

**CODE-SWITCHING IN EFL TEACHER TALK AT  
CHINESE UNIVERSITIES: A CONVERSATION  
ANALYTICAL PERSPECTIVE**



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ANALYTICAL PERSPECTIVE**

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## Abstract

Locating the research setting in EFL classrooms at Mainland Chinese universities, this CA-informed research sets out to uncover the code-switching (CS) patterns and interactional features in teacher talk from the emic turn-taking and sequential development.

Despite the blooming interest in translanguaging (Williams, 1996; García, 2009; Wagner, 2018) as a similar multilingual phenomena, CS is argued to fit the purpose of this study. This is mainly because the second/foreign language (L2) classroom cannot provide the most unbidden context that translanguaging requires, due to the predominantly unfavourable ideology and policy on free language choice (Canagarajah, 2011; Li and García, 2017). Rather, it is still demanding to understand CS use, particularly in relation to its quality that is foregrounded in the CS re-evaluation trend (Hall and Cook, 2012; 2014). Therefore, classroom interactional competence (CIC), a new perspective to understand classroom teaching (Walsh, 2006; 2011; 2013), is considered to provide an insight into CS quality on a macro-level.

The CA methodology, specified as the CA institutional-discourse perspective on L2 classroom interaction (Seedhouse, 2004, p. 95), is adopted to relate the CS use to the goal-oriented teaching. Applying CA allows for understanding the EFL teacher's language alternation on a micro-level, based on a moment-by-moment analysis. The micro-level analysis is assisted by introducing self-evaluation of teacher talk (SETT) model (Walsh, 2006; 2011; 2013) into this study, in that SETT is not only in a move to understand CIC, but also provides CA context-based analysis on teachers' CS management within different dynamic modes of L2 classroom (Walsh, 2011). Therefore, this CA-informed study, under SETT, integrates the analysis on CS from both a macro-level (i.e., CIC in relation to CS quality) and micro-level (i.e., CA analysis in a particular mode).

Drawing on 14.5 hours of audio/video recordings of nine teachers' naturally-occurring classroom teaching from six universities in five provinces, this study has originally developed the CS-SETT framework to present a comprehensive picture of CS use in EFL teacher talk. Apart from a newly identified mode, the first primary finding included in the framework is the nuanced ways of teachers' CS operation in orientation to the pedagogical goals in the related mode, also revealing CS as an (embedded) interactional feature in a particular mode. The developed framework adds understanding to the use of CS in relation to learning opportunities and CIC; in addition, findings highlight the importance of a CS sequential position as well as prosodic cues and/or other speech devices (e.g., try-markers, Chinese modal particles). Finally, the study contributes to our understanding of translanguaging and suggests implications for improving EFL teaching, particularly in monolingual countries.

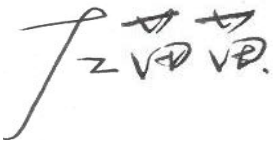
## **Dedication**

This thesis is dedicated to my dearest father Xiuliang Zuo for his never-ending love and encouragement, and my elder brother Zhuang Zuo as well, with love. It is also dedicated to the memory of my beloved mother Yueqin Feng who passed away during my PhD journey in March 2016.

## Declarations

I hereby declare that this thesis is based on my original work and the work of others has been duly acknowledged. I also certify that it has not been previously or currently submitted for a degree or other qualification in this or any other university. I confirm that this submission is in accordance with University and School guidance on good academic conduct within the prescribed range of word length.

Name: MIAOMIAO ZUO

Signature: The signature is handwritten in black ink. It consists of a large, stylized 'J' shape on the left, followed by the letters 'Z', 'V', and 'D' in a cursive style. There are some additional scribbles and a period at the end.

Date: 10/01/2019

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I am full of gratitude to all the people who have contributed to my PhD study, including the ones who wish not to be listed here, and the ones whose names cannot be included in this small piece of work. It is no exaggeration to say that I would not reach this point without their encouragement, support and so much more.

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## List of Abbreviations

CA	Conversation analysis
CIC	Classroom interactional competence
CIK	Claims of insufficient knowledge
CL	Corpus linguistics
CLIL	Content and Language Integrated Language Learning
CS	Code-switching
DA	Discourse analysis
DIU	Designedly incomplete utterance
EFL	English as a foreign language
ELT	English language teaching
ESL	English as a second language
EPA	Explicit positive assessment
FPP	First pair part
IC	Interactional competence
IRE/IRF	Initiation-response-evaluation/feedback
L1	First language
L2	Second language
MOE	Ministry of Education
SETT	Self-evaluation of teacher talk
SLA	Second language acquisition
SPP	Second pair part
TCU	Turn-construction unit
TRP	Transition-relevance places

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# Chapter 1 Introduction

## 1.1 Overview of the Research

This study focuses on scrutinising the ways of Code-switching (henceforth CS) in Chinese university EFL teacher talk. To consider both language alternation and the other accompanying/related speech devices, this study follows the definition that CS is “as the alternation not only of languages, but also of dialects, styles, prosodic registers, paralinguistic cues, etc.” (Auer, 1998, p.31-32). CS is explicitly used as a term mainly from bilingual studies (*ibid*). However, in the second/foreign (L2) language learning classroom, the legitimacy of CS has been “one of the greatest dilemmas” (Medgyes, 1994, p. 65). The documented English language teaching (ELT) literature demonstrates the changing debate on CS use. That is, it starts from full advocacy on using CS, which is characterised by grammar-translation method. Then, strict avoidance of CS use is prevailing, which is supported by monolingual teaching (Widdowson, 2003) or intralingual teaching (Stern, 1992). However, the acknowledgement and acceptance of CS has come back, along with the promotion of the current trend of re-evaluating and reviving the CS (Hall and Cook, 2012; 2014).

As to the approaches to CS, there have been a large number of discourse analysis (DA) studies on CS, since DA was profoundly recognised as a valuable research method in classrooms in the 1970s (Sinclair and Coulthard, 1975). According to Lin (2013), in both the bilingual education setting and L2 classroom, the early work is dominated by the amount of CS use and functional distribution of CS use (e.g., Wong-Fillmore, 1980; Fröhlich *et al.*, 1985). The later studies (e.g., Legarreta, 1977; Milk, 1981; Guthrie, 1983; Guo, 2007) rely on different functional coding systems (Flanders, 1970; Sinclair and Coulthard, 1975; Dore, 1977; Macaro, 1988; Ferguson, 2003) to carry on the frequency accounts of CS distribution across different categories (Lin, 2013).

Against the quantitative analysis of CS grammatical patterns and analysis of external factors that affect the language choice, the application of conversation analysis (CA) to bilingual CS begins to be concerned with the meaning of CS in conversation (Li, 2002). The studies on bilingual CS have been considerable, whereas CA studies on CS in L2 classrooms are still relatively under-researched (Seedhouse, 2011). This research status still continues, according to my updated review of the related literature in April

2018. Regarding the concerns with the CS use in L2 classrooms from the conversation analytic perspective (e.g., Üstünel, 2004; Üstünel and Seedhouse, 2005; Waer, 2012; Sert, 2015; Nyroos *et al.*, 2017), to my best knowledge, approximately around 10 studies can be found to date. Moreover, this small number of studies even include the other languages rather than English as L2 learning, such as the language learning class with Chinese as a foreign language (He, 2004; Rylander, 2009; Wang and Wu, 2016).

Despite abundant DA studies on CS, the research setting in the L2 classroom is still much less common than that in the bilingual classroom (Lin, 2013). It can be said that in both DA and CA studies, CS research is abundant in the bilingual setting, whereas it is relatively insufficient in the L2 classroom. One of the main reasons for the contrast existing in these two settings may be attributed to the unfavourable ideological and political restraints on CS use in the L2 classroom (Canagarajah, 2011; Lewis *et al.*, 2012; Li and García, 2017; Adinolfi and Astruc, 2017; Jakonen *et al.*, 2018). One common view on using CS is that it is “at best neutral” and “at worst downright negative” (Ferguson, 2003, p. 38). Even during the trend of reviving and re-evaluating CS which shows the supportive position for the CS, such restraints still exist to some extent. The advocacy is still with some reservations, which can be reflected from a series of notions concluded from the CS re-evaluation trend. That is, rather than allow for the completely free language choice, CS is suggested to be used principally and judiciously (Macaro, 2009; Deller and Rinvoluceri, 2002; Hall and Cook, 2014). In this sense, the previous studies located in the L2 classroom setting still linger on whether to use CS by examining the attitudes towards CS (e.g., Cheng, 2013; Hall and Cook, 2014) and CS functions (e.g., Sinclair and Couthard, 1975; Duff and Polio, 1990; Macaro, 1988; Ferguson, 2003) from an etic/outsider’s perspective.

In addition, the relative lack of the interest in CS in the L2 classroom may be partially attributed to the influence of the increasingly prevailing concept and research of translanguaging (e.g., García, 2009; Li, 2011; Mazak, 2017; Wagner, 2018; Carroll and Sambolín Morales, 2016). Translanguaging is a term starting from pedagogy (see Williams 1996), which has a more comprehensive nature than CS (Park, 2013; Sert, 2015). Since the early twenty-first century, a number of studies (e.g., Martín-Beltrán, 2014; Palmer *et al.*, 2014; Cahyani *et al.*, 2018; Jakonen *et al.*, 2018) and the impending ones (e.g., Smith *et al.*, 2018) have shown the growing interest in understanding the speakers’ bilingual/multilingual practice, particularly in relation to pedagogy, from their

one linguistic repertoire (García, 2011). However, rather than in the bilingual setting which provides “a fertile ground for the study of translanguaging”, the field of foreign language/L2 classroom “has not embraced translanguaging wholeheartedly” (Li and García, 2017, p. 11). This is because the stereotyped impression and/or unfavourable language policy (e.g., English-only approach) limit the participants’ efforts of using translanguaging (Adinolfi and Astruc, 2017; Canagarajah, 2011). As a result, only a limited number of studies (e.g., Wang, 2016) can be found, with a focus on understanding the interlocutors’ multilingual practice in co-constructing meaning by bringing their historical, and political experience into L2 classroom.

Furthermore, even though the prevailing “translanguaging is practised as a co-constructed strategy to empower, and shake the monoglossic stereotype of foreign language teaching” (Wang, 2016, p. 9), it may take a fairly long time to both ideologically and politically celebrate and approve “flexibility in language use and the permeability of learning” (Lewis *et al.*, 2012, p. 659). Therefore, it can be said that it is still highly worthy of understanding the ways and the quality of CS in the L2 classroom, particularly in the monolingual<sup>1</sup> countries such as in China. Therefore, in this opening chapter, the following three sections will bring a Mainland Chinese university setting as a research context in the environment (*Section 1.2*), followed by the provision of the specified objectives and research question (*Section 1.3*), research methodology and design (*Section 1.4*).

## **1.2 Research Context at Mainland Chinese Universities**

In Mainland Chinese universities, English is positioned as a foreign language subject that is compulsory (Guo, 2007; Tian, 2014). Before being awarded their BA degree, the non-major students are subject to passing the college English tests, such as CET-4, and/or CET-6, and the English majors are required to pass TEM 4 and/or TEM-8 (Test for English Majors - Band 4/Band 8). However, overall, it is found that Chinese learners perform unsatisfactorily in IELTS tests, which leads to the reflection on the current English learning and teaching. This results in the research interest in investigating the national English language competence, which shows that a number of learners are less

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<sup>1</sup> Monolingual in this study is in the way that there is only one dominant recognised version of language, i.e., Mandarin in Mainland China. Therefore, the various dialects in different areas will not be considered and discussed.

competent when using English (Lu and Zhang, 2012). This, in turn, questions the English proficiency-oriented classroom teaching and learning in China.

On the other hand, through education policy, China has sought to greatly improve the quality of English language teaching. Firstly, China has attached importance to carrying out the different teaching methods. Particularly, the fashionable communicative language teaching (CLT), emerging in Britain in the 1970s, has been introduced in Mainland China, and advocated there by a number of experts since 1980s (e.g., Li, 1984; Wang, 1999, cited in Guo, 2007). However, given a number of undermining factors, such as sizable classes and the influence of rooted traditional view on the teacher's role as a knowledge imparter etc., the difficulty in thoroughly implementing CLT is observed (Guo, 2007). As a result, CLT and teaching English with traditional methods actually coexist to form an "eclectic method" which "may best represent the balance between emphasis on meaning and emphasis on form, between authentic communication and formal instruction" (Guo, 2007, p. 7). Nevertheless, the fashionable CLT still attracts the EFL practitioners' and learners' attention to the role of interaction in the communicative activities which are motivating and purposeful.

Secondly, Chinese universities have also sought to enhance the criteria of the quality and qualifications of EFL teachers. One of the striking features here is that the recruitment of lecturers or above is required to have a Master or a PhD degree, and additionally have undertaken professional training in relation to English language teaching. To a great extent, this also indicates that the EFL teachers' English language proficiency is considered as an influential factor for their students' language learning. This can be partially evidenced by the reserved view on the teachers' use of CS in classroom, in that the teachers' use of CS is likely to cause the stereotyped negative impression on their confidence and competence in exclusively using English (Guo, 2007), language proficiency and qualification especially at the university level (Tian, 2014).

In this sense, it can be said that, ideologically, on the whole, the employment of CS by teachers is not celebrated in Mainland Chinese universities at both national and local levels (Guo, 2007). In addition, there is also a lack of political support from both the Ministry of Education (MOE) and universities (ibid). According to Guo's (ibid) review of the related policies, the MOE policy indicates a shift that considers a move "to use English (L2) as much as one can, with appropriate recourse to mother tongue" (MOE,

1992, p.2; 1993, p.3, cited in Guo, 2007) to “a complete absence of any comments relating to this issue” (e.g., the issue of CS being neglected in the new syllabuses (Guo, 2007, p. 8). The absence of concern with the CS issue at the university level is both from written guidelines and oral comments, and English (L2) is assumed to be exclusively used (*ibid*).

However, it is also observed that the actual classroom teaching practice presents the unavoidable use of CS in a number of previous empirical studies (e.g., Guo, 2007; Cheng, 2013; Tian, 2014) and the current study as well. According to the recent studies (e.g., Hall and Cook, 2012; 2014) within ELT literature, this unavoidable phenomenon also exists in the other EFL context worldwide. This contributes to the English teaching practitioners’ and researchers’ interest in the notions, such as “judicious” (Atkinson, 1987), “optimal” and “purposeful and principled” (Macaro, 2009; Hall and Cook, 2014), “purposeful and intelligent” (Deller and Rinvoluceri, 2002), put forward along with the CS reviving and re-evaluation trend. The current study is also the case, being initially motivated by Graham Hall’s unpublished lecture report in early 2013, which demonstrated the findings from an empirical study that was co-conducted by himself and Guy Cook (2014) (*see Section 2.4*). In addition, as illustrated by Wang (2016), the increasingly prevailing plurilinguism has raised the challenges for the foreign language education to respond. Above all, one common recognition is that it is not sensible to adopt English-only approach only for the sake of an easy-solution (Raschka *et al.*, 2009; Cook, 2001; Macaro, 2005). These changing views on language use demonstrate a shift of the issue from whether to use to when and how to use L1 (Waer, 2012). In other words, this shift, in the importance is concerned with the quality of CS use in language learning classroom, which is informed by the evidence emerging from interaction between participants.

It has been argued that the teacher’s appropriate language use should enhance the learner-oriented interaction, which is “in response to the work-in-progress” and enables “learners to play a more prominent part in the jointly constructed discourse” (Walsh, 2006, p. 131). Firstly, Walsh’s (*ibid*) argument concerning enhancing the learner-oriented interaction further highlights the considerations on the teacher’s competence in the L2 classroom teaching. That is, going further than language proficiency, classroom interactional competence (CIC) (Walsh, 2006; 2011; 2013) is suggested as a new perspective to understand the teacher’ competence in the L2 classroom interaction

(ibid). Given that appropriate language use is one important aspect of CIC, I suggest, CIC can be taken as a reference to understand a particular focus of language use, i.e., the quality of teachers' CS in this study. Secondly, Walsh's (2006) argument regarding the jointly constructed discourse by the teacher and learners in interaction also indicates that it is likely to look at the classroom interaction from an emic/participants' perspective. As Seedhouse (2011, p. 354) suggests, based on the consideration of CS as "a methodical phenomenon in L2 classroom", the associated interaction has started "to be researched using a CA methodology".

Moreover, consideration of the quality of using CS also echoes Hall and Cook's (2014) call to further explore CS via the practical classroom investigation. Within ELT literature on CS in a Chinese setting, similar to the research trend worldwide mentioned in Section 1.1, one strand of studies mainly investigates the attitudes towards CS (e.g., Cheng, 2013). Such studies do not necessarily require classroom observation, yet draw on questionnaires or/and interviews. The other strand of studies on practical CS use in the L2 classroom predominantly focuses on the amount and functions of CS (e.g., Guo, 2007; Van der Meij and Zhao, 2010; Tian, 2014), which is from the etic/outsider's perspective. As has already been mentioned in Section 1.1, the CA studies on CS in the L2 classroom start late (see Üstünel, 2004; Seedhouse, 2011), and the recent literature review (e.g., Waer, 2012; Sert, 2015; Nyroos *et al.*, 2017; He, 2004; Rylander, 2009; Wang and Wu, 2016) reveals that this interest worldwide is still relatively under-researched. In the same vein, with the issue of CS even being absent from MOE's policy document of English learning at present (Guo, 2007), it is also unsurprising to find few CA studies concerned with the understanding of the CS quality by sequentially examining the ways of managing CS. In this regard, using the CA approach to analyse the teacher's use of CS in talk-in-interaction from the emic/participant's perspective can address this research gap. Therefore, this study originally sets out to examine the CS patterns and interactional features from the teacher's and student's turn-taking and the sequential development in interaction (i.e., a micro-level analysis) under the construct of CIC (i.e., a macro-level link) (see *Section 2.2.3; 2.4; 2.10*).

### **1.3 Objectives and Research Question**

The study on CS in the L2 classroom from the perspective of CIC does not mean to set up standards or "a systematic set of rules for using L1", which cannot be actually

designed (Waer, 2012, p.31). Rather, the study, informed by CA, is to link the quality of CS use and CIC on a macro level to understand the language choice, the associated interactional features and effects in the L2 classroom in depth on a moment-by-moment basis.

Therefore, locating the research setting in EFL classrooms at Mainland Chinese universities, this CA-informed research aimed to uncover the ways of managing language alternation in teacher talk. The research question was specifically addressed as follow:

***What are the sequential patterns and interactional features of code-switching in EFL teacher talk in a Chinese university setting?***

#### **1.4 Research Methodology and Design**

As mentioned earlier, this study employed the CA methodology, which can be specified as a CA institutional-discourse perspective on L2 classroom interaction (Seedhouse, 2004, p. 95). That is, “CA institutional-discourse methodology attempts to relate not only the overall organization of the interaction, but also individual interactional devices to the core institutional goal” (ibid, p. 96). The CA methodology will be mainly revisited in Section 4.4 in Chapter 4.

Moreover, Walsh’s (2006; 2011; 2013) SETT (i.e., self-evaluation of teacher talk) model is introduced in the current study both as a theoretical model (*see Chapter 3 for details of SETT*) and an analytical tool (*see Section 4.3 in Chapter 4 for its methodological application*) in the current study. The first rationale is that SETT, characterised by modes and the related interactional features, is argued to be “a way of developing closer understandings of classroom interaction in a move towards classroom interactional competence” (Walsh, 2011, p. 90). The other significant contribution of SETT is to differentiate the dynamic sub-varieties (i.e., originally four representative modes developed by Walsh, 2006; 2011; 2013) of the L2 classroom context, which directs the study to focus on the context-based CS patterns and features from an interaction lens.

In line with CA data principles, the data were collected from the naturally-occurring EFL classroom teaching. The finally analysed data were 14.5-hour audio/video recordings, involving 9 teacher participants at 6 universities in 5 provinces of Mainland China. The data collected from different areas is used to enrich the data with various samples (e.g., Waer, 2012; Cancino, 2015b), and minimise the possibility that the CS use may only reflect part of a certain teacher idiolect (Walsh, 2006), or a particular teacher's speech habit. For example, in order to amplify the students' attention, at the end of the code-switched utterance, some teachers may use a try-marker (e.g., right ↑ , OK ↑ ), which refers to a recognitional token accompanied by a questioning/rising contour, followed by a brief pause. However, using a trymarker does not necessarily mean to initiate a questioning sequence (Sacks and Schegloff, 1979). But some may use the down-intoned Chinese modal particles (e.g., extracts in *Section 6.2.1*).

## **1.5 Organisation of the Thesis**

This chapter has presented the overview of the research in relation to CS, and then narrowed down the current study focus in the research context in Mainland Chinese universities. To specify the current study, this chapter has further outlined the objectives, raised the research issues and question, and proposed the related methodology as well as the corresponding research design. The remainder of the thesis will be organised as follow:

Chapter 2 reviews the relevant research literature to this study. This chapter begins with sketching the background picture of the CS use in terms of second language (L2) classroom interaction and learning (opportunities) from a conversation analytic perspective. This contributes to an overview of the L2 classroom interaction in terms of its relationship to CA, characteristics of organisation, a newly proposed perspective to understand classroom interaction (i.e., classroom interactional competence (CIC), see Walsh, 2006; 2011; 2013), the relationship to learning and learning opportunities, and connection to the CS use. Then, by introducing the starting point of the current study and delimitating the CS as the working term, this chapter continues to review and reflect CA studies on CS, studies on CS patterns, studies relating CS to CIC, and CS studies in Chinese EFL settings. Subsequently, the research gap is established.



Chapter 3 aims to rationalise the use of Walsh's (2006; 2011; 2013) SETT model. This chapter begins with the discussion on the variable approach to L2 classroom interaction to address the dynamic and variable nature of L2 classroom interaction. Then, SETT is discussed as a framework to capture such a dynamic nature by introducing its representative modes and the associated interactional features, and as a move to understand CIC and learning opportunities. Additionally, this chapter provides considerations on the rationales of applying SETT in the current study, and a critical reflection on the evaluation by 'self' and others when applying this model.

Chapter 4 and Chapter 5 are concerned with the methodology and the research design. Subsequent to explaining applying SETT as a methodological tool, and characterising CA the process of coding and analysis is also thoroughly considered, justified and implemented. Moreover, the two chapters present the informed and visible changes (e.g., the removal of corpus linguistics) during the research process and considerations on the potential influence as well as the corresponding adjustment. The issues of research reliability and validity, and the ethical concerns are also addressed in these two chapters.

In Chapter 6 – Chapter 9, the CA's sequential analysis on the teacher's CS use has been conducted within different modes respectively. In each chapter, the analysis follows the organization thus: unpacking CS sequential patterns, and subsequently displaying the pedagogical orientations, interactional features and interactional effects engendered by CS. Then, these findings are summarised and compared in Chapter 10.

Chapter 11 provides the further discussion on the research findings in relation to the existing literature, methodological reflections, contributions to translanguaging and pedagogical implications. The final chapter then concludes this study. It presents a summary of the study initiatives and findings, followed by the reflections on the study in terms of original contributions and significance, together with some limitations. In addition, the chapter also addresses some recommendations for future research.

## Chapter 2 Literature Review

### 2.1 Introduction

This chapter begins with an outline of the background picture of CS use in Second Language (L2) classroom interaction and its relationship to learning (opportunities) from a conversation analytic perspective. The initial section (*Section 2.2*) outlines how CA is related to L2 classroom interaction (*Section 2.2.1*), leading to the discussion on the organisation of L2 classroom interaction to understand its interactional properties, basic sequence organisation, and context and L2 classroom contexts (*Section 2.2.2*). The subsequent section (*Section 2.2.3*) is to briefly introduce the construct of classroom interactional competence (CIC) which is suggested as a perspective to understand the L2 classroom teaching and enhance teacher development (Walsh, 2006; 2011; 2013). The next section (*Section 2.2.4*) outlines some of the different discussions and empirical studies on learning and learning opportunities to develop the understanding of learning and learning opportunities from CA's perspective in this study.

The following section (*Section 2.3*) is to conduct a review of arguments and roles of CS in L2 classroom in relation to SLA, classroom talk (particularly teacher talk) and pedagogy. Then, on the common ground of highlighting appropriate language use, the latest CS re-evaluation trend and CIC are linked as the starting point of the current study (*Section 2.4*). This is followed by the delimitation on CS (*Section 2.5*). Section 2.6 discusses the conversation analytic (CA) studies on CS to limit the current CA-informed research setting in the L2 classroom.

Subsequently, this chapter is concerned with the studies on CS patterns to delimitate the sequential patterns of CS as the research focus (*Section 2.7*). The following section (*Section 2.8*) discusses the studies which relate CS to CIC, learning and learning opportunities in order to develop the understanding of learning and learning opportunities from CA's perspective in this study. Section 2.9 examines the CS studies in a Chinese EFL setting to identify how the current study generally covers the issues arising from the reviewed studies on CS in China. Finally, an identification of the research gap is concluded in Section 2.10.

## **2.2 Second Language (L2) Classroom Interaction and Learning: A Conversation Analytic Perspective**

Following Firth and Wagner's (1997) social view of learning and argument for adopting a more emic and participant-relevant perspective to Second Language Acquisition (SLA), CA-for-SLA is increasingly applied to understand second language (L2) classroom interaction. Based on the analysis of interlocutors' orientation to one another's prior turns-at-talk, CA is valuable to understand "teacher's classroom practices as they connect to language learning opportunities in the classroom" (Ghafarpour, 2017, p. 3). Given the current study is also informed by CA, the discussion on L2 classroom interaction is limited under the conversation analytic perspective. This is to outline the background picture of the use of CS in L2 teacher talk by "understanding the nature of classroom discourse, of its relationship to learning and methods for investigating it" (Walsh, 2006, p.1).

In order to achieve this aim, the study adopts the position that the teacher plays a central role even under both Communicative Language Teaching (CLT) and Task-based Language Learning (TBLT) (Walsh, 2006). That is, even in pair- and group-work with more learner contributions, the teacher's role is not just simply 'handing over' his/her turn and floor to the learners and then sitting back, but focusing on how to manage their contributions instead (ibid). The central role actually acknowledges and emphasises the teacher's institutional rights in L2 classroom discourse (Watanabe, 2017). In light of this, the discussion on L2 classroom interaction and learning (opportunities) will consider the teacher's essential responsibilities, i.e., control of communication patterns; elicitation techniques; repair strategies; and speech modifications to learners (Walsh, 2006). Therefore, in the following sections, the discussion will be reviewed respectively in the following aspects:

- understanding CA and L2 classroom interaction;
- characterising the organisation of L2 classroom interaction;
- understanding the interaction within L2 classroom contexts;
- discussing classroom interactional competence and learning (opportunities);

### **2.2.1 CA and L2 classroom interaction**

CA originates from ethnomethodology, and its early contribution is to study the social organization of mundane 'conversation' (ten Have, 1990). Then, the contributions of CA

have been extended to various institutional settings, such as courtroom situations (e.g., Drew and Heritage, 1992), and L2 classrooms (e.g., Markee, 2000; Koshik, 2002; Seedhouse, 2004; Walsh, 2006; 2011).

It is believed that conversation is structured, and the meaning can be made and revealed via its interactional mechanism, such as turn-taking, repair, adjacency pair, preference organisation (Markee, 2000). For example, “turn-taking analysis and the analysis of turn types (e.g., adjacency pairs) can unveil the characteristics of language teaching”(Burns, 2001, pp. 134-135). Therefore, the current study will examine the structure of L2 classroom interaction with a particular focus on CS in line with the CA’s interactional mechanism.

When CA is specifically used in the institutional setting, researchers orient to “discovering and describing how these structures are relevant for as well as constitutive of the organisation, institution or work setting in which they occur” (Psathas, 1995, p. 60). This relevance is also described as “procedural consequentiality” which refers to “how the context or the setting (the local social structure” is procedurally talked into being and how the institutional setting consequently is related to the “shape, form, trajectory, content, or character of the interaction that the parties conduct?” (Schegloff, 1992, p.111). In this respect, Seedhouse (2004) has suggested introducing “a pedagogical focus in orientation to which turns in the L2 are produced, the institutional context is talked into being, and the interaction produced is L2 classroom” (p.42). In light of this, the present study will investigate the CS use in relation to the specific pedagogic foci in different modes (Walsh. 2006; 2011; 2013) which reflect the different dynamic micro-contexts of the L2 classroom. This decision relies on the characteristics of organisation of L2 classroom interaction, which will be reviewed in the following section.

### ***2.2.2 Characterising the organisation of L2 classroom interaction***

Seedhouse (2004) has discussed the interactional architecture of the L2 classroom interaction, which is mainly concerned with its interactional properties, basic sequence organisation, and fluid varieties of L2 classroom context.

#### **(1) Interactional properties**

According to Seedhouse (2004, p.183-184), there are three interactional properties which are directly related to the core goal and, in turn, can shape the classroom interaction:

1. Language is both the vehicle and object of instruction.
2. There is a reflexive relationship between pedagogy and interaction, and interactants constantly display their analyses of the evolving relationship between pedagogy and interaction.
3. The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way.

For property 1, it is mainly emphasised that “the L2 is the object, goal, and focus of instruction” (ibid, p. 184). This emphasis indicates that the L2 is not only the product but also the process of the L2 classroom teaching. However, it also acknowledges that not all the L2 classroom teaching is conducted in the L2. Particularly, in monolingual countries, it is found that CS is unavoidably used (e.g., Guo, 2007; Raschka *et al.*, 2008; Cheng, 2013; Tian, 2014). The collected naturally-occurring EFL classroom recordings in my study show the similar situation, and the ways of managing CS is the main concern in this study.

As to property 2, the reflexive relationship between pedagogy and interaction is concerned with three aspects. Firstly, the organization of the interaction varies from the changing pedagogical focus; secondly, the interactional organization of L2 classroom is characterised by transforming “the pedagogical focus (task-as-work plan) into interaction (task-in-process)”(ibid); thirdly, interactants in L2 classroom interaction always display to one another “their analyses of the current state of the evolving relationship between pedagogy and interaction and acting on the basis of these analyses” (Seedhouse, 2004, p. 185). This property also lays the foundation to examine how the CS use displays the evolving and changing relationship between interaction and pedagogy on the moment-by-moment analysis. In this sense, this property also enables the researcher to link the CS use to different modes which are characterised by different pedagogical focus, and scrutinise how the pedagogical focus is transformed into interaction with the use of CS. For example, it is not surprising to see that CS in a translation move in managerial mode (*see Extract 6.1 - 6.5*) is operated differently from that in materials mode (*see Extract 7.1-7.10*), in that the two modes have the different pedagogical foci.

The third property is derived from the second one, as the linguistic forms and patterns of interaction are normatively linked to the pedagogical focus. The learners' production of language forms and patterns subjecting to the teacher's evaluation also has implications for the current study. That is, the current study will also be concerned with how the teacher manages the learner-initiated CS. For instance, when providing feedback, the teacher may repeat the learner-initiated CS with acknowledgement token as the third-turn closing receipt in skills and systems mode (e.g., *Extract 8.4*) or imitatively repeat the learner-initiated CS both as a receipt regarding the learner's prior turn and a further invitation for more learners' contributions in classroom context mode (e.g., *Extract 9.5*).

## **(2) Basic sequence organisation**

According to Seedhouse (2004, p. 187), the interactional properties can be manifested by a basic sequence organization which applies to all language classroom interaction:

1. A pedagogical focus is introduced. Overwhelmingly in the data this focus is introduced by the teacher, but it may be nominated by learners.
2. At least two persons speak in the L2 in normative orientation to the pedagogical focus.
3. In all instances, the interaction involves participants' analyzing this pedagogical focus and performing turns in the L2 which displays this analysis of and normative orientations to this focus in relation to the pedagogical focus and produce further turns in the L2 which display this analysis. Therefore, participants constantly display to each other their analyses of the evolving relationship between pedagogy and interaction.

Seedhouse (*ibid*) continues to add the three specific actualization of this basic sequence, which brings about different issues. Firstly, the introduced pedagogical focus results in the analysis of an attempt to produce the target production, i.e., the required relationship between pedagogy and interaction. Thus, the teacher's evaluation is on the basis of match or mismatch of the learners' production with the pedagogical focus. Consequently, the repair sequence may occur. Secondly, the learner's production is not always related "directly and perfectly to the pedagogical focus introduced" (Seedhouse, 2004, p. 191), due to the learner's misunderstanding or refusal of the teacher's pedagogical focus, or the inexperienced teachers' failure to establish a pedagogical

focus. As a result, the deviant cases may emerge. Thirdly, when the learners recognise the pedagogical focus or nominate their own pedagogical focus and topic, the teacher has to conduct an analysis to determine what kind of turn should be produced in normative orientation to the expected pedagogical focus.

Such a fundamental sequence also applies to the CS use in the current database. Bearing the basic sequence organisation in mind contributes to the researcher's attention to the CS use in terms of the repair sequence, the deviant cases and teacher's turn-taking, -holding and -ceding in relation to the evolving and changing pedagogical focus.

### **(3) Understanding context and L2 classroom contexts**

Seedhouse (2004) proposes a three-view of context to simultaneously display "both uniqueness and institutional commonality along with complex personality" (p. 209). That is, the identified three levels of context display both heterogeneity and homogeneity of the L2 classroom interaction. For instance, the bottom level is the micro-context which emphasises heterogeneity, uniqueness and the "instanced" nature of the interaction". This is because the micro-context concerns with a single occurrence of the certain language use at the moment. The next two levels are extended to the level of L2 classroom context and the level of institutional context. In this regard, a single extract can respectively be taken as an example of a particular L2 classroom context (e.g., form-and-accuracy context) and of L2 classroom discourse.

The significant contribution of the view of the L2 classroom context is that it differentiates from the traditional view of language classroom interaction as a static whole. Instead, L2 classroom contexts refer to the sub-varieties (Seedhouse, 2004), or modes (Walsh, 2006; 2011; 2013) of L2 classroom interaction at the micro-level of context. This view displays the dynamic nature of these sub-varieties, or modes "with evolving reflexive relationship between the pedagogical focus and interactional organization" (Seedhouse, 2004, p. 185).

The sub-varieties are typically represented by Seedhouse's (2004) identification of four classroom contexts (i.e., procedural context, form and accuracy context, task-based context and meaning and fluency context) and Walsh's (2006) modes (i.e., managerial

mode, materials mode, skills and systems mode, and classroom context mode) under his SETT framework. Modes within SETT are adopted in the present study, and the reasons will be mainly discussed in Section 3.5 in Chapter 3. In order to understand the teacher's role and competence in classroom teaching and promote teacher development, CIC (i.e., classroom interactional competence) is devised (Walsh, 2006; 2011; 2013), which will be detailed in the next section.

### ***2.2.3 Classroom interactional competence (CIC): A perspective to understand L2 classroom teaching***

Classroom teaching was prevailingly argued to promote learners' language proficiency (Macaro, 2009), whereas Walsh (2006; 2011) suggests it would enhance learners' CIC as a new perspective to understand classroom teaching. CIC is conceptualised as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 132). One of its core features is the emphasis on the convergence of language use and specific pedagogical goals and agenda of the moment (Walsh, 2006; 2011; 2013). In this sense, the potential exploration of CS use which is part of the teacher's language use can be linked to it. It is sensible to make such a link, as some recent researchers also argue managing language alternation to be a feature of CIC from the findings of their empirical studies (e.g., Waer, 2012; Daşkın, 2015; Sert, 2011; Sert, 2015; Lin, 2018).

CIC is developed on the basis of its root notion: interactional competence (IC) (Young, 2003; Markee, 2008; Hall and Pekarek Doehler, 2011). IC implies "the ability to mutually coordinate our actions" (Hall and Pekarek Doehler, 2011, p.2), which involves "a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (Young, 2003, p. 100). Agreeing with this, Walsh (2011) is more concerned about understanding the occurrence of the participants' understanding and learning by understanding the ways of managing the different recourses. According to Walsh (ibid), the CIC can be promoted in terms of eliciting language, shaping learners' contributions (e.g., scaffolding, request for clarification), and creating interactional space (e.g., extended wait time, less interruptive error correction). On the other hand, CIC can also be reduced when reduction of interactional space occurs (e.g., turn completion, teacher echo). Therefore, in essence, CIC focuses on the ability to use appropriate language to mediate learning by promoting



learning opportunities. The following section will review and delimitate learning and learning opportunities in the current study.

#### **2.2.4 Learning and learning opportunities in the L2 classroom**

CA's perspective underscores the moment-by-moment basis for looking at whether the opportunities are provided for learning to take place and meet the contextual needs (Allwright, 2005). However, Allwright (2005) also highlights the importance of relating the learning opportunities to the pedagogical focus (or "teaching point" in his term), which shows mode convergence in Walsh's (2006; 2011; 2013) thoughts.

The notion of learning opportunities, here in a wider sense, are the opportunities provided for learners' "involvement, engagement and participation" to meet the pedagogical goal in the local mode (Walsh, 2013, p. 46). According to Walsh (2006), underpinning "doing the learning" rather than "having" the learning (Allwright, 2005, p.8), learning opportunities are believed to be promoted during the interactional processes when the language is used appropriately to entail interaction. On the other hand, inappropriate language use potentially results in breakdowns and hindering of learning opportunities (Walsh, 2002). Walsh (2006) also relates learning opportunities to CIC. Extending CIC involves "facilitating interactional space", "shaping learners contributions" and, "making effective use of eliciting" to maximise the potential learning opportunities (Walsh, 2006; 2011).

The learning opportunities are provided rather than pursued or investigated according to some particular indications such as pre-determined different triggers for negotiation (Nakahama *et al.*, 2001). Such an understanding of learning opportunities acknowledges the continuous emergence of new learning objects and evolving nature of learning potentials (Mondada and Pekarek, 2004), which is related to "teachers' informed moment-by-moment decisions as they steer the interaction" (Cancino, 2015b, p. 207). That is, the evidence of learning opportunities is manifested "in the sequential analysis of extended turns generated by learners and steering of the discourse engineered by teachers with their use of specific interactional features" (Cancino, 2015a, p. 118).

The identified promoting interactional features are direct error correction, content feedback, confirmation checks, clarification seeking; extended wait-time and scaffolding, whereas the turn completion, teacher echo and teacher interruption normally obstruct learning opportunities (Walsh, 2002). Some further studies on obstruction or construction of learning opportunities underscore the importance of the local context in which the interaction takes place. For instance, Daşkın's (2015) study, by adopting Seedhouse's (2004) classification of L2 classroom contexts (see *Section 2.2.2.3*), concludes that the nature of interactional features is changing with the related local context, such as repetition used to elicit more talk from learners in meaning-and-fluency context, whereas to confirm accuracy and close the turn in form-and-accuracy context.

In another study, Cancino (2015b) narrows his study scope only in classroom context mode, one of Walsh's (2006; 2011; 2013) modes (see *Section 3.3*), and has discovered some similar findings to those from Walsh's (2002) study concerning promoting or hindering learning opportunities. In his study, Cancino (2015b) also identifies some new interactional features, including "the effective management of learner interruption, the excessive use of prompted accuracy checks, the effective management of closed questions, and the use of open referential questions as initiators" (p.192-193). More importantly, Cancino's (2015b) study finds that the teacher's successful management of the interaction depends on the context-related pedagogical goals and teacher's sensitivity to locally generated interaction moments.

Besides a number of interactional features (see Walsh, 2006; 2011; 2013) and interactional strategies (e.g., Kumaravadivelu, 1993), it is also found that the learner initiative always indicates learning opportunities. Therefore, the teachers are suggested to make use of such opportunities to promote the learning potential (Garton, 2002), such as "encouraging that opportunity seeking" (Crabbe, 2003, p. 22).

In accordance with the above mentioned discussion and revision of the previous related studies and notions, the current study takes the similar positions. Namely, 1) CIC and learning opportunities are closely related, 2) learning (path) is continuously emerging and evolving, and 3) learning opportunities are dependent on the teacher's informed moment-by-moment decision of CS use which is in alignment with the pedagogical goal of the local context. The current study also concurs with this, in that different modes constrain the nature of interactional features. The findings show that even the same

interactional features, repetition, for instance, are manifested in different patterns (e.g., along with various intonations or/and speech devices) in different modes.

In order to bring CS in the L2 classroom in the picture, the following section will sketch the arguments and roles of CS in L2 classroom in relation to SLA, classroom talk (particularly teacher talk) and pedagogy.

### **2.3 Code-switching (CS) in L2 Classroom Interaction**

In SLA, the arguments against deploying CS have been summarised by Cook (2001) in three respects. Firstly, L1 learning argument sets up an L1-learning-model as well as a target of native competence for L2 learning. The L1 linguistic system is acquired without relying on another language, which is argued to illustrate the potential of learning L2 in the way of learning L1. However, this model is not convincing due to setting up an ideal learning competence as same as that of the target learning. This because it ignores the different backgrounds of L1 and L2 learners, such as L2 learners having the existent other language (i.e., their first language). Consequently, few L2 learners could speak as successfully as native speakers (Towell & Hawkins, 1994, cited in Cook, 2001), due to the mind of L2 users who are argued as “multi-competent language users” must be different from that of native speakers (Cook, 1999, p. 191). Hence, the native speaker’s standard has also been criticised, as the standard of successful L2 users should be argued for in its own right rather than in the shadows of native speakers(Cook, 2001).

Secondly, language compartmentalisation considers that L1 and L2 are separated systems, so that L2 should be learned in its own right without linking to the L1 linguistic system as a resource for teaching. In this respect, the rejection of CS use mainly attributes to L1’s interference. It is a common belief that learners’ first language strongly influences the second language acquisition (SLA), and always has a negative transfer of L1 features into L2 learning (Ellis, 1985). Accordingly, to eliminate L1’s negative transfer, it is necessary to build up an L2 linguistic system independently.

However, some researchers’ (e.g., Beauvillain & Crainger, 1987; Cook, 1994; Opler, 1982, cited in Cook, 2001) arguments of the interweaving of L1 and L2 in the L2 users’ mind indicates that setting up a new language system in the mind is not simply like extending a room at the back of a house, but also rebuilding the internal structures in

order to well hold in both linguistic systems. The interweaving of L1 and L2 can also be reflected by non-compartmentalised code-switching used outside the classroom by the participants with both same languages (Cook, 2001). Therefore, there comes the third argument which advocates the maximum use of L2. This argument shows slight tolerance to the use of CS. To be specific, despite not absolutely denying CS, meaningful L2 use should be maximised at any extent. This argument highlights the value of rich language input to L2 learners (Krashen, 1985b; 1985a; Turnbull and Dailey-O'Cain, 2009), and has won the support from a number of researchers (Chaudron, 1988; Duff and Polio, 1990).

Even though “none of the three arguments...strongly support the view that the L1 should be avoided” (Cook, 2001, p. 410), the English-only approach still has been prevailing (Atkinson, 1987; Butzkamm and Caldwell, 2009; Harmer, 2010). The English-only approach supporters are in favour of relying on full exposure to natural and authentic language environments (Karahen, 1985a). Therefore, the exclusive L2 use is considered to be productive and effective for the L2 learning (Harmer, 2010). The prevalence of English-only classroom teaching is taken as good language teaching (Atkinson, 1987), which strengthens an extremely negative position of CS use: for example, “a skeleton in the closet” (Prodromou, 2000, cited in Gabrielatos, 2001), a taboo subject (Cook, 2002), or “a source of embarrassment” (Butzkamm, 2003). The teachers’ language proficiency and qualification may be questioned if they use CS (Raschka *et al.*, 2009; Tian, 2014). All in all, using CS in English classrooms generalises a feeling of guilt (Prodromou, 2002; Cheng, 2013; Cahyani *et al.*, 2018), whereas exclusive L2 use is rewarded as “a badge of honor” (Butzkamm and Caldwell, 2009, p. 24).

However, there is still a shift claiming that the side-effects of L1 use should not be satisfactory reasons to completely discard CS in the L2 classroom (Atkinson, 1987; Butzkamm, 2003; Raschka *et al.*, 2009). Thus, a place has been found to deploy CS in the L2 classroom and meanwhile the exclusive L2 use is questioned from cognitive, socio-linguistic, socio-cultural and pedagogical perspectives.

Cognitively, a positive claim for this is to reduce rather than to avoid the inevitable already-existing language/L1 interference, and to make up what learners do not possess as to knowledge points or skills in target language by virtue of assistance of L1,

such as semantic, pragmatic and discourse comparison between two languages (Butzkamm, 2003, p. 7). Exclusive L2 use possibly reduces the “cognitive and metacognitive opportunities available to learners” that the CS employment can provide (Macaro, 2009, p. 49). Butzkamm (2003, p. 29) holds a similar view that CS may cognitively awaken learners’ potential for Universal Grammar lying in the learners’ mind.

Socio-linguistics holds the view that L2 acquisition could be influenced by learners’ attitude toward themselves, the teacher, and the learning environment (Richard-Amato, 1996). Employing CS is a “humanistic approach”, due to giving learners more opportunities to express themselves, reducing anxiety and preventing from being frustrated in a less stressful but more communicative and affective language-friendly atmosphere (Atkinson, 1987; Butzkamm, 2003). CS is a “normal means of communication and so of the ability to behave fully as normal people” (Allwright and Bailey, 1991, p. 173), which helps them build up confidence (Canagarajah, 1999), and entails them independence in their choice of expression (Janulevičienė and Kavaliauskienė, 2002).

Socio-culturally, Vygotsky’s “concepts of scaffolding, semiotic mediation, and the Zone of Proximal Development provide an analytical framework supporting student L1 classroom use”(Ford, 2009, p. 64). In particular, the key concept “scaffolding” is later developed and favourably adopted as “collaborative dialogue” (Swain, 2000) and “instructional conversation” (Tharp and Gallimore, 1991), which continually places the emphasis on learning promotion with information-providing (pedagogically) and social perspective being appended. There is also evidence that CS deployment facilitates L2 learners’ cognitive development while interacting with the more proficient one who plays a scaffolding role, and therefore “acts as a critical psychological tool” (Antón and DiCamilla, 1999, p. 245).

Pedagogically, it is time-saving to complete a particular task with efficiency (Atkinson, 1987) - to explain grammar or give instructions for classroom management, just to name a few examples. In addition, regarding learner autonomy, an English-only pedagogical approach ignores learners’ option to choose the ways that best suit them to learn (Macara, 2009), such as employing the translation to form “part of the preferred learning strategies” (Atkinson, 1987, p. 242). Thirdly, the non-native teachers’ language proficiency is questioned such as their inability to create the language environment as

native teachers do, and/or failure to provide comprehensible target language input (Polio and Duff, 1994). These situations are likely to be made up with resorting to CS use. However, CS is not necessarily due to lack of knowledge in a particular language, but for different functions in classroom interaction (Park, 2013). In this sense, monolingual classrooms neglect the pedagogical roles of the CS employment (Butzkamm, 2003). Interestingly, there is also a paradox that the exclusive L2 use classroom actually (at least) cannot exclude the silent CS use, especially for the beginners (ibid).

## **2.4 Starting Point of the Current Study: Linking CS Re-evaluation to CIC**

To use or not to use CS in the L2 classroom has been “one of the greatest dilemmas in the foreign language classroom” for around a century (Medgyes, 1994, p. 65). According to the ELT literature, it firstly can be documented as a fully advocating position to use CS, i.e., grammar translation. Then, strictly avoiding CS use became favourable, i.e., monolingual teaching promoted by Widdowson (2003) or intralingual teaching by Stern (1992). In the contemporary debate, the current trend of re-evaluating and reviving the CS use brings an acceptance of CS back and increasingly acknowledges and highlights the positive roles that CS can play, particularly when taking the L2 classroom as a social context (Hall and Cook, 2012; 2014). However, there are also considerations about the side effects of CS deployment, resulting in some caution of the limited use of CS. To be specific, the re-assessment, with favourable yet reserved attitude to CS use, contributes to such notions like “judicious” (Atkinson, 1987), “optimal” and “purposeful and principled” (Macaro, 2009; Hall and Cook, 2014), “purposeful and intelligent” (Deller and Rinvoluceri, 2002) use of CS and the like.

Within ELT literature, besides several theoretical arguments (e.g., negative transfer of CS), these notions are proposed mainly drawing on considerations on the amount of CS use, and pedagogical functions carried out by deploying CS. The amount varies from different studies, ranging from 0%-90% (e.g., Duff & Polio, 1990; Turnbull, 2001) due to a number of variables, such as background contexts (e.g., institutions, English language level, etc., see Hall & Cook, 2014), and specific teaching aim (Atkinson, 1987). Empirical evidence also reports that CS deployment is pervasive and plays different functions in teaching and learning activities (Hall & Cook, 2014). It is also found that teachers' CS use differs markedly from individual to individual in terms of both amount and frequency

of the pedagogic functions (Kim and Elder, 2005). As a consequence, variance in the amounts of CS use and pervasion of CS deployment in carrying out pedagogical functions, results in the impossibility to define a comprehensive standard to justify a “judicious use”, “optimal use” and the like. However, these notions can be reflected and understood from the quality of its use, in that the re-evaluation and revival trend clearly demonstrates a shift of the issue from *whether to use* to *when and how to use L1* (Waer, 2012). This shift echoes Hall and Cook’s (2014) suggestion to undertake a practical classroom investigation for further explorations of CS.

It is argued that a teacher’s appropriate language use should enhance the learner-oriented interaction, which is “in response to the work-in-progress” and enables “learners to play a more prominent part in the jointly constructed discourse” (Walsh, 2006, p. 131). This argument further brings Walsh’s (2006; 2011; 2013) initial considerations on the teachers’ competence in the classroom teaching in relation to promoting teacher development, which is termed CIC (Walsh, 2006; 2011; 2013). CIC is then conceptualised as “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (Walsh, 2011, p. 132). As reviewed in Section 2.2.3, in addition to promoting learners’ language proficiency (Macaro, 2009), Walsh (2006; 2011; 2013) has stressed the importance of enhancing learners’ CIC in the L2 classroom teaching. Therefore, CIC, I suggest, can be taken as a reference to understand the quality of CS use. Such a link is also supported by some recent research findings, which argue that a significant feature of CIC is the management of language alternation (Sert, 2011; Waer, 2012; Daşkın, 2015; Sert, 2015; Lin, 2018).

However, the study on CS L2 classrooms from insights of CIC does not mean that the study is directed to set up standards or “a systematic set of rules for using L1”, which cannot be actually designed (Waer, 2012, p.31). Rather, the study sets out to understand the language choice from two levels. That is, on a macro-level, understanding the quality of CS use is linked to CIC via examining how the learning opportunities are evolving from the CS operation; on the micro-level, the CS sequential patterns and interactional features in the L2 classroom is unveiled in depth on a moment-by-moment basis. CIC can be closely understood through the SETT framework in terms of local context, interactional processes and features, and pedagogical goals in the classroom teaching (Walsh, 2011). Hence, SETT is also introduced in the current

study both as a theoretical model (see *Chapter 3 for details of SETT*) and an analytical tool (see *Section 4.3 in Chapter 4 for its methodological application*).

Setting up this link comes from my position of the necessity of understanding the use of the learners' own language (Hall and Cook, 2012; 2014), which is based on two assertions. The first one is no overuse of CS (Turnbull and Dailey-O'Cain, 2009). It is acknowledged that L2 input is crucial to learning, and the overuse of CS may largely influence the learners' exposure to the L2 within the limited teaching time in the classroom. China is a monolingual country where the English learning relies heavily on the classroom teaching, given that there are few opportunities for the students to be exposed to English input outside the classroom. However, secondly, "English-only' is a lazy rule" (Raschka *et al.*, 2009, p. 157), in that it seems to be impractical to exclusively use English in EFL classroom teaching (Cook, 2001; Raschka *et al.*, 2009). This impracticality is also evidenced by the collected classroom recordings in the current study, which reflects the "prevalence of CS among experienced teachers" with high qualifications in term of language proficiency and education (Raschka *et al.*, 2009, p. 157). Nevertheless, supporting this claim does not mean to simply restrict the amount of CS use, but to understand when and how to use CS (Raschka *et al.*, 2009). The second assertion is not to use CS only for the sake of an easy-solution in EFL classrooms (Cook, 2001; Macaro, 2005), but consider to promote the learning (opportunities) with the CS use.

Both claims are concerned with making effective use of CS (Deller and Rinvolutri, 2002). Here, "effective use" of CS adopts Walsh's (2006) definition that "language that promotes learning" (p.3). In this regard, the effective use of code-switching promoting students' CIC is geared to extend their engagement and participation to increase learning opportunities (see *Section 2.7 for more discussion on CIC and learning opportunities*).

## **2.5 Determining CS and Classroom CS**

### **2.5.1 Translanguage/Translanguaging**

CS and translanguaging are two representative multilingual phenomena. It is argued that the latter term is similar to the former one, but with more comprehensive nature than CS (Park, 2013; Sert, 2015). The term "translanguaging" also starts from



pedagogical practice (see Williams, 1996), and is becoming prevalent in the research of multilingual practice (e.g., Martin-Beltrán, 2014; Palmer *et al.*, 2014; Smith *et al.*, 2018; Kusters *et al.*, 2017), particularly in relation to pedagogy (e.g, García, 2009; Canagarajah, 2011; Lin and Lo, 2016; Li and García, 2017; Wagner, 2018; Cahyani *et al.*, 2018). In this regard, using CS may be considered an outdated terminology. Therefore, prior to discussing and clarifying why CS is used, it is necessary to provide a comparison between CS and translanguaging.

