Yabancı dil olarak İngilizce öğretilen bir sınıfta düzeltici geri bildirim ve öğrenci edimsel çıkarımı

Corrective feedback and learner uptake in an EFL classroom

Rabiye Bahar TAMERER, https://orcid.org/0000-0002-6478-3644
Kocaeli Üniversitesi, Eğitim Fakültesi, bahar.tamerer@gmail.com

Önerilen Atıf

Recommended Citation

ÖZ

Bu çalışma, yabancı dil olarak İngilizce öğretilen bir sınıfta, öğretmen ile öğrenci arasındaki etkileşimler sırasında meydana gelen farklı türdeki düzeltici geri bildirimleri ve öğrenci edimsel çıkarımlarını tespit etmeyi hedeflemektedir. Daha detaylı belirtmek gerekirse, çalışma sınıf içi etkileşim sırasında hangi düzeltici geri bildirim türünün daha fazla ortaya çıktığını ve hangi düzeltici geri bildirim türünün en çok öğrenci edimsel çıkarımına yol açtığını bulmaya çalışmaktadır. Bu soruları cevaplamak adına, ana dilleri İngilizce olmayan ve 17-18 yaş aralında 10 öğrenci ve ana dili İngilizce olmayan ve bir yıllık öğretim tecrübesi olan bir öğretmen ile yabancı dil olarak İngilizce öğretimi yapılan bir sınıfta gözlemsel bir çalışma yapılmıştır. Gözlem sırasında öğrenciler ve öğretmen arasındaki etkileşim araştırmacı tarafından kayıt altına alınmıştır. Gözlem sonrasında, video kaydı kâğıda dökülmüş ve COLT Bölüm B (Spada and Fröhlich, 1995) ve Lyster ve Ranta'nın (1997) hata değerlendirme sıralamasının kombinasyonu baz alınarak analiz edilmiştir. Sonuçlar, sınıf içi etkileşimler sırasında düzeltici geri bildirim olarak yeniden biçimlendirmenin (recast – %52) kullanımında yüksek bir eğilim olduğunu ve en çok öğrenci edimsel çıkarımına yol açan düzeltici geri bildirim türünün açıklama talebi (clarification request - %100) olduğunu göstermiştir. Araştırmanın ilk sonucu daha önceki çalışmalarla benzerlik gösterirken, öğrenci edimsel çıkarımı ile ilgili olan ikinci sonuç literatürdeki önceki çalışmalardan farklılık göstermiştir (Lyster and Ranta, 1997). Yine de, bu çalışma küçük örneklem büyüklüğü, belirli yaş aralığı ve belirli yeterlilik seviyesi ve zaman bakımından sınırlıdır ve sadece gözlemsel bir çalışmadır. Farklı yaş grubu ve yeterlilik düzeyindeki öğrencileri, daha uzun süreli ve örneklemi büyük gruplarla incelemek gelecekte yapılacak olan çalışmalar için faydalı olabilir.

Anahtar Sözcükler: Düzeltici geri bildirim, Öğrenci edimsel çıkarımı, Yabancı dil olarak İngilizce sınıfı

ABSTRACT

This study, aims to find out the instances of different kinds of corrective feedback and learner uptake that are occurred during the interactions between the students and the teacher in an EFL classroom. More specifically, the study tries to find out which corrective feedback type is occurred more and which corrective feedback type leads to more learner uptake during classroom interactions. In order to answer these questions, an observational study was conducted in an EFL classroom with 10 nonnative students whose age were between 17 and 18 and a nonnative teacher who had one year of experience in teaching. The classroom interactions between the students and the teacher were recorded by the researcher during the observation. After the observation, audio recording was transcribed and analyzed by using a combination of COLT Part B (Spada and Fröhlich, 1995) and Lyster and Ranta's (1997) error treatment sequence as a framework. The findings revealed that there was a strong tendency in the use of recasts (52%) as corrective feedback during classroom interactions and the corrective feedback type that led to more learner uptake was clarification request (100%). While the first result of the study is similar to, the second result which is about learner uptake, differs from the previous research in the literature (Lyster and Ranta, 1997). However, the current study was limited to small sample size, limited age rage, proficiency and time and it is merely observational. Investigating learners with different ages, proficiency levels, and larger samples with longer studies appear to be fruitful for future research.

Keywords: Corrective feedback, EFL classroom, Learner uptake

INTRODUCTION

For many years, learner errors and error correction have received considerable attention by researchers and they tried to find out ways to deal with learner errors (Lyster and Ranta, 1997). The issue has been examined differently by different researchers such as linguists called the issue as negative evidence (White, 1989), discourse analysts called it as repair (Kasper, 1985), psychologists called it as negative feedback (Annett, 1969), second language researchers called it as corrective feedback (Fanselow, 1977) and recently, in second language acquisition it is called as focus-on-form (Lightbown and Spada, 1990; Long, 1991). All these researchers from various fields come up with one single conclusion that corrective feedback is beneficial for language learning (Russel and Spada, 2006) but still there is a need for further studies to explore the effectiveness of different types of corrective feedback that are used in second language classrooms as the researchers indicate in their studies (Esmaeili and Behnam, 2014; Fakazlı, 2018; Fan, 2019; Lyster, Saito & Sato, 2013; Russel and Spada, 2006).

