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## A Proposal for a CA-Integrated English Language Teacher Education Program in Turkey

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### Abstract

This study proposes a comprehensive framework for a Conversation Analysis (CA) informed English language teacher education program in Turkey. By reviewing recent studies in CA, Critical Reflective Practice, Teacher Language Awareness and language teacher education in general; the author calls for a more effective language teacher education program and presents an applicable framework that aims to solve current problems in English language teacher education in Turkey.

**Keywords:** Conversation analysis, teacher language awareness, foreign language teacher education, L2 classroom interactional competence

### 1. Introduction

This paper proposes an applicable framework for integrating Conversation Analysis (CA) into English language teacher education programs in Turkey. The need for such a proposal has arisen from the problems of the structure of the current programs in Turkey, the growing number of studies that attribute CA a significant role in Applied Linguistics and Second Language Acquisition (SLA), and recent developments within

the particular area of CA-informed models for language teacher education. Another motivation has been the negligence of this promising research paradigm by academicians and practitioners in Turkey, which can be well understood from the fact that none of the research papers (out of 183) presented in the “The National Conference of Foreign Language Education in Turkey” (held in Ankara in November 2007) followed a CA methodology nor showed the pertinent implications of CA for foreign language teaching/learning.

Reasoning from the abovementioned motivations, Section 2 reviews the CA-informed research in Applied Linguistics. In Section 3, the language teacher education context in Turkey is briefly introduced, with reference to the current program (Section 3.1) and its problems (Section 3.2). Section 4 informs the reader on recent developments in language teacher education in general with its wide ranging but complementary subsections. For example, in Section 4.1, the concept of teacher language awareness is discussed, which builds links from CA to *Classroom Interactional Competence* and to Self-Evaluation of Teacher Talk (Walsh, 2006b) [a framework designed for language teacher education (Section 4.2)]. In Section 4.3, critical reflective practice and effective mentoring are discussed by considering the recent attempts in standardising language teacher education in Europe. Section 5 will focus on a discussion of the teachers’ skills in creating and maintaining a pedagogical focus and its potential results. In the last section before the conclusion, the phases for a CA informed language teacher education program in Turkey will be given with a sample assessment scale.

## 2. CA and Applied Linguistics

CA methodology emerged and was developed in ethnomethodology; a subdiscipline of sociology. With their pioneering study, Sacks et al. (1974) investigated the methods of interlocutors in structuring conversation efficiently and argued that conversation has its own dynamic rules and structures. It is evident that in order to “structure a conversation clearly and to ensure the efficient delivery of information, speakers and listeners work together” (Pridham 2002, p.45). This derives its basis from a socio-cultural theory of language as opposed to the mainstream rational and cognitive paradigm, which has influenced the research tradition in Applied

Linguistics and SLA. For Drew (2005), due to its analytic perspective and its investigations of forms-of-interaction, CA has led the way to the recent expansion of the boundaries of Applied Linguistics.

Seedhouse (2005a) discussed the relevance of CA-informed research in the following Applied Linguistics areas: teaching language for specific purposes, language teaching materials design, language proficiency assessment, language classroom interaction, native/non-native speaker talk, and code-switching. Following Firth & Wagner's (1997) proposal for reconceptualising SLA research, a growing number of publications arose, both for and against the implications of CA-for-SLA. Firth & Wagner's (1997) argument called for sensitivity to contextual and interactional aspects of language use, a broadening of the SLA database and more importantly, an adoption of a more emic and participant-relevant perspective towards SLA research.

The emic perspective in CA has been attributed one of the primary roles in its implications for Applied Linguistic research (Markee 2000, 2008; Markee & Kasper, 2004; Seedhouse, 2004, 2005a, 2005b). For Seedhouse (2005a) "CA presents competence as variable and co-constructed by participants in interaction" (p.172). Therefore, giving a role to cognition as a socially distributed phenomenon, SLA research should take a participant-relevant perspective and be investigated as a bottom-up process.

Cognitivists have essentially argued that the A in SLA "stands for acquisition, thus emphasizing that language acquisition and use are theoretically and empirically distant dimensions of language (Markee & Kasper, 2004, p.491)". As a reaction to CA-for-SLA, this cognitive orientation was an emergent point for some researchers (Gass 1998; Long 1997; Kasper 1997). Additionally, He (2004) stated that the concern of CA is neither the cognitive processes that enable the learner to absorb the interactional data internally; nor the process of learning over an extended period of time.

However, as a response to this attributed deficiency concerning a longitudinal approach to CA-for-SLA, Markee (2008) proposed the Learning Behavior Tracking (LBT), which involves using two methodological techniques; Learner Object Tracking (LOT) and Learning Process Tracking (LPT). The first one is a technique

that attempts to document when a language learning event occurs during a particular time period; and the second one uses the techniques of CA to evaluate how participants engage in a language learning behaviour. Markee (2008) claimed that his approach has the advantage of being methodologically true to CA, while also addressing SLA's traditionally cognitive understandings of mind (see Mori and Markee 2009 for a review of studies within CA-for-SLA). The discussion will now turn to the advantages of CA for materials development and speaking classes.

The applications of CA in L2 speaking classes have been a focus of interest and research by many scholars (Huth & Taleghani-Nikazm, 2006; Peng, 2007; Zhou, 2006). Apart from the SLA issues discussed so far in this section, these studies are more of an applied origin. To illustrate, Huth & Taleghani-Nikazm, (2006) focused on the teaching of pragmatics in foreign language classes and demonstrate how this can be achieved effectively with materials informed by CA. Peng (2007) indicated that in order for students to develop an awareness of conversational structures and patterns, teachers should incorporate authentic audio or video materials into their classes for students to transcribe and analyze. Furthermore, as Mori (2002) stated: "by raising the awareness of the sequential organization of talk and explicitly teaching the procedures that they can follow to accomplish certain social actions, the instructors may be able to raise the probability that interaction during group work becomes coherent and natural" (p. 340).

The applications of CA-informed classroom activities are inevitably dependent upon materials development and advancements in corpora studies. For developing teaching materials, many researchers have investigated naturally occurring conversations like telephone calls and tried to build links for language classes (Bowles, 2006; Brown & Lewis, 2003; Wong, 2002). The centre of the problem seems to be the inadequacies of the dialogues in textbooks from a socio-pragmatic perspective. As the context in this paper is Turkey, the case can be exemplified with a study held with 100 teacher candidates. In her research, which was designed to reveal the beliefs of Turkish EFL teacher candidates on the perceived socio-pragmatic problems of the dialogues in text books, Sarac-Suzer (2007) found that teacher candidates do not trust the current course books used in English language teaching in Turkey.