Both CS and translanguaging are “perceived as positive phenomena” (Cahyani *et al.*, 2018, p. 467), and are similar in that both go further than the “combination and mixture of two languages, and are considered as creative strategies by language users” (Lewis *et al.*, 2012, p. 657). However, they are different in terms of whether the boundary of the two languages are stressed. Here, CS is associated with language separation, whereas the translanguaging seeks “to take away the “markedness” of the linguistic phenomenon” and reconceptualise it as a social practice (Lin, 2013, p. 2). To be specific, the term CS, particularly in L2 classroom interaction, normally, describes that “target language and native language are clearly divided and the target language has to be the ‘official language in the classroom’” (Park, 2013, p. 50). Research promotes the positive functions of CS for communication, interpersonal and social relationships and, as such, it is occasionally employed to “assist language practices that multilingual speakers are engaged in” (*ibid.*). By contrast, “translanguaging posits that bilinguals have *one linguistic repertoire* from which they select features *strategically* to communicate *effectively*” (García, 2011, p. 1) (original italics). Additionally, translanguaging is argued to have both ideological and political associations (Wang, 2016; Simpson *et al.*, 2017; Jakonen *et al.*, 2018), in that it puts stress on both celebrating and approving “flexibility in language use and the permeability of learning” (Lewis *et al.*, 2012, p. 659). In other words, translanguaging requires the most unbidden contexts, such as in the home or the community context (Canagarajah, 2011).

Besides, the documented literature (e.g., García, 2009; 2011; Simpson *et al.*, 2017; Li, 2017; Mazak, 2017; Wagner, 2018; Martin-Beltrán, 2014; Palmer *et al.*, 2014; Smith *et al.*, 2018; Adinolfi and Astruc, 2017; Carroll and Sambolín Morales, 2016) shows that, as the working terms, translanguaging is mainly used in bilingual setting and Content and Language Integrated Language Learning (CLIL) (e.g., Lin and Lo, 2016; Jakonen *et al.*, 2018), whereas CS is normally seen in L2 classroom teaching. However, this does

not mean the two terms are exclusively used in these different settings. Grounded on the understanding of CS as part of the interlocutor's "bilingual repertoire of professional practice" (Cahyani *et al.*, 2018, p. 467), CS is still occasionally used as a blanket term in bilingual education and CLIL contexts (e.g., *ibid*). Also, it is found that CS frequently occurs "as an intentional strategy for teaching in these bilingual classrooms, integrating the two languages in order to achieve better communication and engagement in learning"(Cahyani *et al.*, 2018, p. 465). In this sense, it shows that the teacher's CS functions as translanguaging. On the other hand, even though the unfavourable policy and ideology restrain the teachers' minimal effort in using translanguaging, translanguaging is still occasionally used primarily on the two grounds. The first ground is to acknowledge its wide encompassing, such as beliefs in langue use (e.g., Adinolfi and Astruc, 2017; Wang, 2016); the other one is to address the political and ideological concerns by implementing the free-language policy and translanguaging approach (e.g., Carroll and Sambolín Morales, 2016). However, to change the participants' previously long-held belief in language use is likely to be challenged in terms of participants' understanding and acceptance of the translanguaging construct and practical effort in employing the translanguaging approach.

In the setting of my study (i.e., universities in monolingual China), it can be said that using CS is neither ideologically celebrated nor politically encouraged based on the review of the related literature (e.g., Guo, 2007; Tian, 2014). To be specific, when EFL teachers use CS in the L2 classroom, it is likely that the expectation is that they will not have sufficient confidence and competence to use English exclusively (Guo, 2007). Particularly, at the university level, the teachers' use of CS in EFL learning environment is likely to cause the negative impression on their language proficiency and professional qualification (Tian, 2014). According to Guo (2007), such a stereotyped view exists both at the national and local levels in China. Politically, by reviewing the documents both from MOE and universities, Guo (*ibid*) has pointed out that a shift from "vague guidelines" of the CS use to "a complete absence any comments relating to this this issue" (p. 8). To be specific, the guideline of CS use is stated as "to use English (L2) as much as one can, with appropriate recourse to mother tongue" in the policy documents (MOE, 1992, p.2; 1993, p.3, cited in Guo, 2007). That is, the MOE ever addressed this issue, but did not provide any clear standard or further suggestion of its use. However, Guo (2007, p.8) then notes "a complete absence of any comments relating to this issue" in the new syllabuses, written guidelines and oral comments at eh university level.

Therefore, Guo (*ibid*) concludes that English is assumed to be exclusively used. Therefore, due to the influence of the long-held belief on language use (Adinolfi and Astruc, 2017), and the political constraints on fully conducting translanguaging practices, in this study, the alternation of languages are intended to be viewed as the switch between different linguistic systems rather than a fluid integrated entity. In addition, for Li (2017), translanguaging

“has never intended to replace code-switching or any other term, although it challenges the code view of languages. It does not deny the existence of named languages, but stresses that languages are historically, politically, and ideologically defined entities” (p.27).

In this regard, translanguaging, as a working term in L2 classroom studies (e.g., Wang, 2016) is also in evidence. These studies draw on little possibility of such complete exclusiveness of translanguaging in the L2 classroom (Canagarajah, 2011), and focus on understanding its comprehensive nature of employing bilingual repertoire into linguistic practice (Cahyani *et al.*, 2018). However, the factors (i.e., history, policy, ideology, beliefs etc) contributing to the construction of translanguaging cannot be captured by the CA sequential analysis. This is because CA is interested in exploring how the language use is made relevant based on “what is visible, hearable, displayed and responded to, by actors in real-time interaction” (Ford, 2012, p. 508). External factors such as personal history can draw on interviews and/or ethnographic approach (Carroll and Sambolín Morales, 2016), but may not emerge from the CA analysis directly (Antaki, 2012; Ford, 2012; Pomerantz, 2012). Also, the interest of the present study is also “solely to the code-switching used in class conversation” (Carroll and Sambolín Morales, 2016, p. 255). This is similar to Sert’s (2015) study that any “cognitive or any exogenous understandings will not be used in the analysis” (p. 112). Therefore, the current study adopts Sert’s (*ibid*) thoughts to

use the terms language alternation and code-switching in a way that will include all forms of the use of language other than the one being taught – the L2. These forms may include intransentential code-switching (i.e., changing languages in a turn), intersentential code-switching (i.e., switching languages across turns), or translations elicited and provided by the participants in language classrooms.

The following section will further review and determine code-switching and classroom code-switching in the present study.

### 2.5.2 CS and classroom CS

The term code-switching is related to three research trends: structural phonology, information theory, and bilingualism. However, the bilingual study is regarded as a primary protagonist of this term's explicit use (Auer, 1998). Therefore, firstly, understanding CS limits its scope within bilingualism in this study. However, the story of lexicalising CS to describe bilingual behaviours is still too lengthy to be reviewed here. It is important to emphasise that bilingual studies conceptualise "code-switching as the alternation not only of languages, but also of dialects, styles, prosodic registers, paralinguistic cues, etc." (Auer, 1998, p. 31-32). The current study adopts this concept of CS to consider both 1) *alternation of languages* and 2) *the other associated non-linguistic features*.

To be specific, in this study, regarding 1) *alternation of languages*, the term CS is also in accordance with the definition: "the alternative use of two languages at the word, phrase, clause, or sentence level" (Valdés-Fallis, 1981, p. 95). This means that CS is used as an umbrella term, rather than to distinct code-mixing or code-switching, or transfer of different language codes (e.g., Auer, 1984) and so on from its narrow sense. In this sense, classroom code-switching is defined "as language alternation - the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students), and this can include both code-mixing (intra-clausal/sentential alternation) and code-switching (alternation at the inter-clausal/sentential level)" (Lin, 2013, p. 196). The second aspect, i.e., 2) *the other associated non-linguistic features*, is to be considered, as those features can be regarded as "contextualisation cues" (Gumperz, 1982). It is on these "contextualisation cues" that Auer (1984; 1992) builds his analysis to understand the way in which the meaning of CS is understood in bilingual conversation by using CA.

Therefore, under Auer's (1998) conceptualization of CS, this study follows his proposal that

"the scope of 'code-switching' should be simultaneously (a) narrowed in order to exclude socially or interactionally meaningless variety-alternation, and (b) broadened in order to include phenomena of monolingual speech (such as prosody or the deployment of speech markers) which recontextualise talk by

signalling the onset of emerging frames by virtue of the codes associated with them”(p.42).

That is, with respect to the exclusiveness in (a), this study adopts conversation analytic approach which excludes the outsider’s accounts of the external factors which may influence the CS use. To echo the call regarding the inclusiveness from (b), the detailed scrutiny of CS use in this study takes the prosody and the speech markers (e.g., try-markers) associated with the meaning of the CS use into account.

In addition, SLA studies usually consider “code-switching” as a learning strategy, whereas the bilingual studies treat it as a competence (Arnfast and Jørgensen, 2003). However, Arnfast and Jørgensen’s (2003) study dissolves this discrepancy of treating CS differently in SLA and bilingual studies, in that their findings show that the learners at a low proficiency level use CS both as a strategy and competence (or resource) for communication to facilitate both language acquisition and social acceptance. The current study takes the same position: not treating CS as an unproductive strategy in relation to the speaker’s language proficiency, but as a productive strategy (or resource) and a kind of interactional competence with orientation to the specific pedagogical focus (e.g., Raschka *et al.*, 2009).

## **2.6 CA Studies on Classroom CS**

### **2.6.1 On bilingual CS**

Against the quantitative analysis of CS grammatical patterns and analysis of external factors affecting the language choice, the application of CA to bilingual CS has begun to concern with the meaning of CS in conversation (Li, 2002). Based on the Gumperz’(1982) proposal of interactional approach to CS and his notion of “contextualisation cues”, Auer(1984) builds his analysis to understand the way in which the meaning of CS is understood. That is, Auer (ibid) argues that bilingual CS can work like a contextualisation cue in terms of functioning to signal the participants’ orientation to one another. Further to that, it is also argued that the meaning of CS should be interpreted by referring to the preceding and following turns from the participants’ perspective, in that the CS “does not carry a particular referential meaning on its own”(Nyroos *et al.*, 2017, p. 2).

Therefore, the CA approach to the meaning of CS has at least two advantages. The first one is “the sequential implicativeness of language choice in conversation” (Auer, 1984, p. 6). In this respect, CA approach to CS concerns with the detailed examination of the conversational locus of switched points. The other aspect is that the interpretation of CS meaning reflects the participants’ mutual understanding of their utterances, which is manifested in their behaviour. In this sense, CA approach to bilingual CS does not attribute the specific meaning to behaviour of switches, nor assume the specific meaning of CS to be intended by speakers or perceived by listeners, or assume any external values that determine the switches. As Li (1998, p. 159) summarises, the core contribution of studying the bilingual CS within the CA approach is the “local production of meaning” within the interaction itself through language alternation.

The studies on bilingual CS have been considerable (Seedhouse, 2011), which can be identified as two strands: pure CA studies and applied CA studies (Li, 2002). Pure CA studies fall within “ethno methodological” CA approach with adherence to the principles and procedures described in Section 4.4.1., focusing on “the institution of interaction as an entity in its own right” (Li, 2002, p. 163). Applied CA “tends to focus on specific interactional situations, on local, interactional requirements, and especially on the ways in which interactants show their orientations to these situations and requirements (ibid)”.

By reviewing CA studies on bilingual code-switching above, it sets the feasibility to conduct CA studies on CS in the L2 classroom, in that the L2 classroom resembles the bilingual communities in terms of employing language alternation to achieve interactional goals (Li, 2002). In this regard, in the same vein, this study attempts to investigate CS as local production by the teacher and students themselves with reference to “the conversational context” by following “an analytic procedure that focuses on the sequential development of interaction” (Li, 2010, p. 138).

However, the findings of Guo’s (2007) empirical study also demonstrate that the CS use in the L2 classroom is in some ways different from that in a natural bilingual environment. Therefore, conducting CA studies on CS in the L2 classroom is also far more important, in that the CS use in the L2 classroom has its particular characteristics (Guo, 2007), and there may be different CS patterns which are peculiar to the L2 classroom. Also, CA studies on CS in the L2 classroom are still relatively under-researched (Seedhouse, 2011; Lin, 2013). Since the L2 classroom is characterised with

reflexive relationship between a particular pedagogical focus and a specific speech exchange system (or organization of turn taking and sequence in CA's terms), this study follows "applied CA", concerning how the teacher and students' understanding of meaning of CS, and how the related management are related to the evolving pedagogical focus.

Applied CA here specifically refers to a "CA institutional-discourse perspective on L2 classroom interaction", which "attempts to relate not only the overall organization of the interaction, but also individual interactional devices to the core institutional goal" (Seedhouse, 2004, p.96). It is suggested that L2 classroom interaction should not be taken as an undifferentiated whole (Seedhouse, 2004, Walsh, 2006; 2011; 2013). Therefore, this study examines CS occurrence in different L2 classroom contexts (i.e., modes in this study) (see *Chapter 3*) which show both "the interfaces between pedagogy and interaction" and "the environments through which institutional business is accomplished" (p. 206). With an attempt to enrich the CA research on CS in the L2 classroom, the following section will review the relevant existing CA studies on CS, so as to establish an appropriate research gap.

### **2.6.2 On CS in the L2 classroom**

CA studies on CS in L2 interaction start late (see Üstünel, 2004; Seedhouse, 2011). According to the most recent review of the related literature in April 2018, it is found that the L2 classroom interaction is still a relatively under-researched field for conducting the CA analysis on CS. Roughly around ten studies concerning with the CS use in the L2 classroom from the conversation analytic perspective can be found (e.g., Waer, 2012; Sert, 2015; Nyroos *et al.*, 2017). Among them, there are some studies even include the other languages rather than English as L2 learning, such as Chinese as a foreign language in the language learning class rather than English as L2 (He, 2004; Rylander, 2009; Wang and Wu, 2016).

Within ELT literature, some studies show the interest in the CS use both in L2 English test interaction (e.g., Nyroos *et al.*, 2017) and classroom teaching. Nyroos *et al.* (2017) examines how the Swedish conjunction 'eller'(or) is used to amplify the co-participant's attention, highlight the speaker's stance, shift and trouble, and pre-empt the speaker's premature rescue actions from co-participants. This study agrees that this code-

switched discourse marker works as contextualisation cue to signal something new is coming on the way (Gumperz, 1982; Auer, 1982; 1992). In this study, the researchers also propose that the teachers' use of CS to resolve the trouble may illuminate how the teacher offers a solution to L2 troubles in the language learning classrooms.

With respect to CS in classroom interaction, Üstünel (2004) and Üstünel and Seedhouse (2005) claim that they have conducted the first representative studies. Guided by the question "why that, in that language, right now", they attempt to "portray how the institutional goal (teaching and helping/scaffolding learners for L2 use) is talked into and out of being on a turn-by-turn basis by a normative orientation to a pedagogical focus" in a Turkish university EFL setting (Üstünel, 2004, p. 34). To be more specific, their studies employ both CA method of sequential analysis and DA functional analysis. They observe the two types of teachers' CS use are related to the pedagogical functions of the lesson, therefore, they categorise teacher-initiated CS and teacher-induced CS, and then sequentially analyse each pattern under Ferguson's (2003) function frame. They have provided some interesting findings and insights of CS use in the L2 classroom setting. First, the relationship between pedagogical focus and CS emerging from CA analysis convince them to "agree fundamentally with the pedagogical function covered by DA studies" (Üstünel, 2004, p. 32); second, the teachers' CS is related to the time gap (i.e., less than one second); third, the learners' language alternation shows their alignment or misalignment with the teacher's pedagogical focus.

However, the study from Üstünel (2004) and Üstünel and Seedhouse (2005) address the issue of CS sequential organisation by taking the L2 classroom as an undifferentiated whole, rather than the composition of different sub-varieties, i.e., micro-contexts (Seedhouse, 2004) and modes (Walsh, 2006; 2011; 2013). In addition, the categorisation of teacher-initiated CS and teacher-induced CS does not completely consider the CS occurrence from the positional aspects which is important in CA research (Stivers, 2015). For example, as shown in the following extract:



1 T: okay, so ( . ) I think hard has two meanings hh  
2 (0.5)  
3 in the question it is different and in the answer it is again different uhm.  
4 in the question what is even harder than a diamond what does hard  
5 mean here?  
6 (1.0)  
7 in Turkish?  
8 L3: *sert*  
[tr: hard]  
9 →T: *sert*  
[tr: hard]  
10 okay, what about the answer?  
11 LL: *zor*  
[tr: difficult]  
12 T : okay, so, uhm

(Üstünel, 2004, p. 131)

At lines 1-7, the teacher induces CS from the learners in her question turn, and L3 (a learner) replies *sert* (line 8) in Turkish which means ‘hard’. At line 9, the teacher repeats L3’s reply to confirm its correctness. Here, the teacher’s repetition of *sert* is identified as teacher-initiated CS by Üstünel (2004), which does not consider the first sequential occurrence of CS from L3 at line 8.

In the current study, without any intention to identify pre-determined categories of CS, the same/similar terms, such as teacher-initiated CS or teacher-induced CS are used to describe the similar phenomenon of CS occurrence. However, these terms cover the positional aspect, in that the type of CS is identified according to their sequential position (Stivers, 2015; Solem, 2016). For example, the similar CS taking place at line 8 in the above-mentioned extract in Üstünel’s (2004, p. 131) study is identified as “teacher-induced and learner-initiated CS”, and the occurrence of CS at line 9 is considered as teacher’s repetition of learner-initiated CS. Identifying the types of CS in this way is on the ground of two reasons. Firstly, it is to differentiate the different learner initiatives (Waring, 2011). That is, the CS used by the learner who self-selects to take the turn to respond to the teacher’s elicitation of Chinese voluntarily is distinct from that used by the learner who self-selects to initiate a sequence (Solem, 2016). Secondly, in line with Stivers’ (2015) CA-grounded formal coding approach to take position into account, this study considers the sequentially tight connection between utterances

(Schegloff, 2007), i.e., who initiates it, the relations to others' turns, or why that phenomenon is in that turn.

Following the Üstünel and Seedhouse's (2005), Sert (2015) focuses the emergence of teacher-initiated and teacher-induced CS to show "how the teacher displays his/her pedagogical agenda and how learners attend to pedagogical goals made relevant by the teacher" (p.113). According to Sert (2015), teacher-initiated CS emerges as 1) a request for a choral repetition in mechanical repetition drills, 2) meaning clarification after long silences when the repeated questions in L2 still fail to get the learners' uptake or the learners display their insufficient knowledge via CIK (i.e., Claims of insufficient knowledge, see Sert, 2011) or non-verbal cues.

Moreover, Sert (ibid) has found that teacher-induced CS shows various emergence according to different pedagogical agendas. For instance, one type of occurrence is explicitly inducing CS. This CS use orients to the translation with a repetition of L1 and an acknowledgement, so as to highlight the difference between the words. Another type of emergence is inducing the meaning of the items in L1 and acknowledging them. This type of CS use orients to paraphrase and explain in L2 based on the L1 use. Also, the emergence of CS also includes inducing the equivalent of a linguistic item which causes a noticeable communication breakdown in meaning-and-fluency context. In this situation, the CS use is to help clarify meaning and lead to students' successful engagement and participation (Sert, 2015).

Sert (ibid) also contributes to understanding the management of learner-initiated CS which mostly takes place in meaning-and-fluency contexts. According to Sert (ibid), learner-initiated CS covers "(1) code-mixing, (2) expansions for topic management (learner initiatives), and (3) providing just an L1 utterance in a response turn"; the teacher's alternative management includes "(1) DIU's to repair students' langue choice, (2) displaying compliance in L2 to a request in L1, and (3) the use of embedded repair" (ibid, p.127). In addition, Sert discusses CIC in relation to CS use (*see Section 2.8 for details*).

Compared to Üstünel's (2004) and Üstünel and Seedhouse's (2005) studies, Sert (2015) highlights some awareness of the influence of the local context on the CS use. However, his study only limits the local context to form-and-accuracy context and

meaning-and-fluency context, whereas the classroom definitely has more sub-contexts than those. The exclusiveness of the other contexts may result in a lack of comprehensive understanding of different use of CS. For example, in one extract (Sert, 2015, p. 123), he observes that the board is used as a device to show the L1 linguistic form to the students, but he may not notice how the CS patterns are also differently manifested.

This extract, in my study, can be identified as an instance in a newly identified materials-based skills & systems mode (see *Section 3.3.3*). In materials-based skills & systems mode, the interaction with the focus on accurate linguistic skills and systems, is closely related to the materials. In other word, the involvement of materials is used as a tool to achieve accuracy. Therefore, on one hand, materials-based skills & systems mode is different from materials mode in which materials are used as medium to elicit talk and the learners' contributions of their own ideas and thoughts. Materials-based skills & systems mode is also different from skills and systems mode. The difference relies on that the involvement of materials in the former mode is to achieve accuracy, whereas there is no assistance from materials in the latter mode.

These modes are differentiated, because it is found that the teachers show the nuanced operation of CS in these modes. For instance, in materials-based skills & systems mode, if the teacher talk with CS is accompanied or immediately followed by the teacher's writing behaviour to present the linguistic items on board, the teacher normally does not use a try-marker (e.g., right ↑ , OK ↑ , a recognitional token in the rising tone, see Sacks and Schegloff, 1979) after repeating the student's reply in L1 (see *Extract 8.10 in Chapter 8*). In contrast, in skills and systems mode, without the assistance of materials, the teacher's repetition of the learner's response is frequently combined with the speech markers (e.g., a try-marker or Chinese modal particle) (see *extracts in Section 8.2.5*). When re-examining the above-mentioned extract in Sert's (2015, p. 123) study, it is found that the teacher's CS is used in the similar way, i.e., not using a try-marker when the material (i.e., the board here) is involved in the interaction. The finding of re-examining this extract also indicates the importance to have an understanding of CS in relation to a more comprehensive view on various local contexts of the L2 classroom. In light of this, Walsh's (2006; 2011; 2013) SETT (i.e., self-evaluation of teacher talk) model (see *Chapter 3*) is applied to characterise the L2 classroom into different modes (i.e., the specific agenda of the moment) in this study.

As Sert (*ibid*) focuses on how the pedagogical agenda is enacted by the teacher and attended by the learner, his analysis is close to my study which is to analyse the sequential patterns of CS. However, the analysis of the sequential patterns of CS in my study covers the sense of managing the learners' language alternation, and the identification of learner-initiated CS also considers its positional aspects (Stivers, 2015). That is, the learner-initiated CS may be from learner initiative (e.g., for a topic shift), or may take place because the teacher induces CS (i.e., teacher-induced and learner-initiated CS). The positional aspects of CS identification are beneficial to analyse the sequential patterns without interruption of different categorisation of the initiating agents.

Waer's (2012) study is another one to scrutinise the teacher's use of CS in an EFL setting. Adapting the principle question in CA: "why that language, in that context, right now?", she combines CA context-based approach and corpus linguistics (CL) approach to differentiate the use of CS in different L2 classroom contexts. According to Waer (2012), it is found that CS is differently operated in different five main L2 sub-contexts identified from her data, i.e., form-and-accuracy context, procedural context, text-based context, vocabulary-based context, and content-based context.

Notably, Waer (*ibid*) also adapts Ferguson's (2003) categorisation of functions and examine how the functions are related to different micro-contexts by using combination of CA and CL in two perspectives, namely, "frequency of particular words and phrases in the wordlist" and "operation of the different functions" in the local context (p.186). Besides finding out the pertinence between the functions and the different L2 classroom contexts, she has found that "the same function can perform different work in different pedagogical and interactional environment or micro contexts" (*ibid*). She summarises this different operation of the same function as "foreground use of the L1 and background use of the L1".

Foreground use takes place when the interaction is on hold due to an absence of the learners' any verbal response, a lack of reaching mutual understanding, a noticed learner's misalignment with the pedagogic focus or a noticed learner-initiated other-repair. On the other hand, background use of CS is integrated into the flow of the interaction. In Waer's (*ibid*) study, it is found that even the same functions are differently operated. However, there is no further investigation and explanation on

whether/how the sequential patterns and the associated interactional features are related to mode. This, therefore, leaves the space for conducting the current study.

## 2.7 Studies on CS Patterns

Another aspect which needs to be clarified is about the patterns of CS. In a basic sense, the CS patterns have been investigated in two senses. Firstly, in several studies, the meaning and the scope of patterns are similar to classification or category of CS. Such category is predominated by structural and pragmatic analysis (Paraskeva, 2010). The former analysis is normally conducted in the DA studies, for example, sociolinguistically conditioned CS (e.g. topic) and psycholinguistically conditioned CS (i.e., consequence of different triggering effects) are distinguished (Clyne, 1991; Beligan, 2002). Also, some studies employ the coded typological framework of CS, such as using Poplack's (1980) framework which is based on the points where CS occurs in sentence (i.e., tag, inter-sentential and intra-sentential switching) (e.g., Liu, 2010; Iqbal, 2011), or identifying a matrix language and embedded language of a bilingual clause according to the grammatical structure (i.e., syntactical and morphological criteria) (Myers-Scotton, 1997; Parafita Couto *et al.*, 2011). However, the CS patterns characterised by DA studies treat the different language use as separate components with the meaning that can be studied on its own.

In contrast, CA studies insist that a particular referential meaning of CS is closely related to its preceding and following turns (Nyroos *et al.*, 2017). As to the analysis in the pragmatic scope, rather than to fit the CS use to the fixed and predetermined set of categories, CA studies identify other different types of CS, such as the situational CS (by understanding situation norms) and conversational CS (e.g., quotations, addressee specification, etc.) (McClure and McClure, 1988; Shin, 2010), or speaker-related CS (in relation to the speaker's competence or preference) and discourse-related CS (with 10 sub-categories) (Auer, 1988).

The other main sense of identifying patterns of CS is aimed at examining the CS functions (e.g., Üstünel 2016), or involves the CS functions (e.g., Watson, 2005; Paraskeva, 2010). For instance, the "learner only code-switching pattern", "teacher only code-switching pattern", and "teacher and learner shared code-switching pattern" are identified to look at the functions of CS used by different parties in interaction (Üstünel,

2016, pp. 99-170). However, this pattern identification may lose the sequential continuity of the CS management, i.e., who initiates it and how the initiated CS is treated by another party in interaction. The CS patterns can also be identified from the ways of managing CS and the related pedagogical functions, such as “reinforcement by repetition”(see Watson, 2005, p. 2328). Even in some CA studies, the CS patterns in conversation also concern with how the linguistic choices can “mark certain points of conversation in a functional way”, such as “CS as self-repair” and “CS as a dispreference” (Paraskeva, 2010, p. 112). This is not surprising, as “each talking action could be related to teaching function”, and “CA relates language forms with its function rather than contents” (Wang and Wu, 2016, p. 894).

However, it is not going without any concerns to include the functional respects when looking at the CS patterns. In the first place, I would argue that the function(s) literally played by CS in the teacher talk may not carry along until the oriented pedagogical goals are accomplished. For instance, if “CS as a repair” is used by the teacher, whereas the students fail to interpret it as a repair, the functional repair does not practically work from the students’ perspective. In this sense, the repair function is stopped or at least disrupted, due to the mismatch between the students’ understanding and the teacher’s oriented function. Secondly, the functional respect is likely to blur how the ways of CS are operated to achieve the oriented pedagogical goals. To be specific, some certain ways of managing CS facilitate to accomplish the pedagogical orientations, when the meaning of CS is appropriately displayed by the teacher, and meanwhile understood as well as co-constructed by the students in an appropriate way.

Therefore, in this study, to take the CA’s functional way to describe its patterns (e.g., Paraskeva, 2010) is not the main focus, despite not being completely excluded. Instead, the attention is attached to the interactional move with that CS at that moment in that mode. In other words, the patterns will be concerned with what is actually done with CS use of a particular agenda of the moment (i.e., a move in interaction) by the teacher rather than how that deployed CS works (i.e., functions that the CS carries). When considering “CS as a dispreference” (ibid) for instance, similar instances were also found in the current study. However, the sequential pattern is described as “negating the unexpected reply” which is only to describe the interactional move with that CS, rather than “negating the unexpected reply as a prompt” (see *Extract 8.17 in Section 8.2.11*). In this way, this study is concerned with depicting how nuanced ways of the

teacher's CS management inform the specific pedagogical goals, and how and how much the oriented goals are accomplished. This will innovatively contribute to understanding the CS quality on the basis of a link (i.e., match/mismatch) between the teacher's language alternation and the pedagogical orientations in a specific mode, and the associated interactional features and effects under the construct of CIC and learning opportunities (see *Section 2.2.3; 2.2.4*).

In addition, "code-switching has some characteristics of its own", with such element as gestures, gaze and prosody (Li, 2002, p. 165). However, the former two visual cues are less important, in that a TCU still can be completed without their presence (Liddicoat, 2011), whereas the prosody, intonational pattern for instance, can work for the completion of a TCU (Ford and Thompson, 1996; Flowerdew, 2013), and help with the participants' orientation to talk in interaction and the accomplishment of the interactive work (e.g., Hellermann, 2003; 2005a; 2005b). In the current study, it is found that the intonational patterns of CS and/or other speech devices (e.g., try-markers, Chinese modal particles) accompanying with the CS use emerge as reoccurring phenomenon, showing the teacher participates in different pedagogical orientations, particularly when repeating the student-initiated CS.

In this regard, the other respect of CS sequential patterns considers the naturally hearable and recognizable non-linguistic interactional strategies (e.g., intonation contour, word stress) which can uncover the participants' orientation of the sequence. Naturally hearable and recognizable sounds and features restrict the coding and analysis only to the application of CA principle and transcription convention (including stress, pause, lengthened syllable, intonation etc.). In this sense, it is different from Hellermann's (2003; 2005a; 2005b) studies on sequence and prosody, in that pitch and accent and the like which require to be measured by acoustical analysis software are not included. For example, the identified "imitative/non-contrastive repetition of student-initiated CS" in the current study refers to the CS which is repeated by the teacher in the way that is quite similar to the student, or at least not sharply contrastive (e.g., Extract 9.4 & 9.5). With the two above-mentioned respects of delimitating the CS sequential patterns, the current study is to depict how the CS is organised in relation to its linguistic forms and other non-linguistic interactional resources in different modes.

## 2.8 Studies Relating CS to CIC and Learning Opportunities

Few studies can be found to specifically examine the relationship between CS and CIC and learning opportunities. One study concerns with how CS and gaze shifts serve as resources for marking sequential boundaries, concluding that “the spontaneous use of the L1 can be seen as an expression of the students’ affective engagement in learning”(Mori, 2004, p. 547). Another study, from Sert (2015), has one of the study foci on the alignment or misalignment between the enacted pedagogical agenda by the teacher and the learners’ attendance to it. Sert (2015) then clearly argues that “through a successful management of language alternation the teacher displays CIC, and also encourages learning opportunities” (p.123). According to Sert (2015, p. 147-149), successful management of language alternation includes the following aspects:

- Explicitly inducing an L1 translation in a form-and-accuracy, material driven context if a contrast between two similar L2 words will be drawn;
- Acknowledging the use of L1, though they may still gradually move to a displayed preference for L2 explanations. Students generally align with this agenda in the follow-up sequences;
- Repeating, or even writing on the board the L1 use when the focus is on lexical items, accepting students’ multilingual resources; though they may still in a stepwise fashion move towards L2 explanations as the preferred response type;
- Tolerating hesitations and intra-turn gaps during explanations that follow code-switching, which will show the students that efforts to use L2 in vocabulary explanations are welcome;
- Accepting the L1 word offered by students and providing the L2 translation especially if it is a meaning-and-fluency context, in which the aim is to enable maximum student participation and avoid interactional troubles;
- Initiating repair using DIU after code-mixing. It is not face-threatening in that students might orient to the teacher repair as a problem of hearing, and in most of the cases they may accept the teacher’s repair and move back to a focus on meaning.

Even through in some other studies, the focus is not relating CS to CIC and learning opportunities, the relationship between them is still observed in different ways. It is found that the teacher also translates the learners’ utterances when shaping learning their contributions (Daşkın, 2015). Additionally, the teacher may also resort to CS in the



form of translation after “unsuccessful attempts to engage students”. In addition, successfully managing the students claim of insufficient knowledge (CIK) by using CS is also argued as a feature of the teacher’s CIC in the L2 classroom (Sert, 2011, p. 145). Besides, code-switching to an L1 response token at a TRP (or slightly past a TRP) in a sequentially appropriate environment is found as a resource of interactional competence, in that it shows listenership when the other speaker still holds the long turn (Barraja-Rohan, 2013).

## **2.9 Studies on CS in Chinese EFL Settings**

In China, English is a subject for study rather than a medium for communication. It is a compulsory module for the learners at the university level with English proficiency as the main criterion of the College English Test (Tian, 2014). Interestingly, Chinese learners’ overall unsatisfactory performance in IELTS tests is viewed as a reflection on the current approach to English learning and teaching. As a result, an investigation about the national English language competence has been conducted, and one of the findings of that study suggests that a number of learners are less competent when using English (Lu and Zhang, 2012). This in turn questions the English proficiency-oriented classroom teaching and learning in China. In this regard, CIC provides a new perspective to understand and practise language teaching, and to carry out the related research.

CS has not been encouraged as one of the teaching strategies in China, because the role of CS has been negatively questioned, and the use of CS brings the stereotyped negative impression on EFL teachers’ language proficiency and qualification especially at the university level (Cheng, 2013; Tian, 2014). Therefore, for the language use in the L2 classroom, research documents still centre on the attitudes towards or views on CS use (e.g., Cheng, 2013), and the volume and functions of CS (e.g., Van der Meij and Zhao, 2010; Yao, 2012; Tian, 2014) both from learners and teachers. The attitudes and views on CS use are usually concerned with the participants’ beliefs of supporting or opposing the CS use in the EFL classrooms. The amount, including time percentage and length of CS use (Guo, 2007), is related to the issue in terms of maximal use or restricted use of CS or the optimal “parameter of L2 and L1 use” (Macaro, 2001, p. 545).

The studies on Chinese use in the EFL classrooms are also concerned with its quality. For example, the learners' reaction to the teacher's use of Chinese is also examined (e.g., Guo, 2007). According to Guo (2007), examining learners' action "provides indirect evidence for the effects and consequences of teacher codeswitching on learning" (p.333). Nevertheless, the evidence from students' reaction data echoes Macaro's (2001) argument that CS, particularly the provision of Chinese equivalent for many less frequently lexical items, assists students to store, process and retrieve the target language context. Moreover, CS length is likely to influence the quality of CS, in that over-long CS "risks losing the essential communicative features of classroom instruction" (Guo, 2007, p. 334). However, the discussion on length is too general. Firstly, the comparison of length is only based on the predetermined categories of CS use, namely, message-oriented and medium-oriented CS, with the conclusion that the former type of CS is generally longer than the later one. Secondly, since this length examination is unable to provide direct evidence for learning outcome, the attention is attached to the communicative effects. However, the "fingerprints" of how interaction goes on cannot be examined from the etic perspective. Therefore, as Guo (2007) has been aware of, the evidence about CS length in this way is still inconclusive.

Nevertheless, it is worth mentioning that Guo (ibid) also observes that the CS normally functions differently with other adjustments, such as in conjunction with other speech modification like paraphrase, repetition and some discourse markers. That is, CS does not work independently, and the examination of CS use can be extended to the combination of different speech modification devices. Therefore, Guo (2007) also suggests to "continue to examine the pattern of teachers' classroom codeswitching and how it related to wider contexts and more specific pedagogic functions" and "delve deeper into teachers' decision-making process related to their codeswitching behaviours"(p. 361).

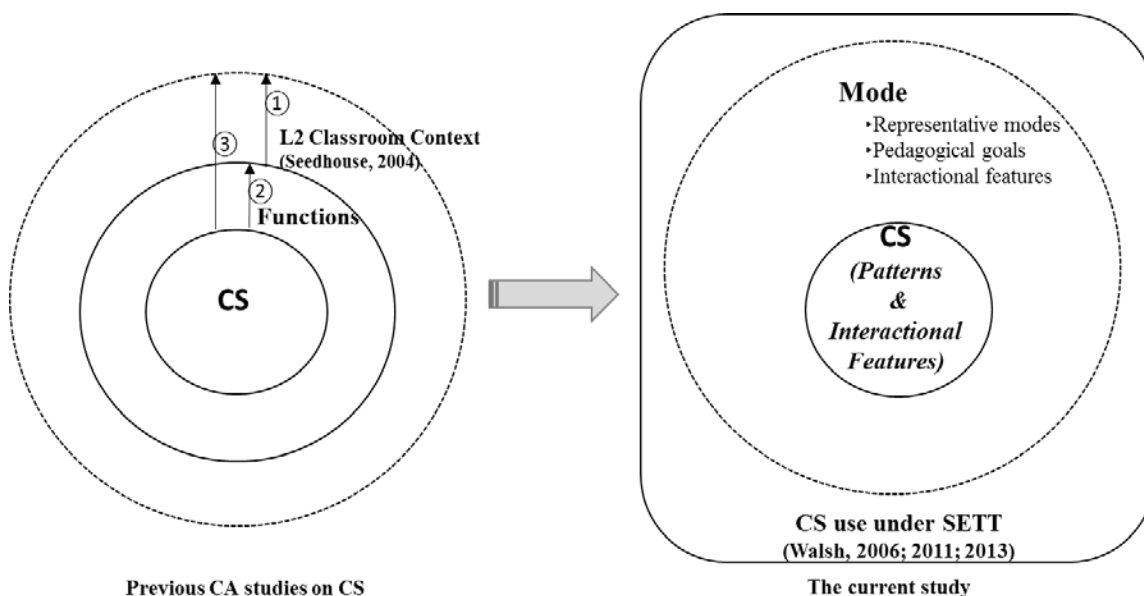
Another study concerning with the quality of CS use compares the effects of teacher's CS and English-only explanations on vocabulary acquisition (Tian and Macaro, 2012). This study contributes to the empirical evidence to support the CS use in EFL classroom. However, the study only focuses on whether it provides lexical information by using CS, which is far from sufficient to discuss the effects of CS in classroom interaction and learning.

The methods in the above-mentioned studies normally adopt functional categories of CS (e.g., Qian *et al.*, 2009), classroom observation, stimulated recalls and interviews (e.g., Guo, 2007), and questionnaires (Liu, 2010). These methods are also used in different combinations according to the different questions, showing the etic perspective in approaching the learning practice. Given the general consideration of “code-switching as a methodical phenomenon in L2 classroom interaction”, CS is now “starting to be researched using a CA methodology” (Seedhouse, 2011, p. 354), which by contrast represents the emic perspective (i.e., from the participants’/insider’s perspective). Therefore, the current study will extend this body of research by depicting the context-based sequential patterns and interactional features of code-switching in a China’s university setting.

The current study generally covers the issues arising from the studies on CS in China as reviewed above. That is, the quality of CS is linked to CIC and learning opportunities based on the underpinning theory of “learning from doing”. In this sense, conversation analytical approach is able to provide direct evidence of whether learning space and opportunities is provided by examining the moment-by-moment interaction. CA is also useful to examine CS length, in that the size of the turn is related to TCU (turn construction units) and TRP (transition-relevance places) (Sacks *et al.*, 1974) (see *Section 4.4.2*). In addition, as suggested by Guo (2007), this study, with the focus on CS sequential patterns, does not examine the CS independently, but look at the accompanied modification devices that can be transcribed according to CA principles and conventions.

## **2.10 Identifying the Research Space**

Grounded on the above review from Section 2.2 – Section 2.9, to begin with, an issue regarding the quality of CS use arises, which is attempted to be addressed by linking to the construct of CIC (Walsh, 2006; 2011; 2013) (see *Section 2.4*). Moreover, the above review of the CA studies on CS in the L2 classroom sets the scene for the current study, which can be illustrated by the diagram as below:



**Figure 1 Research space of the current study**

The previous studies have mainly documented the pertinence/orientation, indicated by a solid arrow in Figure 1, between various micro-contexts of the L2 classroom, functions and CS use. That is, the functions of CS is pertinent to its local context (e.g., Waer, 2012), as shown by '1', CS use orients to its functions (indicated by '2') (e.g., Üstünel, 2004; Waer, 2012), and the local context constraints the CS use (indicated by '3') (Waer, 2012; Sert, 2015).

However, in the first place, the pertinence/orientation between them is dyadic. That is, the function is pertinent to its local context, and CS use is pertinent to its function or the related context. However, as observed by Waer (2012), CS is differently operated even under the same function which may take place in more than one local context. In this sense, it is not clear how a particular way of the CS operation carries on the function in the local context. Further, as previously discussed in Section 2.7, the function played by that CS use in the teacher talk may not work in his/her oriented way from the students' perspective. This is because when the mismatch or misunderstanding of the teacher's pedagogical orientation occurs, the CS function oriented by the teacher is likely to be suspended or stopped. In this sense, including the functional respect of the CS use may undermine the clear and fine-grained examination on how the teacher actually deals with CS is linked to the oriented pedagogical goals. In addition, it is not clear about how the teachers' CS operation is related to the following-up interactional features and the engendered effects (e.g., via looking at match/mismatch between the

teacher's orientation and the students' understanding). However, few attempts can be found to mainly focus on how the CS is managed as an interactional move closely in relation to the pedagogical goals, yet with little concerns with the functional aspect of the CS use.

Secondly, even though these studies are also concerned with the evolving pedagogic focus, the focus is to present the pertinent relationship engendered from CS use in interaction. In this sense, there remains a lack of comprehensive understanding of the detailed language patterns and interactional features clearly in relation to the oriented pedagogical goals in the different L2 classroom contexts. Thus, it remains unclear, in the various L2 classroom contexts, which language choice patterns are deployed, what pedagogical goals are accomplished, and what interactional features and effects are presented.

Therefore, to address the research gap, the current study originally sets out to conduct a CA analysis on CS under Walsh's (2006; 2011; 2013) SETT model. It attempts to develop a framework that can be used for the teachers' self-reflection and/or reflection on the other teaching practitioners' language alternation. The possibility of developing a CS framework in the L2 classroom lies in that the SETT model is able to provide metalanguage to describe the teachers' language use in terms of different modes and interactional features that are associated with the related pedagogical orientations (Walsh, 2006; 2011; 2013, *see Chapter 3 for details*). Hence, the attempt to develop a CS framework is to comprehensively embrace the mode-based nuanced ways of CS operation along with the various evolving pedagogical orientations and interactional features. In this SETT model, mode (i.e., a specific agenda of the moment) has covered the sense of dynamic and variable of L2 classroom contexts with more inclusive nature, (*see Section 3.5 for details*), which also contributes to not taking the L2 lesson as an undifferentiated whole (Waer, 2012). In addition, different representative modes allow for examining the CS occurrence directly linked to the oriented pedagogical goals rather than CS functions which may be disrupted or stopped. Moreover, SETT provides a perspective to understand CIC and the emerging learning opportunities (Walsh, 2006; 2011; 2013) through looking at the interactional effects that are related to the alignment between the language use and the oriented pedagogical goals (*see Section 2.2.3; 2.2.4 & 2.8*).

## **2.11 Summary**

This chapter has located the present study by utilising the following steps: 1) providing an overall picture of CS use; 2) introducing the starting point of the current study; 3) defining the working term of CS; 4) reviewing the existing literature mainly from CA approach to CS studies, the related research focus with similar concepts (i.e., patterns, learning and learning opportunities), and the CS studies in Chinese EFL settings. The reviewed literature has contributed to establishing the research focus and proposing the theoretical framework to address it. The following chapter will detail the deployed framework, i.e., SETT (Walsh, 2006; 2011; 2013).

## **Chapter 3 Self-Evaluation of Teacher Talk (SETT) Model**

### **3.1 Introduction**

This chapter aims to rationalise the use of SETT model (Walsh, 2006; 2011; 2013) as a theoretical framework for conducting the research on CS in teacher talk. First of all, a variable approach to L2 classroom interaction is discussed to address the variable nature of L2 classroom interaction within a number of varieties of contexts (*Section 3.2*). Then, the chapter provides the description of SETT model in terms of its concepts, classifications of modes and the related interactional features (*Section 3.3*). Next, how the SETT is related to CIC and learning opportunities is reviewed (*Section 3.4*). The subsequent section carefully considers the rationales of applying SETT in the current study (*Section 3.5*). The last main section provides a critical reflection on the evaluations conducted by the teacher himself/herself and others, when SETT is applied (*Section 3.6*)

### **3.2 Variable Approach to L2 Classroom Interaction**

A variable approach to classroom interaction, emerging as a contrast to the acontextual approach, refers to a variable and contextual perspective to both L1 and L2 classroom interaction (Seedhouse, 2004). According to Walsh (2011), applying a variable view of L2 classroom interaction is based on three preliminary assumptions:

The first assumption is that all L2 classroom discourse is goal oriented, as is the case with most institutional discourse. Related to this observation is the fact that roles are asymmetrical and the prime responsibility for establishing and shaping the interaction lies with the teacher (Johnson 1995). A third and crucial assumption is that pedagogic goals and language use are inextricably linked (Cullen 1998; Seedhouse 2004): classroom interaction unfolds according to the pedagogic goal of the moment and the language used to realise that goal (p.71).

It is argued that “a variable perspective which conceives of multiple subvarieties, or L2 classroom contexts” is necessary to understand L2 classroom interaction (Seedhouse, 2004, p. 101). This is because the variable perspective “offers a more realistic interpretation of what’s actually happening in classroom discourse” (Walsh, 2011, p. 71). However, different sub-varieties or micro-contexts of the L2 classroom interaction

are proposed by different researchers. For instance, van Lier (1988) characterises L2 classroom interaction based on the teacher's focus on topic or activity and the extent of teachers' control on the discourse. After van Lier's "some attempt to relate the language use and practice" (Walsh, 2011, p. 71), some researchers (e.g., Kumaravadivelu, 1999; Howard, 2010) concern with the complex mix of external factors (e.g., beliefs, expectations) that the participants bring to a classroom and what really happens in the classroom.

Similarly, Johnson (1995) also examines what the participants bring to L2 classroom shapes what occurs there. Johnson's findings demonstrate that the patterns of the teacher's language use for communication across academic and social tasks are closely related to the pedagogical purpose. Another study from Jarvis and Robinson (1997) further argues that the alignment between language use and pedagogical goals can provide learning opportunities to learners. So far here from these studies, it can be seen that a variable approach to L2 classroom interaction is in support of a variable view of classroom context to examine the classroom interaction by taking both language use and pedagogical goals into account. In addition, this approach also emphasises the relationship between language use in interaction and learning/learning opportunities.

These features are examined more specifically under a conversational analytic perspective. By studying turn-taking and sequentiality, Seedhouse (2004) demonstrates how the classroom discourse is made up of 4 representative micro-contexts and makes the clarification of the relationship between language use and pedagogical goals. Later studies also support such a reflexive relationship within the local context of the interaction (e.g., Waer, 2012, Sert, 2015; Daşkın, 2015). Further considering the reflexive relationship between language use and the pedagogical foci, some researchers are concerned with the promotion or reduction of learning and learning opportunities (Walsh, 2002, Cancino, 2015b), and construction of learning space (Walsh, 2002; Walsh and Lili, 2013). Interest in exploring how the learning opportunities are promoted or hindered by discussing the alignment between language use and specific pedagogical goals in the related local context, are also considered (e.g., Cancino, 2015a; 2015b).

However, a common issue still emerges in the reviewed studies above. As highlighted by Walsh (2011), there is lack of "commonly agreed metalanguage used to discuss micro-contexts and interactional features, making comparisons difficult and replication of



studies almost impossible” (p. 72). Therefore, in line with Seedhouse (2004), Walsh (2006; 2011; 2013) develops SETT to account for Language classroom interaction, which will be reviewed in the following sections.

### 3.3 Self-Evaluation of Teacher Talk (SETT)

Walsh’s (2006; 2011; 2013) SETT framework is essentially designed for teachers to (self-) reflect “classroom interaction as a means of improving both teaching and learning” (2011, p.110). The SETT framework is made up of 1) four classroom micro-contexts “characterised by specific patterns of turn-taking, called modes: managerial mode, classroom context mode, skills and systems mode, materials mode” (Walsh, 2006, p. 64), and 2) interactional features (called interactures). Of a particularly note, “mode” is clearly defined as “an L2 classroom micro-context which has a clearly defined pedagogic goal and distinctive interactional features determined largely by a teacher’s use of language” (see **Table 1**) (Walsh, 2006, p. 62).

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

**Table 1 L2 classroom modes (Walsh, 2006, p. 66)**

### **3.3.1 Managerial mode**

This is an ‘enabling mode’ (McCarthy and Walsh, 2003), in which the organisation or the “business side” of learning is explained and detailed (ibid, p. 179). In managerial mode, the holistic pedagogical goals are “to transit information, to organise the physical learning environment, to refer learners to materials, to introduce or conclude an activity, and to change from one mode of learning to another” (Walsh, 2006, p. 66). The interactional features of teacher talk include a single and extended teacher turn via using explanations and/or instructions, the use of transitional markers(e.g., right, OK etc.), and confirmation checks. Learners’ contributions are normally absent, so that this mode is characterised by the teachers’ monologue to set up the activities. Thus, it is similar to the procedural context identified by Seedhouse (2004).

### **3.3.2 Materials mode**

The materials mode is characterised by using materials to guide and determine topic and turn-taking, so that the “pedagogic goals and teacher-learner discourse flow” evolve from the materials being used (McCarthy and Walsh, 2003, p. 179). Generally speaking, the pedagogical goals in materials mode, all in relation to the materials, are to provide language practice, to elicit responses, to check and display answers, to do necessary clarification and to evaluate contributions (Walsh, 2006). With respect to the interactional features in materials mode, Walsh (2006) has identified that this mode is dominated by the IRF patterns and the extensive use of display questions. This mode also includes the form-focused feedback, corrective repair and the use of scaffolding (Walsh, 2006; 2011; 2013).

In the current study, the interaction that orients to eliciting the students’ talk around the contents in the materials is classified into materials mode. The materials include a textbook, a handout, a picture, or a white board/PPT and so on that can be used to present the contents for eliciting the students’ contributions of their own thoughts and understanding.

### **3.3.3 Skills and systems mode, and materials-based skills & systems mode**

In skills and systems mode, the pedagogical goals are related to the language skills (e.g., reading, listening, writing and speaking) and systems (e.g., phonology, grammar

and vocabulary) (Walsh, 2006). Therefore, the interaction in this mode puts emphasis on accuracy rather than fluency, and this mode is similar to Seedhouse's (2004) account of form-and-accuracy context. The IRF sequence is frequently seen in skills and systems mode (McCarthy and Walsh, 2003). Feedback move can be realised by positive acknowledgment or repair work. However, as noted by Seedhouse (2004), feedback move can be verbally absent but using non-verbal signs instead (e.g., a nod) to show the teacher's positive evaluation. Sometimes the discourse just presents the 'telling' sequence, without inviting the students for a reply turn, particularly when the material undergoes the function of showing the accurate linguistic form and meaning to the students.

Skills and systems mode orients to the mastery of the linguistically accurate language use, and is characterised by the teacher's tight control of the interaction which is dominated by the IRF sequence. The interactional features of teacher talk include the use of direct repair, scaffolding, extended teacher turns, display questions, teacher echo, clarification requests and form-focused feedback (Walsh, 2006). The teacher talk normally serves to help the learner with the correct forms and target language manipulation by providing correct answer and corrective feedback, and more opportunities to practice (Walsh, 2013).

Apart from skills and systems mode, materials-based skills & systems mode is identified as a new mode in the current study. This mode refers to the co-existence of some features of, yet cannot be classified into either of the two modes, i.e., skills and systems mode or materials mode. That is, like materials mode, the talk is entirely determined by the materials. For instance, a teacher just reads, stresses or explains the linguistic items or knowledge in the materials (e.g., a slide, a white board). However, rather than orienting to elicit the interaction surrounding the materials (e.g., *Extract 8.18*), the materials in this situation serve for assisting the linguistic accuracy, showing the typical features of skills and systems mode. Therefore, from a strict sense, it is not sensible to classify such an exemplified instance into either materials mode or skills and systems mode. In fact, from the analysed data, it is also found that CS in materials-based skills & systems mode is operated differently from that in materials mode or skills and systems mode (see extracts in Chapter 7).

The new mode is identified as materials-based skills & systems mode, due to its possession of the involvement of materials and orientation to achieving the accuracy of skills and systems. In brief, in this mode, the main focus of interaction, arising from the materials though, is on the language practice and skills. However, the CS instances in the new mode are only a few. Hence, when the data analysis is conducted, skills and systems mode and materials-based skills & systems mode will be put together, in that the common orientation is to the accuracy of language skills and systems.

Nevertheless, still identifying materials-based skills & systems mode as a new mode, and looking at the CS use under this mode is likely to contribute to understanding the nuanced CS patterns in teacher talk.

It is worthy of a note that identifying the materials-based skills & systems mode may cause some confusion with understanding materials mode, since in both modes the interaction is closely related to some materials. The way to distinguish the CS instances from the two modes depends on the next-turn proof procedure to see whether the materials are used for dealing with linguistic points (i.e., materials-based skills & systems mode) or for a prompt for the next-relevant activity surrounding the materials (i.e., materials mode).

### **3.3.4 Classroom context mode**

This mode favours genuine communications, so that the teacher gives more floors to the students, does minimal repair, and provides content-focused feedback. The teacher's principle role is "to listen and support the interaction" (McCarthy and Walsh, 2003, p. 181), and the local context plays a determining role for the topic management and turn-taking (Cancino, 2015b).

Different from the previous modes which are often dominated by the teacher-directed interaction, the classroom context mode is characterised by the relatively equal role and symmetrical interaction between the teacher and students (Walsh, 2013). According to Walsh (2103), the more genuine communication is encouraged, so that the interaction values the students' opinions or ideas and expression of their experiences. Therefore, enabling the learners to clearly express themselves and promoting oral fluency are set as the pedagogic goals in this mode. The interactional features of the teacher talk portrayed in this mode are extended learner turns, short teacher turns, minimal repair,

content feedback, scaffolding, referential questions and clarification questions (Walsh, 2006; 2013). This mode is similar to Seedhouse's (2004) meaning-and-fluency context.

