THE USE OF DIU IN AN ESP SETTING IN TURKEY

Ece DİLBER

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THE USE OF DIU IN AN ESP SETTING IN TURKEY

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Asst. Prof. Dr. Enisa MEDE

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

Asst. Prof. Dr. Hatime ÇİFTÇİ

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Asst. Prof. Dr. Kenan Dikilitaş

Supervisor

Examining Committee Members

Asst. Prof. Dr. Kenan DİKİLİTAŞ (BAU, ELT)

Asst. Prof. Dr. Hatime ÇİFTÇİ (BAU, ELT)

Asst. Prof. Dr. Ufuk BALAMAN (HU, ELT)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Ece Dilber

Signature: 

ÖZ

KASITLI OLARAK TAMAMLANMAMIŞ SÖZCELERİN TÜRKİYE'DE BİR ÖZEL AMAÇLI İNGİLİZCE ORTAMINDAKİ KULLANIMLARI

Dilber, Ece
Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı
Tez Danışmanı: Dr. Öğretim Üyesi Kenan DİKİLİTAŞ

Haziran 2018, 83 sayfa

Bu çalışma Kasıtlı Olarak Tamamlanmamış Sözcelerin Türkiye'de İngilizcenin Özel Amaçlar için öğretildiği bir okulda, sözlü iletişim becerileri dersindeki kullanımlarını incelemektedir. Kasıtlı olarak tamamlanmış sözcelerin kullanımı incelenirken Konuşma Çözümlemeli bir yapı kullanılmıştır. Bunun kullanılmasının sebebi, Konuşma Çözümlemesinin hem günlük hem de mesleki hayatta oluşan etkileşimleri anlamada etkili olmasıdır (Sert, et al, 2015, p. 3). Konuşma Çözümlemesi öğretmen ve öğrenci arasında doğal yerinde oluşturulan etkileşimleri daha iyi anlamaya olanak sunar (Seedhouse, 2005, p. 166). Teorik bölüm transkripsiyon yaparken kullanılan yöntemi, Kasıtlı Olarak Tamamlanmamış Sözcelerin ne olduğunu ve Özel Amaçlar için İngilizce odaklı sözlü iletişim becerileri derslerindeki kullanım şekillerini güncel kaynaklar yardımıyla tanımlamaktadır. Sonraki bölümler etkileşim transkripsiyonlarını ve Kasıtlı Olarak Tamamlanmamış Sözcelerin nasıl kullanıldığını göstermektedir. Öğretmen konuşması ve öğretmen konuşmasının Kasıtlı Olarak Tamamlanmamış Sözceler kapsamında öğrencilerin derse katılımı üzerindeki etkisi de literatürde açıklanmış ve sınıf etkileşimi analizleri kapsamında tartışılmıştır. İlgili anahtar kelimeler aşağıda belirtilmiştir.

Anahtar Kelimeler: Konuşma Çözümlemesi, CA, Kasıtlı Olarak Tamamlanmamış Sözceler, Öğretmen Konuşması, Öğretmen Konuşmasının Öz Değerlendirmesi, Özel Amaçlı İngilizce Öğretimi

ABSTRACT

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This thesis examines the use of DIU as a teacher strategy in an ESP setting in Turkey. In order to examine the use of DIU, a Conversation Analytic framework was used. The reason it was used is because Conversation Analysis has become effective in understanding the interactions that occur in everyday life as well as in professional (Sert, et al, 2015, p. 3). It offers a better grasp of interactions formed in situ between the teacher and students (Seedhouse, 2005, p. 166). The theoretical part defines the method used to analyse the transcription, what DIU is along with how it is used in communication skills lessons in an ESP school with the help of the current literature on DIUs. The latter parts show the transcriptions of the lessons and how DIU is managed in each one. Teacher talk and its impact on student participation in terms of Designedly Incomplete Utterances are stated in literature and discussed in relation to the analysis of classroom interaction. Related keywords are stated below.

Keywords**:** Conversation analysis (CA), Designedly Incomplete Utterances, Teacher Talk, Self- Evaluation of Teacher Talk, ESP

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To My Family.

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LIST OF ABBREVIATIONS

1. CA: Conversation Analysis
2. DIU: Designedly Incomplete Utterances
3. EFL: English as a Foreign Language
4. ESP: English for Specific Purposes
5. TCU: Turn Construction Unit
6. T: Teacher
7. L: Unidentified Speaker
8. L1/ L2: Enumeration of learners according to their order of speaking
9. LL: Multiple Learners
10. TT: Teacher Talk
11. SETT: Self-Evaluation of Teacher Talk
12. CD: Classroom Discourse
13. CIC: Classroom Interactional Competence

Chapter 1
Introduction

Conversation analysis is a rapidly developing area of study in applied linguistics (Schegloff, 1999, p. 405- 406, Seedhouse, 2005, p. 165). Social interactions can be better understood with Conversation analysis, as it analyzes both the verbal; use of certain expressions, words and intonations, and non-verbal productions; certain gestures, mimics, "embodiment" (Kääntä, 2012, p.180), of the participants (Sert, 2013, p. 17). By means of these, use of certain expressions can be found which can help teachers understand why students or teachers do what they do. This can, in turn, help teachers understand classroom interaction better, which can have helpful impacts on teaching (Seedhouse, 2005).

There are certain resources that help to recall information when a teacher wants to elicit responses from students. Literature shows that teachers use what Koshik (2002) calls DIUs as a pedagogical resource (Sert &Walsh, 2013). DIUs appear in classroom talk as well as everyday talk, and are dependent on the context of interaction in which they occur. A DIU as a teacher strategy constitutes one of the sequences of interaction. Sert & Walsh (2013) underline the importance of language teachers' strategies and suggests that using language effectively and resorting to interactional resources, such as DIU, can facilitate a very important step of language learning, which is student participation and engagement.

Participation and engagement in the classroom is one of the most important aspects of teaching- learning process (Goodwin, 2007). Teachers are the main and one of the most important sources of input (Vickov & Jakupčević, 2017, p. 653) and their practices in the classroom as well as how they implement classroom discourse influences students' participation greatly (Arnold & Fonseca-Mora, 2007, p. 110). They play a significant role in establishing communication patterns (Walsh, 2002). These patterns either constrain or facilitate learner participation. When the teacher accepts and respects students, effective communication can be formed between the

students and the teacher (Arnold & Fonseca-Mora, 2007). Waring (2011) also states that teachers should be cognisant of learner initiatives and appreciate their engagement. Ellis (1998, cited in Arnold & Fonseca-Mora, 2007) states that when the teacher appreciates students outcome, nominates a student to answer, praises their work and encourages them, it fosters willingness to communicate.

As a recurrent practice in the classroom analyzed in this study which was found so after watching all the data, DIU will be linked to the impacts it has on learner participation. This research has an importance in that the researcher is also the teacher in the video recordings of the oral communication lessons in an ESP setting in Turkey. This provides fruitful findings as to how the teacher in the extracts self-evaluates in order to examine the impacts of teacher talk on student participation and initiations. Use of DIU in an ESP setting in Turkey, its impact on student participation and initiatives and discussion on the teacher talk are the highlights of the study, all of which are presented in the review of literature by means of the related sources of literature. The research presents findings on the sequential unfolding of DIU, how participation was managed through teacher talk; Designedly Incomplete Utterances in an ESP setting in Turkey to be specific.

Chapter one presents an introduction in terms of what is to be seen throughout the entire study. In this chapter, aim and significance of the study are also stated. Two questions are asked which are discussed in the discussion part, with references to the extracts for further clarification, in order to have a better understanding of how the study contributes to the literature.

In chapter two, related literature is presented first on the method used to analyse the classroom extracts; Conversation Analysis. Secondly, the background of teacher talk and classroom discourse is explained with instances from different researches on them. Thirdly, DIU is explained by means of literature and examples of it are presented to clarify how it is deployed. Lastly, the use of DIU; as hints and repair, and its impact on student participation and initiatives are presented.

Chapter three presents the methodology of the study. In this chapter, the researcher teacher explains the research design first where she presents Conversation Analysis again along with its reliability and validity. Next, sampling, data collection and analysis procedures are explained. In data collection and analysis, the researcher explains the process of video-recording with the reason why it was chosen, the analysis session in the H.U.M.A.N centre in Hacettepe University and the rest of the analysis process. Lastly, the limitations of the study are presented.

In chapter four, the researcher presents the analysis of the extracts. The extracts, in the analysis of which Conversation Analysis was used, are explained in detail.

In chapter five, the research questions- the use of DIU and its impact on learner participation and initiatives- were discussed with references to the literature. The aim and findings of the research were concluded in the conclusion part. And lastly, implications for future researches on DIU were stated.

1.1 Aim of the Study

The aim of this study is to observe and analyze the speaking lessons at the vocational school of Turkish Aeronautical Association in Selçuk/İzmir. The main objective is to find out when and how the teacher manages this specific teacher strategy called Designedly Incomplete Utterences (DIU) and see if it encourages student participation and activeness in an ESP setting in Turkey. In order to reach to a conclusion, the following questions were asked.

1.2 Research Questions

1. What use of DIU can be observed in an ESP setting in Turkey?
2. Is DIU a helpful strategy in driving students to participate more in an ESP setting in Turkey? If so, how?

1.3 Significance of the Study

The data recorded in a vocational school showed that Designedly Incomplete Utterances can be used frequently in class. An important feature of DIU as Margutti (2010) explains is that it can drive students to fill in an empty slot and provide motivation. This motivation can enable participation and fluency (Lerner, 1996). During interaction, factors such as gestures, mimics and posture can contribute understanding. Gestures, posture, facial expression as well as the study of talk (Schegloff, Koshik, Jacoby & Olshe, 2002) complete DIU in that respect.

Conversation analysis (CA) focuses on these micro-moments of learning and documents them in order to understand the ongoing interaction (Sert & Walsh, 2013; Schegloff, Koshik, Jacoby & Olshe, 2002) and how learning opportunities are mediated through language (Netz, 2016). The study, therefore, aims to analyse use of DIU as a teacher strategy, its impact on learner participation, according to the classroom extracts.

The first and foremost significance of this thesis is that a CA study which examines the relation between use of DIU and the impact of it on student participation in an ESP context in Turkey has not been encountered. Therefore, it can contribute to the literature to nature understand classroom interaction, which can provide useful implications for teacher talk and use of teacher strategies. Another significance of this study is that the researcher is also the teacher in the classroom extracts. Therefore, the researcher can observe and reflect on her implementation of DIU and management of the classroom discourse, in the result of which DIU's impact on student participation can be reached.

Chapter 2
Literature Review

2.1 Conversation Analysis (CA)

Talk-in-interaction has become an increasingly focused area over the last few decades (Schegloff, 1999, p. 405- 406). The term talk-in-interaction contains more than it suggests as the word it is; through talk-in-interaction most of the work is done in all major institutions, education is being one of them (Schegloff, 1999). In order for 'talk' to be 'talk-in-interaction, there has to be participants from whom utterances; or talk if you will, depart and by those they are received. Their analysis reveals important features of conversations and turn-taking (Schegloff, 1999).

Conversation analysis is the study of the methods and procedures used to understand and produce conduct in interaction (Waring, 2011, p. 203). It questions the purpose of actions and utterances formed at the moment of interaction (Hellermann & Doehler, 2010). It is a micro-sociological approach to linguistic processes, which seeks structure in language use without any ideas formed beforehand (Hellermann, 2014, p. 55). Conversation analysis was first used to study the order, organization, orderliness of social action in ordinary conversations (Kunitz & Markee, 2017; Psathas, 1995). Later, it was argued that CA need to be expanded to different contexts such as doctor- patient talk, courtroom talk and classroom talk (Kunitz & Markee, 2017, p. 2). So far, CA has revealed a great deal about the nature and organization of spoken discourse throughout the years (Richards, 2007, p. 2).

Conversation analysis is also an effective in making sense out of what the learners say and do in situ (Seedhouse, 2005, p. 179). It provides an understanding of how people interact with one another by means of the language by documenting micro moments of interaction (Sert, et al, 2015, p. 5; Sert & Walsh, 2013). Researchers should not make any early assumptions about the data according to the principles of CA (Walsh, 2013). It is stated that Conversation analysis provides an

emic perspective to the researcher (Seedhouse, 2005), thanks to which interaction between participants can be clarified as close to the truth as possible.

Learner participation in interaction and the ways that teachers facilitate this has been at the heart of both teaching-learning practices and analysis in language teaching- learning contexts (Sert & Walsh, 2013, p. 546). According to Walsh (2013, p. 51), understanding how social interactions occur and how linguistic resources are combined in order to form those interactions are very important because this constitutes a means of understanding how learning occurs.

Sert & Walsh (2013) state that there has been a growing tendency to analyse micro-moments of interaction to understand the order and organization of classroom interaction, which has led the field of Conversation Analysis for Second Language Acquisition to emerge. Walsh (2003) states that talk is co-constructed by teachers and learners in their pursuance of L2 learning (Walsh, 2010). It is important to analyse interaction between participants because participants implement some generic organizations for conversation such as organization of sequences, participation, turn allocation and repair for conversation to be maintained (Schegloff, 1999).

CA methods have earned respect in a number of disciplines including communication (Heritage, 1999, p. 69). According to Psathas (1995), CA studies the organization and order of social action in interaction. The interactants produce the order of the organization in situ and shape them. Conversation analysis (CA) focuses on the principles which people use to interact with one another by means of language and aims to document micro-moments of learning in order to understand the ongoing interaction (Sert& Walsh, 2013; Schegloff, Koshik, Jacoby & Olshe, 2002, p. 3). Broader provenance of Conversation Analysis (CA) extends to other forms of conduct such as disposition of the body in gesture, posture, facial expression, and ongoing activities in the setting as well as the study of talk (Schegloff, Koshik, Jacoby & Olshe, 2002). By means of all that is mentioned above, Conversation

analysis provides a thorough analysis with which teachers can observe and reflect on both the students and their own talk and implementations (Sacks, Schegloff, & Jefferson, 1974).

Another principal aim of CA is to trace the development of inter-subjectivity in an action sequence; that is, participants can observe one another's actions (Netz, 2016, p. 71). Hence, they achieve a mutual understanding of the ongoing activity and the progress of the interaction.

As pointed out by Sert & Walsh (2013), CA focuses on micro details of video- or audio-recorded interaction which provides an emic perspective. The aim for doing so is to analyze participants' understanding of the ongoing interaction by focusing on micro details, such as vocal (words and grammar, supra-segmentals, pace of talk) and non-vocal (silence, body language, embodiment of surrounding artefacts) resources within the sequential development of talk (p. 543).