As we turn our attention to teachers, the next section will briefly introduce the current language teacher education program in Turkey. Starting from Section 4, the focus will be on teacher education; narrowing down from teacher language awareness to the applications of CA in teacher education. The discussions and the theoretical background provided herein will hopefully supply the reader with an understanding of the need to integrate CA to the current language teacher education program in Turkey.

### 3. Language Teacher Education in Turkey

Since the 1950s, English has become the most popular foreign language in Turkey. Buyukkantarcioglu (2004) relates the popularity of the English language in Turkey to socio-political and socioeconomic developments, scientific/technological developments, the media, education, international travel and gearing state officials towards learning a foreign language. Therefore, the teaching of English as a foreign language is a matter of concern in both professional and academic contexts. Starting from 2006, the English language has been taught from the 4<sup>th</sup> grade in primary education, which means that it is a compulsory school subject for young learners. As for higher education, English is not just a 'required' course, but in 26 universities it is the actual medium of instruction (Kilickaya, 2006). For Kirkgoz (2007),

“Turkey is experiencing a period of change and innovation in ELT systems, particularly in primary-level education, to achieve its aim of catching up with the European system of language education and adapting its existing system to new educational norms, particularly in the ELT curriculum and the assessment system.” (p. 227)

Tercanlioglu (2004) stated that the Turkish educational system is looking to the educational systems of other countries for wisdom on improving their own teacher training system. However, it should be mentioned that direct adoption, instead of adaptation, from other educational systems may create problems; therefore we should be context-sensitive. The following two sections will briefly outline English language teaching policies, language teacher education in Turkey and problems in the curricula so as to raise awareness on why a CA-informed language teacher education program in Turkey may bring solutions to the recent problems.



### 3.1. Current English Language Teacher Education Programs

There are two major English language teaching education programs in Turkey. The first one is ELT Departments, which belong to the Education faculties of the national universities. These programs are at the undergraduate level and granting a B.A. degree requires four years of Education in English and other disciplines (See Appendix 1 for the curriculum). The second one is ‘ELT Certificate Programs’, offered by the Education Faculties of some universities. However, in order to acquire this certificate, which takes one year, one must be a graduate or a student of English Linguistics, British Language and Literature, or American Culture and Literature departments. Our concern in this paper will be the former group, since these programs are the majority and they are founded with the aim to educate teachers.

ELT Department programs consist of courses in the areas of: Language and Awareness, General Education, Literature and Culture, and Professional Education and Practicum (see Appendix 2 for the credit and hour ratios, also see Ortakoyluoglu, 2004). During the last year of the program, the students have practicum courses; School Experience (7<sup>th</sup> semester) and Teaching Practice (8<sup>th</sup> semester). Throughout the 7<sup>th</sup> semester, pre-service teachers observe experienced teachers in state schools and write observation reports. In the 8<sup>th</sup> semester, teacher candidates start teaching in the classroom and are assessed according to the observations of both the mentor (a university lecturer) and the experienced teacher.

### 3.2. Language Education Problems and Potential Solutions

One of the major problems in language education (and more specifically, language teacher education) in Turkey is the present structure of the Central University Entrance Examination. The exam consists of 100 multiple-choice questions and there is no assessment done for candidates’ listening or speaking skills in English. Therefore, students focus on learning grammar and vocabulary when they are in high school, so as to guarantee entrance into good universities. However, when students start their undergraduate degree in ELT departments, they lack the required skills in speaking. As all of the teachers in state schools are Turkish, this, in the long-term, affects the conversational skills of the teachers who teach the target language.

The other problems in language teacher education in Turkey have been discussed by many researchers (Cakiroglu & Cakiroglu, 2003; Dogancay-Aktuna, 1998; Dogancay-Aktuna & Kızıltepe, 2005; Kirkgoz, 2007). The lack of in-service teacher training in state schools, crowded classes, a lack of materials, the irrelevancy of teacher education to the realities of Turkish schools, and the need for a theoretical base for teacher education (what and how to teach pre-service teachers, how to select them, etc.) are the most commonly found problems discovered by the above mentioned researchers. However, the scenario is not so negative due to recent ministry innovations, as reported by Kirkgoz (2007):

“During the teaching year 2005–2006, with the ministry’s approval, a teacher training component was added to the English Access Micro Scholarship Program. The teachers’ component of the programme includes in-service teacher-training sessions and workshops conducted by American language specialists for approximately 270 secondary school teachers throughout the country.” (p. 222)

Although Western-oriented projects may bring many innovations to language teacher education in Turkey, it is actually research held ‘in the classroom’ with the teachers and students which can bring real insights to the current problems that exist. Thinking in the line of the Context Approach (Bax, 2003), every learning context may have different pedagogical requirements. Reasoning from this contextual perspective, every and each language learning setting may require different pedagogical strategies, and more importantly, a different teacher-student discourse within the micro-contexts of classrooms; as can be seen in Seedhouse’s (2004) classroom micro-contexts and Walsh’s (2001; 2003; 2006b) classroom modes. Therefore, it follows that only with a thorough analysis and understanding of the reflexive relationship between one’s own pedagogy and practice, can a teacher enhance his/her skills.

One of the major problems in English language teacher education programs in Turkey is that there is little or no attention given to the language use of the teacher candidates or the ongoing interaction in their classrooms. Given the reflexive relationship between pedagogical focus and interaction, the candidates’ awareness of their actual practice in terms of classroom interaction is crucial to teacher development. Therefore, the teacher candidates should be given the opportunity to

review (through video recordings) and reflect upon the interactional organisation of their classrooms, so as to understand how the discourse shapes the pedagogical outcomes. One way to integrate this tool for teacher development is to record the lessons and reveal the interactional features of the classroom discourse using a micro CA analysis. This is possible through mentor- and teacher- candidate collaboration, in which a CA analysis of the actual classroom practice is studied by both parties combined with reflection sessions.

Many recent studies (e.g Seedhouse 2008; in press; Walsh 2006b) have highlighted the need for a CA approach to demonstrate the problems in classroom interactional practice and by this way have informed the teachers on how a fine-grained micro analysis of their discourse may be used to point out the troubles with tasks-in-process. Integrating such an approach into language teacher education programs in Turkey may be very useful for teacher candidates as they will receive feedback on their actual teaching, critically reflect upon their practice, as well as develop language awareness and interactional competence. To exemplify how this process can be carried out, samples will be given from naturally occurring classroom discourse in Sections 5 and 6. However, a background in Teacher Language Awareness, L2 Classroom Interactional Competence and Critical Reflective Practice is necessary before presenting the extracts and implications of such data.