### **3.3.5 Critical reflections on mode**

SETT has greatly contributed to understanding the teaching talk, particularly on the interrelatedness between language use and pedagogical orientations in interaction. SETT has been widely applied in different research context worldwide (e.g., Howard, 2010; Turkey; Sert, 2010; Aşık and Gönen, 2016; Korkut and Ertas, 2016; Shamsipour and Allami, 2012; Ghafarpour, 2017; Huan and Wang, 2011; Li and Walsh, 2011; Lin, 2018). The documented concerns are mainly related to mode. Firstly, the researchers' (e.g., Waer, 2012; Daşkın, 2015; Cancino, 2015a) show some struggling consideration on the employment of Seedhouse's (2004) classification of L2 classroom context or Walsh's (2006; 2011; 2013) categorisation of mode, when using variable approach to L2 classroom interaction. Secondly, the application of SETT, particularly of mode, is not going without any criticism. One significant criticism is that some researchers (e.g., Daşkın, 2015; Cancino, 2015a) have difficulty in identifying whether some language use should be classified in materials mode or skills and systems mode. Consequently, they give up to adopt mode, and employ Seedhouse's (2004) classification. However, which variable classification to be used to approach to the L2 classroom interaction should heavily depend on the research focus. Having said that, these previous researchers' similar decisions can be understandable, as this is a challenging issue which may not be fixed within a short time. This again is evidenced by Korkut and Ertas' (2016, p. 48) similar findings that "the line between materials mode and skills and systems mode gets blurred" and "both modes have the same interactional features".

For addressing this issue, it is important to stress that, as identified by Walsh (2006), the classification of modes are representative and not exclusive. Therefore, this repeatedly reported phenomenon in the previous findings is likely to indicate a different mode, so that it may need more careful observation and different approaches to analyse the data. In fact, as discovered by the current study, the blurred mode with the same interactional features (Korkut and Ertas, 2016) is argued to belong to a new mode, i.e., materials-based skills & systems mode. In terms of pedagogical goals, the newly discovered mode is far from like materials mode, but similar to skills and systems mode. However, the language patterns in this mode is still different from those in skills and

systems mode. In this regard, to clearly identify this mode is not only helpful to remove the previous identification confusion, but also provide how the language is delicately used to orient to different pedagogical goals dynamically in different variable modes (see Section 3.3.3 and Chapter 8 for details).

In addition, the modes are inter-related in a dynamic and fluid flow of the classroom discourse, depending on the different stages and agenda within a lesson. According to Walsh (2006, p. 83), two types of mode change many happen. One is *mode switching* which refers to the movement from one mode to another (e.g., Mode A – Mode B), and the other is *mode side sequences* which means that a secondary mode occur as a quick shift or ‘temporary shift’ (Seedhosue, 2004) between the main modes (e.g., Mode A – Mode B – Mode A). In this regard, the language focus under investigation should be put in a broader interaction picture that allows for observing whether the language is differently operated in a main mode, in a secondary mode and in other situations of mode change.

### **3.4 SETT as a Way to Understand CIC and Learning Opportunities**

SETT is argued to be used “as a way of developing closer understandings of classroom interaction in a move towards classroom interactional competence” (Walsh, 2011, p. 90). According to Walsh (2006), teacher’s appropriate use of language in terms of mode and learners is one of significant aspects of CIC. Appropriate use of language use covers two dimensions: 1) the alignment of interactional features & pedagogic goals and mode convergent interaction, and 2) appropriate language use to the learners. In this regard, the SETT framework is able “to relate L2 classroom interaction to learning opportunities” by examining the abovementioned, two dimensions (Walsh, 2006, p. 148). Here, learning is involved in the process of socially co-constructed discourse (Breen, 1998). Therefore, arguably, reviving the CS use adds a new variable to consider appropriate language use in line with CIC, which can be examined under SETT.

### **3.5 Why SETT in the Current Study**

As reviewed in Section 3.3, one outstanding feature is that SETT includes four representative modes that refer to the micro-context varieties of L2 classroom. As to the varieties of the dynamic local contexts in which the L2 classroom interaction takes

place, Seedhouse (2004) also proposes the classification of L2 classroom contexts (see *Section 2.2.2*). Both classifications of L2 classroom contexts (ibid) and modes (Walsh, 2006; 2011; 2013) acknowledge the reflexive nature between the pedagogical focus and a particular speech exchange system. As Seedhouse (2004) puts it: “as the pedagogical focus varies, so the organisation of turn and sequence varies” (p. 101). In addition, there are some overlapping concepts in a certain local context between Walsh’s (2006; 2011) modes and Seedhouse’s (2004) L2 classroom contexts. For example, both the classroom context mode in the former classification and meaning-and-fluency context in the later categorisation focus on the fluent communication. This may also give rise to a question: why not using Seedhouse’s (2004) classification, but favouring modes under SETT?

This issue has also raised the previous researchers’ comparison and discussion (e.g., Cancino, 2015a; 2015b). For example, Cancino (2015a) prefers to Seedhouse’s L2 classroom contexts, due to the difficulty in distinguishing the skills and systems mode from materials mode for some instances of interaction. However, this is actually not the case, in that the four main modes have been clarified to be representative rather than comprehensive (Walsh, 2006), allowing for discovering the new mode(s). As reviewed and discussed in *Section 3.3.3*, the difficulty encountered by Cancino (2015a) actually indicates a new mode which has been identified by the current study. That is materials-based skills & systems mode which refers to a mode in which the main focus of interaction, arising from the materials though, is on the accuracy of language practice and skills. In other words, it is materials-based, but the pedagogical focus is to practice the learners’ language skills and systems.

Another example is Cancino’s (2015b) study. This only adopts Walsh’s (2006; 2011; 2013) classroom context mode to explore the interactional features which can promote and hinder learners’ participation and learning opportunities (Walsh, 2002) under the construct of CIC (Walsh, 2006; 2011; 2013). This study indicates that even though modes and interactional features are the features of SETT, and CIC is the overarching construct related to SETT, these concepts can be independently applied (e.g., to locate a study only in one mode like Cancino (2015b) or combined with much flexibility (e.g., linking modes and interactional features, CIC etc.). Secondly, this study also indicates the different focus between the two representative classifications of the sub-varieties of L2 classroom interaction. In accounting for classroom interaction, “Seedhouse (2004)

highlights the ‘reflexive’ relationship between the pedagogical focus and the organisation of turn-taking, sequence and repair at various stages in a lesson” (Cancino, 2015b, p. 35). On the other hand, mode is the characterising component of SETT. The construct of mode is concerned with how such a reflexive relationship is related to learning and learning opportunities. It achieves this by presenting the different interactional features which represent another typical component of SETT (Walsh, 2006; 2011; 2013). The current study fits in this purpose, and therefore, modes and SETT was carefully considered in the following aspects.

Firstly, SETT framework is designed to help “enhance our understanding of the complex relationship between teacher talk, classroom interaction and learning opportunity” (Walsh, 2006, p. 1). Walsh’s (2006) primary arguments of SETT framework are: it provides “an appropriate and meaningful means of accessing classroom discourse ...to promote understanding, especially of the role of language in education” (p. 111); it also provides appropriate metalanguage to describe teacher-learner interactional process, which presents a different means from “quantitative judgments about classroom discourse” (e.g., too much teacher talk, see Walsh, 2006, p. 112); moreover, it allows us to understand “the complex relationship between classroom mode and learning opportunity” (ibid). All in all, it is a framework of assessing “the quality.... of the language being used and the extent to which it is suited to intended learning outcomes” (ibid).

Secondly, SETT centres on the teacher-fronted interaction, and provides a metalanguage that the teachers and researchers alike can use to discuss micro-contexts and interactional features. Therefore, it is more comprehensive to understand the teacher talk in L2 classroom interaction. For example, based on Seedhouse’s (2004) L2 classroom context classification, Waer’s (2012) research categorises the text-based context and content-based context. The former concerns with the linguistic and semantic aspects in the text, whereas the latter focuses on the understanding of the content. In these two contexts, tackling the meaning of a word/sentence, such as asking the word equivalent or doing translation/explanation, is classified into text-based context. The CS instances of explaining the reading and going back to reading the text are categorised as the sub-focus of the content-based context. Actually, from her findings, she also acknowledges that the functions of the L1, e.g., “commenting on a reading text”, “resuming reading” and “highlighting important/coming information” are



used in a similar way in these two contexts. These instances of CS use were also found in my study, but both contexts abovementioned can be classified as materials mode, which, arguably, can reduce the categorisation of more sub-varieties for a similar L2 classroom context. In other words, it is argued that Walsh's framework provides broader varieties of L2 classroom context specifically designed for understanding teacher talk.

Thirdly, in essence, this study not only concerns with which classification of sub-varieties of L2 classroom context to be used, but also explores interactional features and the interrelatedness of language use and pedagogy. These concepts are encompassed in the SETT framework. Therefore, it is the overall SETT framework rather than the term *mode* only is adopted in this study. In this regard, it is not necessarily to compare a classification of L2 classroom context to an overall theoretical framework, but intensively present the CS occurrence within different local micro-contexts of L2 classrooms. In addition, as stated by Walsh (2011):

SETT promotes an understanding of the relationship between pedagogical purpose and language use, enabling teachers to identify 'recurrent segmental patterns or structures' (Drew 1994: 142) which can contribute to an understanding of what constitutes appropriate teacher talk in a particular mode. This dynamic perspective is view of L2 classroom interaction. By getting teachers to relate their use of language to pedagogic goals and by examining interactional features in each of the fours modes, it is anticipated that a greater depth of understanding can be gained in a relatively short space of time (p.89).

SETT was also deployed as an analytical framework in the current study, and how SETT was used as a methodological tool is discussed in *Section 4.3* and *Section 5.4*. Since this study sets out to identify the recurrent CS sequential patterns and link the CS use to pedagogic goals by probing into interactional features of CS within different modes, SETT can fit the research purpose by providing a framework to relate the language use to modes, interactional features and CIC.

### **3.6 Evaluation by 'Self' and 'Non-self' under SETT: A Reflection**

As a framework primarily designed for language teacher education with a specific focus on classroom interaction (Walsh, 2006; 2011; 2013), there is no doubt that SETT

provides a new perspective to the understanding of teachers' teaching practice. Relevant literature documents that SETT has widely gained the researchers' and the teaching practitioners' interest in investigating its application in language classroom worldwide (Howard, 2010), Turkey (e.g., Sert, 2010; Course, 2014; Aşık and Gönen, 2016; Korkut and Ertas, 2016), Iran (e.g., Shamsipour and Allami, 2012; Ghafarpour, 2017), and China (e.g., Huan and Wang, 2011; Li and Walsh, 2011; Lin, 2018).

SETT is initialised with 'self-evaluation', highlighting its applicability for the pre-service or in-service teachers themselves to have self-reflection on their talk. Research and practice concerning the teachers' self-reflection (e.g., Li and Walsh, 2011; Lin, 2018) normally rely on observing and recording the classroom teaching, followed by closely examining the transcript (e.g., CA or DA analysis), or/and by reflective practice (Walsh and Mann, 2015; Mann and Walsh, 2017), particularly with Video Enhanced Observation (VEO) (e.g., Sert, 2015; Bozbiyık, 2017; also SETTVEO, see Walsh, 2018). Self-reflection allows the teachers to report their SETT experience (e.g., see Aşık and Gönen, 2016; Lin, 2018).

As revealed by Lin's (2018) study, the self-assessing is accepted and welcomed by the teachers in China's high schools. However, the EFL teachers particularly from lower-level classes, need to cope with two main challenges, i.e., getting familiar with the SETT framework, and developing the relevant awareness and habit of using appropriate language (ibid). Likewise, Sert (2015) also emphasises to enhance the teachers' language awareness, rather than practically change their professional actions at the initial stage. Nevertheless, it is necessary to provide some extra trainings and help (e.g., language help by providing a translated version of SETT, see Lin, 2018) for the teachers to fully understand SETT in classroom interaction and language education, so that the teachers are able to self-assess their teaching.

Relying on the similar ways (e.g., observation, recordings, microanalysis on transcript etc.) to understand the teachers' language use, SETT framework is also widely applicable for a non-self-evaluation or non-participant observation (e.g., see Shamsipour and Allami, 2012). That is, SETT can be used by the observers (e.g., researchers or trainers) to understand and evaluate other teachers' teaching practice. For example, Course (2014) conducts non-participant observation to understand the teacher participants' use of the questions in different modes; Korkut and Ertas (2016)

draw on their own observation and video recording and field notes to understand the interactional features of English classroom discourse in the Muğla context. Moreover, self-assessing and non-self-assessing can also be combined, when there is a need to have exchange or cross-examination of reflections and feedback between the observed teacher and the mentor, observer or peers (e.g., Bozbıyık, 2017; Lin, 2018).

Nevertheless, it can be said the two-fold mutually supportive nature (i.e., self-evaluation & non-self-evaluation) of SETT allows for the sustainable development of language teachers' professional practice. This is because SETT is not a one-off framework for evaluations only. Rather, its ultimate goal is to foster the teachers' own ability to do a self-evaluation, with the related training and other-evaluation feedback and instructions for reference. This can contribute to the teachers' continuous effort in developing their language awareness and enhancing their teaching practice. In this sense, the evaluation not from the teacher participants' self-evaluation can also inform their self-evaluation reflection and practice. The current study does not include the teacher participants' self-evaluation. Rather, the analysis is CA-informed on the basis of recordings of naturally-occurring classroom teaching. However, it is still likely to inform the other teachers' self-evaluation and practice on their CS use under SETT.

### **3.7 Summary**

By critically reviewing the variable approach to L2 classroom interaction, this chapter documents the variable nature and the reflexive relationship between language use and pedagogical goals. SETT is subsequently discussed to be used as a framework with metalanguage to research CS in relation to L2 classroom pedagogy across different micro-contexts.

The current study is set to have a fine-grained understanding of the CS by looking at its sequential patterns and interactional features. The next chapter will discuss methodological tool and analytical approach which are used to account for the use of CS.

## Chapter 4 Methodology

### 4.1 Introduction

The chapter begins with re-stating the research question and sketching the overall research methodology (*Section 4.2*). Then, the different methodological tools and analytical approaches are discussed and evaluated, including SETT (Walsh, 2006; 2011; 2013) (*Section 4.3*), and conversation analysis (CA) (*Section 4.4*). The discussion of each methodological tool and analytical approach is composed of two aspects: one is the general evaluation of the employed method in terms of its characteristics, values and limitations in social context and scientific research; the other aspect is the detailed and critical discussion on its application in the current project, which demonstrates the justification/correlation of a particular method adopted in that way.

Next, the data coding approach is discussed in terms of applying a “CA-grounded formal coding approach” (Stivers, 2015) and developing an iterative set of processes of coding CS (*Section 4.5*). The remaining space in this chapter is given to the awareness of the potential methodological issues, the attempts to address those concerns (*Section 4.6*), and the consideration of the issues in relation to reliability and validity (*Section 4.7*).

### 4.2 The Research Question and an Overview of the Research Methodology

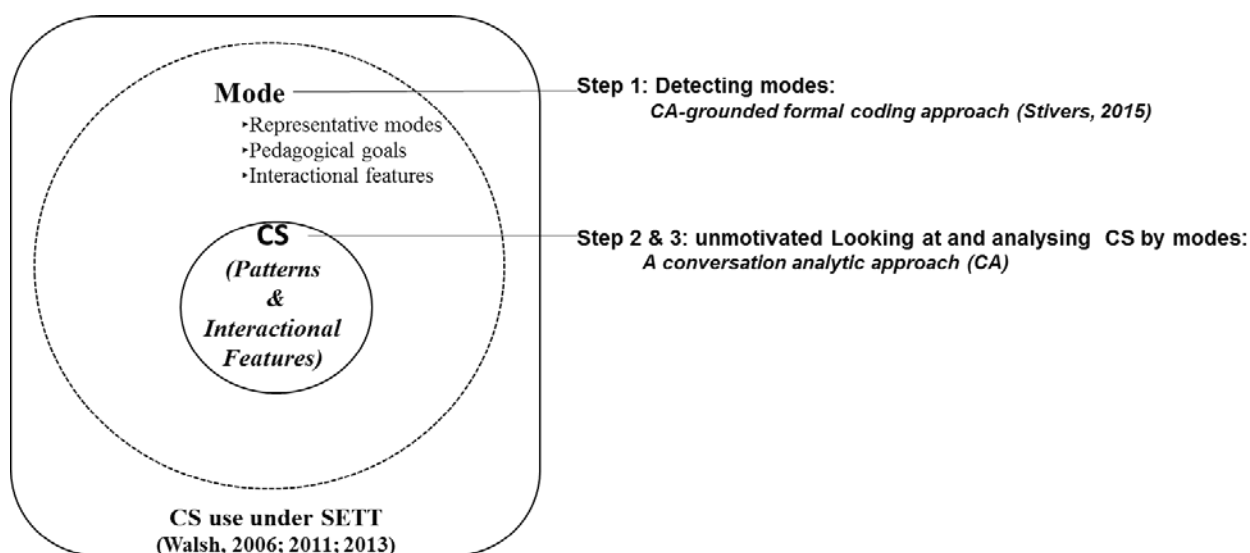
#### 4.2.1 *The research question*

The current research project originally sets out to address:

***What are the sequential patterns and interactional features of code-switching in EFL teacher talk in a Chinese university setting?***

#### 4.2.2 *A diagram of the overall research methodology*

In order to clearly demonstrate how the research methodology can address the research question that arises from the established research gap, an overall diagram can be illustrated as below:



**Figure 2 Methodology of analysing CS**

As previously reviewed in Section 2.10 of Chapter 2 (see **Figure 1**), several previous studies (e.g., Üstünel, 2004; Waer, 2012; Sert, 2015) have mainly documented the dyadic pertinence/orientation between the local context of the L2 classroom, functions and CS use (i.e., CS → function, CS → a particular micro-context, or function → a particular micro-context). Few attempts can be found to address the CS use by presenting a comprehensive understanding of nuanced ways of CS operation, the pedagogical goals, interactional features and effects across different L2 classroom contexts.

Accordingly, this CA-informed study was conducted under the construct SETT which is typically characterised by the mode framework and the interactional features in the related modes (Walsh, 2006; 2011; 2013) (for *details of SETT and rationales to adopt it, see Chapter 3*). Therefore, the mode framework was firstly adopted to narrow down the focus (i.e., the occurrence of CS) in its particular mode (Step 1). With respect to detecting different modes (Step 1), the coding followed Stivers' (2015) "CA-grounded formal coding approach", in that it outstands by maintaining "the sensibilities of CA approach to interaction while reducing interaction to formal codes" (Stivers, 2015, p. 9).

Step 2 focused on looking at CS occurrence completely with the CA analytic approach, so as to understand the recurrent sequential patterns manifested by CS itself. Step 3 was to conduct the CA analysis within different modes. It needs to clarify that the analysis at Step 3 was not conducted in the pre-determined modes identified at Step 1. Rather, "all cases in the collections should be accounted for in terms of matching the

analysis to the various subtypes” that are based on the formal coding (Stivers, 2015, p. 5). In other words, the modes identified at Step 1 were prepared for a latter reference, when CA analysis (Step 3) on CS use matches the particular mode.

In the following sections, the methodology will be reviewed and discussed in details respectively in terms of SETT (*Section 4.3*), conversation analysis (CA) (*Section 4.4*), data coding approach (*Section 4.5*) methodological concerns and justifications (*Section 4.6*), and issues of reliability and validity (*Section 4.7*). Before proceeding with methodology, it is necessary to make a clarification here, regarding the removal of corpus linguistics (CL). CL was taken as a complementary research method in the original design of the current research project at the early stage. The decision of its removal was made after the field work, which gave rise to some issues in relation to the final preference and size of database etc. Therefore, some considerations on its removal and the adjustment of the later database will also be included in the methodological concerns and justifications (see *Section 4.6.4*)

### **4.3 Applying SETT as a Methodological Tool**

SETT framework (Walsh, 2006; 2011; 2013) was designed to gain a closer understanding of 1) the local context of the teacher’s language use and 2) the relationship between language use and pedagogical goals in the local context. Therefore, the SETT is characterised by modes and interactional features which are in line with the pedagogical goals in the local mode. Different modes and interactional features can be referred back to Chapter 3 for more details. In this sense, modes (i.e., micro-contexts) that include four representative modes and new identified mode, and allowed “to be adapted to suit local contexts” (Walsh, 2011, p. 73) were applied to analyse the sequential patterns of CS. Then, the interactional features in relation to the pedagogical orientations of the CS use in the related mode were analysed. The detailed procedure of applying SETT into the sequential analysis (i.e., CA) is presented in Section 5.4.

### **4.4 Conversation Analysis (CA)**

#### ***4.4.1 CA and ethnomethodology***

##### **(1) What is CA (for)?**

Historically, CA was originated from ethnomethodology led by the key figure Harold Garfinkel in the 1960s. CA then was well developed as a systematic study in late 1960s and early 1970s with the principle originator Harvey Sacks and the influential followers Emanuel Schegloff and Gail Jefferson.

“Ethnomethodology”, primarily developed as a “research policy” by Garfinkel, targets the study on “common-sense reasoning and practical theorizing in everyday activities” (ten Have, 2007, p. 6). Ethnomethodology is defined as the

approach to replace the pre-dominantly deductive and quantitative techniques of previous sociological research, with its emphasis on general questions of social structure, by the study of the techniques (= ‘methods’) which are used by people themselves (curiously referred to as ‘ethnic’ when they are actually engaged in social (and thus linguistic) interaction (Crystal, 2011, p. 167).

Ethno methods, methodologically, are interpretative in situ (Seedhouse, 2004), and interested in understanding the procedures and principles underlying the social actors’ recognition and actions that can be made sense of by themselves in the circumstances (Heritage, 1984; Seedhouse, 2004).

CA, arguing that conversation is ordered and structurally organised, just specifically narrows the interest in the rules and principles that people use to socialise with each other largely through language (Seedhouse, 2004; Drew, 2005). In this sense, CA has been defined to study “the social organization of ‘conversation’, or ‘talk-in-interaction’, by a detailed inspection of tape recordings and transcriptions” (ten Have, 1990, p. 23). ‘Talk-in-interaction’ is also the widely accepted superordinate term (e.g., Drew and Heritage, 1992; Seedhouse, 2004), thus the more brief definition of CA is “the study of recorded naturally occurring talk-in-interaction” (Hutchby and Wooffitt, 2002, p. 12).

## **(2) Relationship between CA and ethnomethodology**

There are three main principles informed by ethnomethodology for both the methodological and analytical foundations of CA analysis, namely, indexicality and reflexivity and accountability.

First, indexicality refers to participants' knowledge of social context is talked into being rather than just something in the environment. Therefore, the context features cannot be invoked and analysed unless the participants are orienting to such features (Seedhouse, 2004). Some context-bound or embedded indexical or deictic expressions (e.g., this, now, here) can show the indexicality.

Second, accountability indicates that "everyday activities as members' methods for making those same activities visibly-rationale-and-for-all-practical-purposes, i.e., 'accountable' as organizations of commonplace everyday actions"(Garfinkel, 1967, p. VII). ten Have (2004) notes its associations with liability in the sense that interactants design their actions in an understandable and explicable sense. This principle is understood to "provide a basis for interpretation and social actions" (Seedhouse, 2004, p. 11)

Third, reflexivity refers to "the self-explicating property of ordinary actions" (ten Have, 2004, p. 20). Reflexivity underlies the adjacency pair. That means, a performed action also creates a context for interpreting that action, and this also requires another interactant to display the oriented interpreting and respond with the preferred action. This principle underscores the analyst's access to interaction from the emic/participants' perspective.

The current study is to investigate the CS use across different micro-contexts rather than take the lesson as a whole. However, based on these main principles informing CA, any detailed context features are not considered to interpret the patterns and interactional features of CS, unless the features are talked into being. Moreover, the study is interested in looking at how the teacher and students display their intersubjectivity or mutual understanding when teacher's CS occurs, and how such occurrence of CS is related to the pedagogical focus across the different L2 classroom modes.

CA is described as being subsumed but independent of ethnomethodology (Seedhouse, 2004; Cancino, 2015b). It is of little relevance to discuss CA's subsumed position in details here, however, it is important to be aware that CA is strongly informed by ethnomethodology(i.e., being subsumed), in that Garfinkel's construct of ethnomethodology is cited as "major force in CA's emergence as a specific style of



social analysis” (ten Have, 2007, p. 6). Hence, CA is still grounded on the fundamental principles and shares the essential features of ethnomethodology (Clayman and Maynard, 1995).

CA's independence lies in that it has been developed as the systemically analytical approach with the clear aims on its own, “some unique methodological features” (ten Have, 1990, p. 23), and “its own subset of principles and procedures” (Seedhouse, 2004, p. 13). According to Seedhouse (2004), CA aims to uncover “the development of intersubjectivity in an action sequence” with the focus on talk and actions in the progress of the interaction, and to reveal the interactional organization as well as its underlying “emic logic” (p. 13). The key principles underlying CA can be summarised below:

- Originated from Sack's idea of order at all points, “talk in interaction is systematically organised, deeply ordered, and methodic” (Seedhouse, 2004, p. 14);
- Contributions are context-free, context-sensitive and context-renewing (ten Have, 1990; Seedhouse, 2004);
- CA's researchers rely on the recorded natural data and the associated highly detailed transcriptions (ten Have, 1990; Seedhouse, 2004; Crystal, 2011);
- Basically, CA is an empirical and inductive study, following the bottom-up and data-driven route of analysis without the constraints of any prior theoretical assumptions (Seedhouse, 2004; Crystal, 2011);
- The essential question going through all the stages of CA data is: Why that (interaction as socially oriented action), in that way (the employed linguistic forms), right now (a developing sequence) (Seedhouse, 2004)?

To summarise, CA works as a powerful tool lies on its uniqueness. That is, “CA focuses on how, *in real time* and *for one another*, humans jointly construct the local social orders that make up their daily lives”(Ford, 2012, p. 512). The jointly construction of meaning can be publicly transacted to each other by a series of interactional organizational mechanisms, which will be reviewed in the following section.

#### **4.4.2 Interactional organization mechanism**

The early works of Sacks and Schegloff (e.g., Schegloff and Sacks, 1973; Sacks *et al.*, 1974) and subsequent research (e.g., Heritage, 1984; Goodwin and Heritage, 1990; Pathas, 1995; Hutchby and Wooffitt, 2002) have uncovered the interactional organisational mechanism. The sequential units of interaction that are most relevant to the current study will be briefly discussed.

### **(1) Turn-taking**

Turns are “the interactionally validated units of talk” (Ford and Thompson, 1996, p. 136). The turn-taking refers to “an organizational device” that determines the linear array of taking up or lapses of speakership as it would only “allow one-party-at-a-time” to speak (Schegloff, 2000, p.2). As a result, the “occurrences of more than one speaker at a time” is normally brief (Sacks *et al.*, 1974, p. 700). The transitions of the turns or the speaker change are characterised by minimal gap and minimal overlap (Sacks *et al.*, 1974; ten Have, 2007).

The system of turn-taking concerns with turn order and turn size, which is locally managed. Sacks *et al.* (1974) outlines the two interrelated components in the turn-taking system, i.e., turn-construction component and turn-allocation component, to account for speaker change. According to Sacks *et al.* (1974), turn construction component is made up of turn constructional units (TCU). The unit-types can be linguistic, including the constructions at a sentential, clausal, phrasal and lexical level. The units can also be some “non-verbal elements such as silence, laughter or body movement” (Cancino, 2015b, p.33). “The end of any such unit is a possible completion of a turn, and possible completions of turns are places at which potential next speakers appropriately start next turns”(Ford and Thompson, 1996, p. 136). TCU usually has projectability of the types of unit and the points of a possible completion which is referred as “transition-relevance places” (TRP). Therefore, a TRP projected by any type of TCU can contribute to the possible transfer of speakership. However, whether the boundaries (i.e., TRP) can be successfully projected/reached by a TCU relies on the participants’ understanding of the local context. Thus, the turn-taking system is context-sensitive (Psathas, 1995). In an example provided by Liddicoat (2011, p. 55) below,

- 1 Ther: What kind of work do you do?
- 2 Mother: Food service
- 3 Ther: At?
- 4 Mother: (A) / (uh) °cafeteria downtown main post office on Redwood

“At” at line 3 is a TCU, which is well understood by the mother. In this case, it is the context that the mother relies on to register this single unit as a meaningful TCU and detects its TRP. Thus, she can immediately take the turn to provide her response. In addition, this extract demonstrates that “a TCU may be recognised as a complete according to its intonational pattern” (Flowerdew, 2013, p.118), in that the questioning tone at line 3 projects the completion point (TRP) of Ther’s turn.

Turn-allocation refers to the option of the current speaker’s next-turn allocation, i.e., selecting the other or doing self-selection to begin in the next turn. It is worth noticing that a classroom setting shows a different turn-taking system from that of mundane conversation, because of the asymmetry role between the teacher and students in the classroom (Waer, 2012). Even though it has been found that the student self-selects to take the turn in previous studies (e.g., Waer, 2012) and in the current study, the teacher normally has the “institutional right” to control the turn-taking and decide the “sequentially or topically relevant” turn from the students (Solem, 2016, p. 9). Furthermore, the turn-taking varies, showing alignment with the pedagogical orientations in the related local context (Seedhouse, 2004; Cancino, 2015b). For instance, the learner-initiated turn that often takes place in the classroom context mode in the current study is just the case (see Extract 9.5 for more details).

## **(2) Adjacency pair**

The turn-taking change shows the closely related sequence move, and the two-move sequence as the minimal sequential unit is “adjacency pairs”(Schegloff and Sacks, 1973), such as a greeting followed by another greeting and a question followed by an answer. According to Schegloff and Sacks (1973), in the adjacency pair, the two turns, i.e., the first pair part (FPP) and the second pair part (SPP), produced by different speakers are “conditionally relevant”. Schegloff (2007) further explains this “conditional relevance” by stating that “first” and “second” include the order of the turns, and design features of these turn types and sequential positions. The first-ness sets up and projects the relevance of a SPP (ibid). That means, the action initiated by the FPP should be made relevant to the next action and completed by the SPP. However, the SPP as a required “production of a reciprocal action”(Goodwin and Heritage, 1990, p. 287)

sometimes is missed or delayed to come forth. The non-occurrence or absence of the conditionally relevant SPP is noticeable and may result in “attention to issues of nonhearing, nonunderstanding, misunderstanding, or to a repetition of the first or a disruption in the continuity of the interaction, and so on” (Psathas, 1995, p. 21). Nevertheless, it still provides a normative framework for assessing and understanding interlocutors’ actions and “interactional engagement” (Hutchby and Wooffitt, 2002; Heritage, 1984; Seedhouse, 2005).

There are three types of expansion sequences of adjacency pair: pre-, insert, and post-expansions. Pre-expansions are the sequences which are prior to the base sequence, resulting in the production or discard of the base adjacency pair. Two types of pre-expansions are generic pre-expansions and type-specific pre-expansions. The difference between the two types of pre-expansions is that the later type is specific to particular actions, such as pre-request.

Insert-expansions refer to the sequences inserted between a FPP and a SPP. This type of expansion includes the post-first inserts and pre-second inserts. According to Schegloff (2007, p.106), “whereas post-first inserts look backward, ostensibly to clarify the talk of the first pair part, pre-second inserts look forward, ostensibly to establish the resources necessary to implement the second pair part which is pending”. Moreover, the produced type of inserts is still conditionally relevant to that FPP (Liddicoat, 2011).

Post-expansions are the sequence move that follow the FPP. The expansions can be a minimal single turn or non-minimal pairs of turns. The minimal post-expansion is also called the sequence-closing thirds, which is typically made up of the positive or/and evaluative tokens (e.g., OK, good etc.) to close the previous base adjacency pair sequence. By contrast, the non-minimal post-expansions “project a new turn” and “create context for new talk” (Cancino, 2015b).

In the EFL classroom, looking at the adjacency pair, particularly the production of the SPP, is important to scrutinise how the understanding of the teacher’s interactional agenda is achieved by the students. Some previous researchers (e.g. Cancino, 2015b) also point out that the first speaker’s conclusion of a missing SPP might be different from that in a language classroom. For example, in the analysed data of the current study, for the noticeable absence of the SPP, the teacher may repeat the FPP in the

way of employing CS. Moreover, the analysed data in the current study also shows that the CS is used in the as to the late two types of expansions, i.e., insert, and post-expansions.

### **(3) Preference organisation**

Preference organisation is the further notion of a “refinement to the concept of conditional relevance” (Flowerdew, 2013, p.122). The premise of the preference organisation is that the adjacency pair has more than one type of second pair part (SPP). For example, the greeting-return greeting (e.g., Hi – Hi/Hello) is only one type of SPP and it is not the case here. By contrast, the invitation – acceptance/refusal indicates two types of SPP, and presents the preference organisation: the preferred or dispreferred response. The preferred and dispreferred are based on these unsymmetrical alternatives and the unequal values of the alternative SPP (Schegloff, 2007; Flowerdew, 2013).

Preference is the structural characterisation of sequence in interaction rather than the psychological motives. “Preferred responses are typically simpler, whilst dispreferred responses tend to be marked by various kind of complexity, including delays, prefaces and accounts” (Poerantz, 1984, cited from Flowerdew, 2013, p. 122). In this sense, preferred responses shows the contiguity between FPPs and SPPs (Sacks, 1987), due to the preferred SPPs coming immediately, whereas the dispreferred SPPs may be preceded by a gap such as a silence to break the continuity of SPPs to FPPs, or prefaced with a delay, such as a hesitation marker (e.g., uh), a hedge, or other discourse markers, or accounts (Flowerdew, 2013).

### **(4) Repair**

In CA, repair is a generic term and its occurrence is caused by “a wide range of phenomena”, from “seeming errors in turn-taking” to “substantive faults in the contents” (Hutchby and Wooffitt, 2002, p. 57). Therefore, repair can take place for any trouble sources, covering more sense than “correction” which is narrowed to treat a speaker’s factual error or mistake (Schegloff *et al.*, 1977).

The repair system consists of four varieties of repair, which is characterised by “the initiation of repair (marking something as a source of trouble), and the actual repair itself” (Hutchby and Wooffitt, 2002, p. 61):

- *Self-initiated self-repair*: Repair is both initiated and carried out by the speaker of the trouble source.
- *Other-initiated self-repair*: Repair is carried out by the speaker of the trouble source but initiated by the recipient.
- *Self-initiated other-repair*: The speaker of a trouble source may try and get the recipient to repair the trouble.
- *Other-initiated other-repair*: The recipient of a trouble-source turn both initiates and carries out the repair. This is closest to what is conventionally understood as ‘correction’.

In the language classroom, it has been observed that the organisation of repair is different from that in ordinary conversation (Kasper, 1985). Firstly, the occurrence of repair is related to trouble source which is impeding the progress of pedagogical business (Seedhouse, 2004). In addition, according to Kasper (1985), self-initiated, self-completed repairs frequently occur in ordinary conversation. In contrast, the repair sequences prototypically follow the four-turn trajectories: trouble source in learner’s turns – teacher’s other-initiated repair – students’ completion of that repair – teachers’ confirmation to close the repair sequence.

#### **4.4.3 Employing CA in practice**

CA, with ordinary conversation as the basis and analysed target, is not exclusively used to analyse the ordinary conversation. As observed by ten Have (1990), CA’s data starts from institutional settings (calls to emergency or police), then CA shifts focus on conversation in everyday sense, followed by later CA researchers’ interest in interaction in institutional settings. The core point is that no matter the data is from institutions or mundane talk in interaction, the things beyond conversational devices, such a specific institutional setting, must be “talked into being”.

It is also worth mentioning that CA has been applied in second language acquisition (CA-SLA) in recent almost two decades, and “has developed a view of learning as situated practice” (Pekarek Doehler, 2013, p. 1). CA-SLA believes that the learning

processes can be traced by observing the micro-details of interactionally organised activities. As Pekarek Doehler (2013) documents, a number of CA-SLA studies extends the SLA research and start to:

- understand L2 interactions and learning environments,
- concern learning processes to investigating patterns of language use,
- observe L2 interactional development by tracing the change in accomplishing social activities in talk, and
- promote interactional competence as a prevailing research focus.

However, when applying CA-SLA, it needs to be clear that CA-SLA refers to implementing CA's analytic mentality into SLA studies, rather than just using CA as a technical tool for microanalysis (Pekarek Doehler, 2013). In addition, It is also clearly pointed out that addressing language learning issues needs to notice the degree of attachment to the CA's analytic mentality and the need of other theories' inspiration (Schwab, 2011; Pekarek Doehler, 2013). Put it in another way, the researcher should be aware of the distinction between CA-inspired approach and CA-informed approach (Mori and Markee, 2009). The former refers to the "pure" CA, falling within an "ethno methodological" CA approach (Seedhouse, 2005a) with adherence to the principles and procedures described in Section 4.4.1. In this respect, CA-inspired approach excludes any theoretical standpoints of language learning.

CA-informed approach shows attempts to make use of some exogenous theories (Sert and Seedhouse, 2011), such as combining socio-cultural theories to demonstrate learning (Markee and Kasper, 2004). In other words, CA-informed approach can be in service of different theories of learning by adopting "CA techniques as methodological tools" (Markee and Kasper, 2004, p. 495). The current study is CA-informed. To be specific, the SETT frame is informed by CA. Nevertheless, the CA's analytic mentality, i.e., following the basic CA methodological principles, should be always kept in mind when doing CA-SLA. Otherwise, the researcher may fall in the trap of using "CA as a technical tool for microanalysis" of the "socially oriented SLA studies" which are not under the notion of CA-SLA (Pekarek Doehler, 2013, p. 3).

#### **4.4.4 Significance of CA**

CA indispensably contributes to discourse analysis (Van Han, 2014), attributing to the following major significances:

- **For talk-in-interaction in general**

- 1) CA provides a different analysis model from the statistical or intentional-motivational one. That is, the structural analysis is to account for the social rather than psychic mechanisms (Bilmes, 1988);
- 2) Detailed procedures of approaching the data allow it to identify various facets in interactional activities that may not be recognised by other analytical approaches.
- 3) CA helps develop “an overall sensitivity for intricacies of talk-in-interaction”, rather than provide “packaged easy-to-use solutions to felt problems” (ten Have, 2007, p. 211);
- 4) CA analysis is more transparent to the readers, because the participants’ analytical perspective relies on recordings as sources that allow for both analysts and readers to view and review the same employed materials (Pomerantz and Fehr, 2011);
- 5) CA enables interactants to be aware of conversational techniques, such as how to do a better turn-taking and how to manage topic development (Van Han, 2014)

- **Specifically for CA-SLA**

- 1) CA-SLA mainly contributes to understanding the learning process in “documenting how interaction shapes cognition and how learning processes are configured within situated courses of practical activities” , and extends the SLA research with increasing awareness of the “nonlinear nature of learning” (Pekarek Doehler, 2013, pp. 1-2);
- 2) CA-SLA significantly contributes to the “enhanced awareness of the contextual and interactional dimensions of language use” in promoting learning (Firth and Wagner, 1997, p. 286);



- 3) CA-SLA can help understand “architecture” of language classroom (Seedhouse, 2004), and provide better interpretation and account for “the multi-layered structure of classroom interaction” (Walsh, 2013, p. 102)

#### **4.4.5 Limitations of CA**

Concerning CA’s limitations, CA researchers rely on the recordings and the transcriptions of naturally occurring talk-in-interaction. Thus, as Sunderland (2006) points out, there are some limitations/challenges in terms of access, ethics, methods (e.g., audio/video recordings, and transcription) etc. Except the ethical concerns which will be discussed separately later (see *Section 5.6*), the limitations in the other aspects, together with the CA researchers’ endeavour in minimising them whenever possible, are summarised below:

- **Research objective:**

The earlier CA research projects, not telling “grammatical explanations”, are criticised to leave the readers being uninformed and thus confused what the research is about (ten Have, 1990, p. 26).

- **Data collection:**

- 1) The needed data are not always easily “available and accessible to the researcher” (Dimulescu, 2010, p. 112);
- 2) Unnatural performances, to some extent, from participants are likely caused by their awareness of the recording reality and facilities (Dimulescu, 2010);
- 3) The moving cameras may cause distraction and interruption for participants as above, but the static camera recording cannot capture all the facets of interaction, such as gazing, hand movement and so on.

- **Transcript:**

Repeatedly checking, reviewing and revising data cannot simply cumulatively achieve a perfect transcript. That is, the full details realistically cannot be represented in transcriptions (ten Have, 1990).

- **Data analysis:**

- 1) CA is inadequate to represent participants' situated meanings, and
- 2) The researcher cannot be completely objective due to the inevitable use of one's membership knowledge (ten Have, 1990);
- 3) CA is criticised for excluding contextual factors, e.g., information of participants' backgrounds, details of setting and other wider factors such as institutional organizations and cultures (Lapadat and Lindsay, 1998; Seedhouse, 2004).

As to the issues in data analysis, ten Have (1990) addresses the first two by arguing that the meaning does not mean end of utterances, but it is a "possible means to an end" (p.26), and the researcher's inevitable use of membership knowledge should be restricted to "understanding what is being said and hearing how it was said" (p. 30). For the third one, however, this deficiency is a paradox, as it is also regarded as a strength (Cook, 1990; ten Have, 1990). This attributes to the nature of CA that excludes prejudging, is "both practical and principled" (Lapadat and Lindsay, 1998, p. 7), and prevents the loss of "local orderliness or important facets of social organization" caused by the inappropriate control of contextual information (Maynard, 2006, p. 64). This reminds the researchers that contextual information can only be analysed, only when participants orient to (Seedhouse, 2004).

- **Particularly for CA in SLA**

- 1) It is often impossible to detect successful learning outcome or acquisition (Flowerdew, 2012);

- **Others:**

- 1) Obviously, it is time-consuming through the various stages, including recording, transcribing, coding and interpreting procedures (Flowerdew, 2013).
- 2) The collected data tends to be the restrict base, which is severely questioned in terms of the validity of its findings (ten Have, 1990).

Notwithstanding these criticisms, the above negative issues cannot constitute a sufficient reason to avoid employing CA as an analytical approach. It is still well acknowledged that CA offers a theory and powerful methodology which allow us to understand how talk is organised in interaction in both every day and institutional practice and scrutinise what there is (Flowerdew, 2013; Markee, 2008). The awareness of CA's limitations will contribute to more thoughts on what research question(s) to be addressed, whether the research question(s) can be addressed(i.e., descriptive rather than prescriptive question (s)), and on maximal reduction of the possible factor which may undermine the validity and reliability in the researchers' practical research project. The efforts of minimising the negative influence of the demerits of CA in terms of data collection (see *Section 5.2*), transcriptions (see *section 5.3*), and data analysis (see *Section 5.4*) to optimise the validity and reliability will be discussed in details in the next chapter, i.e., the chapter which is to introduce the research design of the on-going research.

#### ***4.4.6 Applying CA in the current study***

The specific merits have been well considered before deciding to apply CA in the current study. Firstly, as discussed above, CA can provide the profound insight into the mechanism, organization of natural discourse in ordinary and institution settings, and the detailed procedures of approaching the data in question. Thus, the CA analytical way is suitable to investigate the context-sensitive sequential patterns and interactional features of the language use which are presented by the data itself (ten Have, 2007).

Secondly, CA is compatible with interactional competence (IC) and classroom interactional competence (CIC). In the first the sense, one founding inspiration of conceptualising IC is CA (Hall and Pekarek Doehler, 2011). CA primarily concerns the competence underlying the ordinary social activities (Heritage, 2005) by providing "a detailed understanding of how social interaction is organised on a moment-to-moment basis"(Hall and Pekarek Doehler, 2011, p. 6). In the other sense, as L2 user's IC is also argued to be presented indispensably in SLA (ibid), CA-SLA approach can contribute greatly to the understandings of CIC. As Walsh (2013) argues, through CA-SLA approach, some typical examples of interactional competence has been successfully found by "using interactionally and pedagogically fruitful instances of talk" (p. 27).

Therefore, through applying CA-SLA, the current study may have some implications in terms of CIC.

Thirdly, why code-switching being used tends to be understood as “the language choices in the preceding and following turns by the participants themselves” (Li, 2002, p. 164). CA provides an analytical procedure to interpret code-switching as part of interactive process with reference to the conversation context (Li, 2002). Code-switching has been successfully approached by CA firstly from bilingual interactions, such as Auer’s (1984) study on Italian migrants in Germany, Sebba’s (1993) study of young Caribbean Londoners etc. (cited from Li, 2002). Previous studies also demonstrate that CA is effective to analyse CS in language learning classrooms, e.g., exploring the organisation of CS sequences (e.g., Üstünel, 2004) and the relationship between L1 use and different classroom contexts (e.g., Waer, 2012).

With respect to the practical application in the current study, CA analytical mentality from data collection to data analysis was implemented. That is, the data was collected through recording the naturally-occurring EFL classrooms, transcribed according to the CA conventions, and analysed on the turn-by-turn basis from the emic/participant’s perspective. The detailed discussion of the implementation of CA analytical mentality, along with the methodological and ethical concerns, in the current study will be presented in the research design in Chapter 5.

## **4.5 Data Coding**

### ***4.5.1 Mode detection: Applying Stivers’ (2015) “CA-grounded formal coding approach”***

As modes (Walsh, 2006; 2011; 2013) are considered to be applied in this research, one challenging issue may arise from the formal coding (e.g., top-down and theory-driven coding) of functions. That is, is the formal coding (i.e., mode coding in this study) antithetical to CA (see Stivers, 2015)?

Stivers (2015, p. 1) has been aware of this challenge, and then has affirmatively argued that the formal coding does “not necessarily antithetical to conversation analysis”. That means, “it is possible to make use of formal coding in a way that remains true to CA principles about the study of social interaction” (ibid). Such a possibility primarily relies

on the ground of two respects of CA methods: shared properties and the broad patterning properties (i.e., distributional evidence) of the instances (Stivers, 2015). In this regard, Stivers then argues to apply a “CA-grounded formal coding approach” which is grounded in the conversation analytic work and meanwhile considers “both position and composition in its approach” (p.11)

Specifically, according to Stivers (2015), being grounded in the CA work means that characterising the instances should meet the CA principles from several key respects. First, it is possible to return to the data collected from the naturally-occurring recordings. Second, the analyst and the participants should have the alike interpretation on the interaction. Third, the coding is grounded in an understanding of the target phenomenon “in social interaction, the contexts of their occurrence, their respective interactional functions, or how recipients respond differently to them” (p.10). Regarding the positional aspects, they are normally concerned with when the turn is initiated, who initiates it, and who completes the turn and so on. With respect to the composition, it usually concerns with coding the general features from the turn design.

As argued by Stivers (2015), the CA-grounded approach “remains relatively true to CA principles than other formal coding approaches”, even though it “involves a reduction of behaviors to categories” (Stivers, 2015, p.11). Drawing on this merit, the study applied this approach. Also as suggested by Stivers (ibid), in order to keep the coding “both compositionally and positionally sensitive”, the data coding scheme is developed “following a conversation analytic study of a given practice”. Therefore, the mode categories are not necessarily imposed to characterise the CS instances, unless the data emerging the match between CS sequential patterns and the related mode.

#### ***4.5.2 Initially unmotivated coding of CS features: CA analytical approach***

Despite introducing in modes to locate the CS analysis in a particular dynamic sub-context of the L2 classroom, the coding of CS sequential features still strictly followed CA conventions. That is, when coding CS features, no attention was given to the type of mode in which it takes place. As mentioned in last Section, mode detection is not to determine how CS is operated in that mode, but used for later analysis reference when the CS occurrence matches that mode. Therefore, any interesting and recurrent features were noted, according the unmotivated looking based on the turn-by-turn

analysis and sequential development. For example, the different intonation and speech devices (i.e., a try-maker) along with the CS use were the features completely emerging from a CA analytical approach. The detailed operation can be seen in Section 5.4.4.

#### **4.6 Potential Methodological Concerns and Justification**

All in all, CA-informed methodology with its focus on the details of talk enables to scrutinise the specific features of teachers' use of interactional code-switching. However, due to the consideration of applying the SETT framework (Walsh, 2006; 2011; 2013), this study may potentially be questioned from three main aspects for which it is deemed appropriate to provide a further clarification here. Additionally, the concerns regarding the removal of corpus linguistics (CL) need to be addressed.

##### **4.6.1 CA: *Looking at intentions/standards of CS?***

The starting point of this study is from the proposed ideas and calls to use CS judiciously (Atkinson, 1987), purposefully, intelligently (Macara, 2009; Hall and Cook, 2013) and the like. This may mislead the understanding, i.e., the research is to use CA looking at intentions (due to the notion of "purposeful use") or standards (because of the notions of "judicious use" and "intelligent use") of the teachers' CS employment.

In fact, this is absolutely NOT the case. This study firstly is not simply of teachers' intention and purpose, but of the display of their intention or purpose, which is a "piece of interactional business" that is visible to the public (Antaki and Wetherell, 1999, pp. 7-8). Here, the intention or purpose is linked to the teachers' display of their pedagogical purpose and how this orientation display is understood by the students in the interaction. Therefore, as to the analysis, the sequential patterns and interactional features of CS in relation to the pedagogical orientations are identified and interpreted on the turn-by-turn basis, rather than from the analyst's perspective or the participant's report.

As to the notions concerning the quality of CS use, this study does not go for any prescription or set up standards about the good or bad quality of the CS use. Rather, by analysing the CS use by modes (i.e., the micro-contexts) under the SETT framework on a moment-by-moment basis, the study links the quality of CS use and classroom interactional competence (CIC) on a macro-level. This link is set to understand the

relationship between the CS use and CIC by taking both CS employment and CIC to be interactional matters (*for the reflections of CIC on the basis of the findings related to the CS use in the current study, see Section 11.3.3 in Chapter 11*).

#### **4.6.2 Can CA work within SETT?**

As both a theoretical framework and a methodological tool, SETT (Walsh, 2006; 2011; 2013) was introduced in the present research. The aptness of SETT may be challenged in two aspects. The first one is that SETT may lead the data to face the risk of being analysed from an outsider's or the etic perspective, in that SETT is considered to be an external theoretical framework being incorporated into CA. The other challenging issue may come from characterising the CS occurrence by different modes under SETT, i.e., using the pre-determined categories to carry out the top-down data analysis.

However, CA does not deny goal-oriented spoken interactions, and can be applied to L2 classroom with a pre-determined aim of learning L2 (Walsh, 2013, p. 28). Walsh's (2006; 2011; 2013) SETT characterises the orientation of the nature of classroom teaching on the macro level and specifies features of interaction in the micro-contexts. In brief, SETT, a theoretical framework though, is just highlighting the link between classroom interaction and the local context. This originally aims to help lead the attention to the very context-sensitive classroom interaction in different micro-contexts rather than predetermine a framework for a top-down examination. Therefore, introducing the SETT in the current research does not oppose to examine CS from the emic-participants' perspective.

The modes in SETT emerge from "the reflexive relationship between pedagogy and instruction in the L2 classroom" (Seedhouse, 2004, p. 66), and show a further understanding of the 'reflexive relationship'. It links the pedagogical goals and the related interactional features they shape to construct the basis of SETT grid under the notion of CIC (Sert, 2010). The modes share the same tradition and nature as pointed by Seedhouse (2004), "L2 classroom interaction is not an undifferentiated whole but can be divided into a number of sub-varieties or classroom context" (p. 205). Modes in SETT are also dynamic and can be taken as the sub-contexts or micro-contexts of the L2 classroom. This comes from Walsh's (2013, p. 27) similar points of view that a whole lesson is an integration of "dynamic and variable" contexts and "multi-layered structure"

of classroom interaction (*for detailed discussion of the understanding of contexts and the contexts used in the current study, see Chapter 3*).

In this respect, the sequential patterns and interactional features of CS, analysed “at the micro level of context” with the emphasis on “heterogeneity, uniqueness and the ‘instanced’ nature of the interaction”, is also in accordance with the CA working principle that looks at the every bit of the interaction to find out the salient instances and features from talk-in- interaction (Seedhouse, 2004, p. 212).

#### **4.6.3 Coding modes: Antithetical to CA?**

As described in Section 4.5.1, the modes were detected at Step 1. However, this may give rise to the question, whether these steps of coding can still keep the CA sensibilities. In fact, this issue has been addressed when discussing whether CA can work within SETT in Section 4.6.2, and how to apply a “CA-grounded formal coding approach” in Section 4.5.1. Firstly, the mode detection is compatible with CA principles, in that the application of modes is only to assist to locate context-sensitive classroom interaction in different dynamic micro-contexts. Secondly, only a CA-grounded formal coding that is built directly on the ground of CA methods and the dimensions of position and composition, can the mode coding be made possible to “maintain the sensibilities of a CA approach to interaction while reducing interaction to formal codes (Stivers, 2015, p. 8). Therefore, to make it clear to the readers, this section just provides a reiteration of the argument that coding modes “not necessarily antithetical to conversation analysis” (Stivers, 2015, p. 1).

#### **4.6.4 Removal of CL: Did it make a difference?**

As mentioned previously in 4.2.2, corpus linguistics (CL), i.e., applied CL, was originally considered to be a complementary analytical tool. However, it was removed after the fieldwork because of several reasons. The first reason was superficial and practical, which concerns with managing the large database. After the completion of data collection and presentation during the annual panel in June 2015, I was advised to remove CL, in that it was too ambitious to take care of 31-hour recordings. That is, 31-hour recordings, as a large database, may work for CL analysis, whereas the large amount of data yielded from the very detailed transcripts for CA’s analysis may not be



intensively analysed due to the time limits for doing research and limited space for the thesis writing.

Secondly, the complementarity (Greene *et al.*, 1989) or significance enhancement (Collins *et al.*, 2006) of employing CL as a quantitative technique was reconsidered. In order to investigate how the sequential patterns of CS are related to its functions within the different modes, CL was considered to look at the relationships between functions of CS (coded according to Ferguson's (2003) category), sequential patterns of CS and the different modes. However, only the relationship between functions and modes does not matter much to analyse the sequential patterns under functions by modes. The key word frequency obtained from CL may indicate how the CS sequential patterns are linked to some top key words under a certain function, such as the word "page" being found related to occurrence of CS in managerial mode in Waer's (2012) study. However, The sequential analysis shows that the CS use in relation to "page" only takes place when a mode shift occurs in the current study, and the sequential pattern recurrently presents as "plain translation of task/activity-located instruction" (*for detailed examples, see Extract 6.5-6.7*). In this regard, the examination of the frequency of functions in relation to modes and key words does not contribute much to maximising the researcher's interpretation of data (Onwuegbuzie and Leech, 2006).