As mentioned above, elements such as sequence organization and turn allocation are at the centre of analysis in teaching-learning environments adopting a conversation-analytic perspective (Sert & Walsh, 2013). Through a thorough analysis of these elements in interactional settings, researchers can isolate the impact of specific utterances (Heritage, 1999). Designs that are used initiate or maintain student participation and elicitation in order to assess students' knowledge on a subject or simply to provide students with an invitation to contribute in the lesson.

A strategy adopted by many teachers of EFL/ESL, which is called Designedly Incomplete Utterances (DIU), will be brought forward in 2.3 with its definition, functions.

2.2 Teacher Talk (TT) and Classroom Discourse (CD)

Teacher talk is essential in language teaching and learning process because teachers are the main source of input in the classroom (Vickov & Jakupčević, 2017,

p. 653). Even though lessons are carefully planned according to their pedagogical goals, by means of talk that and interaction teaching unfolds (Box, et. al, 2013). The nature of teacher discourse influences students' participation greatly (Arnold & Fonseca-Mora, 2007, p. 110). They play a significant role in establishing communication patterns (Walsh, 2002). These patterns that are implemented through teacher talk can either hinder or facilitate learner participation (Walsh, 2006). Sert & Walsh (2013) state that questions and wait time can lead to student participation. Box, et. al. (2013) state that teachers usually ask questions the answer of which they know, which makes them both "the questioner and information holder" (p. 83).

Participation, as Goodwin (2007) states, is essential in order to grasp what is happening in the environment. In order to prompt participation, certain teacher practices are requisite. There are various studies that state the importance of teacher talk in examining how it fosters student participation. When the teacher accepts and respects students, effective communication can be formed between them (Arnold and Fonseca-Mora, 2007). Ellis (cited in Arnold & Fonseca-Mora, 2007) states that when the teacher appreciates students outcome, nominates a student to answer, praises their work and encourages them, it fosters willingness to communicate.

The study of TT has brought real evidence to different language teaching and learning contexts and demonstrated its significant role (Bozbıyık, 2017, p. 31). Kääntä (2004) also points out the importance of institutional talk in understanding organization of interaction. Various teacher strategies have been examined in terms of teacher talk with sub-categories of teacher strategies and its impact on learners' language learning and participation. Netz (2016) examined the relationship between DIU and student participation and found that "DIUs are often used to achieve and maintain student participation" (p. 71). Margutti (2010) states that DIUs contribution to teacher talk is significant because teacher can make changes on the course of their talk according to students' behaviour and utterances using DIUs, which foster participation.

Sert & Walsh (2013) explored how epistemic status checks in L2 classroom environments unfolded and managed by the teacher. They found that the students use embodied actions (gaze withdrawals, long silences and headshakes) in order to claim insufficient knowledge, which the teacher uses as clues to further the classroom activity by initiating epistemic status checks. They state that when teachers initiate DIUs after a student claim insufficient knowledge, it may lead to student engagement. Narciss (2004) examined the effects of informative tutoring feedback which means "feedback types that provide strategically useful information to guide the students towards successful completion of a task" (p.4) such as cues and hints for elicitation and retrieval. She explored their effects on learner motivation and success in completing a task. She linked it to self-efficacy; confidence for task completion, and examined its relation with informative tutoring feedback and found that it contributes to student motivation and task engagement significantly when applied with a time constraint during a task. Margutti (2010) highlights the importance of repetition in the class; mostly a prior occurrence of the teacher's own talk or of another student's prior correct answer. When an utterance is repeated by the teacher, it allows the students to get a feel for how the utterance sounds (Harmer, 2007) and reflect on it. Mercer (1995) also points out that with the use of repetition, teachers acknowledge and confirm students' responses and show that they are valuable contributions (Mercer, 1995).

Kääntä (2004) states that teacher use many instruments in the classroom to navigate the discourse. The instruments teachers use give salience to what they are about to do due to the fact that teachers and students spend enough time in the classroom to get to know each other's next move according to the moves, gestures and prosodic changes they make. This can have positive impacts on the management of classroom discourse because when teachers begin an utterance, students display signs of attentiveness (Kääntä, 2004).

TT has been a fruitful area of study for many years now (Box, et. al., 2013). It fosters the development of learners' interactional competence in various ways such

as conveying meaning or giving prompts (Bozbıyık, 2017, p. 31). Kääntä (2004) states that teacher talk is essential to classroom discourse. She draws attention to how teachers' instructions function by saying that they formulate "identifiable beginnings and endings" (p. 82). Teacher talk can have pros or cons as stated above. It can at times hinder or facilitate learner participation (Walsh, 2006). This feature of teacher talk renders it significantly important, as the aim in language classrooms is to drive student participation (Goodwin, 1979). Kääntä (2004) states that the recipients merely listen to the teacher talk on if they are "non-participating". This puts forth the importance of classroom interactional competence and teachers' language awareness. Walsh (2012) states that by increasing teachers' awareness on teacher talk, their classroom interactional competence (CIC); competence in managing interaction and discourse in classroom can be developed. Bozbıyık (2017) claims that teacher language awareness (TLA) holds important features that can improve learning opportunities such as looking at language use from students' perspective and understanding how they manage trouble sources.TLA is important because classroom interaction differs in major ways from everyday discourse (Kääntä, 2004) in that the former requires teacher control, orientation of student utterances and participation along with the fact that teacher control involves many questions the answer of which teacher usually knows. Teachers can shape their utterances and actions through interaction (Walsh, 2006). Walsh (2012), therefore, states that it is important to educate teacher so that they can self-evaluate and recognize the connection of language awareness to increase student participation.

2.3 Designedly Incomplete Utterances (DIUs)

In classroom interactions, questions play a primary role to elicit answers and displays of knowledge from students. Teacher questions are essential for classroom discourse and they contribute to the facilitation of student learning (Çakır & Cengiz, 2016, p. 61). Questioning students in order to elicit displays of knowledge, which teachers confirm or correct, is a type of activity that occurs frequently in instruction sequences (Margutti, 2010). Use of DIU contribute to this process is that the teacher

elicits a display of knowledge in the shape of utterance completion, leaving out the part that is to be completed. Lerner (1995, p. 122) suggested this as a type of word-search. Later it started to be called Designedly Incomplete Utterances (DIU) by Koshik (2002).

The practice of using DIUs to initiate self-correction of spoken language errors is well known by teachers of second-language pedagogy. A DIU does not stem from the lack of teacher competency but they are utterances that are designed to be incomplete (Koshik, 2002). Margutti (2010) defines DIUs as being specifically designed so that the required answer can be transparent enough for students to access. Netz (2016) describes DIUs as a type of display questions; they are not in the interrogative form but still function as questions. How answers are made more transparent through DIUs is by making use of prosodic features, such as raising intonation towards the end of the sentence and vowel lengthening at the end of the sentence (Koshik, 2002, p.; Margutti, 2010). By using a DIU, the teacher hints that there is more to come and that it is expected of them (Margutti, 2010; Sert & Walsh, 2013). Missing item seems to be highly accessible to students and a DIU signals to the participants that they know the missing information being asked or searched, which makes the recipient a knowing one (Goodwin, 1979; Margutti, 2010).

Lerner (1995), states that DIUs use a word-search format. In his study, he states that the teacher makes it clear in the manner that she has designed her utterance, and gestures that she could complete the turn unit, but that it is the students' duty to complete the teacher-initiated utterance. By leaving the utterance incomplete, the teacher encourages students to fill in an empty slot (Margutti, 2010). The opportunity of completing an utterance provides motivation; therefore students can participate without extended pauses and as fluently as possible (Lerner, 1996).

Margutti (2010) states that DIUs can be in the form of main-clause completion. They are designed to be a repetition of a prior occurrence of the same

item that is to be completed through the DIU. In her study, Margutti (2010) states that as the completion task is a repetition of a prior occurrence of the teacher's own talk or of another student's prior correct answer, with these DIUs teachers construct students' responses as evidence that their knowledge-displays occur during and by means of the talk underway, and not as the result of some prior implicit knowledge. Through the way in which the DIU is constructed, students' responses are treated as evidence that some kind of learning has taken place then and there and as the product of talk.

The main objective of this study is to find to what extent Designedly Incomplete Utterances promote participation and the ways of DIU functioning will be the main focus from now on.

2.3 Various Ways "Designedly Incomplete Utterances" Function

2.3.1 DIUs as Hints

One type of elicitation technique as an efficient teacher initiation in L2 classrooms was found to be DIUs by Koshik (2002) as a pedagogical resource. Margutti (2010) puts forward that one of the basic functions of DIUs is to solicit displays of knowledge from students in the shape of utterance completion, hinting which helps to recall information and they are recurrent features of teacher–student interaction. This specific work of drawing out from students the right answer to their question has been variously described in literature as "cued elicitation" (Mercer, 1995, p. 26). Through this practice of "wording a question in a certain way" (Mercer, 1995), teachers lead students to correct answers by small steps (McHoul, 1990, p. 355). DIU is precisely one such distinct way of wording a question, through which the questioner both exhibits that he knows the answer and provides clues as to which answer is required, in terms of turn design, content, and sequential deployment (Margutti, 2010).

DIUs are, as Margutti (2010) puts it "implicit requests for completion and

they call for the use of pauses alongside themselves". Teachers need to allot enough time so that the students can gather their thoughts and participate (Margutti, 2010). A DIU can be described as a failed DIU if the students are not allotted the time to think. In a study by Margutti (2010), the example of not allotting enough time can be seen. By not allowing more time for the silence before continuing her talk, the teacher seems to display that she considers students unable to provide the completion of the answer, which can be discouraging. Margutti (2010) states:

> It is precisely on this basis that the characterization of the pause in DIUs can be rather controversial. In fact, it is designed as an intra-TCU silence (that is, deployed in non-transition space) precisely in order to make recipients hear that the utterance is not finished and, thereby, elicit completion. The sense of incompleteness provides for turn transition by way of TCU completion, which, subsequently, makes the pause into an interturn pause (p. 322).

A DIU basically gives a hint to the student to recall previously learned information, and eliminates the problem of not recalling. It also hints elicitation with the help of pauses, in other words intra-TCU silence, the length of which is directly related to the students' ability to realize the necessity for completion (Margutti, 2010).

Below, there is an extract taken from Koshik (2002, p. 287). The teacher implements DIU for sentence completion. It is seen that the student nominates an answer after 4.5 seconds. After SH's answer, the teacher immediately provides positive feedback. TJ repeats SH's utterance and continues writing and reading simultaneously, to which SH agrees saying "um hum":

181	TJ:	.h: ((reading)) >he died not from injuries.
182		(0.5) ((TJ and SH gaze silently at text))
183		but drowned
184		(1.2) ((TJ and SH gaze silently at text))
185		<after he>
186		(4.5) ((TJ and SH gaze silently at text))

187 SH: had been?
188 TJ: there ya go.
189 (4.0) ((TJ writes on text))
190 had been left there for thirteen hours
191 °without any aid.°
192 SH: um hum.

(from Koshik, 2002, p. 287)

In their study on the English spoken by teachers and pupils in the classroom, Sinclair and Coulthard (1975, pp. 36–37) state that a teacher almost always asks a question in order to see if pupils know the answer, not necessarily because he/she wants to know the answer. Mehan (1979, cited in Margutti, 2010, p. 343) calls these questions "known information questions".

In a study by Netz (2016), it is seen that the teacher uses –wh questions in the form of DIUs. In order to do so, the teacher forms "*rear-loaded Wh- questions*" (Margutti, 2010, p. 326) with the help of the prosodic features. This way, the sentence is made clearer to the students as well as the wanted answer.

The following extract is taken from Netz (2016, p. 65). It shows how the teacher implements her DIU to elicit an answer:

1359 Ms Raven: .....Stephany?
1360 Stephany: ..the u- -hm,
1361 Ms Raven: ..the Vir..ginia- -,]
1362 Stephany: [Company.] (very quietly)
1363 Ms Raven: [the Virginia Company,

Margutti (2010) states:

> Classroom questions simultaneously make other actions relevant, besides eliciting information. These actions include checking students' knowledge

about a specific topic; setting topics as more or less pedagogically relevant; highlighting key notions; inviting preferred responses both in terms of content and shape; conveying assumptions about the students' state of knowledge; doubting or accepting prior answers; initiating repair; and also achieving, maintaining, and sustaining students' participation in the activity underway (p. 318).

Pauses and other prosodic features are essential hints in order for DIU to be realized and completed (Margutti, 2010). The syntactic environment of a sound stretch or a pause informs the action it performs (Lerner, 1996). A stretch can hint a possible halt in speaking. When it occurs subsequent to a possible syntactic completion, it verifies the possible completion; when it occurs elsewhere it can project possible trouble ahead. Therefore, pauses are as essential for the implementation of DIU as prosodic features (Margutti, 2010; Koshik, 2002). They hint completion (Margutti, 2010). In her study, she describes all three occurrences of DIUs as failed DIUs. By not allowing more time for the silence before continuing to talk, the teacher seems to display that she considers students unable to provide the completion of the answer. She states that they are designed to hint that the utterance is not finished (Margutti, 2010).

2.3.2 DIUs as a Repair Strategy

Error correction plays a central role in pedagogy, especially second language pedagogy (Koshik, 2002). DIUs are used in many ways in EFL classes and one other use is to repair students' outcome. Teachers form DIUs by repeating a part of students' utterance before the part that needs correction so that students can initiate correction (Koshik, 2002).

There is evidence that this type of designedly incomplete utterance (DIU) can be used to target oral errors for student self-correction in language classes (Omaggio Hadley, 1993 cited in Koshik, 2002, p. 297). Keating (2009) states that self-correction invites negotiation due to the repetitions and self-interruptions by its nature, which gives the inclusivity of speaker a different point of view.

One of the central issues in language teaching is the ways teachers repair student outcome. Harmer (2007) suggests that correction is a highly personal business and is standing out among other classroom interactions. Knowing when to implement DIU is important because when the language error is not the focus of the lesson, trying to deal with it can interrupt the flow of the activity and make the students stray away from the topic. DIUs however do not interrupt the ongoing activity because they are designed as part of it (Lerner, 1996, p. 248).

When repairing, DIUs function more differently than when they are used for elicitation in the shape of sentence completion. Repair with DIUs can be in the shape of repetition or echoing (Harmer, 2007) of the student outcome, coupled with intonation and expression hinting that something is not right and needs correcting. These prosodic features, mimics and gestures are important because the students need to understand that the teacher is hinting something, whether it is for elicitation or repair. In other words, the students should know that they are being invited to manifest knowledge on the subject (Koshik, 2002; Margutti, 2010).

