

Spring 4-1-2019

Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-layered Analytical Approach

Yaseen Ali Azi

Follow this and additional works at: https://digitalrepository.unm.edu/educ_llss_etds

 Part of the [Anthropological Linguistics and Sociolinguistics Commons](#), [Applied Linguistics Commons](#), and the [Education Commons](#)

Recommended Citation

Azi, Yaseen Ali. "Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-layered Analytical Approach." (2019).
https://digitalrepository.unm.edu/educ_llss_etds/109

This Dissertation is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Language, Literacy, and Sociocultural Studies ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact amywinter@unm.edu.

Yaseen Ali Azi

Candidate

Language, Literacy, and Sociocultural Studies (Educational Linguistics)

Department

This dissertation is approved, and it is acceptable in quality and form for publication:

Approved by the Dissertation Committee:

Dr. Eva Rodriguez Gonzalez (Chairperson)

Dr. Carols Lopez Leiva

Dr. Holly Jacobson

Dr. Emma Trentman

**Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-layered Analytical
Approach**

By

Yaseen Ali Azi

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

Educational Linguistics

University of New Mexico
Albuquerque, New Mexico

May, 2019

Dedication

This thesis is dedicated to my wonderful mother Alallah Azi, my dear father Ali Azi, may Almighty Allah has mercy on his soul, my beloved wife Mashael and my three beautiful sons Muhammad, Ahmad and Ameer. This thesis is also dedicated to my dear bother, Muhammad and my bloved sisters Nawal, Maryam, Ftimah, Nurah and my eldest sister Ashah may Almighty Allah has mercy on her soul.

Acknowledgement

I am so grateful to Almighty Allah for all the help and guidance to pursue my graduate studies and complete this dissertation. At this moment of accomplishment, I am greatly indebted to my adviser Dr. Eva Rodriguez Gonzalez as this work would not have been possible without her guidance, support, and encouragement that significantly improved my performance since I started the Ph.D. program at The University of New Mexico. My thanks and gratitude are also extended to the committee members: Dr. Carlos Lopez Leiva, Dr. Holly Jacobson, and Dr. Emma Trentman whose valuable comments and suggestions improved this dissertation.

I am also grateful to the government of Saudi Arabia represented by the Ministry of Education and Jazan University for granting me a full-ride scholarship to pursue the PhD degree in Educational Linguistics in the University of New Mexico. Also, I would like to thank The University of New Mexico for providing me with the great opportunity to learn and acquire advanced knowledge and skills in academia that have prepared me to the next level of success in my future career.

My profound gratitude goes to Dr. Sami Hamdi for his words of wisdom, guidance and encouragement that have motivated me to stay committed and inspired to reach success and be where I am today. My special thanks are extended to all my colleagues, Dr. Ahmed AlShlowi , Dr. Dr. Ayed AlEnazi, Dr. Basem AlAmri, Dr. Mustafa Hersi, Mr. Asem AlQarni, Mr. Ahmed Khwagi, Mr. Anas AlKhofi, Mr. Abdulbaset Haridy, Mr. Shah Tswar, Mr. Hani AlBuhaili, Mr. Muhammad AlShammari and Mr. Husam AlHarbi, for making my stay in Albuquerque that much more pleasurable. Last but certainly not least, I thank my best friends Mr. Jaber Harthy, Muhammad Sumili, Mr. Yahya Ezzi, Mr. Yahya Uqdi and Mr. Naif Masrahi for their support through my ups and downs over the course of my life in the U.S.

Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-layered Analytical Approach

Yaseen Ali Azi

BA, English Language, King Khalid University, Saudi Arabia, 2007

MA, Linguistics, Indiana State University, USA, 2013

PhD, Educational Linguistics, University of New Mexico, 2019

Abstract

Findings of previous research on pragmatic markers (PMs) in spoken classroom discourse have shown that such linguistic entities represent a significant portion compared to other elements in classroom talks (AlMakoshi, 2014; Fung & Carter, 2007; McCarthy, 2013). PMs are found to perform a variety of functions in classroom interactions that are necessary for shaping interactions (Castro & Marcela, 2009; Yang, 2014) and also beneficial for language learners (Bell s- Fortuño, 2006; Chaudron & Richards, 1986; Tsai & Chu, 2015). Therefore, the majority of studies on PMs in classroom discourse have findings that called for the incorporation of those linguistic elements in classroom teaching and learning materials (see Fung, 2003; Fung & Carter, 2007, Yang, 2014). Although there seems to be a positive relationship between PMs in teacher talk and student learning, investigating the uses of PMs in teacher talk is a research topic that has not been enough explored in the literature (AlMakoshi, 2014; Yang 2011, 2014). Likewise, even though investigating the uses of PMs from teachers' perspectives has revealed important teachers' pedagogical practices that are linked to their classroom talks (Asuman, 2015; Fung, 2003), such a specific research area has not been enough explored in the literature (Fung, 2011).

On the other hand, when looking at the literature, it can be noted that the uses and functions of PMs in teacher talk are still investigated from analytical frameworks that always rely on researchers' perspectives and ignores teachers' perspectives of their own use (Lau, Cousineau & Lin, 2016; Fung, 2011). Thus, when looking at the previous research on PMs in teacher talk, it can be observed that exploring the functions of PMs from teachers' perspectives and identifying why such linguistic elements are used by teachers themselves, as language users, require implementing a more comprehensive analytical approach that incorporates two important concepts: the uses of PMs in teachers' actual productions as well as their perceived uses.

Through this descriptive qualitative case study of three native speaking Arabic teachers in an L2 Arabic classroom in a private school setting in the U.S., this study presented a four-stage multi-layered analytical approach demonstrating functional, interactional and pedagogical analyses of the uses of Arabic PMs in teacher talk and also providing a detailed emic analysis of the phenomena by incorporating teachers' perceptions of their uses of those elements in their classroom talks. Accordingly, in response to the first two research questions, two complementary analytical frameworks that are Fung and Carter's (2007) multi-functional framework and Walsh's (2006) SETT model, were used to investigate functional (stage 1), interactional and pedagogical uses of PMs in the classroom recordings of the three teachers (stage 2). Based on the individual semi-structured interviews with the three teachers, the third stage analysis aimed to address the third and four research questions that were related to teachers' perceptions toward the uses of the identified Arabic PMs in their classroom talks and the impact of their classroom context on the uses of those linguistic entities. Finally, in the four-stage analysis, results from the previous three stages were triangulated in one stage analysis where findings regarding the uses of Arabic PMs in

teachers' actual productions were linked to their perceived uses of those elements in their classroom talks.

By conducting a four-stage multi-layered analysis of Arabic PMs in teacher talk, the current study has presented a rich exploration of important functional, interactional, pedagogical and attitudinal ¹perspectives that are related to the uses of those linguistic elements in the classroom talks of the three teachers. Findings of the functional analysis clearly showed that Arabic PMs have a remarkable representation in the spoken discourse of the three teachers for performing different micro functions at four macro levels (*structural, interpersonal, referential* and *multi-functional*). Likewise, in a way that aligns with previous research (see Yang, 2014), results from the interactional and pedagogical analyses revealed that there is a reflexive relationship between teachers' use of PMs, classroom interaction and pedagogical practices at teacher talk. Moreover, linking results from the uses of Arabic PMs in the three teachers' actual productions to their perceived uses of those linguistic devices leads us to have a better understanding of why specific functional, interactional and pedagogical uses of those Arabic PMs are highlighted in each teacher talk. The analysis of the three teachers interview answers demonstrated that their classroom context is strongly associated with important variables such as students' age and fluency level, teacher's beliefs and language ideologies and those factors can have a significant impact on how Arabic was taught in their classrooms in general and how Arabic PMs were used in their classroom talks in particular. Finally, the present study concluded with significant pedagogical implications

¹ Throughout this manuscript the use of "attitudinal" refers to the analysis of teachers' perceptions of the uses and functions of the identified Arabic PMs in their classroom talk that are based on answers from the individual semi-structured interviews with the three teachers (cf. The attitudinal analysis investigates the perceptions of the teachers toward the uses of the English PMs in the classroom talk: Fung, 2003, 2011)

in relation to Arabic classroom pedagogy and Arabic teacher education in a foreign language context.

Keywords: Pragmatic Markers, Discourse Markers, Educational Sociolinguistics, Pragmatics, Classroom Discourse, Teacher Talk, Discourse Analysis, Conversation Analysis, L2 Classroom Modes, Multi-layered Analytical Approach, Teachers' Perceptions, L2 Classroom Context, L2 Arabic Teachers and Learners

TABLE OF CONTENTS

Dedication	iii
Acknowledgement	iv
Abstract	v
TABLE OF CONTENTS	ix
List of Figures	xxv
List of Tables	xxvi
List of Abbreviations	xxviii
Chapter 1 Introduction	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	6
1.4 Significance of the Study	8
1.5 Scope of the Study	9
1.6 Purpose of the Study	10
1.7 What are PMs in this Study?	11
1.7.1 Definition of PMs in this Study	11
1.7.2 Defining Criteria of PMs in the current study	13
1.7.3 Terminological Identification of the Phenomena in this Study	14

1.8 Overview of the Theoretical Frameworks in the Study	14
1.8.1 A Summary of Self-Evaluation of Teacher Talk (SETT) model (Walsh, 2006)	15
1.8.2 A Summary of Fung and Carter's (2007) Multi-functional Framework of PMs	15
1.9 Summary of the Chapter	16
Chapter 2. Literature Review	17
2.1 Introduction	17
2.2 Defining Pragmatic Markers & Definition Problems	17
2.3 Characteristics of PMs	21
2.3.1 A Detailed Description of the Characteristics & Defining Criteria of PMs in this study	23
Position	23
Multi-grammaticality	24
Multi-functionality	24
Indexicality	25
Optionality and Independence	25
2.4 Theoretical Approaches to the Study of PMs in the Spoken Discourse	26
2.4.1 Discourse Approach	26
2.4.2 The Semantic Approach	29
2.4.3 The Relevance Approach	30
2.5 Most Studied World Languages with PMs	31

2.6 Arabic PMs in the Spoken Discourse	33
2.6.1 Treatments of PMs in the Arabic Literature	33
2.6.2 PMs in Modern Standard Arabic	34
2.6.3 Arabic PMs in the Spoken Dialectal Arabic	40
2.7 Investigating Uses & Functions of Spoken PMs in the L2 Classroom Contexts	47
2.7.1. Pedagogical Uses & Functions of PMs	48
2.7.2 PMs & Second Language Learners	57
2.7.3 Uses & Functions of PMs in Teachers-Students' Interactions	60
2.7.4 PMs in Teacher Talk	63
2.7.5 Teachers' Perceptions of PMs in their Classroom Talk	70
2.8 PMs & Classroom Context	73
2.9 Identifying the Research Gap	77
2.10 Summary of the Chapter	79
Chapter 3 Methodology	81
3.1 Introduction	81
3.2 Study Design	82
3.3 Research Questions	84
3.4 Theoretical Frameworks	85
3.4.1 A rationale for combining two theoretical frameworks	85
3.4.2 Self-Evaluation of Teacher Talk (SETT) model (Walsh, 2006)	86

3.4.3 Multi-functional framework of PMs (Fung & Carter, 2007)	89
Interpersonal Category	90
Referential Category	90
Structural Category	91
Cognitive Category	91
3.5 Data Collection	91
3.5.1 Context of Study	91
3.5.2 Sample Selection	92
3.5.3 Participants	93
3.5.4 Recruitment	94
3.5.5 Data Description & Instruments	94
3.5.5.1 Classrooms Recordings & Observations	95
3.5.5.2 Semi-structured Interviews	96
3.6 Methods of Data Analysis	98
3.6.1 The Rationale for a Multi-layered Analytical Approach	99
3.6.2 Transcription of Classroom Recordings & Interviews	100
3.6.3 Overview of the Four Analytical Stags	100
3.6.4 A Detailed Description of the Four- Stage Analysis	102
3.6.4.1 First-Stage Analysis	102
3.6.4.1.1 Phase 1: Arabic PMs Identification in the Transcribed Texts	103

3.6.4.1.2 Phase 2: Data-Driven Functional Analysis	103
Interpersonal Category	104
Referential Category	104
Structural Category	104
Cognitive Category	104
Multi-functional Category	104
3.6.4.2 Second Stage Analysis	105
3.6.4.2.1 Phase 1: Macro Analysis of the Structures of the Modes	106
3.6.4.2.2 Phase 2: Micro Analysis of the Interactional Features of Each Mode	108
3.6.4.2.3 Phase 3: Linking Interactional Features to Pedagogical Goals of Each Mode	109
3.6.4.3 Third Stage Analysis	109
3.6.4.3.1 Phase 1: Coding & Representing the Interview Data	110
3.6.4.3.2 Phase 2: Teachers' Perceptions & the Uses of PMs in their Classroom Talk	110
3.6.4.3.3 Phase 3: Teachers' Perceptions & the Impact of Classroom Context on the Uses of PMs	111
3.6.4.4 The Fourth Stage Analysis	111
3.6.4.4.1 One Phase Analysis: Comparing & Triangulating Findings of Teachers' Actual & Perceived Use PMs in Their Classroom Talk	111
3.7 Summary of the Chapter	112

Chapter 4 Data Analysis	113
4.1 Introduction	113
4.2 Identifying Arabic PMs in The Three Teachers' Actual Productions	114
4.3 Investigating Arabic PMs in Teacher A Classroom Talk	116
4.3.1 Stage I Functional Analysis of Arabic PMs in Excerpt 1	116
4.3.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 1.1	118
4.3.2.1 Identifying The Macro Structures of The Modes in Excerpt 1.1	118
4.3.2.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 1.1	121
4.3.2.3 Linking interactional Features to Pedagogical Goals in Excerpt 1.1	122
4.3.3 Stage I Functional Analysis of Arabic PMs in Excerpt 2	123
4.3.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 2.1	125
4.3.4.1 Identifying The Macro Structures of The Modes in Excerpt 2.1	125
4.3.4.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 2.1	127
4.3.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 2.1	128
4.3.5 Stage I Functional Analysis of Arabic PMs in Excerpt 3	129
4.3.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 3.1	132
4.3.6.1 Identifying The Macro Structures of The Modes in Excerpt 3.1	132
4.3.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 3.1	135
4.3.6.3 Linking Interactional Features to Pedagogical Goals in Excerpt 3.1	136
4.3.7 Stage I Functional Analysis of Arabic PMs in Excerpt 4	137

4.3.8 Stage II interactional Analysis & Pedagogical Analyses of Excerpt 4.1	140
4.3.8.1 Identifying The Macro Structures of The Modes in Excerpt 4.1	140
4.3.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 4.1	144
4.3.8.3 Linking Interactional Features to Pedagogical Goals in Excerpt 4.1	146
4.3.9 Stage I Functional-Analysis of Arabic PMs in Excerpt 5	148
4.3.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 5.1	150
4.3.10.1 Identifying The Macro Structures of The Modes in Excerpt 5.1	150
4.3.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 5.1	154
4.3.10.3 Linking Interactional Features to Pedagogical Goals in Excerpt 5.1	155
4.4 Stage III Attitudinal Analysis of Arabic PMs in Teacher's A Perceived Use	156
4.4.1 Interview Questions & Answers in Relation to Research Question 3	156
4.4.2 Interview Questions & Answers in Relation to Research Question 4	159
Teacher B	162
4.5 Investigating Arabic PMs in Teacher B Classroom Talk	162
4.5.1 Stage I Functional Analysis of Arabic PMs in Excerpt 6	162
4.5.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 6.1	164
4.5.2.1 Identifying The Macro Structures of The Modes in Excerpt 6.1	164
4.5.2.2 Investigating The Micro Interactional Features of Arabic PMs in in Excerpt 6.1	167
4.5.2.3 Linking Interactional Features to Pedagogical Goals in Excerpt 6.1	167
4.5.3 Stage I Functional Analysis of Arabic PMs in Excerpt 7	168

4.5.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 7.1	170
4.5.4.1 Identifying The Macro Structures of The Modes in Excerpt 7.1	170
4.5.4.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 7.1	173
4.5.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 7.1	173
4.5.5 Stage I Functional Analysis of Arabic PMs in Excerpt 8	174
4.5.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 8.1	176
4.5.6.1 Identifying The Macro Structures of The Modes in Excerpt 8.1	176
4.5.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 8.1	179
4.5.6.3 Linking Interactionals Features to Pedagogical Goals in Excerpt 8.1	180
4.5.7 Stage I Functional Analysis of Arabic PMs in Excerpt 9	181
4.5.8 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 9.1	184
4.5.8.1 Identifying The Macro Structures of The Modes in Excerpt 9.1	184
4.5.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 9.1	187
4.5.8.3 Linking Interactional Features to Pedagogical Goals in Excerpt 9.1	188
4.5.9 Stage I Functional Analysis of Arabic PMs in Excerpt 10	189
4.5.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 10.1	191
4.5.10.1 Identifying The Macro Structures of The Modes in Excerpt 10.1	191
4.5.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 10.1	195
4.5.10.3 Linking Interactional Features to Pedagogical Goals in Excerpt 10.1	196
4.6. Stage III Attitudinal Analysis of Arabic PMs in Teacher's B Perceived Use	197

4.6.1 Interview Questions & Answers in Relation to Research Question 3	197
4.6.2 Interview Questions & Answers in Relation to Research Question 4	202
Teacher C	205
4.7 Investigating Arabic PMs in Teacher C Classroom Talk	205
4.7.1 Stage I Functional Analysis of Arabic PMs in Excerpt 11	205
4.7.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 11.1	208
4.7.2.1 Identifying The Macro Structures of The Modes in Excerpt 11.1	208
4.7.2.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 11.1	212
4.7.2.3 Linking Interactional Features to Pedagogical Goals in Excerpt 11.1	213
4.7.3 Stage I Functional Analysis of Arabic PMs in Excerpt 12	214
4.7.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 12.1	217
4.7.4.1 Identifying The Macro Structures of The Modes in Excerpt 12.1	217
4.7.4.2 Investigating The Micro Interactional Features of Arabic PMs Excerpt 12.1	220
4.7.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 12.1	221
4.7.5 Stage I Functional Analysis of Arabic PMs in Excerpt 13	222
4.7.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 13.1	225
4.7.6.1 Identifying The Macro Structures of The Modes in Excerpt 13.1	225
4.7.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 13.1	229
4.7.6.3 Linking Interactional Features to Pedagogical Goals in Excerpt 13.1	231
4.7.7 Stage I Functional Analysis of Arabic PMs in Excerpt 14	233

4.7.8 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 14.1	235
4.7.8.1 Identifying The Macro Structures of The Modes in Excerpt 14.1	235
4.7.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 14.1	238
4.7.8.2 Linking Interactional Features to Pedagogical Goals in Excerpt 14.1	239
4.7.9 Stage I Functional Analysis of Arabic PMs in Excerpt 15	239
4.7.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 15.1	242
4.7.10.1 Identifying The Macro Structures of The Modes in Excerpt 15.1	242
4.7.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 15.1	246
4.7.10.2 Linking Interactional Features to Pedagogical Goals in Excerpt 15.1	247
4.8 Stage III Attitudinal Analysis of Arabic PMs in Teacher's C Perceived Use	248
4.8.1 Interview Question & Answers In Relation to Research Q3	248
4.8.2 Interview Question & Answers In Relation to Research Q4	252
4.9 Chapter Summary	255
Chapter 5 Discussion	256
5.1 Introduction	256
5.2 Revisiting The Functional Analysis of Arabic PMs in Teacher A Classroom Talk	257
5.2.1 The Macro & Micro Functions of Arabic PMs in Teacher A Classroom Talk	257
5.3 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher A Classroom Talk	262

5.3.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode	262
5.3.2 Linking Interactional Features of Arabic PMs in Managerial Mode to Pedagogical Goals	266
5.3.3 Findings From The Interactional Features of Arabic PMs in Material Mode	267
5.3.4 Linking Interactional Features of PMs in Material Mode to Pedagogical Goals	270
5.3.5 Findings From The Interactional Features of Arabic PMs in Skills & Systems Mode	270
5.3.6 Linking Interactional Features of PMs in Skills & Systems Mode to Pedagogical Goals	272
5.3.7 Findings From The Interactional Features of Arabic PMs in Classroom Context Mode	273
5.3.8 Linking Interactional Features of PMs in Classroom Context Mode to Pedagogical Goals	276
5.4 Teacher's A Perspectives Towards The Uses of Arabic PMs in Her Classroom Talk	277
5.4.1 The Uses of Arabic PMs As Perceived By Teacher A	277
5.4.2 The Impact of The Classroom Context on The Uses of Arabic PMs in Teacher Talk As Perceived By Teacher A	278
5.5 Linking Teacher's A Actual Production of Arabic PMs to Her Perceived Uses	279
Teacher B	282
5.6 Revisiting The Functional Analysis of Arabic PMs in Teacher B Classroom Talk	282
5.6. 1 The Macro & Micro Functions of Arabic PMs in Teacher B Classroom Talk	282

5.7 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher B	
Classroom Talk	287
5.7.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode	287
5.7.2 Linking Interactional Features of PMs in Managerial Mode to Pedagogical Goals	290
5.7.3 Findings From The Interactional Features of Arabic PMs in Material Mode	291
5.7.4 Linking Interactional Features of PMs in Material Mode to Pedagogical Goals	294
5.7.5 Findings The Interactional Features of Arabic PMs in Skills & Systems Mode	295
5.7.6 Linking Interactional Features of PMs in Skills & Systems Mode to Pedagogical Goals	297
5.7.7 Findings From The Interactional Features of Arabic PMs in Classroom Context Mode	297
5.7.8 Linking Interactional Features of PMs in Classroom Context Mode to Pedagogical Goals	299
5.8 Teacher's B Perspectives Towards the Uses of Arabic PMs in Her Classroom Talk	300
5.8.1 The Uses of Arabic PMs As Perceived By Teacher B	300
5.8.2 The Impact of The Classroom Context on The Use of Arabic PMs in Teacher Talk As Perceived By Teacher B	302
5.9 Linking Teacher's B Actual Production of Arabic PMs to Her Perceived Uses	303
Teacher C	306
5.10 Revisiting The Functional Analysis of Arabic PMs in Teacher C Classroom Talk	306
5.10.1 The Macro & Micro Functions of Arabic PMs in Teacher C Classroom Talk	306

5.11 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher C	
Classroom Talks	312
5.11.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode	313
5.11.2 Linking Interactional Features of Arabic PMs in Managerial Mode to Pedagogical Goals	316
5.11.3 Findings From The Interactional Features of Arabic PMs in Material Mode	316
5.11.4 Linking Interactional Features of Arabic PMs in Material Mode to Pedagogical Goals	319
5.11.5 Findings From The Interactional Features of Arabic PMs in Skills & Systems Mode	319
5.11.6 Linking Interactional Features of Arabic PMs in Skills & Systems Mode to Pedagogical Goals	322
5.11.7 Findings From The Interactional Features of Arabic PMs in Classroom Context Mode	323
5.11.8 Linking Interactional Features of Arabic PMs in Classroom Context Mode to Pedagogical Goals	326
5.12 Teacher's C Perspectives Towards the Uses of Arabic PMs in Her Classroom Talk	327
5.12.1 The Uses of Arabic PMs As Perceived By Teacher C	327
5.12.2 The Impact of The Classroom Context on The Uses of Arabic PMs in Teacher Talk As Perceived By Teacher C	329
5.13 Linking Teacher's C Actual Production of PMs to Her Perceived Uses	331

5.14 Meanings & Functions	333
5.15 Comparative Results	337
5.16 Chapter Summary	344
Chapter 6 Conclusion	346
6.1 Introduction	346
6.2 An Overview of the Major Findings	346
6.2.1 In Response to Research Question 1	347
6.2.1.1 The Functional Uses of Arabic PMs As Used By Teacher A	348
6.2.1.2 The Functional Uses of Arabic PMs As Used By Teacher B	349
6.2.1.3 The Functional Uses of Arabic PMs As Used By Teacher C	350
6.2.2 In Response to Research Question 2	350
6.2.2.1 Interactional & Pedagogical Uses of Arabic PMs in Managerial Mode As Used By The Three teachers	351
6.2.2.2 Interactional & Pedagogical Uses of Arabic PMs in Material Mode As Used By The Three teachers	351
6.2.2.2 Interactional & Pedagogical Uses of Arabic PMs in Skills & Systems Mode As Used By The Three teachers	352
6.2.2.3 Interactional & Pedagogical Uses of Arabic PMs in Classroom Context Mode As Used By The Three teachers	353
6.2.3 In Response to Research Question 3	353
6.2.3.1 The Uses of Arabic PMs As Perceived By The Three Teachers	353

6.2.4 In Response to Research Question 4	354
6.2.4.1 Classroom Context & The Uses of Arabic PMs As Perceived By The Three Teachers	355
6.3 Contributions of the Study	356
6.3.1 Introducing Another Treatment to Arabic PMs in Arabic Literature	356
6.3.2 Proposing A Multi-layered Analytical Approach to the Study of Arabic PMs in Teacher Talk	357
6.3.3 Reconsidering Classroom Pedagogy	358
6.4 Implications	360
6.4.1 Arabic PMs & Classroom Pedagogy	360
6.4.2 Arabic PMs & Teacher Education	362
6.5 Limitations of the Study	364
6.5.1 The First Limitation	364
6.5.2 The Second Limitation	365
6.5.3 The Third Limitation	366
6.6 Further Research	367
6.7 Chapter Summary	367
6.8 Closing Remarks	368
References	371
Appendices	386

Appendix A. Arabic Transcription System	386
Appendix B. CA Transcript Symbols	387
Appendix C. IRP Approval	388
Appendix D. Examples of transcribed and coded transcripts from Teacher A	389
Appendix E. Examples of transcribed and coded transcripts from Teacher B	390
Appendix F. Examples of transcribed and coded transcripts from Teacher C	391

List of Figures

Figure 1 An Overview of The Study Design	78
Figure 2 A Summary of The Four Stage Multi-layered Analytical Approach	98

List of Tables

Table 1 Terminology Variation (Yang, 2011, p.99)	20
Table 2 The Eight Types and Functions of Arabic PMs in MSA (Ryding, 2006, p. 409–421). ..	36
Table 3 the Distribution and Occurrences of PMs Utilized by the Teachers (Nejadansari & Mohammadi, 2014, p. 11).	56
Table 4 Summary of the Uses and Functions of Textual and Interpersonal PMs (Castro & Marcela, 2009, p. 73).....	61
Table 5 Wash’ (2006) Self-Evaluation of Teacher Talk (SETT) model (p. 66).....	87
Table 6 A Multi-Functional Paradigm of PMs (Fung and Carter, 2007, p.418).....	90
Table 7 A Sample Example of L2 Classroom Modes Identification Procedure (Yang, 2014, p. 94).....	107
Table 8 An Example of Micro Context Analysis of PMs in Managerial Mode (Yang, 2014, p. 111).....	108
Table 9 The identified Arabic PMs in The Three Teachers Talks	114
Table 10 The Macro & Micro Functions of Arabic PMs in Teacher A Classroom Talk	258
Table 11 The Interactional Patterns & Functions of Arabic PMs in Mangerial Mode (Teacher A)	263
Table 12 The Interactional Patterns & Functions of PMs in Material Mode (Teacher A)	267
Table 13 The interactional patterns & Functions of Arabic PMs in skills and systems (Teacher A)	270
Table 14 The Interactional Patterns & Functions of Arabic PMs in Classroom Context Mode (Teacher A).....	264

Table 15 The Macro & Micro Functions of Arabic PMs in Teacher B Classroom Talk	273
Table 16 The Interactional Patterns & Functions of PMs in Managerial Mode (Teacher B).....	287
Table 17 The Interactional Patterns & Functions of PMs in Material Mode (Teacher B)	291
Table 18 The Interactional Patterns & Functions of Arabic PMs in Skills & Systems Mode (Teacher B)	295
Table 19 The Interactional Patterns & Uses of Arabic PMs in Classroom Context Mode (Teacher B)	298
Table 20 The Macro & Micro Functions of Arabic PMs in Teacher C Classroom Talk	296
Table 21 The Interactional Patterns & Functions of PMs in Managerial Mode (Teacher C).....	313
Table 22 The Interactional Patterns & Functions of Arabic PMs in Material Mode (Teacher C)	317
Table 23 The Interactional Patterns & Functions of Arabic PMs in Skills and Systems Mode (Teacher C)	320
Table 24 The Interactional Features of Arabic PMs in Classroom Context Mode (Teacher C)	323
Table 25 Meanings & Functions of The Commonly Used Arabic PMs By The Three Teachers	335

List of Abbreviations

- BASE British Academic Spoken English (corpus)
- BASEX British Academic Spoken English Exploratory (sub-corpus)
- BASME British Academic Spoken Medical English (sub-corpus)
- CA Conversation Analysis
- CACODE Cambridge and Nottingham Corpus of Discourse in English
- DA Discourse Analysis
- DM Discourse Marker
- DMs Discourse Markers
- EFL English as a Foreign Language
- ESL English as a Second Language
- L1 First Language
- L2 Second Language
- NNS Non-native Speaker
- NS Native Speaker
- Modern Standard Arabic MSA
- Classical Arabic CA
- Standard Arabic SA
- PM Pragmatic marker
- PMs Pragmatic Markers
- SAMEX Saudi Academic Medical English Exploratory (corpus)
- SASME Saudi Academic Spoken Medical English (corpus)
- SETT Self-Evaluation of Teacher

Chapter 1 Introduction

1.1 Introduction

The current study conducted a descriptive qualitative case study of three native speaking Arabic teachers in an L2 Arabic adult classroom context in a school setting in the U.S. The study adopted a four-stage multi-layered analytical approach that was conducted in a four-stage analysis: functional analysis (stage 1), interactional and pedagogical analyses (stage 2), attitudinal analysis (stage 3) and concluding with triangulating findings of the previous three stages in one stage analysis (stage 4). The study was designed to investigate four research questions that were related to a) the functional uses of Arabic pragmatic markers (henceforth PMs) in an L2 Arabic pedagogical setting, b) the interactional and pedagogical uses of Arabic PMs in teacher talk of an L2 classroom context, c) teachers' perceptions of the uses of Arabic PMs in their classroom talk, d) teachers' perceptions of the impact of their L2 classroom context on the uses of Arabic PMs in their classroom talk. In short, the introductory chapter provided the background of the study, the statement of the problem, significance of the study, the scope of the study, the purpose of the study, definition of PMs in this study, basic defining criteria of PMs in this study, terminological identification of the phenomena in this study, overview of the theoretical frameworks in the study and summary of the chapter.

1.2 Background of the Study

PMs, as important linguistic elements, have been studied by many researchers in different languages such as English (e.g. Fraser, 1999; Blakemore, 2002; Schiffrin, 2003; Jucker and; Redeker, 2006), Arabic (e.g. Al-Batal, 1994), Hebrew (e.g. Maschler, 1998; Shloush, 1998; Ziv, 1998), Hungarian (Vaskó, 2000), Chinese (e.g. Tsai & Chu, 2015), Swedish (e.g. Aijmer and Simon-Vandenberg, 2003) Spanish (e.g. De Fina, 1997). There is still less agreement on what to be defined as PMs (Yang, 2014). Thus, linguistic elements that are identified as PMs in this

study (Fraser 1988,1990; Schiffrin, 1987) are referred to as *pragmatic formatives* (Fraser, 1996), *pragmatic connectives* (van Dijk, 1979; Stubbs, 1983), *pragmatic operators* (Ariel, 1994), *pragmatic particles* (Östman, 1995), *conjuncts* (Quirk and Greenbaum et al., 1985) and *sentence connectives* (Halliday and Hasan, 1976), *discourse signalling devices* (Polanyi and Scha, 1983), *pragmatic expressions* (Erman, 1987), *phatic connectives* (Bazanella, 1990), *cue phrases* (Knott and Dale, 1994), *discourse connectives* (Blakemore, 1987, 1992, 2002), *discourse operators* (Redeker, 1990, 1991), and *particles* (Schourup,1985).

Likewise, studies on PMs have revealed that identifying particular theoretical approaches on the study of that specific phenomena is also still a controversial topic in the literature as PMs vary in nature as much as researchers' definitions and methods of investigations about them also vary. When discussing the phenomena in Arabic linguistics, the situation becomes more complex. As Al Kohlani (2010) argues that studies on Arabic PMs with a systematic treatment and functions at discourse level is still at scarce in Arabic literature. PMs, or even other terminologies such as DMs and connectives, are not used in the traditional treatment of the phenomena in Arabic. Instead, such elements are treated as particles with grammatical functions that only operate within sentence boundaries. Moreover, even though the modern treatment of the phenomena by the Arab and Western linguists (e.g. AlBatal, 1984, 1994; Ryding, 2005) have added more of a semantically-based analysis to those elements, their treatment of such entities "continues to be syntactically-oriented and restricted to the sentence limit" (Al Kohlani, 2010, p. 76).

As a result, many studies attempted to explore the phenomena in Modern Standard Arabic (MSA) (see Al-Batal, 1985; Ryding, 2006) where a term as *connectives* has been more commonly used over the other widely used linguistic terms in the literature such as PMs and discourse markers (hereafter DMs). This indirectly points out to the fact that the functions of those linguistic elements

are assumed to be limited to sentence level. As Al-Batal (1985) claims, such linguistic entities in MSA are defined as “coordinating conjunctions, subordinating conjunctions, and subjunctive particles” with functions that are mainly syntactically-based (Al-Batal, 1985, p. 22). Furthermore, as Alkholani (2010) indicates, Arabic connectives in Al-Batal’s works (1985, 1990) are not presented as linguistic elements with functions at discourse level. Instead, Al-Batal’s (1985) and (1990) treatment of those entities, that have functions similar to PMs, is similar to “the traditional sentence-bound treatment of these items of which he criticizes traditional grammarians” (Alkholani, 2010, p. 84).

As was presented above, studies on the phenomena in MSA have demonstrated a different treatment of those linguistic elements. In spite of this, PMs have also been treated differently when they are investigated in other Arabic varieties (see Al-Khalil, 2005; Gaddafi, 1990; Kanakri & Al-Harashseh 2013). Therefore, it can be noticed that studies on the phenomena in dialectal Arabic resulted in categorizing new linguistic entities such as *yaʕni* (I mean), *aʕrif* (I know), *tayyeb* and *ʕadi* (*ok*) as PMs and demonstrating a more semantic-based analysis. Yet, the analysis is always centered on *the relevance-theoretical approach* where the multi-functionality of PMs is ignored and PMs are accordingly treated as elements with more procedural meanings that are mainly related to the local coherence of the text (see Al-Batal 1994; Hussein & Bukhari, 2008). Although such studies succeeded to demonstrate a semantic analysis, an analytical perspective has not been addressed before in the traditional grammarian studies. However, the analytical framework and the general treatment of Arabic PMs remain similar to the traditional treatment of PM in Arabic literature. As such, it is not surprising to know that other important pragmatic functions of Arabic PMs that are related to the global discourse coherence are still not enough explored in the literature (see Al-Batal 1994; Basheer, 2016; Hussein & Bukhari, 2008; Hussein, 2009; Ryding, 2006).

On the other hand, because of their various macro and micro functions in the pedagogical settings that significantly contribute to the coherence of spoken academic discourse, research on the uses of PMs in classroom context have become an interesting topic for many researchers (e.g. AlMakoshi, 2014; Chaudron & Richards, 1986; Fung, 2003; Fung & Carter, 2007; Yang, 2014). Therefore, the majority of studies on PMs in classroom contexts have findings that called for the incorporation of those linguistic entities in classroom teaching materials. Findings of many studies have shown that PMs in classroom settings significantly contribute to facilitating classroom interactions and developing the different the receptive skills for language learners. The following excerpt from Fung (2003) summarizes the author's description of the communicative value of such linguistic devices:

They are a salient set of devices which a speaker can use to orient the listener to the overall structure of the discourse and assists in the on-line detection of common ground and facilitates the constant adaptation of interlocutors' language (Jucker and Smith 1998) to fulfil their communicative goal, and without them problems of comprehension can be created. (Fung, 2003, p. 223).

Accordingly, a larger number of studies were interested in the relationship between PMs and learners' comprehension of the content in a classroom setting. The findings of those studies demonstrated that PMs have positive impacts on listening comprehension (e.g. Chaudron & Richards, 1986; Eslami-Rasekh & Eslami-Rasekh, 2007; Flowerdew & Tauroza, 1995; Fortuño, B, 2006; Jung, 2003a; Jung' 2003b; Rido, 2010; Sadeghi & Heidaryan, 2012; Zhuang, 2012). Still, other studies concluded with contradicting results where PMs were presented as elements with no significant impact on listening comprehension (e.g. Dunkel & Davis 1994). To account for that, it could be argued here that "... (the) existing disputable research results are due to the methodological drawbacks" (Chen, 2014, p. 10). Moreover, Chen (2014) also added that understanding "the effects

of (PMs) on the learners' listening comprehension is complicated, and even more so to understand to what degree (PMs) affect listening comprehension during the information processing" (p. 18).

The impact of PMs, as multi-functional communication devices, on classroom interactions has made research on such phenomena a fancy topic for ongoing number of researches. Thus, findings of many studies have revealed that there seems to be a positive relationship between PMs in teacher talk and students' learning in the classroom (e.g. Alraddadi, 2016; Fung, 2003; Hellermann & Vergun, 2006; Romero-Trillo, 2002;). However, the investigation of PMs in teacher talk is a research topic that has not yet been enough explored in the literature as "little attention has been paid to the use and functions of (PMs) as one essential interactional factor in classroom teacher-student conversation" (Yang, 2011, p. 96). Interestingly, the same similar conclusions are present in many other studies on PMs in classroom discourse research (e.g. AlMakoshi, 2014; Fung, 2003; Fung & Carter; 2007; Yang, 2014, etc.). Similarly, investigating the uses of PMs from teachers' perceptions is also another important topic that has not been enough explored as many studies on PMs are limited to researchers' interpretations (Lau, Cousineau & Lin, 2016, p. 110).

Recently, studies on PMs attempt to provide a multi-layered analysis that helps to uncover important perspectives related to the phenomena in classroom interactions. So, a clear example is presented in Yang's (2014) multifaceted analysis of English PMs in Chinese EFL college teacher talk. By looking at the previous research on PMs in teacher talk, it can be noted that Yang's study is the only study that has significantly contributed to the Literature on the phenomena by demonstrating a detailed functional, interactional and pedagogical description of the uses of PMs in teacher talk that only focuses on teachers' productions but not their perceived uses of those linguistic elements. Therefore, an analytical framework that incorporates both the uses of PMs in

teachers' actual productions and teachers' perceptions of those linguistic devices in their classroom talk has not yet been demonstrated in the literature. Accordingly, to address limitations in the previous research on PMs in teacher talk and to fill the research gap in the Arabic literature where PMs in teacher talk classroom context is a research topic that has not yet been explored, the current study performed a four-stage multi-layered analytical approach to the study of Arabic PMs in teacher talk that aimed to explore the uses and functions of PMs in teachers' actual productions and perceived uses. The analytical framework of this study also aligns with Yang's (2014) analytical framework where the two studies aim to uncover the reflexive relationship between teachers' use of PMs, classroom interaction and pedagogical goals.

1.3 Statement of the Problem

According to the literature on PMs in Arabic linguistics, researchers from the past to the present did not use the term PMs in their investigations of the phenomena, neither in texts nor in the spoken discourse. Instead, Arab and Western linguists extensively used terms such as *particles*, *connectives* and *DMs* in their studies on standard Arabic varieties, like MSA, or in studies on different Arabic dialects. Moreover, according to both the traditional and modern treatments of PMs in Arabic literature, these linguistic elements are mainly treated as having procedural meanings and structural functions, mostly associated with the coherence and cohesion of a given text. Approaches that treat the phenomena as elements with a limited set of functions that communicate no conceptual meanings will not account for the multi-functionality in the forms and meanings of such linguistic entities like *yaʕni /yəʕni* "I mean" *tayyeb and adi* "ok" that have been observed in various empirical studies (see AlMakoshi, 2014; Ismail, 2015; Alazzawie, 2015).

The findings of many empirical studies on PMs in spoken classroom discourse have also shown that PMs are multi-functional devices with functions (e.g. textual and interpersonal

functions) that significantly contribute to facilitating and enhancing comprehension of lectures (see Quan & Zheng, 2012) and creating interactive classroom environments (see Castro & Marcela, 2009). Thus, larger number of studies have become interested in exploring the pedagogical values and functions of PMs in classroom settings such as the structural PMs that influence students' listening comprehension of the delivered classroom input (e.g. Belles-Fortuño, 2006; Chaudron & Richards, 1986; Fung, 2003; Yang, 2014).

On the other hand, studies have shown that there seems to be “a reflexive relationship” between the uses of PMs in teacher talk, classroom interactions and pedagogical practices (Yang, 2014, p. 90). Findings of previous research on teachers' uses of PMs in the L2 pedagogical settings has revealed that understanding the uses and functions of PMs in that particular context requires a multi-layered analytical approach that address the uses and functions of PMs in both teachers' actual productions and teachers' perceived use. However, until now no study so far has designed an analytical framework that investigates PMs in teacher talk from those two important perspectives: teachers' actual productions and perceived use. Therefore, when looking at the literature on PMs in spoken classroom discourse, it can be clearly seen that there is a tendency to analyze the uses and functions of PMs primarily according to researchers' interpretations (e.g. Algouzi, 2015; AlMakoshi, 2014; Lam, 2009; Müller, 2004; Romero-Trillo 2002) where little attention has been given to study of those linguistic entities from teachers' perceptions (Fung, 2011).

Further, when looking at the Arabic literature on PMs in the spoken discourse, the situation becomes even more complex due to many factors such as the treatment of the phenomena in the literature, the adopted analytical frameworks and the fact of not having empirical research on PMs in teacher talk. So, an obvious gap to be identified here is that no study, up to date, has attempted

to explore the uses and functions of Arabic PMs in teacher talk, neither in an L1 Arabic nor in an L2 Arabic classroom context. Therefore, through conducting a functional, interactional, pedagogical and attitudinal analyses on the uses and functions of Arabic PMs in teacher talk, the current study significantly contributes to the literature of PMs in Arabic linguistics and to the advanced research of PMs in general. Moreover, investigating PMs in teacher talk from a multi-layered analytical approach provides us with a comprehensive analysis that incorporates two important perspectives of PMs in teacher talk that have not been yet addressed in one analytical framework in the literature: the use of PMs in teachers' actual productions and perceived uses.

1.4 Significance of the Study

The term PM is relatively new as it has never been used in previous research on Arabic: instead, terms such as *particles*, *connectives* and *DMs* are extensively used either in studies in MSA or in other Arabic varieties (Azi, 2018a). Likewise, the Relevance theoretical approach, that is known as the least compatible approach to the study of PMs (Aijmer, 2013), has been the main analytical approach on the phenomena in Arabic linguistics. This is simply because, according to such theoretical approach, fewer markers can be identified as PMs; only the ones that communicate “procedural meanings” such as *but*, *so* and *and*. Additionally, according to the relevance theoretical approach, other markers with conceptual meanings such as *frankly* and *in contrast* (classified as PMs in other frameworks, i.e., coherence model), are not at all identified as PMs (Yang, 2014, p.12).

Studies on PMs in pedagogical settings have found out that such linguistic elements have obvious impacts on classroom interactions and students' learning. However, “little attention has been paid to the use and functions of (PMs) as one essential interactional factor in classroom teacher-student conversation” (Yang, 2011, p. 96). There is a tendency in the literature to analyze

the uses and functions of PMs in teacher talk only according to researchers' interpretations and not incorporating teachers' perspectives of their uses of such linguistic elements into the framework of analysis (e.g. Lau et.al, 2016). As identified earlier, exploring Arabic PMs in a classroom context is a topic that has not yet been studied in Arabic educational linguistics. Similarly, understanding the uses and functions of Arabic PMs in classroom interactions requires a multi-layered analytical approach that takes into consideration important perspectives related to the uses of PMs in teachers' actual productions and perceived use.

In order to address the previously discussed limitations in the literature on the study of PMs in the spoken classroom discourse in general and in Arabic literature in particular, this study adopts an analytical framework that treats the phenomenon as a PM within a wider spectrum of what constitutes that linguistic element and also acknowledges the fact that such linguistic elements are considered multi-functional conversational devices that significantly contribute to discourse coherence at different levels (i.e., local and global coherence (see AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007; Yang, 2014). In addition, this study adopts an analytical framework to analyze the functions of PMs through two complementary perspectives: teachers' actual productions and teachers' perceived uses of PMs. In short, the significance of the current study lies in its comprehensive multi-layered analytical approach towards the study of the uses and functions of Arabic PMs in teacher talk that reflects the functional, interactional and pedagogical aspects of PMs in an L2 pedagogical context and also provides more emic understanding of teachers' perspectives of PMs in their classroom talk.

1.5 Scope of the Study

In an attempt to answer my research questions, the scope of the study is summarized as follows :

1. As no agreement has been reached on particular terminological term that describes the phenomenon of a PM in spoken discourse such as *okay, yeah, right* and *you know*, the linguistic elements that are treated as Arabic PMs in this study are in line with the established defining criteria and characteristics of those linguistic entities in the literature (see section 1.7 for the adopted definition & defining criteria of PMs in this study).
2. Since the studies only focus on Arabic PMs in teacher talk, PMs in students' productions are not addressed.
3. The study is analytically designed to investigate functional, interactional and pedagogical, attitudinal perspectives of Arabic PMs in teacher talk. Therefore, variational perspectives, though have been briefly highlighted in the discussions of the findings, are not explored in this study as the variational perspectives of Arabic PM have been extensively studied in the Arabic literature.
4. In a way that aligns with scholars whose works only focus on demonstrating a coherence-based analysis of PMs in spoken classroom coherence (see AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007, Yang, 2014), this study also conducted a coherent-based analysis to study how those linguistic devices can contribute to the local and global spoken discourse coherence in a classroom setting.

1.6 Purpose of the Study

This study seeks to address the research gap by studying Arabic PMs in Arabic teacher talk of an L2 classroom context through a four-stage multi-layered analytical approach: functional, interactional and pedagogical analyses of Arabic PMs in teachers' productions (stage 1&2), analysis of teachers' perceptions of PMs in their L2 classroom talk (stage 3) and triangulation of

the findings of the previous three stages in one stage analysis (stage 4). Accordingly, the present study identifies the following purposes:

1. To propose a more valid analytical framework that helps broaden our understanding of Arabic PMs in spoken classroom discourse, treats PMs as communication devices and accounts for the multi-functionality of such linguistic elements.
2. To have a comprehensive functional description of the uses and functions of PMs in pedagogical settings (Fung & Carter's 2007 *multi-functional framework*).
3. To provide a detailed macro and micro explorations of the functions of Arabic PMs in teacher-led classroom interaction in an L2 Arabic classroom context that incorporates: a) Conversation Analysis (CA) for identifying the interactional features and patterns where PMs occur in the L2 institutionalized talk, and b) L2 classroom modes for describing the macro contexts where PMs are used in each mode and also reflecting the organization of the L2 classroom conversation and teacher pedagogical practices (Walsh, 2006).
4. To incorporate teachers' actual productions of Arabic PMs with their perceived uses of the linguistic devices in their classroom talk in one complementary analytical framework, analytical design that has never been proposed in the literature.
5. To demonstrate a deeper understanding of the intrinsic relationship between Arabic PMs in teacher talk, classroom interactions and pedagogical practices.

1.7 What are PMs in this Study?

1.7.1 Definition of PMs in this Study

In order to approach PMs in a more inclusive and comprehensive matter, the present study followed and applied the definition from Fung and Carter's (2007) *multi-functional framework*

and Schiffrin's (1987) *coherence model*. Thus, in my study, what is to be identified as PMs in teacher talk must meet Yang's (2014) definition of PMs, which incorporates important defining criteria from Schiffrin's (1987) coherence model and Fung and Carter's (2007) multi-functional model:

“Derived from lexis like conjunctions, adverbs, prepositional phrases and interjections, (PMs) are a set of independent “small” linguistic items occurring in initial, internal or final turn position to signal the relation or boundaries of discourse units, participants’ interactional effort, and context, through prosodic realization” (Yang, 2014, p. 19).

Unlike Schiffrin's (1987) broad definition of the phenomena, Yang's (2014) definition offers a more operational definition of what to be identified as PMs. So, PMs according to this definition, are identified as “independent, and short phrases/clauses” (Yang, 2014, p. 19). Accordingly, the long ‘whole clauses,’ which are classified as macro markers in other studies such as *what I am going to tell you* or *I am (not) sure*, are not identified as PMs in my study. Similarly, in a way similar to Yang (2014), “non-verbal words (*gestures*), vocatives (*Charlie!*), and non-word vocalization (i.e. *uh, huh, mm hm, hmm, erm*)” are also not classified as PMs in the current study as there is no agreement on them being treated as PMs in the literature (Yang, 2014). However, similar to the treatment of PMs in other studies (see AlMakoshi, 2014), other “marginal meta-expressions” such as *khalina* (let's) a two-word PM (e.g. *tayyeb halla* “okay now,” *meen kaman* “who else”) and a multi-word element such as *as entu halla beta3rafu* “you now know” are treated as PMs in this current study.

Moreover, Yang's (2014) broader definition of the phenomena also aligns with Schiffrin's (1987) and Fung and Carter's (2007) defining criteria of PMs that identify important linguistic entities such as stance markers (*obviously*) and cognitive categories (reformulation *I mean*)” as PMs, which are excluded in the previous research (e.g. Fraser, 1990, 1999). Under this definition, many linguistic elements in Arabic spoken discourse can be identified as PMs with functions

related to the local and global coherence of discourse such as *yāʿni, za ʿma* “I mean” *ʿa:di* “ok” *sah?* “right” *mafهوم* “understood” *mashy* “ok” *bass, tayyib, ba'a, ṭab* “well”, *inta-ʿaaref* “y’know” *laysh* “why” *wadhih?* “clear” *halla* “now” *maʿnāh shino?* “meaning what?.” Even though the previous linguistic elements are analyzed from various theoretical frameworks, there is a common agreement that such entities with functions related to discourse coherence are classified as PMs (DMs and connectives in other Arab researchers’ terminologies) (see Al-Batal, 1994; Al Makoshi, 2014; Al Rousan, 2015; Alshamari, 2015; Bidaoui, 2015).

1.7.2 Defining Criteria of PMs in the current study

The basic defining criteria of PMs in this study are summarized into the following: (see section 2.3.1 for a detailed description of the criteria).

1. In a way that aligns with Schiffrin’s (1987) Fung’s (2003) and Fung and Carter’s (2007) characterization of what is to be classified as PMs (DMs in their terminology), I consider multifunctionality (both at the local and global discourse levels), independency (both semantic and syntactic) and orality as the general defining features of PMs in the spoken discourse.
2. PMs are more frequently used in the initial position in a given sentence (Schiffrin,1987). Yet, they are optional as they can be added to any position of an utterance in the structure. (i.e. initial, internal, or final position) (AlMakoshi, 2014; Fung & Carter, 2007).
3. Adding or removing PMs does not affect the grammaticality or the propositional of a sentence (Schourup, 1999; Fung, 2003; Müller, 2005).
4. Even though as Schourup (1999) pointed out, PMs “actually “display”, “reinforce”, or “clue” the intended interpretation rather than “create” additional meaning” (as cited in Yang, 2014, p.23), this study contends that these linguistic devices have core conceptual meanings that significantly contribute to the pragmatic interpretations of their multiple functional uses.

5. Similar to Schiffrin's treatment of such entities, PMs in this study are treated as elements with core meanings (at the macro-level) and various functions (micro-level) that change from slot to another in discourse (Schiffrin, 1987, p. 318). By 'slots,' I mean the four functional levels of discourse on which PMs function.

1.7.3 Terminological Identification of the Phenomena in this Study

Although this study contends that PMs and DMs should be treated as similar phenomena, it should be clarified that the term PM is preferred over DM since the focus of this study is on investigating PMs in spoken discourse. Moreover, my terminological preference for the use of PM over DM as the broad term is motivated by Aijmer's (2005) argument in which PMs, unlike DMs, are not only "associated with discourse and textual functions" but also have functions related to interactions between interlocutors (p. 2). Thus, PM in this study is treated as a general umbrella term that includes any linguistic elements with discursive functions related to the local and global coherence of spoken discourse. Based on that, in this study any linguistic elements with functions at discourse level including DMs, connectives, particles, etc. are treated as subtypes of PMs.

1.8 Overview of the Theoretical Frameworks in the Study

This section presents a brief overview for the two complementary analytical frameworks that was adopted in this study and also discussed in details in the methodology chapter (see section 3.4.2 & 3.4.3). The analytical framework of this study aligns with Yang's (2014) analytical framework where both of us contend that there is a reflexive relationship between PMs in teacher talk, classroom interactions and pedagogical goals. So, understanding the functions of PMs in an L2 classroom context requires establishing "a metalanguage that portrays the general features of the language classroom" through adopting two theoretical frameworks: Self- Evaluation of

Teacher Talk (SETT) model (Walsh, 2006, 2011) and the Core Functional Paradigm (Fung and Carter, 2007).

1.8.1 A Summary of Self-Evaluation of Teacher Talk (SETT) model (Walsh, 2006)

The SETT model was originally proposed to offer a comprehensive analysis in the L2 classroom spoken discourse and it is used in this study as “a research platform” where Arabic PMs can be investigated “across different micro-contexts and linked to L2 classroom pedagogy” (Yang, 2014, p. 34). Thus, this model proposes that classroom interactions between teachers and students are constructed in four modes that represents “the micro-contexts of the L2 classroom” (Yang, 2014, p. 35): *managerial mode*, *materials mode*, *skills and systems mode*, and *classroom context mode*.

The *managerial mode* aims to manage classroom discourse as it occurs at the opening or ending of a lesson, as well as the transition of different modes. The main characteristics of this mode include extended teacher turns, a large number of PMs, and an absence of learners’ participation. In *materials mode*, activities are restricted to fit the subject/topic. Thus, all activities will be planned only according to the target learning materials where the typical exchange pattern is IRF structure. *Skills and systems mode* is designed to focus on linguistic acquisition process. Teachers- learners’ interactions will be driven by language skill and system practice. Through *classroom context mode*, students are offered more extended turns to be involved in classroom participations.

1.8.2 A Summary of Fung and Carter’s (2007) Multi-functional Framework of PMs

Fung and Carter’s (2007) multi-functional approach, that will be discussed later in the methodology chapter, is a functionally- based analysis of PMs in pedagogical settings. The functional paradigm is originally based on both Schiffrin’s (1987) five-plane coherence model and

Aijmer's (2002) interpersonal perspective (AlMakoshi, 2014). Moreover, in their functional analytical framework, PMs are classified at four macro functional levels to perform micro functions that are related to the local and global coherence of the spoken discourse (see table 6 for the macro & micro functions of PMs). The multi-functional approach offers a detailed analysis to the study of PMs in classroom contexts and it is adopted in this study as theoretical and analytical framework.

1.9 Summary of the Chapter

This chapter demonstrated a brief overview of important concepts such as the definition of the phenomena in the study, the basic defining criteria, terminological identification, overview of the theoretical framework. Starting with the background of the study, this section critically presented the existing relevant facts about the topic of this study in the literature, illustrated the need for and importance of the current study and identified the context where this dissertation is fittingly situated in the literature. Also, the statement of the problem, the purposes of the study and the importance of the study were concisely presented. In the next chapter, the review of the literature related to this study is thoroughly presented.

Chapter 2. Literature Review

2.1 Introduction

This chapter presents a review of the literature relevant to PMs in the L2 classroom context. The outline of the chapter is divided into nine main sections. The first section 2.1 provides an overview of the chapter. The second section 2.2 presents a detailed overview of the definition of PMs and the definition problems in the literature. Section 2.3 provides a detailed presentation of the characteristics and defining criteria of PMs. In section 2.4, the theoretical approaches towards the study of PMs in the spoken discourse are concisely presented and critically discussed. Section 2.5 provides examples of the previous research on most studied world languages with PMs. Section 2.6 presents Arabic PMs in the spoken discourse and also explore how they are studied in Arabic literature including studies on the phenomena in Modern Standard Arabic and dialectal Arabic. Section 2.7 provides a thorough analysis of the uses and functions of PMs in the L2 pedagogical settings that includes the presentations of other related subsections such as pedagogical uses and functions of PMs in section 2.7.1, PMs and second language learners in section 2.7.2, uses and functions of PMs in teachers-students' interactions in section 2.7.3, PMs in teacher talk in section 2.7.4 and teachers' perceptions of PMs in their classroom talk in section 2.7.5. Section 2.8 presents a brief discussions on classroom context and the uses of PMs. Section 2.9 briefly highlights the research gap in the literature on PMs in the L2 classroom context. Finally, the chapter concludes with a chapter summary in section 2.10

2.2 Defining Pragmatic Markers & Definition Problems

This section demonstrates a brief discussion of what to be defined as PMs in the spoken discourse and will also show how identifying a specific definition for this phenomenon is still

controversial and problematic in the literature. Since Schiffrin's (1987) leading work on PMs (DMs in her terminology), there has been a growing interest in the study of linguistic elements such as *you know*, *okay* and *well* either in the written or spoken discourse. Studies on the phenomena of PMs in the spoken discourse have revealed that PMs are multi-functional conversational devices and multi-functionality is a core defining criteria of such linguistic elements (e.g. Almakoshi, 2014; Aijmer, 2013; Fraser, 1999; Fung, 2003; Maschler, 1998; Schiffrin 1987; Yang, 2014, etc.). Thus, because of "the various research perspectives (on PMs in spoken discourse) such as discourse coherence, pragmatics, relevance theory, and other alternative approaches" (Yang, 2014, p. 6), having one unified list of PMs and identifying a straightforward definition of these markers are still controversial issues in the literature (Aimer, 2013; AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007; Yang, 2014).

Further, Andersen (2001) defined PMs as a "heterogeneous list of forms" mainly used in communications, highly frequent, stylistically stigmatized, and negatively evaluated. These forms, which are discursively "optional" and "multifunctional," are observed to "have no propositional meaning" and "no clear grammatical function" (p. 21). Moreover, Andersen argues that her preference for the term PMs over DMs is related to the fact that DMs are a "subtype" of PMs and have "a narrower meaning" in which it is mainly considered as "an expression which signals the relationship of the basic message to the foregoing discourse." In other words, when comparing the functions of DMs to those of PMs, it can be observed that the functions of DMs are mainly related to the "textuality and coherence" of a text, whereas PMs have various functions that cannot be limited to the same basic functions of DMs (p. 40).

It is true that PMs do not have a significant contribution to the grammatical structures of the sentence. However, pragmatically speaking, PMs are indispensable elements to our

understanding and interpretation of discourse as they are considered “overt indicators of ongoing metalinguistic activity in the speaker mind” (Aijmer, 2013, p. 4). In other words, this substantial property of PMs can be seen in their abilities to organize the spoken discourse and make it more coherent both at the local (i.e., adjacent unit) and at a global level (i.e., beyond utterance structure level) (see Schiffrin, 1987). Accordingly, I found the identification of PMs by many scholars in the literature (e.g. Anderson, 2001; Brinto 1990, Feng, 2010) as elements with no propositional meaning is not accurate.

It should not be surprising to know that different labels have been used by different researchers to refer to the same linguistic elements which are classified as PMs such as ‘pragmatic markers’ (e.g. Brinton, 1996, Fraser, 1996; Anderson and Fretheim, 2000; Anderson, 2001; Gonzalez, 2004), ‘discourse operators’ (e.g. Redeker, 1990, 1991), ‘parenthetical phrases’ (e.g. Crystal, 1988), ‘phatic connectors’ (e.g. Bazenella, 1990), discourse particle’ (e.g. Schourup, 1985) ‘discourse connectives’ (e.g. Blackmore, 1987), ‘discourse markers’ (e.g. Fraser, 1988, 1990, 1996, 2005; Aijmer, 1996; Bell, 1998; Lenk 1998; Risseledda and Spooren, 1998; Blackmore, 2000), ‘pragmatic connectives’ (e.g. van Dijk, 1979; Stubbs, 1983; Lamiroy, 1994) ‘pragmatic expressions’ (e.g. Erman, 1987) and many others. A generalization of those linguistic labels of PMs is summarized in the table below (Table 1).

Table 1 Terminology Variation (Yang, 2011, p.99)

Label	Example
backchannels/backchannel cues	Verschuren, 1999
continuatives	Romero-Trillo, 1997
cue words	Horne et al, 2001
discourse markers	Östman, 1981; Schiffrin, 1987
discourse signalling devices	Polanyi and Scha, 1983
discourse connectives	Blackmore, 1987, 1988
discourse operators	Redeker, 1990, 1991
discourse particles	Goldberg, 1980
fillers	Brown and Yule, 1983
gambits	Keller, 1979
linguistic markers	Redeker, 1991
modal particles	Waltereit, 2001
pragmatic expressions	Erman, 1992
pragmatic devices	van Dijk, 1979
pragmatic formatives	Fraser, 1987
pragmatic markers	Fraser, 1988
pragmatic operators	Ariel, 1994
Pragmatic particles	Östman, 1995
semantic conjuncts	Quirk et al, 1985
sentence connectives	Halliday and Hasan, 1976
utterance particles	Luke, 1990

Therefore, in his definition of PMs, Feng (2010) argues that “in the literature, no consensus has been reached as to what exactly this category consists of” (p.115). Furthermore, factors that lead to the so-called *terminological diversity* and *referential disparity* are because of the fact that such linguistic elements have become an interesting topic for researchers to be investigated from different perspectives including “cognitive, social, textual and linguistic” fields (p.117). Feng also added that PMs are defined in terms of two basic characteristics “syntactic dispensability” and “semantic dependency.” By syntactic dispensability, he means that adding or even dropping PMs do not impact the grammaticality of the sentence, whereas the second characteristic implies that such linguistic element “is parasitic on the propositional content of the matrix clause to which (they are) attached and accordingly they “cannot stand alone as an utterance” (p. 126).

In such theoretical approaches (i.e., Fraser's 1990, grammatical pragmatic) that treat PMs as elements with no propositional meaning, many elements with important discursive functions will not fit into what they classified as PMs. For instance, according to Feng's (2010) definition of PMs, elements that are known as PMs, such as *utterance modifiers* or *pragmatic adverbs* (e.g. honestly speaking and politely speaking), *domain adverbials* (e.g. economically and politically), *temporal connectives* and *ordinals* (e.g. then and finally) *second-person forms* (e.g. you say) and the well well-known English PM "well," are not considered PMs.

2.3 Characteristics of PMs

As I indicated in the previous section that there is a less agreement on what PMs are and what criteria and features can identify them. However, this section attempts to generate defining criteria and a clear classification for PMs in this study. First, I started by reviewing the characteristics that have been well identified in the previous research (e.g. AlMakoshi, 2014; Fraser, 1988; Fraser, 1999; Fung, 2003; Günthner, 2000; Holker, 1991; Müller, 2005; Östman, 1982; Schiffrin, 1987; Schourup, 1999, Yang, 2006; Yang, 2014). Then, I concluded this section by introducing a detailed list of the characteristics and defining of PMs that are adopted for identifying what to classified as Arabic PMs in this study.

According to AlMakoshi (2014), the common characteristics of PMs (DMs in her terminology) in the literature can be summarized into the following list (p. 43):

- 1) They are mainly features of spoken discourse
- 2) They appear with high frequency
- 3) They are short
- 4) They are phonologically reduced
- 5) They occur either outside the syntactic structure or are loosely attached; optional They are generally utterance-initial
- 6) They are difficult to place within a traditional word class
- 7) They have a 'core meaning'
- 8) They are multifunctional

Moreover, in a more detailed description of PMs, Zienkowski et. al (2011) have identified phonological, lexical, syntactic, semantic, functional, sociolinguistic, and stylistic features for PMs, particularly in conversations:

- Phonological and lexical features: These are short and phonologically reduced, form a separate tone group, and are marginal forms, so they are difficult to place within a traditional word class.
- Syntactic features: These are restricted to the sentence-initial position, occur outside the syntactic structure or are only loosely attached to it, and are optional.
- Semantic features: These have little or no positional meaning
- Functional features: These are multifunctional, operating on several linguistic levels simultaneously
- Sociolinguistic and stylistic features: These are a feature of oral rather than written discourse, appear very frequently, are stylistically stigmatized, gender specific, and more typical of women's speech (p226).

In one of her later study on PMs, Schiffrin (2003) proposes five defining features that classify and distinguish PMs from other linguistic elements: “syntactically detachable, initial position, range of prosodic contours, operates at both local and global levels and operates on different planes of discourse” (p. 58). However, Schiffrin's criterion was criticized for not being practical as a wide range of “DMs do not necessarily appear in turn- initial position or operate across different levels of functional planes” (Yang, 2014, p. 31).

Similar to Schiffrin's specific criteria for classifying PMs, Schourup (1999) also argues that PMs are generally defined in term of three significant characteristics which such linguistic elements share: *connectivity*, *optionality*, and *non-truth-conditionality* (p.1230-1232).

Connectivity means that PMs connect language chunks and signal the relationship between them. Optionality implies that these expressions are syntactically independent from utterance to which they are related. Other defining characteristics in Schourup's (1999) work include *initiality, orality, and multi-categoriality*. Because of their being communication devices, PMs are features of spoken discourse that are often but not always used in initial positions and also occur in various forms (e.g. adverbs and conjunctions Schourup, 1999). Although Fung (2003) agrees that PMs are more common in the initial position, she also posits to Schiffrin's and Schourup's (1999) claimed initiality feature arguing that the occurrences of PMs are not restricted to the initial position as they can be used in any part of discourse.

2.3.1 A Detailed Description of the Characteristics & Defining Criteria of PMs in this study

From the discussions of PMs in the literature, this study adopted the following characteristics and the defining criteria of what candidates that are to be identified as PMs in the current study:

Position

Because of their multi-functionality and flexibility, PMs can occur in any part of an utterance. PMs can occur in initial, internal, and final positions (Shiffrin, 1987). Similarly, Fung and Carter (2007) pointed out that PMs can be occur in any position. So, many PMs occur in initial position to mark the boundaries of talk as in *okay in* (a) below, to initiate a topic as *now in* (a) and *indicate a "topic closure,"* as *right in* (b).

- (a) **Okay** so you're all happy with it. **Now** how are we going to approach it would anyone like to suggest a method? (CANCODE)
- (b) **Right**. That's the end of that little section. (CANCODE)

PMs can also occur in utterance middle position to hold the floor of the conversation but they are less likely to be used in an utterance final position where they function as comments (I think in (a)), clarification (I mean in (b)) or as an afterthought (actually in (c)).

(a) She likes all kinds of music classical er mainly classical **I think**. (CANCODE)

(b) But ah since it's for children, this can't be too high the price, **I mean**. (student corpus)

(c) He sends his regards **actually**. (CANCODE)

(see Fung & Carter, 2007, p. 413).

Multi-grammaticality

Multi-grammaticality is among the commonly cited features of PMs in the literature and that is basically because such elements are known of their heterogeneity in the forms and functions (Aijmer, 2013). In other words, PMs do not belong to single and well defined grammatical category “but are drawn from different grammatical and lexical inventories” (Fung & Carter, 2007, p. 413). Fung and Carter also added that the grammatical categories of PMs can be classified into the following types, however, this is not an exhaustive list:

coordinate conjunctions (e.g. and, but, or); subordinate conjunctions (e.g. since, because, so); prepositional phrases (e.g. as a consequence, in particular, by the way, at the end of the day); adverbs (e.g. now, actually, anyway, obviously, really, certainly, absolutely); minor clauses (e.g. you see, I mean, you know); response words (e.g. yeah, yes, no); interjections (e.g. oh, ah, well); meta- expressions (e.g. this is the point, what I mean is, that is to say, in other words) (2007, p. 413).

Multi-functionality

Findings of previous research on PMs similarly concluded that PMs are multi-functional elements with functions related to the local and global discourse coherence (e.g. Aijmer, 2013; Fraser, 1999; Fung, 2003; Fung & Carter, 2007; Schiffrin, 1987; Yang, 2014, etc). For instance, markers such as *so*, *now* and *well* clearly show what multifunctionality, as a defining criterion, is and how it is demonstrated through the multiple functions of such linguistic elements in

interactions. *So* and *now*, as interactional devices, perform various interactional functions such as “summarizing, marking boundaries of talk, switching topic, establishing consequences, etc.” (Fung & Carter, 2007, p. 413). *Well* also has a wide variety of pragmatic functions such as self-repair, turn taking device, marker of disagreement, marker of politeness and face saving, etc, (Aijmer, 2013). Thus, when identifying the various functions of a PM in a text, “the status of a (PM) needs to be contextually- referenced (p. Fung & Carter, 2007, p. 413).

Indexicality

A basic function of a PM, as an indexical expression, is “to signal the relation of an utterance to the preceding context and to assign the discourse units a coherent link” (Fung & Carter, 2007, p. 414). According to Fung and Carter (2007), PMs can be “conceptually empty (English *well*, *ok*, *hey*, *oh*), partly conceptual (so—with the semantic meaning ‘cause’) and conceptually rich (*I guess*, *I think*, *first*, *second*, *obviously*, *frankly*)” (p. 414). Further, through the process of grammaticalization, as Aijmer pointed out, the functions of PMs have changed “from propositional meaning to a mainly textual or interpersonal function” (as cited in Fung, 2003, p. 81).

Optionality and Independence

Another identifying feature of PMs is that they are semantically and syntactically independent, which means that “their existence does not affect the truth condition of the propositions” (AlMakoshi, 2014, p. 45). In other words, when they are omitted, the sentences in which where they are used will still grammatically and semantically sound. However, this study contends that these linguistic devices have core conceptual meanings that significantly contribute to the pragmatic interpretations of their multiple functional uses. So, without having PMs added

to other utterances in the discourse, the different propositional meanings of these related utterances will be unintelligible for language receivers.

Accordingly, the above defining criteria help establish a practical guideline of what a PM is in this study. However, these criteria alone cannot offer an exhaustive identification of all PMs along with their various uses and functions. Hence, a more detailed analysis of PMs requires incorporating important sociolinguistic factors such as the context of interactions and the participants' emic perspectives- other criteria into the framework of analysis as will be identified in the methodology chapter.

2.4 Theoretical Approaches to the Study of PMs in the Spoken Discourse

Generally speaking, PMs have been investigated within a large number of theoretical approaches that vary as much as their definitions, research methods and research interests of those linguistic elements also vary. Therefore, it might not be possible to present a complete review of all the approaches that have been proposed towards the study of PMs. However, when looking at the literature on PMs in the spoken discourse, the discussions and the analysis of PMs center on three main approaches: *the discourse approach*, *the semantic approach* and *the relevance-theoretical approach* (Feng, 2010, p.166). Thus, in what follows, a focus discussion of these three approaches is presented.

2.4.1 Discourse Approach

As for the first approach, *the discourse approach*, the general underlying assumption of that approach is that discourse is coherent in nature. Briefly, when looking at the literature on PMs through the discourse approach in terms of discourse analysis, such linguistic elements are usually studied and analyzed mainly through two theoretical frameworks: Halliday's and Hasan's (1976) systemic functional approach and Schiffrin (1987) discourse coherent-based model. According to

the systemic functional approach, cohesion of discourse “is not the presence of a particular class of items that is cohesive, but the relation between one item and another” (Halliday and Hasan, 1976, p 173). Moreover, in that particular approach, PMs are not identified as the devices of text coherence. Instead, cohesion of a text is achieved through categories such as *co-reference*, *substitution*, *conjunction*, *ellipsis* and *lexical cohesion* (Feng, 2010, p. 168).

Halliday and Hasan’s (1976) approach is not concerned with PMs as Shiffrin (1987) model. However, the systemic functional approach is presented in this study because “it has provided future researchers with a semantic classification” of PMs which is known to have a significant influence on Shiffrin (1987) coherence model; the most highly cited theoretical framework on PMs from the last three decades till present. Interestingly, Shiffrin is considered “the first scholar to take a consistent interest in and investigated English pragmatic markers as a class” (Feng, 2010, p. 169). Further, the strengths of Shiffrin’s (1987) model lies in the fact that it offers both macro and micro linguistic analysis that accounts for “the use and the distribution of markers in everyday discourse” (Shiffrin, 2001, p. 58).

Shiffrin’s (1987) model is a corpus-based approach that is originally based on the corpus-based analysis of the uses and functions of 11 English PMs: *oh*, *well*, *and*, *but*, *or*, *so*, *because*, *now*, *then*, *I mean*, and *you know*. The coherence-based model offers a more functional analysis, similar to Halliday and Hasan’s (1976) functional approach (Feng 2010). Thus, according to her approach, Shiffrin (1987a) defines PMs as “sequentially dependent elements which brackets the units of talk” (p. 31) and also function as “discourse glue” providing the structure and coherence of the text. Furthermore, PMs in Shiffrin’s model, are defined as “a set of linguistic expressions comprised of members of word classes as varied as conjunctions (e.g. *and*, *but*, *or*), interjections

(*oh*), adverbs (*now, then*), and lexicalized phrases (*y'know, I mean*)” (Schiffrin, Tannen, & Hamilton, 2001, p.57).

PMs, according to Schiffrin's (1987) coherence model, can function at five discourse planes that helps establish coherence relations between units of discourse (p. 9). That multi-planed discourse model shows how discourse coherence is locally and globally achieved through the multi-functions that PMs simultaneously perform at those five discourse planes:

- *Participation Framework* refers to the different interactional process through which speakers and hearers can get involved through talk due to their mutual presence and shared responsibility for discourse and its production.
- *Information State* involves the organization and management of the knowledge and the meta-knowledge possessed by participants.
- *Ideational Structure* deals with semantics structures. Three different relations where semantic structures contribute to the overall configuration: cohesion, topic and functional relations.
- *Action structure* deals with speech acts in terms of what action proceeds, what action is intended to follow and what action actually does follow.
- *Exchange Structure* is the process through which interlocutors can alternate sequential roles and define those alterations in relation to each other (24-28).

As can be observed above, Schiffrin's (1987) five-plane model shows how the different planes of discourse are interconnected. Through adjacent units in discourse, local coherence is constructed. In term of global coherence, the same model “can be expanded to take into account more global dimensions of coherence” (Schiffrin, 1987, 24). Although the PMs she examined in

her study are based on the planes of discourse on which they function, PMs can have functions on more than one plane (Schiffrin, 1987, 316).

However, Schiffrin's (1987) coherence model has been criticized as its theoretical and operational identification of PM is considered too broad to identify what PMs are (Fraser, 1999, Redeker, 1999). Based on that, other criteria are proposed by the same researchers. Yet, their criteria were also problematic. For instance, according to Fraser's (1999) problematic definition of PMs, linguistic elements *such as now, I mean, yknow* are not considered PMs. Similarly, Redeker (1991) criticizes the fact that no specific identification of what to be identified as PMs are provided in the coherence model. Further, she also claims that Schiffrin's proposed-planes, *information structure plane* and *participation plane*, are not as equal as the other three planes and that is because they are related to cognition and attitudes which are better seen as "contributing indirectly to coherence by motivating speaker's choices at the pragmatic plane" (Redeker, 1991, p. 1162). Despite the fact that Redeker proposed another framework, her work does not significantly vary from the coherence model in which it is considered as "rough equivalents to Schiffrin' (1987) ideational and action structures and an extended variant of her exchange structure" (Fung, 2003, p. 47).

2.4.2 The Semantic Approach

Another popular approach on the study of PMs-the semantic approach- is demonstrated in Fraser's works (1990, 1995, 1996, 1999, 2006). According to Fraser (1999, p. 931) PMs are:

"a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases [which] signal a relationship between the interpretations of the segment they produce"

In a brief discussion of the forms and types of PMs, Fraser (2009) identified four types of PMs, including 1) basic markers as such as *please* and *I promise* 2) commentary markers, such as

frankly and *certainly*; 3) parallel markers, such *Sir*, *damned*, and *hey*; and 4) DMs, such as *and* and *but* (p. 3-5). Although Fraser's approach has significantly contributed to the analysis of PMs in terms of the comprehensive typological classification of PMs, I think the main limitation of his work is in his categorical identification of PMs where many markers cannot be classified as PMs in his definition such as "hesitations," "pauses," and "reformulation markers."

Therefore, in a detailed discussion of Fraser's work, Yang (2014), argues that "different from Schiffrin (1987), PMs, in Fraser's (1999) definition, are only limited to linguistic words that signal adjacent discourse segments" (p.12). She also added that although both Schiffrin and Fraser agree that PMs have core meanings in relation to the context, Fraser's approach treats PMs as elements with procedural meanings rather than conceptual meanings. This particular treatment of PMs aligns with the relevance theorists' argument of the non-truth-conditionality feature of PMs where such linguistic entities are considered elements that do not significantly contribute to meanings (e.g. Blakemore, 1996). However, due to Fraser's (1999) treatment of PMs that involves procedural and conceptual meanings of PMs leading accordingly to "a mismatch between definition and classification" (Yang. 2014, p. 12) such approach has not been widely used by researchers on PMs.

2.4.3 The Relevance Approach

Another highly cited approach on the study PMs is Blackmore's (1987) *relevance theoretic approach which has been* extensively used by the Arab linguists in their studies on Arabic PMs in the spoken discourse. By and large, the relevance theory was developed to account for the discourse approach and challenge their views that classify PMs as linking devices. Therefore, according to the relevance theory advocates, the functions of PMs are not "to glue discourse, but rather guide the hearer to the intended interpretation of the utterance and thus facilitate utterance

interpretation” (Feng, 2010, p. 172). According to this approach, PMs are “expressions that constrain the interpretation of the utterances that contain them by virtue of the inferential connections that they express” (Blakemore, 1987, 105). Accordingly, what to be identified as PMs are only elements such as *but*, *so*, *and* with “procedural meaning” but not other markers with conceptual meanings like *frankly* and *in contrast* (Yang, 2014, p.12). Likewise, in Blakemore’s (1992) view, PMs that encode conceptual meaning such as ‘*as a consequence*’ and ‘*contrary to expectations*’ are not classified as PMs as they do not encode a procedural meaning.

However, the relevance theoretical approach is seen as the least inclusive approach to the study of the different uses and patterns of PMs especially in the spoken discourse as it can not account for the multi-functional uses of PMs in interactions (Aijmer, 2013). This is simply because it mainly relies on *the contextual assumptions* in the interpretation of the various functions of PMs and “doesn’t take ‘an integrated view’ on how utterance meaning is achieved” (Aijmer, 2013, p. 11). So, as Aijmer (2013) points out, an analysis of PMs that mainly relies on “finding a common principle” ... “on the basis of contextual assumptions” (p. 11) will not provide an adequate interpretation of the various pragmatic functions of those elements that vary according to *the text type* and the actual role of language user in interactions. According to this theory, “a number of linguistic and contextual factors on the use of discourse particles are understated” (Lam, 2009, p. 354). Such an obvious limitation makes the relevance theory an incomprehensive approach for analyzing the whole of the interactional processes related to “a particular culture, or society, religion, social situation, historical period, etc.” (Aijmer, 2013, p. 12).

2.5 Most Studied World Languages with PMs

PMs, in the spoken discourse, have been largely explored in Indo-European languages (Aijmer & Simon-Vandenberghe, 2011). English language has been known as the language with

the largest number of studies on the phenomena. For example, the English PM *well* has been studied by many researchers including Carlson (1984), Schiffrin (1987), Schourup (1985, 2001), Norrick (2001), Aijmer & Simon-Vandenberg (2003), Aijmer (2009). Moreover, sociolinguists were interested in the study of PMs in different varieties of English such as the non-standard English PM such as quotative *be like* (Miller & Weinert 1995; Andersen 2001; Dailey-O’Cain, 2000). Janet Holmes is another scholar whose research interests also include topics related to gender differences and the use of PMs in New Zealand English (e.g. *you know* (1986) and *sort of* (1988a). Furthermore, Vivian de Klerk studied *well* in Xhosa English, a subvariety of Black South African English (2005), while Gupta (2006) studied how agreement markers such as *you know what I mean* were used in British Black English.

Aijmer and Simon-Vandenberg (2011) also added that many studies were conducted on PMs in French. As such, the authors identify Albrecht’s (1976) study is one of the early studies on French PMs. Roulet (1983, 2006) is another French linguist with a similar research on French *connectives* and *reformulation markers* such as *donc* “so” *après tout* “after all.” Similarly, important research was also conducted on ‘punctuates’ in Canadian French (e.g. Vincent, 1993) and *extension particles* such as *tout ça* “and all that” which have been also extensively studied in a corpus of spoken Montréal French.

PMs have also been explored in languages as Swedish where the study of such linguistic elements have become an interested topic for researchers in a larger number of studies (e.g. Eriksson, 1992; Erman & Kotsinas, 1993; Lehti-Eklund, 2003; Ottensjö, 2005; & Saari, 1984). Further, PMs were also studied in other Swedish varieties such as Östman’s (2006) study of PMs in Swedish Solv’s, a Swedish dialect.

Although PMs have been explored in other languages such as Hungarian, Spanish, Chinese and Hebrew, research in these languages are still relatively small (Aijmer & Simon-Vandenberg 2011). For instance, Dér and Markó (2010) studied the functions of seven Hungarian PMs *így* ‘so’, *meg* ‘and’, *most* ‘now’, *tehát* ‘thus’, *tényleg* ‘really’, *úgyhogy* ‘so that’, and *vagy* ‘or’ in spontaneous conversations of university students. Bellés Fortuño (2006) investigated similarities and differences in the uses of Spanish and English PMs by native (N) and nonnative (NN) speakers of Spanish and English. Durán and Unamuno (2001) studied the Spanish PM *a ver* (Catalan, a *veure*) in teacher-student interaction. Tsai and Chu (2015) also explored the uses and functions of four Chinese PMs *ranhou*, *na*, *nage*, and *shenme* in a corpus of an online Chinese course. Shloush, 1998; Yael Maschler, 1998; Ziv, 1998 studied PMs in Hebrew daily conversations.

2.6 Arabic PMs in the Spoken Discourse

In this section, a more focused exploration centered on the phenomena- that is- Arabic PMs in the spoken discourse. So, a brief presentation was demonstrated to identify how such linguistic entities are treated in the Arabic literature. Also, a detailed discussion was provided to show what PMs are used in Modern Standard Arabic (MSA) and dialectal Arabic and how they have been studied in those different Arabic varieties.

2.6.1 Treatments of PMs in the Arabic Literature

In a discussion of PMs in Arabic and how they were investigated in different studies, Al Kholani (2010) stated that PMs have been treated differently in the literature where two main treatments can be identified: *traditional treatment* and *modern treatment*. First, the traditional treatment of PMs, by previous generations of Arab grammarians, does not even treat the phenomena as PMs or even as DMs with functions at discourse level. Instead, an Arabic term *Huruf* (*Harf* sg.) “particles,” which are defined as “words that only make sense when joined with

others,” (King 1992, 260) was used and the functions identified are only structurally based that are limited to sentence level. The modern treatment has been introduced by Western and Arab linguists in their presumably modern linguistic studies of Arabic. However, their treatment of Arabic PMs “continues to be syntactically-oriented and restricted to the sentence limits. The treatment of DMs as linguistic items functioning at the discourse level, therefore, is almost absent in modern linguistic studies of Arabic” (p. 76–78).

For clarity, it should be clearly stated that although I agree with Al Kholani's previous argument of the traditional treatment of Arabic PMs in the literature. However, I found her argument of modern treatment that claims that the study of Arabic PMs is still limited to the textual level is not entirely valid as recent studies in Arabic literature have demonstrated a complex discourse analysis of the phenomena identifying a variety of functions at discourse level (e.g. Alshamari, 2015; Bidaoui, 2015; Gaddafi, 1990; Kanakri & Al-Harabsheh, 2013).

2.6.2 PMs in Modern Standard Arabic

In their studies on PMs in MSA, Al-Batal (1985) and Ryding (2006) have used the terms *connectives* instead PMs or even the widely used term DMs, and that indirectly points to Al Kholani's (2010) previous argument that the functions of those linguistic elements are assumed to be limited to connecting utterances at sentence level even in modern treatment. According to Al-Batal (1985), PMs in MSA are defined as “coordinating conjunctions, subordinating conjunctions, and subjunctive particles” with functions that are mainly syntactically-based (al-Batal, 1985, p. 22). A similar definition of the same phenomena has been also found in Ryding's (2006) chapter on Arabic connectives. Thus, in her comparison of the uses of PMs in English with those in MSA, the Arabic PMs (DMs in her terminology) are described only as connectives that are “structurally

fixed” with functions mostly limited to texts, whereas the English PMs are seen to have a larger list of functions that can be both conversationally and textually based (Ryding, 2006, p. 408).

Furthermore, in a detailed discussion of the forms and the functions of connectives, Ryding (2006) stated that connectives in MSA have different forms and functions that are directly related to their structural roles in texts; therefore, connectives can have a broad list of forms, including “conjunctions, adverbs, particles, and also certain idiomatic or set phrases,” and their functions in texts are either to connect a “phrase, clause, sentence, [or] paragraph,” or to organize and introduce “text elements, and others requiring particular grammatical operations.” However, Ryding argued that it is only *simple linking connectives*, rather than *operative particles*, that should be regarded as Arabic connectives with functions similar to PMs (DMs in her study) (p. 409).

Additionally, according to Ryding (2006), the basic or highly frequently used linking connectives are divided into eight types, including *waaw al-atf*, the highest frequent connective conjunctions, *faa al-sababiyya*, causative conjunctions, *contrastive conjunctions*, *explanatory conjunctions*, *resultative conjunctions*, *adverbial conjunctions*, *disjunctives*, and *sentence-starting connectives* (p. 409–421). In the following charts (see Ryding, 2006, p. 409–421), examples of the previous types and functions is concisely demonstrated below:

Table 2 The Eight Types and Functions of Arabic PMs in MSA (Ryding, 2006, p. 409–

421).

<p>Types & Functions</p>	<p>1.waaw al-atf "and" 1.sentence starter <i>wa</i></p> <p>2.coordinating conjunction <i>wa</i></p>	<p>2.fu-aal-sababiyya</p> <p>1.a sequential meaning "and then"</p> <p>2. a resultative meaning "and so"</p> <p>3.a contrastive meaning "yet; but"</p> <p>4. a slight shift in topic "and also; moreover"</p> <p>5. a conclusive meaning, "and therefore; in conclusion"</p>	<p>3.Contrastive conjunctions 1 <i>bal</i> "rather; but actually" 2. <i>inna-maa,wa-inna-maa</i> "but; but moreover; but also, rather"</p>	<p>4.Explanatory conjunctions 1. <i>ay</i> "that is"</p>
<p>5.Resultative conjunctions 1.<i>idh</i> "since, inasmuch as" 2.<i>idhan</i> "therefore" 3. <i>Hattaa</i> "until"</p>	<p>6.Adverbial conjunctions</p> <p>1.Place: <i>Hayth-u</i> "there"</p> <p>2.Time <i>bayn-a</i> "meanwhile; whereas" <i>bad-a-maa</i>"after"<i>bad-an</i>"after" <i>bad-a-idhin</i> "after than" <i>Hiin-a-maa</i> and <i>Hiin-a</i> "when; at the time when" <i>ind-a-maa</i> "when; at the time when" <i>ind-a-idhin</i> "then; at that point in time; at that time"</p> <p>3.Subjunctive: <i>qabl-aan</i> "before" <i>thumm-a</i></p>	<p>7.Disjunctives</p> <p>1.Inclusive:<i>aw</i> "or"</p> <p>2. Exclusive: <i>am</i> "or" "whether... or" <i>immaa...aw</i> "either...or"</p>	<p>8.Sentence-starting connectives</p> <p>1.Participle or adjective starters with <i>min-al-</i>: "It is possible that..." 2. Participle or adjective starters without <i>min-</i>: <i>wa-ma?laum-un anna...</i>"It is known that..." 3.Passive starters with or without <i>wa-wa-ulim-a anna . . .</i>: "And it has been learned that" 3.Idiomatic starters for topic shifts: <i>ammaa . . . fa-</i> "as for . . ." 4.Addition: <i>ilaa dhaalika</i> "moreover" 5.Statement of contents: <i>jaa-a fii</i> "it came in the declaration that..."</p>	
	<p>"then"</p> <p>4.Similarity:<i>ka-maa</i> "as" <i>mithl-a-maa</i> "like"</p> <p>5.Equivalence <i>qadr-a-maa</i> "as much"</p> <p>6.Reference or attribution: <i>Hasab-a-maa</i></p> <p>7.Potential or possibility: <i>rubb-a-maa</i> "perhaps" "according to"</p>			

The previous table briefly identifies the eight common types and functions of simple linking connectives in MSA. In the following, some examples of the first two types are briefly presented. The first type, *waaw al-atf*, is used to “signal an additive relationship” (as cited in Ryding, 2006, p. 409) and it can be used either “a sentence starter” or “a coordinating conjunction” as the following examples: (see Ryding, 2006, p. 409-421)

1.1 *Sentence starter wa*

wa-ghaadar-a l-qaahirat-a ams-i musaafiid-u waziir-i l-difaafi-i . . .

(And) the assistant minister of defense left Cairo yesterday . . .

1.2 *Coordinating conjunction wa-*

mawaadd-u adabiyat-un **wa**-lughawiyat-un **wa**-taariixiyat-un **wa**-falsafiyat-un literary, linguistic, historical, and philosophical materials

faa al-sababiyya, the second type, can have different uses and meanings that include “sequential meaning ‘and then,’ a resultative meaning ‘and so’ (*faa al-sababiyya*), a contrastive meaning ‘yet; but,’ a slight shift in topic ‘and also; moreover’, or a conclusive meaning, ‘and therefore; in conclusion” (Ryding, 2006, p. 410). Examples of this type will be demonstrated below: (see Ryding, 2006, p. 411)

2.1 *Sequential meaning*

fataH-tu l-baab-a **fa**-nfataH-a.

I opened the door **and [so]** it opened.

2.2 *Resultative meaning*

fataH-tu l-baab-a **fa**-nfataH-a.

I opened the door **and [so]** it opened

2.3 *Contrastive meaning*

fa-hum maa zaal-uu muhtamm-iina bi-aHdaath-i l-intifaaDat-i.

Yet they are still interested in the events of the uprising.

As demonstrated in the table above, according to Ryding (2006), only simple linking connectives, rather than operative particles, should be regarded as Arabic connectives with functions similar to what is classified in this study as PMs. It is true that the functions of simple linking connectives are generally related to the structural coherence of texts. However, I strongly argue that the list of PMs in Arabic cannot be limited to those simple linking verbs and the functions of those elements in the table above similarly cannot be restricted to text level as they also can function at discourse level.

Moreover, according to Ryding's (2006) classification, linguistic elements in Arabic that are known as *the operative particles*, such as *Inna* which means "verily," cannot be classified as connectives, DMs nor as PMs as they never have functions similar to those elements. Yet, there have been instances during which operative particles perform various pragmatic functions similar to the other PMs and can consequently be treated as PMs. For example, in Saudi Arabic dialects, the operative particle *inna* is combined with another particle *fi* to form one lexical word *finna*, which means "smoothing wrong is going on," however, it might have different pragmatic meanings that vary according to the context.