Furthermore, the research purpose, research questions and methodological design are reflexive (Onwuegbuzie and Leech, 2006). The reconsideration of applying CL revealed two aspects which are not convincing. In the first sense, mixed methods research studies typically require to develop "at least one qualitative research question and at least one quantitative research question" (Onwuegbuzie and Leech, 2006, p. 480), while there is only one qualitative research question in the current study, i.e., What are the sequential patterns and interactional features of CS in EFL teacher talk in a Chinese university setting?. In addition, it is not sensible to look at the frequency of sequential patterns completely emerging from the participants' interactional business, in that "to characterise previously unidentified interactional practices" "cannot be done by coding and counting" (Drew and Heritage, 2006, p. 13).

Regarding the influence caused by the removal of CL, the direct one is on the reduction of database and the accompanied issues in terms of data preference and size of database. To address this concern, video-recordings, nature of lessons and extensive

coverage of different areas were the priorities for having the rich qualified data. In addition, in order to have sufficient CS instances, the recordings were transcribed progressively. The details of setting up the final database is described and discussed in Section 5.3.2.

## **4.7 Reliability and Validity**

The current study falls within the scope of qualitative research, and “assessing and publicly disclosing the methodological rigor and analytical defensibility” is important in qualitative research (Anfara Jr *et al.*, 2002, p. 28). The revealing of the rigor and defensibility shows a thinking of the issues of “validity, generality and reliability” (Denzin and Lincoln, 2000, p. 17). However, CA also has the nature in its own right, which is different from the other qualitative studies (Seedhouse, 2005b). Therefore, the issues of reliability, validity and generality (i.e., external validity) will be disclosed both from general standards of qualitative research and a specific CA’s perspective.

### **4.7.1 Reliability**

Reliability relies on 1) quality of recordings and transcripts (ten Have, 1990; Peräkylä, 1997; Arminen, 2005), 2) repeatability and replicability of the results (Bryman, 2001, p. 29), 3) the transparent process of CA’s analysis (Seedhouse, 2005b), and 4) the transparent decision during the research process (Anfara Jr *et al.*, 2002).

Like the other qualitative studies, data collection is “a critical step in the overall research process” in this CA-informed research (Arminen, 2005, p. 69). The recording quality was ensured by careful operation of the recording process, selection of recordings and balance between “getting a good recording and minimising interference” (*ibid*) (see *Section 5.2.2*). The quality of transcripts can be realised by repeating access to recordings for more details and highly honest presentation of the interaction (see *Section 5.3.1 and Section 5.5*).

As to the second facet, besides providing the link/access to the recordings, it is argued that good work from the transparent process of analysis, particularly of CA’s analysis (e.g., fine-detailed and thorough analysis) enables to test the repeatability and replicability of the results (Seedhouse, 2005b; Brandt, 2011). In this sense, peer review and debriefing is another procedure to ensure reliability (Creswell and Miller, 2000;

Long and Johnson, 2000), which can be realised in terms of discussing, presenting and defending methods and findings with the research colleague(s) and research groups with the similar contextual interest (Long and Johnson, 2000; Brandt, 2011) . In this regard, peer review was conducted mainly in two aspects: one was to compare the identification of modes and functions categories with a knowledgeable colleague (see *Section 5.5*); the other was presenting and discussing the CA's transcriptions and some of the initial findings with the research colleagues informally or formally in the related research group, e.g., Multimodal Analysis Research Group (MARG) at Newcastle University (see *Section 5.5*).

Anfara Jr *et al.* (2002) also propose to publicly disclose “the decisions made during the research process” (p. 30) as a new criterion. In this way, how the raw data were collected and how the processes were compressed and rearranged can be visible to the public so as to be credible (Lincoln, 2001, p. 25). Therefore, the researcher presented a methodological change which concerned with the removal of corpus linguistics (CL), and also addressed the accompanied concerns (see *Section 4.6.4*).

#### **4.7.2 Validity**

According to Shank (2002, p.92), “validity is always about truth”. In the qualitative research, normally, two main kinds of validity are discussed, namely, internal validity and external validity (Bryman, 2001; Seedhouse, 2005b).

The internal validity is concerned with “how trustworthy the conclusions are that are drawn from the data and the match of these conclusion with reality” (Anfara Jr *et al.*, 2002, p. 33). This definition refers to two aspects: the credibility of the findings itself and the match of the findings with reality. The latter one is also referred as ecological validity (Seedhouse, 2005b).

According to Seedhouse (2005b), CA's emic perspective itself is able to test the credibility of the findings in two senses. In the first sense, the emic perspective results in the findings from the participants' perspective, and the findings can be evidenced by talk-in-interaction itself. The other sense is that the emic perspective allows the other researchers to examine the same data. “Validation by the next turn” is essential (Arminen, 2005, p. 69). In this sense, what the researcher needs to do to keep the

validity is only to reveal the details that the participants orient to each other. Regarding the match of the findings with reality, the nature of the CA research data is naturally-occurring from real life, therefore, the interpreted data “render the analysis meaningful in certain ways” (Gee and Green, 1998, p. 159). In this sense, the research findings can be “considered as ecologically valid” (Brandt, 2011, p.57).

External validity refers to “how well conclusion can be generalised to a larger population” (Anfara Jr *et al.*, 2002, p. 33) or in different research contexts (Seedhouse, 2005b). In the former sense, it seems CA research cannot produce generality, due to the criticism of building blocks of the individual differences (Arminen, 2005). However, Seedhouse (2005b) argues the coexistence of individual instances and the related machinery of the interactional organisation revealed by them. Therefore, on the basis of seeing “whether and how some a priori rule or principles is oriented to by participants in various instances of natural interaction” (ten Have, 2007, p. 150), CA study’s generality becomes possible (Seedhouse, 2005b). In this regard, the sequential patterns and interactional features of CS with reference to the pedagogical orientations and interaction in the current study are likely to be generalised in other L2 classroom teaching context. However, as pointed out by Potter (1996) and Arminen (2005), deviant cases should be considered to strengthen the analysis (*see Section 5.4.4*). This is because “one regular CA enterprise is the search for deviant cases that test the power of generalization” (Ford, 2012, p. 510), and an untenable claim calls for more nuanced account (Schegloff, 1993).

#### **4.8 Summary**

Overall, this chapter has outlined the research methodology, which critically evaluates SETT (Walsh, 2006; 2011; 2013) and CA, together with their applications in the current study respectively. It is proved that CA is applicable and beneficial as a research method in the on-going research. In addition, it indicates that the CA employed in the researcher’s project is fully considered, which is evidenced by the discussion on potential methodological challenges, including its coding issues under SETT, and removal of CL as well as the related issues. The following chapter will describe how the research methodology was applied in the current study.

## Chapter 5 Research Design

### 5.1 Introduction

In the previous chapter, conversation analysis (CA) was introduced and justified as the research method under SETT framework. Applying CA-grounded formal coding approach (Stivers, 2015) to code different types of modes of the L2 classroom was also discussed. This chapter sets out to describe the current research project, and how CA working principles were applied in doing it. This chapter also presents the refined analysis direction which emerged out of the iterative data process in the current study.

The description in this chapter begins with data collection in Section 5.2, which is to introduce the demographics of participants and nature of the recorded lessons. Then, how the recordings were transcribed is to be introduced in Section 5.3. This section concerns with the issues of the software and conventions to do the transcriptions, and determination of the size of the database and a single extract with CS instance(s) for analysis. In Section 5.4, the three-step data coding and analysis procedure will be detailed. Then, the potential issues regarding the transcripts, coding and choice of the analysed episodes (*Section 5.5*) will be considered prior to addressing the ethical concerns (*Section 5.6*).

### 5.2 Data Collection

#### ***5.2.1 Demographics of participants and nature of the lessons***

Given that the CA-informed research requires naturally-occurring data collection, the EFL teaching interactions from the university-level classes were audio/video-recorded for the purpose of this study. The participants were the teachers and students from the university level. Originally, corpus linguistics (CL) was intended to be applied as a complementary tool in the study, which required a large database. Therefore, 8 universities in 6 different areas of Mainland China were selected to collect the recordings, and there were 21 teacher participants (non-native English speakers) and over a thousand of student participants (Year 1 & 2). As to the sample universities, the researcher attempted to cover a wide range of universities in different areas by taking location (geographically, social-economically and politically), education commitment and fame into account. Therefore, the 6 selected provinces were *Beijing, Liaoning,*

*Shandong, Shanghai, Zhejiang and Guizhou. Beijing and Liaoning* are located in the North, and *Beijing* is the capital of China and also the political, economic, and cultural centre of the country. As the coastal provinces in the East and South of China, Shandong is famous for its dense education atmosphere, *Shanghai* is a renowned international metropolis, and *Zhejiang* is economically advanced. Normally, these 3 provinces are also included in the eastern coastal provinces of China based on their vibrant economy, whereas *Guizhou*, in contrast, is classified as a western underdeveloped area that is listed in the develop-the-west strategy by the country (see **Figure 3**<sup>2</sup> for understanding the economic ranking in different areas). Even though the variables for considering selecting the different areas were not studied in this research, the potential influence on EFT in China from the social, economic and political perspectives (see Shi, 2016) were concerned, so as to collect data from various representative areas. 1-2 universities were selected in each province. The sample universities included both top and the common ones within a variety of focused subjects, such as arts, humanities and sciences. 1-3 EFL teacher participants were involved in each university (see *Appendix G for details*)

However, CL was then removed from this study after the field work due to the reasons mentioned earlier in Section 4.6.4 in Chapter 4, including research limitations such as the difficulty in striking the balance between a large database required by CL and in-depth detailed analysis from CA. Therefore, for the purpose of this study and considerations on its limitations, only the recorded 9 teachers' classroom teaching from 6 universities were transcribed and analysed. As highlighted with a red five-pointed star in **Figure 3**, the finalised selection of recordings for analysis in this study were from 6 universities in 5 provinces, i.e., *Beijing, Shandong, Shanghai, Zhejiang, and Guizhou*. The details of size of database and consideration of choosing the recordings will be discussed in Section 5.2.2. All the English teacher participants were experienced, having taught English as a foreign language over three years. They are also qualified, in that they have got a Master degree from the English learning programmes and accepted EFL teaching professional training. In this sense, the EFL teachers were able to teach exclusively in the target language. The class sizes were quite large, ranging from 35 to 55 students. In my research, only the English teaching with the focus on

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<sup>2</sup> The map in Figure 3 is modified from 2010 Relative Per Capita GDP Ranking (See <http://www.geocurrents.info/wp-content/uploads/2013/04/China-GDP-ranking-by-province-2010-map.png>).

listening, speaking and reading were recorded, due to the accessibility and the large proportion of these tasks in the teaching curriculum.

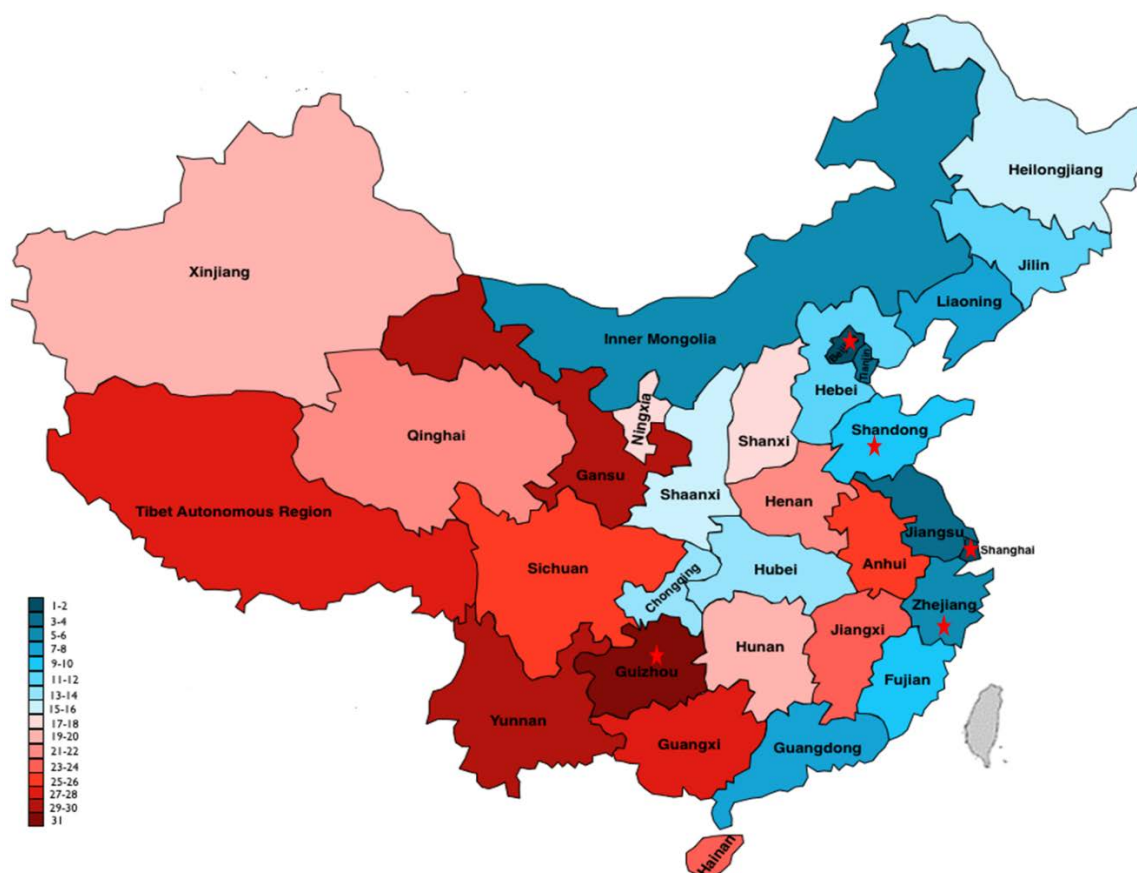


Figure 3 Distributions of sample universities in Mainland China

### 5.2.2 Recordings of EFL classroom teaching

All the observed lessons were naturally audio/video-recorded from the sample university-level classes. There were some endeavours to record the classroom interactions with satisfactory quality, while keeping the naturally-occurring nature of EFL teaching. Firstly, the recordings were conducted in the classrooms as the teaching occurred according to the teacher's usual classroom teaching plans and setting. That is, no changes were made because of the recordings. Secondly, for the video-recorded classroom teaching, in the small-size class (about 30 students or below), a camera was set in the front to include as many students as possible, and the other one was set at the back with more focus on teachers. Moreover, the teaching was also audio-recorded by several audio-recorders that were placed in the different places of the classroom to ensure the high quality audio recordings of most interactions. The static video and audio recorders were set in the classrooms, because these facilities are easier to use and less intrusive. However, the pilot recordings showed that the interaction details in

the large size classroom (over 40 students) could not be well captured by the static cameras. Therefore, for the large size classrooms, most of the video recordings were collected with one camera to trace the participants' interactions for capturing more details of the interactions. In this case, the recordings in the same class were done twice to enable the participants to get used to the recording facilities, so that the influence on the participants' classroom performance could be minimised. 3 universities in 2 provinces were only audio-recorded, because the participants were not allowed to be video-recorded. Nevertheless, all the recordings were subject to the participants' view/request regarding the recording facilities, so as to impose the least disruption to teaching and learning and fully respect the participants. The ethical consideration will be discussed in details in Section 5.5. The total hours of initial recordings were 31 hours (see *Appendix G*), and the final selected recordings to be transcribed and analysed were 14.5 hours.

### **5.3 Transcribing and Transcription**

#### ***5.3.1 Transcribing software and transcription conventions***

The transcribing software Transana 2.52 was used to assist the transcriptions. According to ten Have (2007), Transana is suitable for conversational transcriptions, as its function of synchronising the transcriptions with audio/video recordings particularly works for conversation analysts to improve the transcriptions by unlimited times of revisiting the recordings. With respect to conversation analysis conventions, Gail Jefferson's (2004) transcription system was followed in this research. This is because it is "well suited to detailed analysis of talk", and it has been well acknowledged as "both a robust and useful tool for understanding the ways in which language is used in social interaction" (Liddicoat, 2011, p. 29).

Besides following the Jefferson's CA transcription conventions, by showing the following extract as an example, how Chinese language and the particular participant speaker's identity in interaction were presented in the transcript is to be explained here. Given that Chinese language is different from English, and for the researcher's convenience and time-saving to look at the data, the Chinese language was originally transcribed in the form of its characters, which are easier for the researcher to read. However, the presence of the extract is different in this thesis, due to the considerations on the readability to the other readers. Chinese characters are widely presented as Romanisation (i.e., *hanyu pinyin*)(Wang, 2012), therefore, the mandarin occurrence is



also presented in this way, followed by the idiomatic translation. The idiomatic translation was put in braces in next line (e.g., Üstünel, 2004; Waer, 2012) (lines 05-06 in the following extract).

```
01 DT2: ((after the students' group discussion)) NAME (SN2)
02      can you share your opinions?
03 SN2: more violence more obedience
04 DT2: more violence more obedience (.)
05      baoli yueduo shuncong yueduo ↑(.)
        {tr. more violence more obedience↑}-
06 SN2: dui a
        {tr. yes}
07 Ss:  ((laughter))
08 DT2: why?
09 Ss:  ((laughter))
10 DT2: that is to say consider that
```

With respect to the appearance of different speakers, the teachers were represented by “T”, and were differentiated by using the area code at the beginning and the number at the end. For example, in the extract above, DT2 refers to the second teacher participant in the D province (e.g., lines 01, 02, 08 & 10 in the following extract). Keeping the area code and the teacher participant number aims to present the CS deployment extensively from different teachers, which is consistent with the extensive data collection from different areas. A single student is represented by “S” plus a number (e.g., S1, S2) according to the order of their speaking in the classroom, and two or more students are represented by Ss (e.g., line 07). However, a single student who was nominated to speak by the teacher is identified as “SN+number” (e.g., SN2) in the transcriptions, and the number is according to the order that the student was named to provide a response (line 03).

### **5.3.2 Database: Determining its size and a single episode with CS**

Originally, this study was planned to set up a relatively large corpus due to consideration of using corpus linguistics (CL) as a complementary tool. As a result, the 31-hour recordings of EFL classroom teaching were collected. However, after looking at the large amount of data and reconsidering the related concerns of using both CL and CA (see Section 4.7.4), it was decided to remove CL, so as to have a focused and in-

depth analysis of CS patterns with CA. It is important to note that the removal of CL resulted in the reduction of the hours to be transcribed. For CA's analysis, a reasonable database has been advised to include five to ten lessons for classroom research (Seedhouse, 2004). However, even though CS is unavoidably used in the teacher's teaching practice, in policy, the teacher's CS is not encouraged in EFL classroom teaching (Guo, 2007). Therefore, it is difficult to predict how many CS instances took place in one lesson. In this sense, it is sensible to transcribe the recordings progressively until the occurrence of CS seemed to be sufficient for addressing the raised question. The concerns of sufficient CS instances depend on whether the occurrence of collections of CS instances (similar or different) are likely to be compared, which is a nature for CA analysis (ten Have, 1990).

When choosing the ones to be transcribed from the original 31-hour recordings from 20 teachers, the main preference was given to video-recordings, nature of lessons and extensive coverage of different areas. Even though it is also suggested in the ethnographic research to have an in-depth analysis of data rather than extend "the sample to a wider population"(LeCompte & Preissle, 1993, cited in Walsh, 2006, p. 63), the transcribing still attempted to cover more teachers' teaching. This can not only give richness of the data (Cancino, 2015b), but also minimise the possibility that the CS use only reflects a certain teacher idiolect (Walsh, 2006). Finally, the transcribed hours of EFL classroom teaching reached 14.5 hours, and 9 teacher participants from 6 universities in 5 provinces were involved in the present study. The details of recordings that were transcribed for analysis are summarised in the following table:

Province	No. sample univs	Top/common univ	Teacher	Nature of lesson	Audio/video recordings	Rec. hours
Beijing	1	Top 1	BT1(Female)	Reading	Audio	1.5
Shandong	1	Top 2	DT1(Female)	Reading	Video	1.5
			DT2(Female)	Reading	Video	1.5
			DT3(Male)	Reading	Video	1.5
Shanghai	2	Top 2	HT1(Female)	Speaking	Video	1.5
		Top 1	HT2(Female)	Speaking	Audio	1.5
			HT3(Male)	Reading	Video	1.5
Zhejiang	1	Common	ZT1(Female)	Reading	Video	1.5
Guizhou	1	Top 2	GT1(Male)	Listening & Speaking	Audio	2.5
<b>5 prov</b>	<b>6 univs</b>	<b>Top 1: 2 Top 2: 3 Com:1</b>	<b>9 teachers</b> 3 males 6 females	<b>Reading:</b> 7.5 hours <b>Speaking</b> <b>/listening:</b> 7 hours	<b>Video:</b> 9 hours <b>Audio:</b> 5.5 hours	<b>14.5 hrs</b>

**Table 2 Total hours of the transcribed recordings**

As to the transcribing procedure, at the beginning, two whole recorded lessons taught by one of the teachers (i.e., GT1), 2.5 hours in total, were fully transcribed. Then, the CS instances were looked at in the whole transcript to understand the modes in which they take place, and interactional organization in relation to the CS occurrence. From these 2.5-hour full transcriptions, it was realised that the transcriptions of extracts of CS instances in the other recordings should not only transcribe the CS occurrence within the mode or the moment in which the CS takes place. Rather, the overall context and sequence, and mode change should be taken into account.

For example, the following extract is taken from an interaction that the teacher, DT3, goes through the comprehension questions before the intensive reading, and this extract starts from the third question. The teacher, DT3, starts reading the question in a normal tone and speed (lines 01-02). After a very brief pause which is less than half a second, the teacher code-switches to Chinese to elicit the Chinese equivalent of 'performance', the key word in the question (lines 03-05). The CS used at line 04 is in skills and systems mode which is the secondary mode, and the main mode is materials mode. Therefore, unlike the findings in previous studies (e.g., Üstünel, 2004) or the sequential patterns in skills and systems mode as the main mode, in this case, as shown in this extract, the CS pattern in skills and systems mode as the secondary mode is characterised by no significant pause preceding the CS use nor extra prosodic features (e.g., stress) for the listeners' specific attention (*for detailed analysis, please see Extract 8.3*).

```

01      DT3:  and the third question is
02          ((reading))how were her school performances?
03          (0.3)
04→    DT3:  |performance zai zhege defang shi shenme yisi a?
           {tr. Here what is its meaning?}
           |looking at the Ss
05      S5:  biaoxian
           {tr. task/action performed}
06      DT3: biaoxian(0.2) huozhe yeji(.) duiba↑
           {tr. task/action performed (0.2)or achievement/scores (.)
           right↑}
07      Ss:  dui((nodding the head))

```

{tr. Right}

08 DT3: number 4

09 what was the summer programme mainly for?

It can be seen that the type of mode, e.g., whether the mode is the main mode or the secondary mode, also influences the CS patterns. In this sense, only the transcription includes the change of modes, i.e., main mode (materials mode) – secondary mode (skills and systems mode) – main mode (materials mode), can the CS patterns be fully interpreted. Therefore, regarding the modes and sequence, the extracts with CS occurrence in the rest 12-hour recordings was transcribed as fully as possible.

## 5.4 Data Analysis Procedure

As discussed in Section 4.5, the continuous multiple rounds of “visiting and revisiting the data and connecting them with emerging insights” (Srivastava and Hopwood, 2009, p. 77) to naturally obtain understandings of the match of the particular mode followed three core steps/levels, namely, the detection of modes according to CA-grounded formal coding approach (Stivers, 2015, see *Section 4.5.1*) (Step 1), CA approach to initially look at CS features (Step 2), and analysis of CS by modes (Step 3, see *Section 4.5.2*). The operation of these three steps will be detailed in Section 5.4.1, 5.4.2, and 5.4.3 respectively, followed by a map of the overall analysis procedure as a summary of the practical procedure of the analysis in Section 5.4.4.

### 5.4.1 Detection of modes in which CS takes place (Step 1)

The modes were detected while dealing with the transcriptions, because the present study is designed to look at CS sequential patterns both under SETT framework (Walsh, 2006; 2011; 2013). SETT comprises four modes and the interactional features in alignment with each mode (ibid). Therefore, to identify the modes in which the CS takes is a crucial stage prior to the data analysis. The CA mechanism was applied to the mode detection. As previously discussed in Section 4.5.1, Stivers’ (2015) CA-grounded formal coding approach was applied. That is, the detection/identification was carried out by the manifestation of “structural organisation the interaction as determined by the participant”, rather than having any “attempt to ‘fit’ the data” to any mode (Walsh, 2013, p. 101). Also, the detection/identification relied on the turn-taking, sequence of utterances, pedagogical orientation and interactional features (Walsh, 2006).

Additionally, the mode detection in relation to the CS use relied on the moment of CS occurrence in the interaction.

However, as previously discussed in Section 5.3.2, the researcher was aware of the importance to notice the related larger context which may include the mode change and the overall sequence of CS occurrence at the moment. According to Walsh (2006, p. 83), two types of mode change may happen:

- Mode switching: movements from one mode to another (e.g., Mode A – Mode B)
- Mode side sequences: Occurrence of a secondary mode as a quick shift between the main modes (e.g., Mode A – Mode B – Mode A)

Therefore, to capture the occurrence of modes which is dynamic in nature (Walsh, 2006), a new column was set on the right side of the extracts on the transcripts and it was filled in different colours. The different colours represent different modes (see *Appendix B*), which can be exemplified in **Figure 4** below, i.e., Screenshot of identifying modes and functions of CS.

17	S4:	=Fish=	
18	GT1:	=Fish=	
19	S5:	=P[ork]=	
20	S6:	=[Duck]=	
21	GT1:	=Pork(.) ↓[pork ](.)right↑	
22	S6:	[Duck]=	
23	Ss:	=Yeah=	
24	GT1:	=Duck=	
25	S7:	=蛋角=	
26	GT1:	=蛋角=	Providing feedback
27	Ss:	(laughing) (0.4)	
28	GT1:	Right↓ Any other?	
29	S8:	猪肉=	Providing feedback
30	GT1:	=猪肉	
31	Ss:	(laughing)	
32	GT1:	what(.) what is 猪肉(0.4) in- in English=	
33	S1:	=P[ork ]	Eliciting English equivalent
34	S5:	[Pork]=	
35	GT1:	=Pork(0.4)en(0.2)↓Pork(.)↓	
36		and(.) even↑ (0.2)b[eef]	
37	S4:	[Bee]f	
38	GT1:	But 20 years ago (.) people in China preferred pork	
39		(0.5)	
40	Ss:	Yeah	

**Figure 4 Screenshot of identifying modes and functions of CS**

In this extract, the interaction takes place between the teacher GT1 and his students, with the topic of the food they ate on the Chinese Spring festival. The students successively share their ideas, and the teacher provides feedback both through acknowledgement and invitation for the students' more contributions. The interaction at lines 17-30 is in classroom context mode (the main mode, filled with red colour). Then, at line 31, the teacher initiates the repair by asking the English equivalent of a Chinese word 'zhurou (tr. pork)'. Two students, S1 and S5, provide the preferred response and the teacher confirms their answers. Then, the teacher goes back to the topic, the food they ate on the Chinese Spring Festival, by providing another food (i.e., beef) (lines 32-36). Therefore, the interaction at lines 32-35 takes place in skills and systems mode (i.e., filled with green colour), which focuses on the linguistic accuracy. However, this mode is the secondary mode, as the teacher quickly switches back to the main mode, i.e., classroom context mode (filled with red colour), to encourage the students' expression of their own experience regarding the food they ate before. In this way, the fluid mode change can be clearly seen.

#### **5.4.2 CA analytic approach to look at CS occurrence (Step 2)**

As discussed in Section 4.6, this study adapted the CA-grounded formal coding approach (Stivers, 2015) to detect modes, yet the already detected modes were not to restrict the looking at the CS with pre-determined theoretical conceptions or categories. Step 2 was to look at CS occurrence completely from the conversation analytic perspective.

Accordingly, during the process of looking at CS, the researcher kept the following aspects into mind to ensure each CS instance was analysed according to CA techniques:

- Returning to the recordings whenever necessary;
- Understanding a CS instance in social interaction, the contexts of its occurrence and how the recipients respond to it;
- Salient features of CS can be observed by analysts and participants alike;
- Positional aspects of CS should be taken into account, i.e., who initiates it, the relations to others' turns, or why that phenomenon is in that turn, and so on.

Therefore, when undergoing the examination of the sequential organization and interactional features, the researcher still began with "finding patterns and explicating

their logic” (ten Have, 2007, p.120), rather than linking the occurrence of CS to the modes in which it takes place and its functions that were previously identified. In addition, the CA’s interactional mechanisms, turn-taking, adjacency pairs, preference organization and repair, were applied to carry out the analysis of the occurrence of CS. Anything interesting or salient features manifested by the data were initially written down by inserting the comments besides the CS instance (see Figure 5).

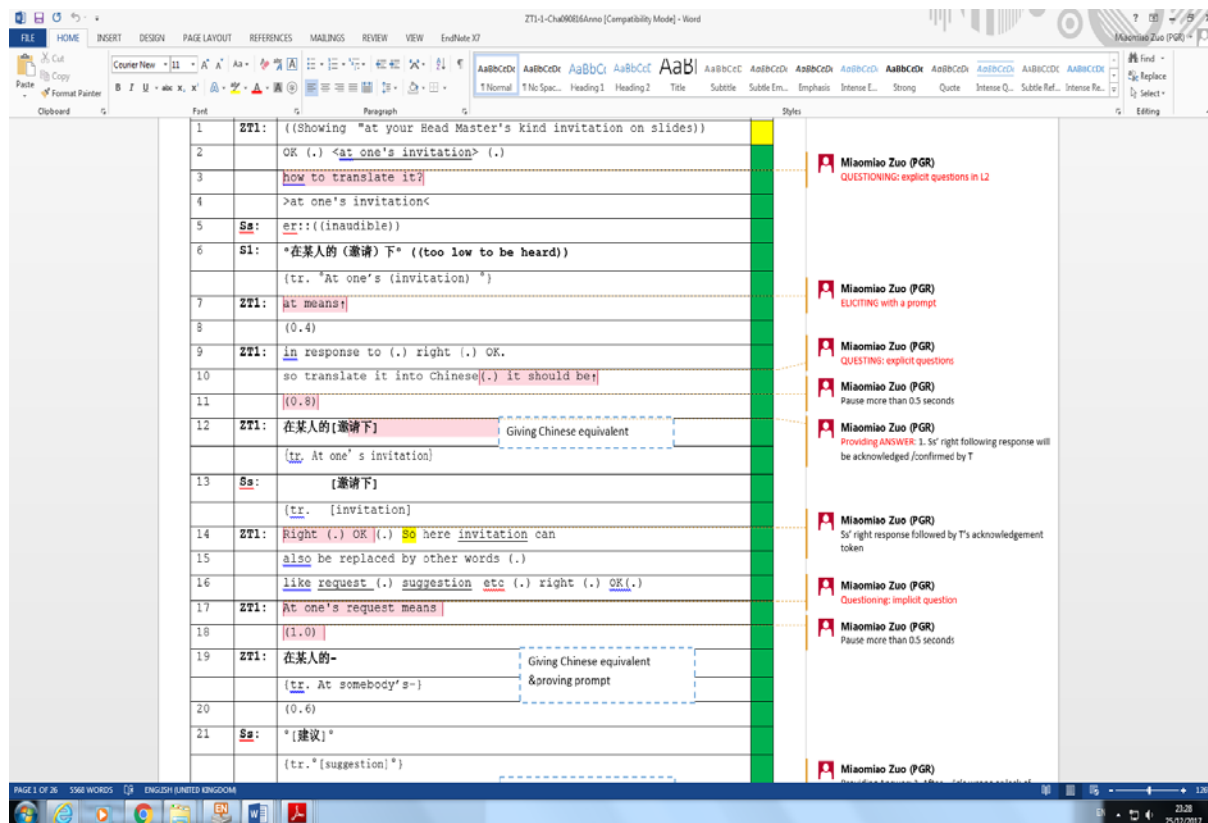


Figure 5 Screenshot of initial “open” looking at CS with notes

### 5.4.3 Analysis of CS by modes (Step 3)

The interesting phenomenon of recurrently occurring CS use were marked. Then, the modes of its occurrence was considered to seek out how those phenomena were related to them. These three steps contributed to the final setup of sub-database with CS instances by modes, and grounded the subsequent examination of the sequential patterns of CS, the affiliated pedagogical orientations and interactional features by modes.

As to the practical analysis of the CS use (i.e., Step 2 and Step 3 in Section 5.4.2 & 5.4.3 respectively) in the current study, the researcher followed the six stages proposed by Wilkinsin and Kitzinger (2008, cited from Flowerdew, 2013, p. 117). To

make it clearer, the details of processing the CS's analysis are presented in the following table.

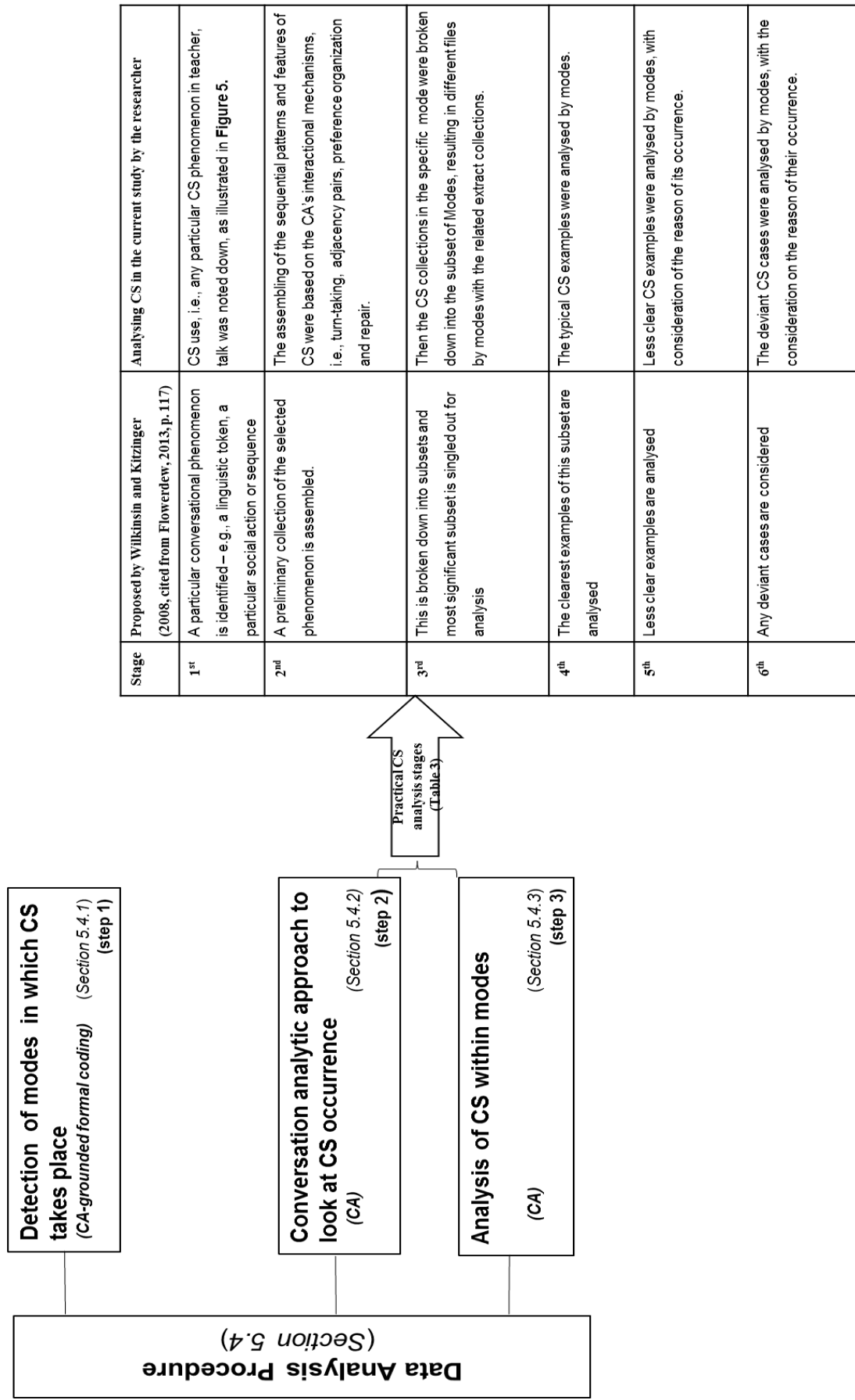
Stage	Proposed by Wilkinsin and Kitzinger (2008, cited from Flowerdew, 2013, p. 117)	Analysing CS in the current study by the researcher
1 <sup>st</sup>	A particular conversational phenomenon is identified – e.g., a linguistic token, a particular social action or sequence	CS use, i.e., any particular CS phenomenon in teacher talk, was noted down, as illustrated in <b>Figure 5</b> .
2 <sup>nd</sup>	A preliminary collection of the selected phenomenon is assembled.	The assembling of the sequential patterns and features of CS were based on the CA's interactional mechanisms, i.e., turn-taking, adjacency pairs, preference organization and repair.
3 <sup>rd</sup>	This is broken down into subsets and most significant subset is singled out for analysis	Then the CS collections in the specific mode were broken down into the subset of Modes, resulting in different files by modes with the related extract collections.
4 <sup>th</sup>	The clearest examples of this subset are analysed	The typical CS examples were analysed by modes.
5 <sup>th</sup>	Less clear examples are analysed	Less clear CS examples were analysed by modes, with consideration of the reason of its occurrence.
6 <sup>th</sup>	Any deviant cases are considered	The deviant CS cases were analysed by modes, with the consideration on the reason of their occurrence.

**Table 3 Practical analysis stages of the CS use**

#### **5.4.4 Map of the data analysis procedure**

Based on the three sections above, the overall map of the data analysis procedure can be illustrated as below:





**Figure 6 Map of data analysis procedure**

Thus, the overall procedure of dealing with the raw data and analysis can be summarised as below:

- 1) Detecting the modes (see Section 5.4.1)
- 2) Looking at the CS based on CA working mechanism (see Section 5.4.2 and the first and the second stages in **Table 3**)
- 3) seeking connection with modes and examining the pedagogical orientation & interactional features by modes (see Section 5.4.3, and the third, fourth, and fifth and sixth stages in **Table 3**)

The first step, to detect the modes, was beneficial to have a relatively complete local context of CS occurrence (for detailed discussion, see Section 5.4). The CA analytic approach was applied at the second step. That is, the sequential patterns of CS should be manifested by the data itself, rather than use any subjective interpretation or have any attempt to “fit” the modes. The last step is for examining/explaining the CS with metalanguage use under SETT framework (Walsh, 2006; 2013) according to CA mentality.

## **5.5 Potential Challenges: The Transcript, Coding and Selection of Episodes**

### **5.5.1 The transcript and coding: An issue of quality**

Potential issues may go to the quality of transcripts from recordings and correctness of the detections of modes and functions. Regarding the transcript quality, according to (ten Have, 1990), a CA analyst needs to be aware of practising a compromise for a dilemma. That is, the dilemma between an unmotivated start on observing the data and the necessarily selective details which actually rely on the insights developed within CA. For this issue, the researcher has started to view and listen to the recordings from a large original database (i.e., 31 hours) to locate the specific phenomena. Given the CS use along with different set of prosodic cues and other speech devices were recurrently emerging from the data as an interesting phenomenon, it was then decided to selectively focus on these details in the ultimate 14.5-hour transcribed data. Also, the researcher followed the warning of always trying to reduce using the membership knowledge (ibid).

On the other hand, both the accuracy of the selective details and effective restriction of the understanding from membership knowledge can be checked by keeping “openness to interactional negotiation” (ten Have, 1990). One way advised is to share the analytic process and ideas with the researchers “with similar and methodological and contextual interests”(Brandt, 2011, p. 73). Therefore, in terms of the norm of transcription conventions and quality of the transcripts, the authentic data was presented twice in Multimodal Analysis Research Group (MARG) data sessions at Newcastle University in 2015 and 2016. MARG is a research group which consists of “a more or less permanent team of people working together on a project or in related projects or an ad hoc meeting of independent researchers” to discuss “recordings and transcripts” (ten Have, 2007, p. 140). Moreover, the researcher also kept discussion with her PhD research colleagues. These commitment improves the quality of transcripts, because CA analysis is more transparent to the readers, and both analysts and readers view and review the same employed materials (Pomerantz and Fehr, 2011). Presenting the data to the research colleagues to get their feedback and comments facilitates the researcher to reach the satisfactorily qualified transcripts.

In fact, the researcher truly received collective constructive feedback from the other CA research colleagues and the supervisors both from MARG and the other informal discussions on the data. The feedback included to observe whether there was any non-verbal performance when the turn-taking, turn-holding and turn-ceding take place, and what the interactional effects are due to the teacher’s CS use. The researcher was also advised to change the Chinese characters into Romanisation (i.e., pinyin) on the transcripts. In addition, the recordings were revisited and revised over and over by the researcher whenever necessary to make more detailed transcriptions.

In the same vein, regarding the identification of modes and functions of CS, I worked with a research colleague at University of Oxford to identify some samples, and then compared our results to ensure that my working mechanism was going right. This research colleague who helped with the identification was well considered and chosen based on his excellent qualification. In the first place, he specialises in CA-SLA, and has had excellent practice of applying CA as a research method (e.g., publishing papers and being awarded distinction for his BA thesis in the related field). Secondly, he is both highly interested in and has good knowledge of the crucial concepts in the current study, e.g., modes and micro-contexts of L2 classroom, CS and translanguaging.

Moreover, he understands both Mandarin and English, which enables him to fully understand the transcribed episodes.

The outcome showed the small difference between our detections, and the difference was then re-discussed to understand the reasons and reach the final agreement (see *Appendix D*). However, the initial difference does not undermine the accuracy of the researcher's identification. Rather, the difference confirms the importance of considering the overall context and sequence, and mode change instead of transcribing the CS occurrence within the mode or the moment in which the CS takes place (see *Section 5.3.2 for the discussion of this importance*). For example, for the function identification in Extract 7.12, the research colleague firstly identified the CS as 'providing instructional information' and then as 'giving a prompt/guidance' when the full background of this extract was provided (see *Appendix E*). Moreover, the difference also presents that the CS functions sometimes are not clear-cut (Üstünel, 2004; Waer, 2012), and the CA sequence development can help with the final determination of the function. For instance, in Extract 9.4, in an F move of a basic IRF structure, the teacher repeats the learners' L2 response, and then translates it in a rising intonation to initiate a repair sequence. The CS function was initially identified as 'providing a translation in Chinese' by the research colleague, whereas it was finally detected as 'providing a feedback'. To decide it as 'providing feedback' is helpful to understand how the teacher initiates that repair sequence in a migrated way. However, the functions were not examined in this thesis, as the focus was then decided to be intensively on how CS is used as an interaction move. Nevertheless, this process proves the second reviewer's importance to improve the accuracy of identification and the quality of data analysis.

In addition, the difference also indicated the importance of identifying the new mode, i.e., materials-based skills & systems mode. For example, the research colleague detected the interaction in Extract 8.18 taking place in skills and systems mode, whereas I identified this mode as materials-based skills & systems mode. This is because the material is used to direct the attention to the materials (i.e., PPT), and interaction is around this provided material, but the focus is on the linguistic accuracy. This interaction is different from that takes place in materials mode which is characterised by using materials to elicit the expressions around the materials. From the research colleague's explanation, it showed that he also realised the involvement of materials to achieve the linguistic accuracy (see *Appendix D*). In our discussion, like the

previous researchers (e.g., Daşkın, 2015; Cancino, 2015a; Korkut and Ertas, 2016), the research colleague also expressed his confusion and to distinguish materials modes from skills and systems mode, when the materials are involved in the interaction.

### ***5.5.2 The analysed episodes: Representativeness and presentation balance***

For reporting purposes, the researcher can only select the representative episodes rather than present all the transcribed CS instances, which may give rise to the issue of the representativeness of the analysed episodes in this thesis. To address this concern, the following aspects were taken into account:

- The reported episodes being from different teacher participants to minimise the possibility that the CS use only reflects a certain teacher's habitual language use, or the teacher idiolect (Walsh, 2006);
- The presented episodes being either directly or indirectly comparable to other episodes (ten Have, 1990);
- The deviant cases being considered (Potter, 1996; Arminen, 2005; Ford, 2012)

As mentioned earlier, to enrich the data and reduce the possibility of analysing a certain teacher's habitual use of CS, the data were collected from different university teachers in different areas, and the transcripts kept the different area codes to differentiate the teacher participants from different places. To keep the consistency of presenting the different teachers' use of CS which may present similar occurrence, the episodes were selected to cover as many teachers (being differentiated with different area codes) as possible.

According to ten Have (1990), regardless of a single case (i.e., one particular episode) analysis or collections of instances (similar or different), CA's analysis is always comparative in a direct or an indirect way. In this regard, the episodes were selected to show how the features recurrently occur (by relevantly similar instances) or how the CS are used in the nuanced ways (by dissimilar instances), showing the analysed episodes were inter-related. Throughout the analysis, the specific inter-relatedness between extracts were also briefly explained when necessary. Additionally, the reported episodes were with the researcher's full awareness of comparison of CS use both within the same mode and across the different modes. For instance, when the CS use as shift indicator may occur just as a single case, but takes place within different modes

respectively. These single cases were still analysed individually within the related mode, and then compared to show the reflexive relationship between the CS use and modes (see Section 6.2.6; 7.2.6; 8.3.2; 10.2.1; 10.2.2).

The last main consideration goes to the deviant cases, due to their value of testing the generalisation of CA findings (Ford, 2012), and of claiming more nuanced account (Schegloff, 1993). Nevertheless, the important point is that the ultimate goal of CA analysis is to find the “‘devices’, ‘the apparatus’ or ‘the technology of conversation’ ” in the speakers’ situated interaction, rather than to argue the best possible representative instances (ten Have, 1990, p. 35). Therefore, as long as the selected episodes can address the research questions to reveal the relevant ‘orderliness’ with their representative nature based on various considerations (ibid), it can be said, to a large extent, that the representativeness is sensible to contribute to the reliable research findings.

Even though CA research is not concerned with the precise numbers of distribution of a certain pattern of language use, CA still reports the related “distributional evidence” to some extent by using descriptors such as “massively” (Sacks & Schegloff, 2007 [1979], p.24), “quite common” (Schegloff, 1980, p. 107), and “a lot more frequent” (Schegloff, Jefferson, & Sacks, 1977) (cited from Stivers, 2015, p. 6).

This indicates that a particular language focus in a study may show its unbalanced distributional evidence, and the distribution of CS sequential patterns in current research is also such a case. As the examination of CS patterns is related to modes, the distributional evidence shows its unbalance across modes. In this regard, this research is challenged by how the balance of different representativeness can be presented. For addressing this concern, in accordance with the comparative nature of CA analysis, the relatively frequent recurrent patterns are generally presented by two instances, followed by a dissimilar instance or deviant case when necessary. In contrast, for the instances that are rarely seen, or a single instance, if the instance can also show the comparativeness by pertaining to a particular function or a mode, the instances are still exemplified in the analysis. For example, only one CS instance to indicate a shift in materials mode (see *Extract 7.11*) is found in the collected data, but it is still presented. This is because it can be compared with other CS instances to mark a shift in other modes to show how the CS is differently operated to orient to the different

pedagogical foci (see *Section 6.2.6; Section 8.2.11; 8.3.2*). How the presented episodes are related to the whole data (i.e., show similarity of different teachers' CS use) can be seen from Appendix H, although this is not a primary concern of CA analysis.

## **5.6 Ethical Considerations**

A number of ethical issues should be considered in designing a conversation analytic study, typically including participants' informed consent based on their awareness of being recorded, adequate knowledge for research data storage and access after recording, and public dissemination (Liddicoat, 2011). Namely, these issues essentially are concerned with participants' informed consent as well as confidentiality and anonymity, which were fully practiced.

### ***5.6.1 Informed consent, confidentiality and anonymity***

Informed consent was achieved through delivering the information sheet (see *Appendix J; Appendix K*) and consent form (see *Appendix L; Appendix M*) to the participants, ensuring that they understood all the details. Then, the signed and dated consent forms were collected back. In addition, the researcher promised them that the recordings would be remained anonymous and their personal detailed information would not be disclosed in any presentation or publication. Besides, they were informed that they feel free to withdraw at any time if they felt uncomfortable. The students who wished not to be video/audio recorded would be fully respected and the classroom with their attendance would be excluded from recordings and any analysis. Additionally, it was also explained that even any previous recording would be completely excluded from the analysis if any of the participants wanted to withdraw from participating at a later point and/or wish the recording to that moment to be destroyed. Besides, if a participant (teacher or student) withdraws from participating at a later point and claim to destroy the recording to that moment, the recordings will be destroyed as requested.

### ***5.6.2 Other respectful considerations***

It is also noticed that the participants' informed agreements on the recordings were varied, for example, some consented to use the recordings in research only, or use the transcripts but not recordings or their images in the presentations. Negotiation between the researcher and participants is suggested as a part of the consent process

(Liddicoat, 2011). Therefore, without too much influence on the data quality, the way of data collection was slightly adjusted based on the participants' request. For instance, the number and the positions of cameras, the author's presence and so on were based on the participants' informed agreement and request. Moreover, the recorded data, as ten Have (2007) recommends, were separated out based on the different consent in terms of recordings, research and publications (Auer, 2013).

## 5.7 Summary

The description in this chapter mainly follows the outline of data collection (*Section 5.2*), transcribing and transcription (*Section 5.3*), and data analysis procedure (*Section 5.4*). This chapter also describes how the potential issue regarding the transcripts, coding, representativeness and presentation balance of the selected episodes (*Section 5.5*). Additionally, the ethical issues were considered (*Section 5.6*).

As described in *Section 5.4*, after setting up the sub-databases by modes, with classification of salient and recurrent features under the function frame emerging from the iterative procedure, the data has been well prepared for a mode-by-mode analysis in the subsequent 4 chapters, i.e., Chapter 6 – Chapter 9. In addition, in the following 4 analysis chapters, the interactional effects along with the interactional features entailed by the CS use will also be uncovered. In this study, the interactional effects only concern with the effects of the teacher's CS use from the talk-in-interaction, by unfolding the "turn, sequence and the ways that language alternations make broader contextual knowledge relevant to an ongoing discourse" (Abdollahi *et al.*, 2015, p. 882). On this view, the interactional effects focus on the outcome of the sequential development in relation to building up the interactional space and opportunities for the students' participation, involvement and following up the agenda.



## Chapter 6 CS in Managerial Mode

### 6.1 Introduction

This chapter firstly presents how CS patterns are sequentially operated in managerial mode (*Section 6.2*). Then, the following section moves to reveal the associated interactional features and effects aligned with the oriented pedagogical goals (*Section 6.3*).

### 6.2 Sequential Patterns

As previously discussed in *Section 2.7*, the CS sequential pattern refer to a particular interactional move of CS operation that emerges from the turn-by-turn interaction and sequential development, and includes the related linguistic and prosodic features. Six types of CS sequential patterns in managerial mode are identified.

#### ***6.2.1 Partial translation on the ‘trouble’ fragment combined with downward-intoned modal particle/try-marker***

The following interaction takes place in an intensive reading class. In order to complete the task of ‘True or False statements’, the teacher DT3 instructs the students to read three paragraphs.

#### **Extract 6.1**

01 DT3: now (.)let’s come down to <paragraph 7:: to 9> (.)  
02 I will give you about:: 4 minutes↑ (.)I think  
03 |(0.6)  
|turning over the page to look at the text  
04 yeah (.)another 4 minutes (0.2)|  
|then looking at Ss  
05 4 minutes for you  
06 to read paragraph 7 to 9  
07 |(1.3)  
|seeing some Ss not immediately reading  
08→ **di 7 duan dao di 9 duan ha↓**(0.2)  
{tr. paragraph 7 to 9 ha↓((OK?)) }  
09 and then you  
10 are going to find whether

- 11           the following statements are true.  
12           ((time for Ss to read and the students start reading))

At the beginning, DT3 clearly asks the students to read paragraph 7 - 9 (line 01). However, she is not sure whether 4 minutes will be enough for the Ss to finish the task. This is evidenced by the stretched word 'about::' and '4 minutes' in the rising tone which is followed by ' I think'. Then, she looks at the reading text and confirms that 4 minutes is workable, with the utterances which are more like a talk to herself at line 4. Then she looks at the Ss to re-deliver the clear task instruction that the students will be given 4 minutes to read paragraph 7-9 at lines 05-06. However, some students do not read immediately. Therefore, at line 08, after a pause of 1.3 seconds, DT3 provides a translation to clarify the paragraphs that the students are going to read.

As can be seen, when DT3 initiates the turn to instruct the students to read the passage, the 'adjacent turns relationship' (Schegloff, 2007) entailed here is that the expected next turn taken by the students should show their understanding of the instruction and embody an action of reading to respond the DT3's just-prior turn. In this case, the lack/delay of such a responsive action to qualify the progressivity of the interaction from the students results in the teacher's taking back the turn and using CS. Furthermore, for translation, it is clear that DT3 just partially translates the fragment which may block the on-going interaction/activity. And also, the translation is ended with a Chinese modal particle '*ha*' in the falling tone.

In this extract, it demonstrates how the teacher uses a translation to meet the on-hold interactional needs when there is lack/delay of responsive action. To be brief, it is "partial translation on the 'trouble' fragment combined with downward-intoned modal particle". The similar pattern is also found in another two teachers' task instruction within managerial mode in the next two extracts.