This study aims to explore different types of corrective feedback and learner uptake in an EFL classroom by using classroom observation technique (Mackey and Gass, 2015). More specifically, the study will focus on the instances of corrective feedback and learner uptake during the interactions between EFL learners and their classroom teacher by following an interactionist perspective (Gass, 1997; Long, 1996).

BACKGROUND AND REVIEW OF RELATED LITERATURE

Interactionist Perspective

The study follows an interactionist perspective which emphasizes mainly the view that interaction facilitates second language development through the use of feedback and negotiation (Gass, 1997; Long 1996; Mackey, 1999). This perspective links Interaction (Long, 1996) to the Input Hypothesis (Krashen, 1982, 1985) and Output Hypothesis (Swain, 1985, 1995, 2005) by holding the view that interaction is a process in which the learner receives input, feedback and produces output (Gass & Mackey, 2007).

Input is simply defined as the exposure to the language (Krashen, 1982, 1985). By the help of the input, learner gets the necessary exposure to the language but only input is not enough for the learner to produce output and what is needed is input along with feedback during an interaction (Gass & Mackey, 2007). During the interaction, the interlocutor modifies the input to make it more comprehensible for the learner by the help of negotiation (Larsen-Freeman & Long, 1991) and by this way, negotiation enables the learner to produce output and interaction becomes a facilitator for second language development (Mackey, 1999; Swain, 1995).

Negotiation claimed to be a trigger for the use of corrective feedback which makes interaction comprehensible for the learner and facilitates learning by turning input into intake (Long, 1996). Excerpt1, taken from Mackey et al., (2000) illustrates an instance of corrective feedback during an interaction.

Excerpt 1: An example of corrective feedback

Turns	Utterances
NNS	There's a *basen of flowers on the bookshelf
NS	A basin?
NNS	Base
NS	A base? Oh, a vase
NNS	Vase

(NNS: non-native speaker, NS: native speaker)

During interaction, the interlocutor makes adjustments like in the example above and gives corrective feedback to help the learner receive information about the incorrectness of their utterances (Gass & Mackey, 2007) and there are different corrective feedback types that are

entitled by different researchers like Lyster and Ranta (1997), Sheen and Ellis (2011), Ellis et al. (2006), and Ellis (2009). This study follows the corrective feedback types that are entitled by Lyster and Ranta (1997). In their study, Lyster and Ranta (1997) divide corrective feedback types into six categories such as recast, metalinguistic feedback, explicit correction, clarification request, repetition, and elicitation.

Corrective Feedback Types

Recast

Recast is simply defined as the teachers' reformulation of the learner's incorrect utterance (Lyster and Ranta, 1997). The following excerpt, taken from Loewen and Philp (2006), illustrates an instance of a recast during interaction.

Excerpt 2: An example of recast

Turns	Utterances
NNS	To her is a good thing (.) to her is good thing
NS	Yeah for her it's a good thing
NNS	Because she got a lot of money there

Metalinguistic Feedback

Metalinguistic Feedback is "the comment, information or questions related to well-formedness of the student's utterance, without explicitly providing the correct form" (Lyster and Ranta, 1997). An instance of a metalinguistic feedback during interaction, taken from Lyster and Ranta (1997), is shown in Excerpt 3 below.

Excerpt 3: An example of metalinguistic feedback

Turns	Utterances
Student	Uhm, the, the elephant. The elephant growls.
Teacher	Do we say *the* elephant?

Explicit Correction

Explicit Correction is "the explicit provision of the correct form" (Lyster and Ranta, 1997). To exemplify, an instance of an explicit correction during interaction, taken from Lyster and Ranta (1997), is shown in Excerpt 4.

Excerpt 4: An example of explicit correction

Turns	Utterances
Student	the coyote, the bison and the cr...crane.
Teacher	And the crane. We say crane.

Clarification Request

Clarification Request is used to indicate that the message has not been understood or the student's utterance contains some kind of mistake and a repetition or a reformulation is required (Lyster and Ranta, 1997). The following excerpt, taken from Lyster and Ranta (1997), illustrates an instance of a clarification request during interaction.

Excerpt 5: An example of clarification request

Turns	Utterances
Student	Can, can I made a card on the ...for my little brother on the computer?
Teacher	Pardon?

Repetition

Repetition "refers to the teacher's repetition, in isolation, of the student's erroneous utterance" (Lyster and Ranta, 1997). To illustrate, an instance of a repetition during interaction, taken from Lyster and Ranta (1997), is given below.

Excerpt 6: An example of repetition

Turns	Utterances
Student	The...the giraffe?
Teacher	*The* giraffe?

Elicitation

Elicitation is done by completion, questioning, and asking reformulation to directly elicit the correct form from the student (Lyster and Ranta, 1997). Excerpt 7 below, taken from Lyster and Ranta (1997), exemplifies an instance of an elicitation during interaction.

Excerpt 7: An example of elicitation

Turns	Utterances
Student	...Well, there's a stream of perfume that doesn't smell very nice...
Teacher	So a stream of perfume, we'll call that a...?

