same way that any naturally occurring conversation is constructed by turn-taking, sequencing of acts, topic shifts, and so on, (3) like any other institutions, classroom discourse has its roots; in which CA sets outs

to explain the rules which operate to ensure that talk is maintained and sustained across the contributions of, possible, several speakers; (4) the classroom context, under a CA methodology, is regarded as being dynamic (...) within any one lesson, according to the goals of the participants, there will be frequent changes in the 'micro-context', thus such data needed to be investigated accordingly; (5) A CA methodology is able to cope with the goal-oriented nature of institutional discourse, in which the behaviour and discourse of participants are influenced by the goal (or more likely, goals) towards which they are striving'.

Bearing all above in mind, this study with a CA mentality aims to reveal classroom management manoeuvres, which are accepted to be social actions of classroom, through investigation of turn-takings, sequence organizations. (See *Data Analysis* in the following chapter for detailed information).

3.2. Participants

The participants, who are mentioned as either student teachers or pre-service teachers of English, are the 57 third-year-students of Muğla Sıtkı Koçman University English Language Teaching Department who were enrolled in "Teaching English to Young Learners I, and II" courses (during 2013-2014 academic year) which are given in the third year of ELT Department in Muğla Sıtkı Koçman University. Most of these student teachers were females compared to males (35 females and 22 males). Their English Language level was B2 and above, since they had been assigned with a centralised language exam result which was conducted by ÖSYM (Student Evaluation and Assignment Centre). These student teachers had also passed the theoretical courses as 'Language Acquisition I and II, Approaches and Methodologies I and II, Teaching Strategies, Teaching Principles and Methods, Linguistics I and II, Educational Psychology and Special Teaching Methods I. Along with those courses, the students teachers also had taken supplementary language skill development courses. Besides these courses, at the same term the study conducted, the student teachers were registered to compulsory 'Teaching Language Skills I and II and Special Teaching Methods II' practice focused courses, too. Obviously, the courses the student teachers had succeed previously focused commonly on theoretical parts of language teaching and general principles of teaching and learning. As applied all over the country as a centralised

teacher training system, till the third and fourth grades of the student teachers' academic career they do not have chance to practice at a real classroom context, unless they are hired by some tutorial course centres which are private and out of curricula. It is also induced from the observation tasks of these student teachers that all of those student teachers can be categorised as none experienced student teachers and these micro teaching sessions would be their first step into real classroom setting. Thus, this micro teaching in a real classroom setting was designed and planned and organised together with my supervisor, the researcher and daily-care-centre (in which micro teachings were conducted) managerial board. All permissions were obtained before giving a start to the micro teachings (Jenks, 2011). Since the praxis in the third year of academic do not exist in the set curriculum, permissions also contained information about significance of the study, research needed and proposed and so on (see Sert, 2010; for a detailed curriculum discussion of ELT programs). On the other hand, the target class was a kindergarten level school and the class consisted of 15 five-year-old children. These were the children of the administrative and the academic staff of Muğla Sıtkı Koçman University. There were 9 girls and 6 boys in the class. However, some sessions began during the first session of the day therefore there was an issue regarding late joining and absent children during the micro teaching sessions.

These student teachers were asked to present lessons both during the first and second semester of 2013-2014 Academic year. Student teachers were introduced initially with the definitions of young learners and then with practical lesson design and requirement to consider inside a young learner classroom. Student teachers were asked to form groups of three to complete the task submitted. The micro teachings began in December, 2013 and lasted till May, 2014.

3.3. Data Collection

The study took place over a period of seven months together with the initial observation task and micro teaching sessions in the following phase. The teacher candidates at first were given observation tasks adapted from the book of Scrivener (1994) (see appendices) with the purpose of familiarizing the student teachers concerning lesson plan and flow at the real time teaching atmosphere. The observation tasks adapted were focusing mainly on behavioural classroom management strategies, tactics and

manoeuvres of the teachers who are working for the Daily Care Centre. They were also asked to observe the classroom management skills of the English teacher of the classroom. At the initial observation phase, student teachers were divided into groups of seven and each group consisted of eight student teachers. Although the number of student teachers in a group seemed too many, as the purpose of the observation tasks was just focusing on teaching without being on stage and as it was an individual task, there wasn't any face to face interaction concerning on going teaching. These observation tasks lasted for two months and ended in December in which some groups began practicing in order to prepare themselves for their micro teaching sessions. During the first phase, there weren't any recordings, since the main aim at this step was to increase the awareness of the teacher candidates (Sert, 2010) regarding behavioural management skills of student teachers. In the following semester, the teacher candidates were asked to teach in groups of three in the daily-care centre of the university which took five months to complete the micro teachings and their recordings. Each week a group was responsible for the English lesson teaching (some groups that were expected to teach during holiday weeks did their micro teachings in another week but different days and sessions different from the pre-planned groups) and each micro teaching was recorded by the researcher with a video camera. These recorded micro teaching sessions' videos were transcribed on Transana software with transcription convention system (see Sert, 2015; ten Have, 2007; Seedhouse, 2004, 2005) developed by Gail Jefferson (see Appendices). The rationale for working with transcripts and recording clips demonstrated by ten Have (2004) as follows;

> Tapes can be played again and again, and transcribed with great care; one can gain access to details of the organization of verbal interaction that would not otherwise be available. (p. 52)

In addition to recordings, field notes were taken during the classroom experience and off-record group discussions were organized to get the teacher candidates' self-reflections on a weekly basis so as to prevent any possible obstacles we might have encountered.

3.4. Data Analysis

Data gathered through video recordings was transcribed with Transana software. The transcriptions of eight full hours of micro-teachings were analysed case by case via NVivo to induce manoeuvres of student teachers concerning classroom management with an emic perspective (see Appendix I for transcription conventions to get the indications of each convention in the findings part). The purpose of approaching with an emic perspective (Wong and Waring, 2010; Waring, 2009; Markee & Kasper, 2004; Üstünel, 2004; Sert et al. 2015; Robinson, 2013; ten Have, 2004, 2007; Sidnell, 2009) initiated by Pike (1967) as;

> Emic perspective is a way of looking at language and social interaction from an "insider's" perspective, i.e., stepping inside the shoes of participants to understand their talk and actions.

Clearly, since emerging from an ethnomethodological background, in which social actions are considered to be investigated, an emic perspective has been accepted as the most relevant and applicable way to study instances of social actions without any pre-suppositions or research proposal sketches. Central focus was to unfold interactional patterns of conversation between student teachers and children, with a particular focus on behavioural management manoeuvres of student teachers. Such bottom-up approach to the collected qualitative data gave us opportunity to induce interactional and linguistic patterns commonly and repeatedly occurring with an order in the data. 'Why this, in this way, right now?' (Seedhouse, 2005), analytic and sceptical eye helped us to comprehend and interpret the cases constructed mutually by participants. Turn takings, sequential organizations, repair organizations and preference were taken into consideration, in the meantime. With the focus on turn constructional units and transition relevance places (Sert, 2015; Sert, et al. 2015) which sustain turn allocation and turn giving opportunity to maintain conversation, management in classroom interaction was investigated. At the transition relevance places the manoeuvres (Waring, 2011) were analysed to unfold interactional features. The classroom interactional movements and their relations with the pedagogy were identified as '*reflexive relations*' and categorised under four contexts; form-and-accuracy context, meaning-and-fluency

context, task oriented, and procedural contexts (Seedhouse, 2004). Bearing these contexts and Walsh's (2006) Classroom Modes (mentioned in CA-SLCIC) in mind, we had a better chance to detect, discover and understand the student teachers' deployed manoeuvres during the session. These findings, case by case and title by title will be analysed and discussed in the Findings and Discussion part in detail.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter of the study, I am going to give fine-tuned details of induced manoeuvres and zones of manoeuvre transitions which came out of the data transcribed via Transana software. There have been 11 different manoeuvres coded from the data which affect the disciplinary management manoeuvres of the pre-service teachers. Thereafter the children's behaviours (both interactionally and physically) in the classroom which mutually affected each other have been under investigation of the research. These interactional manoeuvres are going to be discussed with their representatives (extracts) which came out of the transcribed data.

The patterns of classroom management manoeuvres, which have been identified in the study, are naturally not isolated from each other; instead they were interwoven during the same instances. For an example, a *high-pitched talk manoeuvre* was deployed at the same time with a *yes manoeuvre*. While analyzing, representative extracts were chosen to be the best representative of the manoeuvre. The drawn extracts also contain mostly and densely used manoeuvre(s) in the meantime. At the very beginning of the manoeuvre analysis chapters NVivo coding figures are installed to portray the manoeuvre analysed. In the data coding, all the names given are pseudonyms. Pre-service teachers are coded with 'T', first letter of their names or 'Tx' in the intervention phases. In addition students are coded with 'Ch' if not defined or with the first letter of their pseudonyms. The detailed analyses are presented in the following sections.

On the calling the pattern of student teachers' deployment, Waring (2009, 2011) calls the action of novice teachers on dealing with behavioural incidents as 'manoeuvre'. With the words manoeuvre[ing] Waring (2009) emphasizes the control of the deviant incidents immediately by teachers. Hence, incidents of student teachers to manage immediate behaviour control, leads student teachers to manage control over children with the aim of managing face threatening phenomena. Strategy or tactics were the other possibilities initially. However, when prequisites of strategies and philosophy of tactics are compared with the instant decision required manoeuvres were thought to fit best for name calling.

List of manoeuvres identified were as listed below;

1. Attention-Silence Request
2. Calling Name
3. Clapping
4. Conditional Talk
5. High-Pitched Talk
6. Hush-[ing]
7. Pause for Silence
8. Personified Object Talk
9. Phrases Talk
10. Intervene of Tmain
11. Yes Talk

4.1. Attention-Silence Request
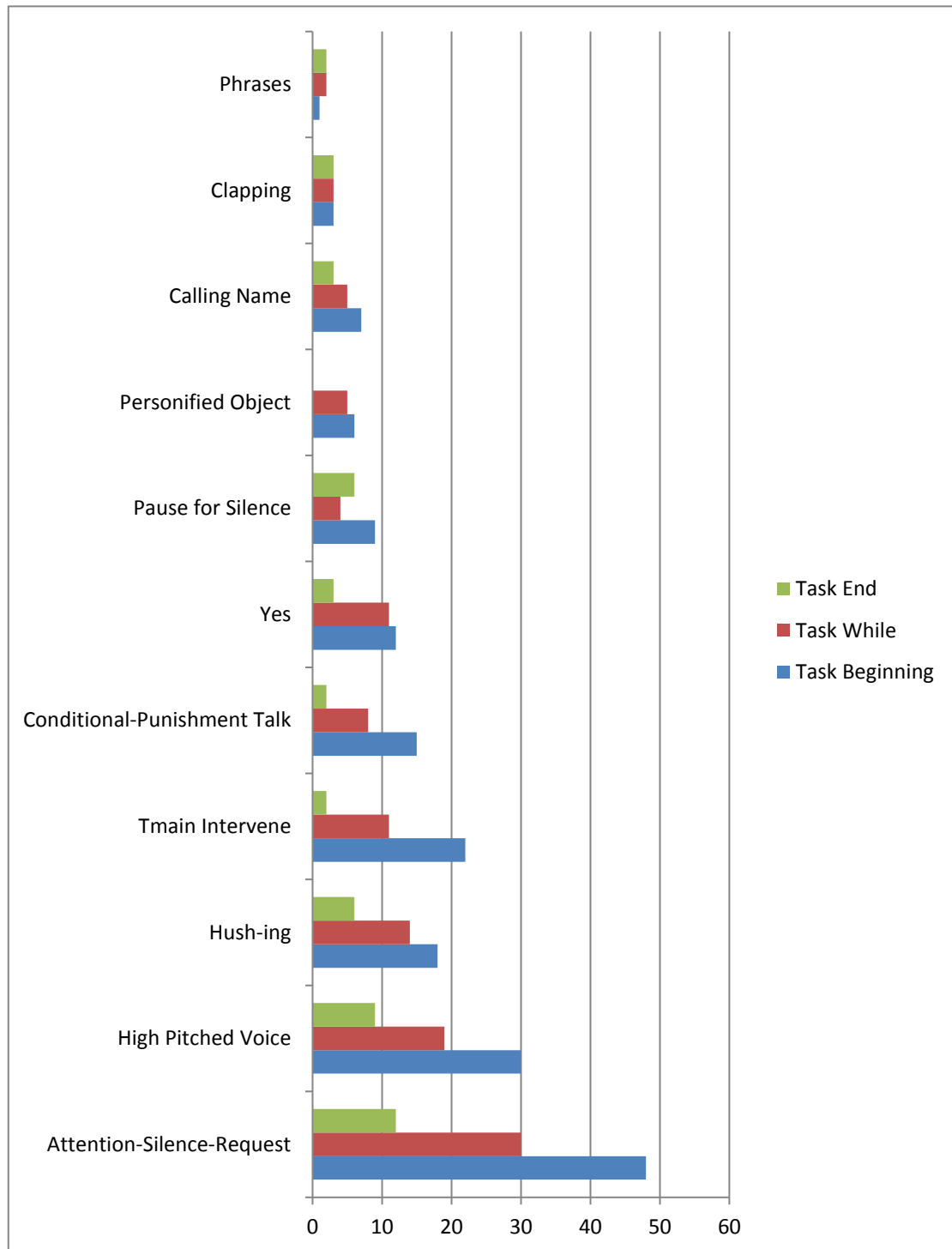
Figure1. Silence-attention talks use

Considering the chart above, it can be stated that 'attention-silence talk' was used at most among other manoeuvres. It is easy to see that it was densely accompanied with *high pitched voice, hushing* and *intervention of Tmain* and in addition particularly this manoeuvre was densely used at task beginnings. With 'attention-silence talk' we seek for sequences or tokens aiming at silence or attention request. The other manoeuvres which are going to be mentioned in the following chapters also share the same purpose. The distinguishing point is silence and attention request is a disciplinary management goal, yet silence-attention talk is a section of that purpose. In other words, utterances of silence-attention talk aims at silence-attention request indication in general. Hence, silence and attention is an umbrella term to be discussed below with the instances.

Extract 1.

```
1.   Fatma:=[HUSH Ömer Ali ]
2.   C:      [(           )]
3.   Fatma:          [hush ]
4.   →A:             [şarkı] yı güzel bi şekilde dinleyin
        tamam mı sonra böyle .hhh beraber söylicez[ alkış ]
        larla
5.   M:                          [>evet< ]
6.   →M: (.) gürültü yapmadan dinlemeye çalışın=
7.   →A: gürültü yapmadan dinleyelim¤(0:02:13.6)
8.   C: küçük [kurba kü]  çük [ kurba        ]
```

The extract is an instance of interactivity shift (Mehan, 1979). Fatma was the Tmain (the original teacher responsible for the children). Tmain was a dominant character who jumps into scene whenever she feels there is a need to intervene. Those moments in which there was an intervention mostly created the zones of manoeuvre transitions even in the other chapters, too. The extract began with the warning of Tmain which was directed to the students and called the student's name. This sequence may be another instance that Jacknick (2011) embraced. Namely, student initiation at the interactivity shifts overlapped with teachers as in this example and ended with an apology by the students which is the divergent point of this study rather than that of Jacknick (2011). Since, in my data apologising was not densely used by children at these moments, which may be accounted for context differences or cultural effect. In line 1, Tmain jumped into scene '*Ömer Ali'* with onset *hushing* and extended her turn with another *hushing* in line 3. This can be put in the classification of Atici (2007)'s non-verbal messages to disciplinary management of classroom. Yet, there was still an overlapped sequence in line 3 and 4. In line 4, A (student teacher) kicked off turn probably with

supposing that Tmain had completed her turn and left the floor. Anyway, Tmain's turn did not last long and after this overlapped sequence Tmain ended her talk and thus A continued with other words, Tmain stopped with the intervention of pre-service teacher A. Thus, manoeuvre changed from *hushing* to *silence attention talk request* with the change in turn takings. In line 4 A gave a silence-attention token with the words "*güzel bir şekilde dinleyin (tr: listen to music nicely)*". Here the word 'güzel' could also be interpreted and translated as 'good or carefully' yet this word preference did not intend to mean carefully or good at all. Beyond that it asked for being nice and calm while listening. There occurred another overlapped sequence in line 5, too. M (the other student teacher) intervened A's turn and gave an acknowledgement to A's request in line 4. M in the following line extended turn and after a brief pause continued with another silence request talk which asked kids to listen without making noise. This acknowledgement and turn extension in lines 5 and 6 confirmed the claim we presented in line 4. A took the turn back again and also repeated M's utterance in the previous line. This was another confirmation of silence-attention talk. However, C took the turn and broke the silence by telling the rhyme which might be an instance of failure regarding silence attention talk at the activity beginnings or openings in other words.

Extract 2.

```
1.  T: evet bakı: n (0:02:48.6)
2.  →T: şimdi(0:02:50.6) sessiz olun
3.  T: hep birlikte nasıl olduğunu söylicez (0:02:54.3)
4.  →CC: ((off task talk))
5.  T: ↑ hişt (0:02:56.5)
6.  →T: dinler misiniz(0:02:57.9) ((angry tone of voice))
7.  T: hep birlikte hep beraber söylicez tamam
        mı(0:03:01.1) ((normal tone of voice))
```

T called attention in line 1 "*evet bakı:n (tr: yes listen)*". With an onset 'now' continued with silence talk "*sessiz olun (tr: keep silent)*". T in line 3 extended turn and gave introduction token. In response, kids started to talk and uttered off-task talk (Markee, 2005) which was indefinable too. Thereupon, T took the turn back and uttered higher pitched *hush*. At this zone line 4 of the students might be uttered as the indicator of manoeuvre transition since in the following line T continued extension with *hush* and raised pitch. This was the transition sequence as obvious, silence attention talk in lines1

and 2 turned into hushing manoeuvre in line 5. Furthermore, T extended manoeuvre change in the following line with a return to silence attention talk. Here T gave a stressed silence-attention talk. It was also remarked that T had an angry tone of voice. This utterance with such tone of voice might have resulted from off task talk in line 4. Through having stressed the silence-attention talk, most probably T aimed at consolidation of silence and preventing any other possible off task talks. Here we can also see that how the student teacher T uttered a threatening talk within a form of sentence signals request. This demonstrates how a positive request token can be utilized to warn kids and manage discipline. This is a sample of how pre-service teachers during the study are 'inundated by classroom management problems' (Crow, 1991; Martin, 2004). In the following line T abruptly shifted the tone of voice and gave an introduction token with a normal tone of voice. This sudden change signalled how T utilized stressed talk and strained tone of voice to manage silence and how T changed the manoeuvre to continue the task. Such practices by pre-service teacher may be able to portrait the belief and epistemic status of these teachers regarding classroom management. We can here claim that student teachers can manipulate the structurally positive utterances in order to manage task. Yet, we cannot totally declare them as strategic manipulators, since the reason that lies behind this is probably being inexperienced.

Extract 3.

```
1.  T: HİST
2.  →T: ↑ bi dinler misiniz¤         (0:06:11.7)
3.  →T: HİST Bİ SESSİZ OLUN¤         (0:06:13.6)
4.  T:    ↑"  şimdi   ama   bak   ↑   kim   gelcek
       sınıfa"¤         (0:06:16.4)
5.  T: size ↑ kim ne yapcak¤         (0:06:17.9)
6.  "T:geçen dönemden hatırlıyor musunuz ↑ peri kızı
       gelmişti"¤         (0:06:22.1)
7.  T: sihirler yapmıştı¤         (0:06:23.8)
8.  Cx: evet¤         (0:06:24.6)
9.  Cx: ↑ peri kızı:
```

This extract was from the covering part of the teaching activity. T wanted to call the personified cartoon character 'fairy girl' and wrapped up with the help of fairy. T

seemed to have believed that by drawing attention, she could complete the task easily. In line 1 T wanted to settle down the kids before starting which also may be the indicator of how pre-service teachers were struggling with disciplinary management initially (Reupert and Woodcock, 2010; Kher, Lacina-Gifford and Yandell, 2000). T uttered *hush* and continued in line 2 with a silence request talk "*bi dinler misiniz (tr: could you listen to me)*. Yet, T felt the need to copy the request talk and therefore, extended turn by uttering another silence request talk with high pitched tone of voice and with preamble *hush*, and continued also with silence request talk. Here T talked with *high pitched voice* and talked as if commanding. T extended turn in the following line and again with higher pitch, yet after uttered a convincing token. This clearly showed that T had realised that yelling and hushing would not be beneficial to use. This was the evidence that pre-service teachers sought for manoeuvre transition to handle the classroom better. Thus, lines 2 and 3 were the pre-transition sequences and in line-4 transition occurred and T changed the *silence attention request talk manoeuvre* to *higher pitched manoeuvre* to convince children to pay attention. After that, T continued the same convincing turn in the following line 5, too. However, above there came no response from kids, T uttered a recalling assistant token which gave a clue about the time the kids experienced with the character. This recalling was extended in line 7, T mentioned fairy's magic at that time. Finally, Cx recalled the character and by taking the turn and gave a confirming/acknowledgement token *yes*. There was a shift in the teaching task context (Seedhouse, 2004). Namely, T's preamble with the intention of disciplinary management which can be put under 'Form and Accuracy Context' shifted into 'Meaning and Fluency Context' with the turn extensions of T having aimed at fostering student initiates. Finally, Cx extended the turn in line 9 and gave a higher pitch calling name. This calling name was just about the excitement that Cx felt about recalling the name of the character requested by T. This drove attention of the whole class and creates a suitable moment for transition to the task that was planned.

It can be concluded that silence-attention talks as other manoeuvres in the study aimed at managing silence and drawing attention to convey the task planned. Next, these talks were generally used at the time in which kids started to lose attention on the topic or task. These moments in which kids were losing attention were indicators of manoeuvre transition zones. As in the three extracts above, the sequences which possessed off-task talk, face-threatening token or talk as a sign of anti-classroom management could be

named as the manoeuvre transition units. As can be seen from the extracts, after these manoeuvre transition units, T employed another manoeuvre different than the one they had experienced previously. These manoeuvre transition units are going to be analysed through various samples of classroom talk in the following sections, too.

4.2. Calling Name
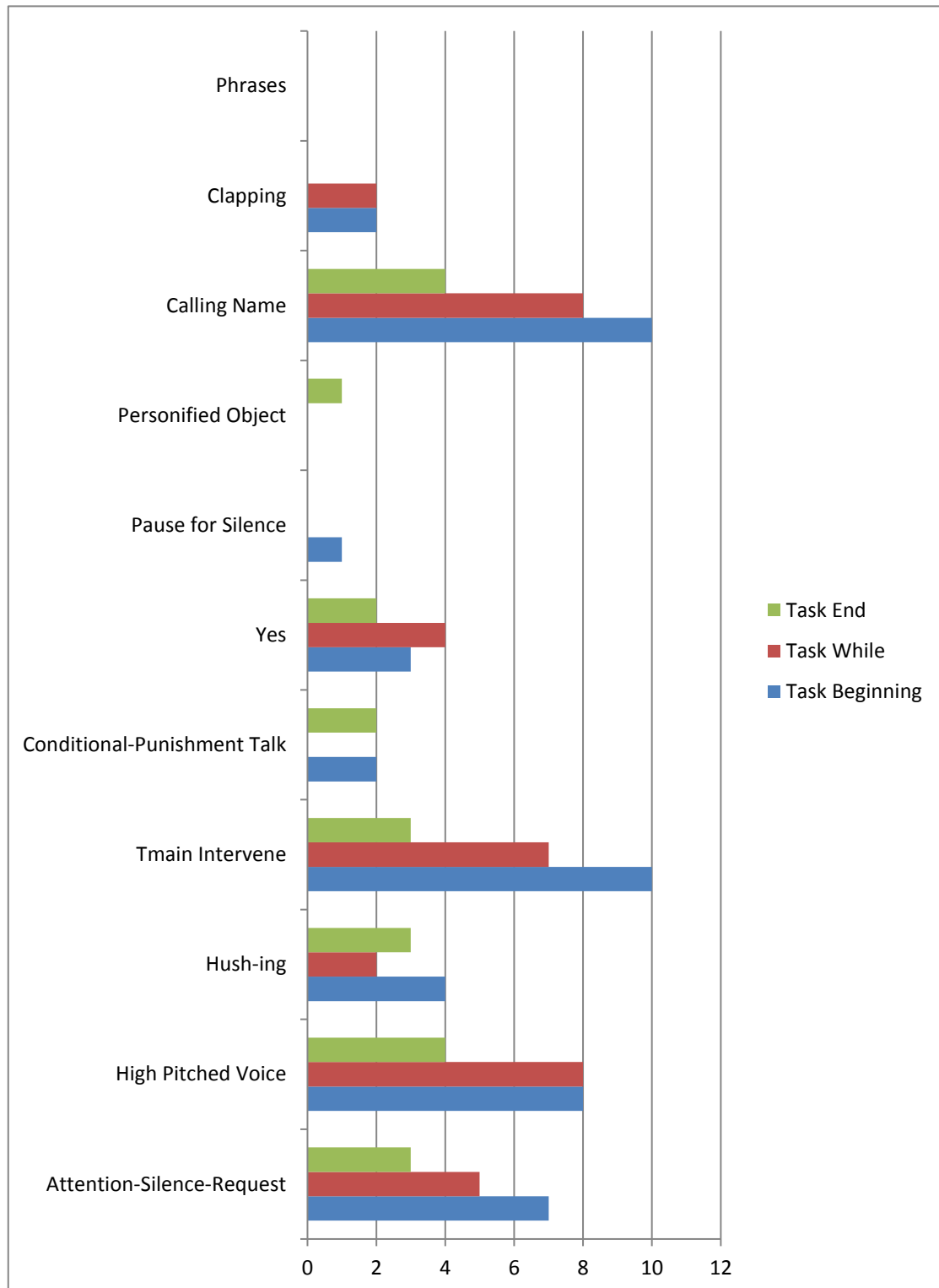
Figure2. Name calling use

When the chart above is considered; one can easily catch the density in the use of Name Calling with Tmain Intervene, High Pitched Voice and Attention-Silence Request manoeuvres. What lies beneath is supposed to be the lack of knowledge regarding names of the kids by pre-service teachers. Another point to emphasize is the dominant role Tmain takes on (Markee, 2000; Sinclair and Coulthard, 1975) as pre-service teachers are novice in terms of teaching experience. Thus, for pre-service teachers it seemed like a harbour to shelter in to get the assistance of Tmain (Bromfield, 2006). This is also accepted as something very ordinary, as student teachers didn't have time to learn all the names of the kids beforehand. That explains why calling name manoeuvre mostly appealed to Tmain.

Extract 4.

```
1.    "C: (15.0) ARKADAŞLAR ARKADAŞLAR HERKESİN ELİNDE
      SAYILAR  VAR SAYILARINIZI GÖREYİM GÖSTERİN BAKAYIM
      (.) ARKADAŞLAR AMA BAK PETER ÇOK ÜZÜLÜYORMUŞ
2.    Tmain: EVE:::T
3.    C: ŞİMDİ HERKESİN SAYILARI VAR MI ELİNDE BENİ
      DİNLEYİN BAKALIM
4.    →RT: ERDEM hushhhushh
5.    C: EVET HERKES KALDIRSIN SAYILARINI
6.    →RT: ↑ "ERDEM DEMİRER ↑
7.    C: evet hadi sen de kaldır
8.    Ch1: ABLA::
9.    C: efendim
10.   Ch1: (...... sayıları)
11.   C: efendim!
12.   Ch1: (.... sayıları)
13.   →C: tamam kaldır sayını sen
14.   C: (2.0) hıh şimdi indirin sayılarınızı
```

The extract was from the transition phase of the activities and C (pre-service teacher) is trying to continue with the number-flashcards handed out by the previous pre-service teacher. C in line 1 kicked off the activity after 15 seconds pause which was the gap of preparation between the previous teacher leaving the floor and next teacher taking the scene. Here in line 1 C, used high pitched voice to manage attention getting and pursue planned teaching task flow. After an initiation C gave a short pause which was the indicator of a '*manoeuvre transition zone',* since in the following initiation C used personified object Peter manoeuvre with high pitched voice*"(.) ARKADAŞLAR AMA BAK PETER ÇOK ÜZÜLÜYORMUŞ (but Peter is getting sad, my friends)".* C uttered the conditional talk with the hope that disturbance of Peter might have affected the kids

and it helped to keep them silent. In line 2 Tmain took the turn and acknowledged the condition C uttered in the previous line. That is to say that, proposal of Peter's disturbance as the rationale to handle the children turned into condition as it was a way of threatening; clearly this could be the reason for ensuring silence with conditional token. In line 3, C gave the intention of beginning the activity by checking the readiness of flash cards that had been handed out to kids. In the meantime, C spoke loudly which might have been accepted as the intention of giving directions to control the students (Kher, et al. 2000). Tmain, in line 4, took the turn again and called '*Erdem*' pursuing with "*hush hush*". Tmain also wanted to ensure that all is silent and steady to begin the activity; therefore, Tmain wanted to make Erdem stop being naughty any more. This was another zone of manoeuvre transition as there was Tmain intervention and pre-service teachers' turn taking back. Yet we cannot claim that C was disturbed with that intervene, on the contrary, we may even say that C was benefitting from the Tmain's control (Bromfield, 2006). In line 5, C took the turn back and began the activity *"EVET HERKES KALDIRSIN SAYILARINI (tr: yes all raise your numbers)"*. Here by using 'yes' C wanted to confirm that classroom was set to continue and also acknowledged Tmain sequence and redirects. Without any pauses C continued to check directly through asking in order to raise numbers. However, Tmain showed the need for warning the same kid '*Erdem*', with high pitched voice token in line 6. With the sequence by Tmain in line 6, C also felt the need to warn that child again to continue, so C warned however with a normal tone of voice. This manoeuvre could be interpreted as C might have thought the inutility of using high pitched voice as in line, it was used, though. The child continued moving and in line 6, Tmain used the same way again. Another implication on the same line can be said that C might have suffered from Tmain's dominance. In line 8, Ch1 (a kid but not Erdem) takes the turn and call the students teacher as *"ABLA:: (tr: dear sister)"*. This elongation (Hellermann, 2003) and high pitched voice (Schegloff, 2000) was the indicator of a turn request. As in the following line C took the initiation and replied as *"efendim (tr: yes please)"*. This can also be taken as an acknowledgement and a turn giving sequence. In line 10, Ch1 replied and asked question, yet there was an insufficient knowledge that it was not understood well except the word 'sayıları (tr: numbers)'. Thereby, C asked for clarification *"efendim! (Pardon me!)"*. C1 took the turn again and repeated, but it was not understood well again. Therefore; C concluded that it was not going to be understood as the kid was not talking clearly and with the aim of continuing and completing the activity C ignored the

childCh1 and continued with the number flashcard raising "*tamam kaldır sayını sen (tr: okay raise your number)*". In other words C firstly acknowledged Ch1 and then redirected (Waring, 2011) the turn to the whole group. In the last line of the extract, there was a two second pause which was the gap in which the kids raised their numbers in their hands and C gave the exclamation of evaluation "*hıh (tr: yeah)*". After that C asked to lower the number flashcards.

