

**An Investigation of Communicative Interactions and
Identities in an EFL Classroom: A Case Study in
Southeastern Turkey**

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ABSTRACT

In communicative settings, participants engage in some kinds of small interactive manners in natural classroom context, and they indicate their language learning potential via multimodal aspects such as using hand movements, gestures, mimics, eye contact, etc. The current study examines the interactions of learners of English as a foreign language (EFL) in natural classroom contexts to investigate how their learner identities reflect in their multimodal interactions. The study is comprised of two cycles; the piloting cycle which lasted three weeks with twenty-six participants, and the main cycle which lasted seven weeks with sixteen participants. The general data collection tools for both cycles are video-audio recordings and interviews (Stimulated Recall Interviews- SRIs). During the data collection period, the participants were asked to participate interactively in the classroom discussions every week around the topics that were previously selected by the researcher. Each of these sessions were video recorded; then the transcripts of them were prepared and analyzed qualitatively based on the conversation and multimodal conversation analyses. SRIs were conducted each week during data collection process in order to provide a chance for participants to view their interactions during the conversations in both piloting and main cycles. The results revealed that the participants were able to develop and indicate some kinds of learner identities such as turn-taking learner identity (which can also be attributed to their *knowing learner* identity, and *social learner* identity), *unknowing learner* identity *silent learner* identity, and *cultural* identity. One of the most common observation throughout the study was the participants '*teacher-dependent learner*' identity. This can be interpreted as an urgent necessity for teachers to develop themselves professionally so that they would

know how to transform their teaching pedagogy into a more effective and learner-centred one. It is believed that the findings of this study offer some useful suggestions for further studies which would employ Conversation Analysis (CA) and Multimodal Conversation Analysis (MCA) to investigate other aspects of interactions in EFL contexts under different lenses.

Keywords: conversation analysis, multimodal conversation analysis, interaction, identity.

ÖZ

Doğal sınıf ortamlarında yabancı dil olarak İngilizce öğrenen öğrenciler iletişim amaçlı etkinliklerde bazı küçük etkileşimli davranışlar içinde olurlar ve konuşmalarını el hareketleri, jestler, mimikler, göz teması vb. sözel olmayan biçimlerde desteklerler. Bu çalışmada, yabancı dil olarak İngilizce öğrenenlerinin sınıf bağlamındaki etkileşimleri çok modlu konuşma analizi yöntemiyle incelenerek ‘öğrenen kimliklerinin’ nasıl geliştiği araştırılmıştır. Çalışma, yirmi altı katılımcıyla üç hafta süren pilot aşama ve on altı katılımcıyla yedi hafta süren ana çalışma aşamaları olmak üzere iki aşamadan oluşmaktadır. Her iki aşama için genel veri toplama araçları, video-ses kayıtları ve uyarılmış geri çağırma mülakatlarıdır. Veri toplama sürecinde katılımcılardan, araştırmacı tarafından önceden belirlenen ve sosyal/kültürel içerikli konular hakkında düzenlenen sınıf içi tartışmalara interaktif olarak katılmaları istenmiştir. Bu oturumların her biri video kaydına alınmıştır. Daha sonra kayıtların transkriptleri çıkarılmış ve bu transkriptler Konuşma Analizi ve Çok Modlu Konuşma Analiz yöntemlerine dayanarak analiz edilmiştir. Video kaydı oluşturulan her sınıf-içi tartışma etkinliğini takip eden haftada, katılımcılara bir önceki haftadaki performanslarından parçalar izlettirilmiştir, o anki performansları hakkında sorular sorularak mülakatlar gerçekleştirilmiştir. Bu şekilde toplanan verilerin analiz edilmesi sonucunda ortaya çıkan bulgular, tartışma için seçilmiş olan konuların hemen hemen tüm katılımcılar tarafından ilgi çekici bulunduğu, dolayısıyla konuşma motivasyonlarını artırdığı yönündedir. Ne var ki bazı katılımcılar oldukça utangaç olduklarından dolayı sessiz kalmayı tercih etmiş ve sınıf-içi tartışma seanslarına aktif olarak katılmamışlardır. Sonuçlar, katılımcıların *konuşma sırası talep eden öğrenci kimliği (bilen öğrenci kimliğine ve sosyal öğrenci*

kimliğine atfedilebilir), *bilmeyen öğrenci* kimliği, *sessiz öğrenci* kimliği, *kültürel kimlik* gibi bazı öğrenci kimliklerini geliştirebildiklerini ve gösterebildiklerini ortaya koydu. Çalışma boyunca en yaygın gözlemlerden biri, katılımcıların *öğretmene bağımlı öğrenci* kimliğiydi. Bu, öğretmenlerin öğretim pedagojilerini daha etkili ve öğrenci merkezli bir pedagojiye nasıl dönüştüreceklerini bilmeleri için kendilerini profesyonel olarak geliştirmeleri için acil bir gereklilik olarak yorumlanabilir. Bu çalışmanın bulgularının, yabancı dil olarak İngilizce öğrenen öğrencilerin etkileşimlerinin diğer yönlerini farklı mercekler altında araştırmak için Konuşma Analizi (CA) ve Multimodal Konuşma Analizi (MCA) kullanacak olan çalışmalara bazı yararlı öneriler sunduğuna inanılmaktadır.

Anahtar Kelimeler: konuşma analizi, çok modlu konuşma analizi, etkileşim, kimlik.

DEDICATION

To My Family

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LIST OF ABBREVIATIONS

AL	Applied Linguistics
CA	Conversation Analysis
CEFR	Common European Framework of Reference for Languages
COIL	Collaborative Online International Learning
EFL	English as a Foreign Language
ELL	English Language and Literature
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
IC	Interactional Competence
IRF	Initiation–Response–Follow-up
L1	Mother Tongue (First Language)
L2	Target Language (English)
LPI	Language Proficiency Interview
LSP	Languages for Specific Purposes
MCA	Multimodal Conversation Analysis
MIA	Multimodal Interactive Analysis
NS	Native Speaker
NNS	Non-Native Speaker
SISR _s	Self-Initiated Self-Repairs
SRI _s	Stimulated Recall Interviews
TAFA	Turkish Air Force Academy
TCU	Turn-Constructional Unit

TRP	Transition Relevance Place
YDS	Yabancı Dil Bilgisi Seviye Tespit Sınavı (Foreign Language Proficiency Exam)
YÖKDİL	Yükseköğretim Kurumları Yabancı Dil Sınavı (Higher Education Institutions Foreign Languages Examination)

Chapter 1

INTRODUCTION

This chapter starts with the explanation of background of the study, which is followed by the statement of the problem. Then, the aims of the study and research questions are presented. Later, the significance of the study is explained.

1.1 Background of the Study

Many social factors such as the demands and improvements in society, globalization and improvements in technology and science have affected education system a lot. These factors have changed the way of teaching and assessment which was prevalent for long years. As a result, the traditional idea of enabling students to have some specific knowledge on a particular domain has been replaced by the idea of enabling learners to learn on their own and become more autonomous. This wave of change has also affected foreign language teaching approaches in many ways. For example, there has been a shift from grammatical perspectives to the communicative perspectives of the foreign language teaching for quite a few years. The distinction between linguistic competence and communicative competence was first introduced by Hymes (1966), and after that several researchers (e.g., Canale & Swain, 1980; Celce-Murcia, Dörnyei & Thurrell, 1995) elaborated on the components of communicative competence as grammatical competence, sociolinguistic competence, and strategic competence. Briefly, grammatical competence involves the knowledge of lexical items and rules of morphology and syntax; sociolinguistic competence means the appropriate use of language in different sociolinguistic contexts; and

strategic competence strives to enhance communicative competence and communication effectiveness by utilizing verbal and nonverbal communication strategies to compensate for the breakdowns in communication (Bachman, 1990; Bachman & Plamer, 1996; Canale & Swain, 1980).

As highlighted in many studies (e.g., Bardovi-Harlig & Hartford, 1990; Eslami-Rasekh, 2005; Murray, 2010; Tanaka, 1997; Yates, 2004), it is also significant to integrate into teaching the processes such as interactive practice, getting effective control skills in communication, and awareness raising. When these competences are taken into consideration, it is clear that they all require a great deal of comprehensive interactions among speakers in order to have fruitful and meaningful communication. For this to happen, learners need to be supported to develop awareness for language utterances to use them communicatively. To this end, interaction takes a crucial role in the communicative processes of language learning, and many teachers attempt to come up with appropriate interactive and communicative tasks in order to boost the quality of language learning. This also involves seeking possible ways to re-assess the current pedagogical aspects of interactions, and to find out the useful and productive interactive patterns for successful language learning (Jarvis & Robinson, 1997; Nassaji & Wells, 2000; Seedhouse, 1996; Wells, 1999). Efficient language learning may be shaped via some aspects of classroom such as learning community, issues of teacher role and identity of the students in the classroom (Green & Dixon, 2002).

One of the main concerns in foreign language teaching has been the search for the best ways to facilitate learners' learning so that they can use the language that they learn for communicative purposes. In that respect, discussion is a way of teaching,

and interactions during the discussions lead to ‘construction of knowledge’ (Baker, Jensen & Kolb, 2002). Being a group work activity, discussion method engages the learners in a constructive process which triggers learners’ listening, thinking and speaking abilities. At the beginning of the discussion session, teacher introduces the topic and asks some triggering questions to make students think, and thus ‘orients’ the learners, then students are encouraged to answer and express their ideas with the help of the teacher (i.e. the ‘engagement’), and finally students are asked to reflect on what they have learned (‘debriefing’). One important point in conducting effective discussions in class settings is the choice of discussion topics. As Ezzedeen (2008) points out, “conversations cannot translate into learning without members having some prior exposure to and familiarity with the topic” (p.233). In addition, they should also be controversial so that they heighten emotional awareness, stimulate strong feelings and provoke opposing ideas.

Based on what is mentioned above, the relationship between the nature of interaction and students’ identity is worth investigating. In other words, how identity(ies) is/are shaped in interactions in language classes has been investigated in recent years via conversation analysis (Benwell & Stokoe, 2006). Bucholtz and Hall (2005) claim that identity cannot be regarded as a fixed, stable psychological phenomenon because it is shaped via contextual issues in interaction. In other words, identity can be grasped via the interaction with the environment through talk and nonverbal conducts such as teaching, learning, understanding, discussing, rejecting, agreeing, allowing and criticizing (Sert, 2015). Also, through interaction we attempt to find out who we are to each other and shape our identity (Drew, 2005). In this regard, conversation analysis (CA) plays a crucial role as it focuses on interactional data and turn-by-turn interactional organization. To analyse the ongoing interaction between students and

teachers, Bellack et al. (1966) introduced the Initiation–Response–Follow-up (IRF) pattern which was later developed by Sinclair and Coulthard (1975) to record the conversational issues in accordance with students’ identity and classroom nature. Richards (2006) also conducted some prosperous studies on this pattern and found out that this pattern may yield some data about the classroom context and students’ identity.

Additionally, Benwell and Stokoe (2006) highlight that CA deals with the issue of identity by uncovering the aspects of sequential talks in an environment. It is also asserted that identity and classroom context should be observed at the same time because they are gradually developed and convertible at any time (Heritage, 2005), and the identity naturally occurs in talk and is shaped via the interaction occurred during the conversation process (Block, 2007). However, studies on the mediation of identity and classroom conversation in language teaching are rather rare.

According to Holliday (1996), multimodal interaction analysis should also be employed in conversation analysis in a classroom as interaction never includes just language itself due to the cultural complexity of the classrooms. Multimodality attempts to find out communication in all its embodied and linguistic complexity; hence, verbal resources or in-talk interactions between teachers and students are not the only issues to be investigated, and other aspects that learners engage in, verbally and bodily, should be examined (Bourne & Jewitt, 2003; Edwards & Mercer, 1987; Platt & Brooks, 2008; Streeck et al., 2011). During a conversation, people use some gestures, mimics and non-language sounds which are also as significant as language to the meaning communicated; therefore, researchers in EFL studies seek to consider how these are used in learning the interactions (Markee & Kunitz, 2015; McCafferty

& Stam, 2008). Both multimodal and CA analysis techniques yield valuable data throughout an interaction thanks to the technological development in video recordings as researchers can get information about multiple resources such as gesture, gaze, head movements, facial expressions, manipulation of objects, body postures, body movements, and also prosody, lexis and grammar (Mondada, 2016).

To sum up, learners always develop different senses of identities in natural contexts of the classroom; hence, teachers can check learners' interaction in the conversation in order to come up with affluent techniques for developing positive attitudes towards learning in the teaching context, and this may be managed via utilizing efficient conversation analysis procedures and attain sensible identity for the learners.

1.2 Statement of the Problem

Many factors such as demands and improvements in society, technology and science have an impact on teaching and learning processes. Considering the former studies on language teaching, there has been an increase in the studies dealing with social context, identity and interaction of the learners (Kumaravadivelu, 2006). Seedhouse (2005) claimed that analyzing social interactions in various conversations has gained importance and interest in the domains of language learning and language teaching in the past ten years. Besides, in these studies it is claimed that the role of interaction in the classroom context is quite affluent because it enables learners to develop more favorable identities in the classroom (Ellis, 2000; Lier, 1998; Walsh, 2006); hence, it may be better to put interaction in the center of teaching and learning. It is also asserted that teachers can learn students' ideas about their language learning process

by checking their interaction and the way they use the language in the classroom context (Walsh, 2011).

The already existing studies looked into different aspects of EFL learners' classroom interactions from different perspectives and with the utilization of various data collection tools. The following chapter (Chapter 2) gives a detailed account of these studies. All these studies aim to evoke the necessity of conversational skills in the target language; however, they are not sufficient enough to boost that requirement because they do not focus on the role of interaction, integration of multimodal conversational analysis and conversational analysis for spoken interactions, illustrating multiple identity types that emerged as a result of authentic and natural interactive communications in the classroom settings. Also, they do not include social presence for the cultural and social traditions or values of the research contexts.

Besides, only a few studies conducted in Turkish context were able to define some identities such as positional identities or traits as a result of conversation analysis (Demir Bektaş, 2015; Özbakiş, 2015), and most of the other studies employing conversation analysis just regard the descriptive analysis of the terms related to conversation analysis or conduct quantitative questionnaires in order to assess learners' perceptions about the roles of conversation analysis in language teaching (Duran & Sert, 2019; Yüce, 2004). Even the ones employing the conversation analysis just regard the roles of it in terms of developing spoken skills and neglect the nonverbal aspects (Bilgiç, 2010; Genç, 2017). Therefore, it is believed that the current study provides multiple identities thanks to the content analysis of the video-recordings and the transcriptions. The qualitative content analysis of the current

study provides valid and reliable data in terms of analyzing either verbal and nonverbal manners or utterances occurred in those transcriptions. Furthermore, studies employing conversational analysis and multimodal conversation analysis may sometimes come up with trustworthy and credibility problems as they employ either one or two data collection tools; on the other hand, the current study holds various data collection tools in order to posit credible and trustworthy data.

In sum, to the best knowledge of the researcher, there is no study conducted in the research context to analyze the EFL learners' multimodal interaction patterns, how these patterns reflect their learner identities, and how these identities they produce in the classroom affect the teaching and learning practices in the classroom context; hence, the current study is believed to be rather affluent for the literature of language teaching.

1.3 Aim of the Study

Based on the above-mentioned understanding of and effort for effective and meaningful communication among the foreign language learners, and thus to address the gap in the related literature, this study aims to have a closer look at the classroom interactions of foreign language learners to investigate what kind of interactive and conversational skills are practiced, how learners initiate and adopt turn-takings in a conversational environment, and what kind of identities they reveal in these conversations.

To this end, the study intends to address the following research questions:

1. What kind of identities and relationships do the participants produce in multimodal interactions in the EFL classrooms?

2. How do these identities and relationships that participants produce in the classroom affect the learning practices?

1.4 Significance of the Study

This study can be considered significant in a number of ways. Firstly, the study, unlike many other similar studies, has employed not only Conversation Analysis but also Multimodal Conversation Analysis in order to investigate the relationship between EFL learners' verbal and nonverbal manners of the speeches and their identities. In that sense, the findings might be viewed as a contribution to the already existing literature.

Secondly, unlike in other studies, this study utilized culturally familiar and related but at the same time provocative topics as discussion topics so that the EFL learners' motivation to express themselves would be triggered and also their cultural identity would find a way to emerge in their interactions in the target language. In that respect, the study findings can be inspiring for English teachers who wish to increase student participation in oral communication classes.

Finally, it is assumed that this current study will be useful for English teachers wishing to develop awareness of the relationship between their students' spoken verbal and nonverbal classroom interactions and identities in natural EFL classroom context.

1.5 Summary

This chapter first presented background information to the study. Then, the problem statement and aim of the study were explained along with the research questions. Finally, the significance of the study was emphasized.

Chapter 2

LITERATURE REVIEW

This chapter introduces review of the literature related to the topic of the study. It attempts to introduce the theoretical background of the study which includes Conversation Analysis (CA), Learner Identities and Multimodal Conversation Analysis (MCA). Firstly, it comes up with defining the roles of CA, and then it presents the key concepts of CA for language teaching in multiple ways such as highlighting the relationship between CA and language learning, emphasizing the critical issue between CA and classroom interactions, defining language learning and teaching materials for CA, and indicating the organization of interactional conversations. Next, learner identities are presented in the current literature; hence, identity and its manifestations, various identities in language education, identities and language learning in classroom setting, and the relationship between identities and CA are explained in detail. Besides, Multimodal Conversation Analysis (MCA), its scope and aspects in language learning and teaching are given in details. Finally, previous studies on CA, MCA and identities for language learning and teaching in Turkish contexts are presented in this chapter.

2.1 Conversation Analysis (CA)

Conversation analysis (CA) has been utilized as a comprehensive methodology in language learning and language teaching for many years as it obtains fruitful interactions for comprehensible language learning. It is also a multi-disciplinary methodology dealing with various disciplines in both academic and professional

areas. There are many concepts on the definition and utilization of CA analysis in language teaching and learning.

To start with, the term Conversation Analysis is generally defined as the study of talk, more specifically the analysis of daily conversations that take place in human interaction; hence, it is also called as talk in interaction (Hutchby & Wooffitt, 2008). It is also claimed that Conversation Analysis first occurred as a social discipline dealing with social actions deeply in daily interactions (Schegloff & Sacks, 1973), and CA is not the same with linguistics because CA does not cope with linguistics patterns in English; it focuses on the language in social acts; that is why it employs the interactions that the speakers utilize, monitor and interpret (Schegloff, 1991). Bilgiç (2010) also claimed that CA is a field of study attempting to decode unconscious rules and the principles taken place in daily interactions in a specific language in order to use the target language accurately because human beings are not aware of the misinterpretations and misunderstandings in interactive conversations; therefore, it may be more sensible to engage Conversation Analysis in language learning to find out the failure in language learning and teaching.

In addition, Walsh (2011) asserted that the role of Conversation Analysis in boosting understandings during the spoken interactions is significant because it analyzes multiple spoken features such as the words used, intonation and speech quality, gaze, gestures, and embodied actions. Furthermore, Walsh (2006) held the idea that the integration of Conversation Analysis into classroom is not a coincidence or something difficult to perceive because CA seeks practices in the interactions uttered by the learners so that it makes the meaning among the learners in the classroom context clear and understandable. A similar view was reported in Bayburt (2009),

stating that it is possible to find out one's identity or role in a program by checking the interactions; in other words, one's spoken utterances may help reveal some aspects of one's identity thanks to Conversation Analysis procedures.

2.1.1 What are the Roles of CA?

There are many roles of Conversation Analysis because its purposes and functions go in the same way, and it follow up actions under the basis of interactions among participants. Seedhouse (2004) stated that CA is a methodology, not a theory. It focuses on 'naturally occurring talk' and asserted that the order of the whole points in talk should be considered as talk-in interaction systematically. It can also be claimed that talk-in-interaction is an important function of CA (Drew & Heritage, 1992), and this interaction is mainly based on the social order of the actions or speeches occurred by the participants to be understood in their own perspectives (Psathas, 1995). Also, when the participants' talk in interactions are considered, it cannot be asserted that CA analysis attempts to find out any access for their cognitive or psychological states, in fact it struggles to understand how participants answer and reply to each other in turn talk by focusing on the generation of the sequences in the interaction (Hutchby & Wooffitt, 2008). It can be stated that talk in interaction is systematic, organized and vital for comprehending institutional discourse aspects.

Another role of CA is that it helps interaction to occur either as context-shaped or context-renewed; therefore, it is crucial to consider whether the interactions should be regarded as context-shaped or context-renewing in order to be understood in the sequential environment. Heritage (1984) claimed that the context of next action is always renewable; that is why it is dynamic and it can set down the best elements for the interaction in any point. No point or detail can be dismissed, regarded as accidental or irrelevant in CA, and each of point should be transcribed in detail;

hence, it is clear that CA transcriptions are highly detailed, providing empirical and naturally occurred data, which adds to the benefits of CA in terms of readability and comprehensiveness (Ten Have, 2007; Markee, 2000 & Wei, 2002). It is also stated that no order of detail in Conversation Analysis can be dismissed a priori disorderly, accidental or irrelevant; thus, each one should be transcribed and analyzed carefully (Heritage, 1984).

Yet another point to highlight about CA is that the analysis is bottom up because there are no prior theoretical assumptions, background or contextual detail formerly, and each of driven data is based on the evidence in details of interactions conducted by the participants. In addition, power, gender, race or any other contextual factor are not invoked in conversational analysis as they are all naturally occurred aspects.

2.1.2 Conversation Analysis and Language Learning

CA has been in relation with language learning and teaching in recent years, and it deals with language teaching methodology, linguistics aspects, language proficiency, language teaching materials and interactions occurring during conversations. To start with, it has been claimed that there has been a close relationship between CA and Applied Linguistics (AL) because talks for educational purposes are the interests of AL (Boyle, 2000; Carroll, 2000; Hosada, 2000; Jung, 1999; Markee, 1995; Markee & Kasper, 2004; Mori 2002; Seedhouse, 1994; Wong, 2002). In addition, basic developments and concerns as forms of social actions in CA are fundamental issues for AL (Seedhouse, 1997). As AL attempts to find out its roots for language teaching via actions, Drew (2005) claimed that their relations have been rather close in terms of inquiry in the target language for interactive aspects. CA has also ties with languages for specific purposes (LSP) and English for Specific Purposes (ESP). Jacoby (1988) asserted that spoken professional communication is required for LSP

and that is why it has been a domain for CA since teachers should be able to carry out professional interactions, real communicative skills, norms and practices in terms of students' own cultural aspects. In this case, it is clear that CA has many things to conduct and explore for this professional setting of spoken interaction. LSP materials and task designs in terms of CA can be fed via legal hearings, news interviews, visits by health visitors, phone calls to emergency services and help lines, psychiatric interviews, airplane cockpit talk, mediation and counselling, and these materials can evoke talk influence outcomes for spoken interactions (Barnes, 2005; Heritage & Maynard, 2005; Heritage & Sefi, 1992; Koshik, 2000). Packett (2005) also claimed a close relationship between CA and ESP (English for Specific Purposes) by investigating organizational issues. Packett (2005), for example, dealt with Portuguese studying English as part of their journalism degree course. The students were entailed to record a face-to face interview as a requirement of their course. The problem for these interviewers was that they were supposed to be able to grasp the utterances and catch them secretly because there were no direct questions and answers; hence, insertion action was adopted in order to make the speeches or details of the turn takings as meaningful in those interviews. This has been a model not only for CA but also ESP.

Furthermore, CA has a great effect on language proficiency assessment because oral proficiency interviews or Language Proficiency Interviews (LPIs) are examples of goal-oriented institutional discourse and cross-cultural communication for which participants can come up with various understandings and purposes of the interaction (Egbert, 1998; Lazaraton, 1997; Young & He, 1998). Egbert (1988) also claimed that these interviews help students understand the organization of repairs and forms for both linguistics and interactional issues. For Lazaraton (2002), CA has the role to

monitor the reliability and validity of the assessment of these sequences for language ability. Also, CA is able to define what can be counted as communicative competence in specific professional contexts and express the pros and cons of assessment formats and find out the design of assessment assignments (Schegloff et al., 2002).

It can be concluded that CA has a tight bond with language learning and language teaching because it investigates interactional and linguistics traits at the same time and attempts to find out the language competence as a variable and co-constructed in interactive issues. CA also struggles to underpin linguistic resources occurring within interactants as skilfully and innovatively.

2.1.3 Conversation Analysis and Classroom Interaction

Conducting language classroom interactions has been an issue for researchers, students and teachers in recent years as language classroom interactions are rather affluent in demonstrating students' subtle views in the classroom. Brouwer (1999) and Koshik (2002) asserted that CA in classroom interactions reveals subtle interactional perceptions of students and teachers, and they are transformed into comprehensible communicative transcription for linguistic sources. Focusing on novice learners, Schegloff (1979) pointed out that novice learners have minimal linguistic sources and use a micro conversational adjustment; that is why, it may be more efficient to engage these novice learners into classroom interactions to get resources for future amendments of interactive and linguistics aspects. Markee (2005) indicated that classroom interactions sometimes lead learners to disguise their social talk and divert learners into focusing talk on-task, and this will yield more sophisticated language learning capacities.

Seedhouse (2004) also attempted to apply CA methodology to language classes in order to anticipate the L2 interaction in the classroom under CA procedures in all over the world, and it is found that there is a relationship between pedagogy and L2 interaction because the pedagogical focus varies in accordance with the changes in interactions; hence, it can be concluded intended pedagogy can be converted into actual pedagogy via L2 classroom interactions as learners develop their own interactional aspects. Also, all L2 classrooms may not yield similar results in terms of interactive communication due to some variables such as country of origin, multilingual or monolingual classes, age of learners, culture, type of institution, and level of learners' proficiency in L2.

Generally, CA studies of L2 classrooms are based on English language but this is not just related to English language intervention because some other languages such as French, German, Chinese and Japanese are also included in these analyses to boost interactive and linguistics aspects of language learners (He, 2004; Kasper, 2004; Liebscher & Daley-O'Cain, 2003; Mondada & Pekarek Doehler, 2005; Mori, 2004; Ohta, 2000; Seedhouse, 1996, 2005).

2.1.4 Language Learning and Teaching Materials for CA

The issue of data collection for CA has been a critical concern for years, and it has always been interrogated whether sustainable data has been collected for CA or not by many researchers. When CA was first done in 1960s, the data was obtained via available telephone conversations, and it was not able to include facial expressions and gazes in those years. Yet, it has been possible now to analyse nonverbal communication and gaze in transcripts thanks to video recordings. It is also pointed out that CA attempts to come up with aims of social actions, and that is why no detail about social interaction can be dismissed (Ford, Fox, & Thompson, 1996; Zuengler,

Ford, & Fassnacht, 1998). Non-verbal communication and gaze features should be included for CA because they provide a great deal of data for understanding the interactions; however, the drawback is that it takes much time to transcribe all of the non-verbal data and gazes of face-to-face interactions and it may result in difficulties for general readership (Carol, 2005; Carroll, 2004; Lazaraton, 2004; Mori, 2003; Olsher, 2004; Richards & Seedhouse, 2005). Furthermore, language teaching and learning materials for CA are generally comprised of audios and videos, and then these materials are transcribed including non-verbal and gaze interactions.

It is evident that many researchers invent dialogues for CA in all over the world, and it is claimed that four sequence types typically occurred in telephone conversations which are summons; answer, identification–recognition, greeting and how are you?, have been invented for ESL (English as a Second Language) conversations in order to have a clear CA analysis for language teaching (Wong, 2002). Bernsten (2002) also investigated many dialogues from 22 ESL books in order to provide sustainable data for conversation analysis, and these dialogues were generally about pre-sequences occurring in relation to invitations, offers and requests. Brouwer (2003), on the other hand, investigated sequences of the words based on listening typescripts of NS (native speaker) and NNS (non-native speaker) ones, and attempted to find out the distinction of these word sequences in terms of their opportunities for language learning.

Also, it has been suggested that the authors of ESL/EFL textbook add authentic spoken language data for the plan of language teaching materials is gaining a great deal of significance (Burns, 1998; Carter & McCarthy, 1997; McCarthy, 2002; Scotton & Bernsten, 1988; Thornbury, 2005). This is the reason why many

instructional materials and teaching techniques have been included in CA because the contribution of CA has been recognized over years (Bowles & Seedhouse, 2007; Richards & Seedhouse, 2005; Schegloff, Koshik, Jacoby, & Olsher, 2002; Seedhouse, 2005). In addition, CA is just not peculiar to English language because there are also some other languages such as German, Chinese interactions taken from talk in interactions of dialogues and telephones in order to define the similarities and differences among languages (Hopper & Chen, 1996).

CA seems to get most of its data from dialogues of video and audio recordings, and the analyses are not based on just the oral transcriptions. There are also transcriptions of non-verbal gestures and gazes which seem to be significantly helpful to get more comprehensive data for social interactions in language teaching and learning.

2.1.5 How Is Interactional Conversation Organized?

Language is used in order to develop communication ties among people, and it sets up contextual communicative relations among people. It is also more efficient to focus on the utterances and the uses of language in conversational situations. The inclusion of the topics, the process of the topics and the contextual features are also significant for successful conversation analysis. Sacks, Schegloff, and Jefferson (1974) asserted that conversational organizations are not the same as linguistics senses; rather, it is based on interactional organisations including the production of interactants' social actions and references for the interpretation of their actions in social contexts. In order to rule out the spoken interactions in conversation analysis, a basic system is required. This basic system is generally comprised of turn-taking system, adjacency pairs, and the notion of preference all of which focus on Transitional Relevant Places (TRPs) to analyse conversational data successfully.

2.1.5.1 Turn-Taking System

There is no specific definition for term-taking system; however, it is generally defined as an on-going talk conducted by just one person from beginning till to the end, and there are no rules in terms of where to stop and how long to continue. Mey (2001) claimed that the basic component of conversation is turn-taking because everyone does not speak during a conversation and each waits or stays silent until their turn comes; otherwise, everybody would speak at the same time and the shift in the direction of speaking flow would be disrupted, which is not the inclusion of turn-taking sense as only one- even not more than one can speak during a conversation.

Although overlapping is regarded as being alert or paying attention to the conversation, most of societies, especially the ones in western cultures, tend to listen and do not interrupt while the speaker is talking. However, how people employ this turn-taking system during a conversation becomes a question and that is why turn-taking mechanism has been employed over the years. According to this mechanism, Sacks et al. (1974) asserted the seminal account of it by utilizing Turn-Constructional Units (TCUs) and Transition Relevance Place (TRP). At a TRP, transitive features of speakers occur, and speaker attempts to choose specific social actions by employing one part of speaking role designed in conversation, and sometimes overlaps may occur for many reasons in different ways but the turn-taking system is regular (Schegloff, 2000). In other words, turns may occur at TRPs normally, and TPRs are well-defined points in a speech; hence, this can be used by the speaker holding the floor. This can also be done directly to allocate the right to speak to another speaker of his choice. Sacks et al. (1974) also claimed that the current speaker chooses the next speaker by using TCUs such as *"Wow, we'd like to hear Jim's view on this"*. Or the current speaker can proceed more indirectly, throwing the floor open to anyone

who wants to get into the conversation and take a turn by asserting another TCU
“Any other opinions or further comments on this matter?”

Another rule for selecting the next speaker during turns is that the next speaker selects himself by seizing an opportunity of the current speaker. As there are natural breaks during a conversation, the current speaker has to stop, breathe or conclude the conversation, and the next speaker can take the advantage of these and runs the conversation, which are significant points of TPRs.

Another example of turn-taking system is that speaker is likely to disregard an upcoming TRP and pass it quickly, which is also rather widespread in many conversational samples of politicians since they do their best to demolish a natural break and adopt an unnatural break which is not considered as a real TPR. Moreover, the others utilize this system by disseminating some sounds such as *‘Aaahhm’* at potential transition points in order to indicate that they will continue their speech as soon as they breathe again. Yet another technique to arrange a speaker’s turn is that s/he states that s/he wishes to tell a story, thus the whole listeners keep waiting until the story is over, and TPRs are neglected since there is a common agreement among listeners as *‘Let the lady/man have her/his say’*.