Rewiev of Related Studies

The use of corrective feedback in EFL classrooms has been a matter of debate and its use and effectiveness in second language learning has been investigated by many researchers (Esmaeili and Behnam, 2014; Fakazlı, 2018; Fan, 2019; Li, 2010; Lyster and Saito, 2010; Lyster, Saito & Sato, 2013; Lyster and Ranta, 1997; Mackey and Goo, 2007; Russell and Spada, 2006). These studies have been conducted both in observational and experimental settings, and meta-analyses of these studies have shown that corrective feedback is indeed effective in assisting language acquisition (Li, 2010; Lyster and Saito, 2010; Mackey and Goo, 2007; Russell and Spada, 2006).

In Turkey, Öztürk (2016) conducted a study to investigate the use of different types of corrective feedback in an EFL classroom and found out that recasts and explicit correction were the most used types of corrective feedback. In another study, Fakazlı (2018) investigated the use of corrective feedback and learner uptake in a Turkish EFL classroom. In her study, Fakazlı (2018) stated that recasts were the most frequently used type of corrective feedback while clarification requests were the least and all types of corrective feedback led to learner uptake.

However, researchers indicate that there is still a need for further studies to explore the effectiveness of different types of corrective feedback that are used in second language classrooms (Esmaeili and Behnam, 2014; Fakazlı, 2018; Fan, 2019; Lyster, Saito & Sato, 2013; Russel and Spada, 2006).

Research Questions

In the light of all the explanations, research results, and recommendations for further studies, this study aims to explore the instances of different types of corrective feedback and learner uptake in an EFL classroom by following Lyster and Ranta's (1997) study as a framework. The current study is designed to find answer for the following research questions:

1. Which type of corrective feedback occurs more during classroom interactions with EFL learners?
2. Which type of corrective feedback leads more learner uptake during classroom interactions with EFL learners?

METHODOLOGY

The data presented here were derived from an observational study of an EFL classroom in Turkey. This observational study yielded 15 minutes of audio-recording of a lesson in a classroom with 12th grade students in an Anatolian High School. The participants of this study were 10 nonnative speakers of English whose level of proficiency was intermediate and their ages were between 17 and 18 and a teacher who was a nonnative speaker of English with one-year experience in teaching. The teacher was selected on the basis of her willingness to have her lessons observed and tape-recorded. The students and the teacher were not informed about the research focus related to corrective feedback before the observation in order not to bias the results.

Data Analysis

Audio-recording was transcribed (See Appendix A for the entire transcription and Appendix B for transcription notation) and analyzed by using a combination of COLT Part B (Spada and Fröhlich, 1995) and Lyster and Ranta's (1997) error treatment sequence (See Figure 1 below) as a framework. After the analysis, certain patterns of corrective feedback types were formed as in the Excerpt 8 below.
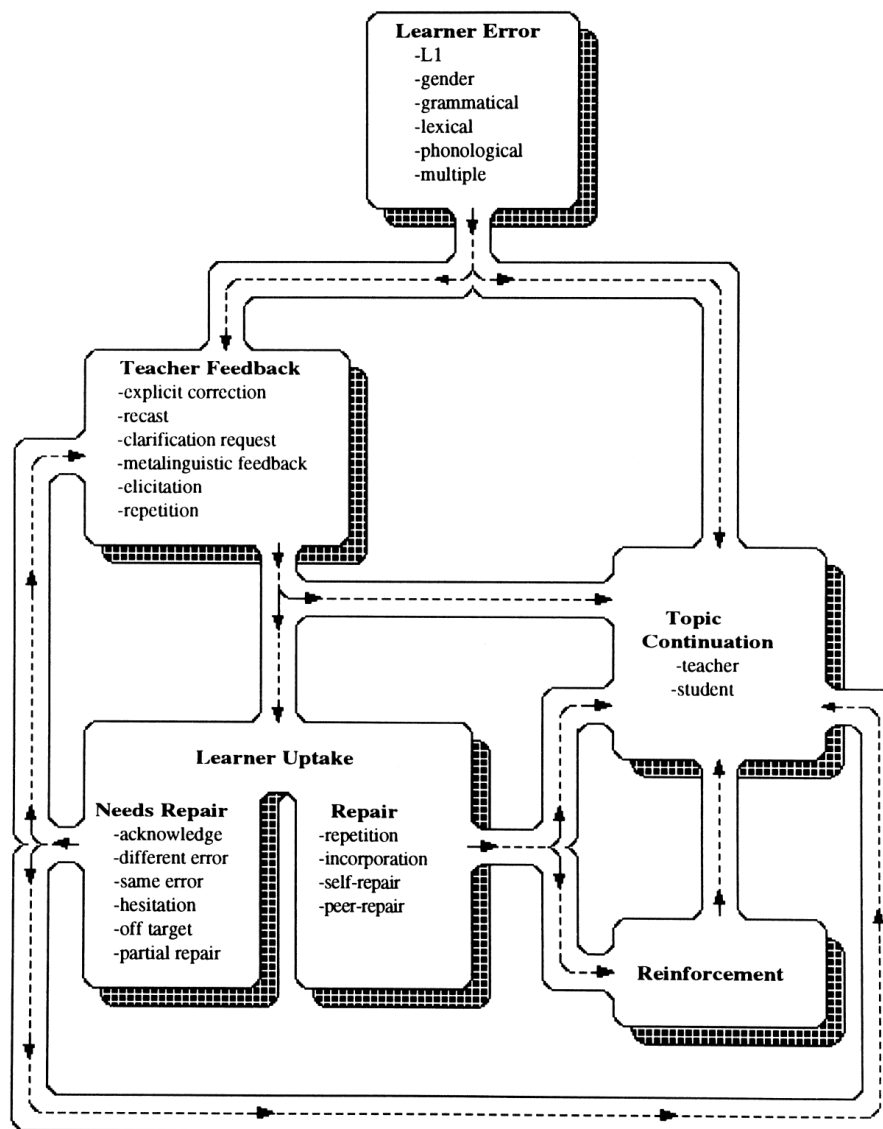