In this extract, calling name in the lines 4 and 6 uttered by Tmain with the purpose of warning and attention drawing. Apart from Tmain intervention another point to consider is manoeuvres of C during Tmain intervention. C acknowledged Tmain dominance and over control during whole extract and did not seem to be irritated with the intervention, in contrast C acted as if to be happy with the intervention as C accepted this as an assist.

Extract 5.

```
1.      B: diğeri de.
2.      F2: E:yü:p yaslan oğlum arkana(0:12:21.5)
3.      0:12:24.1)
4.      B: ÇOCUKLA:R. Beni dinleyin
5.      B: (2.0) ikincisineymiş (0:12:29.9)
6.      B: (.) SUMME:R
7.      SS: Summe:r
8.      "B: eve:t. (              ) summer gelince artık çok
        sıcak oluyor ↑ Dimi:
9.      (0:12:40.1)
```

This sample extract came out of teaching task in which the purpose was teaching names of the seasons. In line 1, B initiated the turn with an elicitation request utterance "*diğeri de. (tr: the other one is.)*", in addition to that, the turn ended with falling intonation. This was a typical information mining way of turn allocation to whole group. But in the next line F2 (Tmain) took the turn instead and warned Eyüp to lean back. And there was a (2.6) seconds pause which was the indicator of waiting for silence (Goodwin, 1980) with the aim of maintaining the task (Garton, 2012; Walsh and Li, 2013) and to complete the activity. After pause B took the turn and uttered a high pitched voice with elongation (Waring, et al., 2013) when calling to the whole group as "*ÇOCUKLA:R (tr: kids)*". This was the indicator part of manoeuvre transition zone since there was a role exchange between F2 and B. After that calling, B lowered the tone of voice and continued with silence-attention talk and gave a (2.0) second pause between lines 4 and 5 which was obviously manoeuvre transition zone which aimed to settle first to move on the pedagogical task. In line 5, B took the turn again and continued the teaching task

by initiating an information request token. B gave a short pause and expanded the turn as there was no response from the kids. This pause was the zone of manoeuvre transition, too; as B began with yelling and elongation but ended with lowered tone of voice. In addition B gave a little space as the indicator of silence request. More importantly, even though B used manoeuvre transition, B quickly returned to pedagogical task sustained initially instead of a task shift (Seedhouse, 2005). Yet B gave just a little time to get responses from the kids. So in line 6, B answered the knowledge requested in line 5 with high pitched voice which might have been with the aim of emphasizing the vocabulary to manage permanency of vocabulary in the minds. In line 7, all children in chorus took the turn and repeated the utterance of B in line 6. In line 8 B took the turn and gave an evaluation sequence by acknowledgement token "*eve:t (tr: yes)*". B continued with the contextualization of the word with the integration of weather climate conditions at the mentioned season and ended with a question tag which was a turn initiation, too. B waited for (2.1) seconds, yet no response turned back. Thus, B took the turn again and gave confirmation of correctness of the knowledge uttered in line 8 and continued with evidence on the flashcard which was showing that kids were swimming.

As obvious, Tmain is the side who intervened to call the names of the kids as in the first extract in this chapter. This was probably due to being unfamiliar with the kids' name. Even though few student-teachers tried to use names of the kid, most of them were not able to memorize the names. This underlines the significance of knowing the names of the kids as a teacher that is also mentioned by many student-teachers during, after session unofficial conversations. In the following extract, we are going to see how it might affect the flow and discipline management.

Extract 6.

```
1.      T: [hadi oturun yerlerinize]
2.      ChCh:[(...                    ](0:05:54.0)
3.      →T:      hadi     otur     yerine      ((to      a
        kid))(0:05:55.4)(0:05:58.0)
4.      →T: hadi ama otur yerine şimdi Hül. (0:06:00.3)
        (0:06:07.6)
5.      T: HİST
        [tr: HUSH]
6.      T: ↑ bi dinler misiniz(0:06:11.7)
7.      T: HİST Bİ SESSİZ OLUN(0:06:13.6)
8.      T: ↑şimdi ama bak ↑ kim gelcek sınıfa
9.      (0:06:16.4)
10.     T: size ↑ kim ne yapcak(0:06:17.9)
```

```
11.     T:geçen dönemden hatırlıyor musunuz ↑ peri kızı
        gelmişti(0:06:22.1)
12.     T: sihirler yapmıştı(0:06:23.8)
13.     Ch: evet(0:06:24.6)
14.     Ch: ↑ peri kızı:="
15.     T:=EVET (0:06:26.2)şimdi peri kızı geliyor
16.     (0:06:27.5)
17.     T: ↑ hep birlikte sessizce oturun yerimizde .hhh
        onu bekleyelim(0:06:31.1)
```

This extract was from the covering part of the teaching task, as it was also clear from the first line that T was trying to make the children sit. There was also an overlapped sequence in the lines 1 and 2. Yet kids' utterances were vague to decode. In response, T continued turn in line 3. Here T wanted to stop a certain kid who was noticed as the problematic cause of the noise. Probably, T did not know the name of the kid, thus T called "*you sit down*" in the line 3. T gave a pause of (2.6) seconds to make kids sit. However, children seemed to be ignorant and in line 4, T took the turn again and repeated the request of sitting back. "*hadi ama otur yerine şimdi Hül. (tr: come sit down now Hül.)*". In line 4 T started request and tried to explain about the next activity but stopped suddenly and gave a pause of (7.3) seconds. This pause was the indicator of disciplinary management manoeuvre known as pause for silence in this study. And also this pause was the zone of manoeuvre transition as T uttered a silence attention talk to make the child sit yet failure in that attempt caused to seek a new manoeuvre which came instantly not pre-planned. After pause, T took the turn and began (Goodwin, 1980) the sequence with high pitched 'hush' and continued in line 6 and 7. In line 6 with the higher intonation uttered request of silence-attention. Yet, T continued the turn in line 7 with the higher pitched tone of voice and the request in line 6, turned into command in line 7. However, T maintained request of attention in line 8 and with higher pitched voice. Yet in line 8, manoeuvre transition occurred again and T changed the manoeuvre with the intention of charming attention by using interest arousing sequence. In line 9, T expanded the same manoeuvre used in line 8, too. In line 10 and 11 without letting, kids gave responses and T continued explanations for fully understanding and tried to make kids recall the fairy girl character from previous term. This line was the sample of engagement of the kids. Eventually, Ch took the turn and replied with the indicator 'yes' of recalling in line 12, and in line 13, Ch continued with naming the character 'fairy girl'. With the expected response token, in line 14 T uttered 'yes' of evaluation which acknowledged the Chx's turns (line 12 and 13). After 'yes', T

invited the fairy character inside. Yet in the next line T demonstrated for silence and attention request and took a deep breath and asked for them to wait for the character in silence. This deep breath was the sign of fear or anxiety that was supposed as highly probable by T.

As obvious failure in calling name resulted mainly from pre-service teachers' not knowing the names of the kids prior to their practice. Thus, Tmain's intervention and taking the scene occurred at most with calling name manoeuvre. This intervention by Tmain also confirmed the data as in Bromfield (2006) claimed; that is, pre-service teachers seek for assistance and harbour to shelter as soon as they need it. In this study, the claimed need was satisfied by Tmain who was present there all the time. Letting Tmain into the scene, pre-service teachers at some sections lost the control and sought for various ways to handle the situations. Particularly, what caused manoeuvre shifts in this chapter was seeking for ways to deal with those cases.

4.3. Clapping
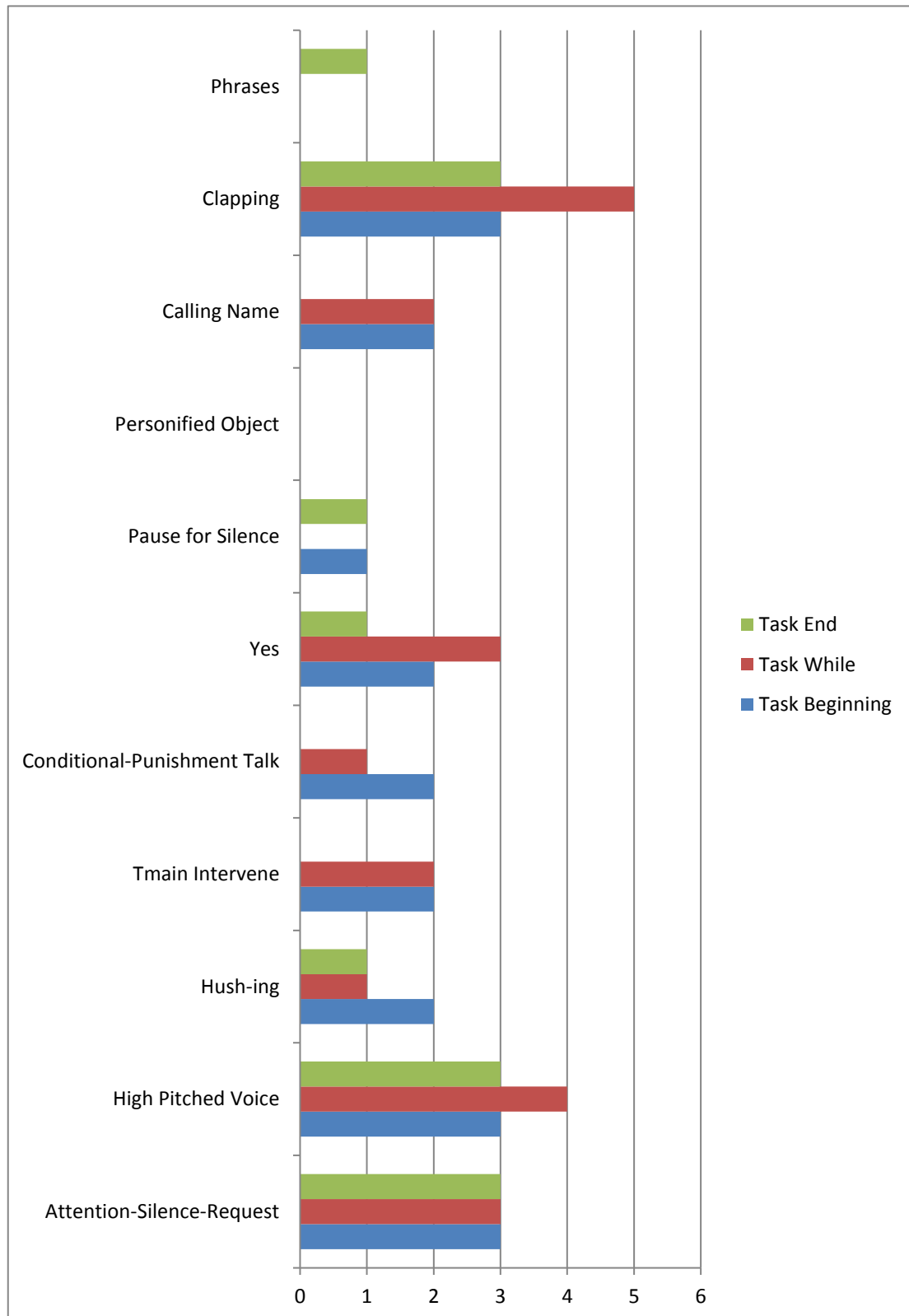
Figure3. Clapping use

Clapping is a disciplinary manoeuvre revealed from the dataset. It can be derived from the chart above that Clapping was densely used with 'Attention-Silence Request talk, High Pitched Voice and Yes', it was barely used when compared to other manoeuvres. It is also significant to emphasize that Clapping manoeuvre was generally used while teaching task parts of the session which is clear in the chart above. When the bars in the bar chart are considered, except for one situation, at the activity phase it gives the same amount of instances with high-pitch voice. Basically we can interpret that it may have resulted from chaotic atmosphere in conversation inside the classroom, since using high pitched voice manoeuvre fundamentally may have aimed at uttering louder voice than that of kids present there. In addition to clapping, louder voice increases the level of noise for pre-service teachers' part. Thus, pre-service teachers might have believed that clapping and somehow yelling may charm the attention of the kids and he/she may handle the chaotic situation as the teacher of that moment. In the following sections, the moments where clapping is used will be presented in details.

Extract 7.

```
1.  M:     (2.0)  bunu  böyle  koyalım  ki  (.)  size
       görebilsin¤          (0:01:08.8)
2.  C: (          )
3.  A: ama peter.=
4.  Fatma:=  husshhh↑ =
5.  A: =soğuk havalardan dolayı hastalanmış (.) o yüzden
       rahatsız .hhh rahatsız etmiyelim
6.  M: (.) fazla gürültü yaparsak [( ..... değildir)]
7.  A:                            [(              )]
       ¤(0:01:19.4)
8.  A: >söyle<
9.  C?: (          )=
10. A:>sana da mı ( ...) (( child probably mentioned
       about  Aylin's  coughing  as  he  coughed  too))(
       )
11. Fatma: ↑Ge:çmiş olsun atlascı:k
12. A: tamam mı! [biraz sessiz olalım gürültü yapmayalım]
13. C: [ (              )] ((continues talking among each
       other))
14. →M: ((looks at Aylin and takes turn)) (3.0) evet ↑"
       ÇOCUKLAR ((claps her hands))="
15. Fatma: ↑  ÖMer Ali:
16. CC: (       [    )  ]
```

```
17. M:              [ Çocu] kla:r
```

Pre-service teacher began the teaching task with a puppet called 'Peter'. So as to start the activity planned M (student teacher) explained about the reason to put Peter up on the cupboard in line 1 as "... *size izlesin diye (tr: to let Peter watch you)*". Appealing to a personified object was a strategy to keep students on track, as Peter was the children's' beloved character. In the following line C (a child) took the turn and uttered an inaudible speech, but we can guess from the flow of the interaction that C mentioned about Peter and its attendance to the lesson. Thus, in response A (another student teacher) took the turn and began to explain Peter's manner in line 3. However, Fatma (Tmain) did not let A explain at all and intervened A's talk in line 4 with 'hush'. This showed the over control Tmain felt which was taken as a need. Moreover, this served as an instance how student initiated turn could not turn into a learning opportunity, as the sequence flow was interrupted by Tmain (Sert, 2014). It is also another evidence of acceptance of Tmain dominance in line 5 that A continued turn without showing any sign of disturbance, yet A did not let Tmain to continue by taking the turn immediately, and in line 5, A submitted the rationale in her mind. This confirmed the claim by Hart (2010) that there is no certain way on how to handle inappropriate student initiations. Since interactionally it may also promote interactional sequences and may lead expanding of students turn which is accepted as the targeted talking time share by Interactionists and Constructivists. However, M did not deploy any disturbance with the intervention of Tmain which confirmed Bromfield (2006). As the debate, try of least intervention (Slavin, 2003) and unless it functions more intrusive (Burden, 2013), unfortunately has not come to a conclusion through this dataset findings yet. There was also a pause after rationale from A and after A explained that "*o yüzden .hhh rahatsız etmeyelim (tr: therefore we had better not disturb Peter)*". What lies beneath this explanation was the intention of keeping students silent beyond affecting Peter. In line 6, M took the turn back after a short pause which was a transition unit and added to rationale of not disturbing Peter. Despite M was on stage, A intervened and overlapping speech was observed at the end of M's talk in lines 6 and 7. A, in line 8, took the turn back from M which was the indication M's dominance among presenters in her group. In line 8, A uttered a faster paced talk and asked a kid to speak on the present manner"*söyle (tr: let it out)*". A allocated the turn and C? Replied which was unidentifiable but as in the next line (line 10) A mentioned about her coughing, we can

draw that C also mentioned about his coughing manner. Tmain took the turn in line 11 and ironically wished health to C, since Tmain used derivation with elongation as "*Atlascı:k (tr: poor Atlas)*. 'cık' derivation in Turkish is the sign of both underestimating and mocking on misbelieve. So, usage of derivation and elongation functioned as behavioural manoeuvre apart from off-class usage and comprehension. In line 12, A took the turn again asked for confirmation of silence-attention request "*tamam mı! (tr: okay!)*". 'Okay' here was not a case of approving instead double checking of atmosphere concerning silence and attention (Beach, 1993). Yet C intervened and overlapping speech occurred at the end of the lines 12 and 13. There A asked for silence but C's talk was inaudible. In line 14, M again jumped into the scene and took the turn from M after checking the approval of A. In line 14,M kicked off with yes utterance as initiator of silence attention request. Most probably M felt helpless and gave that silence attention request which was the indicator of a manoeuvre transition. Thereafter, manoeuvre transition is deployed and with high pitched voice M called to all kids with the company of clapping. Here it can be concluded in line 14; M was on the idea that by yelling and calling name with clapping was the way of bringing off track kids back on track. With the rise of volume, Tmain felt responsible and took the turn in line 15 back and with a higher pitched voice called a kid's name. Yet, kids were still off track and M and CC (all kids) uttered overlapping speech in lines 16 and 17. In this extract, clapping with yelling and calling name does not function as expected to convey interaction and kids were almost out of control.

Extract 8.

```
1.   B: Spring di mi (.) spring
2.   C?: //shpring//
3.   B: Spring mevsiminde- ((a kid fell off  the chair B
        does not utter any words seems a bit anxious on her
        face))
4.   CC: (           ) ((kids laugh))
5.   F: (0:11:00.8)↑ HAYIR HAYI:R HAYIR. LÜTFEN
6.   ((unidentified talk ))
7.    (0:11:18.5)
8.   F2: Dere:n (                     ) (0:11:24.0)
9.   B:  <EVE:T beni dinliyor musunuz>
10.  F2: ↑" Öğretmenin sesini duyuyor musunuz!"
11.  F: hushh:=
```

```
12.   F2: =(İRE:M) (0:11:27.3)
13.   "F: ((claps her hands)) konuşanları götürücem şimdi
          konuşanları (.)
14.   F2: [(sen de yerine otur   )]
15.   F: [ konuşanları götürüce:m] (0:11:33.2)
16.      (0:11:34.8)
17.   B: Eve:t. Dinliyor dimi herkes
18.   C?: E::VET
```

This extract was from a teaching task and at this session another caregiver of kids was also present in the classroom. Seasons were the topic of the session. B (pre-service teacher) applied drill activity with listen and repeat technique. So in line 1 B was teaching on the 'spring' as a word and with a question tag wanted students to repeat the word itself. There was no clue whether B focused the word memorization or phonetics, so it was vague to claim B focused on phonetics, too. In line 1 after question tag "*spring di mi (tr: spring is not it?)*" B gave a short pause. This waiting time was the transition unit but B continued turn as there was no sudden response and repeated the word 'spring' again, B stressed the word this time. It can also be implicated as the turn allocation, since through this way B managed kids' participation immediately. In line 2 a kid took the message and took turn to repeat. So it is a fact that, we can conclude on B focused on task completion as ignored the mispronunciation of the kid's sequence in line 2. So in line 3 B tried to continue to complete the task yet '*manoeuvre transition*' came true and a kid fell down from his chair and this caused huge laughter among the kids. This sudden unexpected occasion made B anxious which was noted in line 3. In line 4, kids laughed at the child who had fallen off the chair. Tmain stepped in and took the turn in line 5 with high pitch voice to warn the kids laughing not to do so. But this high pitched warning ended up with a request word "*lütfen (tr: please)*". This might either be aimed at smoothing the reaction raised or allusion as a figure of speech. To clear the scene there was a vague point as in line 6 Tmain talk was unidentifiable. In line 8, Tmain (F2) took the turn and called a kid's name and probably warned the kids one more time. And after all, B finally took the turn in line 9. B began the turn with the high pitched "*yes*" to charm the attention as there was an elongation too. And later on B shifted to normal tone of voice and asked whether the kids were with him or not. In line 10, F2 took the turn again and wanted to check if the kids were with B and used silence-attention request talk with a higher pitch voice. And then F took the turn and used

'hush-ing' in line 11. This instance showed how more than one Tmain may add more intrusive moments to the classroom interaction than a single Tmain. Thus manoeuvre transitions may have been observed more than that of traditional micro teachings in this dataset. Just afterwards, F2 took the turn again and called a child's name with a high pitch voice to manage silence. Again immediately F took the turn back by clapping and threatened the kids in general to take them out of the classroom in line 13. In lines 14 and 15, F and F2's speeches overlapped, they both asked silence-attention and finally there was a silence in the classroom and after one second of silence B came back to the floor and took the turn in line 17 and began again with a high pitch yes and checked the kids with silence-attention request talk, as in the line 9. After a directed request in line 18, a child took the turn with a high pitch voice and yelled 'yes' as an acknowledgement. This chaotic atmosphere, turn taking and allocations among Tmain 1 and Tmain 2 and the pre-service teacher may not represent the entire interactional figures in classroom talks. Yet, this extract may emphasize how it may have ended up at the chaotic moments in young-learners classroom.

Extract 9.

```
1.   T2: HUSH >HERKES (            )< ((claps her hands at
         the same time)) (0:18:25.4)
2.   T2: SESSİZLİK (0:18:26.7)
3.   T: TIP. (0:18:28.3)
4.   T: (0:18:32.3) ↑"
5.   şimdiden son olarak [(        )]"
6.   CC:                 [(        )]
7.   T2: (0:18:34.4) HUSHH:
8.   T: >en son olarak bi daha tekrar etmek ister misiniz<
9.   CC: HA:::YI::::::R
10.  Tmain: EVE:::T  (0:18:42.6)
11.  CC: HA:YI::R (0:18:45.7)
12.  T: bu neydi (0:18:45.9)
13.  Cx: TEA
14.  T: TEA aferin
15.  T: ↑ kocaman bir alkış ona(0:18:48.8)  ((applause ))
```

In the first two extracts in this chapter, clapping was used after silence-attention request talks, Tmain intervention or high pitch voice manoeuvres whereas in this third extract

disciplinary management manoeuvre was right at the beginning of the interaction. In other words, before beginning the task T2 and T wanted to set the scene silent and to begin after. This clearly shows how initial correction strategies (Reupert and Woodcock, 2010) were embraced by pre-service teachers in this study. Thereby, in line 1 T2 clapped and hushed with the rapid 'silent-attention request' in a high pitched voice. And in line 2 T2 continued the turn and repeated the request of silence once again in high pitched volume which was indicator of T2's helpless moment to control atmosphere. Therefore, manoeuvre transition was deployed by T as T jumped to the floor and took the turn in line 3 with a phrase "*TIP (tr: silence)* ((this is a national idiom generally used with numbers in order as one-two-three silence))". T continued the turn in line 4 and began with the introduction, however T's speech was interrupted as there was an overlapped talk with the students in line 4 and 5. Due to the overlapped talk the content was unidentifiable. In the meantime T2 took the turn in line 6 and wanted to manage silence again with high pitched 'hush' that was prolonged as well. T2 did not continue the turn and after hush-ing T2 left the floor to T. T in line 7 rapidly and with normal tone of voice reintroduced what was aimed, which was the covering up of the topic that had been discussed. In response students took the allocated turn by T in a face threatening way and with prolonged high pitched voice rejected T's request in line 8. At this extraordinary case, which was also an indicator of an another manoeuvre transition zone, Tmain took the floor immediately and talked as if she had been the one addressed by the T in line 7. Tmain in contrast uttered "*EVET (tr: yes)*". Yet, in line 10, kids again took the turn and repeated their response as it was in line 8. In the line 11, T changed the manoeuvre and instead of appealing any manoeuvre detected concerning disciplinary management, T directly began the task without any settlement "*bu neydi (what was it?)*". In response Ch took the turn and replied as expected in line 12 and T evaluated Ch response in line 13 with "*TEA aferin (tea well done)*". After, T continued with praising Ch's response in line 14 and applauded. With this sudden shift we can see that kids immediately turned their attention and interest to the activity instead of rejecting the teacher. It could be claimed that silence control manoeuvres might not be effective every time, and instead of bogging them down with disciplinary actions continuing with the task may have lessened the problematic moments and attracted the attention of the kids more (see: Slavin, 2003; Burden, 2013). Here the lines 11, 12, 13-14 were the examples of (IRF/E) Initiation-Response-Feedback/Evaluation (Sinclair and Coulthard, 1975). Another point to discuss is that two types of clapping occurred. The

first one, which was at the beginning in line 1, was to draw attention and control the silence, on the other hand the second clapping, which was in line 14, was to praise the correct response of Ch. Hence, the context a manoeuvre is used in shaped the function of that manoeuvre, this is another fact to present that each conversation is unique and thus context renewing to consider.

4.4. Conditional Talk
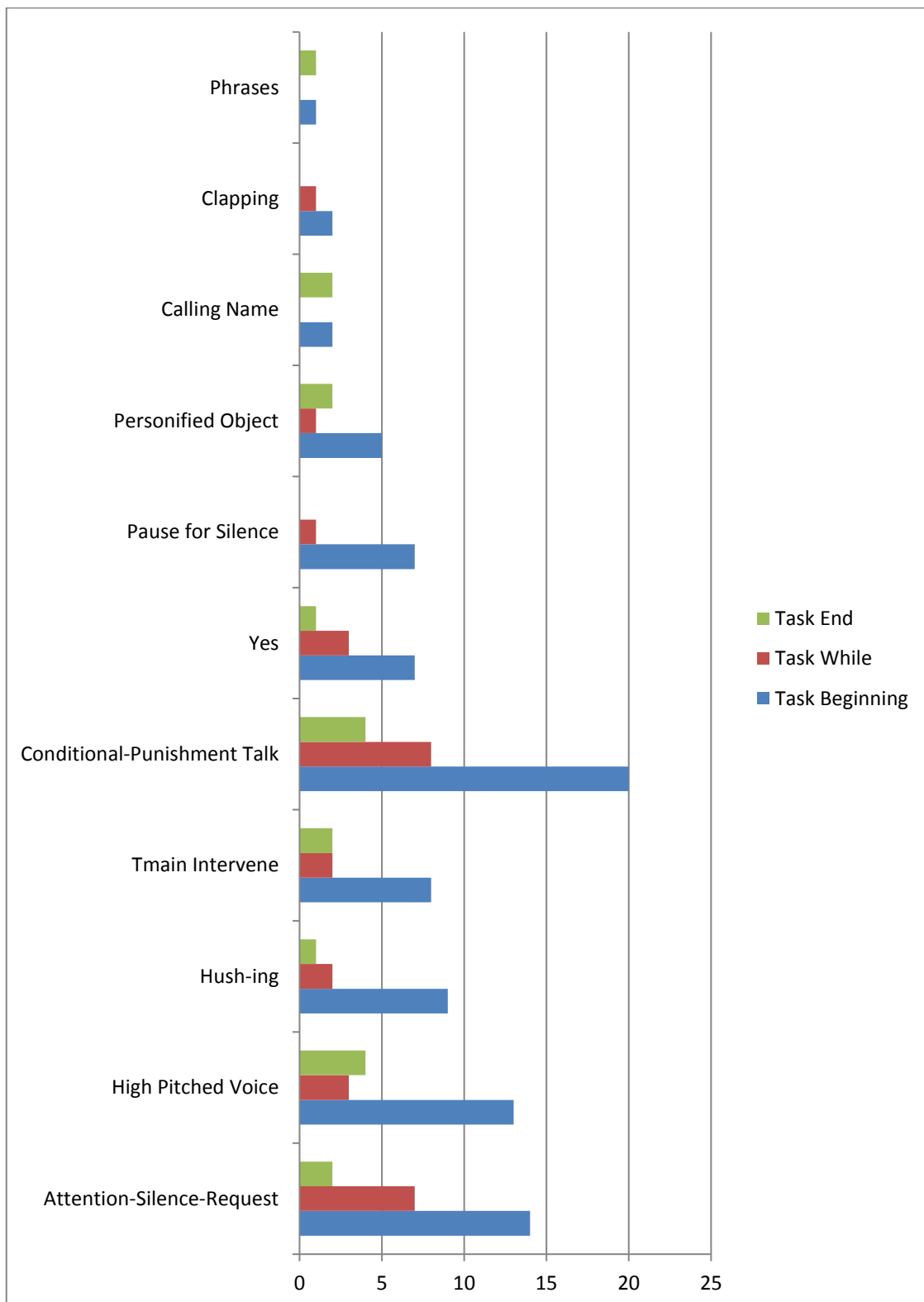
Figure4. Conditional talk use

Conditional Talk was another manoeuvre which was detected from the data. What were meant by Conditional Talk were basically the utterances as:

- If you don't listen, I will not continue telling the story.
- Peter (personified object) will get upset as long as you keep speaking
- I will end the activity now, if you don't sit back.
- We are not listening to music anymore. Etc...

When the table and the chart above are considered, it is true to say that 'conditional talk' manoeuvre was used in cooperation densely with attention-silence request talk, high pitched voice, and hushing and Tmain intervention. In this chapter, we are going to look at how conditional talks or conditional meaning container talks have the place in the interaction of young-learners classroom. Below are the instances which have been chosen to explain contexts in which conditional talks were used by student teachers of English and Tmain there.