Consequently, turn-taking system is holding a crucial place in terms of analysing the interactive aspects in a conversation, and it can be categorized into three basic strategies, namely taking the turn, holding the turn, and yielding the turn, which seems to be simple and organized neatly and correctly in a conversation; however, it differs in reality since some listeners can be impatient and lack attentive skills, which leads to interruptions, overlaps and silence during a conversation.

2.1.5.1.1 Taking the Turn

In terms of taking the turn in a conversation, there are various strategies such as starting up, taking over and interrupting. The aim of taking the turn is either to continue or finalize the conversation.

Starting Up

Before taking the turn, the speaker should plan about his/her utterances on the next speech, and in case the speaker doesn't have any plan for his/her further speech, s/he attempts to use fillers such as filled pauses or verbal fillers in order not to lose her/his turn in a conversation; otherwise, taking the turn will be tricky and s/he will lose his/her control over the ongoing conversation. If there are pauses or fillers such as *hmm, mmm, er...well, well I mean, well now, but you know, let me see etc.*, the speaker doesn't have a plan to control his/her turn that is why s/he is using fillers in order not to lose the control. This is generally a hesitant starting up in a conversation.

The following samples indicate hesitant starting ups in a conversation:

C: *Er well I'm supervising at quarter past*

(Levinson, 1997, p. 348)

C: *.... is it — it's all right now — you don't want me to put it out?*

R: *Errr... well on the whole I wouldn't bother because er huhuh . well I mean what — what. would it involve putting it out.*

C: *Hahaha hahah*

(Levinson, 1997, p. 335)

Considering the examples above, it is clear that there are hesitant start up in taking the turn indicated by two successive “*Er well*” and the word “*what*”.

Another type of start-up is a clean start up, and the speaker generally uses a starter such as “well” which is not an indicator of hesitant start up as it is a linking device

pointing speaker's fluent speech. The following example pinpoints a clean start up indicated by "well".

A: **Well**, what happened in this country in the last six weeks?

B: I really can't tell you; I haven't read any newspapers.

A: Wasn't there a big event in politics?

B. Yes, it turned out the Democrats got a new leader.

(McCarthy, 2002, p.124)

Taking Over

During a conversation, if the current speaker has finished his/her speech, the listener takes over the turn by using uptakes and links. The well-known uptakes are generally "ah, no, well, yes, yeah and yeah", and they occur in initiation, response and follow-up (IRF) moves; in other words, the current speaker states something (appealer / initiation), the listener acknowledges it and gives a reply (Response), then the ongoing speech continues based on the evaluations (Follow-up) (Giordan,2003). The following examples includes uptakes which are "you know, yeah and oh":

A: but I got a telegram last a:m.

[initiate]

FRIDAY# -.

SAYING# that there was trouble A FOOT#

you **KNOW**#

B: **YEAH**# -. trouble a LEG ANYWAY#

[response]

(Stenström, 1996, p.71)

Dorinne: Oh — you know, it's just like bringing the — blood up.

Theresa: Yeah well. Things uh always work out for the *best.

Dorinne: *Oh certainly.

(Coulthard, 1985, p. 90)

Visitor. Excuse me, do you know where the Ambassador Hotel is?

Passer-by: **Oh**, sure, I know where it is.

(Yule, 1996, p. 133)

Also, there are some links such as "but, and, because and so" used to take over a speech in a conversation. These are generally considered as conjunctions in

grammar, and also, they have interactive functions. The following samples include links.

Mr. Strait: What's your major Dave?
Dave: English — well I haven't really decided yet.
*Mr. Strait: **So** — you want to be a teacher?*
Dave: No — not really — well not if I can help it.

Min: Did you see him in the video?
Wendy: Yeah — the part on the beach
Min: Oh my god, he was so handsome
*Wendy: *he was just being so cool*
*Min: **And** all the waves 'crashing around him!*
*Wendy: *yeah that was really wild!*

(Yule, 2002, p. 74)

Interruption

The main purpose of interruption is to show the impression that the ones in the conversation have something to say, nothing to say or elaborate on some issues. The interruption is conducted via alert and meta-comments.

Firstly, alerts are utilized in order to attract the other speaker's attention via using some utterances such as “*hey, look and listen*” in a high pitch or volume. The following examples illustrate the alerts.

Ethel: I'll take Scotch, if you have it,
Ben: You're gonna have to quit yelling, you see.
*Ethel: Oh, **look** it his ear!*
Ben: Oh, that's right. You got — I know I noticed when he came in.
(Schenkein, 1978, p. 24)

*D: **Hey** we got good news.*
R: I know.
(Levinson, 1997, p. 355)

Meta-comments which are common polite devices being used in formal situation such as business meetings and serious discussions include “*Can I just tell...., Can I*

say something about...., Could I halt you there, May I halt you there, let me just... etc.” Some indicators of meta-comments are as follows:

*A: əm- but more important than THAT#. *since it's really a matter of NOMENCLATURE#**

*B: *could I halt you there*

“could I halt you there and answer that point FIRST# -

(Stenström, 1996, p.75)

2.1.5.1.2 Holding the Turn

This term is generally used to keep continuation in a conversation, and some stallers such as filled pauses or verbal fillers, strategically placed silent pauses, repetitions new starts are used to carry on talking.

Filled Pauses or Verbal Fillers

Filled pauses or verbal fillers are not only used for starting up, but also for holding up the speech in a conversation. The following example indicates holding the turn without using filled pauses such as “*Er..Em..*”, but there is the impression of holding the turn.

X: well that film really was... ‘wasn’t what he was good at

Y: ‘when di-

X: I mean his other... em his later films were much more... er really more in the romantic style and that was more what what he was... you know... em best at doing

Y. So when did he make that one

(Yule, 1996, p.144)

Silent Pauses

Silent pauses take strategic places in a conversation implying that the act in the turns will continue. Silent pauses are shown in the examples below:

R: I don’t. know, whether. I — I think I did — the right thing, just a little situation came up. And I tried to uhm... well... try to use what I—what I’ve learned here, see if it worked.

T: Mhm

R: Now, I don't know if I did the right thing. Sunday. um — my mother went to my sister's again.

(Levinson, 1997, p. 352)

C: I wondered if you could phone the vicar so that we could (inbreath) do the final on Saturday. morning or afternoon or —

R: Yeah you see I'll I'll phone him up and see if there's any time free.

C: Yeah

R: Uh they're normally booked Saturdays but I don't — it might not be

(Levinson, 1997, p. 337)

On the other hand, if there are long pauses, then the speaker indicates that s/he has completed his/her speech and wishes to let the listener take the turn.

Lexical Repetitions

Single words, clause partials or combinations are some examples of lexical repetitions used to hold the turns, as shown in the examples below.

B: Hello, Manolo, how are you?

*A: Erm, **I'm better, I'm better** from my... felt in the Lakes.*

*B: **Why.... Why....** what did you happen?*

*A: Erm, we went to the Lakes for a walk with our teacher of English here and erm, we erm, **climb... climbed** ... they say **climbed**, erm, and, erm, when we came back from the mountain I **feel .. . felt** and **broke** a little **broke** of my elbow then I went to the hospital in the night but it takes two hours and I must suspect ...expect... erm, for the next day... in the morning, and (points to his sling) I have this slip, I think it's a slip, but I don't remember, as well.*

*B: The arm, do you.... is **still hurt** still, **still hurt**?*

*A: No, no not so much **no it's hurting it's not hurting** is, I think it is **good** because I have my arm very quiet and **it's good**, I don't I sleep well, erm, **so well, so, so**, and I can sleep and be*

(McCarthy, 2002, p. 140)

New Starts

New starts are used in order to impede getting lost completely in a conversation. The following example illustrates a new start:

*A: but I feel SOMEHOW#. the sheer FACT# of not having to have to have.
this. really sort of - - it's for one thing it does NARK met! that...*

(Stenström, 1996, p. 78)

Bases on the example above, it is clearly indicated that the speaker is not decisive in what s/he said because there are repetitions at the beginning indicating for an ongoing conversation; however, this may not work consistently, thus changing the topic and having a new start may be a sensible solution to continue a conversation and taking his/her turn.

2.1.5.1.3 Yielding the Turn

In some cases, there are some situations in which speakers avoid giving the turn reluctantly; however, the speaker continues yielding the turn in attempt to appeal the listener. Yielding the turn can be conducted via prompting, appealing and giving up.

Prompting

The prompting acts are apology, greeting, invitation, objection, offer, question and request by which the speaker attempts to respond the turn more strongly than the others, thus these attempts lead to yield the turns. Prompting used to yield the turns are illustrated in the following samples:

C: ((WELL# . have we DECIDED THEN))# . the grand TOUR#

*B: *YES#"'*

*A: *you're staying* HERE ARE you#*

C: YES# we've got to do a grand TOUR#

(Stenström, 1996, p. 79)

Considering the short conversation above; clearly C doesn't pay attention to B' reply since A has an interruptive question requiring a reply, C wants to take the turns and yield it. In other words, C feels as if s/he was compelled, and so s/he gives an answer to A's question ignoring B's statement.

Appealing

The main purpose of appealing in yielding the turn is to point or imply that providing an extra feedback to the listener may be more appropriate. There are various appealing words or sentences such as “*you know, you see, Ok, right, all right, and Q Tags* “, and these appealers can be either strong or weak in the conversation. In the following example the appealers “*you know* “is weak:

Becky: Come over for some coffee later.

Wally: Oh — eh — I'd love to — but you see — I — I'm supposed to get this

*finished — **you know.***

Becky: Yes

(Yule, 2002, p.81)

On the other hand, the appealers “OK” is rather strong in the following example as it attempts to give an extra feedback in more comprehensible and strong way:

BG: Tell me — tell me where you live.

*DF: I live in a flat. **OK?***

BG: Yes.

(Cook, 1989, p.56)

Giving Up

During a conversation, when a speaker doesn't have anything to say anymore, then s/he provides hints or cues implying that it is the high time the listener said/ stated something. In case, the listener doesn't have or understand the hint for various reasons, then a long pause or pressure on listener will be released in order to let her/him state something about the issue in the on-going conversation. In the following example speaker B provides a hint to Speaker A to say something about the issue in the conversation:

*B: That looks very nice, put it on and let's have a look at you.
A: I don't like the two buttons, I didn't know it had two buttons, I thought it had three.*

(McCarthy, 2002, p.132)

In the following example, there is no hint for the listener to continue; however, the silent pause “ə:m” implies for the listener that it is the high time s/he started the conversation.

*C: I wondered if you could phone the vicar so that we could (inbreath) do the final on Saturday. morning or. afternoon or — ə:m
R: Yeah you see I'll I'll phone him up and see if there's any time free.
C: Yeah
R: Uh they're normally booked Saturdays but I don't — it might not be*

(Levinson, 1997, p.337)

2.1.5.1.4 Overlapping and Backchannelling

At least two or more than two participants can have roles in a conversation, and while each participant attempts to take a turn, only the speaker is controlling the smooth and flow of conversation; hence, it may be more sensible to arrange the turn for the speech. However, the conversation is sometimes destructed due to overlapping which is another way of turn-taking. In overlapping, two speakers attempt to take the turn in the conversation, and they impede the smoothness and rhythm among transitions during the communication. On the other hand, there are significant effects of overlapping since it is also considered as closeness or collaboration among speakers. The following examples marked by an asterisk (*) illustrate closeness between speakers in terms of overlapping:

*Min: Did you see him in the video?
Wendy: Yeah - the part on the beach
Min: Oh my god *he was so handsome '
Wendy: *he was just being so cool "
Min: And all the waves *crashing around him '
Wendy: *yeah that was really wild "*

(Yule, 2002, p. 74)

Head nods, smiles, facial expressions and gestures indicate that the partners in a conversation listen to each other. Also, there are some vocal signals such as ‘*uh-uh*’, ‘*yeah*’, and ‘*mmm*’ providing feedback to the current speaker that the message is being received. Backchannels are crucial in telephone conversation as the partners can get awareness whether they are being listened, understood and approved or not. The following examples include some backchannels:

Caller: if you use your long-distance service a lot then you'll
*Mary: **uh-uh***
Caller: be interested in the discount I'm talking about because
*Mary: **yeah***
Caller: it can only save you money to switch to a cheaper service
*Mary: **mmm***

(Yule, 2002, p.75)

2.1.5.2 Adjacency Pairs

A conversation is comprised of at least two turns which are more closely related to each other than the other turns and Levinson (1997) classifies these turns as *adjacency pairs* which are shown below:

- *adjacent*
- *produced by different speakers*
- *ordered as a first part and a second part*
- *typed, so that a particular first part requires a particular second (or range of second parts) — e.g. offers require acceptances or rejections, greetings require greetings, and so on.*

It is also asserted that there is a general rule for the use of adjacency pairs; if the first part is produced, the current speaker must stop speaking, and next speaker must continue for next the part. The class of first pairs are comprised of “announcements”, “challenges”, “complain”, “invitations”, “questions”, “greetings”, “offers” and “requests”. Also, first and second pairs are reciprocal including Greeting - Greeting, Question - Answer, Complaint - Apology/ Justification). If the pairs are not reciprocal, they may be regarded as rudeness perhaps, or deafness, or lack of

attention. In a conversation, adjacency pairs have the role for opening and closing conversations, and they are crucial for operating turn-taking systems among the speakers.

Anna: Hello.
Bill: Hi.
Anna: See you!
Bill: Bye.

(Yule, 2002, p. 77)

There are many adjacency pairs in the conversations. The following table highlights some of the most typical adjacency pairs.

Table 1: Most typical adjacency pairs

<i>ADJACENCY PAIRS</i>
apology < ---- > smoother
greeting < --- > greeting
invitation < ----- > accept / decline
question < ---- > answer
request <--->accept/tum down

The following example illustrates request-accept type of adjacency pairs.

A: time for TEA# "would" you LIKE some#
*B: *YES#* YES#*

(Stenström, 1996, p.1 7)

In the following extract, thanking- response type of adjacency pairs is shown.

A: What time is it?
B: About eight - thirty.

(Yule, 2002, p. 77)

Next, considering the adjacency pairs, it is clear that if two question-answer sequences are conducted at the same time, one of them will be delayed; thus, the sequence will then take the form of Q1-Q2-A2-A1, with the middle pair (Q2-A2) which is named as insertion sequence positing one adjacency pair within another. Though it generally seems to be a question (Q2) in response to a question (Q1), it is assumed that if the second part (A2) of the insertion sequence is given, the second part (A1) of the initial question (Q1) will follow. This is illustrated in the following sample:

A: Did you enjoy the meal? (Q1)
B: (Did you? (Q2)
A: Yes.) (A2)
B: So did I. (A1)

(Cook, 1989, p.54)

Based on the following extract, there is a request — accepting the request (Q1-A1), with an insertion sequence of a question —answer pair (Q2-A2) functioning as a condition on the acceptance (A1) being provided.

Jean: Could you mail this letter for me? (Q1 = Request)
Fred: Does it have a stamp on it? (Q2)
Jean: Yeah. (A2)
Fred: Okay (A1 = Acceptance)

(Yule, 2002, p.78)

Considering the former examples, it is clear that the issue of an insertion sequence is closely related to that of the main sequence in which it is formed; however, speakers sometimes attempt to change his/her current topic to another unrelated one, and ultimately chooses to get to the topic back again; this type of sequence is called as a side sequence. In the following example, speaker A directs a change in the conversation constituting a side sequence.

A: I'm dying to know — where's my watch by the way?

B: What?

A: What Gillian's aerobics sessions are like HA HA HA HA

B: What aerobics sessions? It's here.

A: Gillian does aerobics sessions every evening. LEADS them. Thanks. Can you imagine.

(Cook, 1989, p.54)

In conversations, there are also some utterances beginning with pre-requests drawing attention to the next phase or signalling next utterances which are called as pre-sequences. These are also similar to the markers used by the teachers in the class such as “*Right! / OK! / Let's get started*”. The following extract includes some examples of pre-sequences.

C: Do you have hot chocolate?

S: mmhmm (Pre-sequence)

C: can I have hot chocolate with whipped cream?

S: Sure (leaves to get)

(Levinson, 1997, p.347)

In sum, adjacency pairs are divided into categories as pre-sequences, insertion sequence and side sequences holding a function such as apology, invitation, greeting, question and request. And, these adjacency pairs occur in two parts, namely in first part and second part in the conversation.

2.1.5.3 The Notion of Preference

In a conversation, adjacency pairs have different social or functional roles with two parts; generally, the first part is the interrogation, containing a request or an offer and the second part is the choice of two possible responses which are basically either acceptance or refusal. This structural likelihood is called preference. In these cases, one response is preferred response which is most frequent in the conversation, and the other is dis-preferred meaning less in the conversation. The term “*preference*” generally indicates socially determined structural pattern, and there is no reference to

any individual's mental or emotional desires. In the following table, two parts are highlighted; the first part is either an offer or a request, and the second part consists of preferred and dis-preferred social acts in a conversation.

Table 2: The notion of preferences based on the parts

First Part	Second Part	
	<i>Preferred</i>	<i>Dis-Preferred</i>
Assessment	Agree	Disagree
Invitation	Accept	Refuse
Offer	Accept	Decline
Proposal	Agree	Disagree
Request	Accept	Refuse
Blame	Denial	Admission
Question	Expected Answer	Unexpected Answer

A: Can you help me? (First Part)
B: Sure. (Second Part)

A: Want some coffee? (First Part)
B: Yes, please. (Second Part)

A: Isn't that really great? (First Part)
B: Yes, it is. (Second Part)

A: Maybe we could go for a walk? (First Part)
B: That'd be great. (Second Part)

(Yule, 2002, p. 79)

When the examples above are taken into consideration, it is obvious that the first parts are sequentially a question, an offer, an assessment and a proposal; on the other hand, the whole responses in the second parts are preferred ones, thus they represent agreement or acceptance.

*Sandy: But I'm sure they'll have good food there.
(1.6 seconds)
Sandy: Hmm — I guess the food isn't great.
Jack: Nah — people mostly go for the music.*

(Yule, 2002, p. 80)

In order to anticipate whether the second part is preferred or not, it might be better to analyse the silence between the questions and answers since silence in any an adjacency pair is generally regarded as an indication of dis-preferred response; hence, the first speaker revises his/her first part again. In the example above, Jack's silence in response to Sandy's comment prompts Sandy to restate her assessment. Jack then agrees (a preferred) with Sandy's assessment. Also, Jack 's silence can be regarded as producing a disagreement for the statement of Sandy.

Also, hesitations and prefaces are considered as indicators of dis-preferred statements in the second parts. The following example highlights dis-preferred statements as a response to the invitation.

*Becky: Come over for some coffee later.
Wally: Oh — eh — I'd love to — but you see — I — I'm supposed to get
this finished — you know.*

(Yule, 2002, p. 81)

In the response, there are a preface “*Oh*” and a hesitation “*eh*” produced by Wally pointing dis-preferred second part. Then something a kind of acceptance “*I'd love to*” is utilized to appreciation of the invitation. And finally, explanations “*you see*” and “*I'm supposed to get this finished*” for refusing the invitation are uttered.

Table 3: The patterns of the dispreference structure

<i>How to do a dispreferred?</i>	<i>Examples</i>
<i>a. delay/hesitate</i>	<i>Pause; er; em; all</i>
<i>b. preface</i>	<i>well, oh</i>
<i>c. express doubt</i>	<i>I am not sure; I don't know</i>
<i>d. token Yes</i>	<i>that's great; I'd love to</i>
<i>e. apology</i>	<i>I 'm sorry; What a pity.</i>
<i>f. mention obligation</i>	<i>I must do X; I'm expected in Y</i>
<i>g. appeal for understanding</i>	<i>you see; you know</i>
<i>h. make it non-personal</i>	<i>everybody else; out there</i>
<i>i. give an account</i>	<i>too much work; no time left</i>
<i>j. use mitigators</i>	<i>really; mostly; sort of; kinda</i>
<i>k. hedge the negative</i>	<i>I guess not; not possible</i>

Based on the review of literature highlighting the definition and role of Conversation Analysis (CA), it can be said that CA attempts to investigate the utterances taking place in conversations to make the meaning clear.

2.2 Learner Identities

Learner identity has been a significant aspect in terms of developing language skills since all best language teaching techniques or teachers may sometimes fail; however, success can be managed via rigid and stable resistance to the difficulties. The following terms discuss identity, its role in language learning and the relationship between identity and Conversation Analysis.

2.2.1 Identity and Its Manifestations

The definition of identity is rather hard as there is no fixed term, definition or explanation accepted by the whole scholars. There have been various claims or definitions for identity and its role in many domains. In this study, identity is considered in terms of language teaching pedagogy.

To start with, the general perspective for learner identity is considered as a property of an individual occurred within social interaction both individually or in a group, thus it has been affected by deep manifestations such as self, social, interaction and discourse in language (De Fina, 2011). Firstly, there have been many definitions within self. The term identity with self is generally defined as a basic, cognitive, socialized, phenomenological or psychic phenomenon controlling human actions, and clearly, everyone has different fixed and isolated identities since it is constructed in various ways in multiple settings (Benwell & Stokoe, 2006). Additionally, Erikson (1980) claims that identity refers to both a permanent similarity (*selfsameness*) and a permanent sharing of some kind of basic character with others. Another definition by Burr (2002) asserts that modern concepts regard identity as a persistent set of traits including his/her personality, outcomes of result of rational deliberation and moral integrity within the society. On the other hand, Butler (1990) is on the idea that identity cannot be regarded as a set of fixed traits since identity is not related to what someone has, focuses on what someone does, performs and creates via interaction, discourse and exchanges among human beings or in social life. Thus, it can be claimed that social encounters and communications can imply the interactors' identities in socially occurred events. The following transcript includes a dialogue between two young men who have not seen each other for a time, and the dialogue

points a face to face encounter and reveals a “young person” identity since the linguistics details of the conversation consist of young people’s speeches.

Ed: Alex what’s up guy? How you doin’ man?

Alex: Chillin’ yo chillin’ man.

Ed: Long time no see guy.

Alex: It’s been a minute son I should be sayin’.

Ed: What’s thrashing the DC scene man?

Alex: Ahh uffff I mean everything’s pretty much the same man; you know man how it is!

(Van Dijk, 2011 p. 266)

Considering the dialogue above, the identities of these two men are not determined based on their characters or traits, in fact it is specified in accordance with their socially constructed talks and turns in the conversation; hence, the crucial issue with socially construction is doing rather than being, and identity with social construction is a process, not a series of attributions (Hall,2000). Apart from social processes within identity, interaction is also rather important for the production of various identities; that is why, the term identity is defined within interaction by many researchers. Social life interaction is the core concept as social affairs such as moral values and rules of conduct are disseminated among people via interaction (Blumer, 1969; Garfinkel, 1967a; Goffman, 1981; Mead, 1934). Interaction is regarded as ubiquitous since both interaction and language affect each other mutually in terms of conveying the identity through symbols such as certain objects, clothing and attitudes, and among these languages is the most effective symbol for expressing and negotiating identities. On the other hand, Coupland (2008) claims that there has been a new tendency in considering the relationship between language and identity as too simple since some people can adopt different accents and reject their own identities. Some studies conducted by Bucholtz (1999) and Rampton (1995) revealed that some people use different languages in order to express solidarity. For example, an

American man can adopt some features of African American speech to have an interactive connection with his school's youth urban culture, which can be regarded as a competent solidarity; however, utilization of different language speeches such as typical of Turkish immigrants' speeches used by German adolescents may be considered as fun (Depperman, 2007); therefore, speeches or linguistics patterns cannot yield exact identities, so interaction in discourse may lead to greater analysis of identity.

In addition, it is clear that identity is just not peculiar to linguistic studies because there are many other domains such as social theory, sociology, anthropology, sociolinguistics, etc. dealing with the issues of the identities. The following table (Table 4) asserted by Block (2007) illustrates the identities and their scopes.

Table 4: Identity types in general by Block (2007)

Ascription/ affiliation	Based on
Ethnic Identity	Shared history, descent, belief systems, practices, language and religion, all associated with a cultural group
Racial Identity	Biological/ genetic make-up, i.e. racial phenotype
National Identity	Shared history, descent, belief systems, practices, language and religion associated with a nation state
Migrant Identity	Ways of living in a new country, on a scale ranging from classic immigrant to transmigrant
Gender Identity	Nature of conformity to socially constructed notions of femininities and masculinities, as well as orientations to sexuality and sexual activity
Social Class Identity	Income level, occupation, education and symbolic behaviour

Language Identity	Relationship between one's sense of self and different means of communication, understood in terms of language, or a dialect or sociolect, as well as multimodality
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In sum, it can be claimed that each person has his / her own boundaries in terms of reflecting it in self, discourse, social and interaction because it is an on-going and active attribution that cannot be hidden, negotiated or accomplished throughout a specific time.

2.2.2 Identity/ies in Language Education

Identity can be either plural or complex, and it includes various kinds of factors and processes of communication. Communication with friends, teachers, society or elite or famous ones always differ; that is why, different types of identities are generally adopted by human beings, and there is no specific or acute identity associated with someone permanently. In terms of groups such as a political party or firm, an individual generally reflects the identity of the group and hides his/ her individual identity based on the discursive constructions or discourse patterns.

To start with, Zimmerman (1998) asserts three types of identity, namely *discourse*, *situated* and *transportable* identities. Among these identities, discourse identity means to start an action, or considering a specific identity questioner/answerer, expert/novice for participants in a study. Discourse identity also sometimes includes both social and personal identities as discursive frames, cultural and social/interactive issues both internationally and nationally, interpretations and intentions are some domains forming discourse identity. Within discourse identity, someone may be able to produce/receive power, obligation or right of interactional

roles to enact within the community efficiently. The next term 'situated identities' is used to establish a definition of a situation and its structure; therefore, problems of situational meaning or operational definitions of normative structures may be figured out via this approach since some dispositional inferences are made for a known actor in performing a specific action in a social setting. To exemplify, the one who is engaged with teaching courses bears the identity of 'teacher' and this issue is the domain of situated identity. In other words, people should assume identities based on the on-going conversations or mutually discuss their respective identities before starting a conversation. To exemplify, the one who doesn't have an identity of medical doctor cannot negotiate or reinforce the original transactions both before and after encounter. Goffman (1959) named this identity as "expressions given off", and this identity should be established and maintained for a prerequisite since situated identities include the attributions of people in a particular setting based on the outcomes of their actions. Transportable identity is the last type which can be hidden or visible but it is mostly regarded as visible both physically and culturally based on the social context and interaction. To exemplify, when a teacher alludes his/her identity in the class and starts to act as a gardener or a mother, then s/he transforms his/her actual identity into an imaginary one based on the interactive discourse (Ushioda, 2011).

In addition, there are various forms of positioning; the most known ones are *the reflexive positioning and interactive positioning*. Reflexive positioning is related to oneself within a conversation; however, interactive positioning deals with certain issues to give positions to the others, and through these positions people construct who they are and what discourse or situation suits them best (Davies & Harre, 1990). In terms of the roles of positions in classroom settings, both teachers and students

adopt interactive positioning because they position themselves in accordance with the others socially via some particular instructions such as looking, talking and acting (Rex & Schiller, 2009). These social instructions and negotiations lead to positional identities which are co-constructed in interactive classroom or public discourse, and adopted, rejected or accepted by students as certain characteristics such as a funny student, silent student, shy student, humorous student, etc. (Kayı-Aydar, 2012).

In conclusion, it may be claimed that positioning, social discourse and interaction have significant roles in developing and constructing identities. And, through social and interactive acts, one can develop, reject and change an identity for language learning.

2.2.3 Identities and Language Learning in Classroom Settings

Identity was considered as fixed and stable to construct motivation in the classroom before 1990s, and Block (2007) stated that most of studies didn't focus on the investigation of identity for language learning before 1990s; however, the notion of identity within language learning has gained significance since 1995. On the other hand, there are some minimal studies dealing with the relationship between identity and language before 1990s. One of the studies conducted by Goffman (1974) claimed that our daily interactions reveal our identity; that is why it can be said that students' identities can be grasped easily via their interactions in the classroom context.

In classroom settings, identity can be regarded stressing with importance of interaction among students since each one has an identity and has something to say (Gee, 2000). Bucholtz and Hall (2005) claimed that identity emerges in interactional issues within a social context and leads to positional identities which are appointed to

ongoing talks in classroom or social environment. Hence, actually some contextual or social values triggering identity play a crucial role for learning a foreign language; however, this has been neglected in the study of language teaching (Bourdieu, 1977; Norton, 2013; Weedon, 1987/1997). Miller (2010) conducted a study in order to investigate the relationship between Australian students' identities and social context, membership and second language use via diaries, observations, and semi-structured interviews in 18 months, and it was found that the social and academic classroom contexts could not be integrated because Asian students' pronunciation cannot be anticipated easily by Australian ones, thus Asian students developed unmotivated identity towards language learning. A similar study by Ajayi (2006) aimed to examine the negotiations of middle school students' identities towards English learning via a questionnaire with 31 items, and the study revealed that students were anxious and showing silence while practicing English as they had difficulties towards learning English in their school context and they could not engage English into their social environment.

In addition to those studies, Duff (2002) attempted to analyze Canadian and non-Canadian students' social micro and macro level of communication through observations, recordings of classroom events, interviews and documents more than two years in order to grasp main issues for discursive construction of identity and cultural identity. While conducting the study, interactional organization of talk, turn-taking and participation frameworks of the students were taken into consideration. According to the results, the teacher's efforts to involve non-local students into cultural identity via allocating turns didn't work as students had the unwishful feeling to adopt a new cultural identity and speak the target language in their languages' accent, thus they stayed silent. On the other hand, local ones showed

participation for speaking opportunities and indicated the differences in terms of cultural identity for social values.

Most of the studies regard learning as a social process in which learners widen their views, since Walsh (2011) claimed that learning is dynamic and universal; thus, all actions, interactions and activities determine both what we learn and what we shape as an identity. It is also suggested that learning the target language cannot be associated with only dedication and hard work; hence, identity has a crucial role in language learning as teachers are able to boost students' identity in language classes in many ways such as focusing on students' cultural and intellectual resources and letting them use various competences of communication as linguistic and intercultural so that the students can use the target language both inside and outside efficiently (Winchester, 2013).

Skillton-Sylvester (2002) conducted a study with the aim of understanding various identities of adult women in language learning and found that both working and domestic participant women had a great motivation to participate in language programs since they had to learn the target language in order to become an immigrant in the US; hence, it can be claimed that these participants' identities were central to teaching and learning.

Morita (2004) conducted a similar study and aimed to find out how Japanese students construct their identities with their personal histories, goals, and investments at a Canadian university. It was found that participant students developed a changeable identity for adaptation to a new classroom community since they were experiencing difficulties in understanding the lectures, materials and new contexts comprised of

both native and non-native English speakers. Moreover, Potowski (2007) investigated four students' identity investments and classroom language use through observations, audio-video recordings, a variety of language proficiency measures, questionnaires and interviews conducted both in and out of class. The results of the study revealed that participants had a strong sense towards investment and language learning as they were able to enrich their self-status within language learning context. Linguistic and cultural identities which are regarded as significant aspects in language learning can be constructed in the target language via having good command of English which can be grasped by having determination to learn the target language, practicing authentic contexts and participating in native speakers' social networks (Cervatiuc, 2009).

In another study Lobatón (2012) aimed to analyze language learners' identities in EFL settings, focusing on resistance and power through discourse. It was carried out with undergraduate students from a private university in Bogotá. The researcher observed the development of students' language learning process (specially speaking skill) to see how the implicit or explicit student-teacher interaction contributes to this development. Following the principles of CCDA (Critical Classroom Discourse Analysis), the study revealed a new perspective of pupils as social actors who hold multiple social identities. More specifically, the results showed that issues such as the use of L1 in the EFL classroom, the teacher's conception of language learning and teaching and the silent fight for power among teacher and students constitute important elements in the struggle of students when constructing their social and individual identities as learners within a given classroom community.

A recent study by Pouromid (2019) investigated the nature of intercultural interactions from a conversation analytic view. The creation and continuity of verbal and nonverbal interactions among participants were analyzed within social order. The main data collection tool was a Collaborative Online International Learning (COIL) program between a Japanese university and Taiwanese university. This program was an online learning tool boosting intercultural competences of EFL learners from two or more countries, aiming to make it possible for EFL learners to come up with the opportunity to employ various intercultural interactions in a virtual multilingual context. There were five joint sessions of data comprising of more than six hours of video recordings. The number of the participants was 34; 16 of whom were Japanese, and 18 of whom were Taiwanese. The results indicated that the learners employed various multimodal practices such as gesture, gaze, referring etc. while having difficulties in the target language, and this reinforced the issue of integrating international aspects of interaction into many language development curriculums.