#### 4. Developing Interactional Awareness, CIC and Critical Reflective Practice

Kumaravadivelu (1999) suggested that foreign language teachers need to develop the necessary skills and knowledge to observe, analyze and evaluate their own classroom discourse. In this sense, interactional awareness of language teachers – as much so as a part of teacher language awareness – is an integral part of pedagogical and practical knowledge. In Section 4.1, the phenomenon of Teacher Language Awareness (TLA) will be introduced as a basis for interactional competence. In Section 4.2, the concept of L2 *Classroom Interactional Competence* (Walsh 2006a; 2006b) and his SETT framework will be discussed so as to bridge the gap in the current teacher education program in Turkey and to raise awareness about the need for a CA-integrated pre-service teacher education program. In Section 4.3, critical reflective practice and

effective mentoring will be highlighted, which will be the basis of the CA-integrated program in Turkey.

#### 4.1. Teacher Language Awareness (TLA)

Edge (1988) attributes three roles to a non-native teacher of English as a foreign language trainee: language teacher, language analyst and language user. In practice, these three roles interact (Andrews, 2007) and in pedagogical practice the harmony of interaction is dependent upon the extent to which the teacher is *language aware*. Wright (2002) indicated that TLA encompasses an awareness of the learners' developing interlanguage, an awareness of language from the learners' perspective and an awareness of the extent to which the language content of materials/lessons poses difficulties for students.

TLA is important in three aspects of language teaching, which are linked to different teaching/learning foci (Long and Robinson 1998, cited Andrews 2007, p. 948): (a) focus on forms (concentrating on the teaching of discrete points of language); (b) focus on form (where the emphasis is on meaning focused activity, with attention switching to language as the need/opportunity arises in the course of communication); (c) focus on a meaning (the non-interventionist approaches, which advocate abandoning a focus on language forms). In the words of Andrews (2007), "although TLA is of particular importance where teachers are employing focus on forms or focus on form approaches, it can also have an impact upon a teacher's effectiveness even within the most extreme of meaning focused approaches" (p. 949). Andrews (2001) claimed that the significance of TLA comes from its impact upon the ways in which input is made available to learners. In his recent study, Andrews (2007) referred to Walsh (2001; 2003) whose focus on the teacher talk dimension of TLA raised the need to add an additional category to TLA; namely L2 teachers' interactional awareness. Andrews (2001) further reported that the constructs *Quality Teacher Talk (QTT)* and *L2 Classroom Interactional Competence* describes how teachers' enhanced understanding of interactional processes can facilitate learner involvement and increase opportunities for learning.

How can a CA-integrated program be conducive to TLA and Classroom Interactional Competence? In what ways may this enhance language teaching and

learning? One robust way to make teacher candidates aware of their own and learners' language use is having them watch the video recordings of their lessons and go through a CA analysis of their classroom practice. By doing so, the teachers will be well aware of troubles resulting from their language use in instruction. Micro details like overlapping talk, latching language, pauses, and intonation may point out mismatches between pedagogical focus and language use. Developing teachers' language awareness and improving their Classroom Interactional Competence using such an approach will enhance the quality of teaching in various ways. Combined with critical reflective practice, the teachers will gain necessary interactional skills to overcome tensions resulting from potential mismatches. These issues will be made clear in Section 5 by looking at relevant examples, after first introducing the notions of CIC and SETT.

#### 4.2. Classroom Interactional Competence (CIC) and SETT

Often by offering observation or by showing videos of typical interaction, some researchers have begun to address the need to induct new professionals into professional discourse (Seedhouse, 2008). This is an important tool to enhance L2 *Classroom Interactional Competence* (CIC); a term coined by Walsh (2006a; 2006b). CIC encompasses the features of classroom interaction that make the teaching/learning process more or less effective (Walsh 2006b). These features are: (a) maximizing interactional space; (b) shaping learner contributions (seeking clarification, scaffolding, modelling, or repairing learner input); (c) effective use of eliciting; (d) instructional idiolect (i.e. a teacher's speech habits); and (e) interactional awareness. The following paragraphs will introduce some basic characteristics of the *Self Evaluation of Teacher Talk* (SETT) grid (see Appendix 3), as introduced by Walsh (2001; 2003; 2006a; 2006b).

After analyzing constructive and obstructive characteristics of teacher talk in the foreign language classroom, Walsh (2002) listed the features of construction as direct error correction (less time consuming with reduced interruption), content feedback (teachers' providing personal reactions to comments made by the learners), checking for confirmation, extended wait time and scaffolding. The obstructive features, on the other hand, were listed as turn completion (examples of latching in

and completing student turns), teacher echo and teacher interruptions. Following his observations and analyses of teacher talk using a CA methodology, he concluded that when comparing constructive and obstructive teachers, “there are significant differences in the turn taking mechanisms, length of learner turns and overall quantity and quality of teacher and learner contributions” (p. 16).

Following Seedhouse (1996, cited in Walsh 2001, p. 18), there are four classroom micro contexts, referred to as ‘*modes*’ by Walsh (ibid), namely; managerial mode, materials mode, skills and systems mode, and classroom context mode. Each mode requires specific interactional features drawing upon the pedagogical goal in the particular contexts, which emerges from “...the reflexive relationship between pedagogy and instruction in the L2 classroom” (Seedhouse, 2004, p. 66). Therefore, the pedagogical goal in each mode inevitably shapes the interactional features of the language classroom, which constructs the basis of the SETT grid.

Managerial mode refers to the way teachers organize the class and move between activities (MacCarten, 2007). In managerial mode, the pedagogical goals are to transmit information, to organize the physical learning environment, to refer learners to materials, to introduce or conclude an activity, and to change from one mode of learning to another. In relation to this mode, the identified interactional features are: (1) a single, extended teacher turn, which uses explanations and/or instructions; (2) the use of transitional markers; (3) the use of confirmation checks; and (4) an absence of learner contributions. It should be kept in mind that researchers may label the same contexts in different ways. For example, Seedhouse’s procedural context more or less reflects the same interactional features with Walsh’s managerial mode. Additionally, Biber (2006, cited in Evison, 2008) labels classroom management as a discrete register. As for the classroom context mode, the pedagogical goals are to enable learners to express themselves clearly, to establish a context and to promote oral fluency. The interactional features of this mode are extended learner turns, short teacher turns, minimal repair, content feedback, referential questions, scaffolding, and clarification requests. In skills and systems mode, on the other hand, different interactional features are identified as extended teacher turns, direct repair, display questions, and form-focused feedback. It is obvious that there is a diverse pedagogical focus in this mode, which is to enable

learners to produce correct forms, to allow the learners to manipulate the target language, to provide corrective feedback, and to display correct answers. Lastly, in materials mode, the pedagogical goals are to provide language practice around a piece of material, to elicit responses in relation to the material, to check and display answers, to clarify when necessary and to evaluate contributions. The interactional features are extensive use of display questions, form-focused feedback, corrective repair, and the use of scaffolding. See Appendix 3 for the interactional features of each of the modes and/or see Walsh (2003; 2006b) for further examples and details.