Extract 10.

```
1.   T2: ¤         0 (0:05:51.6)↑ hep birlikte buraya gelelim
        şimdi: ¤          (0:05:54.0)

2.   T2: ((tries to create a circle however the kids are
        out of control))

3.   →T2:  ¤        (0:06:32.6)"(AMA  BENİ  DİNLEMEZSENİZ
        SİZE OYUNU ANLATMAM) ¤          (0:06:35.4)

4.   T2: (.) HERKES SESSİZ Mİ: ¤         (0:06:37.1)

5.   CC: (( making noise still))

6.   T2: HERKES SESSİZ Mİ¤          (0:06:41.2)

7.   →T2:   (.)    EĞER   SUSMAZSANIZ   OYUNA   BAŞLAMICAM
        ¤          (0:06:44.0)

8.   Cf: sessiz

9.   T2: ¤          (0:06:50.7) tamam

10.  T2:    (.)    >eve:t    (          )    şimdi    derse
        başlayabiliriz<¤          (0:06:52.9)
```

In the extract there occurred two samples of conditional talk both served for the aim of settling down the kids. In line 1, T2 called all kids to forma circle. Yet it was added as a remark that kids were out of control in the meantime (when kids started to come to the centre of the classroom they went crazy easily). Under noisy conditions, in line 3, T2 with a high pitched voice uttered a conditional talk "*AMA BENİ DİNLEMEZSENİZ SİZE OYUNU ANLATMAM (tr: either you listen to me or I don't tell you the game)*". It

was obvious, T2 was not only giving a conditional talk but also was threatening kids with punishment. In line 3 and 4, we can clearly see how transition became true; namely, in line 3, T2 gave a conditional talk with a high pitched voice yet the children seemed to have been out of control and this caused T2 to shift the manoeuvre used . Therefore, T2 continued with a silence talk. Even though it was still a high pitch talk, categorization goes under a different title, which is obvious when the meaning conveyed is considered. After a brief pause in line 4 preamble, T2 expanded the turn and again with high pitched voice in order to confirm that all is ready and silent. Yet kids continued talking and being ignorant, even though T2 insisted on engaging their attention. Therefore, T2 uttered another conditional talk after the same manoeuvre expanding in lines 4 and 6. With a short pause at the preamble in line 7, manoeuvre transition occurred and T2 turned back to conditional talk as in line 3. This time T2 threatened the kids with not starting the game. Interestingly, in the next turn a kid (Cf) took the turn without allocation and also gave a silence request sequence, which might have been due to the desire of Cf to play a game. After this extra-ordinary situation T2 acknowledged Cf and changed the tone of voice *"tamam (tr: okay)"*. T2, after confirmation check which was a brief pause at the beginning of the line 10, used 'yes' preamble with elongation. This yes was a transition sign and also could have been noted as evidence of the pre-service teacher's calming down. This could also be interpreted in the second unit of line 10 which is "*(( ) şimdi derse başlayabiliriz (tr: now we can start the lesson)"*.

In this example, T2 began with direct conditional talk after a silence requesting token, yet in the following chaotic scene T2 expanded the turn for a second time and gave a short pause, instead of immediate manoeuvre transition. At the end of the extract even a small response from Chf made T2 calm down and helped T2 to turn back to the pedagogical task. Thus, we can claim that T2 was not favouring conditional talk even though deploying it twice; on the contrary, T2 shifted back to pedagogical task as soon as finding a path.

Extract 11.

```
1.  T: şimdi sen konuş bakalım ¤          (0:01:25.3)
2.  ChCh: (    )
3.  ¤         (0:01:27.1)
4.  T:    söz    verdiğim    kişi    konuşuyor    sadece
        ¤          (0:01:27.7)
```



```
5.  ChCh: (        )
6.  T: (.) barlas sen,¤          (0:01:45.8)
7.  Chb: (.) ben de:
8.  T: hush: sessiz oluyoruz ↑ sessiz oluyoru:z
```

This extract is an example of practice 'minimal acknowledgement + redirection' (Waring, 2013). As in line1, T initiated a turn (Sacks, Schegloff, and Jefferson, 1974) to a certain child (Mehan, 1979) yet, some other kids took the turn (Waring, 2011). Thereupon, T took the turn and warned the kids with the conditional talk "*söz verdiğim kişi konuşuyor sadece (tr: only the one I chose will talk)*". T gave this conditional talk via a point to stop (raising her palm) and also eye contact (Kääntä, 2010) and body language which might have been thought to be more effective to stop unexpected turn takings/responses. Despite the conditional talk and gestures directed to the child and also the other kids the warning of T was ignored and they continued talking. In the following line (line 6) preamble, T paused shortly and instead of giving another conditional talk manoeuvre or another manoeuvre, T continued with the pedagogical

task instead of a shift (Seedhouse, 2005). So T allocated another kid to respond ending with a rising tone of voice which might also have been induced as the stressor to keep on the track. However, as in line 2, the child which was not selected jumped into the scene and he took the turn after a short pause. And this caused T to shift manoeuvre and give a hushing token and also continuing with another manoeuvre transition which was silence requesting talk. This instance demonstrated how T2 may not have been able to keep the pedagogical task and manoeuvre on track, with the deviant responses taken continuingly.

Extract 12.

```
1. ((chaotic  atmosphere  on  the  perspectives  of  hand
      crafted house model))¤         (0:15:20.1)
2. T2: ↑ SESSİZ OLUYORU:Z¤          (0:15:21.2)
3. →T2: bak Mickey ama küser↑ ¤      (0:15:22.1)
4. ((Tmain  synchronized  warning  to  kids  to  sit
      down))¤         (0:15:27.6)
5. →T2:           ↑           Mickey           çok
      üzülür¤         (0:15:31.6)¤           (0:15:37.7)
6. T2:      ↑"    şimdi    sessiz    oluyoruz    ↑    di
      mi,¤         (0:15:38.5)¤           (0:15:39.3)
```

Another instance of conditional talk is presented in the extract above. The interaction kicked off with the debate on vision problems of kids because of the perspective the handcrafted house material presented. With the muttering, T2 took the turn and felt the need to warn the kids with a high pitched voice. This was another example of how much the pre-service teachers were struggling with the disciplinary management (Veenman, 1984; Martin and Baldwin, 1994) problems. At these lines 2 and 3, manoeuvre transition was deployed and T2 shifted from silence requesting token to conditional token. Here T2 gave a silence request talk in line 2 and in the next line continued with puppet appeal. In this line, appealing with the puppet was accompanied by conditional talk referencing a puppet which was beloved by all kids during the entire semester. To Piaget this was called as 'Second Type Punishment', as T2 threaten kids to remove the personified object beloved by the children. In the next line Tmain acknowledged this sequence of conditional talk and although it was not clear, it was remarked on in line 4. In line 5, T2 again used personified object referencing and veils conditional talk. That is to say, T2 did not care for making the personified object sad, but playing on the kids'

heartstrings signalled that if they made Mickey (the puppet) sad, Mickey might leave. After (6.1) seconds pause, T2 again took the turn (Goodwin, 1980) and asked confirmation about being silent with a question tag at the end. This question is also a turn allocation and beyond power sharing. Since T2 gave somehow the right to response and act neatly.

Extract 13.

```
1.   Tmain:          ↑         TAMAM          KONUŞMUYORUZ
       ARTIK"¤         (0:27:56.0)¤           (0:27:57.8)
2.  →T1:          ↑        JIMMY      SESSİZ       OLMADAN
       GELMİYOR"¤         (0:27:59.3)¤        (0:28:00.5)
3.    HİÇ BİŞEY DUYMAK İSTEMİYOR JİMMY-
4.   Tmain: EVET¤<16    >(0:28:02.6)
5.   T1: ŞİMDİ: (.) SESSİZ MİYİZ?
6.   T1: >HEPİMİZ ÇİÇEK OLDUK MU:<¤<16    (0:28:06.2)
7.   ChO: evet
8.   T3: çok güzel.¤<16    >(0:28:08.6)
```

This extract also represents a good example of conditional talk of a pre-service teacher. In line 1, Tmain was on the scene and with high pitched voice warned the kids to be silent. In the following line after a brief pause, T1 took the turn and uttered a conditional talk sequence in referencing to the personified object, high pitched voice and silence-attention talk. In the following line, T1 started with a short gap again and stresses that the object did not want to hear anything. These utterances also put forward the hidden conditional talk and confirmation need of T1 just in case. Tmain jumped into the scene in the next line and acknowledged T1's utterance with 'yes'. These initial four lines 1, 2, 3, and 4 demonstrated how well cooperation went in the meantime. Even the manoeuvre transition between T1 and Tmain did not cause any power share problems instead T1 seemed to be happy with sharing the scene with Tmain as a shelter (Bromfield, 2006). T1 continues in the following line with high pitched voice "*ŞİMDİ: (tr: now)*". This was the indicator of transition unit (Levinson, 1992; Markee, 2003) and also it was the moment of thinking about what was to continue next. After a brief pauseT1 demonstrated silence confirmation. This confirmation check continued in the next line, line 5. In this line T1 with a rapid and high pitched voice uttered an appealing

phrase "*>HEPİMİZ ÇİÇEK OLDUK MU: < (:tr have we all become flowers)*". This manoeuvre shift T1 used, in lines 5 and 6, added to manoeuvre transition understanding of the other instances. Namely, at this zone of manoeuvre transition T1's deployment was not only serving as a means for settling down but also created richness in interaction regarding disciplinary management. Namely, adding a phrase which was known by all kids attracted the kids' attention better than a silence request token and high pitched voice. Thus, Cho took turn after T1's initiation to whole class and Cho approved initiation with 'yes'. After an expected response, T3's intervention came into the interaction sequence and T3 gave feedback to Cho. Particularly, lines 5, 6 and 7 were the lines to give example of Initiation/Response/Feedback (Evaluation) (IRF) (Sinclair and Coulthard, 1975) even though there was an intervention by T3 which was the indicator of dominancy of T3 concerning power sharing in front of the classroom.

As it is obvious, not only in the table and the chart but also the extracts indicate that conditional talk was generally used during the chaotic times and generally in cooperation with silence-attention talk, high pitched voice and hushing. Apart from the second extract in this chapter, it can be induced that conditional talks were also the manoeuvres to manage disciplinary management and these talks may add variety in disciplinary management as in the fourth extract of this chapter. Besides those, in the second extract, the conditional talk was more similar to the practices (acknowledgement+ redirection) embraced by Waring (2013). This also represents the intercultural contexts' similarities in practice.

4.5. High Pitched Talk
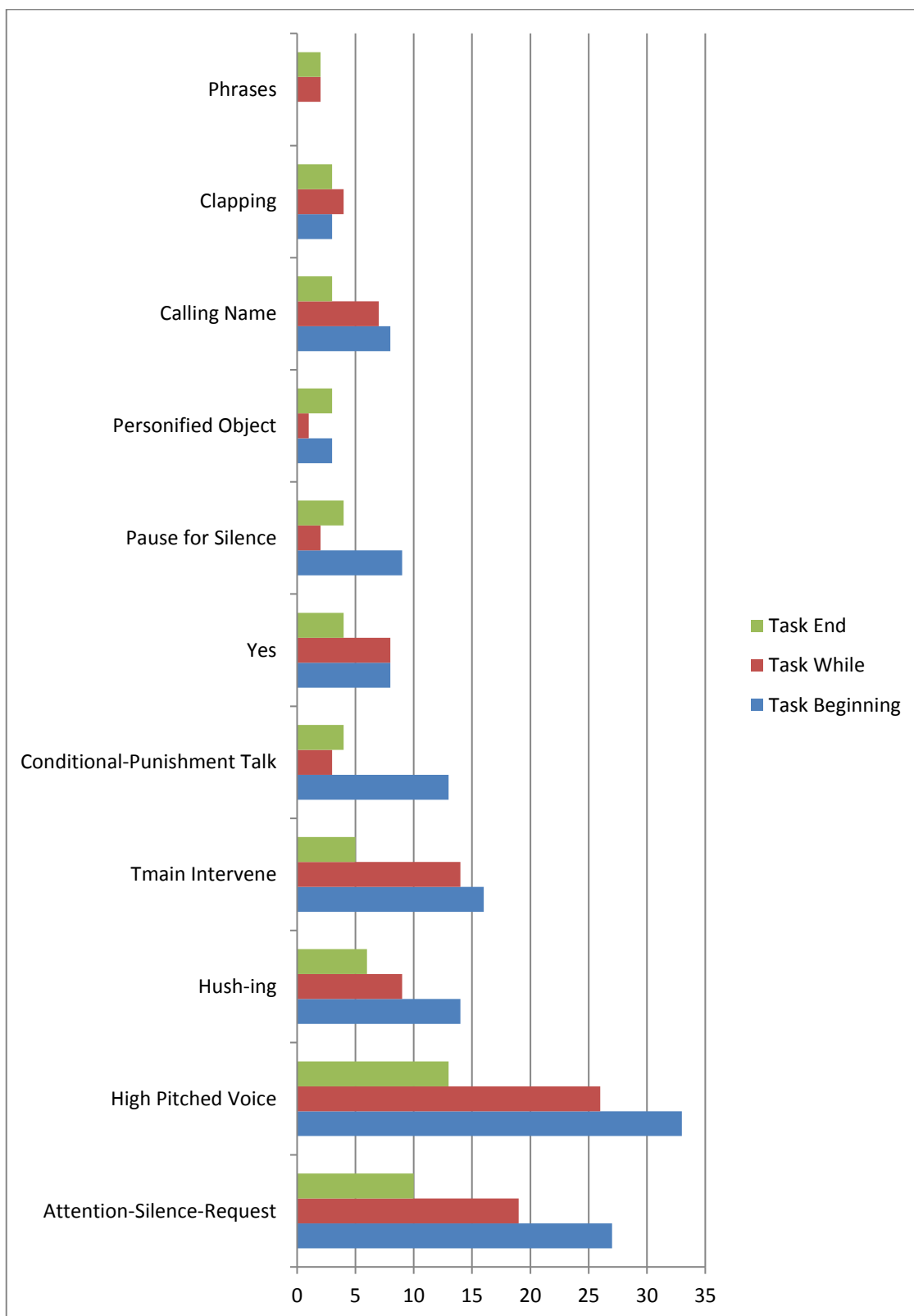
Figure5. High pitched talk use

High pitched voice refers to the stressed higher tone of voice during the instructional period. Student teachers and Tmain seemed to have a tendency to raise tone of voice for the sake of managing control over the classroom or accessing phonetically correct utterances from the children. This manoeuvre was densely referred to in cooperation with attention silence request talk sequences. That is to say that, the times student teachers and Tmain used high pitched voice were the moments student teachers and Tmain aimed at controlling the kids with the intention of keeping them silent.

Extract 14.

```
1.  T2:    [şimdi]    ben    neden    böyle    giyindim
       ¤         (0:08:48.3)
2.  T2: ((in audible talk noisy atmosphere))
3.  →T2: EVE:T ARKADAŞLAR SESSİZ OLALIM
4.  T2: beni dinleyin¤ 538    (0:08:58.2)
5.  T2: ama sessiz olmazsanız Peter çok üzülür ve dersten
       gider ¤    27 (0:09:01.5)
6.  T2: tamam mı,¤    87 (0:09:02.1)
```

At the beginning of the lesson, with the intention of increasing motivation, T2 wore a costume and asked the kids the possible reason for wearing such a costume, in line 1. T2 extended turn but it was inaudible, because of the noisy atmosphere inside the classroom, which could be the indicator of a possible manoeuvre shift. And hence in response, in line 3, T2 took the turn with a stressed high pitched voice. This sequence began with a preamble and prolonged "*yes*"and ended with silence request talk "*EVE:T ARKADAŞLAR SESSİZ OLALIM (tr: yes friends lets be silent)*". So this line could be claimed to be the transition zone of manoeuvre, as line 3 began with a *yes* and continued with a *silence attention token.*T2 in the next line extended silence-attention turn for the rest of the extract. In line 4, T2 asked for attention and continued with a rationale submission in line 5 and referred to Peter, the personified object. T2 ended line 5 with a conditional talk that contained threat and punishment "*ama sessiz olmazsanız Peter çok üzülür ve dersten gider (tr: but if you don't be silent you make Peter sad and cause Peter to leave the classroom)*". This can be accepted as second type punishment to Piaget's classification, since T2 threatened the kids with sending the object which the kids love out of the classroom. In the following line T2 extended sequence again here and checked if agreement was managed "*tamam mı (tr: okay)*". As we can see, there

was a manoeuvre shift in line 3, and also in line 4 and 6 in which we can see how the manoeuvre transition was deployed by pre-service teachers. At that point, in line 4, T2 with a normal tone of voice deployed *silence attention request* talk and after, extended the turn with a *conditional* talk. It was clear that T2 showed the practice of high pitched talk (Schegloff, 2000, 2007) to handle silence during the lesson in line 3 and with the sense of losing control; T2 deployed manoeuvre transitions in lines 4, and 5. Below are the various samples of high pitched voice talk.

Extract 15.

```
1.  →T2:   bunun   adı   ELEPHANT   arkadaşlar>   tamam
       mı<¤        (0:09:09.7)
2.  Cho: (( out of topic reply inaudible))
            (0:09:12.9)
3.  →T2: ELEPHANT ¤          (0:09:13.3)
4.  Cho: ↑ BEN (            )¤        (0:09:15.4)
5.  →Tmain : ↑ AAAAA
6.  T2: ↑tamam otur yerine otur¤         (0:09:18.5)
```

T2 introduced the word 'elephant' in the extract. In the meantime, using high pitched voice could be taken as serving for various functions. In line 1, T2 uttered 'elephant' with high pitched voice (Schegloff, 2000); this was due to the intention of drawing attention to the target word to be learnt. In line 2, kids took initiated turn but gave an off task talk. Thereupon, T2 again with high pitched voice repeated the word 'elephant'. This high pitched sequence was an initiation as it also asked for repetition of that word (see Mortensen, 2011). Although there was an unexpected talk which was an off task talk sequence by kids, T2's insistence on repetition initiation without a possible transition of manoeuvre to handle disciplinary management; T2 kept on the pedagogical focus instead of another possible pedagogical task shift. It can also be stated that how T2 was continuing with the pedagogical task plan and further more how much importance T2 gave to the kids initiations/responses (Jacknick, 2011; Lantolf and Thorne, 2006; Waring, 2008). In response, Cho took turn and uttered also high pitched talk. Yet, this time the reason to utter high pitched talks was that Cho was excited about seeing an elephant and it reminded him of an elephant he had seen before. However, Tmain saw this excited kid as an interruption to the flow of the lesson. Instead, this

moment could have been a key utterance to reach the student and attract attention to conduct, elaborate the conversation and sustain pedagogical task successfully with the kids' previous experiences. As Sert (2014) states, some initiations may not turn into learning opportunities as in this sequence because of the Tmain intervention to T2' which blocks the flow of the lesson and this can be implicated as pre-service teachers lack of awareness of a key moment in classroom and so they should be taught on the key points of interaction to further ongoing talk. Tmain in line 6 with a high pitched talk gave exclamation *"AAA"* which was the representative of discomfort with the children's' behaviour. In line 7, T2 took turn back, but T2 also could not realise that key moment and just uttered a command to make the child to be seated. As our focus is not management of education; instead it is disciplinary/behavioural management practices, I am not going to discuss further about this learning management sequence, but with the examples as in this extract we can see that inexperienced student teachers give more significance to disciplinary management than educational management and pre-service teachers see the Tmain presence there as a port to shelter at disciplinary management zones.

4.6. Hush-ing
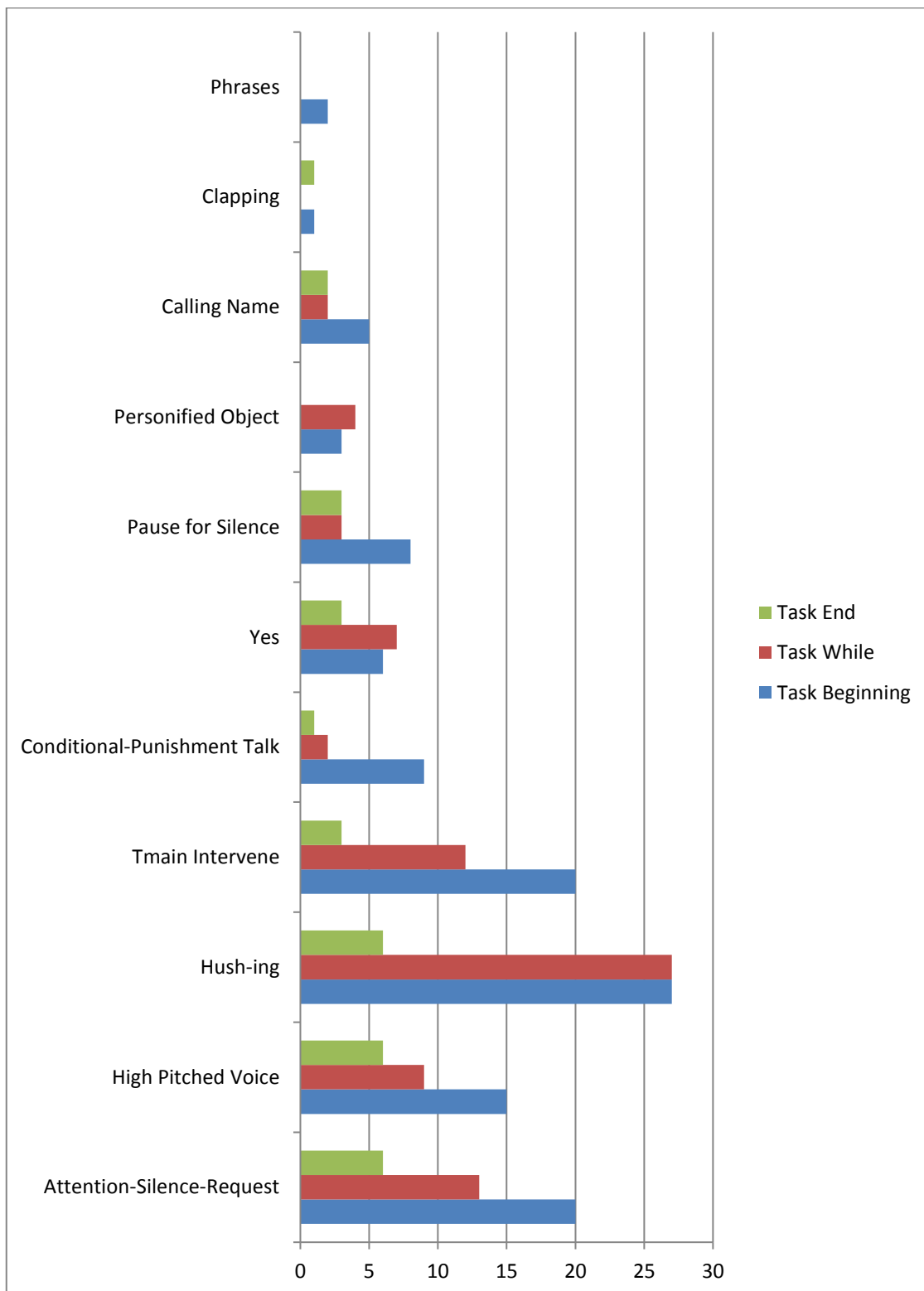
Figure6. Hush-[ing] talk use

When the chart in this chapter is taken into consideration, we can say that *hushing* was used commonly in cooperation with Attention-silence request, High pitch voice and also by Tmain. That is to say that, Tmain deployed *hushing* during her turns densely. *Hushing* was preferred to request attention and silence and also it was carried out in high pitched voice. The form of *hushing* however changes from Turkish to English. For instance, in Turkish, it is uttered as 'hişt, hiş' on the other hand in English it is uttered as 'hush'. Therefore, translations and the title of the chapter's preference is 'hushing'. We have induced that *hushing* is used a lot not only by Tmain but also by student teachers, too. Below are some samples to introduce *hushing* manoeuvre.

Extract 16.

```
1.   T2:   (.)   ↑"   şimdi   şarkı   söyleyerek   bi   oyun
           oynuca:z¤  90   (0:06:55.9)
2.   T2:   ben şarkı söyleyerek sizin arkanızda <böyle:>
           gezicem¤<4   >  (0:06:59.6)
3.   Ch: ↑ ABLA: BU-
4.   →Tm: HUSHH
5.   Ch: ↑ bu yağ satarım bal satarım-[ (
6.   T2:                              [↑  evet  onu
           oynucaz¤ 42   (0:07:05.7)
7.   T2: ben arkanızda dolanıca:m¤       (0:07:09.2)
```

In line 1, T2 (pre-service teacher) introduced the activity. T2, in line 1, explained that they were going to kick off the activity with a song. As clear, this line began with higher pitch talk which might have been because of the excitement that T2 felt. This could be induced from the extension of T2's turn in line 2. This could also be claimed to be for arousing and getting kids on track. T2 here not only gave directives but also demonstrated (models) the acts, which meant that T2 considered the significance of modelling in young learners (Ersöz, 2010). Then, in the next line, Ch took the turn with a high pitched elongation (Hellermann, 2003) and charmed attention "*ABLA: (tr: elder sister)*". This initiation gave the sense that Ch was going to ask about something vague to him as there was no turn initiation directed to a kid or kids. But Ch abruptly cut off. Thereupon, Tmain took the turn and uttered a stressed high pitched *hush.* This was certain to say that this signalled silence command. Thus intervention could be claimed to have been taken as disruptive behaviour for pre-service teacher, since T2

immediately sent a command in the following line to prevent any other interruptions. So, in the following line Ch ignored Tmain and continued his previous talk. Here, Ch identified the activity and continued, yet his talk was overlapped by T2. In overlapped talk T2 acknowledged Ch's guessing with a higher pitch which was also another clue of acknowledgement besides yes. In addition, giving a *hush* token in line 4 and then shifting the manoeuvre in line 6 with a high pitch voice showed us how pre-service teachers had programmed themselves to manage silence by sacrificing any possible initiations rather than manage student initiations. After having comprehended the Ch's utterance was indeed a interaction facilitator, T2 immediately regained awareness and acknowledged Ch's initiation (Walsh, 2006; Walsh and Li, 2013; Garton, 2012; Waring, 2008).

Extract 17.

```
1.   T:        hadi       hep       birlikte      tekrar
        edelim¤<2        >(0:03:21.3)
2.   CC: (off task talk)
3.   →T: HİŞT¤              (0:03:23.2)
4.   T:                    dinleyin                sessiz
        olun¤          >(0:03:24.7)¤      16>    (0:03:26.2)
5.   T: snowy¤              (0:03:26.7)
6.   CC: ↑ snowy¤            (0:03:28.3)¤         (0:03:29.6)
```

This extract was a part of repetition drill activity. T wanted to go over the repetition of the words in terms of weather conditions, in line 1. Although kids responded to T's initiation, they uttered off task talk which was inaudible. Thereupon, T took the turn back and with a stressed high pitched voice gave *hushing*. T extended the turn in line 4 and used attention-silence request talk. So it was clear to see that T wanted to deploy actions to prove that s/he was the dominant character to be listened to. And hence, as soon as T couldn't get an initiation/response, T directly gave high pitch voice to achieve silence management shifts manoeuvre and expanded his/her turn with silence-attention request. This could be another instance to claim how pre-service teachers were inundated by disciplinary management (Martin, 2004; Atıcı, 2007; Kher, et al., 2000). After this request, there also occurred silence check pause for two seconds so as to begin the activity. After that brief gap T began repetition with stressed word 'snowy'. And adjacency pair in line 5 and 6 was seen clearly with repetition. With this extract it

was also clear that sometimes *hushing* might affect management inside the classroom. In the first extract above Tmain's intervention with *hushing* did not work well to control the kids, and T's use of *hushing* was even ignored about student's initiation initially. However, we cannot claim that *hushing* was only beneficial if it was used by the teacher teaching at that moment. On the other hand if *hushing* is used in cooperation with other manoeuvres that its effect may increase regarding disciplinary management.

Extract 18.

```
1.  T2: aferin¤         (0:15:41.5) ((continues but noisy
       atmosphere and finishes the activity here))
2.  →T3: arkadaşlar (.) HUSH::
3.  T3: ↑ nasıl yapıyoduk
4.  T3: bi saniye
5.  →T: HİŞ::¤  442    (0:15:44.2)
6.  ((inaudible interaction))
7.  T3:          ¤    42>(0:16:24.5)↑          nasıl
       yapıyoduk"¤      0>(0:16:25.1)
8.  →T3:               HİŞ:::::::¤<98/     (0:16:27.8)
       HİŞ:::::"¤  309"    (0:16:30.9)
9.  →CC: HİŞ:::
10. T3: ¤         (0:16:32.7)"evet herkes bana bakıyo mu
       şimdi¤        (0:16:34.2)¤         (0:16:35.8)
```

With this third extract we are going to have another chance to witness the deployment of *hushing* inside a young-learners classroom. In this extract *hushing* was benefitted as a strategy to use together with the kids by pre-service teachers (T, T2, and T3). From the first line, it was clear that T2 finished the activity with a feedback token "*aferin (tr: well done)*". If remarks are considered, we can say that the kids were excited with the recent activity. In the following line T3 was on the stage and took the turn. Before beginning the activity, T3 wanted to manage the kids and keep them silent. In line 3, T3 initially called the whole group "*arkadaşlar (friends)*" at the opening of the interaction. Then, T3 gave a brief pause. This was a manoeuvre transition zone. So right after a short pause, T3 uttered stressed high pitched *hushing* which was also prolonged. In line 3, T3 extended his turn and asked a question about the deal which they had at the very beginning of the lesson "*nasıl yapıyorduk (tr: what was the deal)*". After initiation T3 continued extending the turn and asked for a second which meant that T3 was going to

make kids recall by remodelling. As a matter of fact, in the next line T3 modelled the deal which was *hushing* to keep silent. Yet in the next line there was inaudible talk, namely there was a chaotic atmosphere inside classroom for about 45seconds. Gradually, T3 took the turn back in line 7 and with higher pitch talk repeated the request of acting within the deal. Again, as in line 3, 4 and 5, T3 did not allow time for kids to respond. Instead, T3 kept extending his turn and modelled himself with a two times *hushing* token. In response, finally kids took the turn and utter *hushing*. Thereupon, T3 began with preamble *yes* and continued with attention request with the aim of beginning the activity. In this extract *hush* was benefitted not only to manage silence but also to create classroom language which served as a rule. As a conclusion, *hush* was deployed to manage silence management quickly in the meantime and also as a strategy to create a classroom rule. Moreover, manoeuvre transition zones were common as *hush* which could be claimed as a nonverbal message (Atıcı, 2007), sometimes was accepted to be inadequate to manage silence control. Hence, silence attention talk and high pitch tokens were observed commonly after *hush* sequences.