In a more recent study Wu (2020) compared the level of social presence generated in a voice-based chat room and a text-based forum, by taking into consideration personal relationships and online language classes. Questionnaires, text and audio messages, and interviews were the main data collection tools, and they were believed to indicate social presence in terms of affective, interactive and cohesive features in online learning context. Both the interviews and audio messages generated in the voice-based chat rooms revealed that the participants were able to act more interactively in the voice-based chat room though the text-based forum was more affective and cohesive; hence, it may be concluded that the voice-based chat room evoked the higher awareness for social presence.

Consequently, teachers shape students' identity towards language as well (Morita, 2004). They also attempt to increase students' motivation or investment in language learning (Pierce, 1995). Also, Norton (2006) defines identity as a complex, dynamic and multifaceted notion in which both identity and language are constructed and influenced by social process. Norton (2013) conducted a study on immigrants to check their identity as being motivated, unmotivated, introverted or extroverted in terms of speaking English, and it was found that there is a vivid image of relationship between language learning and identity; the participants were able to speak English comfortably with the people they knew but they were not able to speak with foreigners without hesitation and they had problems in their utterances. Thus, it can be concluded that identity in social acts doesn't act as fixed and stable since changes in the mood or mind of a learner towards language are subject to change over time.

2.2.4 Identities and Conversation Analysis

Identities can be analysed via Conversation Analysis since identity should not be regarded as a fixed phenomenon, rather it is anticipated via instant interactions in talks. In our social life, we interact, discuss, teach, learn, understand, reject, allow, accept, criticise and thus lead to shape our identities in these interactional talks or nonverbal conducts (Sert, 2015).

As interactions are widespread in talks, generally the idea of "*Who we are to one another*" is being built up in interactive talks in order to define identity (Drew, 2005). CA focuses on interaction, talks and turns in a conversation underpinning the identity shifts and revealing talk's sequential environment. Heritage (2005) stressed that context and identity should be treated, developed and transformed at any time equally since context-bound understanding of identity is adapted via CA in terms of successful production of interaction; therefore, any identity related to interaction or

talk indicates familiarization towards each other's identity. Bucholtz and Hall (2005) were on the idea that identity comes out through talks in interaction, and it should not be considered as being a fixed, stable psychological phenomenon; hence, principles, relationality, partialness, presuppositions, and ideologies have the roles of forming one's identity in interactive aspects. Richards (2006) claimed that Initiation–Response–Follow-up (IRF) pattern may have a deep effect on understanding of classroom discourse; however, it is not successful in explaining “*classroom conversation*” and “*turn-taking controlled by identities*” since many interactive issues occur in the class and Initiation–Response–Follow-up (IRF) is just one of them.

Based on this, it can be inferred that both students and teachers go beyond identity orientations within various interactional turns in the classroom. Richards (2006) also introduced an example by stating that a teacher asks students about the –ing form of the proverb “*it is no use crying over spilt milk*” during an interactive classroom conversation, and Japanese students answered this question by stating that they had a similar proverb; then, teacher asked them to tell it in Japanese which means that the teacher attempted to continue the on-going talk and let student have transportable identity (becoming Japanese); hence, it is clear that authentic conversations in classroom interactions contribute identity changes in terms of moral, pedagogical and practical dimensions. Waring (2013) recorded sixteen hours of interactions from eight participants in an ESL classroom context and found that language learners can join various playful talks and develop different identities within their communicative repertoire since the students were able to act different plays and develop different identities such as situated, relational and personal for each playful task. Okoda (2014) conducted a similar study and recorded 720 minutes of classroom interactions

with 4 participant students and two teachers. When these recordings were analysed through CA, it was indicated that both students and teachers were able to develop some identities; for instance, the teachers found some positioning identities such as “*knowledgeable identity*” for the ones being able to answer the question and “*unknowing participant identity*” for the ones who couldn’t answer the questions properly, and additionally, students managed to boost interactive English skills in the classroom settings.

Another study pinpointing the relationship between interactions in CA and identity was conducted at two Chinese language schools in the US by He (2004). In this study, the researcher claimed that identity was dynamic with the interaction, and thus it could change easily. This notion was taken into consideration throughout the study, and thirty hours of video recordings of the classroom were collected and analysed. The results revealed that the expert status of the teacher at the beginning changed in the middle of the study and became as a novice teacher; however, the teacher gained the expert status in the end again, and also learners’ status of acceptance and denial changed in the sequential of the talks and turns in the study. It was also put forward in the study that CA may express students’ groups and cultural identities since the teacher defined the identity of the whole students as Chinese; on the other hand, the interactions indicated that the participant students were able to classify themselves as members of various group, not just peculiar to one group.

Yet another study conducted by Siegel (2005) aimed to find out “*the development of language learner identity from a longitudinal socio-interactional perspective*” via CA analyses. The study was conducted in a Japanese dormitory within two participants whose names were Ami and Hang, and they were from Vietnam and

Japan. The data collection tool was audio or video recordings each of which lasted between 30 and 40 minutes. The duration was 22 months. Throughout the recordings, the language proficiency changes were analysed within “*word search sequences*”, and the results showed that Ami was less proficient in English language, and thus her identity was regarded as less knowledgeable or novice language learner compared to Hang at the beginning; however, this didn’t stay stable and towards the end of data collection process, Ami was able to gain “*an independent user of the language*” and became equal with Hang. It can be concluded that participants negotiated their language identities via interactive discourse and they showed changes in their identities from beginning till the end. In conclusion, it can be claimed that identity within CA posits a significant place in the development of the target language and cooperation among human beings.

2.3 Multimodal Conversation Analysis (MCA)

The term multimodality is related to human interaction or communication (Kress, 2010), and as interactions in our life are all considered multimodal (Moerman, 1990), the studies on multimodal communication or Multimodal Interactive Analysis (MIA) have gained a great deal of significance in recent years. The term MIA was first asserted by Norris (2004) with the aim of investigating the sequential real moments and face-to-face interactions, and it is defined as “a holistic analysis of the multiple real-time sequential and simultaneous communicative processes that participants engage in” (p. 112).

There have been many factors affecting the use of multimodality within CA. To start with, technology has a great impact on the development of society, as communication among human beings develops better thanks to technological

facilities. It is also stated that “societies have always been shaped more by the nature of the media by which men communicate than by the content of communication” (McLuhan & Fiore, 1967, p. 1); therefore, each innovation brings new aspects to the socialization and communication among people yielding efficient interactive modes for analysis. In this regard, it is easier to analyze multimodal perspectives both verbal and non-verbal ones while working with technological gadgets such as audio recordings or video recordings (Norris, 2011), and it is also asserted that investigating multimodal analyses of communication has been advanced thanks to the developments in video recording and media technology (Sacks, 1992).

In addition, it is suggested that academic departments or domains employing multimodality should consider this phenomenon as an integrated process of the social interactive production (Goodwin, 2000). In multimodality, language is not the only crucial practice but also there are some other practices such as embodied communicative practice and linguistic communicative practice which are regarded as integral to each other, and all of these are thought to contribute to the meaning considerably (Blackledge & Creese, 2017; Jewitt, 2011). Kress (2010) asserted similar claims that language is not most expressive form used in multimodality because MIA is influenced by multimodality, and so both embodied factors namely, gesture, posture, gaze, etc. and disembodied aspects such as music, print, layout are employed in analysis. It is known that analyzing video recordings within CA is not a new issue, and it is more affluent for CA to seek the language multiply within video recordings since CA doesn't just focus on the language as it attempts to investigate comprehensive aspects of human interaction socially (Deppermann, 2013a). Thanks to the video data, CA may investigate more complex and subtle human interactions (Mondada, 2014).

Considering CA with multimodality, it is clear that a more holistic approach to interaction with language analyses is employed because variety of resources such as “*gesture, gaze, head movements, facial expressions, manipulation of objects, body postures, body movements, and also prosody, lexis and grammar*” are dealt; hence, language, interactive talks and gestures are basically taken into consideration for these embodiments (Mondada, 2016). Also, a vast of interactive resources about people’s social lives can be gathered via CA (Hazel et al., 2014); thus, CA to multimodality or Multimodal Conversation Analysis (MCA) investigates turns-at-talk in a diversity of resources, and this analysis is not considered as just an embodied behaviour because gestures, facial expressions, head nods etc., and interactional space, as face-to-face interaction are included in this analysis (Mondada, 2009).

Also, MCA investigates silent participants from transcripts of talk as it is thought that silent participants may contribute the multimodality of CA via embodied behaviours such as head nods, gazes and gestures in manner of a joint interactional space (Deppermann, 2013b; Keevallik, 2014; Nevile, 2015). It is also asserted that non-vocal components or silent visible displays should be considered with MCA as they may construct turn-at-talk or emergences of utterances and give implied meanings via bodily embodiments for analysis (Goodwin, 2013; Hayashi 2005). While conducting the turns and talks with MCA, sequential contexts and participants’ simultaneous behaviours are dealt in order to bring a broader focus on various modes of interaction (Goodwin, 1981).

Thus, it is obvious that Multimodality urges CA for the analysis of temporal and sequential talks in conversations, and multimodal view of interactive aspects present

new challenges to CA because not only turns and talks but also gesture, movements, head nods and non-verbal issues in conversations are considered to be analysed descriptively.

2.4 Sample Studies on Multimodal Conversation Analysis (MCA), Conversation Analysis and Identity in Language Learning in Turkish Contexts

While reviewing the literature on Multimodal Conversation Analysis (MCA), Conversation Analysis and Learner Identity in EFL contexts, a number of relevant studies were found. Firstly, it may be claimed that all of the studies have the aim to investigate multiple conversations in natural and interactive classroom settings. Besides, these conducted studies seek the roles of conversational or multimodal conversational aspects on language development of EFL learners in different institutions in Turkey.

Aydınaydın (2005), for instance, conducted a descriptive study to analyse conversations by using main features of spoken interaction, the interactional structure and strategies. Various books and articles were employed as data collection for the study (without any audio or video recording), and the results revealed that interaction is the main component of conversations as they help learners to indicate various utterances, exchanges, moves or acts during a conversation. The study also illustrated a descriptive analysis of turn-takings, interactional signals, adjacency pairs, lexical terms and discourse about conversational aspects.

Also, Bilgiç (2010) conducted a qualitative study in order to show how different types of spoken interaction are structurally and strategically organized in English and

Turkish languages and find out the differences and similarities and their reasons in order to make the language (English) learning process of Turkish students easier and make language learners take part in conversational situations successfully. In the study audio recordings of short speeches were used as data collection tool. In order to investigate multiple conversations, 107 speaking video exams were used, and the results revealed that conversational practices were efficient in developing learners' interactions and speaking skills.

In addition, Yüce (2014) conducted a quantitative study with Turkish military EFL students to determine the impact of discussion technique on students' motivation and oral communication performance in terms of fluency and participation at TAFA(Turkish Air Force Academy). Pre- and post-tests were employed as data collection tools, and there were no interactive implementation or video recordings for conversational analysis. The results of the tests indicated that learners had a considerable improvement in the target language, also it is suggested that discussion evokes learners to gain motivation and practice communicative spoken skills.

Satar (2015) aimed in her study to clarify advanced level Turkish EFL learners' online multimodal communication via the theory of social presence. She employed various data collection tools such as interviews, open-ended and closed post-task questionnaires, stimulated reflection and recordings of video interactions. There were ten participants; six male and four female language learners aged 18-22. The results revealed that some features such as questions, backchannels, reciprocation, listening and paying attention, collaboration, turns and silences were significant for the social presence.

Besides, Özbakiş (2015) conducted a qualitative and an interactive study to analyse identity as a social construct in the sequential development of talk in an EFL class by using naturally occurring classroom data, which included 440 minutes for interactive conversations in 11 weeks. The results of the study pointed to the occurrences of the dynamic identities.

Balaban (2016) attempted to describe online task-oriented interactions for an understanding of the development of interactional competence (IC) in an L2 by providing longitudinal evidence to change of participants' behaviours in terms of repair and epistemic positioning by using online screen recordings as data collection tools. The study included approximately 69 hours of online recording; however, 30 hours were examined, and the results indicated that interactional resources are efficient in developing collaborative and communicative tasks.

In another study, Genç (2017) conducted a mixed-type research on conversational strategies with the purpose of revealing the effect of teaching conversation strategies on tertiary level EFL learners' oral exam performances and oral proficiency exam scores. There were various data collection tools such as textbooks, surveys, final exam speaking test recordings, final exam score sheets and video recordings. The results indicated that learners were able to develop their interactive and conversational practices in the target language.

In addition, Stone (2017) conducted a study to shed light on the relationship between identities, interaction practices and potentials for learning. There were many data collection tools such as video-audio recordings, video playback sessions, field notes, interviews, texts produced by the students and e-mails. The study incorporated

analyses of seven hours of interactive video recordings. The results indicated that participants were able to utilize many classroom interactions, turn-takings, repair practices and dialogic conversations, all of which were believed to posit a long-term language learner identity for the participants.

Çelikbaş (2018) also conducted an interactive case study employing conversation analysis, and the purpose of that study is to define reflective opinions of the teacher in online English conversation classes and investigate student opinions on LLP and to detect the impacts of LLP on the students who are taking this online language course by exploring their practice, needs, and the technical aspects of learning a foreign language through online lessons. The main data collection tools were teacher diary, student interviews and audio-video recordings of 350 minutes. The study was both interactive and online. Regarding the results, the online conversation classes were considered as beneficial, enjoyable, time saving, cost saving and motivating by the learners. Also, a great deal of interaction was obtained as a result.

Finally, Yalçın (2019) conducted an interactive study in order to investigate the possible reasons behind the learners' preferences for Self-Initiated Self-Repair (SISR) patterns in their oral exam conversations with the interlocutors. There were 12 hours of video recordings as data collection, which was analysed qualitatively. The results indicated that learners were able to utter the correct pronunciations in the target language.

2.5 Summary

This chapter reviewed the related literature about Conversational Analysis (CA), Multimodal Conversational Analysis (MCA) and their roles in language learning.

Firstly, the current studies about the roles of conversation analysis, the relation between conversation analysis and language learning, conversation analysis and classroom interaction, language learning and teaching materials for conversation analyses, and the ways of organizing interactional conversations are reviewed in detail. Then, studies on ‘identity’ and its manifestations, identity types in language education, identity and language learning in classroom settings, identity and conversation analyses are reviewed. Next, multimodal conversation analysis, its scope and benefits are discussed, and finally some research studies conducted on conversational and multimodal conversational aspects for the target language are discussed.

The related studies reviewed in this section of the chapter revealed that the studies employing conversation and multimodal conversation analyses aim to find the best methodologies for proficiency in the target language. These studies are either qualitative (Balaman, 2016; Bilgiç, 2010; Çelikbaş, 2018; Özbakiş, 2015; Stone, 2017; Yalçınmer,2019) or quantitative (Yüce, 2004) or adopt a mixed methods research design (Genç, 2017) in which both qualitative and quantitative data are analyzed. However, the number of quantitative and mixed type research designs is relatively less because qualitative analysis seems to be more suitable to analyze and interpret the interactional patterns in the conversations in depth. Although there is a vast variety of data collection tools such as texts, field notes, e-mails or exams used in some studies (Çelikbaş, 2018; Genç, 2017; Stone, 2018), the main data collection tool for almost all of the studies employing CA and MCA is the video-audio recordings. Former studies which attempted to analyze conversations used only audio recordings as a data collection tool (Bilgiç, 2010); however, the current studies (e.g., Çelikbaş, 2018; Genç, 2017; Özbakiş, 2015; Stone, 2017; Yalçınmer, 2019) employ

the video-audio recording since they also aim to investigate non-verbal behaviors such as eye contact, gaze, nods, hand movements etc. in the conversations.

Regarding the findings of the studies on CA and MCA, it appears that interaction is the basic issue in conversations because it boosts dialogic situations and evokes learners to take roles in conversations (Balaman, 2016); otherwise, learners generally prefer being silent and focusing on learning grammar and vocabulary. The studies (Çelikbaş, 2018; Genç, 2017; Stone, 2017) pinpoint the importance of spoken interactions for the proficiency in the target language. Also, it is implied in those studies that if learners are able to hold interactive manners in the target language, they will develop successful language learner identity in addition to the occurrences of different identities such as cultural, social, and realistic identities (Özbakış, 2015; Stone, 2017).

All in all, despite the existence of these studies, it is believed that there is still a need for new studies on conversation analysis and multimodal conversational analysis in language classrooms with different foci in various contexts. This justifies the need for this current study whose methodology is described in the following chapter.

Chapter 3

METHODOLOGY

This chapter presents the methodology used by the researcher in order to investigate EFL learners' multimodal conversational interactions and occurrences of identities as a result of those interactions in the natural classroom contexts. It includes a detailed description of the research design, research context, the participants, data collection tools and procedures, and data analysis tools. Also, ethical considerations and issues related to credibility, validity and reliability are presented along with the role of the researcher at the end of the chapter.

3.1 Research Design

In order to investigate EFL learners' multimodal conversational interactions and occurrences of identities as a result of those interactions in the natural classroom contexts, a qualitative research design is employed, which is known as one of the most developed designs since it contributes to better understanding of the various social disciplines analytically and interpretatively (Flick, Von Kardorff, & Steinke, 2004). For this reason, the current study attempts to engage the qualitative research design into the whole study.

Besides, many areas have been adopting qualitative research designs in order to come up with successful analyses and understanding of forms and manners in a society or culture. Whyte (1955) is one of the former researchers employing qualitative research design to seek life awareness, values, friendships, and loyalties

of Italian immigrants via individual observations and personal notes. Additionally, Goffman (1961) utilized qualitative research design to investigate behaviors of patients and prisoners such as privacy, exaggeration, adaptation, irony, rebellion etc. in terms of organizational sociology and psychiatry. Garfinkel (1967b) also used a qualitative research design and conducted another sociological study to find out implicit preconditions and rules directing the daily production and process of understanding occurred within knowledge and cultural experiences. Moreover, Jahoda, Lazarsfeld and Zeisel (1971) explored the reasons and consequences of unemployment in Australia by adopting the methods of qualitative research designs such as diary entries, document, analysis, interviews, housekeeping books, and young people's essays about their opinions for the future. Based on those studies, it may be stated that qualitative research design represents successful studies for ethnography, sociology, cultural values, behaviors, interactions, identities and manners. Since the current study investigates the interactive manners, identities, social and cultural values of students in natural classroom settings, the qualitative research design can be regarded successful for this domain.

In addition, there are various qualities and attributions of qualitative research design. It is claimed that qualitative research design is efficient in defining the social attributions and catching the attention to the meaning patterns, structural features and processes occurred during data collection and analyses of the studies (Flick, 2009). Additionally, qualitative research design is more open and well-standardized; hence, it has more quantities and can investigate many unknown, unfamiliar and new concepts in various studies (Wilson, 1970). Thanks to qualitative research design, social reality and interaction can be anticipated more clearly, and they tend to show constant developing of social construction (Berger & Luckmann, 1966). In other

words, the analyses of interaction and communication sequences in social life can be done successfully via qualitative research design because assumptions and reconstruction of perspectives can be interpreted and become meaningful.

The data collection of the study is mostly based on the participating students' spoken interactions and observations in the natural EFL classroom contexts, and it can be claimed that this data is the result of the interactive manners of their cultural and social values. There were various topics to be conducted in each week both in piloting and main cycles. During the piloting cycle, three topics were discussed interactively in three weeks at Batman University, and these discussions were recorded to be analyzed qualitatively in terms of multimodal conversational analysis. Besides, the main cycle of the current study took seven weeks, and the seven topics discussed in each of these weeks were recorded and analyzed qualitatively in accordance with the research questions. Some observations recorded in the video recordings during interactive natural classroom settings were also analyzed qualitatively.

In addition, the qualitative analyses of interactions and observations are expected to come up with significant results for promoting learners' language skills and defining appropriate identity for each participant. Each of the utterances was recorded, transcribed and analyzed via conversation analysis approaches in order to grasp to what extent learners utilized the target language accurately, and to obtain data for the contextual relationship between students' interactions and identities in the natural EFL classroom contexts. Since the current study is multimodal, the occurrences of gestures, facial expressions, head nods during interactions were also taken into consideration for the analysis.

3.2 Settings of the Study

The main purpose of the current study is to analyze EFL learners' interactions in the classroom context and seek how their learner identity reflects in their multimodal interactions in the natural classroom context via Conversation Analysis (CA) and Multimodal Conversation Analysis (MCA).

The current study was conducted in two cycles and in two contexts. The first context in which the piloting cycle of the study was conducted was the Preparatory School of Batman University located in the south-east part of Turkey, and the other context in which the main cycle of the study was conducted was a private language institution in Diyarbakır, another city in the south-east part of Turkey.

The first context, Batman University, which was established in 2007, has around 15 thousand students. The medium of instruction of the university is Turkish, but English language is offered to all university students. Also, those students who plan to study in English-related programs such as the Department of English Language and Literature (ELL) need to follow a one-year program at the Preparatory School if their English proficiency level is not meeting the requirements. According to the by-laws of the university, those who hold 65 and above from nationally recognized tests such as Foreign Language Proficiency Exam (YDS) and Higher Education Institutions Foreign Languages Examination (YÖKDİL) can directly start the BA program at their departments. Other students are required to sit a proficiency exam set by the university at the beginning of their acceptance to the university and those who fail in the proficiency exam are required to complete the preparatory English program which is composed of four courses, namely writing, listening and speaking,

grammar, and integrated skills. The current study was conducted in the integrated skills course which included four skills of the English language, namely, listening, speaking, reading and writing skills. Students of this course had eight contact hours per week and during the classes, they were engaged in various tasks such as doing group and pair works, presenting various topics, keeping a portfolio, and doing tests of listening activities, all of which were tried to be conducted in an interactive manner.

The second cycle, i.e., the main study, was conducted at a private language institution which is located in the central part of Diyarbakır city with a number of chain offices. It aims to develop EFL learners' language skills at all levels. There are classes from A1 level to C2 level (in terms of Common European Framework of Reference - CEFR) in addition to classes for young learners. The one wishing to start that language school has to take a proficiency exam in order to be ascertained to the most appropriate program. Generally, the ones having the aim of learning English from the beginning prefer to start from A1 level to B1 level. Also, there are some high school students who want to improve their substantial knowledge about English language skills as they plan to study at their upcoming university education in one of the programs of English Language Teaching (ELT), English Language and Literature (ELL), various foreign languages and translation programs. Besides, there are some adult learners whose aim is to improve their English as they need it to start Master's and/or Ph D programs either in Turkish universities or abroad. This language institution also provides different kinds of language programs to EFL learners for international exams such as IELTS and TOEFL.

In sum, in both research contexts, natural interactions of EFL students were videotaped to investigate the emerging identities of EFL learners via CA and MCA.

3.3 Participants

The participants in the first (piloting) cycle of this study were the students at the English Preparatory School at Batman University, and in the second (main) cycle, EFL learners at a private language institution in Diyarbakır. In the piloting cycle there were 26 students (one male and 25 female). The imbalance between the number of female students was beyond the researcher's control. One reason for this imbalance could be the fact that all those students had chosen to study in a language-related department, and in Turkish universities such departments are preferred mostly by female students. Their ages ranged between 18-25, while the majority (18 students) belonged to the 18-20 age group. They were all Turkish citizens; however, their mother tongues differed such as Kurdish, Turkish and Arabic, which might have been a factor in their English pronunciation differences in terms of L1 interference. The overall demographic data about the participants is given in the table below.

Table 5: Demographic information about participants (piloting cycle)

Variables		(F)	Percent %
Gender	Male	1	3,8
	Female	25	96,2
Age	18-20	18	69,3
	21-22	5	19,25
	23-25	3	11,2
Class	Prep Class	26	100
Mother Tongue			
	Turkish	5	19,25
	Kurdish	14	53,9

	Arabic	3	11,55
	Zazaki	4	15,2
Total		26	100

Considering proficiency level in English, some students seriously lacked speaking and listening skills at a great rate but their writing and reading skills were somehow better. This can be attributed to the traditional grammar-oriented EFL teaching system in Turkey which is, in fact, contradictory to the intended communicative language teaching policy. Another factor for the negligence of oral skills could be the foreign language component of the university entrance exam in which the test-takers who want to study in a language-related department such as English language teaching, linguistics, literature, or translation departments are given tests on reading comprehension skills, vocabulary and grammar, while listening, speaking and writing skills being out. On the other hand, some participants -relatively fewer in number, though- were able to conduct speaking and listening skills somehow better, which is possibly related to their earlier opportunities and experiences to improve these oral skills.

In the main cycle 16 participants (all Turkish citizens) took place in the study. Their ages changed between 18 and 35, indicating that there were both young adult and adult learners. As can be seen in Table 6, regarding the occupations, ten of the participants were students, six of whom were high school students, and the others were university students. Also, there were six participants working in various jobs such as a teacher, engineer and specialist. Nine of the participants' native languages were Kurdish which is accounted for the most common native language; on the other hand, Arabic and Zazaki were the least spoken native languages among the

participants. However, all of the participants spoke Turkish as their second language; that is why all participants were bilingual.

The younger learners were high school students (either in their final year or already graduates) whose aim was to become successful in the university entrance exam and get a place at one of the departments of English Language Teaching, English Language and Literature, and Translation and Interpretation of Languages at multiple universities in Turkey.

Table 6: Demographic information about the participants (main cycle)

Variables	(F)	Percent %
Gender		
Male	8	50
Female	8	50
Age		
18-20	6	37,5
21-25	6	37,5
26-35	4	25
Occupation		
Student (High School)	6	37,5
Student (University)	4	25
Teacher	3	18,75
Engineer	2	12,5
International Relations Specialist	1	6,25
MotherTongue		
Turkish	3	18,75
Kurdish	9	56,25
Arabic	2	12,5
Zazaki	2	12,5
Total	16	100

Yet, the adult learners' goal was passing foreign language exams such as Foreign Language Proficiency Exam (YDS) and Higher Education Institutions Foreign Languages Examination (YÖKDİL) in order to start a graduate program at a Turkish

university because 45 points out of 100 is required for Master's degree and 55 points out of 100 is required for PhD degree as an entry requirement. Adult learners' English levels were better than those of younger adults as they were able to speak and understand English better; however, the younger learners were not able to speak and understand English well; that is why, they were not good at conducting conversational skills in a natural classroom context.

There are various reasons why these participants were chosen for the current study. Firstly, these participants had different native languages and this would enable the researcher to see the effects of native languages on the language use in the conversation. Secondly, almost all of the participants had B1 level of English based on their education background since all of the participants either studied their department in English or were graduates of English programs. Next, while choosing the participants in both cycles, specific gender and age factors for selecting them was not considered; in other words, they were chosen randomly based on the availability and consent of the participants in the research settings. Finally, almost all of the participants were from the south east region of Turkey; that is why it was hoped they may yield authentic data in the discussion of the topics in each week throughout the study.

The table below (table 7) shows the participants in the main study with their pseudonyms. It should be noted that among these participants only three of them participated actively in all sessions and discussed all the topics each week. The others who were physically in the class were comparatively less active in discussions than these active participants. According to the table, it is clear that Mehmet, Veysel and Birkan participated in the whole seven weeks. Selen and Ceyda were in the class

only in the first week; Ahmet in the first, third and fourth weeks; Gönül and Fatma just in the second week; Hasan in the first and second weeks, Tuba in the second, third and fourth weeks; Cenk and Gökhan in the third and fourth weeks; Serdar only in the fourth week; and lastly Lale, Derya, and Nisa in the sixth and seventh weeks.

Table 7: The weekly participation of the participants in the main cycle

Week 1	Mehmet, Veysel, Birkan, Selen, Ceyda, Ahmet and Hasan.
Week 2	Hasan, Veysel, Birkan, Mehmet, Tuba, Gönül and Fatma.
Week 3	Mehmet, Ahmet, Gökhan, Cenk, Tuba, Veysel, and Birkan.
Week 4	Mehmet, Ahmet, Gökhan, Cenk, Tuba, Veysel, and Birkan
Week 5	Serdar, Mehmet, Veysel, and Birkan
Week 6	Mehmet, Birkan, Lale, Derya,Nisa, and Veysel
Week 7	Mehmet, Birkan, Lale, Derya,Nisa, and Veysel

3.4 Data Collection

3.4.1 Data Collection Tools

The research instruments used in the study were audio-recordings, video recordings, observations, field notes and interviews. Video and audio recordings were carried out during the implementation in order to provide valid and reliable data for the research. Also, observation and field notes were taken into consideration by the researcher during video or audio recording classes. In other words, the researcher conducted all of the tasks in the class with the participants, and he acted as a conductor in both cycles. The interviews were conducted after the implementation of the study. The interview questions were chosen in accordance with research questions and study aims.

3.4.1.1 Video and Audio Recordings

Video and audio recordings are central to the current study. While carrying video/audio recordings, the data is generally constructed (Scollon, 2001), which means that the video/audio recordings may not provide theoretical, methodological, and analytical aspects, instead they indicate and reflect researchers' interests and what is captured throughout the recording (Norris, 2004). In the current study, the interest of the researcher was to capture the interactions of the learners in the natural classroom context and find out the most sensible identity occurred as the outcomes of these interactions. Therefore, all the details such as heads moving, nods, gazes, eye-contacts, intonation, pronunciation and speeches are considered to be enrolled in the recordings carefully.

High-quality Canon 60S and DJI 4K Osmo cameras with immense sound, recording and resolution features were utilized in order to analyse each detail of students' speeches and interactions based on MCA. Three hours of recordings (approximately 150 minutes in total) for piloting cycle and seven hours of video recordings (approximately 350 minutes in total) for main cycle were conducted in the natural classroom context during a semester counted as fourteen weeks. Also, a total of 225 minutes for interviews were recorded during this semester. Considering the total video for recordings, it is five hundred minutes. All of the videos were tried to be completed in two weeks sequential duration; in other words, one week was recorded during the natural classroom interaction with the defined topic formerly, and in the other week, some students were chosen to have an interview outside of the class. Notably all of students were tried to have participant roles at least once in either in video recordings or interviews and none of them was tried to be regarded as a complete passive participant.

There were seven topics for these video recordings throughout the piloting and main cycles of the current study in those semesters (Please see Appendix E for the conversational topics of the study). For piloting cycle, the first three topics in Appendix E were used; on the other hand, the whole seven topics were utilized for the main cycle of the current study. While doing video-recordings, the heads and bodies of the participants were also tried to be recorded clearly, and as the cameras were able to record the sounds rather well, no microphone was required.

3.4.1.2 Observation

Observation is generally defined as "the systematic description of events, behaviours, and artifacts in the social setting chosen for study" (Marshall & Rosmann, 1995). There are many advantages of observation as a data collection tool; for instance, the researcher can get data about nonverbal expressions of participants' feelings, determine who interacts with whom, comprehend the communication styles of the participants, and define the spent time for each activity (Schmuck, 1997). Observation in this study was conducted qualitatively by the researcher either after the recordings had been completed or during the recordings via some guidance notes about the actions of the participants; all of the video recordings were watched attentively by the researcher for the manners and speeches occurred in both cycles, and some significant notes were taken to act as guidance while analysing the recordings. It is known that observation may provide deep data about the existing social discourse (Erdlanson et al., 1993) to improve a holistic understanding of the interactive aspects in a discourse. In this study some influential data about the participants' interrelations, cultural parameters, and identities in the manners of various aspects such as leadership, self-confidence, loyalty, motivation, being a dependent language user or an independent language user, humorousness, silence,

activeness could be detected thanks to the close and careful observation of the interaction.

3.4.1.3 Field Notes

The term 'field notes' first occurred in ethnographic anthropology as a branch of quantitative analysis in 1900s (Emerson et al., 2011). And formerly, field notes were regarded just as thoughts, ideas, and queries of the researcher derived from the interviews or observations (Ottensberg, 1990).