Figure 1.Error treatment sequence (Lyster and Ranta, 1997)

Excerpt 8: Instances of corrective feedback types

Turns	Utterances	Corrective Feedback Types
12 Student 1	When I have free time [I lis	
13 Teacher	[When you have spare time (.)…	Recast
44 Uknown Studentt	$_o$Actor$_o$	
45 Teacher	No(.) in the film (1.0) what=is his job (1.0)	Metalinguistic Feedback
12 Student 1	When I have free time [I lis	
13 Teacher	[When you have spare time (.) We call it as spare time	Explicit Correction
107 Student 1	Then (1.0) he disappeared	
108 Teacher	?The ?doctor disappeared (1.0)	Clarification Request
109 Student 1	No (.) man	
93 Student 3	$_o$Hocam$_o$ ((a student asks for help)) ( ) $_o$to journey$_o$	
94 Teacher	( ) $_o$To journey$_o$	Repetition
117 Student 1	To (.) find ((points at the words on the board))	
118 Teacher	Which one	Elicitation
119 Student 1	Mental-	

Learner Uptake

Right after detecting the corrective feedback instances, learner uptake instances are identified and coded in three different categories as uptake (repair), needs repair, and no uptake.

Uptake (Repair) refers to "the uptake that results in the repair of the error on which the feedback focused" (Lyster and Ranta, 1997) while needs-repair refers to "the uptake that results in an utterance that still needs repair" (Lyster and Ranta, 1997). Finally, no uptake refers to the cases when there is no student response or reaction following the teacher's corrective feedback (Lyster and Ranta, 1997). Examples of each learner uptake type is given in Excerpt 9 below.

Excerpt 9: Instances of different learner uptake types

Turns	Utterances	Learner Uptake Types
123 Student 1	And (.) the doctor said (1.0) you will erm (.) you should (1.0) go to a journey	
124 Teacher	You should go ?to journey, {Recast}	
125 Student 1	To journey { } (1.0) And…	Uptake
74 Student 2	Yes (0.5) Erm (.) Give up	
75 Teacher	No (0.7) {Metalinguistic Feedback},	
76 Student 4	Serbest bırakmak Release	Needs-Repair
12 Student 1	When I have free time [I lis	
13 Teacher	[When you have spare time (.){Recast} We call it as spare time {Explicit Correction}	
14 Student 1	I (.) listen. music	No Uptake

RESULTS AND DISCUSSION

Research Question 1

The results revealed a strong tendency in teacher's use of recasts (52%) as a corrective feedback during classroom interactions. Metalinguistic feedback (12%), explicit correction (12%) and elicitation (12%) were the second commonly used corrective feedback types, and repetition (6%) and clarification request (6%) were the least commonly used corrective feedback types during

the classroom interactions. The numbers and the percentages of each corrective feedback type are provided in the Table 1 below.

Table 1. Distribution of feedback types

Feedback Type	Number	%
Recast	9	52
Metalinguistic Feedback	2	12
Explicit Correction	2	12
Elicitation	2	12
Repetition	1	6
Clarification Request	1	6

The current database showed that the frequent use of recasts during classroom interactions as a corrective feedback was similar to what Lyster and Ranta (1997) had found out in their study and the distributions of corrective feedback types were nearly the same with Lyster and Ranta's (1997) distribution. In both of the studies, recasts were the most frequently used corrective feedback types while repetitions were the less frequent ones. As Lyster and Ranta (1997) states, this low figure for repetition may be misleading because teacher repetition can co-occur with the other corrective feedback types during classroom interaction but the frequent use of recast as a corrective feedback suggests a possibility that teachers prioritize meaning over form in language classrooms.

Research Question 2

In order to answer research question 2, learner uptake was divided into three subcategories as repair, needs repair, and no uptake. The results showed that only clarification request (100%), recast (67%) and elicitation (50%) led learner uptake. According to the number of the corrective feedback types, 6 out of 9 recasts (67%) led learner uptake while 1 out of 2 elicitations (50%) and 1 out of 1 (100%) clarification request led learner uptake.

Explicit correction (100%) and repetition (100%) resulted in no learner uptake. 3 out of 9 recasts (33%) and 1 out of 2 metalinguistic feedback (50%) resulted in no learner uptake. Additionally, %50 of metalinguistic feedback and 50% of elicitation resulted in needs repair. The results are summarized in Table 2 below.