### Extract 6.2

- 01   **GT1:**    and for next part (.)  
02            for next part (.)  
03            I would like to take a break(.)  
04            I would like you to  
05            deliver your presentation today (.) right↑  
06            (1.3)

07→ **GT1:**    **name xia yige huanjie**  
                  {tr. and for next part}

08→           **women qing women de tongxue zuo** presentation (0.2) OK↑  
                  {tr. I would like our students to do presentation}

09    **S31:**    lundao women le ah↑  
                  {tr. it's our turn ↑}

10    **GT1:**    **en (.) xianzuo**  
                  {tr. en (.) you do first}

11               (9.6) ((presenters going to the front))

This extract takes place when the teacher, GT1, just completes reading and explains the sentence patterns about how to claim damage. Before he continues to go to the sentences patterns of how to refuse a claim, he arranges the students to do the presentation first (lines 01-05). This instruction is followed by a pause more than 1 second (line 06). Then, the teacher partially translates his just-ending instruction to clarify that students should do the presentation at that moment, and his translated instruction is ended with the try-marker 'OK ↑' (line 07). The student's (S31) response at line 09, i.e., that 'it's our turn ↑' in a rising tone, is a confirmation check, showing that they fail to follow the teacher's previous instruction at lines 01-05.

Therefore, clearly, this partial translation combined with the try-marker takes place, due to a lack of response. Clearly, evidenced by the S31's confirmation check, this combination also successfully gets the students' attention and understanding. The following extract is another similar example from HT2.

### Extract 6.3

01    **HT2:**    you have to tell your story in that  
02               way with that emotion (.)understand?  
                  ((Line 03-16 removed, HT2 exemplifying the task))  
17               (0.5)

18    **HT2:**    >two people a pair< (.) three for each (.)  
19               OK (.)let's do it(.)  
20               quickly (.) >it's really interesting< that  
21               you find you can shift your emotion(.)  
22               >it's not difficult for you to do that<  
23               |(2.8)  
                  |Ss doing this activities and T walking around

24 HT2: | two a group (.)  
 | when founding a group with three Ss

25→ **liange tongxue yizu ah** (.) **liangge**  
 {tr. two students a group ah (OK?) (.) two}

26 (1.6)

27 HT2: **ni gen nage NAME yiqi**  
 {tr. You go to NAME for a group}

28 (0.5)

29 HT2: first tell your story and then change your emotion...

This extract is taken from a group work activity for the students to perform how to tell a story in the right emotional manner. At the beginning, the teacher HT2 provides a list of emotions, such as *abandon*, *respect* and so on, and also checks the students' understanding of the task requirement (at the deleted lines 3-16). After a pause of 0.5 second at line 17, HT2 organises the students to form groups to do the activity. The teacher's requirement is that two students are in a group and each student performs three emotions with the appropriate stories. In the instruction, 'two people a pair' is spoken very fast, while 'Three' for emotional performances is stressed by the teacher (line 18). As a result, the following action sequence after 2.8 seconds shows that some students misunderstand the instruction and form a three-person group. Therefore, at lines 24-25, she repeats the instruction in the target language, immediately followed by the L1 translation.

Compared to the previous two extracts (i.e., *Extract 6.1 & 6.2*), similarly, the teacher HT2 also provides the partial translation for the 'trouble' part (line 18) which has caused misunderstanding. Moreover, a Chinese sentence-final modal particle 'ah' in the falling tone is also used in her translation (line 25). Different from last two extracts, the translation move is preceded by the repeated instruction in L1 with the stress on the number of persons which has caused misalignment with the activity requirements. This may be because, in this extract, CS takes place due to the overtly observed students' misunderstanding. Nevertheless, both extracts demonstrate the students' misalignment with the interactional agenda when there is a delay/lack of responsive action or a misunderstanding. In this sense, the translation move provided in these extracts discussed above can be taken as self-repair strategy, in that both demonstrate "such efforts to deal with 'trouble' in speaking, hearing, or understanding" (Schegloff, 2007, p. 101) with some modification.

### 6.2.2 Acknowledgement token + plain translation integrated into the target-language discourse

CS occurs not only when the misalignment arises, but also when the students show their alignment with the task agenda. Prior to the extract below, the teacher HT2 asks the students to drop their shoulders, relax their neck and face, and close their eyes to relax them. The aim of the activity is to make the students be aware of the relationship between actions and emotion adjustments. The next extract starts from HT2' enquiry about S1's feelings after he does a series of actions as required.

#### Extract 6.4

01 HT2: how do you feel?  
02 S1: um::  
03 HT2: you want to sleep (.) right↑ [haha]  
04 S1: [Yes ]  
05 HT2: and focus on your breath (0.3)yeah (.)  
06→ zhuanzhu nide huxi(.)  
{tr. Focus on your breath}  
07 >focus on your breath and  
08 you are going to sleep very quickly< (.) haha  
09 HT2: and relax your fist  
10 (0.4)  
11 or even release your stomach (.)  
12 yeah (.) the whole body to relax (0.3)  
13 OK (0.4) so this is the first thing to do (.)  
14 that is to be aware of- alert to the actions

At line 2, the hesitation marker 'um::' shows that S1 is not able to describe how he is feeling. However, at line 4, he agrees with his teacher HT2 that he feels sleepy. Then at line 05, HT2 switches to instruct him to relax himself by focusing on his breath. S1's activity cannot be observed, but HT2's following acknowledgement token 'yeah' after a pause (i.e., 0.3 seconds) indicates that S1 is carrying out the teacher's instruction. Then, the teacher switches to provide a plain translation of his instruction at line 06 to reassure that the student is doing right. Here, plain translation refers to the simple literal translation in a flat voice without any other specific prosodic features. After this, the teacher quickly goes back to use English again. Clearly, both pauses before the teacher's switching to Chinese at line 06 and switching back to English at line 07 are

very short, so that his translated Chinese instruction is integrated into the English-medium discourse flow. In this way, the translation move, operated in a way of “*acknowledgement token + plain translation integrated into the target-language discourse flow*”, is more like a reassurance of students’ alignment with the interactional agenda.

This extract can also be interpreted from the “mode side sequence” in classroom interaction (Walsh, 2013), which refers to mode switching format: main mode A – secondary mode B – main mode A. The feeling enquiry and the reply occur in classroom context mode (lines 01-04), then the interaction moves to managerial mode (lines 5-12) as the secondary mode, in that the discourse then comes back to the classroom context mode at the end (lines 13-14). When HT2 instructs S1 to focus on his breath at line 5, it shows a rapid “unmarked mode shift” (Walsh, 2013) from the classroom context mode to the managerial mode. This may result in students’ unsuccessful follow-up or the follow-up with uncertainty (ibid). In this sense, the translation as a reassurance is to provide opportunities for S1 to follow the interaction flow.

### **6.2.3 Plain translation of task/activity-located instruction**

The extract below is selected from a viewing and speaking class conducted by GT1. In this extract, the students need to fill in the blanks on the book, after viewing the video. This extract demonstrates how the teacher employs CS through the translation, to locate a specific task in the materials.

#### **Extract 6.5**

22 GT1: what is breakage?  
 23 (0.6)  
 24 GT1: the damage (.) right↑ (0.3)  
 25 the damage of the goods (0.2)  
 26 they are trying to settle the problem  
 27 (0.6)  
 28 GT1: OK (.) here  
 29 on page 162 (.)  
 30→ 162 ye (.)  
 {tr. page 162}  
 31 women kan yixia (0.2)  
 {tr. let’s have a look}  
 32 women yao tiande shi zhe liangze duihua (.) OK↑

{tr. our blank-filling task is these two dialogues}

33    **GT1:**    watch the video and

34                pay attention to the negotiations (0.2)

35                you know negotiations ↑ (.) **[tanpan]** (.) OK↓

                  {tr. negotiations}

36    **s39:**                                [tanpan]

                  {tr. negotiations}

37    **GT1:**        between the two guys (0.2)

38                and then complete the table

The teacher, GT1, instructs the students to fill in a table related to the listening task of Compensation Negotiations. Before this managerial instruction, GT1 provides the definition of a key linguistic item in the material, i.e., ‘breakage’ (lines 22-27). At line 28, ‘Ok, here’ shows GT1’s shift from explaining a key word to giving task instruction. Then, GT1 locates the page where is with the task description, and provides a Chinese translation after a brief pause (lines 29-30). Then, GT1 continues the managerial instruction to announce the next activity is to deal with the two dialogues. By contrast, he switches back to English to provide instructions of the given task/activity (i.e., task/activity-related instruction).

As can be seen, the CS, at lines 28-38 of this extract, is embedded in a sequence more like an announcement. CS takes place at lines 30 and 31-32, but the focus in this section will be only on the translation at line 30, where GT1 establishes the recognisability of the location. The CS at lines 31-32 will be looked at in detail in Section 6.3, because it demonstrates another type of CS operation to deliver managerial/instructional information.

According to Terasaki's (2004) argument, a ‘news’ announcement normally can take up the first pair part (FPP), and the relevant second pair part (SPP) is a delivery of assessment (e.g. that’s good) or appreciation or interest (e.g. really?). This extract shows that the base FPP is to ask the students to watch the video and pay attention to the negotiations in the dialogue (lines 33-35), with the procedure-related instruction as pre-announcement (lines 31-32). Different from Terasaki’s (2004) finding, here the base FPP of announcement projects the further action(i.e., viewing the video) as the relevant next. The instruction of locating the task in the material (lines 29-30) serves as ‘pre-pre’ (Schegloff, 2007), in that it is not to project the request of a reading action in the first

instance, but to project the procedure-related utterance at lines 31-32 before its base FPP is articulated at lines 33-35. As it shows, the instruction at line 29 is to locate the 'page' which is followed by a 'plain' translation at line 30 just after a brief pause, serving as a 'double-checking strategy'.

However, in the collected data in this study, locating the 'page' to conduct the activities is a concern only in three extracts. The extract above is the only instance that the teacher translates the 'page' to clearly locate the task. Therefore, it is not sensible to consider this just-identified pattern of CS to be the recurrent one. Nevertheless, it is still a pattern that is worthy of such a notice. This is because the previous literature (e.g., Waer, 2012) also shows that the word 'page' ranks as the first key word to CS occurrence in managerial mode. Waer's (2012) CA analysis also demonstrates some instances that the teacher even only switches to her first language to locate the exercises in the textbook to draw the students' attention. In this sense, the CS in a way of a plain translation preceded by a brief pause is considered to be a 'double-checking' strategy.

It is also interesting to note that this CS to locate the page occurs when there is a mode shift (i.e., from skills and systems mode to materials mode). By contrast, the next two extracts demonstrate that the CS does not take place, when the instruction of locating the specific page number is delivered in the same materials mode.

### Extract 6.6

01 **GT1:** now let's move onto next part  
02 ur: in next part that will be: (.)  
03→ say (.)on page 163 (.)  
04→ on page 163 we have Viewing 2 (.)  
05 refusing a claim (0.3)  
06 refusing refusing a claim (.)  
07 reading the following to have a rough idea of the  
08 **Ss:** °video°  
09 **GT1:** rough idea (.) general idea (.) right↑  
10 we also have two gentlemen here (.)  
11 one is Steven(.)  
12 he is the head ((then inaudible))  
13 and Mr Arther (.) He is a German businessman  
14 ((then inaudible))



15 he is drafting a compensation(.)  
 16→ so on next page 164 (.)  
 17 we have some questions for you(.)  
 18 Do also discuss all the questions  
 19 we need to get the option for the three questions

In this extract, the teacher GT1 instructs students to read the questions on the text material before viewing the video clips. As can be seen from line 03, 04 and 16, GT1 just introduces the page number without any translation or marked attempt.

### Extract 6.7

01 DT1: detailed Reading(0.3)  
 ((shown on the slide |then DT1 taking up the book with the reading text))  
 |Ss turning to looking at the text in the book  
 02 name cong zhege difang kaishi ne women jiu zhijie guo yixia(.)  
 {tr. So from here ne we just quickly go through it}  
 03 dang women jiangdao zhongdian jvzi de shihou(.)  
 04 women jiu yiqi kanxia(.)Ok↑  
 {tr. when we meet the important sentence (.)  
 we'll have a detailed learning}  
 05 Ss: ah↓  
 06 DT1: name women zheyang xian ba shengxia de  
 07 cihui gei dajia shun yibian(.)  
 {well, so we will go through the vocabularies first}  
 ((inaudible in L1)) OK↑  
 08→ DT1: turn to page 160 (.) OK↑ (0.2)160  
 09 the first one is measure (.) measure  
 10 (0.6)  
 11 <a herd of> (.) yiqun ma (.) yiqun yang (.)  
 12 a herd of horses(.) a herd of sheep (.) OK↑

The extract above is selected from a reading comprehension class. It starts with the teacher DT1's instruction to do 'detailed reading' (line 01). GT1 uses the L1, i.e., Chinese, to explain that they are going to read the texts (lines 02-04). The teacher continues to use Chinese to explain what they are going to do prior to the reading (line 06). Then, he switches back to English, asking the students to turn to page 160 (line 08).

In this extract, as to the mode, it can be seen that the instruction at line 02-07 is in managerial mode. i.e., the secondary mode. This is because the mode starts from materials mode at line 01, then temporarily shifts to managerial mode (lines 02-07), and finally goes back to materials mode at line 08. Therefore, the instruction to locate the 'page' (line 08) takes place in the main materials mode.

It is interesting to note the difference between the instruction to locate the page number for a certain task/activity between Extract 6.5 and Extract 6.6 as well as Extract 6.7. That is, GT1 translates the 'page number' in Extract 6.5 when there is a mode shift, whereas, within in the same materials mode, GT1 just simply delivers the page number or repeats it when necessary. Similarly, the teacher DT1 uses 'OK ↑' in the rising tone and then repeats the page number '160' in English, when the interaction takes place within the same mode. In other words, the mode shift may be a reason for the occurrence of the translation of a task/activity-located instruction (e.g., informing the 'page number'), in that such a translation can assist students to follow the change of the interaction move.

#### **6.2.4 Student-initiated CS repeated and integrated into the questioning in target language**

To encourage the student to speak English confidently, each time, a student or a group of students are assigned to do presentation based on a topic provided in advance. The extract below takes place when the students finishes her presentation, and the ring for a break between two class hours happens to be on. Then, the student representative S2 informs of who will be the next student to do presentation.

#### **Extract 6.8**

01 S2: ((just after a ring for break)) (xiayici) —erban de 10 hao  
 {tr.(next time)- NO.10 in  
 Class 2}  
 02→ DT1: OK(.) erban de 10 hao is here↑  
 {tr. NO.10 in class 2}  
 03 S3: ((putting up her hand))  
 04 DT1: OK (.) next week (.) OK↑  
 05 S3: ((nodding her head))

S2 stands up and informs of the next presentation candidate who is NO.10 in Class 2 in Chinese at line 01. Then, the teacher DT1 self-selects himself to take the turn. DT1 firstly registers what S2 informs with a token 'OK' and then repeats S2's utterance with the extension in English, checking whether the named student is in the classroom (line 02). Then, S3 puts up her hand to show her presence at line 03, and then DT1 assures the presentation time in English with S3 (lines 04-05).

It is clear that English is DT1's preferred medium for the instruction in this extract, however, he still repeats the S2's Chinese utterance to initiate the turn. This may be because the teacher orients to ensure that S3 is there and get her notice, so that he can address his further assurance of the presentation time in the next turn. In this way, DT1 gets the preferred response, i.e., S3 putting up her hand. Therefore, this extract demonstrates how the student-initiated CS is repeated and integrated into the interaction flow to initiate a new turn-taking by the teacher.

### **6.2.5 Specifying a certain procedure/attention move in complete/multiple CS sentential TCUs**

The following extract is taken from drills for understanding different meaning of the word "imply" by using a series of translation practices. Prior to this extract, the teacher DT1 provides information and feedback for the previous piece of translation.

#### **Extract 6.9**

85 DT1: OK (.) the last one(.)  
86→ lai shishi zhege (.) |  
{tr. Try this one}  
| then showing the sentence on slide  
87 DT1: there is a word Era  
88 (0.4) ((reading slide))would that imply  
89 the end of the era of China's rapid growth

This extract starts from a new turn that is initiated by the teacher DT1 to manage the interactional move to the last English-to-Chinese translation practice (line 85) that is intended to show on the slide. For this instruction, the teacher switches to Chinese to require the student to try the new translation item, followed by his clicking to play the slide (line 86). Before reading a sentence on the slide, the teacher switches back to English to refer the word 'era' which may block the students' translation (lines 87-89).

As can be seen at line 86, the CS deployment, '*lai shishi zhege* (tr. Try this one)', orients to direct the students' attention move or the interactional procedure move to the new translation practice in relation to 'era'. In this sense, the CS use is task/activity-directed, in that it indicates a procedure move to the immediately coming task/activity (i.e., the new translation practice). Similar instances also take place in another teacher's delivery of managerial instruction, for example, as is demonstrated in Extract 6.10 as below:

### Extract 6.10

04 **GT1:** before we move on to this video (.)  
 05 we need to check some information here (.)  
 ((line 06-14 deleted))  
 15 the situation is Mr Lin launching  
 16 a claim against Mr Cole  
 17 completely about the breakage of the goods (.)  
 18 you know breakage ↑  
 19 (1.1)  
 20 **GT1:** breakage ↑  
 21 (0.5)  
 22 **GT1:** what is breakage?  
 23 (0.6)  
 24 **GT1:** the damage (.) right↑ (0.3)  
 25 the damage of the goods (0.2)  
 26 they are trying to settle the problem  
 27 (0.6)  
 28 **GT1:** OK (.) here  
 29 on page 162 (.)  
 30 162 **ye** (.)  
 {tr. On page 162}  
 31→ **women kan yixia (0.2)**  
 {tr. Let's have a look}  
 32→ **women yao tiande shi zhe liangze duihua (.) OK↑**  
 {tr. Our blank-filling task is these two dialogues}  
 33 **GT1:** watch the video and  
 34 pay attention to the negotiations (0.2)  
 35 you know negotiations ↑ (.) [**tanpan**] (.) OK↓  
 {tr. negotiation}  
 36 **s39:** [**tanpan**]



{tr. just watch it}  
 46→ **qu dazhi liaojie xia (.)haoba↑**  
 {tr. to understand its main idea (.) OK↑}  
 47 **GT1:** en one more time  
 48 ((video played))  
 49 **GT1:** now the third time  
 50 we need to fill the gaps (0.2)

This extract takes place in a viewing session which is designed to play the video clip three times to enable the students to complete a gap-filling exercise. After the teacher, GT1, plays the video for the first time, he instructs the students to listen to it again (lines 33-42). He uses English to deliver this instruction and tells the student just to watch the video (line 43). After a brief pause, he switches to Chinese to extend the explanation that similar to the first listening, is just for the students to get an overall comprehension which is helpful to enable them to complete the details in the gap-filling exercise (lines 44-46). Therefore, it can be seen that the complementary explanation in Chinese provides a clearer instruction to clarify what pedagogical focus he orients to by playing the second listening. The instruction in multiple CS TCUs is also try-marked to achieve the students' recognition of the pedagogical goal.

Using CS to specify the procedure move also takes place when the teacher repairs the students' misalignment with the just-delivered managerial instruction. The extract below is the case.

### Extract 6.12

57 **DT1:** next (0.3) ((Reading)) **ta zai najia gongsi ting bucuo de**  
 {tr. there is a decent firm to  
 work for}  
 58 (6.4)  
 59 **DT1:** name zhege yao bianxia zhuyu (0.3) NAME  
 {tr. well this needs a change of subject}  
 60 **SN1:** he (had) a better job in that company.  
 61→ **DT1:** **haishi zhege decent** (0.2) OK↑  
 {tr. Still use this}  
 62→ **yejiushi qianmian shuode disan ge yisi (.) OK↑**  
 {tr. that is using its third meaning previously  
 mentioned}  
 63 ((i.e 'satisfactory and quite good')

64                    explained before this translation))  
 65                    (0.5)  
 66    **DT1:**    there is a decent firm to work for (0.5) OK↑

This extract is one piece of the translation practice based on the different meanings that the linguistic item 'decent' has. This interaction aims to enable the students to use the third meaning of 'decent' to describe something that is 'satisfactory and quite good'. Such a meaning has been explained prior to the translation drills by the teacher (at the deleted lines prior to line 57).

The teacher DT1 firstly reads the Chinese sentence which requires a translation (line 57). The long dispreferred gap of 6.4 seconds results in DT1's provision of a prompt in Chinese and nomination of a student SN1 to do the translation (lines 58-59). The SN1's turn still demonstrates a dispreferred response, even though he provides a grammatically and semantically correct utterance (line 60). This is because there is a mismatch with the teacher's pedagogical goal due to not using the expected word 'decent'. Therefore, DT1 initiates other-repair in Chinese, ended with the trymaker 'OK↑' to check the students' understanding and recognition. But after a pause of half a second, no student replies, resulting in the DT1's provision of the answer.

This extract shows a case that when the learners misalign with the teacher's pedagogic agenda in relation to a specific procedure move, the teacher switches to use CS to initiate other-repair. The teacher also uses CS to conduct self-initiated self-repair for a certain procedure/attention move, which can be seen from the extract below.

### Extract 6.13

01    **HT1:**    Or you can use some of the sentences  
 02                    in the yellow box(.)but  
 03                    forget to correct someone (.)  
 04                    because this is not a debate  
 05                    these expressions don't apply(.)  
 06                    ah: but you can somehow moderate (.)  
                   ... ((Line 7-24 deleted, T reading some expressions))  
 25    **HT1:**    ((reading) I agree that your comment is true(.)  
 26                    I <yield to> you (.)  
 27                    ((translating)) wo qucong le ni (.) enhe↓

{tr. I yield to you}

28 HT1: yield to your superior knowledge about-

29 forget that (.)

30→ yinwei zhege bushi yige debate (.)  
 {tr. because this isn't a debate}

31→ [zhege buyaoyong ah]↓  
 {tr. this one is not to be used ah↓((OK?)) }

32 Ss: [((Ss are raising their heads and looking at the  
 teacher))]

33 HT1: the last two::

34 ((reading))according to....

In this extract, the teacher explains requirements of spoken English homework in New Standard English. That is, the students are required to try to express one's idea by applying and modifying the right sentences patterns provided in the book. The teacher helps go through these expressions first (lines 01-24). She reads the sentence 'I agree that your comment is true. I yield to you' at lines 25-26. Then, the teacher provides the translation and linguistic explanation with a focus on the phrase 'yield to' (lines 27-28). However, she suddenly realises this sentence is normally used in the debate, rather than in expressing a person's idea, so that she cuts off the explanation and asks the students to ignore this sentence at lines 28-29. Then she switches to Chinese to explain the reason and underscore not using it (lines 30-31).

The managerial instruction of not using this sentence is ended with a modal particle in the falling tone, synchronised by the students' head-raising to look at their teacher (lines 31-32). As to the pattern of CS, the slight difference from last extract is that there is also explanation in Chinese prior to the managerial instruction when the teacher conducts self-repair. The data here clearly shows that the switched Chinese explanation is successful for getting the students' attention, which is evidenced by the students' raising heads.

In addition, it is also found that the teacher uses CS to conduct the second attempt of repair for the students' mismatch with the interactional agenda. The following extract will give a detailed account on this.

#### **Extract 6.14**

01 HT2: you have to tell your story in that



02 way with that emotion (.)understand?  
 ((Line 03-16 removed, HT2 exemplifying the task))  
 17 (0.5)  
 18 HT2: >two people a pair< (.) three for each (.)  
 19 OK (.)let's do it(.)  
 20 quickly (.) >it's really interesting< that  
 21 you find you can shift your emotion(.)  
 22 >it's not difficult for you to do that<  
 23 |(2.8)  
 |Ss doing this activities and T walking around  
 24 HT2: |two a group (.)  
 |when founding a group with three Ss  
 25 liangge tongxue yizu ah↓ (.)liangge  
 {tr. two students a group ah↓ ((OK?)) (.) two}  
 26 (1.6)  
 27→ HT2: **ni gen nage NAME yiqi**  
 {tr. you go to NAME for a group}  
 28 (0.5)  
 29 HT2: first tell your story and then change your emotion...

In this extract, the teacher HT2 assigns two students in a pair to perform three types of emotions by each. However, she speaks very fast about the number of the students in a group but stresses on the number 'three' for the emotion performance (lines 01-18). As a result, some students misunderstand this instruction and form a group with three members. When the teacher finds this misalignment, she conducts the repair by repeating and translating the 'trouble' fragment (lines 24-25). The 'trouble' fragment has been fully discussed earlier in Section 6.2.1. However, this misalignment still exists after a pause of more than 1.5 seconds. Therefore, the teacher does the second repair in Chinese by nominating two students to form a right group at line 27. Then she switches back to English to repeat the task/activity-related instruction. This extract therefore shows a CS pattern: the imperative managerial instruction as repair preceded by the failure of the first repair attempt.

The analysed data also shows another situation that CS takes place to indicate the next move of procedure. That is, the teacher suspends the on-going discourse or the immediate next relevant activity, which can be demonstrated in the following extract.

### Extract 6.15

01 DT3: ((reading))the statistics of inequality  
 02 are all too familiar with us(.)  
 03→ houmian gei chulai de zhege- zhexie shujv (.)  
 {tr. this- these following statistics provided}  
 04→ women yihuier zai kan yixai ha↓  
 {tr. we will have a look later ha↓((OK?)) }  
 05 (0.4)  
 06 DT3: ((continue reading))how women just earn 77  
 07 cents for every dollar men make

This extract shows the teachers DT3's provision of the managerial instruction during a text-reading process. The reading text concerns with the statistics of gender inequality supported by some statistic examples (lines 01-02). However, she would like to skip and deal with it later. In this situation, she switches to Chinese to express this decision. This instruction ends with a modal particle 'ha', a dialect modal particle originated from 'ah' (Ma and Zhuang, 2014), in the falling tone at line 04.

From Extract 6.9 to Extract 6.15, it shows that the teachers use CS to specify a certain procedure/attention move when they introduce or extend the explanation on the coming next relevant task/activity (see *Extract 6.9*; *6.10* and *Extract 6.11* respectively), conduct a repair sequence (see *Extract 6.12*; *6.13*; *6.14*), and suspend the on-going relevant task/activity (*Extract 6.15*). These extracts above reveal that the teachers use complete/multiple Chinese sentential TCUs and rush through the possible transition point (i.e., less than 0.3 seconds) to deliver the instruction of their interaction move. The teachers also use a series of methodical devices to attract the students' attention to follow the interactional agenda in relation to a specific activity/task. To be specific, the teachers use some imperative instructions to express a command (Li and Thompson, 1989) (e.g., *lai shishi zhege* (tr. try this one) at line 86 in *Extract 6.9*). In addition, the teachers combine the trymaker (e.g., *Extract 6.11&6.12*) or/and sentential-final modal particle in the falling tone (e.g., *Extract 6.13&6.15*) to assist the students to follow and register the interactional move.

### **6.2.6 Chinese shift indicator as a preface of the following managerial instruction**

In my data, it is commonly seen that the shift of discourse is connected with the provision of managerial/instructional information in the managerial mode. However,

based on the sequential analysis, the instruction orients to a shift of topics, modes, or/and activities. In this sense, the CS instances in the following extracts are in a move to a shift. Also, due to its nature being with the function of providing the managerial instruction, it possesses the features and format of CS discussed in Section 6.3. Therefore, this section just simply summarises the CS pattern as “Chinese shift indicator as a preface of the following managerial instruction in Chinese”. Also, the analysis of the following extracts will focus on how the instruction is preceded by the shift indicator to indicate a shift. For example, the Extract 6.16 and Extract 6.17 demonstrate how the shift move is indicated by a sentence-initial Chinese marker ‘*na*’ and ‘*name*’, with the context-related meanings of ‘*and so, so, well or then*’.

### Extract 6.16

- 01 DT1: detailed Reading(0.3)  
 ((shown on the slide |then DT1 taking up the book with the reading text))  
 |Ss turning to looking at the text in the book
- 02→ name cong zhege difang kaishi ne women jiu zhijie guo yixia(.)  
 {tr. so from here ne we just quickly go through it}
- 03→ dang women jiangdao zhongdian jvzi de shihou(.)
- 04→ women jiu yiqi kanxia(.)Ok↑  
 {tr. when we meet the important sentence (.)  
 we’ll have a detailed learning}
- 05 Ss: ah↓
- 06→ DT1: name women zheyang xian ba shengxia de  
 07 cihui gei dajia shun yibian(.)  
 {well, so we will go through the vocabularies first}  
 ((inaudible in L1)) OK↑
- 08 DT1: turn to page 160 (.) OK↑ (0.2)160  
 09 the first one is measure (.) measure  
 10 (0.6)  
 11 <a herd of> (.) yiqun ma (.) yiqun yang (.)  
 12 a herd of horses(.) a herd of sheep (.) OK↑

The background in this extract is that the class has just finished the ‘language focus’ stage, which deals with some key vocabulary learning in details through using slides. This extract starts from the DT1’s instruction that the class will have a detailed reading of the text that is presented on the slide (line 01). Then, DT1 picks up his book with the reading passage, and the students also turn to look at the text in their hands. However, the detailed reading in this class is not planned to be dealt with sentence by sentence



plays the slide to show the prepared sentence, using 3.4 seconds (lines 160-161). Then, he switches to the Chinese instruction, telling that he will nominate someone after giving them some time to think about it. It is clear that this Chinese instruction is also preceded by the Chinese sentence-final marker '*name* (tr. Then)' at line 162, and '*na* (tr. then)' at line 163. As can be seen, this shift indicated by CS preceded by the indicator takes place in the secondary mode (i.e., managerial mode), whereas the main mode is materials-based skills & systems mode for a translation practice with assistance of the slide (lines 159-161). The similar case also occurs in another teacher's discourse in the following extract.

### Extract 6.18

28 DT3: I don't think I need to translate the sentence  
29 in Chinese(.) ((the sentence on slide is 'We did  
30 have a Wiffle-ball set, but we would have been  
31 hard pressed to find it in our playroom'))  
32 But here pay attention to the words  
33 we did (0.4) **biaoshi qiangdiao (0.2)duiba**↑  
{tr. Being emphatic(0.2)right↑}  
34 **qiangdiao de zhege danci zai zheli**  
{tr. emphatic, this word here}  
35 the sentence is a concessive clause  
36 with an emphatic did  
37 **qiangdiao zhuci (0.2)**  
{tr. emphatic auxillary}  
38 **zheshiyige rangbu zhuangyu- rangbu congjv**  
{tr. this is a concessive clause}  
39 **biaoshi rangbude zheyang zheyang yige:: congjv**  
{tr. which indicates concession, such a:: sentence}  
40 (0.4)  
41→ DT3: **name jiexialai ne (.)**  
{tr. name ((so))then}  
42 **women lai kan yixia diyige jvzi**  
{tr. let's look at the first sentence}  
43 ((reading))we did surf the internet  
44 for necessary information  
45 but we didn't find anything significant  
46 (1.5)  
47 DT3: into Chinese↑

48 (3.6)  
 49 DT3: we did surf the internet but  
 50 we didn't find anything significant  
 51 (3.7)  
 52→ na wo zhao tongxue lai zuo yixia ha↓ (.) NAME ((SN3))  
 {tr. na ((so)) I will nominate a student to do it ha↓  
 ((OK?))}  
 53 (4.5)  
 54 SN3: qushi (.)women  
 {tr. We (.)did}

This extract is about discussing the use of the emphatic auxiliary 'did' that emerges from a reading text. The teacher, DT3, shows a sentence with 'did' on the slide and explains 'did' is used for an emphasis and the shown sentence is a concessive clause (lines 28-39). Then, DT3 orients to guide her pedagogical agenda to the exemplified sentences for translation practice. To do so, she uses the Chinese shift indicator '*na* (tr. so)', followed by the imperative instruction in Chinese as well, to announce that her next move is to direct the students to look at the first sentence (lines 41-42). After the significant pauses (lines 46, 48 and 51), even after repeating the given sentence, there is still no response from the students. Therefore, DT3 uses Chinese for the instruction delivery, which is also preceded by '*na* (tr. so)', informing that she will nominate a student to translate the sentence (line 52). The nominated student (SN3) finally tries to translate the sentence after a pause of 4.5 seconds.

As shown in the abovementioned extracts, '*na*', or '*name*', with the meaning of 'so, then', are frequently used as shift indicators. The analysed data also shows another type of shift indicator which is exemplified in the extract below.

#### Extract: 6.19

01 GT1: ((reading))I really regret to say that  
 02 we couldn't bear your filing such a claim  
 03 (0.3)  
 04 haishi yige zhezhong jvjue (.)duiba↑  
 {tr. this is also a refusal (.)right}  
 05 (0.5)  
 06→ GT1: hao(.) zhangwo xia zhege jvxing jieyou (0.2)  
 {Ok(.) memorize this sentence pattern}  
 07 I regret to say that

08                   (0.8)  
 09    **GT1:**     the sentence pattern here (.)((showing next sentence))  
 10                   I'm afraid that I cannot what what (.) right ↑

In this extract, the teacher, GT1, goes through some expressions about how to refuse a claim. This extract starts with a reading ‘I really regret to say that..’, followed by a switch to Chinese to check and enforce the topic, a refusal, for the students’ understanding (lines 01-04). This interactional discourse is all about the linguistic knowledge, which is in skills and systems mode. Then GT1, after a pause of half a second, continues to use Chinese, asking the students to memorise the sentence pattern, ‘I am afraid that...’, which is the managerial instruction. This sudden shift is prefaced by a token ‘hao (tr.OK)’ in Chinese. Then GT1 continues to discuss the next sentence pattern ‘I am afraid that...’ after a pause of 0.8 seconds for the students to remember the previously discussed sentence pattern (lines 08-09).

As shown by the extracts above, the shifts taking place by a shift indicator combined with the managerial instruction in Chinese is just temporary, compared to the other mentioned discourses in main skills and systems mode or materials-based skills & systems mode. And also, the shift indicator can facilitate the students to follow this sudden shift to understand the procedural instruction.

### **6.3 Interactional Features Aligned with Pedagogical Orientations**

#### ***6.3.1 Pedagogical orientations***

In managerial mode, the holistic pedagogical goals are “to transit information, to organise the physical learning environment, to refer learners to materials, to introduce or conclude an activity, and to change from one mode of learning to another” (Walsh, 2006, p. 66). The employment of CS is found to correspond with these pedagogical goals, severing more specific pedagogical purposes as the following:

- To pre-announce/project a topic/activity (see *Extract 6.10*);
- To introduce a topic/activity (see *Extract 6.16; Extract 6.17; Extract 6.18; Extract 6.19* );
- To direct learners’ attention to the task/activity location in materials when the mode shift occurs (see *Extract 6.5; Extract 6.9; Extract 6.10*);

- To ensure learners' alignment with the oriented interactional agenda (see *Extract 6.1; Extract 6.2; Extract 6.4; Extract 6.12; Extract 6.13*)

### **6.3.2 Interactional features**

According to Walsh (2006), the interactional features of teacher talk include a single and extended teacher turn via using explanations and/or instructions, the use of transitional markers, and confirmation checks. Still, the interactional features entailed by the CS deployment are in line with those features. The CS plays an important role to carry out the oriented pedagogical goals. The associated interactional features are:

- The extended teacher turn by a double checking of CS (see *Extract 6.4*), by explanations (see *Extract 6.13*), and/or managerial instruction in complete/multiple CS sentential TCUs ( see *Extract 6.9 – 6.15*)
- Using CS with other prosodic features as confirmation (checks) and reassurance (*Extract 6.4; Extract 6.10*)
- Using a Chinese transitional marker /shift indicator as a preface of Chinese managerial instruction (see *Extract 6.16; Extract 6.17; Extract 6.18; Extract 6.19*)
- Using CS as a repair strategy (see *Extract 6.1; Extract 6.2; Extract 6.3; Extract 6.12; Extract 6.13*)

Normally, in managerial mode, there is lack of students' contributions (Walsh, 2006). However, there is still one instance that the student initiates the managerial instruction in Chinese. Therefore, an additional associated interactional feature is

- Repeating learners' contribution with CS as a resource for further instruction (see *Extract 6.8*)

The use of CS by the teachers reflects their awareness of the necessity to use CS to keep the learners together (Walsh, 2006), help the learners to follow the discourse (McCarthy and Walsh, 2003), and keep the alignment with the pedagogical orientations. Therefore, some triggers are related to the use of CS, and some other devices are combined to help draw the students' attention to the instruction. Firstly, the other prosodic features, such a sentence-final Chinese modal particles in rising or falling intonation and/or try-markers are jointly used. Also, mainly within managerial mode, the occurrence of the teacher's CS mostly comes after longer pauses, the observed misalignment, and the students' failure for the teacher's repair initiation. On the other



hand, when the managerial mode is just temporary or secondary, CS helps with the marked shift in the way of the shift-indicator-prefaced instruction.

### **6.3.3 Interactional effects**

In managerial mode, the teacher concerns with the procedural instruction and organization, and the learners are expected to follow the management agenda. In this sense, the analysed extracts in this chapter have revealed the successful use of CS, showing how CIC is unfolded by the appropriate use of CS in different ways as below:

- Explicitly repairing the student's misalignment/misunderstanding of the procedure instruction by means of translating the trouble fragment (*Extract 6.1*), and specifying a right move (*Extract 6.12*);
- Translating the new instruction when the temporary mode shift (i.e., mode side sequence, see Walsh, 2006) (*Extract 6.4*) occurs or translating the location of the task when mode switch occurs (*Extract 6.5*).
- Explicitly delivering the task/activity-directed procedure move (*Extract 6.9*)
- Not repairing the student-initiated CS, but integrating it into the teacher's discourse flow with repetition of the student' contributions (*Extract 6.9*)
- Using shift indicator to clearly mark the shift to a new topic, activity/task, or a mode (*Extract 6.16*)
- Combining the different appropriate prosodic set of cues.

## Chapter 7 CS in Materials Mode

### 7.1 Introduction

This chapter firstly focuses on the CS sequential patterns in materials mode (*Section 7.2*). Then, this chapter unpacks the associated interactional features and display the interactional effects of CS employment in this mode (*Section 7.3*).

### 7.2 Sequential Patterns

In this section, seven salient patterns emerge from the data, among which five patterns are manifested in various ways of translating (i.e., *Section 7.2.1 - 7.2.5*). The other two CS patterns are about how the discourse is shifted to the content in the materials and how the content is activated in the text respectively (i.e., *Section 7.2.6; 7.2.7*).

#### 7.2.1 “Glossing-over” translation

According to Walsh (2002), glossing over the discourse is used by the teacher to advance the conversation and interaction in the classroom. This kind of “glossing-over” translation is also found in materials mode. The recurrent sequential patterns are shown as *a*) the quick provision of plain translation after reading the lines in the text, and *b*) the plain translation combined with a turn-holding modal particle. The following three extracts will demonstrate these two translation patterns respectively.

#### Extract 7.1

```
31   HT3:  ((continuing reading))there is a dispute about
32         whether censorship is good or bad(.)
33→      zhezhong xinwen shengcha zhidu
34→      shihao shihuai shi youxie zhengyi(.)
      {tr. there is a dispute about whether censorship is good or
      bad}
35         there is a dispute about it (.)
36         so I want you and your partner
37         to discuss the pros and cons  of censorship (.)
38         good things and bad things (.)
39         good things and bad things about
40         ah:: censorship (.)OK ↑
```

The focus of this extract is on an argument about the ‘censorship’ shown on the slide. Prior to this extract, the teacher, HT3, explains the meaning of censorship for the students. Then, the teacher continues by reading the topic description shown on the slide (lines 31-32). Just after a brief pause, the teacher translates it in a quite flat voice (lines 33-34). Then, after another brief pause, the teacher delivers her activity instruction, i.e., asking the students to discuss the pros and cons of censorship (lines 35-40).

It can be seen that the teacher reformulates her instruction, using ‘good things and bad things’ to explain ‘pros and cons’ in order to assist the students to understand the activity (lines 38-40). The teacher also checks the students’ understanding of the instruction by using ‘OK<sub>↑</sub>’ in a rising tone at the end (line 40).

In contrast, when providing the translation, the teacher only adopts the plain translation after a micro pause and quickly moves to the next utterance. This translated discourse is to advance the teacher’s discourse rather than allowing time and space for the students to formulate their responses or take turns (Walsh, 2002, p. 16). Therefore, such a plain translation after a brief pause serves for glossing over the discourse.

The plain translation coming after the brief pause is also used with the combination of the neutrally-toned ‘*ne*’ or ‘*ah*’, a Chinese modal particle. The meaning of this particle is similar to that of the English particle ‘well’. When not being used to form a question, this type of Chinese modal particle serves to hold the turn (Xiong and Lin, 2004). The following extracts demonstrate how the plain translation and this ‘*ne*’ or ‘*ah*’ turn-holding modal particle work together to advance the interactional move in the text reading comprehension.

### Extract 7.2

01 DT1: ((reading text)) China has joined  
02 the rest of the world in marking  
03 (1.1)  
04 marking(.) qingzhu  
 {tr. marking}  
05 (0.7)  
06 ((continue reading))international Women's Day(0.2)



found in the other teachers' talk, for example, in the following extract from teacher ZT1's talk.

### Extract 7.3

- 07 ZT1: ((reading))they do not always expect to move  
08 from crisis to crisis(.) OK (.)  
09→ ((translating))**tamen bingbu xiwang ne(.)zongshi**  
{tr. they don't hope ne ((well))(.).always}  
10 move from crisis to crisis|  
|looking at students  
11 (1.4)  
12 ZT1: ((translating))**cong ling yige weiji zhuanru↑ (0.2)**  
13 **ling yige weiji(.)ha↓**  
{tr. move from one crisis to(0.2)  
another crisis (.) ha↓}  
14 ZT1: ((reading))so they do not all expect  
15 that each day will bring up some noble chance of the war(.

This extract is also taken from a detailed reading class. Similar to the last extract, this detailed reading includes both the reading comprehension of a reading text, and the linguistic learning. In this extract, ZT1 reads one sentence and uses 'OK' as a marker to close the reading (line 08). Then, she immediately provides the translation, '*tamen bingbu zongshi xiwang*' of the segment 'they don't hope' which is combined with '*ne*' to hold her turn to continue the reading 'move from crisis to crisis' with a stress (lines 09-10). She looks at the students and waits 1.4 seconds for the students' response (line 11). But the students do not respond. Therefore, another CS instance initiated by ZT1, i.e., providing the translation (*cong ling yige weiji zhuan ru ling yige weiji*) for the students, takes place here again (lines 12-13).

It can be seen that the translations provided at line 09 and at lines 12-13 are different. The latter one takes place in skills and systems mode. It is featured by the translation followed by a pause to elicit the students' response (line 12), and ended with downward-toned modal particle '*ha*' at last to develop their recognition. In contrast, the translation at line 09 is characterised by a combination of the plain translation and the turn-holding modal particle, '*ne*', severing as a 'gloss'.

As to the combination with the modal particle to keep the speaker's turn, 'ah' in the neutral tone is another one to be used in the translation, which is demonstrated as below:

**Extract 7.4**

01 DT1: ((reading))one in four women  
 02 is the victim of domestic violence  
 03 at some point in her life (.)  
 04→ **shuo nvren yisheng dangzhong ah (.)you 1/4 de nvxing**  
 05 **Hui chengwei zhezhong domestic violence de**  
 {tr. at some point in her life ah ((well)) (.) one in  
 four women will be the victim} **of domestic violence**  
 06 (0.6 ) ((DT1 turned back to look at the slide))  
 07 DT1: victim (0.2) victim xishengzhe (0.5)  
 {tr.victim}  
 08 domestic violence (.) jiabao (0.3)  
 {tr. Violence}  
 09 women changshuode jiabao  
 {tr. the domestic violence as we often say}

In this extract, during a detailed reading stage, the teacher DT1 goes through the text sentence by sentence. This extract starts from reading a sentence about the percentage of women who suffer from the domestic violence (lines 01-03). Then, after a brief pause, the teacher translates the sentence, but leaving the two linguistic items, i.e., 'victim' and 'domestic violence', untranslated (lines 04-05). He then deals with these two linguistic items with repetition and stress before providing their equivalent words and phrases for the students (lines 07-09). This latest just-mentioned point belongs to skills and systems mode and therefore, thus, it will not be fully discussed here.

As to the translation at lines 04-05, similar to the features discussed in Extract 7.2 and Extract 7.3, it serves as a 'gloss', which is featured by the closely connected TCUs. To be specific, as can be seen that 'ah', the modal particle in the neutral tone, here assists with the close connections between TCUs, leaving little space for learners to take turns.

**7.2.2 Extended translation with explanation**

The second pattern of CS under the provision of translation is the ‘extended translation with explanation’. This pattern of CS is different from a ‘gloss’ discussed in Section 7.2.1. Rather, the concern is to take the original, translate and extend /explain it. It can be demonstrated in the following extracts:

### Extract 7.5

01 DT2: look at this title (.)  
 02 a woman can learn anything  
 03 a man can ((subtitle of Unit 6))(.)  
 04 what can you infer from this title?  
 05 (0.9)  
 06 DT2: you know infer  
 07 S1: °tuiduan°  
       {tr. infer}  
 08 DT2: tongxuemen nengcong zhege timu li  
 09 tuiduan chu shenme lai  
       {tr. what can you infer from this title}  
 10 a woman can learn anything that a man can ((subtitle))  
 11 (1.9)  
 12 DT2: ah: (.)nanren xuedehui nvren ye xuedehui  
       {tr. a woman can learn anything that a man can}  
 13 (1.2)  
 14 DT2: ah:: well (.)what is the meaning  
 15 not expressed?  
 16→ ta meiyou biao xian chulai de nage yisi (.)  
 17→ huozheshuo (.)dangshuo zhejvhuade shihou (.)  
 18→ yinggaishi zaishenme changhexia shuochulaide (.)  
 19→ >nanren xuedehui nvren yexuedehui <  
       {tr. the meaning not expressed (.)  
       in other words (.) when saying this sentence (.)  
       what occasion should that be in (.)  
       > a woman can learn anything that a man can <}  
 20 S1: qi[shi]  
       {tr. looking [down upon ]}  
 21 S2 [qi]shi  
       {tr. [looking down] upon}  
 22 DT2: you are very clever (.)  
 23 when there are some prestigious women

24                   and somebody challenges or  
25                   doubt their abilities (.)

This extract is taken from a reading lesson by the teacher DT2. Before the reading activity begins, DT2 asks the students to look at the title and infer the meaning from the title (lines 01-04). This question, the FPP, is also the initiation of the IRF sequence. However, even the teacher DT2 gives some waiting time, and even switches to Chinese to repeat the question, the students still fail to answer the question (lines 05-12). After another pause of 1.2 seconds, the teacher reformulates her question by asking ‘what is the meaning not expressed?’. This is immediately followed by her translation of this reformulation. Then, she extends her translation to elicit in what situation such a title, ‘a woman can learn anything that a man can’, should fit (lines 14-19). The teacher’s extended translation here successfully helps the students produce the preferred response, ‘*qishi* (tr. looking down upon)’ (lines 21-22).

As it is shown in the extract, the extended translation with explanation is embedded in a display question sequence. It is noticeable that such a type of translation signals a self-repair strategy, as the translation extends and complements the reformulated question. This is because the students may not understand the question only from its literal meaning, which is actually evidenced by the lack of response to the FPP. Therefore, the teacher may realise that reformulation of the question by using the target language is still more about the literal meaning, which may not successfully elicit a response from the students. In this sense, this type of translation also serves as ‘pre-second inserts’, in that the extended translation with explanation orients to “establish the necessary resources” for implementing the pending SPP (Schegloff, 2007, p. 106), i.e., the students’ responses at lines 20 – 21.

### **7.2.3 Translation on comprehension-focused display questions**

The following extract has been analysed once earlier in Section 7.2.2 above, focusing on the CS instance at line 16 -19. However, in this section, the focus of the analysis will be on the CS occurrence at lines 08-09. As described in the Section 7.2.2, this extract is about the teacher’s asking the students to infer the information from the title of a reading text: ‘a woman can learn anything that a man can’.

### **Extract 7.6**



01 DT2: look at this title (.)  
02 a woman can learn anything  
03 a man can ((subtitle of Unit 6))(.)  
04 what can you infer from this title?  
05 (0.9)  
06 DT2: you know infer  
07 S1: °tuiduan°  
{tr. infer}  
08→ DT2: tongxuemeng nengcong zhege timu li  
09→ tuiduan chu shenme lai  
{tr. what can you infer from this title}  
10 a woman can learn anything that a man can ((subtitle))  
11 (1.9)  
12 DT2: ah: (.)nanren xuedehui nvren ye xuedehui  
{tr. a woman can learn anything that a man can}  
13 (1.2)  
14 DT2: ah:: well (.)what is the meaning  
15 not expressed?  
16 ta meiyou biao xian chulai de nage yisi (.)  
17 huozheshuo (.)dangshuo zhejvhuade shihou (.)  
18 yinggaishi zaishenme changhexia shuochulaide (.)  
19 >nanren xuedehui nvren yexuedehui <  
{tr. the meaning not expressed (.)  
in other words (.) when saying this sentence (.)  
what occasion should that be in (.)  
> a woman can learn anything that a man can <}  
20 S1: qi[shi]  
{tr. looking [down upon ]}  
21 S2 [qi]shi  
{tr. [looking down] upon}  
22 DT2: you are very clever (.)  
23 when there are some prestigious women  
24 and somebody challenges or  
25 doubt their abilities (.)

The teacher DT2 instructs the students to look at the title, while reading the title prior to asking what they can infer from the title (lines 01-04). The 0.9-second pause (line 05) results in the teachers' checking if the students understand the meaning of 'infer' that

may block the understanding (lines 05-06). Then, the S1's provision of the right equivalent of 'infer' (line 07) seems to show that there is no block caused by the linguistic aspects. Therefore, the teacher immediately takes the turn again, translating the previously raised display question at line 04, and repeats the subtitle (lines 08-10). However, after the significant pause of 1.9 seconds, there is still no response from the students. As a result, the teacher takes the following steps accordingly before hearing the preferred reply from the students: translating the title, giving waiting time again and reformulating and extensively translating and explaining the question (lines 11-21).

As can be seen clearly, this CS is embedded in a known-answer question (i.e., display question) sequence. The occurrence of the CS through the translation is closely related to the questioning of the text comprehension. It also shows that such a translation on comprehension-focus display question occurs when there is noticeable delay/lack of response. However, in the analysed data, it is found that this is not always the case for the teacher who simply translates the question. Rather, more instances are the translation on the specific contents in the question or the question-related background information (i.e., context-setting of the question in relation to text comprehension). This type of translation will be fully discussed in Section 7.2.4 as below.

#### ***7.2.4 Context-setting of comprehension-focused questions translated (and extended) as post-first inserts***

As mentioned above, the context-setting of comprehension-focused questions in the materials mode refers to the content fragment which is closely related to the text-comprehension questioning, such as the question-related background information introduced by the teacher. Such an introduction preceding the question in the sequence can also be seen as (part of) the pre-expansion (Schegloff, 2007). The following two extracts demonstrate how the translation on such a kind of question-related specific content assists the students to engage in the interactional flow of the discourse.

#### **Extract 7.7**

01     **DT2:**    look at this title (.)  
02                a woman can learn anything  
03                a man can ((subtitle of Unit 6))(.)  
04                what can you infer from this title?  
05                (0.9)

06 DT2: you know infer

07 S1: °tuiduan°  
{tr. infer}

08 DT2: tongxuemen nengcong zhege timu li

09 tuiduan chu shenme lai  
{tr. what can you infer from this title}

10 a woman can learn anything that a man can ((subtitle))

11 (1.9)

12→ DT2: ah: (.)nanren xuedehui nvren ye xuedehui  
{tr. a woman can learn anything that a man can}

13 (1.2)

14 DT2: ah:: well (.)what is the meaning

15 not expressed?

16 ta meiyou biao xian chulai de nage yisi (.)

17 huozheshuo (.)dangshuo zhejvhuade shihou (.)

18 yinggaishi zaishenme changhexia shuochulaide (.)

19 > nanren xuedehui nvren yexuedehui <  
{tr. the meaning not expressed (.)  
in other words (.) when saying this sentence (.)  
what occasion should that be in (.)  
> a woman can learn anything that a man can <}

20 S1: qi[shi]  
{tr. looking [down upon ]}

21 S2 [qi]shi  
{tr. [looking down] upon}

22 DT2: you are very clever (.)

23 when there are some prestigious women

24 and somebody challenges or

25 doubt their abilities (.)

This extract has been used earlier in Section 7.2.2 and Section 7.2.3, with the focus on the CS instances at lines 16 -19 and 08-09 respectively. In the current section, the focus of the analysis is only on the use of CS at line 12.

As described in Section 7.2.3, in this extract, the teacher DT2 tries to elicit the students' understanding of the reading text from its title 'a woman can learn anything that a man can'. However, at the first attempt, the students fail to provide a response to the teacher's initiation of the question during the waiting time of 1.9 seconds (lines 01-05).

As a result, the teacher deals with one linguistic item by checking the meaning of ‘infer’ and then translates the question, which helps to remove the possible linguistic block for the students to understand the question (lines 06-10). After a pause of 0.9 seconds, the teacher translates the title (line 12) which she has read before the question (lines 02-03). Then, still none of the students takes up the turn during another pause of over 1 seconds. Therefore, the teacher rephrases the question and provides the following-up extended translation (see *Section 7.2.2*) (lines 13-19). This time, the teacher’s second attempt here works successfully and the students answer the question.

The sequential analysis in relation to the CS instance at line 12 shows that the translation here serves as the ‘post-first inserts’ which “looks backward” to “clarify the talk” in FPP (Schegloff, 2007, p. 106). To be specific, in this extract, the comprehension question at lines 01-04 is the FPP. Providing the title’s translation for the students here facilitates the teacher to go back to clarify the specific content that is related to the question initiated by her in the FPP. Therefore, it serves as the post-first insert expansion. As can be seen, the insert “looking backwards” orients to re-elicite the students’ response. According to the analysed data in this study, the re-elicitation is often followed up by the significant waiting time (e.g., a 1.2-second pause at line13 in this extract) or/and the question repetition which can be exemplified in the following extract that is taken from ZT1’s classroom teaching.