Currently, it is clear that almost all of quantitative studies employ field notes to enhance the data and provide a rich contextual analysis for the research (Creswell, 2013; Lofland et al., 2005; Mulhall, 2003; Patton, 2002). There are many functions of field notes; for instance, they guide the researcher to monitor the environment and interactions, encourage the researcher to reflect and identify the issues in the study, provide language-related data or materials, enhance rigor and trustworthiness, and let the researcher come up with multiple contextual analysis (O'Brien et al., 2014; Tong et al., 2007). In addition, field notes should not be regarded as time-consuming because they provide a deep insight about the contextual analysis of the study, and the researcher is able to find an appropriate action plan for the study. Furthermore, field notes may direct the researcher towards finding misconceptions, misbehaviours or mistakes related to the language and data collection, thus the researcher can correct these issues.

In this study, during the implementation of the study and interviews the field notes were taken. The researcher tried to take some notes about the interactional utterances or actions during video recordings to be asked or corrected for the interviews. Also, thanks to fields notes, the mistakes related to data collection or implementation of the

study could be demolished since the researcher was aware of the current issue and acted more carefully for the other following phases.

3.4.1.4 Stimulated Recall Interviews (SRIs)

Stimulated Recall Interviews (SRIs) are one of the data collection tools in qualitative researches. Discussion about the procedures and applications of this data collection tool is rather limited in the related literature (Lyle, 2003; O'Brien, 1993). SRIs attempt to examine the way a participant interacts during a study (Calderhead, 1981; Dempsey, 2010; Haw & Hadfield, 2011). This technique provides a chance for the participants to view themselves in action in order to remember the occurred events in the video recordings (Nguyen, McFadden, Tangen, & Beutel, 2013). Hence, the participants have the chance to view the videos and express their comments about the statements either as a whole or in depth.

Each of the SRIs in the piloting cycle was conducted in the following week after each video/audio recording was completed in natural classroom context. The participants for the interviews were chosen in accordance with their participation (high participation – average participation – no/little participation) in the conversations, and each of them watched the videos with the researcher in the manner of video playback session. During this process, participants were asked some questions about their natural interactive utterances, manners and gestures (Please see Appendix B for the interview questions). On the other hand, SRIs for the main cycle had to be conducted via Zoom program which is an online application for live video calls. The participants were chosen based on their participation (high participation – average participation – no/little participation) as detected from the video recordings conducted in natural classroom settings. In other words, all of the participants indicating either high or average participation contributed to the SRIs in the main

study; however, among the participants who had no/little participation into the class discussion, only two of them were chosen for the SRIs. The researcher viewed the recordings in advance and chose particular moments to talk about in the SRI before he met and let the interviewed participant watch his/her interactions, questions, utterances and gestures, and then s/he was asked the questions indicated in Appendix B. Some of the following questions were commonly directed to the participants:

- Why do you move your hand that way while speaking?
- Why do you use nods here?
- Why do you raise up your hand?
- Why do you wait for a few seconds before you respond?
- What do you mean here by this (word...)?
- Why do you need to explain what you have said here?
- Did you feel motivated to participate into the session?
- Why didn't you speak much?
- What do you think about the topic? Did you like it or didn't like it? Why?
- What did you like most about the topic?

While conducting the SRIs, the participants tried to answer the questions in English; however, there was not a rule or obligation for participants to claim their views in English. Thus, the ones wishing to use their mother language or native language were free.

3.4.2 Data Collection Procedures

As stated above, the study was conducted in two cycles. The first cycle was the piloting cycle which lasted for three weeks and was conducted at spring semester of 2019-2020 academic years at Batman University in the south-east of Turkey. The

second cycle was the main cycle of the study which lasted for seven weeks and was conducted at a private language institution in Diyarbakır in the south-east of Turkey.

Before starting data collection, a deep analysis of literature review was done about CA and MCA, and their roles on defining identities were investigated. Then the aims, research context, data collection tools, and data analysis were defined. After that, the items in each data collection tool were determined and prepared in accordance with the study. Prior to the data collection stage, the researcher had to obtain permission from the Ethics Committee at Eastern Mediterranean University (Appendix E). Also similar permissions were obtained from both of the institutions (i.e., Preparatory School of Batman University, and the private language institution) from which the data were collected (see Appendix C and Appendix D). After that, participants for each cycle were contacted. Each of the participants had participated in the study voluntarily and they all signed a consent form before starting the current study (see Appendix A)

The first cycle, i.e. piloting cycle, meant to be the main cycle when it was initiated in the 2019-2020 academic year spring semester with 26 Turkish EFL learners studying at the Preparatory School of Batman University. Having conducted only three topics (which were ‘marriage’, ‘education’ and ‘cuisine’) out of the seven topics in the class and collected the related data on those three sessions within a six-week period (one week allocated to the video-taped topic discussion and the following week allocated to the stimulated recall interview on the videotaped class), all of a sudden Covid-19 pandemic crisis started. All activities were halted, including face-to-face classes. Since there was no more chance to continue the study with the same participants, other options (a new context and new participants) were sought. In order not to make

the already collected data become useless, this stage was considered a piloting stage, believing that the experience in this stage benefitted the researcher in many ways, especially in the data collection techniques, more specifically in the conduct of Stimulated Recall Interviews (SRIs).

After a break of a few months, a new context was determined in a different city, but still in the same region. The new context was a private language institution in Diyarbakır. Having taken the necessary safety measures and with reduced number of students, the institution was continuing their face-to-face classes. In the fall semester of 2020-2021 academic year the second cycle of the study started and lasted for 14 weeks. The implementation of the study and data collection procedures were the same: one week for class discussion on one of the assigned topics and video-recording it, and the following week conducting SRIs on the previous week's video-recorded lesson. In other words, seven weeks were used for the interactive classroom recordings in natural classroom settings, and the other seven weeks were used for the SRIs. Each week one of those topics was discussed: marriage, education, cuisine, settlement-environment, superstitions, addiction, and stubble fire. The overall number of the participants for the main study was 16, who were young adults getting prepared for the English test of the university entrance exam (as they were targeting to study in English Language Teaching, or English Literature, or Translation and Interpretation departments in their university education, and also adults who were there to improve their English for different purposes, but mainly to succeed in national and/or international tests of English. Among them, there were teachers, engineers and other professionals. Similar to the first cycle participants, all of them had Turkish nationality with different mother tongues (Turkish, Kurdish, Arabic and Zazaki).

Data collection stage included two phases. The first phase was video recording a natural classroom discussion which was on a particular controversial topic. These sessions were repeated every two weeks throughout 14 weeks. The topics of discussion were marriage, education, cuisine, settlement-environment, superstitions, addiction, and stubble fire. The second phase was the Stimulated Recall Interviews (SRIs) conducted with the participants in the week immediately following the discussion session. Each of these phases is explained in detail below.

In the first phase, during the natural discussion of each topic, there were at least six participants in class, and each of them tried to do their best to perform the conversational aspects; however, some of them could participate fully, while others were less focused. The number of the focal participants was generally three in each session. Each week the discussion sessions were video-recorded. While recording the sessions in the classroom, the interaction was transcribed at the same time via Otter program, which proved to be quite helpful in providing English scripts of each recording. The duration of each video was approximately 50 minutes, and in total it was around 350 minutes. The researcher was also present in the class during the implementation of the study based on the course plan to observe the class and take field notes in order to use them for the interviews.

The weeks following each video-recorded class, Stimulated Recall Interviews (SRIs) were conducted with the purposefully selected students according to their participation (high participation – average participation – no/little participation) in the conversations. Utmost care was shown to make each of the participants take roles in those interviews at least once. Because of the prevalent restrictions for health safety at that time, all the interviews were held and recorded on the application called

Zoom. The participants were invited individually, and each of them was asked to watch their speeches and manners in those interactive classroom sessions; then they were required to explain their manners, feelings, thoughts or expectations. They were asked some questions (see Appendix B for the Stimulated Recall Interview questions). Also, the researcher asked some other questions to clarify some aspects of interactive classroom recordings based on the field notes taken during the implementation of the study in order to analyse the interactions, questions, utterances and gestures deeply.

The duration for each of the Stimulated Recall Interviews (SRIs)' video recording was 25 minutes, and it was totally 150 minutes because there were five SRIs for the piloting cycle, and six SRIs for the main cycle. When the video-taped sessions are counted, the total recording for the main cycle of the research study was 500 minutes. When those in the piloting stage are added, the duration of recordings has totalled 775 minutes, which meant to be quite a big data to analyse.

3.5 Data Analysis

There were two types of data gathered throughout the study: the first type of the data were obtained from the video-recorded discussions that took place in a natural classroom context in which students discussed some controversial topics such as marriage, education, cuisine, and the second type of the data were obtained from the SRIs. The analysis of the first data was essential for conducting the next data collection stage. To put it differently, without the analysis of the data collected in the class-discussions, it would not be possible to conduct the interviews, because the questions asked to the participants in the Stimulated Recall Interviews were based on

and related to the analysis of their verbal/nonverbal interactions and behavior in in-class discussions.

The first type of data was analyzed weekly, immediately after the video-recording of the session was completed. For this purpose, the researcher watched the video recording of the class discussion by using his field notes and determined the specific moments. While analyzing these specific moments, interactive aspects of the utterances, turn taking systems, occurred identities, students' feelings and cultural issues/terms occurred during the classroom discourse were all taken into consideration. After that, an interactive excerpt from each week was taken from the video recordings and scripts, and each was analyzed based on the turn-taking systems and MCA systems in order to be able to detect the emerging identities in terms of individuality. In analyzing each video-recorded class, the researcher produced excerpts.

For the qualitative analysis of the video-recordings, the following basic steps were employed:

- Watching all of the video-recordings closely and attentively
- Taking initial notes about the video-recordings while watching them
- Comparing the initial notes with the field notes and observational notes taken during the implementation of the study
- Noticing the interactive excerpts from the video-recordings and determining some excerpts for each topic
- Analyzing all the specific moments, interactions, turn-takings, gestures, utterances, feelings and possible identities

- Constituting the transcriptions of each excerpt by using conventions
- Defining the participants with high participation, average participation and no/little participation.
- Detecting the emerging identities in terms of individuality.

In addition, as highlighted in Creswell (2013), “a computer software program that helps the researcher to systematically evaluate and interpret qualitative texts” (p. 203) was needed and for this purpose the software program called ‘Otter’ was utilized in order to get clear and absolute detailed transcriptions of the video-recordings. Transcriptions were crucial in the study since they contributed to notice the focal participants’ speeches and interactions in the written forms. Ten Have (2007) claims that “transcripts are not the data of CA, but rather a convenient way to capture and present the phenomena of interest in written form” (p. 95). Thus, transcription system adapted by Hutchby and Wootfitt (2008) was employed in order to define the verbal / nonverbal interactions, manners and movements. In other words, while analysing the video recordings in the transcriptions, various conventions were utilized. To illustrate the most common ones;

- “+” was employed for the onset of a non-verbal action (e.g. shift of gaze, pointing),
- numbers enclosed in parentheses such as (0.3), (0.5), (0.8) etc. showed the duration of the pause during the speeches,
- [] indicated the overlappings of the participants into the conversations,
- ↑↓ showed sharp falling and rising intonation,
- capital letters showed high volume of the voice,

- £C“mon£ was used to indicate laughing or smile,
- and while commenting, it was shown in double parenthesis like ((She speaks)).

All of these conventions helped the researcher analyse the transcriptions more efficiently and clearly since they made the meaning, interactions and manners understandable. In addition, in order to check whether the conventions were used correctly to reflect the verbal and non-verbal interactions and manners, the researcher demanded help from a colleague who had used CA and MCA in his MA thesis. For this purpose, both the researcher and the colleague worked on one transcript together in order to agree on the use of conventions. Then, they worked on another transcript separately and then compared their analysis. Seeing that there was a high correspondence between the two sets, the researcher continued to analyze the rest on his own.

Regarding the data analysis of the questions in the Stimulated Recall Interviews (SRIs), the following basic steps were employed:

- Watching all of the SRIs recordings closely and attentively
- Constituting the transcriptions of each interview
- Employing content analysis
- Matching the information provided by the participants in the SRIs with the video recordings of classroom interactions (to be reported in the study)

It was crucial to listen to the whole interview recordings and take notes at the same time as this would be efficient in developing tentative and clear outcomes about the emerging aspects or issues occurred within the topic (Emerson, Fretz, & Shaw,

2011). Since all of the interview questions were prepared based on the conceptual framework of the study, it is believed that the data of the interviews may be compatible with the framework of the aims and process in the study (Maxwell, 2013). Thus, the obtained data from the interviews were analyzed via deductive content analysis (Fraenkel et al., 2012) which is also employed to retest existing data in a new context (Catanzaro, 1988), and it may also include testing categories, concepts, models or hypotheses (Marshall & Rossman, 1995). In addition, either a structured or unconstrained matrix of analysis may be employed in accordance with the aim of the study (Kyngas & Vanhanen, 1999), and this matrix is generally based on the investigations in the study such as theories, models, mind maps and literature reviews (Hsieh & Shannon, 2005; Polit & Beck, 2012; Sandelowski, 1995). The deductive content analysis in the study helped to find out whether the aspects, claims or issues in the recordings fit into the process and goals of the study or not. It should be added that in the analysis of interviews, the researcher again asked the same colleague to do the content analysis of one of the interview transcripts and then compared the two sets of analysis (i.e., the colleagues' and his own) in order to ensure the reliability of his analysis.

In conclusion, it is believed that the qualitative data analysis enabled the researcher to come up with valuable and clear analysis in order to indicate the benefits of CA and MCA for developing language skills and shaping successful identities for the current study. Also, social and cultural values of the students emerged in the conversations were analyzed clearly, and the effects of these values on shaping learners' language identities were also defined thank to qualitative analysis.

3.6 Basic Criteria for the Selection of the Topics

While deciding on the topics for the discussion sessions, some aspects were taken into consideration in order to come up with valid and reliable results, following the recommendations of Ezzedeem (2008):

- The topics should be compatible with the cultural values in the south east region of Turkey. Yet, at the same time they should be controversial in many respects so that a discussion of different perspectives can be achieved.
- The topics should be interesting, arguable and arousing curiosity so that they can catch the attention of the participants.
- The topics should be suitable for the ages of the participants.

Based on these criteria, seven topics were determined. They are marriage, education, cuisine, settlement-environment, superstitions, addiction, and stubble fire. The topics of marriage and education, for example, were thought to invoke a lot discussion from various aspects, such as the ideal age of marriage for girls, the relationship between cultural norms and the availability of opportunities (especially for girls) for education, access/inaccess to equal educational opportunities provided for individuals in the region and other places, etc. These are commonly discussed issues for south east part of Turkey both in print media, debates on TV, and social media.

Topics such as cuisine and superstitions were regarded cultural topics so the participants would be familiar with the content and they would have things to talk about in their class discussions, and maybe compare them with those in other cultures. Current regional problems such as stubble fire as well as global issues such as addiction were expected to draw the attention of the participants, as well.

Similarly, the causes and results of unplanned settlement and environment in the south east regions were assumed to make the participants talk about and discuss these things critically from different perspectives.

3.7 Ethical Considerations

Throughout the current study, all ethical issues were taken into consideration in order to come up with valid and reliable data. To start with, for all data collection tools and procedures of the study, approval of Ethics Committee of Eastern Mediterranean University was obtained (Appendix E). Similarly, required permissions from two research contexts were obtained; from the Head of the School of Foreign Languages at Batman University (Appendix C), and from the Principal of the private language institution (Appendix D).

Next, all the participants in both piloting and main cycles were asked to indicate consent because this was a voluntary based study; hence, each of the participants in filled in the student consent forms (see Appendix A) and signed them. Also, only the volunteers were chosen as participants. Since the conversation sessions were scheduled out of class hours, only those who agreed to be a part of the study attended the sessions. Their participation did not interfere with their regular class schedule or content. Those who chose not to participate did not get any harm because of their choice. Furthermore, although all of the participants signed their real names on the forms, these real names were not indicated at all in the study for confidentiality. In other words, the names used in the study are all pseudonyms. Besides, each of the participants' permission was obtained for video recording and photos; however, their faces were blurred in all pictures used in the study for the confidential purposes.

3.8 Issues Related to Credibility, Validity and Reliability

The term ‘credibility’ is often associated with both validity and reliability in qualitative studies (Fraenkel et al., 2012). It is also crucial to ensure trustworthiness and credibility at the same time in order to purify analysis of findings in a study from subjective interpretations or dissertation and show the data as natural as possible (Strauss & Corbin, 1998). It is also asserted that credibility for a study can be conducted via providing explicit information about what approaches, methods and attempts are used for the analyses and interpretation of the data (Cutcliffe & McKenna, 1999). It is hoped that credibility of this study has been ensured through detailed, explicit and objective information provided for each and every stage of the study, including the data analysis.

In addition, valid and reliable data are entailed for trustworthiness in a qualitative study as it makes possible to come up with defensible inferences based on the data (Weber, 1990). To enhance the reliability and validity in a qualitative study, it is necessary to make transfer or link between the results and the data (Polit & Beck, 2012). To this end, the researcher in the current study attempted to describe the analyses of transcriptions, tables, and appendices in many details in order to facilitate the transferability between the data and results. In addition, demonstration is required for the reliability of the findings and interpretations; therefore, a clear description of the contexts, selection of participants, data collection tools and steps of the data analysis have been provided for the current study. It is also possible to obtain validity via triangulation method which encompasses obtaining different sources of information such as open-ended questionnaire, in-depth semi-structured interviews, and documents etc. or employing various samples and sub-samples for qualitative

studies (Fraenkel et al., 2012). It is clear that the current study has employed various data collection instruments such as video-recordings, SRIs, field notes and observation within the samples of transcriptions in order to gain the trustworthiness.

Finally, in order to ensure that the data were transcribed and analyzed properly, the researcher demanded a colleague who was competent in CA and MCA to conduct analysis of some data and then compare the two sets of (i.e., the researcher's and the colleague's) analysis. This 'peer checking' (Dörnyei, 2007) proved to be a very useful strategy to increase the reliability of the study.

3.9 Role of the Researcher

In a qualitative study, the research should be able to describe relevant aspects such as biases, expectations, assumptions, and experiences to conduct a research successfully (Greenbank, 2003). My role as researcher in the current study was to orchestrate each phase of the study. In other words, I as the researcher actively took roles in each phase of data collection and analysis procedures of the study. For example, at both settings where I conducted the study, I explained the research focus to the participants and tried to convince them that their verbal and non-verbal behavior in class interactions is worth studying. In the first setting, i.e., Batman University, I was the teacher of the potential participants; in order to avoid the possible conflicts of interest and other psychological negative feelings, I offered the students out-of-class hours to conduct the sessions to be recorded for research purposes and ensured that the participation was completely on voluntary basis and would have no effect on the assessment of their performance in the regular class. In the second setting, I was a guest teacher who was allowed only to conduct the sessions for research purposes, and similar to the previous setting, the participants were given a choice whether or

not to attend the sessions. In both cases, I was an active participant and initiator of the interactions in the natural classroom settings and in the SRIs. Having said this, I believe my researcher role and teacher role did not interfere with each other and did not create any sort of threat on the participants or bias in the data collection period nor in the interpretation of the findings.

3.10 Summary

This chapter presented the research design of the study, and provided detailed information of the setting, participants of the study, data collection and data analysis procedures, along with the ethical considerations and issues related to credibility, validity and reliability. Also, the role of the researcher was explained at the end of the chapter. The following chapter displays the results of the data analysis in relation to the research questions.

Chapter 4

FINDINGS AND DISCUSSION

This chapter reports the findings that emerged out of the analysis of the data collected both in the first cycle, which is the pilot study, and the main study, aiming to understand the kinds of identities and relationships the participating learners produce in multimodal interactions in the EFL classrooms and how these identities and relationships affect their learning practices.

4.1 Analysis of Data in the First Cycle (Piloting)

The analysis of the first cycle (piloting) includes the data of classroom interactions on three topics, namely marriage, education and cuisine. The following part displays excerpts driven from the transcripts of those interactions to be analyzed in terms of multimodal conversation analysis. Each excerpt is indicated in terms of the topic.

4.1.1 Classroom Interactions

4.1.1.1 Interaction on the Topic of ‘Marriage’

The excerpt below is a sample part taken from the discussion on the topic ‘marriage’. There were 16 female participants and one male participant in the class; however, not all of them took active roles in the discussion to state their ideas or claims. The following picture depicts the participants for this sample part.



Figure 1: Class discussing the topic 'marriage'

The session starts with the teacher's introducing the topic of the discussion and proceeds as below. It should be noted once again that all the names in the excerpts in this study are pseudonyms.

- 01 1:00 Teacher: Today, our topic is about marriage and
 02 I will be asking some questions about
 03 marriage. So, in your opinion, what is the
 04 most appropriate age for girls to get
 05 married? Why? **((Initiating discussion by
 06 asking the question))**. Who wants to
 07 express their opinion about this age?
 08 **((Asking for turn))**.
 09 1:33 Nurgül: Immmm (0.6)... to get married for a girl,
 10 the most appropriate age is thirty +.
 11 1:45 Teacher: THIRTY? **((Interrogating))**
 12 1:48 Nurgül: Yes. +
 13 1:50 Teacher: So why? **((Asking to hold the turn))**
 14 1:53 Nurgül: Because... immm (0.4) until thirty
 15 years, we should complete our education
 16 **+((to indicate self-confidence))**
 17 2:00 Teacher: [That means that you are trying to say
 18 about career, ok?] **((asking for
 19 confirmation))**
 20 2:05 Nurgül: <yes>. **((Giving up the turn))**
 21 2:10 Teacher: Anyone else to talk about the most
 22 appropriate age for girls? **((Interrogating
 23 for a turn))**.
 24 2:20 Aynur: I think the most appropriate marriage

25 age is twenty eight ((yielding to the turn
 26 by raising up the hand)) hh. (0.5)
 27 because they have to complete their
 28 careers +.
 29 2:30 Teacher: Ok, they have already completed their
 30 careers, then it is ok + ((Using
 31 gesture for confirmation)).
 32 2:32 Aynur: ↑↓ yes + ((Giving up the turn))
 33 2:35 Teacher: And ↑↓ ((asking for a turn) Ok, yes
 34 Selahattin:: ((Letting Selahattin take
 35 the turn since he has raised up hand)).
 36 2:40 Selahattin: I agree with Nurgül because thirty
 37 age for a woman is suitable:: because you
 38 experience a lot of things you want
 39 ((yielding to the turn by raising up the
 40 hand))
 41 2:54 Teacher: [So you gain experience] ↑↓
 42 ((Confirming))
 43 2:57 Selahattin: Yeah (0.3) + ((giving up the
 44 turn)).
 45 3:08 Teacher: And... anyone else? (Asking for a
 46 turn)::(0.5) yes, Vildan? ((Pointing
 47 her to take a turn)).
 48 3:17 Vildan: I think she should be at least twenty
 49 eight because she should first go to
 50 school and focus on career ((Yielding the
 51 Turn)) +
 52 3:30 Teacher: Ok, again career and twenty-eight
 53 ((Confirmation)).
 54 3:33 Vildan: Yes:: .hh + ((giving up the turn)).

In this excerpt, it can be seen that after the teacher's attempt to initiate the discussion and encouragement of participants to take turns in the first eight lines, three participants, Nurgül, Aynur and Selahattin, take turns but they feel shy, and ask for turn by raising up their hands. In lines 9 and 10, Nurgül asks for permission and tries to yield the turn by using some hand gestures, pauses, nods and eye contact but she is not successful to keep the conversation further. In line 11, the teacher uses a high tone of voice to interrogate what Nurgül claims. Then, Aynur asks for a turn in line 24, and replies to the question by using hand gestures and eye contact in lines 26 and 27 but she also cannot hold the conversation on; hence, she gives up the turn by

falling intonation and nodding in line 32. Selahattin is the third participant raising up his hand to ask for permission to take the turn and the teacher lets him by extending tone of a voice in line 37. In line 41, the teacher overlaps into the conversation and tries to confirm by using a high tone of the voice. Then, Selahattin replies and pauses to give up the turn by using a hand gesture indicating that he will not continue in line 43.

Then, the teacher asks for some more turn-takings but none is eager to talk; hence, the teacher chooses Vildan to take the turn in lines 46 and 47; however, it is observed that she can't answer naturally since she is reading her answer from a notebook on which she has already written the expected answer. In this peculiar case, Vildan seems to be very excited while taking a turn in the conversation; hence, she may be using her notes to decrease her anxiety.

On the other hand, all the other participants prefer to be calm and silent; even they feel afraid to have an eye contact with the teacher in order not to take a turn. Based on the observation and recordings, there is even no whisper or a single word exchanged between the students in the class during this excerpt. In other words, they do not attempt to take turns since they seem to have anxiety of speaking and being recorded by a camera.

Regarding the identities, it is clear that all of the participants have some traits such as shyness in terms of using the conversational skills in the target language; hence, they do not have turn-taking identities. Although Nurgül, Aynur and Selahattin are a bit more sociable and courageous than the others, they are not eager to hold on the turns.

Besides, their cultural identities seem to emerge since they often refer to their traditions or cultural values during the interactions.

The following SRI samples for this excerpt illustrate the participants' views in a deeper way:

Sample 1: This is a part of SRI conducted with Selahattin.

- 1 Teacher: Selahattin, why did you raise up your hand
- 2 to get a permission?
- 3 Selahattin: Because it may be more suitable.
- 4 Teacher: Ok, then. What do you think about the
- 5 topic?
- 6 Selahattin: I think it is really entertaining and
- 7 suitable for our region.
- 8 Teacher: Thank you.

Sample 2: This is a part of SRI conducted with Aynur

- 1 Teacher: Aynur, why did you think that the most
- 2 appropriate age is 28.
- 3 Aynur: Because girls need to study first.
- 4 Teacher: Ok, then. Why do you use gestures and hand
- 5 movements while speaking?
- 6 Aynur: I think I feel more relax and I can
- 7 explain my thoughts better.
- 8 Teacher: Thank you.

Considering these SRI samples, it may be claimed that Selahattin regards raising hand to ask permission in the conversation as something appropriate and this may be due to the cultural respect that he holds. This may be interpreted as a well-behaved learner identity (Bradbury, 2011). Also, he likes the topic as he thinks that it is compatible with the cultural values of his region. Aynur is another participant claiming that age 28 is the most reasonable age for girls to get married because they need to finish their career at first. In addition, she uses gestures and hand movements

such as pointing her hair, nods and shaking her hands from up to down to clarify herself more clearly in a relaxing manner.

4.1.1.2 Interaction on the Topic of 'Education'

The excerpt given below is a sample part derived from the second topic, i.e., education, on which some questions are directed in order to let the participants express their feelings freely and take part in the conversation. In this session, there are 25 female participants and one male participant; in the following picture a group of the participants are shown. As said before, the number of participants who actively took place in the conversation is limited as some of them prefer to be passive and just listen to the ones talking and expressing their ideas about the questions asked on education. This can be interpreted as a part of their learner identities.



Figure 2: Excerpt from education

01 1:38 Teacher: Do you think that the whole girls
02 study in the south east region of
03 Turkey ((Initiating discussion by
04 asking the question)). Yeah::((Asking
05 for turn)).

06 1:56 Merve: I don't think all of the girls in
07 east region study because their
08 parents don't let them (0.7) because
09 they are thinking that what they will
10 do when they study + and they are
11 thinking that girls should not
12 study. **((Giving up the turn))**

13 2:17 Teacher: Ok, so you think that they think it
14 is just in vain::? **((Interrogating))**

15 2:18 Merve: °Yes° + **((Confirming))**

16 2:24 Tuğçe: [I don't think so because in the past
17 the girls could not go to school]

18 2:27 Teacher: [May be she can say something to
19 you if you don't agree with]

20 2:37 Tuğçe: [Now, everyone is going to school no
21 matter what gender they have] +

22 2:45 Merve: But I think (.) still some people
23 think mistakes about this topic +.

24 2:50 Teacher: Ok, ANYONE ELSE:: **((Interrogating
25 for a turn))** Vildan, what do you
26 think? **((Asking her to take a turn))**
27 **(0.5)** girls in Batman study or don't.

28 2:58 Vildan: I think everyone studies in Batman +
29 hh. **(0.4)** as far as I can see (.)

30 3:11 Teacher: How about you? Do you agree with
31 Vildan? Do the whole girls in Batman
32 Study **((Pointing Nisa to take the
33 turn))**

34 3:16 Nisa: I don't know Batman °but°-+ (0.5)

35 3:21 Teacher: [So Mardin?]

36 3:25 Nisa: No, generally + I think not the
37 whole girls study because some
38 prefer marriage (0.4)

39 3:30 Teacher: So they get married? ↑↓

40 3:33 Nisa: Yes... immm **(0.5)** but some of their
41 families don't permit their studying...
42 but now more girls study than in the
43 past +

44 3:46 Teacher: Ok, YES? **((Asking for a turn)).**

45 3:50 Nurgül: This problem was common in
46 ancient times but **(0.3)** today
47 many girls study in the south
48 east but still there are some
49 girls whose families don't want
50 them study +

51 4:15 Teacher: Ok, how about Selahattin? Do you
52 think the girls in Hakkari
53 study?

54 4:18 Selahattin: If the girls have the
55 facility of education, I am sure
56 that they will (.)

57 4:30 Teacher: [So, how about Hakkari? In
58 reality, do they study or not?]
59 4:34 Selahattin: Yes, they all study + (.)
60 4:38 Teacher: Ok, thank you.

As mentioned above, the number of the participants in the session is high but the number of spoken interactions is not much despite the high number of the participants because most of the participants did not take active roles in the conversations. To start with, the teacher starts the conversation by asking the question and using the extension of sound to ask for a turn in line 4. Then, Merve asks for permission by raising up her hand in line 5 and claims that most of the families regard the education of girls in the south east in vain and she uses pauses in line 8 and gives up the turn by a slight falling intonation in line 12. In line 15, Merve uses softer speeches and nods to confirm the statement of the teacher. Then, Tuğçe overlaps to claim the opposite of Merve's statements in lines 16 and 17. The teacher tries to start a discussion by overlapping and pointing Merve to take turns in lines 18 and 19; however, Tuğçe overlaps again and holds the turn by using eye contact and hand gestures in lines 20 and 21. Merve yields the turn by using gestures and short pauses in line 22 and 23. In line 24, the teacher uses a high volume and extension of sound to ask for a turn. In lines 28 and 29, Vildan yields to the turn by touching her face and using gestures and pauses, then she gives up the turn via a falling intonation. In line 33, Nisa takes the turn but she cannot continue and gives up the turn by touching her forehead and pauses. Then, teacher overlaps by asking about Mardin (the city) where Nisa lives. In line 35, Nisa takes the turn again by making round shape with her hands. In line 38, the teacher asks for confirmation and Nisa replies to him. Then, he asks for another turn in line 43 and Nurgül takes over the turn by using gestures and pauses in lines 44-49. In lines 50-52, the teacher asks Selahattin to take

a turn and he yields a turn in lines 53-55. The teacher overlaps by reminding the question in lines 56 and 57. Selahattin takes over the turn by using gestures and falling intonation.

Based on the scripts, some participants, namely Merve, Tuğçe, Vildan, Nurgül, Nisa and Selahattin, have some spoken interactions either by raising up their hands to get permission or teacher pointing at them to take turns. Regarding the interactive manners in this excerpt, it can be said that it is rather less, since they do not overlap and they ask for permission to say something. Besides, it can be concluded that most of the participants do not show self-confidence and that is why they lack turn-taking identities although they hold knowledgeable identities. In addition, their culture identities are almost the same as they are from the same region and claim that all the girls study more compared to the past years in this region.

The following SRI samples for this excerpt illustrate participants' views in depth:

Sample 1: This is a part of SRI conducted with Merve.

- 1 Teacher: Merve, why did you think that the whole
- 2 girls in the south east region do not
- 3 study?
- 4 Merve: Because they do not have facilities and
- 5 their families don't want them to study.
- 6 Teacher: Ok, then. What do you think about the
- 7 topic?
- 8 Merve: I loved it and it is related to our
- 9 department.
- 10 Teacher: Thank you.

Sample 2: This is a part of SRI conducted with Nurgül.

- 1 Teacher: Nurgül, What kind of facilities do the
- 2 girls need in order to study?
- 3 Nurgül: I think they should have schools in each
- 4 part of Turkey and the government should
- 5 give scholarship.