Table 2. Uptake following teacher feedback

Feedback Type	Number	Repair	Needs Repair	No Uptake
Recast	9	6 (67%)	-	3 (33%)
Metalinguistic Feedback	2	-	1 (50%)	1 (50%)
Explicit Correction	2	-	-	2 (100%)
Elicitation	2	1 (50%)	1 (50%)	-
Repetition	1	-	-	1 (100%)
Clarification Request	1	1 (100%)	-	-

Clarification request (100%), recast (67%) and elicitation (50%) were the ones that lead to learner uptake in the current study. Recasts outnumbered (52%) the other corrective feedback types just like in the Lyster and Ranta's (1997) study. Disparately, in Lyster and Ranta's (1997) study, elicitation (46%) was the most effective corrective feedback type that lead to learner uptake and clarification request (27%) was the least likely feedback that lead to learner uptake after recast (18%). This discrepancy between the results of these two studies might be because of the difference in sample sizes, hours of observation, different classroom natures and individual differences which need to be investigated in further studies as Russell and Spada (2006) indicate in their meta-analysis.

CONCLUSION

The current study examined the instances of different corrective feedback types and learner uptake that were occurred during the interactions between the teacher and the students in an EFL classroom setting. The study aimed to find out which corrective feedback type was used more than the others and which corrective feedback type led to more learner uptake in classroom interactions. To achieve this aim, 10 nonnative students' and a nonnative teacher's interactions were observed and recorded by the researcher.

The findings of the study revealed that there was a strong tendency in the use of recasts as corrective feedback during classroom interactions. The results also indicated that the most effective corrective feedback type that lead to learner uptake was clarification request. This result of the current study differed from the previous research in literature. The results may contribute to the related literature by presenting a distribution of different types of corrective feedback and learner uptake in a different EFL classroom setting which may help EFL instructors in providing corrective feedback in their classes and in conducting future research on corrective feedback.

Limitations of the Study

The current study is limited to small sample size and larger sample sizes need to be investigated along with the investigation of individual differences as Russell and Spada (2006) indicate. Another limitation is that the study is merely observational and the observation time is limited. Longer studies would provide further information about the use of recasts and learner uptake in language classrooms. Lastly, the study is limited to particular age range and level of proficiency. Investigating learners in different ages and different proficiency levels appear to be fruitful for future research.

REFERENCES

Annett, J. (1969). *Feedback and human behavior*. Harmondsworth, UK: Penguin.

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, *1*(1).

Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in second language acquisition*, *28*(2), 339.

Esmaeili, F., & Behnam, B. (2014). A study of corrective feedback and learner's uptake in classroom interactions. *International Journal of Applied Linguistics and English Literature, 3*(4), 204-212.

Fakazlı, Ö. (2018). Exploring the Use of Oral Corrective Feedback in Turkish EFL Classrooms: The Case at a State University. *Kastamonu Education Journal, 26*(6), 2177-2187.

Fan, N. (2019). An Investigation of Oral Corrective Feedback in an ESL Listening and Speaking Class. *Journal of Language Teaching and Research, 10*(1), 197-203.

Fanselow, J. F. (1977). The treatment of error in oral work. *Foreign language annals*, *10*(5), 583-593.

Gass, S. (1997). Input, interaction, and the development of second languages. *Mahwah, NI: Lawrence Erlbaum Associates*.

Gass, S. M., & Mackey, A. (2007). Input, interaction, and output in second language acquisition. *Theories in second language acquisition: An introduction*, *175-199.*

Kasper, G. (1985). Repair in foreign language teaching. *Studies in Second Language Acquisition*, *7*(02), 200-215.

Krashen, S. (1982). *Principles and practices in second language acquisition.* Oxford, England: Pergamon.

Krashen, S. (1985). *The Input Hypothesis: Issues and complications.* London, England: Longman.

Larsen-Freeman, D. and Long, M.H. (1991). *An introduction to second language acquisition research.* Harlow: Longman.

Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning*, *60*(2), 309-365.

Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching. *Studies in second language acquisition*, *12*(04), 429-448.

Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics, explicitness, and effectiveness. *The Modern Language Journal*, *90*(4), 536-556.

Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. *Foreign language research in cross-cultural perspective*, *2*(1), 39-52.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie and T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in second language acquisition*, *19*(01), 37-66.

Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA. *Studies in Second Language Acquisition*, *32*(02), 265-302.

Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language teaching*, *46*(1), 1-40.

Mackey, A. (1999). Input, interaction, and second language development. *Studies in second language acquisition*, *21*(4), 557-587.

Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Routledge.

Mackey, A., & Goo, J. (2007). *Interaction research in SLA: A meta-analysis and research synthesis.* Oxford: Oxford University Press.

Öztürk, G. (2016). An investigation on the use of oral corrective feedback in Turkish EFL classrooms. *Journal of Language and Linguistic Studies, 12*(2), 22-37.

Russell, J., & Spada, N. (2006). The effectiveness of corrective feedback for the acquisition of L2 grammar. *Synthesizing research on language learning and teaching*, 133-164.

Sheen, Y., & Ellis, R. (2011). Corrective feedback in language teaching. *Handbook of research in second language teaching and learning*, *2*, 593-610.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Rowley, MA: Newbury.