2.4 DIUs' Impact on Student Participation

Classrooms are institutional settings where learning and teaching practices manifest themselves in interactions between students and teachers (Sert & Walsh, 2013). A central finding is that participation is key to the process of learning in interaction (Sert & Walsh, 2013) Seedhouse and Walsh (2010, cited in Sert & Walsh, 2013; Nunan, 2003) state the importance of learner participation by pointing out the fact that in conversation-analytic approach to learning in language classrooms, learning is seen as emerging from participation. By further elucidation, they state that learning is not seen as a cognitive state, rather can be defined as a change in a socially displayed cognitive state achieved on turn-by-turn basis. By facilitating student agency, learners are given the opportunity to take on different identities in which they can exploit the language according to their benefit and thus be given more of a learning opportunity than a student would be in a classroom strictly

following certain rules about teacher and student roles. Van Lier (1996, p.184) states that the increase of learning is directly related to the depth of learning.

A way to help improve the issue of student participation- assuming that native language use in class is not favoured- might be by knowing how the target language use can be promoted in the class (Waring, 2011). As a pedagogical source, DIUs also appear to be helpful in student participation. Student engagement is key to successful learning and teaching experiences in language classrooms (Sert & Walsh, 2013). In order for a DIU to be successful in pedagogic settings, a high level of collaboration between teacher and students is demanded (Margutti, 2010).

DIUs provide students with ample opportunities to realize a need for a TCU or utterance repair (Koshik, 2002). Sert and Walsh (2013) also suggest that Designedly Incomplete Utterances (DIUs) can inspire interaction and lead to further participation in class.

In a study by Sert &Walsh (2013), a student who claimed insufficient knowledge keeps participating after the teacher's initiation of a DIU, and is engaged in ongoing interaction. The DIU appears to be fruitful in that they do contribute to the progress of talk and foster student participation (Sert & Walsh, 2013).

Margutti (2010) states that DIU requires completion and that this completion task can be repetition of a prior teacher utterance or of another student's prior correct answer from time to time. With DIU, teachers construct students' responses as evidence that their knowledge-displays occur during and with the help of the current talk, so that the teacher can treat the students' responses as evidence that some kind of understanding has taken place. Margutti (2010) also suggests that classroom questions, DIUs being a form of incomplete questions, achieve, maintain, and sustain students' participation in the activity underway. By signalling that some missing information is asked of the students creates an encouraging atmosphere for students and shows to the students that the teacher believes that they can in fact complete the

turn, which encourages students to participate (Margutti, 2010).

Netz (2016) states, that DIU that is used for hinting can function more than just as clues for elicitation. They urge and push the students for completion. Sert & Walsh (2013) state that DIU practices cannot be claimed to lead to acquisition, but they surely increase student participation. Due to the fact that successful classroom interaction depends on learners' engagement and participation, (Sert &Walsh, 2013; Margutti, 2010), it is very important that teacher creates opportunities for learners to become the knowing recipient (Waring, 2011; Goodwin, 1979).

CHAPTER 3
Methodology

In this chapter, the design of the research, sampling, data collection and analysis procedures and limitations will be explained. In 3.1 research design, Conversation Analysis (CA) as a methodology will be specified again. How CA ensures reliability and validity will be expressed in this section as well. In 3.2 context of the research and sampling will be stated. In 3.3 data procedures will be explained in two sub-categories; 3.3.1 data collection procedure, which explains the approval of data collection, tools used to collect the data, the time spent in order to collect the data and the amount of data collected at the end of the process. In 3.3.2 data analysis procedure, the tools used to transcribe the video-recorded data, the process of watching and transcribing, the session at the H.U.M.A.N centre (www.human.hacettepe.edu.tr) in Hacettepe University in Turkey and the recurrent teacher strategy that emerged at the end of watching the data first in the session and after watching the entire data will be explained. In 3.4 limitations, the limitation that occurred during the procedures above will be expressed.

3.1 Research Design

In order to conduct this study, one speaking class was examined and analysed in an ESP setting. The focus of the analysis emerged from the data as in exploratory research practices. So the emerging research focus was DIU as a specific teacher strategy that teachers use in their classroom interaction with students. Conversation analysis was used as the method in the analysis of the classroom interactions in this research. Conversation analysis provides an understanding of how people interact with one another using the language (Sert, et al, 2015, p. 5). CA documents micro moments of interaction and helps clarify how interaction is managed between individuals using analysis (Sert & Walsh, 2013). CA has a number of methodological advantages for a qualitative research. CA, for example,

- contributes to understanding the nature of interactions without losing its objectivity (Sert, et al, 2015)
- provides the readers with the reliable data and the transcription (Seedhouse, 2005, p. 179)
- ensures validity by providing data analyzed through an emic perspective (Seedhouse, 2005)

3.2 Context and Sampling

The participants of this research are the students of civil aviation cabin services programme at the vocational school of Turkish Aeronautical University in Selçuk/İzmir. Their ages vary between 18 and 23. They have lessons such as business English (beginning in the second term of the first year and continuing throughout the second year), grammar, reading (only in the first year), writing (in the second year) and speaking lessons (both years). The participants are in their final year. The students have four-hour speaking lessons a week, each lesson being 40 minutes long. Lesson materials that were used for speaking lessons were books, worksheets and lessons audios of the books.

The participants were chosen according to their convenience. There were two cabin classes; however, the one that was recorded for this research consisted of

students who consented to participating in the study. Furthermore, due to regular non-attendance, it was presumed that the data would not have consistency.

Speaking lessons, just as business English, are designed according to principles of ESP, involving language content and skills that they need in their future career. That is why specially designed materials are used in these lessons; that is, the context of the lessons subsumes cabin services and civil aviation. In the first term of the first year, the speaking lessons are designed to have students reach a basic level of L2 speaking. In the second term of the first year, the content of the lessons changes into ESP format including aviation.

3.3 Procedures

This section provides information about data collection procedure and data analysis procedures and the tools that were made use of, and the limitations to the research.

3.3.1 Data Collection Procedures. The data were collected through video-recordings of the speaking lessons at the vocational school of University of Turkish Aeronautical Association in Selçuk/İzmir. The teacher took the consent of the students before starting the recordings. Also, the teacher's petition to record the lessons was approved by the school principal (see appendix B)

The students had 4 hours of speaking lessons each week. Each lesson was 40 minutes long. The lessons were recorded once in two weeks. A camera was used in order to record the lessons. Six-hour data were recorded. This six-hour data were collected within a three-month period of time.

3.3.2 Data Analysis. After the data collection procedure was completed, the recordings were watched by the researcher who was also the teacher in the videos. The transcription of the recordings was analysed using a conversation analytic (CA) framework. In order to analyse the six-hour data, a computer programme called 'Audacity' was used. The video recordings were transmitted to audio files, which

were later uploaded to this programme in order to transcribe the classroom talk in detail. During analysis, video recordings were watched many times in order to represent the classroom interaction accurately.

CA conventions were used to analyse the data consisting of 30 extracts, one of which was selected randomly and shared with intercoders at the H.U.M.A.N centre in Hacettepe University in Turkey. They read through the extract and accepted to simultaneously analyse it with me and my supervisor. They invited us to a data session in February 2017. During the session, we found that the researcher frequently used DIUs for two main reasons which include hints and repairs. With this initial analysis in mind, the researcher watched all the videos and explored all uses of DIUs in the recorded lessons.

3.4 Limitations

There were only some technical limitations for this research. The first one was the recording. Due to the deficiency of some classroom tools, only one camera could be used and that was pointed towards the classroom. Secondly, from time to time the camera shot down due to a dead battery, which was realized at the end of the lesson. Despite those limitations, good amount of data were recorded, which enabled a smooth and successful transcription and analysis.

Chapter 4
Analysis of Classroom Interaction and Findings

The classroom interaction extracts analysed below are taken from different parts of the lessons; some show the very beginning and some others during the practise. In all extracts, teacher's use of DIU and the students' take on them can be seen. Use of DIU as hints and repair are presented separately in different extracts. The teacher's management of DIU while initiating it and after each student response to it are also presented in the extracts with her use of gestures, too.

Extract 1

Before this extract, the teacher has distributed worksheet to the students where they match pictures with their definitions. The extract presents the last stages of the elicitation phase of the lesson. One of the students can't match, so the teacher initiates correction by repeating what the student answers to, thus hinting. Then, the lesson moves on with the teacher's initiation of DIU.

```
01   T:  yes ikbal.
02   L4: date.
         +L2 raises his hand
03   T:  (0.6) date? (.) seven? (0.7) let's sa:y onurhan?
                +T looks at the worksheet, takes a step
                   back and looks at the class
                                      +L2 raises his hand
                                           +T looks at L2
                                            and points at
                                            him
04   L2: (0.4) seat number.
05   T:  (.) very good. and the last one i:::s?(.)
              +T nods at him
         +L4 raises her hand
06   L4: gate number.
07   T:  gate number. Very good. Okay.(0.5) so:::
08       (0.4)you know (0.4) what information is on a
09       boarding pass now. yeah? (0.4) did you know them
10       before? (0.5)
         +L4 nods
11   L5: yes?
12   T:  >did you know them before?< okay, did you see: a
13       boarding pa:ss (0.4) whi:le you were doing your
14       internship? (0.3) in the summer? (0.9)
```

15 L5: of course?
16 T: yeah?
17 L4: YES!
18 T: >so< did you take care of a passenger? like
19 that?
20 (0.4) [HELLO] SIR? (.) can I see your (0.6) did
21 LL: [yes]
+T extends her hand
+L4 smiles at the T, nods
+T looks at the class and nods
22 you do that?
+LL nod
23 (1.0)
24 L5: yes they show ↑us (0.4) u:::h what can I do.
25 what must I do, (0.4) we- we can show their
26 (0.6) (gate)?
27 T: (.) okay? (0.3)
28 L5: how can- they go to do: wait?(0.4)
29 T: °okay?° (0.3) very good! very good. nice. okay.

In extract 1, an elicitation activity takes place. The students are raising hands to participate and the teacher is selecting. In the first line, the teacher appoints a student to answer, however the answer is wrong. After L4's wrong answer, the teacher does not provide the correct one, rather she offers the conversational floor to other recipients (Sert & Walsh, 2012) by initiating a DIU and glancing through the class in line 03. By repeating the answer and leaving it incomplete, the teacher prompts first self-correction (Koshik, 2002) by looking towards L4 and then to the others. In the same line, the teacher appoints another student to answer the same

question because L2 requests participation by a show of hand. In line 04, the student answers and as seen in the subsequent line, the answer is affirmed by the teacher in line 05.

In line 05, the teacher uses another DIU insinuating that the last question is to be answered. In line 06, L4 raises her hand to answer and her answer is affirmed in line 07.

Between lines 07 and 16, there goes a question-answer between the teacher and the students. The teacher is asking the students about their internships and whether they greeted passengers and looked at their boarding passes. In line 14, it is seen that the teacher uses another DIU but this time reinforces the meaning with gestures. After saying "Can I see your.." with a questioning voice (Koshik, 2002), looking at the class and waiting for 0.6 seconds, the teacher is actually initiation a DIU to elicit the word 'ticket/ boarding pass'. The fact that this utterance can be claimed a DIU can be supported with what Margutti (2010) states in terms of allotting enough time to learners to gather their thoughts. Although no one completes her DIU, L4 looks at the teacher, smiles and nods, hinting that she know what the teacher is talking about.

After the teacher's question in lines 14 and 16, two learners step in to answer with "yes". However, after this utterance, the teacher does not give feedback but waits for 1 second. This pause (Margutti, 2010) works as a DIU in that it hints that the teacher is waiting for a more detailed answer or maybe an example, because the topic is 'welcoming passengers on board' and the question is based on the students' internship experiences.

In line 18, L5 steps in to answer. He also uses gestures to imply 'boarding pass'. The conversation bit here is quite interesting in that the teacher uses a DIU and a gesture to imply 'boarding pass' and so does the student L5. Between line 18 and 22, L5 explains the process that the teacher is asking. During his explanation, he pauses many times; especially when he cannot recall a word as it seems such as not

saying ‘boarding pass’ but showing his hand as if he was holding a boarding pass. The teacher only intervenes to give positive feedback during his speech. It is clear that the teacher does not focus on the grammar knowledge but his fluency and competency in explaining a vocational procedure. The teacher is not critical of L5’s stepping in, because as Waring (2011) says what facilitates learner initiatives is being cognisant and appreciative of them.

Extract 2

In this extract, the teacher and students are discussing the possible problems that might occur in the cabin. The extract presents the elicitation phase. The students are volunteering in order to say what they think might be a problem in the cabin.

```
01    T:  alright. again? [yağmur?]
02    L4:                 [lazy chil]dren. @@
03    T:  (0.8) children [problems. yes.]
04    L3:                [crazy children] diyelim hocam.
          ((tr.: let’s say crazy children teacher))
05    T:  (1.0) children problems.=
06    L1: =wrong seat number.=
07    T:  =wrong ↑seat number.
08        (1.5)
09    L3: hand baggage problem.
10       (0.9)
11    L6: bir [de se]at problem. ((tr.: also seat
          problem))
12    T:      [good]. °number°. so seat problems.(0.4)
13    L6: [ama ama yaz- ha]. ((tr.: but but you wro-
          ah))
14    L3: [hand baggage:::]
15    T:  okay. seat problems. okay? (.)
16    L3: hand baggage problem.=
```

17 T: =hand ↑baggage problem. very good.(0.6)
18 L3: *bak ben yine e- şeyi unuttum hocam* (0.3) *çok*
19 *büyüğün (.) neydi °onun adı.°* ((tr.: I forgot
um- the thing teacher (.) very big (.) what
°was that.°))
20 L1: huge.(0.8)
+L1 looks at L3 and talks directly to her
21 T: hu[ge? o:::::]h.
22 L3: [*yok hayır*.] ((tr.: no no))
23 L7: °bulky°
24 T: oka:::y?
25 L8: BUL[KY.]
26 L7: [BUL]- BUL[KY.]
27 T: [bul]ky. very good.
28 L3: [*hah*]((tr.: yeah))
29 L7: bulky.
30 T: [bulky!] yeah.
31 L1: h*uge olarak da gelmiyor muydu hocam*? ((tr.:
32 wasn't huge also used?))
33 T: ↑yeah ↑yeah. huge. bulky.(0.5) means very big.
34 you know °very big°. °yes.° (0.4) OKAY? (1.0)
35 can you: give some other examples abou:t
36 p(h)roblems. (.)
+T starts walking towards learners
37 L2: baby problem.
+T walks back to the board
38 T: (0.5) baby problems children problems? (.)
39 oka:y let's say babies. (0.8)
40 L6: food problems.
41 T: (.) ↑a(h)lright.

The teacher continues eliciting information on the subject that they have studied previously. In line 01, the teacher selects a student and elicits an answer. Again in lines 01, 02 and 03 the IRF pattern can be observed.