- 6 Teacher: Ok, then. Why did you sometimes pause and
7 use your hands?
8 Nurgül: Because I had problems in speaking and
9 finding the correct words. Also I feel
10 relax and secure when I use my hands.
11 Teacher: Thank you.

Based on these SRI samples, Merve claims that most of the girls cannot study due to lack of facilities and family permission; Similarly, Nurgül states that the girls should have some facilities such as scholarships in order to be successful in studying. Also, Merve likes the ‘education’ topic because it is related to her department at the university. The reason why Nurgül uses pauses and hand gestures is that she cannot remember the vocabulary and cannot make sentences easily; hence, it may be concluded that using gestures can lead to unknown participant identity and undeveloped language learner identity.

4.1.1.3 Interaction on the Topic of ‘Cuisine’

Excerpt below is taken from a session on the third topic; cuisine, in which the participants are invited to talk about the most famous desserts in the south east region of Turkey. In this session, there are 19 female participants and one male participant; however, not all of them took turns to state their ideas or claims. The following picture depicts some of the participants for this sample part.



Figure 3: Excerpt from cuisine

- 01 5:48 Teacher: Ok, our next question is about the
 02 desserts. What are the most famous
 03 desserts in the south east region of
 04 Turkey? And What makes them special?
 05 + Like your friend, She is from Antep
 06 and has famous desserts so what are
 07 they? ((**Pointing at Gizem to take a**
 08 **turn**)).
- 09 6:00 Gizem: Baklava (.)
- 10 6:02 Teacher: Just BAKLAVA? ((**Interrogating**))
- 11 6:05 Gizem: Kadayıf and Künefe... ımmm(.) +
- 12 6:08 Teacher: [I think are some more::] like Katmer
- 13 6:12 Gizem: Katmer, YES:: £C`mon£ +
- 14 6:14 Teacher: So, what makes this dessert special
 15 or famous? ((**Asking for**
 16 **clarification**))
- 17 6:20 Gizem: Immm...(0.3) + so delicious -
- 18 6:25 Teacher: So how do you know they are
 19 delicious? What makes them delicious?
- 20 6:27 Gizem: I think tereyağı...ımmm (.)
- 21 6:30 Merve: [Pistachio]
- 22 6:32 Gizem: yes +
- 23 6:40 Teacher: Ok, so anyone else from Antep,
 24 ANTEP:: Ok, How about Diyarbakır?
- 25 6:52 Cemile: I think the most famous dessert in
 26 Diyarbakır is Kadayıf .
- 27 7:00 Teacher: so what makes it special?
- 28 7:10 Cemile: (0.5) I don't know (.)
- 29 7:12 Teacher: You don't know:: ok. £C`mon£. Künefe

30 is also very famous in Diyarbakır.
31 7:18 Neslihan: [teacher, Künefe doesn't belong to
32 the south east, it belongs to Hatay].
33 7:25 Teacher: But, in Diyarbakır and Batman, it is
34 also very famous ... even there are
35 different types of this dessert +.
36 Ok, you have it with pistachio,
37 hazelnut, walnut so so::
38 7:35 Neslihan: But it still belongs to us
39 **ƒC"monƒ**
40 7:42 Teacher: Ok, so you don't want to share it
41 with anyone else.
42 7:46 Neslihan: Yes:: **ƒC"monƒ** +
43 7:53 Teacher: Ok müzeyyen, Do you agree that Künefe
44 just belongs to HATAY::, not south
45 east of Turkey?
46 7:57 Neslihan: [No, actually it is best in Hatay]
47 8:02 Teacher: Ok, what do you think ? +
48 8:07 Müzeyyen: °Yes ° **ƒC"monƒ** +
49 8:10 Teacher: Just YES:: **ƒC"monƒ** (.) Ok, how
50 about the others? Urfa? **((Pointing to**
51 **Merve))**. What about the famous
52 desserts in Urfa?
53 8:13 Merve: Şıllık Tatlısı , it is special because
54 of Şerbet.
55 8:15 Teacher: Ok, thank you +

As mentioned above, in this session only a number of participants were active -- Gizem, Neslihan, Merve and Müzeyyen; and among them, Gizem and Neslihan showed higher participation. Firstly, the teacher attempts to initiate the discussion asking the question and using hand gestures in lines 1-8 and Gizem takes the turn with a falling intonation in line 9, then she continues and holds the turn by using extension of sound, various hand movements, gestures, smiles and nod to confirm her teacher.

In addition, the teacher asks more questions to hold the turns by raising and falling intonations in lines 16 and 17. Gizem holds the turn by using Turkish words such as “tereyağı” for butter, however, she gives up the turn by a falling intonation in line 18.

Then, Merve overlaps and Gizem confirms Merve's example by nodding in line 20. In lines 21 and 22, the teacher asks for another turn by using lexical repetitions. After that, Cemile takes the turn but she cannot continue and gives up the turn by pauses and falling intonation. Neslihan overlaps into the conversation by opposing that the famous dessert "künefe" is just peculiar to Hatay in lines 31, and she holds the turns by smiling and nodding in lines 37 and 41. Then the teacher wishes to continue this ongoing discussion with the others; that is why he asks Müzeyyen to express her thoughts by using high intonation and extension of voice in lines 42-43, and meanwhile Neslihan overlaps and clarifies in line 44 ; however, Müzeyyen yields to the turn just saying "Yes" in a falling intonation and using smiles and nods. Finally, Merve takes a turn by the encouragement of the teacher and she defines the famous dessert of Urfa in lines 52 and 53. The teacher confirms Merve's statements in line 54 by nodding. The other participants mostly prefer to stay silence or laugh at the replies of the active participants.

Considering the identities, it is clear that most of the participants have a great deal of cultural identities since they laugh and whisper throughout the session but they do not hold conversational or social identities a lot since they do not express themselves or take turns; on the other hand, Neslihan and Gizem have turn-taking identities, social and cultural identities because they are able to take and hold the turns by doing their best to clarify the aspects of their cultures.

The following SRI samples for this excerpt illustrate participants' views in depth:

Sample 1: This is a part of SRI conducted with Merve.

- 1 Teacher: Merve, why did you overlap into the
- 2 conversation while your friend was
- 3 speaking?

- 4 Merve: Because I want to remind her about the word.
5 Teacher: Ok, what did you like here most?
6 Merve: Especially I liked the topic "cuisine" and it
7 was something in our culture.

Sample 2: This is a part of SRI conducted with Müzeyyen.

- 1 Teacher: Müzeyyen, I always tried to evoke you to
2 speak and take turns but you preferred to
3 be silent. Why?
4 Müzeyyen: Because I felt shy and it was recording
5 and so I was not relax. I thought
6 something will happen.
7 Teacher: Did you like the topics?
8 Müzeyyen: Yes, I liked the topics. They were
9 good. I know the topics and I could say
10 something but I didn't

Considering these SRI samples, it is clear that Merve loves the topic 'cuisine' because she is able to relate many things to her culture and that is why her cultural identity is more developed compared to the others. Also, Merve overlaps into the conversation to remind some words to her friend which indicates that her language learner identity is also boosted. On the other hand, Müzeyyen prefers to be silent and does not want to take turns or overlap because she feels shy and uncomfortable due to the recording and it is also observed on the recordings that she was not looking at the camera and could not use any eye contact with the teacher; therefore, she develops an unknown participant identity but she claims that she likes the topics which are thought to be related to her daily conversational topics.

4.1.2 Overall Analysis of Stimulated Recall Interviews (SRIs) in the Pilot Study

SRIs are used to find out participants' interactions during the natural classroom settings during the piloting cycle. In other words, while conducting SRIs, the participants had the chance to view themselves and clarify their ideas either in detail or overall. Although the analyses of SRIs were integrated within the analyses of

classroom interactions, the overall views of each participant have been highlighted in this part. The following samples from SRIs indicate participants' views about their own performance in the discussion in terms of their use of language, gestures, hand movements, whether they liked the topic or not, etc.

Sample 1 (Selahattin)

I really want to thank you for this study because I have found a great chance to develop my speaking. I didn't speak English so much before and this speaking in the classroom was natural. I wish all of the classes were so. Also, I liked the topics a lot; they were natural and suitable for our class and region. I had problems in speaking and finding the correct words. If we continue such activities, I believe that my English will improve. In terms of hand movements, when I use them, I feel more confident and secure.

Sample 2 (Nurgül)

It was a nice activity. I loved them all and I didn't feel bored during the classes but I felt shy a lot because I was afraid to make mistakes. It was nice to talk about our culture and social values. I think I can improve my speaking via these activities. Yes, I am aware that I used my hands a lot but when I use them I feel very relax and think that I can express myself better. My grammar and vocabulary are not so good but I can develop them by speaking and doing more tasks.

Sample 3 (Merve)

First of all, I love it very much because it was very entertaining and I loved the topics a lot. Especially I liked the topic "cuisine" and it was something in our culture. I believe that I could develop my speaking skills. Yes, I felt afraid to speak but I did my best. When I was in difficulty or have problems to speak or find the word, I tried to shake my head, use my hands etc. but I love the study and feel very motivated, and believe in myself, trust myself more from now on.

Sample 4 (Aynur)

Teacher, I thank you for such a thing and choosing us. I really love it because I had the chance to speak and develop my speaking skills. The topics were very nice and suitable because they were different from the book's and we know the topics that is why we could talk about them but I was afraid a bit , I

thought I could make mistakes and my friends may laugh at me. After the classes, I wanted to talk more for the other weeks but again I was afraid. I sometimes use my hands unconsciously while I am speaking but I don't know why. May be I feel more secure and relax. I hope that we will go on such activities or tasks in the next years.

Sample 5 (Müzeyyen)

I liked the topics. They were good. I know the topics and I could say something but I didn't because I felt shy and it was recording and so I was not relax. I thought something will happen. I wish I could speak more and develop my English. But, I will speak more and say something more if we have again.

Regarding the views of the participants, it may be claimed that almost all of them appreciated and liked the topics because they said they felt that they were into those topics as the chosen topics were really related to their cultures since they found the topics in the course books much different. Also, high participating participants felt more motivated to speak, and they thought that they held a great chance to speak and develop their conversational skills. Actually, the others also reported similar perspectives as they believed that these tasks or activities were rather fruitful for them to develop their fluency; however, they couldn't take more roles since they felt shy, and may be despised by their mistakes. In terms of using gestures, they reported that they felt more secure, relax and motivated by using them during interactive conversations.

4.2 Analysis of Data in the Second Cycle (Main Study)

The analysis of data in the second cycle (main study) includes the data collected on seven topics which are marriage, education, cuisine, settlement-environment, superstitions, addiction and stubble fire. In this part, the qualitative analyses are attempted to be clarified in detail.

4.2.1 Classroom Interactions

4.2.1.1 Interaction on the Topic ‘Marriage’

Excerpt 1 (Marriage)

Excerpt 1 is a part taken from the first topic, namely marriage, and participants ideas’ about the most appropriate age for marriage is being asked. In this excerpt, four people are speaking. As mentioned before, the names of the participants are pseudonyms for confidentiality; therefore, “T” is the teacher (not shown in the picture), “V” is Veysel (on the right and having hand movements), “A” is Ahmet (on the left and wearing a face mask) and “C” is Ceyda (on the left of Ahmet and only her right hand is visible in the picture).



Figure 4: Excerpt from marriage-1

01 1:01 T: First of all, it will be better if you just
 02 tell me about the age you want to say,
 03 1:12 V: I just say that my opinion, but for me I
 04 think it's the best for your marria::age,
 05 24 or 25 years.
 06 1:21 T: 24 or 25 years so do you think that 24 or
 07 25, is the most appropriate age, in your
 08 opinion, what do you think so. Why don't
 09 you think that earlier age could be, let's
 10 say at 18 or 17 or something like...
 11 1:38 V: The early age (.) I think the character is
 12 not satisfactory +
 13 1:41 T: Okay, it's not satisfactory in this issue.
 14 1:43 V: Yes. Okay +
 15 1:45 T: So:: what do you think maybe you can just
 16 (0.2)
 17 1:47 A: I think, for girls. If they marry, like
 18 younger. They're like husbands can support
 19 them with the education early. Yes, I
 20 think like 20 or 21. So, they, their
 21 husbands can support them about education
 22 about the life they can give advices and
 23 they can just live together and get used
 24 to the life together, I think, like, yes.
 25 1:48 C: [Are you serious?] I think every woman
 26 wants to be independent herself.
 27 1:51 A: but in Turkey (**yielding to the turn**)
 28 1:53 V: [I agree that]

In this session, there are seven participants; however, just four of them are trying to take turns in the excerpt one. In lines 1 and 2, the teacher seeks participants' ideas and Veysel directly replies by using hand movements, gestures and extension of voices, and he claims that the most appropriate age for girls using hand gestures to indicate that he is aware of what he says or show an identity of self-confidence in lines 3-5. In lines between 6 and 10, the teacher attempts to clarify the opinions of Veysel. Then, there is silence in line 11 which may be interpreted as a sign of being unsure about what is said, but then a claim of certainty occurs within hand gestures of Veysel in line 12. In line 14, there is a slight head nodding indicating the approval about what he has said. Meanwhile, Ahmet takes the turn in lines between 17 and 24,

and he tries to explain his ideas; however, Ceyda wishes to refute Ahmet's claims by overlapping and taking the turns in lines 25 and 26. In the final part of the excerpt, Veysel provides support and claims approval by overlapping in the line 28.

Regarding the classroom identities, it can be claimed that Veysel seems to show more motivational aspects and Ceyda has been supportive. That is why there is a partiality between them. However, Ahmet seems to be alone and shy. In other words, Veysel and Ceyda have social and cultural identities, and they can show their turn-taking controlled identities. Ahmet has knowledgeable identity but he cannot show it well due to shyness.

The following SRI samples for this excerpt illustrate participants' views in depth:

Sample 1: This is a part of SRI conducted with Veysel.

- 1 Teacher: Why did you think that 24 or 25 years is
- 2 most appropriate age for marriage?
- 3 Veysel: Because a girl should complete her education
- 4 and get her freedom first. I mean
- 5 economical.
- 6 Teacher: Do you really think that every woman in
- 7 Turkey wants to be independent?
- 8 Veysel: Of course, yes. Because we should be free
- 9 whatever we want to do. And this is the same
- 10 for a girl.
- 11 Teacher: Ok, why do you use your hands while
- 12 speaking?
- 13 Veysel: Actually, I am not aware that I am using my
- 14 hands and this may give confidence to me.
- 15 T: Ok, thanks a lot.
- 16 V: You are welcome.

Based on the SRI sample conducted with Veysel, it is clear that Veysel is on the idea that a girl should complete her career before marriage so that she could get freedom. In other words, Veysel is holding an identity of freedom and he shapes his cultural

identity in this way. Also, he is making a lot of hand movements because he believes that this gives them confidence and that is why he may be able develop his learner identity more.

Excerpt 2 (Marriage)

Excerpt 2 is another part taken from the topic of marriage. “*How do you consider marriage to a foreign girl?*” is the discussion topic. In this excerpt, four people are speaking. They are: “T” is the teacher (not shown in the image), “S” is Selen (on the left), “A” is Ahmet (on the right) and “C” is Ceyda (in the middle).



Figure 5: Excerpt from marriage-2

- 01 04:12 T: How do you consider marriage to a
02 foreign girl? (**(Initiating the discussion)**)
03 04:14 A: If the foreign girl type I marry is
04 Muslim. I don't think it will be a problem
05 for my family, or they will let me +
06 04:18 T: Even if she is CHRISTIAN::
07 04:25 A: (.) I don't think that's possible. YES.
08 04:30 T: Okay (.)
09 04:33 C: I think my family will let me marry
10 another guy who is from another country or

11 who has another religion + because it
 12 depends, I think, in my opinion + It
 13 depends on humanity ..on the character. I
 14 have my own religion, and he has his own
 15 religion to be (.)
 16 04:54 T: OKEY. Thank you:: how about you + how
 17 about the others + May be what do you
 18 think? ↑↓
 19 04:59 S: I think my family will never let it
 20 because we are:: (0.2) a traditional
 21 society ; Turkey and Diyarbakır as you
 22 know :: as we know .hh they say our
 23 religions are different, you CAN'T marry
 24 with him + and we look, we see that women
 25 and men are not equal because if I will a
 26 man, yes (.) you can (.) may be (.) and I
 27 am a woman so it is changing.
 28 05:49 T: [So::]((**Interruption**) you think that
 29 getting married just depends on the
 30 gender.. so if you are a male, it is
 31 possible but if you are a female then it
 32 seems impossible for you to get married to
 33 someone from another country. Do you think
 34 it is sensible in terms of global issues.
 35 ((**Attempting to start another discussion**))
 36 06:15 S: hhh (.)

In excerpt 2, only three participants are interacting with each other with the help of the teacher; the others, however, prefer staying silent and don't want to be focal participants. In other words, the other four participants do not take any turns and they just show some minimal backchannel nods. The most active focal participant in this excerpt is Ahmet as he wants to take the turns and reply enthusiastically; however, the two girls, Ceyda and Selen, try to answer with the encouragement of the teacher. Regarding the statements, the teacher attempts to start discussion and asks the question for students to take a turn in line 1 and 2. Ahmet directly takes the turn and answers the question by using both hand movements and nods to indicate that he is aware of what he says in lines between 3 and 5, and he also uses some silent back nods to explain his family perceptions. In line 6, the teacher again takes over the turn

and seeks Ahmet's ideas about different religions by using high tone and extension of voice. Ahmet replies in an accurate manner by using prompts and indicating that it seems impossible via a high tone of voice in line 7. The teacher also asks the others to have a new start in this turn by pointing to either Selen or Ceyda to take up the turn in line 8. Then Ceyda takes over the turn and gives a new start claiming that this is a personal idea and it may make no difference to her by using gestures and touching her chest to point herself to indicate her own ideas in lines between 9 and 15. In lines 16 and 17, the teacher asks Selen to take the turn by using eye contact, rising and falling intonation of voice. Selen takes the turn in lines between 19 and 27; she uses many silent pauses at first and then she explains everything clearly that it is not possible for her by stressing with high voice "CAN'T". The teacher overlaps the discussion in line 28 and wants to give another start in terms of gender in lines between 29 and 34; however, Selen pauses and gives up the turn, and doesn't want to continue in line 36.

Regarding the classroom identities, it can be claimed that Ahmet is more motivated than others in terms of taking the turns; on the other hand, Selen and Ceyda are rather shy and reluctant to take a new start in turns. Also, Ahmet and Selen have tough ties with their traditions but Ceyda seems to have more freedom and think globally. In other words, the interactive participants are able to hold sociable and turn-taking identities in this part.

The following SRI samples for this excerpt illustrate participants' views in depth:

Sample 1: This is a part of SRI conducted with Ahmet.

- 1 Teacher: Do you think that being muslim is an
- 2 important criteria for marriage?
- 3 Ahmet: Yes, because my family will reject a girl

- 4 from another religion.
5 Teacher: Are you sure?
6 Ahmet: Of course, yes.
7 Teacher: But, you wait for a few seconds in the
8 conversation, why?
9 Ahmet: Because I wanted to choose the correct words
10 and think a bit.
11 Teacher: Ok, thank you.
12 Ahmet: Not at all.

Based on the SRI sample conducted with Ahmet, it is clear that he really wants to get married to a girl from his religion; that is why he relies on his religion and culture a lot, and it can be claimed that he holds a great deal of cultural identity in his society. Also, the silence he performed during the conversation is not related to being unsure; in fact, he attempts to find out the suitable words. Therefore, it can be claimed that his language learning identity is well-developed since he tries to find out the appropriate vocabulary and structures in the target language to express himself in a correct way.

Excerpt 3 (Marriage)

Excerpt 3 is also part taken from the topic of marriage. *“Do you think that people should fire guns and use fireworks for the wedding ceremonies? Why / Why not?”* is being asked here. In this excerpt, almost all of the participant try to speak and take parts in the conversation. From left to right, they are: “M” is Mehmet (at the beginning on the left), “H” is Hasan (on the left of Mehmet), “B” is Birkan (on the left of Hasan), “S” is Selen (on the left of Hasan), “C” is Ceyda (on the left of Selen), “A” is Ahmet (on the left of Ceyda), “V” is Veysel (on the left of Ahmet) and “T” is the teacher (standing on the left of Veysel).

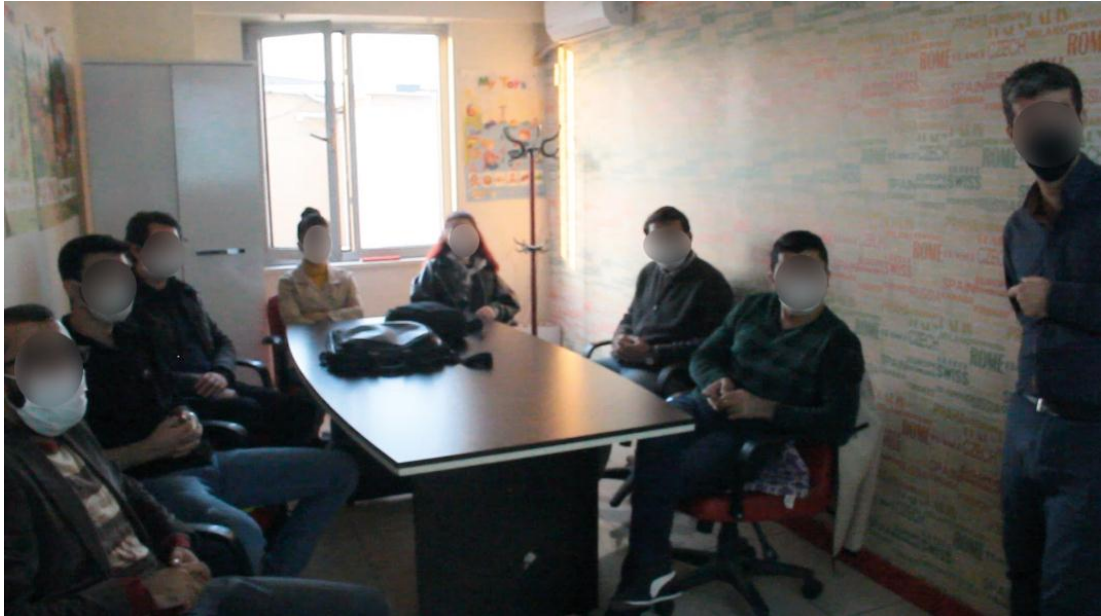


Figure 6: Excerpt from marriage-3

01 38:44 T: So how do you consider the next question.
02 I think these are very common traditions
03 in Diyarbakır. Do you think that people
04 should find guns and use fireworks for
05 wedding ceremonies, why / why not? ↑↓
06 38:59 A: Because they can be dangerous (0.5) But in
07 our traditions, actually men like to fire
08 shots from a gun. But it can be very
09 dangerous +
10 39:25 T: [Do you PREFER::?]
11 39:27 A: I won't prefer it:: It's like being very
12 noisy. No, I won't prefer. ((**Lexical**
13 **Repetitions**))
14 39:33 V: This tradition was changed (.)
15 39:36 T: But we still have fireworks (.)
16 39:38 A: Yes, still we have terms
17 39:40 T: Some people use guns but if you're living
18 in a city centre. As far as I know it's
19 not possible to just fire a gun. But for
20 the fireworks, it is possible (0.3) + How
21 do you think about this?
22 39:51 B: Fireworks are very noisy and if you don't
23 really get permission from everybody
24 living that city centre and that could
25 mean thousands of people. I mean you
26 shouldn't do this. °It's really a virtue
27 of personal freedom ° And I could be sick
28 in my home. I could be sleeping (.)
29 42:20 T: Yeah, especially they do this in the
30 middle of night while you are sleeping

31 42:33 H: [I agree with my friends because our home
32 is near a wedding hall and we hear
33 fireworks in the middle of night: and it
34 is very annoying, we are sleeping and I
35 think they shouldn't do this] (.)
36 43:10 T: Okay, then.

In excerpt 3, the focal participants are Ahmet, Veysel, Birkan and Hasan; the others, Mehmet, Selen and Ceyda, prefer to be silent and just listen to the others' perceptions. In lines between 1 and 5, the teacher tries to initiate a discussion by stressing some words and using falling and rising intonation while asking the question. In lines 6-9, Ahmet tries to take the turn and answer question, stating that fireworks can be dangerous, by using gestures and nods. In line 10, the teacher interrupts to ask for Ahmet's preference by using high volume and extension intonation, and Ahmet replies it by using lexical repetitions and extension of sound in line 11. Meanwhile, Veysel overlaps and attempts to initiate another discussion in line 14; however, the teacher takes the turn and impedes another discussion. Ahmet also takes another turn to support the teachers' statement by using the prompt "yes". Birkan is asked to start a turn, and as he is not expecting to have a new start, he has trembling sounds to yield the turns in lines 26 and 27 because he uses a softer and slower sound there but then he could manage to take the turn in lines 27 and 28. The teachers uses an appealing prompt such as "Yeah" and Hasan overlaps to state supports for general views in lines between 31 and 35. Then, the teacher finalizes the conversation in line 36. Regarding the classroom identities, it is clear that Ahmet is again more motivated and he always tries to take the turns. Veysel attempts to take turns but he cannot manage it. Hasan is also very successful and self-confident in terms of using appealing turns; so we can claim that their turn-taking identities are developed; however, Ceyda, Selen and Mehmet seem to feel shy to take and start a

turn. They may need to improve their social identities. In addition, Ahmet explains cultural values about shooting gun more than the others; hence, his cultural and social identity for this excerpt is more developed; on the other hand, Birkan can take and hold turns in the target language successfully indicating that his language learner identity is well-developed.

The following SRI samples for this excerpt illustrate participants' views in depth:

Sample 1: This is a part of SRI conducted with Birkan

- 1 Teacher: Do you think that we need to get permission
2 for using fireworks at wedding ceremonies?
3 Birkan: Sure, we do because we live in a society and
4 we need to care the others' needs too.
5 Teacher: Such as?
6 Birkan: For instance, they can be ill or sleeping at
7 home and we do not have the right to disturb
8 them.
9 Teacher: Ok, and what do you think about the topic?
10 Birkan: I loved the topic because it is nice and
11 interesting, we should do something about
12 fireworks.

As shown in the SRI sample conducted with Birkan, he considers social values at a great rate since human beings live in a community, everyone needs to respect to each other; thus, it can be claimed that he holds a great deal of social identity. Also, it is clear from the SRI that Birkan likes the topic and can conduct interactive manners in the target language successfully; that is why his language learner identity is boosted.

4.2.1.2 Interaction on the Topic 'Education'

Excerpt 1 (Education)

In the classroom interaction on 'education', the participants were asked to discuss the following question: *"Do you think that girls in the south east region of Turkey can continue their education as long as they wish?? Why / Why not?"*. During the discussion of this topic, there were seven participants; however, only four of them

did their best to answer the question in a conversational manner. In the picture below (from left to right), the participants can be seen: “T” is Tuba (at the beginning on the left), “H” is Hasan (on the left of Tuba), “B” is Birkan (on the left of Hasan) , “M” is Mehmet (on the left of Birkan), and “V” is Veysel (in the end on the left of Mehmet).



Figure 7: Excerpt from education-1

01 00:01 T: Okay. Hi dear friends, today we will be
02 covering our another topic which is about
03 education, and you know that education is
04 important in all countries but today we
05 will just try to handle out education in
06 Turkey and can start with the first
07 Question(.) “Do you think that the whole
08 girls study in the South East region of
09 Turkey?” You know that we are living in
10 Diyarbakır; DİYARBAKIR is in the South
11 East region of Turkey. And do you think
12 that the whole girls in this region study?
13 ↑↓ What do you think about this? (.) +
14 00:26 H: For now, big part of girls, yes:: get
15 education.
16 00:30 T: [Compare to the past?::] yes, they do.
17 00:37 H: Yes:: yes (.)+ 05
18 00:39 T: What is the percentage? ↑↓ In your opinion?

19 00:41 H: What PERCENTANGE?
 20 00:43 T: I mean, let's say, 50% 60% 90% etc..
 21 **((Clarifying))**
 22 00:46 H: 90 %(.)
 23 00:47 T: 90 %? ↑↓
 24 00:48 V: [90 %]
 25 00:50 H: Yes, 90 % + (.)
 26 00:55 T: 90% of the girls JUST study in South East
 27 region of Turkey. Okay::
 28 00:59 M: [Maybe more]
 29 01:01 T: Maybe more, I think it is compulsory
 30 01:06 B: Maybe more, to what degree to high school
 31 or to university (.)
 32 01:10 M: It depends on the level of education (.)
 33 01:11 V: [Yes] (.) **((supporting))**
 34 01:12 M: [If you mean university, it is going to
 35 decrease **(0.3)** If you mean compulsory
 36 education:: (.) +]
 37 01:20 T: The whole side, I mean, from beginning to
 38 the higher institution higher education.
 39 Let's say when you start your first grade
 40 in primary school then it continues to
 41 secondary, high School, and higher
 42 Education:: (.) **((Interruption and taking
 43 the turnover))**
 44 01:36 M: I mean from Primary school::↑↓
 45 01:39 T: Yes from primary school to higher
 46 education (.)
 47 01:45 M: you know; in the all parts of the world
 48 education, most of people, you know, they
 49 get more:: I mean developed or developing
 50 countries. You know:: I think nearly 95%
 51 of students get primary education. And
 52 after primary education; in some
 53 countries, you know, the percentage
 54 decreases (.) And when we get to the
 55 university education episode is going to
 56 decrease, ↑↓you know not all people are
 57 like, yes, you know, university education
 58 is not POSSIBLE. It's also in Europe and
 59 in in Turkey, you know, the percentage of
 60 education in Turkey is HIGH, °I think it's
 61 higher than the United States::° maybe
 62 **((Using many lexical repetitions))**

In this excerpt, there are five participants attempting to take turn in the discussion; however, the focal participant seems to be Mehmet since he is a teacher, and this

topic is related to his occupation. Tuba, on the other hand, is silent from the beginning and she doesn't take any turns. Veysel attempts to take turns and appeal; however, he is not as successful as Hasan and Birkan. The teacher starts discussion by asking the questions in various ways, using lexical prompts, gestures, intonations and giving extra explanations in the lines between 1 and 13. Hasan directly takes the turn and uses a prompt "Yes" in lines 14 and 15. Then, the teacher interrupts by overlapping and using a prompt in order to get a confirmation in line 16 but Hasan uses nodding for confirmation and prefers silence in line 17. In line 18, the teacher attempts to initiate another turn by using falling and rising tones of voice, and Hasan asks for clarification with a rising sound in line 19. Then, the teacher provides some samples for Hasan and he claims his idea; however, the teacher asks for confirmation via a rising intonation. Meanwhile, Veysel overlaps but he can't continue the turn in line 24 and Hasan uses nodding as a confirmation for Veysel in line 25. Mehmet also overlaps in line 28, 34, 35 and 36 by using hand movements and rising tones of voice but he can't continue the turn either, because Birkan takes over the turn in lines 30 and 31. On the other hand, Mehmet does his best to take over the turns by using falling and rising intonations, extension of voice and lexical repetitions in the lines between 48 and 63.

Regarding the classroom identities, it may be claimed that Hasan is rather successful and brave to take turn but he needs to develop some conversational skills. Veysel is able to hold a great deal of conversational skills but he is not motivated to hold and keep the turns. Birkan has the confidence and language skills but he prefers to be a little silent. Mehmet is not brave enough to take turns at the beginning but then he gets the self-confidence and becomes more motivated to keep the ongoing conversational turns in order to boost his turn-taking identities. Lastly, Tuba is in a

complete silent mood and doesn't have any motivational instinct to keep the turns. Hence, it may be claimed that Birkan and Mehmet hold a great deal of language learner identity. Also, they are able to depict the cultural issues with education and explain the percentages in the community; thus, their cultural and social identities are more developed.

The following SRI conducted with Mehmet also indicates the availability of social and cultural identity of him.

Sample 1: This is a part of SRI conducted with Mehmet.