Spada, N., & Fröhlich, M. (1995). *COLT--Communicative Orientation of Language Teaching Observation Scheme: Coding Conventions and Applications*. National Centre for English Language Teaching and Research.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics*. Oxford, England: Oxford University Press.

Swain, M. (2005). The Output Hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook on research in second language learning and teaching* (pp. 471–483). Mahwah, NJ: Lawrence Erlbaum.

White, L. (1989). *Universal grammar and second language acquisition* (Vol. 1). John Benjamins Publishing.

APPENDIX A

Transcription

    (hh) ((T enters the classroom))

01 **T:** Good=morning my dear ?stude:nts,

02 **SS:** GOOD MORNING TEACHE:R

03 **T:** You may sit do:wn (1.5) How >are< you=?toda:y,

04 **SS:** oFine thanks and youo

05 **T:** Everything=is o?ka:y

06 **SS:** Yes,

07 **T:** Okay ?What=about your ?frie:nds (.) your famili:es (.) Are they also fi:ne

08 **SS:** yes

09 **T:** Okay (.) oEverything is okayo ?What=about the .lessons (1.5) Are they also fine, (.) your lessons (.) your ?courses (.) ?English (.) Mathematic (1.0) ?ARE THEY ALSO FINE .or bad

10 **SS:** Fine

11 **T:** You=are worki:ng (1.1) Still(2.2) Right (.) You are studying all the ti:me (2.1) My hardworking students well done (.) OKAY (.) So (.) You=are ?studying all the ti:me (.) you are very busy (.) Right (1.9) ?What do you do (.) when you have (.) free time (.) when you have (.) spare time (1.3) For example (1.2) I do: ?shopping (.) when I have (.) .free time (.) ?What do you do (.) I want to (.) ?hear (1.9) Yes Beyza

12 **S1:** When I have free time [I lis

13 **T:**   [When you have spare time (.) We call it as spare time

14 **S1:** I (.) listen . music

15 **T:** Listening to music (.) Very good (.) ?What else (2.7) Ye:s ((points to a student))

16 **S2:** I watch (.) Korean drama [a:nd

17 **T:**   [Korean movies

18 **S2:** I (.) memor(.)ize err many (.) err words

19 **T:** Words(0.9) You=are=learning ?a ne:w language (.) ?Very good (0.9) ?What else (1.7) Yes [Yasemin

20 **S3:**   [I sleep

21 **T:** Sleep (1.3) Sleeping is an activity (hh) Okay (.) ? What else (3.0)

22 **S4:** Study English

23 **T:** (hh) OKAY (1.3)?What do you think about (.) going to the cinema (1.9) Do you ?li:ke (.) going to the cinema.

24 **SS:** Yes

25 **SX:** Yes I like

26 **T:** So (.) what kind of (.) ?movies ?do you like(.) What ki:nds of movi:es, (1.1) For example (.) ?I li:ke (0.7) romantic comedy films

27 **SX:** Horror

28 **T:** Horror

29 **S3:** Romantic

30 **T:** Romantic comedy

31 **S5:** Comedy

32 **T:** Comedy (.) Only comedy (.) I like also (2.1) Adventu:re (.) horro:r

33 **SX:** Science fiction

34 **SX:** All of them

35 **T:** ᵒOkayᵒ (.) ALL OF THEM

36 **SX:** Yes

37 **T:** Hm: (.) Erm: ?have you heard about James Bond (5.0)

38 **SS:** Yes James Bond (hh)

39 **T:** You know (.) Skyfa:ll (0.9) His last movie, (1.7) Have you watched it (1.0)

40 **SS:** No

41 **T:** Okay does=not matter ?DO YOU KNOW HIS JOB (.) .What is he doing (2.9) James Bond's job (3.4) OR (.) think the [pers-

42 **SX:**   [Actor

43 **T:** ?What

44 **SX:** ᵒActorᵒ

45 **T:** No(.) in the film (1.0) what=is his job (1.0) His ?character (2.0) THINK THA:T (.) the people in CIA or FBI: (0.6) .What are they doin:g (4.0) Or remember Sherlock Holmes (2.0)

46 **S2:** *Dedective

47 **T:** Detective (.) They are ?detectives (.) Detectives (.) Repeat after me (.) ?Detectives

48 **SS:** Detectives

49 **T:** ?Detectives (1.3) .Okay (.) ?SO (.) have you ever wanted to be a detecti:ve (1.2) but (.) a real detective (1.5) OR (.). DO YOU WANT TO BE A DETECTIVE (.) ?Let me hear (.) DO YOU WANT TO BE A DETECTIVE (2.3)

50 **SS:** NO: (hh)

51 **T:** WHY: (1.2) ?An imaginary (.) ?today (1.5) ?If you want (.) we can do,

52 **SS:** ᵒYesᵒ

53 **T:** So (.) let me hea:r

54 **SS:** YE:S

55 **T:** VERY GOOD (.) WELL DONE (.) ?Okay (1.2) so first of all (.) my dear students (.) Let me introduce you (.) Eleanor (3.0) Today (.) we have a real story (.) in- (.) from the ?history (.) This is a real story (.) An:d you are real detectives (.) and you will be real detectives today (.) You will not- (.) you (.) you won't be my students toda:y (.) You will be my (.) ?detectives. (1.2) ᵒOkayᵒ