The teacher notes student utterances on the board after eliciting. She also repeats their utterances, which works as confirmation. In lines 06 and 08 and 09, L1, L3 and L6 step in and give answers, all of which the teacher confirms by repeating except for L3's utterance. Therefore, L3 keeps reminding the teacher her utterance and urges her to write it on the board along with her classmates'. Inline 15, the teacher confirms L3 and notes her utterance as well.

In line 16, L3 has some difficulty remembering a word; she resorts to her native tongue, asking for the class's help by speaking out loud. In line 20, L1 acts as teacher's co-explainer (Waring, 2011, p. 211). Her manner suggests an according explanation as well, as she is looking directly at her friend, in a way that shows no one needs to intervene.

In line 19, the teacher guesses the word L3 is trying to remember. She seems as though she is starting to give an explicit correction when she says "Oh!" (Ellis, 2005). However, she stops in order to have the class end the word search. So the reaction of the teacher remains a reaction which excites the word search, however not a DIU. An "Oh" can be a DIU with a correct intonation. Here the exclamation of "Oh" lacks the fundamental element of making a word a DIU; that is a rising intonation.

In line 23, L6 tries to articulate the word 'bulky', which is the word they are searching for. In the next line, L7 finds it. In lines 24 and 28, there is meaning negotiation as a whole class.

The teacher's 'Oka:::y?' acts as a DIU in this context. When L7 comes up with the correct word 'bulky', the teacher says 'okay' to the whole class, hinting display of confirmation from all of them.

In line 29, L1 asks if another alternative for the searched word ‘bulky’ is correct. In line 30, the teacher accepts it and in line 32 she asks a direct question asking for more examples. When she starts walking towards the students silently, L2 steps in; self-selects (Waring, 2011, p.208) and gives an answer in line 34. In this part, after the direct question, there are no other explanations or questions; only the teacher’s movement towards the student and a silence along with it. As Margutti (2010, p.322) explains, there should be enough time for students to answer after a DIU. The silence that the teacher provides by walking towards the students meets the expectation and provides a successful formation of TCU (*Turn Contructional Unit*) (Kääntä, 2012, p. 179).

After L2 provides an answer, the teacher does not repeat the student’s utterance; however, she turns back and starts walking towards the board, which acts as a sign of confirmation on its own. She, then, repeats while writing L2’s contribution. This serves as confirmation, as well. She also proposes a broader category for the utterance. In line 39, L6 steps in to give an answer, which is confirmed by the T. She does the same thing for L6, too. She repeats the utterance for confirmation, but proposes a broader category for it.

Extract 3

The teacher distributes worksheets for a listening and matching activity. While listening, the students put the categories into the correct order. In the extract, students have already listened once, however, some students have trouble understanding the audio. Many student initiations can be observed. The lesson moves on with the listening followed by the teacher’s initiation of DIUs and student participation.

```
01   T:  no:w, we’re going to listen to this conversation
02       ↑one more ti:me a:nd plea:se wri:te one two
03       [three four] (.) in the correct order as you
04       hear them.
```

05 L1: [*sıraya göre.*] ((tr.: according to the order))
06 T: yeah?
07 LL: oka:y.
08 (1.0)
09 T: okay?
10 L2: *hocam benim anladığım bir tek* hungry [passenger]
((tr.: teacher the only thing I understood is
hungry passenger))
11 L3: [*aynen.*]
((tr.: ditto.))
12 L4*: BiR DE* (COLD) *iLE* SICK CHILD. ((tr.: also the
(cold) and sick child))
13 LL: (cold) sick child
14 T: but this is in the correct order. what is the
15 first one.
16 L3: *kadın mı birşey °düşürüyor°*. ((tr.: does the
woman °drop° something.))
17 L2: [*birinciyi*] *bulamadım ben.* ((tr.: I couldn't
find the first one))
18 L1: [*birinci*] *bende yok*.((tr.: I don't have the
first one))
19 L4: [*HOCAM*] NERVOUS ELDERLY LADY *Mi*? ((tr.: teacher
is it nervous elderly lady?))
20 T: u:::m not elderly no. let's one more time. Just
21 the beginning. okay? just the beginning. just
22 the-
23 L4: worried traveller *mı*. ((tr.: is it worried
traveller.))
24 T: yes. (.) just the beginning,
25 (0.9)

T: I’m?
L4: I’m worried the-
T: ye:s good. so: the first one i:::s
[°worried traveller.°]
LL: [worried traveller.]
T: what about two: niran?
L4: a hungry passenger.
T: ↑very good! because he is talking about ↑snacks.
L4: evet. ((tr.: yes.))
T: yeah? °good.° what about three.
L5: [cold passenger.]
L6: [cold passenger.]
T: °cold passenger.°
L7: noisy group?
T: co:::ld passenger. cos she right? she s[a:ys]?
L4: [she]said
i’m cold.
T: it is cold, oh yeah. and <it’s li:::ke a:n i:ce
bo:x.>
L4: hhh
T: it is like an ↑ice box in here. right?
L1: ()
T: yea:::h! I am free:zing.
L2: cold passenger *dedim ben ona hocam*. ((tr.: I picked cold passenger for it teacher.))
T: very good
L1: ()
T: I am free:zing. yes?
+LL nod
T: free:zing. huh! yeah. yeah. >and the last one
i:::s<

55 L1: [sick- a sick] child.
56 L4: °[sick child.]°
57 T: very – a sick chi:ld, a:::nd th- the baby
58 ha:::s
59 L1: °temperature.°
60 T: hi:gh
61 L1: high temperature.
62 T: very goo:d? so: she is asking fo:r some (0.1)
63 medicine. right. paracetamo:l. fo:- for the
64 high temperature. okay good!

In extract 3, there are many examples of student initiation and DIUs. The teacher starts by giving instruction. Clearly, they have already listened to the audio once and are about to listen to it for the second time. The teacher explains what the students are to do in the second listening. The instruction is clear to L1 as seen in line 05, as the student steps in and translates it, *volunteering to act as a co-explainer* (Waring, 2011) for the other students. Still the teacher wants to make sure that the whole class knows what is to be done, so she asks 'yeah?' to which the students answer with an 'okay' in unison.

After the meaning has been made clear, in line 10, L2 states a problem; that is, the listening is not easily understood. In the next line, L3 agrees with the problem as well. In line 12, L2 steps in (Waring, 2011) with a really high-pitched voice in order to draw attention to herself and adds to the parts the other students have understood. In line 14, the teacher sees that the students are confused how the activity is to be done. So, she says how they are supposed to do the task. In lines 16, 17, 18 and 19, students go on discussing the possible scenarios and phrases about the conversation; continue guessing and asking for confirmation to their guesses.

In lines 20 and 21, the teacher stops the discussion by restating the instruction and stresses that they will be listening only the beginning of the conversation in order

to facilitate the process of ordering. In the subsequent line, L4 guesses one more time and this time guesses correctly. The teacher confirms in line 24.

After listening (line 26), the teacher commences the DIU saying ‘I’m’ with a rising intonation which shows that it is in the question format. L4 completes the teacher’s sentence in line 27. In line 28, the teacher repeats the student’s utterance, but initiates a DIU with a lengthened ‘is’ and lowers her voice while saying the correct answer . This works as a DIU, as well because the students understand that the teacher has started an elicitation and complete her sentence in line 30, their completion overlapping with the teacher’s silent utterance. The long ‘is’ works as a DIU but it can be discussed how successful it is. It is successful in that the students understand the beginning of the elicitation process but not so successful in that the teacher does not wait after initiating the DIU. The wait time is necessary in order to make a DIU a completely successful one, so says Margutti (2010). In line 35, the teacher directs a question to the whole class again and in the next two lines L5 and L6 self-select and step in to answer the question (Waring, 2011). In line 38, the teacher repeats the answer, which, looking at her practices, should be understood as confirmation. However, she repeats very silently, so it makes L7 doubt the correctness of L5 and L6’s utterance. Therefore, L7 proposes a new answer, which gets rejected by the teacher in line 39; the teacher stresses the correct answer ‘cold passenger’ by lengthening the word ‘cold. The teacher adds the explanation and initiates a DIU, which is completed by L4 again. In lines 43 and 44, the teacher quotes from the listening very slowly so that the answer is clear for everybody.

In line 53, the teacher uses a DIU again and states it very slowly for the students to understand. This time L1 completes the DIU first, as though in a race. L4 gives the correct answer as well, but in a much quieter way, almost as if talking to herself, which might be a sign of uncertainty.

According to Koshik (2002), DIUs are complete actions although they are grammatically incomplete; their recognition as complete actions depends on the fact that they are recognized as incomplete ones. In this extract, DIUs serve their

purposes and are clear to the students, as they know that they are *being prompted to finish the sentences* (Koshik, 2002), and complete them right away.

The DIUs used in this extract are sheer examples of *DIUs as requests for displays of knowledge* (Margutti, 2010) and can be considered successful. Margutti (2010) states, enough time should be allowed for students to complete a DIU. When analyzed, it is seen that time is not an issue in this extract as students are ready to answer without much time needed.

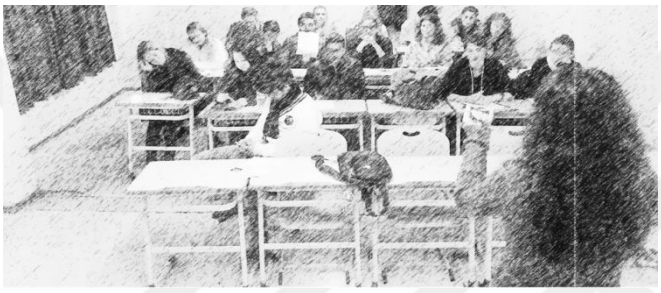

Figure 1

Extract 4

The extract begins with the review of a prior topic which is problems that might occur in the cabin. The extract shows the elicitation of possible sentences that flight attendants can utter in the case of a problem.

```
01   L3:     ho↑ca:::m?
             +L3 points at the board
             +T points at the board as well imitating the
              L3's  expression
02   L3:     [@@@]
03   T:      [@@@]
```

04 L3: *neydi ingilizcesini unuttum ya*: ↓*yaşlı*:::

05 L5: [o:ld?]

+L5 turns back to look at L3

06 T: [o:ld?]

07 L3: *yaşlı: hastalar*?

08 T: alri:ght [li-]

09 L3: [*VEYA*] *yaşlı* ↓*yolcular*

10 T: good! unhealthy (.) o:ld passengers(.)

11 un↑healthy might be ↓o:ld (.) it might ↑be:

(2.0)

+T taps on her leg and gestures breaking

Figure 2

12 L3: °sakat°.

13 T: [ye:::s]

14 L5: [broken]

15 T: broken le:g o:::r

+T taps on her arms

16 L3: injur[ed]!

17 L5: [bro]ken ↓arm=

18 T: =broken a:rm(.) ye:s(.) inju:red maybe:(.)

+T points at L3

19 T: oka:y? (1.0)<u>good</u> ss- ↑these so ↑these a:re

20 some of ↑the:(1.0) <main> problems that we

21 face(.)yes? as cabin °flight attendants okay

22 fli- cabin crew° .hh okay .hh ↓so:(.) we

23 <u>ha:ve</u> these problems in mind(.) <u>now</u> let's

24 think ↑abou:t (1.0) passengers and flight

25 attendants okay? (.) we're <u>thinking</u> about

26 °f- fli atten-° passengers(1.0) <What do:

27 passengers sa:y> >when they have a problem<

28 (1.0)

+T points at the board

29 L3: ex[cuse me-]

30 T: [↑what do] they ↑<u>do</u>: and what do they say

(.)

31 L3: can you look at me⁰

32 T: okay so::: the first thing they do is (.)

33 maybe:

+T waves her hand

34 L1: [can I help] you

35 L5: °[chime]°

36 L3: [shake your] hand

37 T: (.)yeah ↑wave a hand ↓maybe: oka:y(.) and

38 the:n the:y explain ↑the:

+T makes an air quote

39 L1: ↓situation

40 T: situation(.) they talk about their problem

This extract begins with L3's initiation in her native language; calling out to the teacher and pointing at the board and suddenly stops. It shows trouble and that the student is about to or trying to ask something but either cannot remember or lost for words. The teacher imitates the student's gesture, which generates a funny moment where they share a laugh. The teacher instills playfulness into the lesson (Waring, 2011), which helps decrease the tension of being unable to remember. After this moment, L3 feels more at ease and is able to resort to the whole class and the teacher for what she cannot remember. Subsequently, L3 initiates a word-search (line 04). Inline 05, L5 steps in to answer, looking directly at L3. L5 *volunteering to act as a co-explainer* (Waring, 2011). L5 and the teacher's answer to L3's question overlap. However, both their answers are candidate ones due to the rising intonation at the end of both utterances.

In line 07, L3 does not seem to be satisfied with the candidate answer and continues the word-search. In line 08, the teacher accepts this answer as a contribution and says "alright". However, L3's word-search continues in line 09 initiating her own turn and interrupting the teacher. The teacher still accepts that utterance as a contribution from L3 by saying "good".

This word search between lines 01 and 09 reminds guessing what is in the teacher's mind by Mercer (1995). He rates it as a tool for traditional teacher-pupil exchange and sees it as somewhat pointless while other activities such as analyzing can take place in the classroom, which he says would be of better use to learners.

However, what is happening between lines 01 and 09 is just the opposite of what Mercer (1995) states. The pupils and the teacher are trying to find what L3 has in mind; that is controlling the flow of the lesson and interacting amongst each other. Additionally, considering that L3 stepped in (Waring, 2011) to introduce the word search renders this exchange of information outside the box of traditional classroom interaction. A classroom, which Ellis (1998) describes as an acquisition-rich one where learners are given a chance to control the discourse. In the extract above (15), the word search takes place mostly between the students. Ellis (1999) states that acquisition-rich discourse is quite likely to arise when students interact amongst one another.

The teacher proceeds to providing the student, L3, with the equivalent English answer for the word that is being searched in line 10. The teacher also moves on to initiate a DIU in line 11 as seen in figure 2. By referring to a classroom interaction extract in his study (Lerner, 1995) where the teacher begins an implicated answer after seeing that there are no answers to complete her DIU, Lerner (1995) points out that this type of word search makes it clear to the students that she designed the utterance and that she is capable of completing the turn unit, but it is the students' task to do so.