### Extract 7.8

84      **ZT1:** OK (.)that is this sentence(.)  
85           ((reading))but when they very slowly made up their minds(.)  
86           that the thing has to be done(.)  
87           and jobs are still unfinished (.)  
88      **ZT1:** so here a phrase < make up one's mind >  
89           (0.6)  
90      **ZT1:** means  
91      **Ss:** [((inaudible in English))]  
92      **ZT1:** [make up one's mind]  
93      **ZT1:** yeah (.) determine to do something (.)ha↓ (.)  
94           **juexin ganmoushi**  
          {tr. determine to do something}  
95           (0.6)  
96      **ZT1:** make up one's mind to do something(.)OK(.)

97      **ZT1:** ((reading))Things has to be done and jobs  
 98            are still unfinished (.) So < things and jobs means >  
 99            (0.3)  
 100     **ZT1:** refers to↑  
 101            (2.0)  
 102→ **ZT1:** **tashuo shiqing bixu bei wancheng (.) duibudui↑ (.)**  
           {tr. it says that things has to be done (.) right↑}  
 103            so here things and jobs refers to what  
 104     **Ss:**    °the war°=  
 105     **ZT1:** =yeah (.) the war (.) OK↑ (.)  
 106            the war has to be fight- fought (.) right↑

This extract is taken from an intensive reading conducted by the teacher ZT1. This intensive reading focuses on the linguistic aspects and meanwhile deals with the text comprehension. The teacher's (ZT1) strategy to achieve these pedagogical goals is to go through the reading text sentence by sentence. The reading in this extract is about some British people who were involved in a war made up their mind to fight to end the war. But the people also realised that it was a long way ahead before ending the war. In this reading text, the author uses 'things and jobs' to refer to 'fighting the war'.

This extract begins with the teacher's reading of some sentences in this text (lines 84-87). Then, the teacher firstly deals with a linguistic phrase, i.e., 'make up one's mind, by initiating a DIU (Koshik, 2002) and provides a feedback to the students' response (lines 88-96). After that, the teacher raises another DIU (ibid) about what 'things and jobs' refers to (lines 97-100), which orients to comprehend the reading text. This is because the teacher originally asks 'things and jobs means', which is a DIU (Koshik, 2002) from the linguistic perspective. The teacher quickly does the self-repair by using 'refers to' (line 100) instead of 'means'. However, none of the students takes the turn to respond the teacher's DIU during the pause of 2 seconds. Thus, the teacher provides the translation on 'things has to be done', combined with a try-marker to clarify the context setting of the question in the FPP. The teacher's clarification here is immediately followed by the repetition of the question. This time, the students provide the related yet incomplete answer. Nevertheless, the teacher's translation of the question-related context in this extract is still successful, as the students' insufficient response is also accepted and acknowledged by the teacher at line 105.

In sum, from Extract 7.7 and Extract 7.8, rather with a focus on removing linguistic block, such a kind of the CS pattern in the way of translating orients to clarifying and attracting the students' attention to the context setting of the question.

### **7.2.5 Extended translation on a third-turn elaboration**

Regularly, the recipient's preferred response leads to the 'sequence-closing third' (Schegloff, 2007) by a minimal or short agreement, such as an acknowledgement or an "assessment marker+ repetition" composite (e.g., good + SPP repetition); On the other hand, the sequence with a dispreferred SPP is always expansion-relevant, such as coming with 'other-initiated repair' as the next relevant to expand the sequence (Schegloff, 2007). However, in the analysed data, the students' preferred response leads to the composite of the teacher's "sequence-closing token + elaboration". That is, the teacher's acceptance of the students' response "serves as a sequence-closing third" (Schegloff, 2007, p. 126), which refers to a single turn after the base SPP (hence third) that does not project any further talk beyond their turn. However, here, the teacher also continues "to extend the sequence" (ibid). As to the language use, the teacher firstly extends/elaborates the students' response in English, and then switches to adopt the translation to facilitate the students to understand the just-preceding elaboration.

Regarding the IRF sequence, in this study, the teacher initiates the text-comprehension question (I) and gets response (R) from the students, and the third-turn extended translation is included in the teacher's feedback (F). The extract of DT2's reading comprehension on the meaning inferred from the title is looked at again, yet with the focus on the CS in the teacher's feedback.

#### **Extract 7.9**

01 DT2: look at this title (.)  
02 a woman can learn anything  
03 a man can ((subtitle of Unit 6))(.)  
04 what can you infer from this title?  
05 (0.9)  
06 DT2: you know infer  
07 S1: °tuiduan°  
{tr. infer}  
08 DT2: tongxuemen neng cong zhege timu li

09            **tuiduan chu shenme lai**  
               {tr. what can you infer from this title}

10            a woman can learn anything that a man can ((subtitle))

11            (1.9)

12    DT2:    ah: (.)**nanren xuedehui nvren ye xuedehui**  
                               {tr. a woman can learn anything that a man can}

13            (1.2)

14    DT2:    ah:: well (.)what is the meaning  
 15            not expressed?

16            **ta meiyou biaoqian chulai de nage yisi (.)**  
 17            **huozheshuo (.)dangshuo zhejvhua de shihou (.)**  
 18            **yinggai shi zai shenme changhexia shuochulai de (.)**  
 19            >**nanren xuedehui nvren yexuedehui** <  
               {tr. the meaning not expressed (.)  
               in other words (.) when saying this sentence (.)  
               what occasion should that be in (.)  
               > a woman can learn anything that a man can <}

20    S1:    **qi[shi]**  
               {tr. looking [down upon     ]}

21    S2        **[qi]shi**  
                               {tr.            [looking down] upon}

22    DT2:    you are very clever (.)  
 23            when there are some prestigious women  
 24            and somebody challenges or  
 25            doubt their abilities (.)

26→        **dang youren qishi de shihou huoshi**  
 27→        **zhiyi nvxing nengli de shihou**  
               {tr. when there are someone who look down upon or  
               challenge or doubt the women's abilities}  
               (0.3)

28    DT2:    a woman can learn anything a man can (.)  
 29            a man can learn it (.)  
 30            a women can learn too (.)  
 31            are there anything a man can learn  
 32            but a women cannot learn?  
 33            (1.3)

In this extract, as described in Extract 7.7 above, the teacher DT2 initiates a question about what meaning can be inferred from the title 'a woman can learn what a man can' ,

which is the FPP (lines 01-04). The teacher also initiates some insert-expansions, i.e., post-first inserts (see *Extract 7.5*) and pre-second insert (see *Extract 7.7*), due to the unfilled pauses when a response from the students is expected (lines 05 -19). As can be seen from lines 16-21, the teachers' pre-second insert translation successfully elicits the responses from S1 and S2. The answer is also acceptable which is evidenced by the teacher's acknowledgement by saying 'you are very clever' at line 22. Then, the teacher looks at the whole class and continues her elaboration that people's doubting and challenging women's abilities are also the triggers (lines 22-25). After a micro pause, the teacher switches to Chinese to translate it, stressing on the key words, such as 'look down upon' and 'challenge or doubt' (lines 26-27).

It is important to note that the positive comment at line 22 also serves the sequence-closing third, as it leads to the sequence to the closure for the interaction between the teacher and the individual student. The comment also demonstrates the students' initial understanding, even though this response is insufficient. Nevertheless, the teacher accepts such an initial understanding in the insufficient response. Also, it is noticeable that the teacher's translation on her elaboration is extended, which also includes the students' contribution. That is, 'being looked down upon' is the previous response by S1 and S2 at line 19 and line 21. The third-turn elaboration with the extended translation also can be seen from another extract as below:

### Extract 7.10

84        **ZT1:** OK (.)that is this sentence(.)  
85            ((reading))but when they very slowly made up their minds(.)  
86            that the thing has to be done(.)  
87            and jobs are still unfinished (.)  
              ((line 88-96 deleted, dealing with  
              the meaning of 'make up one's minds'))  
97        **ZT1:** ((reading))things has to be done and jobs  
98            are still unfinished (.) So < things and jobs means >  
99            (0.3)  
100        **ZT1:** refers to↑  
101            (2.0)  
102        **ZT1:** **tashuo shiqing bixu bei wancheng (.) duibudui↑ (.)**  
              {tr. it says things has to be done (.) right↑}  
103            so here things and jobs refers to what



104    **Ss:**    °the war°=  
105    **ZT1:**    =yeah (.) The war (.) OK↑ (.)  
106            the war has to be fight- fought (.) right↑  
107→   **ZT1:**    hao (.) yejiushi shuo dang tamen manman  
108→            xiading juexinde shihou  
              {tr. OK (.) it just means when they finally to make up their  
              minds}  
109→            yao jieshu zhege zhanzheng (.) duiba↑(.)  
              {tr. to finish the war(.) right↑  
110→   **ZT1:**    jieshu zheyiqie zheyiqie de shihou(.)  
              {tr. to finish this}  
111            even though it may take months (0.2)  
112→            jishi yaohua jigeyue shenzhi yinian (.)  
              {tr. even takes several months and even one year}  
113→            tame douhui zhenyang ah  
              {tr. what will they do}  
114            (0.3)  
115    **ZT1:**    [do it ]  
116    **Ss:**    [(fight)]  
117→   **ZT1:**    kangzheng daodi (.) duibudui↑  
              {tr. fight until the end(.) right↑}  
118    **Ss:**    en:  
119    **ZT1:**    OK.

This extract is taken from ZT1's intensive reading. It has been used in Extract 7.8, with the focus on the CS at line 102, demonstrating how the specific content is translated as post-first insert to facilitate the students to understand the FPP and produce the relevant SPP. Here, in this extract, the focus is on the CS instances at lines 107-117, which is about how the teacher employs the extended translation to understand a third-turn elaboration and meanwhile understand the text in relation to the comprehension question.

As described in Extract 7.8, the extract is about the British people who were involved in a war finally made up their minds to end the war. The teacher reads the sentence (lines 85-87), and deals with a linguistic item by initiating the turns to check the meaning of 'make up one's mind (lines 88-96 deleted). Then, the pedagogical goal moves to understand the reading text. The teacher ZT1 tries to use a DIU (Koshik, 2002) to elicit

what ‘things and jobs’ refers to (line 100). The unfilled 2.0 second-gap leads to both the teacher’s translation on the specific content as post-first insert to clarify the point in the FPP, and the teacher’s repetition of the base question in the FPP (lines 102-103) (see Extract 7.8). This time, the students take the turn, responding ‘the war’ in a very low voice (line 104), and the teacher immediately shows her agreeing with this answer (line 105). Yet, the teacher further elaborates that ‘things and jobs’ refers to ‘fighting the war’ at line 106, which indicates the students’ prior response is insufficient. Nevertheless, the students’ response is the preferred one, as the teacher accepts the students’ initial understanding. This is evidenced by the teacher’s immediate acknowledgement by saying ‘yeah’ and the stressed repetition of their response, which also serves as a signal of the turn-closing third (line 105). Then, the teacher elaborates the response by saying ‘the war has to be fought’ which is then extensively translated by reference to the original sentence context. Therefore, the extended translation pattern in this extract is slightly different from that in Extract 7.9 in which the translation is extended with reference to the students’ just-prior contribution to the interaction.

Nevertheless, the extended translation on a third-turn elaboration orients to the students’ understanding of the text related to the base FPP, rather than the content only in the elaboration. To be specific, in this extract, such an extended translation orients to facilitate the students’ full understanding of ‘things and jobs’ which in fact refers to the war is to be fought until the end. This is evidenced by the question initiated by the teacher (line 113) to check the students’ comprehension-related understanding during her translation process. The students reply ‘fight’ (line 116), which demonstrates their understanding not only of the teacher’s elaboration part, but also the text comprehension related to the base FPP, i.e., ‘things and jobs refers to’. The teacher continues to finish the translation (line 117), i.e., *kangzheng daodi* (.) *duibudui* † (tr. fight until the end), and the students again demonstrating their understanding by saying the acknowledgement token ‘en.’ (tr. yes) (line 118).

### **7.2.6 Chinese shift indicator as a preface of the text-related display question**

This extract below is taken from DT1’s reading class. This extract occurs when the teacher goes through the words and phrases before conducting the reading activity. Only one CS instance showing a shift move by using the CS was found in the collected data in this mode, however, the CS use to indicate an interaction agenda shift also

occurs in other modes. In order to examine how the CS was operated differently or similarly across modes, this single case in materials mode is still analysed, which is as below:

#### Extract 7.11

01 DT1: here are the words ((on slide))we need to  
02 go through (.) OK↑ (.)display ↑ (.) blossom↑(.)  
03 <quake-hit> (0.2) here Quick-hit means earthquake  
04 (2.9)((the teacher looks at the students))  
05→ DT1: **name(.)dajia jiu keyi xiangxiang- zhege yao jieshao**  
06→ **naxie neirong(0.3) shiba↑**  
{tr. name ((well)) (.) you may know- what this text will  
introduce (0.3) right↑}  
07 Ss: en::  
08 DT1: °jintian shi° `   
{tr. today is}  
09 (1.6) ((the teacher was thinking))  
10 °qi zhounian°  
{tr. the 7<sup>th</sup> anniversary}  
11 Ss: **zuotian shi**  
{tr. yesterday was}  
12 DT1: **Oh zuotian(.)zuotian shi qi zhounian**  
{oh yeah(.) yesterday was the 7<sup>th</sup> anniversary}  
13 (0.3)  
14 DT1: OK (0.8) next word (.)

The teacher uses the slide to assist him to show the word list to the students, and he reads the words one by one and explains the ones when necessary (lines 01-02). At line 3, the teacher elongates the word ‘quick-hit’ and explains the meaning here, followed up by a pause of 2.9 seconds when the teacher looks at the students (lines 03-04). The video shows that during the pause, it seems that the teacher is expecting something more than the silence. The teacher then initiates a shift, leading the interaction progress from the linguistic items (i.e., in the skills and systems mode) to the aspects related to the reading text (i.e., the materials mode). That is, the teacher, switching to Chinese, initiates a display question which is about the topic of the reading text. The shift is preceded by a Chinese shift indicator ‘name’ (tr. so, well). After closing the sequence in the materials mode, the teacher goes back to the skills and systems mode to go through the rest words by initiating another new sequence at line 14. It is

noticed that the shift taking place in the secondary materials mode in this extract is marked by using the code-switched combination of a shift indicator and a comprehension-related display question.

It can be said this marked shift is successful to keep the students' following up, evidenced by the students' immediate response by saying an acknowledgement token 'en:' at line 07. It can also be evidenced by the students' saying 'yesterday' to repair teacher's 'today' being the 7<sup>th</sup> anniversary. This is because the students are 'together' with the teacher when the teacher continues to talk about the anniversary of an earthquake. Even the teacher does not mention which earthquake, drawing on their shared prior knowledge, the students still can follow the teacher's discourse which is about the disastrous earthquake in Wenchuan in 2008.

### **7.2.7 Activating the text-related background/prior knowledge**

Regarding the frequency of CS occurrence, similarly to the instance of CS to mark the shift in Section 7.2.6, the following CS sequential pattern only takes place once. It is taken from a viewing and speaking session from GT1, demonstrating how the teacher employs the CS to activate the background/prior knowledge related to the text.

#### **Extract 7.12**

01 **GT1:** and then we have Question Number 9 (.) right ↑  
02 (1.3) now go on  
03 ((video played))  
04 **GT1:** number 9↑  
05 **Ss:** ((inaudible in L2))  
06→ **GT1:** you yige hen guanjian de ci shi shenme?  
07→ women yao zhuyi duihuazhong you yige guocheng  
08→ zhege guocheng shi dangshi women jiangdao de(0.2)  
09→ zai zhege claim ta yixilie de guocheng zhong(.)  
10→ suoyi zheyibu gaidao nayibu ne ?  
{tr. what is the keyword?  
we need to pay attention that there is a process in the  
dialogue which we have mentioned(0.2)  
in the series of the procedures of the claim (.)  
so what is this procedure?)  
11 **S39:** Settle

12 **GT1:** settle (0.2) solve (.) right↑ (.)  
 13 settle your↑  
 14 (0.3)  
 15 **Ss:** [claim]  
 16 **GT1:** [claim] immediately (0.2) understand?  
 17 <settle your claim immediately> (0.5)  
 18 here (.)<settle your claim immediately>(0.3)  
 19 settle your claim as soon as possible (0.2)  
 20 right↑ (0.2) that's it.  
 21 (4.1)  
 22 **GT1:** and for the last question (.) number 10

This extract is taken from a viewing and listening activity, which aims to examine the students' viewing listening comprehension by completing some comprehension-related questions in the text book. This extract begins with the teacher's managerial instruction to look at the ninth question, i.e., what is the dialogue about?

The teacher's plays the video clips and repeats the question number in a rising tone to elicit the students' response (lines 03-04). However, the students' response is inaudible (line 05), which results in the teacher's CS to provide the text-related background information (lines 06-10). To be specific, this question and the previous questions are about the series of procedures of dealing with a claim, such as launching a claim, responding a claim and refusing a claim. The teacher has gone through the procedures as the background information before the overall listening activity, evidenced by the teacher's utterance at line 08, so that the students have got this background/prior knowledge. This is the ninth question, and the teacher therefore reminds the student of the keywords as a prompt in terms of the procedure of the claim in this dialogue.

The use of CS as a prompt here by the teacher is successful, as after this provided prompt, the student S39 takes the turn to provide an incomplete answer 'settle', which at least demonstrates that he gets the 'keyword' by drawing on the background/prior information. Also, when the teacher repeats and reformulates the S39's response and again elicits the students' to complete the S39's insufficient response by another DIU (lines 12-13), the whole class provides the preferred response. This also demonstrates the uptake of the whole class with the assistance of the teacher's prompt in such a pattern.

## **7.3 Interactional Features Aligned with Pedagogical Orientations**

### **7.3.1 Pedagogical orientations**

Materials mode is characterised by using the materials to guide and determine topic and turn-taking, so that the “pedagogic goals and teacher-learner discourse flow” evolves from the materials being used (McCarthy and Walsh, 2003, p. 179). Generally speaking, the pedagogical goals in materials mode, all in relation to the materials, are to provide language practice, to elicit responses, to check and display answers, to do necessary clarification and to evaluate contributions (Walsh, 2006). It is found that some of these pedagogical goals are assisted to achieve by the employment of different patterns of CS. The pedagogical purposes served by CS can be specified as to:

- elicit the students’ response in relation to the materials (*see Extract 7.12*)
- clarify the specific content and/or the questions in relation to the text comprehension (*see Extract 7.5; Extract 7.6; Extract 7.7; Extract 7.8*)
- facilitate the understanding/check of a further elaboration when displaying answers (*see Extract 7.9; Extract 7.10*)

Also, a new pedagogical purpose served by the CS is found. That is,

- To advance the progress of dealing with the target content (*see Section 7.2.1*).

The above shows the main pedagogical goals to be achieved with assistance of the CS employment, when the material is the main mode. However, occasionally, the materials mode appears as a secondary mode. In this case, the CS serving an additional pedagogical purpose is discovered as the following:

- To mark the reference to the materials (*see Extract 7.11*)

### **7.3.2 Interactional features**

With respect to the interactional features in materials mode, Walsh (2006) has identified that this mode is dominated by the IRF patterns and the extensive use of display questions. This mode also includes the form-focused feedback, corrective repair and the use of scaffolding (Walsh, 2006; 2013). Overall, the associated interaction features engendered by the CS are overall in line with them, which are specified as below:

- The display questions or/and the related context-setting translated when being lack of a response (see *Extract 7.5; Extract 7.7; Extract 7.8*)
- In the dominated IRF exchange structure, a third-turn elaboration translated and extended (see *Extract 7.9*)
- The learners' background/prior knowledge and information activated for a scaffolding (see *Extract 7.12*)
- Glossing over the discourse flow (see *Section 7.2.1*).

According the analysis of the extracts with the CS instance in this mode, as the CS use successfully works for getting the students' response, it could be argued that the CS use and the pedagogical goals are convergent (Walsh, 2006; 2013). As to the CS use, except to gloss over the interaction, the teacher' use of CS, when a reply is expected from the students, is mainly related to the significant pause around or over 0.5 second.

### **7.3.3 Interactional effects**

In materials mode, the interaction departs from the materials. In this respect, the teacher's successful CS use lies in facilitating the interactional space for learners' engagement in the teacher-learner discourse flow around the materials. The actual classroom data analysis in this chapter demonstrates the following successful management of CS which mainly takes place in the questioning sequence, specifically,

- to repair the breakdown by 1) raising the comprehension-focused question(*Extract 7.6*), 2) delivering extensive explanation of the raised question (*Extract 7.5*), 3) translating the context-setting for the learners to refer back (*Extract 7.7*), 4) questioning the text-related background knowledge as a prompt (*Extract 7.12*);
- to use the shift indicator to clearly mark the shift to the questioning in materials mode from another mode(*Extract 7.11*)

However, there are also some instances which, if not hinder, at least show little interactional and learning space for learners, in that the learners almost have no opportunity to participate in the interaction. Namely,

- providing "glossing-over" translation to hold the turn, only orienting to advance text comprehension (see *Section 7.2.1*)
- only literally translating the raised comprehension-focused question as a repair (*Extract 7.6*)

## Chapter 8 CS in Skills and Systems Mode and in Materials-based Skills & Systems Mode

### 8.1 Introduction

Apart from skills and systems mode, materials-based skills & systems mode is also included in this chapter. Materials-based skills & systems mode is identified as a new mode from the analysed data, which is mentioned earlier in Chapter 3 of this study. This mode refers to a mode in which the main focus of interaction, arising from the materials though, is on the language practice and skills. Therefore, this chapter will unfold the sequential patterns both in skills and systems mode (*Section 8.2*) and in materials-based skills & systems mode (*Section 8.3*). In addition, the chapter reveals the interactional features and effects in relation to the pedagogical goals entailed by these CS instances (*Section 8.4*).

### 8.2 Sequential Patterns in Skills and Systems Mode

#### *8.2.1 Explicit/implicit CS-induced question in Chinese as a repair, preceded by the implicit and unsuccessful attempt for a Chinese response*

This extract below is taken from an interaction when the teacher, DT3, is going through several culture notes related to the reading text and dealing with the key linguistic items. Therefore, the mode is shifted from materials mode (lines 01-03) to skills and systems mode (lines 03-10).

#### Extract 8.1

01 DT3: ((reading))it is also a movement that  
02 advocates gender equality for women  
03 and campaigns for women's |right and interests  
|looking at Ss  
04 (1.0)  
05 DT3: for women's rights and interests  
06 (0.5)  
07 S1: °quanlihe:°  
{tr. Rights and:}  
08→ DT3: interests **shishenme yisilaizhe?**  
{tr. what's the meaning of interests?}  
09 Ss: liyi=



```

    {tr. interests}
10   DT3:  =liyi(.)|right↓ (.)
        {tr. interests}
        |looking at the book
11       now the third one.

```

Firstly, in the teacher's turn at lines 01-03, DT3 reads the note and stresses the key phrase 'rights and interests'. As observed from the video, the synchronised action with the stress is that the teacher shifts her attention from the material and starts to look at the students, expecting the students' reply (line 03). The teacher then repeats the phrase with the stress again in the way she does at line 03, because none of the students reply even though she gives 1-second wait time (lines 05-06). This time, after half of a second, the student, S1, takes the turn and provides the Chinese equivalent of the word 'rights'. However, S1 fails to give the Chinese equivalent for 'interests', which is evident in the stretched last syllable (i.e., /d/) of 'and' by S1 (lines 06-07). In this case, at line 08, the teacher DT3 switches to Chinese to elicit the Chinese equivalent of 'interests' from the other students.

In this extract, the stress is put on the words during the reading, and followed by a significant pause to encourage the students' reply. This is argued to be an implicit way to elicit the related response to the stressed segment(s) from the students in their native language, i.e., Chinese. Here, this can be identified as an implicit way of eliciting the Chinese response because the students' reply in Chinese matches the teacher's pedagogical orientation. This is evidenced both by the teacher's acceptance and acknowledgment of the students' provision of the corresponding Chinese equivalent, and her immediate use of a down-toned marker 'right' to close the turn leading to open a new turn of the interaction (lines 07-10). Additionally, this can also be considered as an implicit way because it is not as clear and straightforward as a "DIU" (Koshik, 2002) or a "display question". As a result, it may cause some of the students' failure or delay to get the uptake of the teacher's orientation. For example, as shown at line 07, only one of the students, S1, gets the uptake, while the others do not show their understanding and fail to provide a reply up until the teacher explicitly asks the Chinese equivalent (lines 08-09).

Therefore, in this extract, the stress that is put on the key linguistic items, followed by a significant pause allowing for the students' reply, is the FPP (lines 03-04). It can be

seen that the CS, functioning as eliciting a Chinese response, takes place when most of the students fail to get the uptake due to the implicit eliciting. The CS (e.g., line 08), at this time, therefore successfully helps to clarify the question and get the oriented response from the students. However, only one of the students, S1, has taken up the turn and provided an insufficient answer (line 07) before the teacher codeswitches to Chinese to elicit the equivalent which has not been given yet by the students. Therefore, the occurrence of CS here can also be considered as a teacher-initiated other-repair strategy. Nevertheless, its occurrence is preceded by the implicit eliciting, e.g., stressing the targeted key linguistic segments to get a Chinese response in this extract.

However, it is also interesting to note that using Chinese to elicit a Chinese response is not always in an explicit way. The following extract shows that the teacher switches to Chinese to implicitly elicit a Chinese equivalent from the students.

### Extract 8.2

39 GT1: ah (.) really we need to be-  
 40 quiet <to do meditation>(0.4) right↑(.)  
 41 I told you the word  
 42 GT1: meditation(.)[remem]ber?  
 43 S19: [yeah]  
 44 Ss: (1.2) ((murmuring in a very low voice))  
 45→ GT1: **hai jide ma? zhege ci**  
 {tr. still remember? This word}  
 46 S20: meditation  
 47 Ss: ((murmuring))  
 48 GT1: meditation  
 49 Ss: (1.6)((talking to partner in a very low voice))  
 50 S21: **monian (.)moxiang**  
 {tr. thinking (.) contemplating}  
 51 S22: [**mingxiang** ]  
 {tr. musing}  
 52 GT1: |[meditation- is jing=]  
 {tr. being mentally in peace}  
 |writing the word 'meditation'  
 53 S4: =**jing**↑=  
 {tr. being mentally in peace}  
 54 GT1: =**jing**(0.4)meditation(.)

{tr. being mentally in peace}  
 55    **Ss:**            [jing ]  
                           {tr. being mentally in peace}  
 56    **GT1:**           [that] is we need to do meditation  
 57                        from time to time(.)  
 58                        especially in nowadays society.

This extract is taken from an interaction, discussing the differences between people nowadays and 20 years ago. The interaction starts from classroom context mode (lines 39-41) and then shifts to skills and systems mode, in which the teacher encounters and deals with the linguistic word “meditation” (lines 41- 55).

The teacher, GT1, says that ‘really we need to be quiet to do mediation’, stressing the key word ‘meditation’. Then, he initiates a question asking the students if they can remember the meaning of ‘meditation’ (lines 39-42). S19’s reply, i.e., ‘yeah’ is overlapped with GT1’s question (line 43). The students start murmuring in a very low and inaudible voice during the provided wait time which lasts more than 1 second (line 44). Then, the teacher GT1 switches to Chinese, still asking whether the students remember the word ‘meditation’ (line 45). One of the students, S20, repeats ‘mediation’ while the others are murmuring again. It seems that they are doing a word search in their mind (lines 46-47). The teacher again repeats ‘meditation’ with stress and then gives students another waiting time which is over 1.5 seconds. Even though the majority of the students still cannot provide any reply, two students, S21 and S22, successively provide the Chinese equivalent of ‘meditation’ (lines 50-51). The teacher writes the word on the board and provides the Chinese equivalent, i.e., ‘*jing* (tr. being mentally in peace)’, which is more appropriate in this local context. S4 repeats the teacher’s Chinese equivalent provision with a rising tone, showing sort of doubt and uncertainty. Thus, the teacher repeats the word in both Chinese and English for clarifying its meaning (lines 53-54). At this point, the other students repeat the Chinese equivalent to show their acceptance and uptake. Then, the teacher goes back to the topic of the discussion, i.e., the differences between people nowadays and 20 years ago.

Note that the questions raised in English (line 42) and in Chinese (line 45) do not really orient to get the students’ reply with ‘Yes’ or ‘No’. Based on the “next-turn proof” principle, the teacher’s final provision of the Chinese equivalent (i.e., ‘jing’) of ‘meditation’ at line 52 shows that the questions orient to elicit the Chinese response

from the students. However, both questions are raised implicitly in terms of eliciting a Chinese response, so that the majority of the students cannot immediately get the teacher's orientation. Consequently, it seems that the CS at line 45 does not work well, as the students show no uptake of the teacher's orientation. Nevertheless, this occurrence of CS, playing a role in eliciting the Chinese response, still shows the similarity with the CS use in the last extract. That is, the CS takes place after an implicit way of eliciting a Chinese response by means of stressing the target segment, followed by a significant pause waiting for the students' Chinese equivalent provision. Therefore, regardless of the explicit or implicit use of the CS to bring about the students' Chinese response, the CS use is sort of a repair strategy to help with the question clarification or students' uptakes, even though it may not work as it is oriented to.

However, it does not necessarily mean that all the CS use to elicit a Chinese response is assisted with the extra prosodic features (e.g. stress) and followed by a significant pause. This will be discussed further in the following extract.

### **8.2.2 Explicit CS-induced question in Chinese for a locally emerging pre-emptive reference**

The following extract is taken from an interaction that the teacher, DT3, goes through the comprehension questions before the detailed reading, and the extract starts from the third question.

#### **Extract 8.3**

```

01      DT3:  and the third question is
02          ((reading))how were her school performances?
03          (0.3)
04→    DT3:  |performance zai zhege difang shi shenme yisi a?
           {tr. here what is its meaning?}
           |looking at the Ss
05      S5:  biaoxian
           {tr. task/action performed}
06      DT3:  biaoxian(0.2) huozhe chengji(.) duiba↑
           {tr. task/action performed (0.2)or achievement/scores (.)
           right↑}
07      Ss:  dui((nodding the head))
           {tr. right}

```

08 DT3: number 4  
 09 what was the summer programme mainly for?

The teacher, DT3, starts reading the question in a normal tone and speed (lines 01-02). After a very brief pause which is less than half a second, the teacher code-switches to Chinese to elicit the Chinese equivalent of ‘performance’ which appears in the question (lines 03-05). This codeswitching also synchronises with the teacher’s looking at the students, showing her expectation for the students’ reply. The student S5 takes the turn to provide the literal meaning of ‘performance’ (line 05). The teacher then repeats the student’s response and also repairs it by providing the contextualised meaning, i.e., ‘achievement/scores’, with a try-marker ‘right ↑’ in the rising tone to end her turn (line 06). After the students’ immediate acknowledgement both verbally (i.e., saying ‘right’) and physically (i.e., nodding their heads), the teacher moves to read the next question.

Note that using the CS to elicit a Chinese response (line 04) takes place as an “incidental” case in relation to the main activity of the ongoing interaction (Schegloff, 2007, p. 237). That is, eliciting a Chinese response by using the CS is more like an online decision-making, which is used as a pre-empting reference (Svennevig, 2010), when the listeners are locally supposed to be unfamiliar with the referred linguistic expressions. In this case, as shown in this extract, the CS pattern is characterised by no extra prosodic features (e.g., stress) for the listeners’ specific attention nor the significant pause preceding the use of CS.

### ***8.2.3 Repetition of student-initiated CS with combination of acknowledgement token and assessment marker as third-turn receipt***

The extract below is taken from the interaction between the teacher, ZT1, and her students in an intensive reading class. The teacher meanwhile deals with the linguistic items when going through the reading sentence by sentence.

#### **Extract 8.4**

01 ZT1: and next (.) ((reading) <ups and downs> happens(.))  
 02 but anyone staying here this afternoon this October  
 03 do not feel not stand for (.)  
 04 so here <ups and downs> |  
 |Looking at Ss  
 05 (0.9)



{tr. unconnected (0.3) detached}  
 44 GT1: so and number 2↑  
 45 ((playing video clips again))

This interaction takes place between the teacher GT1 and students during a listening and speaking classroom session when practicing a blank-filling task. After the video stops, the teacher initiates the question for getting the answer from the students to fill in the blank. Then, the students take the turn and reply 'separate' (lines 35-36). The teacher provides an assessment marker (i.e., very good) to confirm the correctness, but he continues to read the original sentence in the rising tone, in order to lead the students to repeat their previously provided answer (lines 37-38). The students repeat the answer and the teacher confirms it again with an acknowledgement marker (lines 39-40). Then, the interaction goes beyond the material, as it focuses on 'separate' itself as a linguistic item, indicating that the interaction moves to the skills and systems mode from the materials mode. In regard to the skills and systems mode, the teacher elicits the Chinese equivalent through a display question, and the students immediately reply 'fenli (tr. unconnected)' and 'fenkai (tr. detached)' in Chinese. The teacher repeats the students' reply, followed by the acknowledgement markers (i.e., right, OK), to show his acceptance and signal the turn-closing. In the following extract, another teacher, DT3, uses the CS in her feedback move in the similar way.

### Extract 8.6

01 DT3: ((reading))it is also a movement that  
 02 advocates gender equality for women  
 03 and campaigns for women's right and interests  
 |looking at Ss  
 04 (1.0)  
 05 DT3: for women's rights and interests  
 06 (0.5)  
 07 S1: °quanlihe:°  
 {tr. rights and:}  
 08 DT3: interests shishenme yisilaizhe?  
 {tr. what's the meaning of interests?}  
 09 Ss: liyi=  
 {tr. interests}  
 10→ DT3: =liyi(.)|right↓ (.)

{tr. interests}

|looking at the book

11

now the third one.

This extract is used in section 8.2 to illustrate how CS is used to elicit a Chinese equivalent, but here the focus is on how the feedback is provided through the CS use. The interaction takes place in a reading comprehension class, and this extract starts from the teacher's reading a sentence which includes the key linguistic item 'rights and interests' (lines 01-03). A couple of times after the teacher attempts to elicit the Chinese equivalent, the student, S1, provides the equivalent of 'right' in Chinese (i.e., *liyì*). S1's equivalent provision is followed by the teacher's next move, eliciting the equivalent of 'interests' via a display question (lines 04-08). When most of the students successfully provide the Chinese equivalent, the teacher immediately repeats the students' response, and continues to confirm its correctness by an acknowledgement marker (i.e., right ↓ ) (lines 09-10).

From the three abstracts presented above, firstly, it can be seen that the CS used by the teacher takes place in the feedback move of the IRF structure to provide a feedback in the CS-induced interaction in which the CS is used by the teacher to encourage learners to use the L1 (Üstünel, 2004). In this type of interaction, the teachers use CS as a strategy to elicit the students' understanding and knowledge of the provided pieces of information, orienting to help them reply in Chinese. This normally includes eliciting a Chinese equivalent (e.g., Extract 8.6) or translation. Secondly, the occurrence of CS is through the teacher's repetition of the students' response. But the repetition works together with the confirm marker (e.g., right) and/or assessment marker (e.g., good) to show the third-turn receipt and to close the turn as well.

#### **8.2.4 Repetition of student-initiated CS with hesitating particle(s) and intonation, followed by the repair and a try-marker**

It is worthy of noting that the above patterns of the CS use are based on most students' provision of a preferred response. The data show that when the students provide the dispreferred response, the teacher's CS use presents different patterns, which can be manifested from the following extract.



## Extract 8.7

01 GT1: and how obedient the Children were(.) Obedient  
02 (0.6)  
03 S8: obedien[t]↑  
04 GT1: [wh]at is obedient?  
05 S9: **xiao[shunde]**  
{tr. filial}  
06 Ss: **[xiaoshun]de**  
{tr. filial}  
07→ GT1: ah(.)<xiaoshunde>(.)and even we can  
{tr. filial}  
08→ say guai(0.2)you know↑  
{tr. well-behaved} ((informal))  
09 S10: **guai**↑  
{tr. well-behaved}  
10 GT1: **haizimen nage shihou duo guai a (.)duo dongshi a**(0.3)  
{tr. how well-behaved the children were (.)how  
sensible}  
11 how obedient the children were (.)  
12 Obedient(.) OK↑(.)  
13 uh::(.)that would be this one.  
14 but nowadays, would you like to describe-  
15 say(0.4)uh(0.2) how our children were (0.2)  
16 how naughty?

This extract is from the speaking session led by the teacher GT1. The on-going interaction orients to elicit the students' views on the naughty features of the children nowadays. In order to achieve this, the teacher GT1 provides his comment on the children first, saying that the children were obedient many years ago (line 01). The word 'obedient' is stressed in his comment, followed by a repetition of this word independently with a stress again. After a pause of more than half of a second, the student S8 repeats 'obedient' in a rising tone. It seems that he does not understand the teacher's orientation. However, the teacher, GT1, provides a clear clarification by asking a question to elicit the Chinese equivalent of 'obedient', which is a bit overlapped with S8's repetition (lines 03-04). This time, the student S9 and the other students

successively take the turn to give the Chinese equivalent with the literal meaning of 'obedient' (i.e., *xiaoshunde*, tr. filial) (lines 05-06). The teacher repeats the students' provision of the Chinese equivalent, and then continues to repair it by providing a more contextualised Chinese equivalent (i.e., *guai*, the informal way of expressing well-behaved) with a try-marker at the end (lines 07-08). The student S10 repeats the teacher's equivalent provision in a rising tone to show her unrecognition. Thus, the teacher explains it by translating his previous comment using this informal Chinese equivalent with reformulation, showing that the contextualised meaning of 'obedient' should be 'well-behaved' or 'sensible' in the oral expression (lines 09-10).

In this extract, the word 'obedient' is pre-empted as a linguistic item that the students may not be quite familiar with, thus the teacher initiates the turn to ask its Chinese equivalent, which can be taken as FPP (i.e., line 04). In this case, the students' response will be SPP (i.e., lines 05-06) which might be preferred or dispreferred. In this extract, the students' equivalent provision at lines 05-06 is interpreted as the dispreferred response. This is because, at line 07, even the teacher repeats the students' Chinese equivalent, but his repetition is slower and preceded with a model particle '*ah*' in a neutral tone, which sounds to show his hesitation or not highly acknowledge this response. Also, this interpretation is supported by the following repair via providing another equivalent with the meaning that is distinct from the students' provision (i.e., well-behaved vs. filial). This shows that the teacher's provision serves as a repair rather than an alternative for the expansion of the students' reply. In addition, as he orients to form a contrast to discuss the 'naughty' children nowadays (line 16), the teacher's equivalent with the 'well-behaved' meaning fits more in the local context. Therefore, for the dispreferred or not highly preferred response, the teacher uses Chinese in the repetition of the students' reply and in the provision of the correct answer, showing the repair trajectory. That is, preceding the repair, the teacher's repetition of the students' response in Chinese works jointly with the model particles (e.g., hesitation marker) or specific prosodic features (e.g., slower repetition) to show the teacher's hesitation to the given response from the students. Also, the try-marker is used at the end to attract the students' attention for their recognition. S10's repetition of the teacher's repair shows that this student is attempting to register that repair.

### **8.2.5 Repetition of student-initiated CS (with extension), ended with a try-marker**

So far, all the CS patterns in the teacher feedback are analysed when the whole class or at least most students provide the reply in the prior turn. It is also observed that the CS patterns are used differently when several or fewer students reply the teacher's questioning turn, which will be presented in the following 2 extracts.

### Extract 8. 8

01 **ZT1:** ((reading)) because we should to be equally  
 02 good at very short and sharp- (.)  
 03 **ZT1:** something sharp(.)  
 04 we explained it before (.) it is↑  
 05 (1.0)  
 06 **Ss:** ((inaudible))  
 07 **ZT1:** sharp ((looking at the students))  
 08 (0.5)  
 09 **ZT1:** **women buneng shuo fengli de(.)er yinggai shi↑**  
 {tr. we cannot say keenly (.)((an antonym of blunt)) it  
 should be}  
 10 (0.3)  
 11 **Ss:** **jiliede=** ((a few students on her left replied))  
 {tr. sudden and strong}  
 12→ **ZT1:** |=jiliede(.)**huozhe mengliede** (.)right↑ (.)  
 {tr. sudden and strong(.) or fierce  
 ((also with the meaning of 'sudden and strong'))}  
 |turning her head to the right  
 13 **Ss:** ((no response, but keep looking at the book))  
 14 **ZT1:** OK (.)in English (.) it should be  
 15 |very strong and sudden (.) OK↑  
 |turning her head from the right to the left  
 16 >we should be equally good at<  
 17 |the world which is strong and sudden (0.2)OK↑(.)  
 |looking at Ss  
 18 ((reading))and also the world which is↑  
 19 |long and tough (.)so tough here means↑  
 |looking at Ss  
 20 **Ss:** hard=  
 21 **ZT1:** =hard or↑=  
 22 **Ss** = difficult=

The interaction in this extract takes place in the ZT1's reading class. The teacher ZT1 cuts off her reading when encountering the word 'sharp'. She puts a stress on 'sharp' and continues to use a DIU (Koshik, 2002) to elicit the meaning of it, orienting to activate the students' prior knowledge on it (lines 02-04). Due to a noticeable absence of a reply turn (a gap of 1 second), ZT1 repeats the word still with a stress on it and looks at the students to see who can provide a response. The second noticeable gap (0.5 second) results in ZT1's provision of a prompt in Chinese that the meaning of 'sharp' is not '*fenglide* (tr.keenly)' (line 09). This time, several students on the teacher's right side take the reply turn to provide the Chinese equivalent with the meaning of '*jiliede* (tr.sudden or strong)'(line 11). Then the teacher quickly repeats the students' reply and continues to provide another Chinese equivalent alternative (i.e., *mengliede*) with the meaning 'fierce', ended with a try-marker to check the students' recognition on her right with her synchronised looking at them (line 12). None of the students shows any signal of registering the provided alternative, so the teacher takes the turn again to paraphrase the sentence she has already read previously and continue to read the rest of it (lines 14-19).

On the first look at this extract, the CS in the feedback move looks similar to that in last extract (*in section 8.3.2 above*), as the teacher gives another new alternative. However, following the next-turn proof procedure, the two ways are differently shown. Firstly, in this extract, when the teacher quickly takes the turn to repeat the students' provision of Chinese equivalent with a stress, she shows her immediate acceptance and acknowledgement (line 12). In this regard, unlike the way in the last extract, here there is no hesitation at all. Secondly, compared to the last extract, the meaning of the alternative equivalent (i.e., with the meaning of fierce or sudden and strong) provided in this extract, is very close to the students' response (i.e., with the meaning of sudden and strong) (line 12). In this sense, the teacher's provided equivalent just adds some similar information, which is regarded as an extension rather than a repair. However, after that, the teacher still uses a try-marker. Here, it may be because the teacher orients to provide some space for the students' recognition for the new added information. The try-marker is also more likely used for the students on the teacher's right to register both the reply from the students on her left and the alternative provided by the teacher. This is because the students on the teacher's right hand side initially fail

to give any reply to the teacher's questioning at line 09, and therefore the teacher turns to look at them when providing repetition with somewhat extension and a try-marker as well. In this regard, arguably, it can be indicated that several or fewer students' preferred response results in the teacher's deployment of the different CS use patterns to form a dyadic dialogue format to the large scope of the students in the classroom. This feature is more obvious when only one student provides the reply in alignment with the teacher's questioning, which will be demonstrated in the following extract.

### Extract 8.9

01 GT1: and also(0.8)  
 02 how unsophisticated people were?  
 03 Ss: (1.0)((inaudible, seems to be murmuring))  
 04 GT1: do you know the word?  
 05 S13: **chun[pude]**  
       {tr. unsophisticated}  
 06 S14: ([chunpu]de)  
       {tr. unsophisticated}  
 07→ GT1: chunpu de(0.4)right↑  
       {tr. unsophisticated}  
 08 S7: **ceng jiheshi=**  
       {tr. it was just before}  
 09 GT1: =<ceng jiheshi>↑  
       {tr. it was just before}  
 10 (0.3)  
 11 Ss: **women yeshi nayang de**((with laughter))=  
       {tr. we were like that too}  
 12 GT1: ((laughter))

The above extract is taken from an interaction between the teacher, GT1, and his students, orienting to talk about the unsophisticated people decades ago. The interaction starts from the comment given by GT1 with a stress on the word 'unsophisticated' at lines 01-02. After one second, it seems that the students fail to follow the teacher's orientation and start to murmur about something else, so that none of them take the turn to reply (line 03). As a result, the teacher repairs his question to clearly ask the meaning of 'unsophisticated'. This time at lines 05-06, the student S13 and S14 successively give the corresponding Chinese equivalent, i.e., *chunpude*. When





### **8.2.6 Repetition in the third-turn position: A summary**

As shown in above sections (i.e., *Section 8.2.3 - 8.2.5*), in a teacher-induced CS question sequence, student-initiated CS and the teacher's repetition of the student-initiated CS in the third-turn position is a striking feature under the function of 'providing feedback'. As to the scope of repetition used in this study, it adopts the idea that "repetitions with small or large variations" "have been studied under the titles 'recycling', 'transformation', 'recasts', 'revoicing', and 'deconstruction'" (Park, 2014, p. 148). Also, the "third-turn repetition can be contrasted with the partial repetition presented by Schegloff *et al.* (1977: 367-8), which demonstrate difficulties in hearing or understanding a previous turn (e.g., Well, I'm working through the Amfat Corporation' – 'The who?')" (ibid, p.149). Here, the third-turn repetition resembles the idea of Walsh's (2002) teacher echo, which commonly appears in the "three-part IRF turn-taking structure (initiation, response, feedback), where a teacher's initiation (I) is followed by a learner's response (R) and subsequently by teacher feedback or follow-up" (F) (p.19).

From the analysed extracts in these sections, it is clear that the repetition of the student-initiated CS varying in the different set of prosodic cues is used to mark the student's response differently. To be specific, *Section 8.2.3* demonstrates the teacher's positive assessment by the repetition which is combined acknowledgement token and assessment markers. The repetition with hesitating particles, intonation and repair or repetition with extension marks the student's response less complete or less relevant (*Section 8.2.4 - 8.2.5*). Also, the teacher also repeats a single student's or a few students' CS use, ended with a try-marker, to "draw students' attention to key concepts or linguistic forms" from the whole class (Park, 2014, p.147).

### **8.2.7 Chinese equivalent provision marked yet embedded in the discourse flow**

Very early before the following extract, the teacher, HT1, says that 'there are some questions for you to discuss before watching the video, but I don't think we have time, so just look at the questions very quickly and try to answer them' (the lines are not included in this extract). Therefore, the setting of the interaction is to quickly go through and discuss the questions before watching the video clips. This extract is in relation to the third question about the difference between navy and commercial fleet, which is assisted by a picture in the book. The teacher HT1 just quickly provides a couple of



ideas and then makes a summary because none of the students are able to contribute their ideas, which is the start of the extract below.

### Extract 8.11

07 HT1: ((relooking at picture)) Britain has a very large empire  
08 and did a lot of trade(.) So  
09 (0.6)  
10 HT1: ((looking at Ss))it must have a very powerful  
11 (0.6)  
12 HT1: and strong navy and commercial↑  
13 (0.3)  
14 HT1: fleet (.) f-l-e-e-t (.)  
15 >a group of ships (.) a group of ships <(.)  
16→ |jiandui (.)ha↓ (.)jiandui  
{tr. fleet (.) ha↓ ((tr. right↓))(.)fleet}  
17 |starting to look at the book  
(0.3)  
18 HT1: so what do you know about Titanic?  
19 (0.4)

The teacher attempts to initiate the discussion about Britain's powerful and strong navy and commercial fleet, during which some significant pauses can be seen for the students to engage in the discourse (lines 07-15). Such an attempt can also be seen from lines 10-12 that the teacher uses a DIU (Koshik, 2002) to elicit the students' response. Even though the fleet can be seen from the picture in the text book, the students are still unable to follow the discourse and provide the response. Therefore, the teacher continues to provide the answer (i.e., fleet) to her previous DIU. She, HT1, even spells the word 'f-l-e-e-t', and explains its meaning in English (lines 14-15). Then, the teacher gives the Chinese equivalent in a way that is characterised by stress, downward-intoned Chinese modal particle 'ha'↓ and repetition (line 16). The process of giving the Chinese equivalent is synchronised by her turning to look at the book, which signals a turn-closing sequence. Then, the teacher initiates a new turn to discuss about Titanic (line 18). The next extract taken from HT2's classroom teaching is another instance to show the similar CS use



advances the discourse, but also marks the target linguistic items to attract the students' extra attention.

### 8.2.8 An independent teacher-initiated telling to convey 'new-ness'

The following extract is from BT1's intensive reading class, which orients to both reading comprehension and linguistic learning. The interaction in this extract focuses on the latter aim.

#### Extract 8.13

01    **BT1:**    ((reading))psychologists established  
02            a sliding scale of celebrity worship (.)  
03            sliding scale in scientific term (.)  
04            I think >it is used< in-  
05            ah:: statistics (.) yes↓ (.) ri::ght ↓ (.)  
06            <fudong jisuan fa> (.)  
              {tr. sliding scale}  
07→            **jiushi ni huan yige hanshu (.)**  
              {tr. it refers that when you change a function}  
08→            **ta huiyou butong de bianliang (0.4)**  
              {tr.it will have different variables}  
09→            **ni gaibian nage canshu (.)**  
              {tr. you change one parameter}  
10→            **ta zhengge de tuxing- hui you bianhua (.)**  
              {tr. the whole diagram- will change}  
11→            **°fudong jisuan fa° (.)haoba↑**  
              {tr. °sliding scale° (.) OK↑}  
12            (3.7)((looking back to the text for the next line ))  
13    **BT1:**    ((reading)) the devoted fans become increasingly  
14            hooked into the objects of attraction

The extract starts from the teacher's reading a sentence which includes the key linguistic item 'sliding scale' (lines 01-03). The teacher explains the field of its use and provides its corresponding Chinese equivalent (lines 04-06). Then the teacher continues to provide the metalanguage information to explain what the 'sliding scale' means, ended with a try-marker '*haoba?* (tr. OK?)' (lines 07-11).



This extract starts from the teacher GT1's eliciting the Chinese equivalent of 'shilling'. When one of the students provides the preferred response, the teacher gives the feedback to confirm the student's response (lines 85-92). Then the teacher initiates a new turn to pass the metalanguage explanation of 'shilling'.

In both Extract 8.13 and Extract 8.14, the use of Chinese for delivering the metalanguage information is based on some forms of "telling" sequence (Schegloff, 2007), rather than the adjacency pair in terms of the sequence organization. In addition, the information is supposed to be 'new' to the recipients, and therefore the teacher is self-selected to initiate the turn to address the issue of 'new-ness' in a single turn (Schegloff, 2007). Moreover, the continuity of the initial telling helps the teacher hold the floor, but leaves little space for the students to take the turn. To be specific, in Extract 8.13, the students are not given the opportunity to register the information and takes the turn until the try-marker with the meaning 'OK ↑' is used by the teacher, BT1, at line 11. Also, in Extract 8.14, the students are not invited to be engaged in the discourse flow until the teacher GT1 checks the Britain currency's name via a DIU (Koshik, 2002).

### **8.2.9 Initiating the incomplete Chinese idiom**

In the following extract, the interaction takes place between the teacher GT1 and his students on the topic of the good old days. The teacher is eliciting the students' contributions of their good memories of the past days.

#### **Extract 8.15**

01    **GT1:**    for example(0.3)in our spare time now↓(0.2)  
 02            when we (.) when we are trying to recall ↓ (0.2)  
 03            our childhoods(0.4)  
 04            to recall our memory at that time(.)  
 05            that would be very  
 06            (0.3)  
 07    **GT1:**    [happy]  
 08    **Ss:**        [happy]  
 09    **GT1:**    even very good and very delicious(.)  
 10            you know delicious=

11    **Ss:**        =yea[h:: ]  
 12    **GT1:**        [just] like you have a very (0.3)  
 13                uhh say(.) appetizing dish(.)  
 14                so that would be delicious(.)right↑(.)  
 15→ **GT1:**    **yiku**↑  
                   {tr. recalling the unpleasant experience }  
 16                (1.0)  
 17    **GT1:**    sitian (0.3) understand?=  
                   {tr. highlighting the nice and sweet moments }  
 18    **Ss:**        =yeah

The extract starts from the stage that teacher gives an example to elicit the students to express their childhood feelings and memories (lines 01-06). After a short pause, the students give an identical response overlapped with the teacher's. Then, the teacher continues to extend his input by saying 'even very good and delicious' (lines 06-09). Due to pre-empting 'delicious' as an unfamiliar linguistic item for the students, GT1 attempts to explain the meaning of 'delicious' by giving an example. But as to the equivalent of 'delicious', GT1 switches to Chinese to provide a prompt via using an incomplete Chinese four-character idiom 'yiku (tr. recalling the unpleasant experience)' in a rising tone, orienting to get the students' response of 'sitian (tr. highlighting the nice and sweet moments)' (lines 12-15). This is because 'tian' means 'nice and sweet', which is similar to 'delicious'. However, the students' reply turn is still absent, leaving a noticeable gap of 1 second at line 16. When the teacher GT1 takes the turn to provide the rest of the Chinese idiom and check the students' understanding this time, the students confirm their understanding of it by responding 'yeah' (lines 17-18).

In this extract, the teacher's partial use of the Chinese idiom as a prompt orients to lead the students to understand the target linguistic segments during their process of completing the idiom. However, the prompt is not successful, as the students fail the uptake of the teacher's orientation due to the prompt is more than one-step for students to understand. That is, the students need to make up the incomplete Chinese idiom (i.e., *sitian*), understand its literal meaning (i.e., sweet) and then its implied meaning (i.e., nice moments) prior to understanding the word 'delicious' in that context.

### **8.2.10 Negating the unexpected reply**

The extract below is taken from ZT1's intensive reading class. When leading the students to comprehend the reading, the teacher also pays attention to linguistic accuracy. In this extract, the teacher, ZT1, deals with a linguistic item 'sharp' which is encountered during her reading the text.