56 **SS:** ᵒOkayᵒ

57 **T:** ?Very goo:d (1.2) ?And (.) erm we have a story (.) an:d (.) first of all (.) I would like to give you so:me (.) erm ?words from our story (0.9) And I want you to (.) erm (0.9)   let me know (.) if you have any unknown words (1.2) And (.) ?Furkan(.) can you help me please (4.0) Can you stick them (1.9) To make it (.) faster (3.0) An:d (.) please (1.5) look at the words (6.0) Thank you ?very much (4.0) I am sorry because it takes ti:me (5.0) Just take a look at my detective:s (1.6) a:nd try to find the ?UNKNOWN WORDS. (.) and let me know (5.5) Here (1.2) Erm (hh) Okay Furkan (1.3) Detective Furkan (1.0) ?Thank you very much (.) you may sit do:wn (1.2) Good job (0.9) ?Yes (3.0) any unknown ?WORDS (2.0) You do not know the ?meaning of the word (1.0) Any (1.0) Which one (0.9) Lets: begin with signature (.)You know (.) Do you know what is a signature

58 **SX:** IMZA
    SIGNATURE

59 **T:** But not in Turkish ?please (.) ?Okay BUT YOU KNOW (0.9) Okay (1.0) ?Journey,

60   **SS:** оYesо

61   **T:** You know (.) is a kind of ?trip (1.0) Very good (.) Mother (.) оdoctorо (.) ?Insane

62   **SS:** оNoо

63   **T:** Have you heard about it (2.0)

64   **SS:** оÇılgınо crazy

      crazy

65   **T:** Ye:s (0.8) kind of crazy but not (.) erm lets say (.) mentally ill (.) You know what is mental (1.0) Related to brain (1.5) Mentally ill (1.0)

66   **SS:** HM

67   **T:** Okay (.) ?Not crazy (.) but mentally ill (.) ?OKAY

68   **SS:** оYesо

69   **T:** is a kind of disease (.) ?You know what is a disease (0.9) illness (1.0) Illness (.) For example ((sneezes)) is an illness (.) Okay (0.5) And this is a kind of illness (.) but mental illness (1.0) A:nd <?if you are mentally ill> (0.9) ?then (0.7) <they keep you in a mental asylum> (.) >That is to say< ?this is a (.) kind of hospital (1.0) but mentally ill people (.) are kept in this hospital (1.0) оOkayо

70   **SS:** оYesо

71   **T:** Kind of erm the hospital [in Bakırköy

72   **SX:**   [Bakırköy

73   **T:** ?Yes (.) we have it in Turkey (.) Okay you got it (.) Well done (.) ?Release, (0.8) Have you heard

74   **S2:** Yes (0.5) Erm (.) Give up

75   **T:** No (0.7)

76   **S4:** Serbest bırakmak

      release

77   **T:** Yes (1.0) ?think that (.) I am insane (.) I have a mental problem (0.5) The:y put me in a mental asylum (0.5) But now I am very good (.) I do=not have any problem (.) ?They <release> me (.) They let me to go (.) out (.) the hospital (0.6) Clear

78   **SS:** Yes

79   **T:** French (0.5) оhotelо (.) ?Pla:gue (2.0) Have you heard

80   **SS:** ((whispers in Turkish)) оNoо

81   **T:** ?No (0.7) ?Plague (.) is a kind of disea:se (.) you know disease (0.5) illness (.) >It is a kind of disease< but this is [not

82   **S2:**   [Veba

      plague

83   **T:** Hm (0.5) Yes (.) it=is a very dangerous- ?It is DEADLY .disease (.) Okay (.) very very very dangerous (2.6) And room (.) ?medicine, (0.5) You kno:w,

84   **SS:** оYesо

85   **T:** Disappea:r

86   **SS:** Yes

87   **T:** Well done (.) ?Mysterious:,

88   **SS:** Yes

89   **T:** You know (.) WOW (0.5) ?Great (.) THEN (0.5) M:y ?detectives (.) <I want (.) you to:> (.) erm ?guess, (.) about the story (1.0) ?Lets (.) look at the words (.) They are taken from the story (0.5) What might be the story about (1.0) Try to guess (.) You may talk with your other detective partners (0.6) For example (.) let me (.) make up (0.5) erm (.) ?Okay there is a doctor (.) an:d doctor's mother (.) ?is ?insane (.) I think(.) Okay (.) erm (.) she is living in a hos- hotel (.) an:d she can speak ?French (.) ?Okay (.) BUT (.) one day she (0.5) disappeared (1.0) an:d (.) she (0.5) was on a journey (.) bla bla bla (.) ?Like this (.) ?okay (.) Try to guess the story (.) ?Okay (.) You have one minute (.) You may talk with your other partners (0.5) an:d I am waiting for you (5.0) ((whispers to a student)) ο you may also ο (.) talk if you want (.) we can talk if you want (0.5) or you can be (0.4) individual

90   **S5:** ο I will ο

91   **T:** ο Okay ο ((one minute later)) ο You do not need to write (.) just think (.) ?okay ο (0.5) ο just think ο ((after a minute)) ο are you ready ο (hh) Detective Furkan ((walks around)) (7.0) ο yes detectives ο (14.0) So: (.) I guess (.) you are ?ready,