As seen right after the DIU, she waits for 2.0 seconds. Wait time is essential for the elicitation process after a DIU. Student must be given enough time to collect their thoughts to complete the DIU (Margutti, 2010). After the initiation to the DIU and the wait time for elicitation, the teacher taps on her leg, which serves as embodied hinting (Kääntä, 2012) in order to elicit a response by providing the class with an opportunity for self-discovery. According to her research (Kääntä, 2012) the findings show an orientation towards talk and embodiment. Furthermore, she says that talk and embodiment are meaningful resources through which teacher and students organize, manage and negotiate their participation in classroom interaction (Kääntä, 2012). The wait time of 2.0 seconds after line 10 is essential at this point, for it is a clear invitation for the whole class to initiate their answers. As Margutti

(2010) points out, enough time must be allotted for students to gather their ideas and complete a DIU.

In line 12, L3 initiates her answer in native language. The teacher accepts it by saying "yes", which overlaps L5's answer in English. The teacher confirms it, too by repeating the phrase and immediately initiates another DIU by saying "or". Subsequently, she uses embodied hinting once more while also providing a wait time before elicitation. As seen in line 16, L3 initiates an answer again, this time in English. In the next line, L5 steps in. The teacher confirms both answers by repeating them in line 18. Between the lines 19 and 27, the teacher sums up what has been discussed so far by repeating students' utterances and gives instruction. At the end of this instruction, the teacher asks a direct question to the whole class. The teacher also points at the board, which can be suggested to serve as embodied hinting (Kääntä, 2012) as to what the purpose of the question is and what will be done with the answers. Then in line 29, L3 initiates her answer, however, it overlaps the teacher's explanation. The answer is ignored by the teacher, who is at the same time clarifying the previous instruction. L3 initiates another answer in line 31. In the next line, the teacher accepts the answer and initiates a third DIU, which is also supported with embodied hinting; teacher waving her hand.

In lines 34, 54 and 36, L1, L5 and L3 initiate answers almost at the same time that they sort of overlap but all still clear enough to be understood. In line 37, the teacher selects, confirms and slightly correct L3's answer, for the teacher stresses the verb 'wave'. In the same sentence in line 38, the teacher initiates her fourth DIU for this extract and again supports it with a hand gesture; air quotes. L1 steps in (Waring, 2011) and gives an answer, which is immediately confirmed by the teacher and elaborated with an extra sentence to reinforce the meaning.

In lines 15, 18, 37 and 40, it is seen that the teacher repeats students' utterances. This is a way of confirmation. Repeating what the students' say is what Mercer (1995) states is using students' words as a basis for what to say next; that is,

incorporating their words into the teaching learning process, thus, confirming them and showing that they have educational value.

In this extract, students contribute to the lesson in more than one way, which are DIU and acting as the co-explainer in the class; providing self-appointed responses to the questions of their peers (Waring, 2011), which Waring introduces them as type B learners the examples of which can be seen in lines 12, 14, 16, 17, 29, 31, 34, 35, 36 and 39.

There are examples for both type A and type B students in this extract. As seen in lines 01 and 04, L3 initiates, which is what Waring (2011, p. 204) says a type A learner. In line 05, L5 self-appoints herself and acts as a co-explainer, which is defined as a type B learner according to Waring (2011, p. 208).

Another important issue here is the gradual change in L3 in the course of the part of the lesson shown in this extract. While L5 makes her contributions only in English, it takes some time for L3 to switch to English. However, the teacher's, L5's and L1's persistent use of the target language leads her to use the target language. This change can be traced in the extract when looked at the line 16.

Extract 5

Before this extract, the teacher distributed worksheets that show certain roles of flight attendants. The students look at the pictures and speculate what they are. The teacher asks questions and initiates DIU in order to get the students to think about the roles and maintain the continuity of the students' participation. The teacher provides a lot of positive feedback after each student utterance.

```
01  T:  ↑how abou:t (1.0) u:::m a poli:ce officer.
02      (.)↑when does that happen.(1.0) like police
03      officer
              +T shrugs

        +T puts her hand in her pocket and gazes at the
         students
```

(2.0)

04 L1: u:::h(.) criminal(.) [passengers.]
+T turns towards the student and nods

05 L2: [dangers]

06 T: °yes°

07 L1: sss=

08 T: =sss @@@ yeah (.) criminals on the plane
+T continues her gaze

09 L3: ( )

10 (2.0)

11 T: maybe:::

12 L4: when (2.0) when there is a drunk (.) passenger=
+T points at L4 and nods

13 T: =go[od]?

14 L4: [on] the board.

15 (2.0)

16 L1: () passenger.(1.0) and (.) u:::h (1.0) ss- (1.0)

17 ss- u:h [smoke in toilets,]
+T looks at L1 and nods

18 L4: [( )]

19 T: ye(h)[ah.]

20 L1: [pa]ssenge(h)r.

21 T: yeah.

22 L1: ( )

23 T: you are arrested.
+T gestures being handcuffed

```
24  L1:  yes.=
25  T:   =you cannot smoke in the loo. you are arrested.
         +L5 raises her hand
26  T:   yes.=
          +points at L5
27  L5:  =or u:::h if u:::h (1.0) there are- there is in
28       u:::m plane in (2.0) u:::m (.) thief?
29  T:   o:::h!=
         +T nods
30  L5:  =and if thief stole (.) u:::h something?
31  T:   ye:::s?
         +T points at L5 and nods
32  L5:  and (1.0) we::: will police officer.
33  T:   ↑goo:::d.
```

Extract 5 starts off with the teacher asking a question about the roles of flight attendants. She asks when a flight attendant becomes a police officer on the plane. The teacher takes her time for elicitation and does not rush the students. The question shown in lines 01 and 02 is a DIU-like utterance, for it is grammatically incomplete (Koshik, 2002). Furthermore, the gazing (Kendon, 1967) and wait time (Margutti, 2010) indicates that the teacher will be waiting for a response. After this 2-second wait time, L1 steps in to respond and the teacher approves of his answer immediately by turning towards the student and nodding. L2 steps in too while L1 is speaking and their utterances overlap. L2's utterance however fails to provide a completion for the teacher's DIU as it occurs at the end of L1's utterance. It is, as Lerner (1996) says, a receipt of the prior turn rather than a continuation of it.

In line 08, it can be seen that the teacher summarizes L1's answer and continues gazing, which again shows expectation of responses. In line 09, what L1 says is inaudible. The teacher waits 2 more seconds after this utterance and introduces a DIU by saying 'maybe' in line 11. Immediately in line 12, L2 volunteers

to give a response. During L2's utterance, many pauses can be seen, the first of which is for 2 seconds and the other one is 0.2 second. This might indicate whether the student is uncertain of her answer or that she is trying to find the appropriate words to articulate her ideas. During L2's 0.2 second pause, the teacher nods in order to approve of her answer and gives feedback saying 'good' in line 13.

Throughout the entire extract, the teacher waits for students' responses, which Margutti (2010) points out as being essential to the implementation of a DIU by saying that the allotted time must be enough for students to gather their ideas to complete a DIU in order for it to be counted as successful. After a 2-second wait after the 15th line, L1 steps in to utter her own idea. In line 13, it is seen that the teacher's feedback 'good' ends with a question mark, which indicates rising intonation. It is most likely that this rise in intonation has been perceived as expectation from the class, which Netz (2016) puts forth as students' perception of an invitation from the teacher to complete a DIU. She also goes on to say that after these sorts of DIUs, it is common that the students respond in unison. That is seen in some of the extracts in this study. In this case, there is a voluntary response from a single student at first. However, in lines 17 and 18, there is an overlap in L1 and L4's utterances, both of which are voluntary. So, the statement (Netz, 2016) applies, although partly.

After saying "You are arrested" in line 23, the teacher makes a gesture as though being handcuffed and in the next line L1 steps in and confirms the teacher's utterance by saying "yes".

After line 25, L5 raises hand and the teacher turns to the student and appoints her. In the subsequent lines, the IRF pattern returns in its classical way.

Overall, in this extract the teacher's internals and feedback seem to be encouraging as the students either step in or raise hand. In lines 11, 13 and 31, the teacher initiates DIUs which hint continuation to the activity (Koshik, 2002).

There seems to be many interactions in this extract that suggest the presence of a type B learner, which is basically self-appointing (Waring, 2011). This situation can be seen throughout the extract, some examples are as follow; lines 04, 05, 09, 12, 16, 17, 18 and 20.

Extract 6

In this extract, the students listen to conversations where they identify the problem that has occurred in the cabin and match it with the picture on the worksheet the teacher has distributed.

```
01   T:  ↑oka:y. <so you he does not> ↓understand? can
02       the ↑flight attendant ↑fix the problem. (2.0)
03       ho:w does he ↓fix the problem.(1.0)
04   L1: he did- (1.6) üçü yapıyoruz °değil mi hocam.°=
         ((tr.: we are doing the third one aren't we
          teacher.))
05   L2: =HAAA=
06   T:  =yeah ↑yeah. ↓yeah.
07   L1: [he:]-
08   L2: [↑üçü] mü yapıyoruz. ((tr.:are we doing the
           third one))
09   L1: [teach](.) he ↑teach how it work.
10   T:  [ho:w.] goo:d.(2.0) he: teaches [(1.0)]<how
11       it works.>
12   L1: [aynen] ((tr.: ditto))
13   T:     so he ↑says? oka:::y? [  si:r   ]
14   L3:                          [I'm sorry] for that?=
15   L1:  press this button.=
16   L3:  =and? sonrasında ((tr.: then))

                  +L3 shows L1 with her head
```

17 T: that’s the ↑volume.
18 L1: [aynen] ((tr.: ditto))
19 L3: [aynen] ((tr.: ditto))
20 T: because <there is no sound.> right? there’s
21 no sound. so ↑press the volume.

This extract begins with the teacher asking an interrogative question to the class. In line 01, in between the last and the second to last sentence, there is a 2-second pause. Pauses after DIU’s or any other type of question indicate expectation of a response. In line 04, L1 volunteers for an answer. While answering, he asks whether he is doing the correct part, as the students have worksheets lined before them for the activity. Right after this question, it is seen that in line 05, L2 makes an exclamation saying “haa” with an intonation that shows realization, which reveals that it was not clear to him which part was being done. After the teacher confirms in line 06, L1 resumes his response. In line 10, it is seen that the teacher repeats the student’s response rather slowly to make some grammatical adjustments. It is seen that both vocational knowledge and grammatical accuracy are given importance. While speaking, the teacher pauses for 1 second, which is where L1 shows agreement, whether due to the teacher’s repetition or the grammatical adjustment.

In line 12, the teacher starts a DIU by saying “okay, sir” ending with a rising intonation. Immediately L3 steps in to complete it. After L3, L1 volunteers to complete the DIU. Here, there are two important issues to be addressed. First, these two students do not step in to complete the DIU in unison but one after another without any gap in between. This somewhat complies with what Netz (2016, p. 66) states, that is, students tend to answer DIU’s in unison when a DIU is introduced to the whole class.

Secondly, the question marks at the end of L3’s utterance. Netz (2016) might indicate student’s reluctance, or in this case; uncertainty, as the former do not tie in with the first idea regarding simultaneous utterances.

In line 16, L3 shows L1 with her head, suggesting that she is in at one with him. In line 17, the teacher completes L1's sentence, which acts as confirmation for L1's utterance. In the next two lines, L1 and L3 agree with the teacher, again voluntarily and partly as volunteers to act as a "co-explainer" (Waring, 2011, p. 211), which is how L3's agreement and head tilt in line 16 are inferred as well. The extract ends with some more explanation on the subject by the teacher in order to wrap up this part of the lesson.

Extract 7

This extract is the continuation of extract 6. The students keep listening to the conversations where they identify the problem and the ways flight attendants manage that problem.

```
01   T:      okay. the second passenger?
02           (5.0)
               +the teacher has the students listen to a
                conversation
03   T:      ri:::ght. what does he say? she sa:::ys?
04           (1.0)
05   L1:     excuse [me]
06   L2:            [ex][cuse me].
07   L3:                [excuse]me. how [can I]-
08   L2:                                [HOW] CAN I HELP
09           YOU.
10   T:      ↓really.
11   LL:     [@@@]
12   L1:     [I've got] problem?
13           (5.0)
14      L3:  I need-=
15      L2:  =YOUR HELP TOO.
```

16 T: I need your help ↑too. help me too. help me.

+L4 nods

In line 01, the teacher initiates by drawing the students' attention to the conversation they are about listen to. She draws their attention especially to the second passenger with a DIU. She leaves it hanging, inserts the listening for 5 seconds and continues with another DIU in line 03.

In lines 05, 06, 07 and 08, 3 students step in to complete the teacher's DIU. However, their utterances are not correct. In line 10, the teacher says "really" in a playful way in order to show that the students' completion is incorrect. The students' reaction, which is laughter, evidences that the teacher's humor worked. A similar situation occurs in Waring's (2011) classroom interaction example, where a student instills a tone of playfulness into an activity which is similarly evidenced by the rest of the students' laughter.

One student, L1, makes another guess in line 12. This is what Mercer (1995) calls guessing what the teacher has in mind, which he criticizes for being unessential. However, the teacher is trying to elicit answers from students using a DIU and the completion of the DIU is not based on what the teacher is thinking, but what the students have just listened to. So, the implementation of DIU and trying to get the students guess in this part should not be regarded as unessential.

The teacher does not give feedback to L1's utterance and moves on to having the students listen to the bit again. It takes 5 seconds to listen, and as the teacher terminates listening, L3 and L1 step in to answer. Although the teacher does not introduce a new DIU after the 5-second listening following line 12, the students volunteer to speak because they know that the former answer was not correct and that it was made clear by the teacher's tone of playfulness and playing the audio again.

L3 and L2 self-nominate by repeating the last sentence together. However, as L3 starts to speak in line 14, L2 starts a few seconds later, too. It is not clear why L3

suddenly stops speaking but it can be inferred that she does because L2 speaks so loudly that it seems as though L3 feels obliged to stop and gives him the floor.

In this extract, type B learners (Waring, 2011) can be observed in lines 05, 06, 07, 08, 12, 14 and 15. They, as Waring (2011) says, initiate in a variety of ways; especially in the lines mentioned above, by stepping in on behalf of the other students and even jaw one another down.

In the last line, the teacher repeats their somewhat collaborative answer to show confirmation (Netz, 2016,). While the teacher is repeating, although she did not participate in this part of the lesson, L4 acknowledges the teacher's utterance affirmatively (Waring, 2011) by nodding. This way, she showcases her understanding.

Figure 3

Extract 8

In this extract, the students listen to possible minor problems that might occur in the cabin. After listening, teacher DIUs and student step-ins and other forms of participation can be seen. Throughout the extract, it is also seen that the interaction flows rather naturally. The students are comfortable making initiations and stepping in after DIUs. Student participation is prevailing due to the effective use of DIUs.