4.7. Pause for Silence
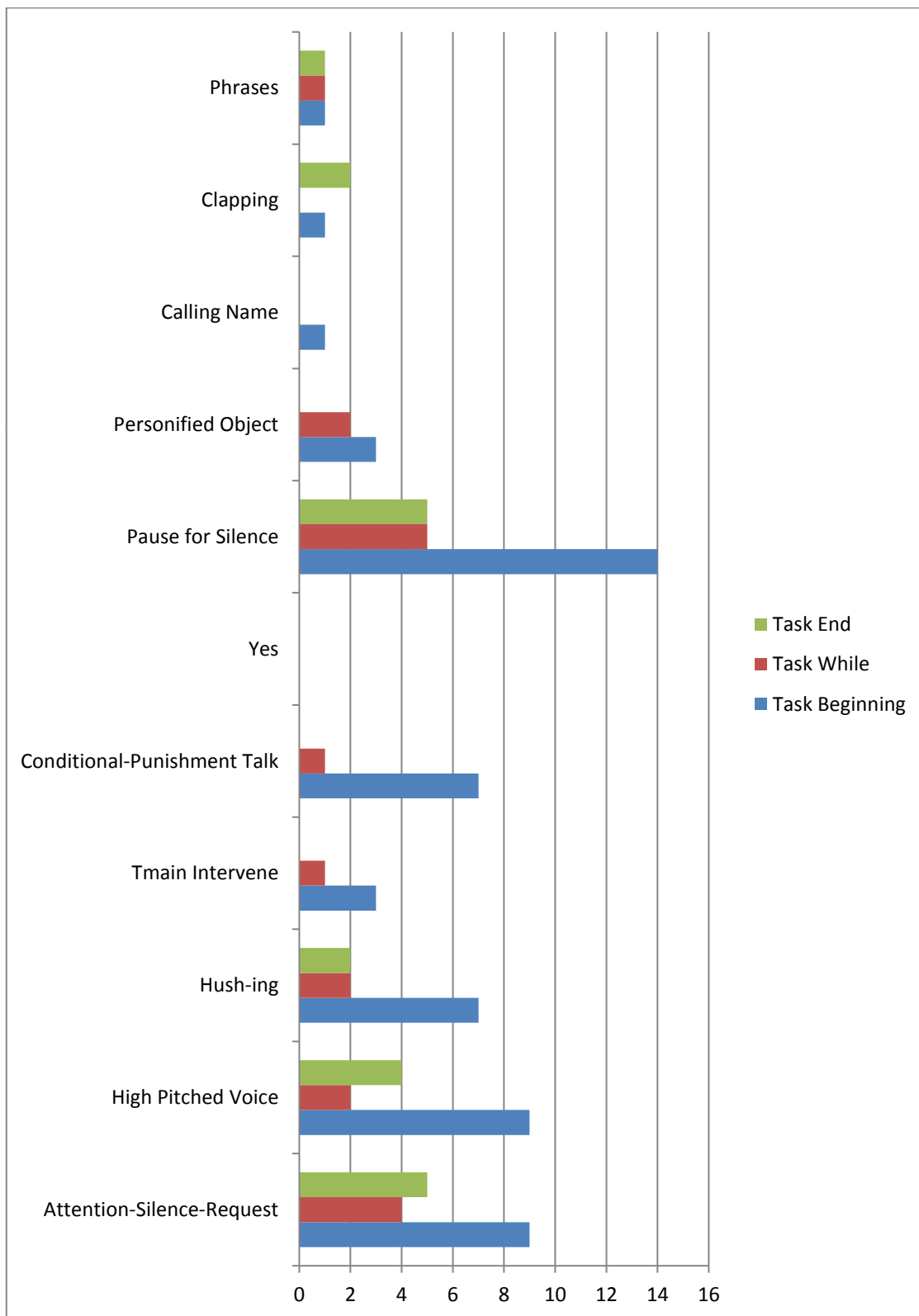
Figure7. Pause for silence use

Pauses have been the foci of much micro analytic research done. Pauses are induced as transition unit (Markee, 2004), turn initiation message, space for thinking and learning, indicator of disciplinary manoeuvre transition zone and so on. In this study by pauses we refer to time interval particularly given with the purpose or signal of a manoeuvre, generally silence or attention request. In other words, by pausing pre-service teachers aim to manage disciplinary silence. When the table and the chart above are taken into consideration, pause for silence generally appealed to student teachers at the initial phases (introduction) of teaching task. Tmain intervention was very limited when compared to the other disciplinary manoeuvre types. With the following extracts we are going to see how the pause is utilized at various contexts.

Extract 19.

```
1.   T2: ¤          (0:05:51.6)↑ hep birlikte buraya gelelim
         şimdi: ¤            (0:05:54.0)
2.   T2: ((tries to create a circle however the kids are
         out of control))
3.   T2: ¤          (0:06:32.6)(AMA  BENİ  DİNLEMEZSENİZ  SİZE
         OYUNU ANLATMAM) ¤          (0:06:35.4)
4.  →T2: (.) HERKES SESSİZ Mİ: ¤            (0:06:37.1)
5.   CC: (( making noise still))
6.   T2: HERKES SESSİZ Mİ¤          (0:06:41.2)
7.  →T2:   (.)   EĞER   SUSMAZSANIZ   OYUNA   BAŞLAMICAM
         ¤          (0:06:44.0)
8.   Chf: sessiz
9.   T2: ¤          (0:06:50.7)tamam
10. →T2:   (.)   >eve:t   (          )   şimdi   derse
         başlayabiliriz<¤          (0:06:52.9)
```

The extract came out from an activity transition phase. At the beginning of that transition T2 wanted to further the activity which was given a start by T1 in the previous section and the first sequence was the call for inviting the kids to the centre of the classroom and to create a circle. T2 uttered this token starting with a higher pitched voice manoeuvre which might be aimed at being audible and waited for kids to create the circle. Yet as indicated in line 2, the kids were out of control. Then in line 3 T2 continued and took the turn again with high pitched voice. T2 in line 3 threatened kids to give up introducing and playing the game intended. *"(AMA BENİ DİNLEMEZSENİZ SİZE OYUNU ANLATMAM) (tr: if you don't listen to me I won't explain the game)"*.

Feeling the fear of losing control in line 3 was the indicator of a possible manoeuvre shift. And hence, in the next line (line 4), T2 gave a short pause which was given intentionally to send the message that T2 expected silence (Walsh, 2006) before starting the activity. However, T2 did not seem satisfied with the kids' behaviour and shifted manoeuvre of conditional talk in the previous line to a silence request talk "*HERKES SESSİZ Mİ: (tr: Is everyone silent)*". Next, CC (kids) took the turn after initiation (request of silence) in line 5, yet they just made noise (Waring, 2013b, 2013c) which was off task talk (Markee, 2005). Thereupon, just with the end of CC's turn T2 expanded the turn and repeated the request given in line 4, too. And after gave a pause again with the expectation of calming down (Walsh, 2006) the kids. This pause also referred to the transition of manoeuvre zone, since T2 instead of continuing the request of silence, shifted to conditional-punishment talk "*EĞER SUSMAZSANIZ OYUNA BAŞLAMICAM (tr: if you don't keep silent I won't start the game)*. After T2's sequence, Chf (a kid) interestingly took the turn and uttered a request of silence talk "*sessiz (tr: silence)*" as T2 does. T2 acknowledged the Chf's intervention and stops possible unexpected talk. T2 continued taking turn with a short pause and gave a rapid sequence. Here T2 shows that the scene was set and all children were ready to begin the activity.

In this extract pauses given in the lines 4, 7 and 10 signalled the intention of student teacher that T2 wanted to check silence management and attract their attention. In addition, the lines 4 and 7were also transition units of manoeuvre which changed the way T2 used concerning disciplinary management.

Extract 20.

```
1.    B: = napıyoru:z¤          (0:14:19.3)
2.    B: (3.0) [winter. (.) winterda napıyoruz↑
3.    F2:       [winter winter diceksiniz winter
4.    SS:(( unidentifiable talk among kids))
5.  →B: (5.0) ama beni dinlemiyorsunuz
6.  →B: (11.0) hadi bi tane mevsimimiz kaldı onu da
          söyleyelim (2.0) sonuncusu:
7.    C?: winter=
8.    B: =winter (.) tama:m  (.) napıyoruz winterda
9.    B: (.) kardan adam yapıyoru:z
10.   C?: (kardan kız yapıyoruz)
11.   B:  ((approaches   towards   the   pupil   and   directs
          question)) napıyoruz!
12.   CC: (kardankar. Şey kardan kar adam kardan adam )
13.   B: eve:t aferin bravo sana
```

This extract centres on various utilization of pause besides a pause for silence. In line 1, B (pre-service teacher) initiated a turn with a question aimed at making kids talk about what the next activity was. B could not get any response, although B gave a 3-second-pause. The 3 second-pause showed the task completion intention of B (Seedhouse, 2004). For not getting any response B took the turn again and gave a clue to trigger kids' knowledge and invoke the learnt concept. This could be easily interpreted from the pause after *'Winter'* that B still gave space for student initiations or responses. Yet B's talk was overlapped by Tmain (F2) which was an interruption that sabotaged B's intention. B in the meantime after a short pause continued with expansion directing at kids by asking "*winter da napıyoruz↑ (tr: what do we do in winter)"*. In the overlapped token F2 just repeated the correct answer and F2 continued with a directive "*winter diyeceksiniz winter (tr: you are to say winter)"*. So Tmain's intervene turned into in vein interruption since kids altogether acted ignorant in line 4 and also they presented unidentifiable speech which was off-task talk as well. B gave a 5-second-pause between the lines 2-3 and 5 with the expectation of silence and in line 5 B complained about kids' being ignorant. The complaint by B showed that B felt helpless to manage task completion. Therefore, a possible manoeuvre shift was expected here. But in the following line B gave another pause for 11 seconds. Yet B could not get any response.

Thereby, B shifted the disciplinary manoeuvre and used a convincing talk by indicating that there was only one season left to cover. This indication could be induced as trying his best to manage task completion. Then B gave another 2 seconds-pause which was a transition unit after his initiation of turn with a convincing talk. Right after pause B conveyed his talk with another initiation with the aim of increasing comprehension level of question and thus managing getting a response. This act of B in line 6 seemed useful as C? took the turn and uttered the correct answer in line 7. In line 8, B immediately took the turn and repeated C?'s answer which was accepted as acknowledgement of response. There gave B another pause and uttered 'OK' (Walsh, 2006) which was another transition unit to acknowledge and think what to do next. This could be revealed with the pause just after elongated "*tama:m (tr: okay)"* (Beach, 1993) and initiation with a question the same as in line 2. In line 9, initially a short pause appeared and after B took the turn again and replied to his own initiation, ending with an elongation (Hellermann, 2003) which could be attributed as the indicator of expansion aside from giving an example B also signalled a request of turn giving (Sacks, et al., 1974). The initial pause in line 9 also was turn transition unit although kids seemed ignorant and B was dominant. However, we cannot judge B for being a dominant cliché instance of a teacher with this pause and it was obvious that B was on side of giving time as a turn giving which was the main purpose of student oriented approach. There upon in the following line, C? took the turn and uttered a speech which might have been taken as humour, yet B took this token as a discipline threatening reaction and in the next turn gave a stressed sequence by approaching the kid. This is could easily be interpreted as the warning or reaction to the unexpected situation. This initiation with warning resulted in anxious response in the following line by C?, since C? could not utter a speech without hesitation and stutter. Then B took the turn again and gave a feedback token which contained warnings not to continue although it seemed as an affirmative sentence if the words are considered.

Extract 21.

```
1.  T2:  ¤        (0:14:56.9)tamam  tamam  (.)  hadi  gelin
         bakalım¤        (0:15:00.2)

2.  T2:                    >çabuk                    çabuk
         çabuk<¤        (0:15:02.0)¤        (0:15:03.6)

3.  →T2: herkes yerine¤        (0:15:04.1)

4.  (( kids are yelling and ignorant))

5.  T2: ¤        (0:15:11.8)((claps hands))

6.  T3: ↑" çocukla:r çocukla:r"

7.  →T3:    şöyle    yapalım¤        (0:15:13.6)        bi
         saniye¤        (0:15:15.6)¤        (0:15:16.8)tamam
         ¤        (0:15:17.2)

8.  ((makes all kids sit))

9.  T2: ¤        (0:15:56.3)hey hey>↑ hadi bi çiçek olun
         bakalım<¤        (0:15:58.1)¤        (0:16:04.8)
```

In this extract, T2 wanted to make all kids sit and end the task with a wrap up session. In line 1, T2 called all students to sit and wanted it to have been accomplished in a short time. This might be the result of unsuccessful time management or T2 may just have wanted to finish the course they had planned. In either way, this can be the proof of being inexperienced as rushing to end the session. In the line 2, T2 gave a rapid speeded token that asked kids to be faster. T2 then gave a (1.6) seconds pause. After pause T2 took the turn again and uttered a settle down speech asking to return to their seats. That (1.6) second pause could also be interpreted as the purpose of task accomplishment and it could also be claimed that T2 had the belief of leaving space for student initiations to co-construct targeted work knowledge. However, kids in the next line acted ignorant and did not take the turn to response that was initiated in the previous line. Thereby, T2 could not help for changing the manoeuvre and used clapping to attract attention and re-manage the kids. T3 jumps into the scene and takes the turn without any initiation in line 6. Then in line 6, T3 with a higher pitched voice called to all the kids with the elongation. *"↑çocukla:r çocukla:r (tr: kids kids)"*. In the following line T3 continued the turn beginning with an explanation *"şöyle yapalım bi saniye (tr: let's do it in this way just a second)"*. After this initial T3 gave (1.2) seconds-pause which could easily be taken as an inner-thinking period, since after T3 began with 'okay'. After, T3

directly approached each kid and made them be seated. In line 8, T2 took back the turn and kicked off with exclamation markers *'hey hey'* and wanted to confirm the silence and having attention of the kids by shifting to another kind of disciplinary manoeuvre we have named as appealing phrases.

As given above, pause in the student-teacher and child interaction may also vary. Even at the same minute of interaction pauses served for various aims that might be revealed from the extracts in this chapter. Pauses not only served for attention drawing and silence management request, but also as a turn transition unit or gap for thinking. Pauses in this dataset could also be interpreted as the sign pre-service teachers' possess in terms of classroom management. As in the extract 2, some of the pre-service teachers deployed leaving space to increase student initiations not only in quantity but also in quality. Therefore, spaces could show how effective it might be when spaces are taken into consideration particularly, in Constructivist and Interactionists view-possessing teacher minds. In conclusion, handling student initiatives needs to be taken into consideration to be taught to pre-service teachers (Fagan, 2012) to promote learning opportunities in interactions.

4.8. Personified Object
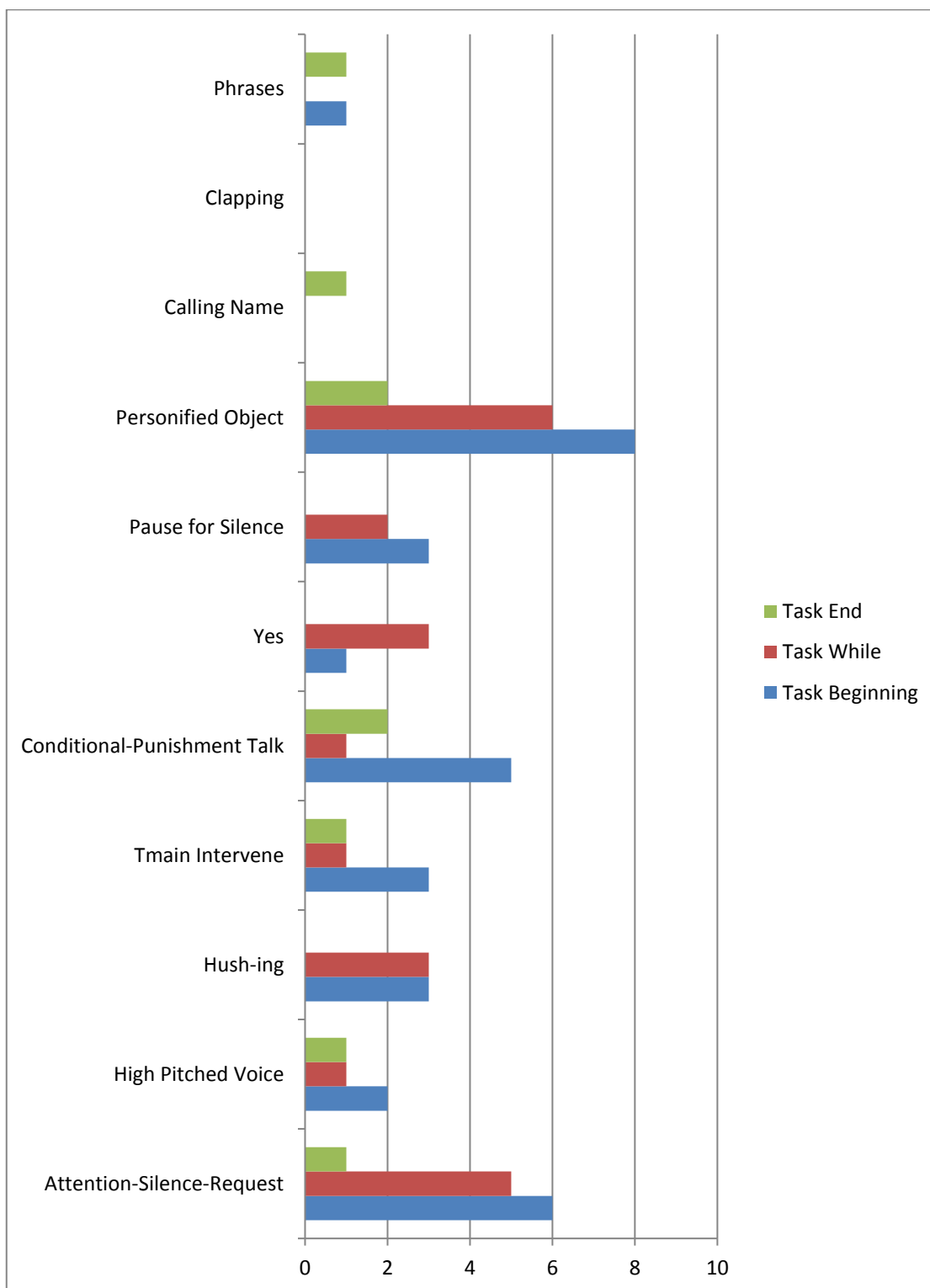
Figure8. Personified object talk use

Appealing to Personified Objects such as puppets, dolls, illustrations and so on is another manoeuvre induced to manage discipline in the classroom. When the table and the chart above are considered, it is true to claim that appealing to a personified object mainly used with attention-silence request, conditional-punishment talk, Tmain intervened and used pause for silence manoeuvres. It was also clear that it was generally used at the beginning of the tasks and secondly while-teaching tasks. Embodiment of an object mainly opened gates for pre-service teachers that were easy to manipulate and fundamentally assisted not only disciplinary management but also management of learning. In the chapter I will mainly focus on disciplinary management instead of management of learning which is out of the scope of this study. Below are the sample extracts to clarify the ways personified objects were adopted.

Extract 22.

```
1.  T:     şimdi    bugün    ben    size    bi    hikaye
        anlatıcam¤          (0:00:10.4)
2.  T: tamam mı,
3.  Cx: Peter
4.  Cg: Peter [var arkanda]
5.  T:     [eve:t] bakı:n Peter gelmiş¤          (0:00:16.7)
6.  Cf: ↑ Peter
7.  T: ama bakın Peter çok uzun bir yoldan geldi o yüzden
        yorgun sizin sessiz olmanız gerek tamam mı
8.  T: (.) başı ağrımasın¤          (0:00:24.5)
9.  T:  şimdi  Peter(la)  er:  Peter  ın  ormandaki  bir
        hikayesini anlatcam size ¤          (0:00:29.4)
```

This extract came from the beginning part of a teaching task. T aimed at applying a storytelling activity with the integration of Peter the puppet. T in line 1, began with the preamble as introduction token which referred to intention of telling a story today. In the following line, T wanted to check comprehension on the mentioned task with a question tag "*tamam mı, (tr: is it okay,)*". This could also be taken as a turn allocation yet, which was not directed to a specific child but instead to the whole class. In line 3, Cx took the turn initiated and Cx uttered the name 'Peter', instead of approving or denying the clearance of the task mentioned in line 1. In line 4, Cg followed Cx and also said 'Peter' was behind the T. This talk was overlapped by T with acknowledgement of Peter's presence in line 5. Cf also took the turn and called the name of the puppet

'Peter' in line 6 with higher pitched voice. This might show how exciting Peter or various personified objects can be concerning attention getting or engagement. In the following line (line 7), T took the turn with the apprehension of losing control due to the thrilled acts of the kids, T mentioned about how far Peter had come from and thus how much tiredness Peter felt. Thereby, T asked the kids to be silent and alert and ended the token with another question tag which also aimed to check the deal in keeping silence. There was a short pause in between the lines 7 and 8 which was a transition suitable unit, yet T took the turn again and added another complement "*başı ağrımasın (tr: do not give Peter a headache)*". And T maintained the task introduction with adding more details on theme of place in the story of Peter. Here, T used the personified object 'Peter' so as to calm down the kids and keep them silent before beginning storytelling. With the apprehension of losing control T benefitted much from Peter to continue. This beginning was an instance to storytelling practices in young-learners classrooms (see Stivers, 2008 for sequencing in storytelling sessions). To manage settling down the kids, T deployed transition in lines 7 and line 8. In line 7 T uttered silence attention talk including puppet and reasonable explanation yet in the following line after a short pause shifted the manoeuvre and gave a conditional talk aiming at confirming the silence and keeping calm whilst storytelling. Thus we can see how personified object, silence attention talk and conditional utterances may promote disciplinary management. Beyond that this manoeuvre shift somehow calms pre-service teachers down as a shelter to handle the pedagogical tasks planned.

Extract 23.

```
1.  T: ↑" şimdi (            ) hangisine binecek ona karar
       verelim mi,"¤        (0:03:26.8)
2.  CC: [(                              )]
3.  T:  [ ↑ ben böyle rasgele (        )]"
4.  Ch:   ¤        (0:03:29.8)PLANE   E   BİNSİN   PLANE
          ¤        (0:03:31.2)
5.  T: evet  ama  sessiz  olun  peter  bak  üzülüyor  siz
       konuşunca
6.  Tm: ↑ peterın başı ağrıyormuş¤        (0:03:35.2)=
7.  T: =evet peterın başı ağrıyormuş¤         (0:03:36.5)
```

In this extract the topic of the day was vehicles and T was on the idea of contextualized teaching which benefited from storytelling as in the first extract in this chapter. In the first line, T initiated a turn to whole kids with the question of asking kids their decisions on choosing the next vehicle for Peter. With the real-question type in line 1, we could claim that T showed the practice that student participation/initiation was needed (Van Lier, 1984; Lanftolf and Thorne, 2006; Walsh, 2002, 2006; Waring, 2008; Jacknick, 2011; Sert, 2014, 2015) in learning a foreign language. In line 2 and 3, kids' token and T's token were overlapped and this might have been taken as indicator of manoeuvre for disciplinary management. In line 2, kids in chorus took the initiated turn and responded which was unidentifiable as the T's turn was interrupted by kids, as T continued giving instruction on choosing the vehicle. Ch took the turn in line 4 and with high pitched thrilled tone of voice responded the initiation in line 3. Ch in line 4 chose a vehicle (plane) that we can accept as a proof of uptake and used code-switching (Üstunel, 2004; Üstunel and Seedhouse, 2005) as well. T took the turn back in line 5 and uttered silence-attention request talk again with the explanation that noise may discomfort Peter and make Peter sad. At this student initiated turn, pre-service teacher missed the learning opportunity (Sert, 2014) uttered in the previous line through code-switching and immediately deployed initial corrective manoeuvre (Reupert and Woodcock, 2010) for disciplinary management. Then, Tmain jumped into the scene and acknowledged T's warning and requested in line 5, by adding another complement as *"Peterın başı ağrıyormuş (tr: Peter has an headache)"* to T's token. T took the turn back with acknowledging 'yes' and repeated Tmain's token in the line 6. Acknowledgement of Tmain token by T explicated how true it might have been seen that pre-service teachers seek for a shelter at the moment of apprehension. In addition, in the extract, even though T began with the task-based introduction which aimed at increasing the volume of student participation, the pedagogical focus shifted with the fear of losing the control over the kids (Seedhouse, 2004, 2005). Therefore, T asked kids to keep silent which served for traditional classroom settings that teacher was the dominant character in the classroom. Likewise in the first extract in this chapter, appealing personified object was conducted when high pitched voiced participation by a child occurred.

Extract 24.

```
1.   T1: ↑" şimdi hepiniz yerlere gidi- yerlerinize gidin
     Jimmy gelicek"¤            (0:25:33.9)

2.   (( trying to sit kids back to their
     seats))¤            (0:27:45.4)

3.   T1:  ↑" ÇOCUKLA:R  ŞİMDİ  HEPİMİZ  ÇİÇEK  OLALIM
     ¤            (0:27:47.8)

4.   T3: çiçek olun herkes=

5.   T1: ↑ JIMMY GELİCEK¤            (0:27:49.5)

6.   T1: [↑ AMA BİLİYOSUNUZ-]"

7.   Cp: [ ABLAA::  (      ) ] ¤            (0:27:52.0)bana
     iki tane gelmedi: ¤            (0:27:53.5)

8.   T1:    TAMAM (    )-

9.   Tmain:            ↑      TAMAM       KONUŞMUYORUZ
     ARTIK"¤      (0:27:56.0)¤            (0:27:57.8)

10.  →T1:       ↑      JIMMY      SESSİZ      OLMADAN
     GELMİYOR"¤      (0:27:59.3)¤            (0:28:00.5)
     HİÇBİŞEY DUYMAK İSTEMİYOR JİMMY-

11.  Tmain: EVET¤            (0:28:02.6)

12.  T1: ŞİMDİ: (.) SESSİZ MİYİZ

13.  T1: >HEPİMİZ ÇİÇEK OLDUK MU:<¤            (0:28:06.2)

14.  CO: evet

15.  T3: çok güzel.¤            (0:28:08.6)
```

The extract was from the transition of the two activities (Markee, 2004) part. T1 was trying to make students sit and pursue (see Markee, 2004; Markee and Kasper, 2004 for tactical-fronting talk) with the following activity planned. In line 1, T1 asked kids to sit back in their seats adding the news that 'Jimmy' was going to join them soon. Here we could induce that the intention of T1 by appealing the personified object T1 wanted to attract the attention of the kids and convince the kids to be silent in the meantime. For (11.5) seconds T1 went close to each kid and sat them back in their seats. This manoeuvre might be aimed at making the kids feel her presence as the teacher of their lesson. In line 3, T1 took the turn back and with a high pitched voice uttered the phrase 'çiçek olalım' to keep them silent and this could be interpreted as the indicator of manoeuvre transition zone. In the following line with the apprehension of losing control, T3 intervened and also repeated T1's token in line 4. T1 in line 5 took the turn back and again with a high pitched tone of voice underlines that Jimmy is going to visit

them. Taking turn back and appealing to a personified object could be obviously taken as manoeuvre shift as well. After, T1wanted to continue the turn in the line 6 but there was an overlapped talk with the child Cp. With the interruption of the child Cp, T1 left the floor and Cp and Cp took the turn and they complained about not having two pieces as the other students had. T1 acknowledged Cp with *okay* (see Beach, 1993) and gave an unidentifiable talk after. That unidentified talk by T1 decreased the control and thereafter Tmain most probably felt the need to handle the situation; thus Tmain intervened in the line 9. Tmain asked for stopping talking in line 9 with a high pitched tone of voice which was a silence attention requesting talk as well. After a short pause T1 took the turn back and shifted manoeuvre and T1 gave a conditional talk by threatening the kids with Jimmy's not coming to the course and continued with warning that Jimmy did not want to hear anything. Then in line 11, Tmain took the turn and acknowledged the T1's sequence with a high pitched 'yes'. In the following line, T1 wanted to confirm that kids were all ready to start the activity and hence asked whether all kids were silent and had become flowers in the lines 12 and 13. This confirmation check showed how much the pre-service teachers felt anxious about losing disciplinary control of the class (Veenman, 1984). Co responded to T1 in line 14 with 'yes' and thus confirmed the silence. In response, T1 evaluated the act of keeping silent with "*çok güzel (tr: very good)"* (IRF/E: Sinclair and Coulthard, 1975). In this extract too, personified object was used to keep silence in the classroom and prepared the scene for the planned activity. As a result, appealing to a personified object seemed effective in terms of convincing the kids to manage both disciplinary and educational management inside the classroom. Particularly, for storytelling sessions appealing to a personified object seemed to be a popular way to benefit participants (pre-service teachers) and would be beneficial to use in their career.