### Extract 8.16

01 ZT1: ((reading)) because we should to be equally  
02 good at very short and sharp- (.)  
03 ZT1: something sharp(.)  
04 we explained it before (.) it is↑  
05 (1.0)  
06 Ss: ((inaudible))  
07 ZT1: sharp ((looking at the students))  
08 (0.5)  
09→ ZT1: women buneng shuo fenglide (. )er yinggai shi ↑  
{tr. we cannot say keenly (.)((an antonym of blunt)) it should be}  
10 (0.3)  
11 Ss: jiliede= ((the students on her left replied))  
{tr. sudden and strong}  
12 ZT1: |=jiliede(. )huozhe menglie de (. )right↑(. )  
{tr. sudden and strong(. ) or fierce}  
|turning her head to the right

ZT1 initially attempts to elicit the Chinese equivalent by stressing 'sharp' and the following-up DIU (lines 01-04). The noticeable absence of the reply turn at line 05 and line 08 results in the ZT1's provision of a prompt at line 09. That is, the teacher directly negates the literal meaning of 'sharp' (i.e., keenly) which does not fit the context it is in, and then continues to use a DIU (Koshik, 2002) to elicit its equivalent at line 09. This time, the students on the teacher's left side provide the appropriate meaning in Chinese which means 'sudden and strong', showing that the prompt is successful.

Comparing Extract 8.15 and Extract 8.16, it seems that the given prompt with the information that is closely connected to the prior turn(s) is likely to be followed, thereby working successfully. On the other hand, the students may not get the uptake of the teacher's orientation if the new information is added in the interaction flow without any explanation to show the link with the prior turns (s). To be specific, in Extract 8.15, as







13 DT1: upwards and downwards  
 14 DT1: ((reading))indomitable  
 15 (1.0)  
 16→ buqu bunao de  
 {tr. indomitable}  
 17 Ss: indomitable (.)**buqu bunao de**

This interaction begins with the teacher's (DT1) reading the English and then Chinese respectively at lines 03, 07, 11&16. Some Chinese equivalents are synchronised with the teacher's gestures to assist the student's understanding, and a try-marker 'OK ↑' is used to check the students' recognition (e.g., lines 07 -11).

Note that another outstanding feature in this extract is the noticeable pauses prior to the Chinese equivalent provision, which are all more than half a second at lines 02, 06, 10 & 15. However, the waiting time at any moment is not for seeking any reply turn from the students, but is more likely for the students to register the linguistic information.

Such a pattern of the CS instances is found in the mode which is identified as materials-based skills & systems mode that refers the co-existence of the two modes: skills and systems mode and materials mode. That is, like the materials mode, the talk is entirely determined by the material that the teacher just reads the contents on the material (e.g., the slide in this extract). However, the material here (i.e., the slide) serves for the linguistic accuracy which shows the feature of skills and systems mode, rather than for eliciting the interaction surround the material.

### **8.3.2 Chinese indicator of a location move of the linguistic focus**

The following interaction is taken from another teacher's (DT1) intensive reading class. In this extract, the teacher, DT1, orients to display the different meanings of 'imply' and provide the related examples.

#### **Extract 8.19**

01 DT1: imply (.) ((on slide, together with its 1st  
 definition))  
 02 **anshi de yisi (.)zheshi women xueguo de(.) shiba?**  
 {tr. meaning indicate (.) we have learnt it before

(.)right?}

03    **Ss:**        en::

04→ **DT1:**       **yejiushi zheli biaoshi wei**  
           {tr. the learnt meaning is here which is expressed as}

05        ((reading))express or state indirectly

06    **DT1:**        ((Reading the examples)) the ads imply that

07        by buying such products (.)

08        the consumer will gain something else (.)

09        such as happiness (.) respect (.) and love(0.4)OK?

This interaction starts from DT1's showing the word 'imply' and its first English definition on the slide. DT1 firstly checks if the students remember the previously learnt meaning in Chinese and gets the students' confirmation (lines 01-02). The previously learnt meaning happens to be similar to the first definition shown on the slide, so the teacher still uses Chinese to attract the students' attention to the provided meaning on the slide by saying 'yejiushi zheli biaoshi wei (tr. the learnt meaning is here which is expressed as)', and then switches to English to read it (lines 04-05).

Note that the CS takes place at line 04 at the moment when the mode changes from skills and systems mode to materials-based skills & systems mode. The materials-based skills & systems mode refers to the co-existence of the two modes, as discussed in Section 8.3.1, characterised by the focus on the linguistic accuracy in the interaction determined by the materials. The CS use in this instance may help the students with locating the place of the linguistic focus in the material, enabling them to follow the interaction move to the new mode.

## **8.4 Interactional Features Aligned with Pedagogical Orientations**

### **8.4.1 Pedagogical orientations**

In skills and systems mode and materials-based skills & systems mode, the pedagogical goals are related to the language skills (e.g., reading, listening, writing and speaking) and systems (e.g., phonology, grammar and vocabulary) (Walsh, 2006). Therefore, the interaction in this mode puts emphasis on accuracy rather than fluency, and the IRF sequence is frequently seen (McCarthy and Walsh, 2003). However, sometimes the discourse just presents the 'telling' sequence without inviting the students for a reply turn, particularly when the material undergoes the function of

showing the accurate linguistic form and meaning to the students. The teacher talk normally serves to help the learner with the correct forms and target language manipulation by providing correct answer and corrective feedback, and more opportunities to practice (Walsh, 2013). According to the extracts in the previous sections of this chapter, the CS employment, in line with those pedagogical functions in the teacher talk in skills and systems mode, serves the following specific pedagogical orientations.

- To deepen learners' understanding and manipulation of the target language by introducing in the corresponding L1 equivalent and L1 context (*see extracts in Section 8.2.1; 8.2.2; 8.2.8; 8.2.9*)
- To confirm learners' linguistic contributions (*see extracts in Section 8.2.3; 8.2.5*).
- To provide corrective feedback for the learners' mismatched understanding in relation to the L1 language (*see extracts in Section 8.2.4*)
- To display correct answers for learners' failure to match the L1 language (*see extracts in Section 8.2.7; 8.3.1*)
- To mark the reference of the linguistic focus for the learners to follow closely (*see extracts in Section 8.2.11; 8.3.2*)

#### **8.4.2 Interactional features**

Skills and systems mode orients to the mastery of the linguistically accurate language use, and is characterised by the teacher's tight control of the interaction which is dominated by the IRF sequence. The interactional features of teacher talk includes the use of direct repair, scaffolding, extended teacher turns, display questions, teacher echo, clarification requests and form-focused feedback (Walsh, 2006). Locating in this context, apart from the teacher-initiated CS, the findings also show that CS use is frequently embedded in the CS-induced question sequence (Üstünel, 2004). Therefore, it also shows several associated interactional features in relation to the preference and repair organization. Overall, the associated interactional features engendered by the CS are in line with those in the teacher talk, which are specified as below:

##### *As to the initiation (I)*

- The use of CS as a repair for the preceding unsuccessful attempts (*see extracts in Section 8.2.1*);

- The CS use in a display question to request a clarification for a locally emerging pre-emptive reference (see extracts in Section 8.2.2);
- The CS use to provide a scaffolding (see extracts in Section 8.2.9 & 8.2.10);

*In response to the preferred response (F):*

- The CS use in a form of repeating (and extending) the learners' contributions as the third-turn receipts (see extracts in Section 8.2.3 & 8.2.5);

*In response to the dispreferred response (F):*

- The CS use in a form of repeating the learners' contribution for initiating a mitigated repair (Park, 2014) (see extracts in Section 8.2.4);

*Others (in teacher-initiated non-IRF sequence):*

- The CS use in the extended teacher turn to address "new-ness" (see extracts in Section 8.2.8);
- The CS use to indicate the shift/move of the linguistic focus (see extracts in Section 8.2.11 & 8.3.2).
- The CS use to make a clarification (see extracts in Section 8.2.7 & 8.3.1)

### **8.4.3 Interactional effects**

In both skills and systems mode and materials-based skills & systems mode, the focus is the accuracy of linguistic skills and systems, the data shows the following interactional strategies of using CS to help with the learner's engagement:

- Explicitly inducing the students' provision of the L1 equivalent or translation (e.g., Extract 8.1; 8.2);
- Explicitly negating the students' provision of the teacher's unintended L1 equivalent or translation (e.g., Extract 8.16);
- Combining the shift-indicator with explicit eliciting of the students' provision of L1 or L2 language skills and systems (e.g., Extract 8.17);
- Repeating the teacher's fully acknowledged response followed by a try-marker from a single student or a few students can potentially amplify the other students' attention to register the correct linguistic skills and systems (e.g., Extract 8.9);
- As the alternative of using the try-marker, the teacher can also write the L2 word on the board for amplifying the attention of the whole class (e.g., Extract 8.10).

- Repeating and fully acknowledging the student-initiated CS, even though the teacher may later display the L2 explanation as the preferred response (e.g., *Extract 8.4*)

Regarding the teacher's repetition, the third-turn repetition of the student's response are commonly seen, so is the teacher's repetition of teacher-induced and student-initiated CS in the analysed data in the current study. This study would argue that repeating the teacher's fully acknowledged response followed by a try-marker from a single student or a few students can potentially amplify the other students' attention to register the correct linguistic skills and systems. This argument can be supported by *Extract 8.9* that the student S7's turn-taking to initiate a new topic is based on his registration of the teacher's repetition of S14's preferred response. Similarly, in the similar situation, as the alternative of using the try-maker, the teacher can also write the L2 word on the board for amplifying the attention of the whole class (e.g., *Extract 8.10*). Also, similar to Sert's (2015) findings, repeating and fully acknowledging the student-initiated CS, even though the teacher may later display the L2 explanation as the preferred response, can facilitate the students to follow the next coming interactional agenda. Nevertheless, as suggested by Walsh (2002), it is important for the teacher to know when and why (e.g., amplification, clarification or simply error correction) their third-turn repetition or echo is used, rather than just the teacher's "habit with very little real function" (p.19).

However, the teacher's repetition with extension (e.g., *Extract 8.8*) or a direct repair (e.g., *Extract 8.7*), despite being followed by a try-marker, is not fairly encouraged, as it does not put the students in a position where they are encouraged or provided a scaffolding to modify or reformulate their contributions (Walsh, 2002). In this regard, it results in the constraints for the students' potential involvement and learning opportunities.

Besides these unproductive repetition, there also exist some other teachers' strategies "to 'fill in the gaps'" rather than to provide "linguistic hints" for students (Walsh, 2002, p. 6). To be specific,

- Directly providing the L1 equivalent in the teacher's turn without any attempt of inducing the students' own contributions (e.g., *Extract 8.11; 8.12*);
- Directly reading and providing the explanation of linguistic items shown in the materials in both L1 and L2 (e.g., *Extract 8.18*)

In addition, the other unsuccessful strategies of CS use include:

- Not providing the highly relevant Chinese prompt, i.e., expecting more than one-step understanding from learners (e.g., *Extract 8.15*);
- Not explicitly eliciting the students' response, such as only stressing the linguistic items for inducing its L1 equivalent (e.g., *Extract 8.2; 8.17*)

## Chapter 9 CS in Classroom Context Mode

### 9.1 Introduction

This chapter moves to the last main mode regarding the teacher talk, i.e., classroom context mode. This mode favours genuine communications, so that the teacher gives more floor to the students, does minimal repair, and provides content-focused feedback. The teacher's principle role is "to listen and support the interaction" (McCarthy and Walsh, 2003, p. 181), and the local context plays a determining role for the topic management and turn-taking (Cancino, 2015b). In this mode, six types of sequential patterns of the CS use are to be uncovered in details (Section 9.2), followed by the presentation of the affiliated pedagogical goals, interactional features and interactional effects (Section 9.3).

### 9.2 Sequential Patterns

#### 9.2.1 Translation of the previous questioning after the noticeable pause

The extract provided below is taken from an interaction between the teacher (DT2) and her students, discussing the women's position in the male-dominated society. Prior to this interaction, the students are given time for a group discussion. Then, the teacher nominates a student to voice out his views.

#### Extract 9.1

```
01 DT2: ((after the students' group discussion)) NAME (SN2)
02 can you share your opinions?
03 SN2: more violence more obedience
Line 04-41 omitted
42 DT2: what's more (.)
43 ur:: will there be any women
44 (accepting) domestic violence naturally
45 without any resistance
46 (0.5)
46→ DT2: huibuhui you yixie nvxing jieshou jiating baoli
47 er meiyou renhe fankang?
{tr. will there be any women(accepting) domestic
violence naturally without any resistance}
48 Ss: yeah:
```



49 DT2: Of course (.) OK (.)next

The interaction starts from the teacher's nomination of one of the students, SN2, by asking him to share his opinions (line 01), which is the FPP. While SN2 argues that more violence is necessary to make women obedient (line 02 as SPP), the teacher does many attempts to repair the attitude from SN2 and finally gets the other students' recognition of the right stance of not using violence on women (the omitted lines 03-41).

However, the teacher continues asking whether there will be women accepting the domestic violence without any resistance (lines 42-45). The teacher gives a waiting time about half a second, but none of the students takes the turn (line 46). Therefore, the teacher translates her previous question, and this time the students provide an affirmative answer. Then, the teacher provides the third-turn receipt with an acknowledgement to close the turn (lines 48-49).

As shown in the extract, the teacher switches to translate the question due to an absence of the expected turn-taking by the students. The following extract also shows a similar situation when the CS takes place. This extract is taken from another teacher's (GT1) speaking session, and the topic is about the role that the students' parents played when they were children.

### Extract 9. 2

23 GT1: =ur::(.)would you like to tell me in- in (0.2)  
24 say- in 30 years ago(0.4)for example(0.2)  
25 <what kind of role did our parents play>  
26 Ss: ((murmuring))(1.0)  
27 GT1: role  
28 (0.8)  
29→ GT1: **sanshi nian qian women de fumu**  
30 **chengdan de jueese shi shenme jueese?**  
{tr. what kind of role did our parents play  
30 years ago}  
31 S26: °bring you(0.2)bring up you°=  
32 GT1: =ah↑=  
33 S26: =°bring up you°=  
34 GT1: bring- bring up you(0.2)right↑

The teacher initiates a question, asking about the parental role of the students' parents 30 years ago (lines 23-25). The students murmur about 1 second, and then the teacher underscores the key word 'role' in the question to elicit the students' response again (lines 26-27). However, after almost another 1 second, due to a gap of a reply turn from the students, the teacher translates the question into Chinese (lines 28-30). One of the students, S26, takes the turn, trying to answer the question (line 31). As the S26's voice is very low, the teacher uses the marker "ah" in a rising tone to seek for his repetition, and S26 does so in a low voice (lines 32-33). Then, the teacher repeats the student's response with a trymarker for the confirmation check (line 34).

In both of the above mentioned, Extract 9.1 and 9.2, it can be seen that the CS takes place because of the noticeable lack of a reply turn (e.g., after a pause about half a second) from the students for responding the teachers' questioning turns. Thus, the CS use can be considered as a self-repair strategy that is to clarify the meaning of the question. As a result, the interactional trouble can be quickly fixed in this mode (Walsh, 2013). Both extracts demonstrate that the CS works for bridging the interaction between the teacher and the students from a breakdown. This is evidenced by the students' provision of the responses which occur after the teacher translates the questions.

### **9.2.2 Translation of the 'stance' with mitigated reformulation**

Stance here refers to the attitudes or the positions that a speaker stands for towards an issue which is raised from on-going interactions. Therefore, the teacher's stance is talked-into-being, rather than generated from interviews or narratives. In the classroom context mode, the analysed data show that some occurrences of CS are related to the teacher's stance toward a topic during the teacher-student interaction. The following extract is a case that the teacher switches to Chinese to provide a translation so as to highlight his/her stance. This extract is taken from an interaction between the teacher (DT2) and her students, discussing the women's position in the male-dominated society.

#### **Extract 9.3**

01 DT2: ((after the students' group discussion)) NAME (SN2)  
02 can you share your opinions?  
03 SN2: more violence more obedience

Line 04-19 omitted

20 **SN2:** I think so  
21 **DT2:** you think so↑  
22 **ss:** ((laughter))  
23 **DT2:** I think it is completely wrong|  
|gesturing SN2 to sit down  
24 |ur:: I always consider the man  
|looking at the whole class  
25 who uses violence to let the women obey him  
26 as the most powerless man (.) You know ↑  
27 **ss:** en  
28 (0.4)  
29 **DT2:** physically (.) men are strong  
30 and women are weak  
31 so men have more strength than women(.)  
32 if you use the strength on the women (.)  
33 you are powerless (0.3)  
34→ **dui nvxing shiyong baoli de nanxing**  
35→ **doushi jiqi wuneng de biaoqian**  
{tr. if a man uses violence on the women (.)  
he is extremely powerless}  
36 **ss:** ((laughter)) yeah  
37 **DT2:** do not use violence on your wife (.)  
38 your daughter and other women

The interaction starts from the teacher's nomination of the student SN2 to share his opinions (line 01), and SN2 argues that more violence is necessary to make women obedient (line 02). Then, the teacher seeks for clarification, other-repair and confirmation from this student (SN2) for his point of view (lines 04-19 omitted). The student still confirms/insists his original view at line 20, and the teacher does her final attempts to elicit the repair sequence from him at line 21. While the other students' laughter can be heard, SN2 does not provide any reply to the teacher. As a result, the teacher takes the turn and explicitly shows her disagreement with SN2's point of view in terms of using violence on women and gestures SN2 to sit down (lines 22-23). Then, the teacher looks at the whole class and expresses her stance towards this issue, saying that men who use violence to make women obedient are powerless (lines 24-26). The students show their agreement with their teacher's stance by providing an acknowledgement marker 'en' (line 27), and then the teacher explains more about why

the stance she stands for is right (lines 27-31). Then, the teacher continues to repeat her stance in English, followed by its translation in Chinese (lines 32-35). This time, the students show their stronger and more explicit recognition and acknowledgement by replying 'yeah' together with the louder laughter (line 36).

In this extract, the CS use is the DT2's translation of her stance. However, in a strict sense, the CS use in the way of translation at lines 34-35 is not completely the literal translation of the utterances at lines 32-33, yet with slight reformulation. To be specific, the teacher uses '*nanxing* (tr. males)', which is a noun with general referent function, instead of '*ni* (tr. you)', which is second personal pronoun, in her translated utterances. This reformulation may be due to the consideration of the face-threatening effects on SN2, in that SN2 is the male students who provides the response of 'more violence more obedience', and insists this point of view (lines 03-28) prior to the teacher's repair sequence (lines 29-35). In addition, it may be also because the teacher orients to address this stance to the whole class, so that this stance can be recognised and reinforced by the whole class. In fact, the follow-up sequence also shows the students' acceptance of the teacher's stance with their immediate laughter and voiced 'yeah' (line 36). Nevertheless, compared to the use of '*ni* (tr. you)', the use of '*nanxing* (tr. males)' mitigates the tone of the teacher's speech of her stance to the students.

### 9.2.3 Non-contrastive repetition and marked translation of student's response

The following extract is taken from an interaction between the teacher (DT2) and her students, discussing the women's position in the male-dominated society. The interaction is mainly between DT2 and SN2 who insists using violence to make women obedient.

#### Extract 9.4

01 DT2: ((after the students' group discussion)) NAME (SN2)  
02 can you share your opinions?  
03 SN2: more violence more obedience  
04 DT2: more violence more obedience (.)  
05→ baoli yueduo shuncong yueduo↑(.)  
{tr. more violence more obedience↑}  
06 SN2: dui a  
{tr. Yes}

07 **Ss:** ((laughter))  
08 **DT2:** why?  
09 **Ss:** ((laughter))  
10 **DT2:** that is to say consider that  
11 you have a wife in future (.)  
12 you will use domestic violence on her↑(.)  
13 you will beat her↑  
14 **Ss:** ((laughter))  
15 **DT2:** the more violence (.) the more obedience (.)  
16→ **ni yue da ta (.)ta jiu yue ting nide a↑ (0.3) shima↑?**  
{tr. The more violence (.)the more obedience ↑(0.3)Is  
that so?}  
17 **SN2:** (en:)  
18 **Ss:** ((laughter))  
19 **DT2:** **shima↑?**  
{tr. Is that so?}  
20 **SN2:** I think so  
21 **DT2:** you think so↑  
22 **Ss:** ((laughter))  
23 **DT2:** I think it is completely wrong  
24 ((then gesturing SN2 to sit down))  
25 ur:: I always consider the man  
26 who uses violence to let the women obey him  
27 as the most powerless man (.) you know ↑  
28 **Ss:** en

The interaction starts from the teacher who nominates one of the students, SN2, to share his opinions (FPP) (line 01). SN2 argues that more violence is necessary to make women more obedient (SPP) (line 02), which is relevant to the teacher's question. The teacher repeats SN2's argument "more violence more obedience" without outstanding intonation difference from the student's original utterance (i.e., non-contrastive repetition). Note that the non-contrastive repetition is different from that identified by Hellermann (2005b; 2005a) who undertakes both CA and acoustical analysis which includes the analysis of pitch and accent. The non-contrastive repetition in my study is restricted to the hearable non-contrastive utterance from the teacher only according to the CA principle and transcription convention. In this sense, non-contrastive repetition

includes no contrastive voice in terms of stress, pause, lengthened syllable, intonation etc.

In this extract, the teacher's repetition is non-contrastive, but the teacher immediately provides the follow-up corresponding translation in a rising tone (line 05). This is likely to seek for SN2's confirmation of his response or elicit a repair from SN2. Anyhow, by replying 'Yes', it is evident that SN2 understands that the teacher uses repetition and translation to do a confirmation check. This reply results in the other students' laughter (lines 06-07). The teacher continues to ask SN2 to explain more about his argument, but there is no reply turn from SN2, and the other students' laughter is heard again (lines 08-09). Therefore, the teacher is creating an imaginary context by putting SN2 in a position with a wife, in order to ask whether he will use violence to make his wife obedient (lines 10-13). Like last time, SN2 still does not take the reply turn, while the other students laugh together after the teacher finishes her questioning turn (line 14). Then, the teacher again repeats and translates SN2's argument that is previously raised at line 03. This time, the translation ends with a Chinese trymarker '*shima*(tr. is that so?)'. SN2 takes the reply turn at this instant with an affirmative marker '*en*' (i.e., yes). The teacher continues to ask '*shima*(tr. is that so?)' in Chinese, and SN2 still insists his original point of view (lines 19-20). Therefore, the teacher starts to convey her own stance toward this issue, and attempts to get the other students' recognition and agreement of her stance which is opposite to the SN2's (lines 23-28).

It has been acknowledged that not all the CS functions are clear cut (Üstünel, 2004; Waer, 2012), so that the CS use by the teacher in this extract is not considered as 'providing a translation', but 'providing feedback' instead. This is because the CS occurrence in the teacher talk is embedded in the feedback move of the IRF sequence structure, and the CS use (i.e., translation) co-works with the preceding repetition of the student's response within that turn. Note that SN2's argument of 'more violence more obedience' (SPP) (line 03), due to the unacceptable stance in it, is regarded as an "incorrect response" (Waring, 2008, p.584) to the teacher's question regarding the women's position (FPP) (line 02). This can be evidenced by the teacher's direct repair at line 23, 'it is completely wrong'. Therefore, even though the response is grammatically correct, and can match the teacher's question regarding its content, it is still a dispreferred one. In this case, it can be seen that the teacher repeating and translating the student's response at lines 04-05 & 15-16 demonstrates the repair

initiation (Pomerantz, 1984; Waring, 2008). Normally, the audible non-contrastive repetition of the prior speaker's utterance is related to the affirmations or positive assessments (Tarplee, 1996; Hellermann, 2003; Waring, 2008). However, in this extract, following the non-contrastive repetition of the student's response, the CS occurrence via translation in a rising tone or ending with a try-marker assists to mark the desirability of a repair orientation (Waring, 2008). Therefore, in this instance, such a translation with the prosodic renderings (i.e., using a rising tone and/or try-maker) is considered to be the marked translation, which signals and highlights that the prior utterance/response is incorrect or inappropriate and then requires the "subsequent pedagogical treatment" (Waring, 2008, p. 584).

### 9.2.4 Imitative/non-contrastive repetition of student-initiated CS

This extract is taken from an interaction between the teacher GT1 and his students in a speaking session, and the topic is recalling how cheap the things were during the students' childhood.

#### Extract 9.5

01 GT1: how about another question↑(0.4)  
 02 how cheap things were?(0.2)the answer↑  
 03 Ss: yeah  
 04 GT1: how cheap (.) for example↑  
 05 S1: **yijiaoqian=**  
 {tr. one jiao}  
 06 S2: = **yijiaoqian =**  
 {tr. one jiao}  
 07 Ss: ((inaudible))  
 08 S3: one jiao (0.2) One jiao  
 09 Ss: ((inaudible))  
 10 GT1: **yijiaoqian keyi mai**↑  
 {tr. one Jiao can buy}  
 11 (0.4)  
 12 Ss: **paopao tang =**  
 {tr. bubble gum}  
 13→ GT1: =**paopao tang=**  
 {tr. bubble gum}  
 14 Ss: =**bingdai=**  
 {tr. ice bag}

15→ GT1: =bingdai=  
 {tr. ice bag}

16 Ss: °zha shutiao°(.)  
 {tr. fried chips}

17 Ss: (latiao)  
 {tr. chili chips}

18 (0.4)

19 GT1: latiao (.) right↑  
 {tr. chili chips}

20 Ss: ((laughter))[ zha shutiao ]  
 {tr. fried chips}

21 GT1: [any other]?(.)any other?

The teacher initiates the interaction, asking the students to give examples to show how cheap things were in the past (lines 01-04). Two students, S1 and S2, successively switch to Chinese responding ‘*yijiaoqian* (tr. one Jiao)’. Actually, this response is incomplete, but a repair is initiated by another student (S3) to provide the corresponding English equivalent of ‘*yijiaoqian*’, i.e., ‘one jiao’ (lines 05-08). However, the teacher still uses the S1 and S2’s original Chinese response as the resource to provide a DIU (Koshik, 2002) (i.e., ‘*yijiaoqian keyi mai*↑ (tr. one jiao can buy↑)’) as a prompt for the students to continue giving examples of the cheap food. As a result, the students give an example in Chinese, i.e., *paopao tang* (tr. bubble gum) (line 12), which is immediately repeated by the teacher with a similar intonation and speed to that of the students’. Also, the teacher’s way of doing the repetition is quite imitative or at least non-constructive (line 13). Then, the students continue to provide another example, ‘*bingdai* (tr. ice bag)’, and the teacher also does the immediate and imitative repetition in the same way. Such an interactive pattern lasts until there comes something (i.e., chili chips) that need to be clarified (lines 17-20).

As shown in the extract, the CS initiated by the students yet used by the teacher in his feedback move shows the teacher’s acceptance of the student’s response. However, such acceptance is different from the way of combining the repetition and confirmation token, i.e., explicit positive assessment (EPA, see Waring, 2008) which orients to close the sequence. In contrast, the teacher’s pure imitative/non-contrastive repetition of the students’ response shows the case-open-relevancy (Waring, 2008), which provides the space for the students to continue their contributions. Therefore, the CS occurrence in



the teacher's feedback move in this extract serves dual functions: acknowledgement of prior speaker's response and next-turn-taking invitation. The following extract also shows a similar case, and meanwhile demonstrates what the teacher does when the breakdown comes up after the repetition.

### Extract 9.6

10 GT1 =uh when(.)when (0.2) on Spring Festival(.)  
 11 what kind of food was  
 12 delicious in your memory?  
 13 S2: candy=  
 14 GT1: =candy=  
 15 S3: =chicken=  
 16 GT1: =chicken=  
 17 S4: =fish=  
 18 GT1: =fish=  
 19 S5: =p[ork]=  
 20 S6: = [duck]=  
 21 GT1: =pork(.)↓[pork ](.)right↑  
 22 S6: [duck]=  
 23 Ss: =yeah=  
 24 GT1: =duck=  
 25 S7: =danjiao=  
 {tr. egg triangle pancake}  
 26→ GT1: =danjiao=  
 {tr. trianle egg pancake}  
 27 Ss: (laughing)(0.4)  
 28 GT1: right↓ any other?  
 29 S8: zhurou=  
 {tr. pork}  
 30→ GT1: =zhurou  
 {tr. pork}  
 31 Ss: (laughing)=  
 32 GT1: =what(.) what is zhurou(0.4) in- in English=  
 33 S1: =p[ork ]  
 34 S5: [Pork]=  
 35 GT1: =pork(0.4)en(0.2)↓pork(.)↓  
 36 and(.) even↑ (0.2)b[eef]  
 37 S4: [bee]f

38 GT1: but 20 years ago(.) people in China preferred pork

This interaction also takes place between the teacher (GT1) and his students, talking about the delicious food that the students could eat on the Chinese's Spring Festival in the past. After the teacher initiates the question, some of the students successively provide their responses in English, which is followed by the teacher's immediate repetition as the feedback for each individual response (lines 10-24). Then, the student S7 switches to Chinese to voice out a local food, *danjiao* (tr. triangle egg pancake), and the teacher also repeats S7's provision in a normal voice to show his acceptance (lines 25-26). Despite the other students' laughing, the teacher still gives his explicit acknowledgement by saying 'right' in a falling tone, and continues to elicit the other students' contributions by uttering 'any other?' (lines 27-28). S8 takes the turn to name out another food in Chinese, '*zhurou* (tr. pork)'. Then, the teacher repeats S8's Chinese contribution, which is again followed by the other students' laughter. But this time, the teacher initiates the repair by eliciting the English equivalent of S8's response (line 32). When the right equivalent is provided by the students, the teacher confirms their provision and continues the discussion of the topic (lines 33-38).

Similar to the use of CS in the last extract, the teacher's immediate repetition of the student-initiated CS shows both the acknowledgment of the prior speaker's response and invitation for the next speaker's contribution. During the interaction in the two above extracts (*Extract 9.5 & 9.6*), the linguistic items in English are not commonly used or are beyond the students' prior knowledge, the students may fail to provide them in English but speak Chinese instead. As the provision in Chinese is meaningfully appropriate (i.e., as the appropriate SPP) in the ongoing interaction, such as the very local food '*bingdai* (tr. ice bag)' at line 15 in *Extract 9.5* and '*danjiao* (tr. triangle egg pancake)' exemplified by the student S7 at line 25 in *Extract 9.6*, the teacher generally does not repair but repeats the student-initiated CS instead. In this sense, the teacher's repetition of the student-initiated CS orients to keep the continuous flow of the interaction with the focus on the fluency.

In this case, the students' CS is not treated as an utterance that needs to be repaired by the teacher for the linguistic accuracy. To be specific, when the student S7 provides *danjiao* (tr. triangle egg pancake) in Chinese, the immediate follow-up laughter at line 27 in *Extract 9.6* actually breaks down the communication for a while. This is because the

next sequence shows that none of the students continues to take the turn to provide the SPP, i.e., the new responses in relation to the teacher's questioning at lines 10-12 regarding the delicious food (FPP), unless the teacher takes the turn to lead the students to be back to the ongoing topic at line 28. Therefore, sequentially, the laughter as a type of learner initiative (Solem, 2016), causing the gap of the other students' contributions, indicates a repair initiation. However, the teacher displays his non-engagement to this repair initiative action, indicating that the laughter at this moment is "interactionally inappropriate" (Watanabe, 2017, p. 282). By contrast, the teacher accepts and acknowledges the S7's Chinese production 'danjiao' by saying 'right' in the falling tone (line 28), showing his "institutional right" to decide the "sequentially or topically relevant" knowledge or turn from the students (Solem, 2016, p. 9).

However, it is also noteworthy that not all the instances of student-initiated CS are unrepaired. The repair may occur for a linguistic item that is previously taught/learned. For example at line 29 when the student S8 utters 'zhurou (tr.pork)' in Chinese, the teacher repeats S8's contribution in the imitative/non-contrastive way to show his acceptance, the immediate following-up laughter from the other students this time successfully get the teacher's uptake for a repair. That is, the teacher asks a question to elicit the equivalent. However, there is only "momentarily shift" (Walsh, 2006) to skills and system mode within the ongoing classroom context mode. This is because when the right equivalent is provided by the students, after giving a positive assessment as the feedback (Waring, 2008), the teacher quickly goes back to the original topic (i.e., the delicious food) set at the beginning of this interaction via using 'and' in the rising tone, giving a micro pause (0.2 second) and providing another food 'beef' that is overlapped by the student S4 (lines 35-37). Nevertheless, the sequential or topical relevance of the knowledge, i.e., the meaningfully appropriate rather than accuracy in classroom context mode, is still the main focus of the interaction.

### **9.2.5 Extending student-initiated CS**

This interaction excerpt is about the topic of the cheap food in the past, which was the same extract as Extract 9.5. But the focus in this extract is on how the student-initiated CS is extended by the teacher.

#### **Extract 9.7**

01 GT1: how about another question↑(0.4)

02                   how cheap things were?(0.2)the answer↑

03   **Ss:**            yeah

04   **GT1:**          how cheap (.) for example↑

05   **S1:**            **yijiaoqian=**  
                      {tr. one jiao}

06   **S2:**            **= yijiaoqian =**  
                      {tr. one jiao}

07   **Ss:**            ((inaudible))

08   **S3:**            one jiao (0.2) one jiao

09   **Ss:**            ((inaudible))

10→ **GT1:**          **yijiaoqian keyi mai↑**  
                      {tr. One jiao can buy}

11                    (0.4)

12   **Ss:**            **paopao tang =**  
                      {tr. bubble gum}

13   **GT1:**          **=paopao tang=**  
                      {tr. bubble gum}

14   **Ss:**            **=bingdai=**  
                      {tr. ice bag}

15   **GT1:**          **=bingdai=**  
                      {tr. ice bag}

16   **Ss:**            °zha shutiao°(.)  
                      {tr. fried chips}

17   **Ss:**            **(latiao)**  
                      {tr. chili chips}

18                    (0.4)

19   **GT1:**          **latiao** (.) right↑  
                      {tr. chili chips}

20   **Ss:**            ((laughter))[ **zha shutiao**        ]  
  {tr. fried chips}

21   **GT1:**                                    [any other]?(.)any other?

The teacher firstly sets out the question to ask the students to provide some examples of cheap food (lines 01-04). S1 and S2 successively provide a response by exemplifying the very small unit of money in Chinese ‘*yijiaoqian* (tr. one jiao)’. Then, almost at the same time, some other students attempt to give different examples of what can be bought by that small amount of money, so that the responses cannot be heard clearly (line 07). Then, to the S1’s and S2’s initiations in Chinese, S3 self-selects to initiate other-repair by providing the equivalent ‘one jiao’ with stress and repetition to attract

attention (Watanabe, 2017). However, this independent and uninvited learner initiative (Waring, 2011; Solem, 2016) is not acknowledged by the teacher. Instead, the teacher takes up and extends the Chinese initiations given by S1 and S2, saying '*yijiaoqian keyi mai* (tr. one jiao can buy)' (lines 10), to prompt the whole class to provide the topic-related contributions (i.e., about how cheap the things were) with a DIU (Koshik, 2002). The teacher's prompt is successful, which is evidenced by the preferred followed-up choral productions of exemplifying the cheap food from the students and the corresponding acceptance shown by the teacher (lines 11-21).

According to Watanabe (2017), the student's unsuccessful initiative action can be a result of the teacher's situational unavailability to respond that student due to the teacher's status of still being engaged with the prior speaker(s) verbally or nonverbally (e.g., gesture or gaze). In this case, the student's initiative is normally overlapped with the teacher's verbal or nonverbal response to the prior speaker. This extract is from an audio recording, and there is not any hearable overlapping sound from S3 and the teacher. Also, there is no access to checking whether the teacher's non-verbal attention (e.g., gesture or gaze) is on the recognition of the answers from the different choral productions at line 07. Consequently, the teacher's situational availability to S3 cannot be well detected. However, instead of looking at the teacher's rejection to S3's initiative, the sequential analysis on the teacher's acceptance to S1 and S2's contributions reveals the teacher's "orientation to sequential and topical relevance of the information provided by the students" (Solem, 2016, p. 737). This is because the S1 and S2's responses in Chinese, the very small amount of money, is still "on-topic' and do not represent a topic shift" (Solem, 2016, p. 741) or a mode shift (i.e., from classroom context mode to skills and systems mode) by showing the relevance to something being cheap in the past. Therefore, again, it can be seen that the student-initiated Chinese contributions, as long as being sequentially and topically related, are not considered as utterances that require a repair.

### **9.2.6 Repeating the student-initiated CS ended with a try-marker**

This extract is the same as Extract 9.7, but the focus on the teacher's CS use is different. The analysis here will focus on the CS occurrence when the teacher GT1 repeats the student-initiated CS to seek for a confirmation or clarification.

## Extract 9.8

01 GT1: how about another question↑(0.4)  
02 how cheap things were?(0.2)the answer↑  
03 Ss: yeah  
04 GT1: how cheap (.) for example↑  
05 S1: **yijiaoqian=**  
{tr. one jiao}  
06 S2: = **yijiaoqian =**  
{tr. one jiao}  
07 Ss: ((inaudible))  
08 S3: one jiao (0.2) one jiao  
09 Ss: ((inaudible))  
10 GT1: **yijiaoqian keyi mai**↑  
{tr. One Jiao can buy}  
11 (0.4)  
12 Ss: **paopao tang =**  
{tr. bubble gum}  
13 GT1: =**paopao tang=**  
{tr. bubble gum}  
14 Ss: =**bingdai=**  
{tr. ice bag}  
15 GT1: =**bingdai=**  
{tr. ice bag}  
16 Ss: °**zha shutiao**°(.)  
{tr. fried chips}  
17 Ss: (**latiao**)  
{tr. chili chips}  
18 (0.4)  
19→ GT1: **latiao** (.) right↑  
{tr. chili chips}  
20 Ss: ((laughter))[ **zha shutiao** ]  
{tr. fried chips}  
21 GT1: [any other]?(.)any other?

As described in Extract 9.7, the teacher GT1 sets out the discussion by asking how cheap the things were in the past and requiring the students to provide examples. Two students, S1 and S2, firstly initiate the response in Chinese by saying the small amount of money ‘*yijiaoqian* (tr. one jiao)’, which is taken as the resource by the teacher to prompt the whole class to give some examples of what can be bought by this bit of

money(lines 05-11). For this prompt, the teacher also switches to Chinese to interact with the students, and his prompts successfully get the students' topic-relevant contributions in Chinese. However, the teacher repeats them in an imitative or non-contrastive way to keep the case-open-relevancy to invite the students to continue their contributions (Waring, 2008). This way of such an interaction lasts until the students' contribution at lines 16-17, which cannot be clearly heard due to the low voice. The food provided by some students is called '*zhashutiao* (tr. fried chips)' at line 16, but some of the other students provide another popular cheap food, i.e., '*latiao* (tr. chili ships)' (line 17). The teacher repeats '*latiao* (tr. chili ships)' ended with the try-marker 'right<sub>↑</sub>' at the end for the confirmation. The students laugh and then provide the other previous provision, i.e., '*zhashutiao* (tr. fried chips)'. However, this is overlapped with the teacher's initiation of the next turn (i.e., saying 'any other?') which is aimed to elicit more examples from the students (lines 20-21).

It is interesting to note that the students' provision of the food '*zhashutiao* (tr. fried chips)' does not receive any acknowledgement from the teacher. Instead, the teacher advances the interaction by repeating his inviting utterance at line 21, i.e., 'any other?', for encouraging more contributions from the students. Thus, the teacher's use of CS by repeating the students' response combined with the try-marker 'right<sub>↑</sub>' at line 19 as the clarification request is content-based, and the focus of the discourse is on the fluency rather than on the accuracy. Therefore, the teacher does not prefer to go back to acknowledge the overlapped response, which may break down the current flow of discourse. The pattern of CS use combined with a try-marker is similar to that used in skills and systems mode when providing the positive feedback to the students. However, the CS occurrence here is for the prior speaker's clarification of the message due to a literal problem of hearing (Wang and Wu, 2016), and the interaction is dyadic, whereas the interaction in skills and systems mode is moving from the dyadic to the whole class involvement (Watanabe, 2017).

### **9.3 Interactional Features Aligned with Pedagogical Orientations**

#### **9.3.1 Pedagogical orientations**

Different from the previous modes which are often dominated by the teacher-directed interaction, classroom context mode is characterised by the relatively equal role and

symmetrical interaction between the teacher and students (Walsh, 2013). According to Walsh (ibid), the more genuine communication is encouraged so that the interaction values the students' opinions or ideas and expression of their experiences. Therefore, enabling the learners to clearly express themselves and promoting oral fluency are set as the pedagogic goals in this mode. The CS employment in this mode is also associated with the following pedagogical orientations:

- To maintain communication, and maximise the opportunities and space for learners to express their own experience, emotions and opinions, etc. (see *the extracts in Section 9.2.3; 9.2.4 & 9.2.5*).
- To prevent communication breakdown and promote fluency and appropriate meaning-based interaction (see *the extracts in Section 9.2.1; 9.2.2 & 9.2.6*).

### **9.3.2 Interactional features**

The interactional features of the teacher talk portrayed in this mode are extended learner turns, short teacher turns, minimal repair, content feedback, scaffolding, referential questions and clarification questions (Walsh, 2006; 2013). Overall, the associated interactional features engendered by CS are consistent with those in the teacher talk. However, how CS is connected to those features also shows more specific and distinctive fingerprint of the features on its own.

Firstly, referential questions (i.e., open-end question) are extensively used as initiators of a classroom context mode sequence, and display questions (i.e., questions with fixed answers) are almost not found in this mode (Cancino, 2015b). Likewise, in the analysed data in my study, display questions are rarely seen. However, it seems that the CS use in the way of translation has little to do with the type of questions, but is related to whether the questions are replied by the student. Therefore, the data uncover that the CS use are connected to both the display question (see *Extract 9.1*) and the referential question (see *Extract 9.2*). In this regard, even though the referential questions are dominated in the teacher talk, it is still more sensible to argue that the CS use (i.e., translation) shows the questioning-related feature rather than specifically considering its relationship to the type of questions that are raised by the teacher.

Also, it is worth noting that the teacher-initiated CS takes place when there is a lack/delay of the student's reply (e.g., *Extract 9.1 & 9.2*) or when the teacher particularly



repairs the student's response to achieve appropriateness in meaning (including the appropriate stance, see *Extract 9.3 & 9.4*). More often, in this mode, the teacher's use of CS is taking the student-initiated CS as the resource for encouraging/promoting the students' contribution or requesting for a meaning clarification. As to the clarification request, the student-initiated CS is repeated by the teacher for a meaning clarification normally due to the uncertainty of the heard content. Overall, the affiliated interactional features of CS can be specified as below:

- Initiating a translation (of previous questioning or a stance) as a repair (*Extract 9.1, 9.2, 9.3 & 9.4*)
- Extending the learner turns by non-contrastively repeating or extending the learner-initiated CS (*Extract 9.5, 9.6 & 9.7*)
- Repeating the learner-initiated CS for a meaning clarification (*Extract 9.8*)

### **9.3.3 Interactional effects**

In classroom context mode, the teacher-student interaction is meaning-based, orienting to the genuine communication. The analysed extracts in this chapter also reveal how the teacher uses CS to keep the fluency of the interaction and validate the students' lived experiences to allow them to express themselves (Schweers, 1999). To be specific,

- Translating the previous questioning when there is absence/delay of the student's reply (*e.g., Extract 9.1; 9.2*);
- Highlighting the stance by the translation with mitigated reformulation, so that the students are likely to accept with less face threatening (*Extract 9.3*);
- Non-contrastively repeating the student's dispreferred response and providing the corresponding L1 translation with the rising tone to highlight the inappropriate meaning of the student's response, and initiate a mitigated repair sequence (*Extract 9.4*);
- Quickly taking the turn and imitatively/non-contrastively repeating the student-initiated CS with meaningful appropriateness to show the teacher's acknowledgement and encouragement for more student's contributions (*Extract 9.5; 9.6*);
- Extending the student-initiated meaningfully appropriate CS to allow the student to continue their lived feelings and experience (*Extract 9.7*);
- Repeating the student-initiated CS, ended with a try-marker to seek for confirmation or clarification, when a problem of hearing occurs (*Extract 9.8*)

## **Chapter 10 CS within Modes: A Comparative Summary**

### **10.1 Introduction**

This chapter aims to provide the comparison and summary of findings regarding the CS sequential patterns and interactional features that have been determined in Chapter 6 to Chapter 9. The comparison and summary will be carried out in terms of the CS sequential pattern in relations to modes (*Section 10.2.1*), and the pedagogical orientations and the associated interactional features (*Section 10.2.2*). Following this, the chapter will provide an overall map of CS used in teacher talk by modes (*Section 10.2.3*), and will provide an overview of the interactional effects in relation to different ways of CS management (*Section 10.2.4*)

### **10.2 Summary of Findings along with Comparison within Modes**

This study is driven by the established research gap which is develop the CS framework to understand how the ways of managing CS use adjust to the particular pedagogical orientations in the related mode. In addition, this framework seeks to understand how the CS use, its interactional features and interactional effects are inter-related in a particular mode. Therefore, the following sub-sections will summarise and compare the findings in relation to sequential patterns, pedagogical orientations, interactional features and effects within different modes.

#### ***10.2.1 Sequential patterns in relation to modes***

This study is set to have a close analysis on the CS sequential pattern in relation to the specific agenda at the moment (i.e., mode). It has been revealed that the CS are operated differently both within a mode and across different modes as well. This highlights the deliberate “fingerprint” (Heritage and Greatbatch, 1991, pp. 95-96) to each specific mode. The following will summarise and compare how the CS use is differently operated within different modes. To make the comparison clearer, firstly, the patterns which are with some similar component(s), such as in the way of translation) will firstly be grouped together within the different modes in which they take place. Then, the differences and how they are related to the modes will be compared. As discussed in Section 2.7 in Chapter 2, the CS patterns in the current study are primarily concerned with the interactional move, rather than include the functional aspects. However, these

functional aspects cannot be completely excluded. It is worth observing that this is particularly the case when grouping the patterns for comparison. Here, it is discovered that the patterns with similar component(s) are likely to function similarly. The primarily grouped patterns of the teachers' CS use are manifested in the following respects: **a) CS as a Chinese translation, b) CS as a shift indicator, c) CS as a prompt, and d) CS as feedback.**

**a) CS as a Chinese translation: in managerial mode, materials mode, and classroom context mode.**

- In **managerial mode**, the teacher mainly
  - 1) provides “the translation for the parts which (may) cause ‘trouble’, ended with Chinese downward-intoned modal particle or a try-marker” (see *Section 6.2.1*);
  - 2) provides “plain translation integrated into the discourse in target language, preceded by an acknowledgement token” (see *Section 6.2.2*);
  - 3) provides “plain translation for the task/activity location” when the attention is shifted to a specific material (see *Section 6.2.3*).
  
- In **materials mode**, the teacher normally translates the utterance/text
  - 1) in a “glossing-over” pattern to advance the text comprehension agenda. The “glossing-over” is demonstrated in a way of a following-up plain translation after reading. Moreover, on some occasions, sometimes such as plain translation is combined with a turn-holding modal particle (see *Section 7.2.1*);
  - 2) in a pattern of “extended translation with explanation”. This pattern of CS employment takes place in a display question sequence. It is uncovered as a self-repair strategy to extend and clarify the original question, and such a repair pattern with CS provides the recourse for the implementation of next relevant activity (see *Section 7.2.2*);
  - 3) in a pattern of “translation on comprehension-focused display questions”. This pattern just occasionally occurs when an expected reply is lack or delayed from the students (see *Section 7.2.3*);
  - 4) in a pattern of “translating (and extending) the context-setting of comprehension-focused questions”. This often occurs when there is a lack/delay of the student’s response. This pattern of CS serves as post-first inserts, orienting to facilitate the students to respond to the question by clarifying and

attracting the students' attention to the question-related context-setting (see *Section 7.2.4*);

5) in a pattern of "extended translation on a third-turn elaboration". This pattern of CS goes beyond the understanding on what to be elaborated. That is, it goes beyond the double-checking of the elaborated content, but orients to text comprehension in relation to the base FPP (see *Section 7.2.5*).

- In **classroom context mode**, the teacher translates
  - 1) "the previous questioning after the noticeable pause" to clarify the meaning and bridge the communication breakdown (see *Section 9.2.1*);
  - 2) the stance with reformulation as mitigated repair to strike the balance between the meaning appropriateness and the student's less face-threatening acceptance in genuine communication (see *Section 9.2.2*).

Note that the teacher's CS use in the way of providing the translation on the questioning in *Section 9.2.1* in classroom context mode is similar to that in *Section 7.2.3* in materials mode. That is, the noticeable lack/delay of a reply turn, a striking feature, results in the CS occurrence as a repair strategy to clarify the meaning of the previously raised question. However, as observed from the data, using CS in such a way is frequently seen in classroom context mode, whereas it does not often occur in materials mode as discussed in *Section 7.2.3* & *7.2.4*. This may be because the raised question related to the text comprehension in materials mode is normally accompanied with the written presence in the text or on the slide. In this case, the teacher does not necessarily need to translate the question unless there appears the pre-emptive unfamiliar linguistic items. This may be because the written form as the way of information input allows more opportunities for the students to get the uptake of the meaning of the question. On the other hand, the frequent occurrence of translating the question after a noticeable pause (particularly due to uptake failure from listening) in classroom context mode, may attribute to its efficiency to "quickly fix the interactional trouble" which is one of the principle interactional features in teacher talk in this mode (Walsh, 2013, p. 81).

#### **b) CS as a shift indicator: in managerial mode, materials mode, skills and systems mode, and materials-based skills & systems mode**

- In **managerial mode**, when the teacher indicates a shift, the teacher normally

marks the shift by using “a sentence-initial Chinese indicator prior to the managerial instruction” (see *Section 6.2.6*);

- In **materials mode**, when indicating a shift, the CS used by the teacher to mark the shift to the text-related display questions from the other modes. Therefore, such questioning is conducted in Chinese. Also, it is revealed that the “text-related questioning is combined with a Chinese shift indicator as a preface” (see *Section 7.2.6*);
- In **skills and systems mode and materials-based skills & systems mode**, the teacher deploys the “prior-turn-closing token + next-turn-prefaced indicator” (See *Section 8.2.11*) or uses “an indicator of a location” in Chinese to mark the shift or location move of the linguistic focus (see *Section 8.3.2*).

Similarly, even though the patterns are grouped under “indicating a shift” in these modes, only a limited number of such CS instances could be found in the data. In all the modes, the shift is started from a Chinese shift indicator, but followed by the different CS TCUs, e.g., managerial instruction in managerial mode, and text-related questioning in materials mode. Nevertheless, the way of indicating a shift is pertinent to the particular mode, and the shift indicator can be seen as a trigger to mark the shift for the learners’ extra attention, requiring the learners’ timely following of the discourse flow.

### **c) CS as a prompt: in materials mode, skills and systems mode, and classroom context mode**

- In **materials mode**, when providing a prompt, the CS used by the teacher in the pattern of “activating the text-related background/prior knowledge” (see *Section 7.2.7*);
- In **skills and systems mode**, “initiating the incomplete Chinese idiom” as a DIU (Koshik, 2002) and “negating the unexpected/dispreferred reply” are the sequential patterns to elicit the correct response with linguistic correctness (see *Section 8.2.9; 8.2.10*);
- In **classroom context mode**, the sequential pattern of CS is “extending the student-initiated CS”. This shows that the student-initiated CS is an important resource that can be used to scaffold the learners to express their ideas fluently (see *Section 9.2.5*).

By comparison, it can be seen that when CS is used as a prompt, it is normally teacher-initiated in materials mode and in skills and systems mode. In addition, within these two modes, the teacher provides a prompt by giving more information of the related background or the information which orients to activate the students' prior knowledge. By doing so, the students are assisted in providing the response around the given materials or the correct linguistic items. By contrast, in the classroom context mode, the teacher always accepts and takes up the student-initiated CS to encourage and scaffold the student to express their ideas.

#### **d) CS as feedback: in skills and systems mode, and classroom context mode**

- In **skills and systems mode**, the CS takes place in three sequential patterns:
  - 1) “repetition of student-initiated CS with combination of acknowledgement token and assessment marker as the third-turn receipt” (see *Section 8.2.3*);
  - 2) “repetition of student-initiated CS with hesitating particle(s) and intonation, followed by the repair and a try-marker” (see *Section 8.2.4*);
  - 3) “repetition of student-initiated CS (with extension), ended with a try-marker” (see *Section 8.2.5*).
  
- In **classroom context mode**, the teacher uses
  - 1) “non-contrastive repetition and marked translation of student’s response” to initiate other-repair for inappropriate stance in the communication (see *Section 9.2.3*), and
  - 2) “imitative/non-contrastive repetition of student-initiated CS” as acknowledgement of the previous speaker’s contribution and next-turn-taking invitation (see *Section 9.2.4*).

Similarly, the CS sequential patterns are often related to how the teacher deals with student-initiated CS. However, in skills and systems mode and materials-based skills & systems mode, the teacher’ repetition of student-initiated CS is always combined with other modal particles or try-markers, or extended with more explanation. In this way, the teacher provides acknowledgement or repair, and meanwhile orients to guide the whole class to register the linguistic accuracy. By contrast, in classroom context mode, the teacher’s repetition is normally non-contrastive, showing little concerns about linguistic

accuracy but attaching much attention to the meaning appropriateness and fluent communication.

### **10.2.2 Pedagogical orientations & the associated interactional features**

Overall, using CS is part of teacher's language use, and it is not surprising to have found the correspondence of pedagogical orientations and the affiliated interactional features engendered by CS to those discovered in teacher talk by Walsh (2006; 2011; 2013). Therefore, the pedagogical orientations and interactional features entailed by the CS use are strongly related to the particular mode in which the CS takes place. However, the employment of CS serves more specific pedagogical goals with more distinctive or unique features on its own. As the features are detailed in each mode relatively in previous chapters, here only the CS use in managerial mode is exemplified to demonstrate how its pedagogical orientations and interactional features are in line with those in the teacher talk. Meanwhile, it also presents the unique features of CS on its own. For example, in managerial mode illustrated by Table 4.