Based on the previous example of *finna*, investigating Arabic PMs from an approach that treats those different linguistic elements with functions only restricted and fixed to texts will not succeed in exploring and finding out other functions that are not embedded in texts. Therefore, a different approach is needed—one that treats the previous linguistic elements- connectives, conjunctions, particles, or DMs- as PMs with functions embedded in interactions and language use. In other words, treating those linguistic elements as PMs will allow us to investigate the

phenomena not only at textual levels, but also in other interactional social contexts. For that particular reason, I find that describing and identifying those elements as PMs, particularly in Arabic spoken discourse, provides us with a macro-linguistic approach to the study of such phenomena; using this approach, other important parameters, such as the whole interactional process, as well as the social and cultural contexts of the linguistic elements, will be incorporated into the body of this analysis.

Accordingly, it should not be surprising that some Arab linguists controversially identified PMs as only existent in colloquial Arabic but not in Standard Arabic (Al-Khalil, 2005, p. 31). Contrary to Al-Khalil's claims, Hussein and Bukhari (2008) argue that Arabic PMs are used in standard and non-standard Arabic. Therefore, the findings of Hussein and Bukhari's (2008) study revealed that linguistic elements in MSA can also function as PMs such as the Arabic PM *fa* that has been used as a PM to encode five different procedural meanings: conclusive import, temporality, explicative force, unexpectedness (p. 10-14). Al-Khalil's (2005) argument of excluding the phenomena of PMs from Standard Arabic might be motivated by the fact that Classical Arabic (CA) and MSA are highly preserved by Arab speakers in which such varieties of Arabic are known to have limited functions that are related to the religious and official sects. However, that should not be taken for granted to describe CA and MSA as frozen varieties of Arabic where PMs do not occur.

With that being said, the validity and reliability of the current approaches toward the study of the phenomena in Arabic spoken discourse are highly questionable and problematic. As discussed earlier, based on the traditional and modern approaches toward the study of PMs in Arabic, the lists of what to be identified as PMs are assumed to be limited and similarly with functions restricted to sentence level but not to discourse level (e.g. Abbâs, 1963; al-Batal,

1985,1990; 1994; Alsayyid, 1968; Rida, 1961, Ryding, 2006). Studying the phenomena mainly from such a narrow window will deprive us of investigations into what other linguistic elements that are to be identified as PMs based on their discursive functions and how the phenomena of Arabic PMs are actually used in other contexts as the classroom context, which is the focus of this study. Accordingly, I strongly believe that treating the phenomena as PMs will enable us to investigate what linguistic elements, not identified in the literature, can be treated as Arabic PMs and what functions they perform in different contexts.

Once the presentation and discussion of the treatments of PMs in Arabic literature and particularly in MSA have been considered, a presentation of PMs in different colloquial dialects of Arabic will be described in the next section. It should be noted that studies on the phenomena that is going to be discussed in the next section have used the term DMs instead of PMs. My position on this regard is that I do not only oppose to the treatment of the phenomena as DMs, but also to the extensive reliance on the Relevance theoretical approach to account for the study of the phenomena in the spoken discourse since that approach has been identified as the least compatible approach on the study of PMs (Aijmer, 2013).

2.6.3 Arabic PMs in the Spoken Dialectal Arabic

Gaddafi's (1990) study on Arabic PMs in Libyan Arabic is considered the first study on Arabic PMs in the spoken discourse. Interestingly, this is one of the fewer studies in the Arabic literature with analytical framework that is based on Schiffrin's (1987) coherence model. Based on naturally collected data through participant observation, the previous researcher investigated the uses and functions of some Arabic PMs including *ʕaraft* (you know), *ʕaraft keif* ('you know how), *taʕrif* (you know) and *yaʕni* (I mean) and others causality markers such as *lihada*, *idan*, which literally means (so), and *lianna* that means (because) .Briefly, the purpose of Gaddafi's

study was to analyze the multiple interactional functions of the previous PMs in spoken Libyan Arabic from an analytical frame that is based on Schiffrin's (1987) five functional planes: *exchange structures*, *action structures*, *ideational structures*, *participation framework* and *information state* (see section 2.5.1 for a detailed discussion of the five planes).

The findings of Gaddafi's (1990) study demonstrated that the use of Schiffrin's (1987) model as an analytical approach provided a detailed analysis. For instance, the markers *ʕaraft* (you know), *ʕaraft keif* (you know how) and *taʕrif* (you know "female marker") were used to perform multiple interactional functions at different discourse levels particularly at exchange structures and information state levels, whereas *taʕrif* and *ʕaraft keif* were more likely to function at the level of participation frameworks (p. 142). The PM *yaʔni* "I mean" performed three main functions related to the participation frameworks: "a marker of explanation of intentions, a marker of expansion of ideas and a marker of replacement repairs" (p.201). On the other hand, markers of causality as *liarina* "because," *idan* "so" were used "to mark fact-based causal relations (while)... *idan* (was) used to mark knowledge-based causal relation in the information state." *Lanna* "because" was used "to mark action-based causal relations". And finally, *lihada*, and *idan* were used to promote turn-transition" (p. 272-273).

Furthermore, based on a spoken corpus collected from TV and radio programs and recorded interviews, Batal (1994) explored the uses and functions of some Lebanese Arabic (LA) PMs including *yaʔnī* "i mean," *bass* " but," *halla* "now," *tayyeb* "well," and *ba'a* "so" and therefore." The findings of his study demonstrated that the Arabic dialectal PMs in his study function at both sentence level and discourse level (94-97). For example, the Arabic PM *yani*, in a way similar to the English PM *in other words*, functions at a clause and a paragraph level to denote clarification and recap similarities. At a discourse level, the same marker, is used as discourse filler

with functions similar to *you know* and *I mean* in English. While the Arabic PM *bass* (*but*) is used to point out an adversative relationship between elements in the text, *halla* (*now*) is used to imply a shift in the movement of discourse and to change a discourse topic. Similar to *so* and *therefore* in English, *Ba'a* is used to indicate a conclusive relationship between two elements of discourse. *Tayyeb* (*well*) implies a shift between speakers in discourse.

The second type of Arabic PMs in Al-Batal's (1994) study were Arabic PMs that are common to LA and MSA such as *wa* (*and*), *aw* (*or*), *la-'innu*, *'izzan*, *leekin*, and *ma'innu*. According to Al-Batal (1994), *wa* and *aw* are classified as connectives; the first marker indicates an additive relationship between discourse units, while the second marker denotes an alternative relationship. *La-'innu* (*because*) implies causal relationship in discourse. *Izzan* (*therefore, thus*) suggests a conclusive relationship. The Arabic PMs *Leekin* (*but*) and *ma innu* (*although*) indicate adversative relationship.

The third list of Arabic PMs in Al-Batal's (1994) includes markers that are more commonly used in MSA such as *fa*, *Ada fan inn* "*in addition,*" *bi-l-idaafe li* "*in addition to,*" *fadlan fan* "*in addition to,*" *innama* "*but; but rather,*" *kazalek* "*likewise, similarly,*" and *amma* and *'ay* "*that is; i.e.*" *amma....,fa....* "*as for.*" *Fa* is considered the most complex Arabic PM as it communicates different functions such as implying causal and conclusive relationships (= *so* and *therefore*) and introducing topic comments (= *so far*). Other PMs such as *'Ada fan inn*, *bi-l-idaafe li*, *fadlan fan* similarly function as indicator of additive relations in discourse. *'Innama* (*but, but rather*) are used to denote adversative relationship. *Ay* is used as explicative marker. While *Amma* is used to introduce new topic, *fa* is added to introduce the comment.

Although Al-Batal (1994) claimed that his analysis is not similar to "sentence-based approach that has dominated the study of connectives in Arabic grammar does not adequately

account for their complex textual functions” (p. 92), the findings of his study revealed more of a sentence level-based analysis—an analysis that treats PMs as connectives with functions limited to text coherence. By adopting the relevance analytical framework that treats PMs as elements with more procedural meanings, Al-Batal’s interpretations of the functions of Arabic PMs in his study were mainly limited to the local coherence of the text where PMs have more of structural functions. So, with that being said, it should not be surprising to know that other important functions of PMs that are related to the global coherence are not addressed in that study (i.e. interpersonal functions).

Based on relevance theoretical approach and sociolinguistic theoretic model, Bidaoui’s (2015) investigated the uses of some Arabic PMs in three Arabic dialects. He hypothesized that different social variables like nationality and type of interaction, as well as individual choices accompanied by differences among the dialectal systems of the participants will lead to variations in the use of PMs of elaboration among participants in his study. Twenty-four males aged 25–56 participated in the study; they spoke three different Arabic dialects: Algerian Arabic, Moroccan Arabic, and Egyptian Arabic. Through interviewing the participants and observing two types of conversations, interactions between people of the same and different nationalities, the researcher collected data from 12 conversational sessions of thirty minutes each and from 21 sessions of structured interviews of twenty minutes each.

The findings of Bidaoui’s (2015) study revealed that variations in the uses of the same markers occur—particular markers were only used in particular dialects. Briefly, these were the PMs that were used by the participants: *yaʕni /yəʕni*, *za ʕma*, *C’est a dire*, *je veut dire*, *ça veut dire*, which they literally mean “I mean” (p. 27). Linguistic elements like *yaʕni* and *yəʕni* were used by all three dialects. On the other hand, *za ʕma* was only used between participants of the same nationality, such as a Moroccan talking to another Moroccan, or an Algerian talking to an

Algerian. The French PMs *C'est a dire, je veut dire, ça veut dire* only appeared in the Algerians' and the Moroccans' speech.

Through the Relevance theoretical approach, Bidaoui (2015) was able to investigate different pragmatic meanings of Arabic PMs, which were not possible in the previous studies. Further, in contrast to the previous studies on PMs in MSA where Arabic PMs are treated as connectives with functions limited to coherence of the text, Bidaoui demonstrated a different sociolinguistic-based analysis of PMs in three spoken Arabic dialects through exploring the impact of important social variables such as nationality and types of interactions on the uses of PMs, which is still an area that has not yet been enough addressed in the Arabic literature.

However, treating the phenomena from the relevance-theoretic approach has posed certain problematic issues. According to Bidaoui's (2015) relevance analytical approach, an important multifunctional marker such as *yaʕni* was only identified as marker with no conceptual meaning. According to that, other important contextual components that constitute the multi-functional uses of clarifications markers are missing in Bidaoui's analysis where the functions were only analyzed from a general principle, the principle of relevance to the hearers. Thus, I found the identified functions of those elements, especially clarifications markers (i.e., *yaʕni*), in the researcher's work do not answer important questions related to why these PMs are used in interactions (Aijmer, 2002). Further, because of his identification of some PMs as elements with procedural meanings and with functions parallel to those of the grammatical categories, Bidaoui associated himself among the Arab linguists whose approaches align in their treatment of phenomena in Arabic where such elements are treated as connectives and particles with textual functions.

Through using discourse analytical approach and translation theory as theoretical frameworks of their analyses and based on a 20 video-taped dyadic Jordanian Arabic

conversations, Kanakri and Al-Harashseh (2013) studied the uses and functions of the dialectal Arabic PM *ʔa:di* “ok,” a PM that has been widely investigated in the literature. Findings revealed the Arabic PM *ʔa:di* was used to perform nine pragmatic functions as identified below:

- to support or extenuate a difficult situation.
- to ask for a permission to do something.
- to communicate disapproval or rebuke.
- to show discontent of certain incidents.
- to express the meaning of contempt, disdain, or scorn.
- to express courtesy.
- to show an acceptance of but without bearing any responsibility taking an action.
- to save one’s face.
- to express an indirect interrogation or criticism of a certain behavior (p. 61-62).

Based on the transcriptions of seven Egyptian movies, Ismail (2015) demonstrated another qualitative analysis of the functions of three Egyptian markers “ba'a”, “*ṭayyeb*”, and “*ṭab*” which literary mean “ok.” The results of his analysis showed that “ba'a” performs the following functions: “coherence, contrast, end of encounter, conclusion, interpersonal management, end of patience, surprise, sarcasm or politeness” (p. 57). Although *ṭayyeb* and *ṭab* have different spellings, they have almost the same meanings. Therefore, *ṭayyeb* and *ṭab* are commonly used as response tokens with similar functions related to acknowledgment, giving consent, mitigating, a directive speech act and threatening (p. 70).

PMs have also been explored in the Saudi Arabic. An example of that is Alshamari’s (2015) pilot study of three PMs in the Saudi Haili dialect. Again, the relevance-theoretic approach was also the framework of analysis adopted by the researcher. For the purpose of deciding whether the three Haili PMs *jamaar*, *maar*, and *al-muhim* should be treated as PMs of Haili Arabic or not, Alshamari has applied Schourup’s (1999) characteristics of PMs to the analysis of *jamaar*, *maar*, and *al-muhim*: “connectivity, optionality, non-truth-conditionality, weak clause association, orality, initiality, optionality and multi-categoriality” (p. 6). According to the findings of his study,

jamaar, *maar* and *al-muhim* are identified as three PMs in the Saudi Haili dialects. For example, *jamaar* has been identified as a “pejorative or speculative PM with functions related to introducing and signaling “the speaker’s attitude against the event at hand,” whereas, *maar*, on the other hand, has three different discursive functions: “logically resultative, contrastive and ironic” PM (p. 7–10). The third PM, “*al-Muhim*,” has been shown to have one conversational function as an “anti-digression,” which basically means to “re-guide” and maintain “the ongoing discussion” on the particular topic (p. 11).

Another study on the Saudi Arabic PMs appeared in Al Rousan (2015)’s study of the Saudi PM *maʕ nafsak*, a linguistic element that means “be with yourself” and is widely used by young Saudi speakers of different Saudi dialects to communicate various pragmatic functions. The focus of the study was to investigate what pragmatic functions were communicated through the use of this particular marker. For the study, 262 WhatsApp and BBM messages were collected from 17 undergraduate students aged 18–19 at Yanbu University in Saudi Arabia. Out of the 262 messages, a total of 132 cases of the PM *maʕ nafsak* occurred in the WhatsApp and BBM conversations among the students.

Based on the qualitative analysis of the students’ conversations, 12 pragmatic functions were identified with “context-dependent” functions (Al Rousan, 2015, p. 40) According to the findings of this study, *maʕ nafsak* was observed to have meanings that were coded in the consequent utterances, and it can also have “meaning when it occurs on its own” (p. 45). Such a finding opposes the previous studies of Bidaoui (2015) and Alshamari (2015), which regarded PMs as elements with procedural meanings limited to the context. By arguing that the meanings of the PM *maʕ nafsak* cannot be limited to the sentence level, and that their different pragmatic meanings are context based, I found Al Rousan’s (2015) study to partially align with Aijmer’s

(2013) argument regarding PM, in which the uses and functions of *maʿ nafsak* have been observed as cue phrases “with prosodic and grammatical uses constitute significant information for disambiguating the different meanings and functions of an utterance” (Al Rousan, 2015, p. 45). Therefore, Al Rousan added that the interlocutors have generally used *maʿ nafsak* as “a linguistic device to build rapport, to keep the conversation flowing, and to facilitate communication” (p. 46). Briefly, Al Rousan’s (2015) particular treatment of the functions and uses of *maʿ nafsak* deals with such linguistic elements as communication devices with functions that are contextually based and meanings that are mediated through interactions; I consider Al Rousan’s study to be the basic stone on which my future study will be based.

After a meticulous search for the phenomena through the use of various search engines and databases and relying on different keywords (i.e. Arabic pragmatic markers, Arabic discourse markers, Arabic connectives, Arabic particles...etc.), I must conclude that Arabic PMs in classroom context is a topic that has not yet been explored in the Arabic literature. Since the focus of this study is on the uses of functions of PMs in the L2 classroom interactions in general and in teacher talk in particular, the last part of the literature review of the current study will provide a detailed presentation of PMs in the L2 classroom contexts.

2.7 Investigating Uses & Functions of Spoken PMs in the L2 Classroom Contexts

This section presents a brief overview discussing important concepts related to PMs in spoken classroom discourse which is the focus of this study. Thus, in this section, only one main theme is covered in details that is *Investigating Uses and Functions of Spoken PMs in the L2 Classroom Contexts* and it is accordingly explored in five related subthemes: *Pedagogical Uses & Functions of PMs*, *PMs & Second Language Learners*, *PMs in Teachers-Students Interactions*,

PMs in Teacher Talk and PMs in Teachers' Perceptions. Section 2.7.1 explores important pedagogical uses and functions of PMs in classroom interactions such as learners' comprehension of classroom talk and learners' interactional uses of those elements. Section 2.7.2 identifies how PMs are learned and developed by L2 learners. Section 2.7.3 presents a variety of functions of PMs that are constructed through teachers- students' interactions. Section 2.7.4 demonstrates a detailed analysis of the actual uses of PMs in teacher talk. Finally, section 2.7.5 explores how PMs are perceived by language teachers.

2.7.1. Pedagogical Uses & Functions of PMs

The majority of studies on PMs in classroom contexts have findings that called for the incorporation of those linguistic elements in classroom teaching and learning materials for developing learners' communicative and pragmatic competence (e.g. Fung, 2003; Fung & Carter, 2007; Hellermann and Vergun, 2007; Romero-Trillo, 2002) and enhancing students' understanding of teacher talk (see Flowerdew and Tarouza, 1995; Jung, 2003; Moreno et al, 2006; Othman, 2010). Nevertheless, exploring the pedagogical functions of PMs in classroom is a topic that has not been enough explored in the literature. An important pedagogical function of PMs that has been widely explored in the literature is improving learners' listening comprehension of the structures of the information represented in different transcribed texts of teacher talk with and without the addition of PMs (Chaudron & Richards, 1986). However, the majority of the studies on that particular interest have focused on the influence of PMs on learners' comprehension of university lectures (AlMakoshi, 2014). According to Bellés-Fortuño (2006), understanding lectures is a conscious process that requires learners' awareness to the various functions of PMs in the lectures. So, according to Bellés-Fortuño's comparative study of the uses and functions PMs (DMs in her terminology) in North American and Spanish academic lectures that was based on a corpus-based

analysis incorporating Halliday's functional model, PMs have significant impacts on listening comprehension that can be summarized into the following points:

- i) the ability to identify topic of lecture and follow topic development
- ii) the ability to recognize the role of discourse markers for the structure of the lecture, and
- iii) the ability to identify important phonological features of classroom talk such as
irregular pausing, hesitations, stress and intonation patterns, unit boundaries,
intonation, false starts (p. 70).

Moreover, in her review of literature on the role of PMs in listening comprehension, Chen (2014) concluded that the findings of many empirical studies have revealed how "the increased attention to (PMs) has led to more solid evidence in support of their processing benefits for lecture understanding, either facilitating interpretation, guiding and signaling understanding, or signposting the transition of speakers' moves" (p. 18). Therefore, the findings of previous research on spoken classroom discourse either in monologic or dialogic lecture styles have demonstrated that there is a positive relationship between the occurrences of PMs and students' listening comprehension (e.g. Aijmer, 2004; Ben-Anath, 2005; Bestgen, 1998; Borderia, 2006; Chaudron and Richards, 1986; Hansen, 2006; Fraser, 2006; Hovy, 1995; Sanders et al, 2000; Segal et al, 1991; Redeker, 2000; van Dijk, 1979; Tyler, 1992; Tietze et al, 2009). Similarly, Fung (2003) stated that PMs are elements with potential impacts on the learning of the receptive skills as listening and that is simply because such communication devices "can convey to listeners how segments of talk and the interrelationships among ideas are linked together as a coherent whole

and provide more spacing capacity for information processing” (p. 223).

Furthermore, an increasing number of studies on PMs in pedagogical settings have revealed that there is a significant relationship between the occurrences of PMs in classroom talk and the teaching receptive skills such as listening. Therefore, research into the effect of PMs on academic lectures has become an interesting topic for many researchers. An example of that is Chaudron and Richards’ (1986) pioneering experimental study that investigated how different types of PMs affect non-native students’ comprehension of university lectures. The participants in that study were exposed to four passages versions that were already based on a natural videotaped lecture: *baseline version*, *micro version*, *macro version* and *micro-macro version* (Chaudron and Richards, 1986, p. 118). The first passage, *the baseline version*, didn’t include any PMs. The second version, *the micro version*, included different types of micro PMs which are known as lower-order markers linking clauses and sentences. The third version, *the macro version*, included macro PMs which are basically higher-order markers marking major transitions. The final version, *micro-macro version*, was based on both micro and macro PMs.

According to the findings of Chaudron and Richards’ (1986) study, the English PMs in that study were divided into two categories: macro-markers (higher-order markers marking major transitions) and micro-markers (lower-order markers linking clauses and sentences). The results from the four groups showed that macro-markers were more associated with “...successful recall of the lecture than micro markers, that is lower-order markers of segmentation and intersentential connections” (Chaudron and Richards, 1986, p. 122).

Similarly, Lau et. al., (2016) found out that the EFL Taiwanese students in their study were more aware of the macro markers which were the most frequently used markers in their teacher

talk. According to their students' responses on questionnaire, they were divided into three groups: high-comprehension group (which understood 85% or more of the lecture), a mid-comprehension group (which understood between 75% and 85% of the lecture) and a low-comprehension group (which understood less than 75% of the lecture). Briefly, the results showed that students with better understanding of the various functions of PMs in the lectures were classified as the ones with higher comprehension of the lecture content "whereas low-comprehension students tended to focus on their emphatic function. A small proportion of low-comprehension students even considered (PMs) redundant" (p. 119).

Another similar work on PMs within a university lecture genre appeared in Bellés Fortuño's (2006) contrastive study of Spanish and North American lectures. The data was based on both the North-American corpus (NAC) made of twelve North-American English lecture transcripts from the University of Michigan (United States) and the Spanish Corpus (SC) with twelve Spanish lectures recorded and transcribed at Universitat Jaume. The results revealed that Spanish and English PM under study were classified into three categories: *micro markers*, *macro markers* and *operators*.

According to Bellés Fortuño's (2006) identification of the three types of markers, the micro markers included *causal*, *contrastive*, *consecutive* or *additional* markers, the macro markers, such as *starter*, *organizer*, *topic shifter*, were used to convey structural relations and the operators were mainly used in the spoken discourse such as "attitudinal, pause filler, elicitation, acceptance and confirmation-check" (p. 159). Briefly, the results showed that "micro-markers were the most often used type of (PM), followed by operators and macro-markers in the last instance" (p. 167).

Contrary to Chaudron and Richards' (1986) previous results, findings from Belles-

Fortuño's (2004) study revealed that micro-markers (i.e., because and since) were more pertinent, frequent and more commonly used in both North-American and British English lectures than the macro markers (i.e., first of all and let's begin) and that could be related to factors as the stability and invariability of those markers. On the other hand, the uses of macro-markers were not as fixed as the other micro marker as their uses were influenced by many factors including "the type of discourse, disciplinary variations or even lecturers' personal style". (p.128). However, other comparative studies on PMs in classroom contexts concluded with contrastive remarks labeling PMs as elements with insignificant values on learners' comprehension. For instance, in the discussion of their findings, Dunkel and Davis (1994) stated that PMs didn't have significant impacts on students' listening comprehension of lectures. Because of such controversial conclusions, one might argue here that "... the overall effects of (PMs) on the learners' listening comprehension is complicated, and even more so to understand to what degree (PMs) affect listening comprehension during the information processing" (Chen, 2014, p. 18). In a further clarification, Chen added that the contradicting results of the previous studies regarding the pedagogical uses of PMs can be interpreted as the natural consequences of "...existing disputable research results (which) are due to the methodological drawbacks" (p. 19).

On the other hand, studies on the uses of PMs in classroom context have revealed that the different pedagogical functions and values of PMs either in teachers' use and students' productions also vary according to the different classroom pedagogical practices. So, recent studies have shown that L2 students' production and uses of PMs are influenced by the way those linguistic utterances are taught and demonstrated to them by their teachers. An example of that is Alraddadi's (2016) study on Saudi EFL students' productions of PMs in a university classes at Taibah University, Saudi Arabia. The participants were 41 male Saudi undergraduate university students aged

between 18-21 studying EFL classes at the preparatory college. Students were placed into two groups where they were exposed to two different teaching methods: Task-Based-Language Teaching method (TBLT) and Presentation-Practice-Production model (PPP).

Participants in each group were taught five topics for two hours long. Before the treatment, participants' productions of PMs in the two groups were almost the same. But, the results changed in the immediate post-tests after the students received the lessons in which students in the TBLT group used 59 PMs, whereas only 48 PMS were used in the PPP group. However, the significant difference in the results appeared in the delayed-posttests where students in the TBLT group used 33 PMs, while only 11 PMs were used by the participants in the other group. Thus, the use of TBLT as a teaching method was reported to have a stronger influence on the learning of PMs by students and that might be related to the fact that in the TBLT group and through task-based teaching approach, students in that group were given opportunities to interact and carry out a task that help them to use the target PMs more and be able to notice them in "the receptive tasks" (Alraddadi, 2016, p. 22-24). On the other hand, students in the PPP group are not exposed to "long-term acquisition" of the target PMs (as cited in Alraddadi, 2016, p. 24) as learning in that group is more teacher-centered where students are given less time to use the target PMs and be aware of them in their productions. Briefly, in line with previous reseasch that showed that instructions plus "task-based communicative practice" is important to the learning of PMs (see Hernández, & Rodríguez-González, 2012), the findings from Alraddadi's (2016) study also revealed that TBLT method has more significant impact on the long term learning of PMs as it provides both more communication-based practices as well as enough noticing of the target forms in the receptive tasks (p. 24).

Similarly, in another experimental study, Asl and Moradinjed (2016) investigated the

relationship between the explicit teaching of PMs in classroom instruction and the speaking proficiency of EFL Iranian university students. The participants were divided into two groups: in treatment group, students were exposed to the explicit instruction of PMs, while in the control group, students were only exposed to the traditional teaching that does not include the explicit teaching of PMs. Pre- and posttest were conducted. Before the treatments, the results of the pretest of both groups were significantly low. After the post test was distributed to the two groups, the treatment group outperformed the control group as the results demonstrated that there was a significant increase in the appropriate and frequent use of PMs by participants in the treatment group.

Likewise, Tsai and Chu's (2015) is other study that explored the effects of PMs on learners' oral fluency in Chinese. The authors investigated how the uses of the four Chinese PMs (e.g. *ránhòu* "then," *nà* "in that case" *nàgè* "that" and *shénme* "why, how come") reflected a speaking fluency in learners of an online Chinese language course. Participants were divided into three groups: N Chinese teachers, Chinese second language learners and Chinese foreign language learners. The main purpose of the study was to demonstrate whether or not the uses of PMs by the second and foreign language learners of Chinese could be an indication of the speaking fluency. According to a corpus-based analysis of a total of 220 minutes of video recordings of an online Chinese course, "the frequency of appropriately used (PMs) reflects the richness of the content produced by the language user" (p. 21). In other words, a wider variety of Chinese PMs were appropriately used only by the N Chinese speakers, who were the teachers in that study, and then by the second language learners of Chinese who had enough exposure to the language in the natural Chinese-speaking environment. On the contrary, the least number of PMs appeared in the speech of foreign Chinese language learners whose exposure to Chinese is mainly limited to classroom

language instruction.

Identifying the pedagogical values of PMs in classroom contexts is still a controversial topic among classroom discourse researchers. Contrary to the findings of previously discussed studies that argue for the favor of the significant values of PMs in classrooms, Nejadansari and Mohammadi's (2014) study on the uses and functions English PMs in the EFL university classes of Arkan University in Iran claimed that PMs do not have significant impacts in pedagogical settings. According to their results, such linguistic devices are mainly used by teachers for fewer functions that are basically related to the organization of discourse. Therefore, data were collected from four classes. After transcribing and analyzing the data, the results showed that PMs in the study were used equally in the different classes of "which 26.6% belongs to group A, 24.8% to group B, 24% to group C, and 24.4% to group D" (p. 8). The researchers concluded that the occurrences of PMs in classroom interactions were very limited as it is challenging for second language learners to acquire and learn such linguistic elements. In contrast to their conclusions, I strongly argue that it is mainly the EFL classroom environment that limits the occurrences and uses of PMs in their study and in the EFL context in general as will be clarified in the light of the table below:

Table 3 the Distribution and Occurrences of PMs Utilized by the Teachers (Nejadansari & Mohammadi, 2014, p. 11).

Type of DM	Distribution	Distribution	Distribution	Distribution	Distribution	Total
Contrastive Markers	However 0.6%	Instead 0.9%	But 3.8%			Fre. 5.4% Occ:58
Elaborative Markers	Also 4.7%	And 5.4%	Well 12%	That is 5.2%	Or 2%	Fre.29.5% Occ:314
Inferential Markers	Then 1.7%	So 2%	Since 2.5%	On the con. 0.9%		Fre.7% Occ: 76
Confidence Markers	Indeed 0.1%	Definitely 1.5%				Fre.1.6% Occ:18
Focus Markers	Only 0.9%				Of course 0.6	Fre.1.8% Occ:20
Attention Markers	Now 2.6%	Look 0.8%				Fre.3.4% Occ: 37
Request Markers	Please 3%					Fre.3% Occ. 4

As can be seen in the table above, the teachers in Nejadansari and Mohammadi's (2014) study only used basic message relating, and topic relating PMs. Elaborative markers were the most commonly used ones as they got the highest degree of distribution (29.5%). Inferential markers were in the second rank with degree of distribution of (7%) with 'since' as the most frequent PM. The contrastive markers were in the third rank with 5.4% distribution with 'but' as the highly frequent PMs. Attention markers were placed in the fourth rank with 3.4%. Request markers were in the fifth rank with 3% frequency of occurrence. The focus markers and the confidence markers were classified as markers with the least degree of occurrence of 1.8% distribution and 1.6%. What can be inferred from the functions discussed above is that classroom interactions of the four groups were dominated by teachers and students were regarded as passive learners. Although many studies have empirically proven the multi-functionality of PMs as communication devices, interactional PMs, which are typically known of their functions that trigger interactions (AlMakoshi, 2014), were rarely used by teachers in the study above.

My interpretation of the results as demonstrated above aligns with the findings of many scholars (e.g. Hellermann & Vergun, 2006; Quan & Zheng, 2012) who argue that many functions of PMs that enhance teachers-students' classroom interactions such as interpersonal functions are not commonly used or even encouraged in EFL classroom settings. Likewise, similar conclusions are found in Hellermann and Vergun's (2006) study where they state that PMs are underused by L2 learners for factors related to teachers' pedagogical practices that are more interested in the structural organization of classroom discourse rather than facilitating classroom interactions (Hellermann & Vergun, 2006). The other possible factor is related to the low fluency level of the EFL teachers in mastering the different complex functions of PMs and being able to utilize them in their classroom talk (Hellermann & Vergun, 2006).

2.7.2 PMs & Second Language Learners

Many comparative studies on the uses of PMs in classroom contexts do not only reveal that such linguistic elements are used differently by N and NN speakers of different languages (see Fung & Carter, 2007), but also demonstrate that the appropriate uses of PMs could imply a higher pragmatic competence level. So, this section discusses relevant studies that center on second language learners' use of PMs and how their learning of such linguistic elements develop their pragmatic competence and reflect an advanced level of language production.

According to Romero-Trillo (2002), the inappropriate uses of PMs by NN speakers reflect the so-called "pragmatic fossilization" that happened not because of a lack of NN learners' grammatical competence "but because (of) a delay in the presentation of the pragmatic variation... with respect to the way communication competence was acquir(ed) in the mother tongue" (p. 771). Therefore, the results of her corpus driven analysis of the English PMs "look," "listen," "you know," "you see," "I mean," and "well" used by both N and NN children and adults showed

that such elements were used differently by the two groups. First, as PMs are more likely to be used in interactions, such elements were more often used by adult speakers and less likely used by children and that is because “children’s conversations are action- based (speech to obtain goods or services), not interaction-based” (p.777). Second, involvement markers like *you know* and *I mean*, which were known of their efficient interactional functions that are only embedded in social interactions, were used mainly by adult learners (either N or NN speakers). Third, attention-getting markers such as “listen” were used by NN children speakers whereas the N children preferred the use of the other “more polite markers” *look* (p.778). Finally, the lack of NN speakers to demonstrate the competent use of involvement markers imply pragmatic fossilization (p. 783).

Another study with a similar research interest appeared in Hellermann and Vergun’s (2006) study on the uses of the English PMs *well*, *you know*, and *like* inside and outside classroom settings by beginner adult L2 learners with no previous exposures to official language instruction in a regular school setting. The study was based on a corpus of an official project called ‘Lab School’ which was originally designed for investigating language learning by beginner English adult learners. The data were collected through audiotaped recordings of classroom interactions. Seventeen participants, who were classified as lower proficiency English speakers, were included in the study. The findings of quantitative and qualitative analyses showed that only 11 students used PMs in their talks and the number of those elements were very limited to 98 occurrences out of the total 8802 tokens. For the learners’ speaking fluency, there was a positive relationship between students’ higher fluency level and the likeliness to use more PMs in their interactions with their teachers to perform interpersonal relationships. This observation regarding the interpersonal uses of PMs in teachers-students interaction in upper level classes also corresponds to the findings of many empirical studies (e.g. Othman, 2010; Yang, 2014).

Further, developing learners' pragmatic competence requires the use of diverse types of PMs with appropriate pragmatic functions. Therefore, as Iglesias Moreno (2001) indicates, PMs are important communicative device for language speakers as they greatly contribute to the maintenance of interactions between interlocutors. Thus, such linguistic elements should be learned and developed "as part of the L2 student's communicative competence" (p. 129). In other words, the same researcher above also states that PMs "...fulfill multiple interactive functions fundamental to the speaker-hearer relationship" including "...showing politeness to the addressee, carrying out repairs, attention-getting, feedback and a number of others" (p. 130).

The target population of Iglesias Moreno's (2001) comparative study were undergraduate Spanish students of English aged 21-25 and two American students at the University of Seville in Spain. Through the use of CA as analytical tool, qualitative analysis was demonstrated to 15 English conversations (each conversation lasted 5-8 minutes). In the second phases of analysis, a corpus-based analysis of the participants' uses of "well" was conducted. Overall, the results showed that students who were at the upper university level used PMs more than the lower level students. The micro corpus-based analysis of "well" revealed that such marker was used differently by the NN speakers to perform different functions as compared to the functions of the same marker used by the N English speakers. For example, there were instances when "well" was substituted with other markers as "okay" or even deleted where it was reasonably needed. In addition, examples of L1 interference were present too in which L1 Spanish markers were used by second language learners instead of the English PMs. These results regarding the different uses of PMs by lanaguge learners from different oral fluency levels clearly indicates that PMs are important indicators for L2 learners' pragmatic and communicative competence (Yang, 2014).

2.7.3 Uses & Functions of PMs in Teachers-Students' Interactions

Generally speaking, there has been a growing interest in the study of classroom discourse since the late 1940's (Sinclair and Coulthard, 1975). One aspect of the language used in classroom is the use of PMs through teachers- students' interactions. It should be clarified that the works of Sinclair and Coulthard (1975, 1992) are undoubtedly the first researchers to study verbal structures of this discourse type and explore the specific language used in the classroom along with its several prototypical features (Fung, 2003). Studies on the uses of PMs within a university lecture have shown that there is a positive relationship between PMs and interaction. Long (1981, 1983) argued that the interactional structures and features through which language is learned and speaking proficiency is developed in L2 classroom interactions between the N speaker (teacher) and the NN speaker (students) are largely based on instances of a comprehension and confirmation checks from teachers and more clarification requests from students.

Further, many empirical investigations on PMs have revealed “the multi-functional features of (PMs) are not only orderly chosen and selected by the speaker but also display contiguity in conversation including activities like change of topics, states and signaling reciprocity” (Yang, 2014, p.63). According to Castro and Marcela (2009), PMs are elements that communicate different pragmatic functions and significantly contribute to interactions. In their mixed method research, Castro and Marcela explored the types and functions of English PMs in classroom interaction between five adults EFL learners and a NN EFL male teacher. According to their results, PMs were divided into two main types: *textual and interpersonal* PMs (see table 4. below)

Table 4 Summary of the Uses and Functions of Textual and Interpersonal PMs (Castro & Marcela, 2009, p. 73)

Textual functions	Opening frame marker	so; ok; now
	Closing frame marker	ok; right; well
	Turn takers / (Turn givers)	ok; yeah; and; e; well
	Fillers/Turn keepers	um; e; and
	Topic switchers	ok; well; now
	New/old information indicators	and; because; so
	Sequence/relevance markers	so; and; and then; because
Interpersonal functions	Repair marker	well; I mean, you know; like
	Back-channel signals	mhm; uh huh; yeah
	Cooperation, agreement marker	ok; yes; yeah; mhm
	Disagreement marker	but; no
	Response/reaction markers	yeah; oh; ah; but; oh yeah; well; eh; oh really?
	Checking understanding markers	right?, ok?
	Confirmation markers	ah; I know; yeah; mhm; yes.

Above are the textual and interpersonal PMs in the study that have been used by both teachers and students to perform functions significantly related to facilitating and enhancing comprehension of the input and creating interactive classroom environments (Castro & Marcela, 2009). Markers in the first types, *textual PMs*, performed multiple functions related to establishing and maintaining “the discourse coherence” including *opening frame markers, closing frame markers, turn takers, fillers, and repair marker with functions*” (p. 73). The second type, *interpersonal PMs*, were used to facilitate classroom interactions and they can be summarized into following markers “back-channel signals, checking understanding markers, response and reaction markers and confirmation markers” (p. 74). Overall, the same researchers concluded that PMs in their study played an important role in classroom discourse as they performed linguistic, semantic and pragmatic and cognitive functions which are necessarily for “the organization of social interactions” (p. 75).

Another recent study appeared in Al-Yaari, Al Hammadi, Alyami, and Almaflehi’s (2013) study on the English PMs in the Saudi context. Two hundred EFL Saudi male learners were

randomly selected from 20 public and private secondary schools in Saudi Arabia (ten students from each school). The participants' ages ranged between 17-20 and they were almost of a similar proficiency level in English. Subjects were divided into four groups (G) as follows: G1.1-50, G2.51-100, Group 3 consists of subjects 101- 150 and G4. 151-200. The findings of spontaneous classroom interactions showed that *so*, *but*, *now*, *and*, *also*, and *besides* were the most frequent English PMs in participants' speech. The same authors also concluded that the EFL Saudi learners didn't use many English PMs appropriately due to factors related to their lower English proficiency level and the negative transfer from their N language (Arabic).

Moreover, N and NN speakers' uses of PMs was and is still the focus of many comparative studies that aim to investigate how such linguistic elements are used by the two different groups in classroom contexts. Among those studies is Fung and Carter's (2007) leading comparative study on N and NN English speakers' uses of English PMs in pedagogical contexts. The study was based on an existing corpus of N British speakers at the University of Nottingham and a 70-minute recording of 49 NN English speakers who were students at the secondary schools in Hong Kong. Findings revealed that the NN English speakers used fewer numbers of PMs with functions mainly related to referential functional discourse, whereas the N speakers used a broader selection of PMs with wider pragmatic functions. Additionally, the study concluded that the English PMs used by the two groups served as "useful interactional maneuvers to structure and organize speech on interpersonal, referential, structural, and cognitive levels" (p. 410) (see table 7 in the methodology chapter).

As was demonstrated in the literature, the majority of studies on PMs in classroom context are mainly interested in the value of PMs in aspects of language learning per se in terms of fluency and/or proficiency. Thus, fewer studies have attempted to study the uses and functions of PMs

from a sociolinguistic perspective. Basically, from a sociolinguistic perspective and through focusing on important variables such as the social context of interactions and power between interlocutors, Durán and Unamuno (2001) explored the uses and functions of the Spanish PM *a ver* (Catalan, *a veure*) in teacher-student interaction. The main purpose of their study was to investigate whether or not the lexical meaning and pragmatic functions of *a ver* “let’s see” remained unaltered through teachers-students’ interactions. Briefly, the findings revealed that the uses of *a ver* was not to indicate “a conversational reorientation and reorganization” of the different turns in classroom interactions “but (to point out) what established social relationships exist in the interactions” (p. 207).

Similarly, through combining insights from variationist sociolinguistics and SLA, Liao (2009) studied the uses and functions of the English PMS *yeah, oh, you know, like, well, I mean, ok, right, and actually* that were the most frequently used PMs in the recorded data of six male and female Chinese L1 graduate students in a study-abroad context. The study explored L2 learners’ use of PMs and factors that impacted their different uses. Based on quantitative and qualitative analysis of both TA-led discussions and sociolinguistic interviews, the results showed that there was an extreme discrepancy in the uses of PMs by the L2 learners as compared to the N speakers’ uses of the same markers and also the frequency of uses. Besides, the findings demonstrated that style as a variable had more significant impacts on the uses of PMs by the female and male participants than gender. So, the findings showed that there were different uses of particular PMs that only appeared in specific contexts.

2.7.4 PMs in Teacher Talk

In the previous sections, a brief presentation was demonstrated to cover topics related to the pedagogical value of PMs, the use of PMs by the L2 learners and what functions those linguistic elements perform in teachers- students' interactions. However, a specific question related to the uses of PMs in teacher talk and how that significantly contributes to classroom interactions has not yet been enough explored in the literature review of this study. For having valid interpretations of the functions of PMs in spoken discourse, it is important to have a closer look at teacher talk and analyze the functions of PMs in classroom interaction "as an indispensable part of the register of teacher talk" (Yang, 2014, p. 30). Therefore, PMs in teachers' talks is the topic to be explored in this section.

As Hellermann and Vergun (2007) point out, the frequent uses of many PMs such as *alright, now, so, well* and *okay* significantly contribute to what makes up the register of teacher talk. Similar results were also presented in McCarthy's (2013) corpus-based study of PMs demonstrating that PMs were among the elements most frequently used in classroom interactions. Likewise, the same findings appeared in Yang's (2014) recent study where she stated that "there is a cline of conversational features in classroom interaction including metalanguage, (PMs), modal items, and interactive words, which reflect the interactiveness as a key nature of spoken academic discourse" (p. 31).

Although there seems to be a positive relationship between PMs in teachers- led-students' interactions, on the one hand, and students' learning in classroom context, on the other hand, studies on PMs in teacher talks have not yet been explored enough in the classroom context. Therefore, in her review of literature on PMs in the pedagogical settings, Yang (2011) argued that "little attention has been paid to the use and functions of (PMs) as one essential interactional factor in classroom teacher-student conversation" (p. 96). Interestingly, the same similar conclusions

were also presented in many other studies on PMs in the literature (e.g. AlMakoshi, 2014; Alraddadi, 2016; Yang, 2014, etc.). As was reported in the findings of recent studies on PMs in teacher talk (see AlMakoshi, 2014; Fung, 2003; Yang, 2014), an investigation of the phenomenon in teacher talk provides language teachers and educators of important insights into the functional, interactional and pedagogical perspectives of classroom interactions that are necessary for developing both language teaching and language learning (Yang, 2014).

Generally speaking, teacher talk refers to the language used in classroom interactions. So, in a broader term, teacher talk refers to “classroom discourse that encompasses both teacher and student talk” (Stanley & Stevenson, 2017, p. 2). When defining teacher talk in a language class, two interrelated registers through which classroom teaching is constructed have to be identified: *a regulative register* (e.g. planning goals, demonstrating instructions, sequencing tasks) and an *instructional register* (i.e. content being taught) (Christie, 2002). Further, teacher talk in the L2 context “shares great similarities with foreign talk or caretaker talk” (Yang, 2014, p. 30) and it can be accordingly defined as “a slow rate of delivery, clear articulation, pauses, emphatic stress, exaggerated pronunciation, paraphrasing substitution of lexical items by synonyms, and omission, addition, and replacement of syntactic features” (Kumaravadivelu, 2006, p. 67). PMs in teacher talk are effective interactional devices that perform various functions including “comprehension, confirmation, and clarification” making such elements significant linguistic resources “for teachers, educators and practitioners” (Yang, 2014, p. 34).

One of the few leading works on PMs in teacher talk is Yang’s (2014) doctoral study on English PMs in the EFL Chinese college teacher talk. The study was based on data taken from a national three-year project called *EFL Classroom Discourse Research and Teacher Development*” with a total of 19.5 hours’ video-taped recordings (45 minute per class) of 11 experienced EFL

Chinese college teachers (six females and five males) and over 300 students from 26 college EFL classes. The strength of Yang's study lies in her adoption of a *multi-layered analytical approach* towards the analysis of PMs in EFL Chinese teacher talk. Her approach was based on three different methods of analysis including corpus-based analysis, conversation analysis and L2 classroom modes analysis. Such a multilayered analytical framework has succeeded to uncover many aspects of PMs in teacher talk providing a more comprehensive analysis of the phenomena. The corpus linguistic approach was used to conduct a quantitative categorical analysis focusing on the frequencies and multi-functions of PMs. The conversation analysis (CA) was used to analyze the interactional context of conversations. Wash's (2006) L2 classroom modes was adopted to help identify the "relationship between pedagogical focus and interactional organization" in the L2 institutionalized classroom talk (Yang, 2014, p.36).

The findings of Yang's (2014) multi-layered analysis revealed that "there seems to be a reflexive relationship between language teachers' use of (PMs), classroom interaction and pedagogical goals (p. 102). Further, the results from the corpus-based analysis showed that PMs occurred across the four different interactional contexts where they constituted a significant amount of teacher talk. However, the highest number of PMs were consistently appeared at the interpersonal macro level followed by the structural macro level. The L2 classroom discourse modes analysis demonstrated that that only in the materials mode, PMs were found to have "the highest occurrence (40.4%) of the four modes" with functions that are related to organizing discourse structures and can be classified into the following macro functions: "the interpersonal category (42.1%), followed by the structural (26%), referential categories (19.4%), multi-functional (6.7%) (and) the least frequent domain is the cognitive category (5.8%)" (p. 117). The previous finding of having the highest occurrence of PMs in the managerial mode aligns with the

findings of other scholars (i.e., Chaudron and Richards, 1986) who argue for the effective pedagogical values of PMs for the comprehension of the academic spoken discourse.

Moreover, findings from CA and the L2 classroom discourse modes analysis indicated that PMs performed different interactional functions in the four classroom modes. Starting with the managerial mode, PMs in that mode function mainly to organize the structures of discourse so they were more likely used in the beginning and closing stages. In *material mode*, PMs have functions similar to the so-called “*appositional beginnings*, e.g. *so, and, but, well* in Sacks et al (1974) (as cited in Yang, 2014, p. 163). So, in this mode, PMs occur more at the instances of a teacher’s initiating a turn and providing feedback to students in the IRF exchange system. While the uses of PMs in *skills and systems mode* are “associated with (teachers’) corrective feedback” ...in *classroom context mode*, they “identifies free-standing TCU DMs as acknowledgement and floor-yielding tokens” (Yang, 2014, p. 164).

Another study in the EFL context with a similar focus on PMs in teacher talk can be seen in AL Makoshi’s (2014) comparative study of PMs in N and NN university teacher talk in the Saudi context. The study primarily focused on exploring the frequency, occurrences and uses of English PMs in N and NN English medical academic lecturers talk. A secondary focus of her study was on the uses of Arabic PMs within the NNS English academic discourse in the form of code switching. With that particular interest, it should be indicated that Al Makkoshi’s study is the first work that investigated the phenomenon of PM in teachers talk in the Saudi context. For having a more reliable analysis of the uses and functions of PMs in teacher talk, a corpus-based analytical approach was adopted as the methodology to investigate English PMs in spoken academic medical discourse of both N and NN English teachers.

Two corpora were accordingly used to explore PMs in teacher talk of both N and NN English medical health lecturers in Britain and Saudi Arabia. For the purpose of comparison, topics in the two corpora were of similar genres ranged from animal, microbial sciences to medicine. The first corpus, Saudi Academic Spoken Medical English (SASME) corpus, was collected by the same researcher and it was based on twelve audio recorded lectures of NN English medical lectures from two universities in Saudi Arabia-King Saud University (KSU) and King Saud bin Abdulaziz University for Health Sciences (KSAU-HS). In the second sub-corpus British Academic Spoken English (BASE), 10 transcripts were selected from the Leicester- Warwick Medical School (LWMS) and were assembled to create an exploratory sub-corpus with a total of 57,069 tokens. A top-down approach was used to study concordances, concordance plots, clusters and collocates and to identify similarities and differences between the NN and the N English teachers in their uses of PMs.

The findings of AlMakoshi's (2014) study revealed that English PMs in her study were used differently by the two groups of teachers (N & NN English teachers). *Structural* PMs that function as *topic initiators*, *topic developers*, *summarizers*, and *closers* were used by teachers in the two groups. However, the other type of PMs, the *interactional* (PMs) which function as confirmation checks, rephrases and elicitors, were more frequently used by the NN English lecturers. Findings showed that the Arabic PMs such as *ya3ni* 'means' *fa*, 'so' *mathalan* 'for example' were also used by the EFL teachers in the Saudi context. Therefore, in her analysis of the functions of the Arabic PMs used by the Arab teachers of English as a foreign language in her study, AlMakoshi described Arabic PMs used in the Saudi English medical lectures as:

“discernible, in that they function similarly to their English counterparts; however, their use in the shared L1 heighten their linguistic impact in context” ... as they were used by lecturers “to draw students’ attention, to highlight the linguistic signal of the upcoming

utterance to elicit information from students, to promote classroom teaching and management and to promote a closer speaker-hearer relationship” (AlMakoshi, 2014, p. 278).

Another study on the same phenomenon in the Saudi context was presented in Rabab’ah’s (2015) study on the uses of the three types of the English PMs in the Saudi English school teacher talk: adversative (*but, however, yet*), causative (*so, because, therefore*), and additive (*and, also, besides*). The study was based on recorded conversations of 40 male EFL Saudi teachers who were voluntarily requested to audio-record one of their 45-minute English language classes. Both quantitative and qualitative analyses were used to identify the occurrences and the pragmatic functions of PMs under study. The descriptive statistical analysis revealed that the additive PMs (*and, so, besides*) registered the highest mean scores among the three major categories. Among the additive PMs, *and* recorded the highest mean score among all the other subcategories. Among the causative PMs, *so* and *because* registered the highest mean scores. While the adversative PM *but* recorded the highest mean score, the PM *yet* yielded the least mean score.

Overall, the results of Rabab’ah’s (2015) study showed that the English PMs were underused by the Saudi EFL teachers when comparing them to the other EFL teachers in the literature. Although the qualitative analysis of the pragmatic functions revealed that many pragmatic functions were confused by the Saudi English teachers. However, I found the qualitative analysis didn’t succeed to uncover the interactional features of PMs. In other words, the qualitative analysis of the results was limited to the discussions of the participants’ errors in their uses of PMs rather than identifying the interactional features of PMs themselves in the classroom context.

Wang and Ding (2015) also conducted another comparative study on the uses of PMs in the teacher talk of N and NN English teachers in Hong Kong. The study was based on the CELT corpus (Corpus of English Language Teaching) taken from 84 observed classrooms interactions

of primary and secondary schools in Hong Kong. The focus of the study was on 20 English PMs ‘okay’, ‘right’, ‘and’, ‘now’, ‘so’, ‘yes’, ‘just’, ‘but’, ‘yeah’, ‘oh’, ‘because’, ‘like’, ‘I think’, ‘you know’, ‘really’, ‘actually’, ‘well’, ‘sort of’, ‘I mean’ and ‘um. Quantitative and qualitative analyses were conducted and the findings showed that the 20 PMs; were used by both N and NN English teachers. However, ‘okay’, ‘right/all right’, ‘now’, ‘yes’ and ‘um’ were more frequently used by NN English teachers than the N English teachers. The other 15 PMs ‘and’, ‘now’, ‘just’, ‘but’, ‘yeah’, ‘oh’, ‘because’, ‘like’, ‘I think’, ‘you know’, ‘really’, ‘actually’, ‘well’, ‘sort of’, ‘I mean’ were equally used by the two groups. Only one PM ‘so’ was the least markers (5%) to be used by in the participants the two corpora (p. 69).

According to the findings, the English PMs in Wang and Ding’s study (2015) were used differently by two groups of teachers to serve different functions. For example, due to factors such as dysfluency and lack of linguistic competence, “uhm” was more likely to be used by the NN English speaking teachers than the N teachers. A marker such as “now” appeared more often in the NN teacher talks for the fact that they were more concerned about “...discourse time and the progression of classroom teaching” (Wang & Ding, 2015, p. 72) than the N English teachers. Also, a PM such as “So” was more frequently used by the N speakers than the NN speakers as they were more interested in “...emphasizing communicative language activities and being good at getting learners to speak” (p. 72).

2.7.5 Teachers’ Perceptions of PMs in their Classroom Talk

The findings of the previously discussed studies have demonstrated that PMs are used differently by N and NN teachers to serve different interactional functions in classroom settings. Furthermore, studies on the uses of PMs from teachers’ perspectives have explained to us why specific teachers’ pedagogical practices appear in teacher talk (Ausuman, 2015; Fung, 2003;).

However, such an important research topic has not yet been enough explored in the literature (Fung, 2011). Thus, in this section, I attempted to explore how the uses and functions of PMs in classroom contexts have been investigated from an analytical perspective that is based on teachers' perceptions of their classroom talk.

As we have seen in the literature, there is a tendency to analyze the uses and functions of PMs mainly according to researchers' interpretations (e.g. AlMakosh, 2014, Fung & Carter, 2007; Romero-Trillo 2002; Yang, 2014). Therefore, little attention has been given to study the uses and functions of PMs from teachers' and students' perceptions (Fung, 2011). Such a phenomenon has not yet attracted the attention of scholars in the field of spoken classroom discourse as "most studies of (PMs) have been undertaken from a researcher's perspective; little has been written about users' perceptions of their own usage" of those linguistic elements. (Lau, Cousineau & Lin, 2016, p. 110). Thus, the uses and functions of PMs in teacher talk are investigated from an analytical framework that always relies on researchers' perspectives and ignores teachers' perspectives of their own use. An early study that incorporates language users' perspectives in its investigations of the phenomena is Watts's (1989) study on the uses and functions of English PMs such as *you know, right, well, like* from English N speakers' perceptions. The focus of Watts's (1989) study was not on the uses and functions of PMs in pedagogical settings but it is important to be cited here as it is one of the earliest study on the phenomena that paved the ways for other studies with specific interest on analyzing the uses of PMs in classroom contexts from teachers' or students' perspectives.

A study that explored the uses and functions of PMs in classroom context through an analytical framework that is based on teachers' actual production of those linguistic devices as well as their perceived use was demonstrated in Othman's (2010) study on the meanings and

functions of the three English PMs “okay, right and yeah” in the spoken academic lectures of four N English lecturers at the University of Lancaster. The study was based on 12 hour recordings of teacher talk, classroom observations and individual interviews with the four teachers. In her discussions of the meanings and uses of *okay?* *right?* and *yeah?* (with a rising tone), the author stated that *okay* was used as “a response elicitor; a seek of assurance; partitions of different points of information” (p. 672), whereas *alright* was used to “function on the information state structure where its use marks a sense of shared knowledge between the lecturer and the students” (p. 673). *Yeah*, on the other hand, was used as confirmation check to indicate a shared knowledge between interlocutors and “to operate more on the local level of idea structure” (p. 675). *Alright* and *okay* with a falling tone have similar functions that can be classified as “an attention-getter, especially when there are transitions between activities within the lecturers’ talk” (p. 676). Analyzing the uses and functions of the three PMs according to the four teachers’ perceptions revealed that although the four lecturers were aware of certain pragmatic functions such as the use of *okay* and *right* as a communication device to check on students’ understanding, they were not aware of many other important functions.

Another commonly cited work in the literature is Fung’s (2011) study on PMs in an ESL classroom context with analytical framework that is based on teachers’ perceptions of PMs in their talk. To study PMs from teachers’ perspectives, the researcher surveyed 132 teachers in the upper secondary English medium instruction schools in Hong Kong and conducted individual semi-structured interviews with three teachers who were willing to participate in the study. The results of Fung’s qualitative and quantitative analyses showed that teachers believed that PMs had significant pedagogical values with potential effects on students’ learning. Moreover, teachers also added that the acquisition of PMs significantly contributed to the so-called *pragmatic*

communicative competence, meaning that such linguistic elements should be learned as the tools that help the L2 learners to speak as the N speakers.

The findings of the survey also revealed that teachers were aware of the significant roles of PMs in language learning. However, “there is still a large gap between the perceived importance of PMs and their actual representations” (Fung, 2011, p. 211) in the classroom context as teachers’ answers in the surveys showed that they were not aware of some important interactional functions of PMs that were necessary for classroom interactions. In terms of the representations of PMs in the teaching materials and teacher talk, the three interviewed teachers admitted that PMs were still “undervalued and neglected” in their pedagogical practices (p. 259).

In order to find out how English PMs were perceived by teachers (in terms of the pedagogic and pragmatic values as well as their actual representations in classrooms), Fung’s (2011) teachers’ perceptions five-scale survey was also adopted by Asuman’s (2015) in his study of the 103 EFL Turkish university teachers’ perceptions towards the uses of PMs in their talk. The findings of that study also aligned with Fung’s (2011) results where the two studies concluded that teachers had a positive attitude towards the use of PMs in classroom contexts as the teachers themselves believed in the pedagogical and pragmatic value of PMs. However, in term of teachers’ actual use of PMs in their teaching practices, the EFL Turkish university teachers, unlike the participants in Fung’s study, were aware of the significant values of PMs in classroom contexts as they agreed that such linguistic elements significantly contributed to their classes.

2.8 PMs & Classroom Context

As indicated in previous research, understanding how a PM is used in a language requires understanding first “the relationships between text or talk and the context” (Verdonik, Žgank, &

Pisanski Peterlin, p.759). So, to explore the impact of classroom context, as perceived by the teachers, on the use of PMs, one should first realize that the context of interaction in itself, as the classroom context, is an important constraint on the natural uses of PMs as in everyday social interactions (Aijmer, 2013). Therefore, it is noted that studies on PMs have always presented us with a list of markers with different meanings and functions that reflect the different focus of research as well as the nature of the data (Feng,2010). Briefly, this section discusses how language is used in classroom context in general and also how a PM, as a phenomenon, has been studied in classroom context in particular.

There is a growing number of studies on L2 classroom context by many researchers with interests in classroom discourse. Generally speaking, L2 classroom context differs from L1 classroom context in a way that classroom interactions in this particular context focuses on the learning of the target language (Walsh, 2006). So, because of the different nature of the L2 classroom context, teachers are usually the main facilitator of classroom interaction (Yang, 2014). According to Walsh, 2006, there are four interactional features that dominate teachers-students' interactions in L2 classroom context and can be summarized into the following: "control of patterns of communication, elicitation techniques, repair strategies, and modifying speech to learners" (as cited in Yang, 2014, p. 28). The importance of classroom context lies in the fact of its being a "dynamic" context where many things are happening at the same time that are related to teachers, learners, teaching and learning materials, context and dialogues (Walsh, 2006, p. 4). On the other hand, the majority of studies with interest in classroom discourse have limits their focus to the university classroom context (e.g. AlMakoshi, 2014; Chaudron and Richards, 1986; Flowerdew, 1994; Morell, 2004; Bellés-Fortuño, 2006; Fung and Carter, 2007). An early study in classroom discourse appeared in Murphy and Candlin's (1979) discourse analysis of the structure

of the engineering lectures discourse and how that particular academic discourse can benefit second language learners. Findings of that study show that teacher talk in a university setting is classified with some interactional features such as “providing dummy responses and feedback by (lecturers) themselves” (Lebauer, 1984, p 45). Those interactional features, that are described by some authors as “psuedo-dialogue” and “indicative of a lecturing style” (see AlMaoshi, 2014, p.55), were also reported in other similar studies (e.g. AlMakoshi, 2014; Dudley-Evans & Johns 1981).

By looking at the literature on PMs in classroom talk, it can be observed that many studies were conducted on the phenomenon either in L1 or in L2 classroom context (Yang, 2011). For instance, based on interviews and audio-recorded classroom interactions of N English speaking lecturers in Lancaster University, UK, Othman (2010) studied the three English PMs *okay*, *right* and *yeah* and she found they were more likely used on structural level as indicators of turns change in lecturing. Also, another study on PMs, in L1 classroom context, was conducted in a Chinese literature class where PMs were found to have textual functions that are related to *connect*, *transfer*, *generalize*, *explain* and *repair*, which significantly add to classroom discussion, emotion control and regulation of social relationship (Liu, 2006). Other studies on PMs in classroom context have shown that such linguistic elements are used in classroom interaction to improve students’ understanding of the content, decrease confusion, and shape more social interaction between interlocutors in the classroom context. (Walsh, 2006; Fung & Carter, 2007). Recently, more comparative studies were conducted on the uses of PMs in classroom context where similarities and differences were highlighted in the uses of PMs by N and NN speakers (e.g. AlMakoshi, 2014; Fung & Carter, 2007). An example of a comparative study is demonstrated in Fung and Carter’s (2007) leading study on the uses of PMs by b N and NN English speakers where

PMs are observed to perform a variety of functions for organizing and shaping interaction at four macro levels that are interpersonal, referential, structural, and cognitive levels.

Even though studies have shown that PMs perform important functions in classroom discourse (Fung & Carter, 2007; Grant, 2010), investigating the uses of PMs through a study that particularly focuses on the classroom context, as an important variable, is a research topic that “is still under-researched” (Yang, 2014, p. 1). Likewise, through the use of corpus-based analysis, a large number of studies has focused on the second language learners’ use of PMs (Yang, 2011). Also, previous studies on PMs in classroom discourse “are also limited to second language acquisition (SLA) rather than teacher talk” (Yang, 2014, p.2). Furthermore, according to previous research on PMs in classroom discourse, PMs are found to perform a variety of functions that are necessary for: 1) organizing the structures discourse (AlMakoshi, 2014), 2) building interpersonal relationship between teachers and students (Yang, 2014), 3) developing learning pragmatic competence (Hellermann & Vergun, 2007; Romero-Trillo, 2002), 4) and improving learners’ receptive skills (Chaudron & Richards, 1986; Eslami-Rasekh & Eslami-Rasekh, 2007; Flowerdew & Tauroza, 1995; Fortuño, B, 2006; Jung, 2003a; Jung’ 2003b; Rido, 2010; Sadeghi & Heidaryan, 2012; Zhuang, 2012). However, research on the uses PMs in a foreign language context is still limited (Yang, 2014). Also, another obvious limitation in the literature on the uses of PMs in classroom context is related to the fact that research on teacher-children’s interactions in classroom context is generally scarce (Zadunaisky Ehrlich, 2011).

In short, as the findings of this thesis have revealed, the impact of classroom context on the teaching of Arabic, as perceived by the teachers, can be clearly noted in their functional, interactional, pedagogical practices of the uses of PMs in teacher talk. Therefore, having a deeper understanding of those uses and functions of PMs in classroom context requires first exploring

teachers' perceptions of how their classroom context influences how a language is to be taught in that specific setting. This specific research interest has not yet been explored in the literature and this what will be accordingly discussed in the light of the findings from this study in relation to the fourth research question.

2.9 Identifying the Research Gap

Based on the previous research on PMs in the spoken classroom discourse, the following limitations can be identified on the study of PMs in general and on the study of Arabic PMs in classroom context in particular. The first limitation is related to the complex situation in Arabic literature where PMs have received different treatments (i.e., traditional and modern treatments). The second limitation is related to the fact that as a topic Arabic PMs in classroom context has not yet been explored in the Arabic literature. The third limitation is related to the various analytical frameworks towards to the study of PMs in classroom context that do not incorporate into the body of analysis language users' perspectives of their use of such linguistic devices.

The first limitation is related to the theoretical approaches adopted by many researchers in their treatment of PMs and through which the identifying terminology and classifying criteria of such linguistic elements have become more problematic in literature. So, it is not surprising to know that Arabic PMs have been treated differently in the Arabic literature. According to the traditional treatment of Arabic PMs, such elements are treated as particles with syntactic functions only limited to the text. Later, a modern semantically based treatment has been initiated and developed by Arab and Western linguists where Arabic PMs are treated as connectives with functions mainly at sentence level. A recent treatment of the phenomena with functions at the discourse level has been advocated by many Arab linguists. However, the majority of those recent studies on Arabic PMs have extensively relied on relevance theoretical approach as their

framework of analysis, an approach that is known as the least compatible approach to the study of PMs in the spoken discourse (Aijmer, 2013). By adopting such an approach to the analysis of Arabic PMS, PMs are treated as elements with mainly procedural but not conceptual meanings and functions that are analyzed according to “a common principle” and mainly from the hearer’s perspectives. So, the multi-functionality of PMs is interpreted on “the basis of contextual assumptions” that does not provide a comprehensive analysis; an analysis that does not take an integrated view to account for the various uses and functions of PMs in the different text types or “the role of the speaker in the actual speech situation” (Aijmer, 2013, p. 11).

The second limitation is related to the fact that the topic of Arabic PMs in classroom context in general and in teacher talk in particular has not yet been explored in the literature of Arabic linguistics. The result of a multiple search of the particular phenomenon through various search engines and databases like JSTOR (Journal Storage) and Google Scholar, ProQuest, LLBA (Linguistics, Language Behavior Abstracts and ScienceDirect) concluded that no study, up-to-date, has been conducted on Arabic PMs in teacher talk in an L2 Arabic classroom context.

The third limitation is related to the analytical approaches on the uses of PMs in teacher talk that are always planned to investigate phenomena only from researchers’ perspectives. Thus, exploring the functions of PMs from teachers’ perspectives and identifying why such linguistic elements are used by language users themselves is a topic that has not yet been enough explored in the literature. Addressing that particular inquiry requires implementing a more comprehensive analytical approach that is based on two complementary analytical frameworks: analyzing PMs in teachers’ actual productions and from teachers’ perceptions.

To sum up, a comprehensive multi-layered analytical approach that demonstrates data-

driven analysis of the functional, interactional and pedagogical uses of Arabic PMs in teacher talk and also provides a detailed emic analysis of the phenomena that incorporates teachers' perceptions of their use of those elements is analytical framework that has not yet been used in the literature. Through this multifaceted analytical approach, the current study provides important insights for educators into the nature of classroom interactions that are based on teachers' actual classroom talk and their perceptions of their own language use, which accordingly leads to have a better understanding of the effective classroom interaction that can enhance teaching and learning. This will provide important implications that are related to re-evaluating the interactional aspects of teacher talk and reconsidering classroom pedagogy. Finally, by means of addressing the above-mentioned research gap, this study aims to explore the uses and functions of Arabic PMs in teacher talk through a multi-layered analytical approach that is performed in four-stage analysis (see section 3.6): functional, interactional and pedagogical, attitudinal analyses.

2.10 Summary of the Chapter

This chapter provided a concise review of the uses and functions of PMs in the classroom context. The first part of the chapter provided a brief presentation and a detailed discussion to introduce the reader to the phenomena under study in general before referring to Arabic literature in the second part. The chapter started with few sections related to the definition problems, characteristics and defining criteria in the literature, the theoretical approaches and most studied languages in the world with PMs. The second part of the literature review of this study was devoted to the exploration of PMs in the spoken Arabic discourse. The third part covered a main theme that is related to the uses and functions PMs in the L2 classroom context. Therefore, that theme was discussed through five related sub-themes that are related to the pedagogical uses and functions of PMs in classroom contexts, PMs and L2 learners, PMs in teachers-students' interactions, PMs in

teacher talk, PMs in teachers' perceptions and finally PMs and classroom context. The last part in this chapter identified the research gap in the literature on PMs in the L2 classroom context and summarized the outline of this chapter. In the following chapter, a four-stage multi-layered analytical approach was proposed to the study of Arabic PMs in teacher talk.

Chapter 3 Methodology

3.1 Introduction

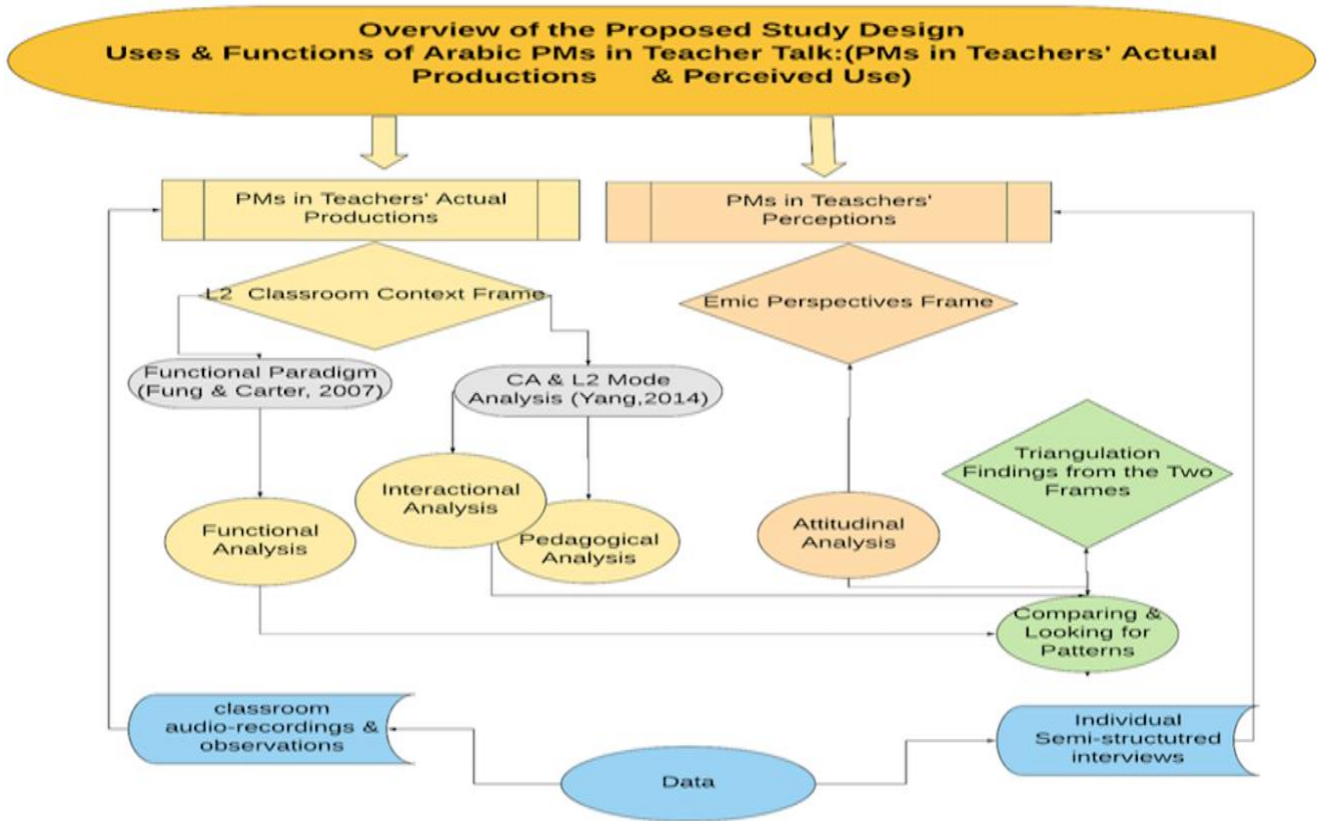
The current methodological design of this study is a qualitative case study of three native speaking Arabic teachers in an L2 Arabic classroom context in the U.S. It adopts a multi-layered analytical approach that was conducted in a four-stage analysis by means of a) demonstrating micro functional analysis of PMs at a five macro level (stage 1), b) linking interactional uses of PMs in the four classroom context modes to pedagogical goals of each mode by the use of CA and the L2 classroom modes analysis (stage 2), c) conducting analysis of teachers' perceptions of PMs in their L2 classroom talk (stage 3) and d) triangulating the findings of the previous three stages in one stage analysis(stage 4).

The study is designed to investigate four research questions that are related to 1) the functional uses of Arabic PMs in the L2 pedagogical settings, 2) the interactional and pedagogical uses of Arabic PMs in the L2 Arabic classroom interactions, 3) teachers' perceptions of the uses and functions of Arabic PMs in their classroom talk and 4) also teachers' perceptions of how their L2 Arabic classroom context influences the uses of Arabic PMs in their classroom talk. So, the study is structured around two main themes: PMs in teachers' actual productions and PMs in teachers' perceptions. Transcribed audio classroom recordings and observation notes were used to study the first two research questions related to the functional, interactional and pedagogical uses of Arabic PMs in teachers' actual productions in an L2 Arabic classroom context. Individual semi-structured interviews with each teacher were used to explore the third and the fourth research questions that are related to teachers' perceptions of PMs in their classroom talk and also teachers' perceptions about the influence of their classroom context on the use of PMs.

3.2 Study Design

This study argues that having a valid understanding of the uses of PMs in the L2 pedagogical settings requires a four-stage multi-layered analytical approach that address two important related concepts: PMs in teachers' actual productions and perceived use. Therefore, this study is designed to be a qualitative case study of three N Arabic speaking teachers who are teaching Arabic in an L2 Arabic classroom context in the U.S. In short, this study presents a comprehensive analytical design towards the study of Arabic PMs in teacher talk that centered on two important concepts: PMs in teachers' actual productions and PMs in teachers' perceptions. Based on classroom audio recordings and observations, the first concept was explored through two stages of data analysis that were functional analysis (stage 1) interactional and pedagogical analysis (stage 2). Also, by the use of another data collection tool, namely, individual semi-structured interview, the second concept was investigated in one stage analysis (stage 3). The analytical design of this study concluded with a fourth stage analysis where the findings of the previous three stages were triangulated for identifying patterns and factors of use (see figure 1 below):

Figure 1 An Overview of the Study Design



As demonstrated in figure 1 above and based on classroom audio-recordings and observations, this study explored the uses and functions of Arabic PMs in teachers' actual productions. So, the first two stage analyses were conducted in an attempt to investigate the reflexive relationship between teachers' use of PMs, classroom interaction, and pedagogical practices (Yang, 2014). The first stage was a functional-based analysis where the macro and micro functions of Arabic PMs were identified through adopting Fung and Carter's (2007) multi-functional framework (see sections 3.4.3 & 3.6.4.1). The second stage analysis aimed to study the interactional features where PMs occur in the four modes and then linked them to the pedagogical

goals of each mode (see sections 3.4.2 & 3.6.4.2). The second stage analysis used two complementary analytical frameworks: CA and L2 Mode analysis (Yang, 2014).

Through individual semi-structured interviews, PMs in teachers' perceptions, were explored in one stage attitudinal analysis (see section 3.6.4.3). The purpose of the attitudinal analysis here is to demonstrate an analysis that incorporates significant emic perspectives related to teachers' perceptions of the uses PMs in their classroom talk and teachers' perceptions of the impacts of classroom context on their uses of such linguistic devices in the teaching of Arabic. Thus, a list of semi-structured questions was prepared to be asked to the participants during individual semi-structured interviews.

The study analytical design concluded with a fourth stage analysis where findings from the three previous stages were triangulated in one stage analysis (see section 3.6.4.4). This stage compared the uses of PMs in teachers' actual productions (functional, interactional and pedagogical analyses) with findings related to teachers' perceptions at the third stage attitudinal analysis. By having a detailed interpretation of findings from various perspectives, this study significantly contributes to the literature by findings patterns of uses that explained why those identified list of PMs were used in teacher talk, an inquiry that has not yet been investigated in the previous research on PMs in teacher talk.

3.3 Research Questions

This study is designed to answer the following four research questions:

1. What micro functions do Arabic pragmatic markers perform on the five macro levels in the teacher talk of an L2 Arabic classroom context?
2. What are the interactional functions of Arabic PMs in teacher- led classroom interactions

throughout the L2 classroom context in L2 Arabic language classes and how are these interactional functions used in relation to the pedagogical goals of each mode?

3. What are teachers' perceptions of the uses and functions of Arabic pragmatic markers in their classroom talk?

4. How do teachers' perceptions of their classroom context influence their uses and functions of Arabic pragmatic markers in their classroom talk?

3.4 Theoretical Frameworks

This section presents the rationale for having two theoretical frameworks in this study and how the two frameworks complement each other. The second part in this section demonstrates a detailed discussion of the first theoretical framework, Self- Evaluation of Teacher Talk (SETT), that is used for identifying the macro structures of the teacher talk in the L2 classroom context and then linking them to the pedagogical goals of each mode. The third part concludes with a thorough description of the multi-functional framework which is used as the functional paradigm for the study of PMs in the classroom context.

3.4.1 A rationale for combining two theoretical frameworks

This section provides a rationale of combining two theoretical frameworks as the bases for conducting research on Arabic PMs in teacher talk of an L2 classroom context. Having a reliable analysis and valid interpretations of the different uses and functions of Arabic PMs in teacher-led classroom interactions means admitting the reality that the L2 classroom context is an important variable that constrains the natural production of PMs. Therefore, understanding the uses and functions of PMs in teacher talk requires first establishing an analytical framework with "...a metalanguage that portrays the general features of the language classroom, namely, Self-Evaluation of Teacher Talk (SETT) model and also provides "a research platform where (PMs)

can be investigated across different micro-contexts and linked to L2 classroom pedagogy” (Yang, 2014, p. 35). The second analytical framework in this study is Fung and Carter’s (2007) multi-functional framework of PMs and that is adopted here because this model is known to offer “a comprehensive, functional paradigm of PMs” of both N and NN speakers in pedagogical setting (p. Yang, 2014, p. 38). The two models complement each other in the way that “the former serves at a higher level of discourse (pedagogy) whilst the latter focuses on the functional aspects of (PMs) in classroom interaction” (p. Yang, 2014, p. 35).

3.4.2 Self-Evaluation of Teacher Talk (SETT) model (Walsh, 2006)

Walsh’s (2006) Self- Evaluation of Teacher Talk (SETT) model is a framework for analyzing L2 classroom spoken discourse that was originally based on a spoken corpus. As Walsh and O’Keeffe (2007) indicated, this model is based on four assumptions:

1. L2 classrooms are goal-oriented in that teachers are predominant in directing the interaction, which is partially due to the unequal role that teachers and students have in the classroom.
2. In the L2 classroom where language is not only the medium for knowledge transmission but also the goal of acquisition, the pedagogical purpose and language of teaching are in fact tightly linked together.
3. Any classroom, as a discourse community, is a combination of various micro-contexts including social and institutional baggage that participants carry into the classroom (Stucky and Wimmer, 2002).
4. Those micro- contexts are considered as co-constructed between teachers and students through the process of “participation, face-to-face meaning-making, and language socialisation” (as cited in Yang,2014, p.36).

The term *mode*, in this framework, refers to “the micro-contexts” of the L2 classroom. According to Walsh (2006) a mode is defined as “an L2 classroom micro- context which has a clearly defined pedagogical goal and distinctive interactional features determined largely by a teacher’s use of language” (p. 111). As Yang (2014) points out in her similar study of PMs in Chinese EFL teacher talk, the use of the L2 classroom modes analysis is to investigate the

relationship between the use of PMs in the L2 classroom context and pedagogy. Thus, this model is used in this study to investigate the macro interactional features where Arabic PMs occur in teacher talk and link those interactional features to classroom pedagogy and teachers' pedagogical practices at the four micro-contexts.

The strength of adopting the SETT model in the exploration of PMs in teacher talk as both the theoretical and the analytical framework centers on the fact that such model provides the local level (the functions of PMs at the micro level) and the global level of the ordinary classroom interactions (the functions of PMs at the macro interactional level), which is similar to Schiffrin's (2003) analysis of the same phenomenon at the local and global contexts (Yang, 2014). Accordingly, by using the SETT model as a framework of analysis, this study presents, in a detailed analysis, the reflexive relationship between PMs in teacher talk, interactional features of classroom context and pedagogical goals of each mode in an L2 Arabic classroom context: (see table 5 below).

Table 5 Wash' (2006) Self-Evaluation of Teacher Talk (SETT) model (p. 66)

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

The L2 classroom modes analysis above consists of “four major modes, namely, *managerial mode*, *materials mode*, *skills and systems mode*, and *classroom context mode*” (Wash, 2006, p. 66). According to Yang’s (2014) descriptions of the four modes, *managerial mode*, where classroom discourse is managed by teacher, usually takes place at the beginning or the end of a lesson as well as the transition of different modes. The main characteristics of this mode include extended teacher turns, a large number of PMs, and an absence of learners’ participation. In *materials mode*, activities are restricted to fit the subject/topic. Thus, activities are planned according to the target learning materials where the typical exchange pattern is IRF structure. *Skills and systems mode* is designed to focus on linguistic acquisition process where teachers- learners’ interactions are driven by language skill and system practice. Through *classroom context mode*, students have more opportunity to be involved in classroom participation, so this mode is “characterised by extended learner turns and relatively short teacher turns. In this mode, teachers in the conversation tend to encourage more interactional space” (p.38).

The description of the four modes above reflects the reflexive relationship between classroom interaction and pedagogy. Thus, Wash’s (2006) SETT model accordingly offers “a comprehensive description or a useful metalanguage in portraying L2 classroom context” that “links instructional goals to the real classroom interaction” (Yang, 2014, p.38). Each mode, as Walsh (2006) points out, is not exclusive from each other. In a way that aligns with the changing interactive system of classroom interaction, as Wash (2006) indicates, the relationship between the four modes, is also “dynamic,” so there is an overlapping between the classified features of each mode as teachers can simultaneously switch from a mode to another. Therefore, this analytical

framework towards the study of teacher talk offers a rich description of the uses and functions of PMs in teacher talk throughout the four interactional modes of a classroom context (Yang, 2014 and Walsh, 2011).

3.4.3 Multi-functional framework of PMs (Fung & Carter, 2007)

Fung and Carter's (2007) multi-functional approach provides a functional-based analytical descriptions of PMs in spoken classroom discourse. This functional paradigm is originally based on a comparative study on the use of PMs by N and NN English speakers of two corpora: a multi-billion-word corpus of English language, i.e. the Cambridge and Nottingham Corpus of Discourse in English (CANCODE), and natural existing recorded data of classroom interactions in Hong Kong. Studies that used the multi-functional approach in their analysis of PMs in pedagogical settings have empirically shown that it is a valid analytical framework to study the multi-functions of such linguistic devices as used by both N and NN speakers to achieve the overall classroom discourse coherence (i.e., local and global coherence)

The multi-functional approach is originally based on Schiffrin's (1987) multi-dimensional coherence model (see section 2.4.1) where PMs (DMs in her terminology) are observed to manage the local and global discourse coherence through functioning at a five-discourse plane. Following Schiffrin's (1987) five-plane model that was later modified in Maschler's (1994, 1998) terminology, Fung and Carter (2007) have adopted a core functional paradigm that describes how PMs function at four macro level to achieve discourse coherence at both local and global levels: *interpersonal level, referential level, structural level, and cognitive level* (see table 6 below):

Table 6 A Multi-Functional Paradigm of PMs (Fung and Carter, 2007, p.418)

Interpersonal	Referential	Structural	Cognitive
Marking shared knowledge: <i>See, you see, you know, listen</i>	Cause: <i>Because, cos</i> Contrast: <i>But, and, yet, however, nevertheless</i>	Opening and closing of topics: <i>Now, OK/okay, right/alright, well, let's start, let's discuss, let me conclude the discussion</i>	Denoting thinking process: <i>Well, I think, I see, and</i>
Indicating attitudes: <i>Well, really, I think, obviously, absolutely, basically, actually, exactly, sort of, kind of, like, to be frank, to be honest, just, oh</i>	Coordination: <i>And</i> Disjunction: <i>Or</i>	Sequence: <i>First, firstly, second, secondly, next, then, finally</i>	Reformulation/Self-correction: <i>I mean, that is, in other words, what I mean is, to put it in another way</i>
Showing responses: <i>OK/okay, oh, right/alright, yeah, yes, I see, great, oh great, sure, yeah</i>	Consequence: <i>So</i>	Topic shifts: <i>So, now, well, and what about, how about</i>	Elaboration: <i>Like, well, and what about, I mean</i>
	Digression: <i>Anyway</i>	Summarizing opinions: <i>So</i>	Hesitation: <i>Well, sort of</i>
	Comparison: <i>Likewise, similarly</i>	Continuation of topics: <i>Yeah, and, cos, so</i>	Assessment of the listener's knowledge about the utterances: <i>You know</i>

Interpersonal Category

On the *interpersonal* level, which is similar to Schiffrin's (1987) plane of *participant framework*, PMs are used to reduce social distance, to mark social roles, and to signal rapport between speakers, through the process of sharing common knowledge (*you know, you see, listen*), showing response tokens (*oh, right, I see, great, yeah, yes*), and indicating attitudes (*I think, sort of, frankly, really, obviously, you know, to be honest*).

Referential Category

On the *referential* level, that is equal to Schiffrin's (1987) *ideational structure*, PMs generally function to connect preceding and following segments in meaning. Other PMs are used to imply cause (*because*), sequence (*so, thus, therefore*), contrast (*but, however, yet, on the other hand*), and comparison (*similarly*).

Structural Category

The *structural* level, is equal to both Schiffrin's (1987) *information state* and *exchange structure*, where PMs are used to mark sequential turns in interaction through signaling connection and transition between topics such as *topic initiators* "now" and *summarizers* "so.").

Cognitive Category

PMs at the *cognitive* level function as *cognitive* devices in mental construction to perform the following functions: a) to denote thinking process (*I think*), b) to reformulate segments (*I mean*), c) to elaborate (*like*), and/or d) to imply hesitation (*well*). Although researchers such as Yang (2014) classify the *cognitive* level as Fung's (2003) significant contributions, this study support the idea that *cognitive* level is similar to Schiffrin's (1987) *information state*.

3.5 Data Collection

This section presents and discusses what data that was collected and how they were collected. Thus, the themes that are discussed in this section are context of study, sample selection, participants, recruitment, data description & instrument including classroom recordings and semi-structured interviews.

3.5.1 Context of Study

The study was conducted in a private Muslim school in the U.S. where the majority of learners are L2 Arabic learners and fewer are heritage Arabic learners. The school offers a variety of subjects including arts, language arts, math, social study, science, Arabic language, Islamic studies, library, physical/ health education, computer education. Students are enrolled in the school from early childhood education to high school. The school is an NCA advanced accredited institution (North Central Association) and is also a member of Child Care and Education Association in the state. Classes offered are generally a small class size ranging from 12-25

students and taught by native Arabic speaking teachers with second language teaching experiences in the U.S that range between 8-15 years. It is a community owned non-for-profit organization and mainly depends on community donations.

Teachers in the school are not restricted to a specific teaching approaches, so i found classroom interactions sometimes to be learners-centered where teachers facilitate interactions and students are involved in the learning process through pair-work, games, role-plays, etc. However, in other times, I found classroom interactions to be more teacher-centered. The curriculum that teachers use is mainly based on *IQRA Second Generation of Arabic* as second language textbooks series that focus on the teaching of MSA. Generally speaking, the classroom dynamics involve and encourage students' interactions where students sit in circles. Students participate in classroom activities either individually or in groups if they are assigned to work in groups. Classrooms are also equipped with computers and projectors.

3.5.2 Sample Selection

According to the previous research on PMs in classroom contexts in general and in particular in teacher talk, there is a frequent sampling design either in the form of comparative studies of adult N and NN learners or comparative studies focusing on teacher talk in a high school or a university setting (see AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007). Further, relying on qualitative case study sampling (i.e. a single case or multiple cases) to study PMs in teacher talk is still a rare practice among researchers with interest in this particular phenomenon (e.g. Othman, 2010). Additionally, research on teacher-children's interactions in classroom context is generally scarce (Zadunaisky Ehrlich, 2011).

Since the majority of research on PMs in the classroom context is limited to a mixed method design, experimental studies and/or other comparative studies that mainly focus on

teachers and adult learners. As a result, providing a detailed qualitative multi-layered investigation of PMs in teachers' productions and perceptions in a classroom interaction with children is a topic that has not been explored in the literature. Accordingly, this study adopted a qualitative case study approach with a convenient sampling that allowed the researcher to provide a comprehensive functional, interactional, pedagogical and attitudinal analyses of teachers' productions and perceptions of PMs in their classroom interactions with children.

Participants in this qualitative case study were purposefully sampled from among the N Arabic speaking teachers who are teaching Arabic in the L2 Arabic classroom context in the U.S. After initial conversations with the school director and the coordinator of Arabic classes in the same school, the researcher contacted all three teachers and have them consented according to the IRB protocol that was submitted and approved by the University of New Mexico before any sort of data collection started.

3.5.3 Participants

The participants of the study are three female N Arabic teachers who teach different levels of Arabic to both heritage and L2 Arabic learners in a private school in the U.S (i.e., beginner L2 Arabic learners and advanced L2 Arabic learners). The majority of students are L2 Arabic learners and few students are heritage Arabic learners. Based on their performance in standardized testing and not by age, students are placed in different Arabic levels. All the three teachers are Arab Americans who are also considered native Arabic speakers and late English bilinguals as they were born in Arabic native speaking countries before they moved to the U.S. at later ages. The three teachers have Arabic teaching experiences in the U.S that range between 8-15 years.

3.5.4 Recruitment

Although the focus of the study is on teacher talk, both teachers and students in each observed class were consented according to the University of New Mexico IRB Protocol before any sort of data was collected. Because students are under 18 years of age, consent forms were distributed to the parents of children to be signed if they agree to have their children participated in the study. For parents who decided not to have their children participated in the study, their children was able to attend the Arabic classes taught by another teacher in the same school during the same time of data collection. The three participating teachers were contacted and provided with the consent forms. The consent forms were placed in enclosed envelopes and the teachers were given the time to decide whether to participate as they were not required to decide in the presence of the researcher. Once the consent forms were signed and returned to the researcher, participants were contacted to decide on the dates and times of data collection. The second stage of data collection, that is the semi-structured interviews, was conducted once classroom recordings were transcribed and Arabic PMs were identified. For the validity of the data, the three teachers were not directly notified about the specific phenomena the researcher was interested to study, which is Arabic PMs in teacher talk. Instead, they were informed that the study focuses on classroom interactions in an L2 Arabic classroom context.

3.5.5 Data Description & Instruments

The data of this study was based on transcribed audio recordings of both classroom interactions and observations of an L2 Arabic language classroom and individual semi-structured interviews. In what follows, these tools are briefly described. The audio recordings of the classroom interactions and the interviews were the main data sources for the study of Arabic PMs in teacher talk. Likewise, observational notes were necessary for providing insights into the actual

classroom interactions and teachers' pedagogical practices that enriched the interpretations of the results. Individual semi-structured interviews were conducted with the three teachers, with the purpose of studying a) teachers' perceptions of the uses and functions of Arabic PMs in their classroom talk and b) teachers' perceptions about the impact of their particular classroom context on their use of those linguistic elements in the teaching of Arabic.

3.5.5.1 Classrooms Recordings & Observations

Once the consent forms were signed by the three teachers and the parents of the children and the researcher was notified of the participants' willingness to participate in the study, appointments were scheduled with the three teachers to decide on the times and dates of classroom audio recording and observations. Before visiting classes for data collections, teachers were requested to notify the students of specific dates and times in which i planned to attend their classes for data collection so the students and parents were aware of the dates and times when the researcher was expected to be in class. To avoid disrupting the flow of interaction or even causing any distractions to the teachers as well as the students, the researcher came early enough before classes started, was seated in the back and remained silent. Teachers, in every class, were provided with a micro audio recorder and was placed as close to them as possible without it distracting students. Nine Arabic classes of about an hour long eache were recorded where the L2 Arabic language learners were at various Arabic levels (three classes with each teacher).