4.9. Phrases
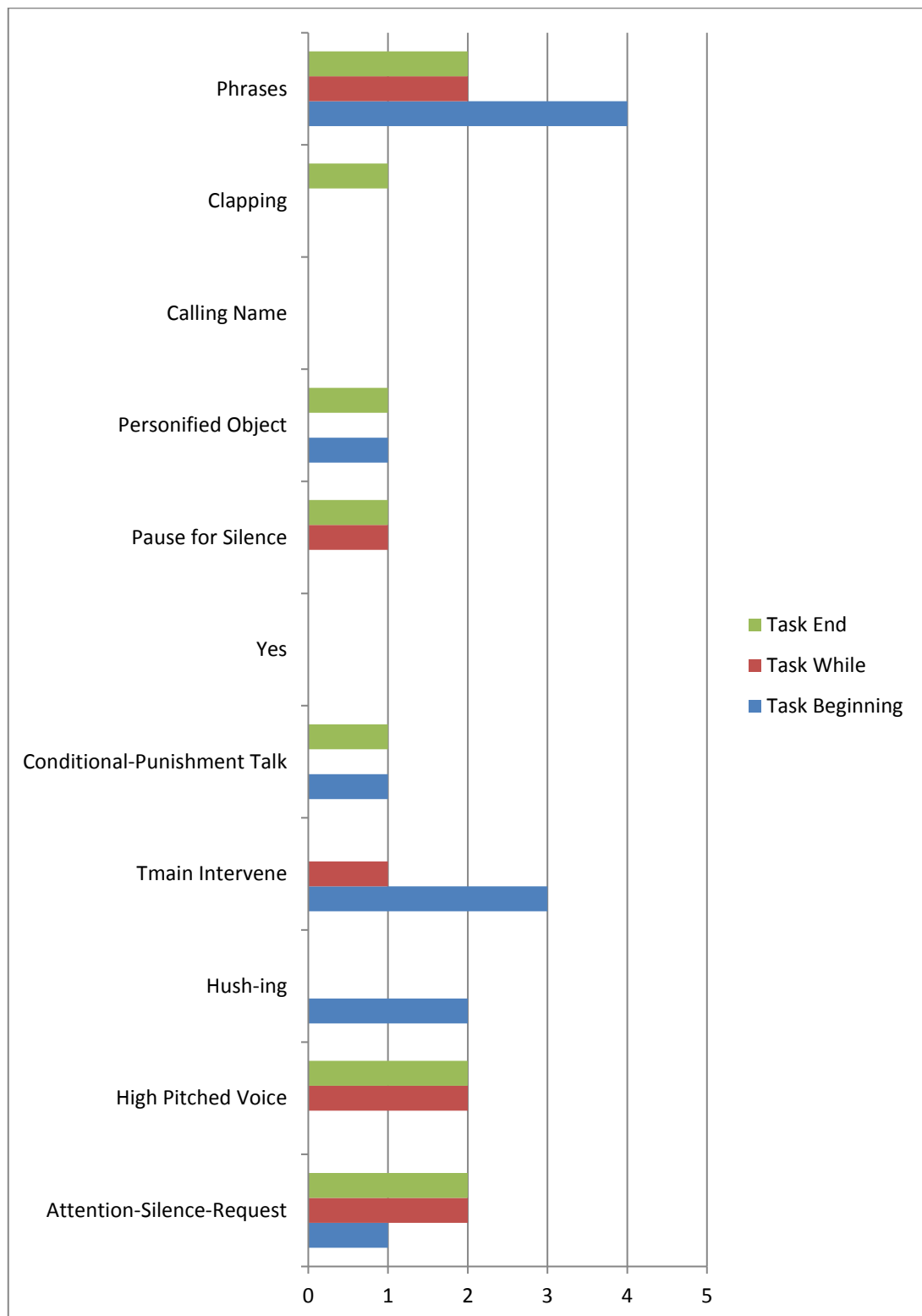
Figure9. Phrases talk use

Appealing phrase(s) was another way of disciplinary manoeuvre coded in the data set. Even though it is the fewest in terms of quantity among coded manoeuvres, it was appealed on a few different occasions, which have been given in the chart above. However as Seedhouse (2004) states that not even a single case can be dismissed and hence *phrases* deployment in disciplinary management is believed to be significant enough to discuss. From the table and the charts above, it can be revealed that appealing phrase was mostly coded with the 'Attention-Silence Request talk, High Pitched Voice and Tmain Intervene'.

Extract 25.

1. T: bugün sizinle İngilizce mevsimleri öğrenicez (0:00:09.4)
2. Cl: (saçmalık)
3. T: A::¤   9> (0:00:12.4)
4. T: ama önce sizinle tanışmak isteyen bir arkadaşınız var¤<154   (0:00:15.4)
5. T: siz de [tanışmak istiyor musunuz]
6. CC: [PE:TE::R   ]
7. T: (.)   ben   gidicem   birazdan   o gelicek¤ 048   (0:00:20.5)
8. T: (.) tamam ama önce sessiz olmanızı istiyo:
9. C: (   )
10. Tmain: hushh:¤   (0:00:25.6)
11. T: arkadaşımız gelicek şimdi¤   (0:00:26.4)ama sessiz olmanızı istiyor¤   (0:00:29.2)
12. Tmain: konuşmaya devam ederseniz gelmicekmiş ama bak [arkadaşınız]
13. T: [evet   ]
14. CC: (eeeeeee)¤   (0:00:32.9)
15. Tmain: herkes kolunu kaldırsın
16. CC: (eeeeeee)
17. Tmain: herkes kolunu kaldırsın=
18. T: hepimiz çiçek olalım bekliyor¤   (0:00:38.1)
19. T: sessiz   olmanızı   bekliyo   yoksa gelmicek¤   (0:00:40.7)
20. T: hepimiz   çiçek olalım¤   (0:00:42.0)¤   (0:00:47.6)
21. T: ((changing tone of her voice and uses puppet and storytelling begins))
22. T:<merhaba arkadaşlar>

The extract began with the introduction sequence that indicated the topic of the lesson. Teacher used L1 to catch the students' attention. This turn clearly signalled the belief of the teacher was on the side of using L1during introduction phase. C1 took the turn and uttered a face threatening sequence*"saçmalık (nonsense)"* in line 2 which was the indicator of dissatisfaction and disinterest in the topic. Later T showed her dissatisfaction with the exclamation *"A::"*. In this sequence, T also remarked the intention of drawing attention of the kids in the following line (line 4) by uttering a reasonable explanation beginning with a contrastive word "*ama (but)"* to emphasize the topic was not going to be disappointing. In line 5, T continued the sequence but it ended with an overlapping speech of T and students. As T indicated that someone would join the lesson, SS in Line 6 guessed who was going the join the lesson while T was asking whether the kids knew who it was. In line 7, there was a short pause and T continued explanation about the 'Personified Object' and gave the message that she would leave the floor to 'Peter (the puppet)'. T continued her turns in line 8 after a short pause and warned them about keeping the silence before Peter comes. In response C took the turn in line 9 and gave an unidentifiable reply. Thereby, Tmain jumped into scene and took the turn. Tmain gave a 'hush' which was prolonged for a second to warn the kids but not to interrupt or block the flow of the lesson anymore. Through this intervention, we can see how ready Tmain was to maintain control and how much Tmain was obsessed with the disciplinary management (Reupert and Woodcock, 2010). This intervention was acknowledged by T in line 11, as T did not utter any negative word concerning Tmain intervention in line 10 (Bromfield, 2006). T, in line 11, expanded her warning token about keeping silence and abruptly shifted manoeuvre so gave a conditional talk after a short pause. This was also a clear threat, as T clearly stated that if kids had not kept the silence, Peter would not join to the lesson. Tmain intervened in line 12 and copied the conditional sequence of T by acknowledging T's previous conditional utterance. In response, in line 13, T acknowledged but took the scene from Tmain with *"evet (yes)"*overlapped sequence. This was an extraordinary instance when pre-service teachers manner in the study of acknowledging Tmain's interruption and expanding Tmain's turn. Since in this instance initially T acknowledged Tmain's intervention yet right after a line T deployed taking the turn back practice which could show the discomfort of T. After that, Kids took the turn in line 14, but they showed ignorance

towards the conditional sequences in lines 8, 11, 12 and uttered strange noises as *"eeeee"* which could also be taken as an off task talk, too. Thereupon, Tmain intervened and gave a silence request talk by asking kids to raise their hands in line 15. However, in the next line kids again took the turn and continued the same strange noises. In response, Tmain did not hesitate to take the turn and repeated her warning in line 17. After Tmain ended his speech, T took the floor in line 18 and spoke out the phrase contained sequence *"hepimiz çiçek olalım bekliyor (tr: let's be flowers it's waiting)"*. Use of phrases to manage silence by T showed the tendency of T was benefitting to keep kids silent. This might have resulted from Tmain's intervention densely and T's instant manoeuvre transition to handle the situation back. And T continued with the conditional talk sequence by appealing to Peter the puppet and in line 20, T wanted to confirm the silence by repeating the phrase-containing sequence. Thereby, between line 20 and 21, there was about a five second pause that could be accepted as the indicator of silence confirmation. With the confirmation of silence management in line 22, T began storytelling (Strivers, 2008; Goodwin, 1980).

One could easily interpret by looking at the time indicators that the extract was from beginning of the teaching task. T initially wanted to make the kids silent before the storytelling and puppet show. However with the ignorance and rejection of the kids Tmain intervened into the scene and T acknowledged these interventions which signalled the admittance of Tmain's power at some sequences that s/he felt helpless at, yet T also deployed discomfort with the Tmain's overt-expansion of her turns as in line 11. After failure in silence requests both from T and Tmain, T shifted into another way of management strategy named as 'appealing phrase' as *"hepimiz çiçek olalım bekliyor (tr: let's turn into be flowers it's waiting)"* and repeated this appeal for the second time and paused for five seconds. This pattern was repeated several times and as it can be interpreted from the table and the chart given in this chapter at the beginning, appealing phrase(s) were mainly used with attention and silence request strategy, high pitched voice strategy, and Tmain interventions.

Extract 26.

```
1.   T2: üç kişi winterla beraber olucak . winter nerde
2.   T2:   ¤        (0:06:00.0)diğer  üç  kişi  summerla
         beraber (( classroom is out of control and T trying
         to set the atmosphere))
3.   T2:     ¤        (0:06:18.9)↑"     ÇİÇEK      OLALIM
         ¤        (0:06:20.3)
4.   T2: HERKES ŞİMDİ YERE OTURUYO:R ¤        (0:06:22.0)
5.   T2:    OTURUN    BAKALIM    (.)    herkes    yere
         otursun¤        (0:06:27.5)  ((tries  to  make  SS
         sit))
```

This extract was from the teaching part of the lesson. T2 wanted to conduct a group work activity. This act of teaching can be claimed as T2 was on the side of cooperative learning. Dominant language was L1 (mother tongue) and only target vocabularies were aimed to be taught in L2. T2 began with the introduction about grouping and gave directions as in line 1 "*üç kişi winterla beraber olacak. Winter nerde.*". T2 continued turn with directions in line 2, however the classroom was out of control, T2 tried to make kids sit for 18 seconds. After failure of settling the kids down, T2 shifted the manoeuvre and he approached the kids and in line 3 with a high-pitched voice T2 yelled "↑ *ÇİCEK OLALIM (let's be flowers)*". With this change in behaviour, rising tone of voice and appealing phrase, we can induce that T2 might have felt desperate and thereby T2 kept high pitched voice in the following sequences in lines 4 and 5. Particularly in line 4 the speech of T2 turned into a command instead of a request with the words "*HERKES ŞİMDİ YERE OTURUYO:R (tr: everybody sits now)*". The word '*şimdi (tr: now)*' gave the sense of rushing and thus signalled the pressure given with the meaning. In parallel, in line 5, T2 continued high pitched warning. Even though, line 5 began with a volume utterance there was a short pause after "*OTURUN BAKALIM (tr: come on and sit)*". Immediately after that short pause T2's tone of voice turned to normal volume and continued to make the kids sit down by approaching each group and touching the naughty kids. With this extract, one can see how T2 went crazy and started to yell at the kids and then felt desperate. Then the phrase benefitted by T in the previous extract in this chapter came to T2's mind and T2 began with phrase "*ÇİÇEK OLALIM (let's be flowers)*". This was a sign that student teachers have the belief that

phrases are useful. However, tries of T2 seemed helpless and suddenly T2 changed manoeuvre and settled down.

Extract 27.

```
1.  T2: ¤        (0:14:56.9)tamam  tamam  (.)  hadi  gelin
        bakalım¤        (0:15:00.2)

2.  T2:               >çabuk                        çabuk
        çabuk<¤       (0:15:02.0)¤        (0:15:03.6)

3.  T2: herkes yerine¤        (0:15:04.1)

4.  (( kids are yelling and ignorant))

5.  T2: ¤        (0:15:11.8)((claps hands))

6.  T3: ↑çocukla:r çocukla:r

7.  T3:     şöyle    yapalım¤        (0:15:13.6)      bi
        saniye¤       (0:15:15.6)¤        (0:15:16.8)tamam
        ¤         (0:15:17.2)

8.  ((makes all kids sit))

9.  T2: ¤        (0:15:56.3)hey hey>↑ hadi bi çiçek olun
        bakalım<¤        (0:15:58.1)¤        (0:16:04.8)
```

This extract was from another session. Here with the struggles of T2, it was obvious to say that kids were off track and T2 seemed helpless the same as the T2 in the second extract of this chapter. This extract was from the End of a teaching task which meant T2 was about to complete the task and wanted to manage silence and end up with wrapping up the task. In line 1, T2 began with 'okay' (Beach, 1993) as the sign of discomfort T2 felt and there was a short pause for silence. Later on T2 wanted kids to settle down with the request "*hadi gelin bakalım (come on and sit)*". Here with the pause we can interpret that T2 has the belief that kids would listen to the teacher's words. However, in the following line (line2) T2 utters a faster speech ">*çabuk çabuk çabuk< (tr: faster faster faster)*". The words T2 uttered the meaning of the words and the way T2 uttered seemed to be incompliance. That was to say that, as the word 'faster' was chosen T2 uttered it in a faster pace. In an opposite case, if 'slow' would have been chosen it could be uttered in a slower pace. In line 3, T2 continued the request of making kids sit. But clearly kids seemed ignorant and kept on making noise. This face threatening moment was the '*manoeuvre transition zone* 'concerning classroom management. Therefore, T2 shifted into clapping with the intention to attract attention and keep silence in line 5. In the following line (line 6) another intervention occurred

and T3, group mate of T2, intervened and took the turn with a higher pitched voice *"↑ çocukla:r çocukla:r (tr: kids kids)"*. Calling the whole kids T3 aimed at getting the kids attention and continued in line 7. In line 7, T3 started with moving kids *"şöyle yapalım bi saniye (tr: better do like that one second)"*. For 1.2 minutes and sat all the kids and uttered *"tamam (tr: okay)"*. This 'okay' had different function than the one in line 1. Within other words, in line 1 'okay' was used to attract attention whereas in line 7 'okay' was used to confirm that the scene was set to continue. One could also claim that it might be the moment to leave the floor to the responsible one(s). Since in the following sequence, in line 9, T2 got back to the floor and wanted to check whether everything was ready to go. T2 did this double check with a quick pace of talk *"hey hey>↑ hadi bi çiçek olun bakalım<"*. T2 again used the phrase *'let's be flowers'* here and clearly wanted to take control after T3's settling the kids. In this extract the phrase was used to confirm the kids were steady to continue after intervention of more dominant group mate.

When the all three extracts are considered, using a phrase to manage discipline in the young-learners classroom might be beneficial. Since all the manoeuvres changed the tension of the kids, even if it was little. In addition, the extracts in this chapter also put forward that student teachers demonstrated teacher dominant (traditional classroom) sessions. This type of traditional way of lesson presentation might be accepted as one of the core problems laying behind the disciplinary management problems. The amount of effect caused by using phrase(s) therefore can be based on the capacity or experience of teacher who is present at that moment and also the mood of the target learners. To sum up, appealing phrase(s), as long as they are used at the correct moment especially during the chaotic moments may help teachers to reach kids' imaginary world and change the kids' negative mood into positive.

4.10. Tmain Intervene
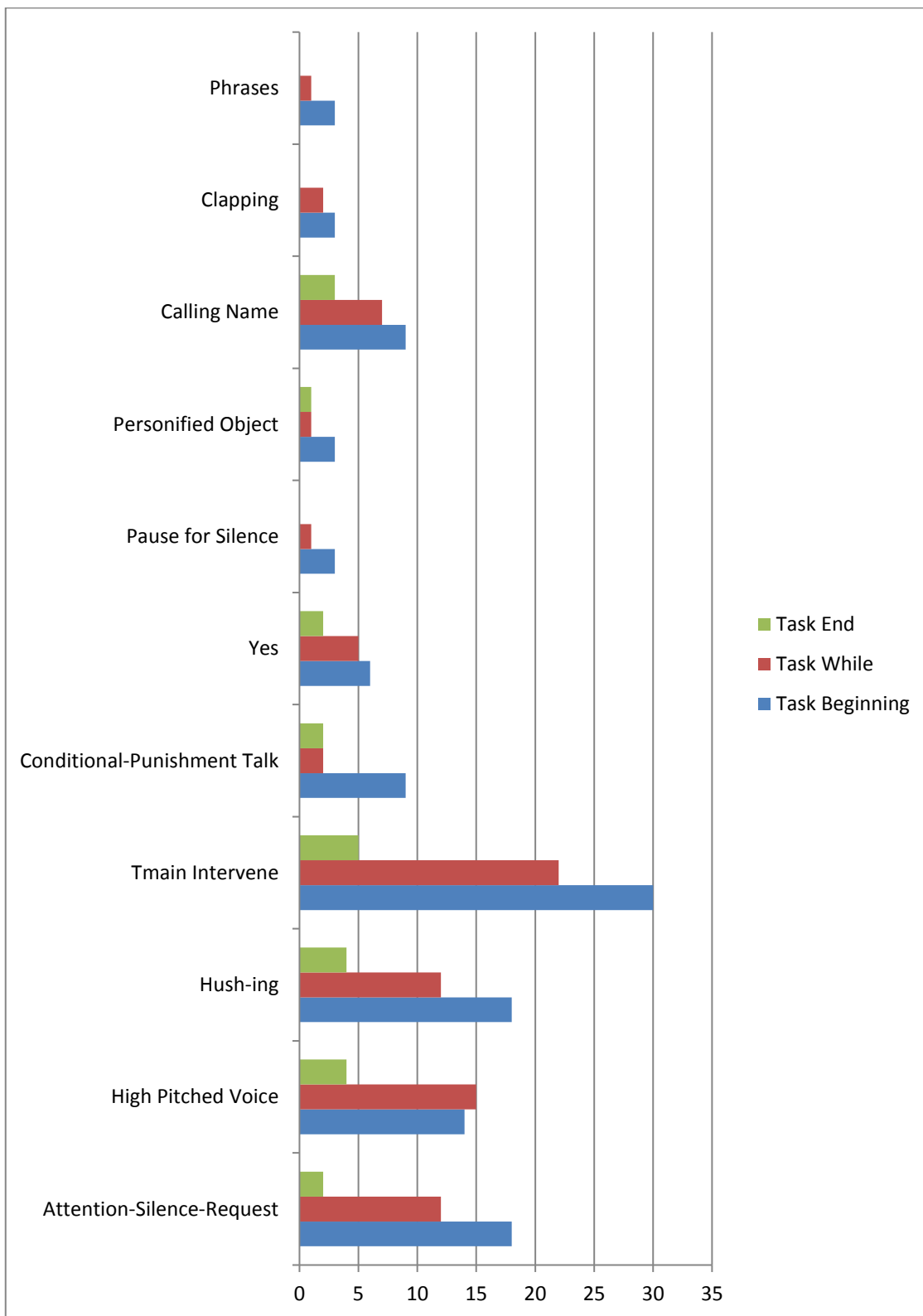
Figure10. Tmain intervene

As the focus of the study is to look at disciplinary practices of student teachers of English, Tmain Intervention is out of scope. Yet, when all practices are considered, it was undeniable to acknowledge that during whole practice parts of student teachers in this study Tmain, although not expected or requested, intervened into scene. The more interesting facet of this intervention is on the side of pre-service teachers that these interventions did not cause any face-threatening actions (Reupert and Woodcock, 2010) except for a few of them. Moreover, some student teachers, who had problems to manage kids, seemed even to be happy to have Tmain there with them. As a result, it was inevitable to see interventions. Due to the immense effect of Tmain, we wanted to add a chapter about her and analyze how, where and when Tmain intervened and shaped the interactional sequences in which manoeuvre transitions occurred.

Extract 28.

```
1.    T: takın bakalım ¤<2         (0:03:57.2)↑hush
2.    →Tmain:    değişicek     zaten     onlar     tamam
       mı¤<23        (0:04:00.0)=
3.    T: ↑ şimdi eşinizi bulcaksınız> tamam mı onlarla yer
       değiştireceksiniz<¤  43°     (0:04:03.9)
4.    T: ¤ 248       (0:04:08.7)"tak bakalım boynuna
5.    →Tmain: ↑ayşenur ve deren ¤        >(0:04:18.1)
```

In the first line T, by mentioning necklaces, wanted the children to wear necklaces. Just after this demand, T foresaw the possible noise and gave *hushing*. In the following line Tmain took the turn and uttered procedural introduction "*değişecek zaten onlar tamam mı (tr: you will exchange them anyway okay)*. Tmain aimed at preventing possible dislikes of necklaces handed out. This was the proof of experience that Tmain had suffered. Since generally kids prefer choosing the ones they like if teachers let kids choose. Worse, if they cannot get the one they like, it means that you may have a new-born conflict that may end up in chaos. Tmain ended her turn with a question tag initiation. Yet T took the turn with higher pitched voice and extended Tmain's introduction and told that kids were going to find their partner necklace and change their seats. T also ended with comprehension check "*>tamam mı onlarla yer değiştireceksiniz (tr: you will change your seat okay)*. In these first three lines, T in line 1 gave an initial correction and *hush* and this turned into be an indicator of a manoeuvre shift and hence Tmain directly took the turn and uttered preventing sequence with the

purpose mentioned above. And then T took back the turn and continued without any deployment of being disturbed by the Tmain intervention (Bromfield, 2006) Waring (2011b) explicated this stepping in as a conclusion deployed by the student however, in this study this stepping was mainly used by Tmain when disciplinary management was concerned. Furthermore, in line 4, the initiation in line 3 did not find any response and kids were dealing with necklaces and they also seemed ignorant. After a (4.8) second time lapse, T directed a kid and asked them to wear the necklace. In response, Tmain took the turn and called two kids names that were having trouble to choose the necklace. This line proved how experienced Tmain behaved, since she did foresee the coming threat about choosing necklaces, finally it ended up with warning kids by calling their names. I can also claim that the more time a teacher spends with their students; the more they can detect situations which may end up with more prevention strategies instead of instant manoeuvre shifts and initial corrective disciplinary management manoeuvres.

Extract 29.

```
1.   T2: merhaba
2.   T2: herkes beni dinliyor mu,¤              (0:03:01.6)
```



```
3.
4.   →Tmain: hush:
5.   T2: ↑ herkes beni dinliyor mu ¤            (0:03:02.0)
6.   C: E:VE:T
7.   T2: evet tamam çok güzel ¤                 (0:03:04.6)
```

In this extract T2 wanted to begin the task, yet beforehand she presented attention and silence requesting manoeuvres. In line 1 T2 began with greetings. And T2 extended her talk and uttered attention-silence request "*herkes beni dinliyor mu, (tr: is everybody*

listening to me,). This turn ended with a low-rise suggesting continuation. However, in the next line Tmain intervened and took the turn with a prolonged *hushing*. This sequence;

- T initiation of a silence attention request and
- Tmain's intervention before letting kids to response to T's initiation.
- T2 took the turn back and repeated the request of her/him

Yet this time T began with a higher pitched voice. This could be seen as the request in line 2 turning into a warning initiation or T might not be happy with the intervention of Tmain. In response a child C took the turn and yelled *yes.* In the following line T2 took back the turn and acknowledged C and gave an evaluation talk "*evet tamam çok güzel (tr: yes okay very good).* As obvious Tmain's intervention caused T2 to repeat the request. Because of repeating it again T2 changed the way she uttered and shifted her manoeuvre into a higher pitched more demanding turn. So this extracts showed that Tmain's intervention might also block students' initiations as in line 6 a kid was able to respond to the invitation by T. Furthermore, intervention by Tmain may have caused to manoeuvre transition to regain the flow of the planned lesson.

Extract 30.

```
1.   A: fark etmiş¤        (0:08:47.5)kurtun büyük anneyi
        ve   kırmızı   başlıklı   kızı   yediğini   fark
        etmiş¤       (0:08:51.3)  ve  hemen  onun  karnını
        açmış ve hemen kırmızı başlıklı kız ve büyük anne
        kurtun karnından çıkmış[ ve ikisi de kurtulmu::ş  ]
2.   C?: BİLİYORUZ ZATEN BİLİYORUZ
3.   →F: hushhhhusshh
4.   A: peki  (.)  peki  sonra  napmış  (.)  karnını  taş
        doldurmuş ve kurt o taşla birlikte koşmaya başlamış
        daha sonra kurt yoldan geçerken araba çarpmış kurta
        ve  kurt  ölmüş  ama  kırmızı  başlıklı  kız
        kurtulmuş¤      (0:09:18.4)  ve  büyükannesiyle
        birlikte    mutlu    mesut    yaşamışlar
        ¤        (0:09:21.6)
```

This was a storytelling activity extract. A (pre-service teacher) telling the story of 'Little Red Riding Hood' and A was about to complete the story. In line 1, A was telling about the scene in which the wolf ate the grandmother and little red riding hood, and the woodman helped them to escape. At the end of line 1, there was an overlapped talk and

C intervened. C uttered a face threatening token with a high pitched voice "*BİLİYORUZ ZATEN BİLİYORUZ (tr: we know it anyway)*. Thereupon, without letting A to response, Tmain jumped into the scene and took the turn by uttering *hushing*. As in the two previous extracts in this chapter, Tmain here sensed a critical moment that might change the atmosphere of the classroom and lesson and immediately intervened. This may have been the evidence of how much anxiety Tmain felt, concerning pre-service teachers' inexperienced manners and also kids' intention to abuse every possible opportunity given. However, for this instance Tmain was intervening, appealing a short *hushing* could be due to fact that Tmain did not want to destroy the atmosphere at all with an explanation or a request talk which may have taken more time than *hushing* and may have broken the silence after a storytelling session. In the next turn A continued her turn just like nothing had happened. This sequence deletion (Waring, 2013) could be the result of Tmain's intervention; as Tmain's intervention set the scene silent and aimed to prevent any possible unexpected extends in kids' talk. On the other hand, it could also be claimed that T was engaged with the pedagogical focus they intended to benefit.

Extract 31.

```
1.   N: SAYMAK İSTEYEN VAR MI MEVSİMLERİN İNGİLİZCESİNİ
2.  →F2: MUSTAFA::::: (.)              BAK ÖĞRETMENİNİZ ÇOK
         ÜZÜLDÜ BUGÜN (         )
3.   N: PETER SİZE BAKMAK İSTEMİYOMUŞ
4.  →F2: ÇOK ÜZÜLDÜ BUGÜN Dİ Mİ
5.   N: ÇOK   SES   YAPIYORSUNUZ   VE   PETER   SİZE   BAKMAK
         İSTEMİYORMUŞ¤           (0:27:59.6)
```

This extract was from the covering part of the teaching task. The topic was seasons (vocabulary teaching) as obvious from the reference of N (pre-service teacher) in line 1. In line 1, N wanted kids to recount the seasons in English so N uttered an initiation here. In the meantime, Tmain (F2) realized that a kid was ignorant and not paying attention to the task being taught. Therefore, Tmain in line 2 took the turn by sabotaging the initiation of N in line 1, and called the name of the kid with a high pitched elongation (Hellermann, 2003). There was a brief gap right after name calling which was a transition unit (Markee, 2003) but Tmain extended her turn and gave a reasonable speech to convince kids to listen to N yet still deployed high pitch voice. In the next line, N took the turn back with a manoeuvre transition and appealed personified object

'Peter' to manage kids' attention. In line 3, N wanted to touch kids' emotions and thus uttered that Peter did not want to look at the kids. This manoeuvre transition intended to benefit from kids' beloved character 'Peter' and made kids remain silent so as not to break Peter's heart. In the next line, Tmain took the turn and acknowledged N's sequence in line 4. Tmain uttered an initiation with a question tag "*di mi (tr: isn't it)*". By this way, Tmain wanted to check the deal of keeping silent. N in the following line took the turn back and gave a rationale to N's speech in line 3. In other words N explained that if kids had continued making noise, Peter would not look at the kids and get sad.

When the extracts in this chapter are conceived, it can be induced that being more experienced might make Tmain intervene into scene to prevent possible troubles that Tmain has experienced. This can be interpreted also with flow of adjacency pairs which of those began with student teachers utterance claiming silence and continue with Tmain intervention. The intervention by Tmain might also end up with sabotage to T's invitation and kids' responses as in the Extract 2 in the chapter. Because of that, leaving even inexperienced teachers alone in front of the classroom may also turn into a huge opportunity as a survival for their career, as well. In conclusion, it is fair to say that student teachers were inexperienced and this was the first time of teaching for many of the student teachers.

4.11. Yes
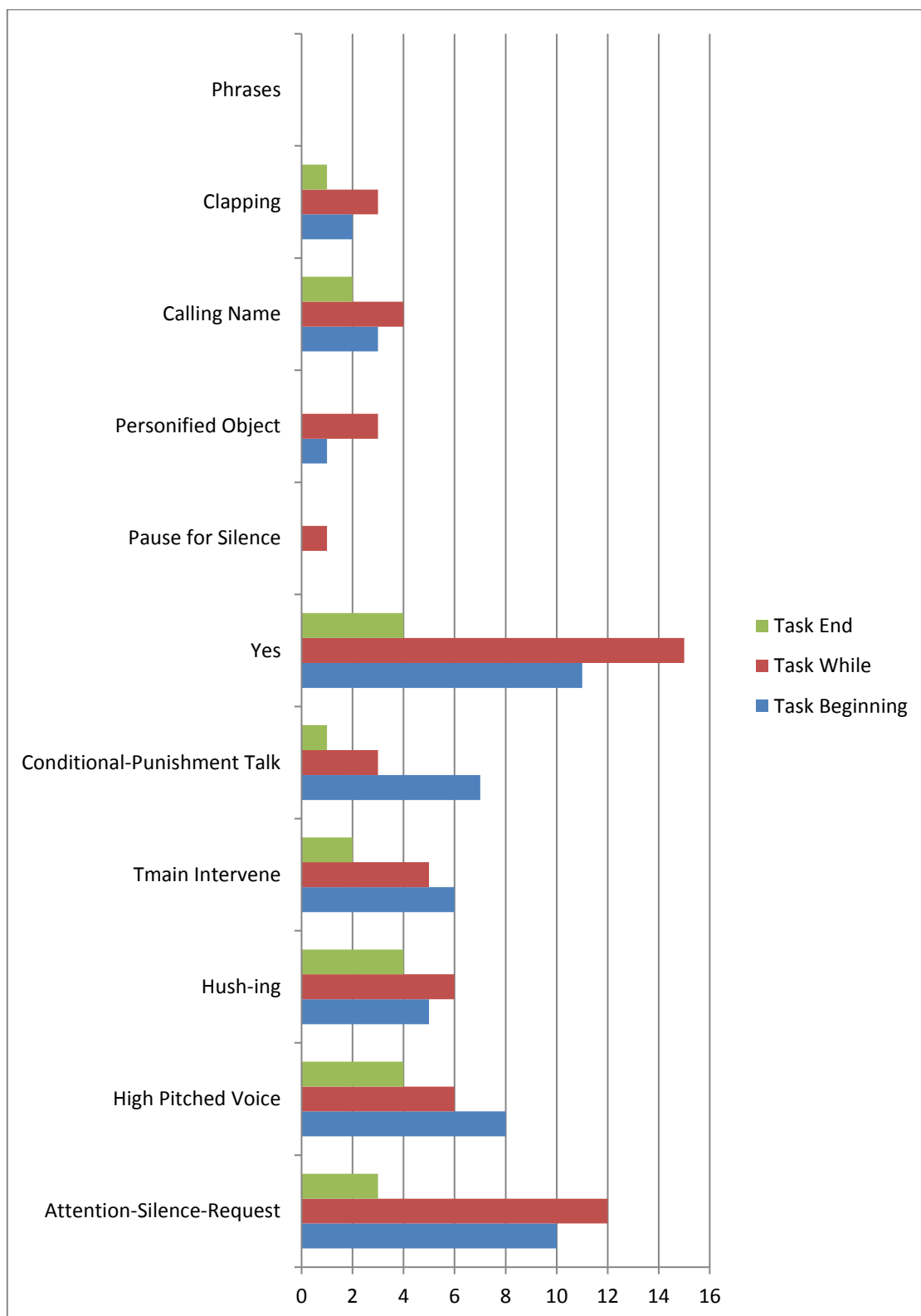
Figure11. Yes talk use

The word *'Yes'* is utilized for various purposes in interaction. Beyond the literal meaning it also has the meaning of approving, confirming and so on. In the second language classroom it has other functions too. As listed in the chart above in this chapter, 'yes' was also deployed by pre-service teachers in cooperation with other manoeuvres. For this study *"yes"* was mainly used in cooperation with attention silence request talk and High pitched voice. As the focus of this study was to analyse disciplinary manoeuvres of student teachers of English, we are going to present samples of *'yes'* appealing in young-learners classroom by pre-service teachers.