01 L1: [( ) english pa(g)]tient.
02 L2: [she can’t get the:]
+L3 raises her hand
03 T: goo:d. so:::
04 L1: she can’t watch this film?
05 (6.0)
06 T: so she wants to watch a film? good. but she
07 ↑can’t watch it. (1.0) why::: can’t she watch
08 it.(1.0)
09 L3: *açamıyor yani @@ kadın*hhh?@((tr.: the woman
can’t turn it on))
+L4 looks at the teacher
10 T: she: couldn’t?
11 L4: [OPEN]
12 L3: [open]
13 T: ope:n the page.
14 L3: *aynen*. ((tr.: ditto))
+L3 nods
15 T: good. so[:::]
16 L3: [(old] files)
17 T: good. is it ↑fixed. (0.7) is- is [the] problem
18 fixed.
19 L3: [yes] flight
20 attendant fixed that.
21 T: ho:::w. how did he do that.(1.0)
22 L3: u:::h. flight attendant shows the passenger?
23 (1.0)
24 L5: break time?
+T walks toward the students
25 T: are you ↑listening? to your ↑friend?
+T points at L3

26 L5: yes.

27 T: yes.

+T looks at L3

28 L2: ()

+L2 looks at L3

29 L3: *hayır gösteriyor* show *yani* show

+L3 looks at L2 and then the teacher

30 T: ↑good. so flight attendant [says?]

+T looks at L3 and makes hand gestures that indicate elicitation

31 L3: [shows]

32 T: shows?

+T continues to look at L3, nods and smiles

33 (1.0)

34 L3: u:::h

35 L6: *hocam haydi çıkalım* (yea). ((tr.: teacher let's go.))

36 L3: how can open the page?

+T nods and smiles

37 T: yes very good.=

38 L3: =to: passenger.

+T nods

39 T: very good.(0.6)so that's it.=

+T spreads her arms to both sides

40 L3: =*aynen*. ((tr.: ditto))

41 T: okay so::: open this press this [no:w]
+T looks at the class and lists the items and finger counts
42 L3: [and] u:::h
43 ask
+T looks at L3 and points at her
44 L3: uh how what kind of movie or u:::h which u:::h
45 you will want to see?
+T points at L3 again and smiles
46 T: very goo:d?=
47 L3: =and she said english patient.
+T nods

Extract 8 starts right after the students have listened to a conversation between a passenger and a flight attendant. In lines 01 and 02, L1 and L2 step in to summarize the conversation between the flight attendant and the passenger. L3, on other hand, asks for the teacher's permission to speak. So, two different characteristics can be observed in the classroom. Waring (2011, p. 210) suggests that this sort of stepping in might create problems in more traditional and teacher controlled classrooms, as what the student is doing is also what she calls *identity-stretching*. This way, the student takes on a role of information giver (Waring, 2011) that traditionally belongs to the teacher. However, in line 03, it is seen that the teacher is not critical of this behaviour at all, on the contrary, she supports it and gives positive feedback in order to encourage student participation. In the same line, she introduces a DIU which is completed by L1 again via self-nomination. Her

utterance ends with a question mark, which Netz (2016) claims that it might show student's reluctance. However, the student volunteers to speak, so it would be more appropriate to say that it might show uncertainty.

There is a 6-second waiting time in in line 05. The teacher does not interfere and lets the student take her time to think. However, the student's pause looks like it is more than what the teacher predicted, so she repeats the student's previous utterance first to make it explicit (Koshik, 2002) and then adding another question in line 07. The immediate response to the question is by L3 in Turkish. In line 10, the teacher's reaction is to lead the students to an answer in English, so she makes use of a DIU. Subsequently, L4 and L3 complete the DIU in English by saying "open", which is the problem the passenger in the audio is having. In line 13, the teacher repeats the students' response in order to confirm it as she similarly did in the previous extract. Upon the teacher's confirmation, L3 nods and agrees even though there was no call for it. The student confirms the outcome, in a manner similar to the teacher's (Waring, 2011, p.210). L3 self-selects (Waring, 2011, p. 212) her turns as seen in lines 09 and 11, which suggest that L3 is a type B student (Waring, 2011, p. 208).

L3's attitude in line 14 is not obstructed by the teacher contrary to the one in Waring's (2011) study. Instead, it is encouraged as seen in line 15 where the teacher moves on to giving a positive feedback. Then she begins with a lengthened "so", which is a DIU suggesting that they return to the previous statements to indicate the problem once more to sum up that part. In line 19, L3 steps in (Waring, 2011) to make an utterance. The teacher provides a positive feedback and asks a question (line 21), which is again responded by L3 in line 22. It is seen that this dialog between the teacher and L3 goes on between the lines 12-22.

In line 24, L5 initiates an utterance suggesting that they have a break. By the attitude the teacher has, it is clear that this initiation is unwelcome. After L5's utterance, the teacher walks towards him and tries to focus his attention between lines 24 and 25. After this, the teacher looks at L3, indicating that the turn was hers.

In line 28, L2 says or asks something that is inaudible. What is important is that L2, upon asking his question, looks at L3 and L3 in the next line becomes the information giver; co-explainer (Waring, 2011). After that L3 looks at the teacher as if seeking confirmation or correction, and in line 26, the teacher confirms with a positive feedback. In the same line, the teacher introduces a DIU, however, after this DIU the teacher selects the student herself by gesturing to her. In line 30 and 31, the teacher and L3's utterances overlap. While the teacher is introducing the DIU, L3 suggests a different verb; show. In line 28, it is seen that the teacher repeats L3's verb while *acknowledging it affirmatively* (Waring, 2011) by nodding, smiling and looking at L3, which means that the teacher is not repeating L3's verb for repair but accepts it and continues her DIU with it. The teacher's nod, gaze and smile also indicate that she wants the student(s) to hold the floor (Kääntä, 2012). In line 35, there is another interruption by L6, which is overlooked by the teacher, so that L3 can go on with her answer. She answers in line 36 with a rising intonation, which can mean uncertainty (Netz, 2016). In the next line, the teacher confirms with a positive feedback.

In line 38, L3 continues her utterance immediately after the teacher provides a positive feedback. It is then questionable as to whether L3's rising intonation was out of uncertainty or due to the fact that she was not done speaking. The teacher again confirms with a nod (Waring, 2011) and ends elicitation.

In line 41, the teacher starts to wrap up the subject for the class while also finger counting the steps. This might be an invitation for the whole class to join in, add any ideas that would help summarize the topic. L3, in line 42, steps in again (Margutti, 2010; Waring, 2011) to which the teacher positively reacts by extending her arm and nodding as seen in figure 3. She continues explaining for the entire class, which puts her in the information giver position once more (Waring, 2011). In line 46, the teacher provides a feedback but she also uses a rising intonation which is an implicit request for more (Margutti, 2010). In line 47, L3 provides an answer for this

implicit request. The extract ends with the teacher's "affirmative acknowledgement" with a nod (Waring, 2011, 211).

Extract 9

This extract begins after the students listen to the first part of a conversation between a flight attendant and a passenger. Firstly, the students listen to the passenger's part which talks about a problem on board. Before listening to the flight attendant's part, the teacher gets the students to talk about what the flight attendant can do in that situation.

```
01    T:      alright good. so that's what passengers
02            do. (0.6) alright. what do flight
03            attendants do.
04            (1.9)
05    L1:     [she can- ] u::h she try to help it. (0.4)
06    L2:     [of course]
07    T:      try to help. (0.5) good.
08            (3.0)
09            they try to help. but what do [they] say.=
10    L1:                                   [u::h]
11            =QUESTION u:::h (0.8)
12    L2:     solve [this] problem.
13    L1:           [her-] hocam ()[miyim]hhh.
14            ((tr.: teacher can I))
15    T:                           [yeah?] (0.7)
16    L1:     question her ask.
17    T:      (0.5) ASK her questions. (0.7) good. <ask
18            her (.) the passenger (0.9) questions>.
19            (.)good. (0.3) questions abou:::t?
20            (1.0)
```

21 L1: problem.=

22 L2: =°/about/ *değil mi hocam*.°= ((tr.: isn't it teacher))

23 T: =<about the problem.> good.

This extract begins with a couple of "Wh questions" to the class. Between the lines 01 and 18, there is not DIU, however, the part between those lines provide information about the lesson and how the teacher moved from "Wh questions" to DIU. Therefore, it is important for the integrity of the extract. There are also examples of the students' participation to the lesson, the way they hold the floor and retrieve utterance in this extract, which can be useful to have an understanding of the classroom atmosphere.

In line 19, the teacher initiates her DIU saying "questions about", lengthening the last word and ending it in a questioning intonation. The sentence is not a question, but ends as if it were, which shows that it is DIU and hints elicitation (Netz, 2016; Margutti, 2010). The teacher hints with her DIU that it is the students' turn to speak (Lerner, 1995). In the next line, it is seen that the teacher waits for 1 second so that the students can gather their ideas and step in (Margutti, 2010). In line 21, L1 steps in to complete the teacher's DIU saying "problem". In line 22, it is seen that L2 is focused on the teacher's pronunciation of "about", which the teacher pronounces with the /a/ sound. L2 asks a question very silently saying "isn't it about" with an /e/ sound but the teacher either does not hear or ignores the question, as it is not the focus at that moment and that trying to deal with the pronunciation of about may derail the lesson from its focus point. The teacher, having answered L1's answer, repeats it and provides a positive feedback indicating that it was what she was trying to elicit from the students.

Extract 10

The teacher distributed worksheets. The students are looking at the pictures

on the worksheet and trying to explain what is happening in each picture.

01 T: yes kader?
02 L1: (0.9) mm *hocam* ((tr.: teacher))(0.8)
03 pictures (.) onehhh [@@@.h]
+turns to her friend and
starts playing with her hair
04 T: [picture] one?
05 L1: (0.3) evet. (0.6)
06 L2: ( )[big- healthy)]
+turns back and talks to his classmate
07 L1: [u:::h (0.7)] the: children (.) -
08 ss- child[ren(s)(0.4)] belt (0.3) is
+looks at the teacher and shows her
worksheet
09 L: [<coughs>]
10 L1: short.
+looks at the teacher
11 T: (0.4) .h o:::h right. okay so:::? u:::m
+T
scratches
her head
12 (.) yea:h? (.) maybe::: she needs an
+T shows belt
with her hands
13 extra::: =
14 L1: =infant belt.
+shows belt
15 T: an infant belt. (.) very good?
+points at L1 and nods

The extract begins with the teacher selecting a student who asks for the teacher's permission to answer. From line 1 until 12, it is seen that L1 is trying to answer the teacher's question. L1 is not the most active student in the class. She is pausing frequently, and making mimics and gestures that show uncertainty or shyness (playing with her hair, looking at her friend). Lerner (1996) says that the more students participate, the less they pause between utterances and the smoother the conversation becomes. Having that in mind, L1's participation can be discussed in that she is not a frequent participant in the class.

In line 11, it is seen the teacher says "oh" in a really surprised manner, hesitates for a couple of seconds and scratches her head, which altogether shows confusion. It can be said that L1 did not provide what she was waiting for. Therefore she initiates a DIU in lines 12 and 13 while her head is still turned towards L1. The teacher, while uttering her DIU, also makes use of embodiment; hinting what should be elicited. It makes what the teacher is trying to elicit more transparent, thus eases the process of reaching the answer and participating (Margutti, 2010). The teacher directs L1 and makes sure that she provides the correct answer by completing the DIU. L1 steps in (Waring, 2011) in line 14 and completes the teacher's DIU without pausing. The teacher repeats L1's utterance and provides a positive feedback while also nodding. The teacher makes sure that L1 and the other students know it is the correct completion. The DIU is successful and the goal of the activity has been reached.

Extract 11

In this extract, the students have worksheets. They looked at the pictures, talked about what was happening in each one and made comments on what flight attendant role can be applied in those situations. The teacher here is wrapping up the topic, drawing on the previous knowledge on flight attendant roles and the roles they talked about in the ongoing activity.

```
01        T:   so::: as you can see there are many
02             many roles of flight attendants. many
03             roles. (.) they- sometimes they are:::
               (0.5)
04        L1:  [they a]re a nurse hhh@@@
                                    +L1 points at the
                                     teacher
05        T:   [nurse.] [ye::s.]
06        L1:           [aynen.] ((tr.: ditto))=
07        T:   =sometimes they are::: (0.6)
                  +Teacher looks at all the students
                                +Teacher extends her arm
                                 and keeps looking at the
                                 students
08        L1:  WAITRESS.
09        T:   waitress.
                  +Teacher points at L1
```

The teacher initiates the topic by making a general remark on flight attendant roles. She initiates her DIU right away in line 03 and waits for 0.5 seconds. By means of the 0.5 seconds, L1 recognizes the DIU and in line 04, steps in (Waring, 2011) to complete it. However, the teacher also says “nurse” in line 05, which causes an overlap. The teacher might have thought that no one was going to answer, which might be the reason why she attempted to complete her own DIU. Both L1 and the teacher’s reaction to the overlap is laughter.

The teacher, without any further pause, initiates her second DIU in line 07 and waits 0.7 seconds and this time does not attempt to complete her own DIU. In line 08, L1 steps in (Waring, 2011) again and completes the DIU very loudly. This might be because of the fact that she also does not want an overlap to occur as well. In the next line, the teacher points at L1 and confirms L1 by pointing at her and repeating her utterance.

Extract 12

The students are looking at the board onto which the teacher is projecting pictures and information about passengers and events onboard. They are describing the pictures and attributing cabin crew roles for each situation.

```
01    L1:    u:::m the plane:? there i:s unaccompanied (.)
02           /mi↑nors/? (0.3)
03    T:     oka:y?
04    L2:    /mi[nors.]/
05    L1:       [minor]s? u:::m (0.5) u:::h flight
06           attendant (.) u:::m fri:-  friends( )
07           the mi[nors] and (.) u:::h
08    T:           [ye:s]
09           (1.0)
10    L1:    u:::h (.) you are the ↑seat (0.7) u:h you are
11           the same seat. and you are talking they are
12           talking and (0.5) u:m=
                                +L1 purses and shakes her
                                 head
13    T:     =I ↑think in this situation you are a friend
14           a:::nd?
                          +L3 raises her hand and shakes it
                           urgently
                     +T points at L3
15           (1.0)
16    L3:    [°fighter?°]
17    L1:    [nanny olu]yo(h)r. ((tr.: is))
18    T:     and a nanny. yes.=
                              +T points at L3 again
```

19 L3: =I think maybe he’s working our company (.)
20 but different u:::h department=
21 T: =maybe.=
22 L3: =a:::nd (.) we are meet on the plane.=
23 T: =yes maybe.

This extract shows an example of how the teacher repairs student outcome using DIU. It also shows a nice student- student interaction where one of them explicitly repairs the other’s utterance as well.

The ongoing activity in this extract is about two specific flight attendant roles, which are “friend” and “nanny”. The students are expressing their ideas on the subject, trying to give examples to how a flight attendant can be a friend and a nanny.