Because of the limited two- week time frame provided by the teachers for classroom audio-recordings and observations, the size of the data was limited to about a nine-hour recording (three sessions form each teacher). While the audio recordings provided the primary data that demonstrated what functions do Arabic PMs perform in the N Arabic teacher talk of L2 Arabic classroom contexts, classroom observations gave deeper insights into how classroom interactions

were organized through teacher talk and how teachers' pedagogical practices influenced their uses of PMs. Also, observations and notetakings enabled the researcher to identify and potentially analyzed what Arabic PMs teachers were used in their interactions with learners of different ages. Once the audio recordings and observational notes were completed, data were saved in files on the researcher's private computer that was secured with a passcode to which no one else has access except the researcher. To ensure confidentiality of the information in the original data, any recognizable personal information were deleted and pseudo names were used.

3.5.5.2 Semi-structured Interviews

Incorporating semi-structured interview as an instrument in the study provided us with emic perspectives related to the teachers' perceptions of their use of PMs to be triangulated further with the functional, interactional and pedagogical analyses of Arabic PMs in teachers' actual productions in the transcribed text. The interview started with me introducing myself, explaining the research, and pointing out to the audio recorder to start recording. Before, the interview started, some warm-up questions were asked for demographic information about the three teachers where the participants were given an opportunity to introduce themselves briefly and share their teaching and professional experiences. For having a more natural conversational flow, I was flexible in the order of my questions in the interview guide. So, I was listening to the interviewees, and thinking at the same time about how what they were saying linked to other questions and discussion topics.

Accordingly, three individual semi-structured interviews were conducted in the following steps: 1) I prepared a list of the actual Arabic PMs that were identified in the transcribed texts, 2) brief examples from the transcribed texts of each participant's data were enlisted and shared if needed as elaborations probes with the participants, 3) the individual interviews were scheduled with the three teachers to be conducted in a quiet place, 4) about one hour long audio recorded

individual semi-structured interview were conducted where each of the three participants were requested to answer the following questions that were planned to explore teachers' perceptions of the different uses of PMs (Q1-7) and also find out teachers' perceptions of the impact of their classroom contexts as an important variable on the different uses of PMs in teacher talk (Q8-12):

1. What meanings and functions do these Arabic expressions/words have in your classroom talk?
2. How do you think the previous Arabic expressions/words can be used as teaching tools in your classroom talk?
3. How do you think the Arabic expressions/words that are presented in your classroom talk can be used as learning tools for your students?
4. In your classrooms in the U.S., what Arabic expressions/words you have used in your classroom talk might be useful to be explicitly taught to your students and make them aware of and why?
5. Throughout your conversation with your students in the classroom, what Arabic words/expressions you might use to make sure that your students are following you and understanding the lesson?
6. Throughout your conversation with your students in the classroom, what words/expressions you might use to encourage students to participate and interact in classroom settings?
7. Based on your classroom teaching experience, which is more important to you as teacher checking on your students' understanding of the lesson or to create opportunities for them to participate and practice Arabic in the classroom and why?
8. How do you think your uses of these Arabic expressions/words in your classes with learners of Arabic may be different based on different ages in your school?

9. In addition to the Arabic expressions you see here in this table, what are other Arabic expressions/ words you might use with native Arabic learners in an Arabic speaking country? What other Arabic expressions would you use with your students of Arabic in the U.S.?
10. How do you think your uses of Arabic expressions like these words might vary when teaching native Arabic speakers in an Arabic speaking country as compared to using those Arabic expressions while teaching your students of Arabic in the U.S. and vice versa? If a difference is identified, please explain why?
11. What functions do you think these Arabic expressions/ words can perform when used by your nonnative Arabic speaking students in their conversations with native Arabic speaking people and why?
12. What Arabic variety do think you might use more in your teaching of Arabic in the current school where you are teaching now and why? (e.g. colloquial Arabic or SA).

The original interviews data were transcribed and pseudo names were used to help distinguish the three teachers' data. Similarly, the interviews notes were labeled with the same pseudo names used for the interview transcribed data. Later, the three transcribed texts and modified notes were securely saved in three files in the researcher's private computer with a passcode to which no one else, but the researcher, has an access. For the confidentiality of the participants, the original data with defining personal information (i.e. names) were damaged.

3.6 Methods of Data Analysis

This section demonstrates a detailed description of the multi-layered analytical approach to the study of Arabic PMs in teacher talk and how it was performed in a four-stage analysis. The section starts with the rationale for proposing a multi-layered analytical approach in the current study. The transcription system that was adopted in this study is clearly described. The last part of

the section demonstrates a brief as well as a detailed presentation of the four-analytical stage and how each stage is conducted in different phases.

3.6.1 The Rationale for a Multi-layered Analytical Approach

Developing and adopting a multi-layered analytical approach in a four-stage analysis is motivated by the findings of the previous research on PMs in general and in teacher talk in particular:

1. The multi-functional framework, at the first stage, offers “a comprehensive, functional paradigm of PMs” of both N and NN speakers in pedagogical setting (Yang, 2014, p. 38).
2. “Previous studies on (PMs) have concentrated mostly on the lexical and grammatical aspects rather than their multi-functionality and interrelationship between language use and context, particularly in pedagogical settings” (Yang, 2014, p. 47).
3. The second stage analysis, that encompasses two complementary frameworks, offers a rich description of the reflexive relationship between PMs in teacher talk and classroom interaction and pedagogy (Yang, 2014).
4. Little attention has been given to study the uses and functions of PMs from teachers’ perceptions (Fung, 2011) as “most studies of (PMs) have been undertaken from a researcher's perspective” (Lau, Cousineau & Lin, 2016, p. 110).
5. The uses and functions of PMs vary from a text to another for factors related to the speakers (Aijmer, 2013). Accordingly, a valid analysis of PMs in teacher talk requires incorporating teachers’ perspectives of PMs of their classroom talk into the body of analysis as proposed in the third stage analysis.

3.6.2 Transcription of Classroom Recordings & Interviews

This study adopted a transcription system that was based on AlMakoshi's (2014) Arabic transcription system and also applied Jefferson conventions only for the audio-recorded data of classroom interactions (see appendix A for the adopted Arabic transcription system). Thus, the classroom data audio were transcribed by the use of Latin letters (e.g., 'kh' for the Arabic letter "خ") and the Arabic numbers (e.g., '3' for the Arabic letter "ع") (see appendix B for detailed description of the adopted Arabic transcription system). The alphabetical letters of each token were transcribed into characters that represent the Arabic symbols. For the Arabic sounds that do not exist in English, when possible an equivalent character were used. Pseudo-names were added to transcription to protect the speakers' confidentiality (e.g. TA,TB,TC were used to refer to the real names of the teachers whereas S or numbered S1 were used to stand for student names)

Again, only for the transcribed texts of the audio recorded classroom interactions, Jefferson conventions were demonstrated that included symbols such as unintelligible speech, unfinished and uninterrupted utterances, overlapping speech, stress, nonverbal features, such as laughter, pauses, etc (see appendix B for the CA conventions). The audio files were uploaded to *MAXQDA* where the standard orthographic form and Jefferson conventions were used for transcription. *MAXQDA* is a highly beneficial tool for qualitative analysis in general and for conversational transcription in particular in terms of the flexibility of the multi-coding system that the multifaceted analytical nature this study required.

3.6.3 Overview of the Four Analytical Stags

Through a multi-layered analytical approach, the data in this study was only qualitatively analyzed in a four-stage analysis. First, in the first stage analysis, Fung and Carter's (2007) core functional paradigm of PMs in the L2 classroom context was demonstrated to explore the first

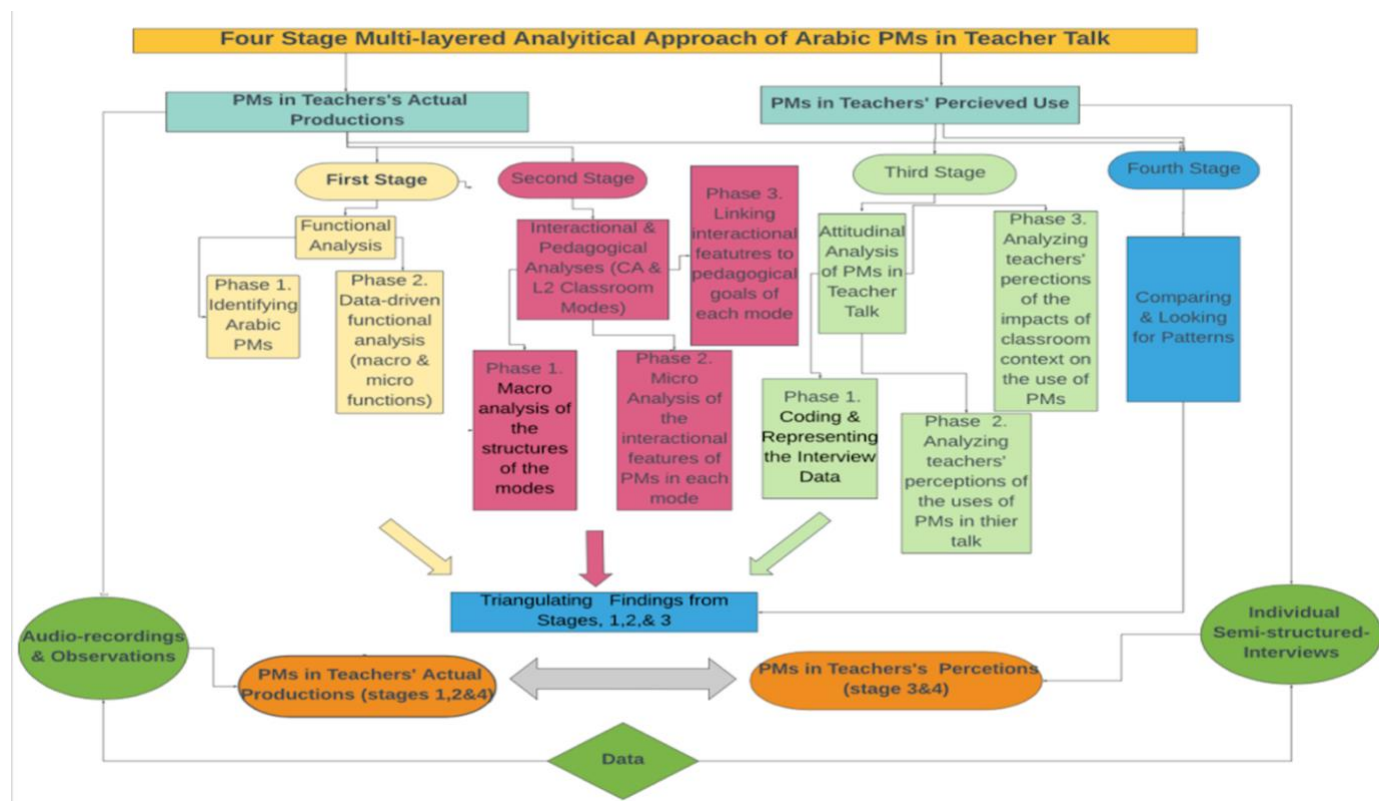
research question that was related to the micro functions of Arabic PMs in teacher talk. The second stage analysis investigated the second research question this was related to the interactional and pedagogical uses of PMs in the L2 classroom interactions where two complementary analytical frameworks were adopted: CA and L2 classroom modes analysis (Yang, 2014). The third stage analysis attempted to answer the third and the fourth research questions. Therefore, this stage demonstrated an attitudinal analysis of teachers' perceptions towards the uses of PMs in their classroom talk and also described teachers' perceptions of the impact of their classroom context on the uses of such linguistic entities in their talk. In the fourth stage, findings related to the functional, interactional and pedagogical uses of PMs in teachers' actual productions (stage 1 & 2) were triangulated with the findings from the attitudinal analysis (stage 3).

By means of having a multi-layered analytical approach to the study of PMs in teacher talk, the present study proposed a more comprehensive analysis of PMs to be performed in a four-stage analysis (see figure 2 below):

- 1) Starting with a functional analysis where Arabic PMs were identified and their micro functions at the five different categorical levels were also classified (i.e., *referential, structural, interpersonal, cognitive* and *multi-functional*).
- 2) Demonstrating macro and micro interactional analysis of the Arabic PMs at the four classroom modes of the L2 institutionalized classroom talk. Linking the interactional features to the pedagogical goals of each mode.
- 3) Exploring more emic perspectives that were related to teachers' perceptions of PMs in their classroom talk and the impact of their classroom context on the use of such linguistic devices in their classroom talk.

4) Identifying patterns and reasons that explained why particular list of Arabic PMs along with their functions are used in teacher talk through triangulating findings from the previous analyses of PMs in teachers' actual productions in the classroom recorded interactions (stage 1 & 2) with findings from the attitudinal analysis of the same phenomena that was performed with the help of semi-structured interviews (stage 3).

Figure 2 A Summary of the Four Stage Multi-layered Analytical Approach



3.6.4 A Detailed Description of the Four- Stage Analysis

3.6.4.1 First-Stage Analysis

The first stage analysis provided answers to the first research question that was related to identifying Arabic PMs and describing their macro and micro functions in the pedagogical settings. So, this initial stage analysis was demonstrated in two phases. In the first phase, the adopted definition and defining criteria were applied to identify Arabic PMs in the transcribed text. Later,

through a data-driven functional analysis, the second phase demonstrated Fung and Carter's (2007) multi-functional framework of PMs to explore the macro and micro functions of Arabic PMs in teacher talk.

3.6.4.1.1 Phase 1: Arabic PMs Identification in the Transcribed Texts

Once the data of classroom recordings were transcribed and Jefferson conventions were added, Yang's (2014) definition of what to be identified as PMs was applied along with the other defining criteria of PMs in the literature (see sections 1.7.1, 1.7.2 & 2.3.1 for the definition and defining criteria of PMs in this study). The purpose of this phase was to provide a data-driven valid identification of Arabic PMs in the three-transcribed text as the researcher does not have a predetermined list of markers to study. So, based on the identification process of Arabic PMs in this phase, at the end of this phase, the identified Arabic PMs in the three participants' conversations were enlisted in three separate tables.

3.6.4.1.2 Phase 2: Data-Driven Functional Analysis

Once potential candidates were identified as Arabic PMs, the second phase analysis started where Fung and Carter's (2007) functional analytical paradigm was applied to provide a detailed functional analytical description of the Arabic PMs in the L2 pedagogical settings. The purpose of this functional analysis was to show how discourse coherence at both local and global levels were constructed (see 2014; Schiffrin, 1987; Fung, 2003; Fung & Carter, 2007). So, first, based on the macro functions of PMs in the texts, the five macro categorical levels were identified (*interpersonal, referential, structural, cognitive and multi-functional*). Later, the micro functions of PMs were identified with regard to the five-macro functional level where they functioned in the texts (see table 6 for the macro types and micro functions of PMs).

Interpersonal Category

On the *interpersonal* level, PMs are used to reduce social distance, to mark social roles, and to signal rapport between speakers, through the process of sharing common knowledge (*you know, you see, listen*), showing response tokens (*oh, right, I see, great, yeah, yes*), and indicating attitudes (*I think, sort of, frankly, really, obviously, you know, to be honest*).

Referential Category

On the *referential* level, PMs generally function to connect preceding and following segments in meaning. Other PMs are used to imply cause (*because*), sequence (*so, thus, therefore*), contrast (*but, however, yet, on the other hand*), and comparison (*similarly*).

Structural Category

The *structural* PMs are used to mark sequential turns in interaction through signaling connection and transition between topics such as *topic initiators* “now” and *summarizers* “so.”).

Cognitive Category

At the *cognitive* level, PMs function as *cognitive* devices in mental construction, to denote thinking process (*I think*), to reformulate segments (*I mean*), to elaborate (*like*), to imply hesitation (*well*).

Multi-functional Category

Multi-functionality is one defining characteristic of PMs that has been widely cited in the literature as an important interactional feature of PM. Thus, to help identify PMs that perform more than one function simultaneously, the *multi-functional category* is the fifth separate category that Yang (2014) has originally added to the four categories of Fung and Carter’s (2007) functional paradigm. Likewise, this study also adopts the same category for any linguistic elements that perform more than one function instantaneously. As can be demonstrated below, a good example

to present the multi-functionality of PMs is “the transitional stage” where the following two PMs *all right* and *okay* occur in excerpt 4.3 taken from an L2 classroom in Walsh (2006):

Excerpt 4.3

1 T: **all right okay** can you stop there please where you
2 are... let's take a couple of... examples for these
3 and... put them in the categories er... so there are
4 three groups all right this one at the front
5 Sylvia's group is A just simply A B and you're C
6 ((teacher indicates groups)) all right so... then B
7 can you give me a word for ways of looking (3) so
8 Suzanna... yeah

(as cited in Yang, 2014, p. 83)

In line 1, the two PMs *all right* and *okay* are classified as both *structural and interpersonal categories* as they “function not only signal a shift from the end of one learning stage to another, but also draw the students’ attention onto the teacher” (Yang, 2014, p. 83). According to Yang (2014), this *dual* functional feature appears more often when PMs are used as transition markers to imply a topic shift.

3.6.4.2 Second Stage Analysis

To answer the second research question that was related to identifying the interactional functions of PMs in the four L2 classroom modes and linking them to the pedagogical goals of each mode, this stage analysis was implemented in three phases. So, the purpose of this stage analysis was to link the actual classroom interactions in the use of PMs in teacher talk with classroom pedagogy through demonstrating a detailed exploration of the macro and micro interactional features and patterns where Arabic PMs occurred in teacher-led classroom interactions and also identified the L2 classroom modes where those linguistic elements were used. Accordingly, in this stage, the researcher adopted two complementary frameworks: CA and L2 classroom modes analysis (Walsh, 2006).

As Yang (2014) points out, “the implementation of L2 classroom modes analysis complements CA’s structural analysis of social action in relation to the macro-level social process of pedagogical realisation” (p.124) as the two frameworks are used to analyze classroom interactions (Walsh, 2006). CA and L2 classroom mode analytical frameworks were complementary used as one analytical tool throughout this second stage analysis. First, the analysis started with identifying the macro conversation organization of the L2 classroom modes (phase 1) and then the micro interactional features, where PMs appeared in each mode, were accordingly identified in phase 2. The third phase analysis attempted to link the interactional features in the four micro contexts of classroom interaction with the pedagogical goals of each mode. Consequently, the second stage analysis was conducted in the following three phases:

3.6.4.2.1 Phase 1: Macro Analysis of the Structures of the Modes

The first phase analysis at this stage started with identifying the four L2 classroom modes through applying “CA mechanism, which is manifested in the turn-taking system, sequential structure, topic management, interactional features, and pedagogical purpose” (Yang, 2014, p. 94). Once, the four modes were identified in the transcripts, each mode was underlined with different colors (i.e. blue for managerial mode, orange for classroom context mode, red for skills and systems mode and green for material mode). For instance, a sample example of the process of identifying the L2 classroom modes that was demonstrated in a similar will be demonstrated below where different colors were by the researcher (e.g. blue for managerial mode, orange for classroom context mode, red for skills and system mode and green for material mode) :

Table 7 A Sample Example of L2 Classroom Modes Identification Procedure (Yang, 2014, p. 94).

Excerpt 4.1

→ 1 T: there are people who are vegetarian by preference
 2 by preference (.) and: by religion we know that
 3 like Buddhists (.) they don't eat meat at all
 → 4 (0.1) so (.) that's paragraph three (.) what is
 5 the author doing? here (.) right in this whole
 6 paragraph (1) is he trying to tell us that (.)
 7 you know (.) there's something wrong with his
 8 education? in this paragraph?
 9 S17: it tells what education has taught him
 10 T: that is to get him in touch with those differences
 11 among different nations or cultures (.) so here
 12 he's talking about his- what his education had
 13 actually taught him right? even- even (1) probably
 14 where his education was right was was helpful (.)
 15 was useful right? was useful (.) okay (.) that's
 → 16 paragraph three (1) now paragraph four (.) S18
 17 (.) can you please read this paragraph for us?
 18 slowly (.) deliberately (.) and loudly

According to Yang's (2014) analysis of the excerpt above, three main modes can be identified: 1. classroom context mode from line 1 to 4 (blue underlined). 2. *materials mode* from line 5 to 16 (orange underlined). 3. *managerial mode* from line 16 to 19 (red underlined).

Classroom context mode 1-4 starts with the teacher extending the concept of vegetarianism from the textbook and concludes the discussion with the same teacher stating “so, that’s paragraph three” in line 4. The material mode begins then with the teacher in line 5 guiding the students back to the material by initiating a display question of “what is the author doing.” Thus, from line 5 to 16, the content belongs to the materials mode. After that, new activity is taking place from line 16 to 19 where the teacher is moving from materials mode to managerial mode by using transition markers like *okay* and *now* (line 16) and directing a question to S18 to read aloud (line 17-19) (p. 94-95). Although modes occur in a dynamic way, there are instances when it is possible that “more modes appear simultaneously or particular classroom interaction digresses from the main mode” (Yang, 2014, p. 81). However, the strength of CA as analytical tool with no predetermined

assumptions offers a more valid analytical procedure to identify modes in longer stretches of talk in classroom interaction (Walsh, 2006).

3.6.4.2.2 Phase 2: Micro Analysis of the Interactional Features of Each Mode

Once the macro analysis of the structural organization of talk was completed and the four modes were identified, the second phase began where CA was used in a micro context analysis to detect positions, interactional patterns and functions of PMs in each mode. The purpose here was not to demonstrate quantified information (i.e. frequency of PMs). Instead, the focus was on providing a more detailed interactional micro analysis that revealed the reflexive relationship between the use of PMs in teacher talk and classroom interactions in general and in particular in the four classroom modes. Following is an example of micro context analysis where CA is applied to identify positions, interactional patterns and functions of PMs in the managerial mode:

Table 8 An Example of Micro Context Analysis of PMs in Managerial Mode (Yang, 2014, p. 111)

Position	Pattern	Function
opening	turn-prefaced DMs+ instruction+ pre-closing DMs	turn-prefaced DMs: instruction initiator and attention getter
transition		pre-closing DMs: instruction finaliser and assurance seeker
closing		

As demonstrated in the table above, Yang’s (2014) micro analysis of the patterns of PMs in managerial mode has revealed that English PMs (DMs in her terminology) commonly occur at the beginning and closing of extended teacher turns especially at transition between different classroom activities. Many PMs occur in the initial position with functions related to signaling new information and attracting students’ attention. Once an instruction is introduced to the students, PMs appear close to the end of a teacher turn to follow up on students’ understanding of the content and then initiate a move to something new. Likewise, the same pattern of *turn-prefaced PMs+ instruction+ pre-closing PMs* occurs in transitional position, to notify the audience at the beginning and at the end of an activity. *Pre-closing* PMs are more likely preferred by teachers to

close the lesson. Thus, many PMs are used in tag-positioned PMs to confirm students' comprehension and to inform students of the end of lesson concurrently (p. 111-112).

3.6.4.2.3 Phase 3: Linking Interactional Features to Pedagogical Goals of Each Mode

Once the macro and micro interactional analyses were completed in the first two phases where the four modes and interactional features were identified, the last phase of the second stage analysis started where the interactional features of each mode were linked to the pedagogical agenda of each mode (see table 5 for the interactional features & the pedagogical goals in the L2 classroom mode analysis). The purpose of this phase analysis was to explore how the use of Arabic PMs in teacher talk could reflect the different pedagogical goals of each mode. For example, in his discussion of the interactional features in relation to pedagogical agenda in the managerial mode, Yang (2014) concluded that the previously identified interactional features (i.e. pattern of *turn-prefacing PMs+ instruction+ pre-closing PMs*), accordingly align with the following pedagogical purposes of the managerial mode:

- To introduce or conclude a topic/activity
- To refer learners to specific materials
- To change from one mode of learning to another
- To seek assurance from the learners (p. 130).

3.6.4.3 Third Stage Analysis

The third stages analysis aimed at exploring teachers' perception of the uses of PMs in their classroom talk and also investigating teachers' perceptions of the impacts of their classroom context on the use of such linguistic entities in the teaching of Arabic. Based on the findings from the previous two stages, three copies were be prepared that represent the three lists of the Arabic PMs used by the three teachers. Each list was labeled with the same pseudo names to help distinguish the three teachers to which the data belong. Teachers' answer during the interview and researcher notes from the interviews were coded for analysis. Briefly, through their answers to the

semi-structured interview questions, the third stage analysis was conducted in the following three phases: a) coding and representing the interview data, b) analyzing teachers' perceptions of the uses and functions PMs their classroom talks and c) finally analyzing teachers' perceptions of the influence of their classroom context on the use of those linguistic entities in their talk.

3.6.4.3.1 Phase 1: Coding & Representing the Interview Data

Once the data of the three-recorded individual semi- structured interviews and researcher notes of the interviews were collected and transferred into three texts, the coding process started where interview data was coded in two main themes that matched the expected answers to the interview questions: *teachers' perceptions of the use of PMs in their classroom talk* (Q1-7), *teachers' perceptions of the impact of classroom contexts on the use of PMs in their classroom talk* (Q8-12). However, coding was not be entirely limited to the two themes as the generation of themes was dynamic and data-driven.

3.6.4.3.2 Phase 2: Teachers' Perceptions & the Uses of PMs in their Classroom Talk

Qualitative code analysis was manually demonstrated. Each teacher's answers were analyzed separately from the other teachers' answers of the same questions. So, discussions and findings from each question were added in forms of paragraphs that were titled with the generated themes. If specific patterns of similarities and differences in teachers' perceptions were noticed, charts were be made for future analysis in the last stage where the findings of the uses of PMs in the teachers' actual productions (stage 1 & 2) were compared to the uses of PMs as perceived by the same teachers' (stage 3).

3.6.4.3.3 Phase 3: Teachers' Perceptions & the Impact of Classroom Context on the Uses of PMs

Similarly, the previous analytical process in section 3.7.4.3.2 was repeated except the fact that the specific focus here was on the impact of classroom context on the uses of PMs in teacher talk. Therefore, a similar manual qualitative code analysis was performed where teachers' answers were separately be analyzed. Likewise, discussions and findings from each question were added in forms of paragraphs that were titled with the generated themes. If specific patterns of similarities and differences in teachers' perceptions were noticed, charts were made for future analysis in the last stage where the findings of the uses of PMs in the teachers' actual productions (stage 1 & 2) were compared to the uses of PMs as perceived by the same teachers' (stage 3).

3.6.4.4 The Fourth Stage Analysis

The purpose of the final stage analysis was to find out answers as to why those specific lists of Arabic PMs were used in teacher talk in an L2 classroom context through: a) comparing and triangulating findings related to the functional, interactional, pedagogical uses of Arabic PM in teachers' actual productions (stage 1&2) with the findings related to the same teachers' perceptions of their own uses of PMs in their classroom talk (stage 3). Therefore, the final stage analysis was accordingly performed in one phase.

3.6.4.4.1 One Phase Analysis: Comparing & Triangulating Findings of Teachers' Actual & Perceived Use PMs in Their Classroom Talk

Finally, I compared the research findings from the first two stages, functional, interactional and pedagogical analyses of the uses of PMs in the actual teachers' productions, with the findings from the attitudinal analysis in the third stage. For having a better understanding of the uses of PMs in teacher talk and a more emic analysis of teachers' perspectives of the uses of PMs in their

talk, I compared the findings from the functional, interactional, pedagogical uses of PMs in the actual teachers' production of each teacher with the findings from the attitudinal analysis in the third stage. By linking findings from teachers' actual productions of PMs with findings related to teachers' perceived uses of those linguistic elements, this study demonstrated a more emic analysis of the uses and functions of Arabic PMs in teacher talk. Although the focus and the scope of this study was mainly on functional, interactional, and pedagogical perspectives of Arabic PMs in teacher talk, instances of dialectal variations in the uses of Arabic PMs that occurred in teacher talk across the three participants were concisely addressed in the findings of this stage.

3.7 Summary of the Chapter

The present chapter has outlined the study design and the multi-layered analytical framework that was adopted and performed in the following chapters. The chapter has presented a detailed description of the methodological design of this study. The chapter started with a brief discussion of the analytical design and research questions in section 3.1. Section 3.2, presented an overview of the study design. The four research questions were identified in section 3.3. The two theoretical frameworks and the rationale of adopting them were presented in section 3.4. Sections 3.5 and 3.6 demonstrated a detailed description of the data that were collected and how they were analyzed in a four stage multi-layered analytical approach. Sections 3.7 briefly summarized the outlines of this chapter.

Chapter 4 Data Analysis

4.1 Introduction

This chapter demonstrates a multifaceted analysis of both classroom and interview data by applying a multi-layered analytical approach to the study of Arabic PMs in the classroom talks of the three teachers. This chapter investigates the uses of PMs in both teachers' actual productions as well as their perceived uses. Therefore, the data analysis in this chapter is performed in two consequent phases where in each phase two research questions are explored. First, through a data driven analysis, the chapter starts with presenting the identified Arabic PMs in the three teachers classroom talks (section 4.2) and then investigates the functional, interactional and pedagogical uses that Arabic PMs performed in the classroom talks of the three teachers (see sections 4.3, 4.5,4.7). To co-reference teachers' actual uses of Arabic PMs in their classroom talks with their perceived uses of those linguistic devices, the second phase analysis demonstrates an analysis of the uses of Arabic PMs that is based on the interviews answers from the three teachers (sections 4.4, 4.6, 4.8). Accordingly, this chapter sets out to address the four research questions below:

1. What micro functions do Arabic pragmatic markers perform on the five macro levels in the teacher talk of an L2 Arabic classroom context?
2. What are the interactional functions of Arabic PMs in teacher- led classroom interactions throughout the L2 classroom context in L2 Arabic language classes and how are these interactional functions used in relation to the pedagogical goals of each mode?
3. What are teachers' perceptions of the uses and functions of Arabic pragmatic markers in their classroom talk?
4. How do teachers' perceptions of their classroom context influence their uses and functions of Arabic pragmatic markers in their classroom talk?

4.2 Identifying Arabic PMs in The Three Teachers' Actual Productions

Before starting analyzing the uses of the identified Arabic PMs in the classroom talks of the three teachers, the initial investigation began by identifying what to be considered a PM across the three teachers' classroom talks. So, the adopted definition and defining criteria were applied to identify Arabic PMs in the transcribed texts (see sections 17.1,17.2, and 2.3.1 for a detailed description of the defining criteria). Briefly, multi-functionality and flexibility, multi-grammaticality and indexicality of PMs were the most important defining criteria in the identification process of Arabic PMs across the three teachers talks (Aijmer, 2013; AlMakoshi, 2014, Fung & Carter, 2007, Yang, 2014). The identified Arabic PMs are enlisted in table 9 below:

Table 9 The identified Arabic PMs in The Classroom Talks of The Three Teachers

1. <i>Tayyeb</i> "okay" & "alright"	14. <i>Khalina</i> "let's"	27. <i>Shoo rah aqool</i> "what will I say"
2. <i>Tayyeb halla</i> "okay now"	15. <i>3ashan</i> "because"	28. <i>Fa lematha</i> "so why"
3. <i>Halla</i> "now"	16. <i>Aywah</i> "yes"	29. <i>Fa</i> "so"
4. <i>Hasanan</i> "okay"	17. <i>Mazboot</i> "all right"	30. <i>Ay soal</i> "any question"
5. <i>Na3am</i> "yes" & "okay"	18. <i>Almuhim</i> "the important thing"	31. <i>Mathalan</i> "for example"
6. <i>Meen Kaman</i> "who else"	19. <i>Khalas</i> "okay" & "enough"	32. <i>Laan or lannu</i> "because"
7. <i>Yalla</i> "come on" "let's get going" or "hurry up"	20. <i>Montaz</i> "great"	33. <i>Ma3aya ya or ma3y ya</i> "are you with me"
8. <i>Wa</i> "and" & "and what"	21. <i>Tab3an</i> "of course"	34. <i>Ya3ni</i> "it means"
9. <i>Sah</i> "right"	22. <i>Law samaht</i> "please"	35. <i>Maza aqool</i> "what do I say"
10. <i>Mashy</i> "okay" & "understood"	23. <i>Lematha qolt</i> "why did I say"	36. <i>Wamaza aydan</i> "what else"

11. <i>Tamam</i> “okay”	4. <i>Lematha lam aqol</i> “why I don’t say”	37. <i>Hal aqool</i> “do I say”
12. <i>Beta3rafu</i> “you know”	25. <i>Sahya am khateaa</i> “right or wrong”	38. <i>Ana 3araft</i> “I knew”
13. <i>Aydan</i> “also”	26. <i>Alaan or Elaan</i> “now”	39. <i>Entu halla beta3rafu</i> “you now know”

So, as demonstrated in table 9 above, the list of the markers included some linguistics elements that are identified as Arabic PMs in this study such as *tayyeb* “okay” and “alright,” *ya3ni* “it means,” *wa* “and” “and what,” *aydan* “also,” *fa* “so,” *khalina* “let’s,” *almuhim* “the important thing,” *ana 3araft* “I knew,” *beta3rafu* “you know,” *halla* “now,” *laan or lannu* “because,” *3ashan* “because,” *mashy* “okay,” and “understood,” *na3am* “yes” and “okay,” *shoo rah aqool* “what will I say,” *sah* “right,” *sahya am khateaa* “right or wrong,” *ma3aya ya or ma3y ya* “are you with me,” *ay soal* “any question,” and *mathalan* “for example.” These linguistic entities were also treated as Arabic PMs (DMs or connectives in other researchers’ terminologies) in the Arabic literature (see Al-Batal, 1985; 1990; 1994; Alkhalil, 2005; Alkholan, 2010; AlMakoshi, 2014; Alshmari, 2015; Bidaoui, 2015; Gaddafi, 1990; Hussein & Bukhari, 2008; Ismail, 2015; Ryding, 2006). However, the remaining identified markers in table 9 including *alaan* and *elaan* “now,” *entu halla beta3rafu* “you now know,” *wamaza aydan* “what else,” *tamam* “okay,” *hasanan* “okay,” *lematha qolt* “why did I say,” *lematha lam aqol* “why I don’t say,” *hal aqool* “do I say,” *mazboot* “right” and “alright” *khalas* “enough” and “okay,” *momtaz* “great” and “okay” *yalla* “come on,” “let’s get going” or “hurry up,” *law samaht* “please,” and *meen maman* “who else” have not yet been explored in the Arabic literature.

4.3 Investigating Arabic PMs in Teacher A Classroom Talk

This section demonstrates functional, interactional, pedagogical analyses of the uses of Arabic PMs in teachers' A actual production. So, five excerpts, that are taken from the recorded classroom sessions of teacher A, are presented in this section where the uses of the identified Arabic PMs in teacher talk are investigated through a multifaceted analysis to answer the first two research questions that are related to the functional analysis in the first stage analysis and the interactional and pedagogical analyses in the second stage analysis. Therefore, in the first stage, the functional analysis is applied to each excerpt by demonstrating the adapted Fung and Carter's (2007) multi-functional approach to the analysis of PMs in spoken classroom discourse. Later in the second stage, the analysis then moves to an interactional analysis where Walsh's (2006, 2011) L2 classroom modes analysis is used to explore the interactional uses of Arabic PMs in four micro modes (managerial mode (in blue); materials mode (in green); skills and systems mode (in blue); classroom context mode (in orange)). Finally, in the same second stage analysis, by the use of L2 classroom modes analysis, another analysis is conducted where the interactional uses of PMs in the four modes are linked to the pedagogical agendas of the same mode across the five excerpts.

4.3.1 Stage I Functional Analysis of Arabic PMs in Excerpt 1

In excerpt 1. below, it can be noted that five Arabic PMs can be identified: *tayyeb* "okay," *halla* "now," *na3am* "yes" and "okay," *yallah* "come on," "hurry up" "let's' get going" and *meen kaman* "who else." In line 5, *tayyeb* and *halla* were used to perform one structural macro function that is related to introducing level three Arabic learners to new learning activity where they were asked about their books and to have them presented to their teacher. In the same line, *halla* also performed a macro structural function that is also has to do with preparing students to the new learning topic. Similarly, in line 8, *tayyeb* "okay" and *halla* "now" are used at the same structural

macro level to indicate a shift of focus from one group of students to another group. In both lines 10 and 23, *na3am* “yes” was used as an interpersonal marker to indicate a teacher response to one of her student’s inquiry. In the end of teacher turn in line 20, the same marker, but with two meaning “yes” and “okay,” was used again at the multi-functional level to perform two functions simultaneously: a structural function to switch from one point of discussion to another and an interpersonal function to respond to another student question. In line 12, the Arabic PM *yallah* “come on” was used as an interpersonal marker to seek a response from the student. Yet, in line 23, the same PM has two meanings where it was used as a multi-functional marker performing as an interpersonal marker, with the meaning “hurry up,” to indicate a reaction to a student request in the previous turn and as a structural marker, but with a meaning similar “let’s get going,” to switch the focus of discussion from a student to the two groups in the class for the purpose of informing them about the coming activity. Also, in line 25, *na3am* “okay” was used as a structural marker to move from a topic to another. The last Arabic PM *meen kaman* “who else” appeared in line 27 as an interpersonal marker with a micro function that was to seek a follow up response from the students who belong to the specific place the teacher was discussing on the map.

Excerpt 1.

1. T: <salam alyku:m>
{Peace be upon you}
2. Ss: <walaykum assalam warahmatu allahi wabraktu>.
{Peace, mercy and blessings of God be upon you as well}
3. T: >kayfa halukum alyawm inshallah bakhe:er<=
{How are you doing, doing good?}
4. Ss: =<alhamd lellah>
{Praise is due to God}
5. T:> masalah.mahallah 3alyikum< (.)<**tayyeb** (.2) **halla:a** (.) assaf athalith
{Great job, **okay**, **now**, oh third level students}
6. ayna alkitab?> hatu alkitab alsaf althaleth(.) [alsaf althaleth.
{where are your books, bring them to me oh third level students!}
7. S1: [We are not level three
8. T: **tayyeb** (.2) alsaf alrabe3 ana bedi tenthoro hena halla nonthor 3ala (1.6). hatha
{**Okay**, fourth level students, i want you to look here **now**. We are looking at this that
9. emken ketab S (um) so asaf athaleth yea:h (.7). uhm (.) alyawm inshallahj rah yekun

- {might be a student book. So, oh level three students, today we will have}
- 10 dars jadeed (.) **na3am** habibti
{a new lesson. **Yes**, sweetheart}
11. S2: ((student requested the teacher to leave))
12. T: alsaf althaleth safha meah warba3ata 3asher (1.2) ayna almasaha? (uhm)(.) **yallah**(.) **ta3ali**::
{oh level three students, open your book on page 114. Where is the chalkboard eraser? **Come on**, come here}
13. ya S(.) ↑mumken tehzerenn::a (.) alyawm(.) mahwa alyawm (.)
{oh student, could you guess what is the date today?}
14. S3: [althulatha
{Tuesday}
16. T: [althulatha (.)↑matha kan alams(.)
{Tuesday, what day of the week was yesterday?}
17. S3: [alethneen
{Monday}
18. T: [alethneen ↑wa ghada hwa **yawm**
{Monday and what is the day tomorrow?}
19. S3: [alarbe3a
{Wenesday}
20. T: [alarbe3a mumken tuktbini althulatha ↑wakam huwa altarigh(.)**na3am** eesh habibi (.)
{Wednesday, could you please write tuesday? What is the date today? **Okay**, **yes**, sweetheart?
21. **aqlam**
{You need a pen?}
22. S: ms. Fatima fi qalam
{Is there a pen?}
23. T: tafadal (.7) **qalam yallah** (1.2) **tayyeb** saf(.). **shukran** (.) thalatha arba3ah (.2) **na3am** (.)
{Here you are, **hurry up, let's get going**. **Okay**, level three students, do questions three and four, thanks, three and four. **Yes?**}
24. S: do we have quran competition tomorrow?
25. T: **yeah** uh inshallah (.) **na3am** (.) ↑saf rabe3 (.7) ↓saf rabe3 (.) unduru ela alsafha (.) ↑eftahu
{Yeah If God wills.**Okay**, level four students, level four students, look at page, open}
26. alketab(.) safhah meah wa arba3ah watha latheen(.) >safhah meah wa arba3ah watha latheen
open the book on page 134 page 134}
27. hathi alsafha ya s and s< <**meen kaman** 3endi rabe3>(.)
{this page oh student and student, **who else is** here from the fourth level?}

4.3.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 1.1

4.3.2.1 Identifying The Macro Structures of The Modes in Excerpt 1.1

In excerpt 1.1 below, two modes can be identified into two different colors: classroom context mode and managerial mode. The classroom context mode, the orange highlighted, was detected in lines 1-5 and it started from the beginning of a teacher turn greeting her students in Arabic and giving them an opportunity to practice greetings in Arabic too. So, the mode started

with the teacher greeting her students and asking about their health in a slower speech pace and then with her students taking another turn to respond back in a similar speech pace. Also, in a faster speech pace, the mode was detected in the last teacher turn before moving to managerial mode. The second appearance of classroom context mode was in the end of an extended teacher turn in lines 13-20 where the interaction centered on the teacher using three display questions in three different turns and the students responding with short answers. So, through rising tones in lines 13,16 and 20, three questions were asked to students. In line 18, both rising and stress on the word *yawm* “day” were used to initiate a display question to students.

The managerial mode (blue underlined) started with the transitional markers, *tayyeb* “okay” and *halla* “now” that were used to guide students to a new learning activity. Thus, from the end of line 5 till the beginning of line 13, this mode was recognized through teacher’s extended turns and fewer or even an absence of students contributions to interaction. Accordingly, it can be noted in those lines, through the use of transitional markers (i.e. *tayyeb* “okay” and *halla* “now”) in teacher talk, teacher talk functioned to manage students learning by distributing instructions to them and prepare them to the coming learning activities. So, it can be noticed that *tayyeb* and *halla* were used twice by the teacher. In a slower speech pace in lines 5-6 and through the use of the transitional markers *tayyeb* “okay” and *halla* “now”, the teacher asked one group of her students to present their textbooks. Similarly, in the opening of another teacher turn in line 8, the transitional marker *tayyeb* “okay,” followed by a short pause, was used to instruct the other group in the class to pay attention to a specific page in the textbook where she pointed to them. The managerial mode was also detected in line 8 through emphases on the phrase *alsaf alrabe3* “the fourth grade” and the other PMs *halla* “now” and *na3am* “yes” and “okay” to get students attention to the instruction. In lines 9-13, managerial mode continued where the teacher was giving instruction and attempting

to manage the classroom learning environment. Further, in line 20, the teacher temporarily returned to the same mode to transmit instruction to one of her students to write on the board and to respond to another student who was inquiring about his pen. The mode continued in the two following lines to initiate another response to the same student in the previous turn and to talk to the two groups. Another occurrence of the managerial mode was observed in the end of a teacher turn in line 23 through the use of PM *na3am* “yes” to respond to a student inquiry and continued till the beginning of another teacher turn in line 25. Through an emphasis on the transitional marker *na3am* “okay” followed by a rise in intonation, the teacher switched to managerial mode in line 25. The teacher continued managing the instructions in the two lines in the same prolonged turn. So, rising was used to make orders to a particular group and refer students to the textbook. Also, both faster and slower speech pace were used to give instructions.

Excerpt 1.1

1. T: <salam alyku:m>
{Peace be upon you}
2. Ss: <walaykum assalam warahmatu allahi wabraktu>.
{Peace, mercy and blessings of God be upon you as well}
3. T: >kayfa halukum alyawm inshallah bakhe:er<=
{How are you doing, doing good?}
4. Ss: =<alhamd lellah>
{Praise is due to God}
5. T:> masalah.mahallah 3alykum< (.) <tayyeb (.2) halla:a (.) assaf athalith
{Great job, **okay**, **now**, oh third level students}
6. ayna alikutub?> hatu alkitab alsaf althaleth(.) [alsaf althaleth.
{where are your books, bring them to me oh third level students!}
7. S1: [We are not level three
8. T: **tayyeb** (.2) **alsaf alrabe3** ana bedi tenthoro hena **halla** nonthor 3ala (1.6). hatha
{**Okay**, fourth level students, i want you to look here **now**. We are looking at this that
9. **emken** kitab S (um) so asaf athaleth yea:h (.7). uhm (.) alyawm inshallahj rah yekun
{might be a student book. So, oh level three students, today we will have}
10. **dars jadee:d** (.) **na3am** habibiti
{a new lesson. **Yes**, sweetheart}
11. S2: ((student requested the teacher to leave))
12. T: **alsaf althaleth safha meah warba3ata 3asher** (1.2) ayna almasaha? (uhm)(.) **yallah**(.) **ta3ali::**
{oh level three students, open your book on page 114. Where is the chalkboard eraser? **Come on**, come here}
13. **ya S**(.) ↑**mumken** tehzerenn::a (.) alyawm(.) mahwa alyawm (.)
{oh student, could you guess what is the date today?}

14. S3: **althulatha**
{Tuesday}
16. T: **althulatha (.)↑matha kan alams(.)**
{Tuesday, what day of the week was yesterday?}
17. S3: **alethneen**
{Monday}
18. T: **alethneen ↑wa ghada hwa yawm**
{Monday and what is the day tomorrow?}
19. S3: **alarbe3a**
{Wednesday}
20. T: **alarbe3a mumken tuktbin althulatha ↑wakam huwa altarigh(.)↑na3am eesh habibi (.)**
{Wednesday, could you please write tuesday? What is the date today? **Okay, yes, sweetheart?**
21. **aqlam**
{You need a pen?}
22. S: **ms. Fatima fi qalam**
{Is there a pen?}
23. T: **tafadal (.7) qalam yallalh (1.2) tayyeb saf(.) shukran (.) thalatha arba3ah (.2) na3am (.)**
{Here you are, **hurry up, let's get going. Okay**, level three students, do questions three and four, thanks, three and four. **Yes?**}
24. S: **do we have quran competition tomorrow?**
25. T: **yeah uh inshallah (.) na3am (.) ↑saf rabe3 (.7) ↓saf rabe3 (.) unduru ela alsafha (.) ↑eftahu**
{Yeah If God wills.**Okay**, level four students, level four students, look at page, open}
26. **alkeṭab(.) safḥah meah wa arba3ah watha laṭheen(.) >safḥah meah wa arba3ah watha laṭheen**
open the book on page 134 page 134}
27. **hathi alsafha ya s and s< <meen kaman 3endi rabe3>(.)**
{this page oh student and student, **who else is** here from the fourth level?}

4.3.2.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 1.1

By looking at excerpt 1.1, it can be seen that the identified Arabic PMs were highlighted only in one mode. So five PMs were found in managerial mode (blue underlined). To initiate instructions to students, the two transitional markers *tayyeb* “okay” and *halla* “now” appeared in line 5 in a slower speech pace in extended teacher turns and followed by short pauses. Similarly, to communicate another instruction, the same transitional marker *tayyeb* “okay” appeared again in another teacher turn in line 8 where it was followed by a pause and emphasis on the phrase *alsaf alrabe3* “the four level.” In the same turn of the same line, the teacher continued giving instructions through a stress on the other PM *halla* “now” followed by a command to the students. In the end of a prolonged teacher turn in line 10 and in a short teacher turn in line 20, the marker *na3am* “yes,” marked with emphasis and rising, teacher A initiated a response to one of her students that

was followed by a student turn. Also, in the end of a teacher turn in line 23, the same marker, identified with an emphasis, was used to communicate a response to a student that yielded another student turn. After a timed pause In line 23, the marker *yallah* “hurry up” and “let’s get going” was used after an instruction to emphasize a message to student regarding the reception of an item and to mark the end of the previous instruction and initiate another. In the same line, *tayyeb* “okay,” followed by a short pause, was used also to start a new order to students. Likewise, in the middle of another teacher turn in line 25, another PM *na3am* “okay,” identified with the stress and followed by the rising, was used as transitional marker to initiate new instructions. The last classified Arabic PM in managerial mode was the PM *meen kaman* “who else” that occurred in slower speech pace to mark an end of an instruction in the form of an inquiry that meant to point out which group of students were addressed with the specific instructions.

4.3.2.3 Linking interactional Features to Pedagogical Goals in Excerpt 1.1

As discussed in excerpt 1.1 above, five Arabic PMs were identified in managerial mode with interactional patterns that also performed some pedagogical uses. First, in line 5, the transitional markers *tayyeb* “okay” and *halla* “now” were used by teacher A to introduce her students to a new activity and get them prepared to follow the instruction where new information was transmitted to them. Likewise, in line 8, *tayyeb* initiated another teacher turn to introduce an instruction to the fourth level students whereas in the same turn *halla* was used to get the students attention to the learning activity and refer them to the learning material in the textbook. *Na3am* “yes” occurred in the end of the same turn in line 10 to indicate an approval to a student request to of a temporary leave. The same marker was used close to an end of a turn in line 20 to mark a move from one discussion topic to another. In line 23, *yallah* “hurry up” and “let’s get going” was used at the end of an instruction to confirm that the student was following the instruction and to

prepare them for the coming instruction. *Tayyeb* appeared in the same line to switch the topic of discussion from a point to another. Similarly, *na3am* “okay” was detected in the end of a teacher turn in line 23 and in the opening of another turn in line 25 to initiate a new instruction of a particular learning activity and ensure that students were following the instruction. The last identified Arabic PM in managerial mode was the PM *meen kaman* “who else” that was used to get students’ attention to a specific learning instruction that was about managing the learning of her fourth level students.

4.3.3 Stage I Functional Analysis of Arabic PMs in Excerpt 2

In excerpt 2 below, six Arabic PMs can be identified. The first PM *tayyeb* “okay” in line 30 functioned at the structural level to continue discussion on the same topic. Likewise, in line 32, *tayyeb* was used to point out a structural macro function that was related to switching the topic of discussion from giving instruction to the whole students to talk to a student who did not place the textbook on the table demanding a quick action from him. The second identified PM *yallah* “hurry up” appeared in line 32 and 33 as an interpersonal marker to indicate a reaction to an incident where the teacher demanded a student who was not paying attention to have his textbook placed on the table. In line 34, *alaan* “now” was used as a multi-functional marker functioning as a structural marker as well as an interpersonal marker. As a structural marker, *alaan* performed a micro function that was related to introducing new activity and concluding discussion on the current topic. As an interpersonal marker, *alaan* was used to seek a response from students. *Alaan* also appeared in line 51 as structural marker to mark a continuation in a topic discussion. *Ya3ni* “it means” was another Arabic PM that occurred in line 41 to perform a structural function that was related to introducing an elaboration on a prior information.

The PM *wa* “and” and “and what” was used in the end of a teacher turn in line 42 as a multi-functional marker performing as a referential marker to mark a coordination and as an interpersonal marker to seek a response from the students that clarifies that concept they were discussing in the previous turns. Another structural marker was *tayyeb* “okay” that appeared in line 40 to summarize the main point of discussion on a topic through informing the students that what they were learning in the previous activity was related to the so-called cultural enrichment. *Tayyeb* “okay” and *halla* “now” were used in lines 45 and 50 to perform a structural macro function that was switching the topic of discussion.

Excerpt 2

28. T: safha meyah wa arba3ah watha latheen.hathdi alsafha nunduru huna tafathali(.2)
 {Page 134, this page, we look at here, here you go!}
29. S8: Ms Fatmiah ((can I open the book))(.)
30. T: **tayyeb** (1.0) ithen alsaf althaleth(.2) wa3endi alsaf arabe3 alsaf althaleth walsaf alrabe3 (.)
 {**Okay**, then listen to me oh third level students and also fourth level students, third level students and fourth level students }
31. naftah safha meah warba3ata 3ashar. iqrauha qraah samitah (.) walsaf alrabe3 safha
 {we open book page 114, read silently and fourth level students open your book on page
32. meahwarba3ah wa thalatheen (1.8) **tayyeb** (1.2) **yallah** ya s. ayna kitabuka ayna ketabuka ya s
 134, **Okay!**. Oh student, where is your book where is your book oh student }
33. besur3a **yallah**(.) alsaf alrabe3(.) alsaf alrabe3(.)
 hurry up **hurry up**, oh level four students, level four students }
34. 3an matha santahadath **alaan** (.)
 {what are we going to talk about now?}
35. Ss: [3an
 {about }
36. T: [3an (.) ay dawlah (.2) 3an dawlat alemara:t(.) iqra 3lena ya s(.)↑ fatahti laketab
 {about, which country, about UAE. read us oh s10. did you open the book }
37. mahwa al3enwan ya s10? ↑dwalat=
 what is the topic oh student, a country of?}
38. S10: dwalat(. 2)
 {a country }
39. T: [↑alemarat
 {Emirate }
40. S: [alemarata al3arabiyah
 { Arab Emirate }
41. T: almutihedah] **tayyeb** (.7) hathi thaqafah 3amah hathi **ya3ni**(.) it is like what say cultural
 {United, **okay!** This is a general knowledge **meaning** that it is like what we say cultural }
42. ↑**wa**(.)
 {**and what?** }
43. S: ↑traditional(.)

- 44 S: cultural uhm (.7)
 45 T :enrichment enrichment↑ right (.) **tayyeb**(.2) **halla** (.) alsaf althalethmahwa al3enwan ya s (.)
 {okay, now level three students, what is the topic oh student?}
 46. ↑juha
 47. S : (hhh)
 48. T: taraef.
 {jokes}
 49. S: (hhh) Juha [wa
 {Juha and}
 50. T: [samak alameer taraef (.) **tayyeb** (1.2) <alsafe alrabe3 iqrau fi alketab 3an dawlat
 { it is the joke about the prince’s fish. **Okay**, level four students, read in the book about the
 country of}
 51. alemerat wa nurikum **alaan** alkhareta> walsaf althaleth(.)iqrau alsafha hathi
 {Emirate and i will show you **now** the map and level three students, read this page}
 52. meah wa arba3ata 3ashar
 { page 114}

4.3.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 2.1

4.3.4.1 Identifying The Macro Structures of The Modes in Excerpt 2.1

In excerpt 2.1 below, four modes can be identified into four different colors. Each mode has some distinguished interactional features that are linked to specific pedagogical goals. The first mode is managerial mode and it was highlighted in blue in the following lines 28-33, 36, 45, 50-52. The managerial mode started with teacher A giving instructions to level four and level three students to look at specific pages in their textbooks. So, the first occurrence of managerial mode was detected in an extended teacher turns from lines 28-33. The red highlighted lines from 34-41 correspond to skills and systems mode that centered on the teacher initiating display questions to students in lines 34 and 37 and students responding with short answers in lines 35,38 and 40. After providing the last part of the answer in the beginning of a teacher turn in line 41 in skills and systems mode, teacher A switched to classroom context mode in the same line. Therefore, through the use of the transitional PM *tayyeb* “okay,” the teacher moved from a mode to another and then through the use of the PM, *ya3ni*, a further elaboration was presented on a prior information that was taught earlier to the fourth level students on the map. Then, in the same line in the end of her

turn, another question was introduced to students through the rising PM *wa* “and what” followed by a pause. So, in line 43 and 44, two students tried to respond with answers. After that, through a rising tone followed by the English PM *right* in line 45, the teacher took another turn to add to the students’ answers in a form of a feedback. Finally, the material mode was detected in the end of the same teacher turn in line 45 and continued through line 46 to initiate another display question to the other group in the same class about the topic of an activity in the learning material. Thus, in line 49, a student responded providing the first part of the answer before he was interrupted by another simultaneous teacher turn in line 50 to provide the other part of the answer before moving to a new discussion topic.

Excerpt 2.1

28. T: safha meyah wa arba3ah watha latheen.hathdi alsafha nunduru huna tafathali(.2)
 {Page 134, this page, we look at here, here you go!}
29. S8: Ms Fatmiah ((can I open the book)).)
30. T: tayyeb (1.0) ithen alsaf althaleth(.2) wa3endi alsaf arabe3 alsaf althaleth walsaf alrabe3 (.)
 {Okay, then listen to me oh third level students and also fourth level students, third level students and fourth level students}
31. naftah safha meah warba3ata 3ashar. iqrauha qraah samitah (.) walsaf alrabe3 safha
 {we open book page 114, read silently and fourth level students open your book on page
32. meahwarba3ah wa thalatheen (1.8) tayyeb (1.2) yallah ya s. ayna kitabuka ayna ketabuka ya s
 134, Okay!. Oh student, where is your book where is your book oh student}
33. besur3a yallah(.) alsaf alrabe3(.) alsaf alrabe3(.)
 hurry up hurry up, oh level four students, level four students }
34. 3an matha santahadath alaan (.)
 {what are we going to talk about now?}
35. Ss: 3an
 {about}
36. T: 3an (.) ay dawlah (.2) 3an dawlat alemarat:(.) iqra 3lena ya s(.)↑ fatahti laketab
 {about, which country, about UAE. read us oh s10. did you open the book}
37. mahwa al3enwan ya s10? ↑dwalat=
 what is the topic oh student, a country of?}
38. S10: dwalat(. 2)
 {a country}
39. T: ↑alemarat
 {Emirate}
40. S: alemarata al3arabiyah
 { Arab Emirate}
41. T: almutihedah] tayyeb (.7) hathi thaqafah 3amah hathi ya3ni(.) it is like what say cultural
 {United, okay! This is a general knowledge meaning that it is like what we say cultural}
42. ↑wa(.)

- {and what?}
43. S: ↑traditional(.)?
44. S: cultural uhm (.7)
45. T: enrichment enrichment↑ right (.) **tayyeb(.2) halla (.)** alsaf althalethmahwa al3enwan ya s (.)
{okay, now level three students, what is the topic oh student?}
46. ↑juha
47. S : (hhh)
48. T: taraef.
{jokes}
49. S: (hhh) Juha [wa
{Juha and}
50. T: [samak alameer taraef (.) **tayyeb (1.2)** <alsafe alrabe3 iqrau fi alketab 3an dawlat
{it is the joke about the prince's fish. Okay, level four students, read in the book about the country of}
51. **alemerat wa nurikum alaan alkhareta> walsaf althaleth(.iqrau alsafha hathi**
{Emirate and i will show you now the map and level three students, read this page}
52. **meah wa arba3ata 3ashar**
{page 114}

4.3.4.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 2.1

Four Arabic PMs were identified in managerial mode. So, starting in line 30, the transitional marker *tayyeb* “okay” followed by a timed pause was used to initiate an instruction to a group of students to do silent reading of specific pages in the textbook. In the same extended teacher turn in lines 32 and 33, teacher A continued giving instructions to students. So, in those two lines, the two PMs *tayyeb* “okay,” followed by a timed pause, and *yallah* “hurry up,” accompanied by a stress, were used to inquire about a student’s textbook that was not placed on the table and instructing him twice to present the textbook to her. In the middle of another teacher turn in line 45, *tayyeb* “okay” and *halla* “now,” followed by short pauses,” were used as transitional markers to indicate a move from a mode to another. Likewise, followed by a time pause, *tayyeb* appeared again in the opening of another teacher turn in line 50, as a transitional marker, to initiate an instruction. In a slower speech pace, the PM *alaan* “now” occurred in managerial mode in the middle of the same extended turn in line 51 to continue giving instructions to students on the coming learning activity on the map.

On the other hand, fewer Arabic PMs were found in the other modes. Thus, one Arabic PM was identified in skills and system mode. So, in line 34, *alaan* “now,” accompanied by emphasis, was used in the end of a teacher turn following a display question where students were asked about a topic of discussion that was assigned to them. Similarly, one Arabic PM was detected in classroom context that was the rising *wa* “and what” followed by a short pause to initiate another display question to the students that asked about the meaning of the concept *thaqafah 3amah* “general knowledge.”

4.3.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 2.1

The uses of the previously discussed interactional patterns where Arabic PMs were detected in excerpt 2.1 have also performed some pedagogical agendas in the four modes. Starting with the four Arabic PMs in managerial mode, it can be observed that the interactional features of the identified Arabic PMs in this mode functioned to introduce students to new learning activities and to manage the learning experience of her students. So, we noted that *tayyeb* “okay” and *yalla* “hurry up” in lines 32 and 33 were used to manage the learning of a student who was not following the instruction by asking him about his book and demanding him to place it on the table. Other PMs such as *tayyeb* “okay” and *halla* “now” in line 45 were used as transitional markers to indicate a move from a mode to another as well as to introduce the students to the new activity where a question from the learning material was asked to them. Also, the same marker *tayyeb* occurred as a transitional marker in line 50 to conclude the previous learning activity and to initiate another instruction to the fourth level students about what they needed to do in the coming activity. *Alaan* “now” was used in the same extended teacher turn in line 51 to continue giving instruction about the coming learning activity. On the other hand, in skills and systems mode, the interactional patterns where the PM *alaan* “now” was identified revealed some pedagogical goals that were

related to enabling the students to use the target language and provide them with corrective feedback as needed. Therefore, through the use of the PM *alaan after* a display question in the end of a teacher turn in line 34, the students were given opportunity to use the target language by responding to the question. As for classroom context mode, three Arabic PMs were used in that mode to explain to the students the concept that will be discussed in the lesson and to enable them to check on their understanding of that particular concept. So, in the opening of her turn in line 41, the teacher explained to her students that what they will study about the country of U.A.E is called *thaqafah 3amah* “general knowledge.” Also, in the same line, the marker *ya3ni* “it means” was used to initiate a further elaboration on a concept. In the end of the same turn in line 42, the teacher used the rising PM *wa* “and what” to elicit responses from students that were related to their understanding of the concept general knowledge that she discussed earlier.

4.3.5 Stage I Functional Analysis of Arabic PMs in Excerpt 3

In excerpt 3 below, eight Arabic PMs can be identified: *tayyeb* “alright ” and “okay” *halla* “now” *sah* “right,” *mashy* “okay” and understood,” *tab3an* “of course” *meen kaman* “who else” *khalas* “okay” and *law samaht* “please.” In line 40, *tayyeb* “alright” was used a multi-functional marker performing an interpersonal function to show a teacher response to a student answer in the previous turn or a structural function to conclude discussion on a previous point and indicate a move to discuss a new question. In line 44, *sah* “right” was used as a multi-functional discursive element functioning as an interpersonal marker to seek responses from listeners and as a structural marker to conclude discussion on the topic by indicating the student answer was correct. Likewise, in the same line, *halla* “now” functioned at the structural macro level to shift the topic of discussion from asking the students to respond to questions to requesting them to read a specific task in the textbook. In line 46, *tayyeb* “alright” was used at the structural macro level to mark a temporary

closure to discussion with level three students and indicate a move to a new discussion with level four students. In the following line, the PM *law samaht* “please” was used as an interpersonal marker to initiate a polite request. Similarly, in line 47, the other marker *tab3an* “of course” operated at the structural macro category to start a new learning activity about teaching directions on the map. Also, in line 48, *mashy* concurrently performed two macro functions: structural and interpersonal macro functions. While at the structural level, with the “okay” meaning, the micro function was related to introducing students to the new activity of learning directions on the map, the same marker, with a meaning similar to “understood,” performed at the interpersonal level to seek students’ response and ensure their comprehension of the content. In other occurrence for the PM *mashy* in line 54, the same marker, with a the “okay” meaning, was used to mark an end of discussion. In line 48, *halla* “now” was used as a structural marker to introduce an activity of learning about locations on the map. The other occurrence for the PM *halla* “now” appeared in line 56 in a prolonged teacher turn to function as a structural marker either to introduce new discussion topic or to switch discussion from one point to another. In the same line, *tab3an* “of course” functioned as an interpersonal marker to reinforce the meaning of an information to students rather than adding new information. In line 51, *meen kaman* “who else” was used as interpersonal marker to indicate more students’ responses for those who were from Palestine. *Tayyeb* “okay” appeared again in line 54 and 56 as a multi-functional marker functioning as interpersonal marker to show teacher’s response to students’ statements in the previous students turns and as a structural marker to conclude discussion on the previous topic. The last identified Arabic PM *khalas* “okay” was used as an interpersonal marker to indicate a teacher’s response that she had received enough responses so they could by then move to discuss another point in the lesson.

Excerpt 3.

39. S8: remember this is a joke=
40. T: =↑yeah **tayyeb** (.7) ma hya (2.) mama3na kalamat tara:aef (.) hatha al3enwan ma ma3na
{yeah, **alright**, what is it, what is the meaning of the word “taraef?”. This topic, what is the meaning}
41. kalamat taraef thaleth? kalamat taraef ma ma3naha what does it mean (.)
{of the word “taraef” the word “taraef” what does it mean?}
42. S: taraef uhm(.) ↑anekdots (.)
{jokes, uhm,anekdots}
43. T: uhuh good job (.)↑so taraef heya shay momken hekaya qase::rah(.) yaqoloha alshakhes
{uhuh. good gob. So anekdots can be a short story narrated by someone}
44. wamatha takon(.) muthheka tarafef heya ay shay↑wamatha(.) muthheka↑**sah** (.7) **halla** (.)
{and what it might be? Funny, anekdots are anything funny **right? now**}
45. saf althaleth iqrauo fi taraef try to understand hawlu tafhamuha 3endena ask question (.)
{third level students, read the section on jokes and try to understand as we have an ask question activity}
46. **tayyeb**(.2) asaf alrabe3 (1.2) asaf alrabe3(.) >itha betehibu ta3alu ela hun
{**alright**, fourth level students, fourth level students, please come here}
47. etfi aldaw ya s **law samaht**(.) < ta3ali habibti shiway(.7)< tab3an hathi kharitat al3alem
{Turn of the light oh student **please**, oh darling come here for a little bit, **of course**, this is the Arab world map}
48. al3arabi(.)>mashy(.) unduru huna(.) **halla** (.) 3andana huna **tab3an** (.)hay qarat afriqia
{**okay, understood?** look at here. **Now**, here **of course** we have here Africa Continent}
49. takalamna 3anha fi almara alsabiqah wahuna qarat asya unduru almamlakah
{a place that we have talked about earlier, and here Asia Continent, look here}
50. al3arabiah alsu3udya(.2) hatha al baher alahmer (.) huna alordon hay falasteen
{This is the kingdom of Saudi Arabia, this is the red sea. Here is Jordan}
51. ↑shufu ish ad hi sageerah s↑**meen kaman** men falasteen wa fe huna al3eraq
{This is Palestine, see how small it is, **who else** is from Palestine, and this is Iraq}
52. eh:h men men (.)alordon inti wa ana shufu ad aish hya sage rah ahh di sorya=
{Who is from Jordan? you and me are from there, see how small it is, this is Syria}
53. S: =that is where my father are from there=
54. T: =tayyeb (.2) mashy(.)
{**Okay, okay!**}
55. S: : because you were born like (unintelligible)=
56. T: =↑**tayyeb** (.) <**khalas** (.) mush mushkelah> (.) **halla** (.) fi 3endana unduru huna
{**Okay okay**, no problem. **Now**, we have, look at this, we today
57. ehna alyawm sanatahadath 3an unduru hathi huna alemarat al3arabia almutahidah
we will talk about, look here this is the United Arab Emirates}
58. shufu unthuru huna heya sagher hahay hahuna sagherah undthur (.)
{Look here, it looks small here it is a small one, look at it}

4.3.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 3.1

4.3.6.1 Identifying The Macro Structures of The Modes in Excerpt 3.1

In the preceding excerpt 3.1 below, four modes can be highlighted in different parts of the excerpt. The first identified mode is skills and systems mode in lines 40-43. So, skills and systems mode started with the teacher responding to one of her students through the use of the English PM *yeah* in a rising intonation confirming an agreement with the student's statement. Thus, the transitional markers *tayyeb* "alright" with a timed pause was used to indicate a move from the material based discussion to a new mode where students were given opportunity to practice the target language and produce more Arabic. Accordingly, we found that in line 40, teacher A started the mode by addressing the third level students with a display question inquiring about the meaning of the Arabic word *taraef* "anecdotes." In line 41, teacher used the repetition of the phrase "kalemate taraef" and "ma ma3na" as an echoing strategy to elicit and encourage students to participate. In line 42, one student responded in English with the correct answer. The mode ended in line 43 with the teacher replying to a student and confirming the answer was correct.

The second identified mode in the same excerpt was classroom context mode. This mode began in the beginning of an extended teacher turn line 43 with the rising transitional marker *so* to demonstrate an elaboration on the meaning of a previous word. The same mode continued through line 44 where short phrases were used to initiate display questions for eliciting responses from students. Close to the end of the same line, classroom context mode ended through the use of the multi-functional marker *sah* "right" to ensure students understanding and to prepare students to the coming learning activity. Through the use of the rising intonation, the teacher returned to classroom context mode in the beginning of line 51 to present a further elaboration on one Arab country on the map, that is Palestine, by pointing to its location and describing it as a tiny place

and then initiating an inquiry about who from her students were from Palestine through the marker *meen kaman* “who else.” Teacher continued the discussion by using another referential question in line 52 to elicit responses from her students indicating who from them were from Jordan and Syria. So, classroom context mode was also identified in two students turns to interact on the same topic of discussion in lines 53 and 55.

The managerial mode started in the end of line 44 with the teacher using the transitional marker *halla* “now” to indicate a movement from a mode to another where students received instructions related to the material assigned to them earlier in the beginning of the session. Later in line 45, teacher A gave instructions to level three students to read in their textbook the section related to jokes, try to understand it and then prepare for the questions in the same section. In line 46, through the use of the PM *tayyeb* “alright,” the teacher shifted his focus to the other group and requested them to come closer to her. In line 47, the teacher concluded this mode by requesting a student to turn of the light to start a new learning activity on the map presented on projector. Again, managerial mode temporally appeared in line 48 to shift the students’ attention back to the map. In a short teacher turn in line 54, the teacher returned again to this mode to manage students’ interaction and indicate the end of a discussion before initiating a new instruction. Finally, in another extended teacher turn in lines 56-58, managerial mode occurred again to respond to students through the use of markers *tayyeb* “okay” and *khalas* “okay” to notify the students about the end of discussion on a specific topic. Thus, in another extended teacher turn and through use of *halla* “now” in the same line, the teacher continued giving instructions to her students informing them about the coming new learning activity.

The material mode started in the end of line 47 with the use of the structural marker *tab3an* “of course” to guide the students to the giving direction learning activity on the Arab world map.

So, in line 48, the PM *mashy* “okay” and “understood” was used to continue discussion on the topic and to confirm students’ understanding of the new activity through seeking responses from them. In the same line, the two Arabic PMs *halla* and *tab3an* were used to introduce the activity by pointing to Africa Continent on the map and telling the students that it was taught to them in another lesson. Discussions on the same mode were also detected in other extended teacher turns in lines 49, 50 and in the end of 51 where the students were shown some countries on the map in Asia Continent such Saudi Arabia, Palestine and Iraq.

Excerpt 3.1

39. S8: remember this is a joke=
40. T: =↑yeah **tayyeb** (.7) ma hya (2.) **mama3na** kalamat tara:aef (.) hatha al3enwan ma ma3na
 {yeah, **alright**, what is it, what is the meaning of the word “taraef?”. This topic, what is the meaning}
41. **kalamat taraef thaleth? kalamat taraef ma ma3naha** what does it mean (.)
 {of the word “taraef” the word “taraef” what does it mean?}
42. S: **taraef uhm(.) ↑anekdotes** (.)
 {jokes, uhm,anekdotes}
43. T: **uhuh good job** (.)↑so taraef heya shay momken hekaya qase::rah(.) yaqoloha alshakhes
 {uhuh. good job. So anekdotes can be a short story narrated by someone}
44. **wamatha takon**(.) muthheka tarafef heya ay shay↑wamatha(.) **muthheka**↑**sah** (.7) **halla** (.)
 {and what it might be? Funny, anekdotes are anything funny **right? now**}
45. **saf althaleth iqrauo fi taraef try to understand hawlu tafhamuha 3endena ask question** (.)
 {third level students, read the section on jokes and try to understand as we have an ask question activity}
46. **tayyeb**(.2) asaf alrabe3 (1.2) asaf alrabe3(.) >itha betehibu ta3alu ela hun
 {**alright**, fourth level students, fourth level students, please come here}
47. **etfi aldaw ya s law samaht**(.) < ta3ali habibti shiway(.7)< **tab3an** hathi kharitat al3alem
 {Turn of the light oh student **please**, oh darling come here for a little bit, **of course**, this is the Arab world map}
48. **al3arabi**(.)>**mashy**(.) unduru huna(.) **halla** (.) 3andana huna **tab3an** (.)hay qarat afriqia
 {**okay, understood?** look at here. **Now**, here **of course** we have here Africa Continent}
49. **takalamna 3anha fi almara alsabiqah wahuna qarat asya unduru almamlakah**
 {a place that we have talked about earlier, and here Asia Continent, look here}
50. **al3arabiah alsu3udya**(.2) hatha al baher alahmer (.) huna alordon hay falasteen
 {This is the kingdom of Saudi Arabia, this is the red sea.here is Jordan}
51. ↑shufu ish ad hi sageerah s↑**meen kaman** men falasteen **wa fe huna al3eraq**
 {This is Palestine, see how small it is, **who else** is from Palestine, and this is Iraq}
52. **eh::h men men**(.)alordon **inti wa ana shufu ad aish hia sagerah ahh di sorya**=
 {Who is from Jordan? you and me are from there, see how small it is, this is Syria}
53. S: =that is where my father are from there=
 54. T: =**tayyeb** (.2) **mashy**(.)

- {Okay, okay!}
55. S: because you were born like(unintelligible)=
56. T: =↑tayyeb (.) <khalas (.) mush mushkelah> (.) halla (.) fi 3endana unduru huna
 {Okay okay, no problem. Now, we have, look at this, we today
57. ehna alyawm sanatahadath 3an unduru hathi huna alemarat al3arabia almutahidah
 we will talk about, look here this is the United Arab Emirates }
58. shufu unthuru huna heya sagher hahay hahuna sagherah undthur (.)
 {Look here, it looks small here it is a small one, look at it }

4.3.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 3.1

As seen above, fewer Arabic PMs were detected in skills and systems mode and classroom context mode. So, to initiate a display question in skills and systems mode, the PM tayyeb “alright” was used in the opening of a teacher turn in line 40 preceded by the rising English PM yeah and followed by a timed pause. Likewise, only two Arabic PMs occurred in classroom context mode. So, preceded by a rising tone and an emphasis on the repeated word *muthheka* “funny” and followed by a timed pause, the first marker, *sah* “right” appeared in the that mode in the middle of an extended teacher turn in line 44 to initiate a scaffolding question to her students. In another longer teacher turn in line 51 that was accompanied by a rising intonation, the PM *meen kaman* “who else” was also used in classroom context mode to introduce a referential question that asked about who from her students were from Palestine.

On the other hand, more number of PMs were classified in the other two modes. So, as for managerial mode, five Arabic PMs were classified in that mode. The managerial mode started in the end of line 44 with the teacher using the transitional marker *halla* “now” to indicate a movement from a mode to another where students received instructions related to the assigned learning material. Also, *halla*, followed by a micro pause, was used again in line 56 to continue holding the floor of discussion and to elaborate more on the other places on the map. In the same teacher prolonged turn in line 45, *tayyeb* “alright” occurred in the middle of a turn followed by a timed pause to continue giving instructions to students. Further, in the same turn in line 47, *law*

samaht “please,” followed by a short pause, was also detected in the same mode to initiate a polite request. Similarly, in a short teacher turn in line 54, the two transitional PMs *tayyeb* “okay” *mashy* “okay” and “understood,” marked with stress and followed by pauses, were used to initiate other instructions. In the beginning of another teacher turn in line 56, the rising PMs *tayyeb* “okay” and *khalas* “okay,” followed by pauses in a slower speech pace, were also used to introduce new instructions and as well as to check on learners’ understanding of the previous instructions.

As for the material mode, three PMs were detected there. First, in line 47, *mashy* “okay” and “understood,” accompanied by a stress and followed by a pause, was used to conclude discussion on a topic and to ensure students’ understanding of the previous instruction before initiating another a new instruction. In the same extended turn that is marked with a slower speech pace and short pauses in line 48, the two PMs *halla* “now” and *tab3an* “of course” were used to get the students’ attention and remind them of places they have studied earlier on the map.

4.3.6.3 Linking Interactional Features to Pedagogical Goals in Excerpt 3.1

The fewer Arabic PMs that were classified in skills and systems mode and classroom context mode have also performed some pedagogical goals. Therefore, in skills and systems mode, the Arabic PM *tayyeb* “alright” was used in the opening of a teacher turn in line 40 to provide an opportunity for students to use Arabic and to ensure their understanding of the appropriate meaning for the key word in the lesson. Moreover, in classroom context mode, *sah* “right” occurred in the center of a long teacher turn in line 44 to initiate a scaffolding in a form of a feedback regarding providing the students with the correct answer. Also, in another extended teacher turn in line 51 in classroom context, the PM *meen kaman* “who else” was used to provide a contextualized discussion where the students from Palestine, who were presented as examples to the other students in the same class, were encouraged to interact and share their answers with the rest of the class.

Likewise, the five identified Arabic PMs in managerial mode have also communicated some instructional goals. Thus, in the end of line 44 in managerial mode, the transitional marker *halla* “now” was used to introduce the students to the new learning activity where the learning centered on the learning material that was assigned to the students in the beginning of the class. Likewise, In line 56, *halla* “now” was used again to introduce students to the new learning activity about the country of U.A.E. In the same extended turn in line 46, *tayyeb* “alright” was used to transmit instructional information to her students. Similarly, in line 47, *law samaht* “please” was used in the same mode to introduce polite order that was planned to organize the learning environment of learners. In a short teacher turn in line 55, *tayyeb* “okay” and *mashy* “okay” and “understood” were used to indicate a move from one learning activity to another one where more instructions were initiated afterwards. Accordingly, we found that in line 56, the two PMs *tayyeb* “okay” and *kalas* “okay” were used to introduce new instruction to students to inform them of the end of discussion on a specific topic.

Additionally, some instructional purposes were also highlighted in material mod through the use of three Arabic PMs. So, in a prolonged teacher turn in line 47, the PM *tab3an* “of course” was used to draw students’ attention to specific location on the map. Besides, in the same turn in line 48, *halla* “now” and *tab3an* “of course” were detected in line 48 to continue getting the student’ focus through reminding them of places on the map that were presented to them earlier. In the same line, *mashy* “okay” and “understood” was used to elicit response from students that confirm whether they were following the instruction and understanding the presented material.

4.3.7 Stage I Functional Analysis of Arabic PMs in Excerpt 4

In the following excerpt, eleven Arabic PMs can be highlighted. In lines 50 and 51, *halla* “now” functioned as a structural marker to switch discussion from one place to another on the

map. Similarly, in line 52, the PM *tayyeb halla* “okay now” was used as a two-word structural marker to conclude discussion on the locations of some Gulf countries on the map and then to initiate a new activity. In the same line, *beta3rafu* “you know” was used as an interpersonal marker to seek a follow up answer from students. Likewise, another PM *sah* “right” performed as an interpersonal marker to seek a response from students. In line 54, *aywah* “yes” was used twice as an interpersonal marker to show teacher encouraging response to a student’s answer of a question in the previous turn. In line 62, *tayyeb* “okay” functioned as structural macro marker with a micro function that was related to introducing new learning topic as the teacher was moving from an activity to another. In the same line, the PM *momtaz* was used as multi-functional marker performing as an interpersonal marker with the meaning “great” to present a positive evaluation on a student’s answer and as a structural marker, with the “okay” meaning to conclude discussion on one point and initiate a move to another. *Sah* “right” in line 63 performed a micro function at an interpersonal level to demand a follow up response from the students. In line 65, *tayyeb* and *halla* were used to demonstrate a structural macro function with a micro function that was continuing the discussion on the same learning topic on the map. In line 66, *tab3an* “of course” was used as an interpersonal stance marker to reinforce the information that was related to Masqat. *Almuhim*, in line 67, occurred in a transitional stage between two modes performing as a structural function to emphasize and guide learners to the main idea of discussion. In the same line, *entu halla beta3rafu* “you now know” was used as a structural marker to summarize and point out the focus of discussion that they know the place of U.A.E on the map. In line 68, *halla* performed a structural function to shift the discussion from the map to assigning students to a reading activity. *Mashy* and “understood” in line 69 was used as a multi-functional marker with an interpersonal function that means “understood” to seek a confirmation response from students and a structural

function, with the “okay” meaning, to conclude discussion. *Na3am* “yes” in line 72 appeared as an interpersonal marker to seek a clarifying response from the same student who asked a question to the teacher in line 71. Further, in line 76, two PMs were classified. The first marker *aywah* “yes” was used as an interpersonal marker to indicate a teacher answer to a student request. Similarly, *tayyeb* “okay” was used as a structural marker to shift the topic of discussion from responding to a student to giving an instruction to the group of her students in the same class.

Excerpt 4

50. T: **halla** (.) huna 3andana alkhaliy al3arabi. the arabic gulf. hay alkuwait. sagerah kaman al3raq
 {**Now**, here we have the Arabian Gulf, this is the country of Kuwait and it is a little one, this is Iraq}
51. hakena 3anha hathi balad S ((another student’s name was confused)) **halla** huna (.) alemarat men
 {the one we talked about earlier and it is the hometown of this student. **Now** here, this is Emirate}
52. alshamal(.) **tayyeb halla**(.) you know **beta3rafu** aletejahat alarba3a↑**sah** (.) the four=
 {from the north, **okay now**, you know **you know** the four cardinal directions, **right?**}
53. S: =↑four?
54. T: **AYWAH aywah** (.) ↑ma huwa alshamal (.)
 {**Yes, yes**, that’s **right**, what is the Arabic word for the English word “the north?”}
55. Ss: north
56. T: shaturah ↑wal janumb(.)
 {Great job! And what is the Arabic word for the English word “the south?”}
57. Ss: south
58. T: ↑wal sharq(.)
 {And what is the Arabic word for the English word “the east?”}
59. Ss: east
60. T: ↑walgharb (.)
 {And what is the Arabic word for the English word “the west?”}
61. Ss: west.
62. T: <shatureen mashallah **momtaz**>(.)**tayyeb** (.2) huna 3uman janoub alemarat (.)
 {Good job, **great, okay! Okay**, here Oman that is located in the south of UAE.}
63. men alshamal fi 3andana qatar<aldewha 3asemat qatar> **sah**(.2)
 {From the north, there is Qatar, AlDawha is the capital of Qatar. **Right?**}
64. S: aldawha uhm (.)
 {Dawha}
65. T: (laugh) huh alkhaliy al3arabi: **tayyeb** (.7) **halla** (.) men alsharq huna hathi almanteqa
 {the Arabian Gulf, **okay, now**, here in the east, we have this district
66. algharbeyah ah:h fi huna 3anna masqat **tab3an** (.) masqat heya: 3asemat 3uman
 here we have the western district where Masqat is located. **Of course**, Masqat is the capital of Oman}
67. **almuhim** (.)ehna natahadath 3an alemarat al3arabiah almutaheda(.)<so **entu halla bate3rifu**
 {**The important thing** is that we are talking about U.A.E. So, you now know where it is located
68. ayna heya mawjudah> ayna heya mawjudah hena hathi alemarat **halla** (.) benerja3 makanna benaqra
 here on the map, this is UAE.} {**Now**, you go back to your seat and read
69. 3an alemarat ma3lumat wa bedi a3tikum waraqa jumal watihiluha **mashy**(.)

- {information about Emirate from your textbook and i'll distribute a worksheet paper to you,
okay, understood}
70. ↑*aselah*(.) inshalla betkun sahlah
 {any question? Don't worry things will be easy}
71. S: *shu hai* (unintelligible)
 {what is this?}
72. T: ↑**na3am**
 {**Yes?**}
73. S: can i do ((unintelligible))
74. T: *ehki 3arabi*
 {speak in Arabic}
75. S: ((asking the same question in Arabic))
76. T: **aywah** *habibi betader*(.) **tayyeb** (.) *alsaf althalith mumken teju 3andi hena.*
 {**yes** darling you can do that. **Okay**, level three students, could you come close to me}

4.3.8 Stage II interactional Analysis & Pedagogical Analyses of Excerpt 4.1

4.3.8.1 Identifying The Macro Structures of The Modes in Excerpt 4.1

Four modes can be detected below. The material mode started in an extended teacher turn in the beginning of line 50 and continued till the end of the next line before it was interrupted by another mode in line 51. Later in lines 62-66, material mode appeared again through the use of the Arabic PM *tayyeb* “okay” to indicate a switch from skills and systems mode to material mode. So, the teacher continued discussion on the same topic as she started in line 50 presenting the Arab countries on the map. Accordingly, on the map, the geographical locations of Oman, U.A.E and Qatar were identified in lines 62-63. In line 65, *tayyeb* and *halla* were used again to switch the discussion to another location of another Arab country, Muscat, that is located close to the Arabian Gulf. The mode temporarily ended in line 66 where the teacher moved to another mode to extend the discussion on Muscat by providing an additional information to students about that place. In lines 67-68, teacher A used the English PM *so* along with the Arabic PM *entu halla bate3rifu* “you now know” to switch from managerial mode and returned to material mode where the students were reminded of the location of U.A.E on the map. So, material mode ended in the beginning of line 68 in the same prolonged teacher turn where the students were introduced to new instruction

that was initiated by the transitional marker *halla* “now” in the following managerial mode of the same turn.

The second identified mode was skills and systems mode which started at the beginning of line 52 with the use of the the transitional markers *halla* “now” and *tayyeb* “okay” followed by short pauses to gain the students attentions to the presented learning material. After that, the mode continued with the teacher use of the PMs *beta3rafu* “you know for a plural addressee” and *sah* “right” in the beginning of line 62 to initiate a display question to students that was planned to elicit further responses from them. In the same line, the teacher code-switched to English using the word “the fourth” to provide her students with a hint about the answer. In line 53, a student responded with a rising intonation at the end of the word *four* to confirm his understanding of what the teacher was asking about. So, in the following line, the teacher responded with a positive evaluation of the student’s answer through using the marker *aywah* “yes” with a louder voice to confirm that the student was right in his presupposition in the previous line. From lines 54- 61, the teacher and her students were taking equal number of turns that were in the form of teacher initiating an inquiry and then students responding with an answer. In line 62, the teacher concluded the mode through complimenting her students’ performance and then using the marker *tayyeb* “okay” to switch to a new learning mode.

The first occurrence of classroom context mode was in line 63 through the use of the marker *sah* “right” with a rising intonation to initiate a display question. In line 64, the mode was also detected in a student’s correct response. Also, the same mode was detected in lines 65-66 and then in the end of line 67-73 where the teacher returned to the same mode. The classroom context mode temporarily occurred earlier in the beginning of line 50 to contextualize the topic of discussion by pointing to Iraq on the map and telling her students that it was the hometown of one of her students

in the class. In line 66, the PM *tab3an* “of course” was used to mark a temporary return to classroom context mode where the teacher extended discussion on the map by elaborating extra information to her students and telling them what the capital of Muscat is. In the end of the same prolonged teacher turn in line 69 and after instructing the students about the coming activity, the teacher provided a more learning context to students by shifting to classroom context mode and starting the mode with a clarification request to check on her students’ understanding of the material and to disclose to them that the new activity she will assigned to them will be simple to do. Thus, in the following lines 71-76, the conversations continued in the form of questions raised by the students about things related to the assigned activity and the teacher short turns with clarifications and encouragements for her students to participate. With a stress on the PM *aywah* “yes,” in the opening of another teacher turn in line 76, the mode concluded through the teacher following up on a student’s request and emphasizing that the student could do what she asked a permission for.

The managerial mode took place in different lines in the excerpt and basically for interactional functions that were related to mode switching. So, the start of the mode was in line 67 where the Arabic PM *almuhim* “the important thing” was used with an emphasis and with a micro pause to have the students’ attention back to the previous activity of discussing the Arab countries on the map especially the U.A.E as it is the focus of the lesson. Likewise, in the end of line 68, the marker *halla* was used to conclude discussion on the map and to instruct the students to go back to their seats and read in their textbook about the country of U.A.E. In the beginning of line 69, the teacher continued instructing the students on the coming activity where they will be given a worksheet with sentences to read and questions to answer. In line 76, the transitional marker *tayyeb* “okay” was used to switch the focus of discussion from level four students to level

three students where the level three students were asked to come closer to the teacher in order for her to work with them on their assigned reading activity.

Excerpt 4.1

50. T: **halla** (.) huna 3andana alkhaliy al3arabi. the arabic gulf. hay alkuwait. sagerah kaman al3raq
{**Now**, here we have the Arabian Gulf, this is the country of Kuwait and it is a little one, this is Iraq}
51. **hakena 3anha hathi balad S** ((another student's name was confused)) **halla** huna (.) **alemarat men**
{the one we talked about earlier and it is the hometown of this student. **Now** here, this is Emirate}
52. **alshamal(.) tayyeb halla(.)** you know **beta3rafu aletejahat alarba3a**↑**sah** (.) the four=
{from the north, **okay now**, you know **you know** the four cardinal directions, **right?**}
53. S: =four?
54. T: **AYWAH aywah** (.) ↑**ma huwa alshamal** (.)
{**Yes, yes**, that's **right**, what is Arabic word for the English word "the north"?)}
55. Ss: north
56. T: **shaturah** ↑**wal janumb**(.)
{Great job! And what is the Arabic word for the English word "the south"?)}
57. Ss: south
58. T: ↑**wal sharq**(.)
{And what is the Arabic word for the English word "the east" ?}
59. Ss: east
60. T: ↑**walgharb** (.)
{And what is the Arabic word for the English word "the west"?)}
61. Ss: west.
62. T: <**shatureen mashallah momtaz**>(.)**tayyeb** (.2) huna 3uman janoub alemarat (.)
{Good job, **great, okay! Okay**, here Oman that is located in the south of UAE.}
63. **men alshamal fi 3andana qatar**<**aldewha 3asemat qata**> **sah** (.2)
{From the north, there is Qatar, AlDawha is the capital of Qatar. **Right?**}
64. S: **aldewha uhm** (.)
{Dawha}
65. T: (**laugh**) huh alkhaliy al3arabi: **tayyeb** (.7) **halla** (.) men alsharq huna hathi almanteqa
{the Arabian Gulf, **okay, now**, here in the east, we have this district}
66. **algharbeyah ah:h fi huna 3anna masqat tab3an** (.) masqat heya: 3asemat 3uman
here we have the western district where Masqat is located. **Of course**, Masqat is the capital of Oman}
67. **almuhim** (.)**hehna natahadath 3an alemarat al3arabiah almutaheda**(.)<**so entu halla bate3rifu**
{**The important thing** is that we are talking about U.A.E. So, you now know where it is located}
68. **ayna heya mawjuda**> **ayna heya mawjuda hena hathi alemarat halla** (.) **benerja3 makanna benaqra**
here on the map, this is UAE.} {**Now**, you go back to your seat and read}
69. **3an alemarat ma3lumat wa bedi a3tikum waraqa jumal watihiluha mashy**(.)
{information about Emirate from your textbook and i'll distribute a worksheet paper to you, **okay, understood?**}
70. ↑**aselah**(.) inshalla betkun sahlah
{any question? Don't worry things will be easy}
71. S: **shu hai** (unintelligible).
{what is this?}
72. T: ↑**na3am**
{**Yes?**}

73. S: can i do ((unintelligible))
 74. T: ehki 3arabi
 {speak in Arabic}
 75. S: ((asking the same question in Arabic))
 76. T: aywah habibi betader(.) tayyeb (.) alsaf althalith mumken teju 3andi hena.
 {yes darling you can do that. Okay, level three students, could you come close to me}

4.3.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 4.1

As discussed above, three Arabic PMs were detected in material mode in different interactional patterns. In line 50, the first PM *halla* “now” occurred in the start of a teacher turn followed by a short pause to initiate an instruction from the teacher in relation to the material. In the same extended teacher turn in line 51, marked with a pause, the same marker was also used to perform as a transitional marker to return back to the topic of discussion. The same interactional pattern of *halla* was identified in the middle of another teacher turn in line 65 to continue giving feedback to the students on the specific locations of Arab countries on the map. The second PM in the same mode, *tayyeb* “okay” appeared in line 62 after a timed pause as a transitional marker to move the topic of discussion from skills and systems mode to material mode. In the middle of another longer teacher turn in line 65 and marked with a pause, both *tayyeb* and *halla* were used again to initiate a feedback to the students on the location of another Arab country that is located close to the Arabian Gulf. After a pause in slower speech pace in line 67, teacher A used the three-word PM *entu halla bate3rifu* “you now know” to form an Arabic PM that also functioned as a transitional marker to indicate a temporary move from the managerial mode and to the material mode where the students were presented with a brief note about the focus of the learning material.