The focus will now shift to the basis of SETT, and how the abovementioned framework has advanced in order to help teachers “both describe the classroom interaction of their lessons and foster an understanding of interactional processes” (Walsh, 2006b, p. 62). First, Walsh’s (2006b) study draws on a corpus of 14 lessons (12 hours or 100,000 words). By analyzing these classroom interactions, he established the SETT framework, which represents the fluidity of the L2 classroom context, portrays the relationship between pedagogic goals and language use, and facilitates the description of the interactional features of the learners and especially the teachers (ibid, p. 63).

Working with the teachers during this CA integrated teacher development process consisted of three phases (Walsh, 2006a). In the first phase, audio-recordings of teacher’s classes are made and analysed according to the reflexive relationship between the pedagogical goal and actual practice. In the second phase, the teachers themselves analyze the data collaboratively with the researcher, which constructs the SETT framework. Teachers analyze snapshot recordings of their own lessons; identify the classroom modes (like managerial mode or materials mode) and transcribe examples of interactional features using the SETT grid, which is followed by a post evaluation feedback with the researcher. In the third phase (12 months after phase 2), an evaluation of the extent to which the teacher has developed an enhanced awareness of the talk in the classroom is made. With a stimulated recall methodology, the teacher checks his interactive decision-making while watching a video recording of his own lesson.

Walsh’s (2006a; 2006b) studies stand as a groundbreaking turning point in language teacher education as it adequately frames a workable and efficient model to

develop L2 Classroom Interactional Competence. This competence together with TLA, form an integral part of the pedagogical content knowledge of language teachers. The use of CA transcripts, the close examination of interactions in different classroom modes, a careful analysis of transitions between different modes and seeing the troubles that occur at the discourse level will inform teachers on their own teaching and ongoing learning process in the classroom.

Since the aim of this paper is to propose a CA-informed model for foreign language education in Turkey, a direct adoption of this framework may not be possible due to contextual reasons. However, together with Seedhouse's (2008, see Appendix 4) model and accounting for the contextual considerations in Turkey, SETT may be a very useful tool for developing teacher candidates' and novice teachers' CIC. Furthermore, the issues of language teacher assessment and mentoring should also be discussed in relation to the proposal of this paper, especially considering the value of critical reflective practice.

#### 4.3. Critical Reflective Practice and Effective Mentoring

In their study, using CA for the analysis of collected data, Lazaraton and Ishihara (2005) found out that the microanalysis of classroom discourse and teacher self-reflections complement each other by providing insights that neither method can generate in isolation. They valued the importance of the CA process in claiming that "close examination of classroom discourse recorded precisely as it happens not only allows detailed analyses of classroom practices, but can also validate or provide counter evidence to the self reflection provided by the teacher" (p. 529).

Considering that effective mentoring *sine qua non* is an integral part of teacher education, a large number of studies have investigated the effects of mentoring in relation to teachers' practice using a CA framework (Carroll, 2005; Hall, 2001; Lazaraton and Ishihara, 2005; Strong and Baron, 2004). Hall (2001), for example, studied the conversations of academics and teachers believing that teaching, and therefore student learning, are improved through teacher learning and development. Additionally, Carroll (2005) developed a theoretical framework for examining interactive talk and its relationship to professional learning in teacher study groups.



Turning back to Lazaraton and Ishihara (2005), it is claimed that through extensive self-reflection, the empirical investigation of classroom discourse, and collaborative discussions with the researcher, the research methods employed in their study enabled the teacher to make a connection between her subconscious beliefs and the currently constructed knowledge of her teaching, thus leading to continued professional growth. Thus, collaborative teacher education environments through effective mentoring and teacher-researcher cooperation will hopefully lead to better quality teacher education and the standardization of teacher education programs and pre-service and in-service assessment procedures through critical reflective practice.

In discussing the standardization of the assessment and self-assessment of pre-service and in-service foreign language teachers, Kupetz and Lütge (2007) insisted that the aim should be the implementation of a reflective approach to teacher education. These authors made particular reference to the European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al. 2007), which was produced within the framework of the European Centre for Modern Languages project: *From Profile to Portfolio: a Framework for Reflection in Language Teacher Education* (Kelly & Grenfell, 2004). For Kupetz and Lütge (2007) “student teachers who get feedback on their teaching supported by video recordings are more likely to change their procedure than those who only get verbal feedback” (p. 43).

Within the European Profile for Language Teacher Education (Kelly & Grenfell, 2004), Item 25 (training in the development of reflective practice and self-evaluation) has been of major significance for the development of EPOSTL (Newby et al., 2007). In relation to this, Kupetz and Lütge (ibid) concluded that with the help of video recordings, mentors and student teachers can make use of observable data in order to develop criteria that meet the requirements of EPOSTL descriptors. Using video recovering to develop descriptors that coincide with EPOSTL descriptors is important because it is an active and collaborative way of developing competencies in the assessment and self-assessment processes of future teachers. Additionally, it enables prospective teachers to work with a reflection tool that provides potential for the standardization of assessment and self-assessment in teacher education.

These project reports highly value the use of video recordings and critical reflective practice in language teacher education. This is, to a great extent, in direct

relation to Seedhouse's (2008, p. 55) ideas: "Fine grained CA analysis of transcripts may be combined with video to create a powerful induction tool into professional discourse for trainee or newly qualified English language teachers". So it is obvious that Walsh's SETT grid (discussed in the previous section), his ideas of L2 *Classroom Interactional Competence* (2006a; 2006b), and developing interactional awareness in L2 classrooms (2003), together with a sensitivity to the Interactional Architecture of L2 Classrooms are all complementary to the recent efforts for standardizing language teacher education as they can be synthesized with the two European documents discussed above. *En route* to enhancing teacher education standards and qualities, then, CA can play a central role. How then can insights from critical reflective practice, TLA, SETT and L2 CIC be implemented in a CA-integrated language teacher education program? In the following sections, the literature review will be explicated by presenting some samples from language classrooms.