Between the lines 01 and 12, L1 expresses her idea for when a flight attendant can act as a friend; she forms some background information for that specific role saying that the unaccompanied minors are on the plane as well. During her speech, L2 steps in to correct her pronunciation and thus acts as a “co-explainer” (Waring, 2011, p. 211). The teacher intervenes only when the student pauses. The purpose of the teacher’s intervention is to prompt the student to go on. At the end of line 12, L1 stops, purses and shakes her head, which makes it seem like she can’t think of anything else. The teacher thinks that her utterance is insufficient in terms of the background information she proposed, so she initiates her DIU for repair, saying “I think in this situation (the background information that L1 introduced) you are a friend and...”; Hence suggesting that the student think again.

While the teacher is speaking, L3 raises her hand and shakes it impatiently, which causes the teacher to point at her although the DIU as a repair was for L1. L3, very silently, makes an utterance, however it is not what the teacher is trying to elicit. It brings forward the idea that L3 might not have been listening to L1 or the teacher, and that her impatience to participate might have resulted from the desire to introduce what she had in her mind. It is also seen that L3’s utterance in line 16 ends with a questioning intonation, which can indicate uncertainty or reluctance (Netz, 2016).

In the next line (17), L1 self nominates (Waring, 2011) after the teacher's DIU which was directed at her in the first place. Her and L3's utterance overlap but L1 speaks more loudly than L3, so the teacher repeats L1's answer and gives positive feedback for it.

Immediately after the positive feedback, while L3's hand is still up, the teacher points at her and she introduces what she had in her mind. There are not any long pauses in this part. L3 and the teacher share a fluent conversation, which renders it very natural.

CHAPTER 5
DISCUSSION AND CONCLUSION

5.1. Discussion

There were two questions that were asked for this study:

1. What use of DIU can be observed in an ESP setting in Turkey?

As a result of the classroom analysis, each question was able to be answered. For the first question, the results show that there is specific use of DIU in this ESP classes in Turkey. The most fundamental use of DIU is 'DIUs as hints for sentence completion. The second one is using DIU hints for repair.

Throughout the classroom interaction analysis, many examples of both can be seen. The most common use of DIU in the analysis is DIU hints for sentence completion. Extract 11 displays how the researcher implements DIU as a hint for sentence completion (in lines 03 and 07):

```
01    T:     so::: as you can see there are many
02           many roles of flight attendants. many
03           roles. (.) they- sometimes they are:::
                  (0.5)
04    L1:    [they a]re a nurse hhh@@@
                                  +L1 points at the
                                   teacher
```

```
05    T:     [nurse.] [ye::s.]
06    L1:            [aynen.] ((tr.: ditto))=
07    T:     =sometimes they are::: (0.6)
             +Teacher looks at all the students
                           +Teacher extends her arm
                             and keeps looking at the
                             students
08    L1:    WAITRESS.
09    T:     waitress.
```

The student responses seen in lines 04 and 08 show that the DIUs were successful. Since DIU is a very commonly used strategy in this classroom, there are many more examples that can show how it fosters participation. These examples are given and discussed below in parallel with the second question.

2. Is DIU a helpful strategy in driving students to participate more in an ESP setting in Turkey? If so, how?

Concerning the second question, it can first be said that the teacher uses only English to communicate her ideas. She does not ban students from using their mother tongue; however does everything to get them to use English as much as possible. In order to achieve that, the teacher resorts to some modalities; talk and embodiment, as interactively meaningful resources through which she can organise, manage and negotiate the students' participation in classroom interaction (Kääntä, 2012, p.180). Correspondingly, the classroom analysis shows that DIU drives students for participation. However, the fact that the purpose of the English that is taught and learned is for specific use (ESP) renders the quality of the answers different. The quality of the answers is surely directly linked to the quality of the lesson material and teacher's utterances; especially the quality of the DIUs the teacher is using. In order to be able to analyse students' participation, first the analyzed DIU should be opened up for discussion. Where does the teacher mostly use DIU? It is clear that the main use of DIU in this research is hinting for sentence completion and repair. So, what does the teacher mostly hint for completion or repair by using DIU?

This study differs in an important way. It differs because the language and DIU strategies that were analyzed took place in an ESP setting. This changes the perspective of the study due to the fact that with ESP, the processes in an English speaking lesson also change. It changes how the teacher conducts the lesson, what methods and tools the teacher makes use of and how the classroom interaction and dynamics function.

The analysis extracts are orderly; from the oldest to the newest. Therefore, the use of DIU in the lesson, the students and all sorts of classroom interaction- teacher to students, students to the teacher and students to students- can be examined. It can be seen that when the teacher uses DIU, the students participate more. Waring (2011) states that it is very important to recognize and appreciate learners' efforts because she claims that the more engaged the learners' are with language use, the more they initiate. It is seen throughout the entire classroom interaction analysis that the learners are making use of every language tool- Turkish and English- that they possess in order to participate to the lesson. The teacher is quite tolerant towards their use of Turkish, which can also help create a stress-free classroom atmosphere where learners feel at ease. As (Krashen, 1988) says learner intake is best and most fruitful when motivational factors do not pose any problems, such as affective filter.

Creating such a classroom environment also affects the characteristics of learners which in turn affects classroom dynamics. In such an environment, learners shape their ways of contribution, thus display certain characteristics. With the help of DIU, the recipients become the knowing ones and that might prompt their participation (Goodwin, 1979; Margutti, 2010).

As Goodwin (1979) states, participation is key in language classrooms. Throughout the extracts, the teacher is trying to drive the students participate using DIU. She makes use of her gestures frequently, too. The teacher's use of DIU, gestures and embodiment is recognized by the students (Kääntä, 2004) because after each DIU, students initiate responses. In the extracts, two types of learners are frequently seen. These types, as Waring (2011) classifies, are 'type A'; making

initiations that are unexpected and 'type B' learners; initiating answers to teachers' questions that are directed to the whole class. In teacher-fronted classrooms where the teacher is unwilling to give the floor (Sert & Walsh, 2012; Koshik, 2002), these types of learners can create tension between the teacher and the learners. However, when the study is analyzed in that respect, even though teacher talk is frequent; she gives instructions, manage interactional turns and give feedback, it is seen that these types of initiations do not cause such tension whatsoever. On the contrary, it prompts the teacher into giving positive feedback due to the fact that it is a speaking lesson and student participation is very much desired. In order for participation to occur, opportunities must be given (Ellis, 1998, Waring, 2011). This activeness can be fostered with DIU. How DIU functions in this respect is that it leaves a sentence hanging, which is very transparent to the students and that it hints the need for an answer (Koshik, 2002; Margutti, 2010; Netz, 2016). It is important that the students sense when they are being invited to complete or correct an utterance. Its complementary tools such as prosodic features in speaking, pauses (Margutti, 2010), sound stretches (Lerner, 1996), significant slowing at the end of an utterance (Koshik, 2002), body posture, embodiment (Kääntä, 2012), position of the head (Schegloff, Koshik, Jacoby & Olshe, 2002) and gazing make DIU transparent for students. With them, a DIU reinforces the teacher's invitation for elicitation and signals a turn change, which fosters their agency in the classroom (Kendon, 1967).

The classroom interaction analysis shows that DIU works very nicely in this ESP setting. Every DIU is successful throughout the analysis. They invite student response, which is provided by one or sometimes many students at the same time.

In the analysis, it is seen that after each DIU, the teacher pauses, glances through the classroom, signalling that she demands information. Pauses have a similar function; they signal a response from the recipient (Margutti, 2010).

The teaching that is taking place is ESP, as the school is the Vocational School of Turkish Aeronautical University. Developments in educational psychology have contributed to the growth of English for Specific Purposes (ESP) by giving

emphasis to the students' needs (Mede & Kazar, 2014). English is important for the students to carry out specific roles and further their career (Richards & Rodgers, 2001). The teacher is using only the target language to convey her messages to the students. Communicative competence is of great importance as the success of the students' future career depends widely on it. As the school has an ESP setting, the teacher uses communicative tasks to enable students to develop their participation.

The use of DIU in order to prompt learners' participation might give new insights as to what might come in handy in an ESP setting in Turkey. Each speaking lesson has topics and materials that are about aviation. In each lesson, there is a good amount of teacher talk and instruction. The teacher is teaching speaking for vocational purposes. Therefore, speaking lessons proceed mostly with students' learning terminological vocabulary and practicing dialogues that are very likely to take place in the job environment. When all these are analyzed, it is seen that the sentence completion and repair are mostly on lexical level. Cortes (2004, cited in Parkinson, 2013, p. 116) also found lexicalization to be discipline-specific. Parkinson (2013, p. 116) state that a pedagogical implication in ESP is to help raise students' awareness in noticing the frequent use of certain words and expressions.

It is very likely that task design influences whether learners rely primarily on their lexicalized or contextual knowledge of the L2; as a consequence either fluency or complexity is prioritized (Ellis, 2005, p.19). In the classroom extracts analyzed above, there are two main classroom task designs that the teacher applies mainly in the lessons. The first one is teaching vocational vocabulary and having students use them in dialogues. The second one is drawing upon students' vocational knowledge-lexical and procedural because all the students did their internships- to build the lesson. What the teacher hints and repairs throughout these processes is whether and how the students contribute, if they can make good use of this collection of all the previous contributions during conversational practices in the upcoming stages of the lesson. The teacher frequently overlooks simple mistakes that do not affect the course of the activity and do not need special consideration. This also shows that the

priority of the teacher is on vocational competency and vocational fluency in the target language. An example for when the teacher ignores a student utterance which is off topic- even though it might be important in teaching English- is as follows:

```
24    T:      (0.5) ASK her questions. (0.7) good. <ask
25            her (.) the passenger (0.9) questions>.
26            (.)good. (0.3) questions abou:::t?
27            (1.0)
28    L1:     problem.=
29    L2:     =°about değil mi hocam.°= ((tr.: isn't it
              teacher))
30    T:      =<about the problem.> good.
```

As seen in this extract, the teacher ignores L2's question about pronunciation and moves on to providing feedback to L1 for her participation.

Another instance that shows vocational goals are the priority is stated in the following example where the lesson is proceeding on the topic of the different roles of flight attendants. When this part of the extract 16 is analyzed, it can be seen that the teacher is paying close attention to what the students is trying to express and that her vocational ideas are very important. The teacher does not rush the student, so she does not necessarily assess student fluency or grammatical accuracy but if the student is able to think in terms of vocational instances and express her messages:

```
22   L5:  =or u:::h if u:::h (1.0) there are- there is
23        in u:::m plane in (2.0) u:::m (.) thief?
24   T:   o:::h=
               +T nods
25   L5:  =and if thief stole (.) u:::h something?
26   T:   ye:::s?
              +T points at L5 and nods
27   L5:  and (1.0) we::: will police officer.
28   T:   ↑goo:::d.
```

The example that L5 is giving is a new one and it can be understood by the teacher's reaction. This is in a way a consciousness-raising task because the students are supposed to find examples themselves, which is fruitful for communicational skills if performed in the L2 (Ellis, 2005).

There are listening stages in the lessons as well. The teacher draws upon students' knowledge gathered from the listening and elicits certain information using DIUs, too. The teacher tolerates the use of Turkish in the lessons. The children, as seen in the analysis, can use their native language for communication in the classroom. However, there is little use of Turkish when it comes to vocational elicitation and communication. The teacher gently directs the students into using the target language by persistently using English and especially during vocational activities. Her DIUs are always in the target language in a way that is appropriate for their level so that they can successfully complete, repeat or correct an utterance.

There can be observed many meaning negotiation drills, as well. During these negotiations, there are examples of student-initiated utterances and word searches as an addition to their DIU completions. Both the pedagogical goal and the classroom context help define the tools that are used in the class. According to this research, DIU is frequently used in this context in order to foster participation. Type B learners emerge as a result of DIU use in the class. They volunteer for utterance completion without being called upon by the teacher and act as a co-explainer in lesson quite often (Waring, 2011). There are advantages and disadvantages to this situation. While this type of students are comfortable enough to take on a duty as the co-explainer in the class and volunteer for participation without being selected, there is a good chance that they might overdo these actions and hinder other students' participation by being too much on the spotlight. At this point, the importance of teacher talk surfaces once again (Box, et. al, 2013; Kääntä, 2004). It is the teacher's job to balance student participation in the class. Van Lier (1996) also underlines the importance of symmetry in classroom; that is, students should be given equal rights and duties in talk.

The teacher's implementation of DIU contributes to her growth as a teacher as well. As the researcher is one of the participants of this research, it would be useful to discuss her development, too. How does the teacher develop her understanding of classroom interaction by using Designedly Incomplete Utterances?

Throughout whole classroom interaction, the teacher reflects on her use and implementation of DIU. Self-evaluation for the teacher is very important because as Sert & Walsh (2013) suggest, teachers facilitate learning opportunities through their talk. These opportunities can have impact on students' interactional competence.

As mentioned above, there is ESP teaching in this vocational school. Most of the teaching-learning that is taking place is made up of activities and tasks such as question-answer, idea-mapping, role-play and communicational practices that depend on specific situations. In order for role-play and other communicative tasks to proceed as smoothly as possible, the students need to have vocabulary to utilise. Therefore, the teacher implements vocabulary activities in order to prep the students for communicative tasks. It can also be said that the lessons are mostly meaning-based and not grammar, as the ultimate goal is for the students to complete a task by using the target language as a medium (Ellis, 2009). The teacher makes use of DIUs mostly in this phase of the lesson; especially in question-answer and idea-mapping activities that are formed around vocational knowledge. The goal is for students to complete the task. Walsh (2010) suggests that taking the floor and being competitive to gain turn, turn-taking which is managed by the learners, holding and passing create interaction which is closer to everyday communication. In other words, teachers should create opportunities for learners to participate and interact with one another as well as with the language itself, which can be done by understanding how students manage language learning (Bozbıyık, 2017).

To conclude, DIU is a fruitful teaching strategy in that it helps to remember better and encourage students to participate more (Sert & Walsh, 2013). The teacher almost always waits long enough for students to gather their thoughts well enough so

that they can participate (Margutti, 2010). This puts forth the conclusion that the DIUs that are implemented in the lessons are successful.

Participation and interaction in language classrooms are indisputably important, for without both, an English speaking lesson would be incomplete; the students would be deprived of one of the most important means of learning; one another. Ellis (1998) also suggests that when students interact among themselves, acquisition-rich discourse is more likely to ensue. He says that the students should have a reason to attend. Teacher talk is worth mentioning here once again, because teachers are the main sources of input (Vickov & Jakupčević, 2017, p. 653). Teaching unfolds by means of talk and interaction (Box, et. al, 2013); both teacher-student and student- student. Teacher talk has great impact on students' participation (Arnold & Fonseca-Mora, 2007). Therefore, teachers should provide opportunities for learners to use the language to convey their personal meanings. With ESP, the student have the best reason to attend; their future career.