On the other hand, five Arabic PMs were identified in skills and systems mode. In line 52 close to the end of an extended teacher turn, the first two-word PM *tayyeb halla* “okay now,” accompanied by a stress and a micro pause, appeared as transitional markers to provide scaffolding to students in the form of initiating a clarifying request that asked about understanding of the

concepts of cardinal directions on the map. Similarly, in the same prolonged turn in the same line, the Arabic PMs *beta3rafu* “you know” and the rising marker *sah* “right” were used to initiate a display question. *Aywah* “yes,” which was produced with a louder sound followed by a repetition of the same word and a short pause, was the other PM used in the opening of a teacher turn in line 54 to provide a scaffolding in a form of an evaluative feedback to a student’s answer in the previous turn. In line 62, was *momtaz*, as the last PM in this mode, occurred in a slower speech pace followed by a pause to provide an evaluative feedback to a student answer.

Five Arabic PMs were highlighted in classroom context mode. So, the first identified Arabic PM in this mode, that was produced through a rising intonation followed by a pause, was the PM *sah* “right” and it occurred in the end of a prolonged teacher turn preceded by a slower speech pace to initiate a display question in line 63. In the center of an extended teacher turn, marked by a stress and followed by a short pause, *tab3an* “of course” was used in line 66 to extend discussion on the map through elaborating extra information on a place of a country located on the map. Followed by a short pause, the second PM *mashy* “okay” and “understood” appeared in the end of line 69 close to the end of the teacher turn to initiate a confirmation check to seek students’ response that ensure they are following the instruction. Accompanied by a rising tone in the beginning of another short teacher turn in line 72, *na3am* “yes” was used to indicate a clarification request from the teacher to the student to say the question again. Likewise, in another short teacher turn to respond to one of her students’ request, the third rising marker *aywah* “yes” was used as an utterance-initial with a stress on the word to indicate a positive response to the student that she could do what she asked a permission for.

Three Arabic PMs were identified in managerial mode. Basically, PMs in that mode functioned as transitional markers to switch from one learning mode to another. Therefore, in a

prolonged teacher turn line 67, the PM *almuhim* “the important thing” was used with an emphasis and a micro pause to confirm to the students that the focus of the lesson was on the study of U.A.E. Also, in the same previously extended turn of the teacher, the marker *halla* “now,” followed by a micro pause, occurred in line 68 functioning as a transitional marker to conclude discussion on the map and to indicate the beginning of another learning mode. Likewise, the last Arabic PM in this mode, *tayyeb* “okay,” occurred in line 76 as a transitional marker to indicate a move from one learning activity to another.

4.3.8.3 Linking Interactional Features to Pedagogical Goals in Excerpt 4.1

By looking at the previously discussed Arabic PMs in material mode in excerpt 4.1, it can be noted that the identified interactional features of those linguistic elements performed the following pedagogical goals including creating language practice centered on the learning material, stimulating students’ responses that are related to the learning material and checking on students’ learning and understanding of the material. So, the mode started in line 50 with the marker *halla* “now” to start teaching the students the learning material that centered on the map and in particular the locations of some Arab countries near the Arabian Gulf such as Kuwait and Iraq. In line 51, *halla* was used to switch the discussion to the location of U.A.E on the map. In line 62, material mode started with *tayyeb* “okay” to indicate a move from skills and systems mode to material mode where the teacher continued discussing the location of other Arab countries on the map such as Oman and Qatar. In line 65, *halla* “now” and *tayyeb* “okay” were used again to continue discussion on the same learning activity on the map by presenting the location of the country of Muscat to students. In line 67, the three-word PM *entu halla bate3rifu* “you now know” was used to conclude discussion on the map and bring students’ attention back to the main focus of the lesson.

Similarly, five Arabic PMs were found to perform other pedagogical goals in skills and systems mode. Thus, in line 52, three Arabic PMs were used that were *tayyeb halla* “okay now,” *beta3rafu* “you know,” and *sah* “right?” to insure the correct use of directions words and initiate a more language practice on the concept of direction in Arabic. So, while the first PM *tayyeb halla* was used to get the students’ attentions to the coming learning activity, *beta3rafu* and *sah* were used to form a display question and a confirmation request to get the students to practice and master using the appropriate words for directions in Arabic. In line 72, *montaz* “great” and “okay” was to initiate a positive evaluation on a student production. Likewise, *aywah* “yes” was the last detected Arabic marker in this mode that occurred twice in a short teacher turn in line 72 demonstrating a positive evaluation as well as an encouragement for her students to continue their answers around the same topic. Moreover, through the use of the previous markers along with the map as a visual aid, scaffolded learning was demonstrated to students to help them use the correct words for directions.

Five Arabic PMs were noted in classroom context mode with some pedagogical functions. In line 63, after a slower speech, the PM *sah* “right” was used to form a display question that was planned to seek students’ attention to the statement that AlDawha is the capital of Qatar. So, in line 66, the PM *tab3an* “of course” was used to draw students’ attention to the fact that Muscat is the capital of Oman. In line 69, to insure students’ understanding of the instruction, teacher A used the marker *mashy* “okay” as a confirmation check that was delivered in the form of an inquiry marked with a rising tone. To respond to one of her students’ inquiry In line 70 that asked for a clarification on the learning material, the teacher responded in line 71 with the PM *na3am* “yes” to demand a further elaboration from the student on what exactly he was asking about. The last

PM in this mode was *aywah* “yes” that occurred in the opening of a short teacher turn to mark a clarifying response from the teacher to her student in the previous turn.

As for the managerial mode, three Arabic PMs were also identified there. Generally speaking, the functions of PMs in this mode were to introduce students to new learning activity, and refer them to the learning material. So, in line 67, the teacher used the PM *almuhim* “the important thing” to remind the students that the focus of their discussion was on the country of U.A.E as they will be assigned to answer questions related to it in the coming activity. In line 68, through the use of PM *halla* “now,” teacher A simultaneously returned to managerial mode again to introduce the students to the new learning activity where they had to go back to their seats and read some sentences in their textbook about U.A.E and then answer some questions that were prepared by the teacher on a separate piece of a paper. In line 76, the PM *tayyeb* “okay” was used to indicate a return to managerial mode to organize the physical learning environment before a new activity was assigned where some students were asked to come closer to the teacher.

4.3.9 Stage I Functional-Analysis of Arabic PMs in Excerpt 5

As will be presented below, five Arabic PMs were identified in excerpt 5: *aywah* “yes,” *tayyeb* “okay” and “alright,” *mashy* “okay,” *halla* “now,” and *yallah* “let's get going.” The first PM *tayyeb* in line 233 was used as a multi-functional marker functioning as an interpersonal marker with a meaning similar to “alright” to seek an action from students that is to be quite and pay more attention to the coming instruction. Also, with another meaning similar to *okay*, *tayyeb* was used as a structural marker to initiate a move from a learning activity to another. Likewise, in line 252, *tayyeb* with the other meaning “okay” was as used at the multi-functional category level performing more than one macro and micro functions simultaneously. Thus, it functioned as interpersonal marker with a micro function that was seeking a response from the students to

demonstrate their understandings of the meaning of *estaqallat* “independence”. Also, another possible function for the same marker was the structural macro function where a continuation of discussion on the same previously discussed meaning was demonstrated. In line 240, *aywah* “yes” was used as an interpersonal marker to communicate teacher’s response toward her student’s answer to the question in the previous turn. In the same line, *tayyeb* “alright” performed as a structural marker to mark the end of discussion on the previous question and indicate a move to another question in the textbook. However, in line 254, the three marker *tayyeb* “alright” *mashy* “okay,” and *yallah* “let’s get going” were used as structural markers with a micro function that is related to preparing listeners for a shift from one activity to another. Similarly, in line 255, *tayyeb* “okay” performed a structural function by shifting the discussion from the point of asking about the geographical location on the map to another point that was asking about the name of capital city. *Halla* “now” in line 257, functioned at the structural macro level to start a new learning activity where student watched a video about the two cities of Abu Dhabi and Dubai.

Excerpt 5

233. T: ↑3oman 3oman hay dawlah esmah 3oman 3oman ↑3asematuha muscat (.) **tayyeb**(.7)↑esma3u
 {Oman Oman. this country is called Oman Oman its capital is Muscat. **Alright, okay!** listen}
234. matha ta3ni kalema↑3asemah(.) what does it mean 3asemah (.)
 {what does the word capital mean?}
235. Ss: uhm(.)↑3a::semah
 {capital}
236. T: ↑America al3asemah washington=
 {In America, Washington DC is the capital}
237. S: =so you said ↑al3asema capital=
 {capital}
238. T: =matha ta3ni=
 {what does it mean?}
239. Ss: =capital
240. T: ↑**ay::wah** (.) **tayyeb** (.)
 {**Yes. Alright**}
241. S9: what is look like=
242. T: =↑ok khamsah (.) uhm arba3ah matha yahuduha men aljanub alsharqi (.)3oman (.) and don't
 {question five. four, what is located on the southeast part of Oman?}
243. forget to put thammah on the 3en did you do khamsah egrae ya s mata=

- {Don't forget to pronounce /3/ with o sound! Oh student, read question five when...}
244. S13: mata uhm=
{when}
245. T: =istagal::at [men.
{it became independent from }
246. S: [men aleste3mar
247. T: what does it mean estaqallat
{What does the word estaqalat mean?}
248. S9: ↑capital.
249. T: a country was occupied by another country [then(.2) estaqallat
{It became independent}
250. S: [in 1981=
251. Ss: =in 1971=
252. T: = **tayyeb** (.3) ↑matha ta3ni estaqallat (.)
{**Okay**, what does the word “estaqallat mean?}
253. S12: they [left
254. T: [left that country **tayyeb** (.) **mashi: yallah** matha yahuduha men aljanub alsharqi
{alright! **okay**, let's get going what is located on its southeastern part?}
255. we select 3oman ↑**tayyeb** (.) mahya ↑3asemat alemara::t(.)
{And select Oman, **okay**, what is the capital of UAE?}
256. S: madenat abu thabi.
{Abu Dhabi city}
257. T: <madenat abu: thabi> abu: thabi↑**halla** ana rah saurykum vidio 3an abu thabi wa dubai.
{Abu Dhabi city, Abu Dhabi city. Now, i will show you a video about the cities of Abu Dhabi and Dubai}
258. S: yeah i wanna see them=
259. T: inshallah afarjekum albelad ↑mahya 3asemat alemara::t?
{By the will of God, i will show you the country. What is the capital of Emirate?}
260. S9: ↑dubai=
261. T: =Abu: thabi. hatha set::tah settah
{this is question six }

4.3.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 5.1

4.3.10.1 Identifying The Macro Structures of The Modes in Excerpt 5.1

Four modes can be identified in excerpt 5.1 below. The first highlighted mode was the material mode that was detected in five places in the excerpt. In the first time in line 233, the teacher started material mode by pointing to the country of Oman on the map and informing her students that Muscat is the capital of Oman. In line 242, the teacher returned again to the same mode to continue discussing answers to the questions in the assigned learning material. The third occurrence of the material mode appeared in the end of teacher turn in line 243 where the teacher assigned question five from the material to her students. So, as an echo to motivate learners'

productions in the short turns from lines 243-446, we found that the students tried to read the question and the teacher interrupted them in an attempt to read a part of the question. The fourth shift to the material mode in the excerpt was detected in lines 254-257 where the linguistic elements *tayyeb* “okay,” *halla* “now” and *yallah* “let’s get going” were used to bring the students’ attention back to the discussion of the geographical location of Oman on the map. The last occurrence of the same mode was in lines 259-261 where a displaying question was used to remind the students of an answer related to the location of Oman before they moved to discuss another question.

The second mode was managerial mode and it was detected in lines 233, 242- 243,254, 257-259 and finally in the end of line 261. The first occurrence of managerial mode in teacher turn was in line 233 to give students instruction to pay more attention and to be prepared for the coming new learning activity in the coming lines. The second existence was in lines 242-243 where the students were instructed on how to read a specific item in the material and then one student was assigned to read question five. In line, 252, the same mode was temporarily appeared through the use of the three transitional markers *tayyeb* “okay,” *halla* “now” and *yallah* “let’s get going” to indicate the move from skills and system mode to material mode. In lines 257-259, managerial mode continued where the teacher informed the students about the coming learning activity that centered on watching a documentary video on Dubai city. Finally, in the end of line 261, the teacher concurrently moved to managerial mode to remind a student who was not paying attention that he was mistakenly doing another question that have not yet discussed.

The third identified mode was the skills and systems mode and it had a limited occurrence in this excerpt. The first occurrence was detected in the teacher’s use of a display question where the students were asked about the meaning of the word *Basemat* “capital” in the end of a teacher

turn in line 234 and in the students' reply in line 235 with another inquiry that was marked in the rise in intonation and the stretched sound of the same word *3asemah*. Again, the same mode continued in lines 247-254. So, in line 247, another displaying question was addressed to students that asked them about the meaning of the word *istaqallat* "it has become independent." Then, in line 248, a student responded with a wrong answer. Later, in line 249, the teacher presented the answer to students defining what the word *istaqallat* means. The mode continued from lines 250-251 with students elaborating more on the date on which the country of Emirate has become independent. Soon after that, with the emphasis on the PM *tayyeb* "okay" followed by a timed pause and a rise in intonation, the teacher repeated the previous display question asking again about the meaning of the word *istaqallat*. In line 253, a student responded with the correct answer but was interrupted with an overlap where the teacher self-select her self and took a turn to conclude the current activity and move to another question to be discussed in material mode.

The last identified mode was classroom context mode which was detected in lines 236-241. In this mode, there was short intervals between teacher and her students. This mode was initiated by the teacher extending the discussion on the word *a3asema* "capital" through demonstrating the example of Washington as the capital of America in line 236. In line 237, a student responded with an inquiry about the meaning of the word *3asemah* that was marked through a rise in intonation in the pronunciation of the same word *3asemat* with an emphasis on the word capital. In line 238, the teacher replied by placing another question to students inquiring about the meaning of *3asemah*. In the following lines, the students responded with the correct answer that was directly followed by an evaluative feedback through the use of the markers *aywah* "yes" and *tayyeb* "okay" to confirm that their answer was correct and to prepare them to move to another question.

Excerpt 5.1

233. T: ↑3oman 3oman hay dawlah esmah 3oman 3oman ↑3asematuha muscat (.) tayyeb(.7)↑esma3u
{Oman Oman, this country is called Oman Oman its capital is Muscat. **Alright!** listen}
234. matha ta3ni kalema↑3asemah(.) what does it mean 3asemah (.)
{what does the word capital mean?}
235. Ss: uhm(.)↑3a::semah
{capital}
236. T: ↑America al3asemah washington=
{In America, Washington DC is the capital}
237. S: =so you said ↑al3asema capital=
{capital}
238. T: =matha ta3ni=
{what does it mean?}
239. Ss: =capital
240. T: ↑ay::wah (.) tayyeb (.)
{**Yes. Alright**}
241. S9: what is look like=
242. T: =↑ok khamsah (.) uhm arba3ah matha yahuduha men aljanub alsharqi (.)3oman (.) and don't
{Question five. four, what is located on the southeast part of Oman?
243. forget to put thammah on the 3en did you do khamsah egrae ya s mata=
{Don't forget to pronounce /3/ with o sound! Oh student, read question five when...}
244. S: mata uhm=
{when}
245. T: =istagal::at [men.
{It has become independent from}
246. S: [men aleste3mar
247. T: what does it mean estaqallat?
{What does the word estaqalat mean?}
248. S9: ↑capital.
249. T: a country was occupied by another country [then(.2) estaqallat
{It became independent}
250. S: [in 1981=
251. Ss: =in 1971=
252. T: = tayyeb (.3) ↑matha ta3ni estaqallat (.)
{**Okay**, what does the word “estaqallat mean?}
253. S: they [left
254. T: [left that country tayyeb (.) masy:: yallah matha yahuduha men aljanub alsharqi
{**Alright! okay, let's get going**, what is located on its southeastern part?}
255. we select 3oman ↑tayyeb (.) mahya ↑3asemat alemara::t(.)
{And select Oman, **okay**, what is the capital of UAE?}
256. S: madenat abu thabi.
{Abu Dhabi city}
257. T: <madenat abu: thabi> abu: thabi↑halla ana rah saurykum vidio 3an abu thabi wa dubai.
{Abu Dhabi city, Abu Dhabi city. **Now**, i will show you a video about the cities of Abu Dhabi and Dubai}
258. S: yeah i wanna see them=
259. T: inshallah afarjekum albelad ↑mahya 3asemat alemara::t
{By the will of God, i will show you the country. What is the capital of Emirate?}
260. S9: ↑dubai=
261. T: =Abu: thabi. hatha set::tah settah

{this is question six }

4.3.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 5.1

As for managerial mode, four Arabic PMs were identified in that mode. In the middle of an extended teacher turn in line 233, *tayyeb* “alright” functioned appeared as a transitional marker in an interactional pattern that was marked with the timed pause as well as the rising tone to make the students aware of the approaching activity that centered on the learning of a new Arabic vocabulary. In the center of a teacher turn in line 254, the three PMs *tayyeb* “alright” followed by a short pause, *mashy* “okay” marked with a stretched pronunciation and *yallah* “let’s get going,” identified with an emphasis in its articulation, were used to bring the students’ focus back to the material mode to work on the assigned question from the learning material. Similarly, preceded by a rise in intonation in line 257, the second Arabic PM *halla* “now” was used as a transitional marker to indicate a move from a learning mode to another to inform the students about to the coming learning activity that will be shortly presented to them.

On the other hand, fewer Arabic PMs were highlighted on the other three modes: skills and systems mode, material mode, and classroom context mode. Therefore, in a short teacher turn in line 252 and marked with emphasis and followed by a timed pause as well as a rise in intonation, only one PM *tayyeb* “okay” was present in skills and systems mode to ask the same display question again about the meaning of the word *istaqallat* “it has become independent.” Only one Arabic PM was noted in material mode in line 255 where the PM *tayyeb* “okay” occurred in louder speech followed by a micro pause to initiate another displaying question to the students about the capital of Emirate. Further, two Arabic PMs were identified in classroom context mode. In an opening of an utterance in line 240 that followed a student response with the correct answer in the previous turn, two markers were used by the teacher to confirm that the student’s answer was correct. Thus, in the same line, the teacher feedback was made explicit through the use of both

markers *aywah* “yes” preceded by a rising tone and also distinguished by a stretched pronunciation and the PM *tayyeb* “alright” followed by a short pause.

4.3.10.3 Linking Interactional Features to Pedagogical Goals in Excerpt 5.1

The identified interactional features where Arabic PMs occurred in the four modes have also revealed some pedagogical goals. Therefore, first, the interactional patterns of Arabic PMs in the managerial mode in excerpt 5.1 have performed some pedagogical goals that were related to transmitting new information, organizing the learning environments for the students and introducing them to the coming activity. Thus, in line 233, marked with a timed micro pause as well as a higher pitch rate that preceded the word *esma3u* “you listen,” the PM *tayyeb* “alright” was used to indicate a mode switch and to orient the learners to the new activity centered on mastering the meaning of the Arabic word *3asemah* “capital.” In line 254, the transitional markers *tayyeb*, “alright,” *mashy* “okay” and *yallah* “let’s get going” were used to move from a mode to another and to bring the students back to the material as the focus of the teacher was on ensuring students’ understanding of an answer to a previously discussed question. Likewise, in line 257, identified by a rising intonation, the Arabic PM *halla* “now,” was used to inform and prepare students to the new learning activity that was about watching a documentary video on Dubai city.

While the interactional features and patterns of PMs in classroom context mode did not show an alignment between the interactional features and pedagogical goals, there were some alignments between the interactional patterns of the distinguished Arabic PMs and the pedagogical agendas in skills and systems mode. Thus, followed by a micro pause, the rising PM *ayyawah* “right” and *tayyeb* “alright” in classroom context mode in line 240 were used to highlight an interpersonal and structural functions. So, while *aywah* was used to indicate teacher’s evaluative response as an encouraging feedback to students’ answer to the previous question, *tayyeb* was used

to mark the end of discussion on the current question and indicate a move to another question in the learning material. As for the PM in skills and systems mode in line 252 that was marked with emphasis and the following a pause, *tayyeb* “okay” was used to indicate teacher’s A response toward students’ answer and to facilitate extra opportunities for them to practice Arabic through responding to other questions. Similarly, the interactional use of the identified Arabic PM in material mode has also performed a pedagogical goal that was related to eliciting responses from learners in relation to the learning material. Thus, in line 255, the marker *tayyeb* “okay,” with the rise in intonation was used to elicit responses from the students that were related to their answers to another question in the learning material.

4.4 Stage III Attitudinal Analysis of Arabic PMs in Teacher’s A Perceived Use

This section presents the findings from the second procedure, the semi-structured interview with teacher A, which also aims to answer the third and fourth research questions. So, the purpose of this attitudinal analysis is to co-reference our previous analyses of the uses and functions of the identified Arabic PMs in teachers’ actual productions with an analysis that first incorporates teacher’s A perspectives of the uses of PMs in her classroom talk and then explores the impact of classroom context on the use of those linguistic devices in the teaching of Arabic. The outline of this section is divided into two parts. While the first part answers the third research question that is related to teacher’s A perception of the uses and functions of Arabic PMs in her classroom talk (Q1-7), the second part explores the fourth research question that is related to how teacher A perceives that classroom context influences how Arabic PMs are used in her L2 classroom talk (Q8-12)

4.4.1 Interview Questions & Answers in Relation to Research Question 3

1. What meanings and functions do Arabic expressions/words such as *halla* “now,” *tayyeb* “okay” and “alright,” *meen kaman* “who else,” *alaan* “now,” *tab3an* “of course,” *mashy*

“okay” and “understood,” *sah* “right,” *almuhim* “the important thing,” *beta3rafu/ta3rafu* “you know,” *aywah* “yes,” *yallah* “hurry up,” “come on” and “lets’ get going” and *momtaz* “great” have in your classroom talk?

According to teacher A, the identified Arabic PMs in her classroom talk were used to switch the topic of discussion and as a strategy to avoid repeating words that have similar meanings all the time such as the use of *tayyeb* and *mashy* to point out one meaning that is “okay.” As for the other expression such as *meen kaman* “who else,” it functioned as a response seeker to get the students to answer questions in the class. Moreover, according to teacher A, these expressions are treated as non SA expressions or in her word “slang.” On the other hand, a PM as *momtaz* “great” was considered a tool for encouragement. The teacher did not elaborate on the uses of other PMs such as *tab3an* “of course,” *mashy* “okay,” *sah* “right,” *almuhim* “the important thing,” and *beta3rafu* “you know.”

2. How do you think the previous Arabic expressions/words can be used as teaching tools in your classroom talk?

Teacher A pointed out that the previous expressions were used as teaching tool to teach grammar forms, give instruction and change subject matters. The teacher added that an expression such *ta3refun?* “you know?” is used to make her students aware of certain things in the class. Also, for giving instructions, the teacher gave the example of using *alaan* “now” to indicate a move from an activity to another.

3. How do you think the Arabic expressions/words that are presented in your classroom talk can be used as learning tools for your students?

The teacher claimed that her answer to the previous question that was about the uses of PMs as a teaching tool could be also an answer to this question. So, she said that the previous uses of Arabic PMs as a teaching tool could also show how PMs are used as learning tools such as the uses of a PM as a way to change words instead of repeating expressions with the same meanings as well as its use to teach different grammatical forms. Further, she also added that exposing the

students to the previous expressions such as *tayyeb* “okay” and *sah* “right” in the classroom will make them learn the other non-standard Arabic expressions and be aware of them.

4. In your classrooms in the U.S., what Arabic expressions/words you have used in your classroom talk might be useful to be explicitly taught to your students and make them aware of and why?

The teacher started her answer stating that there were lot of expressions that she used and they varied as the context and the topic of the lessons also varied. For instance, she found that words that are associated with instructions such as were *onthor* “look at” in the phrase *onthor ela al lwaha* “look at the board,” *entabeh* “pay attention” are important to be taught to students. She also added that her use of these expressions was motivated by classrooms rules that she tried to teach to her students and make them aware of. Other expressions she preferred to use were related to joke or anything else that could help change the mode of students and to avoid making her students get bored. Besides, according to teacher A, those expressions are useful for changing the learning environment as she thought that her younger age students would not be able to concentrate for longer time during the class time.

5. Throughout your conversation with your students in the classroom, what Arabic words/expressions you might use to make sure that your students are following you and understanding the lesson?

The interviewee did not indicate what expressions she might use to ensure that her students are following her and understanding the lesson. Instead, she indicated that she relied on action instead of verbal communication. So, according to her, the preferred strategy of checking on her students’ understanding of the topic was asking them to do exercises, moving their hands or standing and then sitting then continue working. However, the teacher added that she might use expressions such as *meen 3endu sual* “who has a question” and *fahmeen 3alay* “you got it” to give opportunity for her students to ask questions if there are any and confirm their understanding of the content.

6. Throughout your conversation with your students in the classroom, what words/expressions you might use to encourage students to participate and interact in classroom settings?

In response to this question, only few Arabic PMs were mentioned in her answer such as *beta3rafu* “you know” and *meen kaman* “who else.” However, she did not indicate how such expressions would be used by her to enhance students’ participations and interactions, which might indicate that teacher A is not aware enough of what expressions she exactly used to get her students to participate and be more involved in classroom interactions. Moreover, the teacher added that another strategy she used to help her students to interact was showing them a picture and asking them questions that were related to the picture.

7. Based on your classroom teaching experience, which is more important to you as teacher checking on your students’ understanding of the lesson or to create opportunities for them to participate and practice Arabic in the classroom and why?

At the very beginning of her answer, she indicated that the most important thing for her was to practice Arabic in the classroom because it is a language and it is the only place for them to practice Arabic. Further, she explained that in her daily classes she assured that her students had the opportunity to practice Arabic with their colleagues inside the classroom. Thus, her students were always encouraged to use Arabic.

4.4.2 Interview Questions & Answers in Relation to Research Question 4

Q 8. How do you think your uses of these Arabic expressions/words in your classes with learners of Arabic may be different based on different ages in your school?

The teacher indicated that she found that student age was not an important factor on how those expressions were used in her talk. Moreover, she added that because such expressions are simple words, her younger age students might not have a problem understanding them. Further, she thought another factor that made them simple words to recognize was because they are slang words. Another reason that she thought such entities were not challenging for students of different ages to be able to learn them was that younger age students learn through imitation. She related

that to her experience of teaching the Holy Quran in Sunday school and how her students succeed to learn Arabic there through imitation.

9. In addition to the Arabic expressions you see here in this table, what are other Arabic expressions/ words you might use with native Arabic learners in an Arabic speaking country? What other Arabic expressions would you use with your students of Arabic in the U.S.?

Teacher A started her answer by stating that she mostly uses the same expressions with native and non-native speakers of Arabic. Yet, she indicated that when teaching Arabic in an Arab country as Jordan, using Jordanian Arabic are needed more than SA for communication purposes and she rarely use English in that context. As for her Arabic classes in the U.S., she said that she mostly uses SA and colloquial Arabic at the same time to let her students pay attention to the different styles or ways to express themselves in Arabic. Examples of expressions she uses with her students in the U.S. were *entbah* “pay attention,” *muntabehoon* “are you paying attention to me,” *unthur ela alkitab* “look at the book,” *musta3edoon* “are you ready.” Examples of Arabic expressions that the teacher used with her students in the U.S. context to manage the learning environment were *law samahtu* “please be quiet,” *waba3deen ma3akum* “enough.”

10. How do you think your uses of Arabic expressions like these words might vary when teaching native Arabic speakers in an Arabic speaking country as compared to using those Arabic expressions while teaching your students of Arabic in the U.S. and vice versa? If a difference is identified, please explain why?

Again the teacher insisted that she does not think that her classroom context in the U.S. impacts her uses of such linguistic elements. According to her, those expressions are not “Arabized words” and accordingly using those expressions might not vary when teaching Arabic either in L1 or L2 context. This means that those Arabic PMs are just simple words to be naturally used by any Arabic speakers. So, she stated that those words are not difficult to be learned and there might be other items that are challenging than those expressions. Thus, she found that the uses of those linguistic entities might not vary when used either by N and NN learners of Arabic.

Q11. What functions do you think these Arabic expressions/ words can perform when used by your non-native Arabic speaking students in their conversations with native Arabic speaking people and why?

The teacher believes that N Arabic speakers do not practice Arabic even inside their homes. So, she indicated that it is less likely for the NN Arabic speakers to use Arabic with N Arabic speakers as they always used English instead. However, she indicated that some of these expressions such as *yallah* “come on” are used for general communication purposes. But, she did not elaborate on what functions in communication those elements perform. Furthermore, she pointed out that even American teachers in the school, who do not speak Arabic, are using such expressions in their conversations with students in the school and they know what they mean.

Q.12. What Arabic variety do you think you might use more in your teaching of Arabic in the current school where you are teaching now and why? (e.g. colloquial Arabic or Standard Arabic).

Although teacher A preferred using SA, she might subconsciously use colloquial Arabic as she got used to it. As she said, the reasons she preferred SA is simply because the textbook used in the school entirely focuses on the teaching of SA. So, the curriculum is mainly based on the teaching of reading and limited focus is given to the teaching of other language skills such as listening and speaking. Also, she claimed that the main goal of the parents of the children in the school especially non-Arab ones is to have their children learning the SA in order for them to be able to read the Holy Quran but not to speak different varieties of Arabic outside school. Moreover, she added that because of their being in the U.S. there is no need to communicate using Arabic.

Teacher B

4.5 Investigating Arabic PMs in Teacher B Classroom Talk

In response to the first two research questions, this section conducts functional, interactional, pedagogical analyses of the uses of Arabic PMs in teachers' B actual production. Accordingly, through a multi-layered analysis, the identified Arabic PMs in teacher talk are investigated in the following five excerpts taken from teacher B classroom data. Therefore, the multi-layered analysis is applied to each excerpt starting with a functional analysis through adapting Fung and Carter's (2007) multi-functional approach to study the macro and micro functional uses of PMs in classroom discourse and then moves to demonstrate an interactional analysis where Walsh's (2006, 2011) L2 classroom modes analysis is used to explore the interactional uses of Arabic PMs in four micro modes. Finally, based on L2 classroom modes analysis, another analysis is conducted where the interactional uses of Arabic PMs in the four modes are linked to the pedagogical agendas of the same mode across the five excerpts.

4.5.1 Stage I Functional Analysis of Arabic PMs in Excerpt 6

In excerpt 6 below, five Arabic PMs can be identified. Starting with *tab3an* "of course" in line 74, it was used as an interpersonal marker to express an agreement to a student's request. While in the same line, the other marker *law samaht* "please" functioned as an interpersonal marker to initiate a polite request, *elaan* "now" performed as a structural marker to shift the topic of discussion from teaching a student to well behave to guiding and referring him back to the learning material. In line 75, *na3am* "yes" and "okay" was used as a multi-functional marker functioning either as an interpersonal marker with the *yes* meaning to seek a response from a student ensuring that he is following the instruction and as a structural marker to initiate a new instruction to one of her students in the second group. Finally, in line 90, *mazboot* "right" and "alright" was used as a multi-functional marker to function as an interpersonal marker with a

meaning similar to “right” and with a micro function that is related to indicating teacher’s B response in an agreement on the student’s correct answer in the pronunciation of /k/ sound with *fatha*, which is known as a short vowel written above the consonant and pronounced as /a/ in bag. Also, *mazboot*, with the *okay* meaning, performed as a structural marker to shift the topic of discussion from the pronunciation of /k/ with *fatha* to the /k/ with *skoon*.

Excerpt 6

71. **T:** okay oredkom an tahlo el asala allty fesafht stoon(.) hazehe el safha hat ketabak w ta3ala ma3y
{Okay i want you to answer the questions in page sixty, this page, bring your book and come with me}
72. ta3ala ayn kalmok(.) safht stoon ya s
{Come to me, where is your pen, we are on page sixty oh student!}
73. **S4:** can I do it with myself?
74. **T: tab3an** (.) safht stoon sixty (.)↑ s s < mamno3 el kalam **law samaht**> (.) tafdl ↑**elaan** ayn
{**Of course**, page sixty, stop talking **please**. go ahead **now**}
75. ↑safhat stoon aftah safhat stoon ya s2 tafadal(.)↑**na3am** aftah ktabak ya s 3safhet ma’ah wa arb3on
{Where is page sixty page sixty oh student? **Yes, okay**, you open your book page oh student on page 140}
76. ↑ma haza el harf (.)
{What is this letter}
77. **S2:** kaf (.)
{It is the /k/ sound}
78. **T:** kaf (.) ↑w ma haza el harf (.)nafs el harf right (.)↑ kaf m3 el dama
{It is /k/, and is this letter, it is the same letter, right? It is the /k/ sound added to /o/ vowel}
79. **S:** koo (.)
{a student practicing pronouncing the /k/ sound with the vowel /o/}
80. **T:** kaf ma3 el skoon (.) skoon what skoon mean?
{The /k/ sound not added to any vowel. what does skoon mean? }
81. **S:** sound of harf, its sound.
{a sound of a ltter, its sound}
82. **T:** it does not have a sound (.) kaf m3 el kasra is it kee or ke?
{It does not have a sound. a/k/ sound with kasra, is it pronounced /ki/ or /k/ without a vowel added}
83. **S:** ke
{A student pronouncing the /k/ sound with skoon meaning not added to any vowel}
84. **T:** ↑why it is ke(.) short sound.
{Why is it pronounced /ki/ with short i vowel}
85. **S:**kaa...koo..kee ..kee..keee..keee
{A student is trying to pronounce the /k/ sounds added to different vowels}
86. **T:**↑motakda? what is that(.)
{Are you sure. What is that?}
87. **S:**kaa?
{Is the /k/ sound with the /a / vowel?}
88. **T:** hazehe fatha how we say kaf fatha? how we see kaf fatha (.)
{It is the /k/ sound added to the /a/ vowel. How can we say the /k/ sound added to the /a/ vowel}

89. S: KA
{It is pronounced /ka/}
90. T: KA (.) ↑**mazbo::ot** (.) ma haza el harf? ma hazhe el 3alama (.)
{It is pronounced /ka/. **right, alright!** So what is this letter, what is this diacritic for?}
91. S:skoon (.)
{It is for the consonant sound that is not followed by any vowel}
92. T: skoon (.)↑how we say ya s skoon (.)
{Skoon. Oh student, how can you pronounce the /k/ sound with skoon diacritic}
93. Ss:kah (.)
{Students are pronouncing the /k/ sound with skoon meaning an absence of a vowel}
94. T: okay momken an naqraha sawyan (.)
{Okay can we read it all together}
95. Ss: [kahlh
{Students are pronouncing the /k/ sound with skoon meaning an absence of a vowel}
96. T: [kahlh, so there is a big difference between kee and kayy::, what is the difference (.)
{The teacher is pronouncing the same sound again.so there is a big difference between the /ki/ added to long /i/ vowel and and kah what is the difference}
97. S2:there is skoon and [it
{There is skoon meaning pronouncing the /k/ with no vowel and it...}
98. T: [=okay(.) so we know that alf waw w yaa are the long vowels they make
{Okay. so we know that /a/, /o/ and /i/ are the long vowels they make long vowels}
99. long sound

4.5.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 6.1

4.5.2.1 Identifying The Macro Structures of The Modes in Excerpt 6.1

As shown in excerpt 6.1, four micro context modes can be detected. The managerial mode was identified in lines 71- 75. So, in line 71, managerial mode started by teacher B giving instructions to students asking them to answer the questions on page 60 in the textbook. And then in the other lines, 72-74, she continued to organize the learning environment of her students by ensuring they were following the instructions and were prepared for the coming learning activity. In line 75, the teacher switched the focus of the instruction to another student in the other group and instructed him to open the textbook on page 140.

The material mode started in the end of a teacher turn in line 76 where she switched to material mode through a rise in intonation followed by the use of display questions in the same line as well as in the other coming lines. From lines 76-80, it can be noted that interaction in this mode centered on teaching and learning the pronunciations of /k/ sounds added to different vowels.

Therefore, we found equal number of turns shared by the teacher and her students where the teacher initiated a question and the student responded with an answer.

Close to the end of a teacher turn in line 80, skills and systems mode started and continued until the opening of another teacher turn in line 96. So, from line 80-96, we found that the pedagogical focus was on teaching the students to master the appropriate pronunciations of /k/ sounds and be able to distinguish differences in articulations between the two different sounds: /k/ with *kasrah* (a short mark below the letter that corresponds to the vowel /i/) and /k/ with *skoon* (a circle-shaped diacritic placed above a letter that indicates that consonant is not followed by any vowel). Skills and systems mode is identified through some interactional features such as teacher's use of display questions in lines 80, 82,84, 86,88, 90, and 92, teacher's direct repair in line 82, teacher echo through repetition of certain keyword in lines 84, 88 and 92 and teacher form-focused feedback in line 96.

The Last identified mode in this excerpt was classroom context mode. In this mode, teacher B extended the discussion about the pronunciations of /k/ sounds and identified the difference between /k/ sounds with *kasrah* and *skoon* in lines 96-99. So, in line 96, the teacher provided a student with an opportunity to identify the difference between *kee* (with *kasrah*) and the other stretched sound *kayy* (with *skoon*). In line 97, a student took a turn pointing out the answer and started an elaboration before an overlap occurred where the teacher gained the floor of interaction again to summarize the main points that when these long vowels are added to the phoneme /k/, they make different long sounds of /k/ (e.g. *alef/a/ waw/o/, ya/i/*).

Excerpt 6.1

71. T: okay oredkom an tahlo el asala ally fesafht stoon(.) hazehe el safha hat ketabak w ta3ala ma3y {okay i want you to answer the questions in page sixty, this page, bring your book and come with me}
72. ta3ala ayn kalmok(.) safht stoon ya s {come to me, where is your pen, we are on page sixty oh student!}

73. **S4:** can I do it with myself?
74. **T:** **tab3an** (.) safht stoon sixty (.)↑ s s < mamno3 el kalam **law samaht**> (.) tafdl ↑**elaan ayn**
{Of course, page sixty, stop talking please . Go ahead now!}
75. ↑**safhat stoon aftah safhat stoon ya s2 tafadal**(.)↑**na3am** aftah ktabak ya s 3safhet ma'ah wa arb3on
{Where is page sixty page sixty oh student? Yes, okay, you open your book page oh student on page 140}
76. ↑**ma haza el harf** (.)
{What is this letter}
77. **S2:** **kaf** (.)
{It is the /k/ sound}
78. **T:** **kaf** (.) ↑**w ma haza el harf** (.)**nafs el harf right** (.)↑ **kaf m3 el dama**
{It is /k/, and is this letter, it is the same letter, right? It is the /k/ sound added to /o/ vowel}
79. **S:** **koo** (.)
{A student practicing pronouncing the /k/ sound with the vowel /o/}
80. **T:** **kaf ma3 el skoon** (.) **skoon** **what skoon mean?**
{The /k/ sound not added to any vowel. what does skoon mean? }
81. **S:** **sound of harf, its sound.**
{A sound of a ltter, its sound}
82. **T:** **it does not have a sound** (.) **kaf m3 el kasra is it kee or ke?**
{It does not have a sound. A /k/ sound with kasra, is it pronounced /ki/ or /k/ without a vowel added}
83. **S:** **ke**
{A student pronouncing the /k/ sound with skoon meaning not added to any vowel}
84. **T:** ↑**why it is ke**(.) **short sound.**
{Why is it pronounced /ki/ with short i vowel}
85. **S:****kaa...koo..kee ..kee..keee..keee**
{A student is trying to pronounce the /k/ sounds added to different vowels}
86. **T:**↑**motakda? what is that**(.)
{Are you sure. What is that?}
87. **S:****kaa?**
{Is the /k/ sound with the /a/ vowel?}
88. **T:** **hazehe fatha how we say kaf fatha? how we see kaf fatha** (.)
{It is the /k/ sound added to the /a/ vowel. How can we say the /k/ sound added to the /a/ vowel}
89. **S:** **KA**
{It is pronounced /ka/}
90. **T:** **KA** (.) ↑**mazbo::ot** (.) **ma haza el harf? ma hazhe el 3alama** (.)
{It is pronounced /ka/. **right, alright!** what is this letter, what is this diacritic for?}
91. **S:****skoon** (.)
{It is for the consonant sound that is not followed by any vowel}
92. **T:** **skoon** (.)↑**how we say ya s skoon** (.)
{Skoon. Oh student, how can pronounce the /k/ sound with skoon diacritic}
93. **Ss:** **kah**(.)
{Students are pronouncing the /k/ sound with skoon meaning an absence of a vowel}
94. **T:** **okay momken an naqraha sawyan** (.)
{Okay can we read it all together}
95. **Ss:** [**kahh**]
{students are pronouncing the /k/ sound with skoon meaning an absence of a vowel}
96. **T:** [**kahh**, **so there is a big difference between kee and kayy::, what is the difference** (.)
{The teacher is pronouncing the same sound again.so there is a big difference between the /ki/ added to long /i/ vowel and and kah what is the difference}
97. **S2:****there is skoon and [it**
{There is skoon meaning pronouncing the /k/ with no vowel and it...}

98. T: [=okay(.) so we know that alf waw w yaa are the long vowels they make
{Okay. so we know that /a/, /o/ and /i/ are the long vowels they make long vowels}
99. long sound

4.5.2.2 Investigating The Micro Interactional Features of Arabic PMs in in Excerpt 6.1

It is noted that four Arabic PMs were highlighted in managerial mode. Marked by a micro pause in the beginning of a teacher turn in line 74, the first PM *tab3an* “of course” was used to indicate a response to a student inquiry in the previous line and bring students attention to the learning material in page sixty. Also, in a slower speech pace followed by a pause, the other PM *law samaht* “please” appeared in the same line to gently request one of her students to behave well and be quiet. Likewise, in the end of line 74, another instruction was given to another student through the use of the rising PM *elaan* “now.” Similarly, in line 75, with an uprising stress on the PM *na3am* “okay,” the teacher switched her conversation to the other group in her class to refer them to the learning material on page 140. The last identified Arabic PM in the excerpt was detected in skills and systems mode. Thus, after the students were echoed through the repetition of the student’s correct answer in line 90, the other rising PM *mazboot* “right” and “alright” was used by the teacher to initiate a repeated display question.

4.5.2.3 Linking Interactional Features to Pedagogical Goals in Excerpt 6.1

In managerial mode, four Arabic PMs were used by teacher B to achieve some pedagogical goals that were related to managing students learning. For instance, *tab3an* “of course” in line 74 was used to transmit an instruction of a clarifying response from the teacher to one of her students. In the same line, *law samaht* “please” functioned as a tool to organize the learning environment where a student was not paying attention to the teacher. To switch her conversation from a group to another, *elaan* “now” was used in the end of the same line to refer the students in the second

group to the learning material in page 60. Similarly, in line 75, the rising marker *na3am* “yes” and “okay” was used to refer a student in the other group to the learning material in page 140.

On the other hand, *mazboot* “right and alright” was the only Arabic PM identified in skills and systems mode. Thus, after the teacher demonstrated the correct pronunciation of the phoneme /k/ with *fatha* in line 90, the marker *mazboot* was used to display the correct answer to learners and also initiate a move to another learning activity that centered on learning the pronunciations of /k/ sounds with different vowels.

4.5.3 Stage I Functional Analysis of Arabic PMs in Excerpt 7

When looking at excerpt 7 below, three Arabic PMs can be identified. In line 100, the first marker *tamam* “okay” was used as a multi-functional marker performing as an interpersonal marker to seek a follow up response from the students to indicate their understanding of the differences in the pronunciations of /k/ sounds that were taught to them in earlier teacher turns. Also, the second function of the multi-functional marker *tamam* “okay” as a structural marker was to prepare the students for a move from one learning mode to another. Likewise, in line 113, the PM *montaz* was used at the multi-functional category to perform as an interpersonal marker, with the meaning “great,” to indicate an evaluative response to a student answer as well as a structural marker, with the *okay* meaning, to initiate a move from one point to another in the discussion. So, it is noted that through this marker, teacher B changed the topic of discussion from discussing the pronunciations of /k/ sounds when they are added to different vowels to discuss the pronunciations and the meanings of other words in the learning material. In line 119, the third PM, *na3am* “yes” was used as an interpersonal marker to provide an immediate assessment on a student’s answer.

Excerpt 7

96. T: ↑okay but at the same time (.) these are letters ↑so how do we know when they are letters and
97. ↑when they are sounds↑when(.) when you find fatha or kasra or dama or skoon on this letters they
{When they are sounds? when? when you find/a/, /i/ or /o/ vowels added to these letters...}

98. are just letters. they are not vowels any more, but if there is nothing here, see here (.) this are
 99. long vowels (.) this a long vowels but if I but a dama here or fatha or kasra(.)↓it is a regular letter
 {Long vowels, this a long vowels. but if I but /o/, /a/ or /i/ vowels here...}
100. it is not a long vowel any more (.) **tamam** (2.)↑fatahtwom safhat maa w arb3on one hundred and
 {It is not a long vowel any more (.) **Okay!** Are you on page 140 one...}
101. forty okay (.)↑so we have some more harf el kaf fe bdayt el kalma (.) harf el kafe wast el kalma
 {Forty okay (.)↑so we have some more /k/ letters in words- initial and words-middle positions}
102. w harf el kaf fe akher el kalma (.) okay (.) so ana sawf aqra2 awlan(.)↑KETAAB
 {Also other /k/ sounds in word-final positions,okay! so i will read first.the teacher is reading louder
 the word “book”}
103. **Ss:KETAAB**
 {Students are reader louder the word “book”}
104. **T:KETAAB** ↑ma ma3na ketaab?
 {Book, what the is the meaning of the ketaab?}
105. **S:** book
106. **T:YAKTBWO**
 {He writes}
107. **Ss:YAKTBWO**
 {he writes}
108. **T:YAKtbwo**
 {He writes}
109. **Ss:yaktbwo**
 {He writes}
110. **T:** >okay ↑ma ma3na yaktboo(.)<
 {Okay↑what does the word “yaktboo” means?}
111. **Ss:** he write
112. **T:** >write or writing because we have yah here< <↑so you guys need to be specific it means he>
 {Write or writing because we have the Arabic subject pronoun “yah” here...}
113. **momtaz** (.) ↑DEEK (.)
 {**Great,okay** the teacher is reading aloud the word “deek”}
114. **Ss:** DEEK (.)
 {The same word is repeated aloud by students}
115. **T:** DEEK
 {the teacher is repeating the same word in a louder voice}
116. **S:** DEEK
 {The same word is repeated aloud by a student}
117. **T:** ↑ma ma3na de::ek (.)
 {What does the Arabic word “deek” mean?}
118. **Ss:** rooster
 {Rooster}
119. **T:** ↑**na3am** (.) ↑mawjoda ya s mawjoda(.)
 {**Yes**, did you find it oh student?}
120. **S5:** I found it.
121. **T** okay (.) ↑KALB (.)
 {Okay, the teacher is reading aloud the word dog in Arabic}
122. **Ss:KALB**
 {Dog}
123. **T:** KALB
 {Dog}
124. **Ss:kalb**
 {Dog}

125. **T:** ↑ma ma3na kalb?
{What does the Arabic word “kalb” mean?}
126. **S:** Dog
127. **T:** MAKTAB
{The teacher is reading aloud the word “maktab”}
128. **Ss:** MAKTAB
{The same word is repeated aloud by students}
129. **T:** MAKtab
{The teacher is repeating the same word but only the first part of the word is pronounced louder}
130. **Ss:** maktab
{The students are repeating the same word}
131. **T:** ↑ma ma3na maktab?
{What does the word maktab mean?}
132. **Ss:** desk

4.5.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 7.1

4.5.4.1 Identifying The Macro Structures of The Modes in Excerpt 7.1

Four modes were detected in excerpt 7.1 The first mode, classroom context mode, started in line 96 and continued to the beginning of line 100. Through the rising English PM “okay” in line 96, the teacher initiated another turn to extend discussion from the previous lines on differences between the pronunciation of /k/ sounds with *fatha*, *kasrah*, *damma* or *skoon*. Later, prolonged elaborations were highlighted in few more lines. So, in line 112, the teacher returned to the same mode to elaborate more on the function of the Arabic subject pronoun *ya* “he” when it is added to the root word *katab* “write.”

In the middle of line 100, managerial mode started with the use of the transitional marker *tamam* “okay” followed by a timed pause where the students of the two groups were instructed to open their textbooks and then refereed to specific pages in the learning material to work on. Also, through the use of the English transitional PM *okay* followed by a pause in the middle of line 102, teacher B simultaneously moved back to managerial mode to prepare her students to the coming learning activity. Similarly, the same interactional pattern appeared in the end of line 119 where

another switch was made again to managerial mode to bring students' focus back to the learning material.

As for material mode, it was also highlighted in different places in the excerpt. Thus, through an emphasis on the marker *okay* preceded by a rising tone that accompanied the English PM *so*, the first appearance of material mood was detected in line 101 where teacher B switched to material mode to clarify to her students what activity they were supposed to work on in the textbook. Likewise, through a rise in intonation and a louder articulation of the word *ketaab* "book" in the end of line 102, material mode appeared again in the excerpt. Further, the same mode was also found in the following lines 104, 106-109, 113, 121-124, and finally in lines 127-130 where the learning centered on the teacher saying words with some prosodic features to her students and have those words repeated by her students in other turns.

Skills and systems mode was the last mode to be identified in excerpt 7.1 Through a higher tone in the end of line 104, the first occurrence of this mode was detected where the teacher used a display question with an emphasis on the word *ketaab* "book" to ensure that the students understand the meaning of that word before a new task was presented. Thus, in the succeeding lines 104-105, 110-111, 117-120, 125-126 and 131-132, the interaction was based on the teacher asking questions about the meanings of a number of words and the students responded with answers.

Excerpt 7.1

96. T: ↑okay but at the same time (.) these are letters ↑so how do we know when they are letters and
97. ↑when they are sounds↑when(.) when you find fatha or kasra or dama or skoon on this letters they
{When they are sounds? when? when you find/a/, /i/ or /o/ vowels added to these letters...}
98. are just letters. they are not vowels any more, but if there is nothing here, see here (.) this are
99. long vowels (.) this a long vovs but if I but a dama here or fatha or kasra(.)↓it is a regular letter
{Long vowels, this a long vovs. but if I but /o/, /a/ or /i/ vowels here...}
100. it is not a long vowel any more (.) **tamam** (2.)↑fatahtwom safhat maa w arb3on one hundred and
{It is not a long vowel any more (.) **Okay!** Are you on page 140 one...}
101. forty okay (.)↑so we have some more harf el kaf fe bdayt el kalma (.) harf el kafe wast el kalma

102. {forty okay (.)}↑so we have some more /k/ letters in words- initial and words-middle positions}
 w harf el kaf fe akher el kalma (.) okay (.) so ana sawf aqra2 awlan(.)↑KETAAB
 {Also other /k/ sounds in word-final positions, okay! so i will read first.the teacher is reading louder the word “book”}
103. Ss:KETAAB
 {Students are reader louder the word “book”}
104. T:KETAAB ↑ma ma3na ketaab?
 {Book, what the is the meaning of the ketaab?}
105. S: book
106. T:YAKTBWO
 {He writes}
107. Ss:YAKTBWO
 {He writes}
108. T:YAKtbwo
 {He writes}
109. Ss:yaktbwo
 {He writes}
110. T: >okay ↑ma ma3na yaktboo(.)<
 {Okay↑what does the word “yaktboo” means?}
111. Ss: he write
112. T: >write or writing because we have yah here< <↑so you guys need to be specific it means he>
 {Write or writing because we have the Arabic subject pronoun “yah” here...}
113. momtaz (.) ↑DEEK (.)
 {Great, okay! the teacher is reading aloud the word “deek”}
114. Ss: DEEK (.)
 {The same word is repeated aloud by students}
115. T: DEEK
 {The teacher is repeating the same word in a louder voice}
116. S: DEEK
 {The same word is repeated aloud by a student}
117. T: ↑ma ma3na de::ek (.)
 {What does the Arabic word “deek” mean?}
118. Ss: rooster
 {rooster}
119. T: ↑na3am (.) ↑mawjoda ya s9 mawjoda(.)
 {Yes, did you find it oh student?}
120. S5: I found it.
121. T okay (.) ↑KALB (.)
 {Okay, the teacher is reading aloud the word dog in Arabic}
122. Ss:KALB
 {Dog}
123. T:KALB
 {Dog}
124. Ss:kalb
 {Dog}
125. T: ↑ma ma3na kalb?
 {What does the Arabic word “kalb” mean?}
126. S: Dog
127. T: MAKTAB
 {The teacher is reading aloud the word “maktab”}
128. Ss: MAKTAB

129. T: **MAKtab**
 {The same word is repeated aloud by students}
130. Ss: **maktab**
 {The teacher is repeating the same word but only the first part of the word is pronounced louder}
131. T: **↑ma ma3na maktab?**
 {The students are repeating the same word}
132. Ss: **desk**
 {What does the word maktab mean?}

4.5.4.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 7.1

As discussed above, three Arabic PMs were identified in three different modes. In an extended teacher turn in managerial mode in line 100, the PM *tamam* “okay,” followed by a pause as well as a rising, was used as a transitional marker to initiate a new instruction to students. Likewise, as a transitional marker in material mode, the PM *momtaz* “great” and “okay” was detected in a short teacher turn followed by a pause, a rising tone and a loudness in the articulation of the word *deek* “roster.” Similarly, preceded by a rise in intonation and followed by a micro pause, the PM *na3am* “yes” occurred close to the end of skills and systems mode in line 119 functioning as a transitional marker to indicate a shift from a mode to another in the same turn.

4.5.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 7.1

When looking at the previously discussed interactional features of the three Arabic PMs in the three identified mode, it can be noted that the same markers were also used to accomplish some pedagogical agendas that were specific to each mode. *Tamam* “okay,” for instance, was used in managerial mode to indicate a move from the learning activity where students were taught about the pronunciation of the /k/ sounds with *fatha*, *kasrah*, *damma* and *skoon*. The same marker was also followed by an instruction to refer the students to a specific learning material. The second Arabic PM *momtaz* “great” and “okay” occurred in the beginning of material mode followed by a rising tone and a loudness in the pronunciation of the word *deek* “roster” to provide a positive feedback on an answer and to initiate a more language practice around the appropriate articulation

of that word. The third Arabic PM *na3am* “yes,” with a rising tone followed by a pause, appeared in the opening of a teacher turn in skills and systems mode to manage the learning experience for one of her students by addressing one of her students with an inquiry that aimed to drive his focus back to the learning material.

4.5.5 Stage I Functional Analysis of Arabic PMs in Excerpt 8

As observed below in excerpt 8, four Arabic PMs can be identified. In line 151, the first Arabic PM, *hasanan* “okay” was used as a structural marker to mark a continuation on the topic of assigning a student an activity to do after the teacher was interrupted in the previous turn. In line 158, *na3am* “yes” and “okay” was used as at the multi-functional category level to function first as an interpersonal marker, with the meaning “yes,” to demand a confirmation from a student indicating that she found what she was looking for and as a structural marker to switch the topic of discussion from introducing the new activity to returning to the previous conversation with one of her students. Likewise, in line 167 the PM *momtaz* appeared as a multi-functional marker performing an interpersonal function, with the meaning “great,” to communicate a positive evaluation to a student’s answer and as a structural marker, with the meaning “okay,” to indicate a move from a point to another in the discussion. However, *momtaza* (for a female addressee) in line 158 and *momtaz* in line 172, with the meaning “great,” were used as an interpersonal marker to communicate an encouraging response from the teacher on a student’s performance. In contrast to the uses of the same marker in line 158, *na3am* “okay” also appeared in line 165, but as a structural marker to conclude discussion on the previous learning activity and to introduce a new learning activity where the students were referred to a new page to work on in the learning material. Further, in line 163, the PM *aydan* “also” functioned as a structural marker to mark a continuation in the discussion and the elaboration of a previously introduced idea in line 161 regarding

identifying differences between two words that are similar in pronunciation but different in meaning. Nevertheless, in line 178, the same marker functioned as an interpersonal marker to yield the floor of discussion to one of her students.

Excerpt 8

151. T: ↑tafdal ya s ebdaa (1.2) <**hasnan** ya s > (.) oredok an tahely hazehe el asela
 {Ggo ahead oh student, start, **okay** oh student. I want you to answer these questions }
152. watakobyha fe alwarqaaw fe el daftar 3andak daftar el 3arby (.)↑ketabtan(.)↑he read
 {And i want you to write the answers in your homework notebook for your Arabic classes... }
153. or he writes(.) <he reads he writes> yaktob (.)↑3aly sotak men fadlk ya s (2.)
 {or he writes. He reads he writes, he writes. Please raise your voice oh student }
154. ↑mahowa raqm el wehda (.)
 {What is the number of the unit? }
155. S: twenty-three.
156. T: >what is twenty-three in 3araby (.) <
 {How can we say twenty-three in Arabic }
157. S:ethnan wa3eshreen uh(.) thlatha wa3eshreen
 {Twenty-two uh twenty-three? }
158. T: wajetehom kolhom **momtaza** (.7) ↑nashat el tanween **na3am** (.) wajdti kol↑el kalamat
 { You find them all, **great, okay!** Let’s start nunation activity, **okay**, you found all words? }
159. ayna ↑ryada? hal wajete kalamt ryada? okay (2.) <ma hazehe el kelma>
 {where is the word “sport,” okay! what is this word? }
160. S:kalb=
 { It is a dog }
161. T:=**kalb** (.) <cap is it cab or kalb> (.)
 {Dog. is it cap or kalb? }
162. S:kalb
 {It is kalb meaning it is a word for dog not a cap }
163. T: <w hazehe **aydan**> (.) is it ↑mack or malek (.)
 {and this word **also**, is it mack or malek? }
164. S: malek (.)
 {it is malek meaning it is a word for owner not a mack }
165. T:↑ **na3am** (.) wariny safha arb3a w 3shron, <ayn kalmt ryada>(.)
 {**Okay!** Show me page number 24, where is the word for ryada “sport” }
166. S: oh reyada I found that one
 {Oh sport i found that one }
167. T:↑khalst ya s(.) **momtaz** (.) what is the story about I want to ask you these questions
 { You finished your work oh student, **great, okay**, what... }
168. khod daftarak
 {take your notebook back }
169. S: now I got the book (.)
170. T: aha you can (.) khalst (.) ayna ↑el kitab (.)
 {aha you can. You have finished the task, so where is your book? }
171. S:we have done this (.) yes I finished. I am just asking [unintelligible]
172. T: **momtaz** (.)
 {**great!** }
173. S: is the unit going to be based on this on workbook?

174. T: inshallah hazehe el asela
{If God wills, these are the questions}
175. S: there is no need for me to do it
176. T: ↑most3d lil quiz (.)
{are you ready for the quiz?}
177. S7: I am ready too
178. T: ant most3d ↑**aydan**(.)
{You are **also** ready}
179. S: yeah (.) i dont wanna be first grader (.) ms reem(.) what does the first question mean
180. T: momken astakhdem el ktaab ↑ma heya hwyat yasmine el mofdla?
{Could i borrow your book? What is Yasmine favourite hobby?}
181. S: ↑what is yasmine's favorite sport?=
182. T: =hwaya (.) <what is hwaya means?>.
{Hoppy. What does the word "hwaya" means?}
183. S: sport
184. T: ↑ryada means sport, bravo s (.) hanbdaa be s (.) s (.) s s (.)
{Ryada means sport. great job. we will start with student and student and others}
185. S: but I am first because I cannot [unintelligible]
186. T: s el awal(.) tfdal ya s (.)
{Student some one is the first to start. Go ahead oh student}

4.5.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 8.1

4.5.6.1 Identifying The Macro Structures of The Modes in Excerpt 8.1

When looking at the interactional features and the pedagogical goals demonstrated in excerpt 8.1, four modes can be distinguished. Managerial mode can be detected in the following lines 151-152, 153, 158, 165,167, 168-174, 180,184, and finally 185-186. So, managerial mode was detected in the first two lines and in the middle of the third line from the top where students were introduced to an activity and referred to an assigned learning material through distinctive interactional patterns in teacher talk including a higher intonation followed by longer pauses and a confirmation check. In line 158, the teacher switched to the same mode to guide one student back to the learning activity. In line 165, the same mode was temporarily used to refer a student to a specific page in the textbook. Moreover, the occurrences of managerial mode were extended from lines 167-174 to organize the learning environment by ensuring that one of her students was following the instructions and doing the activity. So, we noticed the use of confirmation checks by the teacher to inquire whether the students were following the instructions. Other uses of the same

mode were found in the following lines 180, 184, 185-186 where the teacher was attempting to organize the process of students' learning through leading the floor of interactions and managing students' turns in participations.

Classroom context mode was detected in lines 152,153,161-164, and 175-179. Marked with the rise in intonation and followed by a pause in the end of line 152, this mode initially started where a switch was made from managerial mode to elaborate on the grammatical structures regarding adding the subject pronoun *ya* "he" to the verb *katab* "write." In lines 161-164, the same mode appeared again where the teacher demonstrated a discussion clarifying the differences between two words that are similar in pronunciation but different in meaning. Thus, short equal turns were identified in that mode between teacher B and her students allowing more interactional space to her students. Likewise, classroom context mode occurred again in lines 175-179 to create more interactional space for learners to interact and express their opinions and for the teacher to get to know how ready were her students for the coming quiz.

Skills and systems mode was also noted in different parts of the excerpt; as in lines 154-157 and 182-184 where the interaction centered on providing opportunity for the students to practice and master keywords from the learning material. Therefore, from lines 154-157, the mode began and also continued in the following lines in a form of a display question preceded by a rising tone where the interactions centered on questions initiated by the teacher and answers given by the students. Again, the same mode was detected in lines 182-184 where the focus of the teacher was on enabling her students to learn to distinguish the meaning of two important concepts in the learning material that were *hwaya* "hoppy" and *ryada* "sport."

The last identified mode in the excerpt was material mode. This mode was identified in lines 159,160,165-166,167,180 and 181. The salient interactional features of this mode were apparently represented in the teacher's extensive uses of the display questions as in the end of lines 158, 165, 167 and 178 and in the other two lines as in 159 and 179. In this mode, students were asked about the occurrences and the meanings of certain words in the learning material to provide them with a more language practice of important concepts from the material.

Excerpt 8.1

151. T: ↑tafdal ya s ebdaa (1.2) <hasnan ya s > (.) oredok an tahely hazehe el asela
 {Go ahead oh student, start, **okay** oh student. I want you to answer these questions}
152. watakobyha fe alwarqaaw fe el daftar 3andak daftar el 3arby (.) ↑ketabtan(.)↑he read
 {And i want you to write the answers in your homework notebook for your Arabic classes...}
153. or he writes(.) <he reads he writes> yaktob (.) ↑3aly sotak men fadlk ya s (2.)
 {or he writes. he reads he writes, he writes. Please raise your voice oh student}
154. ↑mahowa raqm el wehda (.)
 {what is the number of the unit?}
155. S: twenty-three.
156. T: >what is twenty-three in 3araby (.) <
 {How can we say twenty-three in Arabic}
157. S:ethnan wa3eshreen uh(.) thlatha wa3eshreen
 {twenty two uh twenty three?}
158. T: wajetehom kolhom momtaza (.7) ↑nashat el tanween na3am (.) wajdti kol↑el kalamat
 { you find them all, **great**. let's start nunation activity, **okay**, you found all words?}
159. ayna ↑ryada? hal wajete kalamt ryada? okay (2.) <ma hazehe el kelma>?
 {Where is the word "sport," okay! what is this word?}
160. S:kalb=
 { It is a dog}
161. T:=kalb (.) <cap is it cab or kalb> (.)
 {Dog. is it cap or kalb?}
162. S:kalb
 {It is kalb meaning it is a word for dog not a cap}
163. T:<w hazehe aydan> (.) is it ↑mack or malek (.)
 {and this word also, is it mack or malek?}
164. S: malek (.)
 {It is malek meaning it is a word for owner not a mack}
165. T: ↑na3am (.) wariny safha arb3a w 3shron, <ayn kalmt ryada>(.)
 {**Okay!** show me page number 24, where is the word for ryada "sport"}
166. S: oh reyada I found that one
 {Oh sport i found that one}
167. T: ↑khalst ya s(.) momtaz (.) what is the story about I want to ask you these questions
 {You finished your work oh student, **great, okay**, what...}
168. khod daftarak

- {Take your notebook back}
169. S: now I got the book (.)
170. T: aha you can (.) khalst (.) ayna ↑el kitab (.)
{aha you can. You are finished, so where is your book?}
171. S: we have done this (.) yes I finished. I am just asking [unintelligible]
172. T: momtaz (.)
{Great!}
173. S: is the unit going to be based on this on workbook?
174. T: inshallah hazehe el asela
{If God wills, these are the questions}
175. S: there is no need for me to do it
176. T: ↑most3d lil quiz (.)
{Are you ready for the quiz?}
177. S7: I am ready too
178. T: ant most3d ↑aydan (.)
{You are also ready?}
179. S: yeah (.) i dont wanna be first grader (.) ms reem(.) what does the first question mean
180. T: momken astakhdem el ktaab ↑ma heya hwyat yasmine el mofdla?
{Could i borrow your book? What is Yasmine favourite hobby?}
181. S: ↑what is yasmine's favorite sport?=
182. T: =hwaya (.) <what is hwaya means?>.
{Hoppy. What does the word “hwaya” means?}
183. S: sport
184. T: ↑ryada means sport, bravo s (.) hanbdaa be s (.) s (.) s s (.)
{Ryada means sport. great job. we will start with student and student and others}
185. S: but I am first because I cannot [unintelligible]
186. T: s el awal(.) tfdal ya s (.)
{Student someone is the first to start. Go ahead oh student}

4.5.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 8.1

By looking at managerial mode, four Arabic PMs can be identified in different parts of the excerpt. In line 151, the PM *hasanan* “okay,” with an emphasis and a slower speech pace, was used as an attention getter followed by an instruction related to the learning material. To provide an encouragement to a female student, *momtaza* “great,” followed by a micro pause and a rise in tone, was used in the middle of an utterance in line 158. The second appearance of the PM *momtaz* “okay” and “great ” was detected in line 167 in the beginning of an extended teacher turn preceded by a rise in intonation to mark a confirmation check that is followed by a pause. Also, followed by a pause in an utterance-initial position, the same marker was found in a teacher minimal response in line 172. Further, preceded by a higher intonation and followed by a pause in line 158, *na3am*

“okay” occurred in a center of a teacher turn to initiate a confirmation check. Similar interactional patterns were noted for the same marker in line 165 where *na3am* “okay” appeared in an opening of a teacher turn preceded by a rising mark and followed by a pause.

Only one PM was identified in classroom context mode that was recognized in its shorter teacher turns that centered on getting students attention to differentiate between the meanings and pronunciations of important words from the material. Thus, in that mode, the Arabic PM *aydan* “also” was used in two different places. The first occurrence of *aydan* was identified in an opening of a teacher turn in a slower speech pace in line 163 followed by a rising tone and a display question. Yet, in line 178, the same rising marker occurred in the end of a teacher turn followed by a pause to initiate a confirmation check.

4.5.6.3 Linking Interactionals Features to Pedagogical Goals in Excerpt 8.1

The interactional features and patterns where Arabic PMs were used have also revealed different pedagogical goals that vary from one mode to another. In managerial mode in line 151, *hasanan* “okay” has performed an interactional pattern that corresponds with a pedagogical goal that was introducing learners to a new activity where they were referred to a particular task to work on in the material. In line 158, *momtaza* “great” was used to conclude a short conversation with a student through providing her with a positive evaluation on her performance and to introduce a new activity about the Arabic diacritics (*fatha, damma, kasra* and *skoon*). In the same line, *na3am* “yes” and “okay” was used to communicate a confirmation check that informs the teacher of her student’s preparedness to proceed to the new activity. On the other hand, in line 165, the pedagogical uses of *na3am* “okay” were to switch from a learning mode to another and also to refer learners to the learning material. Similarly, in line 167, *momtaz* “okay” and “great” was used to conclude discussion with a student before another mode was presented where the student was

informed about specific questions in the learning material that he needed to work on. Finally, in line 172, the same marker *montaz* “okay” and “great” occurred in an opening of a short teacher turn to conclude discussion with a student regarding his work on the assigned activity.

The interactional uses of *aydan* “also” in classroom context mode have also performed some pedagogical purposes. For instance, in the middle of an utterance in line 163, the marker *aydan* was used to extend discussion on similar concepts presented in the previous lines and to elicit further responses from the students on the differences between words that look similar in pronunciations but differ in meanings. Likewise, *aydan* was also used in the end of the mode in line 179 to seek a response from her students indicating their readiness for the quiz. However, no response was initiated by the student as the teacher instantly switched to managerial mode to manage interactions and to bring more questions for classroom discussions.

4.5.7 Stage I Functional Analysis of Arabic PMs in Excerpt 9

Five Arabic PMs can be identified in excerpt 9. The first PM, *na3am* “yes” appeared in line 247 functioning as an interpersonal marker to indicate teacher’s B active listening to one of her students. In line 249, *ay soal* “any question” functioned as an interpersonal marker to seek a response from a student that clarified what question he was asking about. In the same line, *na3am* “okay” was used a structural marker to mark a continuation in the discussion of question number nine in the material. In line 252, *na3am* “yes” and “okay” was used as a multi-functional marker performing both as an interpersonal marker, with the *yes* meaning, to respond to a student and as a structural marker, with the *okay* meaning, to initiate a shift from one learning mode to another. Likewise, *na3am* “yes” and “okay” appeared in the end of a teacher turn in line 255 as a multifunctional marker functioning as an interpersonal marker to show teacher response or as a structural marker to conclude the topic of discussion in teacher turn and to shift to another

discussion topic initiated by a student. In line 279, *law samaht* “please” was used as an interpersonal marker to initiate a polite request to a student to be quiet. Another PM *ana 3araft* “I knew” appeared in line 281 functioning as an interpersonal marker to mark a shared knowledge between the addressee and addresser. *Momtaz* “great” and “okay” was detected in an opening of a teacher turn in line 283 functioning as a multi-functional marker and performing both as an interpersonal marker, with the *great* meaning, to communicate a response as well as a structural marker, with the *okay* meaning, to indicate a change in the focus of discussion. In line 285, *na3am* “yes” was used as an interpersonal marker to indicate a teacher answer in a response to a student confirmation request in the previous turn.

Excerpt 9

241. **T:** *yatdarrabo* (.) not just play (.) *yatdarrabo train* (.) ↑fariq korat el qadam↑ ayna w mata (.)
 {He gets training, not just play. The verb “*yatdarrabo*” is to get training. football team.where and when}
242. **S4:** where
243. **T:** *mawjoda fe el qesa aqraaa el qesa*
 {It is there in the story, just read it}
244. **S5:** I will find it (.)
245. **T:** *tafadal*
 {Go ahead!}
246. **S:** ms reem
247. **T:** ↑*na3am* (.)
 {**Yes**}
248. **S:** ↑what does this mean(.) ↑is this is hoppy
249. **T:** ↑*ay ay soal* (.) ↑haza (.) el soal *el awal*(.) *hwaya* means hoppy (.) ↑*na3am* (.)
 {**any any question?** do you mean this one the first question? *hwaya* means hoppy. **Okay!**}
250. *yasmee::n al mofdla* (.) *hwat yasmine al mofdla* (.) *yasmine* favourite hobby
 {Yasmeen’s favourite hobby yasmeen’s favourite hobby}
251. **S6:** what yasmeen favorite hobby (.)
252. **T:** *na3am* (1.4) *doork* (.) ↑*anta altaly*
 {**Yes, okay**, it is your turn in the participation}
253. **S6:** ↑what does it mean said what is yasmeen dream(.)
254. **T:** *al soaal el thany* (.) *maza tatmana yasmeen an tosbah* (.) what is *yasmien*(.) *ambitious*(.)
 {The second question. What does Yasmeen want to be? What...}
255. to be (.) ↑*na3am*=
 {to be. **Yes?**}
256. **S6:** = ↑what is this question about
256. **T:** ↑*el khames* (.) ↑*akher soaal haza*(.)
 {The fifth question. This is the last question}
257. **S6:** *haza* ↑yes(.)

- {This one, yes}
258. **T:** menkam ↑la3b(.) men kam la3b now he is asking about number like how many men kam la3b
{From how many players. This question is asking about a number like how many men how many players}
259. aw kam la3ba yatkwan fariq kort el qadam ↑so men kam(.)
{or how many players does the football team consist of? So from how many?}
260. **S:** ↑how many
261. **T:** ↑la3eba aw la3eb what does la3eb mean(.) la3eba la3ebat=
{He played or she played, what does the word “la3eba” means? he played she played}
262. **S:** =↑what time do you play (.)
263. **T:** what time?
264. **S:** where (.) ↑when(.)
265. **T:** we just said that men kam (.)↑la3eb means player la3bah is the female player fariq means team
{We just said that from how many. *La3eba* means player. *La3bah* refers to the female player. *Fariq* means a team}
266. yatkawn means consist of (.)
267. **S:** so the whole sentence mean(.) ↑what does it mean(.)
268. **T:** you need to follow the sentence men kam la3b aw la3bah yatkawn fariq kort el qadam (.)
{You need to follow the sentence from how many male or female players does the football team consist of?}
269. **S:** ↑I play(.)
270. **T:** <how many players in the soccer ball team?> a3tqd (.) el ajaba hona yatakawn fareqoha
{How many players in the soccer ball team? I think the football teams is consisted of}
271. men ehda 3ashrt la3btan(.)↑ma ma3na ahda 3ashra (.)
{11 female players. What does the number *ahda 3ashra* means?}
272. **S:** eleven
273. **T:** ↑bravo 3alik eleven
{Great job, it is eleven}
274. **S:** this why I get 9.9 now
275. **T:** mashallah you get your all score
{oh my God, you get your all score}
276. **S:** [unintelligible] good job sara
277. **T:** shhhh(.) sotak ↑3aly ya s (.2)
{be quite. you are making a noise oh student}
278. **Ss:** (students are making noise)
279. **T:** <ba3d' el hdooa ↑law samaht ya s> (.7)okay (.) ↑ma haza ↑la(.) la=
{Be quiet **please**. Okay! What is this? No no}
280. **S:** =la
{No}
281. **T:** makanak (.2) la::(.) ↑**ana 3raft**↓en enta khalast ajlis makanak
{Remain seated. no. I knew that you finished. Remain seated in your place}
282. **S:** you are after s
283. **T:** **momtaz** (.)↑ ant b3d s ya s
{**Great! okay** student, you are after this student}
284. **S1:** ana aftar s?
{me after him?}
285. **T:** **na3am** (.) ↑do you want to keep do ah (.) quizlet or do you want to play el mazad game
{**Yes**. do you want to keep do ah (.) quizlet or do you want to play the bedding game?}
286. **S2:** yes any game

4.5.8 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 9.1

4.5.8.1 Identifying The Macro Structures of The Modes in Excerpt 9.1

As demonstrated in excerpt 9.1 below, four micro modes can be detected. The widely identified mode, the material mode, occurred in the following lines: 241-242, 246-251, 253, 254-260, 262-264, 267, 268, 269-271 and finally in the end of line 279. From lines 241-242, material mode started by teacher B discussing the questions in the material and elaborating on the meaning of the verb *yatadarrabo* “he gets training.” The material mode was detected again in lines 246-251 with a student asking the teacher about a meaning of a word in the assigned questions and then the same mode continued with the teacher responding to the student and elaborating on what the student was asking about. Similarly, material mode occurred again in other lines including 253, 254, and 255- 260 where the interactions centered on a students asking about the meanings of specific questions in the activity and the teacher responding with clarifications. Later, in lines 262-264, a student switched to material mode by asking about the answer of a question in the learning material that the teacher has already discussed. Also, the final occurrence of the material mode was in lines 267-271 where teacher-students’ interaction centered on discussing the answers to the other assigned questions in the material.

The managerial mode was also identified in different lines in the excerpt. The first appearance of this mode was in lines 243-245 where a student was referred to an answer of a question. Additionally, in lines 252, 254, 268, the teacher returned to this mode to manage classroom interactions and students learning. Another longer occurrence of managerial mode was identified in the last part of the excerpt (lines 277-286). In that part, the typical interactions in that specific mode was managing and organizing the learning environment in her class by requesting

students to be quiet and be seated in their seats, assigning student turn in doing the activity, and selecting the learning activity for her students.

The two other modes with limited occurrences in the excerpt were skills and systems mode and classroom context mode. So, the first appearance of skills and systems mode was in line 261 to provide a learning opportunity for students to help distinguishing differences in the meaning between the two words: *la3ba* (he played) *la3ebat* (she played). Also, the teacher returned to skills and systems mode in the end of line 271 through a rising tone followed a display question that asked about a meaning of a specific word. The same mode continued in the two following lines 272- 273 where a student responded with an answer to the previous inquiry and the teacher replied with a positive response. Similarly, classroom context mode also appeared twice. The first occurrence was detected in lines 265-266 from the beginning of a teacher turn in line 265 where the teacher extended discussion on the meanings of keywords from question 5 such as *la3ba* and *la3ebat yatakawan* “consist of.” The second occurrence of classroom context mode was found in lines 274- 276 starting with a student turn to elaborate on teacher comment in the previous turn. Further, while in line 275, the teacher intervened to end a student talk in the previous lines, in line 276, a student also interacted with other students in the class and commented on their participations.

Excerpt 9.1

241. T: **yatdarrabo (.) not just play (.) yatdarrabo train (.) ↑fariq korat el qadam↑ ayna w mata (.)**
 {He gets training, not just play. The verb “**yatdarrabo**” is to get training. Football team, where and when}
242. S4: **where**
243. T: **mawjoda fe el qesa aqraaa el qesa**
 {it is there in the story, just read it}
244. S5: **I will find it (.)**
245. T: **tafadal**
 {Go ahead!}
246. S: **ms reem**
247. T: **↑na3am (.)**

- {Yes}
248. S: ↑what does this mean(.) ↑is this is hoppy
249. T:↑ay ↑ay soal (.) ↑haza (.) el soal el awal(.) hwaya means hoppy (.) ↑na3am (.)
{Any any question? do you mean this one the first question? hwaya means hoppy.Okay!}
250. yasmee::n al mofdla (.) hwyat yasmine al mofdla (.) yasmine favourite hobby
{Yasmeen’s favourite hobby yasmeen’s favourite hobby}
251. S6: what yasmeen favorite hobby (.)
252. T:na3am (1.4) doork (.) ↑anta altaly
{Yes, okay, it is your turn in the participation}
253. S6:↑what does it mean said what is yasmeen dream(.)
254. T:al soal el thany (.)maza tatmana yasmeen an tosebh (.) what is yasmien(.) ambitious(.)
{the second question. what does Yasmeen want to be? what...}
255. to be (.)↑na3am=
{to be. Yes?}
256. S6: = ↑what is this question about
256. {T: ↑el khames (.) ↑akher soal haza(.)
The fifth question. this is the last question}
257. S6: haza ↑yes(.)
{This one, yes}
258. T: menkam ↑la3b(.) men kam la3b now he is asking about number like how many men kam la3b
{From how many players.this question is asking about a number like how many men how many players}
259. aw kam la3ba yatkwan fariq kort el qadam ↑so men kam(.)
{or how many players does the football team consist of? so from how many?}
260. S: ↑how many
261. T: ↑la3eba aw la3ebat what does la3eb mean(.) la3eba la3ebat=
{He played or she played, what does the word “la3eba” means? he played she played}
262. S: =↑what time do you play (.)
263. T: what time?
264. S: where (.) ↑when(.)
265. T:we just said that men kam (.)↑la3eb means player la3bah is the female player fariq means team
{We just said that from how many. la3eba means player. la3bah refers to the female player. fariq means a team}
266. yatkawn means consist of (.)
267. S: so the whole sentence mean(.) ↑what does it mean(.)
268. T:you need to follow the sentence men kam la3b aw la3bah yatkawn fariq kort el qadam (.)
{you need to follow the sentence from how many male or female players does the football team consist of?}
269. S: ↑I play(.)
270. T: <how many players in the soccer ball team?> a3tqd (.) el ajaba hona yatakawn fareqoha
{how many players in the soccer ball team? I think the football teams is consisted of}
271. men ehda 3ashrt la3btan(.)↑ma ma3na ahda 3ashra (.)
{11 female players. what does the number ahda 3ashra means?}
272. S: eleven
273. T:↑bravo 3alik eleven
{great job, it is eleven}
274. S:this why I get 9.9 now
275. T:mashallah you get your all score
{oh my God, you get your all score}
276. S: [unintelligible] good job sara
277. T:shhhh(.) sotak ↑3aly ya s (.2)

- {be quite. you are making a noise oh student}
278. Ss: (students are making noise)
279. T: <ba3d' el hdooa ↑law samaht ya s> (.7)okay (.) ↑ma haza ↑la(.) la=
 {quiet please oh student. okay! what is this? no no}
280. S: =la
 {no}
281. T: makanak (.2) la::(.) ↑ana 3raft↓en enta khalast ajlis makanak
 {remain seated. no. i knew that you finished. remain seated in your place}
282. S: you are after s
283. T: montaz (.)↑ ant b3d s ya s
 {great! okay student, you are after this student}
284. S1: ana aftar s?
 {me after him?}
285. T: na3am (.) ↑do you want to keep do ah (.) quizlet or do you want to play el mazad game
 {yes. do you want to keep do ah (.) quizlet or do you want to play the bedding game?}
286. S2: yes any game

4.5.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 9.1

As demonstrated in excerpt 9.1, Arabic PMs were only identified in material mode as well as in managerial mode. For material mode, two Arabic PMs were identified there. So, in the opening of a teacher turn in line 247 preceded by a rising tone and followed by a pause, the first PM *na3am* “yes” appeared to in a minimal teacher response to indicate an active listenership to a student in the previous turn. Likewise, in line 249, the Arabic PM *any soal* “any question” occurred in the beginning of a teacher turn preceded by a rise in intonation and followed by a pause to form a referential question. In the end of the same line, *na3am* “okay,” accompanied by a rising tone and followed by a pause, was used to mark a continuation in a discussion of a question. Also, in line 255, *na3am* “yes” and “okay” appeared in an end of a teacher turn marked through a rising tone and followed by a student turn.

As for managerial mode, four Arabic PMs were detected in that mode. Marked by a longer pause where the PM *na3am* “yes” and “okay” appeared in the beginning of a teacher turn in line 252. The same marker occurred again in the opening of another teacher turn followed by a short pause in line 285. The other Arabic PM in this mode was *law samaht* “please” that was highlighted

in the end of the mode close to an end of a teacher turn in line 279. *Law samaht* appeared in a slower speech pace and it was also marked with a rising tone followed by a timed pause. Preceded by a rising in intonation after a stretched sound and followed by a falling tone, the other PM *ana 3araft* “I knew” was also identified in line 281 close to an end of an of another turn. Followed by a short pause in line 283, *momtaz* “great” and “okay,” the last PM in managerial mode, initiated a teacher turn to respond to an inquiry in a previous student turn.

4.5.8.3 Linking Interactional Features to Pedagogical Goals in Excerpt 9.1

As discussed above, two Arabic PMs were found in material mode. In line 247, *na3am* “yes” was used to seek a response from a student that clarifies what he was asking about. In line 247, *any soal* “any question” was used to in the form of another inquiry to clarify what question in the material the student was inquiring about. In the same line, *na3am* “okay” was used to attract the student attention to the question that the teacher continued to discuss. Also, *na3am* “yes” and “okay” appeared in the end of another teacher turn in line 255 to provide an opportunity for a student to take a turn and state his question to the teacher.

On the other hand, four Arabic PMs were also used in managerial mode. The first case appeared in the opening of a teacher turn in line 252 where *na3am* “yes” “okay” was used as both a managerial marker as well as a transitional marker to first indicate a change from a point to another in the discussion and then manage students’ learning through assigning roles to her students in working on the activity. Close to an end of a teacher turn in line 279, *law samaht* “please” was used to organize the learning environment by requesting a student to self-discipline himself and avoid disturbing the class. Similarly, *ana 3araft* “I knew” was used in the following line 281 to manage the learning setting by ordering one her student to go back to his seat and then informing him that she knew he had already finished his task. In line 283, the PM *momtaz* “great”

and “okay” appeared in the beginning of a teacher turn to manage the interactional turns of her students in participation. Finally, *na3am* “yes” was used in line 285 to manage the learning activity of one of her students by deciding with the student on the type of activity he wanted to play.

4.5.9 Stage I Functional Analysis of Arabic PMs in Excerpt 10

As can be observed below, seven Arabic PMs can be identified. The first identified Arabic PM *khalas* “enough” and “okay” appeared in line 320 and in line 324 functioning as a multi-functional marker performing both as an interpersonal marker, with the meaning “enough,” to indicate a reply and as a structural marker, with the meaning “okay” to switch the topic of discussion. In line 322, *mashy* “understood” was used as an interpersonal marker to indicate a confirmation check. Likewise, the other Arabic PM *sahyha am khateaa* “right or wrong” appeared in three different lines (328, 336, 348) as an interpersonal marker to signify another confirmation check. In line 356, *momtaz* “great” was used as an interpersonal marker to indicate a positive response from the teacher. In line 359, *khalina* “let’s” functioned at the structural macro level to perform a micro function that was initiating a new topic. Likewise, the two PMs *3ashan*, in line 359 and *lanna*, in line 340, which have a similar meaning that is “because,” were both used as referential markers to indicate a cause.

Excerpt 10

318. T: ↑DOLLAR wahed 3ala el jomla el thaltha (.7) s > baqy daqeqtan akher wahda ya s<
{The bedding is one dollar for the third sentence. oh student go the last sentence as only we are in the last two minutes of class}
319. S: I can do it.
320. T: la ↑**khalas** (.2)
{No, **enough!**}
321. S: okay i am gonna do it
322. T: ↑3ayez men awel jomla lakher jomla (1.2) **mashy** (.)
{You would you like to work on the whole sentence, **understood?**}
323. S2: you own me three dollars so.
324. T: ↑**khalas** (.) ↑haya nabda elmazad okay(.) okay (.) el jomla el ola ↑haya naqraa (.)
{**enough** and **okay!** Let's' start the bedding game.okay! Okay! let's read the first sentence}
325. [HOWA LA3EBON MAHERATON
{he is a skillful player; the adjective skillful is marked for feminine}

326. **Ss:**[HOWALA3EBON MAHERATON]
 {he a skillful player; the adjective “skillful” should be marked for a masculine noun but not feminine }
327. **S3:**howa la3bon maheraton wrong wrong
 {the sentence *howa la3bon maheraton* “he is a skillful player” is wrong wrong}
328. **T:**↑**sahyha am khateaa** (.)
 {Right o wrong}
329. **S:**khataa
 {It is wrong}
330. **T:**↑lemaza(.)
 {Why}
331. **S:**mahrton which is for girl because it has maheraton
 {The word *maheraton* is associated with a female noun}
332. **T:** la3bon mozakar its masculine so maheraton it should be mahroon
 {*la3bon* is a male noun its masculine so maheraton it should be mahroon}
333. **S6:**↑why taa marbota(.)
 {Why we add /t/ to the adjective maheraton}
334. **T:**mahron ↑okay el jomla el thania (.) ↑[hazehe qalmon
 {So we use *maheron* instead of *maheraton*. okay. let's' read the second sentence: this is a pen}
335. **S:** ↑[hazehe qalmon=
 {this is a pen}
336. **T:**=hazehe qalmon (.)↑**saheha am khataa** (.)
 {Is it **right or wrong** to say *hazehe qalam* “this a pen”? meaning that using the feminine demonstrative pronoun “hazehe” before the masculine noun qalam}
337. **S8:** wrong (.) ghalat
 {wrong wrong}
338. **T:**↑lemaza(.)
 {Why}
339. **S4:** ↑because there is [no
340. **T:** [↑**lanna** qalam (.)
 {**because** pen?
341. **S5:** ↑it is a boy]
342. **T:**↑mozakar
 {A masculine noun}
343. **S:**yes
344. **T:**↑so this one should be HAZA(.) ↑el jomla el thaltha ↑haya nqraa [ANA OHEBO
 {so this one should be haza instead of hazehe, let's read the third sentence i like}
345. KORAT ELQADAM
 {football}
346. **SS:** [ANA OHEBO
 {i like}
347. KORAT ELQADAM
 {football}
348. **T:**↑jomla **saheha am** ↑**khataa**(.)
 {Is the sentence **right or wrong**?}
349. **Ss:** khateaa
 {It is wrong}
350. **T:** ↑lemaza(.)
 {Why}
351. **S:** because the meem at the end
 {Bcause of the /m/ sound at the end}

352. **T:** ↑okay what's wrong with the meem here what do you mean (.)
 353. **S:** nothing it is correct
 354. **T:** la ↑o::ol saheha jomla saheha [ana oheb korat el qadam
 {No, say instead it is a correct sentence that is i like football}
 355. **S:** [ana oheb korat el qadam]
 {i like football}
 356. **T:** ↑**montaz** okay=
 {**Great!** okay}
 357. **S:** =I got two dollars=
 358. **S:** =oh I got more than the rest of them=
 359. **T:** =>↑okay(.) **khalina** naqraa el jomal (.)<↑**3ashan**(.)<**3ashan** mafesh waqt hona(.)>
 {okay. **let's** read the other sentences **because because** we don't have much time left}
 360. **S:** ↑when we get a dollar=
 361. **T:** =eshshsh al syara abyad
 {Be quite, the car is white}

4.5.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 10.1

4.5.10.1 Identifying The Macro Structures of The Modes in Excerpt 10.1

When looking at the interactional features and pedagogical goals where Arabic PMs were detected in Excerpt 10, four modes can be identified. The first mode, managerial mode, started in the beginning of a teacher turn line 318 where the teacher was leading the activity and instructing the students on what to do with the the board bidding game regarding the third sentence on the board. Then in the same line and through a slower speech pace, the same mode continued to inform the students about the remaining time of the class and to update one of the student that he only had one bid left. The managerial mode was also detected in the following turns where the teacher was trying to organize student turns in their participations in line 320, referring her students to the learning material in line 322 and introducing the students to the sentence they needed to read and bid on them (line 324). In addition, in both lines 334 and 344, a temporary move to managerial mode was made to introduce the students to other sentences on the board to work on. Finally, in line 359, the teacher returned to the same mode to have her students' attention back on the learning material to finish working on the remaining sentences on the board before the class time ends.