## 5. Creating and Maintaining a Pedagogical Focus

Seedhouse (2008) clearly stated that the ability to create and manage a pedagogical focus is a competence or skill that can be developed rather than something given or automatic. The importance of this L2 *Classroom Interactional Competence* (Walsh, 2006a; 2006b) is of primary importance in creating learning opportunities in the language classroom, as Walsh (2002) stressed in his words:

"Where language use and pedagogic purpose coincide, learning opportunities are facilitated; conversely, where there is a significant deviation between language use and teaching goal at a given moment in a lesson, opportunities for learning and acquisition are, I would suggest, missed." (p. 5)

In discussing the reactions of researchers within the Communicative paradigm to the quantity of Teacher Talk Time (TTT) in L2 classrooms, Walsh (2001) proposed the term QTT (Quality Teacher Talk). He clarified the scope of QTT in saying that "instead of getting trainees to reduce teacher talk, we should be concerned to make teachers more aware of the effects of teacher talk on opportunities for learning, and encourage QTT" (p.17). It was further suggested that high TTT may be appropriate depending on the mode (see the discussion on classroom modes in Section 4.2) and

pedagogic purpose in operation; therefore, we should be dealing with quality rather than quantity (Walsh, 2002; 2003).

According to Seedhouse (2008) “there is often a mismatch between what the trainees want the students to do and what the students actually do” (p. 43). The problem is especially visible during transitions between form and accuracy contexts and meaning and fluency contexts. For example, Seedhouse (1997a) questioned whether focusing on both accuracy and fluency contexts at the same time is possible and revealed that this can be performed when using topics that are personally meaningful to learners, allowing the learners to manage the interaction themselves, and limiting the teachers’ role to using camouflaged correction techniques to upgrade and scaffold learner utterances.

Creating and maintaining a pedagogical focus successfully is a key asset to classroom language learning. The students may easily be confused if the pedagogical focus is not successfully maintained and shifted. In order to clarify this, we can have a look at the extract below, which was analyzed before by Seedhouse (2008) to illustrate how inexperienced teachers’ handling of pedagogical focus through their discourse may result in confusion. The data comes from an English lesson in a British language school, and the teacher is a trainee.

### Extract 1

001 L1: I was drive (0.5) drive drive  
002 driving a car?  
003 T: I was driving a car?  
004 L1: eh when (0.5) you:: (1.0) eh (1.0)  
005 um (0.5) drink a=  
006 T: =when you=  
007 L1: =when you drank drank a: a orange  
008 T: when you drank an orange. OK you  
009 were driving the car (0.5) when  
010 you drank an orange.  
011 L1: yes  
012 T: (0.5) OK?  
013 L1: haha  
014 T: huhu strange but it's OK correct  
015 OK right (0.5) this time let's  
016 just think ((looks at textbook))  
017 about these children of courage  
018 we've got Mark Tinker? (0.5)  
019 who's aged 12 comes from London

020 (0.5) Jackie Martin 14 comes from  
 021 Manchester (0.5) and Daniel Clay  
 022 who's 13 and comes from Newcastle.  
 023 (0.5) right can you see the  
 024 pictures? (0.5) can you see them  
 025 Malta?  
 026 LL: (xxxxxx)  
 027 T: right children of courage what do  
 028 you think (0.5) children of  
 029 courage will do? (2.0) what do  
 030 children of courage do. (1.0) or  
 031 what did they do rather what did  
 032 they do? (2.0) what does courage  
 033 mean? what's this idea if I am  
 034 courageous (2.0) how would you  
 035 describe me? (2.5)  
 036 L2: I describe one person?  
 037 T: yes well anybody if if you (0.5)  
 038 were (0.5) one of these children of  
 039 courage (6.0)  
 040 L3: don't understand  
 041 T: you don't understand. OK people of  
 042 courage. what would they have  
 043 done? what do you think they do?  
 044 (0.5)  
 045 L4: he is on holiday?  
 046 T: they're on holiday? no but to be  
 047 courageous do you understand the  
 048 word courageous? courageous? (0.5)  
 049 L: no I don't  
 050 T: no? courageous (4.0) courageous  
 051 (2.0) what would you have done?  
 052 (2.0) no?  
 053 L: no (Seedhouse, 1996; p.360).

Starting from line 1 to line 14, it is obvious that the focus is on form and accuracy, a classroom mode named 'skills and systems mode' by Walsh (2006b). The teacher wants the student to produce correct grammatical form in line 3 and with a latching language (see Appendix 5 for CA conventions) in line 6, puts stress on the accurate usage. As it was discussed by Walsh (ibid.), the use of direct repair, form-focused feedback and scaffolding are some of the interactional features of this classroom micro-context. We can understand from line 14 that the student's production of a bizarre sentence is not important, as the focus is on producing correct

linguistic forms, with no attention to meaning. Starting from line 15, the teacher directs the students' attention to the textbook and specifically to a text entitled 'Children of Courage', which is accompanied by images and stories relevant to the characters in the text. Between lines 14 and 25, the use of discourse and transition markers, an extended teacher turn, lack of learner contributions and comprehension checks are typical to this transitional 'managerial mode'. However, according to Seedhouse (2008), "What is noticeable in the video and transcript is that the shift of focus is not marked very strongly. Also, there is no metadiscoursal explanation about the shift or the nature of the new focus" (p. 50).

From line 27 to 35, there is an extended teacher turn which includes a series of questions that may create ambiguity for students in respect to the pedagogical goal of the lesson. Although there are many pauses in lines 28, 29, 30, 32 and 34, which may create interactional space; the diversity of questions may cause comprehension problems for students as the focus is not clear. The required answers between these lines range from the actions of the characters to a meaning of a specific lexical item (courage). The evidence to the confusion can be seen in line 36, and is explicit in line 40 (don't understand). The contradictory pedagogical focus created here by this trainee teacher may hinder opportunities for learning. As it was clearly put by Seedhouse (2008) in his analysis of this extract, although L3 shows non-comprehension in line 40, the teacher changes the subject from 'children' to 'people', and alters the tense of the question, thus creating problems for the learners further. Going back to Walsh's (2003; 2006b) discussion of classroom modes, in materials mode, there is a predominance of IRF (Initiation/Response/Follow-Up) patterns, extensive use of display questions, form focused feedback, corrective repair and scaffolding. However, the unsuccessful creation and maintaining of the pedagogical focus impinges upon the interactional organisation of this micro-context, and fails to create opportunities for learning.