Extract 32.

```
1. M: (3.0) hadi siz de gelin çember olalım (.) gel sen de
2. (( arranges the chamber))¤         (0:04:29.1)
3. →F: ¤          (0:04:43.9)Eve:t tutuşalım
4. F: (.) ↑ Arda (    ) ↑" Ömer Ali: ↑ =
5. →M: =Eve:t¤         (0:04:51.1)¤        (0:04:58.1)
6. →F: Eve:t (        )¤        (0:05:03.6)
7. →F: Kaan EFE: (.) EVE:T başlıyoruz ((claps her hands))
        (.) şarkımıza başlıyoruz duyamıyorum (( looks into
        kids eyes by getting closer to some who are
        naughty)) (2.0) duyamıyorum ben↑
8. A: hadi bakalım başlıyoruz=
9. F: Atla:s↑ =
10.    A: ama alkışlarla beraber söylüyoruz (.) ritim
        tutuyoruz böyle ritim. hhh ritim tutcaz tamam mı?
        (.) başladıktan sonra tamam mı?=
11.    →M:=evet.
12.    "A: hadi o zaman .hhh ilk başta biz söylicez sonra
        hep beraber söylemeye çalışcaz¤        (0:05:30.7)
```

In the first line, M (pre-service teacher) invited student to create a circle. M continued to help kids to create a circle and in the meantime F (Tmain) intervened and took the turn. This intervention came true after (14.8) seconds of circle construction endeavour of M. This simply gave us that F was aware of the complexity and quarrel and wanted to handle the situation before it got out of control. So thus, in line 3, F took the turn and uttered the sequence "*Eve:t tutuşalım (Ye:s hand in hand)*". With an elongated *yes* there, F aimed at warning and silence-attention getting to continue. There was a short pause after F's intervention, but F did not seem satisfied with the manner of the some

kids and thereby, F shifted the manoeuvre of discipline and directly called some kids who were supposed to be the source of the chaos. The manoeuvre shift here was deployed in a similar way as most others used, this shift came true with the sense of feeling the need of doing something more to handle the situation and settle down the kids. After this sequence, both M and F (in the lines 5 and 6) gave *yes* with elongation "*Eve:t (tr: ye:s)*". Both of these *yes* words were to confirm and manage attention and silence to convey task flow. Yet, there was a 7 second-pause between M and F talk in the lines 5 and 6. It was obvious that F this time also waited to check success in managing silence yet F most probably did not capture that the scene was set to go, thus F intervenes again with *yes* too. At this point we could see the effect of Tmain's presence there. Without Tmain, how pre-service teachers would survive in the classroom seemed to be vague. Therefore, as in the many of the extracts pre-service seemed to be happy with the Tmain's intervention (Bromfield, 2006). In the following line, F continued the sequence and called a child's name again. There was a short pause afterwards, yet F this time gave a high pitched *yes* and clapping. This was another manoeuvre transition zone that the turn began with calling name and continued with high pitched *yes* and clapping for the sake of managing silence. F in the meantime approached to some kids and looked into their eyes to warn again. After a 2 second-pause F continued and complained that she could not hear. This utterance also showed pedagogical shift F deployed, as F shifted from initial corrective feedback to task completion which could be interpreted with the F's intention to hear to continue. In the following turn A (another pre-service teacher) jumped into the scene and intervened too "*hadi bakalım başlıyoruz (tr: come on we are staring now)*". A seems to take the control back to help M. These interventions also clearly showed that M was not accepted by the kids and thus resulted in confliction. F, in the line 9, took the turn back and called another kid's name. A in line 10 took the turn back and instead of any disciplinary management utterance, A tried to make the kids continue the task with activity flow introduction. This was the clue that this group of pre-service teachers had pre-intention to follow constructivist and Interactionists ways of teaching; yet real classroom atmosphere faced them with the possible reality in young-learners classrooms. In the next line, M took the turn back after about 45 seconds and uttered *yes*. This time, *yes* was utilized for another function than it was in lines 3, 5 and 6. In this line *yes* was deployed to acknowledge the previous turn by A. M clearly acknowledged A in line 11. However, A took the turn back immediately in the next line

after M. A instead of leaving the floor to M, began to apply activity procedure without giving any reference to M.

Extract 33.

```
1.   T2: bu neydi ¤          (0:12:43.6)
2.   Cp:↓ pullover
3.   Cd:↑ shoe¤         (0:12:47.2)
4.   ((kids pulling the objects and noise arouses))
5.   →Tm:    ¤         (0:13:05.5)EVET   DİNLEMEYENLER   EBE
        OLMUYO¤         (0:13:07.2)
6.   Tm:   (.)    oyunda    düzgün   [durmayanlar    (
        )]
7.   T2:                        [↑ evet sessiz olmayanı ebe
        yapmıcam ]"¤         (0:13:11.8)
8.   T2: tamam mı¤         (0:13:12.6)
9.   T2: konuşan ebe olamaz¤         (0:13:14.0)
```

This extract was from the while-activity part of teaching task. T2 initiated a turn in line1 with a question "*bu neydi (tr: what was it)"*. Cp took the turn and replied in the second line. Yet Cd took the turn in line 3 and replied too. Each uttered different responses. Thereupon, the kids started to make noise and pulled the object in student teacher's hands and this could be the indicator of a possible manoeuvre transition. Hence, Tmain immediately jumped into scene and took the turn in the following line. Tmain gave a threatening token with a conditional sentence beginning with *yes.* Here, Tmain used *yes* with a high pitch tone of voice and ended at the same high tone. Tmain aimed to attract all kids' attention with preamble *yes* and threatened kids to keep silent and continue, which was a type of punishment as well. After a short pause in line 6 Tmain took the turn again with the purpose of confirming the condition, yet her speech was overlapped by T2 after a while. In the overlapped talk in line 7, T2 acknowledged Tmain's threat and punishment and copied Tmain's words. In addition, in the next line T2 wanted to check comprehension of the condition and asked understanding confirmation "*tamam mı (tr: okay?)"*. After this initiation in line 8, without letting kids speak, T2 repeated the threatening condition to consolidate the condition. In this extract we can see how students' initiations turned into a noisy atmosphere on the debate of an authentic material reorganization. This debate indeed could have ended up with a word naming and learning and with a traditional classroom interaction sequence IRF/E (Sinclair and

Coulthard, 1975), however, the interruption by Tmain closed a possible vocabulary learning opportunity and changed the mode of the classroom to managerial mode (Walsh, 2006) after line 5. As the learning management is out of the scope of this study I am not going to further the discussion about the learning effects and outcomes.

Extract 34.

```
1.   ((noisy atmosphere starts and pics are handed out
      meanwhile))¤            (0:20:21.3)
2.   →T3:  eve:t arkadaşla:r hadi bakalım
3.   Tmain: EMRE:¤            (0:20:24.3)
4.   →T:   ↑  EVET  ÇOCUKLAR  HERKEZ  YERİNE  OTURUYOR
      ¤           (0:20:30.0)
5.   T3: ↑ HADİ HERKES YERİNE ¤            (0:20:30.9)
6.   ((nosiy atmosphere Tmain and 3 Ts make kids sit one
      by one by calling names))¤          (0:20:44.9)
7.   →T2: ↑ EVE:T ARKDAŞLAR TAMA:M ¤           (0:20:46.5)
8.   T2: HADİ: ¤           (0:20:47.3)
9.   T2:  ¤        (0:20:49.3)hadi  yerlerimize  gidelim
      ¤       (0:20:50.5)
```

In the extract we are going to see how *yes* was used just by student teachers T, T2and T3, meanwhile we can track the change in utilization of *yes*. The extract began with noisy atmosphere description of scene. In line 2, T3 took the turn and invited the kids to the task back. In addition, T3 with a normal tone of voice uttered *yes* but it was prolonged. This was a preamble *yes* to charm attention. With T3's intention to gain attention, Tmain in the next turn took the turn and called a kid's name in a higher pitched tone of voice, which was a warning as well. Right after this stressed talk of Tmain; T took the turn and acknowledged T3 and Tmain with a request of to be seated. T3 in the next line copied T's request, too. There was a clear change in the tone of voice right after Tmain's intervention in line 3 that both T and T3 uttered high pitched tokens. This was the clear deployment of manoeuvre transition among pre-service teachers and Tmain present there. However, in line 6 it was still remarked as the kids were out of control and thereby all teachers, by calling the names of the kids, were making kids sit down, and it took 14 seconds to make kids be seated. After a gap of (14.0) seconds which was the indicator of manoeuvre transition T2 took the turn and this time continued with high pitched token "*EVE:T ARKADAŞLAR TAMA:M (tr: ye:s friends oka:y)*" which was the new manoeuvre deployed. T2 here requested to stop making

noise and keep silent. In the next line, T2 continued the turn and again asked kids to obey what was initiated in the previous line "*HADİ: (tr: come on)*". There was a 2 second-pause in between the lines 8 and 9, which could also be understood as a pause for silence since in the following line T2 continued the silence request sequence. In line 9 T2 took the turn back again and repeated the request of making the kids be seated.

It is also clear to say that *yes* was used in the noisy or chaotic-like moments as a preamble. *Yes* was also used in cooperation with silence-attention request talk and high pitched tone of voice. In addition, Tmain intervention was also widespread. It is significant to emphasize that all student teachers acknowledged Tmain intervention, which was likely due to being inexperienced or less-experienced than Tmain. The manoeuvres of Tmain and student teachers demonstrated that they were all of the same idea that the teacher was the dominant character inside the classroom as they transit among manoeuvres they think to be beneficial.

4.12. Discussion

In discussion, the findings regarding manoeuvre identification via NVivo qualitative data analysis software; It was founded that, eleven different manoeuvres deployed by pre-service teachers in the study. Moving out of Waring (2009)'s defining the action as manoeuvre, the study adds classification of the manoeuvres detected and naming them as a theme induced through dataset in the study. These pre-service Turkish EFL teachers of English in the study use both verbal and non-verbal manoeuvres to manage behavioural management of classroom in which they practiced. It is significant to emphasize that these manoeuvres are not isolated from each other, instead; as we have witnessed through the data analysis more than one manoeuvre may accompany one another manoeuvre. Indeed, this accompany by other manoeuvres resulted in manoeuvre transition zone basically. These manoeuvres are induced as follows;

1. Attention-Silence Request
2. Calling Name
3. Clapping
4. Conditional Talk
5. High-Pitched Talk
6. Hush-ing
7. Pause for Silence
8. Personified Object Talk
9. Phrases Talk
10. Intervene of Tmain
11. Yes Talk

The repeated manoeuvre transition zone sequence happened as (1) unwanted (deviant/face threatening case) behaviour sequence by students, (2) teachers' utterances as a warning or a request to manage/control previously encountered manner, (3) students' ignorance or resistance to the invitation by teachers, and (4) feeling helpless and teacher changes the previous manoeuvre to another manoeuvre to increase the impact of the manoeuvre to manage behavioural control for the sake of handing

situation and managing discipline in the classroom, yet if (5) a teacher is not satisfied with the transited manoeuvre, s/he may shift to another manoeuvre which can also be named as expansion of the manoeuvre transition and shifting. Basically this may be sequenced as follows:

1. Pre-indicator of a disciplinary manoeuvre (at some instances),

2. A manoeuvre employment

3. Ignorance/resistance sequence= Indicator of manoeuvre transition

4. Manoeuvre transition zone

5. Manoeuvre transition expansion (at some instances).

The sequence induced above may only be considered in which disciplinary management cases occur. As management of learning is out of the scope of this study, It cannot be claimed that the resemblance of these sequences in other cases and contexts. So, manoeuvre transition occurs as pre-service teachers feel helpless as something deviant and unexpected may have aroused. What accounts for that manoeuvre shift induced mainly results from the intention of settling kids firstly so as to continue the pedagogical task planned. Apprehension to lose control may also affect transition among manoeuvres. Besides, failure of a manoeuvre appealed may cause instant trying of another manoeuvre which may also end up with another manoeuvre transition. With the discussion of these tokens in the previous chapters of manoeuvres identified, I have come up with contingent and in-contingent results to conclude.

Of the Walsh (2006)'s modes of classroom modes, managerial mode is the most densely observed mode through the data. So, there are prosodies (high pitch volume), nonverbal messages (clapping), silence requests, and transitions referring to opening and closing the activities to handle the situation. The list of conclusion concerning micro analytic findings of this study is listed as follows:

Pre-service teachers employ elongation (Waring, et al., 2013; Hellermann, 2003) to increase the stress of what is being uttered. Furthermore; those teachers deploy pauses (either short or long) to makes kids comprehend that s/he asking and waiting kids to be silent to continue. So at those sequences pause and restart serves for managing silence different from Goodwin (1980). In addition, when turn initiation (Sacks et al., 1974) is considered to handle noisy atmosphere with the intention of letting a kid speak could

end the others' off task talks (Markee, 2005) was another finding of the study. Moreover, this initiation at some instances turns into warning via name calling (Wood, 2008) as well. Besides, as Waring (2011, 2013) states, there occurred defiant instances as some kids step into scene without being called upon or they step into the scene on behalf of another or some may abuse the teachers' permissions to speak. As Garton (2012) and Walsh and Li (2013) state, some pre-service teachers in the study even give interactional space to manage pedagogical task yet because of the abusing behaviours of the kids, manoeuvre transition used by pre-service teachers and interactional spaces are not sustained anymore. Because of such moments, as Sert (2014) claims, there were some students whose initiations were blocking learning and interaction sustaining which dramatically causes to miss an opportunity to contain the task. To sum up from this point, as Fagan (2012) claims, pre-service teachers are to be taught explicitly on the basics of classroom interactional features to manage student initiations. As manoeuvres embraced by pre-service teachers in the study show that pre-service teachers leave little room for student interaction, it can be claimed that pre-service teachers in the study neglect the significance of students initiations and deploy a dominant role in interaction (Markee, 2000; Mehan, 1979; Sinclair and Coulthard, 1975; Green, Franquiz, and Dixon, 1988) as well.

Of the manoeuvres induced, Silence-Attention requesting talks, High Pitch talks, Hush-[ing]s, and Tmain intervention talks are used mostly. When the related literature is concerned, these are the manoeuvres categorised under initial corrective (Reupert and Woodcock, 2010) strategies, managerial mode (Walsh, 2006) strategies, reactive strategies (Atıcı, 2007; Çakmak, 2008; Hart, 2010). Of the manoeuvres mentioned above; Tmain's intervention in the extracts can also be claimed to be resulting in blocking student initiated learning opportunities (Slavin, 2003; Burden, 2013), as Tmain has the intention of over control to prevent any possible defiant cases. Therefore, findings of the study also lay bare significance of students' initiations (Jacknick, 2011; Waring, 2008; Walsh, 2002, 2006; Walsh and Li, 2013; Garton, 2012; Lantolf and Thorne, 2006) even at disciplinary management moments which could have been handled with the direction of pre-service teachers themselves presenting there. In addition, although it is not in the scope of the study; for management of learning Tmain's abrupt interventions can be claimed to have sabotaged and blocked possible student responses to convey meaning so does pedagogical focus of pre-service teachers.

To sum up Tmain's interruption sequences may result from cultural background which embraces the dominance of elders present at a moment and also prejudices possessed by Tmain that pre-service teachers are too novice to handle a defiant situation in the classroom, particularly at young-learners classrooms. The findings show that Tmain embraces more interventionist ways in terms of classroom management approaches as in the studies Glickman and Tamashiro (1980) and Wolfgang and Wolfgang (1995). Another finding is that many of the pre-service teachers in the study did not show any discomfort with the intervention of Tmain which shows contingent results with Bromfield (2006)'s study in which pre-service teachers don't deploy discomfort from teachers assistance, as well. However, there are few pre-service teachers who utter dislike token that can be taken as an expected practice since Tmain's intervention somehow blocked possible student initiation which may lead to a better interaction conveying. At those moments we also observe ignorance of interruption, too. Adding to the body of literature concerning ignorance to a response (Waring, 2013) or in appropriate student behaviours (Clark, 2002; Mitchem, 2005), this study adds ignorance of Tmain by pre-service teachers.

Another point to emphasize is that, pauses given by pre-service teachers in the study go together with physical proximity. As in Rodger (2002, 2009) pre-service teachers in the study provide pauses for student initiations, yet instances of pauses coming out the data generally show that these pauses contain the intention of silence management to continue. However failure in silence management, forces those pre-service teachers to act by doing something else which is generally approaching kids and touching (De Jong, 2005) along with yelling to warn (Lewis, et al., 2005) them to sit down. So thus, the instances mentioned in which pauses, yelling and proximity utilized together clearly show how reactive pre-service teachers may act out at the moment of mini crisis (see McNally, I'anson, Wilson, 2005 for crisis induced by pupils).

CHAPTER V

CONCLUSION

5.1. Conclusion and Implications

Classroom management, particularly disciplinary management, has been the scope of many studies (Waring, 2013; Reupert and Woodcock, 2010; Hart, 2010; Bromfield, 2006; Crow, 1991; Veenman, 1984, Atıcı, 2007; Çakmak, 2008). Overall, the results indicate that the study generally embraces contingent findings with literature. The study adds to that body of literature in terms of real time practices' analysis and real-time student teachers' endeavours in teaching, even if they were inexperienced initially. Therefore, with this study, we can see how manoeuvres may be embodied in a real classroom teaching practice. Furthermore; focus on the classroom management research interest seems to be keeping its popularity still and thus it appears to continue designing the scope of further studies on the topic, too. Hence, what I am going to conclude through my remarks on the topic still coincides mostly with the studies I have just referred to.

Disciplinary management is still at the top of the initial priorities of pre-service teachers in the study. Thus, it can be drawn that the pre-service teachers in the study are embedded with disciplinary management of classroom (Crow, 1991; Martin, 2004). Hence it is almost certain to claim that pre-service teachers in the study put disciplinary management at the top of their initials in teaching, as in that of Veenman (1984)'s study. In addition to that, pre-service teachers in the study were also worried about

behavioural management of the children (McNally, et al., 2005; Bromfield, 2006; Çakmak, 2008) which caused extra time spending on classroom management (Clunies-Ross, Little, Kienhuis, 2008) rather than task completion and learning management for pre-service teachers. So, when the gaps as pauses between sequences and manoeuvre-transition relevance felt by pre-service teacher are considered, it can be implicated that pre-service teachers might have felt helpless and came across with the manner of fear at the moment they pause as they shifted from one manoeuvre to another continuously even in the same part of the session.

The study also puts forward how pre-service teachers in the study are pre occupied with behavioural management and are embracing ignorance to what they have covered in their previous studies in ELT Methodology courses, Principles and Methods of Teaching courses and so on. Transitions that occurred among manoeuvres obviously back up this fact that student teachers are bogged down, as well. This conclusion matches with the claim of Pajares (1992) that, student teachers generally begin their teaching practices with their previous experiences as a student, which is why most of the student teachers focused on behavioural management in the same teaching way as they were exposed to previously. It can also be concluded that student teachers have tendency to behavioural management orientations possibly reasoning from what they have in their mind as a cognate which may be provoking student teachers' strategic investments in classroom management.

From a micro analytic perspective, almost all of the students deploy teacher dominant conversations which leaves little time for student initiations which may have resulted in the children losing attention on the task (as they have short attention spans) and distracted by the surroundings as peers, puppets and so on. Also, student teachers embraced repair and management contexts more than task completion or forum focused contexts. This is to emphasize that deployment of such traditional ways of teaching contexts may not promote teaching and cannot go beyond repetition. Furthermore; sequences of manoeuvre shifting in the study can also be evidence of being over concerned with behavioural management, since every time student teachers come across an unexpected behaviour they show a tendency to shift managerial mode (Walsh, 2006) instead of strategies as ignorance and etc.. Therefore; the sequence claimed in the study mostly is shaped by the teacher present on the stage and with the strategies as ignorance, ignorance and re-direction, expansion of the task continuation, aimed

utterance and other reactive prevention strategies may lead to better interactional instances between teachers and students.

In addition to the conclusions and implications taken into consideration above, it can be concluded that significance of proactive approach and prevention strategies in preference to over-reactive and initial corrective strategies had better be exposed to teacher training curricula with a practical and reflective reformulation (Bambara and Karn, 2005; De Jong, 2005; and Simonsen, et al., 2008). There is a clear gap in teacher education that the curriculum of teachers education contains the theoretical part of classroom management but misses the practical part (Atıcı, 2007; Maskan, 2007) hence, behavioural management is somehow absent (McNally, et al., 2005) when practices are observed in real-time presentations. Thus, it can be inferred that lack of practical parts in the courses designed for teacher development may lead pre-service teachers to deploy mostly embraced traditional ways of teachings. As Peter (2012) concludes, this gap with the proposal that early-career teachers need to be supported in terms of classroom management seems to be crucial in promoting classroom management skills of pre-service teachers. From this point of view, it should be an idea to propose for pre-service teacher education programs in Turkey to manage balance in between theory and practices which are concerning classroom management as it has been at the top of the complaints of the practitioners. Even though Schmidt et al. (2009) state that pre-service teachers forget about what they have learnt, we cannot be sure unless we do more real-time classroom observations and analysis of pre-service teachers' teaching practices. To support this, Giallo and Little (2003), Kaufman and Moss (2010), Seferoğlu (2004), and Çakmak (2008) claimed that pre-service teachers need additional education since those pre-service teachers noted that they feel moderately prepared for teaching in a real-time classroom. Therefore, it can be implicated as, education on behavioural management will at least increase on those pre-service teachers' realization of how behavioural management and interactional sustainability to facilitate classroom management can be fostered through extra education and practice. Hence, it can be concluded that basically explicit education on classroom management can make a difference as stated by Rathel, Drasgow, and Christle (2008), too.

The result may show differences depending on the contexts for sure. Besides, presence of Tmain in this study manipulates student teachers and children interaction and provokes limitation as Tmain at many of the instances appears on the stage and

interrupts ongoing pre-service teachers' practices with the reasons mainly related with distrusting the pre-service teachers and accepting them as novice. Another limitation to bear in mind is the lack of time for each student teacher, since they had to organise their teaching part within maximum fifteen minutes. Because of the time constrains student teachers may have felt a need to hurry and this may have resulted in focusing management of classroom and ignoring of the task completion. For this reason, further investigations are needed to reveal classroom interactional design of behavioural management, particularly at the context where a pre-service teacher is alone and practicing alone, to have the chance of comparing results with this study.

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APPENDICES

Appendix I. Transcription Conventions

See Emanuel Schegloff (2007) and Atkinson and Heritage (1984) for more discussion on transcription conventions.

[	Left-side brackets indicate where overlapping talk begins.
]	Right-side brackets indicate where overlapping talk ends.
( )	Empty parentheses indicate talk inaudible to transcribe. Words or letters inside such parentheses indicate the transcribers' best estimate of what is being said or who is saying it.
hhh .hhh	Exhale and Inhale
((Coughs))	Words in double parentheses indicate transcribers' comments, not transcriptions.
(0.9)(.)	Numbers in parentheses indicate intervals without speech in tenths of a second; a dot in parentheses marks an interval of less than (0.2).
becau-	A hyphen indicates an abrupt cut-off or self-interruption of the sound in progress indicated by the preceding letter(s)
:::	Colons indicate a lengthening of the sound just preceding them, proportional to the number of colons.
Underlining	He says Underlining indicates stress or emphasis, proportional to the number of letters underlined.
?	An upward-pointing arrow indicates especially high pitch relative to preceding talk; a downward-pointing arrow indicates especially low pitch relative to preceding talk.
>talk<	Talk surrounded by reversed angle brackets is produced quicker than others

\<talk\>	Talk surrounded by reversed angle brackets is produced slower than others
=	Equal signs indicate a "latched" relationship
°word°	Talk appearing within degree signs is lower (whisper) in volume relative to surrounding talk.
WOrd	Upper case marks especially loud sounds relative to the WORD surrounding talk
.	Period for marked falling intonation
,	Comma for a combination of slightly rising then slightly falling (or slightly falling and then slightly rising) intonation
→	Indicator of special interest to draw attention
↑↓	Marks higher and lower pitch in the utterance
T, T1..	Pre-service teachers in this study
C, Chx, C?	Kid's initiation CC a group or all of the kids
Tmain, F	The original teacher of the kids in the study

Appendix II. Observation Form (Scrivener, 1994; pp.203-204)

OBSERVATION TASK 2   Options and decisions

The term 'classroom management' refers to the moment-by-moment *decisions made* and *actions taken* by the teacher in class, eg writing on the whiteboard, giving instructions, organizing the class into pairs, etc.
For every decision made there will have been other options that the teacher did not choose.

For each of the following headings:

a Note one example of a classroom situation in the lesson you are observing. What does the teacher do?
b Note one or two other options that the teacher had at that point in the lesson, but did *not* choose.

Example	**Dealing with unexpected problems**
Situation:	A student arrived twelve minutes late for the lesson.
Action:	Teacher said 'hello' politely. (The student then sat down quietly and found out what was going on from his neighbour.)
Other options:	Teacher could have asked why the student was late. Teacher could have pointed out the time to the student.