The second mode, material mode, was detected in the lines 325-328, 334- 335, 344, 359 and 361. In lines 325-327, the interactions centered to teaching the students to read the first sentence louder together with the teacher. The second occurrence of the same mode was detected in lines 334 and 335 where the teacher returned to the learning material to read the second sentence to students and have them repeated it after her. Likewise, the same interactional pattern of the teacher reading a sentence and the students repeating it afterwards also appeared in line 344 and continued until line 347. The last occurrence of material mode in the excerpt was highlighted in the last line when the teacher started reading another sentence on the board.

The third identified mode, skills and systems mode, can also be observed in three different parts in the same excerpt. Starting in line 328, with a rising tone to mark a display question, the teacher moved to this mode to ensure that her students will be able to identify the mistake and then master the correct form. So, from lines 328-331, we found the teacher was initiating questions that asked about the correct forms and why they were used whereas the students were responding with answers. The second and third occurrences of the same mode appeared in lines 336-341 and 348-351 where the mode centered on using the same interactional patterns where the teacher intendedly used grammatically incorrect or correct sentences and then required the students to find out whether they were right or wrong and provide the reasons behind their choice.

The last identified mode in excerpt 10.1 was classroom context mode in which classroom interactions were limited to the students' and/ or the teacher's elaborations on important concepts in the learning materials. Thus, in lines 332- 334, we found that the teacher extended the discussion on a student answer in line 331 and what the student meant that the word *la3ebon* (a male player) cannot be used with the other word *maheraton* (skillful; an adjective that is marked for feminine). Likewise, the same mode was detected in the other lines 342-344 where the teacher elaborated on

why the Arabic demonstrative pronoun *hazeh* “this” cannot be used before the masculine noun *qalam* “pen” as this pronoun is only used to refer to a female object. Moreover, in line 352, the teacher switched to this mode again to demand a further elaboration from a student on his answer in an earlier turn. Thus, we noted that the same mode continued in the proceeding lines (353-356) where a student was encouraged to interact and provide the correct answer. The mode was also detected in lines 357, 358, and 360 where two students initiated two turns but the teacher soon regained the floor of interaction to manage classroom learning and to focus on the learning material instead of creating other interactional opportunity for learners beyond the text.

Excerpt 10.1

318. T: ↑DOLLAR wahed 3ala el jomla el thaltha (.7) s > baqy daqeqtan akher wahda ya s<
{The bedding is one dollar for the third sentence. oh student go to the last sentence as only we are in the last two minutes of class}
319. S: I can do it.
320. T: la ↑khalas (.2)
{No, enough, okay!!}
321. S: ok i am gonna do it
322. T: ↑3ayez men awel jomla lakher jomla (1.2) mashy (.)
{You would like to work on the whole sentence, understood?}
323. S2: you own me three dollars so.
324. T: ↑khalas (.) ↑haya nabda elmazad okay(.) okay (.) el jomla el ola ↑haya naqraa (.)
{enough talking, okay! Let's' start the bedding game.okay! Okay! let's read the first sentence}
325. HOWA LA3EBON MAHERATON
{he is a skillful player; the adjective skillful is marked for feminine}
326. Ss:HOWALA3EBON MAHERATON]
{he a skillful player; the adjective “skillful” should be marked for a masculine noun but not feminine}
327. S3:howa la3bon maheraton wrong wrong
{the sentence *howa la3bon maheraton* “he is a skillful player” is wrong wrong}
328. T:↑sahyha am khateaa (.)
{right o wrong}
329. S:khataa
{it is wrong}
330. T:↑lemaza(.)
{why}
331. S:mahrton which is for girl because it has maheraton
{The word *maheraton* is associated with a female noun}
332. T: la3bon mozakar its masculine so maheraton it should be mahroon
{Lla3bon is a male noun its masculine so maheraton it should be mahroon}
333. S6:↑why taa marbota(.)
{Why we add /t/ to the adjective maheraton}

334. T: mahron ↑okay el jomla el thania (.) ↑[hazehe qalmon
 {So we use *maheron* instead of *maheraton*. okay. let's read the second sentence: this is a pen}
335. S: ↑[hazehe qalmon=
 {this is a pen}
336. T: =hazehe qalmon (.)↑saheha am khataa (.)
 {Is it **right or wrong** to say *hazehe qalam* "this is a pen"? meaning that using the feminine demonstrative pronoun "hazehe" before the masculine noun "qalam"}
337. S8: wrong (.) ghalat
 {Wrong wrong}
338. T: ↑lemaza(.)
 {Why}
339. S4: ↑because there is [no
 340. T: ↑[anna qalam (.)
 {Because pen?
341. S5: ↑it is a boy]
342. T: ↑mozakar
 {A masculine noun}
343. S: yes
344. T: ↑so this one should be HAZA(.) ↑el jomla el thaltha ↑haya nqraa [ANA OHEBO
 {So this one should be haza instead of hazehe, let's read the third sentence, i like}
345. KORAT ELQADAM
 {football}
346. SS: [ANA OHEBO
 {i like}
347. KORAT ELQADAM
 {football}
348. T: ↑jomla saheha am ↑khataa(.)
 {Is the sentence **right or wrong**?}
349. Ss: khateaa
 {it is wrong}
350. T: ↑lemaza(.)
 {Why}
351. S: because the meem at the end
 {Because of the /m/ sound at the end}
352. T: ↑okay what's wrong with the meem here what do you mean (.)
353. S: nothing it is correct
354. T: la ↑o::ol saheha jomla saheha [ana oheb korat el qadam
 {No, say instead it is a correct sentence that is i like football}
355. [ana oheb korat el qadam]
 {i like football}
356. T: ↑momtaz okay=
 {Great! okay}
357. S: =I got two dollars=
 358. S: =oh I got more than the rest of them=
359. T: =>↑okay(.) khalina naqraa el jomal (.)<↑3ashan(.)<3ashan mafesh waqt hona(.)>
 {Okay. Let's read the other sentences, **because because** we don't have much time left}
360. S: ↑when we get a dollar=
 361. T: =eshshsh al syara abyad
 {Be quite. The car is white}

4.5.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 10.1

Four Arabic PMs were identified in managerial mode. Preceded by a rising tone and followed by a short pause in line 320, the first marker, *khalas* “enough” and “okay” occurred in the opening of a teacher minimal response. Likewise, marked with a rising tone and followed by a pause, the same marker, with two different meanings that are “enough and “okay,” was used in line 324 in an utterance initial position to start a turn and initiate a new instruction. Preceded by a display question and followed by a short pause, the PM *mashy* “understood” was used in the end of teacher turn in line 322. Following the two-word English PMs “so okay” and preceded by a rise in intonation, the other PM *khalina* “let’s” appeared in the middle of a teacher turn in line 359. In the same line, accompanied by a rising tone and followed a pause in a slower speech pace, the PM *3ashan* “because” occurred twice in the middle of the utterance.

In skills and systems mode, the multi-word Arabic PM *saheha am khataa* “right or wrong” was identified in three contexts. The first time in line 328, the marker occurred in an initial of a teacher turn preceded by a rise in tone. Preceded by a rising intonation and followed by a short pause in the end of another teacher turn, the second occurrence of the same marker was also detected in line 336 to initiate a display question. Similarly, preceded by a rise in tone and marked with an emphasis in their pronunciation close to the end of a short teacher turn in line 348, the third occurrence of the same marker was also identified. Accompanied by a rising tone, *lanna* “because,” the second PM in skills and systems mode, was found in the beginning of another minimal response in line 340. On the other hand, only one PM was found in classroom context mode. So, preceded by a rising tone and followed a point of an overlap in line 356, the last PM *momtaz* “great” was highlighted in the end of another teacher minimal response.

4.5.10.3 Linking Interactional Features to Pedagogical Goals in Excerpt 10.1

As discussed above, the identified Arabic PMs occurred in different modes in the excerpt to perform interactional as well as pedagogical goals. Four Arabic PMs were detected in the managerial mode. In line 320, *khalas* “enough” and “okay” was used to manage the learning environment and students’ participation in doing the activity and initiating a move to the other activity. Also, *mashy* “understood” in line 322 was used to transmit information to a student to confirm his understanding of instruction regarding his participation in the activity. *Khalas* “okay” and enough also appeared in line 324 to introduce a new learning activity where the teacher and students were reading together sentences on the board and then the students were asked about the grammaticality of each sentence. Likewise, in line 359, *khalina* “let’s” was used to simultaneously to indicate a switch from classroom context mode to managerial mode and refer students back to the board to finish reading the other sentences. In the same line, *3ashan* “because” was used to gain students’ attention by informing them that they had to finish the activity on the board as the class time was about to finish.

The other occurrences of Arabic PMs were identified in skills and systems mode as well as in classroom context mode. In three different parts in skills and systems mode (in lines 328, 336, 348), the PM *sahyha am khateaa* “right or wrong” was used to raise a display question to the students in order to enable them to master the correct grammatical forms of some Arabic utterances by first deciding on the grammaticality of the sentence and then providing reasons on their choice. The second PM in skills and systems mode, *lanna* “because” was used in line 340 to initiate a feedback to students that answers teacher’s previous inquiry. *Momtaz* “great” and “okay” was the the only PM in classroom context mode that appeared in the end of a teacher turn in line 356 to conclude discussion and initiate a move to managerial mode.

4.6. Stage III Attitudinal Analysis of Arabic PMs in Teacher's B Perceived Use

This section demonstrates a brief attitudinal analysis of the semi-structured interview with teacher B, which also answers the third and the fourth research questions. Findings from this analysis are used to generate more emic understanding of the uses of Arabic PMs in teacher talk by correlating findings regarding the uses of the PMs in teacher' B actual production with other findings that are based on teacher's B perceptions of the uses of Arabic PMs in her classroom talk and how she perceives that her classroom context can impact the uses of those linguistic devices. Accordingly, the outline of this section is divided into two subsections. The first part answers the third research question that is related to teacher's B perceptions of the uses and functions of Arabic PMs in her classroom talk. The second part investigates how teacher B perceives that classroom context influences how Arabic PMs are used in her classroom talk, which also addresses the fourth research question.

4.6.1 Interview Questions & Answers in Relation to Research Question 3

1. What meanings and functions do Arabic expressions/words such as *alaan* "now," *tab3an* "of course," *momtaz* "great" and "okay" *mazboot* "right" and "alright" *na3am* "yes" and "okay," *law samaht* "please," *hasanan* "okay," *aydan* "also," *ay soal* "any question," *sahyha am khateaa* "wright or wrong," *mashy* "understood," *khalas* "enough" and "okay," *ya3ni* "it means," *khalina* "let's" have in your classroom talk?

Teacher B started her answer indicating that *alaan* means "now" and it is usually used to demand a student to finish a task in the presence. Further, she also indicated that the same marker was used as attention getter to inform her students that they need to finish a work with no delay. As for the other Arabic PMs *tab3an* "of course" and *mazbout* "right" and "alright," they were considered to share a similar function for displaying an emphasis on something such as emphasizing that the students answers were correct. So, she thought *tab3an* and *mazbout* are synonyms. As for *momtaz*, the teacher found it to have a meaning similar to "great," so she added that she used that PM to show her students that she was pleased by their answers. *Na3am* "yes"

and “okay” was considered to have uses that vary from a context to another. Thus, according to teacher B, *na3am* has different uses that can be classified into the following: 1) to initiate a response to her students’ yes or no questions, 2) to comment on students’ answers, 3) to give a permission to students that they can do specific things in the class. *Law samaht* “please” was regarded as a tool to initiate more polite requests, questions or orders to students. *Hasanan* “okay” was treated as a synonym of the English PM *okay*. So, the interviewee stated that whenever it was appropriate to use okay, she just used *hasnana* instead. According to the teacher, the PM *aydan* means “also” and she used it to add things such as demonstrating another way of answering a question or presenting another meaning of a word. *Mashy* was found to have a similar meaning to *hasanan* that is “okay” where both PMs mean “go ahead.” Moreover, the PM *ay soal* “any question” was used at the end of each learning activity to provide an opportunity for students to ask questions. So, this PM was more likely used in an opening of a discussion session. Similarly, *sah am khataa* “right or wrong” was used whenever there is a question of a two side that could be a right or wrong where the students are required to take a decision. Furthermore, the teacher added that she used *sah am khataa* also to hear from students. So, such marker is not only used for making decision but for giving opportunity for learners to speak and elaborate on their answers. *Khalas* “enough” and “okay” were used to initiate a command to students to be quiet and to indicate the end of a learning activity. *Ya3ni* “it means” was used to elaborate more on a specific point of discussion and for other uses that she could not remember at the time of the interview. The other marker, *khalina* “let's” was regarded as an organizer of a learning activity by clarifying to students the sequences of what activity happened first and what that happened next.

2. How do you think the previous Arabic expressions/words can be used as teaching tools in your classroom talk?

As teacher B pointed out, through the different functions that Arabic PMs perform in classroom talk, the uses of those expressions can also significantly contribute to teaching. For instance, some of these expressions can be used to give direction to students such as *momtaz* “great” that is used as an indicator of their achievements. The other PM *any soal* “any question” was used to facilitate classroom discussion and interactions between the teacher and her students about the topic or the lesson that they are discussing in the class. Further, *sah am khataa* “right or wrong” was used not only to know whether the answers to questions were right or wrong, but it was used to create opportunities to hear more detailed answers from the students.

3. How do you think the Arabic expressions/words that are presented in your classroom talk can be used as learning tools for your students?

Teacher B thinks her answer to the previous questions can also be used to answer this question about the uses of Arabic PMs as learning tools for students. So, according to teacher B, the same uses of the previously discussed expressions as teaching tools can also be extended to be as learning tools too. Accordingly, no further answers were presented by the interviewee to this question. However, teacher B admitted that expressions as PMs have significant communicative uses that can be used by her students as conversation devices inside and outside classroom context. But, she does not clarify what communicative functions those expressions can perform either inside or outside her school setting.

4. In your classrooms in the U.S., what Arabic expressions/words you have used in your classroom talk might be useful to be explicitly taught to your students and make them aware of and why?

According to teacher B, the expressions that she tries to teach to her students and make them aware of are the daily basic expressions that her students need to know and use in their conversations with the teacher such as “I want to go to the bathroom.” Yet, no Arabic PMs were reported among those daily basic expressions that teacher B disclosed in her answer to this question. Further, she also added that those expressions that she teaches to her students are the

ones that her students need them and frequently use them such as *oreed qalam* “I want a pen,” *oreed waraqah* “I want a sheet of paper,” and *oreed memhah* “I want an eraser.” Therefore, the teacher thinks that the expressions that might not be beneficial to teach to her students are the ones her students do not need to use in the classroom and they do not say them or use them frequently. The first part of her answer to this question also addressed the second part of the same question that is related to the factors behind her choice to teach those expressions to her students, which are due to students’ need to use those elements on a daily basis and the frequency of uses as she thinks that the more frequently the expressions are used by her students or taught to them by the teacher, the more effort will be given to learn those expressions and practice using them.

5. Throughout your conversation with your students in the classroom, what Arabic words/expressions you might use to make sure that your students are following you and understanding the lesson?

In response to this question, teacher B started her answer arguing that the expressions she used depend on the age of her students. According to her answer, expressions as the identified Arabic PMs are more likely used with her older learners. So, the teacher prefers singing short songs to her students to attract their attentions such as *ayna talabi alhulwain* “where are my cute students?”, when she feels that her students in the Pre-K, kindergarten or in the first grade are not following her. Therefore, Arabic PMs such as the interpersonal marker *ay soal* “any question,” or the focusing structural marker “pay attention,” were used by her only in her classroom interactions with older Arabic learners. Further, the teacher said that instead of using expressions, she said that she relied on the use of other strategies to get her students attentions such displaying cards with different colors to students. For instance the green color means her students are all good to go whereas a yellow card communicates a warning.

6. Throughout your conversation with your students in the classroom, what words/expressions you might use to encourage students to participate and interact in classroom settings?

The teacher does not elaborate on this question regarding what Arabic PMs or other Arabic expressions she used with her students to facilitate interactions. So, only two PMs *montaz* and *ahsanti* “great” were highlighted in her answer to this question as she indicated that those markers are used to encourage her students to participate. Therefore, it seems that the teacher does not mainly rely on expressions and verbal communication to encourage her students to participate and interact in classroom as she states that she relies on other strategies for encouraging classroom interactions such as offering prizes to her younger age students in a treasure box. Also, according to her, ClassDojo can be a good tool to encourage her older learners to participate through providing them with tickets based on their points.

7. Based on your classroom teaching experience, which is more important to you as teacher checking on your students’ understanding of the lesson or to create opportunities for them to participate and practice Arabic in the classroom and why?

As teacher B pointed out, both students’ participation and understanding of the lesson are important, but which one is more important than the other is a matter that depends on students themselves. Furthermore, she elaborated on this issue by claiming that understanding a lesson is more challenging for her L2 Arabic learners than for heritage Arabic learners. So, she indicated that for her L2 Arabic learners understanding the lesson should be the goal to be satisfied rather than expecting them to participate in interaction. On the other hand, teacher B added that the heritage Arabic learners, whose the teacher’s expectation for them is higher, can do well both in understanding a lesson and participating in classroom interactions. Moreover, she also claimed that some of her non-Arab students from Afghanistan and Pakistan learn Arabic in order to read the Holy Quran and they do not even understand what verses they read. So, according to teacher’s B views, such students can not use Arabic in real communication and her goal as an Arabic teacher for them is to ensure that they understand first rather than demanding them to practice speaking Arabic.

4.6.2 Interview Questions & Answers in Relation to Research Question 4

8. How do you think your uses of these Arabic expressions/words in your classes with learners of Arabic may be different based on different ages in your school?

Although this question was addressed in her answer to question 5, teacher B indicated that her uses of the previous expressions varies according to the age and fluency level of her students. For younger learner, the teacher preferred using songs as she finds them to be a very effective tool to attract students' attention. On the other hand, she only used expressions as the identified PMs with her older learners including the uses of interpersonal PMs such as *ay soal* "any question," and structural focusing PMs such as "look now," "pay attention." As for the fluency level of her students, the teacher stated that in the past she used to speak Arabic in the whole-class and that is because that the majority of her students were Arabs with higher fluency in Arabic so they can at least understand Arabic. But things have changed in the present as she has students with low fluency level in Arabic whose parents do not even speak Arabic at all. With that being said, that makes her relies on the use of both Arabic as well as English in her teaching of Arabic to her L2 Arabic learners.

9 In addition to the Arabic expressions you see here in this table, what are other Arabic expressions/ words you might use with native Arabic learners in an Arabic speaking country? What other Arabic expressions would you use with your students of Arabic in the U.S.?

In her response to this question, teacher B did not provide examples of Arabic PMs that she might use in the two different contexts. Instead, she explained some differences that can be traced to the two specific contexts. So, she started by stating that when teaching Arabic in an Arabic speaking country as Egypt, she used more Egyptian Arabic. But, here in the U.S., she more likely used expressions from SA as she believed that using SA will make it easier for her students to understand the content of the lesson. However, at the end of her answer to this question, she debunked her previous statement about the usefulness of using only SA when teaching Arabic in

the U.S. context by stating that she recently started to realize that her students in the U.S. should be aware of both SA and dialectal Arabic in order to communicate with native Arabic speakers who speak different Arabic varieties.

10 How do you think your uses of Arabic expressions like these words might vary when teaching native Arabic speakers in an Arabic speaking country as compared to using those Arabic expressions while teaching your students of Arabic in the U.S. and vice versa? If a difference is identified, please explain why?

As discussed above, teacher B thinks that teaching Arabic in the two different contexts also varies. So, in a native Arabic speaking country as Egypt, she more likely uses expressions from Egyptian Arabic as the students in that context are already aware of that variety which they use on a daily basis. On the other hand, throughout her experience of teaching Arabic in the U.S., she mainly relies on SA in giving instructions and manipulating communication in the classroom.

11. What functions do you think these Arabic expressions/ words can perform when used by your nonnative Arabic speaking students in their conversations with native Arabic speaking people and why?

The teacher started her answer by emphasizing that those expressions of course are not useless as they offer a way of communication especially if the students understand what these expressions mean in both dialectal Arabic and SA. Moreover, she elaborated by stating that it will be very useful for her students to know some Egyptian expression such as *3awez* “I want” also means has another synonym in SA that is the verb *oreed*, which are beneficial for students in real communication. Therefore, she indicated that she will be impressed if she found that her students used different expressions that belong to different Arabic varieties in communication as she considered that to be beyond their capabilities.

12. What Arabic variety do think you might use more in your teaching of Arabic in the current school where you are teaching now and why? (e.g. colloquial Arabic or Standard Arabic).

As she indicated earlier, teacher B prefers to use both SA and other dialectal Arabic. However, she argued that her use of a particular Arabic variety also depends on her students. The

teacher claimed that if her students learn SA, they can understand any variety. However, she contradicted herself by stating later that students need to learn at least one popular Arabic variety like Egyptian Arabic in order to efficiently communicate with people who speak different Arabic varieties. Based on that, teacher B finds that the learning of SA will enable students to understand, whereas learning a variety will enable them to communicate. Moreover, the curriculum she teaches in the school only focus on the teaching of SA, which, as she indicates, is in line with the ultimate goal of the school administration and the parents of the students who seek to expose students to the learning of SA so that they can read the Holy Quran.

Teacher C

4.7 Investigating Arabic PMs in Teacher C Classroom Talk

In response to the first and the second research questions, this section demonstrates functional, interactional and pedagogical analyses of the uses of Arabic PMs in teacher's C actual production. Therefore, in this section, the identified Arabic PMs in the following five excerpts, taken from teacher C classroom talk, are explored through a multi-layered analysis that is applied to each one of the five excerpts. As identified in the methodology chapter, the analysis of Arabic PMs in teacher talk in this section starts with a functional analysis through adapting Fung and Carter's (2007) multi-functional paradigm to the study of PMs in spoken classroom discourse and then moves to an interactional analysis where CA and Walsh's (2006, 2011) L2 classroom modes analysis are used to explore the interactional uses of Arabic PMs in four micro modes. Finally, based on L2 classroom modes analysis, another analysis is conducted where the interactional uses of Arabic PMs in the four modes are linked to the pedagogical agendas of the same mode across the five excerpts.

4.7.1 Stage I Functional Analysis of Arabic PMs in Excerpt 11

As noted in excerpt 11, nine Arabic PMs can be identified. The first PM *alaan* "now" was detected in different lines in the excerpt to perform one macro structural function that is topic shifting. The other Arabic PM, *tab3an* "of course," also occurred in lines 47 and 51 functioning as an interpersonal stance marker to reinforce the information about a particular morphological rule in Arabic regarding number inflection and gender agreement. *Lematha qolt* "why did I say" was also another Arabic PM that occurred twice. In both line 56 and line 72, *lematha qolt* was used as an interpersonal marker to get students' attention to the rule that is why the teacher said that utterance in a particular way and also to seek a response from the students that shows their understanding of the rule. Likewise, the other three Arabic PMs, *lematha lam aqol* "why I don't

say,” *matha aqool* “what do I say” and *shoo rah aqool* “what will I say,” were used also as interpersonal markers. So, in lines 56, 70 and 75 *lematha lam aqol* “why I don’t say,” *matha aqool* “what do I say” and *shoo rah aqool* “what will I say” performed an interpersonal macro function to seek a response from the students. The last two identified Arabic PMs in the excerpt were the two-word Arabic PM *fa lematha* “so why” and the one word PM *fa* “so.” While the PM *fa lematha* in line 59 was used as an interpersonal marker to seek a response from students, *fa* in line 74 functioned as a multi-functional marker with two macro functions: 1) a referential marker to indicate a resultative meaning, 2) a structural marker to initiate a topic discussion.

Excerpt 11

37. **T:** ↑shahr fe al sanah (.)
{A month in a year?}
38. **S:** kam
{How many}
39. **T:** ↑hal omak (.)
{Is your mom doing?}
40. **S:** kayf.
{How}
41. **T:** haza (.)
{Is this?}
42. **S:** ma(.)
{What}
43. **T:** tohebeen fasl al rabe3 (.)
{You like Spring?}
44. **S:** hal.
{Do}
45. **T:** ↑**alaan** >amlaa al faragh beketabat alarqam bsorateha al mantoqah be al horoo<↑fe al sanha(.)
{**Now**.fill in the gaps with the appropriate words for numbers. In the year?}
46. **S:** ↑ethna 3ashar
{Twelve months}
47. **T:** ↑**tab3an** tzakro (.) wahed wa ethnan ahad3ashar wa ethna3asher yatafiq (.) almozakar
{**Of course** remember that numbers 1, 2 , 11 and 12 agree in gender with the nouns to which they are added}
48. mozakarwa al moanath moanathyatafiq (.) <almozakar mozakar wa al moanath moanath> (.)
{So, if they come before a female noun, they will be inflected for feminine and so on.}
49. men thalatha ela tes3ah (.) men thalathah3ashar ela tes3at3ashar yakhtalif (.) eza kanat al kalma
{Numbers 3-9 and 13-19 do not agree with nouns in gender. So, if the noun was
50. moanath yakon al raqam ↑matha(.) mozakr w eza kanet el kelma mozakr kayf yakon al raqm (.)
a female noun, the number will be what? The noun will be treated as a masculine noun and vice versa}

51. wa eza kan bel3aks↑kayf yakon? bel3aks (.) **tab3an** hona <eza kan mozakar saykon moanath {and if it was the opposite, how things will be? **Of course**, if we have a masculine noun, a number that comes before will be inflected for feminine}
52. moanath mozakr> yakhtalf (.) ↑akhtar al shohor feha:: [thalathona yoman {So they don't agree in gender. Months are more likely to have thirty days}
53. **S:** [thalathona yoman {thirty days}
54. **T:**↑estayqzy ya s (.) kony ma3y eqlepo **alaan** alsafaha ↑honak shahr yakon (.) {Wake up oh student! Okay, be with me. **Now**, turn the page. There a month has?}
55. **S:** tes3a wa 3shron {Thirty nine days}
56. **T:** okay(.) ↑**lemaza qolt** <ts3a be alta3 el marbota>↑lemaza (.)↑**lemaza** <**lam aqol** {Okay! **Why did i say** nine with taa marbouta, a sound similar to /h/ at the end of the word. **Why, why i don't say** }
57. tes3 wa 3shron>↑lemaza (.) {Twenty nine without taa marbouta added at the end of nine}
58. **S:** laan men thaltha ela ts3a yakon mozakar {Because numbers 3-9 are treated as masculine}
59. **T:**<men thlatha ela ts3a yakon mokhtalf>(.)↑**fa lmaza** wad3t ts3a beltaa el marbota(.) {Because numbers 3-9 do not agree in gender with their nouns. **So why** you added taa marbouta to nine in your previous answer}
60. lemaza(.)↑sho alkalma al akherah(.) {Why? What is the last word?}
61. **S:** mozakar {Masculine}
62. **T:** kalamat youm mozakr(.)↑**alaan** fosool al sanah maza(.) arba3ah fosool arba3ah ↑fe taa {The word day is a masculine noun.**Now**. the year seasons are what? Four four seasons, so
63. marbootaa wala men gher taa marbootaa (.) taa marboota are added or not to the word four}
64. **Ss:** men gher taa marboota {it is without taa marboota}
65. **T:**↑lmaza (.2) sanawat (.)↑maza hya? (.) moanth okay erfa3y raasek (.)↑**alaan** fe {Why we say sanawat “years” what is it? Is a feminine noun? Okay, head up. **Now** in
66. alhadeqa fara:3(.) shajara the park there is space a tree?}
67. **S:**[unintelligible]
68. **T:**omrey 3ashr sanawat (.)↑lmaza 3ashr men gheer taa marbota (.) {I am seven years old. Why we say 3ashr “ten” without the /h/ sound at the end of the word}
69. **Ss:** lannah mufrada {because it comes before a singular noun}
70. **T:** ↑**alaan** fe alhadeqa shajarah (.)↑**maza aqool** (.) {Now. in the park space trees.**What do i say?**}
71. **Ss:**sab3 shajarat {seven trees}
72. **T:**↑**lemaza qolt** sab3 men gheer taa marbota? (.7) ↑shajarah feha ta::a marbota hya moannath(.) {**Why did i say** seven without adding the /h/ to its end? A tree has the /h/ sound at the end so it is feminine noun}
73. ↑safarto ela tazakarwo lma ykon hroof el gar daeman al raqm bikon be alyaa wa al noon aw ay {I traveled to, remember, when you use any word after a preposition, that word is always pronounced with nunnation mark in the vowel /i/ at the end of the word}
74. kalemha takon be alyaa wa al noon eza kanet akhtar men shay(.)↑**fa** hona safirt ela baldan

- {a word is pronounced with the vowel /i/ and the consonant /n/ at the end of the word. **So** here i traveled to different places with the nunnation mark added to the word baldan “places” after the preposition ela “to”}
75. ↑shoo rah aqool(.)
{What will i say?}
76. S:khamsha
{Five}
77. T:↑be altaa el marbota wala men gheer taa el marbota(.)
{Is it pronounced with the /h/ at the end of the word or not?}
78. S:btaa el marbotha
{It is with the /h/}

4.7.2 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 11.1

4.7.2.1 Identifying The Macro Structures of The Modes in Excerpt 11.1

By observing the interactional features and pedagogical goals in excerpt 11.1, four modes can be detected. The first mode was material mode and it was identified in the following lines: 37-44, 45,46, 52, 53, 54, 55, 62, 65,66, 68, 70,73, and finally 74. So, from lines 37-44, the interaction centered on the teacher asking questions in the form of phrases containing missing words to be filled in from the textbook and the students providing the correct words. With a rising tone in the end of line 45, the teacher returned to the learning material by initiating a question to her students that was followed by an answer from a student in line 46. Again, in the middle of line 52 and continued to line 53, the teacher switched to material mode to continue asking her students about the learning material. Similarly, through a rising in intonation in the end of a short teacher turn in line 54, the teacher returned to material mode to discuss the material by asking another question that was soon followed by an answer from a student in line 55. Also, through an emphasis on the word *ormri* “my age” in the beginning of another short teacher turn in line 68, the same mode was found where the teacher asked her students about the rationale of not adding *taa marboota* to the adjective *3ashr* in the phrase *omri 3ashr* “i am a ten year old.” Likewise, through the use of the transitional markers with a rising tone, the teacher switched to material mode to work on the

material in the middle of line 62, in the end of line 65, in the beginning of line 70 and in the end of line 74.

Managerial mode appeared firstly in the beginning of a short teacher turn in line 45 through the use of the rising transitional marker *alaan* “now” followed by a faster speech pace to introduce the students to the new activity of adding the missing numbers to their appropriate spaces. In line 54, the teacher returned to the same mode to guide one of her students who was not paying attention to the learning material and to order her students to open their textbook on another page to continue working on the same activity. The last occurrence of managerial mode was in the middle of line 65 to talk to one of her student in an attempt to draw her attention back to the activity.

Classroom context mode was also detected in two extended teacher turns. Starting in lines 47-52, the teacher extended discussion on the concepts of the morphological inflection in Arabic for numbers and gender agreement that was demonstrated in the previous lines. The mode started with an emphasis on the marker *tab3an* “of course” in the beginning of a teacher turn and continued in the following lines of the same turn to remind the students of the differences between the inflectional numbering system in Arabic for numbers 1, 2, 11, 12 and the the inflections for other Arabic numbers including numbers 13-19. Likewise, with a rising tone in the end of an extended teacher turn in line 72 that continued until line 74, teacher C temporarily returned to classroom context mode to elaborate on two examples from the learning material that do not have *taa marbouta* added to the end of the word *sab3* in *sab3 shajarajt* “seven trees” and also to discuss the pronunciation of *baladen* “hometown” that came after the Arabic preposition *ela* “to.”

Skills and systems mode was also identified in different places in the excerpt. The first occurrence was from lines 56-65 in the beginning of a teacher turn that was marked through the use of an English PM *okay* followed by the two rising Arabic PMs *lematha qolt* “why did I say”

and *lemaza lam aqol* “why I don’t say” to form two display questions that were planned to attract students’ attentions to the correct forms, to provide opportunities for learners to practice using the correct forms and to realize the reasoning behind those specific uses. To help learners understand the rules and practice using the correct structural forms, skills and systems mode were also detected in different places of the excerpt in the forms of display questions initiated by the teacher, which were more likely marked with the risings and short pauses (see lines 56, 57,59,60, 62, 65,68, 70,72,75, and 77) and also in the forms of answers initiated by students (as in lines 58, 61, 64,69,71,76 and 78).

Excerpt 11.1

37. T: ↑shahr fe al sanah (.)
{a month in a year?}
38. S: kam
{how many}
39. T: ↑hal omak (.)
{is your mom doing?}
40. S: kayf.
{how}
41. T: haza (.)
{is this?}
42. S: ma(.)
{what}
43. T: tohebeen fasl al rabe3 (.)
{you like Spring?}
44. S: hal.
{do}
45. T: ↑alaan >amlaa al faragh beketabat alarqam bsorateha al mantoqah be al horoo< ↑fe al sanha(.)
{Now fill in the gaps with the appropriate words for numbers. In the year?}
46. S: ↑ethna 3ashar
{twelve months}
47. T: ↑tab3an tzakro (.) wahed wa ethnan ahad3ashar wa ethna3asher yatafiq (.) almozakar
{Of course remember that numbers 1, 2 , 11 and 12 agree in gender with the nouns to which they are added}
48. mozakarwa al moanath moanathyatafiq (.) <almozakar mozakar wa al moanath moanath> (.)
{So, if they come before a female noun, they will be inflected for feminine and so on.}
49. men thalatha ela tes3ah (.) men thalathah3ashar ela tes3at3ashar yakhtalif (.) eza kanat al kalma
{Numbers 3-9 and 13-19 do not agree with nouns in gender. So, if the noun was
50. moanath yakon al raqam ↑matha(.) mozakar w eza kanet el kelma mozakar kayf yakon al raqm (.)
a female noun, the number will be what? The noun will be treated as a masculine noun and vice versa}
51. wa eza kan bel3aks↑kayf yakon? bel3aks (.) tab3an hona <eza kan mozakar saykon moanath

- {and if it was the opposite, how things will be? **Of course**, if we have a masculine noun, a number that comes before will be inflected for feminine}
52. **moanth mozakr**> yakhtalf (.) ↑**akthar al shohor feha:: [thalathona yoman**
{So they don't agree in gender. Months are more likely to have thirty days}
53. S: **[thalathona yoman**
{thirty days}
54. T: ↑**estayqzy ya s (.) kony ma3y eqlepo **alaan** alsafaha ↑honak shahr yakon (.)**
{Wake up oh student! Okay, be with me. **Now**, turn the page. There a month has?}
55. S: **tes3a wa 3shron**
{thirty nine days}
56. T: **okay(.) ↑lemaza qolt <ts3a be alta3 el marbota>↑lemaza (.)↑lemaza <lam aqol**
{Okay! **Why did i say** nine with taa marbouta, a sound similar to /h/ at the end of the word.
Why,why i don't say}
57. **tes3 wa 3shron>↑lemaza (.)**
{Twenty nine without taa marbouta added at the end of nine}
58. S: **laan men thaltha ela ts3a yakon mozakar**
{because numbers 3-9 are treated as masculine}
59. T: **<men thlatha ela ts3a yakon mokhtalf>(.)↑fa lmaza wad3t ts3a beltaa el marbota(.)**
{because numbers 3-9 do not agree in gender with their nouns. **So why** you added taa marbouta to nine in your previous answer}
60. **lemaza(.)↑sho alkalma al akherah(.)**
{Why? What is the last word?}
61. S: **mozakar**
{masculine}
62. T: **kalamat yom mozakr(.)↑alaan fosool al sanah maza (.) arba3ah fosool arba3ah ↑fe taa**
{the word day is a masculine noun. **Now**, the year seasons are what? Four four seasons, so
63. **marbootaa wala men gher taa marbootaa (.)**
taa marboota are added or not to the word four}
64. Ss: **men gher taa marboota**
{it is without taa marboota}
65. T: ↑**lmaza (.2) sanawat (.)↑maza hya (.) moanth okay erfa3y raasek (.)↑alaan fe**
{Why we say sanawat “years” what is it? Is a feminine noun? Okay, head up. **Now** in
66. **alhadeqa fara:3(.) shajara**
the park there is space a tree?}
67. S:[unintelligible]
68. T: **omrey 3ashr sanawat (.)↑lmaza 3ashr men gheer taa marbota (.)**
{I am seven years old. Why we say 3ashr “ten” without the /h/ sound at the end of the word}
69. Ss: **lannah mufrada**
{because it comes before a singular noun}
70. T: ↑**alaan fe alhadeqa shajarah (.)↑maza aqool (.)**
{Now. in the park space trees.**What do i say?**}
71. Ss: **sab3 shajarat**
{seven trees}
72. T: ↑**lemaza qolt sab3 men gheer taa marbota? (.7) ↑shajarah feha ta::a marbota hya moannath(.)** ||
{**Why did i say** seven without adding the /h/ to its end? A tree has the /h/ sound at the end so it is feminine noun}
73. ↑**safarto ela tazakarwo lma ykon hroof el gar daeman al raqm bikon be alyaa wa al noon aw ay**
{I traveled to, remember, when you use any word after a preposition, that word is always pronounced with nunnation mark in the vowel /i/ at the end of the word}
74. **kalemha takon be alyaa wa al noon eza kanet akhtar men shay(.)↑fa hona safrt ela baldan**
{a word is pronounced with the vowel /i/ and the consonant /n/ at the end of the word. **So** here i

- traveled to different places with the nunnation mark added to the word baldan “places” after the preposition ela “to”}
75. ↑shoo rah aqool(.)
{What will i say?}
76. S:khamsha
{five}
77. T:↑be altaa el marbota wala men gheer taa el marbota(.)
{Is it pronounced with the /h/ at the end of the word or not?}
78. S:btaa el marbotha
{It is with the /h/}

4.7.2.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 11.1

Few Arabic PMs were found in the three modes: managerial mode, classroom context mode and material mod. Starting with managerial mode, the identified Arabic PM *alaan* “now” was used twice in that mode. In the beginning of a teacher turn in line 45, the rising transitional marker *alaan* initiated a turn followed by a faster speech pace. Also, in the middle of another short teacher turn in line 54, *alaan*, pronounced with a stress, was identified in the same mode. In classroom context mode, *tab3an* “of course” was the only Arabic PM in that mode and it also appeared twice in the same mode. Accompanied by a rising tone and following by an emphasis on the word *tazakaro* “you remember,” the first use of *tab3an* was in line 47 to initiate a teacher turn. The second occurrence of *tab3an* was detected in an opening of a turn in the same extended teacher turn in line 51 where the same marker was preceded by a short pause and followed by a slower speech pace. As for material mode, only two Arabic PMs were identified there. The first PM *alaan* “now” was found in three different places in material mode. The first occurrence of *alaan* was in an opening a turn in an extended teacher turn in line 62 that was accompanied with a rise in intonation to form a question about an item in the learning material that was related to the addition of *taa marbouta* to the word *arba3ah* “four”. Likewise, the rising PM *alaan*, followed by a display question, was also identified in the beginning of another turn in an extended teacher turn in line 65 to indicate a move and to return to work on the same learning material. The third occurrence of *alaan*, with a rising tone, was found in the beginning of a short teacher turn in line 70. Finally,

close to an end of an extended teacher turn in line 74, another rising Arabic PM, that is *fa* “so” appeared in the same mode.

Finally, through the use of five Arabic PMs in skills and systems mode that were used to initiate questions to learners, teacher C was able to provide her students with form-focused feedback and direct repairs on the appropriate use of some Arabic numbers in different places of the excerpt. First, in line 56 preceded by a pause and a rising tone, the marker *lematza qolt* “why did i say” was used in the beginning of a teacher turn and followed by a slower speech pace. Similarly, the rising PM *lemaza lam aqol* “why I don’t say” appeared in the opening of a turn in the same extended turn in line 56 to form another question. In the end of another teacher turn in line 70, the rising marker *maza aqool* “what do I say,” that was followed by a pause, was used to initiate another question. Also, in the end of an extended teacher turn in line 75, the Arabic PM *shoo rah aqool* “what will I say,” that was also marked with a rise in intonation, was used to initiate another display question.

4.7.2.3 Linking Interactional Features to Pedagogical Goals in Excerpt 11.1

The identified Arabic PMs in the four micro modes have also performed some pedagogical functions. So, in managerial mode, the Arabic PM *alaan* “now” was used as a structural marker in the beginning of a teacher turn in line 45 to conclude an activity and introduce another one. Also, in line 54, *alaan* was also used as a structural marker to switch the topic of discussion and to refer the students to a specific page to work on in the learning material. Likewise, the uses of the two Arabic PMs in material mode have also shown some pedagogical agendas. Therefore in the following lines, 62, 65 and 70, *alaan* “now” was used as attention getters to the coming display questions. Similarly, those interactional uses were planned to display answers, to elicit responses from the students in relation to a particular element in the material and to check on their students’

understanding of how the correct morphological inflection is used in that specific instance. The last Arabic PM in material mode was *fa* “so” and it was identified in line 74 functioning as indicator of a move to another point in the learning material.

In classroom context mode, the PM *tab3an* “of course” was used twice. In the beginning of the mode in line 47, *tab3an* was used by the teacher to extend a teacher turn discussing the morphological rule that centered on teaching the correct spelling of specific Arabic numbers and gender agreement. In the middle of line 51, *tab3an* was also used to continue discussion on the same activity.

In skills and systems mode, five Arabic PMs were used to perform some pedagogical goals. In line 56, the two PMs *lemaza qolt* “why I did I say” and *lemaza lam aqol* “why I don’t say” were used to help the students understand the structural rules and be able to use them correctly as demonstrated in their language production. So, first through the use of the marker *lemaza qolt* “why did i say,” the correct forms were displayed to students. Next, through the use of the second PM *lemaza lam aqol* “why i don't say,” interactional opportunities were provided to students to manipulate their understanding of the concept they learned. In line 59, the PM *fa* “so” was used to enable the students to understand the underlying the rule of adding *taa marbootah* to the spelling of number seven in Arabic and to produce the correct answer. In the other lines 70, 72 and 75, the PM *maza aqool* “what do I say,” *lemaza qolt* “why did i say” and *shoo rah aqool* “what will i say” were used to enable learners to produce the correct spelling for number in line 71 and line 76 and to display the correct answer in line 72.

4.7.3 Stage I Functional Analysis of Arabic PMs in Excerpt 12

In excerpt 12 below, six Arabic PMs can be highlighted. In lines 380, 393, 401, 405, and 416, *alaan* “now” was also used as a structural marker to switch discussion from one item to

another in the learning material. *Ya3ni* “it means,” in line 382, functioned as a structural marker to elaborate on the meaning of the word *dohesha* “was amazed.” In line 383, another PM *mathalan* “for example” functioned as a structural marker to develop a further discussion on a topic. In line 384, *na3am* “yes” and “okay” was used as a multi-functional marker. So, while as a structural marker, with the *okay* meaning, *na3am* was used to end discussion on a point and indicate a move to another, it was also used as an interpersonal marker, with the *yes* meaning, to show a teacher response to one her students. In lines 390, *laan* “because” was used as a multi-functional marker functioning as a referential marker to indicate a cause and as a structural marker to develop discussion on the importance of learning SA. *Ahsanty* “great” in line 399 was used as an interpersonal marker to indicate a positive evaluation of a student answer. In line 413, *na3am* “yes” and “okay” was used as multifunctional marker performing as a structural marker to mark a continuation in a discussion of a new item in the learning material and as an interpersonal marker to indicate a response to a student about the remaining time of the class. However, in line 414, the PM *wa* “and what” was used as an interpersonal marker to seek a response from learners.

Excerpt 12

378. T: ↑alqaho naqoo:l ramyt al waraqha (.) alqayt ↑alqaha alqaha ↑ektbowha(.)↑y s
 { He dropped it off. We say I dropped off the sheet of paper, he dropped it off. You write it }
379. S:↑na3am
 {yes}
380. T: ↑**alaan** ta3ajab t3ajabto (.) dohesha
 {**Now**, the two synonymous words *ta3ajab* and *dohesha*, which they both mean “was amazed”}
381. S: WHAT (.)
382. T: **ya3ni** ↑ta3ajabt(.) men shayaa dohesha↑ma >ma3na ta3ajab beshayaa aw t3ajabt
 {The verb *ta3ajabt* “i was amazed of a thing” **means** *dohesh* “be amazed at something.” What is the meaning of the phrase *ta3ajab beshayaa* “he was amazed at something” or t3ajabt be “i was amazed of”}
383. bel manzar<<**mathalan**(.) t3gabt men jamal eltaby3a (.) dohesht men gamalaha (.) aw an raayt
 {i was amazed by the view. **For example**, i was amazed by the beauty of nature. He was amazed by its beauty or i have seen}
384. ashgarhar gamila aw azhar gamila wa t3agabt men gamalaha>dohesht (.) **na3am** (.2)
 {its wonderful trees or astounding roses and i was amazed by its beauty. **Yes, okay** }
385. ↑maza ya walady raqam thalathah ↑alqaho(.) waakher wahda dohesha
 {oh student, what is there in number three, that is the phrase he dropped it off? And what about

- the last one the word *dohesha* meaning he was amazed}
386. S: ↑what's dohesha (.)
{what is the word *dohesha* "he was amazed of}
387. T: ya ebny mafyesh haze
{oh son, we are not working on this word?}
388. S: okay, I do not like el fossha=
{okay, I do not like SA}
389. T : =↑alqaho wa hona tawasal(.)↑la elaha elaAllah shwo elly katabo mush 3arfa ana (.)↑ehtada
{he dropped it off and here we have the word tawasal "he requested someone" Oh my God. i have no clue what did he write. He was guided}
390. wa mofaker motaamelan ↑la bod an nata3lamm elfossha >**laan** allogha al 3arabya hy loghat al
{And he was speculating. Wes must learn SA **because** it is the language of the Holy Quran}
391. quran< alquraan alkareem baay lloghah loghah al3ameyah am belloghah alfossha
{the Holy Quran is revealed in what Arabic variety, colloquial Arabic or SA?}
392. S: belloghah elarabyea
{it is in Arabic}
393. T:alfossha↑**alaan** emlaa eqraey el soaal ya s
{It is in SA. **Now**, read the question oh student}
394. S:↑emla al faragh be kol 3ebara fe alma3na lel kalema allaty la tuwafequha fe alma3na=
{fill in the gaps with the antonyms for the following words}
395. T: =↑so hona tabhatho 3an almutad'adat=
396. S:=wafaq aby ala [eshtraky fe alrehla
{My dad agrees that i can be on the tripe}
397. T: [eshtraky
{my being on the trip}
398. S:eshtraky fe al rehla b3d ma rafad'
{my being on the trip after he refused it}
399. T: rafad' **ahsanty** (.) so thed' ↑wafaq(.)
{so the answer is the verb "refused." **Great!** So, this is the opposite to the word "accepted"}
400. Ss:rafad'=
{refused}
401. T: =rafad' ↑aktboha ra fa d' men gher taa marbota(.)↑**alaan** eqraay raqam ethnan ya s
{so write the verb "refused" in the space without adding the /t/ to its end. **Now**, read question number 2}
402. S: yashtary tajer elgoomla elbed'a3a thum yby3ha
{The wholesale market businessman buys the goods and then sells them}
403. T: yaby3ha bravo yabe3 (.) s eqraa raqam thlatha
{the word *yaby3* "sell" is correct answer. Great! Read question number 3}
404. S:↑la[bad men an=
{it must be (was not pronounced correctly)}
405. T : [la bod] =hom yadreso lel emthan↑entahyom ebdaao↑**alaan** bel 3amal↑eqraao awal shay
{They must study for the exam. Did you finish?. Start working **now!** The first thing is to read}
406. almohadssa
{the conversation}
407. S: NO
408. T: ↑lam tantaho ba3ad.khalsto khalsto wal la? ↑s(.) ana saamtahnhom (.) qool mosabaka
409. mosabaka
410. S: mosabaka
411. T: (a student speaking in English)
412. T: bel3raby s laa bel 3raby khams thawany(.) **na3am**(.) ↑la bod men an nofarek bayn elkheer
{Speak in Arabic, five seconds left. **Okay**, we need to distinguish between good}

413. ↑**wa**(.)
 {**and what** (.)}
414. S: [el shaar
 {evil}]
415. T: [el shaar(.)↑**alaan** s eqraa raqam arba3ah
 {evil. **Now**, read question number 4}]

4.7.4 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 12.1

4.7.4.1 Identifying The Macro Structures of The Modes in Excerpt 12.1

By looking at the excerpt below 12.1, four modes can be detected in different parts of the excerpt. The first mode, material mode, was identified in the following lines: 378,380-382, 389,390, 394,396-398, 399, 401-405, 413-416. Material mode started in the beginning of a teacher turn in line 378 to teach a word from the learning material to students that is the word *alqaho* “I meet him.” In line 380, the teacher returned to the same mode to teach other new words from the material. The mode continued in the following two lines by a student asking in a louder voice about the meaning of the same word “dohesha” (381) and then the teacher responding with a clarification on its meaning. Also through a rise in intonation and an emphasis, material mode temporarily occurred in the beginning of lines 389 and 390 and in the end of line 389 to teach other new words to students from the reading material. In lines 394, 396 and 398, 402,404, material mode was also detected in students turns to read questions and examples from the assigned material. Similarly, in other teachers turns in lines 397 and 399, 401,403, 405,413 and 414, material mode was also found in various teacher’s comments on her students readings as well as in the form-focused feedback.

Managerial mode was identified in different parts of excerpt 12.1 So, through a rise in intonation in the first two lines, the mode was identified first in a teacher turn to order her students to write the words she taught to them and in a student turn to reply to the order initiated by the teacher. The same mode was highlighted in the end of line of 384 and continued to line 387. Thus,

in line 387, the transitional marker *na3am* “okay” was used to assign a student a part to do in the activity. Also, in lines 384-387, the mode was also identified in both teacher and student turns to manage the learning environment. Further, accompanied by a rising, the same mode was also detected in other teacher turns to do the following: 1) to introduce new points in the assigned activity for her students to work on (as seen in lines 393, 404, 405, 2) to assign and refer students to the learning materials (e.g. lines 395, 401, 403, 416) and 3) to manage students learning in lines (e.g. lines 407-408, 412-413).

Skills and systems mode was very limited in the current excerpt and it did not seem to have its typical interactional features. So, marked through a rising tone in the center of a teacher turn in line 382, the mode first seen to initiate a display question that asked about the meaning of the word *ta3ajab* “was amazed.” The mode in the same line was not followed by interaction from students to answer the question that was placed in a faster speech pace. The second occurrence for the same mode was in the end of a teacher turn in line 399 to form another display question about the opposite of the word *wafaq* “agree” and then in a student’s consequent turn in line 400 to respond with the correct answer. Marked with an emphasis on keywords from the material, the third occurrence of skills and systems mode was detected in the end of a teacher turn in line 408 and 409 to initiate a request to read the word *mosabaca* “competition” in line 410.

Classroom context mode was also detected in three places in the same excerpt. The first occurrence was found in teacher extended turn from lines 383-384 where the teacher was elaborating on the meaning of the word *dohesha* “was amazed.” The mode started through the use of the Arabic PM *mathalan* “for example” to develop a further discussion on a meaning of a word through sharing a clarifying example. The second occurrence was in a student turn in line 388 where a student, who was confused between the two synonymous words from SA *dohesha* and

ta3ajaba “was amazed,” expressed his feeling toward the learning of SA. In line 389, the teacher responded to a student utterance in the previous line. In another extended turn in lines 390-393, the teacher returned again to the same mode to elaborate on why she thought SA was important to learn by stating that learning SA is a must to Muslims as it is the language of the holy Quran.

Excerpt 12.1

378. T: **↑alqaho naqoo:l ramyt al waraqha (.) alqayt ↑alqaha alqaha ↑ektbowha(.)↑y s**
 { He dropped it off. We say I dropped off the sheet of paper, he dropped it off. You write it}
379. S: **↑na3am**
 {yes}
380. T: **↑alaan ta3ajab t3ajabto (.) dohesha**
 {Now, the two synonymous words *ta3ajab* and *dohesha*, which they both mean “was amazed”}
381. S: **WHAT (.)**
382. T: **↑ya3ni ↑ta3ajabt(.) men shayaa dohesha↑ma >ma3na ta3ajab beshayaa aw t3ajabi**
 {The verb *ta3ajabt* “i was amazed of a thing” means *dohesh* “be amazed at something.” What is the meaning of the phrase *ta3ajab beshayaa* “he was amazed at something” or *t3ajabt* be “i was amazed of”}
383. **bel manzar<<mathalan(.) t3gabt men jamal eltaby3a (.) dohesht men gamalaha (.) aw an raayt**
 {I was amazed by the view. For example, i was amazed by the beauty of nature. He was amazed by its beauty or i have seen}
384. **ashgarhar gamila aw azhar gamila wa t3agabt men gamalaha>dohesht (.) na3am (.2)**
 {its wonderful trees or astounding roses and i was amazed by its beauty. Yes, okay}
385. **↑maza ya walady raqam thalathah ↑alqaho(.) waakher wahda dohesha**
 {oh student, what is there in number three, that is the phrase he dropped it off? And what about the last one the word *dohesha* meaning he was amazed}
386. S: **↑what’s dohesha (.)**
 {what is the word *dohesha* “he was amazed of”}
387. T: **ya ebny mafyesh haze**
 {oh son, we are not working on this word?}
388. S: **okay, I do not like el fossha=**
 {Okay, I do not like SA}
389. T: **=↑alqaho wa hona tawasal(.)↑la elaha elaAllah shwo elly katabo mush 3arfa ana (.)↑ehtada**
 {He dropped it off and here we have the word *tawasal* “he requested someone.” Oh my God. i have no clue what he did wrote. He was guided}
390. **wa mofaker motaamelan ↑la bod an nata3lamm elfossha >laan allogha al 3arabya hy loghat al**
 {And he was speculating. Wes must learn SA because it is the language of the Holy Quran}
391. **quran< alquraan alkareem baay lloghah loghah al3ameyah am belloghah alfossha**
 {The Holy Quran is revealed in what Arabic variety, colloquial Arabic or SA?}
392. S: **belloghah elarabyea**
 {it is in Arabic}
393. T: **alfossha↑alaan emlaa eqraey el soaal ya s**
 {It is in SA. Now, read the question oh student}
394. S: **↑emla al faragh be kol 3ebaraa fe alma3na lel kalema allaty la tuwafequha fe alma3na=**
 {Fill in the gaps with the antonyms for the following words}
395. T: **=↑so hona tabhatho 3an almutad'adat=**
396. S: **=wafaq aby ala [eshtraky fe alrehla**

397. T: {My dad agrees that i can be on the trip}
 {eshtraky
 {my being on the trip}
398. S: {eshtraky fe al rehla b3d ma rafad'
 {my being on the trip after he refused it}
399. T: rafad' ahsanty (.)so thed' ↑wafaq(.)
 {so the answer is the verb “refused.” **Great!** So, this is the opposite to the word “accepted”}
400. Ss: rafad'=
 {refused}
401. T: =rafad ↑aktboha ra fa d' men gher taa marbota(.)↑alaan eqraay raqam ethnan ya s
 {so write the verb “refused” in the space without adding the /t/ to its end. **Now**, read question number 2}
402. S: yashtary tajer elgoomla elbed'a3a thum yby3ha
 {The wholesale market businessman buys the goods and then sells them}
403. T: yaby3ha bravo yabe3 (.) s eqraa raqam thlatha
 {the word yaby3 “sell” is correct answer. Great! Read question number 3}
404. S: ↑la[bad men an=
 {it must be (was not pronounced correctly)}
405. T: [la bod] =hom yadreso lel emthan↑entahyom ebdaao↑alaan bel 3amal↑eqraao awal shay
 {They must study for the exam. Did you finish?. Start working **now!** The first thing is to read}
406. almohadssa
 {the conversation}
407. S: NO
408. T: ↑lam tantaho ba3ad.khalsto khalsto wal la? ↑s(.) ana saamtahnhom (.) qool mosabaka
409. mosabaka
410. S: mosabaka
411. T: (a student speaking in English)
412. T: bel3raby s laa bel 3raby khams thawany(.) na3am(.) ↑la bod men an nofarek bayn elkheer
 {Speak in Arabic, five seconds left. **Okay**, we need to distinguish between good}
413. ↑wa(.)
 {and what(.)}
414. S: [el shaar
 {evil}
415. T: [el shaar(.)↑alaan s eqraa raqam arba3a
 {evil. **Now**, read question number 4}

4.7.4.2 Investigating The Micro Interactional Features of Arabic PMs Excerpt 12.1

Five Arabic PMs were identified in material mode. In an opening of a teacher turn in line 380, the first rising PM *alaan* “now” was followed by an emphasis on the pronunciations of three words. Marked by an emphasis on the marker that was followed by a rising signal in line 382, the PM *ya3ni* “it means” initiated a teacher turn to present a feedback on the meaning of the word *dohesha* “was amazed.” Similarly, in line 399, *ahsanty* “great” for a female addressee” occurred

in the beginning of another teacher turn with an emphasis on the same marker to provide a positive response on her student's answer. Likewise, *na3am* "yes" and "okay" occurred in the middle of line 413 with an emphasis on the word that was followed by a pause as well as a rising intonation to mark an instructional dialogue with a student about a specific element in the learning material. The last PM in this mode, *wa* "and what" appeared in line 414 in an interactional pattern that was marked with the rising tone and the short pause.

The other two Arabic PMs in managerial mode were *na3am* "yes" "okay" and *alaan* "now." In an extended teacher turn in line 384, the PM *na3am* "yes" and "okay" was used as transitional marker to move from a mode to another. Similarly, the rising PM *alaan* "now" also functioned as a transitional marker in the opening of the mode in lines 393, 401, and 416, to initiate an interactional transition from one mode to another. Also, *alaan* appeared in the center of a teacher utterance in line 405 both preceded and followed by risings to initiate instructions to her students.

Two Arabic PMs were identified in classroom context mode. In line 383, *mathalan* "for example," followed by a pause in an extended teacher turn that was marked with a slower speech pace, was used to demonstrate an explicit feedback on the meaning of a word that a student did not know. Also, in the middle of another extended teacher turn in line 390 that was followed by a faster speech pace, the PM *laan* "because" occurred in that interactional pattern after an emphasis on the word *elfossha* "SA" to provide a feedback on the importance of learning that Arabic variety.

4.7.4.3 Linking Interactional Features to Pedagogical Goals in Excerpt 12.1

As discussed earlier, the interactional patterns where the previously discussed Arabic PMs were identified also performed pedagogical purposes that vary from a mode to another. In material mode, the first Arabic PM in the beginning of line 380, *alaan* "now," was used to present the

pronunciations of the two synonymous words from the material to students: *ta3ajab* and *dohesh* “was amazed.” Also, *ya3ni* “it means” appeared in line 382 to provide a clarification to students that involves the meaning of the two synonyms. Similarly, in the same mode in line 399, *ahsanty* “great” was used to provide a teacher response to a student’s answer in the form of encouragement. *Na3am* “okay” appeared in line 412 to indicate a move from a point to another in learning material. In line 413, the PM *wa* “and what” was used to elicit responses from learners in relation to the material.

The other Arabic PMs in managerial mode were also observed to perform pedagogical agendas that were relevant to the mode where they were used. In line 385, *na3am* “yes” and “okay” was used to transmit information related to referring a student/students to the learning material when needed. In line 393, *alaan* “now” was used to organize the learning environment by organizing the assigned roles of the students in their participations in the assigned activity. In the middle of line 401 and 412, *alaan* was used to refer a student to a question to work on in the learning material.

Furthermore, the interactional uses of the two Arabic PMs in classroom context had also indicated some educational goals. In line 383, *mathalan* “for instance” was used to establish a context for discussion by giving an example that clarified the meaning of the word *dohesh* “was amazed.” Similarly, the other marker *laan* “because” also appeared in line 390 to demonstrate an elaboration on the important concept of learning SA by Muslims as a must.

4.7.5 Stage I Functional Analysis of Arabic PMs in Excerpt 13

Nine Arabic PMs can be identified in excerpt 13. In lines 147, 152, 155, 158, 166 and 167, 168, 170, *alaan* “now” was used as a structural marker to indicate a move from a point to another in an activity. Likewise, in the following lines 152, 158 and 188, *na3am* “okay” was used as a

structural marker to perform a micro function that is similar to the PM *alaan*. However, *wa* “and” and “and what” appeared in line 159 as a multi-functional marker performing as a referential marker to mark a coordination and as an interpersonal marker to seek a response from the students. In the succeeding line, the same marker, but with the “and what” meaning, was used again only as an interpersonal marker to seek a response from students.

Further, *ma3aya ya* or *ma3y ya* “are you with me oh student” were used in lines 159, 162, 168 to perform as an interpersonal marker to ensure that the addressee is following an instruction. In line 170, *lannu* “because” was used as referential marker to introduce a cause. The other referential marker was *fa* “so,” that appeared twice in lines 178 and 185, functioned as a referential marker to show a causal relationship. In line 171, *ya3ni* “it means” was used as a structural marker to introduce an elaboration on the meaning of the word *dohesh* “was amazed.” *Maza aqool* “what do I say” occurred in line 173 as a multi-functional marker performing both as an interpersonal marker to seek a response from students and as a structural marker to introduce a new discussion topic. The last identified PM *yallah* “come on” appeared three times in lines 180, 188 performing an interpersonal function that was related to demanding an action from listeners.

Excerpt 13

147. T: ↑**alaan** (.)raqam talata laqad faragh haza al seyasee watahammal al sejen fe sabeel tahqeeq
{**Now**, number 3. For the sake of achieving his goals, this politician had to *space* and tolerate being to prison}
148. ahdafah ↑motaradef tahammala (.)
{the synonym for the word *tahammala* “tolerated”}
149. S: ↑shadda
{with stress on the word?}
150. T: tabda beharf al-sad
{It starts with the sound /s/}
151. S: ↑sabara
{endured?}
152. T: sabara(.) **na3am** (.)↑**alaan** alkalema illi ba3daha 3asha hayatahu fe faragh wa d’eeq
{He endured. **Okay! Now**, the next word. He spent his life in *space* and in hardship}
153. leyo3allem awladahu ↑mutaradef d’eeq(.)
{to teach his sons.the synonym for hardship?}
154. S: ↑shadda

- {a word pronounced with a stress}
155. T: sheddah sheddah (.) lays shadda shedda (.) ↑**alaan** (.) aakher wahda (.)↑al-khabar ila al {deprivation deprivation not shaddah with the /a/ sound. **Now**, the last one. The news
156. jareeda ba3da an wasala raaees al-tahrir (.) ↑mutardef wasal(.)
space to the newspaper after the arrival of the editorial in chief. The synonym for arrived}
157. S: warad (.)
{appeared}
158. T: warada **na3am**(.)↑**alaan**(.) awwal wehda saa3eduha >yo3adu haza al adeeb men nukhbat {appeared.**Okay! Now**, i will repeat the first one.This writer is one of the leading writers }
159. alkuttab< ↑**wa** (.2) safwatehem (.2)↑**ma3aya ya** S >yanbaghi an yo3amel al-aqweyaa {And among the elite writers. **Are you with me oh** student.Strong people should be
160. ald'u3afaa belrahma< ↑**wa**(.)
kind to the weak ones. **And what** }
161. S: washafaqa=
{and gentleness}
162. T: =wshafaqa ↑**ma3aya ya** s↑laqad faragh haza al-seyasee watahammal alsejen ↑laqad (.)
{And with gentleness. **Are you with me oh** student.This politician had to *space* and tolerate being to prison}
163. S: sabara=
{endured}
164. T: =sabara 3asha hayatahu fe ↑faragh(.)
{endured and lived his life in space?}
165. S: shedda=
{deprivation}
166. T: =shedda wadeeq(.) ↑faragh al-khabar? warad al-khabar haza mutaradef wasala(.)↑**alaan**
{deprivation and hardship. The news *space*? appeared. This the synonym for arrived. **Now**,
167. eqlebual-safha la taakoluha la taakoluha lemaza taakoluha(.) ↑**alaan** ikhtar alfe3l(.)
Turn the page.Don't eat don't eat it.Why are you eating it?.**Now**, select the verb }
168. huna khalasnaha(.)↑**ma3ae ya** s (.) iqleb al-safha ↑**alaan** (.)
{Here we finished this right? **Are you with me oh** student? Turn the page **now** }
169. S: ↑why are we iqleb alsafha?
{Why do we have to turn the page?}
170. T: lannu ana↑**alaan** huna↑<hawwel al-af3al almuta3adeya ela af3al lazema> (.) ↑tazakaru(.)
{**Because** i am **now** here. Change transitive verbs into intransitive? Remember!
171. eza howwel al fe3l almuta3adee ila fe3el la::zem ↑al-fa3el la yakun mawgud(.) **ya3ni**
If transitive verbs were changed into intransitive, subject will be deleted **meaning** that
172. <al-subject la yakun mawgood >(.)↑so akmalala al-ustath al sharh (.) ↑so kayfa ohawel ila fe3l
the subject will not be excited.} {So, how can we change this active sentence into passive “the teacher finished the lesson?
173. la::zem (.)↑**maza aqoo::l**(.) kamula al-sharh (.) kamula al-shar.↑so alkalema ellee
what do i say then? the lesson was finished.} {So, the word in that is
174. fe alwasat ozeluha waauhwalla ela fe3l lazem ↑qol (.) kamula al-shar kamula al-sharh
in the middle is deleted and that turns the sentence into passive. Say, the lesson was finished}
175. (.)↑3endama aqool <akmalala al-ustath al-sharh> wa ohawwel hatha al-fe3l al-muta3adde ela
{When i say the teacher finished the lesson and then i change this verb into
176. fe3lla::zem ozeel=
intransitive i delete
177. S: =(a student trying to response)
178. T: ↑entazeree (.) ↑<huna(.) asheel alustath↑**fa** taseer (.) kamula (.) al-sharh>=

- wait. Here i delete the subject **so** it becomes the lesson was finished}
179. **S:** =okay, gazake ellahu khayran miss mary
{Okay Mrs Mary. May God blesses you}
- 180.. **T:** ↑**yalla** entabhy ma3ee(.)
{**come on**, you need to pay attention}
181. **S:** momken tokammeli al-sharh hatha?
{Could you finishing explaining this rule of passivization?}
182. **T:** ↑intazeree intazeree intazeree S intazeree(.)↑huna akmal al-ustadth al-sharh(.)
{Wait, wait, wait, ho student, wait. Here, the teacher finished the lesson.}
183. ↑lamma ohawel elfe3l [almota3ady ela
{When i change the transitive verb into
184. **S:** [I still don't get it
185. **T:** ela fe3l lazem ozeel alfa3el(.)↑**fa** alostaz(.) lan takoon mawgooda betseer ↑kamol asharh(.)
into intransitive, i delete the subject **so** the word “the teacher,” the subject, will not be in the sentence as it will be the lesson was finished.}
186. okay↑ma hatha? ma hatha?
{Okay! What is this what is this?}
187. **S:** [unintelligible]
188. **T:** kamola asharh (.) **na3am(.)** **YALLA** ya S, S ↑entabeh m3e(.) okay (.) ↑khaleeha hona
{the lesson was finished. **Okay! come on**, pay attention. Okay! Keep it here}

4.7.6 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 13.1

4.7.6.1 Identifying The Macro Structures of The Modes in Excerpt 13.1

When looking at excerpt 13.1, three modes can be identified. The first mode, the managerial mode, was identified in different lines in the same excerpt to perform various functions that are related to the management of the teaching and learning process. The first occurrence was detected in an opening of a teacher turn in line 147 with a rising signal that accompanied the production of the PM *alaan* “now.” The second appearance was in line 150 in another teacher turn to provide a hint to students about the answer. The third occurrence of the same mode was in a beginning of another teacher turn in line 152 through the use of the managerial markers *na3am* “okay” and *alaan* “now” that were detected in an interactional pattern modified by a pause as well as a rising tone. Followed by a pause, *alaan* “now” was also found in an opening of a turn in an extended teacher turn in line 155. Then, through the use of the same interactional patterns along with markers *na3am* “okay” and *alaan* “now,” the mode was also identified in line 158. In lines

159 and 162, the same mode appeared through the use of PM *ma3a ya* “are you with me oh student” that was preceded by a rising. In the end of line 166, the rising PM *alaan* started another micro context for managerial mode. The two PMs *alaan* “now” and *ma3ae ya* “are you with me oh student” were again found in the following lines accompanied by the typical interactional patterns (e.g. rising tone). Also, the same mode was detected through an emphasis on the PM *lannu* “because” followed by a rising that accompanied the PM *alaan* in the beginning and in the end of line 170. The other occurrences of managerial mode were observed through similar interactional patterns in lines 178, 180-182, 186 and in the end of line 188.

The material mode was detected in the following lines 147, 148, 149, 151,152, 153-156,157, 158,159,160-162, 163-166, 170, 172, 182, and 188. The mode started in line 147 with the teacher reading the instruction of the activity and then continued in the following lines to demonstrate a discussion based on items from the learning material. Also, marked with a rising, material mode was found in line 154 in a student turn while reading the word *shadda* “a doubling marking of a consonant” to teacher. In the following lines, material mode continued with the teacher reading back to the same student the word *sheddah* “strength” with an emphasis and a repetition of the same word twice indicating that it was the correct pronunciation of the word in the textbook. While reading a sentence from the activity in the end of line 155, the mode was identified again through a rising tone. Again, in the end of line 158, the mode was detected in a faster speech pace where the teacher was reading another sentence from the activity to her students. Through the use of the rising marker *wa* “and” and the slower speech pace, the same mode was marked in the beginning and the end of line 159 and in the beginning of line 160 to form a display question that asked about the missing words in two sentences from the learning material. Similarly, the material mode occurred in lines 161-166 in the form of questions initiated by the teacher and

answers provided by the students. In line 170, the teacher returned to material mode to read a question from the new activity to the students. In line 182, the mode appeared again in the teacher use of the examples from the activity to show the difference between active and passive voices with/without subject deletion. Finally, in the opening of lines 188, the same mode was identified through the repetition of the phrase *kamola asharh* “the lesson was finished” to form a passive voice.

Cassroom context mode also appeared in different parts of the excerpt. Thus, through a rising intonation in the middle of line 171, the teacher started elaborating on the key concept of the activity that was about changing transitive verbs into intransitive. So, the same mode continued through the same extended turn till line 179 before a temporary switch to managerial mode was made in line 178. So, in that prolonged teacher turn (172-179), interactions in this mode centered on the teacher explaining to her students the grammatical rule regarding changing an active into passive voice by demonstrating an example from the activity, that was *akmala al-ustath al-sharh* “the teacher finished the lesson,” on how it can be changed into passive by deleting the subject in the middle. Other typical interactional features in that mode were the strategic uses of emphases on key words and the slower speech pace. The other occurrence of the mode was in the end of line 182 and continued three more lines where the teacher repeated her previous discussion of the same grammatical rule as she used the same previous example for clarification.

Excerpt 13.1

147. T: **↑alaan** (.)raqam talata laqad faragh haza al seyasee watahammal al sejen fe sabeel tahqeeq
 {**Now**, number 3. For the sake of achieving his goals, this politician had to *space* and tolerate being to prison}
148. **ahdafah** ↑motaradef tahammala (.)
 {the synonym for the word *tahammala* “tolerated”}
149. S: **↑shadda**
 {with stress on the word?}
150. T: **tabda beharf al-sad**
 {It starts with the sound /s/}

151. S: ↑sabara
{endured?}
152. T: sabara(.) na3am (.)↑alaan alkalema illi ba3daha 3asha hayatahu fe faragh wa d'eeq
{He endured. **Okay! Now**, the next word. He spent his life in *space* and in hardship
153. leyo3allem awladahu↑mutaradef d'eeq(.)
to teach his sons.the synonym for hardship?}
154. S: ↑shadda
{a word pronounced with a stress}
155. T: sheddah sheddah (.) lays shadda shedda (.)↑alaan (.) aakher wahda (.)↑al-khabar ila al
{deprivation deprivation not shaddah with the /a/ sound. **Now**, the last one. The news
156. jareeda ba3da an wasala raaees al-tahrir (.) ↑mutaradef wasal(.)
space to the newspaper after the arrival of the editorial in chief. The synonym for arrived}
157. S: warad (.)
{appeared}
158. T: warada na3am (.)↑alaan(.) awwal wehda saao3eduha >yo3adu haza al adeeb men nukhbat
{appeared.**Okay! Now**, i will repeat the first one.This writer is one of the leading writers}
159. alkuttab< ↑wa (.2) safwatehem (.2)↑ma3aya ya S >yanbaghi an yo3amel al-aqweyaa
{And among the elite writers. **Are you with me oh** student.Strong people should be
160. ald'u3afaa belrahma< ↑wa(.)
kind to the weak ones. **And what**}
161. S: washafaqa=
{and gentleness}
162. T: =wshafaqa ↑ma3aya ya s↑laqad faragh haza al-seyasee watahammal alsejen ↑laqad (.)
{And with gentleness. **Are you with me oh** student.This politician had to *space* and tolerate
being to prison}
163. S: sabara=
{endured}
164. T: =sabara 3asha hayatahu fe ↑faragh(.)
{endured and lived his life in *space*?}
165. S: shedda=
{deprivation}
166. T: =shedda wadeeq(.) ↑faragh al-khabar? warad al-khabar haza mutaradef wasala(.)↑alaan
{deprivation and hardship. The news *space*? appeared. This the synonym for arrived. **Now**,
167. eqlebual-safha la taakoluha la taakoluha lemaza taakoluha(.)↑alaan ikhtar alfe3l(.)
Turn the page.Don't eat don't eat it.Why are you eating it?.**Now**, select the verb}
168. huna khalasnaha(.)↑ma3ae ya s (.) iqleb al-safha ↑alaan (.)
{Here we finished this right? **Are you with me oh** student? Turn the page **now**}
169. S: ↑why are we iqleb alsafha?
{Why do we have to turn the page?}
170. T: lannu ana↑alaan huna↑<hawwel al-af3al almuta3adeya ela af3al lazema> (.) ↑tazakaru(.)
{**Because** i am **now** here. Change transitive verbs into intransitive? Remember!
171. eza howwel al fe3l almuta3adee ila fe3el la::zem ↑al-fa3el la yakun mawgud(.) ya3ni
If transitive verbs were changed into intransitive, subject will be deleted **meaning** that
172. <al-subject la yakun mawgood >(.)↑so akmal al-ustath al sharh (.) ↑so kayfa ohawel ila fe3l
the subject will not be excited.} {So, how can we change this active sentence into passive
the teacher finished the lesson?}
173. la::zem (.)↑maza aqoo::l(.) kamula al-sharh (.) kamula al-shar.↑so alkalema ellee
What do i say then? the lesson was finished.} {So, the word in that is
174. fe alwasat ozeluha waauhwalla ela fe3l lazem ↑qol (.) kamula al-shar kamula al-sharh
in the middle is deleted and that turns the sentence into passive. Say, the lesson was
finished}

175. (.)↑3endama aqool <akmala al-ustath al-sharh> wa ohawwel hatha al-fe3l al-muta3adde ela
 {When i say the teacher finished the lesson and then i change this verb into
176. fe3lla::zem ozeel=
 intransitive i delete
177. S: =(a student trying to response)
178. T: ↑entazeree (.) ↑<huna(.) asheel alustath↑fa taseer (.) kamula (.) al-sharh>=
 wait. Here i delete the subject **so** it becomes the lesson was finished}
179. S: =okay, gazake ellahu khayran miss mary
 {Okay Mrs Mary. May God blesses you}
- 180.. T: ↑yalla entabhy ma3ee(.)
 {**come on**, you need to pay attention}
181. S: momken tokammeli al-sharh hatha?
 {Could you finishing explaining this rule of passivization?}
182. T: ↑intazeree intazeree intazeree S intazeree(.).↑huna akmal al-ustadth al-sharh(.)
 {Wait, wait, wait, ho student, wait. Here, the teacher finished the lesson.}
183. ↑lamma ohawel elfe3l [almota3ady ela
 {When i change the transitive verb into
184. S: I still don't get it
185. T: ela fe3l lazem ozeel alfa3el(.).↑fa alostaz(.).lan takoon mawgooda betseer ↑kamol asharh(.)
 into intransitive, i delete the subject **so** the word “the teacher,” the subject, will not be in the
 sentence as it will be the lesson was finished.}
186. okay↑ma hatha? ma hatha?
 {Okay! What is this what is this?}
187. S: [unintelligible]
188. T: kamola asharh (.) na3am(.). YALLA ya S, S ↑entabeh m3e(.). okay (.) ↑khaleeha hona
 {The lesson was finished. **Okay! come on**, pay attention. Okay! Keep it here}

4.7.6.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 13.1

Five Arabic PMs can be identified in managerial mode. Preceded by a rising tone, the first PM, *alaan* “now,” was used in lines 147,152, 155, 158, 166 to function as a transitional marker marking a move from a discussion topic to another. *Alaan* also appeared in another interactional patterns in the same mode. So, *alaan* appeared in an opening of a turn in an extended teacher turn in line 167 where it was preceded by a referential question and a rising intonation. Also, *alaan* with the rising mark occurred in the end of a teacher turn in line 168. The same marker was identified in the beginning of an utterance in another teacher turn in line 170 and it was also marked by the rising tone. *Ma3aya ya/ ma3ae ya* “are you with me oh student” is the second Arabic PM in managerial mode that occurred in different parts of the excerpt with the same interactional pattern that was the rising tone. In line 159, *ma3aya ya* appeared again in the center of an extended

teacher turn in a slower speech pace preceded by a display question and a short pause and followed by a sentence the teacher read to students from the material. Another occurrence of the same rising PM was found in a close position to the beginning of another short teacher turn in line 162. The same marker with the shorter form, *ma3ae ya*, was detected in a position close to the end of another stretched teacher turn line 168 where it was identified with the same interactional pattern. *Lannu* "because" was other rising Arabic PM that only appeared in one time in the excerpt and it was identified in the opening of an utterance in line 170 and marked with an emphasis. Similarly, *na3am* "okay" was the other Arabic PM that occurred three times in this mode. The first occurrence of *na3am* "okay," identified with a micro pause, was in the beginning of a teacher turn in line 158 to confirm a student answer after it was repeated by the teacher as a teacher echo. The same marker was also used as a transitional marker, both preceded and followed by a pause, to indicate a topic change. In addition, in line 180, the PM *yalla* "come on" that was preceded by a short pause and followed by another rising, was used as interpersonal marker to initiate another instruction to students. *Na3am* "okay" appeared as a structural marker in line 188 where it was marked by a pause to initiate a move as well as another extended teacher turn. In the same line, *yalla* was used as a transitional marker to initiate a turn and a focused talk to the students who were not following the instruction.

On the other hand, fewer Arabic PMs were detected in classroom context mode and material mode. So, only three Arabic PMs were identified in classroom context mode that were *ya3ni* "it means," *fa* "so," *maza aqool* "what do i say." The first marker in this mode *ya3ni* appeared in the end of line 171 and it was accompanied by an emphasis and followed by a slower speech pace. The second rising PM *maza aqool* "what do I say" was detected in the middle of another extended turn in line 173. In the same line, *maza aqool*, was preceded by a display

question that asked about the rule of passivation of an active sentence and also followed by a repetition of the phrases *kamola alsharh* “the lesson was finished” with an emphasis placed on the same utterances. In line 178, after the teacher clarified the grammatical rule to her students, she used the rising marker *fa* “so” to provide a feedback on transferring the active verbs into passive. Likewise, the same identified interactional context where *fa* was found in line 178 was also observed in the second occurrence of the same rising marker *fa* in the center of line 185. Additionally, only one Arabic PM was identified in material mode. So, in that mode, the Arabic PM *wa* “and” and “and what” was used twice. The first occurrence of *wa* was noted in the middle of a teacher turn in line 159 preceded by a rising and followed by a timed pause to form a display question. The second use of *wa*, with the meaning “and what,” was detected in the end of the same prolonged teacher turn in line 160 where the same PM was preceded by a rising tone and followed by a short pause to initiate another display question.

4.7.6. 3 Linking Interactional Features to Pedagogical Goals in Excerpt 13.1

The identified Arabic PMs in the micro modes also performed some pedagogical goals. First, many Arabic PMs were highlighted in managerial mode. The first PM *alaan* “now” appeared in lines 147, 152, 155, 158 and 166 as structural markers to move from one learning activity to another. While the PM *alaan* in line 167 was used to introduce the students to an activity, the same marker in line 168 was used to mark a conclusion of an activity to student. Moreover, in line 170, *alaan* was used to perform multiple pedagogical goals including transmitting instruction to a student about the current activity the class was doing, introducing an activity and referring the same student to the learning material. In line 158, *na3am* “okay” was used as a transitional marker to conclude discussion of some elements in the learning material and to introduce new elements to students to work on starting with the teacher doing one as an example and then the students finished

the rest. The other Arabic PMs, identified in managerial mode were, *ma3aya ya/ma3ae ya* “are you with me,” *lannu* “because,” *yalla* “come on” and *na3am* “okay.”

So, the transitional marker *ma3aya ya* “are you with me,” appeared in the middle of a teacher turn in line 159 to organize the learning environment by guiding the attention of a student to the learning material. Similarly, the same PM occurred in the beginning of another teacher utterance in line 162 to control the learning of one of her student by bringing her back into focus on the learning activity. The same marker *ma3aye ya*, but with the shorter form and the same meaning, was used in the end of a teacher turn in line 168 to manage the student learning and guide him to the learning material. The other marker *lannua* appeared in an utterance initial in line 170 to transmit an illustrative information to a student in the previous line. *Yallah* “come one” occurred in three instances in the excerpt to perform a similar function. Thus, *yalla* was detected in the beginning of a teacher turn in line 180 as well as in the middle of another turn in line 188 to get the students’ attention to the activity the class was doing. Finally, *na3am* “okay” was used in the beginning of a teacher turn in line 188 to conclude discussion on an activity and mark a move from one learning mode to another.

As discussed earlier, although few Arabic PMs were identified in classroom context mode and material mode, they served some pedagogical goals. Three Arabic PMs were highlighted in classroom context mode. So, in the center of an extended teacher turn in line 171, the PM *ya3ni* “it means” was used to demonstrate a further clarification regarding the grammatical rule of changing active into passive, which was the focus of the assigned activity. The second Arabic PM *maza aqool* “what do I say” occurred in the center of another teacher turn in line 173 to display the correct answer to her students. In both lines 178 and 185, *fa* “so” was used to provide a further elaboration on the passivization process that involved the deletion of the subject of the sentence.

So, in material mode, only the PM *wa* “and what” was used twice in the middle of a teacher turn in line 159 and in the end of the same teacher turn in line 160 to elicit responses from students that were related to the missing word in the learning material. While the first occurrence of *wa* “and” was followed by the teacher direct response providing the answer to her students in the same turn, the second use of *wa* “and what” was used to yield the floor of conversation to another student turn to respond with the correct answer.

4.7.7 Stage I Functional Analysis of Arabic PMs in Excerpt 14

Six Arabic PMs were identified in excerpt 14 to perform different macro and micro functions. The first PM *alaan* “now” was used in line 35 functioning as a structural marker to switch the focus of discussion from one student to another. The second PM *na3am* “yes” and “okay” appeared in the beginning of a teacher turn in line 37 and in the end of another turn in line 39 as a multi-functional marker functioning as an interpersonal marker, with the meaning “yes,” to seek a follow up response from a student and as a structural marker, with “okay” meaning, to initiate a move in the flow of discussion. In the middle of another teacher turn in line 41, *wamaza aydan* “and what else” was used as interpersonal maker to urge a follow up response from the students. Similarly, in the end of a teacher turn in line 42, *law samahti* “please” was also used as an interpersonal marker to initiate a polite request. *Momtaz* “great” was the other interpersonal marker in line 62 that was used as a stance marker to indicate a response toward a student answer. The last PM, *ta3ni* “it means” appeared in line 65 close to the end of a teacher turn performing as an interpersonal marker to seek a clarifying response from a student regarding a specific meaning of a word.

Excerpt 14

29. T: >alabee3 kan (.) fasl alabee3 keef kan? hal la3ebt katheyran(.) hal la3ebt kourat kadam(.)<
{how was your spring break? Did you have fun? Did you play soccer?}
30. S: oh NO

31. **T:** la lam al3ab(.) qoul bal3araby (.)lam al3ab
{i did not play. Say in Arabic i did not play}
32. **S:** laam
{did not}
33. **T:** la ↑qoul lam al3ab
{no. say i did not play}
34. **S:** lam al3ab
{i did not play}
35. **T:** lam al3ab ai moubarah(.)↑**alaan** sasaal s (.)↑<maza fa3alt fe ejazat alrabee:3>(.)
{i did not play any match. **Now**, i will ask you. What did you do in your spring break?}
36. **Ss:**(students were trying to answer)
37. **T:** ↑ **na3am** (.) maza fa3alt fe ejazat arabee3 S(.)
{**Yes, okay!** What did you do in your spring break?}
38. **S:** ana=
{ me?}
39. **T:** =↑bel3araby takalam **na3am** (.)
{Speak in Arabic. **Yes, okay!**}
40. **S:** ana tafarjet le [**unintelligible**] for two days.
{i was watching TV for two days.}
41. **T:** bel3araby bel3araby fe ↑youmee::n (.7)↑**wamaza aydan** (.)s↑momken terja3i henak
{in Arabic, in Arabic. For two days. **And what else** you did? Could go back to your seat
42. ma3a majmou3tek **law samahti** (.)
in your group **please?**}
43. **S:** fe ↑youmee::nmomekn sab3een=
{for two days which was about 70 hours}
44. **T:** =>ahderi koursy ta3ly bejwarhom<sab3een (.) ↑tool alwaqet tafaraj 3al youtub (.)
{bring your chair and join this this group. Sefeveny? Were you watching youtube for all that time?}
45. **S:** (laughs)
46. **T:** la elah ela Allah ↑enta toul elyoun a3ed 3la el televisioun (.)
{Oh my god! You were watching TV all the day?}
47. **S:** ah
{Yeah}
48. **T:** la yenfa3 la bod an tataharak >↑hal zahabet shahadet hal la3ebet ai moubarah hal zahabt
{This is not good for you, at least, you should move around. Did go to watch or play any soccer?}
49. la3ebt ai kourah< =
{did you play any soccer?}
50. **S:** =(the same student talking)
51. **T:** okay la la la
{okay, stop it}
52. **S:** i was like lying there on the couch there is chips there=
53. **Ss:** (laughs)
54. **S:** akhti wana 3amelt diat and we eat apple=
{My sister and I were on a diet and...}
55. **T:** =↑bel3araby bel3araby (.)
{Speak in Arabic in Arabic}
56. **S:** ana wa akhti 3amelt diet and we eat apple=
{I and my sister were on a diet and...}
57. **T:** =ana wa akhti 3melet rejee:m(.) akoul ↑toufahah (.)↑hal taryadt (.) hal masheet enta w
{I and my sister were on a diet and we eat apple. Did you exercise? Did you walk you and
58. oukhtak (.)

- your sister}
59. **S:** we are this=
60. **T:** ↑bel3araby↑bel3araby (.)
{Speak in Arabic}
61. **S:** ben3mel riyadah=
{We were exercising}
62. **T:** =↑**momtaz**(.)
{**Great!**}
63. **S:** we fe working exercises=
{We were exercising}
64. **T:** =tamareen tamareen reyaddeyyah tamareen reyaddeyyah tamareen reyaddeyyah
{We were doing gymnastics,doing gymnastics,doing gymnastics}
65. ↑maza **ta3ni** tamareen reyaddeyyah ya S(.)
{who does doing gymnastics **mean** in Arabic?}
66. **S:** working in the gym (.)
67. **T:** bel3arabey ↑3emelt tamareen reyadyah 3melt tamareen reyadyah ↑oulha bel3araby=
{Speak in Arabic, i was doing gymnastics. I was doing gymnastics. Say it in Arabic.}
68. **S:** =3melt tamareen reyaddeyyah
{I was doing gymnastics}

4.7.8 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 14.1

4.7.8.1 Identifying The Macro Structures of The Modes in Excerpt 14.1

By looking at the interactions between teacher C and her students in excerpt 14.1 below, two modes can be identified. The first mode was classroom context mode and it was also the most prevalent mode in this excerpt as it was identified in many places of the excerpt. Thus, the first occurrence was detected in the first part from the beginning of the excerpt in line 29 to line 32 and then in line 32 to line 38 where the teacher initiated a topic of discussion to her students about the activities they did over their break. So, the mode continued in the following lines excerpt in few lines where the teacher had to manage the discussion by 1) requesting her students to speak Arabic instead of English, 2) guiding their learning and assigning them into group and then 3) asking them to sit accordingly in their groups. In the middle of another teacher turn in line 41, classroom context mode was marked through the use of the PM *wamaza aydan* “and what else” to form a referential question. In line 43, the same mode was identified in a student reply to the same previously asked question. From the end of lines 44 to 50 and then from 52 to 54, the teacher returned to the same

mode again to create more interactional opportunities for students to interact. Similarly, classroom context mode appeared in lines 61-65 where interaction centered on the teacher inquiring about the type of activities and a student describing the activity he did. The last occurrence of classroom context mode was identified in line 68 in the student turn to repeat his answer in Arabic.

The second identified mode, with a limited occurrence, was managerial mode that was used to manage the learning environment and classroom discussion. So, this mode occurred in the end of a teacher turn in line 31 and then in the beginning of another turn in line 33 to request her students to use Arabic instead of English in their conversations. Also, the mode appeared in the middle of another teacher turn in line 35 to switch the focus of discussion of the same question from a student to another in the class. In the beginning and the end of other teacher turns in lines 41, 42 and 44, the teacher returned to this mode to manage the learning environment in her class by instructing a student to go back to her seat in the assigned group. The other occurrence of the same mode was identified in line 51 where the teacher switched to another mode through the use of the transitional marker *okay* to instruct one of her student to stop talking in English. Moreover, other uses of managerial mode were detected also in lines 55, 60 and 67 to manage the classroom discussion through demanding her students to use Arabic instead of English.