- 1 Teacher: Do you really believe that the number of
2 girls studying at a degree is higher than
3 the ones in USA or Europe?
4 Mehmet: Yes, of course. Because I have been to
5 overseas and seen that education in our
6 country is valued more, we care about
7 education more.
8 Teacher: What is the exact percentage of it?
9 Mehmet: Actually, I investigated about it about
10 after school and found that it is more
11 than 95 %.
12 Teacher: Oh, great. What do you think about the
13 education of girls?
14 Mehmet: I think an educated girl can reflect our
15 cultural and social values better, and
16 they are aware of what they do.

Regarding the SRI sample with Mehmet, it is claimed that the number of educated girls in Turkey is more than the other countries since they are able to indicate cultural and social values at a great rate; therefore, Mehmet believes that educated girls can successfully transfer cultural and social values.

Excerpt 2 (Education)

This excerpt is from another part of the session on ‘education’. “Do you find the schools in our region well-equipped? Why- why not?” is being asked here. During the session, there were seven participants. Those in the picture (from left to right) are: “T” is Tuba (at the beginning on the left), “H” is Hasan (on the left of Tuba), “B” is Birkan (on the left of Hasan) , “M” is Mehmet (on the left of Birkan), “V” is Veysel (on the left of Mehmet), “G” is Gönül (on the left of Veysel), “F” is “Fatma” (on the left of Gönül) and “T” is the teacher (standing on the left of Fatma).



Figure 8: Excerpt from education-2

01 26:52 T: Do you find the schools in our region well
02 equipped? WHY- WHY NOT? I mean all the
03 schools both in rural or in city centres
04 are well-equipped:: Even that could be ↑↓
05 schools of Minister of National Education
06 and school of higher education. It doesn't
07 depend. Do you think that, do we have all
08 (0.3) I mean ((**Clarifying**)) °like
09 projectors, or maybe the other things at
10 schools ° (.)↑↓ It is just based on
teachers

11 and I think there are two teachers here
12 that is why they can clarify easily +.
13 Maybe BIRKAN, you can talk about your
14 school which is in the rural place
15 ((Pointing Birkan)) +
16 27:32 B: My school is very developed for a school
17 in that part (.)
18 27:36 T: .hh
19 27:38 B: But I have some other friends, some of the
20 teacher friends that go to school they
21 don't even have WALLS, they just have some
22 covers between the classrooms so that::
23 °they don't hear each other °, they don't
24 see each other, ↑↓ they don't have any
25 kind of(0.3)
26 27:55 T: [Smart boards?]
27 27:57 B: Air conditioners:: (.)
28 27:59 T: [Do you have smart boards?]
29 28:02 B: Yes, we have smart boards:: so we REALLY
30 have everything + (.)
31 28:06 T: So, you are content with it?
32 28:09 B: Yes, my school is very nice::
33 28:12 T: Are your **students** well-equipped? ↑↓
34 ((Initiating another discussion)).
35 28:16 B: No, they don't have tablets, internet or
36 any kind of PC (.). They have mobile
37 phones.
38 28:21 T: I think you are working in the city centre
39 and your school is well-equipped. How can
40 you describe a well-equipped school? +
41 28:26 M: Having a well-equipped school is an
42 advantage but we have other problems::
43 large classes, the numbers of students are
44 high and we have problems with Ministry
45 and they just give us a curriculum and
46 want us to follow it. The problem is NOT
47 physical equipment(.) +

As can be seen from the excerpt, only two participants attempt to take turns. This might be because of the teacher's pointing at only these two participants to answer the question because they are also teachers working in rural and urban parts of Diyarbakır. On the other hand, all the other participants seem to prefer listening; they do not even attempt to have any overlapping, or nods or hand gestures throughout the conversation. Firstly, the teacher asks the question to initiate the discussion by giving

many explanations, using high and low tones of voices, stressing some words and pointing at participants to talk on this question in lines between 1 and 14; however, they seem reluctant to take turns that is why the teacher asks Birkan to take over the turn in line 15 by pointing and using eye contact. The conversation continues between Birkan and the teacher at the beginning but Mehmet also participates in the end. In lines between 19 and 25, Birkan has some pauses and the teacher attempts to have an overlap in line 26; however, Birkan is able to keep the turn and continue the conversation via the extension of voice in line 27. Then, the teacher again overlaps in line 28 and Birkan attempts to keep this turn by nods and hand movements in lines 29 and 30. Then the teacher asks for an appeal whether Birkan is content with his school or not in line 31. In lines 33 and 34, another discussion occurs but Birkan is able to handle it in lines between 35 and 37. Also, Mehmet takes a turn by using some hand gestures and nods in the lines between 41 and 47 as the teacher has pointed at him.

Considering the classroom identities, almost all of the participants prefer to be silent and not to take any turns. That is why their turn-taking identities and social identities are not well-developed in this excerpt; however, Birkan and Mehmet try to yield to the turns and develop some self-confidence thanks to the encouragement of the teacher during the conversation because they are able to indicate their social and conversational identities.

The following SRI sample for this excerpt illustrates Birkan's views in depth:

Sample 1: This is a part of SRI conducted with Birkan.

- 1 Teacher: You claimed that your school in the south
- 2 east is more equipped than the others. How
- 3 do you know this?

4 Birkan: Yes my teacher friends have told me about
5 their schools and I have come to that
6 conclusion.
7 Teacher: Have you seen their schools?
8 Birkan: No, not yet. But I believe my school is more
9 equipped because the success rate is higher
10 at my school.
11 Teacher: Then, do you regard a relationship between
12 equipments and success?
13 Birkan: Yes, sure. Because students learn better
14 when they have equipments.
15 Teacher: Ok, thank you.

Based on the SRI sample conducted with Birkan, it is clear that he hasn't seen the other schools in the region he lives in but he takes his friend's claims into consideration because he thinks that well-equipped classes lead to success for learners. As he can claim his statements clearly, it can be asserted that his language learner identity is well-developed.

4.2.1.3 Interaction on the Topic 'Cuisine'

Excerpt 1 (Cuisine)

On the third topic (i.e., cuisine), there are various questions that the participants are expected to discuss. One of those questions is: *"What are the most famous dishes of the south east region of Turkey?"* In this session, there are six participants who can be seen in the picture below (from left to right): "A" is Ahmet (at the beginning on the left), "G" is Gökhan (on the left of Ahmet), "C" is Cenk (on the left of Gökhan), "T" is Tuba (on the left of Cenk), "V" is Veysel (on the left of Veysel), and "B" is Birkan (on the left of Veysel).



Figure 9: Excerpt from cuisine-1

01 00:05 T: I would like you tell me; "what are the
02 MOST famous dishes of the South East
03 region of Turkey? (0.3) Or May be you can
04 tell me the general ones in Turkey? Not
05 just in Diyarbakır or Batman (**Initiating**
06 **the discussion and implying for a turn**)).
07 00:26 C: [I think it is içli köfte or Mumbar]
08 00:28 T: Ok::ey ((Letting him hold the turn))
09 00:29 C: This food (0.5) is famous in this
10 area (.) ↑↓ (**playing with an object in**
11 **his hand**))
12 00:38 T: So:: those are İçli Köfte and Mumbar ?
13 00:43 C: Yeah +
14 00:45 T: So::Do you know the RECIPE of the foods?
15 (0.2) Do you know how do they cook it?
16 How do they make it?
17 00:51 C: Yes, I know (.) £C"mon£
18 00:55 T: if you can just tell them something
19 basically -
20 01:01 C: [In Kutlık] £C"mon£ .
21 01:08 V: [In içli köfte, they use flour and meat]
22 01:13 T: [I think onions are also used] (0.3) and
23 It is mostly used ingredient.
24 01:18 B: [Yes, it is onion, and meat minced::]
25 (0.2) kinds of +
26 01:22 V: [Yes] but it changes from a region to
27 region or family to family, ↑↓ some
28 people use onions and (.)
29 01:32 T: Okay. Do we need to have a special meat
30 for this içli köfte. I mean, is it

31 something like chicken meats, or lamb or
32 beef? (**Interruption and asking for more**
33 **clarification**)
34 01:42 V: NO, it should be beef. (**Yielding**)

As can be seen in the excerpt, not all six participants take active roles in the conversation. In the lines between 01 and 06, the teacher explains the questions by using lexical terms such as “Do you know...” and waits for a turn. Then, Cenk takes over the turn by giving two famous dishes in Diyarbakır in line 07 but he is reluctant to hold the turn; hence, the teacher uses an appealing “Okey” to let him keep on the turn. Also, the teacher asks for confirmation in line 11, and Cenk nods in line 12. Then the teacher starts up another turn by asking the recipes of these dishes and using lexical repetitions in lines between 14 and 16; however, Cenk seems shy to answer it and laughs in line 17 because he, as a man of an eastern culture, may not want to explain any recipe of a dish as it may sound as a feminine behaviour. Then, he uses the Kurdish equivalent of “İçli köfte” in line 20, and he cannot continue and he gives up the turn. Then, Veysel overlaps and tries to explain the recipe in line 21. Also, Birkan attempts to overlap in lines between 24 and 25 by using some hand gestures but Veysel does his best to take over the turn in lines between 26 and 28. The other participants seem to prefer staying silent and take some turns if they can relate the questions to themselves but they do nothing.

In terms of identities, Cenk is rather shy to talk about this issue; that is why he cannot show his language skills well enough. Veysel is rather keen on that topic and he does his best to continue the conversation so it is clear that he is rather motivated. Birkan has self-confidence in language skills but he doesn't have much information about the issues going on during the conversation. In other words, motivated

participants are able to show their cultural identities well but Cenk lacks language learner identity since he uses some expressions from L1. Other participants who are silent are either too shy to speak up or they lack interest in the topic.

Sample 1: This is a part of SRI conducted with Veysel

- 1 Teacher: What do you think about the recipe of
- 2 traditional dishes in the south-east region
- 3 of Turkey?
- 4 Veysel: Actually, it depends on family preferences.
- 5 Teacher: What do you mean?
- 6 Veysel: For instance, some people prefer too much
- 7 onions or meat.
- 8 Teacher: Which do you prefer more?
- 9 Veysel: For me, meat is the best.
- 10 Teacher: During your speech, you use hand gestures,
- 11 why do you use them?
- 12 Veysel: I am not aware , but I think they give me
- 13 confidence.
- 14 Teacher: Ok, then. Thank you.
- 15 Veysel: You are welcome.

Regarding the SRI sample with Veysel, it may be said that using the amount and variety of ingredients differ for each family; while some prefer meat, the others want onion. Thus, it may be concluded that this is a cultural issue. Also, Veysel states that he uses his gestures in an unaware manner, and this gives him confidence.

Excerpt 2 (Cuisine)

This excerpt shows the participants' interaction on the question "*Do you think that we should integrate other cultures' dishes into our cuisine? Why/why not?*". For this discussion, there were seven participants as can be seen in the picture (from left to right): "M" is Mehmet (at the beginning on the left), "A" is Ahmet (on the left of Mehmet), "G" is Gökhan (on the left of Ahmet), "C" is Cenk (on the left of Gökhan)

, “Tu” is Tuba (on the left of CenK), “V” is Veysel (on the left of Veysel), and “B” is Birkan (on the left of Veysel).



Figure 10: Excerpt from cuisine-2

01 26:45 T: Do you think that we should integrate
 02 other cultures' dishes into our cuisine?
 03 Why /why not? Let's say fast food.
 04 26:53 Tu: [Pizza]. - ((**crossing hands**))
 05 26:55 T: [But] , pizza is not our traditional food
 06 27:00 A: [Pizza is common] -
 07 27:02 T: So, Do you think it is sensible? (0.3)
 08 27:05 B: Because of the capitalistic system (.) +
 09 we have to eat in fifteen minutes + What
 10 are we going to do? +
 11 27:15 T: Sensible then?
 12 27:20 B: Sensible but I think it shouldn't be.
 13 27:23 A: [But I think it is cheaper] +
 14 27:25 B: [Yeah] ((**appealing**)) I think it is mass
 15 produced (.)
 16 27:28 A: Nowadays, it is not ↑↓ , Maybe
 17 27:30 T: Yes, it is cheaper ((**interruption**)) (.)
 18 and, an hamburger restaurant is equal to a
 19 kebab restaurant nowadays -
 20 27:40 A: [I think it is about our economy] (.), not
 21 about worldwide but I think fast food is
 22 common. Like, + you can find a lot of
 23 Chinese restaurants in Turkey but NOT in
 24 south east region.

25 27:46 T: Okay that is right (**(Appealing)**) but do you
 26 think that Turkish people also prefer
 27 Japanese and Chinese food in Istanbul that
 28 is why they are common there or:: do they
 29 have these restaurants just for
 30 visitors (**0.2**).
 31 27:55 B: People are just looking for different
 32 kinds of tastes (**(Yielding to the turn)**)

In this session only Birkan and Ahmet are focal participants among the seven participants, and the other just prefer listening to the others. The teacher starts the turn and waits for participants to take the turn in lines between 1 and 3. Tuba directly overlaps but she cannot hold the turn in line 4. Then Ahmet interrupts the ongoing talking of the teacher in line 6. As the participants are rather reluctant to take turns, the teacher attempts to ask the same question in a different way in line 7 but only Birkan overlaps in a cool manner since he has crossed hands and feet, and uses eye contact, which means that he seems rather sure about what he says in lines between 8 and 10. In line 13, Ahmet takes over the turn by overlapping and claims another idea. Ahmet seems to be more confident and he uses head nods for confirming the teacher's statements in lines between 20 and 24. In lines 25-30, the teacher tries to start another discussion but he is not successful because the participants are rather reluctant to take over the turns. Only Birkan takes the turn in lines 30 and 31.

Regarding the identities, Birkan and Ahmet do their best to boost their motivation, and they have a great deal of self- confidence to show their cultural identities. Also, Birkan seems to develop some political identities in his speech; however, the others have the fear of making incorrect sentences; thus, they even do not develop any language identities. In other words, the silent participants seem to be rather worried about making grammatical mistakes or choosing an inappropriate word for the

statements in the conversation; hence, they mostly prefer to stay calm and silent so as not to feel being dispensed.

Sample 1: This is a part of SRI conducted with Ahmet

- 1 Teacher: Ok, Ahmet. What did you like most about the
2 topic?
3 Ahmet: It reflects our traditions, and I think I
4 have learnt different recipes about our
5 culture.
6 Teacher: That is nice then.
7 Ahmet: Yeah
8 Teacher: Did you feel motivated to participate in
9 the session?
10 Ahmet: Yes, we have some ideas about the topics to
11 talk but I was not able to participate all
12 of the sessions because of my classes. But
13 I loved the ones that I participated in.
14 Teacher: Ok, then. Thank you.
15 Ahmet: You are welcome, sir.

Regarding the SRI sample with Ahmet, it can be said that this session provided a great deal of insights about the culture and traditions on Ahmet's cuisine. Besides, Ahmet held a lot of motivation for the participation of this session and the others. In other words, Ahmet was able to reflect his cultural and language learner identity in this session.

4.2.1.4 Interaction on the Topic 'Settlement - Environment'

Excerpt 1 (Settlement - Environment)

In this session, the participants try to answer questions about settlement-environment in general and do their bests to take over and hold the turns. In the picture below three participants can be seen (from left to right): "M"; Mehmet (at the beginning on the left), "G"; Gökhan (on the left of Mehmet), and "A"; Ahmet (on the left and behind of Gökhan).



Figure 11: Excerpt from settlement & environment-1

01 03:26 T: °How do you consider a well-planned city?
02 ° ↑↓
03 03:29 M: [To me, we should have strict
04 regulations and laws for a well-planned
05 city] (0.3) + we don't have, I think - +
06 03:36 T: Ok, if we don't have a well-planned
07 city, what problems do we have then? (.)
08 03:43 M: We have air pollution or we have traffic
09 jams and we have dirty areas so:: (.)
10 03:55 T: [And, we demolish the forests and trees]
11 03:58 M: Yes, + ((**appealing**)) we see ugly
12 buildings ((**Pointing the outside**))
13 **£C`mon£**. What are we going to do? +
14 04:05 A: [Scenery pollution]
15 04:07 T: Yes (.) ((**appealing**)) Actually you can
16 see that some buildings are high and
17 some are low. Of course::, that
18 demolishes our view too.
19 04:23 M: [Green areas]. I think all cities need
20 green areas , and recreational areas for
21 entertainment + and parks for children.
22 04:40 T: So parks are crucial for children.
23 04:45 M: Yes:: yes ((appealing)), parks + -
24 04:50 B: [People also need some places to breathe
25 outside the city so that we could just
26 go outside that we don't really see
27 concrete buildings] ↑↓ , and also I

28 thin::k everything should be accessible,
 29 nothing should be outside the city an
 30 we can reach easily + (.) Public
 31 transportation is important so that we
 32 don't have much traffic in this city; I
 33 mean we just have too many people for
 34 that kind of planning ((**crossing legs**)) °
 35 if we have the space like America does °
 36 ,we could have done that I think -
 37 05:40 M: [I think one more problem is that], we
 38 have state buildings, schools, cinemas::
 39 you know all public themes, and all:: of
 40 them are in the city centres °you know if
 41 we move some of the buildings of the
 42 cities °, to rural areas:: even in
 43 villages and make people stay in
 44 villages, you know we will have more
 45 environments ↑↓ more clean environment
 46 and cities, ((**lexical repetitions**))
 47 (0.3) because all people want to take
 48 advantages of these things:: for
 49 example, they want to go to schools ,
 50 cinemas, parks so if they don't find
 51 jobs, schools and state buildings in
 52 rural areas, they will have to move to
 53 the cities. More people in the cities
 54 (**0.4**) .hh as a result more problems -
 55 06:55 T: But we see that most of people prefer
 56 going to school nearby them, and they
 57 don't want to:: go to:: far places
 58 07:04 M: [That is what I want to say]

In this excerpt, among the seven participants only Birkan and Mehmet are focal participants since the others want to just listen and do not wish to take any turns. In lines 01 and 02, the teacher asks the question in a manner of understandable tone of voice; then, Mehmet overlaps and takes the turn by using nods in lines between in 03 and 05. In lines 06 and 07, the teacher attempts to continue the conversation by impelling to another discussion point. Mehmet takes the turn and tries to explain the basic problems in the cities by using lexical repetitions and extensive tone of voice in lines 08 and 09, and the teacher overlaps to support Mehmet's ideas in line 10. Then, Mehmet shows some clues by pointing to the outside and laughing in lines between

13 and 15; meanwhile, Ahmet overlaps in line 16 but Mehmet holds the turn and continues to explain the needs for green areas by using hand movements and gestures in lines between 19 and 21. In lines between 24 and 36, Birkan takes the turn and tries to clarify how the need of green areas can be compensated by using nods and hand movements; he also seems to be rather aware of what he says. Then, Mehmet takes over the turn and tries to support Birkan's statements by various examples using high and low voices, pauses, gestures and nods in lines between 37 and 54. In lines between 55 and 57, the teacher holds the turn since Mehmet suddenly gives up the turn. Then, Mehmet overlaps for confirmation and gives the turn in line 58.

Regarding the identities, it is clear that Mehmet is not satisfied with the existing environment and wants to have a more naturalistic environment. He attempts to compare the city life with village life by giving examples about natural and nice environment. Besides, Birkan wishes to have a well-planned and a nice city for a peaceful life but he wants more space with less people, implying that he prefers having a calmer life style; hence, both Mehmet and Birkan attempted to do their best to boost their learner identity in order to come up with successful language learning attributions.

Regarding the SRI sample with Mehmet, it may be claimed that he wants to take attention to the problems related to city life. He is on the idea that there should be some laws, restrictions and rules for a well-planned city. He also employs some nods, gestures and mimics to pinpoint these problems in his speeches and manners.

Sample 1: This is a part of SRI conducted with Mehmet

1 Teacher: While defining a well-planned city and

2 restrictions, you are using nods, why?
 3 Mehmet: Because I want to indicate that “no laws,
 4 no rules and no restrictions” in a city is
 5 harmful for a well-planned city.
 6 Teacher: What do you want to mean to say about this?
 7 Mehmet: I mean to claim that we have problems in
 8 public areas.
 9 Teacher: So, you used different mimics and gestures,
 10 why?
 11 Mehmet: I want to depict the whole problems in my
 12 speeches and manners.
 13 Teacher: Thank you.
 14 Mehmet: You are welcome, teacher

Excerpt 2 (Settlement – Environment)

The excerpt below shows another piece of interaction on the topic ‘Settlement-Environment’. The picture below shows them (from left to right): “M”; Mehmet (at the beginning on the left), “G” ; Gökhan (on the left of Mehmet) , “Tuba”: Tuba (in the middle on the right of Veysel), “V”; Veysel (on the left of Tuba), and “B”; Birkan (on the left of Veysel) .



Figure 12: Excerpt from settlement & environment-2

01 34:30 T: Do you consider that people do their
 02 best to keep Tigris River clean? Why /

03 Why not? (**pointing to Tuba**)

04 34:39 Tuba: Yes I think it is clean + (.)

05 34:32 T: Do you do your best to keep it CLEAN?

06 34:35 Tuba: (.) -

07 34:40 T: So what can you do to keep it clean?

08 34:45 Tuba: I don't understand the questions +

09 £C`mon£

10 34:48 T: Okey:: (**(Appealing)**) may be, you will

11 not throw rubbish.

12 34:50 Tuba: No:: +

13 34:52 T: [Ok, thank you] £C`mon£ (.)So:: how about

14 you? What can you do to keep it clean?

15 35:05 G: (.) -

16 35:11 T: So you have no idea.

17 35:15 M: [First of all, we should educate our

18 children at schools], at home:: we

19 should educate them. They are our

20 future, and if we don't educate them

21 about the importance of a clean

22 environment, you know we will have more

23 serious problems in the future + (.)

24 36:06 T: So:: you educate people, °how about

25 factories? °

26 36:09 M: We cannot do anything for factories;

27 this is a governmental issue (.)

28 36:12 T: Then:: you::

29 36:14 M: That is all what I can say (.) -

30 36:18 T: Okay, Veysel. What can you say about

31 this?

32 36:09 V: People shouldn't trash their rubbish

33 into the Tigris river (.)

As can be seen from the excerpt, only three participants attempt to speak. In lines between 01 and 03, the teacher asks the question to start a discussion among participants, and since none of them is eager to reply, he points at Tuba to take the turn; however, she is not very successful to take over the turn though she attempts and nods in line 04; that may be due to her lacking focused attention. Then, the teacher asks Tuba again to take a turn but she just shakes her head indicating “no” in line 06. The conversation between Tuba and the teacher continues in lines between 7 and 14; however, Tuba is not able to hold the turn. Then, teacher asks Gökhan to hold over the turn in line 15 but he cannot hold it; he just shakes his head to indicate

“no”. Meanwhile, Mehmet overlaps and tries his best to keep on the turn in lines between 17 and 23. He touches upon some educational aspects of human life as he is also a teacher. After Mehmet finishes the turn, the teacher asks Veysel to take over the turn in lines 30 and 31. Veysel takes it but he is not affluent to keep it in lines 32 and 33.

Regarding the identities, Tuba seems rather unfocused, and it may be difficult for her to develop her language skills. Gökhan is also unfocused and rather shy, which may be preventing him from developing his social identity. Thus, Tuba and Gökhan seem to lack social identity (Peirce, 1995) and language learner identity in this part of the excerpt. Mehmet is focused a lot since he does his best to develop his language skills; however, this is not the same for Veysel though he has good language skills. This might be due to the fact that Mehmet is more motivated than Veysel. In sum, only Mehmet holds a motivated learner identity (Norton, 2013) in this session.

Sample 1: This is a part of SRI conducted with Tuba

- 1 Teacher: Ok, Tuba. What did you like most about the
- 2 topic?
- 3 Tuba: Actually, I liked it very much, and loved
- 4 it. It was very good.
- 5 Teacher: What didn't you speak a lot?
- 6 Tuba: My English isn't so good... so I didn't talk
- 7 a lot and I feel very shy.
- 8 Teacher: Why did you use nodding here?
- 9 Tuba: I want to claim that "please, don't ask
- 10 me."
- 11 Teacher: Oh, I see. Thank you then.
- 12 Tuba: You are welcome, teacher

In the SRI sample with Tuba, it seems that she likes the topic a lot; however, she does not want to continue and take any turn most probably because she feels shy, and

her English skills are not well enough to conduct speeches successfully. Even she uses nods to request the researcher not to ask her any questions.

4.2.1.5 Interaction on the Topic ‘Superstitions’

Excerpt 1 (Superstitions)

In this session, there are four participants -- Serdar, Mehmet, Veysel and Birkan. All of the participants attempt to take active roles in the conversation. They can be viewed in the picture (from left to right): “S”; Serdar (at the beginning on the left), “M”; Mehmet (on the left of Serdar), “V”; Veysel (on the left of Mehmet), and “B”; Birkan (on the left of Veysel).



Figure 13: Excerpt from superstitions-1

01 00:03 T: Hi, dear friends. So let's start. Today we
02 will talk about superstitions. And let's
03 start with our first question, **(0.4)** so
04 what do you think about the meaning of
05 superstition? What is that::? Why do people
06 use it::? And how do we consider this? (.)
07 **(Starting the discussion and implying for**
08 **turn takings)**
09 00:22 B: [I think it's people's fear of the
10 irrational big things], °for example°,

11 breaking a mirror or someone walking under
 12 a stair, or:: something like that + . It's
 13 an irrational kind of fear. +
 14 00:36 T: So do you think that superstitions are
 15 something real or imaginary issues?
 16 00:45 B: I think it's in people's heads.
 17 00:47 M: [I think they are beliefs].
 18 00:49 T: Beliefs::? just beliefs? ((**Confirming**))
 19 00:51 M: Beliefs, yes + (.)
 20 00:54 T: So, are these beliefs real or just
 21 imaginary?
 22 00:56 M: Unrealistic, yeah:: ↑↓ .
 23 00:59 T: unrealistic issue. So somehow imaginary?
 24 01:03 M: Yeah, imaginary (.) -
 25 01:06 T: Do you have any ideas about this Serdar?
 26 01:15 S: Yeah, I also suppose that it's something
 27 like belief ↑↓ It's a little bit
 28 imaginary, I think:: (.)Because it cannot
 29 be real. It doesn't mean anything. It
 30 doesn't make sense. +
 31 01:19 T: So do you have a superstition? A special
 32 one?
 33 01:22 S: No, not special one. I don't have any.
 34 01:26 T: So you don't have any?
 35 01:29 S: No +

As it is clear in the excerpt, only three participants take roles in the conversation, while Veysel prefers to be silent and listen to the other participants. In lines between 01 and 06, the teacher attempts to start the conversation by asking the meaning of superstition. Birkan takes over the turn by overlapping into the topic by nodding but most probably he is not sure about his statements as he is using eye contact with the teacher in order to get confirmation in lines between 09 and 13. Since the teacher is eager to keep the conversation going on, he tries to ask another question in lines 14 and 15; meanwhile, Mehmet overlaps and takes the turn in line 16. The teacher also expects confirmation, and Mehmet provides confirmation by using lexical terms and nods in lines between 18 and 23; however, he gives up the turn in line 24. That is why the teacher asks Serdar to take over the turn in line 25. Serdar does his best to take the turn by using hand gestures in lines between 26 and 30, and he also claims

that he has no superstition by shaking his head from left to the right in lines 33 and 35.

Regarding the identities, Veysel is silent and not into that topic during the conversation. That is why he cannot develop any motivational identities. Birkan seems to get delighted with the topic; however, he cannot express himself clearly due to lack of clear knowledge. Sinan and Mehmet do their best to keep the conversation on but they both give up the turns in the end; hence, they may not feel motivated about the topic to develop their language skills. Also, it may be due to their lack of knowledge about the cultural relations with superstitions. Therefore, based on Okoda's (2014) identity categorization, it can be claimed that their 'knowledgeable identity' is not developed; thus, they show 'unknowing participant' identity here.

Excerpt 2 (Superstitions)

In this session, there are again four participants whose names are Serdar, Mehmet, Veysel and Birkan; however, the main speakers are Serdar and Mehmet, who can be viewed in the picture below (from left to right): "S"; Serdar (at the beginning on the left), and "M" ; Mehmet (on the left of Serdar).



Figure 14: Excerpt from superstitions-2

01 01:46 T: What specific superstitions do people have
02 in the south east region of Turkey? Do you
03 think that people in this region have or
04 are holding some superstition? And do you
05 have any ideas about them?
06 01:50 S: < Superstitions and east region >
07 01:53 T: Yes, Diyarbakır:: and We are in the south
08 east region of Diyarbakır . ((**Elaboration**))
09 01:57 S: I am not from Diyarbakır but:: -
10 01:59 B: [Me, as well but] (.) -
11 02:02 S: Do you have any superstitions ((**pointing**
12 **to Veysel**))
13 02:04 V: mmmm... - ((**Murmuring**)) (0.3)
14 02:08 M: [I remember one] +
15 02:11 T: Okay, then we listen to you.
16 02:14 M: I think after there is a tradition, and
17 instead of maybe, superstition, I'm not
18 really sure about that (0.5), After the
19 groom and bride leave the wedding hall,
20 they go after the city tour. ↑↓ They go
21 to the home, they go to home ((**Lexical**
22 **repetitions**)) and before they enter the
23 house, they bring a mixture of honey, egg
24 (0.3) , and then they put the bride and
25 groom's hands in that mixture of thinning
26 Honey. ° Yeah, honey ((**Appealing**)) °. And
27 I don't know, eggs, I don't know what:: +
28 02:49 T: [They put in a pot?]
29 02:53 M: It is a mixture of:: (.)
30 02:55 S: [Okay, okay:] I remember this -

31 02:57 M: [egg and honey], and they put bride and
 32 groom's hands in that mixture, and that
 33 they **(0.4)** touch over the door **(.)** +
 34 03:14 T: [So:: what is the belief behind that
 35 superstition?]
 36 03:17 M: I don't know:: , they do that they will
 37 have an abundant life, luck **(0.3)** + , I
 38 don't know (**lexical repetitions**) richness
 39 may be.
 40 03:27 T: Okay, thank you.

Regarding the conversation in this excerpt, it can be claimed that Serdar and Mehmet are the focal participants from the beginning to the end. The teacher starts up the discussion and wants the participants to take over the turns in lines between 01 and 05; Serdar attempts to take it by thinking aloud in line 6 but he cannot continue since he is not from that region. Birkan overlaps, and also states that he is not from this region in line 10. Then, Serdar attempts to engage the other participants such as Veysel into the conversation in line 11; however, he is not successful enough because Veysel cannot continue. Meanwhile, Mehmet overlaps by raising up his finger in line 14, and starts to talk about a common superstition which has become a tradition in many parts of the south east region of Turkey, and while he is holding over the turn, he also uses many hand movements, even tries to imitate the action by pointing to the objects such as the wall in lines between 16 and 27. Serdar overlaps into the conversation in line 30 but he cannot manage to hold it, and he comes up with a failure. Mehmet overlaps again and holds the turn by using gestures and pauses in line between 31 and 33. Then, the teacher takes over the turn by overlapping and asking in lines 34 and 35. Mehmet finalizes this excerpt as a focal participant. For this session, Veysel again prefers to be silent and he doesn't take any actions in that conversation. Similarly, Birkan keeps silent although he seems

enthusiastic. Besides, it is clear that Mehmet uses many lexical terms unconsciously throughout the conversation.

In terms of identities, Mehmet and Serdar are rather motivated to indicate their language skills because they always overlap into the conversation; on the other hand, Veysel and Birkan are weak; maybe they don't like the topic or are not aware of the common senses. It can be said that they do not have knowledge identity, and they prefer to have unknowing participant identity. Also, Mehmet's cultural identity is rather obvious in this excerpt.

Sample 1: This is a part of SRI conducted with Serdar

- 1 Teacher: Ok, Serdar. Did you like the
- 2 topic?
- 3 Serdar: Yes, sure. I liked it a lot. It was really
- 4 interesting.
- 5 Teacher: Did you feel motivated to participate in
- 6 the session?
- 7 Serdar: Yes, I wanted to take roles and speak a
- 8 lot but I could not because I don't have
- 9 much knowledge about the superstitions of
- 10 the south-east region.
- 11 Teacher: Why did you use nodding here?
- 12 Serdar: I want to say that I have no information
- 13 about superstitions.
- 14 Teacher: Ok , what can you say about the situation
- 15 pointing to Veysel?
- 16 Serdar: Veysel is from Diyarbakır, and I thought
- 17 he may say something but he did not say
- 18 anything.
- 19 Teacher: Ok, then. Thanks a lot. That's all.
- 20 Serdar: You are welcome, teacher

Regarding the SRI sample with Serdar, it may be claimed that he likes the topic a lot and he finds it interesting; however, he cannot continue due to lack of knowledge

about the superstitions of the south-east region. Also, he asks the other participants, for example Veysel, to hold over the turn but he cannot be successful.