	Student participation in lesson
Situation:	
Action:	
Other options:	

	Grouping of students; arrangement of seating
Situation:	
Action:	
Other options:	

Setting up activities; instructions
Situation:
Action:
Other options:

Board; classroom equipment; visual aids
Situation:
Action:
Other options:

Dealing with unexpected problems
Situation:
Action:
Other options:

Teacher's role and participation
Situation:
Action:
Other options:

Other notes about the lesson:

Appendix III. Transcription Samples

Sample I

May-6-2014 Presentations

```
1. ...
2. T: günaydın arkadaşla:r¤        (0:00:01.8)
3. CC: günaydı:n
4. T: ↑ bugün nasılsınız bakalım"
5. CC: ↑ i:yi:z¤        (0:00:07.4)
6. CF: ↑ aşkoşum ¤        (0:00:08.4)
7. CC: ((giggles)) ¤        (0:00:10.4)
8. CC: ↑ i:yiz aşkoşum ¤        (0:00:11.8)
9. CC: (              )
10.      T: ¤        (0:00:17.7)hava çok güzel dimi
    ¤        (0:00:18.6)
11.      Cd: ↑ iyi aşkoşum ¤        (0:00:20.0)
12.      CC: (        )
13.      T: [ kahvaltı yaptınız mı]
14.      CC:[(                    )] ¤        (0:00:29.7)
15.      "T: kavaltı da ne yediniz bakalım ¤        (0:00:31.2)
16.      CC: (                  )
17.      T: ¤        (0:00:54.2)ben ne yedim biliyo musunuz
    ¤        (0:00:55.2)
18.      C: ° hayır° ↓
19.      T: ekmek yedi:m=
20.      Tm: =HUSH=
21.      "T: =süt içtim yumurta yedim ¤        (0:01:00.1) (.) peynir
    yedim ¤        (0:01:01.9)
22.      T: ↑ bekle. (.) ben de yumurta yedim ¤        (0:01:03.7)
23.      T: yumurta yedin mi >yumurta çok sağlıklı (...
    )<¤        (0:01:05.7)
24.      CC: BEN DE YEDİM ....¤        (0:01:12.8)
25.      T: ¤        (0:01:12.8)(                  )daha güzel olur dimi
    ¤        (0:01:15.8)
26.      Cj: ( abla benim en sevdiğim ...    ) ¤        (0:01:21.0)
27.      T: o: ( ben de çok severim )
28.      CC: ↑ (                  )¤        (0:01:26.2)
29.      Cv: (abla. abla. benim en sev- er sevdiğim sebze (
    ) ¤        (0:01:30.1)
30.      Cl: benim en sevdiğim şey de <şöyle güzel güzel makarna (
    )>¤        (0:01:37.3)
31.      Cy: BENDE. ¤        (0:01:38.1)
32.      T: Bişey dicem size ¤        (0:01:40.6)
33.      T: bugün ben peter la görüştüm ↑ biliyo
    musunuz¤        (0:01:43.6)
34.      Tm: (.) ↑ AAA PETER (            ) acaba
    ¤        (0:01:46.8)
35.      Cl: peter nerde:
```

```
36.      T: peter şuan evde kahvaltısını
   yapıyo:r¤         (0:01:52.0)
37.      T: kahvaltsını yaptı bitirdi:
38.      T: ve bana ↑ dedi ki ¤          (0:01:54.8)
39.      Cv: (            )
40.      Tm:  ↑" ÖME:R
41.      T: ¤          (0:01:57.9) peter şuan çok yoğun o yüzden [(
   )]"
42.      Tm:                                    [↑" ÖME::R
   ] ¤        (0:01:59.8)
43.      T: ödevleri var çok ders yapıyo ¤          (0:02:02.1)
44.      Ch: hı ((acceptence))
45.      T: (.) o yüzden gelemiyor ¤          (0:02:03.5)
46.      T: Peter ın ne- ne yediğini merak ediyo musunuz bugün
   kahvaltıda ¤        (0:02:06.6)
47.      CC: ↓ evet evet ¤          (0:02:07.4)
48.      T: bugün ↑ ne yemiş biliyo musunuz ¤          (0:02:09.4)
49.      T: [bread yemiş]
50.      Cv:[↑ e:k- mek]¤          (0:02:10.7)
51.      T: bread ¤          (0:02:11.8)
52.      CC: (//bred//)
53.      T: bread (.)
54.      Cş: >(ekmek yemiş)<
55.      T: ne yemiş¤          (0:02:14.3)
56.      CC: ↑ bread
57.      T: bread¤          (0:02:15.6)
58.      Cp: yalnız göremiyorum
59.      T: göremiyor musun bak ¤          (0:02:17.8)
60.      C: ben de göremiyorum
61.      C: ↑ ben de göremiyoru:m¤          (0:02:34.8)
62.      T: ↑ bread¤          (0:02:35.9)
63.      CC: (              )
64.      T: hep beraber söyleyelim ¤          (0:02:38.0)
65.      CC: ↑ BREAD
66.      T: eve:t çok güzel ¤          (0:02:40.8)
67.      Ck: (.) ↑ bread in üstüne hem bal hem de reçel süreriz
    ¤        (0:02:45.2)
68.      CC: yumurta ↑ yumurta
69.      T: (   ) ikinci. hayıregg yemiş¤          (0:02:48.2)
70.      R: (.) ↑ ne yemiş¤          (0:02:49.2)
71.      CC: ↑ egg ¤          (0:02:50.0)
72.      T: e:gg ¤          (0:02:50.3)
73.      Cs: ↑ Ben de yedim egg ¤          (0:02:51.5)
74.      T: (.) ne yemiş¤          (0:02:52.6)
75.      CC: (EGG) ¤          (0:02:54.1) ((shows to each kids))
76.      T: ¤          (0:03:17.2)üçüncü olarak da:
77.      T: ¤          (0:03:17.9)(.) ↑ cheese  yemiş:
    ¤        (0:03:18.8)
78.      T: ne yemiş,
79.      CC:  cheese¤          (0:03:20.5)
```

80.   Co: (abla ters tutuyosun) ¤   (0:03:22.9) ((shows the pic))
81.   T2: ¤   (0:05:31.3)↑" çocukla:r
82.   T2: (.) şimdi hep birlikte bi oyun oynucaz
83.   T2: <ama sessiz olmayan oyunda ↑ olmyacak>>tamam mı<¤   (0:05:37.6)
84.   T2: ↑ herkesin sessiz olmasını istiyoru:m¤   (0:05:40.4)
85.   T2: ben- ↑ beni dinliyo musunuz,¤   (0:05:43.1)
86.   T2: <beni dinliyo musunu:z>¤   (0:05:44.3)
87.   Co: tamam. aşkoşum ¤   (0:05:46.5)
88.   T: [(↑ konuşanlar oynamıcak)]"
89.   CC: [(noise   )]¤   (0:05:51.2)
90.   T2: ¤   (0:05:51.6)↑ hep birlikte buraya gelelim şimdi: ¤   (0:05:54.0)
91.   T2: ((tries to create a circle however the kids are out of control))
92.   T2: ¤   (0:06:32.6)"(AMA BENİ DİNLEMEZSENİZ SİZE OYUNU ANLATMAM) ¤   (0:06:35.4)
93.   T2: (.) HERKES SESSİZ Mİ: ¤   (0:06:37.1)
94.   CC: ((making noise still))
95.   T2: HERKES SESSİZ Mİ¤   (0:06:41.2)
96.   T2: (.) EĞER SUSMAZSANIz OYUNA BAŞLAMICAM ¤   (0:06:44.0)
97.   Cf: sessiz
98.   T2: ¤   (0:06:50.7) tamam
99.   T2: (.) >eve:t ( ) şimdi derse başlayabiliriz<¤   (0:06:52.9)
100.   T2: (.) ↑" şimdi şarkı söyleyerek bi oyun oynuca:z¤   (0:06:55.9)
101.   T2: ben şarkı söyleyerek sizin arkanızda <böyle:> gezicem¤   (0:06:59.6)
102.   Ch: ↑ ABLA: BU-
103.   Tm: -HUSHH:
104.   Ch: ↑ bu yağ satarım bal satarım-[   ]"
105.   T2:   [↑ evet onu oynucaz¤   (0:07:05.7)"T2: ben arkanızda dolanıca:m¤   (0:07:09.2)
106.   T2: şarkı bittiği an
107.   T2: (.) bi kişinin arkasına ¤   (0:07:12.7)
108.   T2: bu resimlerden bırakıcam ¤   (0:07:14.6)
109.   T2: ve o kişinin sırtına dokunucam ¤   (0:07:16.5)
110.   T2: sırtına dokunduğum kişi- arkasına dönüp kağıda bakıcak
111.   T2: resimde ne olduğunu bana söylediği zaman o da benim arkama geçicek ¤   (0:07:25.1)
112.   T2: ve birlikte tren olucaz ¤   (0:07:26.5)
113.   T2: teker teker ¤   (0:07:27.7)
114.   CC: ii: ((facinated reaction))
115.   T2: ANLAŞILDI MI:¤   (0:07:29.1)
116.   T2: kimin. sırtına. dokunursam¤   (0:07:32.9)
117.   T2: (.) ↑ dinliyo muyuz: ((warning to kids))

118.   T2: ↑ kimin sırtına dokunursam arkasına dönüyo:
119.   "T2: kağıda bakıyo: ve bana ↑ ne olduğunu
    söylüyo"¤   (0:07:40.5)
120.   T2: ↑ anlaşıldı mı¤   (0:07:41.6)
121.   Ce: evet
122.   T2: tamam o zaman¤   (0:07:43.5)¤   (0:07:46.8)
123.   T2: başlıyorum.
124.   T2: ↑ bread satarım egg satarım cheesesatarı:m
125.   T2: ustam ölmüş ben satarı:m¤   (0:07:53.9)
126.   T2: ↑ bread satarım egg satarım cheesesatarı:m""
127.   T2: ustam ölmüş ben satarı:m¤   (0:07:53.9)
128.   T2: ↑ bread satarım egg satarım cheesesatarı:m""
129.   T2: ustam ölmüş ben satarı:m¤   (0:08:01.2)   (
)dön arkana iyi bak ¤   (0:08:10.8)
130.   T2: nedir o¤   (0:08:11.7)
131.   Cx: ¤   (0:08:13.1)↑ cheese ¤   (0:08:13.5)
    ((uninitiated kid))
132.   Cf: ↑ CHEE:SE¤   (0:08:14.7)
133.   T2: ↑ a:ferin gel yanıma ¤   (0:08:15.5)
134.   T2: şimdi birlikte yürüyoruz tamam mı¤   (0:08:20.1)
135.   T2: sen de söyle ¤   (0:08:21.1) herkes söylesin
    ¤   (0:08:22.0)
136.   T2: ¤   (0:08:22.7)((singing the song, however only Ts
    sings))
137.   ((all kids had the same flow and guessed the pic name, but
    talk are all overlapped)) ¤   (0:21:28.5)
138.   T3: ↑" çocuklar
139.   T3: (.) ↑ herkes dans etmeye seviyo mu¤   (0:21:30.6)
140.   CC: (hayır ...   )
141.   T3: Peki-
142.   CC: -(   )¤   (0:21:33.9)
143.   T: ↑ gangnam style ı biliyo musunuz,¤   (0:21:35.2)
144.   CC: E:VE::T ¤   (0:21:37.1) (   )
    ¤   (0:21:38.4)
145.   T3: AMA. Bİ DAKKA ¤   (0:21:39.4)
146.   T3: ↑" önce sessiz olcaz ¤   (0:21:40.7)
147.   T3: ↑ hep beraber oynucaz
148.   T3: ↑ tamam mı¤   (0:21:42.4)
149.   T3: ben size şimdi resimler dağıtcam ¤   (0:21:44.9)
150.   Cb: (   )
151.   TM: ÖME::::::R ¤   (0:21:46.8) DİNLE.
    ¤   (0:21:47.6)
152.   "T3: al bakalım ¤   (0:21:51.1)((hands out the pics))
    ¤   (0:22:52.2)
153.   T3: ↑" şimdi ¤   (0:22:52.6)
154.   T3: ¤   (0:22:54.3)Bu neydi önce hatırlayalım hep
    beraber ¤   (0:22:56.0)
155.   CC: ↑ brea::d ¤   (0:22:57.7)
156.   T3: bread ↑ dimi¤   (0:22:58.4)
157.   T3: bread ¤   (0:22:59.2)
158.   CC: (   )¤   (0:23:01.5)

```
159.    "T3: BU NEYDİ: ¤          (0:23:01.9)
160.    Ch: ¤          (0:23:03.1)CHEESE ¤          (0:23:04.1)
161.    T3: [↑ cheese ]
162.    CC: [ CHEE::SE]¤          (0:23:05.0)
163.    T3: eve:t¤          (0:23:05.2)
164.    Ch: abi. (              [                    ]
165.    T3:                      [↑ peki bu neydi
   ]¤          (0:23:07.7)
166.    CC: EGG::¤          (0:23:09.4)
167.    T3: TAMAM ¤          (0:23:10.0)
168.    CC: (              ) ((unexpected talk,)) ((T3 warn kids that
   they will play gangnam style dance))
169.    T3: ¤          (0:23:38.3)Tamam. Beni dinleyin
   ¤          (0:23:39.4) bitircez          (0:23:40.1)
170.    T3: BEN MÜZİĞİ AÇCAM
171.    T3: >HEP BERABER OYNUCAZ<
172.    T3: TAMAM MI¤          (0:23:43.6)
173.    T3: MÜZİĞİ KAPATTIĞIMDA BEN KİMİ SÖYLERSEM O BANA KOŞCAK
   ¤          (0:23:48.1)
174.    "T3: CHEESE DEDİĞİMDE CHEESE LER BANA KOŞCAK
   ¤          (0:23:50.3)
175.    T3: BANA GETİRCEK ELİNDEKİLERİ TAMAM
   MI¤          (0:23:52.3)
176.    T2: KİMLER CHEESE¤          (0:23:53.1)
177.    T2: KİMLER CHEESE ¤          (0:23:54.9)
178.    T3: CHEESE OLANLAR KALDIRSIN ¤          (0:23:56.3)
179.    T2: SADECE CHEESE OLANLAR ¤          (0:23:57.5)
180.    T3: TAMAM. (.) er şimdi (.) ¤          (0:24:00.6) ↑ egg ler
   kaldırsın kimde EGG var ¤          (0:24:02.3)
181.    T3: EGG EGG ¤          (0:24:04.1)
182.    T2: EGG kimde EGG var ¤          (0:24:05.8)
183.    T3: ↑ aferin
184.    Cl: ↑ ben de-
185.    T3:  tamam ¤          (0:24:07.2)
186.    T3: kim de bread  var¤          (0:24:08.0)
187.    T3: (.) tamam ¤          (0:24:09.4)
188.    T3: ↑" çok güzel (.) şimdi gelin ortaya hadi dans etcez
   ¤          (0:24:12.6)
189.    "T3: gelin bakalım ¤          (0:24:14.2)
190.    CC: ((kids are yelling at))
191.    T3: ((play the music and stop in the time ask kids to
   seperate items)) ¤          (0:25:22.0)
192.    T3: tamam. ↑ herkes beni dinliyor
   ¤          (0:25:23.6)¤          (0:25:24.6)
193.    T3: EGG ler bana gelsin
   egg¤          (0:25:25.5)¤          (0:25:28.1)
194.    T2: sadece egg ler ¤          (0:25:29.0)
195.    T3: sadece egg ler bana geliyo ¤          (0:25:31.3)
196.    T3: tamam tama:m tamam aferi:n
197.    T3: (.) hadi devam ediyoru:z¤          (0:25:37.0)
```

```
198.     T3:  ((then goes on with the bread and
    cheese))¤           (0:27:39.2)
199.     T3: ÇOCUKLAR.
200.     T3: HEPİNİZ DOĞRU BİLDİNİZ HEPİNİZ (
    )¤           (0:27:44.2)
201.     T3: ((gets back the pics)) ¤           (0:28:30.6)
202.     T3: ÇCOUKLAR. ¤           (0:28:30.6)¤           (0:28:32.6)
203.     T3: ↑ hadi son kez (.) ↑ herkes öğrenmiş mi bi bakalım ve
    bitirelim¤           (0:28:35.0)
204.     CC: BREA:::D BREA:::D ¤           (0:28:38.8)
205.     T3: BREAD aferi:n¤           (0:28:39.4)
206.     T3: ↑ bu neydi¤           (0:28:40.7)
207.     Cl: EGG
208.     Cj: EGG
209.     CC: EGG::::¤           (0:28:44.0)
210.     T3: aferi:n size::¤           (0:28:45.3)
211.     T3: ↑ pek ibu neydi¤           (0:28:46.7)
212.     Cd: CHE:[E::SE ]
213.     CC:    [CHE::]:::ESE:: ¤           (0:28:49.1)
214.     T3: tamam ↑" çocuklar ¤           (0:28:50.6)
215.     T3: ↑ bugünlük dersimiz bitti ¤           (0:28:52.4)
216.     Cl: [ (           ] (           )
217.     T3: [ ↑" çok sağolun ]"¤           (0:28:56.9)
218.     ...
```

Sample II

May-13-2014 Presentations

```
1.  ....
2.  ¤         (0:00:11.3)
3.  T: ben Ay..öğretmeniniz¤       (0:00:12.5)
4.  Cx: AYKUT ÖĞRETMENİM
5.  T: ↑ evet ¤        (0:00:14.6)
6.  T: gözde öğretmeniniz
7.  Cx: ↑ göz..öğretmeniniz"
8.  T: ve Hat..öğretmeniniz
9.  T: biz birlikte çok güzel oyunlar hazırladık size
    ¤        (0:00:20.8)
10.     C: ↑ (    )
11.     Tm: HUSH:=
12.     "T: er birlikte oynayalım mı¤       (0:00:23.1)
```



```
13.     CC: ABİ::
14.     CC: ABİ:
15.     T: ↑" çok güzel oyunlar hazırladık"¤        (0:00:27.2)
16.     T: efendim
17.     Cn: abi (  )
18.     T: peki peki çok güzel oyunlar hazırladık size öncelikle
    birlikte oynayalım mı,¤        (0:00:34.1)
19.     T: istiyo musunuz
20.     CC: E:VE:T¤        (0:00:37.1)
21.     T: ↑ [ama önce (          ) misafirimiz var ]"
22.     CC:  [ (...
    )]¤        (0:00:39.0)
23.     T: evet.
24.     T: önce süpriz bir misafirimiz var ¤        (0:00:40.9)
25.     T: bilin bakalım kim geldi¤        (0:00:42.5)
```

```
26.      CC: PE:TER¤        (0:00:44.3)
27.      "T: EVE:T PETER GELDİ¤       (0:00:45.4)
28.      CC: PETER
29.      Cx: PETER ...¤        (0:00:48.3)
30.      T: VE: İŞTE PETER I GETİRDİK SİZE ¤        (0:00:50.9)
31.      T: bu da peter ¤        (0:00:52.3)¤        (0:00:53.7)
32.      T: Peter burda ¤        (0:00:54.1)¤        (0:00:55.8)
33.      T: a: ¤        (0:00:56.2) bizi izlicek¤        (0:00:58.0)
34.      T: ve: o izlerken de biz uslu uslu güzel oyunlarımızı
   oynucaz dimi ¤        (0:01:02.1)
35.      Ch: evet.
36.      "T: duyamadım ¤        (0:01:04.0)
37.      CC: E:VE::T ¤        (0:01:07.0)
38.      T: şimdi öncelikle gruplar halinde ayrılıyoruz arkadaşlar
   tamam mı,¤        (0:01:10.3)¤        (0:01:12.9)
39.      T: bir iki üç dört
40.      T: ↑> hadi kalkın bakalım ayağa<((claps
   hands))¤        (0:01:14.9)
41.      T: ¤        (0:01:16.1)" >oturun şöyle< =
42.      Tm: =HUSH: ¤        (0:01:16.7)
43.      T: sen de gel ¤        (0:01:17.5)
44.      Tm: ↑" öğretmenin söyledikleri sadece ¤        (0:01:19.2)
45.      T: evet benim söylediklerim¤        (0:01:20.9)
46.      T: bir iki üç dört gelin siz de ¤        (0:01:23.2)
47.      T: sen de gel
48.      T: >gel gel gel gel<¤        (0:01:25.5)
49.      T:(.) sen de şöyle birlikte oturun
   bakıyim¤        (0:01:28.4)
50.      T:  bir iki üç dört
51.      T: hadi gel ¤        (0:01:31.0)¤        (0:01:32.2)üç kişi
   oldu
52.      CC: (                )
53.      T: (                )
54.      T: ¤        (0:01:44.9)siz ikiniz gelir misiniz
55.      T: ¤        (0:01:49.4)haydi gel
56.      C: ((cries to change group mates))
57.      T: tamam ben size oyun oynatcam ¤        (0:01:54.8)
58.      Cx: ((cries and jumps in tears))¤        (0:01:59.5)
59.      T: tamam sen burda oynaya bilir misin¤        (0:02:00.8)
60.      T: HAYIR.¤        (0:02:01.4)
61.      T: [gelemez mi]
62.      Tm:[HEP ONUN  ] İSTEDİĞİ OLMICAK ¤        (0:02:03.1)
63.      Cx: ((cries ))¤        (0:02:05.4)
64.      Tm: İSTERSEN OYNA -
65.      Cx: - ((cries)) ¤        (0:02:11.1)
66.      T: hocam yapalım mı isterseniz¤        (0:02:12.2)
67.      ((chaotic atmosphere and kids are all noisy and not
   focused))
68.      ((there is a group to group introduction without a general
   information))¤        (0:06:36.1)
```

```
69.        Tm: HUSH::::::¤              (0:06:37.0)
70.        T: ↑ evet arkadaşlar hepiniz çok güzel yaptınız
71.        T: şimdi ne yaptığımıza bi bakalım
   mı,¤              (0:06:41.4)¤              (0:06:43.4)
72.        T: görmek istiyo muyuz ¤              (0:06:44.4)
73.        CC: eve:t
74.        T: ↑ eve:t¤        (0:06:45.8)
75.        T: önce: burda (ne- Kim) var¤              (0:06:48.1)
76.        Cv: (.) ka.
77.        Ck: ( uyunan bir adam)
78.        Ch: ↑ uyanan ada:m¤        (0:06:53.3)=
79.        T: = eve:t bu adam her sabah erkenden <get
   up>¤          (0:06:56.4)
80.        T: (.) ↑ neymiş¤          (0:06:57.4)
81.        CC: GET UP ¤        (0:06:58.6)
82.        T: bi daha söyleyelim ¤        (0:06:59.5)
83.        T: [get up]
84.        CC:[GET U:]:P¤          (0:07:01.1)
85.        T: ↑ kızlar söylesin sadece"¤          (0:07:02.3)
86.        Cgirl: GET U::P
87.        T: ↑ erkekler¤          (0:07:04.7)
88.        Cboy: GET U::::::P ¤          (0:07:06.7)
89.        T: bravo:
90.        T: (.) burda kim var ¤          (0:07:09.1)
91.        T: [(    )]-
92.        CC:[(    )] ↑ o kaju kaju↑
93.        T: ↑ eve:t kaju: dimi¤          (0:07:13.5)
94.        "T: her sabah annesinin yaptığı güzel yemekleri ↑"
   <eat>¤          (0:07:19.2)
95.        T:  ney[miş]
96.        CC:     [ea:]::t¤          (0:07:21.8)
97.        T: bi daha söyleyelim¤          (0:07:23.0)
98.        T: [↑ ea::t]
99.        CC:[EA:::::T]¤          (0:07:24.0)
100.       Ch: (                  )¤        (0:07:25.6)
101.       T: ↑ kızlar söylesin"
102.       T: ↑ kızlar söylesin"¤          (0:07:27.9)
103.       Cgirl: ea:t
104.       T: ↑ erkekler söylesin"
105.       Cboy: ↑ EA::::::::::::T ¤          (0:07:33.3)
106.       T: ↑ bravo: ¤        (0:07:34.2)
107.       T: evet ↑" çok güzel arkadaşlar"¤        (0:07:36.0)
108.       T: ve: er burda bi resim daha var¤        (0:07:37.8)
109.       T: burda ↑ kim var¤          (0:07:38.7)
110.       CC: (      )dan adam
111.       CC: (      ) dan adam¤          (0:07:41.4)
112.       T: bu adam yarın işe gitcek¤          (0:07:42.5)
113.       "T: hergün erkenden kalkmak zorunda ¤          (0:07:44.4)
```

114.   T: bu yüzden (.) bu. er:: ↑ amcamız ¤   (0:07:48.6)
    (.) er her akşam"¤   (0:07:50.2)
115.   T: (.) ereknden (.) ↑ sleep¤   (0:07:52.8)
116.   CC: SLEEP¤   (0:07:53.9)
117.   T: [bi daha söyleyelim] sleep
118.   Cb: [(   )]¤   (0:07:56.1)
119.   CC: SLEE:P¤   (0:07:57.2)
120.   T: ↑ kızlar söylesin ¤   (0:07:58.4)
121.   Cgirl: SLEEP¤   (0:07:59.9)((mispronounced))
122.   T: ↑" <sleep>¤   (0:08:00.9)
123.   Cgirl: ↓ sleep¤   (0:08:02.2)
124.   T: ↑ baravo. erkekler,¤   (0:08:03.1)
125.   Cboy: ↑ SLEE::::::P¤   (0:08:06.3)
126.   T: çok güze:l¤   (0:08:07.3)
127.   T: şimdi bi resmimimiz daha var ¤   (0:08:08.9)
128.   T: >biz bu resmi daha önce görmüştü:k<¤   (0:08:11.0)
129.   T: (.) bunun gibi bi resim¤   (0:08:13.2)
130.   T: [(napyodu her sabah ↑ erkenden]
131.   Ch:[(BİLDİM BİLDİM BİLDİM BİLDİM] BİLDİM
    ¤   (0:08:16.2)
132.   T: (.) get u:p ¤   (0:08:17.4)
133.   CC: GE:T U:P¤   (0:08:19.5)
134.   T: bi daha söyleyelim
135.   T: get u:p¤   (0:08:20.9)
136.   CC: ↑ get u:p¤   (0:08:22.2)
137.   T: evet kızları duymak istiyorum ↑ get up
138.   Cgirl: GET U::P ¤   (0:08:25.0)
139.   T: şimdi erkekler söylesin
140.   Cboys: GET U:::::::::P¤   (0:08:31.2)
141.   "T: evet arkdaşlar şimdi ¤   (0:08:32.8)
142.   T: (.) göz... öğretmenimiz çok güzel bi.
    ¤   (0:08:35.3)
143.   T2: (.)° hikaye° =
144.   T:¤   (0:08:36.8)hikaye. anlatacak¤   (0:08:37.8)
145.   Cj: (.) hikaye mi
146.   Tmain: [HUSH:]
147.   T: [evet]¤   (0:08:41.0)
148.   Tm: evet sessizce isnleyelim¤   (0:08:42.8)
149.   T2: ↑ nasıl arkadaşlar eğleniyor muyuz"¤   (0:08:44.2)
150.   CC: eve::t ¤   (0:08:46.0)
151.   Cl: [bazan]
152.   T2: [şimdi] ben neden böyle giyindim ¤   (0:08:48.3)
153.   T2: ((in audible talk part))
154.   T2: EVE:T ARKADAŞLAR SESSİZ OLALIM
155.   T2: beni dinleyin¤   (0:08:58.2)
156.   "T2: ama sessiz olmazsanız peter çok üzülür ve dersten
    gider ¤   (0:09:01.5)
157.   T2: tamam mı,¤   (0:09:02.1)
158.   Tmain: Ömer merhaba,¤   (0:09:03.0)

159.   T2: ↑" şimdi sessiz olalım"¤   (0:09:04.2)

160.   T2: ben size bir günde neler yapığımı anlatıcam ¤   (0:09:06.9)

161.   T2: tamam mı¤   (0:09:08.0)

162.   T2: ve sessizce dinleyin beni¤   (0:09:09.9)¤   (0:09:15.6)

163.   "T2: burası benim yatapım arkadaşlar ¤   (0:09:16.5)¤   (0:09:22.1)

164.   T2: günaydın arkadaşla:r¤   (0:09:22.5)

165.   CC: [güanydın::]

166.   "T2: [ben sabak]ları erken get u:p ¤   (0:09:25.3)

167.   "T2: (.) sabahları erken get up:¤   (0:09:27.6)¤   (0:09:28.9)

168.   T2: hemen yatağımdan çıkarım¤   (0:09:29.9)¤   (0:09:31.4)üstümü değiştiririm¤   (0:09:32.0)¤   (0:09:40.0)elimi ve yüzümü yıkayıp¤   (0:09:41.1)¤   (0:09:44.2) hemen kahvaltımı yaparım akadaşlr"¤   (0:09:45.9)"kahvaltımı yapmadan asla okula gitmem ¤   (0:09:47.8)¤   (0:09:49.8)şimdi okul zamanı¤   (0:09:51.0)¤   (0:09:53.3)şuan da okulumdayım¤   (0:09:54.0)"arkadaşlarımla biltikteyim ¤   (0:09:55.7) ve ben arkadaşlarımla oyun oynamayı çok severim ¤   (0:09:58.2)¤   (0:10:00.0)

169.   T2: lay la lay la la:Y lay¤   (0:10:03.1)

170.   "T2: arkdaşlarımla öğretmenlerimizi çok dikkatli dinleriz ¤   (0:10:05.8)¤   (0:10:13.7)

171.   T2: evet arkdaşla:r şimdi akşam oldu eve gitme zamanı¤   (0:10:16.5)¤   (0:10:22.5)

172.   T2: evet geldiğimde çok acıkmış olurum¤   (0:10:23.7)¤   (0:10:25.5)ve hemen babamla

173.   "T2: akşam yemeği: ↑ea:t¤   (0:10:28.1)¤   (0:10:30.7)

174.   "T2: akşam yemeği ↑ ea:t¤   (0:10:31.4)¤   (0:10:35.4)

175.   T2: daha sonra ben. ödevlerimi yaparım ¤   (0:10:37.1)¤   (0:10:45.6)

176.   T2: eve:t şimdi çok yoruldum hemen yatağa gitme vakti ¤   (0:10:47.9)¤   (0:10:50.1)dişlerimi fırçalarım¤   (0:10:51.1)¤   (0:10:55.2)

177.   Ch: err: ↑" şey abla ¤   (0:10:56.3)T: [geceliğimi] giyerim

178.   Tmain:[HUSS::]¤   (0:10:58.4) HUSHH::]

179.   Ch: [(   )]¤   (0:11:01.4)

180.   T3: [geceli]ğimi giyerim

181.   Tm [HUSHH] ¤   (0:11:03.8)¤   (0:11:04.9)

182.   "T3: ve hemen yatağa girerim ¤   (0:11:05.8)

183.   T3: şimdi <sleep> vakti ¤   (0:11:08.2)<sleep> vakti¤   (0:11:09.4) iyi geceler arkadaşlar"¤   (0:11:10.8)

184.   CC: iyi gecele:r↓ ¤   (0:11:12.4)¤   (0:11:14.0)

185.   T3: ↑ nasıl arkadaşlar hoşunuza gitti mi benim hikayem¤   (0:11:16.0)

186.　　CC: Bİ DAHA Bİ DAHA:¤　　　　(0:11:19.2)
187.　　T3: ↑" >bi daha vaktimiz yok ama belki dersten sorna tekrar anlatırım şimdi çok güzel bi süprizim var size<¤　　　(0:11:23.4)
188.　　"T3: (.) biz arkadaşlarımla sizin için bi şarkı yazdık ¤　　　(0:11:26.4)
189.　　T3: hem de ↑ kimin şarkısı biliyo musunuz,¤　　　(0:11:28.4)
190.　　T3: peter ın şarkısı¤　　　(0:11:29.6)¤　　　(0:11:30.9)
191.　　T3: ↑ hep birlikte söyleyelim mi"¤　　　(0:11:31.7)
192.　　Cd: HA:YIR=
193.　　CC:= E:VE::T¤　　　(0:11:35.2)
194.　　T3: ↑ hadi ayağa kalkın çember oluşturalım ¤　　　(0:11:37.3)
195.　　((standing in circle for song)) ¤　　　(0:11:54.2)
196.　　"T3: ARKADAŞLAR ŞİMDİ BİZ SİZİN İÇİN ŞARKIYI SÖYLİCEZ Bİ KERE
197.　　T3: ONDAN SONRA SİZ EZBERLEMEYE ÇALIŞIP HEP BİRLİKTE SÖYLİCEZ ¤　　　(0:11:59.2)
198.　　T3: < > (0:12:00.6)"TAMAM MI ARKADAŞLAR ¤　　　(0:12:01.5)
199.　　T: EVET DİLİYO MUYUZ ARKADAŞLAR=
200.　　T3: SESSİZ OLALIM¤　　　(0:12:04.0) (.) ARKADAŞLAR SESSİZ OLALIM¤　　　(0:12:05.7)
201.　　T: ↑ hadi peter benim ¤　　　(0:12:06.7)¤　　　(0:12:07.9)Peter yazdı bu şarkıyı ( )¤　　　(0:12:08.9)
202.　　T3: ↑" şarkıyı Peter yazdı arkadaşlar ¤　　　(0:12:10.6)
203.　　T: ¤　　　(0:12:13.2)EVE:T HADİ BAŞLIYORUZ¤　　　(0:12:14.0)¤　　　(0:12:15.5)
204.　　TT: <Peter gözlerini bir açtı
205.　　he:men yatağından kalktı¤　　　(0:12:22.8)
206.　　Peter get up
207.　　get up get up get up¤　　　(0:12:27.8)
208.　　Peter ın karnı çok acıktı
209.　　mutfa:ğın kapısı açıktı¤　　　(0:12:36.3)
210.　　Peter eat
211.　　eat eat eat¤　　　(0:12:40.9)
212.　　Peter hemen okula koştu"
213.　　bütün gün arkadaşlarıyla coştu"
214.　　Peter eve geldiğinde
215.　　artık çoktan akşam olmuştu"
216.　　Peter sleep
217.　　sleep sleep sleep¤　　　(0:13:02.7)
218.　　T: ↑ nasıl="
219.　　T3: ↑ arkdaşlar nasıl şarkı¤　　　(0:13:05.1)
220.　　CC: yine söyleyelim
221.　　T3: bu sefer siz de eşlik edeceksiniz ¤　　　(0:13:09.6)
222.　　((kids are out of control and finally TT get the kids back and start resing the song))¤　　　(0:13:38.3)¤　　　(0:14:26.6)