Excerpt 14.1

29. T: >alrabee3 kan (.) fasl alrabee3 keef kan? hal la3ebt katheyran(.) hal la3ebt kourat kadam(<.
 {how was your spring break? Did you have fun? Did you play soccer?}
30. S: oh NO
31. T: la lam al3ab(.) qoul bal3araby (.)lam al3ab
 {i did not play. Say in Arabic i did not play}
32. S: laam
 {did not}
33. T: la ↑qoul lam al3ab
 {no. say i did not play}
34. S: lam al3ab
 {i did not play}
35. T: lam al3ab ai moubarah(.)↑alaan sasaal s (.)↑<maza fa3alt fe ejazat alrabee:3>(.)
 {i did not play any match. Now, i will ask you. What did you do in your spring break?}
36. Ss:(students were trying to answer)

37. T: ↑ **na3am** (.) maza fa3alt fe ejazat arabee3 S(.)
{**Yes, okay!** What did you do in your spring break?}
38. S: **ana=**
{me?}
39. T: =↑**bel3araby takalam na3am** (.)
{Speak in Arabic. **Yes, okay!**}
40. S: **ana tafarjet le [unintelligible]** for two days.
{i was watching TV for two days.}
41. T: **bel3araby bel3araby fe ↑youmee:n (.7) ↑wamaza aydan** (.)s↑momken terja3i henak
{in Arabic, in Arabic. For two days. **And what else** you did? Could go back to your seat
42. **ma3a majmou3tek law samahti** (.)
in your group **please?**}
43. S: **fe ↑youmee::nmomekn sab3een=**
{for two days which was about 70 hours}
44. T: =>**ahderi koursy ta3ly bejwarhom**<**sab3een** (.) ↑**tool alwaqet tafaraj 3al youtub** (.)
{bring your chair and join this this group. Sefeveny? Were you watching youtube for all that time?}
45. S: (laughs)
46. T: **la elah ela Allah ↑enta toul elyoum a3ed 3la el televisioun** (.)
{Oh my god! You were watching TV all the day?}
47. S: **ah**
{Yeah}
48. T: **la yenfa3 la bod an tataharak >↑hal zahabet shahadet hal la3ebet ai moubarah hal zahabt**
{This is not good for you, at least, you should move around. Did go to watch or play any soccer?}
49. **la3ebt ai kourah< =**
{did you play any soccer?}
50. S: =(the same student talking)
51. T: **okay la la la**
{okay, stop it}
52. S: **i was like lying there on the couch there is chips there=**
53. Ss: (laughs)
54. S: **akhti wana 3amelt diat and we eat apple=**
{My sister and I were on a diet and...}
55. T: =↑**bel3araby bel3araby** (.)
{Speak in Arabic in Arabic}
56. S: **ana wa akhti 3amelt diet and we eat apple=**
{I and my sister were on a diet and...}
57. T: =**ana wa akhti 3melet rejee:m**(.) akoul ↑**toufahah** (.)↑**hal taryadt** (.) **hal masheet enta w**
{I and my sister were on a diet and we eat apple. Did you exercise? Did you walk you and
58. **oukhtak** (.)
your sister}
59. S: **we are this=**
60. T: ↑**bel3araby**↑**bel3araby** (.)
{Speak in Arabic}
61. S: **ben3mel riyadah=**
{We were exercising}
62. T: =↑**momtaz**(.)
{**Great!**}
63. S: **we fe working exercises=**
{We were exercising}
64. T: =**tamareen tamareen reyaddeyyah tamareen reyaddeyyah tamareen reyaddeyyah**

- {We were doing gymnastics,doing gymnastics,doing gymnastics}
65. ↑maza ta3ni tamareen reyaddeyyah ya S(.)
{who does doing gymnastics mean in Arabic?}
66. S: working in the gym (.)
67. T: bel3arabey ↑3emelt tamareen reyadyah 3melt tamareen reyadyah ↑oulha bel3araby=
{Speak in Arabic, i was doing gymnastics. I was doing gymnastics. Say it in Arabic.}
68. S: =3melt tamareen reyaddeyyah
{I was doing gymnastics }

4.7.8.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 14.1

As discussed above, four Arabic PMs were identified in classroom context mode. To initiate a referential question to her students, the first marker, the rising PM *na3am* “yes” and “okay” was used in an opening of a short teacher turn in line 37 and followed by a pause. Accompanied by a rising tone and followed by a pause, the second PM *wamaza aydan* “and what else” appeared in the center of another teacher turn in line 41 to form a display question that asked about the other activities the student might did. In the beginning of line 62, the third PM *montaz* “great,” was also used in the same interactional pattern that was marked with the rise in intonation and the short micro pause to communicate a teacher response to a student answer. Close to an end of a teacher turn in line 65 and preceded by a rising tone and marked by an emphasis, the other PM *ta3ni* “it means” was used in this mode to initiate a display question to one of her students.

As for the second mode, three Arabic PMs were also noted in managerial mode. In the middle of a teacher turn in line 39, headed by a rising symbol and followed by a short pause, the first PM *alaan* “now” was used as a transitional marker to ask the same question to another student. To request Arabic to be used by her students in the class, the other PM *na3am* “yes” and “okay” occurred in the end of another teacher turn in line 39 that was followed by a rising command and marked with an emphasis in its articulation followed by a short pause. In the end of another extended teacher turn in line 42, *law samaht* “please” was used in an interactional pattern that was identified with the emphasis and the micro pause at the end of an utterance to introduce another instruction to a student.

4.7.8.2 Linking Interactional Features to Pedagogical Goals in Excerpt 14.1

The identified interactional patterns where Arabic PMs occurred in managerial mode in excerpt 14.1 have also revealed some pedagogical goals. So, *alaan* “now” was identified in the middle of line 35 to initiate a move from one learning mode to another and to switch the discussion from one student to another in the classroom. Similarly, in the same mode, *na3am* “yes” and “okay” was used at the end of an instruction in line 39 to lead the conversation by instructing one of her student to the use of Arabic. *Law samaht* “please” was used in the end of line 42 to organize the learning environment of one of her students by instructing her to go back to her seat in the assigned group and to continue working with them on the activity. .

On the other hand, four identified Arabic PMs also performed some instructional goals in classroom context mode. Starting with the PM *na3am* “okay” in line 37, it was used to get the students’ attention to participate in the discussion by initiating another display question to them. In line 41, *wamaza aydan* “and what else” was used to provide students with more opportunity to take turns and interact with their teacher. In line 62, *momtaz* “great” was also used to indicate an encouraging feedback on a student answer. In line 65, the PM *ta3ni* “it means” was used to enable a student to regain the floor of interaction and elaborate on the meaning of a word.

4.7.9 Stage I Functional Analysis of Arabic PMs in Excerpt 15

Nine Arabic PMs were identified in excerpt 15. In line 504, *ya3ni* “it means” functioned as a structural marker to elaborate on the meaning of the word *3am* “swim.” In line 505, *alaan* “now” was used as a structural marker to mark the end of a topic and introduce a new one. The other PM *ahsantom* “great,” for a plural of addressee, appeared in line 518 as an interpersonal marker to show a teacher positive response toward a student’s answer. In the same line, *alaan* was also used as a structural marker to switch the topic of discussion. Similarly, *tayyeb* “okay” occurred in line 522 functioning as a structural marker to change the topic of discussion. The other PM

khalas “okay” in line 528 was used as a multi-functional marker performing an interpersonal function to show a teacher response to a student inquiry in the previous line and as a structural function to continue discussion on the same topic. The other PMs *hal aqool* “will I say” and *matha aqool* “what do I say” were used in lines 528 and 534 as multi-functional markers functioning as structural markers to initiate discussion on a topic as well as interpersonal markers to seek a clarifying response from students. *Fahona* “so here” was used in line 534 as a structural marker to change the topic of discussion. The last PM *lanno* “because” in line 539 was used as a multi-functional marker performing a referential marker to initiate a cause and a structural function to develop discussion on a topic.

Excerpt 15

503. **T:** ↑ma howa motaradef hmm (.) aha lakn ana ayna wad'a3tha (.) aha 3am ↑laysat oh
 {What is the synonym for hmm. Aha but where i put it? Aha it is the word *swim* not oh
504. ma howa motaradef 3am (.)3aam **ya3ni** swim (.) 3ama sabaha (.) oh la hona 3am 3am 3am sanah
 what is the synonym for swim? The word *3ama* **means** to swim. Waite, no, i don't mean the
 word swim, i mean 3am that means a year and not *3ama* to swim}
505. lya 3am(.) **alaan** < ↑imlaa al-faragh be adat istifham monaseba> (.) kayfa hal kam ma (.)
 {Not 3ama to swim.**Now**, Fill in the gaps with the appropriate question tools such as
 how,do,does, how many, what,etc}
506. awal wahda yawman fe alshahr keif ↑maza satakun (.)
 {The first one is a day in a year, what is the missing question tool here?}
507. **Ss:**kam
 {How many}
508. **T:** kam(.7) ↑faslan fe al-sana (.)
 {How many. A season in a year?}
509. **S:** kam
 {How many}
510. **T:** kam(.) yatasawa allayl wannahar fe kul ayyam al-sana (.)↑ hal haluka (.)
 {How many. Days and nights are equal throughout the year. You are doing?}
511. **S:** kayfa
 {How are you doing?}
512. **T:** kayfa (.2) esmoka ma (.7) fasla alsh ↑toheb fasla al-shetaa (.) hal↑shahran fe al-sana (.)
 {How.Your name.Winter season. Do you like winter? A month in year?}
513. **S:** kam
 {How many}
514. **T:** kam bravou ma shaa allah (.)↑hal ommak (.)
 {How many. Great. Your mom?}
515. **S:** kayfa
 {how}
516. **T:** kayfa (.)↑hadha ma (.)↑tohebbena fasla al-rabee3

- {how. This is what? You like Spring?
517. **S:** hal=
{do}
518. **T:**=hal **ahsantom**(.)↑**alaan** laa kam al-sa3a (.) kam kam al-waqet (.)
{Do.**Great! Now**, waite, what time is it, what time is it?}
519. **S:** nine twelve
520. **T:** ↑tes3a wathna 3ashar? tes3a wathna 3ashar ↑al sa3a al-tase3a
{It is nine twelve. It is nine twelve.It is nine}
521. **S:** (laughs)
522. **T:** ↑al-sa3a <**tayyeb** bellogha al-3ammeeya> (.)↑al-sa3a tes3a(.)
{The time, **okay**, say that in colloquial Arabic. It is nine}
523. **S:** ↑i cant get that=
524. **T:** =↑al-sa3a tes3a
{It is nine}
525. **S:** tes3a 3a [wethna 3ashar
{it is nine twelve}
526. **T:** [wetyna3sh daqeqa
{And twelve minutes}
527. **S:** ↑wetyna3sh daqeqa
{And twelve minutes}
528. **T:** >**khallas** neshtgel 3al3ameyya (.) <↑fe al-sana shahran? ↑mada akteb↑**hal aqool** ethna
{**Okay**, it is **enough** working on colloquial Arabic.Two months are in the year. How can i write it in Arabic. **Do i say?**
529. 3ashar walla ethnata 3ashar? ↑>labod an yatafeq wahed wa ethnan↑ahada 3ashar ethna 3ashar
Twelve or twelve (with different pronunciations that is based on Arabic grammar).The word twelve must agree in number and gender with the noun that it describes}
530. labod an yatafeq< **saqool** ethna:: 3ashar (.) shahran (.2) so wahed wa ethnan same=
{The word *ethna 3ashar* “twelve” must agree in number and gender with the masculine noun,the word *shahran* “month, to which it is added to it}
531. **S:**=↑I do not like this=
532. **T:** =**la** (.) ana la oheb dhalek(.)↑lematha(.) =
{I don't like that, why?}
533. **S:** = ethana 3ashar
{the word twelve}
534. **T:**<↑**fahona** (.) akthar al-shoho::r ↑feha:: (.7) thala> ↑**mada aqool** ↑**hal aqool** thalathee::n(.)
{**So here**, the majority of the months have thir. **What do i say? Do i say** thirty?
536 walla thalathoon (.) yawman(.)
or thirty days (with different pronunciations that is based on Arabic grammar)}
536. **S:** (a student making noise)
537. **T:** ↑thalathoona::(.) yawman thalathoona yawman=
{Thirty days thirty days}
538. **S:** it is supposed to be **thalatheen**=
{it is supposed to be thirty with different pronunciation?}
539. **T:**=thalathoona yawman ↑lemadha (.) **lanno** (.) ↑akthar al-shohor feha akthar it is a noun
{thirty days, with a different pronunciation, so why that is **because** the previous sentence that is the majority of the months...is a nominal sentence
540. sentence tkun jomla esmeyya mubtadaa khabaruha takun thalathun.
where both the subject the word *akthar* “majority” and the predicate the word *thalathoon* “thirty” are in nominative case}

4.7.10 Stage II Interactional & Pedagogical Analyses of Arabic PMs in Excerpt 15.1

4.7.10.1 Identifying The Macro Structures of The Modes in Excerpt 15.1

As demonstrated below, four modes can be detected in excerpt 15.1 below. The excerpt started with material mode close to an end of a teacher turn in line 505. Further, the same mode appeared and continued in the following lines till the beginning of line 518. So, through rising tones and short pauses in lines 505-518, classroom interactions centered on teacher C asking questions about the missing words in the information gap activity and her students replying with the correct answers. In the middle of another teacher turn in line 528, the teacher temporarily returned to material mode to continue discussing another missing element in the assigned activity. The last occurrence of this mode was identified in the opening of another teacher turn in line 534 to display another question to students that asked about another missing word in the same activity.

Skills and systems mode also appeared in the excerpt through the rising tones in the beginning of lines 503 and 504 to initiate a display question that asked about the synonym for the word *3am* “year” in the learning material and then to have the same question repeated in the other line. The same mode was also identified in the end of line 528 to introduce two more display questions that required the students to differentiate between the phrase *ethna 3ashar* “12 to mark a masculine” and the other phrase *ethnata 3ashar* “12 for a feminine.” Likewise, in an opening of another turn and through rising in line 534, the teacher returned to skills and systems mode by using the PMs *madha aqool* “what do I say” and *hal aqool* “do I say” to form other display questions that asked about the correct pronunciation of the number 30 that preceded the noun *yawman* “day.” Thus, in the other subsequent lines 336-338, skills and systems mode was also detected through both the teacher’s rising tone to provide the correct answer with stretching its pronunciation and repeating the same word more than twice. The same mode was also found in

the student turn that asked for a clarification through an emphasis on the word *thalatheen* “thirty” that is pronounced with vowel /e/ instead of *thalathoon* “thirty” that is pronounced with vowel /o/.

Classroom context mode was also highlighted in different parts of the excerpt. In line 504, the teacher switched to this mode to elaborate on the meaning of the word *3am* “year” and to differentiate it from the other word *3am* “swim,” that has the same pronunciation. Also, in line 518 and through the use of the rising PM *alaan* “now,” the teacher returned to the same mode to create a more interactional opportunity to her students to practice using the concept of morphological inflection for number and gender that was taught to them in the beginning of the lesson. So, in the end of a turn in the same line, the teacher initiated a display question about the remaining time of the class. The mode continued in the following lines in a form of a question asked by the teacher and an answer provided by the student and then translated into Arabic by the teacher. Through rising tones, in line 520, the student’s answer was repeated by the teacher three times in the same turn. Later, through the similar interactional patterns in lines 522- 527, the same mode was identified again where the teacher taught the students the concept of telling time in colloquial Arabic as the time 9:12. Likewise, in the center of another turn in line 529, classroom context mode was detected from lines 529 till the beginning of line 532. So, through the rising intonation and the faster speech pace in line 529, the teacher returned to the current mode to teach the students the morphological rule that involves number and gender agreement in the phrase *ethna 3ashar* “twelve” when it is used to describe a male noun. Through an emphasis on the phrase *saaqool* “I will say” as well as a stretching of the last part of the word *ethna* “two” in line 530, the teacher repeated the previous discussion of the morphological rule. In a student turn in line 331, a student indicated his feeling toward the previously discussed point. Following that, in line 332, the teacher responded by repeating the Arabic translation of the student sentence. Soon after that, through a

rising tone, a referential question was asked in the end of a teacher turn in the subsequent line. In another other teacher turn with the similar interaction features in lines 539-540, the last occurrence of classroom context mode was identified to provide a further discussion on why the word *thalathoon*, “thirty added to vowel /o/,” was the correct option instead of *thalatheen*, “thirty but with the /e/ vowel.”

The least identified mode in excerpt 15.1 was managerial mode. So, the first occurrence of that mode was detected in the beginning of line 505 through the use of transitional PM *allan* “now” that occurred in a slower speech pace to introduce the instruction of a new activity to students. Also, in line 522, the same mode was also recognized through the teacher use of another transitional marker followed by a micro pause to initiate another instruction to students. Similarly, in the opening of two teacher turns, the teacher returned to this mode through the use of the PMs *khalas* “okay ” in line 528 and *fahona* “so here” in line 534.

Excerpt 15.1

503. T: ↑*ma howa motaradef hmm (.) aha lakn ana ayna wad'a3tha (.) aha 3am ↑laysat oh*
 {What is the synonym for the word *hmm*. Aha but where i put it? Aha it is the word *swim* not oh
504. *ma howa motaradef 3am (.) 3aam ya3ni swim (.) 3ama sabaha (.) oh la hona 3am 3am 3am sanah*
 what is the synonym for swim? The word *3ama* means to swim. Waite, no, i don't mean the word swim, i mean *3am* that means a year and not *3ama* to swim}
505. *lysa 3am(.) alaan < ↑imlaa al-faragh be adat istifham monaseba> (.) kayfa hal kam ma (.)*
 {Not *3ama* to swim. Now, Fill in the gaps with the appropriate question tools such as how,do,does, how many, what,etc}
506. *awal wahda yawman fe alshahr keif ↑maza satakun (.)*
 {The first one is a day in a year, what is the missing question tool here?}
507. Ss: *kam*
 {How many}
508. T: *kam(.7) ↑faslan fe al-sana (.)*
 {How many. A season in a year?}
509. S: *kam*
 {How many}
510. T: *kam(.) yatasawa allayl wannahar fe kul ayyam al-sana (.) ↑ hal haluka (.)*
 {How many. Days and nights are equal throughout the year. You are doing?}
511. S: *kayfa*
 {How are you doing?}
512. T: *kayfa (.2) esmoka ma (.7) fasla alsh ↑toheb fasla al-shetaa (.) hal ↑shahran fe al-sana (.)*
 {How. Your name. Winter season. Do you like winter? A month in year?}

513. S: kam
{How many}
514. T: kam bravou ma shaa allah (.)↑hal ommak (.)
{How many. Great. Your mom?}
515. S: kayfa
{how}
516. T: kayfa (.)↑hadha ma (.)↑tohebbena fasla al-rabee3
{how. This is what? You like Spring?}
517. S: hal=
{do}
518. T: hal ahsantom(.)↑alaan laa kam al-sa3a (.) kam kam al-waqet (.)
{Do.Great! Now, waite, what time is it, what time is it?}
519. S: nine twelve
520. T: ↑tes3a wathna 3ashar? tes3a wathna 3ashar ↑al sa3a al-tase3a
{It is nine twelve. It is nine twelve.It is nine}
521. S: (laughs)
522. T: ↑al-sa3a <tayyeb bellogha al-3ammeeya> (.)↑al-sa3a tes3a(.)
{The time, okay, say that in colloquial Arabic. It is nine}
523. S: ↑i cant get that=
524. T: =↑al-sa3a tes3a
{It is nine}
525. S: tes3a 3a [wethna 3ashar
{it is nine twelve}
526. T: wetyna3sh daqeqa
{And twelve minutes}
527. S: ↑wetyna3sh daqeqa
{And twelve minutes}
528. T: >khalas neshtgel 3al3ameyya (.) <↑fe al-sana shahran? ↑mada akteb↑hal aqool ethna
{Okay, it is enough working on colloquial Arabic.Two months are in the year. How can i write it in Arabic. Do i say?
529. 3ashar walla ethnata 3ashar? ↑>labod an yatafeq wahed wa ethnan↑ahada 3ashar ethna 3ashar
Twelve or twelve (with different pronunciations that is based on Arabic grammar).The word twelve must agree in number and gender with the noun that it describes }
530. labod an yatafeq< saaqool ethna:: 3ashar (.) shahran (.2) so wahed wa ethnan same=
{The word ethna 3ashar “twelve” must agree in number and gender with the masculine noun,the word shahran “month, to which it is added to it.}
531. S: =↑I do not like this=
532. T: =↑a (.) ana la oheb dhalek(.)↑lematha(.) =
{I don't like that, why?}
533. S: = ethana 3ashar
{the word twelve}
534. T:<↑fahona (.) akthar al-shoho:r ↑feha: (.7) thala> ↑mada aqool ↑hal aqool thalathee::n(.)
{So here, the majority of the months have thir. What do i say? Do i say thirty?
- 536 walla thalathoon (.) yawman(.)
or thirty days (with different pronunciations that is based on Arabic grammar)}
536. S: (a student making noise)
537. T: ↑thalathoona:(.) yawman thalathoona yawman=
{Thirty days thirty days}
538. S: it is supposed to be thalatheen=
{it is supposed to be thirty with different pronunciation?}
539. T: =thalathoona yawman ↑lemadha (.) lanno (.) ↑akthar al-shohor feha akthar it is a noun

- { thirty days, with a different pronunciation, so why that is **because** the previous sentence that is the majority of the months... is a nominal sentence
540. **sentence tkun jomla esmeyya mubtadaa khabaruha takun thalathun.**
 where both the subject the word *akthar* “majority” and the predicate the word *thalathoon* “thirty” are in nominative case}

4.7.10.2 Investigating The Micro Interactional Features of Arabic PMs in Excerpt 15.1

By looking at the interactional patterns where Arabic PMs were used in the four identified modes in excerpt 15.1, nine Arabic PMs can be identified in specific interactional features. So, in the beginning of a teacher turn in line 518 preceded by the repetition of a student answer and followed by a short pause, the PM *ahsantom* “great” is the only Arabic PM identified in material mode to provide an evaluative feedback on a student answer. On the other hand, four Arabic PMs were identified in managerial mode. In the the beginning of a turn in an extended teacher and and in a slower speech pace in line 505, the first PM *alaan* “now” was used in that context, with an emphasis, as a transitional marker followed by a rising tone to initiate an instruction to student. The second PM *tayyeb* “okay” occurred in an opening of another teacher turn in line 522 preceded by a rising tone and followed by a pause and a direction to students. *Khalas* “okay” was detected in an utterance-initial in line 528 followed by a pause and the same instruction that was used in line 522. Another PM *fahona* “so here” was found in managerial mode in an opening of a teacher turn in line 534 in a slower speech pace followed by a pause and the reading of another element from the learning material to the students.

Likewise, four Arabic PMs were used in classroom context mode. The first PM *ya3ni* “it means” occurred in the middle of an extended teacher turn in line 504 with an emphasis and headed by a display question that asked about the synonym for a specific word. *Ya3ni* was also followed by an elaboration on a meaning of a word the that teacher asked about in a form of a feedback. The rising PM *alaan* “now” was identified in the center of a teacher turn in line 518 and followed by two referential questions. The last marker in this mode *lanno* “because” occurred in the middle

of a shorter teacher turn in line 539 preceded by a rising tone to initiate a display question and followed by a pause and another rising symbol to introduce the answer to the previous question.

As for skills and systems mode, two Arabic PMs were detected there. In the end of line 528, the rising PM *hal aqool* “do I say” was used to form a display question that asked about the appropriate use of a phrase from the activity. The marker was also headed by another display question and followed by a part that completed the display question about which phrase in the material was correct after the previously discussed morphological rule was applied. Likewise, in the center of another turn in line 534, the two rising PMs *matha aqool* “what do I say” and *hal aqool* “do I say” were used to initiate a display question.

4.7.10.2 Linking Interactional Features to Pedagogical Goals in Excerpt 15.1

The identified interactional features and patterns where the nine Arabic PMs occurred in the four modes have also performed some pedagogical goals. In material mode, the PM *ahsantom* “great” in line 518 was used to display and confirm the correct answer. In managerial mode, *alaan* “now” in line 505 was used to transmit an instructional information to students and also to introduce a new learning activity. The PM *tayyeb* “okay” was used in the same mode in line 522 to change discussion from one point to another in the activity. *Khalas* “okay” was used in line 528 to convey an instruction to students and to mark a change in the learning mode. *Fahona* “so here” appeared in line 534 to refer the students again to the learning material in the activity on which they were working.

Furthermore, through the use of the four identified Arabic PMs in classroom and context mode, other educational goals were also performed. So, in line 504, *ya3ni* “it means” was used to provide an explanation to the students on the meaning of the word *3am* “year.” *Alaan* “now” occurred in line 518 to provide the students with an interactional opportunity to interact and

practice using the concepts they learned in the class in another life conversation initiated by the teacher. In line 539, *lanno* “because” was used to provide another answer to the previous question. Similarly, the interactional patterns of the two Arabic PMs in skills and system mode also performed important pedagogical goals. Thus, The PM *hal aqool* “do I say” was used in line 528 to display the correct form and to give the student an opportunity to learn the correct forms. Likewise, in line 534, the PMs *maza aqool* “what do I say” and *hal aqool* “do I say” were used to show the correct answer again to the students and to assist the students in learning them.

4.8 Stage III Attitudinal Analysis of Arabic PMs in Teacher’s C Perceived Use

This section demonstrated an attitudinal analysis of the uses and functions of the identified Arabic PMs in teacher C classroom talk that was based on teacher’s C answers to a list of twelve prepared questions in an individual semi-structured interview. While the first part of this section (Q-1-7) is devoted to collect data that answered the third research question that is related to teacher’s C perceptions toward the uses of Arabic PMs in her actual production, the last part of this section (Q8-12) centers on findings answers from the teacher that shows how the teacher perceives that her classroom context influences her uses of those linguistic elements in her classroom talk.

4.8.1 Interview Question & Answers In Relation to Research Q3

1. What meanings and functions do Arabic expressions/words such as *alaan* “now,” *tab3an* “of course,” *maza aqol* “what do I say,” *yalla* “come on,” *ma3ya* “are you with me,” *aydan* “also,” *ya3ni* “means” *na3am* “yes” and “okay,” *law samaht* “please,” *mathlan* “for example,” *tayyeb* “okay” have in your classroom talk?

Starting with the PM *alaan* “now,” teacher C said that it means *right now* and it is used to get the students ready to do something at the time of speaking. As for the PM *tab3an* “of course,” the teacher indicated that it means “of course” and it is used to bring the students’ attention to a specific point in the lesson that she wanted them to focus on. According to her, the PM *momtaz*

means excellent and it is used to encourage the students. The other PM *matha aqool* is found to mean “what do I say” and it is used in the teaching of grammatical structures to students such as opposites, synonyms, and plural forms. The other two PMs *yallah* “come on” and *ma3aya* “are you with me” were observed as attention getters to ensure students are following the teacher. Moreover, *aydan* means “also” and it is used to continue to add something to the discussion. So, she added that this marker was used in her teaching of some grammatical forms (e.g. gerund and the root of the words) such as presenting the students with words as *qaraat* “she read,” *qeraah* “reading” that have a similar root to the words *darasat* “she studied” and *derasah* “studying.” The teacher stated that *ya3ni* has a meaning similar to “something means” and she used this expression to ask the students about the meaning and definition of a question she said to them. *Na3am* means “yes” and it is used either to get the students to repeat answers to the teacher to verify that they were correct or to inform the students that their answers were correct, which as she thinks is also away of teaching manners to students. *Mathalan* means “for example” and she also uses it to teach grammar by providing examples to teach structures such as subject, verb and object. Finally, as she points out, *tayyeb*, only means good and it is associated with the teaching of manners to students.

2 How do you think the previous Arabic expressions/words can be used as a teaching tool in your classroom talk?

As teacher C pointed out, the previous expressions can be used as a teaching tool where they function as attention getters to increase the focus of students. Further, she added that other expressions such as *matha aqool* that means “what do i say” will make the students more focused in their listening to the teacher or when they are assigned to reading comprehension activities. Other markers like *ma3aya* “are you with me” can be used as attention getters to make the students more aware of the coming questions that are to be asked to them. *Aydan* “also” can be used to

connect things especially in the teaching of a story. *Ya3ni* “it means” is regarded as a useful tool to teach definitions and meanings of words to students. So, she claimed that such a marker appeared quite often in her classroom talk to teach different vocabulary to her students through initially providing the meanings of words and then requesting her students to find out words in the story that share those specific meanings. *Mathalan* “for example” can be used to initiate illustrations to students that again centered on the teaching of linguistic knowledge such as plural forms, synonyms, opposites and the definition of the words. As for the PM *tayyeb* “okay,” teacher C did not know how it can be used as a learning tool. Instead, she said that she used other markers alot such as *law samaht* “please,” *matha aqool* “what do i say,” *na3am* yes and *mathalan* “for example” but she did not explain on how they can be used as teaching tools.

3. How do you think the Arabic expressions/words that are presented in your classroom talk can be used as learning tools for your students?

She started her answer by citing the PM *law samaht* “please” as an example for an expression that can be used in the beginning of a turn to attract the students’ attention. According to her, the function of *alaan* “now” is similar to *law samaht*, so such marker is also used as an attention getter to make her students more focused and prepared for a task. Likewise, the PM *matha aqool* “what do i say” is seen to make the students more focused of specific things that will be presented to them such as comprehension questions about a story. The last marker that was highlighted in her response to this question was the PM *mathalan* “for example” that is observed to present illustration to students including the teaching of synonyms and grammatical forms.

4. In your classrooms in the U.S., what Arabic expressions/words you have used in your classroom talk might be useful to be explicitly taught to your students and make them aware of and why?

The teacher did not provide examples of specific expressions that she taught to her students. Instead, she argued that it is not about teaching expressions alone. Rather, she found that students like to learn things when they are presented to them through fun and games activities. So, she said

she relied on songs and body language to the teaching of new vocabulary. As for the reason of using fun activities and movement in teaching expressions and words to her students, the teacher said that it is because her students like to move and is also because young learners cannot maintain focus for the whole class time. Thus, that type of activity was seen to make her students more active throughout the lesson and also help them to gain their attention.

5. Throughout your conversation with your students in the classroom, what Arabic words/expressions you might use to make sure that your students are following you and understanding the lesson?

In response to this question, the teacher did not clearly indicate what Arabic expressions she used with her students to ensure that they are following and understanding the lesson. Instead, she started her answer by elaborating on her teaching style and daily classroom practices such as reviewing the lesson contents, asking questions and assigning students into groups to compete with each other. Also, she added that repetition of some important words from the lesson is another strategy she used to have her student attention. However, in the end of her reply to this question, she gave examples of some expressions she used with her students to ensure that they were following her such as *entabeh* “pay attention” *3od ela al3amal* “back to work,” *rakez* “be focused,” *3ad ela altarkeez* “get your focus back,” and finally *etabe3 alta3lema* “follow the instructions.”

6. Throughout your conversation with your students in the classroom, what words/expressions you might use to encourage students to participate and interact in classroom settings?

Law samaht “please,” and *kono ma3y* “be with me” are examples of the words and expressions the teacher used to encourage interactions. Moreover, according to teacher’s C beliefs, students like to interact when they are encouraged and given presents. So, she said that she used expressions such *entabehu hata takhotho hadya* “pay attention to me so you could have a present” and *kono ma3y hata tahsolo 3ala hadyah* “be with me so you can have a present.” Also, according to her, another strategy for motivating her students to interact is by connecting Islam values and

manners to the teaching and learning of Arabic. Thus, she added that she always tells her students that if they want to have good deeds, you should focus in your learning and take learning seriously.

7. Based on your classroom teaching experience, which is more important to you as teacher checking on your students' understanding of the lesson or to create opportunities for them to participate and practice Arabic in the classroom and why?

As her answer to this question disclosed to us, creating opportunities for her students to practice speaking Arabic is more important than checking on her students' understanding of the lesson. So, she considers that the main reason behind incorporating a lot of conversation activities in her classes as she finds that creating opportunity to practice conversation in the classroom is away to have more language use. Further, although she indicated in the beginning of her answer that practicing to use a language is more helpful for students than just understanding it, she later added that both language practice and language understanding is important and that is because if they understand the lesson, they can use it in conversation.

4.8.2 Interview Question & Answers In Relation to Research Q4

8. How do you think your uses of these Arabic expressions/words in your classes with learners of Arabic may be different based on different ages in your school?

Based on her experience of teaching older Arabic learners aged between 10-14, the teacher thinks that there might not be any difference as she believes that her students are smart enough to understand even expressions from colloquial Arabic. However, she indicated that based on her experience of teaching Arabic to second and third graders many years ago, she found that students at that younger age might have difficulty understanding dialectal Arabic. As for her older learners, she added that they may have difficulty understanding some expressions from SA such as *matha aqool* "what do I say" and *law samahat* "please" but not the other expressions as *men fadlek* "please," *na3am* "yes" and "okay" and *tayyeb* "okay."

9. In addition to the Arabic expressions you see here in this table, what are other Arabic expressions/ words you might use with native Arabic learners in an Arabic speaking

country? What other Arabic expressions would you use with your students of Arabic in the U.S.?

The teacher did not to give examples of Arabic expressions that can be used in the two different contexts, but she elaborated on how her teaching of Arabic might vary in the two different contexts as was presented in her answer to the next question below. So, she started her answer indicating that while in the U.S. she will use Arabic and English with more use of Arabic, she will only use Arabic when teaching Arabic in Arabic speaking countries. Moreover, with native Arabic speaking students, she will use more colloquial Arabic as she will expect her students there to speak more colloquial Arabic than SA. On the other hand, for her students in the U.S., she will use more SA as her students there are more accustomed to the use of SA. In a further elaboration, the teacher added that teaching Arabic in native Arabic speaking countries also varies from a country to another. So, in a country as Saudi Arabia, students are more expected to use SA than colloquial Arabic in their readings and writing classes, whereas, students in the other Arab countries such as Jordan, Syria and Egypt used more colloquial Arabic.

10. How do you think your uses of Arabic expressions like these words might vary when teaching native Arabic speakers in an Arabic speaking country as compared to using those Arabic expressions while teaching your students of Arabic in the U.S. and vice versa? If a difference is identified, please explain why?

The teacher stated that there is a difference in teaching Arabic to the two different groups. So, she added that when teaching Arabic grammar to students in Arabic speaking countries, she will use only Arabic as the students there speak only Arabic. On the other hand, when teaching Arabic grammar here in the U.S., she will use both Arabic as well as English. Thus, based on her experience, she found that it was difficult for her students in the U.S. to understand Arabic grammar if she only uses Arabic. Therefore, she added that using English, as in the grammar translation teaching method, was very beneficial to teach some Arabic grammatical structures such as the different types of verbs that take different types of objects. As for conversation, teacher C

thinks that native Arabic speaking students do not have problems in conversations as they have enough exposure to the Arabic language, whereas her students in the U.S. face problems in that regard as they have limited vocabulary knowledge in Arabic and limited exposure to Arabic. Based on that, she concluded that she had to be selective in the words she used in her classroom talk so she used words from SA; the ones which she thinks her students are more familiar with instead of the other words from colloquial Arabic.

11. What functions do you think these Arabic expressions/ words can perform when used by your non-native Arabic speaking students in their conversations with native Arabic speaking people and why?

For this question, the teacher did not provide clear answers that indicate what functions the identified Arabic PMs perform when used by non-native Arabic students in their conversations with native Arabic speakers. Instead, she only argued that those expressions have functions in conversations. So, she pointed out that her students used expressions such as *law samaht* or *men fadhlek* “could you please” when asking for a permission to do something. Also, they used other PMs such as *ma3aya* “are you with me,” *yallah* “come on” and *tayyeb* “okay.” When the teacher was asked why she thinks those expressions were helpful for her students in conversation, she said they were helpful for learning manners in conversation and she used, as an example, the basic literary meaning for the PM *tayyeb* that is “i am good.” The teacher added that another PM such as *na3am* “yes” was frequently used by her students to ask for something in Arabic.

12. What Arabic variety do think you might use more in your teaching of Arabic in the current school where you are teaching now and why? (e.g. colloquial Arabic or Standard Arabic).

Although the teacher’s answer showed that she is aware that her students should be exposed to both SA and colloquial Arabic, she mainly preferred to use more SA in her teaching since she started teaching in the school many years ago. Moreover, the teacher pointed out that her preference for the use of SA is motivated by the fact that SA is the language of the Holy Quran

and the students should learn that specific variety in order for them to be able to read it. The second factor of her preference for SA in her teaching instead of incorporating other Arabic varieties in her daily teaching experiences is related to the parents' expectation of the students in the school who expect their children to learn SA to be able to recite the Holy Quran. However, the teacher concluded her answer by stating that she will plan to incorporate more Arabic varieties in her future teaching as she believes that it is important for her students to be exposed to both SA and colloquial Arabic in order to communicate with native Arabic speakers outside the school.

4.9 Chapter Summary

Through a multi-layered analytical framework, this chapter presents the data analysis of the uses and functions of the identified Arabic PMs in the three teachers' actual productions as well as their perceived uses of those linguistic devices. Thus, as can be observed throughout this chapter, functional, interactional, pedagogical and attitudinal analyses of Arabic PMs were demonstrated in a two phase analysis that started with the analysis of the transcribed texts of the three teachers classroom talks and then moved to the analysis of the three individual semi-structured interviews. The following chapter moves on to the discussion of the results demonstrating a critical presentation of the results through the multi-layered analytical approach.

Chapter 5 Discussion

5.1 Introduction

The current section re-examines the multifaceted analysis of Arabic PMs in the three teachers talks through the following: 1) presenting a rich description of the macro and micro functional uses of Arabic PMs in teacher talk, 2) demonstrating a detailed interactional and pedagogical analysis that investigates Arabic PMs in L2 classroom interactions in relation to interactional and pedagogical language uses, 3) providing a more emic understanding of the uses of PMs in teacher talk through incorporating teachers' perspectives of the uses of those linguistic devices in their classroom talk, and 4) exploring why specific functional, interactional, pedagogical uses of PMs appear in teacher talk through linking teachers' actual productions of PMs in their classroom talks with their perceived uses. Findings from the multi-layered analysis in the previous chapter reveal that Arabic PMs in L2 classroom interaction are important communication devices that perform various functions that are associated with the following factors: a) macro and micro categorical uses, b) interactional features, c) pedagogical goals, d) perceived language use. Briefly, this chapter aims to highlight the important contributions the study has made to the phenomena in the literature and also critically presents to the reader how the findings of the study are in line with the identified research goals (see section 1.6) by re-evaluating the previous analysis of the data and also identifying the major findings that answer the four research questions below:

1. What micro functions do Arabic pragmatic markers perform on the five macro levels in the teacher talk of an L2 Arabic classroom context?
2. What are the interactional functions of Arabic PMs in teacher- led classroom interactions throughout the L2 classroom context in L2 Arabic language classes and how are these interactional functions used in relation to the pedagogical goals of each mode?

3. What are teachers' perceptions of the uses and functions of Arabic pragmatic markers in their classroom talk?
4. How do teachers' perceptions of their classroom context influence their uses and functions of Arabic pragmatic markers in their classroom talk?

5.2 Revisiting The Functional Analysis of Arabic PMs in Teacher A Classroom Talk

In response to the first research question that investigates the macro and micro functional uses of the identified Arabic PMs in teacher's A actual production, this sections revisits and critically examines the findings from the functional analysis that describes how Arabic PMs are functionally used with regard to the adopted functional paradigm (Fung & Carter, 2007).

5.2.1 The Macro & Micro Functions of Arabic PMs in Teacher A Classroom Talk

Findings from the functional analysis of the uses of Arabic PMs in teacher's A actual production reveal that those linguistic elements have a significant representation in spoken classroom discourse. So, based on the functional analysis, many Arabic PMs were identified in table 10. below with important functional uses at a discourse level such as as *tayyeb* "okay," *halla* "now," *na3am* "yes" and "okay," *yallah* "hurry up," "come on" and "let's get going" and *meen kaman* "who else," *alaan* "now," *wa* "and what," *sah* "right," *mashiy* "okay" *momtaz* "great" and "okay," *tab3an* "of course," *beta3rafu* "you know," *almuhim* "the important thing," *aywah* "yes." Further, it can be noted that the identified Arabic PMs in table 10 perform various functions at three macro levels (interpersonal, structural, multi-functional). The following table provides a summary of the three macro levels at which the identified Arabic PMs perform some micro functions that are specific to each macro level:

Table 10 The Macro & Micro Functions of Arabic PMs in Teacher A Classroom Talk

Arabic PMs	Macro Functions	Micro Functions
<i>Tayyeb</i> "okay"	Structural	1. to introduce new learning activity 2. to continue discussion on a topic 3. to switch a discussion topic 4. to finalize a discussion and initiate a move
<i>Tayyeb</i> "alright"	Multi-functional/ interpersonal	1. to indicate a response
	Multi-functional/structural	1. to conclude discussion and initiate a move to another point
<i>Tayyeb halla</i> "okay now"	Structural	1. to switch the topic discussion 2. to conclude discussion 3. to introduce new topic 4. to mark continuation on a topic
<i>Tayyeb halla</i> "okay now"	Multi-functional/ structural	1. to shift the topic of discussion
	Multi-functional/ interpersonal	1. to seek a response
<i>Halla</i> "now"	Structural	1. to introduce new learning activity 2. to shift the topic of discussion
<i>Na3am</i> "yes"	Interpersonal	1. to indicate a response
	Multi-functional/structural	1. to switch from one point of discussion to another
	Multi-functional/interpersonal	1. to indicate a response to an inquiry
<i>Na3am</i> "okay"	Structural	1. to move from a topic to another
<i>Yalla</i> "come on"	Interpersonal	1. to seek a response from a student
<i>Yalla</i> "hurry up"	Interpersonal	1. to indicate a reaction to an incident
<i>Yalla</i> "hurry up"	Multi-functional/interpersonal	1. to indicate a reaction to an incident
<i>Yalla</i> "let's get going"	Multi-functional/ structural	1. to initiate new coming activity
	Structural	1. to prepare learners for a coming activity 2. to guide learners back to an activity
<i>Meen Kaman</i> "who else"	interpersonal	1. to seek a follow up response
<i>Alaan</i> "now"	Multi-functional/ structural	1. to introduce a new learning activity
	Multi-functional/interpersonal	1. to seek a response
<i>Alaan</i> "now"	Structural	1. to continue topic discussion
<i>Wa</i> "and"	Multi-functional/ referential	1. to mark a coordination
<i>Wa</i> "and what"	Multi-functional/ interpersonal	1. to seek an answer
<i>Sah</i> "right"	Multi-functional/ interpersonal	1. to seek responses
	Multi-functional/ structural	1. to conclude discussion on the topic
<i>Tab3an</i> "of course"	Interpersonal	1. to emphasize an information rather than adding new information
<i>Mashy</i> "okay"	Multi-functional/ structural	1. to introduce students to the new learning activity
<i>Mashy</i> "understood"	Multi-functional/ interpersonal	1. to seek a confirmation response
<i>Mashy</i> "understood"	Interpersonal	1. to seek a confirmation response
<i>Beta3rafu</i> "you know"	Interpersonal	1. to seek a follow up answer
<i>Entu halla beta3rafu</i> "you now know"	Structural	1. to summarize the key point in a discussion
<i>Aywah</i> "yes"	Interpersonal	1. to communicate an encouraging response
		2. to indicate an answer to an inquiry
<i>Almuhim</i> "the important thing"	Structural	1. to emphasize and guide learners to the main point in the discussion
<i>Khalas</i> "okay"	Interpersonal	1. to indicate a teacher response
<i>Ya3ni</i> "it means"	Structural	1. to introduce elaboration on a prior information
<i>Momtaz</i> "great"	Multi-functional/Interpersonal	1. to provide a positive evaluation to a student answer
<i>Momtaz</i> "okay"	Multi-functional/Structural	1. to indicate a move from a point to another

As demonstrated above in table 10, the first stage functional analysis of teacher A classroom data shows that seventeen Arabic PMs are used to perform macro and micro functions. Those identified PMs execute a variety of micro functions at three macro levels that are structural,

interpersonal and multi-functional. So, while some Arabic PMs are used only at the structural or interpersonal levels, other markers are multi-functional meaning that they simultaneously perform more than one macro function (e.g. interpersonal and structural functions). For instance, the three PMs *al-muhim* “the important thing,” *halla* and *alaan* “now” are used only as structural markers to organize the structures of spoken discourse for listeners by marking the introduction of a new topic and shifting the discussion from a topic to another or guiding the learners to the main ideas of the discussion. This important structural function of the PM *al-muhim* is also highlighted in Alshamari’s (2015) recent work whose findings describe the same PM as an “anti-digression,” which basically means to “re-guide” and maintain “the ongoing discussion” on a particular topic (p. 11). Similarly, the structural functions of *halla* were also identified in similar studies in Arabic spoken discourse (see AlBatal 1994; Alkhalil, 2005). Further, other PMs that only function as structural markers are *enttu halla beta3rafu* “you now know” and *ya3ni* “it means.” While the multi-word PM *entu halla beta3rafu* has a similar function to *al-muhim* that is highlighting the key point in a discussion, *ya3ni* is used to initiate an elaboration on a prior information; a structural function that was also highlighted in previous research (see AlMakoshi, 2014).

On the other hand, other PMs including *beta3rafu* “you know,” *aywah* “yes,” *meen kaman* “who else,” *tab3an* “of course” and *khalas* “okay” are only used as interpersonal markers to perform functions that are related to global discourse coherence such as indicating an answer or a response from/to a speaker, seeking a response or emphasizing a meaning of an information to the learners. Although the previous research on Arabic PMs did not enough explore the discursive functions of these Arabic PMs, this study reveals that these linguistic elements have important interpersonal uses in classroom interactions that are related to participants, context of interactions or discourse (Aijmer, 2003, 2013; Fung, 2003; Schiffrin, 1987). For example, this study has shown

that the interpersonal functions of the PMs *aywah* “yes” and *na3am* “yes” are necessary for the flow of interactions as backchannel conversation devices to extend the interactional sequences (see Beach, 1995; Yang, 2014). Also, while the PM *tab3an* “of course” performs as an important stance marker to reinforce meanings to listeners (Carter & McCarthy, 2006), the interpersonal uses of *beta3rafu* “you know” and *khalas* “okay” are necessary for monitoring discourse as *speaker-discourse-hearer indicators* (Yang, 2014).

Moreover, findings from the functional analysis clearly reveal the multi-functionality of those communication devices that has been thoroughly investigated in the literature. Multi-functionality refers to the cases where a PM performs multiple functions simultaneously at different macro levels (see Aijmer, 2013; AlMakoshi, 2014; Fung & Carter, 2007; Yang, 2014). Examples from teacher A classroom talk show how many identified Arabic PMs perform more than one macro function concurrently such as the following PMs: *tayyeb* “okay” and “alright,” *na3am* “yes,” and “okay” *mashy* “okay” and “understood,” *yalla* “hurry up” and “let’s get going,” *sah* “right,” *wa* “and” and “and what” and *momtaz* “great” and “okay.” Therefore, in this study, the PM *tayyeb*, that is known as the highly cited Arabic PM in spoken discourse, is treated as a multi-functional marker that instantly performs structural and interpersonal macro functions. Thus, in contrast to the treatment of the same PM in the previous research either as a structural marker (see Al-Batal, 1994) or as an interpersonal marker (see Ismail, 2015), in the current study *tayyeb* is classified as a multi-functional marker. This observation verifies the validity of adopting Yang’s (2014) *multi-functional category*, as the fifth macro category, in the functional analysis to account for the multi-functionality of those linguistic elements.

Furthermore, as noted in table 10 above, the detected Arabic PMs do not function at the two other macro levels that are the referential and cognitive levels. So, there are usually a

preference towards the use of the structural markers such as *alaan* and *halla* “now,” *tayyeb* “okay” and “alright” instead of the referential markers such as *lannu* “because” and *lakin* “but” or the cognitive markers as *fi thani* “I think” and *a3ni* “i mean.” This tendency toward the uses of the structural and interpersonal markers more than the referential and cognitive markers is also reported in previous research (see AlMakoshi, 2014) and it is motivated by the fact that in classroom interactions teachers are interested in delivering a coherent input and “build(ing) on shared interactional space (*you know*) rather than to introduce new information” to learners” (Yang, 2014, p. 99).

The coming excerpt below is taken from teacher’ A classroom data to demonstrate how Arabic PMs function at one macro level. As it is shown in excerpt 1.2, that two Arabic *tayyeb* “okay” and *halla* “now” are used at one macro structural level to perform two micro structural functions:

Excerpt 1.2

1. T: <salam alaykum>
{peace be upon you}
2. Ss: <walaykum assalam warahmatu allahi wabraktu>.
{peace, mercy and blessings of God be upon you as well }
3. T: >kayfa halukum alyawm inshallah bakhe:er<=
{how are you doing, doing good?}
4. Ss: =<alhamd lellah>
{praise is due to God}
5. T:> masalah.mahallah 3alykum< (.) <**tayyeb** (.2) **halla:a** (.) assaf athalith,
{great job, **okay**, **now**, third level Arabic students }
6. ayna alkitub?> hatu alkitab alsaf althaleth(.) [alsaf althaleth.
{where are your books, bring them to me oh third level students!}

Excerpt 1.2 above shows that two Arabic PMs occur in an extended teacher turn performing at the structural macro level. So, in a slower speech pace in line 5, *tayyeb* “okay” and *halla* “now” were used as transitional markers performing one macro structural function with micro functions

that was related to conclude greeting and initiate an instruction to one group of her students to be prepared for the new learning activity in the textbook.

5.3 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher A Classroom Talk

As discussed earlier, an important goal of this study, which is also the second research question, is to find out what interactional and pedagogical uses that the identified Arabic PMs perform in each mode throughout classroom interactions. Thus, this section highlights some important findings that are related to the interactional and pedagogical uses of Arabic PMs in each micro contexts of the four modes through applying mechanisms from CA and L2 classroom modes analysis.

5.3.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode

Generally speaking, as described in the works of Walsh, 2006 and 2011, managerial mode is detected in the beginning, middle and end of a turn with interactional features that are modified by prolonged teacher turns and frequent use of transitional markers. This mode is regularly used to transmit “procedural information” to students that...involves teachers’ awareness of the audiences” (Yang, 2014, p. 104). Table 11 below summarizes the interactional patterns and functions for the identified Arabic PMs in managerial mode:

Table 11 The Interactional Patterns & Functions of Arabic PMs in Managerial Mode (Teacher A)

PMs	<i>Tayyeb</i> "okay"	<i>Halla</i> "now"	<i>Na3am</i> "yes" and "ok"	<i>Yallah</i> "hurry up" and "let's get going"	<i>Meen kaman</i> "who else"	<i>Alaan</i> "now"	<i>Law samahiti</i> "please"	<i>Mashy</i> "okay"
Interactional Patterns	1. turn- initial in an extended turn -followed by a pause and used in a slower speech pace 2. turn- initial in a single turn -marked by emphasis and followed by a pause 3. turn-transition -preceded by a pause and/ or followed by a pause	1. turn -medial position -followed by a pause and/or marked by emphasis	1. turn-final -preceded by a pause and marked by emphasis 2. turn-initial in an extended turn -preceded by rising and marked by emphasis 3 turn transition preceded by rising or a pause, followed by pause or marked by an emphasis	1. turn-transition -preceded and followed by pauses or marked by emphasis 2. turn-pre-closing -preceded and followed by pauses	1.turn-medial position -marked by a slower speech pace	1.turn-medial position -used in a slower speech pace	1.turn-final position in an extended turn -followed by a pause	1.turn-initial in an extended turn -precede by a pause and marked by a stretched sound 2. turn-final in a single short turn -followed by a pause
Functions	1.,2. & 3 instruction initiator& attention getter	1. instruction initiator & attention getter	1. instruction finalizer & attention getter 2. instruction finalizer & attention getter 3. instruction initiator & attention getter	1.instruction initiator & attention getter 2. & attention getter	1. continuation of an instruction & attention getter	1.continuation of an instruction & attention getter	1. instruction finalizer & attention getter	1. instruction initiator & attention getter 2. instruction finalizer & attention getter
PMs	<i>Al-muhim</i> "the important thing"	<i>Khalas</i> "okay"						
Interactional Patterns	1.medial-position -marked by emphasis and followed by a pause	1. turn-initial in an extended turn -preceded and followed by pauses						
Functions	1. instruction initiator & attention getter	1. instruction initiator & attention getter						

Table 11 shows the contextual interactional patterns for the identified Arabic PMs in teacher A classroom talk in managerial mode. As it is noted, 10 Arabic PMs are listed as managerial markers including *tayyeb* "alright and "okay" *halla* "now," *na3am* "yes" and "okay," *alaan* "now," and *al-muhim* "the important thing." Interestingly, in another study on PMs in teacher talk, Yang (2014) found that the English PMs *okay*, *alright* and *now*, which are also the equivalents to the previously identified Arabic PMs, are also typically used PMs in managerial mode and they are used to transform information and manage classroom interaction (p.112). The interactional patterns of PMs in this mode are more likely to appear at turn-initial and turn-final

positions of extended teacher turns especially at transitional turns between different classroom activities. Once more, this is also in line with Yang's (2014) analysis that highlights similar interactional patterns of PMs in managerial mode where those elements are used at a beginning of a turn to transmit new information and to attract students' attention and also close to an end of a teacher turn to finalize instruction and ensure students' understanding of the instruction before a new instruction is introduced. Further, the identified Arabic PMs in teacher's A data also occur in medial position as well as in turn transition. PMs in medial position are used to make the students aware of a new instruction and/ or to draw their attentions to an important point in the old instruction. In addition, PMs also appear in turn transitional places to introduce an instruction to students to get their attention or to seek a response from them on a specific point related to the learning content. In excerpt 1.3, three Arabic PMs can be detected in different parts of the excerpt with various interactional functions in managerial mode (blue highlighted)

Excerpt 1.3

5. T:> *mashalah.mahallah 3alykum*< (.) <**tayyeb** (.2) **halla:a** (.) assaf athalith.
{Great job. **Alright! Now**, third level Arabic students}
6. **ayna alkitab?> hatu alkitab alsaf althaleth**(.) [alsaf althaleth.
{where are your books, bring them to me oh third level students!}
7. S1: [we are not grade three.
8. T: **tayyeb** (.2) **alsaf alrabe3 ana bedi tenthoro hena halla** nonthor 3ala (1.6). **hatha**
{**Okay**, fourth level students, i want you to look here **now**, we are looking at this that
9. **emken kitab S (um) so asaf athaleth. Yea:h** (.7). **uhm** (.) **alyawm inshallahj rah yekun**
{might be a student book. So, oh level three students, today we will have}
10. **dars jadee:d. na3am** habibti
{a new lesson, **yes** sweet heart}
11. S: ((a student requested the teacher to leave))

As observed above, the identified Arabic PMs occur in different interactional patterns. The PMs *tayyeb* “alright” and “okay” and *halla* “now” are used to start a new turn that follows the quickened speech pace and the micro pause functioning to draw the students attention to the new instruction. In line 8, the marker *tayyeb* “alright,” followed by a short pause, appears again in the

opening of a teacher turn to initiate a new instruction to the other group in the same class. In the same turn, *halla* “now,” marked with an emphasis, occurs in the center of a turn to guide the student attention to a new instruction. The last PM in the excerpt, *na3am* “yes” appears close to the end of a teacher turn in line 11 to mark an end of a teacher turn through responding to a student’s request and facilitating another turn for a student to take place.

Another example of Arabic PMs in managerial mode also appeared in excerpt 3.2 below with the five highlighted Arabic PMs in the opening of a teacher turn performing some interactional functions that have not been enough explored in the literature. In the opening of a teacher turn in line 54, the PMs *tayyeb* “okay” and *mashy* “okay” that are marked with an emphasis and followed by a pause, are used to indicate a response from teacher A to end the previous instruction and manage the learning environments of her students before a new instruction is introduced to them. Likewise, in the opening of another teacher turn in line 56, the functions of the rising marker *tayyeb* “okay” along with the PM *khalas* “okay,” which are both followed by short pauses, are to conclude the previous instruction and to manage the classroom learning environment of her students by asking them to be quite and to stop talking before a new instruction is presented. *Halla* “now” is another PM in the same mode of the same previous line that appears in a turn transitional place preceded by a slower speech pace to demonstrate an interactional function that is to move from an instruction to another for informing her students about the coming activity.

Excerpt 3.2

51. T: ↑shufu ish ad hi sageerah s↑meen kaman men falasteen wa fe huna al3eraq
 {this is Palestine, see how small it is, who else is from Palestine, and this is Iraq}
52. eh::h men men(.)alordon inti wa ana shufu ad aish hia sagerah ahh di sorya=
 {who is from Jordan? you and me are from there, see how small it is, this is Syria}
53. S: =that is where my father are from there=
54. T: =**tayyeb** (.2) **mashy**(.)
 {okay, okay}

55. S: because you were born like(unintelligible)=
56. T: =↑**tayyeb** (.) <**khalas** (.) **mush mushkelah**> (.) **halla** (.) fi 3endana unduru huna
 {**Okay, okay** no problem. **Now**, we have, look at this
57. **ehna alyawm sanatahadath 3an unduru hathi huna alemarat al3arabia almutahidah**
 we today,we will talk about, look here this is the United Arab Emirates }

5.3.2 Linking Interactional Features of Arabic PMs in Managerial Mode to Pedagogical Goals

Based on the findings in section 5.3.1, it can be noted that the interactional uses of Arabic PMs in managerial mode shows that there is an alignment between the interactional features and the pedagogical goals where those PMs are found in managerial mode. Therefore, the interactional uses of PMs in teacher talk reveal to us that teacher A was aware of important pedagogical uses of PMs of in classroom interaction such as transmitting new instructional information to her students, getting students' attention throughout the learning process and managing classroom interactions. Moreover, as identified earlier, the managerial markers were used in different moments of classroom interactions; at the opening of an instruction, in the center of an instruction and close to the end of an instruction. This constant use of PMs throughout interactions and during the presentations of instructions help make the input more coherent for learners to comprehend and be more aware of the structures of the lesson that will be presented to them. This important pedagogical functions of PMs were also highlighted in different studies on classroom talk. Therefore, it is not surprising to find that scholars as Garfinkel and Sacks (1970) describe the use of PMs in managerial mode as “saying-in-so-many-words-what-we-are-doing” (p. 351). Likewise, in a recent study on PMs in teacher talk, Yang (2014) refers to the uses of PMs in managerial mode as “the metalinguistic talk” and “punctuation marks” that appear in “the opening, transition and completion stages of a lesson... to help the learners to navigate their way, particularly in lecture comprehension” (p. 116).

5.3.3 Findings From The Interactional Features of Arabic PMs in Material Mode

Generally speaking, classroom interaction in materials mode centers on the learning materials. Further, according to the SETT model, IRF exchange system represents the typical classroom interaction in this mode (Walsh, 2006). So, interaction in this mode is dominated by teacher turns where a turn is (I) initiated by a teacher and then followed by a learner response (R) and then (F) a feedback is offered by a teacher. Table 12 below summarizes the interactional patterns and functions for the identified Arabic PMs in material mode:

Table 12 The Interactional Patterns & Functions of PMs in Material Mode (Teacher A)

PMs	<i>Tab3an</i> “of course”	<i>Halla</i> “now”	<i>Tayyeb</i> “alright” & “okay”	<i>Sah</i> “right”	<i>Entu halla bate3rifu</i> “you now know”
Interactional Patterns	1. turn transition in an extended turn -in slower speech pace & marked with emphasis 2. turn transition in an extended turn -identified by a pause	1. turn transition in an extended turn -identified by pauses 2. turn initial - identified by a pause. 3. turn transition in an extended turn - identified by a pause	1. turn transition in extended turn -identified pauses 2. turn transition in extended turn -identified pauses 3. turn transition in an extended turn -marked by rising plus a pause	1. turn final in the form of tag- positioned PM	1. turn transition in an extended teacher turn
Functions	1. turn extender to initiate a new instruction 2. turn continuation on the same topic	1. turn extender on the same topic 2. turn initiator to continue discussion on the same topic 3. turn extender to return to the previous discussion of the learning material	1. turn initiator to move from a point to another in the learning material 2. turn extender to initiate a new instruction 3. turn extender to display question	1. finalizing a turn to initiate a display question for an assurance response seeker	1. turn extender to conclude discussion on the current learning material before a new instruction is delivered

The interactional analysis of Arabic PMs in teacher A classroom talk in material mode reveals that five Arabic PMs are used to perform three interactional patterns that are related to turn transition in extended teacher turns, turn-initial at the beginning of a teacher turn or turn-finals. The first interactional pattern was more apparent and the functions of PMs there were to extend teacher turns for performing the following: 1) initiating a new instruction as *tab3an* “of course,”

2) returning to a previous discussion of the material that *halla* “now” performed, 3) concluding discussion on the learning material as seen in the use of PM *entu halla bate3rifu* “you now know.” As for the PM *halla* “now” in the opening of a teacher turn, it functioned as a turn initiator to continue discussion on the same topic. One PM *sah* “right” occurred in a turn final position in the form of a tag- positioned PM to initiate a display question that seeks an assurance response from learners. Taken from an activity where the students were taught about giving directions and identifying the locations of the Gulf countries on the Arab World map, excerpt 4.2 below demonstrates the typical interactional patterns of Arabic PMs in material mode (lines 62-67, & 68 highlighted in green):

Excerpt 4.2

52. T: **tayyeb halla(.) you know beta3rafu aletejihat alarba3a ↑sah? (.) the four=**
 {**Okay, now. you know** the four directions, **right?**}
53. S: =four?
54. T: **AYWAH aywah (.) ↑ma huwa alshamal?**
 {**Yes, yes, it is right, what is the Arabic word for the north**}
55. Ss: north
56. T: **shaturah ↑wal janumb?**
 {Great job! **And what is the one for the south?**}
57. Ss: south
58. T: ↑wal sharq?
 {**And what is the one for the east?**}
59. Ss: east
60. T: ↑walgharb?
 {**And what is the one for the west?**}
61. Ss: west.
62. T: <shatureen mashallah mumtaaz> (.) **tayyeb (.2) huna 3uman janoub alemarat (.) men alshamal**
 {**Good job! okay, here Oman is located in the south of UAE. from the north**}
63. **fi 3andana qatar<aldewah 3asemat qatar> sah?(.2)**
 {**there I Qatar, aldawha is the capital of Qatar? right?**}
64. S: **aldawha uhm (.)**
 {Dawha}
65. T: (laugh) huh alkhali al3arabi: **tayyeb (.7) halla (.) men alsharq huna hathi almanteqa**
 {the Arabian Gulf, **okay, now, from Alsharqah here, this is the western district**}
66. **algharbeyah ah:h fi huna 3anna masqat tab3an (.) masqat heya: 3asemat 3uman**
 {here we have Maqat. **Of course, Masqat is the capital of Oman**}
67. **almuhim (.) ehna natahadath 3an alemarat al3arabiah almutaheda so(.entu halla bate3rifu**
 {**The important thing** is that we are talking about U.A.E. So, **you now know** where it is located
68. **ayna heya mawjuda ayna heya mawjuda hena hathi alemarat halla (.) benerja3 makanna**
 here on the map, this is UAE. **now, you go back to your seat**

69. **benaqra 3an alemarat ma3lumat wa bedi a3tikum waraqa jumat watihiluha**
and read about some information about Emirate and then you be given questions to answer }

As can be observed above, the identified Arabic PMs in lines 62, 65 and 67 are used as transitional markers to indicate a shift from a turn to another in prolonged teacher turns. So, in line 62, *tayyeb* “okay” was used after a slower speech pace to shift the focus of discussion from discussing the concepts of giving directions to the learning material presented on the map to discuss locations of some Arab countries. Similarly, in line 65, *tayyeb* “okay” and *halla* “now” appear in a turn transitional place to change the topic of discussion to the location of another place on the map. In line 67, the multi-word PM *entu halla bate3rifu* “you now know” also occurs in a turn transitional place, but was used instead to conclude discussing the learning material on the map and prepare the learners to the coming activity. The different interactional pattern is highlighted in the end of teacher turn in line 62 where the PM *sah* “right” was used in a tagged position to initiate a display question that seeks a confirmation of understanding from the students.

Accordingly, it can be noted that, in teacher A talk, Arabic PMs, mostly in extended teacher turns, are interactionally used to move from a turn to another. So, they mainly function as teacher turn facilitators for elaborating on the learning material. So, with that being said, this interactional pattern does not align with the typical IRF interactional pattern identified by many scholars in the material mode (see Yang, 2014; Walsh, 2006, 2011). In other words, the interactional functions of PMs here are found to be limited to facilitating more teacher centered interaction and giving few opportunities for learners to interact. So, it can be noted that although PMs in teacher turns were followed by short pauses, that did not allow learners to take turns. Instead, Arabic PMs were used as teacher turn extenders.

5.3.4 Linking Interactional Features of PMs in Material Mode to Pedagogical Goals

As noted above, the interactional uses of Arabic PMs identified in material mode in through teacher A classroom talk do not show the typical IRF pattern that includes interactional features such as the use of display questions, form-focused feedback, corrective repair, and the use of scaffolding (Walsh, 2006). Instead, classroom interactions are dominated by teacher turns and teacher reliance on PMs to extend her turns and to spend more time explaining the learning materials. Thus, the interactional functions of those linguistic elements do not allow more students' production.

5.3.5 Findings From The Interactional Features of Arabic PMs in Skills & Systems Mode

By and large, the interactional features in skills and systems mode centered on enabling the appropriate use of the target language and developing its production (see Walsh, 2006 & 2011). Since Arabic in the U.S. is taught in a foreign language context, it is expected that language learning in this context centered on "formal correctness" rather than developing the "learners' ability to express their ideas about some content matter in FL" (Kasper, 1985, p. 209). Thus, interaction here assumingly focuses on students' acquisition of language skills rather than the natural language interactions. Table 12 below critically illustrates the interactional patterns and functions of Arabic PMs in skills and systems as identified in teacher's A recorded classroom data.

Table 13 The interactional patterns & Functions of Arabic PMs in skills and systems (Teacher A)

PMs	<i>Alaan</i> "now"	<i>Tayyeb</i> "alright" & "okay"	<i>Tayyeb halla</i> "okay now"	<i>Beta3rafu</i> "you know"	<i>Sah</i> "right"	<i>Aywah</i> "yes"	<i>Momtaz</i> "great" & "okay"
Interactional Patterns	1. turn final -marked by an emphasis and followed by a pause	1. turn initial - preceded by a rising the rising and followed by a pause	1. turn transition - marked with emphasis and followed by pause	1. turn transition -followed by a rising tagged PM	1. turn final - preceded by a rising	1. turn initial -marked by the louder voice and followed by a pause along with a rising	1. turn transition -marked by emphasis & followed by a pause

Functions	1. yielding a student turn through seeking a response	1. initiating a teacher turn to continue asking about key concepts in the learning material	1. extending teacher turn to continue asking about key concepts in the learning material	1. extending teacher turn to request clarification	1. yielding a student turn through a clarification request	1. introducing a positive evaluation of students' production	1. introducing a positive evaluation of students' production
------------------	---	---	--	--	--	--	--

Table 13 shows the interactional patterns and functions for the seven Arabic PMs in skills and systems mode in teacher's A classroom data. As demonstrated above, four interactional patterns are noted through the distinguishing prosodic features above that accompanied the productions of those identified PMs including rising intonation, pauses, stress and loudness. In the first pattern, the PM *alaan* "now," preceded by a display question, and the tag positioned PM *sah* "right" in a form of a question, were used in turn final positions to yield to a student turn through responding to a question raised by the teacher. *Tayyeb* "alright" and okay," in the second interactional pattern, was used in a turn initial to self-select a teacher turn for continuing discussion on key concepts in the material. In the third pattern, both *tayyeb halla* "okay now" and *beta3rafu* "you know" occurred in turn-transitional places to extend teacher turn. However, while *tayyeb halla* was used for continuing discussion on other important points in the material, *beta3rafu* was used for seeking a clarifying response from learners. In the four interactional pattern, *aywah* "yes" appeared in an opening of a teacher turn as an indicator of a positive evaluating response on a student production in the previous turn. *Momtaz* "great" and "okay" was used in turn transition to provide a positive evaluation on a student's answer. Excerpt 3.2 demonstrates the interactional patterns in skills and systems mode for some identified Arabic PMs in teacher A talk.

Excerpt 3.2

50. T: **halla** (.) huna 3andana alkhaliy al3arabi. the arabic gulf. hay alkuwait. sagerah kaman al3raq
51. hakena 3anha hathi balad S ((another student's name was confused)). **halla** huna (.) alemarat men
52. **alshamal**(.) **tayyeb halla**(.) you know **beta3rafu** aletejahat alarba3a ↑**sah**? (.) the four=
{you know the four directions, right}
53. S: =four?

54. T: **AYWAH aywah (.)** ↑ **ma huwa alshamal?**
 {It is right, what is the north}
55. Ss: **north**
56. T: **shaturah** ↑ **wal janumb?**
 {Great job! And the south?}
57. Ss: **south**
58. T: ↑ **wal sharq?**
 {And the east}
59. Ss: **east**

As it demonstrated in excerpt 3.2, four Arabic PMs were detected in skills and systems to perform three interactional functions. First, the two-word PM *tayyeb halla* “okay now” and *beta3rafu* “you know” were used as transitional markers in a turn transition to start another extending teacher turn in line 52 and to mark a continuation in the discussion of important concepts from the learning material through initiating a clarification request that asks the students about their understanding of the concept of the four directions in Arabic. *Sah* “right,” in the second pattern, was detected close to a teacher turn to yield a student turn that was presented in the form of a tagged positioned PM to seek a confirmation response from the students. *Sah* was also followed by an echo that was saying part of the answer “the four” to the students as a form of scaffolding learning. In the third interactional pattern, *aywah* “yes” appeared in turn initial position followed by the repetition of the same PM but in a lower voice to initiate a positive evaluation to draw a student attention that his answer was correct.

5.3.6 Linking Interactional Features of PMs in Skills & Systems Mode to Pedagogical Goals

Briefly, findings from the identified interactional patterns of Arabic PMs in skills and systems mode reveal that those interactional uses have also succeeded to perform some pedagogical goals that are in line with the following pedagogical goals of skills and systems mode such as enabling learners to produce the correct forms, manipulating the target language through yielding students turn and initiating display questions to learners. However, fewer interactional

instances were given to provide corrective feedback to students or even to allow them to practice Arabic in subskills. Therefore, compared to other modes, it is not surprising to note that skills and systems mode was accordingly limited in its occurrence in teacher A classroom talk.

5.3.7 Findings From The Interactional Features of Arabic PMs in Classroom Context

Mode

This section discusses findings that are related to the interactional and pedagogical uses of Arabic PMs in classroom context mode. The purpose of interaction in such mode is to create opportunities for meaningful interactions that centered on learners instead of teachers, whose rules are mainly to facilitate interactions. So, in this mode, the focus of the pedagogical goals centers on “the expression of personal meaning and promotion of fluency” (Yang, 2014, p 141). Therefore, interactions in this mode are dominated by the specific context of interaction (see Walsh, 2006, 2011) where students are seen as the dominating speakers as they can explore in their talk their “immediate environment, personal relationships, feelings and meanings, or the activities they are engaged in” (Seedhouse, 1996, p. 118). Table 13 below summarizes the interactional patterns and functions of Arabic PMs in classroom context mode:

Table 14 The Interactional Patterns & Functions of Arabic PMs in Classroom Context Mode (Teacher A)

PMs	<i>Tayyeb</i> “okay” or “alright”	<i>Ya3ni</i> “it means”	<i>Wa</i> “and what”	<i>Sah</i> “right”	<i>Meen Kaman</i> “who else”
Interactional Patterns	1. turn initial in a minimal response -marked with an emphasis followed by a pause 2. turn initial in minimal response -preceded and followed by a pause	1. turn medial followed by a pause	1. turn final -marked with a rising tone	turn final -with a rising tone	turn transition - with a rising tone
Functions	1. active listenership indicator	1. turn extender to signal a rewarded	learners turn facilitator	1. confirmation check	1. teacher turn extender

	2. discussion finalizer through a mode switch	elaboration of a prior information		
PMs	<i>Tab3an</i> “of course”	<i>Mashy</i> “okay” & “understood”	<i>Na3am</i> “yes”	<i>Aywah</i> “yes”
Interactional Patterns	1. turn transition -marked with an emphasis	1. turn final -followed by a pause	1. turn initial in a minimal response -with a rising tone	1. turn initial in minimal response -either with an emphasis or preceded by a rising tone, accompanied by a lengthening of sound and followed by a pause
Functions	1. a turn extender to reinforce an information	1. an indicator of closure of a point or a topic confirmation check	1. active listenership indicator plus learners turn facilitator	1. active listenership indicator

Table 14 shows that Arabic PMs have different interactional uses in classroom context mode that can impact teacher students’ interactions. The first PM *tayyeb* “okay” occurs in teacher turn- initial position, marked with an emphasis and followed by a short pause, to start a minimal response that indicates an active listenership to a student production in the previous student turn. *tayyeb*, with the different meaning that is “alright,” appears in an interactional pattern where it is preceded by a rising PM and followed by a short pause to finalize discussion on a topic and indicate a move from a point to another for drawing students’ attention to the coming new instruction. *Ya3ni* “it means,” followed by a pause, appears in a turn transition as a teacher turn extender to preface an elaboration on a meaning of a word that was presented earlier. *Wa* “and what” is used in the end of a teacher turn with a rising tone to signal an orientation to another turns to begin and it functions accordingly as a learner turn facilitator. *Sah* “right” is also used with a rising mark to function as a tag questioned PM finalizing a turn and initiating a confirmation check. *Meen kaman* “who else” is identified in a turn transition, preceded by a rise in intonation, to extend teacher turn.

Similarly, *tab3an* “of course” occurs in turn medial position, accompanied by an emphasis, to extend teacher turn and reinforce an information to the students. *Mashy* “understood” is detected close to the end of a teacher turn, followed by a short pause, to mark an end of a turn and to seek an assurance from learners. *Na3am* “yes” is observed in the opening of a teacher turn with a rising tone to denote a minimal response functioning as an active listenership indicator plus learner turn facilitator. *Aywah* “yes” is the synonymous word for PM *na3am* and it occurs in turn- initial position, marked with either an emphasis or a rising tone, to initiate a teacher minimal response that suggests an active listenership. Taken from teacher A classroom talk, excerpt 4.2 displays the interactional patterns for three identified Arabic PMs in classroom context mode (the PMs in lines 66,69 and 72 highlighted in orange):

Excerpt 4.2

65. T: (laugh) huh alkhali al3arabi: **tayyeb (.7) halla (.)** men alsharq huna hathi almanteqa
 {the Arabian Gulf, **okay, now**, from Alsharqah here, this is the western district}
66. **algharbeyah ah:h fi huna 3anna masqat tab3an (.)** masqat heya: 3asemat 3uman
 {here we have Maqat. **Of course**, Masqat is the capital of Oman}
67. **almuhim (.)** ehna natahadath 3an alemarat al3arabiah almutaheda **so(.)** jentu halla bate3rifu ayna
 {**The important thing** is that we are talking about U.A.E. So, **you now know** where it is located}
68. **heya mawjuda ayna heya mawjuda hena hathi alemarat halla (.)** benerja3 makanna **benaqra**
 here on the map, this is UAE. now, you go back to your seat and read
69. **3an alemarat ma3lumat wa bedi a3tikum waraqa jumal watihiluha mashy (.)**
 information about Emirate from your textbook and I'll distribute a worksheet paper to you,
understood?}
70. **↑aselah? inshalla betkun sahlah**
 {any question? Don't worry things will be easy}
71. S9: **shu hai (unintelligible)**
 {what is this?}
72. T: **↑na3am**
 {**yes?**}
73. S14: **can i do ((unintelligible))**
74. T: **ehki 3arabi**
 {speak in Arabic}

Excerpt 4.2 demonstrates that the three Arabic PMs *tab3an* “of course,” *mashy* “okay” and “understood,” and *na3am* “yes” perform interactional functions in classroom context mode that are related to extend or finalize teacher turn or to facilitate a student turn. Therefore, *tab3an* occurs

in an utterance medial position to extend teacher turn and reinforce an information to the students. *Mashy* “okay” and “understood” appears in the end of a teacher turn as a confirmation check of students’ understanding of the instruction. *Na3am* “yes” is found in a turn initial position functioning as a minimal response to a previous student inquiry, which also shows teacher’s active listenership to a student’s production and encourages them to take a turn.

5.3.8 Linking Interactional Features of PMs in Classroom Context Mode to Pedagogical Goals

Findings from previous discussion show that the interactional functions of Arabic PMs in teacher A classroom talk are not aligned with pedagogical agendas of PMs in classroom context mode. Therefore, it is noted that the interactional uses of PMs have led to more teacher turns and fewer students’ involvement. These teacher-students interactions do not represent the interactional practices where the typical interactional uses of PMs are usually reported in students-centered classroom context that relies on task-based teaching approach (Alraddadi, 2016). Although there are instances where teachers A uses minimal responses, as illustrated above, to support more students’ interaction, she tends to have prolonged turns whereas students are treated as passive learners. In contrast to the typical interactional patterns in classroom context mode (see Walsh, 2006 and 2011), the identified interactional features in table 14 did not include referential questions and content feedback that can lead to more students’ productions. There are interactional moments where teacher A attempts to encourage her students to take turns and interact with her through her use of minimal responses and shorter turns. However, these instances are still very limited in their occurrences as they were present in a very few interactional patterns that are only associated with the two markers *na3am* “yes” and *mashy* “okay” and “understood.” These interactional practices for the teacher through the uses of PMs can also offer us important insights into her pedagogical

practices that seem to rely on the traditional method of instruction where learning is more teacher-centered.

5.4 Teacher's A Perspectives Towards The Uses of Arabic PMs in Her Classroom Talk

This section highlights and critically discusses findings from the third stages analysis to explore answers to the third and four research questions that are related to teacher's A perceptions of the uses of Arabic PMs in her classroom talk as well as teacher's A perception of the impacts of her classroom context on the use of such linguistic entities in her classroom talk.

5.4.1 The Uses of Arabic PMs As Perceived By Teacher A

Based on teacher's A answers in the interview, (see section 4.4.1), it can be noted that the uses of Arabic PMs in her classroom talk can be categorized into: 1) discourse organizer, 2) an instructional tool for the teaching of grammar and giving instructions, 3) response seeker, 4) building students' communicative competence. So, she indicated that Arabic PMs such as *alaan and halla* "now" are used to inform the students about a move and a change in the topic of discussion, which is necessary for increasing students' awareness of the structure of the topic. Therefore, the interview reveals that teacher A is more aware of the uses of structural markers that are important for organizing discourse. For instance, the *focusing markers*, that are known of their important functions to structuring topics in discourse, were cited in her answers in the interview such as the uses of the phrases *unthor 3ala* "look at" *entabeh ela* "pay attention" (see Carter & McCarthy, 2006; Fraser, 1999). As for the instructional uses of PMs as a teaching and a learning tool, she indicated that elements such as *matha aqool* "what do I say," *naqool* "we say" or *taqool* "you say" are observed to assess the teaching and learning of different grammatical forms. Further, according to teacher A, other interpersonal markers such as *beta3rafu* "you know that" and *meen kaman* "who else" were also reported to function as response seekers. Likewise, other interpersonal

multi-word PMs such as *meen 3endu sual* “who has a question” and *fahmeen 3alay* “do you understand?,” though were not identified in her classroom talk, were described as elements that were used to ensure her students are understanding the lesson and following the instructions. Nevertheless, findings from the interview answers show us that teacher A is not aware of the uses of other interpersonal markers such as *tab3an* “of course,” *mashy* “understood” *sah* “right” and *tayyeb* “okay.” In addition, as for the roles of PMs toward developing learners’ communicative competence, teacher A stated that learning those Arabic expressions are useful for learners as they make them learn dialectal Arabic expressions, such as *tayyeb* “okay,” *sah* “right” *halla, alaan* “now,” *aywah* “yes,” and *yallah* “hurry up and “let's’ get going,” and be aware of the different expressions that can change the meanings based on how they are used when asking different types of questions. However, the teacher contradicted herself when she indicated that because of their being non SA words the identified Arabic PMs are not impacted by the age of her students as she believes that those expressions are simple words to be recognized and used by learners of different ages.

5.4.2 The Impact of The Classroom Context on The Uses of Arabic PMs in Teacher Talk As Perceived By Teacher A

Findings from teacher A interview analysis reveal that classroom context is an important variable only on what language (Arabic and/or English) or Arabic variety that teacher A uses inside her Arabic classes and to what extent that language/variety should be used. On the other hand, findings from the interview show that teacher A is not aware of how her classroom settings in the U.S. can generally affect her uses of Arabic PMs and what functions they perform in that particular context. So, results from the interview indicate that the teacher considers those complex linguistics elements simple words that are naturally used by either N and NN speakers. In her answers in the

interview, teacher A regards Arabic PMs as a crucial component of communicative competence due to their being important expressions from different Arabic varieties. However, in another part of the interview, the same teacher claims that her uses of Arabic PMs do not change either when teaching N or NN Arabic speakers suggesting that PMs do not significantly contribute to speakers' communicative competence as they are simple linguistic elements to be used and learned by learners of Arabic from different fluency levels. This claim is against the findings of previous research that conclude that PMs are used differently by N and NN speakers of different languages (see AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007) and that the appropriate uses of those linguistic devices imply a higher level of pragmatic competence (see Iglesias Moreno, 2001; Romero-Trillo, 2002).

Moreover, the interview responses reveal that teacher A has a strong preference for the use of SA instead of colloquial Arabic in her Arabic classes in the U.S and that is motivated by factors related to her beliefs that both school administration and parents' expectation are only in favour of teaching SA that enables learners to read the Holy Quran. So, she thinks that her Arabic students in the school do not learn Arabic in order to use it with people outside the school setting. Yet, many instances of using colloquial Arabic and even dialectal Arabic PMs also appear in her classroom talk suggesting that it is impossible to place a strict separation between SA and colloquial Arabic in the regular use of Arabic. Accordingly, this finding supports the argument of the integrated approach toward the incorporation of variations in the teaching and learning of Arabic in the foreign language context (see AlMohsen, 2016).

5.5 Linking Teacher's A Actual Production of Arabic PMs to Her Perceived Uses

Results from the attitudinal analysis of teacher's A actual production have revealed to us why specific patterns of uses for the identified Arabic PMs are noted in classroom talk and how

teacher's A perceived uses of those elements are also influenced by factors related to teacher's pedagogical, interactional practices as well as her preference toward specific Arabic variety. First of all, findings from both the interview and teacher's actual use of Arabic PMs have classified two main macro functions of PMs: structural uses that are related to organizing and structuring discourse such as the uses of *halla*, *alaan* "now" and interpersonal uses such as seeking a response from students represented in the uses of the PMs as *yallah* "come one" and "let's get going," and *mashy* "understood." Other interpersonal uses of PMs also appeared in the uses of markers such as *momtaz* "great" for providing an encouraging response on a student's answer.

Although the functional analysis of teacher' A actual production reveals the uses of a wider list of PMs including *tab3an* "of course," *mashy* "okay," and "understood" *sah* "right," *almuhim* "the important thing," and *beta3rafu/ta3rafu* "you know," the interview shows that teacher A is not aware of some important functional uses of those markers that are highlighted in her talk, an observation which was also reported in the results of similar studies on teachers' perceptions and PMs in their talks (e.g. Ausoman, 2015; Othman, 2010; Fung, 2011). As discussed earlier, the interactional and pedagogical analyses of the recorded classroom data demonstrate that managerial mode and material mode are more likely used than skills and systems mode and classroom context mode where the majority of the identified Arabic PMs are used as structural markers to "signal links and transitions between topics" (AlMakoshi, 2014, p. 68). Similarly, the interview also discloses to us that teacher A is more aware of the structural uses of Arabic PMs such as *alaan*, *halla* "now," as well as the other focusing markers as *unthur ela* "look at" and *entbah* "pay attention" that are associated with getting learners' attentions to the structure of discourse (Carter & McCarthy, 2006).

In addition, the interactional and pedagogical investigations of Arabic PMs in this teacher talk show that classroom interactions are dominated by extended teacher turns to control the learning process through detailed elaborations on the instructional content where PMs are more likely used as transitional marker in different moments of classroom interactions; at the opening of an instruction, in the center of an instruction and close to the end of an instruction. Accordingly, it is not extraordinary to know that classroom context mode, that is known of its typical extended learners turns and short teacher turns, has limited occurrences in the data.

Although the teacher's A interview answers reveal her preference toward the use of SA, the analysis of her actual language use shows that colloquial Arabic clearly appears in her use of many dialectal Arabic PMs such as *tayyeb* "okay," *yallah* "come on and let's get going," *halla* "now," *meen kaman* "who else" *mashy* "okay" and "understood." Therefore, in the interview, the teacher indicates that Arabic PMs are a mixture of expressions from SA Arabic and other dialectal Arabic, which makes them important communication tools to be learned by Arabic learners. This leads us to the fact that variation in Arabic is an inevitable phenomenon that requires a special attention of researchers in Arabic. With that being said, this empirical results demonstrate that developing Arabic learners' speaking proficiency requires learners to develop "sociolinguistic competence" (Trentman, 2018, p.114), which can be acquired through learning the various dialectal Arabic PMs and to have a sufficient pragmatic awareness of the different functional uses of these linguistic elements (Hellerman & Vergun, 2007; Iglesias Moreno, 2001).

Teacher B

5.6 Revisiting The Functional Analysis of Arabic PMs in Teacher B Classroom Talk

In response to the first research question that investigates the macro and micro functional uses of the identified Arabic PMs in teacher's B actual production, this sections revisits and critically examines the findings from the functional analysis that describes how Arabic PMs are functionally used with regard to the adopted functional paradigm (Fung & Carter, 2007).

5.6.1 The Macro & Micro Functions of Arabic PMs in Teacher B Classroom Talk

As demonstrated in table 15 below, the functional analysis of the uses of Arabic PMs in teacher's B actual production shows seventeen linguistic elements, with important discursive functions, were identified as Arabic PMs such as *tab3an* "of course," *law samaht* "please," *el aan* "now," *mazboot* "right" and "okay," *na3am* "yes" and "okay," *tamam* and *hasanan* "okay" *aydan* "also," *ay soal* "any question," *anta 3araft* "i know," *khalas* "enough" and "okay," *mashy* "understood," *sahyha am khateaa* "right or wrong," and *khalina* "let's," *momtaz* "great" and "okay," *3ashan* and *lanna* "because." Further, as presented in table 15, these Arabic PMs perform various functions at four macro levels (interpersonal, structural, referential and multi-functional).

Table 15 The Macro & Micro Functions of Arabic PMs in Teacher B Classroom Talk

Arabic PMs	Macro Functions	Micro Functions
<i>Tab3an</i> "of course"	Interpersonal	1. to respond to a request
<i>Law samaht</i> "please"	Interpersonal	1. to initiate a polite request
<i>Elaan</i> "now"	Structural	1. to switch a topic of discussion
<i>Mazboot</i> "right"	Multi-functional/ interpersonal	1. to give a positive feedback on an answer
<i>Mazboot</i> "alright"	Multi-functional/ structural	1. to shift the topic of discussion
<i>Tamam</i> "okay"	Multi-functional/ interpersonal	1. to seek a follow up response
	Multi-functional/ structural	1. to initiate a move from one learning mode to another
<i>Na3am</i> "yes"	Multi-functional/ interpersonal	1. to communicate a response 2. to give a positive feedback on an answer 3. to seek a confirmation of understanding from students
<i>Na3am</i> "okay"	Multi-functional/ structural	1. to change the topic of discussion 2. to conclude discussion on a topic and indicate a move to another 3. to move from one learning mode to another
<i>Hasanan</i> "okay"	Structural	1. to mark a continuation on the topic
<i>Aydan</i> "also"	Structural	1. to mark a continuation or an elaboration on a previously introduced topic
<i>Aydan</i> "also"	Interpersonal	1. to facilitate a student turn
<i>Ay soal</i> "any question"	Interpersonal	1. to seek a response
<i>Ana 3araft</i> "I knew"	Interpersonal	1. to mark a shared knowledge
<i>Mashy</i> "understood"	Interpersonal	1. to indicate a confirmation check
<i>Sahya am khateaa</i> "right or wrong"	Interpersonal	1. to signify a confirmation check.
<i>Khalina</i> "let's"	Structural	1. to initiate a new topic
<i>3ashan</i> "because"	Referential	1. to indicate a cause
<i>lanna</i> "because"	Referential	1. to indicate a cause
<i>Montaz</i> "great"	Interpersonal	1. to communicate a response
<i>Montaz</i> "great"	Multi-functional Interpersonal	1. to communicate a response
<i>Montaz</i> "okay"	Multi-functional Structural	1. to initiate a move from one point to another in the discussion.
<i>Khalas</i> "enough"	Interpersonal	1. to indicate a response
<i>Khalas</i> "enough"	Multi-functional interpersonal	1. to indicate a response
<i>Khalas</i> "okay"	Multi-functional Structural	1. to switch a topic of discussion

Table 15 summarizes the macro and micro functions of the seventeen identified Arabic PMs in teacher's B classroom data. Briefly, the identified PMs perform a variety of micro functions at four macro levels: structural, interpersonal and referential and multi-functional. Some PMs such as *tab3an* "of course," *law samaht* "please," *aydan* "also," *ay soal* "any question," *ana 3araft* "I

knew,” *mashy* “understood,” and *sahyha am khatea* “right or wrong,” *khalas* “enough” are used as interpersonal markers to perform various interpersonal uses that are important for establishing “social interactions” between participants (Yang, 2014, p. 22). In addition, *elaan* “now,” *hasanan* “okay,” *khalina* “let’s” and *aydan* “also” are used as structural markers functioning as topic initiating, topic developing, topic switching and topic finalizing (AlMakoshi, 2014). *Mazboot* “right” and “alright,” *tamam* “okay,” *na3am* “yes” and “okay,” *khalas* “enough” and “okay” and *momtaz* “great” and “okay” are multi-functional markers that perform at the interpersonal as well as the structural levels. *3ashan* and *lanna* “because” are the only PM functioning at the referential level.

At the interpersonal level, the PMs *ayy soal* “any question,” *sahyha am khateaa*, “right or wrong,” *mashy* “understood” and *na3am* “yes” are used to seek a confirmation response from students. Further, it should be clarified that the Arabic PMs *sahyha am khateaa*, *na3am* and *ayy soal* are from MSA whereas the other PMs as *mashy* are from Egyptian Arabic. The three PMs *ayy soal*, *suh wala ghalat* and *mashy* are also highlighted in the findings of AlMakoshi’s (2014) study on Arabic PMs as used by the Arab English teachers in a Saudi university setting where these markers are classified as interactional Arabic PMs that perform “important role in speaker/hearer interaction” with functions that are related to “confirmation check” and “elicitors” (p. 130).

The other interpersonal PMs are *tab3an* “of course,” *law samaht* “please,” and *ana 3araft* “I knew.” While *tab3an* is used to respond to a request, *law samaht* is used to initiate a polite request to students such as to be quiet. These two PMs (*tab3an* and *law samaht*) have not yet been explored in Arabic literature. The third PM *ana 3araft* “I knew” is used to mark a shared knowledge between the teacher and her student. However, a similar functional analysis for the same PM *ana 3araft* is found in Gaddafi’s (1990) study where this linguistic element is also

categorized as an Arabic PM that performs as “a marker of information transition in interactional situations where the speaker does not know whether the hearer shares knowledge with him or nor” (p.107).

The four structural PMs are *elaan* “now,” *hasanan* “okay,” *aydan* “also” and *kaliana* “let’s.” *Elaan* is a highly used PM across the three teachers’ data and it is used here to initiate a switch to a topic of discussion. Both *hasanan* and *aydan* are used to mark a continuation in a discussion of a topic. *Khalina* functions as an initiator of a new topic. Although *khalina*, in some interactional contexts, might serve as an interpersonal marker functioning as a facilitator of students’ production, here in teacher’s B classroom data, *khalina* only functions as a structural marker as it is more likely used as attention getter to the new coming information (see AlMakoshi, 2014).