In order to enable teachers to implement pedagogical intentions effectively, we should develop an understanding of the interactional organisation of L2 classes, which is possible using a CA methodology with a large corpus (Seedhouse, 1997b). However, each L1 setting may display different classroom interaction procedures, as evidenced by, for example, code-switching studies that used a CA methodology

[(Mori, 2004; Raschka, Sercombe & Chi-Ling, 2009; Üstünel & Seedhouse, 2005). Raschka Sercombe & Chi-Ling, (ibid.)], for instance, found that teachers use code-switching to shape and guide their classes in a Taiwanese EFL classroom. Üstünel & Seedhouse's (2005) findings, which are relevant to this paper, on the other hand, revealed that code-switching in L2 classrooms is orderly and related to the pedagogical focus and sequence adopted.

The findings of Kirkgoz's (2007) survey, which was applied to language teachers in Turkey revealed that the type of communicative language teaching proposed by the Ministry of National Education (2006) did not seem to have the expected impact on teachers' classroom practices. This is to a great extent a result of the Turkish context, which may have developed its own distinct interactional features. For example, teachers' code-switching according to pedagogical focus may be a useful tool for Turkish learners of English. However, the new primary education curriculum abandons the use of L1: "you should not switch to your mother tongue..." (Kirkgoz, 2006, p. 30). Abandoning code-switching from teachers' discourse, which can be a useful device in some cases for creating and maintaining pedagogical focus, may be inappropriate in some contexts particularly where the students and the teacher share the same L1. Instead of directly adopting suggested western methodologies, CA based studies should be performed to see how unique interactional structures of Turkish language classrooms emerge. A framework like SETT, incorporated to the teacher education programs according to the contextual needs, may reveal different interactional features for different pedagogical goals compared to its UK version. Therefore, using CA to analyze teachers' talk and learners' talk in Turkey, and building the bricks of language teacher education on this framework will be very useful.

## 6. Integrating CA into the Language Teacher Education Program in Turkey

In light of the discussions so far, this section will delineate a potential model for language teacher education programs in Turkey. The primary aim of this model is to create a language teacher education program which helps the trainees to develop their L2 Classroom Interactional Competence and Teacher Language Awareness. By closely examining the interactions in the classroom, making teacher candidates aware

of their discourse in the classroom, and helping them reflect upon their own practice; this model can prepare teachers for their actual teaching experience. The current program, however, lacks a close examination of trainees' classroom discourse and therefore cannot supply these novice teachers with required skills for, for example, successfully creating and maintaining a pedagogical focus in the language classroom.

The suggested model should be applied in the fourth year of pre-service education, within the 'School Experience' and 'Teacher Practice' courses. As mentioned before, during the former, students observe experienced teachers (for 13 weeks, approximately 39 hours in total). In the latter one, students start teaching and are assessed both by the teacher of the class and the mentor (the lecturer from the university). In constructing the model, the discussions from Sections 4.2, 4.3 and 5 should be especially remembered. The phases of the proposed model are as follows:

*Phase 1. Observing the experienced teacher and recording the lessons*

This phase lasts 13 weeks, as the pre-service teachers go to class every week. The student teacher records the first three lessons observed, and analyses the conversations with the mentor's guidance. The classroom mode chart (Walsh, 2001; see Appendix 3) is used as a starting point. The first three weeks provide students with an initial *Conversation Analysis* training with the help of the mentor. This training involves getting acquainted to CA conventions, and the basics of interaction like turn taking, repair, and preference organisation. In addition to the modes in the SETT grid, form and accuracy, meaning and fluency, focus on task, and classroom procedure contexts should be paid particular attention. From the fourth week until the 13<sup>th</sup> week, the student will transcribe, analyze and evaluate three lessons and will put it in his/her portfolio to be handed to the lecturer at the end of the semester.

*Phase 2. Video-recording the pre-service teachers' lesson; self-evaluation and peer-evaluation*

In the second semester, as the candidates start teaching, their lessons are video-recorded by their peers (they go the same school in groups of five). Following each lesson, the student analyzes his/her lesson and during the same week, also evaluates it with a friend from the same group, using the framework given in phase one. This

reflection process lasts 7 weeks. So in addition to insights gained from self-evaluation, collaborative learning is enhanced through peer evaluation.

*Phase 3. Mentor evaluations and the tracking of the development of interactional competence and language awareness*

Starting from the 7<sup>th</sup> week, the mentor starts to evaluate and assess the teachers' performance. The trainees, together with their peers, select the recordings in which they believe to have had the best performance. The mentor and the trainee discuss the recording while the mentor takes notes on the teacher trainee's reflection. The mentor then gives feedback according to the recording witnessed and the reflective discussion, and finally, makes suggestions to the trainee. To exemplify the initial stage of this process, let's have a look at extracts 2 and 3 below:

**Extract 2**

001 T: extending THEIR contribution a bit because they  
002 might come out with a word or two and I sort of  
003 tried to draw them out a bit (Walsh, 2006b; p.120).

**Extract 3**

001 T: where are they Renata, these two?  
002 (3.0)  
003 L: on the train?=  
004 T: =on the train, on the train does anybody know  
005 has anybody ever been to London?  
006 yeah what do you call the  
007 underground train in London?  
008 (2.0)  
009 L: the tube=  
010 T: =the tube or the underground (Walsh, 2006b; p.121).

In his reflective feedback corpus, Walsh (2006b) identified four interactional strategies which show the ways opportunities for learning can be enhanced when teacher language awareness is raised. These interactional strategies are scaffolding, seeking clarification, extended wait time and reduced teacher echo. Extract 2 above is a self-evaluation of teacher talk, which illustrates one of the four constructive



interactional strategies; namely scaffolding. Having closely examined the classroom interaction in Extract 3, the trainee reflects upon her teaching with particular reference to how she expands the learner’s contribution with a scaffolding strategy.