4.2.1.6 Interaction on the Topic ‘Addiction’

Excerpt 1 (Addiction)

In this excerpt, there are six participants -- Mehmet, Birkan, Lale, Derya, Nisa and Veysel. In the excerpt, there are some abbreviations for each participant such as “M” for Mehmet, “B” for Birkan, “L” for Lale, “D” for Derya “N” for Nisa and “V” for Veysel. In the picture below they can be seen (from left to right): Mehmet (at the beginning on the left), Birkan (on the left of Mehmet), Lale (on the left of Birkan), Derya (on the left of Lale), Nisa (on the left of Derya), Veysel (on the left of Nisa) and the teacher (on the left of Veysel).



Figure 15: Excerpt from addiction-1

01 05:20 T: Ok, let's see our next question. When
02 people have an addiction, why can't they
03 stop it? (.), You are addicted to
04 something and you cannot stop it
05 **(elaboration)**.

06 05:28 B: [why should you?] I mean, it feels good
07 most of the time. +

08 05:33 T: Yeah, that's feeling good. And when you
09 have this addiction or:: when you are
10 conducting these addition, °then you have
11 good senses, good humours° (.) That's why
12 you don't want to give them up -

13 05:44 B: Most of the addictions like drugs or
14 alcohol or cigarettes, have some
15 withdrawal syndrome (.), ↑↓ you experience
16 bad mood when you are not, when you don't
17 use them anymore:: So because of THAT,
18 they just want to get back to that
19 addiction **(0.8)** -

20 06:05 T: Veysel, imagine that you are addicted to
21 something or someone (.), would you would
22 you give it up? I mean:: , would you
23 continue? Or would you give it up?

24 06:23 V: **(0.6)**, I think I will continue to up
25 £C`mon£ , for example:: I use shisha or
26 some somebody calling hobble Baba or
27 Nargile? I am addicted to Nargile(.) ,
28 When I use the Hubble bubble, I think I'm
29 feeling good. Because if I can't stop it,
30 ↑↓ I think I cannot stop. -

31 06:43 T: [So you haven't got ?] (.)

32 06:47 V: I like it + -

33 06:50 M: [So, people who are taking drugs] , also
34 when they take drugs, they feel good. (.)
35 Yeah:: So ° they should not:: stop it °
36 £C`mon£.

37 06:54 V: [Yeah:: , the same problem] **((Appealing))** .

38 06:56 M: They should go on using it . -

39 07:03 V: [But drug is as harmful, it's harmful] -

40 07:06 M: More harmful than what you think.

41 07:08 T: [Yeah, hookah pipe is also harmful, but
42 you are thinking that::]

43 07:14 [V: But if you compare it with drugs, it is
44 not harmful]+ .

45 07:19 T: Yeah, you are definitely right
46 **((Appealing))**, but the other issue::, of
47 course they also have some drawbacks in
48 terms of giving you some harms(.) °That's
49 why again°, that's an ADDICTION. And
50 again, you cannot give it up.

51 07:32 V: [Until now, I haven't seen any harm in my
52 body] £C`mon£

53 07:36 T: because you are still young (.), °when you
54 get older° ↑↓, you will see what will
55 happen to you £C`mon£ -

In this conversation the focal participants are Birkan, Mehmet and Veysel; the others prefer to listen to the speakers. In the lines between 01 and 04, the teacher asks the question and elaborates on it in order to start the discussion among the participants. Then, Birkan takes the turn by asking questions and using some gestures such as slight head movements in lines 06 and 07. Then, the teacher attempts to show some appealingings in order to motivate Birkan to hold over the turn in lines between 08 and 12, and Birkan takes the turn between lines 13 and 19 by using pauses and tones of voice; however, he gives it up after a few seconds; that is why the teacher asks Veysel to take over the turn. Veysel doesn't expect this turn but he is able to hold it successfully and expresses his addiction, which is 'nargile' (in Turkish), namely hookah pipe, in lines between 24 and 30. He also expresses that this addiction makes him well and happy, and that, that is why he cannot give it up, by touching his nose in line 32. Meanwhile, Mehmet supports his talk by laughing to imply that Veysel is following a wrong way but he doesn't have any other options in lines between 33 and 36. Regarding the rest of the conversation, there are overlappings, gestures such as hand movements and nods. It may be claimed that the teacher overlaps to the conversation in spite of Veysel's interruption and tries to demonstrate the realities behind using hookah pipe; however, Veysel defends what he does.

Considering the identities in this excerpt, Birkan is aware of the harms of addiction; hence, he is realistic, and he also has knowledgeable identity. On the other hand, Veysel cannot see the real world, and he just tries to live the moment, so he mostly develops unrealistic identities. Mehmet is also realistic but he doesn't want to change people's ideas so he tries to act carefully and wants the addicted ones to become aware of the situation on their own.

Excerpt 2 (Addiction)

In this excerpt, there are six participants -- Mehmet, Birkan, Lale, Derya, Nisa and Veysel. In the excerpt, some abbreviations are used for the statements of participants: "M" for Mehmet, "B" for Birkan, "L" for Lale, "D" for Derya "N" for Nisa, and "V" for Veysel. In the picture below (from left to right) Mehmet (at the beginning on the left), and Birkan (on the left of Mehmet) can be viewed. The others are also in the class but they mostly prefer to stay silent.



Figure 16: Excerpt from addiction-2

01 16:10 T: Based on these addictions, what types of
02 addiction do you consider in the SOUTH
03 EAST region of Turkey? (.), I mean in
04 Diyarbakır, in Batman, in Mardin:: what

05 kind of addictions do people have? In your
06 opinion.
07 16:18 M: [Smoking] (.)
08 16:20 V: [May be, game addiction]
09 16:23 T: Yeah, playing video games ((**Apealling**)).
10 16:26 M: [Among youngs] ?
11 16:28 T: Yeah, especially teenagers. Yes,
12 ((**Prompting and supporting**)) And:: (0.5) ,
13 How about adults, just smoking?
14 16:43 M: No, the alcohol and drugs.
15 16:47 T: Yeah, they are using alcohol and drugs,
16 and these are also other types of
17 addiction in the < south east region > of
18 Turkey (.) So:: do we have some types of
19 addiction like cultural issues? You know
20 that addiction and liking are different ↑↓
21 (0.4) .
22 17:01 M: Yes, that is right:: ((**having a deep**
23 **breath**)) .
24 17:04 T: so how do you consider a mean?
25 17:10 M: For example, some people cannot eat food
26 if it is not too salty; even before they
27 taste the food, they start to put salt on
28 the food + ((**showing how to season the**
29 **food**))
30 17:20 V: Yes:: + -
31 17:22 T: [So:: then they are addicted to salt]
32 17:26 D: Yeah, yes:: + - (**Appealing**)
33 17:29 T: So are you also doing the same? ((**Pointing**
34 **Derya to take the turn**)).
35 17:31 D: (.), £C`mon£ (**Covering her face with**
36 **hands**) .
37 17:33 T: So:: , then you are also addicted to the
38 salt?
39 17:35 D: Yes - +

In this part, it is clear that the only focal participant is Mehmet; hence, there are not so many student-student interactions. On the other hand, Veysel and Derya participate in the conversation partly, and the rest prefers to be silent. The teacher starts the conversation asking for the types of addiction in the south east region of Turkey in lines between 01 and 06. Mehmet gives an example but he doesn't want to continue as he may not have some more definite proofs, as seen in line 07. Then, Veysel overlaps to the conversation in line 08; however, Mehmet is eager to keep on

the conversation by trying to provide some more examples in line 14. Since all of the participants are shy and demotivated to talk about this topic, the teacher attempts to connect the topic to the cultural aspects in lines between 15 and 21; meanwhile, Mehmet overlaps and struggles to talk about seasoning the salt on the food but he may not remember the word “season”; he tries to show it by hand movements and gestures in lines between 25 and 29. At that point, it is observed that the other participants such as Veysel and Derya nod and say “Yes” for confirmation. Then, the teacher asks Derya to elaborate on it in lines 33 and 37-38 but she cannot talk and continue; she just laughs and cover her face with her hands in line 35, and then she confirms the same addiction in line 39 by nodding and frowning.

Regarding the identities, Mehmet is more motivated to indicate his language skills by taking an active role in the conversation and demonstrating via gestures. Therefore, it can be claimed that his language and knowledgeable identities are developed here. Derya wants to be active but she is rather shy to speak so she seems to lack social identity. The other participants do not show any indication which asserts that they may not like the topic or have satisfactory knowledge; hence, they mostly indicate unknowing participant identity.

Sample 1: This is a part of SRI conducted with Mehmet

- 1 Teacher: Ok, Mehmet. Did you like the
- 2 topic?
- 3 Mehmet: Yes, sure. They were interesting and
- 4 successful. I think they were able to
- 5 catch my attention.
- 6 Teacher: Did you feel motivated to participate in
- 7 the session?
- 8 Mehmet: Yes, because they were nice topics to
- 9 talk.
- 10 Teacher: Why did you need to explain seasoning as
- 11 an addiction?

- 12 Mehmet: Because most of people do not taste
13 anything before they season salt on food.
14 Teacher: And do you think that it is an addiction
15 in our region?
16 Mehmet: Yes, because people do this unconsciously.
17 Teacher: Ok, then. Thank you.
18 Mehmet: You are welcome.

Based on the SRI sample with Mehmet, it is clear that Mehmet liked the topic a lot, and he found it interesting and successful; therefore, he attempted to take an active role. Besides, he considered seasoning salt on food before tasting it is a cultural addiction in this region because people are not aware of their manners occurring unconsciously.

4.2.1.7 Interaction on the Topic ‘Stubble Fire’

Excerpt 1 (Stubble Fire)

In this excerpt, there are six participants -- Mehmet, Birkan, Lale, Derya, Nisa and Veysel. All of the participants attempt to be active during this topic; however, they cannot manage to conduct an interactive class. The participants’ names are shown as abbreviations in statements such as “M” for Mehmet, “B” for Birkan, “L” for Lale, “D” for Derya, “N” for Nisa, and “V” for Veysel. Two of them are in the picture below (from left to right): Nisa (at the beginning on the left), Veysel (on the left of Nisan) and the teacher.



Figure 17: Excerpt from stubble fire-1

01 08:05 T: So, what do you think about the third
02 question ? ((Pointing to the board)).
03 08:08 V: [I think the stubble fire pollutes the
04 weather.]
05 08:12 T: Okay:: ((Appealing)) , the zone is
06 released ? +
07 08:15 V: I can't say anything about that (.) +
08 08:17 M: [Ozone layer?] ((Interrogating))
09 08:18 M: Of course:: (.)
10 08:20 V: I am not a physician £C`mon£
11 08:23 T: I am not also a physician £C`mon£. But, as
12 the ozone layer is polluted, the weather
13 is ALSO polluted and released +
14 08:26 V: It could be +.
15 08:28 B: [Smoke?] +
16 08:29 T: Yeah::
17 08:31 B: Cigarette smokes causes damage to the
18 environment, and:: when we burn something
19 like that, like fields, of course we will
20 cause some troubles -
21 08:36 T: Okay::, [the ozone layer is something very
22 crucial for our life] (.) as it is the
23 circle of the atmosphere and when we use
24 some perfumes, they also affect this
25 layer, ↑↓ Perfume is a minor part of
26 polluting the ozone layer so when it comes
27 to the stubble fire + (0.5) I think it has
28 a great deal of effects in terms of

29 releasing the ozone layer +
 30 09:11 M: Of course:: (.) ((**Appealing**)) +
 31 09:13 T: So:: ? +
 32 09:15 M: So:: (.) , the government should stop -
 33 09:18 T: [Again government] (.) , Everything
 34 °government is responsible for°, and:: we
 35 are responsible for nothing £C`mon£
 36 09:26 M: What can we do as a normal person or as an
 37 ordinary person? +
 38 09:32 T: Imagine that if you have miles of the
 39 fields, (.) then you need to stop this?
 40 09:43 M: I am not a farmer but If I were a farmer,
 41 I wouldn't do that because I can't -
 42 09:51 B: [Maybe you would do if you had a bad year
 43 and needed money]
 44 09:54 M: No::, I wouldn't do that .
 45 10:02 T: Maybe, as normal people you can make the
 46 other farmers get awareness about this.
 47 10:03 M: They know that +
 48 10:05 T: Of course, they don't know £C`mon£
 49 10:08 M: they know:: they know:: ((**lexical**
 50 **repetitions**)) , But they do that because
 51 of making more money -

In this excerpt, similar to the previous ones, not all participants had turns since they may have felt shy. The focal participants in this excerpt are Mehmet, Birkan and Veysel; Lale, Derya and Nisa prefer to be silent throughout the conversation in the excerpt. The teacher asks the question in lines 01 and 02. Veysel becomes the first to start taking the turn in lines 03 and 04 but he is not successful although the teacher continuously reinforces him via questions in lines 05 and 06, and it seems that he doesn't have many ideas about the topic. Birkan also attempts to be active in this conversation as he takes the turns in lines 15 and 17-20; however, he regards the topic in general and cannot go deeper. Then, the teacher asks Mehmet to take the turn by using eye contact in line 31. Mehmet takes the turn by claiming that the government should have the responsibilities in line 32. Meanwhile, the teacher initiates another discussion in terms of responsibility in lines between 33 and 35, and Mehmet doesn't change his mind as he believes that he cannot do anything on his

own in lines 36-37 and 40-41. Then, Birkan overlaps and claims his ideas in lines 42 and 43. The rest of the excerpt finalizes with the interactive opposite views between the teacher and Mehmet.

Regarding the identities, Veysel and Birkan are eager to take roles in the conversation but they are not good enough due to lack of knowledge about this topic; hence, they are showing unknowing participant identities. Mehmet feels to indicate his ideas, and he seems to be free since he wants to have no responsibilities; hence, it may be claimed that he wishes to have a free identity. He may also hold solitude identity since he abstains himself from the other people's views and living styles. The other participants -- Lale, Derya and Nisa-- are rather shy because they don't express any single word and cannot develop any interactive manners. That is why it may be claimed that their social identities are not developed in this session; on the other hand, Birkan, Veysel and Mehmet hold social identities because they are rather interactive in this excerpt.

Excerpt 2 (Stubble Fire)

In this excerpt, there are six participants: Mehmet, Birkan, Lale, Derya, Nisa and Veysel. Among these participants, only two or three of them are focal participants. The participants' names are shown as abbreviations in statements such as "M" for Mehmet, "B" for Birkan, "L" for Lale, "D" for Derya and "N" for Nisa. In the picture below the teacher is trying to clarify main issues about the current topic.



Figure 18: Excerpt from stubble fire-2

01 22:10 T: Do the farmers in the SOUTH EAST region
02 of Turkey set fires to the field? Why? ,
03 Do they do this here?
04 22:22 V: [Yes::] + -
05 22:23 M: [Of course::]
06 22:25 T: So:: why do you think they do this?
07 22:28 M: Of course for greediness (.).
08 22:30 T: Just for this?
09 22:32 M: No, no:: not just for this + **(0.3)**
10 22:38 T: I think this situation has changed in our
11 city (.) In the past, ↑↓ people did not
12 have the chance to use these stubbles for
13 the animals BUT °now they cut the whole
14 stubbles and put in round shapes and store
15 them to be used for animals°. But after
16 that, do they again use stubble burning?
17 22:59 M: I think they are doing that -
18 23:02 T: So why again? + £C`mon£
19 23:04 M: Because there are:: (.) there are
20 **((lexical repetitions))** vast of crops or
21 fields + that is why they want to get rid
22 of them.
23 23:11 T: Himm, okay. **((Appealing))**.
24 23:14 M: So they burn the fields +
25 23:16 B: [This is the easiest way]
26 23:18 V: [Old traditions may be]
27 23:20 T: Okay **((Appealing))**, Have you ever seen a

28 stubble burn in Diyarbakır? +
29 23:22 L: No::
30 23:24 T: You haven't seen, really?
31 23:26 L: No, I haven't. -
32 23:28 T: Okay then::, thank you. -

In this excerpt, again the female participants prefer to be shy, and they do not show any interactive aspects throughout the conversation. The teacher asks the question in the lines between 01 and 03 to initiate a discussion among the participants, and almost none of them are eager to take turns except for Mehmet and Veysel, using short answers. Then, the teacher keeps asking the questions to keep on the turn in lines between 10 and 16, and Mehmet takes the turn as a short reply again in line 17. In this excerpt, extra information is required about the topic being discussed; however, it seems that participants do not have a clear idea about the current topic as most of them live in the city centers and thus they may have little idea about the processes of stubble burning. Then, Mehmet explains the reasons for stubble burning in lines between 19 and 22; meanwhile, Veysel and Birkan support Mehmet by overlapping and appealing. Since, the other participants are not willing to speak, the teacher asks a simple question “*Have you ever seen a stubble burn?*” by using eye contact towards Lale to ask her to take the turn in lines 27 and 28 but Lale states “No” by frowning and shaking her head in line 29. The teacher requires for confirmation in line 30 but the answer is again “no” in line 31; therefore, the teacher finalizes the excerpt in line 32. It is clear that the only focal participant is Mehmet, and the others’ roles are rather minimal.

Regarding the identities, Mehmet is motivated and has self-confidence to talk about the topic since he may have lived in a village; on the other hand, others are rather afraid to talk and cannot develop any self-confidence to talk about this topic because

they were born in the city centers and may not have developed any clear ideas about the topic. In other words, Mehmet has social, cultural and knowledgeable identities; however, other participants seem to lack those identities; hence, they all indicate unknowing participant identities in this excerpt.

Sample 1: This is a part of SRI conducted with Mehmet

- 1 Teacher: Ok, What do you think about the topic?
- 2 Mehmet: It was really interesting, I have never
- 3 discussed this topic in English before.
- 4 Teacher: Ok, then. Did you feel motivated to
- 5 participate in the discussion?
- 6 Mehmet: Sure, it reminded me the village life.
- 7 Teacher: In the recordings, you used some mimics
- 8 and gestures. Why?
- 9 Mehmet: Yes, I did. Because we sometimes want our
- 10 listeners to understand better. That's why
- 11 we use body language. I like using it. So,
- 12 you know, I prefer using body and
- 13 gestures. I think they are very crucial
- 14 and important in speaking.
- 15 Teacher: Did you investigate anything about the
- 16 topic after the class?
- 17 Mehmet: Yes, and I think that for stubble fire;
- 18 there's not a big problem in Turkey, but
- 19 you know, people need education you know
- 20 they need to be. I mean farmers, mostly
- 21 they were, and they need to be educated
- 22 Teacher: Ok, then. Thank you.
- 23 Mehmet: Not at all.

The SRI sample with Mehmet reveals that he liked the topic at a great rate because it might have reminded him of the life in village. Besides, he claims that employing gestures, hand movements and mimics in English discussions is crucial because it makes the listeners understand the messages better. Finally, he says he has conducted some investigation about the topic after the class in order to learn more about it, and claimed that a substantial education is necessary for stubble burn since farmers are unaware of the pros and cons of that process.

4.2.2 Overall Analysis of Stimulated Recall Interviews (SRIs) in the Main Study

SRIs in the main study are used to let the participants view their interactive manners in each video recording in order to get the chance to clarify his/her action or speeches during the sessions. Thanks to SRIs, the participants were able to remember, analyse and criticize their recordings either in depth or overall.

To start with, six participants from the main cycle of the current study were chosen based on their participations such as high, average and no/little. Then each of them was invited to watch their interactive manners in the classroom video recordings and assess them by indicating their claims and critics. Veysel, Birkan and Mehmet were chosen as high participating ones; Serdar and Ahmet were chosen as average participating ones, and Tuba was chosen as little/no participating one for the main cycle. Although the number of average participating and no/little participating was higher, only the volunteer ones were chosen for the SRIs. Besides, SRIs for the main study were conducted via Zoom program online; each of the participants was invited to a Zoom session and asked to watch the video recording in which they have participated. Each of the participants tried to answer the questions of the interview (See Appendix B) sincerely; however, the whole questions could not be asked to each participant equally since they were not thoroughly compatible with the flow of the conversation; hence, each participant was asked to explain their feelings about the study in terms of motivation, topics, the use of languages, gestures, hand movements etc. from the beginning till the end in an overall manner. Besides, some of the participants answered the questions for SRIs separately but they are shown as a whole in the samples below. The following samples indicate participants' views from SRIs:

Sample 1 (Veysel)

*It was a pleasure for me to be a part of such a study and I thank to you hocam. I really liked the study and topics because they were not boring. Also, it was good for me to practise my English via these topics. As far as I remember, there were seven topics and I participated in all of them. If there were more, I would participate again because I have not practised any speaking since I graduated from university two years ago. Although I studied my department, I didn't practice English since university. The topics were fine and appropriate for our culture and people. We knew the topics; I mean we had some information about them at least but I didn't know much about stubble fire and superstitions. I felt well and relax... **(General views about the study)**. Yes, I see that I used my hands while talking but I was not aware. I think it gives me confidence **(Using hand gestures)**.*

Sample 2 (Birkan)

*The topics are fine. To speak with a large group, I think, because it's needed some differences of opinions, in my opinion, and. originally this stubble fire topic was a topic that I am really unfamiliar with still today. So maybe I will change that but that's, I think the other subjects were fine... **(Birkan's ideas about the topics)** I wanted to participate in the sessions because we were talking in a language that we don't really talk before, we don't really have the opportunity to talk in Turkey. So, I liked talking about these topics and I liked listening to other people trying to use the language for practical reasons other than learning its grammar. I think I really like those kind of sessions that people just come together and talk... **(Birkan's feelings and motivation for the study)** I didn't actually, because we talked about this topic in the class. And I thought about different sentences that are the other participants created, but I didn't really feel that I needed to make, make some research about myself. I think that was just fine; I mean speaking about the topics in that class **(Searching about the topics after a class)**. I think we were getting along with each other. As the week progressed, and so my self-confidence increased. So I was able to speak in that environment better. And also, in the last weeks, the arguments were more heated than regular. So I wanted to also use my body language to express my points... If you want people to see you and understand your ideas better you should be open, while you speak you should use hand gestures... So if you're speaking face to face. I think you should use your body language **(The necessity of using hand gestures)**.*

Sample 3 (Mehmet)

The topics were quite good for me. You know, they were all topics, which were interesting for me. So, we talked about them. And I think some of them are also still problems in Turkey. So, you know, the topics I mean, were quite fine. So I congratulate you, you did a good job. And then, you know, I was first was excited because I I haven't been practising English for about, I think

four years. So it was a good chance for me, for practising my English. That's why I was a bit excited at the beginning, and then the class was okay, the friends were intimate. Then we moved on. And I really, you know, I was really glad, having that conversation with you and all my friends. So, the topics were quite good.... (Mehmet's feelings and motivation for the study) Sometimes we want our listeners to understand better. That's why we use body language. I like using it. So, you know, I prefer using body and gestures. I think they are very crucial and important in speaking (**The necessity of using hand gestures**). Well, after the discussion when I was going home on my way, I was thinking about the topics. Some of them; for example, I think I was mostly thinking about stopping fires. You know, I didn't have any ideas, you know before about subtle fires. So, after the class I started to ask questions to myself, and I was a bit more informed you know I learned some information from my friends. And after that session I said to myself, okay. Yeah, stubble fire there's not a big problem in Turkey, but you know, people need education you know they need to be. I mean farmers, mostly they were, and they need to be educated (**Searching about the topics after the class**).

Sample 4 (Serdar)

Yeah. First of all, the topic is, yes. Interesting. It's not boring. Because you know it's not really that interested by most of the people in the world. And many people believe and they live according to these superstitions. Yes, they believe. But for me, in fact, I don't believe or I can say I don't practice. Any superstition in my life, there is no superstition. I don't live my life according to these superstitions. There are many, yes; some of them are interesting. Some of them are in our life, you know, part of our life, but generally I don't believe. And I don't practice them in my life... (**General views about the session**). Yeah I use gestures; generally in my life. Because in fact, in order to be more effective and give you your opinion the person that against you (**Using gestures in a conversation**).

Sample 5 (Ahmet)

First of all, I liked these activities very much as they helped us use English in classroom more. And we normally just study English vocabulary and reading passages to pass exams but here we have the chance to practice our speaking skills that is why I like it very much. Also, the topics were good, and we have some ideas about the topics to talk but I was not able to participate all of the sessions because of my classes. But I loved the ones that I participated in. (General views and feelings about the study). After the class, I didn't investigate a lot about the topics that we discussed in the class because I think we talk everything in the class. (**Searching topics after the sessions**) Yes, sometimes I used some gestures and I don't know why I used them and I think I feel more relax when I use my hands to tell something (**Using hand gestures**).

Sample 6 (Tuba)

First of all, I want to thank to you for this study. It was very funny and good for us but I couldn't participate in the whole classes and I just come to three ones. My English isn't so good... so I didn't talk a lot and I feel very shy. I think the topics are good. I love them. Thank you (General views about the sessions).

Considering the views of the participants based on SRIs, it may be claimed almost all of them found the topics well to be discussed in these sessions because they were compatible with their culture and social values. In addition, the participants didn't feel bored during the discussion of the topics in the interactive classroom settings. However, some of them such as Birkan, Mehmet and Serdar asserted that it would be better to change the topics "Stubble Fire" and "Superstitions" because they (i.e., participants) did not have enough knowledge on these topics, and it seems that they felt uncomfortable during the discussion of these topics.

When the participants were asked whether they searched on the topics after the sessions, most of them responded that they did not, because they said they had covered everything about each topic in the class and that is why it would be waste of time to search them again; on the other hand, Mehmet claimed that he investigated or thought about some of the topics while he was on his way back home; especially, he attempted to find out a great deal of knowledge for stubble fire since he reported that he lacked experience and information on this.

In addition, regarding the abundance of hand gestures, the participants claimed that they were not aware of their hand movements or gestures while they were speaking during a conversation; they believed that they indicated those manners unconsciously. Furthermore, they were on the idea that they felt more secure, relax

and confident when they explained or discuss something within hand movements or gestures. Hand movements or gestures were believed to be more efficient in terms of interacting with each other in a conversation. Additionally, these gestures made listeners understand the topics or issues better; hence, they played significant roles in communication. The reason why they felt a need to use their hands while speaking may be either their effort to express themselves better or it may simply be a cultural habit. It is very likely that these learners use their hand gestures a lot as well while they are engaged in a conversation in their mother tongue. Thus, their language learner identity might be affected by their cultural identity (Block, 2007).

4.3 Summary

This chapter presented the results and findings obtained from the analysis of the data collected both in the pilot study and the main study, in order to understand the kinds of identities and relationships the participating learners produce in multimodal interactions in the EFL classrooms and how these identities and relationships affect their learning practices. The following chapter discusses these results and findings and draws possible conclusions from them.

Chapter 5

DISCUSSION AND CONCLUSION

This chapter first provides an overview of the study and then a comprehensive discussion of the findings reported in Chapter 4 in terms of the research questions. It also presents the potential implications of the study. In the last section, a number of limitations and delimitations of the study are mentioned along with the suggestions for future studies.

5.1 Overview of the Study

The purpose of the current study is to analyse natural interactions of students in classroom contexts, and to find out the impacts of these interactions on students' identity-shaping in terms of Conversation Analysis (CA) and Multimodal Conversation Analysis (MCA). As pointed out by Seedhouse (1996), employing interactive manners in language teaching may yield successful results, and interactions are considered favorable for language teaching since it is believed that learners may develop various kinds of identities for both language learning and culture within social contexts (Ellis, 2000). Thus, a great deal of investigations about the CA and MCA has been conducted on various journals, articles, books and libraries. The investigations revealed that several distinct spoken features such as intonation, quality of speeches, nods, smiling, laughs, gazes, gestures, and embodied actions occur during interactive communication in the target language (Walsh, 2011), and these guide learners to develop spoken and communicative abilities in the target language.

Inspired by and based on earlier studies, this current study attempted to find out the contextual and interactive manners of EFL learners in shaping various learner identities when engaged in conversation in natural classroom contexts. The research questions aimed to find out the identities occurring as a result of those interactive manners via CA and MCA. Also, the efficacy of these interactive manners and identities on developing learning practices in the target languages was sought.

The study is structured by the principles of qualitative research design, holding the purpose of investigating behaviors, utterances and non-vocal manners of the learners to promote language skills and defining appropriate identity for each participant. The study was conducted in two cycles: piloting and main cycles. The first cycle, i.e. piloting cycle, meant to be the main cycle when it was initiated in the 2019-2020 academic year spring semester with 26 Turkish EFL learners studying at the Preparatory School of Batman University. Having conducted only three topics (which were ‘marriage’, ‘education’ and ‘cuisine’) out of the seven topics in the class and collected the related data on those three sessions within a six-week period (one week allocated to the video-taped topic discussion and the following week allocated to the stimulated recall interview on the videotaped class), all of a sudden Covid-19 pandemic crisis started. All activities were halted, including face-to-face classes. Since there was no more chance to continue the study with the same participants, other options (a new context and new participants) were sought. In order not to make the already collected data become useless, this stage was considered a piloting stage, believing that the experience in this stage benefitted the researcher in many ways, especially in the data collection techniques, more specifically in the conduct of stimulated recall interviews (SRIs).

After a break of a few months, a new context was determined in a different city, but still in the same region. The new context was a private language institution in Diyarbakır. Having taken the necessary safety measures and with reduced number of students, the institution was continuing their face-to-face classes. In the fall semester of 2020-2021 academic year the second cycle of the study started and lasted for 14 weeks. The implementation of the study and data collection procedures were the same: one week for class discussion on one of the assigned topics and video-recording it, and the following week conducting SRIs on the previous week's video-recorded lesson. In other words, seven weeks were used for the interactive classroom recordings in natural classroom settings, and the other seven weeks were used for the SRIs. Each week one of those topics was discussed: marriage, education, cuisine, settlement-environment, superstitions, addiction, and stubble fire. The overall number of the participants for the main study was 16, who were young adults getting prepared for the English test of the university entrance exam (as they were targeting to study in English Language Teaching, or English Literature, or Translation and Interpretation departments in their university education, and also adults who were there to improve their English for different purposes, but mainly to succeed in national and/or international tests of English. Among them, there were teachers, engineers and other professionals. Similar to the first cycle participants, all of them had Turkish nationality with different mother tongues (Turkish, Kurdish, Arabic and Zazaki). However, it may be asserted that holding different mother tongues had no significant effect on the development of the foreign language (English) learner identity in the current study, except for naming the local food names in Turkish and Kurdish languages.

Regarding the topics, the discussion topics chosen for this study aimed to be controversial topics to generate discussion. In other words, while deciding on the topics; special attention was paid to choose the best ones which would gain attention and interests of the participants to elaborate on. Local and global aspects were also regarded based on the criteria for the selection of the topics; in other words, some topics such as settlement-environment, cuisine, superstitions and stubble fire were considered based on the local aspects in their cultural views; on the other hand, marriage, education and addiction were discussed both locally and globally since global effects of these topics in relation to their cultures and identity-shaping were highlighted.

During the natural discussion of each topic, there were at least six participants in class, and each of them tried to do their best to perform the conversational aspects; however, while some of them could participate fully, others were less focused. The number of the focal participants was generally three in each session. After the video recordings were completed, the SRIs were conducted with the participants, both focal ones and less- focused ones.

In both cycles, data collection tools, procedures and analyses were the same. Each of the video recordings was watched in accordance with the field notes and semi-structured observation guidelines. Then, an excerpt for each video recording was transcribed via a transcription program called ‘Otter’ and analysed in terms of turn-taking systems, multimodal actions such as gaze, eye contact, hand movements, etc. and identity. Finally, excerpts from each SRI were derived from the individual recordings by using the same program (i.e., Otter) and the obtained data from the interviews were analyzed via deductive content analysis.

5.2 Discussion of the Main Findings

Below the findings reported in the previous chapter (Chapter 4) are discussed related to each of the research questions of the study.