92   **SS:** No: (23.0)

93   **S3:** ο Hocam ο ((a student asks for help)) ( )

       teacher

94   **T:** ( ) ο To journey ο (.) ο She will go (.) to (.) a journey ο

95   **S3:** ο Thank you ο

96   **T:** (8.0) Ye:s (.) my detecti:ves (.) Time is u:p (.) a:nd (.) I want to he:ar (.) yo:ur stori:es (2.0) Who wants to say (.) Who wants to tell (0.5) his or her guess (1.0) Furkan are you ready

97   **S5:** No

98   **T:** What do you think (3.0) Just very basic (1.0) Little (2.0) ?Yes (2.0) ?Okay (.) who wants to say (1.5) My detectives (2.0) Beyza (.) I guess you want to say (2.0)

99   **S1:** I=am thinking (.) about it

100   **T:** Oka:y (.) ?So think LOUDLY (hh) (2.0)

101   **S1:** Okay

102   **T:** Yes (.)WE ARE LISTENING DETECTIVE BEYZA

103   **S1:** I think (.) once (.) once upon a time (.) there was a man

104   **T:** Ye:s

105   **S1:** He went to hotel with (0.5) his mother

106   **T:** Oka:y

107   **S1:** Then (1.0) he disappeared

108   **T:** ?The ?doctor disappeared (1.0)

109   **S1:** No (.) man

110   **T:** A man (.) Oka:y (.) Oka:y

111   **S1:** He disappeared (2.0) erm *miste-

112   **T:** ?Mysterious

113   **S1:** Yes (2.0) erm and erm his (.) mother (2.0) was (.) insane

114   **T:** Oka:y

115   **S1:** ο Yes ο (.) and he went to doctor

116   **T:** Aha

117   **S1:** To (.) find ((points at the words on the board))

118   **T:** Which one

119   **S1:** Mental-

120   **T:** ?Mental asylum,

121   **S1:** oAsylumo

122   **T:** Ye:s

123   **S1:** And (.) the doctor said (1.0) you will erm (.) you should (1.0) go to journey

124   **T:** You should go to ?a journey,

125   **S1:** A journey (1.0) And (.) she went to (2.0) France and he erm she (.) learned French

126   **T:** Wow (hh)

127   **SS:** Yes

128   **T:** ?Very imaginative, ?RIGHT,

129   **SS:** Yes

130   **T:** Okay (.) Thank you very mu:ch (1.0) ?And (.) ?yes girls,

131   **S3:** Ali is a doctor (.) *He is work in (.) mind (.) mental as-

132   **T:** Asylum

133   **S3:** Asylum (.) One day (.) his mother *disappeared

134   **T:** ?Disappeared,

135   **S3:** Disappeared from (.) hotel room (.) He thought (.) she will go to a *journey (.) She take medicine (.) Because she has got a (.) *plag

136   **T:** ?Pla:gue,

137   **S3:** Plague (.) *So she had (.) insane (.) His mother (.) *maysteriously (.) lost

138   **T:** ?Mysteriously,

139   **S3:** oMysteriously losto

140   **T:** Oka:y (1.0) <?Do you want to learn> (.) the real story my detectives,

141   **SS:** oYeso

142   **T:** ?Do you want to learn (.) let me hea:r,

143   **SS:** YE:S

144   **T:** Okay (.) SO (1.0) ?But (.) unfortunately we have a problem (.) We have the real story (0.5) but some words (.) are not here (.) So (.) we should (.) fi:nd the missing wo:rds first of all: (.) oYou have paperso (3.0) So (0.5) my detectives (.) ?First of all: (2.0) we will liste:n (2.0) and fi:nd (.) the missing words (.) ?But (.) be careful (.) For example (.) ?here (.) ?FIND (2.0) it may say (.) ?FOUND (.) not ?find (.) Be careful with the forms of the words (.) ?Okay,

145   **SS:** oOkayo

146   **T:** YOU ARE READY

147   **SS:** Yes

148   **T:** So (.) here we go ((plays the recording))

APPENDIX B

Transcription Notation

The transcription notation used in this study is as follows:

Notation	Explanation
[word	the left-side bracket indicates the starting point of overlap
=	equal sign indicates there is no silence between utterances
(1.0)	the number between parenthesis indicates the length of pause between utterances in tenth of seconds
(.)	the full stop in parenthesis indicates a rather short pause smaller than two tenths of a second
WORD	the word or phrase in upper case are uttered considerably and exclusively louder
>word<	the utterance is pronounced quicker in pace
< word >	the utterance is pronounced slower in pace
(( ))	the transcriber's added description to the event
(hh)	laughter
,	the comma indicates the continuation of intonation
?	the question mark indicates the rising intonation
.	the full stop indicates the falling intonation
:	the colon indicates that the preceding sound is in the state of stretching
-	the hyphen after word or a part of an utterance indicates sudden cut-off
oword o	the utterance is pronounced quiet or softly
*	grammar or pronunciation mistake
( )	not audible
word	target language equivalence
S	student
T	teacher
SS	students (whole class)
SX	unknown student
S1,2…,5	known students