As indicated earlier, multi-functionality is a significant feature of PM in the literature (e.g. Aijmer, 2013; AlMakoshi, 2014; Azi, 2018a; Fraser, 1999; Fung, 2003; Fung & Carter, 2007; Schiffrin, 1987; Yang, 2014, etc.) and it is also an apparent characteristic in the functional uses of the three identified Arabic PMs: *mazboot* “right” and “alright,” *tamam* “okay” *na3am* “yes” and “okay,” *khalas* “enough” and “okay.” While *mazboot* “right” is used as an interpersonal marker to indicate a positive comment on a student’s answer, *mazboot* with the other meaning, that is “alright,” performs as a structural marker to change the topic of discussion. *Tamam* “okay” is used as an interpersonal marker to seek a follow up response and as a structural marker to indicate a move from one learning mode to another. *Na3am* “yes” functions as interpersonal PM to perform three micro functions: 1) to communicate a response, 2) to give a positive feedback on an answer, 3) to seek a confirmation of an understanding from students. On the other hand, *na3am*, with the “okay” meaning, is used at the structural level to execute three micro functions that are: 1) to

change the topic of discussion, 2) to conclude discussion, 3) to move from one learning mode to another. *Khalas*, with the “enough” meaning, is also used as an interpersonal marker to indicate a response from the teacher. The same PM, with the “okay” meaning, is used as a structural marker to switch a topic of discussion. Finally, the least identified macro function is the referential category as it is only highlighted in the uses of the two PMs *3ashan* and *lanna*, with same meaning that is “because,” to indicate a cause.

In the coming excerpt taken from a reading activity session, teacher B is teaching the students sound recognition of some Arabic alphabets. The example shows how the four Arabic PMs function at the three macro levels: interpersonal, structural and multi-functional:

Excerpt 6.2

73. S4: can I do it with myself?

74. T: **tab3an** (.) safht stoon sixty↑s s< mamno3 el kalam **law samaht**> (.) tafdl ↑**elaan** ayn safhat
 {**Of course**, open your book page sixty, stop talking **please!** Here you go, **now** where is page sixty}

75. stoon aftah safht stoon ya s tafadal↑**na3am** (.) aftah ktabak ya s safhet meaah wa arba3on s
 {page sixty, open your book on page 60 oh student, **yes, okay**, you open your book on page 140}

76. ↑ma haza el harf (.)
 {what is this letter?}

The previous excerpt above demonstrates a functional analysis showing that *tab3an* “of course” in line 74 functions at the interpersonal macro level with a micro function that is related to communicating a teacher response toward her student inquiry in the previous line. While in the same line, the other marker *law samaht* “please” functioned as interpersonal marker to indicate another teacher response toward a noise caused by one of her students, the PM *elaan* “now” performs as a structural marker to shift the topic of discussion from teaching a student to well

behave to guiding and referring him back to page 60 in the learning material. In line 75, *na3am* “yes” and “okay” was used as a multi-functional marker functioning at the interpersonal level, with the *yes* meaning, to seek a response from a student and ensure he is following the instructions as well as at the structural level, with the *okay* meaning, to switch the focus of discussion from one student to another in the second group by requesting a student to open his textbook on page 140.

5.7 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher B Classroom Talk

This section sets out to answer the second research question that is related to the interactional and pedagogical uses of the identified Arabic PMs in teacher B classroom talk across the four micro context modes in classroom interaction. Thus, through using CA and L2 classroom modes analysis as the complementary analytical tools, this section presents and critically discusses findings regarding the interactional and pedagogical uses of Arabic PMs in the four modes

5.7.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode

By and large, classroom interactions in managerial mode is distinguished through an extended teacher turn and an absence of students’ production (Walsh, 2006 & 2011). So, Arabic PMs in this mode are found in different parts of an utterance (e.g. initial, middle, and final positions) as they are used to initiate and finalize different instructions throughout interactions. Table 16 below summarizes the interactional patterns and functions for the identified Arabic PMs in managerial mode.

Table 16 The Interactional Patterns & Functions of PMs in Managerial Mode (Teacher B)

PMs	<i>Tab3an</i> “of course,”	<i>Law samahti</i> “please”	<i>Elaan</i> “now”	<i>Na3am</i> “okay” and “yes”	<i>Hasanan</i> “okay”	<i>Ana 3raft</i> “I knew”	<i>Khalas</i> “enough” and “okay”
------------	-------------------------------	--------------------------------	-----------------------	-------------------------------------	--------------------------	------------------------------	---

Interactional Patterns	1. turn-initial -followed by a pause	1. turn-final -in a slower speech pace followed by a pause 2. turn medial -in a slower speech pace & preceded by a rising tone	1. turn-medial -preceded by a rising tone	1. turn-initial -preceded by a rising tone 2. turn-initial -followed by a timed pause 3. turn-initial followed by a pause 4. turn-transition -followed by a pause	1. turn-initial -marked with emphasis in slower speech pace	1. turn-initial -preceded by a rising tone	1. turn final -preceded by rising and followed by a pause 2. turn initial -preceded by rising and followed by a pause
Functions	1. attention getter & instruction initiator	1.&2 instruction finalizer & response seeker	1. attention getter & continuation of instruction	1.,2,3& 4 attention getter & instruction initiator	1.attention getter & instruction initiator	1.attention getter & instruction initiator	1.instruction finalizer& response indicator 2.attention getter& instruction initiator
PMs	<i>Khalina</i> “let’s”	<i>3ashan</i> “because”	<i>Tamam</i> “okay”	<i>Momtaz</i> “great”and “okay”			
Interactional Patterns	1. turn-initial/ -preceded by a rising marker	1. turn- medial -preceded by a rising tone	1. turn-initial -followed by a pause	1. turn initial in a minimal response -preceded & followed by a pause. 2. turn-transition -followed by a pause			
Functions	1.attention getter & instruction initiator	1.attention getter& instruction initiator	1.attention getter& instruction initiator	1.response indicator 2.response indicator& instruction initiator			

Table 16 above explains the interactional features and functions of Arabic PMs in teacher B talk in managerial mode. As it is observed, eleven Arabic PMs are highlighted in this micro context mode including *tab3an* “of course” and *law samaht* “please,” *elaan* “now,” *na3am* “okay” and “yes,” *hasanan* “oaky,” *ana 3araft* “I knew,” *khalas* “enough” and “okay,” *khalina* “let’s” *3ashan* “because,” *tamam* “okay” and *momtaz/momtaza* “okay” and “great.” Further, the interactional patterns of PMs in this mode are more likely to be identified in turn-initial, turn-

medial, turn transition and turn-final positions, particularly at transitional turns between different classroom activities. Although many of the identified PMs are used in extended teacher turns, some PMs such as *na3am* “yes,” *khalas* “enough” and “okay” and *momtaz* “great” are also used in short teacher turns and this is because these PMs are originally used to indicate a response rather than to initiate an instruction as the other managerial markers do.

The managerial markers appear in different interactional patterns performing some interactional functions that are related to managerial mode. First, the identified PMs in the beginning of the turn are marked by either one or more of the following transcription conventions: a pause, a timed pause, an underlined emphasis, a rising tone. The interactional functions for the PMs in turn-initial such as *khalina* “let’s,” *tamam* “okay” and *hasanan* “okay” are attention getters and instruction initiator. Other PMs in turn-final positions such as *law samaht* “please” and *na3am* “yes” and “okay” *khalas* “okay” and “enough” are used to perform various functions including: 1) an instruction finalizer and a response indicator as one use of the PM *law samaht* “please” indicates, 2) attention getter and instruction initiator as the use of *3ashan* “because” demonstrates, 3) attention getter and marking a continuation of an instruction as in the use of *elaan* “now.” Other managerial markers are detected in a turn transition of an extended teacher turn functioning either as an attention getter and instruction initiator as seen in the use *na3am* “okay” or as a response indicator and an instruction initiator as it the PM *momtaz* “great” and “okay” indicates.

For instance, in excerpt 6.2 below that is taken from teacher B classes where she was assigning an activity to her students and referring them to a specific page in the textbook to work on, four Arabic PMs can be detected in different parts of the excerpt with various interactional functions in managerial mode (lines 74 & 75 highlighted in blue):

Excerpt 6.2

71. T: okay oredkom an tahlo el asala allty fesafht stoon(.) hazehe el safha hat ketabak w ta3ala ma3y
{okay i want you to answer the questions in page sixty, this page, bring your book and come with me}
72. ta3ala ayn kalmok(.) safht stoon ya s
{come to me, where is your pen, we are on page sixty oh student!}
73. S4: can I do it with myself?
74. T: tab3an (.) safht stoon sixty (.)↑ s s < mamno3 el kalam law samaht> (.) tafdl ↑elaan ayn
{of course, page sixty, please stop talking. go ahead now}
75. ↑safhat stoon aftah safhat stoon ya s2 tafadal(.)↑na3am aftah ktabak ya s 3safhet ma'ah wa arb3on
{where is page sixty page sixty oh student? Yes, okay, you open your book page oh student on page 140}

Four Arabic PMs are identified in managerial mode in excerpt 6.2 to perform some interactional functions. In the opening of a teacher turn in line 74, *tab3an* “of course,” followed by a pause, was used to draw a student’s attention to her teacher response that answered the student inquiry in the previous turn through initiating another struction. In the end of another teacher turn in the same line, the PM *law samaht* “please” was used, in a slower speech pace followed by a micro pause, to finalize an instruction that demands a student to be quite through softening the language by the use of a polite request. Likewise, preceded by a rising tone, *elaan* “now” was detected in a turn medial position functioning as an attention getter and marking a continuation of an instruction. Accompanied by a rising tone, *na3am* “yes” and “okay” appeared in a turn transition of an extended teacher turn in line 75 to perform as an attention getter and an instruction initiator.

5.7.2 Linking Interactional Features of PMs in Managerial Mode to Pedagogical Goals

Findings from the interactional analysis of the interactional uses of Arabic PMs in teacher B talk reveal that the interactional uses of PMs have also succeeded to achieve important pedagogical agendas in managerial mode such as transmitting information to learners, managing the classroom learning environments for learners, introducing and concluding activities.

Therefore, Arabic PMs occurred in different parts throughout classroom interactions to help organize the structures of the lesson and attract students' attention throughout the whole learning process. For instance, through the use of the PMs *law samaht* "please" and *khalas* "enough" and "okay," teacher B was able to manage the learning experience of her students by requesting them to behave well and bringing their focus back to learning. Likewise, transitional markers such as *ellan* "now," *tamam* "okay," and *hasanan* "oaky," which are the equivalents of the English PMs okay and now, were used as useful interactional devices to guide the students to the outline of the lesson and making them aware of future transitions between or within classroom activities (see Carter & McCarthy, 2006; De Fina, 1997; Schleef, 2008).

5.7.3 Findings From The Interactional Features of Arabic PMs in Material Mode

As discussed earlier, classroom interactions in materials mode center on the learning materials where IRF exchange system is the typical interactional pattern (Walsh, 2006). So, this sections demonstrates an interactional analysis that is based on CA and L2 mode analysis to identify the interactional uses of Arabic PMs in material mode and how these uses are in line with the typical IRF interactional pattern in this mode. With that being said, table 17 below summarizes the identified interactional features of Arabic PMs this mode:

Table 17 The Interactional Patterns & Functions of PMs in Material Mode (Teacher B)

PMs	<i>Momtaz</i> "great" & "okay"	<i>Ay soal</i> "any question"	<i>Na3am</i> "okay" and "yes"
Interactional Patterns	1. Turn-final -followed by a rising and a pause after a slower speech pace	1. turn -initial -preceded by a rising tone and a pause and followed by a pause	1. turn -initial in a minimal response -preceded by a rising tone and followed by a pause 2. turn-transition -preceded by a rising tone 3. turn-final - preceded by a rising tone and followed a pause

Functions	1. an indicator of an evaluative assessment & a move initiator	1. clarification response seeker	1. clarification initiator or response indicator 2. a continuation in a discussion of elements in the learning material 3. instruction finalizer & response seeker
------------------	--	----------------------------------	--

The three identified Arabic PMs in table 17 are used in some underlying interactional patterns to perform some interactional uses in material mode. The interactional functions of the three PMs in teacher B classroom talk in material mode show that they are used in the opening of teacher turn as well as in the end of a turn to form the IRF interactional pattern where teacher B starts a turn to initiate display questions and scaffold students' learning. Thus, the marker *momtaz* "great" and "okay" is used to provide an evaluative assessment on learners' answer in relation to material before a move to new learning material is initiated. *Ay soal* "any question" is also used to follow up with learners and seek a clarification from them in relation to the material. *Na3am* "yes" and "okay" is used to perform three functions based on their occurrence in the turn. Therefore, while *na3am* "yes" and "okay" in the opening of a turn is used either to provide a clarification on a thing that is related to the learning material or as a response indicator, *na3am* with the "yes" meaning in turn-final position functions as a response seeker to create opportunities to take turns and to interact and be involved in the learning process. The third function of *na3am*, with the "okay" meaning, is found in its use in a turn transition in an extended turn to mark a continuation in a discussion of elements in the learning material.

Excerpt 9.2 below demonstrates an examples for the typical interactional patterns of Arabic PMs in material mode (lines 247, 249, and 255 in green):

Excerpt 9.2

246. S: ms reem
 247. T: ↑na3am (.)
 {Yes}
 248. S: ↑what does this mean(.) ↑is this is hoppy
 249. T:↑ay ↑ay soal (.) ↑haza (.) el soal el awal(.) hwaya means hoppy (.) ↑na3am (.)
 {Any any question? Do you mean this one the first question? hwaya means hoppy. Okay!}
 250. yasmee::n al mofdla (.) hwyat yasmine al mofdla (.) yasmine favourite hobby
 {Yasmeen's favourite hobby yasmeen's favourite hobby}
 251. S6: what yasmeen favorite hobby (.)
 252. T:na3am (1.4) doork (.) ↑anta altaly
 {Yes, okay, it is your turn in the participation}
 253. S6:↑what does it mean said what is yasmeen dream(.)
 254. T:al soaal el thany (.)maza tatmana yasmeen an tosbah (.) what is yasmien(.) ambitious(.)
 {The second question. what does Yasmeen want to be? what...}
 255. to be (.)↑na3am=
 {to be. yes?
 256. S6: = ↑what is this question about
 256. T: ↑el khames (.) ↑akher soaal haza(.)
 {The fifth question. this is the last question}
 257. S6: haza ↑yes(.)
 {This one, yes}
 258. T: menkam ↑la3b(.) men kam la3b now he is asking about number like how many men kam la3b
 {From how many players.this question is asking about a number like how many men how many players}
 259. aw kam la3ba yatkwan fariq kort el qadam ↑so men kam(.)
 {or how many players does the football team consist of? so from how many?

Two Arabic PMs are noted in material mode to perform four interactional functions. So, in the opening of a teacher turn in lines 247, *na3am* “yes” is used as a clarification initiator or response indicator. Accompanied by a rising and followed by a pause, *na3am*, with the *okay* meaning, is detected in line 249 to mark a continuation in a discussion of some elements from the learning material. In the end of another teacher turn in line 255, the rising marker *na3am* “yes” is used as an instruction finalizer as well as a response indicator. Likewise, with the same interactional pattern, the PM *ay soal* “any question” performs to seek a clarifying response from an addressee that indicates what question he was asking about.

5.7.4 Linking Interactional Features of PMs in Material Mode to Pedagogical Goals

The interactional uses of Arabic PMs in teacher B classroom talk in material mode show that these communication devices have also performed some instructional purposes that are specific to material mode. Thus, it can be noted that the identified Arabic PMs are used in an IRF interactional pattern to inform learners for the new learning material, to create opportunity for practice, to display the correct answers and to provide evaluation of learners' production in relation to material. This interactional pattern is a typical feature in material mode (see Walsh, 2006 & 2011). On the other hand, the limited use of Arabic PMs in this mode is because of many possible factors such as the teacher's reliance on the use of many English PMs such as *okay* and *so* to create the typical interactional pattern in material mode that exists around the IRF interactional pattern. Excerpt 8.2 below demonstrates how the English PM *okay* is used in material mode in an interactional pattern that is always followed by a display question:

Excerpt 8.2

158. T: wajetehom kolhom momtaza (.7) ↑nashat el tanween na3am (.) wajdti kol↑el kalamat
{ you find them all, great. let's start nunation activity, okay, you found all words?}
159. ayna ↑ryada? hal wajete kalamt ryada? okay (2.) <ma hazehe el kelma>?
{where is the word "sport," okay! what is this word?}
160. S:kalb=
{ it is a dog }
161. T:=kalb (.) <cap is it cab or kalb> (.)
{dog. is it cap or kalb?}
162. S:kalb
{it is kalb meaning it is a word for dog not a cap }

As seen above, an interactional learning opportunity was facilitated where the teacher used the English PM *okay* followed by a display question that asked about a word in the learning material in line 159 and then a student took another turn to respond to the question.

5.7.5 Findings The Interactional Features of Arabic PMs in Skills & Systems Mode

Generally speaking, classroom interaction in skills and systems mode aims at enabling learners' appropriate use of the target language and developing their production (see Walsh, 2006 & 2011). Thus, this section discusses how the interactional uses of Arabic PMs in skills and systems reflect their mastering of language skills and how that align with the distinctive interactional features of this mode. Table 18 below critically illustrates the interactional patterns and functions of Arabic PMs in skills and systems as identified in teacher B classroom talk.

Table 18 The Interactional Patterns & Functions of Arabic PMs in Skills & Systems Mode (Teacher B)

PMs	<i>Mazboot</i> “right” and “okay”	<i>Na3am</i> “yes”	<i>Sahyha am khateaa</i> “right or wrong?”	<i>Lanna</i> “because”
Interactional Patterns	1. turn-initial -accompanied by a rising tone & a pause	1. turn-initial -accompanied by a rising tone & a pause	1. turn-initial in a minimal response -accompanied by a rising tone & a pause 2. turn-final -accompanied by a rising tone & a pause 3. turn-final -accompanied by a stress & a pause	1. turn- initial in a minimal response -accompanied by rising
Functions	1. positive immediate evaluation	1. immediate assessment	1,2, &3 clarification request initiator	1. immediate assessment

As demonstrated in table 18, the interactional analysis of teacher B classroom talk reveals that four Arabic PMs are used in skills and systems mode to initiate a positive evaluation or an immediate assessment on students' productions or to encourage more accurate language use as an indication of language learning progress. Thus, the rising PM *mazboot* “right” and “okay” appears in the opening of teacher turns followed by a pause to provide learners with evaluative immediate assessments on their performance and to point to another coming teacher turn. Similarly, *na3am* “yes” occurs in teacher turn-initial to offer an evaluation on learners' productions (see Yang,2014).

Sahyha am khateaa “right or wrong?,” with an interactional pattern in the form a tag-positioned PM, is identified in both the opening and the end of a teacher turn to initiate a display question seeking a confirmation of understanding from learners. The last PM, *lanna* “because” also appeared in an utterance initial in a teacher’s B minimal response to her students for providing an immediate assessment and initiating a part of the answer as a teacher echo. In the following excerpt 10.2, an example of the interactional patterns of two identified Arabic PMs in skills and systems mode will be briefly demonstrated (in lines 336 & 340 in red):

Excerpt 10.2

334. T: mahron ↑okay el jomla el thania (.) ↑[hazehe qalmon
 {So we use *maheron* instead of *maheraton*. okay. let's' read the second sentence: this is a pen}
335. S: ↑[hazehe qalmon=
 {this is a pen}
336. T: =hazehe qalmon (.)↑saheha am khataa (.)
 {Is it **right or wrong** to say *hazehe qalam* “this a pen”? meaning that the feminine demonstrative pronoun “hazehe” before the masculine noun *qalam*}
337. S: wrong (.) ghalat
 {Wrong wrong}
338. T: ↑emaza(.)
 {Why}
339. S4: ↑because there is [no
340. T: ↑lanna qalam (.)
 {**Because** pen?}
341. S5: ↑it is a boy]
342. T: ↑mozakar
 {A masculine noun}
343. S: yes

Two Arabic PMs, *saheha am khataa* “right or wrong” and *lanna* “because” are detected in the end of a short teacher turn in line 336 where it is used to perform one interactional function that is to make students distinguish the correct masculine singular pronoun “hatha” from the other feminine singular pronoun “hazehe.” So, it is noted that teacher B used the PM *saheha am khataa*, headed by the rise in intonation, to check on her students’ understanding of the structural rule

regarding avoiding using the feminine singular pronoun *hazehe* “this” to refer to the masculine singular noun *qalamon* “pen” and to use the masculine singular pronoun instead.

5.7.6 Linking Interactional Features of PMs in Skills & Systems Mode to Pedagogical Goals

Similar to the uses of Arabic PMs in material mode, the uses of those linguistic elements seem to be limited too in skills and systems mode. So, only four Arabic PMs are identified in skills and systems mode. Further, findings from the previous interactional analysis of the uses of those PMs show that they are used to draw students’ attention to teacher’s comments on their productions, to display the correct answers to learners and to encourage more learners’ productions as indication of their language learning progress. Moreover, it is noted that other interactional uses that can assist learners to manipulate the target language, that is Arabic here, are at scarce. Therefore, we have seen that important interactional functions of the PMs, such as *mazboot* “right” and *na3an* “yes,” that are more responsible for facilitating more learners interactions are missing. Although both the interactional and pedagogical focus of skills and systems mode is on developing the accurate language use (Yang, 2014), repairs and corrective feedback are limited in this mode. Thus, it can be noted that the use of the PMs *mazboot* and *na3am* in teacher B data are limited to displaying correct answers to learners rather than creating interactional opportunities where repairs and feedback are typically provided to students.

5.7.7 Findings From The Interactional Features of Arabic PMs in Classroom Context Mode

As indicated earlier, classroom interaction in classroom context mode centers on creating meaningful interactional opportunities that are students-centered (Walsh, 2006, 2011). Therefore, this section investigates the findings that are related to the interactional uses of Arabic PMs in

classroom context mode that are associated with promoting fluency (Yang, 2014,p 141). Table 19 below reviews the interactional patterns and functions of Arabic PMs in classroom context mode and how they are in line with the conventional interactional features in this mode:

Table 19 The Interactional Patterns & Uses of Arabic PMs in Classroom Context Mode (Teacher B)

PMs	<i>Aydan</i> “also”	<i>Momtaz</i> “great”
Interactional Patterns	1.turn initial -with an emphasis followed by a pause in a slower speech pace 2. turn-final -preceded by a rising tone and followed by a pause new turn initiator	1.Turn-initial/ -preceded by rising tone
Functions	1. turn extender to elaborate on the same topic 2. turn yielding	1.immediate assessment indicator

In contrast to the typical interactional features of PMs in classroom context mode that encourages more students turn for developing learners’ fluency (Walsh, 2006 & 2011), some interactional uses of the identified Arabic PMs in classroom context here are found to extend teacher turn and limit students’ involvements. Therefore, only two Arabic PMs are detected in this mode where the first identified interactional uses of the PM *aydan* “also” appears in teacher turn-initial position, modified by an emphasis and a succeeding short pause, to extend teacher turn and to elaborate on a previously presented topic. Likewise, the second marker *momtaz* “great” appears in an opening of another teacher turn to provide an immediate positive evaluation on a student performance in a learning activity before a new activity is introduced. However, the same marker *aydan* occurs in a turn- final position, marked with a rising intonation and a micro pause, to facilitate more students’ interactions. Excerpt 10.2 provides an instance from teacher’s B classroom data where the interactional use of the PM *momtaz* “great” is identified in classroom context mode (in line 356 in orange):

10.2

352. T: ↑okay what's wrong with the meem here what do you mean (.)
353. S: nothing it is correct
354. T: la ↑o:ol saheha jomla saheha [ana oheb korat el qadam
{no. say instead it is a correct sentence that is i like football}
355.: S: [ana oheb korat el qadam]
{i like football}
356. T: ↑**montaz okay=**
{**great! okay**}
357. S: =I got two dollars=
358. S: =oh I got more than the rest of them=
359. T: =>↑okay(.) **khalina** naqraa el jomal (.)<↑3ashan(.)<3ashan mafesh waqt hona(.)>
{okay. **let's** read the other sentences **because because** we don't have much time left}

As demonstrated in excerpt 10.2, one Arabic PM, that is *montaz* “great” is found in classroom context mode in an opening of a teacher turn in line 356 to provide an instant response to a student’s answer that occurred in a moment of overlapping and also to indicate a move to another learning activity. Instead of having the other interactional use of the PM *montaz* with a meaning similar to “understood” that can perform another interactional function to encourage more learners’ interactional opportunities, we noticed that *montaz* “great” here is used to comment on an interactional instance and eliminate any potential interactional moments. Thus, it can be observed above that the English structural PM *okay*, that is marked with a stress, directly follows the PM *montaz* to attract learners’ attention to the coming instruction instead of yielding an interactional turn to students and extending interaction on the same topic.

5.7.8 Linking Interactional Features of PMs in Classroom Context Mode to Pedagogical Goals

Findings from previous discussion reveal that the interactional functions of Arabic PMs in teacher B classroom talk do not align with some known pedagogical agendas in classroom context mode such as allowing learners to foster oral fluency (Yang, 2014). Thus, it is noted that the interactional uses of the identified Arabic PMs have led to more teacher turns and fewer students’

involvement. Although there are instances where teacher B uses interactional PM to encourage more students' interaction, interactional PMs are still limited. Moreover, when looking at teacher's B interactional uses of PM in this mode, it can be clearly seen that the main focus of the teacher is on having contextualized elaborations on the contents of the lesson rather than providing interactional opportunities for learners where students can receive referential questions and content feedback to encourage more learners' productions (see Walsh, 2006 and 2011).

5.8 Teacher's B Perspectives Towards the Uses of Arabic PMs in Her Classroom Talk

This section critically discusses findings from the third stages analysis to explore answers to the third and four research questions that are related to teachers' perception of the uses of Arabic PMs in her classroom talk as well as teacher's B perceptions of the impacts of her classroom context on the use of the identified Arabic PMs in her classroom talk.

5.8.1 The Uses of Arabic PMs As Perceived By Teacher B

Findings from teacher's B interview answers (section 4.6.1) about the uses of Arabic PMs in her classroom talk show that she is aware of some important structural and interpersonal uses of PMs that are highlighted in the literature. For instance, in her answers, the uses of some structural PMs such as *alaan* "now," *na3am* "okay," *hasanan* "okay," *khalas* "okay," *khalina* "let's" and *aydan* "also" were clarified. So, she was able to identify some of their important structural uses including: 1) initiating a response to students, 2) preparing students to different interactional move that indicates the beginning or end of an instruction and a learning activity, 3) elaborating on concepts in the learning materials and 4) identifying the organization of classroom discourse (see AlMakoshi, 2014).

In addition, the interview reveals that the same teacher is also ware of some interpersonal uses of PMs as the uses of the following Arabic PMs: *tab3an* "of course," *mazbout* "right" and

“alright,” *law samaht* “please” and *sah am khataa* “right or wrong.” Thus, the teacher was able to highlight some interpersonal functions of those linguistic items such as emphasizing an information to learners, introducing positive evaluations to students input, initiating polite instruction to learners, seeking responses from students and creating opportunity for them to interact.

Nevertheless, no Arabic PM, except for the interpersonal PM *ay soal* “any question,” was cited by the teacher as an important expression to be taught to her students as the teacher finds PMs, as any other expressions, are not important resources to draw her students’ attention to especially her younger age learners. Instead, singing to children and other teaching tools such as displaying cards and the use of ClassDojo are more useful. Likewise, using expressions such as PMs are not considered important for facilitating students’ participations and interactions. Therefore, fewer Arabic PMs such as *momtaz* “great” or *ahsanti* “great” are reported in her answers to enhance learners’ involvements. In opposite, teacher B contends that the strategy of offering prizes to younger age learners is a more beneficial tool toward encouraging more students’ participations.

Furthermore, the teacher seems to be also aware of the multi-functionality of PMs and that their functions are context-dependent. So, her answer reveals that a PM such as *na3am* “yes” and “okay” functions at the interpersonal level to indicate a response and at the structural level to initiate an information. Similarly, teacher B has also cited the multi-functionality of another identified PM in her talk, that is, *khalas* “enough” and “okay” and was able to point out how such a PM is used as a structural as well as an interpersonal marker.

As it has been revealed in previous research that teachers are usually aware of some uses of PMs in their actual language use (see Othman, 2010), teacher B is not aware of the uses of the

all identified Arabic PMs in her classroom talk such as the uses *hasanan* “okay” and *mashy* “okay” and “understood.” Also, teacher B finds that PMs perform the same functions as a teacher tool as well as a learning tool and that those functions are summarized into the following categories: giving directions, indicators of achievements, classroom discussion and classroom interaction facilitators and learning environments managers.

5.8.2 The Impact of The Classroom Context on The Use of Arabic PMs in Teacher Talk As Perceived By Teacher B

Based on the analysis of teacher’ B perceptions regarding the impacts of classroom context on the uses of Arabic PMs in her classroom talk, (see section 4.6.2), findings show that important variables such as learners age, learners’ fluency level and teacher’s beliefs and language ideology are strongly associated with that specific classroom setting leading to a significant impact on teacher talk in general and on the uses of Arabic PMs in teacher talk in particular. As for the first two variables that are learners’ age and fluency level, these variables were also reported in the findings of previous research to have a significant impact on the uses of PMs (see Choi, 2007; Christian & Bassano, 1994; Hellermann & Vergun, 2007). So, as teacher B pointed out, teaching a younger age learners with low fluency level requires her to rely on both English and Arabic in classroom teaching and that explains teacher’s B persistent use of English PMs in her classroom talk as demonstrated in the excerpts (see excerpts 6-10). This pedagogical practice reflects that teacher B is not aware of how to develop her students’ oral fluency, not only by exposing them to Arabic, but also by promoting more interactional space for her students to learn to use a variety of Arabic PMs where the appropriate use of those elements are indicators for developing oral fluency and pragmatic competence in Arabic (Fung & Carter, 2007; Hellermann & Vergun, 2007; Romero-Trillo, 2002).

Although little attention has been given in the literature to the impact of teachers' attitudes and/or beliefs toward the uses of PMs (see Fung, 2011), findings from this study reveal that teachers' beliefs and language ideologies, especially for the L2 Arabic teachers who are also native speakers of Arabic as they are the focus of the study, are important variables on the teaching of Arabic in general and the uses of Arabic PMs in particular. According to teacher's B beliefs, as indicated in her answers in the interview, parents' expectations for their children are to be fluent in SA so they can read the Holy Quran, which is also considered another factor that demands the inclusion of SA in classroom teaching and learning and the exclusion of the other Arabic varieties. Further, teacher B added that since SA is the variety to which her students have enough exposure before schooling, she thinks that it is then easier for her students to be exposed to the same SA variety in the classroom. This inclination for the use of SA has resulted in her use of various Arabic PMs from SA. However, teacher B is also aware that Arabic learners in the U.S. should be exposed to different Arabic varieties to better communicate with different Arabic speakers outside classroom context. Although the teacher indicated that Arabic PMs, either from colloquial Arabic or SA, are useful communication devices in the real communication context, she is not enough aware of what important uses those linguistic elements perform when used by speakers in interactions.

5.9 Linking Teacher's B Actual Production of Arabic PMs to Her Perceived Uses

Linking findings from teacher' B actual production of Arabic PMs with her perceived uses of those linguistic elements in her talk provides explanations that help us understand why specific functional, interactional and pedagogical uses of PMs are identified in this teacher talk. First, in a way that aligns with previous reseasch (see Fung, 2003; Othman, 2010), this study has also shown that when looking at the uses of Arabic PMs in the teacher's actual production and her perceived

use, it can be observed that teacher B demonstrates a sufficient awareness of the uses of some identified Arabic markers in her talk. Therefore, as the findings from teacher's B actual production reveal that PMs mainly function at the structural and interpersonal levels, answers from the interview also show that teacher B is aware of the functions of PMs at those two macro levels: the structural functions that are related to organizing the structures of discourse (AlMakoshi, 2014) and the interpersonal functions that are used for marking interpersonal relationship and performing social interaction in the class (Yang, 2014). Further, the attitudinal analysis reveals that Arabic PMs are perceived to perform pedagogical uses including giving directions, responding to students' answers, facilitating interaction and managing learning environments. In line with those highlighted pedagogical uses of PMs in the interview, the analysis of PMs in actual production also show that PMs in teacher 's B classroom talk also perform similar pedagogical functions.

Findings from the functional and interactional analyses of Arabic PMs in the four micro modes disclose to us that Arabic PMs are more likely used as structural markers in the four different modes, especially in managerial mode, to organize spoken discourse and make it more comprehensible for learners (see AlMakoshi, 2014; Chaudron & Richards, 1986; Tehrani & Dastjerdi, 2012). This indirectly indicates that the focus of the teacher is on learners' comprehension of the content rather than creating more interactional opportunities for language learning. Therefore, results from interactional and pedagogical uses of PMs in teacher talk show that teacher' B usual instructional practices rely on the uses of display questions to check on students' understanding of the content rather than providing repairs and corrective feedback or initiating referential questions.

When looking at the impact of teaching Arabic in the U.S context on teacher's B actual uses of PM, it can be observed that learners age, learners' fluency level and teacher's beliefs are

significant factors on teacher talk in general and on the uses of Arabic PMs in teacher talk in particular. According to the interview answers, younger age Arabic learners in the U.S. context with low fluency levels find it difficult to learn Arabic varieties. Instead, both Arabic as well as English are used as a teaching tool, which also shows why different English PMs such as *okay*, *so*, and *you know* are detected in her classroom talk. Also, because of the particular context of her Arabic classes in the school that focuses on the teaching of SA for religious purposes, teacher B finds that exposing her students to the learning of SA is more valuable for reaching parents' expectations. However, the same teacher is also aware that it is more beneficial for her students to learn SA and the other widely spoken Arabic varieties such as Egyptian Arabic. This positive attitude that supports the idea of exposing the students to the learning of different Arabic varieties is also in line with the uses of Arabic PMs in her actual classroom production. Thus, it can be noted, as demonstrates in her excerpts, that both dialectal Arabic PMs as well as MSA PMs are highlighted in her classroom talk such as the following Arabic PMs *mashy* "okay," *mazboot* "right" and "alright," *momtaz* "great" and *khalas* "enough" and "okay" form colloquial Arabic and *hasanan* "okay" *tab3an* "of course," *na3am* "yes" and "okay" and *tamam* "okay" *sahyha am khateaa* "right or wrong" and *aydan* "also" from MSA.

Teacher C

5.10 Revisiting The Functional Analysis of Arabic PMs in Teacher C Classroom Talk

This sections demonstrates a critical overview of the functional macro and micro uses that the identified Arabic PMs perform in teacher C classroom talk, which also answers the first research question that is related to the functional uses of those linguistic elements in teacher talk. Therefore, in what follows, findings from the functional analysis are presented with regard to the adopted functional paradigm (Fung & Carter, 2007).

5.10.1 The Macro & Micro Functions of Arabic PMs in Teacher C Classroom Talk

The functional analysis of the macro and micro uses of Arabic PMs in teacher's C actual production reveals that many linguistic elements with important discursive functions are classified as Arabic PMs such as *alaan* "now," *tab3an* "of course," *lematha qolt* "why I said" *lematha lam aqol* "why I don't say," *matha aqool* "what do I say" and *shoo rah aqool* "what will I say," *ya3ni* "it means," *mathalan* "for example" *na3am* "yes" and "okay" *ahsanty* "great" *laan/lannu* "because," *fa* "so," *ma3aya ya* or *ma3y ya* "are you with me oh student," *wa* "and" "*and what*" and *yallah* "come on." As demonstrated in the table below, these Arabic PMs perform various functions at four macro levels (interpersonal, structural, referential, and multi-functional). Table 20 below encapsulates the interactional patterns and functions for the identified Arabic PMs:

Table 15 The Macro & Micro Functions of Arabic PMs in Teacher C Classroom Talk

Arabic PMs	Macro Functions	Micro Functions
<i>Alaan</i> "now"	Structural	1. to shift topic of discussion 2. to conclude discussion in a topic and introduce another 3. to mark a beginning of an activity
<i>Khalas</i> "okay"	Multi-functional/ Interpersonal	1. to indicate a follow up response
<i>Khalas</i> "okay"	Multi-functional\ Structural	1. to mark a continuation in a discussion of a topic.
<i>Tayyeb</i> "okay"	Structural	1. to change the topic of discussion.
<i>Tab3an</i> "of course"	Interpersonal	1. to reinforce a meaning of an information
<i>Lematha qolt</i> "why I said"	Interpersonal	1. to initiate a clarification
<i>Lematha lam aqol</i> "why I don't say"	Interpersonal	1. to initiate a clarification
<i>Shoo rah aqool</i> "what will I say"	Interpersonal	1. to seek a response
<i>Fa lematha</i> "so why"	Interpersonal	1. to initiate a clarification
<i>Fa</i> "so"	Multi-functional/ Referential	1. to indicate a resultative meaning
	Multi-functional/ Structural	2. to initiate a topic discussion
<i>Fa</i> "so"	Structural	1. to switch a topic of discussion
<i>Fahona</i> "so here"	Structural	1. to change the topic of discussion
<i>Mathalan</i> "for example"	Structural	1. to develop a further discussion on a topic
<i>Fahona</i> "so here"	Structural	1. to switch a topic of discussion
<i>Na3am</i> "yes"	Multi-functional/ Interpersonal	1. to indicate a response
<i>Na3am</i> "okay"	Multi-functional/ structural	1. to end discussion on a topic and indicate a move to another
<i>Na3am</i> "yes"	Multi-functional/ Interpersonal	1. to seek a response
<i>Na3am</i> "okay"	Multi-functional/ structural	1. to shift the topic of discussion from one point to another
<i>Na3am</i> "yes"	Interpersonal	1. to seek a follow up response
<i>Laan or lannu</i> "because"	Multi-functional/ Referential	1. to indicate a cause
	Multi-functional/ Structural	1. to develop discussion on a topic
<i>Ahsanty</i> "great"	Interpersonal	1. to indicate a positive evaluation
<i>Momta3</i> "great"	Interpersonal	1. to indicate a positive evaluation
<i>Ma3aya ya or ma3y ya</i> "are you with me"	Interpersonal	1. to ensure that addressee is following the instruction
<i>fa</i> "so"	Referential	1. to indicate a causal relationship
<i>Ya3ni</i> "it means"	Structural	1. to introduce an elaboration on a prior information
<i>Ya3ni</i> "it means"	Interpersonal	1. to seek a clarifying response on the meaning of a word
<i>Maza aqool</i> "what I say"	Multi-functional/ Interpersonal	1. to seek a response
	Multi-functional/ Structural	1. to introduce a new discussion topic to students
<i>Yallah</i> "come on"	Interpersonal	1. to draw learners' attention to particular demands
<i>Wamaza aydan</i> "what else"	Interpersonal	1. to demand a follow up response
<i>Law samahiti</i> "please"	Interpersonal	1. to initiate a polite request
<i>Hal aqool</i> "do I say"	Multi-functional/ Interpersonal	1. to initiate a clarification
	Multi-functional/ Structural	1. to initiate discussion on a topic
<i>Matha aqool</i> "what do I say"/ <i>Maza aqool</i> "what do I say"	Multi-functional/ Interpersonal	1. to seek a response
	Multi-functional/ Structural	1. to initiate discussion on a topic
	Interpersonal	1. to seek a response
<i>Wa</i> "and what"	Interpersonal	1. to seek a response
<i>Wa</i> "and"	Multi-functional Referential	1. to mark a coordination
<i>Wa</i> "and what"	Multi-functional Interpersonal	1. to seek a response
<i>Wa</i> "and"	Referential	1. to mark a coordination

As it is demonstrated above in table 20, 25 Arabic PMs are detected in teacher C classroom talks to perform a variety of micro functions at four macro level. When comparing the uses of PMs across the three teachers, it can be noted that teacher C has the largest number of PMs in her classroom talk and that is due to the fact that students in her Arabic classes are advanced learners

Arabic. This finding is also in line with the findings from previous research (e.g. Hellerman & Vergun, 2007; Yang, 2014) that contend that “the percentage of (PMs) in the upper level classes is greater partially because teachers rely less on a foreigner talk register to interact with students in these class levels” (Yang, 2014, p. 167). This is an indication that the more uses of PMs in these higher level classes also reflect speakers’ higher level in sociolinguistic competence (Muller, 2005) and pragmatic competence (Iglesias Moreno, 2001; Romero-Trillo, 2002). Findings from the macro and micro functional analysis of the uses of PMs in teacher’s C actual language use reveal that Arabic PMs constitute a significant portion of spoken classroom discourse (Almakoshi, 2014; Fung & Carter, 2007). Furthermore, the identified Arabic PMs are noted to perform at four macro levels (interpersonal level, structural level, referential level and multi-functional level). The observation that those linguistic elements are more likely used at the multi-functional level proves the validity of adding Yang’s (2014) *multi-functional* category to the adopted functional paradigm toward the analysis of a PM that simultaneously operates at different contextual levels.

The first list includes the five markers that are only used as structural markers. The first structural PM *alaan* “now” is used to mark a shift in a topic, to conclude a topic and to move to another or to indicate a beginning of an activity. These important structural uses of the PM *alaan* to mark the structures of topics in discourse is similar to the English PM *now* that is cited in different studies (see AlMakoshi, 2014; Carter and McCarthy, 2006; Fung & Carter, 2007; Fung, 2003; Maschler, 1998; Yang, 2014). The second structural marker is *mathalan* “for example” and it is used to develop a further discussion on a topic. The third structural PM *tayyeb* “okay” is used to indicate a change in a topic of discussion. Likewise, the fourth structural PM in the first list is *fa* “so” that appears to switch a topic of discussion. Unlike the findings of previous research on the marker *ya3ni* “it means” that only highlight the interpersonal uses of such marker (see AlBatat,

1994; Gaddafi,1990; Bidaoui, 2015), this study has identified two macro functions for this marker where it can be used either as a structural marker to perform a micro function that is related to initiating an elaboration on a meaning of a prior information or as an interpersonal marker to seek a response that clarifies the meaning of a particular word. However, findings of the functional analysis showed that the structural uses of this marker was likely used than the interpersonal uses and this might explain the pedagogical focus of teachers on using *ya3ni* to initiate a further elaboration rather than to elicit responses and create interactional spaces for learners.

On the other hand, fourteen markers are only used at the interpersonal level. The first interpersonal PM *tab3an* “of course” is used as a stance marker to reinforce a meaning of an information. The other PMs such as *lematha qolt* “why I said,” *lematha lam aqol* “why I don’t say,” *matha aqool* “what do I say,” *shoo rah aqool* “what will I say” and *wa* “and what” are used as interpersonal markers to get learners attention and to seek a response. Likewise, *wamaza aydan* “what else” is used to demand a follow up response. While *ahsanty* “great” is used as an interpersonal marker to present a positive evaluation, *ma3aya ya* or *ma3y ya* “are you with me” is also used as interpersonal PM to ensure that an addressee is following the instruction. *Momtaz* “great” is the other stance marker that is used to perform the same interactional function as the PM *ahsanty*. Although the PM *yallah* “come on” is known of its multi-functional uses, it is used by teacher C only as a managerial marker at the interpersonal level to draw learners’ attention to particular demands that are planned to manage the students’ learning experience. *Law samahti* “please” is used as an interpersonal marker to indicate a polite request to a female student. Likewise, there are instances for the PM *na3am*, with the “ yes” meaning, where it is used only as an interpersonal marker to seek a follow up response.

There are other PMs that perform more than one macro function at the same time. The PM *khalas* “okay,” for instance, is used at the multi-functional level to perform an interpersonal function that is indicating a follow up response and a structural function to mark a continuation in the discussion of the same topic. *Fa* “so” is used at the multi-functional category to perform three macro functions simultaneously: 1) an interpersonal function to seek a response, 2) a referential function to indicate a resultative meaning, 3) a structural function to initiate a discussion topic. Similarly, in another occurrence for the PM *fa*, the same marker is used as a multi-functional marker performing at two macro levels: a referential function to indicate a resultative meaning and a structural function to initiate a topic of discussion. The observed multi-functional uses of *fa*, identified in this study, also align with the similar observation of the same marker that was highlighted in Ryding’s (2006) analysis of Arabic PMs (Connectives in her terminology) in MSA. However, the interpersonal uses of *fa* that are acknowledged in this study have not yet been highlighted in previous research and this might be due to the type of the data on which the analysis of current study is based. The other PM *na3am* “yes” and “okay” is used as a multifunctional marker to perform at two different macro levels: 1) interpersonal functions that are related to response seeker or response indicator, 2) structural functions such as ending a discussion on a topic and indicating a move to another or switching a topic of discussion. Also, *maza aqool* “what I do say” is used at the multi-functional level to perform an interpersonal function related to seeking a response from learners and a structural function that is to introduce a new discussion topic. The last two-word PMs *hal aqool* “will I say” and *matha aqool* “what do I say” are used at the multi-functional level to indicate an interpersonal function that is to seek a clarifying response from students and also a structural function to initiate discussion on a topic. Similarly, *laanu or lanna* “because” is a multi-functional marker that is used at a referential level to indicate a cause and at

a structural level to develop discussion on a topic. In contrast to the findings of previous research (e.g. al-Batal, 1990; Alkohlani, 2010; Ryding, 2006) that only limit the uses of the PM *wa* “and” to a number of identified textual functions, findings from the functional analysis of this study reveal that such marker not only performs textual functions but it also has other interpersonal functions. Therefore, *wa*, in this study is considered a multi-functional marker that functions as an interpersonal marker, with the meaning “and what,” to seek a response from learners and also as a referential marker, with the meaning “and,” to mark a coordination.

The last list includes the PMs that are used only as referential markers. The PM *fa* “so” also appears in other instances to perform one macro referential function to indicate a causal relationship. Also, in line with the findings of other similar studies such as Alazzawie (2014) and Taha, Jarrah, and Al-Jarrah (2014) that highlight the referential function of the widely cited PM *wa* “and” in the literature, this study also shows that there are instances where the PM *wa* “and” is used as a referential marker to mark a coordination.

The excerpt below, that is taking from a recorded session where teacher C is teaching the grammatical structures of transitive and intransitive verbs, demonstrates an example that shows how the four identified Arabic PMs (*alaan* “now,” *lannu* “because,” *maza aqool* “what do I say” *fa* “so”) perform some micro functions at four macro levels:

Excerpt 13.2

168. iqlab al-safha ↑**alaan** (.)
 {Turn the page **now**}
169. **S:** ↑why are we iqlab alsafha?
 {Why do we have to turn the page?}
170. **T:** **lannu** ana↑**alaan** huna↑<hawwel al-af3al almuta3adeya ela af3al lazema> (.) ↑tazakaru(.)
 {**Because** i am **now** here. Change transitive verbs into intransitive? Remember!
171. eza howwel al fe3l almuta3adee ila fe3el la::zem ↑al-fa3el la yakun mawgud(.) **ya3ni**
 If transitive verbs were changed into intransitive, subject will be deleted **meaning** that
172. <al-subject la yakun mawgood >(.)↑so akmal al-ustath al sharh (.) ↑so kayfa ohawel ila fe3l
 the subject will not be excited.} {So, how can we change this active sentence into passive “the teacher completed explaining the lesson?”

173. la::zem (.)↑**maza aqoo:l**(.) kamula al-sharh (.) kamula al-shar.↑so alkalema ellee
what do i say then? the lesson was finished.} {So, the word in that is
174. fe alwasat ozeluha waauhwalla ela fe3l lazem ↑qol (.) kamula al-shar kamula al-sharh
 in the middle is deleted and that turns the sentence into passive. Say, the lesson was
 finished}
175. (.)↑3endama aqool <akmala al-ustath al-sharh> wa ohawwel hatha al-fe3l al-muta3adde ela
 {When i say the teacher finished the lesson and then i change this verb into
176. fe3lla::zem ozeel=
 intransitive i delete
177. **S:** =(a student trying to response)
178. **T:** ↑entazeree (.) ↑<huna(.) asheel alustath↑**fa** taseer (.) kamula (.) al-sharh>=
 { Wait. Here i delete the subject **so** it becomes the lesson was finished }
179. **S:** =okay, gazake ellahu khayran miss mary
 {Okay, teacher C, may Almighty rewards you with good things }

Four Arabic PMs are noted above to perform macro and micro functions. *Alaan* “now” in line 168 is used as a structural marker to conclude discussion on the previous topic. Also, in line 170, it is used as a structural marker to mark the beginning of a new activity. In the same line, the PM *lannu* “because” functions as a referential marker to introduce a cause. In line 171, *ya3ni* “it means” functions as a structural marker to introduce an elaboration on the meaning of the word *dohesh* “was amazed.” In line 173, *maza aqool* “what do I say” performs as a multifunctional marker functioning as an interpersonal marker to seek a response from students and as a structural marker to introduce a new discussion topic to students. The other referential function appears in line 178 where the PM *fa* “so” is used at the macro referential level to show a causal relationship.

5.11 Revisiting The interactional & Pedagogical Analyses of Arabic PMs in Teacher C Classroom Talks

By the use of CA and L2 classroom modes analysis as a complementary analytical framework (Yang, 2014), this section briefly discusses and critically presents important findings that are related to the interactional and pedagogical uses of Arabic PMs in teacher C classroom talks, which also answers the second research question that is related to identifying the interactional and pedagogical uses of the identified Arabic PMs in the four modes in classroom interactions.

5.11.1 Findings From The Interactional Features of Arabic PMs in Managerial Mode

By and large, classroom interactions in managerial mode feature extended teacher turns and frequent use of transitional markers and confirmation checks (Walsh, 2006 and 2011). PMs in this mode are identified in different parts of an utterance. So they can be in the opening, center and close to the end of a turn to initiate different instructions to students (Yang, 2014). Table 21 below summarizes the interactional patterns and functions for the identified Arabic PMs in managerial mode.

Table 16 The Interactional Patterns & Functions of Arabic PMs in Managerial Mode (Teacher C)

PMs	<i>Alaan</i> “now”	<i>Na3am</i> “okay” and “yes”	<i>Ma3aya ya or ma3ee ya</i> “are you with me”	<i>Lannu</i> “because”	<i>Yallah</i> “come on”
Interactional Patterns	1. turn-initial -preceded by a rising tone and/or followed by a pause 2. turn transition -preceded by a rising tone 3. turn transition -preceded by a rising tone and followed by a pause 4. turn transition -marked by a stress and followed by a slower speech pace 5. turn-final/ -preceded by a rising tone and followed by a pause 5. turn –medial - preceded by a rising tone	1. turn-transition -marked with an emphasis and followed by a pause 2. turn-initial -marked with the rising tone and followed by a pause 3. turn-final -marked with emphasis and followed by a pause	turn-initial -preceded by a rising tone 2. turn-medial/ -preceded by a rising tone	1. turn-initial/ -marked with stress	1. turn- initial/ -marked with a rising tone 2. turn- initial/ -marked with the louder sound and followed by the particle of vocation <i>ya</i> “oh someone”
Functions	1. attention getter & instruction initiator 2,3,4 attention getter & instruction initiator for a topic transition 5. attention getter & instruction finalizer 6. attention getter & an instruction continuation marker	1. attention getter & instruction initiator for a topic transition 2. attention getter & instruction initiator 3. instruction finalizer & floor yielding	1. attention getter & confirmation check	1. attention getter & topic developer	1.& 2 attention getter & demanding an action

PMs	<i>Law samahti</i> “please”	<i>Tayyeb</i> “okay”	<i>Fa</i> “so”	<i>Khalas</i> “enough”	
Interactional Patterns	1. turn-final/ marked with stress and followed by a pause instruction finalizer	1. turn-medial/ preceded by a rising and in faster speech pace instruction initiator	1. turn- initial preceded by a rising tone and followed by a pause instruction initiator	1. turn initial/ marked by stress instruction initiator	
Functions	1.attention getter & demanding an action	1.attention getter & topic transition indicator	1.attention getter & topic transition	1. attention getter & response indicator	

Table 21 describes the interactional features and functions of the nine identified Arabic PMs in teacher C talk in managerial mode including *alaan* “now,” *na3am* “okay” and “yes,” *ma3aya ya or ma3ee ya* “are you with me” *lannu* “because,” *yallah* “come on,” *law samahti* “please,” *tayyeb* “okay,” *fa* “so,” and *khalas* “enough.” It can be noted that PMs in this mode are more likely used in the opening of either short turns or extended teacher turns to initiate an instruction and then in turn-medial or turn-final positions to finalize an instruction, mark a continuation in an instruction or indicate a transition from an instruction to another. This observation also aligns with the findings of similar studies that found that managerial mode is frequently used in in the beginning, center and final of extended teacher turns (Walsh, 2006, 2011) to manage learning through “procedural information” (Yang, 2014, p. 104). Moreover, the findings show that the identified PMs including *alaan* “now,” *na3am* “yes” and “okay” *tayyeb* “okay,” *fa* “so” are prosodically marked either with a rising tone, a stress or a pause to help guide listeners to the coming information in the discourse where these markers function as transitional markers (see Yang, 2014). Likewise, *ma3aya ya or ma3ee ya* “are you with me,” *yallah* “come on,” *law samahti* “please,” *khalas* “enough” are identified with some prosodic conventions such as rising tone, a

stress, a loudness, and a pause to mark interpersonal functions such as understanding a confirmation check, a response indicator, an action demanding that involve teacher’s intentions toward managing students’ learning (see Brinton, 1996). Since there is a tendency toward the use of referential markers in material mode where an elaboration on learning material is more needed (Yang, 2014), it is not surprising to realize that a referential marker as the PM *lannu* “because” has a limited occurrence in managerial mode. Excerpt 13.3 is an example that shows the interactional patterns and functions that the identified PMs perform in managerial mode:

Excerpt 13.3

155. T: ↑**alaan** (.) aakher wahda (.) ↑al-khabar ila al
 {Now, the last one. The news
156. **jareeda ba3da an wasala raaees al-tahrir (.) ↑mutardef wasal**(.)
 space to the newspaper after the arrival of the editorial in chief. The synonym for arrived}
157. S: **warad** (.)
 {appeared}
158. T: **warada na3am** (.) ↑**alaan**(.) awwal wehda **saao3eduha >yo3adu haza al adeeb men nukhbat**
 {appeared.Okay! Now, i will repeat the first one.This writer is one of the leading writers}
159. **alkuttab< ↑wa** (.2) **safwatehem** (.2) ↑**ma3aya ya S >yanbaghi an yo3amel al-aqweyaa**
 {And among the elite writers. Are you with me oh student.Strong people should be
160. **ald'u3afaa belrahma< ↑wa**(.)
 kind to the weak ones. And what}
161. S: **washafaqa=**
 {and gentleness}

Three Arabic PMs *alaan* “now,” *na3am* “okay” and *ma3aya ya* “are you with me” are used in two extended teacher turns in managerial mode to manage the learning environment by guiding learners to the different points in the learning material to work on and also ensuring they are following the instruction. Therefore, in line 155 and 158, the rising transitional PM *alaan*, followed by pauses, appeared in the opening of two extended teacher turns to draw students’ attention to the material and then to refer them to specific points to work on in the learning material. Similarly, the other transitional marker *na3am* “okay,” identified with a micro pause, was also detected in the beginning of a teacher turn in line 158 to conclude discussion of some elements in the learning material and to introduce new elements to work on starting with the teacher doing the first one as

an example. The last PM in the excerpt *ma3aya ya*, with the same interactional pattern, was used to initiate a confirmation check for ensuring that a student was following the instruction.

5.11.2 Linking Interactional Features of Arabic PMs in Managerial Mode to Pedagogical Goals

Results from the interactional uses of PMs in teacher C classroom talks in managerial mode show that the interactional uses of PMs also align with the pedagogical goals in managerial mode such as transmitting information to learners, referring learners to learning materials, organizing the classroom learning environments for learners, introducing and concluding activities. Therefore, while the PMs *alaan* “now,” *na3am* “yes” “okay” *tayyeb* “okay” and *fa* “so” are used as transitional markers to indicate the structures of discourse and make the input more coherent and comprehensible (see Carter & McCarthy, 2006; Chaudron & Richards, 1986; Morell, 2000), other markers as *law samaht* “please,” *yalla* “come on” *ma3aya ya or ma3ee ya* “are you with me” and *khalas* “enough” assist in organizing and managing the learning experience for learners. *Lannu* “because” is also used to transmit an illustrative information to students.

5.11.3 Findings From The Interactional Features of Arabic PMs in Material Mode

As indicated earlier, classroom interaction in materials mode is based on the learning material that aims to seek responses from learners in relation to the material. So, a typical interactional system in this mode is IRF interactional pattern in which interaction is dominated by teacher turns where a turn is (I) initiated by a teacher and then followed by a learner response (R) and then (F) a feedback is offered by a teacher (Walsh, 2006). Accordingly, this section demonstrates to us to which extent the interactional uses of Arabic PMs in teacher C talk in

material mode align with the typical interactional features of this mode. Thus, table 22 below summarizes the interactional patterns and functions for the identified Arabic PMs in material mode:

Table 17 The Interactional Patterns & Functions of Arabic PMs in Material Mode (Teacher C)

PMs	<i>Alaan</i> “now”	<i>Fa</i> “so”	<i>Ya3ni</i> “means”	<i>Ahsanta</i> “great” for a singular male addressee <i>Ahsanty</i> “great” for a singular female addressee <i>Ahsantom</i> “great” for plural
Interactional Patterns	1. turn-transition -preceded by rising tone 2. turn-initial -preceded by rising tone 3. turn-initial -preceded by rising tone & followed by stress on key elements from the material	1. turn-transition -preceded by a rising tone	1. turn -initial -marked by a stress	1. turn-initial marked by stress and followed by a pause
Functions	1. a mode switch indicator to continue discussion the material 2.&3 indicator of a move to another point in the learning material	1. indicator of a move to another point in the learning material	1. indicator of an elaboration on a meaning of prior information	1. evaluative response indicator
PMs	<i>Wa</i> “and” & “and what”	<i>Na3am</i> “okay”		
Interactional Patterns	1. turn-final preceded by a rising tone and followed by a pause 2. turn-medial/ preceded by a rising tone and followed by a pause	1.turn-transition -preceded & followed by a pauses 1. turn -initial/ preceded by a rising tone and followed by a pause		
Functions	1. response seeker 2. discussion continuation marker	1.&2 indicator of a move to another point in the learning material		

Fewer Arabic PMs are found in teacher C classroom talks to perform some interactional uses in material mode. As can be observed in table 22 above, the interactional patterns and functions of those identified markers do not create the typical IRF interactional pattern in material mode for building teacher-students interactional system (Walsh, 2006). Accordingly, there are also

very few cases where Arabic PMs are used to initiate display questions, provide corrective repairs or present form-focused feedback. Instead, the interactional uses of the identified Arabic PMs are more likely limited to initiating teacher turns and holding the floor of conversation for demonstrating further elaboration on the material as can be seen in the uses of the PMs *alaan* “now,” *ya3ni* “means,” *na3am* “okay,” *fa* “so” and *wa* “and.” Thus, similar to managerial mode, it can be seen that extended teacher turns are still detected in this mode. Further, the interactional markers that facilitate learners’ productions are limited in this mode. So, it can be noted that the interpersonal uses for other PMs such as the PM *na3am* with the “yes” meaning are absent. Similarly, the other interpersonal uses for the PM *ya3ni* “it means” that are marked with the rising tone at the end of a turn are missing too. Fewer instances are also noted for the interpersonal function of the PM *wa* “and what,” which is usually used to yield the floor of conversation to students to interact with their teacher through providing answers to her inquiries about the content of the learning material. Another instance of the IRF pattern appears in the interactional use of the PM *ahsany* and *ahsantom* “great” where teacher C responds with an agreement to her students’ answer by repeating the answer in another turn as a teacher echo (Park, 2013). Excerpt 12.2 below, that is taken from a class where teacher C is teaching new vocabulary to her students from the textbook, demonstrates the interactional uses of some Arabic PMs in material mode (in lines 380 and 382 in green):

Excerpt 12.2

378. T: ↑alqaho naqoo:l ramyt al waraqha (.) alqayt ↑alqaha alqaha ↑ektbowha(.)↑y s
 { He dropped it off. We say I dropped off the sheet of paper, he dropped it off. You write it }
379. S: ↑na3am
 {yes}
380. T: ↑alaan ta3ajab t3ajabto (.) dohesha
 {Now, the two synonymous words *ta3ajab* and *dohesha*, which they both mean “was amazed”}
381. S: WHAT (.)
382. T: va3ni ↑ta3ajabt(.) men shayaa dohesha ↑ma >ma3na ta3ajab beshayaa aw t3ajabt

{The verb *ta3ajabt* “i was amazed of a thing” **means** *dohesh* “be amazed at something.” What is the meaning of the phrase *ta3ajab beshayya* “he was amazed at something” or *t3ajabt be* “i was amazed of”}

Two Arabic PMs are identified in material mode to perform interactional functions that are related to drawing students’ attention to a change in the topic of discussion and presenting the definition of a specific word from the learning material. So, in the opening of a teacher turn in line 380, the rising PM *allan* “now” is used to switch the topic of discussion from one point to another in the learning material. Similarly, in the beginning of another teacher turn in line 382, *ya3ni* “it means” is used to introduce an elaboration on the meaning of the word *dohesha* “was mazed” that was presented to students in an earlier teacher turn.

5.11.4 Linking Interactional Features of Arabic PMs in Material Mode to Pedagogical Goals

The interactional uses of the identified Arabic PMs in teacher C classroom talks in material mode have revealed that these linguistic elements have achieved some important pedagogical goals in material mode such as providing opportunities for the practice of the target language through initiating display questions to elicit responses from learners in relation to the material. Yet, this pedagogical focus is still limited in the different interactional instances identified in material mode. Therefore, the interactional uses of PMs in teacher talk in material mode show that the focus of teacher C centers on controlling the learning experience of her students through holding the floor of interactions for many extended sequential teacher turns. Thus, other important pedagogical practices such as evaluating learners language production and eliciting responses from learners are limited in the observed classroom talks of teacher C.

5.11.5 Findings From The Interactional Features of Arabic PMs in Skills & Systems Mode

Generally speaking, classroom interactions in skills and systems mode target learning to use the accurate language forms and developing learners' production (Walsh, 2006 & 2011). So, this sections presents to us how the interactional uses of the identified Arabic PMs in skills and systems mode are in line with the typical interactional uses of PMs in this mode. Table 23 below critically illustrates the interactional patterns and functions of Arabic PMs in skills and systems as identified in teacher C classroom talks:

Table 18 The Interactional Patterns & Functions of Arabic PMs in Skills and Systems Mode (Teacher C)

PMs	<i>Hal aqool?</i> “do I say”	<i>Lemaza qolt?</i> “why did I say”	<i>Lemaza lam? aqol</i> “why I don’t say”	<i>Fa lmaza?</i> “so why”	<i>Maza aqool</i> “what do I say”	<i>Shoo rah aqool?</i> “what will I say”
Interactional Patterns	turn-initial in an extended turn -preceded by a rising tone	1. turn-initial - accompanied by a rising tone & followed by a slower speech pace	1. turn-initial in an extended turn -followed by a slower speech pace	1. turn-initial in an extended turn -preceded by a rising tone & a slower speech pace	1. turn-final -accompanied by a rising tone & followed by a micro pause	1. turn-initial - accompanied by a rising tone & followed by a micro pause
Functions	1.clarification initiator	1.clarification initiator	1.clarification initiator	1.clarification request	1. response seeker	1. response seeker

Findings of previous research show that the main interactional focus in skills and systems mode is “on the accuracy of linguistic forms rather than an understanding of the content” (Yang, 2014, p.129). However, the analysis of the interactional uses of Arabic PMs in teacher’s C actual production reveals that Arabic PMs in this mode are used to ensure the accurate production of the students that reflects their understanding of the taught content. So, although fewer Arabic PMs are identified in this mode, they sufficiently provide important interactional functions such as direct repairs, form-focused feedback, display questions and clarification requests. While the first four PMs in the table are used to initiate clarification either from the teacher or the student regarding

the accurate use of Arabic numbers as adjectives in the assigned task, the last two PMs *sho rah aqool* “what will i say” and *matha aqool* “what do i say” are used to seek answers from students. Thus, it is noted that these linguistic elements appear in the opening and in the end of teacher turns accompanied by some distinctive prosodic features such as rising, pauses and slower speech pace to provide interactional opportunities, to demonstrate using the content they learned in target language and then to get assessments on their language use through direct repairs and form-focused feedback. An important interactional feature of skills and systems mode through which learning is “co-constructed” between teacher and students in classroom context is direct “positive evaluation” on students’ answers (see Beach, 1995; Sinclair and Coulthard, 1975; Yang, 2014). Nevertheless, this interactional feature is missing in this identified mode in the classroom talk of teacher C. Accordingly, one can observe that interpersonal Arabic PMs that communicate positive evaluation such as the four PMs *mazboot* and *ahsanty* “great” and the two PMs *na3am*” yes” and *tayyeb* “okay,” that are known as a turn extender, are not found in this mode. Excerpt 11.2, that is taken from a reading activity that requires the use of the correct inflections for number agreement in Arabic, shows the interactional uses of the three PMs below in skills and systems mode (in lines 70, 72 and 75 in red) :

Excerpt 11.2

68. T: **omrey 3ashr sanawat (.) ↑lmaza 3ashr men gheer taa marbota (.)**
 {I am seven years old. Why we say 3ashr “ten” without the /h/ sound at the end of the word}
69. Ss: **lannah mufrada**
 {because it comes before a singular noun}
70. T: **↑alaan fe alhadeqa shajarah (.) ↑maza aqool (.)**
 {Now. in the park *space* trees. **What do i say?**}
71. Ss: **sab3 shajarat**
 {seven trees}
72. T: **↑lemaza qolt sab3 men gheer taa marbota? (.7) ↑shajarah feha ta::a marbota hya moannath(.)**
 { **why did say** seven without adding the /h/ to its end? A tree has the /h/ sound at the end so it is feminine noun }
73. **↑safarto ela tazakarwo lma ykon hroof el gar daeman al raqm bikon be alyaa wa al noon aw ay**

- {I traveled to, remember, when you use any word after a preposition, that word is always pronounced with nunnation mark in the vowel /i/ at the end of the word}
74. **kalemha takon be alyaa wa al noon eza kanet akhtar men shay(.)** **↑fa hona safrt ela baldan**
 {a word is pronounced with the vowel /i/ and the consonant /n/ at the end of the word. **So** here i traveled to different places with the nunnation mark added to the word baldan “places” after the preposition ela “to”}
75. **↑shoo rah aqool(.)**
 {**What will i say?**}
76. **S:khamsha**
 {five}
77. **T:↑be altaa el marbota wala men gheer taa el marbota(.)**
 {Is it pronounced with the /h/ at the end of the word or not?}
78. **S:↑baa el marbotha**
 {it is with the /h/}

As demonstrated in the excerpt above, three Arabic PMs are used to perform interactional functions that are related either to seeking an answer from students on the correct inflections for the number case or to initiating an elaboration on the morphological rule through demonstrating relevant examples from the activity. The first PM *matha aqool* “what do i say” occurs in line 70 close to an end of a teacher turn to elicit an answer from students that shows how the word *sab3* “seven” is inflected for number if it is used as an adjective for the plural noun *ashjar* “trees.” In line 72, *lemza qolt* “why did i say” appears in an opening of another teacher turn to initiate a clarification that explained the underlying inflectional rule in the use of the word *sab3* to refer to the feminine noun *shajarat* “trees” in the student’s answer. In the beginning of another teacher turn in line 75, *sho rah aqool* “what will i say” is used to seek an answer that demonstrates the students’ knowledge of the same morphological rule.

5.11.6 Linking Interactional Features of Arabic PMs in Skills & Systems Mode to Pedagogical Goals

As discussed above, the results from the interactional uses of Arabic PMs in skills and systems mode show that the pedagogical focus of the teacher in that mode is on ensuring learning the accurate use of the target language represented in the mastering of different linguistic forms through the process of displaying correct answers, initiating repairs and providing corrective

feedback. These pedagogical uses of PMs are in line with the pedagogical goals of skills and systems mode. Therefore, students are given opportunities to practice Arabic and learn the accurate use of different Arabic forms. Moreover, findings illustrate to us that the ultimate focus of interactions in this mode is on developing accuracy over fluency which is also considered one of the main principles of skills and systems mode (see Walsh, 2006). Thus, it can be observed that teacher's C uses of Arabic PMs do not provide important interactional practices that can extend students' use of the taught content to facilitate more student-centered interactions that go beyond answering questions in the learning material. Likewise, avoiding the use of the other interactional Arabic PMs in skills and system mode that encourage more students' involvement in the interaction also limits the assessments and the evaluations of learners' production.

5.11.7 Findings From The Interactional Features of Arabic PMs in Classroom Context Mode

By and large, this section first critically presents and highlights important findings regarding the interactional uses of Arabic PMs in classroom context mode and then concisely indicates to which extent these interactional uses are in line with the typical interactional features of PMs in this mode. As discussed earlier, classroom interaction in this mode is dominated by extended learners turns and short teachers turns where the goal of interaction is on promoting and developing learners' speech fluency (Yang, 2014). Table 24 below briefly identify the interactional patterns and functions of Arabic PMs in classroom context mode:

Table 19 The Interactional Features of Arabic PMs in Classroom Context Mode (Teacher C)

PMs	<i>Tab3an</i> "of course"	<i>Mathalan</i> "for example"	<i>Ya3ni</i> "it means"	<i>Maza aqool</i> "what do I say?"	<i>Momtaz</i> "great"
------------	---------------------------	-------------------------------	-------------------------	------------------------------------	-----------------------

Interactional Patterns	1. Turn-initial -preceded by a rising tone & followed by an emphasis on a word 2. turn-transition -preceded by a rising tone & followed by a slower speech pace	1. Turn-medial -occured in slower speech pace followed by a pause	1. Turn-transition - marked with emphasis preceded by a pause and followed by a slower speech pace	1. turn-transition -preceded by a rising tone, a stretched sound & followed by a pause	1. turn initial in a minimal response - preceded by a rising tone & followed by a pause
Functions	1. turn initiator through elaboration 2. elaboration initiator & floor holding	1. elaboration initiator & floor holding	1. elaboration initiator & floor holding	1. elaboration initiator & floor holding	1. active listenership indicator & floor yielding
PMs	<i>Alaan</i> “now”	<i>Lann/lanno</i> “because”	<i>Fa</i> “so”	<i>Na3am</i> “yes” & “okay”	<i>Wamaza aydan</i> “and what else?”
Interactional Patterns	1. turn-transition -preceded by a rising tone	1. Turn-medial -preceded by a rising tone and a slower speech pace	1.turn-medial -preceded by a rising tone 2.turn-transition -preceded by a rising tone	1. turn-initial in a minimal response -preceded by a rising tone & followed by a pause	1. turn-transition - preceded by a rising tone & followed by a pause
Functions	1. turn extender to change a discussion topic	1. elaboration initiator & floor holding	1.&2 elaboration initiator & floor holding	1. active listenership indicator & turn initiator	1. active listenership indicator & floor yielding

In comparison to the occurrences of Arabic PMs in the other modes, findings from the interactional analysis of Arabic PMs in teacher C classroom talks show that the largest number of Arabic PMs are used in this mode. Nevertheless, the interactional uses of those elements are not in line with the typical pedagogical goals in this mode that center on developing learners’ oral fluency through creating more interactional space for them (Walsh, 2006, 2011). Therefore, in contrast to the well-known interactional uses of PMs in classroom context mode that invite and encourage more learners ‘extended turns where a teacher is assumed to be “active, supportive and polite listener” to students’ production (Yang, 2014, p. 143), the uses of the identified Arabic PMs

in this mode such as *tab3an* “of course” *mathalan* “for example,” *ya3ni* “means” *maza aqool* “what do I say,” *alaan* “now,” *lann, lanno* “because,” *fa* “so,” *wamaza aydan* “what else” are limited to either initiating or extending a teacher turn to elaborate on a topic or to hold the floor of conversation. So, only three PMs *momtaz* “great,” *wamaza aydan* “what else” and *na3am* “yes” and “okay” are used to indicate an active listenership to students and to invite them to take the floor of conversation. Further, the interactional patterns where PMs are used including the rising tone, slower speech pace and pauses are used as attention getters to the contextualized instruction where important lesson contents are explained to students through extended teacher turns. In excerpt 13.3, the interactional uses of three Arabic PMs in classroom context mode are discussed below (*ya3ni* “it means,” *maza aqool* “what do I say” and *fa* “so”). This excerpt is taken from a task that discusses the grammatical structures of active voice and passive voice in Arabic:

Excerpt 13.3

169. S: ↑why are we iqleb alsafha?
{Why do we have to turn the page?}
170. T: **lannu** ana ↑**alaan** huna ↑<hawwel al-af3al almuta3adeya ela af3al lazema> (.) ↑tazakaru(.)
{because i am **now** here. Change transitive verbs into intransitive? Remember!
171. **eza** howwel al fe3l almuta3adee ila fe3el la::zem ↑al-fa3el la yakun mawgud(.) **ya3ni**
If transitive verbs were changed into intransitive, subject will be deleted **meaning** that
172. <al-subject la yakun mawgud >(.)↑so akmalal al-ustath al sharh (.) ↑so kayfa ohawel ila fe3l
the subject will not be excited.} {So, how can we change this active sentence into passive
the teacher completed explaining the lesson?
173. la::zem (.)↑**maza aqoo::l**(.) kamula al-sharh (.) kamula al-shar.↑so alkalema ellee
what do i say then? Explaining the lesson was completed.} {So, the word in that is
174. **fe** alwasat ozeluha waauhwalla ela fe3l lazem ↑qol (.) kamula al-shar kamula al-sharh
in the middle is deleted and that turns the sentence into passive. Say, explaining the lesson was
completed}
175. (.)↑3endama aqool <akmalal al-ustath al-sharh> wa ohawwel hatha al-fe3l al-muta3adde ela
{When i say the teacher completed explaining the lesson and then i change this verb into
176. fe3lla::zem ozeel=
intransitive i delete
177. S: =(a student trying to response)
178. T: ↑**entazeree** (.) ↑<huna(.) asheel alustath↑**fa** taseer (.) kamula (.) al-sharh>=
wait. Here i delete the subject **so** it becomes explaining the lesson was completed}
179. S: =okay, gazake ellahu khayran miss mary
{Okay Mrs Mary. May God blesses you}

Three Arabic PMs are identified in classroom context mode. The first marker *ya3ni* “it means” appears in the center of an extended teacher turn and marked by a stress and a slower speech pace that follows it. *Ya3ni* is used to initiate a further elaboration on a prior information that is related to the concept of not having a subject in the passive voice. Likewise, the rising PM *maza aqool* “what do I say” is also detected in the middle of the same prolonged teacher turn in line 173 to present a further clarification on the same topic through answering a display question that asks about the rule of passivation of an active sentence in the activity. The same previous marker is also followed by the repetition of the previous example *kamola alsharh* “the lesson was finished” as a teacher echo to learners. In line 178, after a grammatical rule was clarified to students, teacher C used the rising marker *fa* “so” to provide the same form- focused feedback on transferring the active into a passive.

5.11.8 Linking Interactional Features of Arabic PMs in Classroom Context Mode to Pedagogical Goals

The interactional uses of the identified Arabic PMs in teacher talk reveal the pedagogical practices of teacher C lead to maximize her control of classroom interactions. Thus, in opposite to the pedagogical goal of classroom context mode that minimize teacher interactions and increase students’ involvement in interaction (Walsh, 2006, 2011), the uses of PMs in this teacher talk resulted in more teacher turns and fewer learners’ production. Moreover, by looking again at the contexts where the highlighted PMs occur in teacher turns, it can be noted that the main focus of teacher’s C classroom practices are on creating a comprehensive input rather than enabling learners to practice and maintain the use of the Arabic language. The majority of the observed markers in teacher C classroom talk function as turn extenders and conversation floor holders. Therefore, this

tendency toward having more teacher control of the learning process might also reflect teacher's C pedagogical beliefs that rely more on the traditional teaching practice where teaching is teacher-centered. However, the pedagogical uses of PMs vary as the type of the activity and the context of interactions also vary (see Aijmer, 2013). In other words, findings of this study also show that the context of interactions is an important variable on the functional uses of those linguistic elements. Therefore, it was found that fewer interactional instances that limit teacher turns and encourage students' involvement appeared in a recorded teacher-students interaction in a speaking task where the three PMs *momtaz* "great," *wamaza aydan* "what else" and *na3am* "yes" and "okay" are used to communicate teacher's C desire to yield the floor of conversation to her students.

5.12 Teacher's C Perspectives Towards the Uses of Arabic PMs in Her Classroom Talk

This section demonstrates a critical discussion of the individual semi-structured interview with teacher C. So, this section briefly discusses findings in relation to the third and fourth research questions that are related to: 1) teacher's C perspective uses of Arabic PMs in her talk (research question three) and 2) also teacher's C perception of the impacts of her classroom context on the uses of Arabic PMs in her classroom talk (research question four).

5.12.1 The Uses of Arabic PMs As Perceived By Teacher C

Findings from teacher's C interview answers about the uses of Arabic PMs in her classroom talk have shown how aware is teacher C of some important functional and pedagogical uses of the identified markers in her talk. An important pedagogical function of PMs in spoken classroom discourse is an attention getter (Schleef, 2008; Yang, 2014). This function is also reported in teacher's C interview answers where she indicated that Arabic PMs such as *alaan* "now," *tab3an* "of course" are used as attention getter either to get the students to do something at the time of speaking as *alaan* "now" implies or to teach her students to focus on a specific point

in the instruction as the use of the PM *tab3an* “of course” suggests. Likewise, other PMs as *law samaht* “please” *yallah* “come on” and “let’s get going” and *ma3aya* “are you with me” perform a similar function to ensure that students are paying enough attention to the instruction.

As teacher’s C interview answers indicated, those reported pedagogical uses of PMs reflect her interest in having a comprehensible input delivered to her students instead of having the students produced and practiced the target language. However, some of her interview answers implied that creating opportunities for her students to practice Arabic is more important than only ensuring students’ understanding of the content. On the other hand, some of her responses do not suggest that particular inclination as she considers expressions such as the identified Arabic PMs not important elements to be taught to her students and make them aware of. Further, she also indicated that the use of PMs in her talk can be a beneficial teaching strategy for the teaching of grammar and vocabulary, which also aligns with the observed pedagogical uses of PMs reported in the findings of similar studies on the phenomena (see Fung, 2003; Jones, 2011). This is because such linguistic devices are important for developing learners’ awareness “...to the forms and functions of language” (Fung, 2003, p. 311). It is accordingly reasonable that teacher C considers PMs as *matha aqool* “what do I say,” *aydan* “also,” as a tool for the teaching of different Arabic grammatical structures, whereas the two PMs *mathalan* “for instance” and *ya3ni* “it means” are found useful for the teaching of vocabulary.

As for the functional uses of Arabic PMs in classroom talk, teacher C has also highlighted some functional uses of PMs that were presented in the analysis such as the structural functions as elaboration indicator that appear in the use of the PMs *mathalan* “for instance” and *ya3ni* “it means.” Furthermore, other responses in the interview have emphasized other interpersonal uses of PMs that neither appear in her classroom talk nor in our analysis of the transcribed texts such

as the use of the PMs *law samaht* “please” and *kono ma3aya* “be with me” to promote interactions. As she indicated in the interview, this practice is motivated by teacher’s C beliefs that students like to interact when they are encouraged by their teachers. Further, the interview data also reveals that teacher C is aware of the other interpersonal functions of PMs identified in the previous analysis such as the use of the marker *momtaz* “great” to provide a positive evaluation on students’ answer as well as the use of the PM *na3am* “yes” to confirm students’ answer were correct.

Moreover, the interview answers also show that teacher C is not aware of the all identified PMs in her talk nor she is aware of some other important uses of PMs such as some textual and interpersonal functions of the PMs *na3am* “yes” and “okay” *maza aqool* “what do I say,” *tayyeb* “okay,” and *ya3ni* “it means.” This is in line with findings of previous research that demonstrate that teachers are not always aware of the uses of PMs in their classroom talk (e.g. Fung, 2011; Othman, 2010). Similarly, in contrast to the results from the literature that show the importance of PMs as communication devices for language learners (see Iglesias Moreno, 2001; Aijmer, 2013; Fung & Carter, 2007), teacher C does not clearly indicate how the identified Arabic PMs can be used as conversation devices by her students in their communication with Arabic speakers inside or outside the school setting.

5.12.2 The Impact of The Classroom Context on The Uses of Arabic PMs in Teacher Talk As Perceived By Teacher C

As for teacher’s C perceptions toward the impact of classroom context on the uses of Arabic PMs in her classroom talk, findings show that learners age, teacher’s beliefs, and language ideologies are important variables associated with classroom context. Theses variables are accordingly classified as significant factors on the teaching of Arabic in her Arabic classes in

general and on the use of Arabic PMs in teacher talk in particular. Starting with the first variable, results show that teacher C does not consider the age of her students an important factor on the use of PMs and this might be related to her experience of only teaching older age learners. However, she contradicts herself by adding that some Arabic dialectal PMs are challenging to be used by younger age L2 Arabic learners. Further, she added that the less frequently used PMs such as *matha aqool* “what do I say” and *law samahat* “please” are considered more difficult even for older learners than the more frequently used markers including *na3am* “yes” and *tayyeb* “okay.”

In addition, the concluding remarks from the interview also reveal that teacher’s C beliefs and language ideologies toward the teaching of Arabic in the U.S. context are the other two important variables that can influence the teaching of Arabic in that specific context in general and the uses of Arabic PMs in teacher talk in particular. First, an apparent example of a teacher’s belief that was reported in the interview is represented in what she called the expectation toward the teaching of Arabic in the U.S context and how it impacts what Arabic variety is to be taught and used in the classroom (Abdalla & Al-Batal, 2011) and also influences the uses of Arabic PMs in that particular context. Accordingly, teacher C finds that it is more beneficial for her Arabic students in the U.S context to have a limited exposure to colloquial Arabic and a more exposure instead to SA/MSA. In another response, she elaborated that her preference for the use of SA/MSA instead of incorporating other dialectal Arabic in her Arabic classes is due to factors related to parents’ expectation and school policy that favor the teaching of SA/MSA, which is also motivated by the fact that this Arabic variety is a symbol for Muslim identity as it is considered the language of the Holy Quran. This clearly reflects the obvious impact of ideology on Arabs’ attitudes toward the preference of a specific Arabic variety associating it with religion that is Islam and treating that variety with “a higher status almost incomparable with modern standard and other spoken

varieties” (Hamdi, 2018, p. 72).

5.13 Linking Teacher’s C Actual Production of PMs to Her Perceived Uses

By linking findings from the analysis of the uses of Arabic PMs in teacher’s C actual production to her perceived uses of those linguistic elements, we have a deep and clear understanding of important uses of Arabic PMs in teacher talk and why specific functional, interactional and pedagogical uses of those linguistic elements were identified in classroom talks and highlighted in the interview. First, it can be noted that teacher C is more aware of two major pedagogical functions of PMs: 1) their functions as attention getter that appear in the uses of the markers *alaan* “now,” *tab3an* “of course,” *law samaht* “please” *yallah* “come on” and “let’s get going” and *ma3aya* “are you with me,” 2) explanation initiators that the following PMs perform: *matha aqool* “what do I say,” *aydan* “also,” *mathalan* “for instance” and *ya3ni* “it means.” Furthermore, this also explains why the largest number of PMs in her talk are apparently used in managerial and classroom context modes. The uses of PMs as attention getters in managerial mode, which is the typical function of PMs in such mode (Walsh, 2006, 2011; Yang, 2014), reveal to us some typical interactional patterns of teacher talk such as teacher’s C extended turns and the absence of learners contributions. Similarly, the uses of PMs in classroom context mode to extend teacher turns through initiating further elaboration on different topics are against the typical interactional features in such mode that are assumed to extend learner turns and limit teacher control of interaction (Yang, 2014).

Moreover, the functional uses of Arabic PMs by teacher C to get her students' attention and to demonstrate a further elaboration on the content of the learning material also explain the overuse of the macro structural functions of PMs in teacher talk for achieving local and global coherence in spoken classroom discourse (AlMakoshi, 2014). This explains why the identified Arabic PMs such as *matha aqool* "what do i say," *lematha aqool/ lam aqol* "why do i say/ why I don't say," *montaz* "great," *lematha qolt* "why did I say" and *ya3ni* "it means" were not used as interactional markers to elicit responses from students. With that being said, it can be noted that important interactional practices such as the constant evaluation of learners production through repairs and content feedback are limited whereas the focus of the teacher centers on having an accurate language production that indicates learners' understanding of the content. Thus, the typical IRF interactional pattern that is responsible for having a systematic teacher-students interactional environment (Sinclair & Coulthard, 1975; Sinclair, 1982) is also limited in teacher's C classroom data.

Finally, findings from the attitudinal analysis of the interview answers show that learners age, teacher's C beliefs and language ideologies influence how Arabic is taught in the U.S context in general and how Arabic PMs are used in her classroom talk in particular. These important factors on the teaching of Arabic in the U.S context resulted in: 1) having more MSA Arabic PMs than using other dialectal Arabic PMs, 2) using both English and Arabic in the classroom as an instructional tool for the teaching of Arabic in a foreign language context, 3) relying on the uses of structural markers than the interpersonal markers for more accurate language production through assessing learners' comprehension of the contents rather than promoting and developing oral fluency in Arabic. Accordingly, these findings provide significant implications that call to raise the awareness of educators and teachers of Arabic as a second language to important variables

that can impact Arabic teaching and learning pedagogy.

5.14 Meanings & Functions

Findings of previous research on PMs have shown that such linguistic entities do not have fixed meanings (e.g. Aijmer, 2013; AlMajoshi, 2014; Yang, 2014) and that is because PMs “construct meaning potentials based on their uses” (Aijmer, 2013, p. 18) that vary from a context to another. One way to identify the meaning of a PM is to study its macro and micro functional use (see Fung & Carter, 2007; Yang, 2014). Accordingly, in line with previous research, this study reveals that the meanings of the identified Arabic PMs vary as their functional uses also vary. Therefore, when looking at the detected Arabic PMs in the classroom talks of the three teachers, it can be observed that the meanings of the identified Arabic PMs sometimes vary across the three teachers and that the meanings of those elements change from one functional use to another. In table 25 below, some Arabic PMs, that were taken from the data of the three teachers, were presented to demonstrate how the macro functional uses of PMs (e.g. structural and interpersonal) can also result in having different meanings:

Table 20 Meanings & Functions of The Commonly Used Arabic PMs By The Three Teachers

Arabic PMs: Meanings & Functions	Teacher A	Teacher B	Teacher C
Meanings	1.1 <i>NaJam</i> "yes" 1.2 <i>NaJam</i> "okay"	2.1 <i>NaJam</i> "yes" 2.2 <i>NaJam</i> "okay"	3.1 <i>NaJam</i> "yes" 3.2 <i>NaJam</i> "okay"
Functions	<ul style="list-style-type: none"> ❖ (Interpersonal): 1.1.1 to indicate a response ❖ (Structural): 1.2.1 to move from a topic to another 	<ul style="list-style-type: none"> ❖ (Multi-functional/ Interpersonal): 2.1.1 to communicate a response 2.1.2. to give a positive feedback on an answer 2.1.3. to seek a confirmation of understanding from students ❖ (Multi-functional/ Structural): 2.2.1 to change the topic of discussion 2.2.2 to conclude discussion on a topic and indicate a move to another 2.2.3. to move from one learning mode to another 	<ul style="list-style-type: none"> ❖ (Multi-functional/Interpersonal): 3.1.1 to indicate a response 3.1.2 to seek a response ❖ (Multi-functional/Structural): 3.2.1 to end discussion on a topic and indicate a move to another 3.2.2 to shift the topic of discussion from one point to another
Meanings	1.2 <i>Yallah</i> "come on" 1.3 <i>Yallah</i> "hurry up" 1.4 <i>Yallah</i> "let's get going"	_____	3.1 <i>Yallah</i> "come on"
Functions	<ul style="list-style-type: none"> ❖ (Interpersonal): 1.2.1 to seek a response from a student ❖ (Interpersonal & Multi- functional/Inter.) 1.3.1 to indicate a reaction to an incident ❖ (Multi-functional/ Structural): 1.4.1 to initiate new coming activity ❖ (Structural): 1.4.2 to prepare learners for a coming activity 1.4.3 to guide learners back to an activity 	_____	<ul style="list-style-type: none"> ❖ (Interpersonal): 3.1.1 to draw learners' attention to particular demands
Meanings	1.3 <i>Mashy</i> "okay" 1.4 <i>Mashy</i> "understood"	2.3 <i>Mashy</i> "understood"	_____
Functions	<ul style="list-style-type: none"> ❖ (Multi-functional/Structural): 1.3.1 to introduce students to the new learning activity ❖ (Interpersonal& Multi-functional/Inter.): 1.4.1 to seek a confirmation response 	2.3.1 to indicate a confirmation check (interpersonal)	_____
Meanings	1.4 <i>Tayyeb</i> "okay" 1.5 <i>Tayyeb</i> "alright"	_____	3.4 <i>Tayyeb</i> "okay"
Functions	<ul style="list-style-type: none"> ❖ (Structural): 1.4.1 to introduce new learning activity 1.4.2 to continue discussion on a topic 1.4.3 to switch a discussion topic 1.4.4 to finalize a discussion and initiate a move ❖ (Multi-functional/Inter.): 1.5.1 to indicate a response ❖ (Multi-functional/Structural): 1.5.2 to conclude discussion and initiate a move to another point 	_____	<ul style="list-style-type: none"> ❖ (Structural): 3.4.1 to change the topic of discussion
Meanings	1.5 <i>Khalas</i> "okay"	2.5 <i>Khalas</i> "enough" 2.6 <i>Khalas</i> "okay"	3.5 <i>Khalas</i> "okay"
Functions	<ul style="list-style-type: none"> ❖ (Interpersonal): 1.5.1 to indicate a response 	<ul style="list-style-type: none"> ❖ (Inter.& Multi-functional/Inter.): 2.5.1 to indicate a response that demands an action ❖ (Multi-functional/Structural): 2.6.1 to switch a topic of discussion 	<ul style="list-style-type: none"> ❖ (Multi-functional/Interpersonal): 3.5.1 to indicate a follow up response ❖ (Multi-functional/Structural): 3.5.2 to mark a continuation in a discussion of a topic

As demonstrated in table 25 above, while the two PMs such as *naJam* "yess" and "okay" and *khalas* "enough" and "okay" appeared in the classroom talks of the three teachers to have

different meanings that were based on their different identified functions, the other markers were only present either in the data of teacher A and teacher B such as the PM *mashy* “okay” and “understood” or in the classroom talks of teacher A and teacher C such as the two PMs *yallah* “come on,” “hurry up” and “lets’ get going” and *tayyeb* “okay” and “alright.”

Starting with teacher A, *na3am*, with the “yes” meaning, was used as an interpersonal marker to indicate a response and as a structural marker with the “okay” meaning to move from a topic to another. *Na3am*, with the “yes” meaning, was used by teacher B to perform a variety of multi-functional uses at the interpersonal level. The same marker, with the other meaning, was found in teacher B classroom talks to accomplish three multi-functional uses at the structural level. Likewise, *na3am*, was used by teacher C with the first meaning to perform two multi-functional uses at the interpersonal level and with the second meaning to also perform two multi-functional uses at the structural level.

The PM *mashy* was used by teacher A as a multi-functional marker performing both a structural function, with the *okay* meaning, to initiate a new learning activity as well as an interpersonal function, with the *understood* meaning, to seek a response from students. However, the same marker, with a meaning similar to understood, was used by teacher B only as interpersonal marker.