The teacher also shows her appreciation for students' participation and efforts (Waring, 2011) almost always through positive feedback and gestures after each DIU completion, and is not hesitant to give up the floor as much as needed (Sert & Walsh, 2013), which is one of the important outcomes of this research in terms of teacher talk, how she implements DIU and how she manages classroom interaction. The teacher's appreciative attitude towards students' efforts prompts them to participate by taking the floor to complete DIUs and repair utterances (Waring, 2011; Sert & Walsh, 2013; Koshik, 2002).

5.2 Conclusion

The aim of this study was to see how DIU was used in an ESP setting in Turkey and how it contributed to student participation. CA was used as a method due to the fact that the transcription conventions provided the researcher to transcribe the classroom interactions smoothly and sophisticatedly; in terms of both classroom discourse and interaction. CA also provided an emic perspective for the researcher to

connect student utterances with behaviour; thus provided opportunities to grasp the students' perspective (Sert & Walsh, 2013; Seedhouse, 2005), which also validated and rendered the transcription and analysis reliable.

Having been analysed and documented, the results show that the teacher used DIU in two ways; hinting sentence completion and initiating repair for the recipient (Koshik, 2002; Lerner, 1995). DIU in this vocational school of aviation encouraged student participation by inviting elicitation and repair (Waring, 2011). It was also found to be effective in providing ample opportunities to regularize participation.

5.3 Implications for Language Teaching and Future Research on DIU

Firstly, use of DIU has positive impacts on learner participation in this ESP setting in Turkey, where DIU emerged to have been used for two main reasons: hints for elicitation and repair. It was concluded according to the data that DIU encouraged student participation (Waring, 2011). It can be claimed that frequent use of DIU can encourage students to be more active in the class and take more initiatives. Sert & Walsh (2013) do share this idea that DIU increases student participation. This can pave the way for more student- student interaction as well. In a classroom with little opportunity for participation, students only listen to the teacher talk and do the tasks the teacher implements (Kääntä, 2004). However, in a setting that is just the opposite, where ample opportunities for participation are created, it can be more encouraging and prompting for students. According to the results of this research, use of DIU can be recommended to language teachers as the results clearly show classroom interaction with more student participation.

In the implementation of DIU, prosodic changes, sound stretches, pauses and gestures are used (Koshik, 2002; Margutti, 2010; Sert & Walsh, 2013). Pauses (after DIU) or wait time and prosodic changes especially make a significant difference in DIU transparency (Margutti, 2010). In teacher-led classrooms, the general tendency is to provide input unilaterally (Walsh, 2013). However, literature on DIU use and its impact on students put forward the importance of student participation and wait time.

As teacher, willing to develop ourselves professionally, these important issues should be taken into consideration. In order to contribute to the literature on language teaching, impact of wait time in different classroom contexts can be studied.

The very nature of CA necessitates an unprejudiced idea about the data in hand (Walsh, 2013). It would be appropriate to suggest that the data in hand or new data can be watched and analysed in order to see what it offers for future research.

In this research, no claims have been made that DIU has an effect on language learning. However, with an extended study and more data on classroom interaction, future research can examine the impact of DIU or other teacher strategies on classroom discourse, classroom interaction and student participation or learning. Margutti (2010) explored the difference between DIU and open interrogatives. She states that DIU hints expectation of the participants and thus renders them "fully knowledgeable" (p. 332). A similar research can be conducted to explore their impact on learning, as well.

Secondly, it can be stated that DIU has positive impacts on teachers' interactional competence as well. By initiating DIU, teachers invite students to complete or repair an utterance. When students complete or repair the turn initiated by the teacher, it is stated that this accomplishment is the result of the ongoing activity (Margutti, 2010). This enables teachers to evaluate themselves in terms of competence. Bozbıyık (2017) states that teachers use interaction in order to shape their actions (p. 25). Teachers' interactional competence is essential for that matter, as it is through classroom interaction that teachers can convey their messages and give prompts (Bozbıyık, 2017). Walsh (2012) also states that increased language awareness for teachers is linked to increased student participation. Therefore, future research can also examine teachers' perceptions on use and impact of DIU. A comparison can be made between use of DIU and another teacher strategy for encouraging participation.

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APPENDICES

A. Transcription Conventions

Sequencing

[: The beginning of an overlap

] : Ending of an overlap

= : Latching utterances between different speakers; no pause between utterances

Speech Characteristics

word : Stressed word

WORD : Very loud word or speech

º : Very silent speech

word : Speech in mother tongue

: : Lengthening of a sound

::: : Lengthening of a sound (The more the colons, the longer the sound)

? : Rising Intonation (not necessarily a question)

. : Full stop and falling intonation

↑ ↓ : Higher or lower pitch in utterances following arrow

/ / : Indicates notable pronunciation

Transcriber's doubts and comments

((tr.:)) : Translation

(word) : Dubious hearings

( ) : Inaudible speech

Timed Intervals

(.) : A gap of approximately one tenth of a second

(0:0) : Lapsed time in tenths of a second

! : Animated or empathetic tone

- : Cut off of a prior word or sound

<word> : Indicates slowing down; especially when the teacher is giving a very slow explanation

>word< : Indicates speeding up

.h : Inbreath

hhh : Outbreath

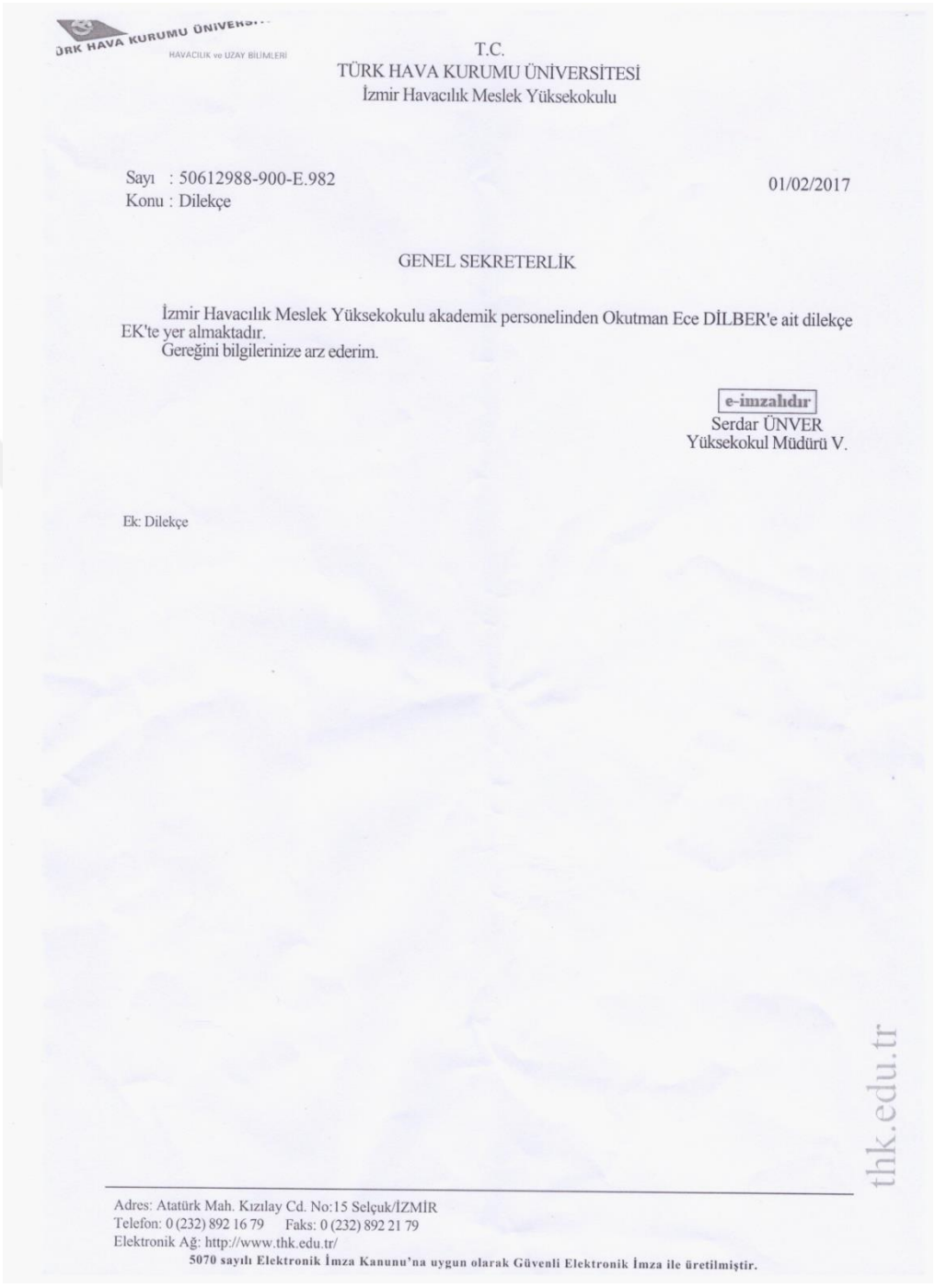
@@@ : Laughter

w(h)ord : Breathiness as in laughter or cry

AT : All talk

<cough> : indicates coughing

B. APPROVAL OF RESEARCH FROM THE SCHOOL



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İzmir Havacılık Meslek Yüksekokulu

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GENEL SEKRETERLİK

İzmir Havacılık Meslek Yüksekokulu akademik personelinden Okutman Ece DİLBER'e ait dilekçe EK'te yer almaktadır.
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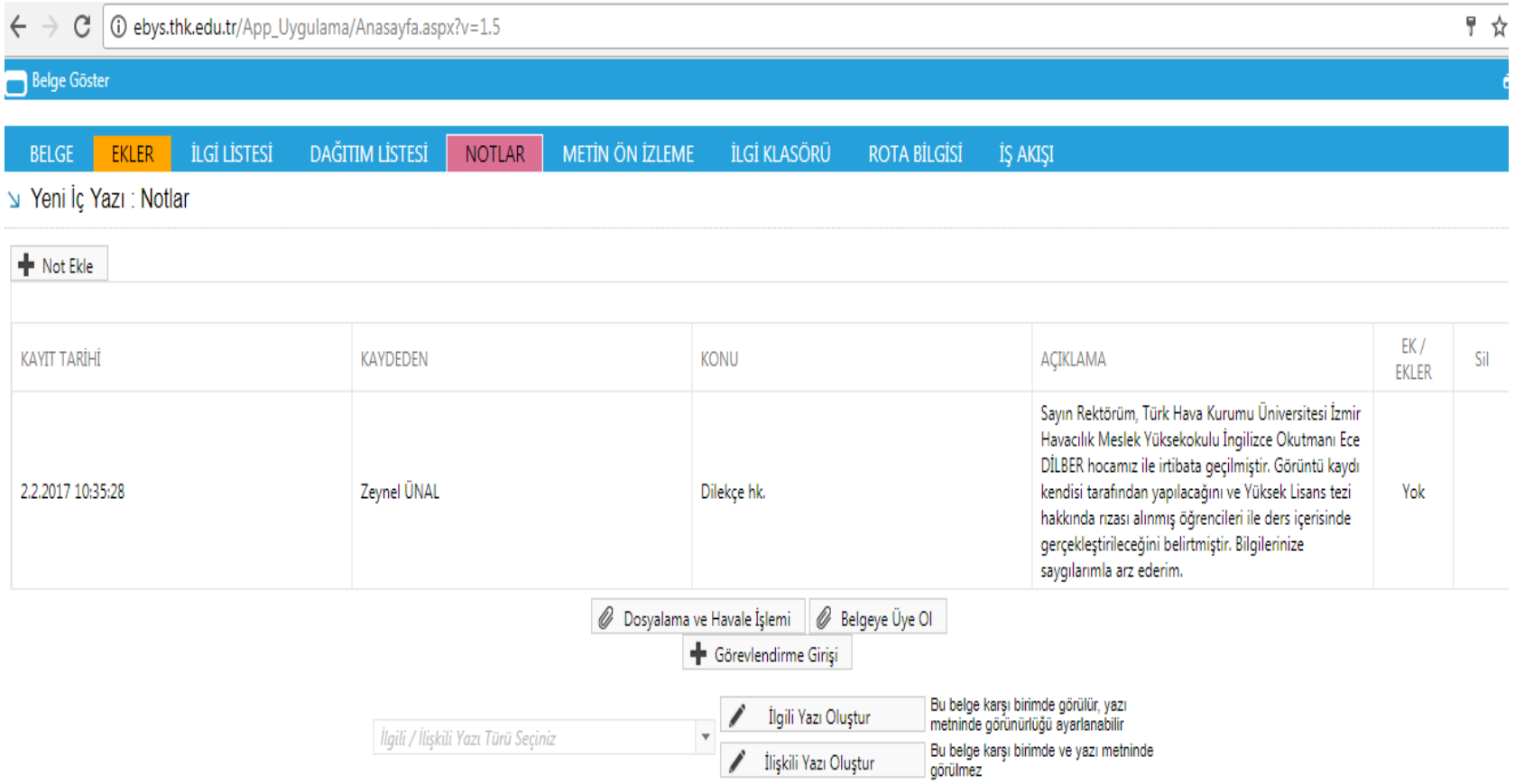
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Dilekçe hk.
Sayın Rektörüm, Türk Hava Kurumu Üniversitesi İzmir Havacılık Meslek Yüksekokulu İngilizce Okutmanı Ece DİLBER hocamız ile irtibata geçilmiştir. Görüntü kaydı kendisi tarafından yapılacağını ve Yüksek Lisans tezi hakkında rızası alınmış öğrencileri ile ders içerisinde gerçekleştirileceğini belirtmiştir. Bilgilerinize saygılarımla arz ederim.
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İlişkili Yazı Oluştur
Bu belge karşı birimde ve yazı metninde görülmez

C. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Dilber, Ece

Nationality: Turkish (T.C.)

Date and Place of Birth: 10 Augustl 1991, Çorum

Marital Status: Single

Phone: +90 505 754 18 23

email: dilberece@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BA	Çanakkale Onsekiz Mart University	2013
High School	Söke Cumhuriyet Anadolu Lisesi	2009

WORK EXPERIENCE

Year	Place	Enrollment
2013-2015	Aydın Adnan Menderes University	English Lecturer
2015- continuing	The University of Turkish Aeronautical Association	English Lecturer

FOREIGN LANGUAGES

Advanced English, Beginner French

HOBBIES

Theatre, Singing, Playing the guitar, Trekking, Learning new languages