Considering the aims of this proposed model mentioned at the beginning of this section, the expected learning outcomes are varied. The trainees will start their teaching profession with a heightened awareness of the interactional architecture of the second language classrooms, which will become possible through a reflective practice that enhances Teacher Language Awareness and L2 Classroom Interactional Competence. Having received constructive feedback from the mentors, experienced teachers and their peers, by focusing on video recordings and performing a fine detailed micro-analysis of classroom interactional practice, the teacher candidates will develop, in time, automaticity for creating opportunities for language use and learning. Driven by the idea that spoken interaction in the classroom is key to language learning, the opportunities created by the teachers to enhance learner involvement and acquire the necessary skills to create and maintain a pedagogical focus will contribute to English language teaching programs in Turkey. The model can also be adapted to other teaching contexts, as well as to the teaching of other languages. Finally, the performance of the trainees can be assessed using the criteria below:

<i>Assessment of the Teaching Practice Course</i>
The reports of self evaluation and peer evaluation: 25%
The evaluation of the video recordings: 25%
The evaluation of teachers’ self reflection (mentor): 20%
Mentor’s observation: 20%
The experienced teacher’s report: 10%

## 7. Conclusion

Van Lier (1996) sees classroom interaction as the most important element in the curriculum. In this paper, I tried to describe how an enhanced L2 *Classroom Interactional Competence* and developed *Teacher Language Awareness* combined with critical reflective practice, peer-evaluation, and collaborative mentoring via

making use of a Conversation Analytic approach and video recordings may lead to a more effective language teacher education program in Turkey. As shown by various studies cited in this paper, CA is integral not only to SLA studies, but also for second language teacher education. Only through a deep understanding of the unique context of the language classroom, is it possible to provide students with the required skills to communicate effectively, as language is both the medium and the content within this educational setting.

There are, however, some limitations regarding the implementation of this program. First of all, the mentors should be trained on the basics of Conversation Analysis, both as a methodology and as an approach to teacher education. Second, the trainees also need to be informed on this methodology, as it will constitute an integral part of their training. Another limitation is that necessary technological acquisitions have to be made by higher education institutions (like the purchasing of multiple video recorders), which may be problematic due to financial means. Lastly, as the evaluation of the trainee performance will be based upon portfolios, time constraints should be considered.

Conversation Analysis can bring insights into the understanding of the interactional architecture of second language classrooms and inform language teacher education programs through different dynamics that were discussed throughout this paper. Micro analysis of teacher-student and student-student interaction and an examination of the micro analysis by teacher candidates as proposed in this model can help the trainees develop necessary skills to successfully create and maintain pedagogical foci and facilitate opportunities for language learning. The proposed model can be adapted easily to language teacher education programs in other countries, with sensitivity to contextual differences. Thus, the model is compatible with the teaching of other languages like Turkish, German or French.

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## Appendices

### Appendix 1 Foreign Language Teacher Education Program in Turkey

(Ortakoyluoglu, 2004; p. 125-127)

#### YEAR 1

<b>1<sup>st</sup> Semester</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
EBB147	Introduction to Education Science	3
İDÖ171	Contextual Grammar I	3
İDÖ173	Advanced Reading and Writing I	3
İDÖ175	Listening and Pronunciation I	3
İDÖ177	Oral Communication Skills I	3
İDÖ159	Turkish I	2
İDÖ183	Computer I	3
İDÖ181	Effective Communication Skills	3
<b>Total</b>		<b>23</b>
<b>2<sup>nd</sup> Semester</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
EBB148	Educational Psychology	3
İDÖ172	Contextual Grammar II	3
İDÖ174	Advanced Reading and Writing II	3
İDÖ176	Listening and Pronunciation II	3
İDÖ178	Oral Communication Skills II	3



İDÖ160	Turkish II	2
İDÖ184	Computer II	3
İDÖ180	Vocabulary	3
<b>Total</b>		<b>23</b>

## YEAR 2

### 3<sup>rd</sup> Semester

Course Code	Course Name	Credits
EBB279	Principles and Methods in Education	3
İDÖ271	British Literature I	3
İDÖ273	Linguistics I	3
İDÖ275	Approaches in ELT I	3
İDÖ277	English-Turkish Translation	3
İDÖ279	Presentation Skills*	3
İDÖ281	History of Education in Turkey*	2
<b>Total</b>		<b>20</b>

### 4<sup>th</sup> Semester

Course Code	Course Name	Credits
EBB278	Testing and Evaluation	3
İDÖ272	British Literature II	3
İDÖ274	Linguistics II	3
İDÖ276	Approaches in ELT II	3
İDÖ278	Research Methods	2
İDÖ282	Special Education Methods I	3
İDÖ284	Language Acquisition	3
<b>Total</b>		<b>20</b>

<b>YEAR 3</b>		
<b>5<sup>th</sup> Semester</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
EBB391	Classroom Management	2
İDÖ371	Teaching English to Young Learners I	3
İDÖ373	Special Education Methods II	3
İDÖ375	Teaching of Language Skills I	3
İDÖ377	Literature and Language Teaching I*	3
	Second Foreign Language I*	2
OKL222	Drama*	3
<b>Total</b>		<b>19</b>
<b>6<sup>th</sup> Semester</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
İDÖ372	Teaching English to Young Learners II	3
İDÖ374	Turkish-English Translation	3
İDÖ376	Teaching of Language Skills II	3
İDÖ378	Literature and Language Teaching II*	3
	Second Foreign Language II*	2
İDÖ380	Social Service Practices	2
İDÖ382	Instr. Technologies and Mater. Development.	3
<b>Total</b>		<b>19</b>
<b>YEAR 4</b>		
<b>7<sup>TH</sup> Semester</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
EBB393	Special Education*	2