5.2.1 Discussion of the Results of Research Question 1: What kind of identities and relationships do the participants produce in multimodal interactions in the EFL classrooms?

The findings revealed that participants were able to come up with various identity types thanks to employing multimodal interactions in the classroom contexts. Based on the first research question, the main issue is to observe the identity type and the occurrences of the relations which “mutually coordinate” among the participants (Hall & Pekarek Doehler, 2011, p. 2). It is also crucial to hold the maintenance of talk-in-interaction (Hellermann, 2009) in order to have the relationships exposed. While analysing these interactional and linguistic resources of the participants, turn-taking, repair, sequence organization, eye gaze, embodied actions (Markee, 2008) were taken into consideration.

As a result of the analyses, the most commonly observed identity type was ‘language learner’ identity because most of the learners attempted to do their best to develop their language facilities, by taking risks, making mistakes and/or false starts, giving short answers, avoiding teacher’s eye contact (so as not to be picked by the teacher), and other ‘learner-type’ behaviours that all teachers experience in their classrooms. In that sense, the study did not bring about an unknown ‘learner identity’ type.

The results also indicated that the participants initially acted in an unmotivated mood and showed a lot of shyness traits; in other words, the participants were not able to

develop or posit any identity at the early stages of the data collection period, due to their passive existence in the class, which was considered as the indication of “unknowing participant identity” by Okoda (2014). This description, however, may be interpreted as rather prejudiced as it may contain a negative connotation, labelling one ‘unknowing’ or ‘ignorant’. However, students’ silence can be viewed differently and interpreted as a sign of a learner identity type. Despite the teacher’s encouragement, students’ preference in remaining silent in almost all discussion sessions in this study can be these students’ way of constructing their target language (English) learner identities. When asked in the interviews, it was realized that these students were concerned with losing face if they gave incorrect answers to teachers’ questions, so they listened attentively instead of orally participating, and this was part of their identity as L2 (English) learners, as similarly highlighted in Liu’s (2002) study.

The most obvious identity observed in all sessions was the “cultural identity”. In the sessions where the topic was dominantly culture-oriented, even the less focused participants revealed their reaction, response or attention not necessarily verbally but also non-verbally (by an approving head movement, gaze, a hand gesture or a smile or a laugh). For instance, the topic cuisine was one of the most enthusiastically discussed topic, as the participants challenged each other regarding the recipes of certain local dishes. This finding is not surprising, of course, because it has been emphasized widely in many ELT-related methodology sources how important cultural topics are for triggering enthusiasm and willingness to participate among the EFL learners, especially in multicultural classroom settings (Ezzedeen, 2008; Kramsch, 2006; Shin et al., 2011), Conversely, too culturally-familiar topics may do just the opposite, especially in monocultural classrooms where the students share the

same social and cultural norms and backgrounds. In fact, considering the relatively lower level of the participants in this study, familiarity with the topic served as a positive asset, because the interactions became more lively when they wanted to add what they already know to the cultural issue which was being discussed. This, in fact, can be regarded as a strong indicator of the participating EFL learners' emerged 'cultural identity' (Block, 2007).

Another finding which is somehow contrary to the researcher's assumption, is the little impact of the participants' differing mother tongues on the classroom interactions. As explained earlier, the participants held different L1s (i.e., mother tongues such as Turkish, Kurdish, Arabic and Zazaki). It was observed that speaking various L1s had no big effect on their learner identity, which means there were not many occurrences of translanguaging practices among those who share the same L1. They mostly referred to Turkish (as Turkish is the official language that they have studied at schools and all of them are fluent and competent users of Turkish) and once to Kurdish, when they did not know how to say something (for example, a local dish) in English, which is quite understandable and normal. The only aspect of their varying L1s could be observable in some phonological L1 traits in their pronunciation. It appeared that none of the participants made any remark on this issue as regards their 'linguistic identity' (Block, 2007).

Compared to the participants in the piloting cycle, those in the main study appeared to be more interactive most probably because majority of them were adult learners with a profession and they were aware of what they were experiencing; they used various gestures, mimics, hand movements, eye contacts, frowning and nods in interactive manners. The female participants in the whole weeks, except for the first

week, could not take interactive roles during the classes. In other words, male participants were much more interactive throughout the weeks. This may be due to the norms of eastern cultures since females in this region of the country are always expected and preferred to be calmer than men when they are together with men. In other words, because of these prevailing cultural norms, it may be claimed that the male participants might have felt more comfortable and confident to utilize the opportunities and freedom to develop social identities more than the female ones in this research study. This may be interpreted as 'gender identity' that emerged in the study (Block, 2007).

Related to the gender identity, in the piloting cycle there was a big difference between the number of female students (25) and the male student (only one) in the class. As explained in Chapter 3 (see 3.3 Participants), the imbalance about gender was out of the researcher's control. One concern here could be whether or not that male student's interactional performance and his learner identity was negatively affected because of his being the only one male student in the class. The findings indicate that this did not happen, because based on the researcher's observations, all students (including the male one) were very close and intimate with each other. Also, transcript analysis revealed the active contribution of that male student who repeatedly took turns in the interaction.

Another finding in this study is related to the limited number of the participants to be labelled as 'focused' because, unfortunately, there were not many focal participants in the sessions. In the main cycle of the study, there were always the same three focal participants who really did their best in order to boost their conversational skills. During the conversations, they utilized various turn taking systems such as yielding,

holding and overlapping, thus revealing ‘turn taking learner’ identity, employing vocal and unvocal manners such as gaze, eye contact, nods, etc. as well. As mentioned above, such occurrences were not many and also limited to the same learners within the class.

As regards turn length, usually short replies were given, from time to time as single words, occasionally longer phrases, and this can be interpreted as either unwillingness to communicate or the lack of necessary linguistic and content-related knowledge. In other words, they might have had either some language problems (such as lack of vocabulary and appropriate structures) in using the target language in expressing themselves (although they were claimed to hold B1 or B2 levels of proficiency) or lack of knowledge of the topics that were discussed during the various conversations. In either case, these learners need to be scaffolded by the teacher by preparing more learner-supportive tasks in which learners’ linguistic and content related knowledge is scaffolded prior to the speaking activity. If/when prepared for the speaking activity properly, there is no doubt that students’ performance would be better and thus they would develop more ‘motivated learner’ (Norton, 2013) identities.

Also, even the highly focused participants did not hold the instinct to overlap or yield the turn directly; instead, they raised up their hands and asked for permission before they started their speech, which was far from a comfortable, natural and real life-like conversation, revealing a ‘teacher-dependent learner’ (or ‘unknowing participant’) identity (Okoda, 2014). This traditional type teacher-oriented classroom context is a reality in the research context (like in many other places elsewhere) and it appears that it is not easy to change it into a more learner-centred teaching context. The

solution could be in providing teachers with more opportunities for developing themselves professionally so that they would know how to transform their teaching pedagogies into a more effective and learner-centred one.

5.2.2 Discussion of the Results of Research Question 2: How do these identities and relationships that participants produce in the classroom affect the learning practices?

The findings revealed that the participants have become more motivated in participating in (but not initiating, though) any conversational discussion with a growing enthusiasm in the target language. Most of the participants claimed in the SRIs that these discussion sessions created a big opportunity for them to practice their speaking skill. Obviously, they have developed their speaking skills in the target language while engaged in the task, no matter whether they were ‘focused’ or not as speakers, and this is in compliance with “learning in interaction”, as named by Martin (2004, 2009), Martin and Sahlström (2010) and Melander and Sahlström (2009a, 2009b). Thus, the participants were able to interact, repair and develop affluent manners and speeches in English. This might also be related to conscious learning as the participants were able to make connections about the views and language practices which they produced during the conversations.

This experience was also meaningful for some of the participants, especially for those who were planning to study in an English-related department at the university and thus who were wishing to be successful in the English language component of the university entrance exam. Although the English test did not have an oral component, those participants found it as a disadvantage, realizing that their English proficiency was being incomplete as they give more emphasis to grammar and reading in English in their own studies. They expressed their satisfaction that with

the help of these discussion sessions, they could also work on their oral skills, which would be essential in their future departments.

The study also posits that the participants have gained an awareness in various gestures, mimics, hand movements, eye contacts, frowning and nods in interactive manners, especially when they were made to watch themselves in the video recordings prior to and during the stimulated recall interviews (SRIs). This awareness surprised some of them very much, saying that they did not know they used their gestures and hand movements this much. It is assumed that these participants would benefit from this awareness in their use of language while communication with others.

Besides, it was observed that the most focused participants (usually the same three participants, Mehmet, Birkan and Veysel) were not abstained from uttering wrong pronunciation, despite the common belief that adults have more vulnerable to the risk of losing their face in L2 (English) classrooms. This attitude of those participants is in compliance with another commonly agreed characteristics of good language learners that taking risks and not being afraid of making mistakes is a very effective learner strategy leading to more practice and use of target language. In that sense, the study has proved this once more.

Another finding which is quite significant in ELT classrooms is the teacher's role in facilitating students' participation in the discussions. What is observed in the videotaped sessions was the class teacher's motivating manner to create a warm and interactive classroom atmosphere which was very important for encouraging affluent language speaking skills. However, except for the three focal participants, the other

participants in the main cycle did not show any motivational attributions, which indicates the need for re-organizing the structure of the discussion activities, which is already mentioned above. A carefully planned task providing the learners with the input they need for successfully performing what is required from them (not only the linguistic and content-related input but also communication strategies such as taking turns, holding turns, overlapping, backchanneling) would make them more capable of doing it, thus give them more self-confidence and let them develop more desirable learner identities.

In both piloting and main cycles, the number of spoken interactions increased week by week; in other words, there were just three focal participants in the first week of piloting cycle. Similarly, the participants in the main cycle did not use long sentences and were not eager to participate in the spoken interactions in the first week. When asked about this, some participants claimed that this was the first time they had participated in such a study and had not known how to act since they felt rather stressful and unnatural because of the camera. Yet, they struggled to increase the percentage in the following weeks and took more roles. This may be due to their developing self-confidence and intimacy among the participants. Since most of the participants did not know how to act in the first weeks, they preferred to stay calm and took no action but they gained more freedom and confidence in the following weeks, and as a result they showed more cooperative and conversational identities through the last weeks of the study in those cycles. Also, they showed more turn-taking learning identities in those weeks.

In sum, as stated before, this current study attempted to find out the contextual and interactive manners of EFL learners in shaping various learner identities when

engaged in conversation in natural classroom contexts. The research questions aimed to find out the identities occurring as a result of those interactive manners via CA and MCA. Also, the efficacy of these interactive manners and identities on developing learning practices in the target languages was sought. The study has several implications related to the development of learner identities and speaking skills of EFL learners, as explained below.

5.3 Implications of the Study

It can be said that although former studies have mostly focused on the roles of CA and MCA in developing language skills in terms of pronunciation and speaking, this current study attempted to detect various identities occurred during those conversations thanks to CA and MCA. In other words, the current study implies that the employment of MCA along with CA will help the researchers and teachers to investigate the classroom events in depth, as MCA reveals non-verbal behaviours which are as important as verbal behaviours in an interaction. This will also be useful in identifying identities in the classroom context.

The study also implies that it is possible to capture the attention and interest of EFL learners in language teaching classes by bringing various conversational topics which are in accordance with their views, culture, society, ideology etc. In addition, the study findings reveal that it is essential to scaffold the EFL learners with various well-thought and well-prepared tasks (with pre-, while-, and post- stages) to be conducted in the learning environment in order to let the learners get engaged in multiple activities in L2. This would lead the learners to develop a great deal of desire to speak and take turns as long as they hold a substantial degree of language proficiency.

Another implication of the study is that EFL learners' reluctance and unwillingness to participate in interactive activities may prevent them from developing effective types of learner identity such as 'knowledgeable learner identity' (Okoda, 2014) and 'motivated learner identity' (Norton, 2013) in general, and more specific identities for becoming successful participant in oral conversations. Therefore, it should be remembered once again how important it is to deal with the personality traits of the learners and create all the opportunities for them in class where they would get rid of their anxiety, stress, shyness and feel safe, confident and comfortable.

Finally, the difficulty in labelling the personality traits and identity characteristics may lead to confusion in interpreting the findings. Although personality traits such as shyness and anxiety may have an impact on language learner identities, they are not identity characteristics. This should be considered in future studies as well.

5.4 Limitations and Delimitations

The findings of the current study should be approached and interpreted cautiously owing to some limitations. First, the nature of the study constrains its generalizability as it was conducted with the participants from the same region (i.e., the south east region of Turkey) and thus they had the same or similar backgrounds, sharing the same social and cultures values; hence, it cannot be claimed that the current study yields general and global results.

On the other hand, this homogeneity may also be considered as a delimitation. As it was indicated earlier, there were 44 participants (26 ones in the piloting cycle and 18 in the main cycle) experiencing the south-east region's cultures and traditions at the same extent. Therefore, they would be more familiar with each other's ideas and

views on the topics they discussed (marriage, education, cuisine, etc) and understand each other better in terms of content. Having said this, however, clash of ideas in classroom discussions may be more desirable to produce contrary ideas and thus become more energized and motivated to learn about other contrasting ideas and argue against them. In a study conducted by McLeod and Lobel (1996), heterogeneous groups were found to have produced higher quality ideas than homogeneous groups, supporting a value-in diversity orientation.

Another limitation could be related to the topics determined by the researcher for the discussion sessions. As explained before in detail, a number of criteria was followed in the selection of topics. Despite the utmost attention paid to choose topics which are both familiar and controversial at the same time, some discussion sessions received very low participation. To put it differently, the lower participation in some sessions (discussion on stubble fire, for example) might be attributed to the wrong choice of topics by the researcher. Therefore, while organizing class discussions which would engage learners to participate into them fully and which would allow them to develop and reflect their learner identity at the same time, more democratic and bottom-up approach should have been followed. In other words, instead of the researcher himself deciding on the topics for discussion (no matter how closely he observed a set of criteria), a small-scale survey could have been conducted with the students at the beginning of the study so that they would choose the ones that they would like to discuss about. This might have helped for more interactive and lively class discussions during which the emergence of learner identities would be observed more easily and clearly, and it would have been more democratic, as said before.

One another limitation is related to the unexpected circumstances caused by the Covid-19 pandemic. Under normal circumstances, the study would be conducted with the university students studying at the Preparatory School of a university. However, due to the constraints imposed from the government, the already started study at Batman University could not be continued, and thus, the research context had to be changed. In the new context (a private language institution) fewer number of participants could be included. Moreover, the stimulated recall interviews (SRIs) were conducted through an online video conferencing software (Zoom) with some time restrictions. It can be said that the data gathered from a larger sample would have yielded more comprehensive results, and the interview data would have been richer (if SRIs had been done face-to-face and in longer time periods).

5.5 Suggestions for Further Research

Various suggestions can be made for further researchers that would employ CA and MCA to define multiple identities of EFL language learners in natural classroom contexts. First of all, conducting the study with a class of students showing diversity in terms of their social and cultural backgrounds may enable the researcher to compare similarities and/or differences between learner identities and investigate the impact of learners' cultures (if any) on their learner identities. Culturally heterogeneous groups in class would create more dynamic and spirited discussions so that the researcher would have richer verbal and non-verbal data to analyze to be related to learner identity. Additionally, further studies planning to employ CA and MCA can be conducted with more participants and in a longitudinal manner so that more generalizable results can be obtained.

Many studies employing either CA or MCA analyses generally just focus on the qualitative data. Further studies, however, may adapt a mixed type research design in which both qualitative and quantitative data are analyzed to make more acute and triangulated interpretations.

The main data collection tools for the current study are video recordings and SRIs; it is hoped that more innovative tools can be used for CA and MCA in the following years thanks to technological developments in the world. In other words, online tools are believed to be efficient as most of learners have their educational facilities via distance education. Also, some videos may be provided as pre-tasks for the conversation analyses because learners may feel confused if they are not provided with authentic data. Hence, obtaining authentic tools such as videos, scripts, puzzles, novels, stories etc. may be helpful in terms of boosting the capacity to produce some conversational speeches among the learners. Developing convenient tasks in foreign language classes will definitely gain a great deal of popularity because learners may get the chance of various interactional resources to enlarge and diversify their competencies for the target language (Pekarek Doehler & Pochon-Berger, 2015). Thus, the issue of developing most beneficial and convenient sources or tasks may posit a ground for further studies.

Increasing mobility of students across borders has made English as a lingua franca (ELF) as a mediating language in intercultural and transcultural communication. The interaction among the ELF users can be investigated in terms of the mediational strategies they use such as clarifying, explaining and rephrasing the words of other individuals to increase explicitness, by employing CA and MCA principles.

Given the recent obligatory shift to online education in the last two years as a result of Covid-19 precautions, the synchronous online multimodal communication between teacher and students and among students has re-gained importance as a very attractive topic of research in order to investigate many issues including the multifaceted nature of social presence. This might be considered as a promising field for further studies which plan to employ CA or MCA in data collection and analysis.

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APPENDICES

Appendix A: Student Consent Form

Aydınlatılmış Onam Formu- Öğrenciler

Değerli Öğrenci,

Doğu Akdeniz Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümünde “Multimodal Konuşma Analizi aracılığıyla İletişimsel Etkileşimlerin İncelenmesi: Türkiye'nin Güneydoğu Bölgesinde İngilizce Öğrenen Üniversite Öğrencileri Örneği” konusunda doktora çalışması yapmaktayım. Tez araştırmamda üniversite düzeyindeki İngilizce öğrencilerinin İngilizce konuşma becerisine karşı geliştirmiş oldukları bağlamsal iletişimsel kimliklerini/özelliklerini saptamayı amaçlamaktayım. Veri toplama, sınıfta yapılan konuşma dersin videoya kaydedilmesi ve daha sonra aranızdan seçeceğimiz bazı öğrencilerle yapacağım mülakat yoluyla gerçekleştirilecektir. Mülakatın içeriği, aranızdan seçilmiş olan öğrencilerle birlikte daha önceden kaydedilen dersin videosunu birlikte izleyerek, sizin dersteki sözlü iletişime yaptığınız sözel katkılara ilişkin olacaktır.

Bu araştırmaya yapacağınız katılım, tamamen gönüllülük üzerine kurulmuştur. Katılımınız dersle ilgili herhangi bir risk taşımamaktadır. Sorulan sorulara vereceğiniz cevapların İngilizce dersinizdeki başarınıza ve öğretmeniniz ile olan ilişkilerinize herhangi bir olumsuz etkisi kesinlikle olmayacaktır. Bu araştırmada yer almak tümüyle sizin isteğinize bağlıdır. Araştırmada yer almayı reddedebilirsiniz; ya da başladıktan sonra yarıda bırakabilirsiniz. Bu araştırmanın sonuçları sadece bilimsel amaçlarla kullanılacaktır. Araştırmadan çekilmeniz ya da araştırmacı tarafından araştırmadan çıkarılmanız halinde, sizinle ilgili veriler kullanılmayacaktır. Sizden elde edilen tüm bilgiler gizli tutulacak, araştırma yayınlandığında da varsa kimlik bilgilerinizin gizliliği kesinlikle korunacaktır. Kaydedilen derslerle ilgili

videolardan alınacak ekran kayıtlarında yüzünüz kesinlikle gösterilmeyecektir.

Çalışma bitiminde ise video kayıtları tamamen silinecektir.

Katılımınız için şimdiden çok teşekkür ederim.

Araştırmacı :

Mehmet Veysi BABAYIĞIT
Doktora Öğrencisi
Doğu Akdeniz Üniversitesi, Gazimağusa/
KKTC

E-posta:

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Tez Danışmanı:

Prof.Dr. Ülker Vancı OSAM
Yabancı Diller Eğitimi Bölümü
Eğitim Fakültesi Doğu Akdeniz
Üniversitesi

E-posta: ulker.osam@emu.edu.tr

Tel: 0537 953 53 72

Tel: +90 392 630 2619

.....
Yukarıda yer alan ve araştırmaya başlamadan önce gönüllü katılımcılara verilmesi gereken bilgileri içeren metni okudum (ya da sözlü olarak dinledim). Eksik kaldığını düşündüğüm konularda sorularımı araştırmacıya sordum ve doyurucu yanıtlar aldım. Yazılı ve sözlü olarak tarafıma sunulan tüm açıklamaları ayrıntılarıyla anladığım kanısındayım. Çalışmaya katılmayı isteyip istemediğim konusunda karar vermem için yeterince zaman tanındı. Bu koşullar altında, araştırma kapsamında elde edilen şahsıma ait bilgilerin bilimsel amaçlarla kullanılmasını, gizlilik kurallarına uyulmak kaydıyla, sunulmasını ve yayınlanmasını, hiçbir baskı ve zorlama altında kalmaksızın, kendi özgür irademle kabul ettiğimi beyan ederim.

Adı, Soyadı: -----

İmza: -----

Tarih: -----

Appendix B: Interview Questions

The following questions are planned to ask to students during the interviews:

General questions for interviews

- 1- What did you like most about the topic?
- 2- Did you feel motivated to participate in the session?
- 3- What do you want to mean to say about this?
- 4- Is there anything that you have searched about the topic after the class?
- 5- What would you like to add to your ideas that you explained during the class?
- 6- How do you consider this situation?
- 7- Why did you need to explain such a thing?
- 8- Do you think that this can be a solution? Why / why not?
- 9- In the recordings, you used different mimics and gestures. Do you accept or refuse? Why?
- 10- Your sentence is grammatically wrong, how can you change it to make it correct?
- 11- What different vocabulary can you use for this definition?

Appendix C: Permission Document 1 for Data Collection



BTÜ
Batman University
School of Foreign Language

January 14, 2020

CERTIFICATION

Dear Sir/Madam

This is to certify that the University of Batman has no objection about Mr. Mehmet Veysi BABAYİĞİT, a PhD student at the Eastern Mediterranean University, request to collect the needed data about his PhD thesis at our university.

Sincerely,


Prof. Dr. Umut BALCI
Müdür

Prof. Dr. Umut BALCI
President of School of Foreign Language



Batman Üniversitesi
Batı Raman Kampüsü
72100 Batman, Türkiye
Tel : 444 9 072
Faks : 0 (488) 217 36 01

Appendix D: Permission Document 2 for Data Collection



September 28, 2020

CERTIFICATION

Dear Sir/ Madam,



This is to certify that the Institution of English Address has no objection about Mr Mehmet Veysi BABAYIĞIT, a Ph.D. at Eastern Mediterranean University, request to collect the needed data about his Ph.D. thesis at our institution.

Sincerely,

Gülcan AKÇINAR AKDEMİR

Principal of Institution of English Address

Appendix E: Ethical Approval

	Doğu Akdeniz Üniversitesi "Erdem, Bilgi, Gelişim"	Eastern Mediterranean University "Virtue, Knowledge, Advancement"	99628, Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 E-mail: bayek@emu.edu.tr
Etik Kurulu / Ethics Committee			
Sayı: ETK00-2020-0035		31.01.2020	
Konu: Your application for ethical approval.			
Re: Mehmet Veysi Babayiğit (15600132)			
Faculty of Education.			
EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 29.01.2020 , issue: 2020/64) granting Mehmet Veysi Babayiğit from the Faculty of Education to pursue with his PhD thesis work titled " An Investigation of Communicative Interactions through Multimodal Conversation Analysis: The Case of English Language Learners in the Southeastern Turkey " supervised by Prof. Dr. Ülker Vancı Osam.			
			
Prof. Dr. Yücel Vural			
Chair, Board of Scientific Research and Publication Ethics - EMU			
YV/ns.			
www.emu.edu.tr			

Appendix F: Classroom Observation Guide

Observation Number:	Date:
School's Name:	Class:
Teacher's Name:	The Subject of the Lesson Observed:
Number of Students	Male: Female:

Issues to be considered during observation

Issues	NOTES
<p>Description of the Physical Environment</p> <p>-foster enjoyable and motivating learning environment</p>	
<p>Lesson Content</p> <p>-developmentally appropriate tasks</p> <p>-tasks and context that are relevant</p> <p>-The use of thematic units: to allow educators to present new information in a manner that is both relevant and interesting to learners</p> <p>-developmentally appropriate tasks</p> <p>-materials must be relevant to the students' daily lives</p>	
<p>Lesson Conduct</p> <p>Activities/ Drills</p> <p>-hands-on activities to foster enjoyable and motivating learning environment</p> <p>-12th grades speaking and listening emphasized</p> <p>-activities that require actual communication between peers or students and their teachers</p> <p>-go from familiar to unfamiliar</p> <p>-learner autonomy and problem-solving</p>	

<ul style="list-style-type: none"> -students are continuously exposed to English through audio and visual materials -students produce materials to share with the rest of the school and the outside world 	
<p>Interaction/ Language Use</p> <ul style="list-style-type: none"> -support fluency, proficiency and language retention -language use in an authentic communicative environment -use of English in classroom interactions of all types -a positive attitude toward English -language learning as communication -develop communicative skills by “doing things with the language” 	
<p>Instructional Technique</p> <ul style="list-style-type: none"> -vary learning strategies for classroom instruction -vary in terms of learning styles and cognitive characteristics of the students -practice the syllabus as a spiral entity -language learning is fostered through activities such as arts and crafts, TPR, and drama 	
<p>Feedback</p> <ul style="list-style-type: none"> -develop positive attitude toward English -Do not correct students’ errors on the spot 	
<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> -create positive and beneficial washback effect -alternative and process oriented testing procedures - self-assessment : each unit includes a list of achievements to be met by the students; this will be converted to self-checklists - application of oral and written exams and quizzes - homework assignments and projects to 	

<p>provide an objective record of students' success</p> <ul style="list-style-type: none"> - cover four language skills and implicit assessment of language components - include self-assessment, reflection, and feedback 	
<p>Formative Assessment (low stakes examination)</p> <ul style="list-style-type: none"> -facilitate learning process (e.g design a poster, summarize the main points of the course) <p>Summative Assessment (high stakes examination)</p> <ul style="list-style-type: none"> -to be in line with the nature of learning and teaching that are adopted by the curriculum and the teacher (e.g a project, regular pencil-paper examination) 	
<p>Learner Motivation/ Engagement</p> <ul style="list-style-type: none"> -develop a positive attitude -foster enjoyable and motivating learning environment -feel comfortable and supported -learner autonomy and problem solving -students develop high motivation by completing challenging yet achievable activities 	

Appendix G: Transcription Conventions

Adapted from Hutchby and Wooffitt (2008)

- (1.8) Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place.
- (.) Very short untimed pause.
- [] Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
- :: A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
- ? A question mark indicates that there is slightly rising intonation.
- . A period indicates that there is slightly falling intonation.
- , A comma indicates a continuation of tone
- ↑↓ Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
- Under Underlines indicate speaker emphasis on the underlined portion of the word.
- CAPS : Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.
- This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
- >< , <> : Greater than" and „less than" signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.

<i>italics:</i>	English translation
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
-	A dash indicates an abrupt cut-off, where the speaker stopped speaking suddenly.
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
£C"mon£	Sterling signs are used to indicate a smiley or jokey voice.
+	marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
((T walks))	Non-verbal actions or editor's comments.

Appendix H: Weekly Plan for Conversation Topics

WEEK	TOPIC	STEPS
1	Marriage	<p>Students will have a brainstorming about marriage and its traditions in the south east region of Turkey. The following questions will be asked here:</p> <p>1-In your opinion, what is the most appropriate age for girls to get married? Why? 2-Will your parents let you get married to someone from another country? Why/ why not? 3-What are the specific wedding traditions in your city? 4-Do you think that a girl chooses marriage because she considers to have more freedom in your city? Why?</p> <p>Students will watch a video about an ordinal wedding ceremony from the south east region of Turkey.</p> <p>After watching the video, the following questions will be asked to the students:</p> <p>1-Do you find 3 days wedding ceremonies in the south east region of Turkey appropriate? Why / why not? 2-Do you think that people should fire guns and use fireworks for the wedding ceremonies? Why / Why not? 3-In your opinion, why do some couples both study and get married?</p>
WEEK	TOPIC	
2	Education	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <p>1-Do you think that the whole girls study in the south east region of Turkey?</p>

		<p>2- Why do some parents force their girls to leave the school in the south east region of Turkey? 3-Why don't some parents let their girls study at a university in another city? 4-Do you consider that the numbers of schools in the south east region of Turkey is enough? Why / why not?</p> <p>Students will listen to a short presentation about education in the south east region of Turkey.</p> <p>After watching the video, the following questions will be asked to the students:</p> <p>1-Do you find the schools in our region well-equipped? Why- why not? 2-Do you think that we need more universities in our region? Why / why not? 3-In some parts of the south east region of Turkey, neither girls nor boys go to school, what reasons can be for this situation, why?</p>
WEEK	TOPIC	
3	Cuisine	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <p>1-What are the most famous dishes of the south east region of Turkey? 2-Do you think that the cuisine of the south east region of Turkey is famous worldwide? Why / why not? 3-What are the most famous desserts in the south east region of Turkey? What makes them special?</p> <p>Students will see some pictures about the cuisine of the south east region of Turkey.</p> <p>After checking the pictures, the following questions will be asked to the students:</p> <p>1-What can be done to make our region's cuisine famous worldwide? Why? 2- Why do people mostly prefer spicy dishes in our region? 3-Do you think that we should integrate other cultures' dishes into our cuisine? Why/why not?</p>

WEEK	TOPIC	
4	Settlement -Environment	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <ol style="list-style-type: none"> 1-In your opinion, how does a well-planned and clean environment look like? Why? 2-Who do you think is more responsible for pollution, individual people or the government? Explain. 3-Do you think that the south east region of Turkey has a well-planned environment? Why / why not? 4-How do people pollute environment? What are polluted areas in the south east region of Turkey? <p>Students will watch a video about Diyarbakır.</p> <p>After watching the video, the following questions will be asked to the students:</p> <ol style="list-style-type: none"> 1-Do you consider that people do their best to keep Tigris River clean? Why / Why not? 2- What are your perspectives / ideas on the redesigning of the inner sides of the city walls in Diyarbakır? 3-Do you think that we should continue live in the south east region of Turkey? Why/why not?
WEEK	TOPIC	
5	Superstitions	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <ol style="list-style-type: none"> 1-What is superstition? 2-What specific superstitions do people have in the south east region of Turkey? 3-Do you believe in superstitions? And do you really think that superstitions guide you? 4-Has anything ever happened to you that you cannot explain? Explain. <p>Students will listen to a short presentation including pictures and videos about superstitions. After listening to the presentation, the following questions will be asked to the students:</p>

		<p>1-In the south east region of Turkey, many people visit companions of prophet Muhammad and other tombs; and they sacrifice animals. How do you consider this situation?</p> <p>2- In the south east region of Turkey, an infant shouldn't be taken out until s/he becomes forty days. Do you think this is a superstition or not, why?</p>
WEEK	TOPIC	
6	Addiction	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <p>1-What is addiction? What are the addiction types?</p> <p>2-What can be done to overcome multiple addictions? Do you think it will be in vain to help an addicted person? Why / why not?</p> <p>3-When people have an addiction, why can't they stop it?</p> <p>Students will listen to a short presentation including pictures and videos about addiction.</p> <p>After listening to the presentation, the following questions will be asked to the students:</p> <p>1-What types of addiction do you consider in the south east region of Turkey? Why?</p> <p>2-Do people attempt to find out solutions for addicted people in your city/region? Why / why not?</p> <p>3- Do you want to have an addicted friend? Why / why not?</p> <p>4- What is telephone addiction? What can be done to prevent it? Why?</p>
WEEK	TOPIC	
7	Stubble Fire	<p>Students will have a brain storm, and the following questions will be asked to students :</p> <p>1-What is stubble fire? Have you ever seen it?</p> <p>2-Do you think that stubble fires protect the field and let soil yield abundantly? Why /why not?</p> <p>3-What is the relationship between stubble fires and pollution? Is ozone released during stubble burning?</p>

	<p>Students will listen to a short presentation including pictures and videos about addiction.</p> <p>After listening to the presentation, the following questions will be asked to the students:</p> <ol style="list-style-type: none">1-Do the farmers in the south east region of Turkey set fires to the field? Why?2-What are the drawbacks of stubble fires for the people and animals living nearby the fields in the south east region of Turkey?3-What should be done to overcome stubble fires in the south east region of Turkey?
--	--