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223.    T3: ¤        (0:14:28.7)↑ tekrar söyleylim mi arkadaşla:r"
224.    CC: [HA::YI:::R]
225.    CC: [E:::VE:::T]¤        (0:14:31.5)
226.    T3:  ↑ dersten sonra söyleyelim mi bir oyunuzmuz daha var
     şimdi sizin için ¤        (0:14:34.5)¤        (0:14:37.5)
227.    T3: herkes yerine otursun şimdi: ((tries to sit
     kids))¤        (0:14:56.2)
228.    T2: ↑  Çocukla:r şimdi- benim size Peter la ilgili bi
     süprizim var ¤        (0:15:01.6)
229.    "T2: hazır mısınız ¤        (0:15:03.3)
230.    Tm: eve:t
231.    T2: şimdi size Peter ın çok güzel fotoğraflarını göstericem
     hep beraber onlara bakıcaz tamam mı,¤        (0:15:10.5)
232.    T2: şimdi lk fotoğrafımıza bakıyoru:z¤        (0:15:13.2)
     peter çok yorulmuş yatağına uzanmış gözlerini
     kapatmış¤        (0:15:18.0) demek ki peter burda napyo:
     sleep¤        (0:15:20.7)
233.    T2: ↑ peter napyomuş,"¤        (0:15:22.8)
234.    CC: ↓°  sleep °
235.    T2: sleep
236.    T2: hep beraber söylüyoruz ¤<9?        (0:15:25.2)
237.    T2: ↑ napyomuş
238.    CC: ↑ Slee:p=
239.    T2: =SLEEP ¤<9?        (0:15:27.6)
240.    T2: peter ↑ napyomuş
241.    T2: [sleep]
242.    CC: [SLEEP]
243.    T2: ¤        (0:15:30.9)şimdi: diğer fotoğrafımıza
     bakıyoru:z
244.    ¤        (0:15:33.3)¤        (0:15:34.5)
245.    "T2: bakı:n burda peter (.) artık gözlerini
     açmış¤        (0:15:37.0)
246.    T2: yatağından kalkmış¤        (0:15:38.5)
247.    T2: ↑ demek ki peter burda ↑ napmış¤        (0:15:41.2)
248.    T2: get up¤        (0:15:42.0)
249.    CC: get up¤        (0:15:42.8)
250.    T2: peter ↑ napmış¤        (0:15:44.9)
251.    CC: [↑ get up]
252.    T2: [get up   ]
253.    T2: ↑" şimdi sadece kızlar"¤        (0:15:50.3)
254.    Cgirl: ↑ GET UP¤        (0:15:52.6)
255.    T2:  ↑ sadece erkekler ¤        (0:15:53.1)
256.    Cboy: ↑ GET U::P ¤        (0:15:55.8)
257.    T2: ↑" şimdi.  Peter ın diğer fotoğrafına bakıyoruz
     ¤        (0:15:59.3)¤        (0:16:00.7)
258.    "T2: bakalım burda peter napyo: ¤        (0:16:02.2)
259.    "T2: bakı:n peter ın elinde kaşığı var ¤        (0:16:04.8)
260.    T2: önünde çok güzel yiyecekleri var ¤        (0:16:07.1)
261.    T2: demek ki peter burda ↑ napyo: ¤        (0:16:09.6)
262.    T2: [ea:t]
263.    Ch: [yem]ek yiyor¤        (0:16:11.1)
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264.      T2: Peter ↑ napyo¤          (0:16:12.6)
265.      T2: ↑ ea:t¤         (0:16:13.4)
266.      T2: hep beraber söylüyoruz¤          (0:16:15.1)
267.      Ch: ↑ EA::T ¤          (0:16:16.9)
268.      T2: ↑ peter napyomuş, ¤          (0:16:18.5)
269.      T2: ↑ ea:t¤          (0:16:19.9)
270.      Cj: ↑ EA:T (      )¤          (0:16:20.8)
271.      T2: şimdi. ¤          (0:16:21.9)¤          (0:16:23.3)çiçek
    olan ¤          (0:16:24.1)çiçek olan (.) çiçek olan (.) ve sessiz
    olan ve sessiz duranlara Peter ın bu resimlerinden dağıtıcam
    ¤          (0:16:28.8) ama çiçek olmanız gerekiyor
    ¤          (0:16:30.2)
272.      T2:> bakalım kimler çiçek oluyor çiçek olanlara vericem<
273.      T2: tamam mı,¤          (0:16:33.1)
274.      T2: sonra: bana bana doğru resmi göstermenizi
    isticem¤          (0:16:36.6)¤          (0:16:51.5)
      a. ((start giving pics off)) ¤          (0:17:57.8)
275.      T2: ↑ kimler çicek olmuş¤          (0:17:58.4)
276.      T2: çicek olanları
    göreyim¤          (0:17:59.5)¤          (0:18:00.3)
277.      T2: ↑" çiçek olanları göreyim
    ¤          (0:18:01.2)¤          (0:18:02.8)
278.      T2: ↑" çiçek olanları göreyim yoksa başlayamayız
    ¤          (0:18:04.9)
279.      T2: tamam mı çicek
    olucaz¤          (0:18:05.8)¤          (0:18:07.5)
280.      T2: çok güzel şimdi: beni dinliyorsunuz
    ¤          (0:18:08.5)¤          (0:18:10.3)
281.      T2: <peter. hangi resimde [sleep yapıyodu]"
282.      CC:                          [(
    )]¤          (0:18:13.1)
283.      T2: ↑ bi kaldırın bakalım ¤          (0:18:14.1)
284.      T2: hangi resimde ↑ sleep yapıyodu Peter
    ¤          (0:18:16.4)
285.      T2: ↑ sleep yaptığı fotoğraf ¤          (0:18:18.2)
286.      Ck: ↑ sleep sleep
287.      T2: peter hangi resimde ↑ sleep yapıyodu
    ¤          (0:18:21.5)
288.      T2: <peter artık gözlerini kaptmıştı>=
289.      T: =↑ arkadaşlar  havada
    tutalı:m¤          (0:18:26.4)¤          (0:18:28.4)
290.      TT: ↑ evet ¤          (0:18:28.7)
291.      .... ((ends with the repetiton of the song by Ts))
```

Sample III

April-3-2014 Presentations

```
1.  ...
2.  T: bu sabah kahvaltınızı ettiniz mi peki
3.  CC: ↑ EVE::::::T ¤          (0:00:10.7)
4.  T: peki kahvaltınızın yanında ne içiyosunuz¤         (0:00:11.9)
5.  CC: SÜ::::T SÜ:::T ¤          (0:00:16.8)
6.  T: o zaman herkese ↑ kocaman bir alkış (( applouse))
7.  T: ¤          (0:00:24.4)sen ne içiyosun¤          (0:00:25.9)
8.  C: ( ....diyoruz yaa)¤          (0:00:27.7)
9.  T: süt
10.     C: bazen çay da içiyoruz
11.     T: evet bazen onu da içiyoruz ¤         (0:00:32.2)
12.     T: [ şimdi-]
13.     CC:[(      ]  ... süt de su da
14.     T: evet evet ¤          (0:00:36.7)
15.     T¤          (0:00:37.9)↑ peki kahramanımız peter bugü:n her
    zamanki gibi sabah erkenden kalkmış¤          (0:00:42.4)
16.     T: okuluna gitmek için ¤          (0:00:44.1)
17.     T: biliyorsunuz ki peter çok sağlıklı ve akıllı bir çocuk
    ¤      (0:00:47.4)>tıpkı sizin gibi dimi<
18.     ¤          (0:00:48.4)
19.     CC: Eve:t¤          (0:00:49.5)
20.     T: peter kahvaltısını yapmak için masaya oturduğunda .hh
    annesinden <"tea> içmek istemiş¤          (0:00:55.2)
21.     "T: (.) neymiş
22.     T: [TEA:]
23.     CC:[tea:]¤          (0:00:58.6)
24.     C: çay. ¤          (0:00:58.8)
25.     T: TEA: içmek istemiş
26.     C: çay çay ¤          (0:01:01.3)
27.     T: şimdi kızlar tekrar etsin ¤          (0:01:02.6)
28.     T: [TEA:]
29.     Cg:[tea:]
30.     T: erkekler
31.     Cb: ↑ TEA::
32.     T: ama annesi TEA  içmesinin sabah sabah çok sağlıklı
    olmayacağını aöylemiş¤          (0:01:11.9)
33.     "T: ve er bu sefer de peter soğuk bişeyler içmek
    istemiş¤          (0:01:15.6)
34.     T: ve. <WATER> içmek istemiş
35.     C: su
36.     Cs: su ¤          (0:01:19.5)
37.     "T: (.) neymiş¤          (0:01:21.0)
38.     T:  W[ATER ]
39.     CC:  [water]¤          (0:01:22.7)
40.     T:  water ¤          (0:01:24.7)
```

```
41.      CC: water
42.      T: şimdi kızlar tekrar ediyor¤          (0:01:27.0)
43.      T: [water]
44.      Cg: [WATER]
45.      T: erkekler¤          (0:01:29.0)
46.      Cb: ↑ WA:TE:R ¤          (0:01:32.5)
47.      T: <daha sonra annesi bu soğuk günlerde .hh havaların
   değişken olduğu günlerde su içmesinin de çok doğru olmayacağını
   söyleyerek ona .hh MİLK içmesi gerektiğini
   söylemiş¤          (0:01:43.0)
```



```
48.      CC: milk [milk]
49.      T:         [MILK]¤          (0:01:44.8)
50.      "T: neymiş,
51.      CC: ↑ MI:::LK ¤          (0:01:48.9)
52.      T: kızlar tekrar ediyor
53.      Cg: ↑ mi:lk¤          (0:01:52.4)
54.      T: erkekler¤          (0:01:53.1)
55.      Cb: ↑ MI:::::::::LK¤          (0:01:56.1)
56.      "T: evet. bundan sonra kahvaltılarımızda en az günde bir
   defa ↑ ne içiyoruz,"¤          (0:02:01.6)
57.      C: SÜ:T
58.      T: yani,¤          (0:02:03.4)
59.      T: (.) "Mİ:LK¤          (0:02:04.3)
60.      CC: milk
61.      T: tamam mı arkadaşlar
62.      T: (.) milk içmek sizin yaşınızdaki çocuklar için hem çok
   sağlıklı
63.      T: gelişmeniz için er fiziksel olarak-
64.      C: güçlü yapar
65.      T: evet çok güçlü yapıyor sizi de herkes-
66.      C: bi de büyütür ¤          (0:02:16.4)
67.      T: [eve:t]
68.      C: [(    ] büyütür¤          (0:02:18.5)
69.      T: kocaman yapıyor (    )
70.      CC: (                    )
```

71.　　　T: ¤　　　　(0:02:23.3)"evet deve gibi olucaksınız
72.　　　T: bizim gibi büyük olucaksınız tamam
　mı,¤　　　(0:02:25.6)
73.　　　T: herkes bundan sonra milk içiyor anlaştık mı,
74.　　　CC: ↑ ANLAŞTI::::::K"¤　　　(0:02:33.8)
75.　　　Tmain: ↑ bağıranlar biraz sonra bahçeye çıkamıcak
　bağıranlar çıkamıcak"¤　　　(0:02:39.8)
76.　　　C: öğretmenim
77.　　　Tmain: bağıranlar (　　)
78.　　　((in audible))
79.　　　T:¤　　　(0:02:49.7)şimdi Naz öğretmenimizle bi tane oyun
　oynucaz tamam mı,
80.　　　T: ↑ oyuna hazır mıyız
　¤　　　(0:02:54.1)¤　　　(0:03:00.1)
81.　　　T2: merhaba
82.　　　T2: herkes beni dinliyor mu,¤　　　(0:03:01.6)

83.
84.　　　Tmain: hush:
85.　　　T2: ↑ herkes beni dinliyor mu ¤　　　(0:03:02.0)
86.　　　C: E:VE:T
87.　　　T2: evet tamam çok güzel ¤　　　(0:03:04.6)
88.　　　T2: şimdi benim. benim sizin için oyunum var
　¤　　　(0:03:07.1) (.) tamam mı,"¤　　　(0:03:08.3)
89.　　　T2: er peter sabah kahvaltısı için .hh yanına içecek bişey
　bulamamış kahvaltısının tamam mı¤　　　(0:03:14.0)
90.　　　"T2: ve bi bulmacamız var ¤　　　(0:03:16.5)
91.　　　T2: bu bulmacada
92.　　　T2: TEA MİLK and WATER var
93.　　　T2: tamam mı, ¤　　　(0:03:22.2)
94.　　　T2: ve water ¤　　　(0:03:23.2)
95.　　　T2: water milk ve tea ¤　　　(0:03:25.3)
96.　　　C: (　 [ )]-
97.　　　Tmain: [hu]s::h ¤　　　(0:03:27.7)
98.　　　T2: biz sırayla peter ın (.) bu içecekleri bulmasını
　sağlıcaz anlaştık mı,¤　　　(0:03:32.4)
99.　　　CC: ↓ anlaştı:k"
100.　　　T2: hepimiz yapaibliriz dimi bunu=¤　　　(0:03:35.4)

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101.    CC: ↓ e:ve:t
102.    T2: tamam çok güzel ¤        (0:03:37.2)
103.    T2: tamam
104.    T2: efendim¤        (0:03:39.0)¤        (0:03:40.5)
105.    C: ben belki çözemem [( yanlış yapabilirim    )]
106.    T2:                    [ tamam ben seninle
    olurum]¤        (0:03:44.1)
107.    T2: biz seninle bi takım olalım o zaman¤        (0:03:45.1)
108.    T2: anlaştık mı¤        (0:03:46.5)
109.    CC: BEN DE (     )
110.    T2: TAMAM
111.    CC: BEN DE (        )
112.    T2: [ TAMA:M ]
113.    CC: [(        ]          )¤        (0:03:51.5)
114.    T2: ¤        (0:03:51.8)tamam  hı,
115.    Cş: (          )
116.    T2: tamam ¤        (0:03:54.0)
117.    T2: ↑ tamam
118.    T2:↑  hepinize tamam¤        (0:03:56.3)takım olcaz
    biz¤        (0:03:57.1)
119.    T2: ben sizi .ben sizi:
120.    T2: >herkes dinliyor mu beni<
121.    ¤        (0:04:00.2)
122.    C: [ (      ] istemiyom ¤        (0:04:02.2)
123.    T2:[ evet    ]
124.    T2: tamam ben sizi gruplara ayırıcam¤        (0:04:04.7)
125.    T2: tamam mı¤        (0:04:05.5)
126.    T2: yere oturucaz
127.    "T2: ve bu bulmacayı çözücez
128.    T2: anlaştık mı,¤        (0:04:09.0)
129.    CC: ↓ anlaş[tı:k ]
130.    t2:        [önce ] önce ¤        (0:04:10.8)
131.    T2: TEAyi bulucaz ¤        (0:04:12.5)
132.    "T2: (.) bi arkadaşımız tea yi bulucak¤        (0:04:14.9)
133.    T2: ondan sonra yanımızdaki arkadaşımızmilk'i
    bulucak¤        (0:04:17.2)
134.    "T2: ve daha sonra waterı bulucaz
135.    T2:tamam ↑ anlaştık mı:"¤        (0:04:20.3)
136.    CC: ANLAŞTI:K
137.    T2: Bİ SANİYE
138.    T2: >↑ herkes beni beklesin sakın kalkmasın yerinden<
139.    T2: üçünüz. gelin böyle yere ¤        (0:04:26.3) (.) yere
    otur
140.    T2: eve:t siz üçünüz ¤        (0:04:31.7)
141.    T2: gel böyle
142.    T2: >gel gel otur↓ otur otur<¤        (0:04:34.7)
143.    Tmain: EVE:T (      )¤        (0:04:36.4)
144.    T2: siz üçünüzsünüz bir takım olun
145.    ((inaudible sounds))
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146.   T2: siz üçünüz ¤   (0:04:40.2)
147.   T2: siz üçünüz bi takımsınız ¤   (0:04:43.3)
148.   "T2: gel bakalım siz de üçünüzsünüz ¤   (0:04:45.5)
149.   T2: çok güzel ¤   (0:04:46.5)
150.   T2: gelin bakalım siz de
   üçünüzsünüz¤   (0:04:48.9)¤   (0:04:56.3)
151.   T2: ↑ evet ↑ herkes beni dinliyor mu¤   (0:04:57.7)
152.   CC: [(   )]
153.   T2: [BANA BAKAR MISNI:Z]¤   (0:04:59.5)
154.   T2: ↑ herkes bana bakıyor mu"¤   (0:05:01.1)
155.   C: (   )
156.   T2: tamam ¤   (0:05:03.2)
157.   T2: gelin böyle
158.   T2: gelin böyle ( ) ortaya ¤   (0:05:06.1)
159.   T2: tamam (.) tamam¤   (0:05:06.6)
160.   T2: tamam
161.   T2: ↑ TAMAM Bİ
   SANİYE"¤   (0:05:09.8)¤   (0:05:12.0)
162.   T2: Alla:h=
163.   Tmain:= ↑ EVE:T BİRAZCIK (   ) AYRILIYORUZ
   ¤   (0:05:15.3)
164.   T: Çünkü bu bi yarışma kazanan olcak bir de burda kazanan (
)
165.   T2: >gel gel gel gel üçünüz hemen böyle üçünüz >
166.   Tmain: ERD AYŞ ADN (   )¤   (0:05:28.4)
167.   Tmain: ERD AYŞ ADN buraya gel şurda
   dur¤   (0:05:30.6)
168.   Tmain: siz üçünüz
169.   Tmain: gel emr ¤   (0:05:38.4)
170.   ((Tmain handles the situation and controls the groups))
171.   T2: ¤   (0:06:18.5)HERKES GRUP OLDU MU HERKES TAKIMINI
   BİLİYO MU
172.   CC: E:VE:T¤   (0:06:21.5)
173.   T2: ↑ evet çok güzel"
174.   T2: şimdi ben size dağıtıcam ¤   (0:06:23.1)
175.   ((hands out the cards and pens)) ¤   (0:07:04.3)
176.   T2: ÖNCE:
177.   T2: BANA BAKIN HERKES BANA BAKSIN ¤   (0:07:05.6)
178.   T2: ÖNCE NE BULUYODUK ¤   (0:07:07.0)
179.   C: bun: ↑" ça:y"
180.   T2: TEA:::¤   (0:07:09.4)
181.   CC: tea:
182.   "T2: NEYMİŞ¤   (0:07:10.8)
183.   T2: [TEA]
184.   CC: [tea]¤   (0:07:12.0)
185.   T2: ↑ hadi bakalım ↑ tea yi buluyoruz şimdi
    ¤   (0:07:13.6)
186.   ((Ts roll among the groups and check))
187.   T2: ¤   (0:08:34.3)HERKES TEA Yİ BULDU
   MU¤   (0:08:35.4)

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188.    C: biz bulduk
189.    T2: HERKES BULDU MU:
190.    T: evet herkes buldu ↑ di mi¤        (0:08:39.2)
191.    T2: ↑ tamam sıradaki-"
192.    C: -↑ ben yaptım ¤        (0:08:40.7)¤        (0:08:42.9)
193.    T2: ↑ sıradaki neymiş¤        (0:08:43.5)
194.    T2: HERKES BURAYA BAKSI:N¤        (0:08:45.3)
195.    T2: ↑ herkes buraya bakıyo"¤        (0:08:47.2)
196.    T2: sıradaki, ¤        (0:08:48.3)
197.    T: ↑ water¤        (0:08:49.5)
198.    T2: ↑ water¤        (0:08:50.7)
199.    Cx: (          )
200.    T2: ↑ eve:t
201.    T2: şimdi yanımızdaki arkadaşımıza veriyoruz water ı
    buluyoruz ¤        (0:08:55.8)
202.    ((groups seeks water line on the paper)) ((inaudible
    conversation))¤        (0:10:10.1)
203.    T2: HERKES BENİ DİNLİYO MU ¤        (0:10:11.1)
204.    T2: HERKES BANA BAKABİLİR Mİ¤        (0:10:13.3)
205.    T2: Bana-
206.    Cs: - (          )
207.    T2: tamam ¤        (0:10:15.2)
208.    T2: (.) HERKES BANA BAKSIN ¤        (0:10:17.4)
209.    Cs: ((cries)) (          ) İSTİYORUM ¤        (0:10:19.6)
210.    Tmain: Der söyle tatlım ne istiyo canın hah gel
    ¤        (0:10:22.7)
211.    Tmain: gel anlat [ (              )]
212.    CC:             [ (              )]
213.    T2: ¤        (0:10:24.6)ŞİMDİ SIRADA NE VARDI HERKES BANA
    BAKIYO¤        (0:10:27.1)¤        (0:10:36.2)
214.    T2: <MİLK NERDE> ((nosiy))
215.    Tmain: şimdi milk e gidiyoruz ¤        (0:10:38.0) ((group
    works and noise))¤        (0:11:41.0)
216.    "T2:ŞİMDİ: HERKES BENİ DİNLİYO ¤        (0:11:42.2)
217.    T2: HERKES KENDİNE KOCAMAN BİR ALKIŞ ((applouse))
218.    T2: ÇÜNKÜ TEA YİWATER I VE MILK " İ BULABİLDİK
    DİMİ¤        (0:11:49.3)¤        (0:11:53.2)
219.    T2: HADİ OTURUN BAKALIM¤        (0:11:53.3)
220.    T2: alkışladık mı kendimzi ((to a single
    group))¤        (0:11:55.4)
221.    ((sits kids ))
222.    T2: ¤        (0:12:12.6)HERKES YERİNE OTURDU
    MU¤        (0:12:13.7)
223.    CC: E:VE:T¤        (0:12:15.9)
224.    ((Tmain sits kids down))
225.    T2: ¤        (0:12:23.0)HERKES OTURDU
    MU¤        (0:12:24.0)
226.    T2: şimdi:
227.    T2: şimdi Cüneyt öğretmeninizle bi oyun oynucaz ↑ hazır
    mısınız"¤        (0:12:30.9)
228.    CC: E::VE:::T
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229.     T2: çok güzel tamam¤          (0:12:33.3)
230.     T: (.) Dans etmeyi seviyo muyuz hepimiz dans etmeyi
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231.     ¤          (0:12:36.3)
232.     CC: E:VE:T
233.     T: o zaman biraz dansa etcez şimdi ↑ tamam
   mı¤          (0:12:38.9)
234.     T3: çocuklar[ şimdi (müzik     )tamam mı)]
235.     CC:        [(                          )]
236.     T3: (.) müzik. müzik durduğunda ben size bi (kelime)
   söylicem oraya do- resmine doğru koşcaksınız ↑ tamam
   mı¤          (0:12:47.2)
237.     Cx: (     )
238.     T3: TEA gibi mesela (.) çaya doğru koşacaksınız tamam
   mı¤          (0:12:50.9)
239.     Tmain: çay nerde ¤          (0:12:51.8)
240.     T3: (.) asıcaz=
241.     T: =yapıştırcaz ((laugs together with Tmain and T
   interns))¤          (0:12:54.5)¤          (0:13:01.5)
242.     Tmain: ↑ evet şimdi resimleri duvarlara yapıştıacak abiler
   ablalar ¤          (0:13:03.8)=
243.     T3: =şimdi resimleri duvarlara yapuştırcaz tamam
   mı¤          (0:13:05.1)¤          (0:13:40.2)
244.     T2: EVE:T HUSH: BURAYA BAK ((claps
   hands))¤          (0:13:41.9)¤          (0:13:43.9)
245.     T2: ° köşerin adını söyle köşelerin adını söyle"°
246.     T3: huh¤          (0:13:45.7)¤          (0:13:48.3)
247.     T3: çocuklar bak bu tarafta
   ¤          (0:13:49.0)¤          (0:13:50.2)
248.     T3: çocuklar şu tarafta milk var bakın ¤          (0:13:51.9)
249.     T3: orda süt var
250.     T3: bu tarafta su var
251.     T3: bu tarafta da çay var ¤          (0:13:54.8)
252.     T3: (.) şimdi müzik durduğunda (.) ben size kelime söylicem
   siz o tarafa doğru koşacaksınız tamam mı (
   )¤          (0:14:01.2)
253.     Tmain: ingilizcesini söylemen gerekmiyor
   mu¤          (0:14:03.3)
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254.        ¤              (0:14:06.0)
255.      Tmain: MILK [ WA:TER                              ] TEA
256.      T2:          [>° cüneyt ingilizcelerini söylesene"°"
   <]"¤        (0:14:08.7)
257.      T3: >water tea (.) err and milk
    ¤          (0:14:12.7)¤          (0:14:14.6)
258.      T3: tamam mı hazır mısınız¤       (0:14:15.4)((kids are
   ingnorant))
259.      Tmain: istersen bi kişi[(     )]
260.      T2:                            [HERKES OR]TAYA GELSİN
   BAKALIM¤          (0:14:22.9)
261.      "T2: HERKES BURAYA GELSİN ¤        (0:14:24.0)((noisy
   meeting at the centte of classroom))¤          (0:14:42.9)
262.      T2: HERKES BANA BAKSIN¤          (0:14:43.8)
263.      "T2: HUSH: ARKADAŞLAR ¤        (0:14:44.9)
264.      T2: MÜZİK BİTTİĞİNDE BEN HANGİSİNİN ADINI SÖYLERSEM ORAYA
   KOŞUYORUZ TAMAM MI¤          (0:14:52.3)
265.      Cx: tamam.
266.      T2: ANLAŞILDI MI¤            (0:14:54.0)¤            (0:14:55.1)
267.      T2: TEA WATER MİLK ¤          (0:14:57.3)
268.      T2: HERKES DUYDU MU
269.      T2: TEA WATER MİLK BEKLEYİN ¤          (0:15:00.8)((plays the
   music))¤          (0:15:42.7)
270.      T2:° ses çıkmıyo"°  ((to the main T but directly goes on
   class back carrying the device among kids) ¤          (0:15:44.5)
271.      T2: HADİ KERKES BURAYA:¤          (0:15:45.6)
272.      T3: hadi toplanın herkes¤          (0:15:47.0)
273.      ((PLAYS THE MUSİC))¤          (0:15:59.8)
274.      T2: EVE:T ((stops the device))
275.      T2: HERKES WATER A ¤          (0:16:02.4)
276.      T2: ÇOK GÜZE:L¤          (0:16:07.6)
277.      "T2: EVE:T BURAYA GELİYORUZ ŞİMDİ
278.      T2: BURAYA. BRAVO ¤          (0:16:11.0)
279.      T2: (.) HERKES HAZIR MI OYNAMAYA ¤        (0:16:14.8)
280.      CC: E:VE:T¤          (0:16:16.7)
281.      T2: HADİ ((plays the music again))¤          (0:16:33.5)
282.      T2: EVET. ((PAUSES THE MUSIC))¤        (0:16:33.9)
283.      T2: (.) TEA
284.      T: TEA¤          (0:16:36.4)
285.      T2: ¤          (0:16:40.5)" ÇOK GÜZE:L
   AFERİN"¤          (0:16:42.3)
286.      T2: EVET HERKES BURAYA GELSİN¤          (0:16:48.5)
287.      T2: EVE:T OYNUYORUZ HERKES BURAYA
   GELSİN¤          (0:17:03.4)
288.      T2: ↓ gel¤          (0:17:13.5)
289.      "T2: HERKES OYNUYO MU HADİ BAKIYİM
    ¤          (0:17:14.6)((kids are out of control somehow and
   jumping around))
290.      T2: MILK ¤          (0:17:19.9)
291.      T: (.) MILK ¤          (0:17:21.2)
292.      CC: MI:LK¤          (0:17:23.1)
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293.    T2: ÇOK GÜZE:L¤          (0:17:24.8)
294.    T2: (.) BRAVO.¤          (0:17:28.8)
295.    CC: MILK MILK ¤          (0:17:33.5)
296.    Cg: ((in tears)) a:::¤          (0:17:34.9)
297.    Tmain: ↑ aa ne oldu
298.    Cg: ↑ M YAPTI::¤          (0:17:38.9)
299.    Tmain: ↑" >↑ kim yaptı<¤          (0:17:39.4)
300.    Cg: MUSTAFA::
301.    Tmain: ↑ NOLDU ¤          (0:17:41.6)
302.    Tmain: çarpıştınız mı (.) bakıyim burnuna
   ¤          (0:17:44.7)
303.    T2: <noldu:>¤          (0:17:44.8)
304.    Cp: (                )  ¤          (0:17:48.5)
305.    ((chaotic tension))
306.    T2: ¤          (0:17:58.3)HERKES YERİNE
   OTURSUN¤          (0:17:59.4)
307.    ¤          (0:18:16.5)
308.    T2: HERKES OTURDU MU¤          (0:18:18.1)((noise goes
   on))¤          (0:18:24.3)
309.    T2: HUSH >HERKES (          )< ((claps her hands at the same
   time))¤          (0:18:25.4)
310.    T2: SESSİZLİK¤          (0:18:26.7)
311.    T: TIP.¤          (0:18:28.3)
312.    T: ¤          (0:18:32.3)↑" şimdi en son olarak [(
   )]"
313.    CC:                              [(          )]
314.    T2: ¤          (0:18:34.4)HUSHH:
315.    T: >en son olarak bi daha tekrar etmek ister misiniz<
316.    CC: HA:::YI::::::R
317.    Tmain: EVE:::T ¤          (0:18:42.6)
318.    CC: HA:YI::R ¤          (0:18:45.7)
319.    T: bu neydi ¤          (0:18:45.9)
320.    Cx: TEA
321.    T: TEA aferin
322.    T: ↑ kocaman bir alkış ona¤          (0:18:48.8) ((applouse
   ))
323.    T: bu neydi (.) MÖ::
324.    T: ↑ yani¤          (0:18:54.7)
325.    CC: Mİ::LK ¤          (0:18:57.6)
326.    T: bu neydi,
327.    CC: WA:::TE::R ¤          (0:19:02.0)
328.    "T2: AFERİN HERKES ALKIŞLIYOR KENDİSİNİ ((claps hands))
329.    T: ¤          (0:19:06.9) evet bugünlük bu kadar arkadaşla:r
...
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CV

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