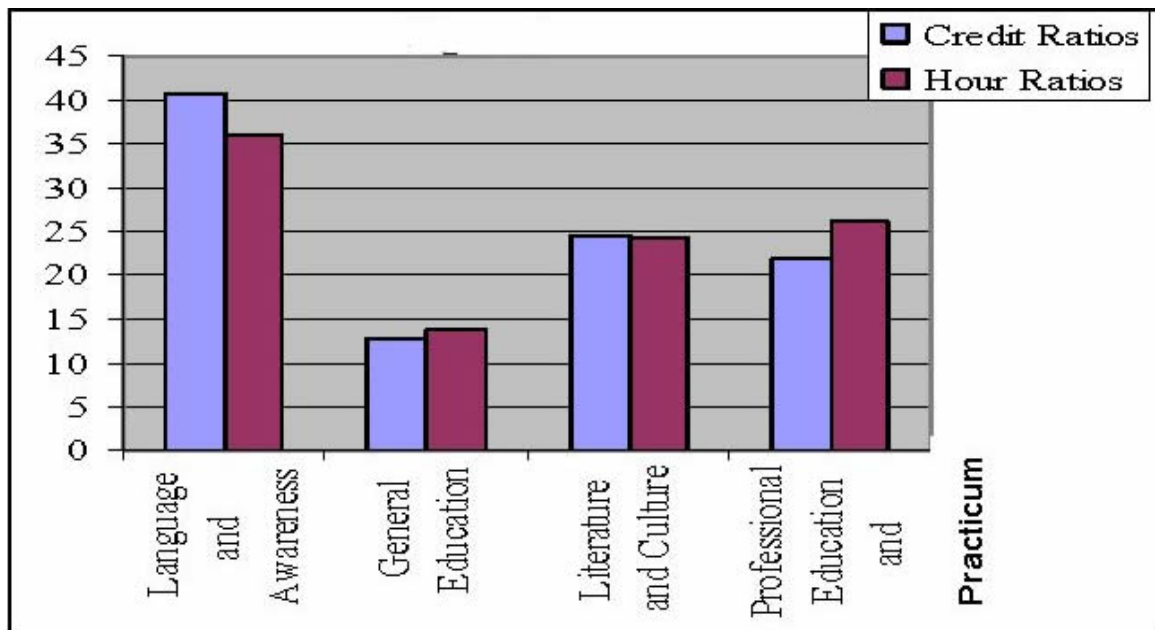
EBB491	Guidance	3
İDÖ471	Materials Evaluation and Development in ELT*	3
	Second Foreign Language III*	2
İDÖ	Elective I*	2
AİT203	Principles of Atatürk and History of Revolution I	2
İDÖ475	School Experience	3
	<b>Total</b>	<b>16</b>

### 8<sup>th</sup> Semester

Course Code	Course Name	Credits
EBB478	Comparative Education*	2
EBB492	Turkish Educational System and School Management.	2
AİT204	Principles of Atatürk and History of Revolution II	2
İDÖ472	Testing and Evaluation in ELT	3
İDÖ	Elective II*	2
İDÖ	Elective III*	2
İDÖ478	Teaching Practice	5
	<b>Total</b>	<b>18</b>

Appendix 2: The credit/hour ratios of the major components of ELT curriculum

(Ortakoyluoglu, 2004; p. 21)



Appendix 3: The SETT grid (Walsh, 2003; p.126)

<i>Mode</i>	<i>Pedagogic goals</i>	<i>Interactional features</i>
Managerial	<ul style="list-style-type: none"> <li>ρ To transmit information.</li> <li>ρ To organise the physical learning environment.</li> <li>ρ To refer learners to materials.</li> <li>ρ To introduce or conclude an activity.</li> <li>ρ To change from one mode of learning to another.</li> </ul>	<ul style="list-style-type: none"> <li>ρ A single, extended teacher turn which uses explanations and/or instructions.</li> <li>ρ The use of transitional markers.</li> <li>ρ The use of confirmation checks.</li> <li>ρ An absence of learner contributions.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>ρ To provide language practice around a piece of material.</li> <li>ρ To elicit responses in relation to the material.</li> <li>ρ To check and display answers.</li> <li>ρ To clarify when necessary.</li> <li>ρ To evaluate contributions.</li> </ul>	<ul style="list-style-type: none"> <li>ρ Predominance of IRF pattern.</li> <li>ρ Extensive use of display questions.</li> <li>ρ Form-focused feedback.</li> <li>ρ Corrective repair.</li> <li>ρ The use of scaffolding.</li> </ul>
Skills and systems	<ul style="list-style-type: none"> <li>ρ To enable learners to produce correct forms.</li> <li>ρ To enable learners to manipulate the target language.</li> <li>ρ To provide corrective feedback.</li> <li>ρ To provide learners with practice in sub-skills.</li> <li>ρ To display correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>ρ The use of direct repair.</li> <li>ρ The use of scaffolding.</li> <li>ρ Extended teacher turns.</li> <li>ρ Display questions.</li> <li>ρ Teacher echo.</li> <li>ρ Clarification requests.</li> <li>ρ Form-focused feedback.</li> </ul>
Classroom context	<ul style="list-style-type: none"> <li>ρ To enable learners to express themselves clearly.</li> <li>ρ To establish a context.</li> <li>ρ To promote oral fluency.</li> </ul>	<ul style="list-style-type: none"> <li>ρ Extended learner turns.</li> <li>ρ Short teacher turns.</li> <li>ρ Minimal repair.</li> <li>ρ Content feedback.</li> <li>ρ Referential questions.</li> <li>ρ Scaffolding.</li> <li>ρ Clarification requests.</li> </ul>

#### Appendix 4: Seedhouse's CA-informed teacher education framework

(Seedhouse, 2008; p.56)

1. Make videos and transcripts of both experienced and inexperienced EL teachers in a variety of typical professional situations with both other professionals and students.
2. Identify in the fine detail of the interaction those interactional issues which may lead to a more or less successful conclusion of the interaction.
3. Identify in the fine detail of the interaction those key interactional devices which are used by experienced professionals and analyse how they use them. An example in this chapter is the establishment of a pedagogical focus by an experienced teacher. An example from another professional context is Drew's (1992) explication of a device used by lawyers for producing inconsistency in, and damaging implications for, a witness's evidence during cross-examination in a courtroom trial.
4. Disseminate findings to trainee and new professionals using video combined with transcripts.

Individual teachers who are not in a teacher training context could also employ CA as a tool for their own professional development. This would involve teachers video recording their own lessons, or working jointly with a colleague on recording each other. The teachers would then transcribe and analyse the micro-detail of their lessons. Areas which might be focused on in analysis are

- Sequences in which trouble of some kind occurs
- Sequences which went particularly well and in which successful learning was thought to have taken place
- Lesson transition sequences and how the learners oriented to these
- Sequences in which the teacher produces instructions or explanations
- In action research, the teacher might record a 'default' lesson, then introduce an innovation into the teaching context which is then recorded and the two lessons compared
- What actually happens in pairwork and groupwork?

Appendix 5: CA transcription conventions (Adapted from Hutchby and Woofit, 1998)

[overlap]	Overlapping utterances - ( beginning [ ] and ( end ] )
=latched	Contiguous utterances (latching)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
stre:::tch	Sound extension of a word (more colons demonstrate longer stretches)
sto-	An abrupt stop in articulation
□quiet□	Surrounds talk that is quieter
rise?	Question mark - Rising inflection (not necessarily a question)
<u>emphasis</u>	Underline words (or parts of) indicate emphasis
rise□	Rising intonation
fall□	Falling intonation
>quick>	Surrounds talk that is faster
((description))	Analyst's notes