Other remarkable examples were demonstrated in the uses of other markers among the teachers such as *yallah* “come on,” “hurry up” and “lets’ get going,” *khalas* “okay” and “enough” and *tayyeb* “okay” and “alright.” The PM *yallah*, with the three different meanings that are “come on,” “hurry up,” and “lets’ get going,” was used by teacher A as an interpersonal marker to seek a response from a student and to indicate a reaction to an incident or a structural marker to mark the start of a new activity. The same marker, with the *come on* meaning, was

used by teacher C only as an interpersonal marker to draw learners' attention to meet a particular demand. As for *tayyeb*, with the "okay" meaning, it is used by teacher A to perform structural functions and also with the "alright" meaning to be used as a multi-functional marker functioning both as an interpersonal as well as a structural marker. Still, *tayyeb*, with the "okay" meaning, was used by teacher C only as a structural marker.

5.15 Comparative Results

Findings from the functional analysis of the three teachers classroom talks show that Arabic PMs are more likely used to function at three macro levels: structural, interpersonal, or multi-functional levels. Moreover, the typical uses of Arabic PMs at the structural and interpersonal levels are indication to the important functions they perform at these two macro levels toward organizing structure of spoken discourse and forming interpersonal relationship between interlocutors (Carter & McCarthy, 2006). Thus, the structural functions are found across the classroom talks of the three teachers. For instance, the list of the structural markers that are noted in teacher A data includes the PMs *halla*, *alaan* "now" *tayyeb* "okay" and "alright," "*tayyeb halla*" "okay now" *na3am* "okay." Also, other structural PMs are detected in the recorded classroom data of teacher B such as *alaan* "now," *hasanan* "okay" *aydan* "also," and *khalina* "let's." Similarly, the same structural category was highlighted in teacher C classroom talk through the uses of the following markers such as *alaan* "now," *tayyeb* "okay" and *fa* "so." This tendency toward the use of structural markers over the other types of PMs is due to their significant roles toward making a coherent input for learners through "operat(ing) on both a local and global level of discourse to signal the relation between and/or across utterances" (AlMakoshi, 2014, p. 119).

Furthermore, when looking at the list of Arabic PMs across the classroom talks of the three teachers, it can be noted that PMs such as *alaan* "now," *na3am* "yes" and "okay," *khalas* "okay"

are extensively used by the three teachers to perform similar structural and interpersonal functions. So, these Arabic PMs were also found to have similar uses to those of their English equivalents including *okay*, *now* and *yes* or *yeah*. Those PMs were also reported in the literature to have a significant presence in spoken discourse for performing important functions that can be summarized into the following: organizing topics and connecting utterances in discourse, changing topics (Carter & McCarthy, 2006; Jefferson, 1983; Fung & Carter, 2007; Maschler, 1998, Yang, 2014) or performing important interpersonal functions such as their being an “active listenership” indicator of the speaker in a conversation (see Beach, 1995; Sinclair & Coulthard, 1975; Yang, 2014).

Likewise, the other highly used markers among the three teachers are the interpersonal Arabic PMs. This extensive use of the interpersonal functions reflects the fact that interpersonal PMs are “useful conversational devices for social interaction” and they are accordingly used as “backchannels, stance markers, hedges, and speaker-discourse-hearer indicators” (Yang, 2014, p. 21). Therefore, it can be noted that the Arabic interpersonal PMs are highlighted in the classroom talks of the three teachers as the use of the following markers: *na3am* “yes,” *meen kaman* “who else” *tab3an* “of course” *aywah* “yes,” *mashy* “understood” from teacher A data, *ay soal* “any question,” *law samaht* “please,” *sahyha am khateaa* “right or wrong,” *mashy* “understood” in teacher B data and finally the PMs *shoo rah aqool* “what will I say,” *fa lematha* “so why” *ahsanty* “great” *maza aqool/matha aqool* “what I say” and *wamaza aydan* “what else” in teacher C data. Furthermore, it can be noted that there is a clear tendency by the three teachers for the use of the interpersonal PMs such as *na3am* “yes” and “okay,” *tayyeb* “okay” *khalas* “okay” *aywah* “yes” in classroom interactions. As Yang (2014) points out, this observation also aligns with the findings of previous research that have shown their obvious representations in spoken classroom discourse

where they function as important *reception markers* (e.g. Biber; 2006; Jucker & Smith; 1998; Müller, 2005).

As discussed above, the finding that Arabic PMs in the three teacher talk mainly function at two macro levels (structural and interpersonal levels) may support the argument of researchers who only limit the analysis of PMs in spoken classroom discourse to those two categories: the structural and the interpersonal categories (see AlMakoshi, 2014). Nevertheless, I find such analytical framework do not acknowledge the multi-functionality of PMs that is a salient feature of such linguistic devices (Aijmer, 2002, 2013; Fung and Carter 2007, Yang, 2014). So, it is not surprising that by adopting such analytical framework, the findings of AlMakoshi's (2014) study did not account for the multi-functionality of Arabic PMs such as *fa* "so," and *ya3ni* "means" whose functions were limited either to the structural or interpersonal levels.

Once again, in a way that aligns with previous research that shows that PMs are more likely used in managerial mode for managing students' learning environments throughout different learning activities (Yang, 2014), the findings of this study also reveal that Arabic PMs are more frequently used in managerial mode across the actual classroom production of the three teachers, which definitely points out to the important uses of those markers for linking utterances and building a coherent discourse (Shiffrin, 1985; Sinclair & Coulthard, 1975; Walsh, 2006). Moreover, when looking at the functional, interactional and pedagogical uses of Arabic PMs in managerial mode in the classroom talks of the three teachers, some interesting patterns of uses can also be identified. First, the macro functional analysis of the type of PMs in managerial mode reveals that structural and interpersonal markers are apparently used in this mode to guide learners to the structures of instruction and to establish the relationship between participants in the classroom context. The interactional analysis of PMs in the current mode explicates to us that such

elements are more likely used at turn-initial and turn-final positions of extended teacher turns and at transitional turns between different classroom activities. This also aligns with Yang's (2014) description of the interactional patterns of PMs in managerial mode where these utterances are pedagogically used in the opening of a teacher turn to initiate new information and attract learners' attention or in the pre-closing position to mark the end of an instruction and ensure the understanding of an instruction before a new one is introduced.

Classroom context mode appears to be the other mode with the larger instances of Arabic PMs in both teacher's A and teacher's C classroom data. Again, structural and interpersonal PMs are the two main markers that are used in that mode. As observed in the use of the PMs *tayyeb* "okay," and *ya3ni* "it means" in teacher's A data and the PMs *mathalan* "for instance" and *alaan* "now" from teacher's C data, the typical functions of the structural markers in that mode are to initiate further elaboration on the discussion of different topics where more teacher turns are extended. Moreover, the functional analysis reveals that the interpersonal markers are also used in the two teachers' classroom recordings but they do not function as interactional PMs to lead to more students' interactional involvements such as the uses of the PMs *meen kaman* "who else," *sah* "right," *maza aqool* "what do I say" and *na3am* "okay." Therefore, those markers are used to perform other interpersonal functions such as teacher's active listenership indicators (e.g. *na3am* "okay" and *aywah* "yes"), floor holders (e.g. *maza aqoo* and *tab3an*) and confirmation seekers *sah* "yes" and *mashy* "okay." However, fewer interpersonal PMs are used to encourage more learners' extended turns through performing interactional functions that are related to indicating an active listenership and yielding the floor of interactions to students as in the uses of the PMs *momtaz* "great," *wamaza aydan* "and what else" and *na3am* "yes." On the other hand, although only two Arabic PMs are identified in classroom context mode in teacher B classroom talk (*aydan* "also"

and *momtaz* “great”), their interactional uses reflect more teacher-centered interactions. Thus, we find that *aydan* is used as a teacher turn extender to elaborate on a prior information. Likewise, the second marker *momtaz* “great” is used to initiate a teacher turn for demonstrating a positive evaluation on students’ performance. Furthermore, this result of having fewer Arabic PMs in teacher B talk is also due to teacher’s B overuse of English as a teaching tool in her Arabic classes. Accordingly, more English PMs were highlighted in her classroom talk such as *okay, yeah, you know, so, etc.*

Furthermore, by looking at the data it can be observed that variations clearly appear in the uses of Arabic PMs across the three teachers and this directly leads us to the fact that variations in Arabic is a vital phenomena that can not be ignored (Bidaoui, 2015; Trentman, 2018). Therefore, it can be noted that the identified Arabic PMs in the three teachers classroom talks are from different Arabic varieties such as the following markers from teacher’s A classroom recordings: *halla* “now” *aywah* “yes,” *tayyeb* “okay,” alright,” *yallah* “come on” and “let’s get going” and *meen kaman* “who else” *mashy* “okay,” *sah* “right,” *almuhim* “the important thing.” Likewise, dialectal Arabic PMs also appear in both teacher B and teacher C classroom talk. So, while, the following dialectal Arabic PMs *mashy* “understood,” *mazboot* “right” and “okay,” and *khalas* “enough” and “okay,” *3ashan* “because” are noted in teacher’s B data, other PMs such as *shoo rah aqool* “what will I say,” *law samaht* “please,” *khalas* “okay” are also detected in teacher’s C data. Yet, teacher C seems to be more conservative in her reliance on dialectal Arabic and that can be seen in her preference toward the use of more SA/MSA PMs and the fewer dialectal Arabic PMs highlighted in her classroom talk.

Findings from the attitudinal analysis of the three teachers reveal important information regarding the three teachers’ awareness of the actual uses of Arabic PMs in their talks along with

their pedagogical uses as a learning and a teaching tool. First, the interview answers from the three teachers show that they are aware of some important structural uses of PMs that are related to organizing the instructional input and making it more comprehensible for learners. Nonetheless, the three teachers do not possess the same level of awareness toward the different interpersonal uses of PMs. Thus, while teacher A is aware of only very few interpersonal markers; the ones that function to provide an immediate evaluation on students' answer or to elicit a response from learners, teacher B has a sufficient awareness of various interpersonal markers along with their interactional functions such as commenting on learners' production, providing interactional opportunity for learners and managing the interactional environments. In a way similar to teacher A, teacher C is aware of fewer interpersonal uses of PMs especially the ones that are used to provide an assessment on a learner' answer or to manage teachers-students interactions.

As for the pedagogical uses of those linguistic devices, the results also show that the three teachers consider Arabic PMs important instructional tool as they function as attention getters to enhance learners' comprehension. In addition, such linguistic elements are also used to manage their students' learning experiences through informing them of their roles in classroom activities, guiding them to the learning material and ensuring that they are following and understanding the instructions. Although the interview answers from the three teachers imply that they are aware of the interpersonal uses of PMs that are important for facilitating interactional opportunities for learners, the analysis of the three teachers' actual production show that the main focus of the teachers is on having their students understand the content of the different lessons through checking on accuracy of their language production rather than creating interactional opportunities for more practice and proficient use of the target language. This particular pedagogical practice among the three teachers might be due to the Arabic curriculum (IQRA Arabic Reader) that they

are teaching in the school that focuses on the teaching of MSA through reading, writing and grammar activities, but little attention has been given to speaking activities.

Based on the three teachers' interviews answers, when looking at the impacts of classroom context in the U.S. on the uses of Arabic PMs it can be noted that learners age, and teachers' beliefs and language ideologies are significant factors on the use of Arabic in classroom talk in general and on the use of Arabic PMs in teacher talk in particular. First, because of teaching Arabic in a context where the majority of the students are also native English speakers, the three teachers rely on the use of English in the teaching of Arabic. Second, the three teachers value the teaching of SA to their students as they believe that aligns with parents' expectations and school policy that encourage the teaching of SA for religious purposes as enabling learners to read the Holy Quran. This tendency toward the use of SA by the three teachers also reflects the strong impact of ideology on teachers' attitude toward a specific Arabic variety where SA has "a symbolic function" for Muslims (Hamdi, 2018). This symbolic function for Arabic "makes it one of the languages that are infused with ideology" (Alsohaibani, 2016, p.25). Nevertheless, colloquial Arabic obviously appears in the classroom talk of the three teachers.

Despite the findings of many studies that clearly indicate the important functions of PMs toward developing learners' pragmatic and communicative competence (e.g. Iglesias Moreno, 2001; Fung, 2003, 2011; Romero-Trillo, 2002), those functions of PMs are not highlighted in the three teachers' interview answers. Therefore, we find that according to teacher A, those elements are overlooked as they are only considered simple words to be used by either N and NN learners with no potential differences. Although teacher B argues that Arabic PMs are important expressions to be learned by her students to communicate with the Arabic speakers outside school

setting, her answers in the interview do not clarify what might be those important interactional functions that Arabic PMs perform in communication. Similarly, teacher C identifies some interpersonal uses of Arabic PMs that are bound to classroom interactions such as the ones that are associated with classroom management. However, like teacher B, her answers do not indicate what possible important uses that Arabic PMs can perform if they are used by her students outside classroom context.

5.16 Chapter Summary

This chapter discusses and critically re-examines the findings from the data analysis chapter in response to the four research questions. Therefore, this chapter presents to us the uses of Arabic PMs in a multi-layered analytical approach that incorporates teachers' actual productions of PMs in their classroom talks and their perceived uses of those linguistic entities. In response to the first research question, the chapter begins by revising the macro and micro functional analysis of the identified Arabic PMs in teacher talk (sections 5.2, 5.2.1 for teacher A, sections 5.6,5.6.1 for teacher B and sections 5.10,5.10.1 for teacher C). To answer the second research question, the second part of the chapter highlights findings from the interactional and pedagogical uses of Arabic PMs in the four micro context modes for identifying the reflexive relationship between the interactional features and pedagogical goals where PMs are detected in each mode (see sections 5.3,5.3.1,5.3.2,5.3.3,5.3.4,5.3.5,5.3.6,5.3.7,5.3.8 for teacher A, sections 5.7, 5.7.1, 5.7.2, 5.7.3, 5.7.4,5.7.5,5.7.6,5.7.7,5.7.8 for teacher B and finally sections 5.11, 5.11.1,5.11.2, 5.11.3,5.11.4, 5.11.5, 5.11.6, 5.11.7, 5.11.8 for teacher C). With regard to the third and four research questions, the third part of the current chapter first investigates teachers' perceived uses of Arabic PMs in their classroom talks (sections 5.4.1 for teacher A, 5.8.1 for teacher B, 5.12.1 for teacher C) and then examines the impact of classroom context on the uses of PMs from teachers' perspectives

(sections 5.4.2 for teacher A, 5.8.2 for teacher B and 5.12.2 for teacher C). The fourth part of this chapter also explores why specific functional, interactional, pedagogical uses of Arabic PMs appear across the classroom talks of the three teachers by linking findings from their actual productions of those elements to their perceived uses (section 5.5 for teacher A, section 5.9 for teacher B and section 5.13 for teacher C). Finally, the last part of the chapter starts by concisely discussing the meanings and functions of the more commonly used Arabic PMs in the classroom talks of the three teachers in section 5.14 and then briefly concludes by identifying some comparative results in section 5.15 through highlighting functional, interactional, pedagogical and attitudinal perspectives regarding the uses of Arabic PMs across the three teachers. The following chapter is the conclusion of this study and it presents the major findings, the significant contributions of the study, the implications, the limitations and concludes with proposed topics for future research.

Chapter 6 Conclusion

6.1 Introduction

This chapter concludes the study by reviewing the major findings with regard to the four research questions presented in earlier chapters. The first part of the chapter starts with an overview of the major findings in relation to the research questions (section 6.2) and then moves to another section to highlight the significant contributions of the study (section 6.3). The second part of the chapter critically presents the implications (section 6.4), followed by the limitations (6.5) and briefly presents suggestions for future research (6.6) and finally concludes with a summary of the chapter (6.7) and the closing remarks (6.8)

6.2 An Overview of the Major Findings

After discussing the results from the functional, interactional, pedagogical and attitudinal analyses, this section briefly summarizes and critically presents the major findings of the current study in relation to the research questions and the literature. As cited in Yang (2014), PMs “do not occur randomly throughout interaction” (p.166). So, in a way that aligns with previous research (see Yang, 2014), findings from this study reveal that there is a reflexive relationship between teachers’ use of PMs, classroom interaction and pedagogical practices in spoken classroom discourse. Further, the macro and micro analysis of Arabic PMs in the four micro contexts show that there are interactional patterns and functions where PMs are identified in each mode and these interactional features also elucidate some pedagogical agendas that are specific to each mode. This clearly indicates that there is sometime a relationship between the interactional uses of PMs in each micro mode and the pedagogical goals of each mode. Also, by linking the findings from teachers’ actual production to their perceived use, we have more emic understandings that help explain why specific functional, interactional, pedagogical uses of PMs appear in teacher talk. These three aspects of classroom talk can lead us to have a better understanding of important

perspectives to consider when teaching Arabic in a foreign language context. In addition, the findings of this study have revealed that teachers' perceptions of their classroom talk provide important insights into teachers' philosophy toward the teaching of Arabic to second language learners in the U.S that is found to be strongly influenced by teachers' beliefs and language ideologies. Accordingly, these important findings call for re-evaluating classroom pedagogy to the teaching and learning of Arabic in L2 classrooms.

6.2.1 In Response to Research Question 1

As for the first research question regarding identifying Arabic PMs in teacher talk, the findings of this study clearly show that Arabic PMs have a remarkable representation in the spoken classroom discourse of the three teachers. For instance, based on the functional analysis of classroom talks of the three teachers, Arabic PMs are detected in different parts of the transcribed texts performing a variety of discursive functions that are related to local and global discourse coherence such as *alaan* "now," *tayyeb* "okay" and "alright," *khalas* "okay" and "enough" *meen kaman* "who else," *mashy* "okay" and "understood," *na3am* "yes" and "okay," *yallah* "hurry up," "come on" and "let's get going," *aywah* "yes" *law samaht* "please," *mazboot* "right," and "okay," "ay soal" "any question," and *tamam* "okay" (for a summary of the identified Arabic PMs see table 9). Similar to the findings of previous research that adopts the functional paradigm in the analysis of PMs in spoken classroom discourse (e.g. Fung & Carter, 2007; Yang, 2014), in this study the Arabic PMs in teacher talk are also functionally described in terms of macro and micro functions that go under each macro category (for detailed discussions of the macro and micro functions, see tables 10 for teacher A, table 15 for teacher B and table 20 for teacher C). By and large, the functional analysis of the identified Arabic PMs in this study in the classroom talks of the three teachers mainly function at two macro levels (structural and interpersonal levels). While the

significance of structural markers lies in their functions to link utterances and build a coherent discourse (Shiffrin, 1985; Sinclair & Coulthard, 1975; Walsh, 2006), the interpersonal PMs are also important interactional devices to perform a variety of interpersonal relations (Yang, 2014). As discussed earlier, findings of this study have shown that the identified Arabic PMs are found to mainly function at the structural and interpersonal levels, which may support the argument of researchers who only limit the analysis of PMs in spoken discourse to the those two categories: the structural and interpersonal categories (see AlMakoshi, 2014). Nevertheless, i find such analytical framework, that limits the analysis of PMs to only those two categories, do not acknowledge the multi-functionality of PMs that is a salient feature of such linguistic devices (Aijmer, 2002, 2013; Azi, 2018a; Fung and Carter 2007, Yang, 2014).

6.2.1.1 The Functional Uses of Arabic PMs As Used By Teacher A

So, for teacher A, the functional analysis of the identified Arabic PMs n her classroom talk revealed that PMs function at three macro levels: structural, interpersonal and multi-functional. For instance, the three structural PMs *al-muhim* “the important thing,” *halla* and *alaan* “now” are used only as structural markers to organize the structures of discourse for listeners by marking the introduction of a new topic and shifting the discussion from a topic to another or guiding the learners to the main ideas of the discussion. In addition, at the interpersonal macro level, many Arabic PMs also perform interpersonal micro functions. For example, Arabic PMs such as *beta3rafu* “you know,” *aywah* “yes,” *meen kaman* “who else,” *tab3an* “of course” and *khalas* “okay” are only used as interpersonal markers to perform functions that are related to indicating an answer or a response from/to a speaker, seeking a response or emphasizing a meaning of an information to the learners. There were also other instances where a PM performs more than one function simultaneously. Thus, we found that the two Arabic PMs *tayyeb* “okay” and alright” and

na3am “yes” and okay” are used as multi-functional markers to perform interpersonal functions that are related to seeking or indicating a response and structural functions such as marking the beginning of a topic or initiating a topic shift.

6.2.1.2 The Functional Uses of Arabic PMs As Used By Teacher B

As for teacher B, the identified Arabic PMs perform a variety of micro functions at four macro levels: structural, interpersonal and referential and multi-functional. The first macro category appears in the uses of the structural markers such as *elaan* “now,” *hasanan* “okay,” *khalina* “let’s” and *aydan* “also” where they are used as topic initiators, topic developers, topic switchers or topic finalizers. Also, other PMs such as *ay soal* “any question,” *sahyha am khateaa*, “right or wrong,” *mashy* “understood” and *na3am* “yes” function at one macro interpersonal level to perform micro functions that are related to seeking a confirmation response. The least highlighted macro function is the referential category as it is only identified in the uses of the two PMs *3ashan* and *lanna* “because” to indicate a cause. The last list includes PMs such as *mazboot* “right” and “alright,” *tamam* “okay” *na3am* “yes” and “okay” that are used at the multi-functional category performing interpersonal as well as structural functions. While *mazboot* “right” is used as an interpersonal marker to imply a positive comment on a student’s answer, *mazboot* with the other meaning, that is “alright,” performs as a structural marker to change the topic of discussion. *Tamam* “okay” is used as an interpersonal marker to seek a follow up response and as a structural marker to indicate a move from one learning mode to another. *Na3am* “yes” functions as interpersonal PM to perform three micro functions: 1) to communicate a response, 2) to give a positive feedback on an answer, 3) to seek a confirmation of understanding from students. On the other hand, *na3am* “okay” is used at the structural level to execute three micro functions that are: 1)

to change the topic of discussion, 2) to conclude a discussion, 3) to move from one learning mode to another.

6.2.1.3 The Functional Uses of Arabic PMs As Used By Teacher C

Like teacher B, the identified Arabic PMs in teacher C classroom talk show that Arabic PMs in this teacher talk function at four macro levels: structural, interpersonal, referential and multi-functional. For example, *alaan* “now,” *mathalan* “for instance” and *tayyeb* “okay” are used at the structural level to perform micro functions such as to shift a discussion topic, to develop a further discussion on a topic, or to indicate a change in a topic of discussion. Many markers such as *ahsant* and *momtaz* “great” are used at the interpersonal macro level as stance markers to present a positive evaluation, whereas other PMs such as *fa lematha* “so why” *lematha qolt* “why did say” are also used on the same interpersonal macro level but performing different functions that are related to initiating a clarification. The other list includes PMs such as *hal aqool* “will I say” and *matha aqool* “what do I say” that are used at the multi-functional level to indicate an interpersonal function that is to seek a clarifying response from students and also a structural function to initiate discussion on a topic. The last list includes the PMs that are used at referential macro level such as *fa* “so” and *wa* “and.” While *fa* “so” is used as a referential marker to indicate a causal relationship, *wa* “and” is used as a referential marker to mark a coordination.

6.2.2 In Response to Research Question 2

With respect to the second research question regarding the interactional uses of Arabic PMs in the four micro-context modes and how they align with the pedagogical agendas of each mode, results from interactional and pedagogical analyses reveal that the identified Arabic PMs in the four modes across the classroom data of the three teachers perform a variety of functions that can be classified under two categories: building on discourse organization and performing

interpersonal relationships. This observation is also reported in the findings of previous research (see AlMakoshi, 2014; Yang, 2014).

6.2.2.1 Interactional & Pedagogical Uses of Arabic PMs in Managerial Mode As Used By The Three teachers

When looking at the Arabic PMs in the four modes across the classroom talks of the three teachers, it can be noted that Arabic PMs appear more often in managerial mode and that there is an alignment between the interactional features where Arabic PMs are identified and the pedagogical goals of the same mode. So, in that particular mode, PMs are used as transitional markers and more likely in extended teachers' turn to perform important pedagogical functions as transmitting new instructional information to her students, getting students' attention throughout the learning process and managing classroom interactions.

6.2.2.2 Interactional & Pedagogical Uses of Arabic PMs in Material Mode As Used By The Three teachers

Arabic PMs are also identified in material mode of the three teachers talks. As for teacher A, the analysis of the interactional uses of PMs in her classroom talk does not show the typical interactional features in material mode that appear in the IRF pattern, which is interactionally represented in the use of display questions, form-focused feedback, corrective repair, and the use of scaffolding (Walsh, 2006). By contrast, the analysis of teacher A classroom talk features teacher's dominant interactional turns where she relies on the uses of Arabic PMs to extend her turns and to spend more time explaining the learning materials. Further, the interactional uses of Arabic PMs in teacher C classroom talk in material mode have achieved some important pedagogical goals in material mode such as providing opportunities for language practice through initiating display questions to elicit responses from learners. However, this practice is still limited in material mode as classroom interactions in this mode center on controlling students' learning

experience through more sequential extended teacher turns. Unlike the other two teachers, the uses of Arabic PMs in teacher B classroom data are limited in their occurrences. Nevertheless, the uses of Arabic PMs in her talk reveal the IRF interactional patterns represented in different interactional instances such as providing opportunity for practice, displaying the correct answers and checking on students' answer.

6.2.2.2 Interactional & Pedagogical Uses of Arabic PMs in Skills & Systems Mode As Used By The Three teachers

As for skills and systems mode, Arabic PMs are also found in that mode across the spoken classroom discourse of the three teachers. Starting with teacher A, the interactional uses of Arabic PMs in skills and systems mode align with the pedagogical goals of that mode as they assess using and maintaining the appropriate use of the target language. However, fewer interactional cases are given to provide corrective feedback to students or even to allow them to practice Arabic in subskills. Similar to material mode, only few Arabic PMs are detected in skills and systems mode and they are used as attention getters to teacher's comment on students' production. In addition, other interactional uses include displaying the correct answers to learners and inviting more learners' production as an indication of their language learning progress. Moreover, it is noted that other interactional uses that can assist learners to manipulate the target language are at scarce. Thus, it is noted that the uses of Arabic PMs in skills and systems mode of teacher B classroom talks are limited to displaying correct answers to learners rather than providing interactional opportunities that include repairs and corrective feedback. As the ultimate goal of interaction in skills and systems mode centers on developing learners accuracy over fluency (Walsh, 2006,2011), the interactional uses of Arabic PMs as used by teacher C are accordingly in line with the pedagogical goals of skills and systems mode in which students are given opportunities to practice

Arabic and learn the accurate use of different Arabic forms through the interactional practices of displaying correct answers and providing repairs and corrective feedback.

6.2.2.3 Interactional & Pedagogical Uses of Arabic PMs in Classroom Context Mode As Used By The Three teachers

In contrast to the typical interactional and pedagogical uses of PMs in classroom context mode that minimize teacher control of interactions and maximize students' involvement in interaction (Walsh, 2006, 2011), the uses of Arabic PMs in this mode and across the three teachers talks show that there is no alignment between the interactional uses of Arabic PMs by the three teachers and the pedagogical goals that those linguistic devices perform in this particular mode. Accordingly, important interactional features that can facilitate more learners' production such as the use of referential questions and clarification requests are limited in their occurrences in the classroom talks of the three teachers. Instead, when looking at the uses of Arabic PMs in the three teachers talks, it can be observed that the interactional uses of those elements result in more teacher turns and fewer students' interactional involvement.

6.2.3 In Response to Research Question 3

As will be briefly presented in this section, investigating the three teachers' perceptions toward the uses and functions of Arabic PM in their classroom talks and then linking results from their perceived uses of those linguistic elements to their actual productions leads us to have a better understanding of why specific functional, interactional and pedagogical uses of those Arabic PMs are highlighted in each teacher talk.

6.2.3.1 The Uses of Arabic PMs As Perceived By The Three Teachers

First, the three teachers seem to be aware of some identified structural and interpersonal functional uses of Arabic PMs in their classroom talks. Although teacher A and teacher C are more

aware of the structural PMs than the interpersonal PMs, teacher B is more aware of interpersonal uses of PMs in her talk as she was able to identify more interpersonal functions than the two other teachers. However, results from teacher's B actual language use show that her pedagogical focus is similar to the other two teachers. Therefore, it was observed that structural PMs are more likely found in their data than the other types of PMs where those structural PMs are used as attention getters and explanations initiators for ensuring having a more comprehensible input delivered to learners. This reflects why extended teacher turns and limited students' turns, where learners are treated as passive learners, were the dominant interactional pattern across the three teachers' classroom data. Similarly, the three teachers have a tendency toward the use of interpersonal markers that function as confirmation seekers to check on students' understanding of the content rather than using the other interpersonal PMs to create interactional opportunities for learners to take the floor of interactions and to have more practice of the target language. This preference toward this particular interpersonal uses also explains to us why interactional markers that are typically functioned to elicit responses from students are limited in their data and why important pedagogical practices such as the constant evaluation of learners production through repairs and content feedback are also limited.

6.2.4 In Response to Research Question 4

With respect to the four research question that is related to teachers' perceptions of how their classroom context influences their uses and functions of Arabic PMs in their classroom talks, the analysis of the interviews data from the three teachers shows that their classroom context is strongly associated with important variables such as students' age and fluency level, teacher's beliefs and language ideologies and those factors can have a significant impact on how Arabic is

taught in their classrooms in general and how Arabic PMs are used in their classroom talks in particular.

6.2.4.1 Classroom Context & The Uses of Arabic PMs As Perceived By The Three Teachers

The interviews with teacher A and teacher C show that both of them do not consider age an important variable to influence the teaching of Arabic in their school setting in general and the use of Arabic PMs in their classroom talks in particular. So, in contrast to the fact that PMs are used differently by N and NN speakers of different languages (AlMakoshi, 2014; Fung, 2003; Fung & Carter, 2007) and that the appropriate uses of those linguistic devices suggest a higher pragmatic competence level of the speakers (Iglesias Moreno, 2001; Romero-Trillo, 2002), both of teacher A and Teacher C regard Arabic PMs simple words that are used equally by N and NN Arabic speakers with no potential differences. This also reflects why teacher A and teacher C were not aware of the important interactional uses of PMs as conversational devices to be used by their students outside the school setting. On the other hand, teacher B thinks that teaching L2 children learners of Arabic with lower fluency level in Arabic motivates her to use both English and Arabic in her Arabic classes instead of using only Arabic. Also, although teacher B agrees that Arabic PMs are important elements in communication inside and outside classroom contexts, she doesn't clearly indicate what significant functions those elements perform in communication. Furthermore, all three teachers believe that it is more beneficial to expose their students to SA in the classroom as that aligns with parents' expectations and school policy that look forward to have the students more fluent in SA for achieving religious purposes such as being able to read the Holy Quran. Nonetheless, findings from the three teachers' classroom data show that both colloquial Arabic and dialectal Arabic PMs appear in their talks. This is an indication to the necessity of integrating variations into Arabic curriculum (Trentman, 2018) as it is impossible to place a strict

separation between SA and colloquial Arabic in the daily use of Arabic inside or outside a classroom setting. Also, the observation of having many dialectal Arabic PMs in the classroom talks of the three teachers emphasizes the need for creating a pedagogical space for those linguistic elements to be taught to learners as a way to develop the sociolinguistic competence as well as the pragmatic competence of the learners (Iglesias Moreno, 2001; Romero-Trillo, 2002).

6.3 Contributions of the Study

By and large, the current study significantly contributes to the literature by addressing the limitations in Arabic literature in general and in Arabic educational linguistics in particular. So, this section presents a brief discussion highlighting the significant contributions of the present study with regard to the following: 1) the treatment of Arabic PMs in Arabic linguistics, 2) the investigation of PMs in teacher talk through a multifaceted analytical approach that is based on linking the uses of PMs in teachers' actual production to their perceived use, 3) the pedagogical implications regarding incorporating Arabic PMs in classroom pedagogy.

6.3.1 Introducing Another Treatment to Arabic PMs in Arabic Literature

When looking at the literature on PMs in Arabic linguistics, it can be noted that Arab and Western linguists have different treatment of the phenomena where terms such as *particles*, *connectives* and *DMs* are broadly used in their investigations in MSA or in other Arabic varieties (e.g. Al-Batal 1994; Basheer, 2016; Bidawi, 2015; Ryding, 2006). In addition, according to the *relevance theoretical approach* that has been dominantly used by many researchers as the analytical framework toward the study of the phenomena, PMs are typically treated as elements with procedural meanings and structural discursive functions that are related to the coherence and cohesion of a text (see Azi, 2018a; Aijmer, 2013; Kholani, 2010). Thus, the analysis of Arabic PMs in the literature is more likely to be limited to a set of pre-determined categories in

investigating and interpreting the uses and functions of those linguistic elements. Such analysis will be limited as it will neither provide a holistic view toward the study of Arabic PMs nor it will demonstrate analysis that can account for the multi-functionality in the uses and functions of various Arabic PMs such as *tamam* “okay” and *tayyeb* “okay” and “alright” *na3am* “okay” and “yes,” *mashy* “okay” and “understood” and *wa* “and” and “and what” that have been observed in the findings of this study (see Alazzawie, 2015; AlMakoshi, 2014; Ismail, 2015). Further, according to such an analytical framework, many linguistic elements that are known of their conceptual meanings such as *frankly*, *in contrast* and *you know*, though they are considered PMs in other similar studies, are not categorized as PMs (see Yang, 2014; Fraser, 1999). By contrast, results from the multi-layered analytical approach that this study adopts have revealed that an Arabic PM is a conversational device that belongs to a wider list of linguistic element and performs a variety of functions that are necessary for achieving local and global discourse coherence. Consequently, the current study has explicitly demonstrated that multi-functionality is a key characteristic of Arabic PMs to be addressed in any discourse analysis of such linguistic elements. Accordingly, results from this study have helped to first uncover other multi-functional uses for extensively cited Arabic PMs in the literature such as *wa* “and,” and *fa* “so” that are not reported in previous research and also enabled us to identify and investigate the uses of other Arabic PMs such as *alaan* “now,” *mashy* “okay” and “understood,” and *yalla* “come on,” “hurry up” and “let’s get going” that have not yet been explored in Arabic literature.

6.3.2 Proposing A Multi-layered Analytical Approach to the Study of Arabic PMs in Teacher Talk

Findings of many studies have shown that PMs perform important functions in spoken classroom discourse such as the impact of structural markers on enhancing learners’

comprehension of the content of the learning material (e.g. AlMakoshi, 2014; Belles- Fortuño, 2006; Chaudron & Richards, 1986; Fung, 2003; Quan & Zheng, 2012) and the roles of interpersonal markers in creating and facilitating an interactive learning environment (see Castro & Marcela, 2009; Hellerman & Vergun, 2007; Othman, 2010). However, little attention has been given to the study of PMs in spoken classroom discourse (Yang, 2011, 2014). Moreover, having a critical look at the existing research on PMs in teacher talk can lead us to note that there is a tendency to demonstrate a discourse analysis of the uses and functions of PMs primarily according to researchers' interpretations (see Algouzi, 2015; AlMakoshi, 2014; Lam, 2009; Müller, 2004; Romero-Trillo 2002, etc.) and not integrating teachers' perceptions of their uses of those elements in one analytical framework (Lau et.al, 2016). Furthermore, exploring Arabic PMs in a classroom context is an important research topic that has not yet been investigated in Arabic educational linguistics. Accordingly, this study, with its multi-layered analytical approach toward the study of Arabic PMs in teacher talk that is based on the use of PMs in teachers' actual productions and perceived uses, significantly contribute to the literature by addressing the previously discussed limitations in the literature on the phenomena of PMs in the spoken classroom discourse in general and in Arabic literature in particular.

6.3.3 Reconsidering Classroom Pedagogy

Findings from the multifaceted analyses demonstrate that there is underrepresentation of Arabic PMs in the curriculum taught in the school and also imply that the three teachers are not enough aware of important functional, interactional and pedagogical uses of PMs in classroom interactions. Therefore, another important contribution of this study to classroom pedagogy is first to ensure having a sufficient awareness of the uses of PMs by the teachers through providing them with an opportunity to reflect on portions of their transcribed talks by first observing the enlisted

interactional and pedagogical uses of PMs in their classroom talks and then informing them of how the interactional uses of those linguistic elements can achieve important pedagogical goals. As discussed in the previous research, the teaching methods have a significant impact on the uses of PMs in teacher talk (e.g. Alraddadi, 2016; Fung, 2003; Jones, 2009). Unlike the traditional teaching methods and the deductive instructional approaches that limit students' roles in classroom interaction as they do not encourage students' interactional involvement in the earlier stage of language learning, we seen that the use of inductive teaching approaches such as the TBLT provides language learners with more interactional space to use the target language and to learn to use a variety of PMs in the long term (Alraddadi, 2016). Therefore, raising an awareness of both the interactional and pedagogical uses of PMs in classroom interaction suggests an effective interactional and pedagogical practices of the teachers in the teaching of Arabic in general and in the use those linguistic entities in their classroom talk in particular.

Moreover, those highlighted findings also call for the importance of preparing and training both future and in-service L2 Arabic teachers on creating inclusive learning environments in classrooms where learners are being engaged in effective learning practices that are planned to make them competent Arabic speakers. Thus, through teacher training workshops, teachers will be exposed to some prepared instructional contents that first highlight important functional, interactional and pedagogical uses of PMs in teacher-students interaction and then provide opportunities for teachers to reflect on how the received education can change their future teaching practices. Also, through those training sessions, teachers will be informed of important functional uses of Arabic PMs from different Arabic varieties toward developing learners' sociolinguistic and pragmatic competence and how those communication devices can be incorporated into future learning materials. Another important educational tool to be taught to teachers and to make them

aware of is how to transform their teaching practices for making their classrooms more inclusive and engaging learning environments for their students. So, to achieve that core educational value, teachers will learn: 1) to help their students achieve their different needs, 2) to use different teaching strategies and curriculum that are appropriate to their students' needs, 3) to develop a positive attitude toward inclusive education in general and the use of the integrated approach for the teaching of Arabic in particular.

6.4 Implications

The present study has significant pedagogical implications in relation to Arabic classroom pedagogy and Arabic teacher education in a foreign language context.

6.4.1 Arabic PMs & Classroom Pedagogy

Findings from the four-stage analysis regarding the uses of Arabic PMs in teachers' actual production have clearly revealed that the uses of those linguistic entities in teacher talk can inform us of important elements of classroom pedagogy that are related to teacher's interactional and pedagogical practices. As observed in the functional analysis, the identified Arabic PMs in the three teachers classroom talks have performed various structural functions in the four micro modes that are related to organizing spoken discourse and making it more comprehensible for learners. Similar observations were also highlighted in the findings of previous research (e.g. AlMakoshi, 2014; Chaudron & Richards, 1986; Tehrani & Dastjerdi, 2012). On the other hand, findings from functional and interactional analyses have shown that Arabic PMs are also used by the three teachers for interpersonal uses including managing classroom learning, checking on students' understanding of the content and sharing answers with their students rather than providing repairs and corrective feedback or initiating referential questions. Therefore, as for the uses of Arabic PMs in the three teachers talks, when linking findings from the interactional analysis to pedagogical

analysis across the four modes it can be noted that the uses of PMs in classroom talks of the three teachers center first on enhancing their students' understanding of the lessons and then ensuring having an accurate production rather than creating more interactional opportunities for practicing the target language and developing fluency over accuracy. Also, other interactional uses of PMs limit the assessments and the evaluations of learners' production, which can encourage more students' involvement in the interaction. Accordingly, those identified uses of Arabic PMs in the actual classroom talks of the teachers clearly reflect important pedagogical practices that value the traditional classroom teaching where teachers dominate interactions and students are passive listeners.

Furthermore, findings of this study also show that pedagogical practices regarding the uses of Arabic PMs in the three teachers' talks favor specific instructional methods such as the PPP teaching approach and the Grammar Translation Method (GTM) where Arabic grammar was deductively taught and English was used for teaching grammar and translating words in students' L1, that is English. As reported by the three teachers, this tendency might be due to the fact that the three teachers in this study have not yet taken any training for the teaching of Arabic in a foreign language context. This possible factor is also reported in Serag's (2010) recent study where the use of GTM, as a teaching method for the teaching of Arabic in the U.S., is found to be more likely used by teachers of Arabic with no prior training. Yet, having a limited data that is mainly based on reading, writing and grammar activities and very few speaking activities will not allow us to consider those pedagogical practices as the common practices that reflect the three teachers' preferences for a particular teaching method. This is because the pedagogical uses of PMs vary as the type of the activity and the context of interactions also vary (Aijmer, 2013). In other words, the functional uses of PMs in reading, writing and grammar activities, where interaction is

dominated by the teacher, can not be compared to the other typical interactional uses of PMs in a speaking activity, where students typically have more interactional space to interact in the class.

6.4.2 Arabic PMs & Teacher Education

Findings from the actual uses of Arabic PMs in classroom talk reveal that those linguistic elements perform a variety of structural and interpersonal functions (textual and interactional in other researchers' terminologies) that are important to guide listeners to the structures of discourse and to establish different interpersonal relationships between interlocutors in an interactional context (see Aijmer, 2002; AlMakoshi, 2014; Bellés-Fortuño, 2006; Müller, 2005, Yang, 2014). However, similar to the findings of previous research (e.g. Othman, 2010; Fung, 2011), the analysis of the interview answers show that there was a wider range of uses of Arabic PMs that the teachers were not aware of. Therefore, generally speaking, findings from linking the three teachers' actual production to their perceived uses of Arabic PMs in their classroom talk show that the three teachers were more conscious of the uses of PMs that are responsible for drawing learners' attention to the taught contents and ensuring their understanding of the material through checking on the accurate language production. On the other hand, the same teachers were not able to identify the other interactional uses of PMs where they "help us perform the complex task of spontaneous speech production and interaction smoothly and efficiently" (Crystal, 1988, p. 48). These interactional uses significantly contribute to *social interaction* that is necessary for the learning process where "students learn more when they are able to talk to one another and be actively involved" (as cited in Hurst, Wallace, & Nixon, 2013, p.376). Similarly, even though both dialectal Arabic PMs and MSA PMs occur across the classroom data of the three teachers, which obviously indicates the important variational aspects of Arabic to which learners of Arabic should be exposed, answers from the interviews with the three teachers show a tendency toward exposing

Arabic learners in that particular context mainly to MSA for factors that are more likely related to teachers' beliefs. Likewise, results from the interviews also show the three teachers are not aware of the important uses of Arabic PMs as conversational devices that are important for developing their learners' pragmatic and communicative competence. (see Iglesias Moreno, 2001; Fung, 2003, 2011; Romero-Trillo, 2002).

Therefore, with regard to the previous findings regarding teachers' awareness of the important uses of Arabic PMs in their classroom talks, this study accordingly presents other significant pedagogical implications for Arabic teacher educators to help raise teachers' awareness to the uses of PMs that are responsible for making a coherent discourse, creating and facilitating effective social interaction in classroom contexts and developing learners fluency in Arabic. In contrast to the previous research that shows that there is a reflexive relationship between the interactional features and pedagogical goals PMs where they are used in each micro modes (see Yang, 2014), this study reveals that the three teachers' interactional uses of Arabic PMs do not always align with the pedagogical agendas of each mode except in managerial mode. In other words, this means that there are instances where the interactional uses of PMs in a mode do not accomplish the typical pedagogical goals of that mode. For instance, as discussed earlier, the interactional uses of Arabic PMs in classroom context mode were used to extend teacher turns instead of maximizing students' involvement and minimizing teacher's control of interactions.

Accordingly, the researcher of this study contends that providing teacher training workshops to Arabic language teachers to learn about the important functional, interactional and pedagogical uses of Arabic PMs in relation to the interactional organization of their transcribed talks and how they are linked to their pedagogical practices will provide a unique educational opportunity for them to reflect on their own practices and have a closer understanding of the typical

interactional design in a language classroom setting. This significant roles of PMs in interactions is presented in Yang's (2014) argument that there is a strong relationship between PMs (DMs in his terminology) and the so-called *interactional communicative competence* (ICC) that is defined by Walsh (2006) as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (p.132) and it is manifested in "employment of linguistic and interactional resources (including the uses of PMs) and the contexts in which they are employed" (Young, 2008, p. 100). Further, the educational training sessions will educate teachers of the importance of exposing their students to variations in Arabic with regard to the various uses of Arabic PMs from different Arabic varieties and how that is significantly related to developing "sociolinguistic competence" for Arabic language learners (Trentman, 2018, p.114). Finally, teachers will learn from prepared materials about the different uses of PMs and how the appropriate uses of those linguistic devices can indicate a higher pragmatic and communicative competence for Arabic learners (see Fung, 2003, 2011; Romero-Trillo, 2002).

6.5 Limitations of the Study

After presenting and discussing the overall results and highlighting the potential implications, this sections briefly presents and acknowledges the following limitations of the study that are related to the context of interactions, methodology, and the participants of the study.

6.5.1 The First Limitation

The first limitation of the study is related to the fact that classroom context is an important constraint on the use of PMs in comparing to the other uses of such communication devices in natural human interactions. Moreover, as the previous research reveals that the uses of PMs vary as the type of the activity and the context of interactions also vary (see Aijmer, 2013), findings of

the present study also show that the context of interactions is an important variable on the functional uses of PMs in classroom talk. So, basing the analysis on recorded classroom interactions that more likely center on reading, writing and grammar activities but fewer speaking activities is considered another limitation that might impact the type of interaction and the regular uses of those linguistic elements in teacher talk. Nevertheless, incorporating a multi-layered analytical approach offers us a more comprehensive analysis of PMs in classroom context where such entities are found to communicate a variety of functions that are oriented to discourse, participants and context of interactions (Yang, 2014).

6.5.2 The Second Limitation

The second limitation is related to the methodology of classroom data collection that only presents us with audio recordings. Due to some cultural views of the participants, it was not possible to have video recordings of the observed classroom interactions. Although applying Jefferson's (2004) transcription system to the audio recordings offers us a detailed aspects of classroom interactions, not having access to video recorded data of classroom interactions is still considered a drawback as its absence prevented us from having a detailed interpretation of the results including the interpersonal uses of PMs that are linked to teachers' body language as well as other pedagogical practices in the classroom context.

Even though this qualitative study presents a rich comprehensive analysis of the phenomena, a mixed method with the synergy of corpus linguistics, CA and L2 classroom mode analysis will offer a more valid analysis to study the multi-dimensional perspectives of PMs in teacher talk (Walsh, 2006). The initial analysis through corpus linguistics will provide a rich description of the linguistic patterns of PMs including concordance and word frequency, which are important perspectives of PMs to study. While CA analysis will present us with a macro

analysis that investigates the macro and micro interactional uses of PMs in teacher talk, L2 mode analysis will help explore the interactional uses of PMs with respect to their pedagogical goals in classroom micro- contexts.

Findings from the multifaceted analysis have revealed the multi-functional perspectives of PMs in classroom discourse. However, it should be clearly stated that it also might be critical to limit the multi-functionality of PMs in classroom interactions to a functional analysis that is based on a four limited functional categories and a four identified modes. In addition, the use of MAXQDA is found to be a reliable analytical instrument in supporting conversational transcription, providing multiple coding themes and also aligning transcripts with audio recordings, particularly for identifying the occurrences of PMs in the four modes. Still, as Yang (2014) points out, due to *mode switching*, *mode overlapping*, *mode side sequences*, *mode divergence*, the process of identifying and deciding on a specific mode might be challenging. Therefore, more cautions must be exercised in the identifying process of the mode.

6.5.3 The Third Limitation

The third limitation in the study is related to the participants of the study. Although the gender of the teacher was controlled in the study, the fact of conducting a case study with only three female Arabic teachers places another limitation to the analysis of the uses of PMs in teacher talk in regard to the impact of an important sociolinguistic variable as the gender of the instructors, which might influence what PMs are used and how they perform in interactions. Also, having only N Arabic speaking teachers did not allow us to explore the potential differences between N and NN speakers in their uses of PMs (e.g. AlMakoshi, 2014; Fung & Carter, 2007). Finally, since Arabic is known of its rich variational context, a sample pool of three participants makes it difficult to investigate other important variational aspects of Arabic PMs in teacher talk.

6.6 Further Research

Considering the findings of the study, there are related research areas that are still in a great need for future research. First, an area that requires a sociolinguistic investigation is the impacts of important variables on the uses of PMs in teacher talk such as the gender of teachers, context of interactions and teachers' ideology. Second, comparative studies on the uses of PMs by N and NN Arabic teachers in spoken classroom discourse is also another research topic with important implications to be explored in future research (Algouzi, 2015; Fung, 2003; Fung & Carter, 2007). Third, basing the analysis of PMs in teacher talk on video recorded classroom interactions will provide researchers with other important lenses to consider in the interpretations of the results such as the interpersonal uses of PMs in relation to body gestures (Knight, 2011) and teachers' pedagogical practices and their uses of PMs across the various classroom activities. Finally, conducting a mixed method study on a larger number of teachers in different educational levels will provide enough data that starts with quantifying investigations through corpus linguistics to address important linguistic perspectives of PMs such as concordance, frequency and variations in the uses of specific markers and then moves to detailed qualitative explorations through CA and L2 mode analysis to have a deeper understanding of the interactional uses of PMs in relation to classroom pedagogy.

6.7 Chapter Summary

This chapter briefly discussed and critically presented important concepts in the dissertation, which are also the outcomes of the current study such as an overview of the major findings in relation to the research questions (section 6.2), contributions of the study (section 6.3), implications (section 6.4), limitations (section 6.5) future research (section 6.6) and the concluding remarks (section 6.7). In section 6.2, answers to the four research questions were briefly presented.

Section 6.3 discussed the three significant contributions the study has made including introducing another treatment to Arabic PMs in Arabic literature in section (6.3.1), proposing a multi-layered analytical approach to the study of Arabic PMs in teacher talk in section (6.3.2) and reconsidering classroom pedagogy in section (6.3.3). In section (6.4), two implications for the study were highlighted that are Arabic PMs & classroom pedagogy in section (6.4.1) and Arabic PMs & teacher education in section (6.4.2). While section 6.5 concisely discussed the study limitations related to the context of interactions, the methodological design, and the participants of the study, section (6.6) suggested research areas that are still in a great need for future research.

6.8 Closing Remarks

By means of examining Arabic PMs in teacher talk through a multi-layered analytical approach which incorporates two important concepts: PMs in teachers' actual production and perceived use, this dissertation significantly contributes to the literature on Arabic PMs in an L2 classroom context, a field that has not yet been explored in Arabic educational linguistics. Briefly, through conducting a four-stage analysis, the researcher of this study provides a comprehensive multifaceted analysis of the phenomena that demonstrates functional, interactional and pedagogical explorations of the uses of Arabic PMs in teacher talk and then have the findings linked to teachers' perceived uses of those linguistic devices through analysis of teachers' answers in the interviews.

Through investigating PMs in spoken classroom discourse, this study does not only explore how the uses and functions of those linguistic devices are constructed between a teacher and students. Instead, by conducting a multi-layered analysis of PMs in teacher talk, this thesis presents researchers, educators and teachers of Arabic in a foreign language context with important insights into what is called "the concept of classroom interactional competence (CIC)" (see Walsh, 2011;

Yang, 2014). In the areas of language teaching and learning, CIC is recently “recognized as an important fifth skill to enhance learning and teaching in classrooms” (Yang, 2014, p. 30) and that is because through this important competence classroom interaction is used “as a tool for mediating and assisting learning” (Walsh, 2006: 132). Therefore, findings of this study regarding the functional, interactional, pedagogical perspectives of Arabic PMs in teacher talk provides those with interest in Arabic language teaching with important information on how effectively language is taught in the classroom and what functions it accordingly performs to achieve specific educational goals.

Similarly, by linking teachers’ actual production of PMs to their perceived uses of those linguistic entities, this study provides educators, teachers, classroom discourse researchers with both detailed description of important aspects of spoken classroom discourse and clear explanation of why specific practices are highlighted in teacher talk. Further, this study has also shown that teachers’ pedagogical practices are influenced by important variables that are related to their beliefs and language ideologies leading to significant impact on how Arabic was taught in their classrooms in general and how Arabic PMs were used in their classroom talks in particular. Therefore, the findings of this dissertation reveal that by adopting this proposed multi-layered analytical framework that is based on both teachers’ actual production and their perceived language use, we, as educators, teachers, classroom discourse researchers, can have a better understanding of important factors that can influence of our philosophy of language teaching.

In conclusion, this study significantly contributes to the field of linguistics in general and applied linguistics in Arabic in particular. First, the multi-layered analysis of this study have proposed another treatment to the phenomenon under investigation where a wider list of linguistic element with discursive functions can be classified as an Arabic PM performing a variety of

functions that are necessary for achieving local and global discourse coherence. Second, since little attention has been given to both the study of PMs in teacher talk (AlMakoshi, 2014; Yang, 2014, 2011) and also to the study of the same the phenomenon from teachers' perceptions (Fung, 2011), this study, with its multifaceted analytical approach toward the study of Arabic PMs in teacher talk, has filled the research gap by proposing analytical framework to the study of PMs that is based on the use of PMs in teachers' actual productions and perceived uses. Finally, findings from this multifaceted analyses have shown that Arabic PMs are still underrepresentation in the curriculum taught in the school, which also suggests that the teachers, themselves, are not enough aware of important aspects of PMs in classroom interactions. Also, findings from this study have revealed that important variables such as teachers beliefs and language ideologies have strongly influenced teachers' pedagogical practices and philosophy of language teaching. Accordingly, this study has significant pedagogical implications that call for raising the awareness of educators and teachers of Arabic as a second language and also emphasize the need to reconsider classroom pedagogy for creating effective interactional and pedagogical practices for the teaching of Arabic as a second language.

References

- Abbâs, H. (1963). en-Nahvu‘ l-Vâfi. Dâru’l-Meârif, V. baskı. Mısır.
- Abdalla, M., & Al-Batal, M. (2011). College-level teachers of Arabic in the United States: A survey of their professional and institutional profiles and attitudes. *al-'Arabiyya*, 1-28.
- Aijmer, K. (2002). *English discourse particles: Evidence from a corpus* (Vol. 10). John Benjamins Publishing.
- Aijmer, K. (2013). *Understanding pragmatic markers: A variational pragmatic approach*. Edinburgh, Scotland: Edinburgh University Press.
- Aijmer, K., & Simon-Vandenberg, A. (2011). Pragmatic Markers. In J. i. Zienkowski, J. Östman, J. Verschueren (Eds.), *Discursive Pragmatics* (pp. 223-247). Amsterdam, Netherlands: Benjamins.
- Aijmer, K., & Simon-Vandenberg, A. M. (2003). The discourse particle well and its equivalents in Swedish and Dutch. *Linguistics*, 41(6; ISSU 388), 1123-1162.
- Al Hadeed, M. (2004). Muthakarat fi adawat alrabt walwasl fi allugha alarabiya. *Aljamia alarabiya almaftouha*
- Al Kohlani, F. A. (2010). *The function of discourse markers in Arabic newspaper opinion articles*. (Doctoral dissertation, Georgetown University).
- Al Makoshi, M. A. (2014). *Discourse markers and code-switching: academic medical lectures in Saudi Arabia using English as the medium of instruction*. (Doctoral dissertation, University of Birmingham).
- Al Rousan, R. M. (2015). The Use of Discourse Marker “maṣ nafsak” in Saudi Arabic: A Pragmatic Perspective. *International Journal of Linguistics*, 7(3), 33-48.

- Al-Batal, M. (1990). In a Modern Expository Arabic Text. In *Perspectives on Arabic Linguistics: Papers from the Annual Symposium on Arabic Linguistics*. Volume II: Salt Lake City, Utah 1988 (Vol. 72, p. 234). John Benjamins Publishing.
- Al-Batal, M. (1994). Connectives in Arabic Diglossia: The Case of Lebanese Arabic. In M. Eid, V. Cantarino, K. Walters (Eds.), *Perspectives on Arabic Linguistics, VI* (pp. 91-119). Amsterdam: Benjamins. doi: 10.1075/cilt.115.10alb
- Al-Batal, M. M. A. (1985). *The cohesive role of connectives in a modern expository Arabic text*. (Doctoral dissertation, University of Michigan).
- Al-Batal, Mahmoud. (1990). Connectives as cohesive elements in a modern expository Arabic text. In *Perspectives on Arabic Linguistics II*, ed. Mushira Eid, and John McCarthy, 234-266. Amsterdam/Philadelphia: John Benjamins.
- AL-Makhzumi, M. (1964). *Fi al-nahw al-Arabi: Naqid wa tawjeeh*. Saydah: Manshurat ALMaktabah AL-Asriya: Beirut.
- AL-Makhzumi, M. (1986). *Fi al-nahw al-Arabi*, 2nd edition. Dar al-Raid al-Arabi: Beirut.
- Al-Mohsen, A. (2016). *Arabic Teachers' Perception of an Integrated Approach for Teaching Arabic as a Foreign Language in Colleges and Universities in the United States*. (Doctoral Dissertation, University of San Francisco).
- Al-Sayyid, Amin A. (1968). *Dirasat fiIllm al-Nahw*. Cairo: Dar al-Maarif.
- Al-Surmi, M. (2011). Discourse Markers and Reading Comprehension: Is there an effect?. *Theory & Practice in Language Studies, 1*(12).
- Al-Yaari, S. A. S., Al Hammadi, F. S., Alyami, S. A., & Almaflehi, N. (2013). Using English discourse markers (EDMs) by Saudi EFL learners: A descriptive approach. *International Journal of English Language Education, 1*(2), 1-26.

- Alazzawie, A. (2014). The Discourse Marker wa in Standard Arabic--A Syntactic and Semantic Analysis. *Theory & Practice in Language Studies*, 4(10).
- Alazzawie, A. (2015).? Adi as a discourse marker in spoken Iraqi Arabic. *Theory and Practice in Language Studies*, 5(7), 1352.
- Algouzi, S. (2015). *Discourse markers in Saudi English and British English: a comparative investigation of the use of English discourse markers* (Doctoral dissertation, University of Salford).
- Alkhalil, T. (2005). *Discourse markers in Syrian Arabic: a study of halla', ya 'nī, tayyeb, and lakan*. (Doctoral dissertation, University of Essex).
- Alraddadi, B. M. (2016). The Effect of Teaching Structural Discourse Markers in an EFL Classroom Setting. *English Language Teaching*, 9(7), 16-31.
- Alshamari, M. R. (2015). 1 A Relevance-Theoretical Account of Three Discourse Markers in North Hail Arabic. *Studies in Literature and Language*, 11(1), 6-15.
- Alsohaibani, A. (2016). A Critical Review on the Ideological and Symbolic Role of the Arabic Language in National Identity in the Arab World. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 3(4), 19-26. Amsterdam: Benjamins.
- Andersen, G. (2001). *Pragmatic markers and sociolinguistic variation. [electronic resource]: a relevance-theoretic approach to the language of adolescents*. Amsterdam; [Great Britain]: J. Benjamins, c2001.
- Aoun, J., Benmamoun, E., & Sportiche, D. (1994). Agreement, Word Order, and Conjunction in Some Varieties of Arabic. *Linguistic Inquiry*, (2), 195-220.
- Ariel, M. (1994). Pragmatic operators. *The Encyclopaedia of Language and Linguistics*. Oxford: Pergamon Press 3250-3253.

- Asl, H. D., & Moradinejad, A. (2016). The Effect of Explicit Instruction of Discourse Markers on Iranian EFL Learners' Speaking Ability. *Journal of Applied Linguistics and Language Research*, 3(5), 190-202.
- Asuman, A. S. I. K. (2015). Discourse markers in EFL setting: Perceptions of Turkish EFL teachers. *Educational Research and Reviews*, 10(7), 941-950.
- Azi, Y. (2018a). Investigating Arabic Pragmatic Markers in Spoken Discourse: A Literature Review. *International Journal of Linguistics*, 10(2), 48–72.
- Basheer, N. (2016) *Connectives in Arabic Native Speaker and Non-native Speaker Expository and Argumentative Writing*. (Unpublished Doctoral Dissertation, The University of Texas at Austin)
- Bazanella, C. (1990). Phatic connectives as intonational cues in contemporary spoken Italian. *Journal of Linguistics*, 14 (4), 629-647.
- Beach, W. (1995). Preserving and constraining options: “Okays” and ‘official’ priorities in medical interviews. In G.H. Morris, and R. J. Chenail (Eds.), *The talk of the clinic: Explorations in the analysis of medical and therapeutic discourse* (pp. 259-289). Hillsdale, New Jersey: Lawrence Erlbaum.
- Beeching, K., & Woodfield, H. (Eds.). (2015). *Researching sociopragmatic variability: Perspectives from variational, interlanguage and contrastive pragmatics*. Basingstoke: Palgrave Macmillan.
- Bellés Fortuño, B. (2006). *Discourse markers within the university lecture genre: A contrastive study between Spanish and North-American lectures*. (Unpublished Doctoral Dissertation, Universitat Jaume I)

- Bellés-Fortuño, B. 2004. *The spoken academic discourse of the social sciences. Discourse Markers within the university lecture genre.* (Unpublished MA Thesis, Universitat Jaume I)
- Biber, D. (2006). *University language: A corpus-based study of spoken and written registers.* Amsterdam: John Benjamins.
- Bidaoui, A. (2015). *Discourse Markers of clarification and causality in Maghrebi and Egyptian dialects: a socio-pragmatic perspective* (Doctoral dissertation, University of Illinois at Urbana-Champaign).
- Blakemore, D. (1987). *Semantic constraints on relevance.* Oxford: Basil Blackwell.
- Blakemore, D. (1992). *Understanding Utterances.* Oxford: Blackwell.
- Blakemore, D. (2002). *Relevance and Linguistic Meaning: The Semantics and Pragmatics of Discourse Markers.* Cambridge: Cambridge University Press.
- Brinton, L. (1996). *Pragmatic markers in English: Grammaticalization and discourse functions.* Berlin: Mouton.
- Castro, C., & Marcela, C. (2009). The use and functions of discourse markers in EFL classroom interaction. *Profile Issues in Teachers Professional Development*, (11), 57-78.
- Champaud, Christian, and Dominique Bassano. (1994). 'French concessive connectives and argumentation: in experimental study in eight- to ten-year-old children.' *Journal of Child Language* 21:415-438.
- Chaudron, C., & Richards, J. C. (1986). The effect of discourse markers on the comprehension of lectures. *Applied linguistics*, 7(2), 113-127.

- Chen, S. (2014). A review of the role of discourse markers in ESL/EFL listening comprehension. *Contemporary English Teaching and Learning in Non-English-Speaking Countries*, 3(5), 1-27.
- Choi, I. (2007). How and when do children acquire the use of discourse markers. *CAMLING* 2007, 40.
- Christie, F. (2002). Classroom Discourse Analysis: A Functional Perspective, Open Linguistics Series. London: Continuum. Clarke, MA (1979). Reading in Spanish and English: Evidence from ESL tests. *Language Learning*, 29, 121-150.
- Crystal, D. (1988). Another look at, well, you know ... *English Today*, 13: 47-9.
- De Fina, A. (1997). An analysis of Spanish bien as a marker of classroom management in teacher-student interaction. *Journal of Pragmatics*, 28(3), 337-354.
- Dér, C. I., & Markó, A. (2010). A pilot study of Hungarian discourse markers. *Language and speech*, 53(2), 135-180.
- Dudley-Evans, A. and Johns, T. (1981). A team teaching approach to lecture comprehension for overseas students. In the *Teaching of Listening Comprehension*, 30-46 (ELT Documents Special). London: The British Council.
- Durán, E. M., & Unamuno, V. (2001). The discourse marker a ver (Catalan, a veure) in teacher-student interaction. *Journal of Pragmatics*, 33(2), 193-208.
- Erman, B. (1987). Pragmatic Expressions in English. A Study of You know, You see and I mean in Face-to-Face Conversation. *Stockholm studies in English*, 69, 1-238.
- Eslami-Rasekh, Z., & Eslami-Rasekh, A. (2007). Discourse markers in academic lectures. *Asian EFL Journal*, 9(1), 22-38.

- Feng, G. (2010). *A Theory of Conventional Implicature and Pragmatic Markers in Chinese*. Bingley, UK: Brill NV.
- Fischer, K. (Ed.). (2006). *Approaches to discourse particles* (pp. 1-20). Amsterdam: Elsevier.
- Flowerdew, J., & Miller, L. (1992). Student perceptions, problems and strategies in second language lecture comprehension. *RELC journal*, 23(2), 60-80.
- Flowerdew, J., & Tauroza, S. (1995). The effect of discourse markers on second language lecture comprehension. *Studies in second language acquisition*, 17(4), 435-458.
- Fraser, B. (1988). Types of English discourse markers. *Acta Linguistica Hungarica*, 38(1/4), 19-33.
- Fraser, B. (1990). An approach to discourse markers. *Journal of pragmatics*, 14(3), 383-398.
- Fraser, B. (1999). What are discourse markers? *Journal of pragmatics*, 31(7), 931-952.
- Fraser, B. (2009). An account of discourse markers. *International review of pragmatics*, 1(2), 293-320.
- Fraser, B. (2009). Topic orientation markers. *Journal of pragmatics*, 41(5), 892-898.
- Fritschner, L. M. (2000). Inside the undergraduate college classroom: Faculty and students differ on the meaning of student participation. *The journal of higher education*, 71(3), 342-362.
- Fung, L. (2011). Discourse markers in the ESL classroom: A survey of teachers' attitudes. *The Asian EFL Journal Quarterly*, 13(2), 199-248.
- Fung, L. P. Y. (2003). *The use and teaching of discourse markers in Hong Kong: students' production and teachers' perspectives* (Doctoral dissertation, University of Nottingham).
- Fung, L., & Carter, R. (2007). Discourse markers and spoken English: Native and learner use in pedagogic settings. *Applied linguistics*, 28(3), 410-439.

- Gaddafi, A. M. (1990). *Study of discourse markers in Libyan spoken Arabic* (Doctoral dissertation, Birkbeck (University of London)).
- Giinthner, S. (2000). From concessive connector to discourse marker: The use of *obwohl* in everyday German interaction. *Cause Condition Concession Contrast. Cognitive and Discourse Perspectives, Berlin/New York, de Gruyter*, 439-468.
- Grant, L. E. (2010). A corpus comparison of the use of *I don't know* by British and New Zealand speakers. *Journal of Pragmatics, 42*, 2282-2296.
- Halliday, M.A.K. and Hasan, R. (1976) *Cohesion in English*. Longman, London.
- Hamdi, S. (2018). *The Impact of Ideology on Lexical Borrowing in Arabic: A Synergy of Corpus Linguistics and CDA* (Unpublished Doctoral dissertation, University of New Mexico).
- Hellermann, J., & Vergun, A. (2007). Language which is not taught: The discourse marker use of beginning adult learners of English. *Journal of Pragmatics, 39*(1), 157-179.
- Hernández, T., & Rodríguez-González, E. (2012). Impact of instruction on the use of L2 discourse markers. *Journal of Second Language Teaching & Research, 2*(1), 3-31.
- Howard, J. R., James III, G. H., & Taylor, D. R. (2002). The consolidation of responsibility in the mixed-age college classroom. *Teaching Sociology, 30*, 214-234.
- Hurst, B., Wallace, R., & Nixon, S. B. (2013). The impact of social interaction on student learning. *Reading Horizons, 52*(4), 5.
- Hussein, M., & Bukhari, N. (2008). Discourse markers and procedural meaning: The case of *fa* in standard Arabic. *Kashmir Journal of Language Research, 2*(16), 116-133.
- Iglesias Moreno, A. E. (2001). Native speaker-non-native speaker interaction: the use of discourse makers. *ELIA, 2*, 129-142.

- Ismail, A. (2015). *ṭab asta'zen ana ba'a: A corpus-based study of three discourse markers in Egyptian film* (Doctoral dissertation, The American University in Cairo).
- Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation analysis: Studies from the first generation* (pp.13-31). Amsterdam: John Benjamins.
- Jones, C. (2009). Well, you know, I mean...: The teaching and learning of spoken discourse markers. *UCLan Journal of Pedagogic Research*, 1(1), 11-20.
- Jones, C. (2011). *Spoken discourse markers and English language teaching: practices and pedagogies* (Doctoral dissertation, University of Nottingham).
- Jucker, A. H., and Smith, S. W. (1998). And people just you know like “wow”: Discourse markers as negotiating strategies. In A.H. Jucker and Y. Ziv (Eds.), *Discourse markers: Descriptions and theory* (pp. 171-201). Amsterdam: John Benjamins B.V.
- Jung, E.H. (2003a). The role of discourse signaling cues in second language listening comprehension. *The Modern Language Journal*, 87(4), 562-577.
- Jung, E.H. (2003b). The effects of organization markers on ESL learners' text understanding. *TESOL Quarterly*, 37 (4), 749-759.
- Kanakri, M. A., & Al-Harashsheh, A. M. (2013). The Discourse Analysis and Pragmatics of? a: di in Jordanian Spoken Arabic. *International Journal of English Linguistics*, 3(6), 59.
- Kasper, G. (1985). Repair in foreign language teaching. *Studies in Second Language Acquisition*, 7 (2), 200-215.
- Kendall, S., & Tannen, D. (2001). Discourse and gender. *The handbook of discourse analysis*, 548-567.
- King, Brian. 1992. On the meaning of empty words. *Semiotics* 89 (1/3): 257-265.

- Knott, A., & Dale, R. (1994). Using linguistic phenomena to motivate a set of coherence relations. *Discourse processes*, 18(1), 35-62.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, New Jersey: Lawrence Erlbaum.
- Lam, P. W. (2009). The effect of text type on the use of so as a discourse particle. *Discourse Studies*, 11(3), 353-372.
- Lau, K., Cousineau, J., & Lin, C. Y. (2016). The use of modifiers in English-medium lectures by native speakers of Mandarin Chinese: A study of student perceptions. *Journal of English for Academic Purposes*, 21, 110-120.
- Lebauer, R. S. (1984). Using lecture transcripts in EAP lecture comprehension courses. *Tesol Quarterly*, 18(1), 41-54.
- Liao, S. (2009). Variation in the use of discourse markers by Chinese teaching assistants in the US. *Journal of Pragmatics*, 41(7), 1313-1328
- Liu, S. X. (2006). Teachers' discourse markers and classroom context. *Journal of Hunan Institute of Humanities (Science and Technology)*, 4, 148-150.
- Long, M. H. (1981). Input, interaction, and second-language acquisition. *Annals of the New York academy of sciences*, 379(1), 259-278.
- Long, M. H. (1983). Linguistic and conversational adjustments to non-native speakers. *Studies in second language acquisition*, 5(2), 177-193.
- Maschler, Y. (1998). Rotse lishmoa keta? 'wanna hear something weird/funny [lit. 'a segment']?': The discourse markers segmenting Israeli Hebrew talk-in-interaction. *Discourse markers: Descriptions and theory*, 57, 13.

- Mavrikis, M., and Geraniou, E. (2011). Using qualitative data analysis software to analyze students' computer-mediated interactions: The case of MiGen and transana. *International Journal of Social Research Methodology*, 14(3), 245-252.
- McCarthy, M. J. (2013). Chatting in the academy: Conversation and academic discourse. *ECLS Applied Linguistics Research Seminar Series*, 2013-2014.
- Milroy, L., & Gordon, M. (2008). *Sociolinguistics: Method and interpretation* (Vol. 13). John Wiley & Sons.
- Moll, T. M. (2000). *EFL content lectures: a discourse analysis of an interactive and a non-interactive style*. Departamento de Filología inglesa, Universidad de Alicante.
- Morell, T. (2004). Interactive lecture discourse for university EFL students. *English for specific purposes*, 23(3), 325-338.
- Müller, S. (2005). *Discourse markers in native and non-native English discourse*. Amsterdam: Benjamins.
- Nejadansari, D., & Mohammadi, A. M. (2014). The frequencies and functions of discourse markers in the Iranian university EFL classroom discourse. *International Journal of Research Studies in Language Learning*, 4(2).3-20
- Nicolle, S. (2000). Markers of general interpretive use in Amharic and Swahili. *Pragmatics and Beyond New Series*, 173-188.
- Östman, J. O. (1995). Pragmatic particles twenty years after. *Anglicana Turkuensia* 14, 95-108.
- Othman, Z. (2010). The use of okay, right and yeah in academic lectures by native speaker lecturers: Their anticipated' and real meanings. *Discourse Studies*, 12(5), 665-681.
- Park, Y. (2013). The roles of third-turn repeats in two L2 classroom interactional contexts. *Applied Linguistics*, 35 (2), 145-167.

- Pichler, H. (Ed.). (2016). *Discourse-pragmatic variation and change in English: New methods and insights*. Cambridge University Press.
- Pichler, H. (Ed.). (2016). *Discourse-pragmatic variation and change in English: New methods and insights*. Cambridge University Press.
- Polanyi, L. and R. Scha (1983). The syntax of discourse. Text 3, 261-70.
- Quan, L., & Zheng, L. (2012). A study of self-repair markers in conversation by Chinese English learners. *Journal of Language Teaching and Research*, 5(5), 1216-1223.
- Quirk, R. S. and G. L. Greenbaum, et al. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Rabab'ah, G. (2015). An analysis of conjunctive discourse markers in the EFL classroom: a case study of EFL teachers in Saudi Arabia. *International Journal of Innovation and Learning*, 17(3), 307-325.
- Redeker, G. (1990). Ideational and pragmatic markers of discourse structure. *Journal of Pragmatics* 14 (3), 367-81.
- Redeker, G. (1991). Review article: linguistic marker of discourse structure. *Linguistics* 29 (6), 1139-72.
- Ridā, A. (1961). *al-Marǧī'fi l-luġa al-'arabīya*.
- Rido, A. (2010). The use of discourse markers as an interactive feature in science lecture discourse in L2 setting. *TEFLIN Journal*, 21(1), 90-106.
- Rocca, K. A. (2010). Student participation in the college classroom: An extended multidisciplinary literature review. *Communication Education*, 59(2), 185-213.
- Romero-Trillo, J. (2002). The pragmatic fossilization of discourse markers in non-native speakers of English. *Journal of pragmatics*, 34(6), 769-784.

- Ryding, K. C. (2005). *A reference grammar of modern standard Arabic*. New York: Cambridge University Press.
- Sadeghi, B., & Heidaryan, H. (2012). The effect of teaching pragmatic discourse markers on EFL learners' listening comprehension. *English Linguistics Research, 1*(2), 165-172.
- Schiffrin, D. (1987). *Discourse marker*. New York: Cambridge University Press.
- Schiffrin, D., Tannen, D., & Hamilton, H. E. (2001). *The handbook of discourse analysis*. Malden, Mass: Blackwell Publishers, 2001.
- Schleef, E. (2008). Gender and academic discourse: global restrictions and local possibilities. *Language in Society, 37*, 515-538.
- Schourup, L. (1985). *Common Discourse Particle in English Conversation: 'Like, 'Well', 'Y'know'*. New York: Garland.
- Schourup, L. (1999). Discourse markers. *Lingua, 107*(3-4), 227-265.
- Seedhouse, P. (1996). Classroom interaction: possibilities and impossibilities. *ELT Journal* 1996, *50*(1), 16-24.
- Seraj, S. A. (2010). *Attitudes of teachers of Arabic as a foreign language toward methods of foreign language teaching* (Doctoral dissertation, University of Kansas).
- Shloush, S. (1998). A Unified Account of Hebrew bekicur 'in short': Relevance Theory and Discourse Structure Considerations. *Discourse markers: Descriptions and theory*. Amsterdarn: John Benjamins, 61-82.
- Sinclair, J. (1982). Reflections on computer corpora in English language research. In S. Johansson (Ed.), *Computer corpora in English language research* (pp.1-6). Bergen.
- Sinclair, J. McH. and R. M. Coulthard. 1975. *Towards an Analysis of Discourse*. Oxford: Oxford University Press

- Sperber, D., & Wilson, D. (1995). *Relevance: Communication and Cognition*. Oxford: Blackwell.
- Stanley, P., & Stevenson, M. (2017). Making sense of not making sense: Novice English language teacher talk. *Linguistics and Education*, 38, 1-10.
- Stubbs, M. (1983). *Discourse Analysis*. Chicago: The University of Chicago Press.
- Taha, K. T., Jarrah, M. A., & Al-Jarrah, R. S. (2014). The discursial Arabic coordinating conjunction wa (and). *International Journal of Linguistics*, 6(4), 172-183.
- Trentman, E. (2018). Developing a genre-based curriculum to teach Arabic diglossia. In M. al-Batal (Ed.), *Arabic as one language: Integrating dialect in the Arabic language curriculum* (pp. 114-133). Washington, DC: Georgetown University Press.
- Tsai, P. S., & Chu, W. H. (2017). The Use of Discourse Markers among Mandarin Chinese Teachers, and Chinese as a Second Language and Chinese as a Foreign Language Learners. *Applied Linguistics*, 38(5), 638-665.
- van Dijk, Teun A. (1979) Pragmatic connectives. *Journal of Pragmatics* 3, 447– 456.
- Vaskó, I. (2000). *The interplay of Hungarian de (but) and is (too, either)*. In T. Fretheim, and G. Andersen (Eds.), *Pragmatic markers and propositional attitude* (pp. 255-263). Amsterdam: Benjamins.
- Verdonik, D., Žgank, A., & Pisanski Peterlin, A. (2008). The impact of context on discourse marker use in two conversational genres. *Discourse studies*, 10(6), 759-775.
- Verschueren, J. (1999). *Understanding pragmatics*. Oxford University Press.
- Walsh, S. (2006). *Investigating classroom discourse*. London and New York: Routledge.

- Walsh, S., & O’Keeffe, A. (2007). Applying CA to a modes analysis of higher education spoken academic discourse. *Conversation Analysis and Languages for Specific Purposes*. Bern: Peter Lang, 101-140.
- Wang, L & Ding, R. (2015). Discourse markers in local and native English teachers’ talk in Hong Kong EFL classroom interaction: A corpus-based study. *International Journal of Language and Linguistics*, 2(5), 65-75.
- Watts, R. J. (1989). Taking the pitcher to the ‘well’: Native speakers' perception of their use of discourse markers in conversation. *Journal of Pragmatics*, 13(2), 203-237.
- Weaver, R. R., & Qi, J. (2005). Classroom organization and participation: College students' perceptions. *The Journal of Higher Education*, 76(5), 570-601.
- Yang, S. (2011). Investigating discourse markers in pedagogical settings: *a literature review*. *Articles*, 8, 95-108.
- Yang, S. (2014). *Investigating discourse markers in Chinese college EFL teacher talk: a multi-layered analytical approach*. (Doctoral dissertation, Newcastle University).
- Zadunaisky Ehrlich, S. (2011). Argumentative discourse of kindergarten children: Features of peer talk and children-teacher talk. *Journal of Research in Childhood Education*, 25(3), 248-267.
- Zhang, J. (2012). Discourse markers in college English listening instruction: an empirical study of Chinese learners. *English Language Teaching*, 5(3):46-61.
- Zienkowski, J., Östman, J. O., & Verschueren, J. (Eds.). (2011). *Discursive pragmatics* (Vol. 8). John Benjamins Publishing.
- Ziv, Y. (1998). Hebrew Kaze as discourse marker and lexical hedge: conceptual and procedural properties. *Pragmatics and Beyond New Series*, 203-222.

Appendices

Appendix A. Arabic Transcription System

The following Transcript System is adapted from AlMakoshi (2014, p.11):

ROMANIZED TRANSCRIPTION CHARACTERS

Arabic Letter	IPA	Transcription character	Example
ا	[a:]	a	also
ب	[b]	b	boy
ت	[t]	t	table
ث	[θ]	th	math
ج	[dʒ]	j	jem
ح	[h]	ha	(emphatic h)
خ	[x]	kh	Scottish Loch
د	[d]	d	dark
ذ	[ð]	dh	then
ر	[r]	r	Ramadan
ز	[z]	z	zero
س	[s]	s	summer
ش	[ʃ]	sh	shelf
ص	[sʕ]	s	psalm
ض	[dʕ]	d'	emphatic d in dock
ط	[tʕ]	ty	tuck
ظ	[zʕ]	th	emphatic th in this
ع	[ʕ]	ʔ	(no equivalent) guttural 'a'
غ	[ɣ]	gh	(like French r in Paris)
ف	[f]	f	fort
ق	[q]	q	Quraan
ك	[k]	k	k as in carpet
ل	[l]	l	belt
م	[m]	m	lemon
ن	[n]	n	man
و	[w] / [u:]	wa / ou	wand / wound
ي / ي	[j]	y / i	yank / cookie
ة / هـ	[h]	ha	half

Appendix B. CA Transcript Symbols

The following glossary of transcript symbols is adapted from Jefferson (2004, 24):

[]	Square brackets mark the start and end of overlapping speech. They are positioned where the overlap occurs.
↑↓	Vertical arrows precede marked pitch movement, over and above normal rhythms of speech. They are used for notable changes in pitch beyond those represented by stops, commas and question marks.
<u>Underlining</u>	indicates emphasis; the extent of underlining within individual words locates emphasis and also indicates how heavy it is.
CAPITALS	mark speech that is louder than surrounding speech. This is beyond the increase in volume that comes as a product of emphasis.
°↑I know it,°	'Degree' signs enclose obviously quieter speech.
(0.4)	Numbers in round brackets measure pauses in seconds (in this case, 4 tenths of a second). If they are not part of a particular speaker's talk they should be on a new line. If in doubt use a new line.
(.)	A micro pause, hearable but too short to measure.
(())	Additional comments from the transcriber, e.g. about features of context or delivery.
she wa::nted	Colons show degrees of elongation of the prior sound; the more colons, the more elongation.
hhh	Aspiration (out-breaths); proportionally as for colons.
.hhh	Inspiration (in-breaths); proportionally as for colons.
y'know?	Question marks signal stronger, 'questioning' intonation, irrespective of grammar.
Yeh.	Full stops mark falling, stopping intonation ('final contour'), irrespective of grammar, and not necessarily followed by a pause.
bu-u-	Hyphens mark a cut-off of the preceding sound.
>he said<	'greater than' and 'lesser than' signs enclose speeded-up talk. Occasionally they are used the other way round for slower talk.
solid.= =We had	'Equals' signs mark the immediate 'latching' of successive talk, whether of one or more speakers, with no interval.

Appendix C. IRP Approval



DATE: April 26, 2018

IRB #: 04818

IRBNet ID & TITLE: [1219541-2] Investigating Arabic Pragmatic Markers in Teacher Talk: A Multi-layered Analytical Approach

PI OF RECORD: Eva Rodriguez-Gonzalez, PhD

SUBMISSION TYPE: Response/Follow-Up

BOARD DECISION: APPROVED

EFFECTIVE DATE: April 26, 2018

EXPIRATION DATE:

RISK LEVEL: Minimal Risk

PROJECT STATUS: Active - Open to Enrollment

DOCUMENTS:

- Advertisement - Teacher Recruitment Letter (UPDATED: 04/25/2018)
- Consent Form - Consent Teachers (UPDATED: 04/25/2018)
- Letter - Response letter (UPDATED: 04/25/2018)

Thank you for your Response/Follow-Up submission. The UNM IRB has APPROVED your submission. This approval is based on an acceptable risk/benefit ratio and a project design wherein the risks to participants have been minimized. **This project is not covered by UNM's Federalwide Assurance (FWA) and will not receive federal funding.**

The IRB has determined the following:

- Informed consent must be obtained and documentation is required for this project. To obtain and document consent, use only approved consent document(s).
- Children may be involved as participants in this project under Subpart D 404 and permission from one parent/guardian is required and signature is required.
- Child assent must be obtained and documentation of assent is required for this project. To obtain and document assent, use only the approved and stamped assent document(s).

This determination applies only to the activities described in the submission and does not apply should any changes be made to this research. If changes are being considered, it is the responsibility of the Principal Investigator to submit an amendment to this project and receive IRB approval prior to implementing the changes. A change in the research may disqualify this research from the current review category. **If federal funding will be sought for this project, an amendment must be submitted so that the project can be reviewed under relevant federal regulations.**

All reportable events must be promptly reported to the UNM IRB, including: UNANTICIPATED PROBLEMS involving risks to participants or others, SERIOUS or UNEXPECTED adverse events, NONCOMPLIANCE issues, and participant COMPLAINTS.

If an expiration date is noted above, a continuing review or closure submission is due no later than 30 days before the expiration date. **It is the responsibility of the Principal Investigator to apply for continuing review or closure and receive approval for the duration of this project.** If the IRB

Appendix D. Examples of transcribed and coded transcripts from Teacher A

Coding scheme of the micro modes:

Managerial mode (blue); Materials mode (green); Skills and systems mode (blue); Classroom context mode (orange)

28. T: safha meyah wa arba3ah watha latheen.hathdi alsafha nunduru huna tafathali(.2)
{Page 134, this page, we look at here, here you go!}
29. S8: Ms Fatmiah ((can I open the book))(.)
30. T: tayyeb (1.0) ithen alsaf althaleth(.2) wa3endi alsaf arabe3 alsaf althaleth walsaf alrabe3 (.)
{Okay, then listen to me oh third level students and also fourth level students, third level students and fourth level students}
31. naftah safha meah warba3ata 3ashar. iqrauha qraah samitah (.) walsaf alrabe3 safha
{we open book page 114, read silently and fourth level students open your book on page
32. meahwarba3ah wa thalatheen (1.8) tayyeb (1.2) yallah ya s. ayna kitabuka ayna kitabuka ya s
134, Okay!. Oh student, where is your book where is your book oh student}
33. besur3a yallah(.) alsaf alrabe3(.) alsaf alrabe3(.)
hurry up hurry up, oh level four students, level four students }
34. 3an matha santahadath a3aan (.)
{what are we going to talk about now?}
35. Ss: 3an
{about}
36. T: 3an () ay dawlah (.2) 3an dawlat alemara:t() iqra 3lena ya s(.)↑ fatahti laketab
{about, which country, about UAE. read us oh s10. did you open the book}
37. mahwa al3enwan ya s10? ↑dwalat-
what is the topic oh student, a country of?)
38. S10: dwalat(.2)
{a country}
39. T: ↑alemara:t
{Emirate}
40. S: alemarata al3arabiyah
{ Arab Emirate}
41. T: almutibedah] tayyeb (.7) hathi thaqafah 3amah hathi ya3ni(.) it is like what say cultural .
{United, okay! This is a general knowledge meaning that it is like what we say cultural}
42. ↑wa(.)
{and what?}
43. S: ↑traditional(.)?
44. S: cultural uhm (.7)
45. T: enrichment enrichment↑ right (.) tayyeb(.2) halla (.) alsaf althalethmahwa al3enwan ya s ()
{okay, now level three students, what is the topic oh student?}
46. ↑juha

Appendix E. Examples of transcribed and coded transcripts from Teacher B

Coding scheme of the micro modes:

Managerial mode (blue); Materials mode (green); Skills and systems mode (blue); Classroom context mode (orange)

336. T: =hazehe qalmon (.)↑saheha am khataa (.)
 {Is it right or wrong to say *hazehe qalam* “this is a pen”? meaning that using the feminine demonstrative pronoun “hazehe” before the masculine noun “qalam”}
337. S8: wrong (.) ghalat
 {Wrong wrong}
338. T: ↑lemaza (.)
 {Why}
339. S4: ↑because there is [no]
340. T: [↑lanna qalam (.)
 {Because pen?}
341. S5: ↑it is a boy
342. T: ↑mozakar
 {A masculine noun}
343. S: yes
344. T: ↑so this one should be HAZA (.) ↑el jomla el thaltha ↑haya nqraa [ANA OHEBO
 {So this one should be haza instead of hazehe, let’s read the third sentence, i like}
345. KORAT ELQADAM
 {football}
346. SS: [ANA OHEBO
 {i like}
347. KORAT ELQADAM
 {football}
348. T: ↑jomla saheha am ↑khataa (.)
 {Is the sentence right or wrong?}
349. Ss: khatcaa
 {it is wrong}
350. T: ↑lemaza (.)
 {Why}
351. S: because the meem at the end
 {Because of the /m/ sound at the end}
352. T: ↑okay what’s wrong with the meem here what do you mean (.)
353. S: nothing it is correct
354. T: la ↑o::ol saheha jomla saheha [ana oheb korat el qadam
 {No, say instead it is a correct sentence that is i like football}
355. [ana oheb korat el qadam]
 {i like football}
356. T: ↑momtaz okay=
 {Great! okay}
357. S: =I got two dollars=
 358. S: =oh I got more than the rest of them=
359. T: =>↑okay (.) khalina naqraa el jomal (.)<↑3ashan (.)<3ashan mafesh waqt hona (.)>
 {Okay. Let’s read the other sentences, because because we don’t have much time left}
360. S: ↑when we get a dollar=
 361. T: =eshshsh al syara abyad
 {Be quite. The car is white}

Appendix F. Examples of transcribed and coded transcripts from Teacher C

Coding scheme of the micro modes:

Managerial mode (blue); Materials mode (green); Skills and systems mode (blue); Classroom context mode (orange)

378. T: ↑alqaho naqoo:l ramyt al waraqha (.) alqayt ↑alqaha alqaha ↑ektbowha(.)↑y s
 { He dropped it off. We say I dropped off the sheet of paper, he dropped it off. You write it}
379. S: ↑na3am
 {yes}
380. T: ↑alaan ta3ajab t3ajabto (.) dohesha
 {Now, the two synonymous words *ta3ajab* and *dohesha*, which they both mean “was amazed}
381. S: WHAT (.)
382. T: ya3ni ↑ta3ajabt(.) men shayaa dohesha↑ma >ma3na ta3ajab beshayaa aw t3ajabt
 {The verb *ta3ajabt* “i was amazed of a thing” means *dohesh* “be amazed at something.” What is the meaning of the phrase *ta3ajab beshayaa* “he was amazed at something” or *t3ajabt* be “i was amazed of”}
383. bel manzar<<mathalan(.) t3gabt men jamal eltaby3a (.) dohesht men gamalaha (.) aw an raayt
 {I was amazed by the view. For example, i was amazed by the beauty of nature. He was amazed by its beauty or i have seen}
384. ashgarhar gamila aw azhar gamila wa t3agabt men gamalaha>dohesht (.) na3am (.2)
 {its wonderful trees or astounding roses and i was amazed by its beauty. Yes, okay}
385. ↑maza ya walady raqam thalathah ↑alqaho(.) waakher wahda dohesha
 {oh student, what is there in number three, that is the phrase he dropped it off? And what about the last one the word *dohesha* meaning he was amazed}
386. S: ↑what’s dohesha (.)
 {what is the word *dohesha* “he was amazed of}
387. T: ya ebny mafyesh haze
 {oh son, we are not working on this word?}
388. S: okay, I do not like el fossha=
 {Okay, I do not like SA}
389. T : =↑alqaho wa hona tawasal(.)↑la elaha elaAllah shwo elly katabo mush 3arfa ana (.)↑ehtada
 {He dropped it off and here we have the word *tawasal* “he requested someone.” Oh my God. i have no clue what he did wrote. He was guided}
390. wa mofaker motaamelan ↑la bod an nata3lamm elfossha >laan allogha al 3arabya hy loghat al
 {And he was speculating. Wes must learn SA because it is the language of the Holy Quran}
391. quran< alquraan alkareem baay lloghah loghah al3ameyah am belloghah alfossha
 {The Holy Quran is revealed in what Arabic variety, colloquial Arabic or SA?}
392. S: belloghah elarabyea
 {it is in Arabic}
393. T: alfossha↑alaan emlaa eqraey el soaal ya s
 {It is in SA. Now, read the question oh student}