As Table 4 illustrates, one of the pedagogical functions of teacher talk in managerial mode is 'to transit information' (Walsh, 2006; 2011; 2013). The teacher's use of CS is in line with the nature of information transition, but it specifies its corresponding orientations related to enacting a topic or an activity. That is, the unique pedagogical orientations of CS are specified as 'to pre-announce/project a topic or an activity' or 'to introduce a topic or an activity'. In addition, the teacher talk orients 'to refer learners to materials' and 'to change from one mode of learning to another' (ibid), and the CS deployment also illustrates such a correspondence. However, the specified pedagogical function of CS is 'to direct learners' attention to the task/activity location in the materials when the mode shift occurs'. That is, the data shows that only simply referring to the materials or only simply locating a task does not result in the occurrence of CS (see *Section 6.2.3 in Chapter 6 for the detailed discussion*). However, when the material is referred for locating the task/activity from the other mode, the CS is used to mark the mode shift and change of the task/activity location, allowing the students to follow the shift of the managerial instruction.

Managerial mode	Engendered by CS	Overall teacher talk (modified from Walsh, 2006, p. 74-75)
Pedagogical orientations	<ul style="list-style-type: none"> <li>• <u>To pre-announce/project a topic or an activity</u></li> <li>• <u>To introduce a topic or activity</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>To transit information</u></li> </ul>
	<ul style="list-style-type: none"> <li>• <u>To direct learners' attention to the task/activity location in the materials when the mode shift occurs</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>To refer learners to materials</u></li> <li>• <u>To change from one mode of learning to another</u></li> </ul>
	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• To ensure learners' alignment with the oriented interactional agenda</li> </ul>	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• To organise learning environment</li> <li>• To introduce/conclude an activity</li> </ul>
Interactional features	<ul style="list-style-type: none"> <li>• The <u>extended teacher turn</u> which uses CS (in complete/multiple CS sentential TCUs) to have a double checking, explanations and /or managerial instruction</li> </ul>	<ul style="list-style-type: none"> <li>• A <u>single, extended teacher turn</u> which uses explanations and /or instructions</li> </ul>
	<ul style="list-style-type: none"> <li>• Using CS with other prosodic features as <u>confirmation (checks)</u> and reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• The use of <u>confirmation checks</u></li> </ul>
	<ul style="list-style-type: none"> <li>• Managerial instruction in complete/multiple CS sentential TCUs prefaced by a <u>Chinese transitional marker /shift indicator</u></li> </ul>	<ul style="list-style-type: none"> <li>• The use of <u>transitional markers</u></li> </ul>
	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• Using CS as a repair strategy</li> <li>• Repeating learners' contribution with CS as a resource for further instruction</li> </ul>	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• An absence of learner contributions</li> </ul>

**Table 4 CS vs. teacher talk: Pedagogical orientations and interactional features in managerial mode**

*(Underlined parts showing the accordance of CS use to teacher talk)*

The interactional features engendered by CS also show how their uniqueness is in accordance with those in the teacher talk. When the teacher talk is characterised by the 'single and extended teacher turn which uses explanations and/or instruction', 'the use of transitional markers' and 'the use of confirmation checks' (ibid). The CS use shows the features of how the teacher turn is extended, and how the transitional markers and confirmation checks are combined with the assistance of CS. To be specific, for the extended turn, the CS (in multiple CS TCUs) is used to have a double checking,



explanations and/or managerial instruction. As to the transitional marker, the managerial instruction in multiple CS TCUs is prefaced by a Chinese transitional marker/shift indicator. Regarding confirmation checks, CS is used with other prosodic cues as confirmation (checks) and reassurance.

With respect to the interactional effects of the CS use in different modes, in managerial modes, the teacher's successful use of CS mainly relies on promoting the students to understand and tightly follow the procedural move. In materials mode, the teacher's rewarding CS use lies in facilitating the interactional space for learners' engagement in the teacher-learner discourse flow around the materials (see *Section 6.3.3*). In skills and systems mode as well as materials-based skills & systems mode, the teacher's productive use of CS is related to whether the space and opportunity are optimised for the students to be involved in the interaction, and whether the scaffolding is properly provided (see *Section 7.3.3*). In addition, it is also concerned with students' tightly following up the new sequence, when the prior sequence comes to the end based on the students' provision of the preferred response, for instance, when repeating the student-initiated CS with combination of acknowledgement as the turn-closing repetition (Sert, 2015) (see *Section 8.4.3*). In classroom context mode, the teacher's productive use of CS mainly draws on valuating and validating the students' opinions or ideas and expression of their experiences. The students are encouraged to fully express themselves with great tolerance and acceptance of their own language alternation, as long as the expressed meaning is appropriate in relation to the pedagogical focus (see *Section 9.3.3*).

### **10.2.3 An overall map of CS in EFL teacher talk by modes**

The previous sections (i.e., *Section 10.2.1 – 10.2.2*) have presented the summarised findings with comparison in terms of CS sequential patterns in relation to modes, and the related pedagogical orientations, the associated interactional features and interactional effects. In order to provide a clearer overview and comparison of all the sequential patterns and the interactional features by modes, Table 5 illustrates the CS sequential patterns, pedagogical functions and interactional features within different modes (see **Table 5**, pp. 211-213).

#### **10.2.4 Interactional effects of CS: An overview**

This study, in each mode, is concerned with the interactional effects which focus on the outcome of the sequential development in relation to building up the interactional space and opportunities for the students' involvement and following up the agenda (see *Section 6.3.3; Section 7.3.3; Section 8.4.3; Section 9.3.3*). From examining the interactional effects, it is found that some patterns of the CS use are rewarding, whereas other patterns are unproductive or may hinder learning or opportunities for learning. To present an overview of the interactional effects entailed by the teachers, and different ways of managing CS in relation to the particular mode, an additional Table is provided (see **Table 6**, pp.214-215) .

Mode	Sequential patterns	Pedagogical orientations	Interactional features
<b>Managerial Mode</b>	<ul style="list-style-type: none"> <li>• Partial translation on the ‘trouble’ fragment combined with downward-intoned modal particle/try-marker</li> <li>• Acknowledgement token + plain translation integrated into the target-language discourse</li> <li>• Plain translation of task/activity-located instruction</li> <li>• Student-initiated CS repeated and integrated into the questioning in target language</li> <li>• Specifying a certain procedure/attention move in complete/multiple CS sentential TCUs</li> <li>• Chinese shift indicator as a preface of the following managerial instruction</li> </ul>	<ul style="list-style-type: none"> <li>• To pre-announce/project a topic/activity;</li> <li>• To introduce a topic/activity;</li> <li>• To direct learners’ attention to the task/activity location in materials when the mode shift occurs;</li> <li>• To ensure learners’ alignment with the oriented interactional agenda</li> </ul>	<ul style="list-style-type: none"> <li>• The extended teacher turn by a double checking of CS, explanations, and/or managerial instruction in complete/multiple CS sentential TCUs ;</li> <li>• Using CS with other prosodic features as confirmation (checks) and reassurance</li> <li>• Using a Chinese transitional marker /shift indicator as a preface of Chinese managerial instruction;</li> <li>• Using CS as a repair strategy;</li> <li>• Repeating learners’ contribution with CS as a resource for further instruction</li> </ul>
<b>Materials Mode</b>	<ul style="list-style-type: none"> <li>• “Glossing-over” translation</li> <li>• Extended translation with explanation</li> <li>• Translation on comprehension-focused display questions</li> <li>• Context-setting of comprehension-focused questions translated (and extended) as post-first inserts</li> <li>• Extended translation on a third-turn elaboration</li> <li>• Chinese shift indicator as a preface of the text-related display question</li> <li>• Activating the text-related background/prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• To elicit the students’ response in relation to the materials;</li> <li>• To clarify the specific content and/or the questions in relation to the text comprehension;</li> <li>• To facilitate the understanding/check of a further elaboration when displaying answers</li> <li>• To advance the progress of dealing with the target content;</li> <li>• To mark the reference to the materials</li> </ul>	<ul style="list-style-type: none"> <li>• The display questions or/and the related context-setting translated when being lack of a response;</li> <li>• In the dominated IRF exchange structure, a third-turn elaboration translated and extended;</li> <li>• The learners’ background/prior knowledge and information activated for a scaffolding;</li> <li>• Glossing over the discourse flow</li> </ul>

<b>Skills and Systems mode and Materials-based Skills &amp; Systems Mode</b>	<p><b><i>In materials mode</i></b></p> <ul style="list-style-type: none"> <li>• Explicit/implicit CS-induced question in Chinese as a repair, preceded by the implicit and unsuccessful attempt for a Chinese response</li> <li>• Explicit CS-induced question in Chinese for a locally emerging pre-emptive reference</li> <li>• Repetition of student-initiated CS with combination of acknowledgement token and assessment marker as third-turn receipt</li> <li>• Repetition of student-initiated CS with hesitating particle(s) and intonation, followed by the repair and a try-marker</li> <li>• Repetition of student-initiated CS (with extension), ended with a try-marker</li> <li>• Chinese equivalent provision marked yet embedded in the discourse flow</li> <li>• An independent teacher-initiated telling to convey ‘new-ness’</li> <li>• Initiating the incomplete Chinese idiom</li> <li>• Negating the unexpected reply</li> <li>• Prior-turn-closing token + next-turn-prefaced indicator</li> </ul> <p><b><i>In/to materials-based skills &amp; systems mode</i></b></p> <ul style="list-style-type: none"> <li>• Noticeable pause prior to Chinese equivalent provision, yet not for seeking a reply</li> <li>• Chinese indicator of a location move of the linguistic focus</li> </ul>	<ul style="list-style-type: none"> <li>• To deepen learners’ understanding and manipulation of the target language by introducing in the corresponding L1 equivalent and L1 context;</li> <li>• To confirm learners’ linguistic contributions;</li> <li>• To provide corrective feedback for the learners’ mismatched understanding in relation to the L1 language;</li> <li>• To display correct answers for learners’ failure to match the L1 language;</li> <li>• To mark the reference of the linguistic focus for the learners to follow closely</li> </ul>	<p><b><i>As to the initiation (I)</i></b></p> <ul style="list-style-type: none"> <li>• The use of CS as a repair for the preceding unsuccessful attempts;</li> <li>• The CS use in a display question to request a clarification for a locally emerging pre-emptive reference;</li> <li>• The CS use to provide a scaffolding;</li> </ul> <p><b><i>In response to the preferred response (F):</i></b></p> <ul style="list-style-type: none"> <li>• The CS use in a form of repeating (and extending) the learners’ contributions as the third-turn receipts;</li> </ul> <p><b><i>In response to the dispreferred response (F):</i></b></p> <ul style="list-style-type: none"> <li>• The CS use in a form of repeating the learners’ contribution for initiating a mitigated repair;</li> </ul> <p><b><i>Others (in teacher-initiated non-IRF sequence):</i></b></p> <ul style="list-style-type: none"> <li>• CS use in the extended teacher turn to address “new-ness”;</li> <li>• CS use to indicate the shift/move of the linguistic focus;</li> <li>• CS use to make a clarification</li> </ul>
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<b>Classroom Context mode</b>	<ul style="list-style-type: none"> <li>• Translation of the previous questioning after the noticeable pause</li> <li>• Translation of the 'stance' with mitigated reformulation</li> <li>• Non-contrastive repetition and marked translation of student's response</li> <li>• Imitative/non-contrastive repetition of student-initiated CS: as acknowledgement &amp; next-turn-taking invitation</li> <li>• Extending student-initiated CS</li> <li>• Repeating the student-initiated CS ended with a try-marker</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain communication, and maximise the opportunities and space for learners to express their own experience, emotions and opinions, etc.;</li> <li>• To prevent communication breakdown and promote fluency and appropriate meaning-based interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating a translation (of previous questioning or a stance) as a repair;</li> <li>• Extending the learner turns by non-contrastively repeating or extending the learner-initiated CS;</li> <li>• Repeating the learner-initiated CS for a meaning clarification</li> </ul>
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**Table 5 Overall map of CS sequential patterns within modes**

Mode	Interactional effects	Ways of managing CS
Managerial Mode	Rewarding	<ul style="list-style-type: none"> <li>• Explicitly repairing the student’s misalignment/misunderstanding of the procedure instruction by means of translating the trouble fragment, and specifying a right move;</li> <li>• Translating the new instruction when the temporary mode shift (i.e., mode side sequence, see Walsh, 2006) occurs or translating the location of the task when mode switch occurs;</li> <li>• Explicitly deliver the task/activity-directed procedure move;</li> <li>• Not repairing the student-initiated CS, but integrating it into the teacher’s discourse flow with repetition of the student’ contributions;</li> <li>• Using shift indicator to clearly mark the shift to a new topic, activity/task, or a mode;</li> <li>• Combining the different appropriate prosodic set of cues.</li> </ul>
Materials mode	Rewarding	<ul style="list-style-type: none"> <li>• To repair the breakdown by <ul style="list-style-type: none"> <li>○ <i>raising the comprehension-focused question;</i></li> <li>○ <i>delivering extensive explanation of the raised question;</i></li> <li>○ <i>translating the context-setting for the learners to refer back;</i></li> <li>○ <i>questioning the text-related background knowledge as a prompt;</i></li> </ul> </li> <li>• To use the shift indicator to clearly mark the shift to the questioning in materials mode from another mode.</li> </ul>
	Unproductive	<ul style="list-style-type: none"> <li>• Providing “glossing-over” translation to hold the turn, only orienting to advance text comprehension;</li> <li>• Only literally translating the raised comprehension-focused question as a repair.</li> </ul>
Skills and Systems mode and Materials-based Skills & Systems Mode	Rewarding	<ul style="list-style-type: none"> <li>• Explicitly inducing the students’ provision of the L1 equivalent or translation;</li> <li>• Explicitly negating the students’ provision of the teacher’s unintended L1 equivalent or translation;</li> <li>• Combining the shift-indicator with explicit eliciting of the students’ provision of L1 or L2 language skills and systems;</li> <li>• Repeating the teacher’s fully acknowledged response followed by a try-marker from a single student or a few students, which can potentially amplify the other students’ attention to register the correct linguistic skills and systems;</li> <li>• As the alternative of using the try-marker, the teacher can also write the L2 word on the board for amplifying the attention of the whole class;</li> <li>• Repeating and fully acknowledging the student-initiated CS, even though the teacher may later display the L2 explanation as the preferred response.</li> </ul>

	<b>Unproductive</b>	<ul style="list-style-type: none"> <li>• Unproductive repetition: <ul style="list-style-type: none"> <li>• <i>Teacher's repetition with extension or a direct repair, despite of being followed by a try-marker, is not fairly encouraged;</i></li> </ul> </li> <li>• Strategies to 'fill in the gaps' rather than to provide 'linguistic hints' for students (Walsh, 2002, p. 6): <ul style="list-style-type: none"> <li>○ <i>Directly providing the L1 equivalent in the teacher's turn without any attempt of inducing the students' own contributions;</i></li> <li>○ <i>Directly reading and providing the explanation of linguistic items shown in the materials in both L1 and L2;</i></li> </ul> </li> <li>• Others: <ul style="list-style-type: none"> <li>○ <i>Not providing the highly relevant Chinese prompt, i.e., expecting more than one-step understanding from learners;</i></li> <li>○ <i>Not explicitly eliciting the students' response, such as only stressing the linguistic items for inducing its L1 equivalent.</i></li> </ul> </li> </ul>
<b>Classroom Context mode</b>	<b>Rewarding</b>	<ul style="list-style-type: none"> <li>• Translating the previous questioning when there is absence/delay of the student's reply;</li> <li>• Highlighting the stance by the translation with mitigated reformulation, so that the students are likely to accept with less face threatening;</li> <li>• Non-contrastively repeating the student's dispreferred response and providing the corresponding L1 translation with the rising tone to highlight the inappropriate meaning of the student's response, and initiate a mitigated repair sequence;</li> <li>• Quickly taking the turn and imitatively/non-contrastively repeating the student-initiated CS with meaningful appropriateness to show the teacher's acknowledgement and encouragement for more student's contributions;</li> <li>• Extending the student-initiated meaningfully appropriate CS to allow the student to continue their lived feelings and experience;</li> <li>• Repeating the student-initiated CS, ended with a try-marker to seek for confirmation or clarification, when a problem of hearing occurs.</li> </ul>

**Table 6 Interactional effects related to CS use by modes**

### 10.3 Chapter Summary

This chapter firstly summarises and compares the primary findings by examining the relationship between CS sequential patterns and modes. The comparison shows the pertinence and appropriateness of the CS use to the specific pedagogical focus in the related mode. It also reveals that the subtly differently patterns may perform the same functions, even though this is not the main concern of this study. However, this provides an account that different fingerprints of CS use, even under the same function such as translating in Chinese, are related to the specific local mode. In addition, the chapter also compares the pedagogical orientations, and the interactional features engendered by CS to those in the teacher talk. This demonstrates how the pedagogical orientations and the interactional features engendered by CS correspond to those in the teacher talk, but also illustrates its independent uniqueness. Additionally, interactional effects exerted by the CS use within different modes have also been compared. In order to have an overview of all the relationship of abovementioned aspects of CS use in this study, the chapter, at last, provides the overall map of these findings, including sequential patterns, pedagogical orientations and interactional features of CS use by modes.

So far, through applied CA, an attempt has been made to discover the CS use under SETT (Walsh, 2006; 2011; 2013). The detailed account of findings also demonstrate how the SETT model and CA work together to provide a comprehensive description of CS use. The comprehensive description of CS use includes the relationship between the different operation of CS patterns across different modes, and the affiliated pedagogical orientation and interactional features and interactional effects. Therefore, this study demonstrates the unique fingerprint of the CS pattern change along with the dynamic classroom interactional modes in EFL teacher's talk in Chinese universities. Also, the study also presents how the CS use are inclined to either rewarding or unproductive effects for the teacher-student interaction.

Through a detailed examination of these CS patterns, the research has produced new reflections on sequentially characterising types of CS, such as identifying background and foreground use of CS, considerations management of the CS, application of SETT and a second consideration on CA/CL regarding the representativeness of the selected episodes, thoughts on translanguaging practice and research and so on. These issues will be discussed in the following chapter.



## Chapter 11 Discussion

### 11.1 Introduction

The preceding four chapters of analysis and the comparative summary chapter of the findings have presented and compared the sequential patterns, interactional features in relation to the pedagogical orientations, and the interactional effects of the CS use in EFL teacher talk under SETT framework (Walsh, 2006; 2011; 2013). In this chapter, the findings will be further discussed in relation to the relevant literature, reflections on the methodology, knowledge extension from the insight of the current CS and pedagogy.

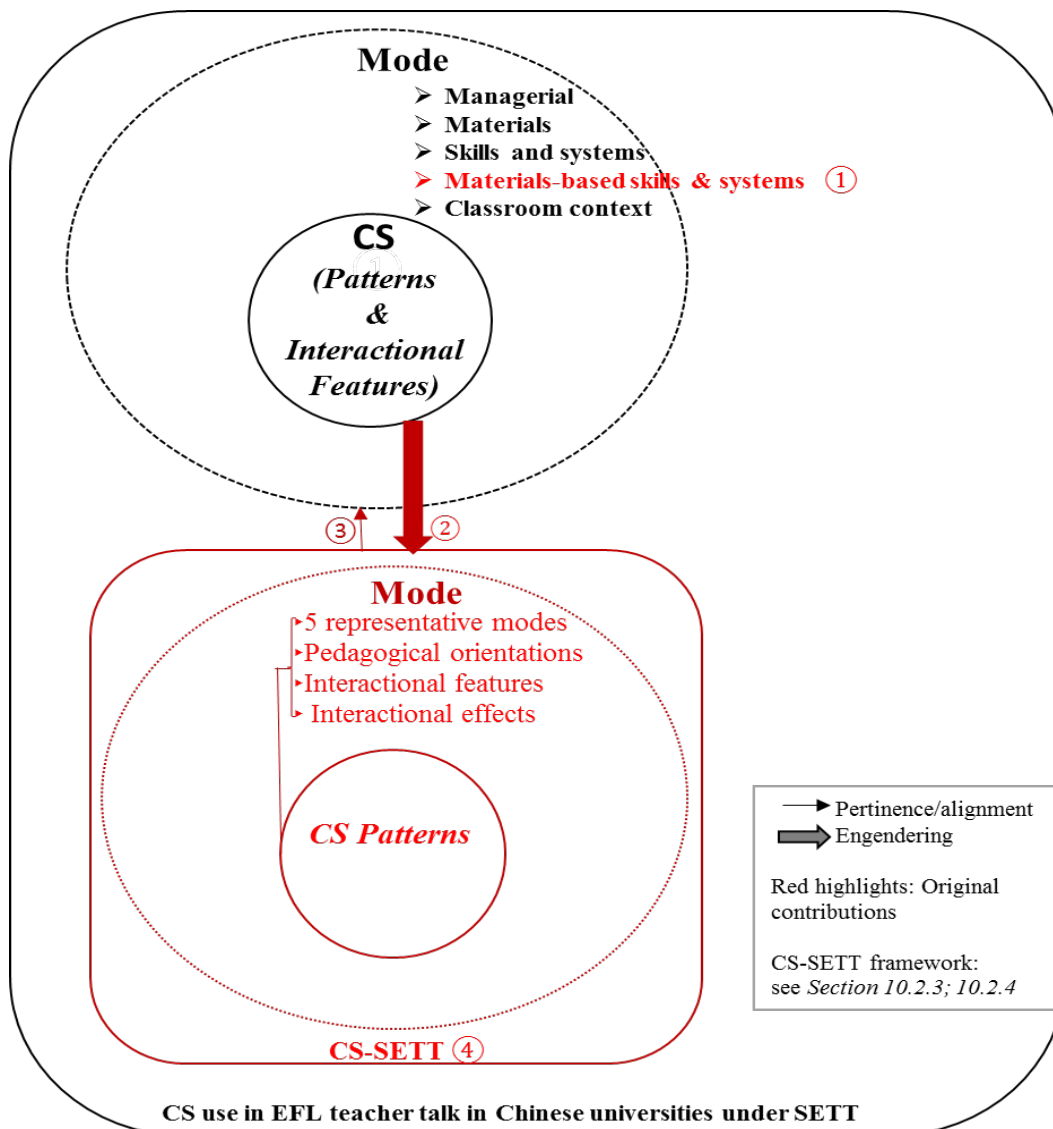
More specifically, a summary of the overall research findings will be provided to present a map of how the research findings are related to the research methodology (*Section 11.2*). The findings will then be further discussed by relating them to the existing literature in several aspects, namely, sequentially characterising the types of CS, positioning CS use in relation to modes, functions and pedagogy, and discussing the management of CS to learning opportunities and CIC (*Section 11.3*). Following this, the methodological approach used in this research will be reflected on, regarding adopting SETT and a second thought on CA/CL regarding representativeness of the selected episodes (*Section 11.4*). Subsequently, this chapter will argue some considerations on the translanguaging research and practice from the insights of CS and SETT. Finally, the pedagogical implications will be discussed in terms of the understandings and reflections on the CS use, thoughts on the tension caused by the unfavourable policy for the CS use will be provided, and future concerns on curriculum and material design considered (*Section 11.6*).

### 11.2 Summary of Overall Research Findings

One research question has motivated this study, i.e., *What are the sequential patterns and interactional features of code-switching in EFL teacher talk in a Chinese university setting?* The current methodology was set based on documenting the relationship between variable micro-contexts within the L2 classroom, functions and CS use, as shown in **Figure 2 Methodology of analysing CS** (see *Section 4.2.2*). As discussed there, the dyadic relationship between them fails to fully capture how a particular way of the CS operation carries on the function in the local context. Another concern which

arises is that CS functions may not be realised as oriented by the teacher from the understanding of the students' perspective. Therefore, the documented literature leaves the research space to examine the nuanced operations of CS with the particular link to the pedagogical goals in variable modes (Walsh, 2006; 2011; 2013). Here, Walsh's (ibid) SETT which is characterised providing the metalanguage to describe teachers' language use in relation to the pedagogical goals in various dynamic modes was applied to conduct this CA-informed study.

In order to clearly show a map of the research findings in relation to the methodology and the identified research gap, the summary of the overall research findings is demonstrated by the following diagram (see **Figure 7**), which incorporates the main parts of **Figure 2** (, i.e., Methodology of analysing CS (see *Section 4.2.2*).



**Figure 7: Summary of overall findings in relation to CS patterns and interactional features**

The current study has revealed some original findings, which are highlighted in red. Firstly, a new mode, i.e., materials-based skills & systems mode was identified (indicated by '1') (See *Chapter 8*). Secondly, CS, as part of the teacher's classroom language use, notably has the characteristics on its own (indicated by '2'), even though it is also found that these features are aligned with those in teacher talk (including pedagogical orientations and interactional features (indicated by '3')).

As a result, CS-SETT framework was developed (indicated by '4'), which is the most significant contribution from two aspects. The first finding is that this study has developed a comprehensive view on CS operation in terms of its sequential patterns, pedagogical orientation, and interactional features within different modes (see *Section 10.2.3*). The other respect is that, by relating to CS sequential patterns to CIC and learning opportunities, this study has additionally addressed the interactional effects which focus on consequence of interlocutors' interaction for learners' involvement and following up the agenda (see *Section 10.2.4*). The following sections (*Section 11.3 – Section 11.5*) will continue the discussion in more detail by referring to the specific existing literature.

### **11.3 Relating the Findings to the Existing Literature**

As a picture of the findings sketched in *Section 11.3*, this CA-informed study has concerned with CS sequential patterns, interactional features, and interactional effects in relation to CS pedagogical orientations in the particular mode. Therefore, the following sub-sections (*11.3.1 – 11.3.3*) will relate the existing literature in terms of sequentially characterising the type of CS, positing the CS use in relation to modes, functions (but not the main focus) and pedagogy, and discussing the management of CS to learning opportunities and CIC.

#### ***11.3.1 Sequentially characterising the types of CS***

In CA research, characterising practices are necessarily specific in regard to turn design, turn composition and sequential position (Schegloff, 1984; Stivers, 2015). The following focuses on two aspects to discuss characterising the types of CS. One aspect is based on speaker-related emergence of CS, which is mainly concerned with the sequential continuity of turn-initiator, -holder, and -taker in relation to CS occurrence. The other one respect is related to conversation locus of switched point, which

discusses when CS occurs primarily by relating its occurrence to turn composition in conversation.

### **(1) Based on speaker-related emergence of CS**

Working for the purpose of “describing the different language choices the learners use after code-switching turns” (Üstünel, 2004, p. 1), the previous studies (Üstünel, 2004; Üstünel and Seedhouse, 2005) have categorised teacher-initiated CS and teacher-induced CS. ‘Teacher-initiated CS’ is defined as “a type of CS in which the teacher code-switches to Turkish or English according to the pedagogical focus” and ‘teacher-induced CS’ as “a type of CS in which the teacher encourages learners to take a turn in Turkish, while s/he uses English in his/her turn (e.g., asking in English for the Turkish equivalent of an English word)” (Üstünel, 2004, p.1). These two classified types of CS are also followed by Sert (2015) to consider how the pedagogical agenda and goals are displayed by the teacher and attended to by the learners. In these studies, this categorisation actually closely relates the emergence of CS to the teachers. The current study, with the focus on characterising the teachers’ use of CS, also reveals these types of the CS use.

However, the analysed data in the present study also show that when the teacher induces the learner’s CS by using English (i.e., the L2), the alternative next-turn responses (e.g., absence of a response, or a preferred response) from learners result in the teacher’s different ways of operating the turn-taking. To be specific, when learners fail to provide the teacher-induced CS (e.g., the Chinese equivalent of an English word), the teacher provides the expected equivalent by himself/herself. In this case, sequentially, the CS occurrence is teacher-initiated. If the learners provide the oriented equivalent of the English word, the teacher may repeat it as the positive feedback (Waring, 2008). Such instances of teacher’s repetition of learner’s provision of an English word’s L2 equivalent is identified as teacher-initiated CS by Üstünel (2004). However, this study would argue that such identification actually neglects the real first sequential occurrence of CS. That is, in the case of the learner’s successful provision of the teacher’s intended response in L1, given the position of the CS occurrence, the CS is firstly initiated by the learners, whereas the follow-up is sequentially the teacher’s repetition of the learner-initiated CS. The detailed discussion based on an example from Üstünel’s (2004) study can be referred back to Section 2.6.2. In this regard, it is in

accordance with the idea that considering the CS occurrence from the positional aspects is fairly important in CA research (Stivers, 2015). Therefore, this study proposes to further develop the different types of the teachers' use of CS to concern with both the speaker-related and sequential-position-related CS occurrence, namely, 1) teacher-initiated CS, 2) learner-initiated CS, 3) teacher-induced and learner-initiated CS, and 4) teacher-induced and teacher-initiated CS.

To be more specific, 'teacher-initiated CS' is defined as a type of CS in which the teacher sequentially initiates the L1 response according to the pedagogical focus, whereas 'learner-initiated CS' refers to a type of CS in which the learner voluntarily self-selects himself/herself to take the turn by using the L1. 'Teacher-induced and learner-initiated CS' is viewed as a type of CS in which the teacher uses English in his/her turn (e.g., asking in English for the Chinese equivalent of an English word) to encourage the learner to take a turn in L1, and the learner provides the preferred response in L1. By contrast, 'teacher-induced and teacher-initiated CS' refers to a type of CS in which the teacher himself/herself provides the L1 response for his/her own CS-induced question.

Characterising the types of CS in this way offers a delineation of the different learner initiatives by using CS (Waring, 2011), that is, the initiative that the learner who self-selects to use CS to respond to the teacher's elicitation of the Chinese response can be differentiated from the initiative that the learner who voluntarily self-selects to initiate a sequence by using CS (Solem, 2016). Moreover, such a classification contributes to the CS analysis which can show the sequentially tight connection between utterances (Schegloff, 2007). For instance, the teacher's repetition of the learner-initiated CS shows one of the ways in which the teacher manages the learner's use of CS. In this regard, firstly, it is likely to scrutinise how the teacher's CS use is linked to the pedagogical foci and whether the learners show their alignment or misalignment to the oriented pedagogical goals from the teacher's follow-up turn-taking. Secondly, the analysis can demonstrate whether/how the teacher treats the learner-initiated CS as an interactional resource (e.g., extending the learner-initiated CS as scaffolding, see *Extract 9.7*). This is because, as similarly revealed in this study, the teacher can exert their institutional right to somehow neglect the learner's "interactionally inappropriate" provision (Watanabe, 2017, p. 282), and decide the "sequentially or topically relevant" knowledge or turn from the learners (Solem, 2016, p. 9) (e.g., *Extract 9.6*).



This extract is about an interaction which originally takes place in the managerial mode in which the teacher, HT2, delivers a task instruction (Walsh, 2006). Before speaking out 'messenger', the teacher pre-empts it as an unfamiliar linguistic item, so she stresses and repeats it prior to her provision of its Chinese equivalent which is also stressed on (lines 01-02). Subsequently, following a micro pause, the teacher continues her instruction (lines 03-11).

In this extract, it is illustrated that the teacher holds the turn tightly and gives no opportunity to the students. In this sense, the equivalent provision is embedded in the teacher's single extended turn, or is integrated in the discourse (Waer, 2012). However, by repeating 'messenger' and providing its Chinese equivalent with a stress, the teacher marks her use of CS to attract the students' extra attention to this linguistic item. Therefore, the teacher shows the 'mode side sequence' (Walsh, 2006; 2011) or 'temporary shift' (Seedhouse, 2004) to skills and systems mode (i.e., the secondary mode, line 02) within managerial mode (i.e., the main mode, lines 01, and 03-11).

In this sense, two points would be argued. Firstly, foreground use and background use of CS are not always clear cut or statically used. As shown in this extract, the provision of the Chinese equivalent of 'messenger' is temporarily foregrounded with the focus on the linguistic item 'messenger' and then backgrounded for the text comprehension. This consideration would clearly show the dynamic and changing nature of modes in continuity, i.e., managerial mode – skills and systems mode – managerial mode in this extract. Secondly, the non-linguistic features along with the CS use should be taken into account when considering these two types of CS. For instance, the prosodic features, i.e., the intonation, stress, and the combination with try-markers or modal particles, in this study have demonstrated their role in foregrounding the CS use. This argument is in line with Guo's (2007) study that CS functions differently with other speech modification devices (e.g., repetition, discourse markers). Therefore, it is evident that prosodic cues along with the CS use in turn supports the conceptualisation of CS adopted in this study that code-switching is considered "as the alternation not only of languages, but also of dialects, styles, prosodic registers, paralinguistic cues, etc." (Auer, 1998, p. 31-32).

Furthermore, Waer's (2012) view on the occurrence of the teacher's foreground use is mainly caused by the learners, including communication breakdown and misalignment with the pedagogic orientations, and the learner-initiated repair. In other words, this view characterises the teacher's foreground use of CS from a fairly passive perspective, in that the teacher is passively faced with these repair-relevant circumstances. However, in the current study, in line with Nyroos *et al.* (2017), it is also discovered that the teacher's use of CS to highlight the stance (*e.g.*, *Extract 9.3*) and the shift of the topic or the mode (*e.g.*, *Extract 6.16*), to amplify the learners' attention (*e.g.*, *Extract 8.8*), and to pre-empt any rescue actions (*e.g.*, seeking for a clarification, see *Extract 9.8*). In addition, besides learner-initiated repair, the findings also illustrate that the other types of learner-initiated CS (*e.g.*, teacher-induced and learner-initiated CS, and a new sequence by the voluntary learner-initiated CS) are actively managed and foregrounded by the teacher as interactional resources. For instance, the single student's preferred response in Chinese is repeated and try-marked to amplify the attention and facilitate the uptake from the whole class (*e.g.*, *Extract 8.8*). Foregrounding the learner-initiated CS by the teacher also includes how the learner's use of CS is extended to form a question (*e.g.*, *Extract 6.8*) and repeated to invite more contributions from the learners (*e.g.*, *Extract 9.5*). These instances in turn also reflect the roles of prosodic cues that the teachers use to foreground the learners' use of CS.

To briefly summarise, extending the views raised by Waer (*ibid*), this study argues to characterise the foreground use and background use of CS by including the consideration on the following aspects:

- the role of non-linguistic features, particularly the prosodic cues along with CS use;
- the teacher-initiated CS to highlight the teacher's stance and discourse shift, and amplify the learners' attention;
- the teacher's management of repair-relevant interaction (*e.g.*, in relation to communication breakdown and misalignment with the pedagogical orientations);
- the teacher's management of the learners' use of CS as recourses for next relevant activity and/or attention amplification and uptake from the whole class.

### **11.3.2 Positioning the CS use in relation to modes, functions, and pedagogy**



Even though CS functions are not the foci of this study, when grouping the CS sequential patterns for comparison, the functional aspects are salient. This finding is in line with Waer's (2012) study that the same functional aspect occurs in different modes. Also, the comparison from CA's perspective further confirms Waer's (ibid) observation that the CS with the same function can be operated differently in the same macro context, such as CS can be managed in the way of different translation patterns in a reading lesson (see Section 7.2.1-7.2.5), and within different micro-contexts/modes of the L2 classroom (e.g., CS in the feedback move presents different sequential patterns between skills and systems mode and classroom context mode, see Section 8.2.3-8.2.6 and Section 9.2.3-9.2.4).

Therefore, this study agrees with the idea that it is not sensible to treat the EFL lesson as the undifferentiated whole, and the language use should be examined within its dynamic and variable micro-contexts (Seedhouse, 2004; Walsh, 2006; 2011; 2013; Waer, 2012). As all the data were collected from the university teacher participants who obtained high qualifications in terms of language proficiency (e.g., Master degree or above in relation to English learning) and EFL teaching training, this finding also supports some researchers' (e.g., Butzkamm, 2003; Park, 2013) argument that the occurrence of CS is not necessarily due to the lower language proficiency, but because of different pedagogical orientations. Additionally, the current study has presented that the interactional patterns of the CS use orient to modes, which again confirms the reflexive relationship between pedagogy and interaction in L2 classroom discourse (ibid). In this sense, this study also supports the argument put forward in the previous studies (Üstünel, 2004; Üstünel and Seedhouse, 2005; Waer, 2012) that the CS use in L2 classroom interaction demonstrates 'order at all points'.

With respect to the CS use in relation to pedagogy, in line with the previous findings, the amount of CS instances varies from rare use to frequent use (e.g., Duff & Polio, 1990; Turnbull, 2001). It is also observed that the amount of CS instances also varies from different teachers and different modes. For example, CS does not frequently take place in classroom context mode, and only two teachers (i.e., DT2 and GT1) used CS in this mode (see Appendix M). Nevertheless, the occurrence of these CS instances in the analysed data which were all collected from the naturally-occurring classroom teaching advocates the previous suggestions of not simply excluding the use of CS in the L2 classroom (Raschka *et al.*, 2009). This is because, as with the previous studies (e.g.,

Arnfast and Jørgensen, 2003; Raschka *et al.*, 2009), the CS is used both as a strategy, resource and interactional competence to achieve the specific pedagogical focus and promote learning (see *Section 6.3; 7.3; 8.4; 9.3*). The following section will discuss the related management of CS and how the management is related to language learning and CIC with reference to the existing literature in more detail.

### **11.3.3 Discussing the management of CS to learning opportunities and CIC**

The management of CS in this study refers to teacher's management of CS, which includes the 'teacher-initiated CS', 'teacher-induced and teacher-initiated CS', and the teacher's management of the learner-initiated CS (e.g. nuanced ways of repetition of the learner-initiated CS, or see *Section 8.2.3-8.2.6; 9.2.3-9.2.6*). It is similarly found that the occurrence of the teacher-initiated CS is largely related to repairing the teacher's previously raised questioning sequence in L2, and the repair is closely related to absence/delay of learner's reply turn after a certain length of wait time (Üstünel, 2004, Waer, 2012). However, in receiving no response, only around 0.5 second or more, rather than minimum of more than 1 second in Üstünel's (2004) study, results in the teacher's CS use to initiate a repair sequence. The class size might be one factor here, as the number of students ranges from 10 to 24 in one classroom in Üstünel's (*ibid*) study, whereas there are 30-50 students in this study.

Nevertheless, it has been found that the teacher's different management of CS can exert different interactional effects (see *Section 10.2.4*). Similar to Sert's (2015) findings, some types of management of CS have positive implications to enhance the students' learning opportunities. To be specific, in the context that underscores the linguistic form and accuracy, i.e., in skills and systems mode and materials-based skills & systems mode, the rewarding use of CS includes:

- explicitly inducing an L1 response (e.g., equivalent or translation), because the students may not get uptake of the implicit inducing (e.g., *Extract 8.2*);
- accepting the use of students' use of L1, even though the teacher will then display the corresponding L2 explanations; The ways of showing acceptance include 1) repeating the student's L1 use with acknowledgement tokens or assessment markers as positive feedback, 2) repeating the student's use, ended with a try-marker, or along with writing the L2 lexical items on a board.

However, expanding on the findings of Sert (*ibid*), this study has been aware of the very careful use of repetition of students' use of CS, so as to not fall in the trap of the habit of teacher echo with little pedagogical and interactional significance. Therefore, in this regard, the study supports Walsh's (2002) idea that it is important for the teacher to know when and why (e.g., amplification, clarification or simply error correction) their third-turn repetition or echo is used. In this sense, this study also argues that the rewarding repetition of the teacher-induced and student-initiated CS includes repeating a single student's or a small number of students' CS for amplifying the attention from the whole class. Also, this study also agrees with Sert (2015) that it is encouraged to repeat and fully acknowledge the student-initiated CS to facilitate the students to follow the next impending interactional agenda.

Moreover, in variance to Sert (2015), this study also has found the significance of

- explicitly negating the students' provision of the teacher's unintended L1 equivalent or translation (e.g., *Extract 8.19*);
- a shift-indicator-prefaced explicit eliciting of the student's provision of L1 or L2 response (e.g., *Extract 8.17*);

Furthermore, in the contrast, this study also uncovers the unproductive use of CS in skills and systems mode and materials-based skills & systems mode. They often occur in three situations, i.e., the unclear or implicit eliciting, the provided scaffolding beyond the student's ability to understand, and the teacher's direct provision of L1 response to 'fill in the gaps'. The details are addressed in Section 8.4.3.

With respect to the context that focuses on fluent communication, i.e., the classroom context mode in this study, some productive use of CS is similar to Sert's (2015) study.

That is,

- accepting the L1 response provided by students, even though the teacher may seek for the corresponding L2 for the L1 lexical item, to "enable the maximum student participation and avoid interactional troubles" (p. 148). The ways of showing acceptance include: 1) quickly taking the turn and imitatively/non-contrastively repeating the student-initiated CS, and 2) repeating and extending the student-initiated CS.

In addition, in this mode, some new, successful CS use by the teacher has been found, which are specified as below:

- Translating the previous questioning when there is absence/delay of the student's reply (e.g., *Extract 9.1; 9.2*);
- Highlighting the stance by the translation with mitigated reformulation, so that the students are likely to accept with less face threatening (*Extract 9.3*);
- Non-contrastively repeating the student's dispreferred response and providing the corresponding L1 translation with the rising tone to highlight the inappropriate meaning of the student's response, and initiate a mitigated repair sequence (*Extract 9.4*);
- Repeating the student-initiated CS, ended with a try-marker to seek for confirmation or clarification, when a problem of hearing occurs (*Extract 9.8*)

Moreover, a difference from the findings of previous studies (e.g., Sert 2015, waer, 2012) is that this study also discovers the teacher's CS use in relation to learning opportunities in other modes, i.e., in managerial mode and materials mode.

As managerial mode is characterised by the teacher's single and extended turn to deliver the procedural and organising information (Walsh, 2006), the premise of the student's involvement is the student's uptake and rapidly following up the interactional agenda to carry out the teacher's organisation. Therefore, this study argues that the teacher's CS use which facilitates the student's uptake and quick preferred action to respond to the teacher's instruction and management has the positive implications for the students' learning opportunities. This is because, the student's uptake of the teacher's clear managerial instruction enables the student to be ready for the impending activities and tasks.

Focusing on the importance of the teacher's clear management and the student's uptake of the teacher's instruction, this mode emphasises the use of CS in an explicit way. That is, explicit delivery of the task/activity-directed procedure move, explicit or direct repair of the student's misalignment and misunderstandings, explicit marking of the topic shift and of mode switch or temporary mode shift by using an L1 indicator or by providing the L1 translation. Moreover, the student-initiated CS is accepted via repetition and then extended for a further clarification by the teacher. Additionally, some other devices, such as sentence-final Chinese modal particles and try-markers, are

combined to help draw the students' attention to the instruction. The detailed use of CS which can promote the successful interactional effects can be referred back to Section 6.3.3.

Materials mode highlights the importance of student's maximum engagement in the interaction which departs from the materials. In this regard, the teacher's rewarding CS use relies on the promotion of the student's interactional space and learning opportunities by eliciting their talk around the materials. The disclosed salient feature is using the CS in the questioning sequence to repair the breakdown after the questioning in L2. However, only literally translating the previously raised question not only rarely takes place, but also almost not work for the student's involvement (e.g., *Extract 7.6*). Rather, the repair questioning sequence mainly focuses on the full comprehension on the previous raised question based on the information closely related to the text comprehension. In addition, a questioning sequence in materials mode temporarily coming from another mode (e.g., skills and systems mode) is always prefaced by the shift indicator. In contrast, the glossing-over translation to hold the turn is not fairly encouraged, in that it leaves no space for the student's engagement. The detailed analysis of the interactional effects in materials mode can be referred back to Section 7.3.3.

Overall, this study, by analysing the sequential patterns and interactional features of CS within different modes, supports the findings that the CS not only orients to the functions in relation to the specific pedagogical focus (Üstünel, 2004; Üstünel and Seedhouse, 2005), but also is pertinent to the particular mode (Waer, 2012). Further to these previous findings, this study indicates the simultaneous constrains from both functions the CS plays and the dynamic modes in which the CS locally takes place. Hence, it shows the very fine-grained "interactional patterning" (Walsh, 2011, p. 26) or "fingerprint" (Heritage and Greatbatch, 1991, pp. 95-96) of CS use. Moreover, this study also argues the importance of combining different prosodic set of cues along with the use of CS.

This study confirms many of the findings of previous studies (Waer, 2012; Sert, 2011; Sert, 2015; Daşkın, 2015; Korkut and Ertas, 2016; Lin, 2018) that successfully managing CS should be one aspect of CIC. Also, this study would further argue its uniqueness as an interactional feature. That is, the use of CS is frequently embedded in

other interactional features. In this study, similarly to Korkut and Ertas' (2016) finding that the CS use takes place in each mode, and this can be considered as an additional interactional feature of that mode. What is more, its use frequently is accompanied by the other interactional features. For example, the use of confirmation checks (Walsh, 2006, p. 74) is an interactional feature in teacher talk in managerial mode, and it can be conducted by operating the CS and other prosodic features (see Extract 6.4; Extract 6.10). Moreover, this is the first attempt to understand CS operation in relation to CIC under SETT, based on the comprehensive in-depth analysis of the sequential patterns and interactional features of CS in second language classroom.

## **11.4 Reflections on the Methodology**

### ***11.4.1 SETT: both a theoretical framework and an analytical tool***

As reviewed in Chapter 3, SETT is argued to be a framework which provides metalanguage to describe and reflect the teacher's language use. SETT, characterised by both 4 representative modes and the related interactional features, can be used as a way of developing closer understandings of classroom interaction within different local contexts, and as a perspective of developing an understanding "in a move toward classroom interactional competence" (Walsh, 2011, p. 90). SETT therefore was adopted both as a theoretical framework and an analytical tool in this CA-informed study, which has originally contributed to developing the systematic patterns and interactional feature of CS (see *Section 10.2.4*). In this sense, the study in turn has proved the successful application of SETT to look at the teacher's language use in this way. To be specific,

- mode can be independently applied (e.g., Cancino, 2015b) and/or compared for grouping and focusing the interaction which is closely related to the local context (i.e., this study);
- SETT can be combined with other analytical tools, such as DA and CA in this study.

The independent application of a certain mode enables researchers and teaching practitioners to have extensive analysis on the research focus within that specific mode. For example, Cancino's (2015b) study is conducted only within classroom context mode to understand how the teacher talk may promote and hinder learning opportunities. In addition, a specific mode to be independently applied may facilitate to reconsider some unavoidable yet theoretically arguable and politically unfavourable language use in the

L2 classroom. For instance, classroom context mode is possibly to be applied to understand translanguaging practice, in that this mode is likely to be with teacher's natural effort of using translanguaging. The insights into translanguaging from a specific mode will be discussed in detail in Section 11.5. With respect to comprehensively applying the different modes, it serves for the understanding of the nuanced difference of language use in related to different local modes with different pedagogical orientations, and the current study falls within this category.

Regarding the application of SETT, SETT is generated from CA analysis on 12-hour real classroom interaction "in a UK university's English Language Centre" (Walsh, 2006, p. 73). According to Seedhouse's (2004) argument on the ecological validity of CA's findings based on the match with real classroom interaction, SETT is likely to be applied in other language learning classrooms. However, understanding it as an external theoretical framework may prevent a number of researchers from using it in CA analysis. Rather, as discussed earlier in Chapter 4, SETT highlights the relationship between classroom interaction and "dynamic and variable" contexts with pre-determined aims of learning L2 (Walsh, 2013, p. 27), and CA does not deny goal-oriented spoken interactions (see Section 4.7.2 for more detailed discussion on applying CA within SETT). Moreover, with introducing in modes, the overall sequence of CS occurrence is related to the larger context which may include the mode change (i.e., mode switching and mode side sequences) to account for the way the CS use (see Section 5.3.2). In this sense, it benefits the CA analysis on CS. Therefore, this study originally integrates CA and SETT to unfold the context-sensitive understanding of CS use by highlighting the interrelatedness between language use and the pedagogical goals.

#### **11.4.2 A second reflection on CA/CL: An issue of representativeness**

In this study, CL was eventually decided to be removed. This removal was mainly based on the consideration that using CL could not enhance the quality of the research question of this study. As discussed in Section 4.6.4, there was no research question concerning the relationships between CS and context (or a quantitative question). However, when comparing the CS sequential patterns with similar components or functional aspects within a mode and across different modes as well, it is found that some functional aspects are peculiar to some certain modes. For instance, CS as feedback is peculiar to skills and systems mode, which focuses on accuracy. Likewise,

CA/CL with functional categories can also identify this peculiarity between modes and the CS use.

However, applying CA analysis after using CL (see Wear, 2012) may be challenged by the representativeness of its selection of the episodes. As is revealed in this study, the functions that CS plays can be operated in different delicate ways. In this sense, several selected extracts to support the pertinence between language use and mode may not address all the different patterns of the language use, as found in this study.

Consequently, it may not fully uncover how the language use orient to a particular mode. In this regard, when applying CA/CL, more consideration would be needed to be on the representativeness of the selected extracts.

### **11.5 Contributions to Translanguaging: Insights from the CA-informed CS study and SETT**

As discussed earlier in Section 2.4.1, CS rather than translanguaging is decided as the working term in the current study, mainly depending on the tendency to use CS in the L2 classroom and translanguaging in the bilingual setting and Content and Language Integrated Language Learning (CLIL) (e.g., Li and García, 2017; Adinolfi and Astruc, 2017; Wang, 2016; Lin and Lo, 2016; Jakonen *et al.*, 2018). However, as also documented, the two terms are not exclusively used in these different settings respectively. This indicates some common ground to link the two multilingual phenomena. In this regard, the findings of this study agree with the position of not having any intention to simply treat translanguaging as a replacement of CS, but focus on different dimensions of the use of language (Li, 2017). In addition, this study further argues that the current on CS under SETT (Walsh, 2006; 2011; 2013) may shed some lights to the translanguaging research and practice in the L2 classroom. Prior to this discussion, the concepts of the two terms, the pedagogical scopes and main reasons to choose CS as the working terms will be revisited to lay the foundation for discussing what and how the CA-informed CS study from insights of Walsh's (2006; 2011; 2013) SETT can contribute to translanguaging research and practice.

Translanguaging was a term given to address the language use in bilingual English-Welsh classrooms three decades ago (Williams, 1996). Translanguaging has been developed in concepts and expanded in pedagogical scope (e.g., CLIL). García (2009,



p. 45) conceptualises translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds”, which posits translanguaging as a norm for bilinguals. Li (2011) develops the idea of translanguaging space that translanguaging creates for the “multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance and make it into a lived experience ” (p.123). The developing concepts demonstrate the different encompassing nature of translanguaging, which has been documented by Mazak (2017) in five tenets, namely, language ideology (i.e., taking bilingualism as the norm), theory of bilingualism, pedagogical stance (i.e., advocating to use linguistic and semiotic resources), set of practices (i.e., drawing on linguistic and semiotic repertoires), and transformational (because of continually inventing and reinventing language practices for meaning-making).

It is worthy of a note that, translanguaging being understood as a theory of bilingualism, or specifically as a “theory of language” (Li, 2018) has been recently challenged by Wagner (2018) from two respects. That is, 1) what should be put in and out of language, and 2) how semiotic resources should be understood when being used without coming along with language? This is because a particular translanguaging via the recipient’s language might not be used, while the sense of that translanguaging meaning is made mainly based on semiotic resources. The exemplified interaction is about how the English instructor (winegrower) makes sense of shears to the Danish student by offering “members of a category (knives, forks) where ‘scissors’ and eventually shears might belong”, and other body movements and use of objects, rather than resorts to his Danish co-participant (Wagner, 2018, p.104). In this sense, Wagner (ibid) strongly opposes to take semiotics resources as annotations to the central language to understand translanguaging. Instead, linguistic and other resources are different preferences to make sense of the interaction, yet the normally privileged linguistic resource is “because of its possible complexities” rather than being necessary for understanding (Wager, 2018, p. 106). Therefore, Wagner objects to understand translanguaging as a theory of language from the other way around.

However, Wanger’s position still cannot address the first issue he raises about what ‘language’ is, as his argument is based on traditionally understanding language in a

verbalised or written form. The traditional way of understanding language may not well explain how sign language can be made sense to others by jointly drawing on gestures and other semiotic resources. As Kusters *et al.* (2017) point out, signs, gestures and other semiotic resources can be part of language which are “always and inevitably constructed across multiple modes of communication and through ‘contextual’ phenomena such as the use of the surrounding physical spaces”(p.220). In this sense, Li’s (2018) notion of “theory of language” may not mean that both linguistic and semiotic resources have to be used together to make meaning. However, this is not the point to be further discussed here. Notably, Wagner’s exemplification demonstrates that translanguaging depends on a particular local context, and one may not need to use linguistic resources to achieve his/her communicative intentions. In this regard, Wagner (2018) argues to understand translanguaging “as *recipient design* in interaction” (ibid, p. 100), in that interaction is able to embrace all “the ensemble of the participants” to co-produce meaning in the sense-making process (ibid, p.102). In this regard, Wagner’s (2018) argument still supports that the principle nature of translanguaging is multimodal (Li, 2011). Accordingly, Wagner also argues that the translanguaging can be understood within multimodal studies “with a solid base in Ethnomethodology and CA” (ibid). However, Wagner does not explicitly argue that all the resources, including linguistic and/or semiotic resources, are used in an integrated way instead of focusing on the distinct between different linguistic codes and between ‘language’ and semiotic resources. In addition, Wagner does not explicitly propose to use CA to look at translanguaging in interaction.

CS does not necessarily deny multimodality. The finding that the CS use along with different prosodic features and speech devices in the current study also demonstrates the multimodal nature. Having said that, CS is still mainly concerned with the superficial language structure and system. This study would argue that the other associated features (e.g., intonational contour) and semiotic resources (e.g., gaze, hand movements) function as annotations, as language (verbalised or written) must be central in the concept of CS. However, different from translanguaging, the other multi-dimension encompassing entailed from the external factors (e.g., belief, history) is not taken into account in CS studies (e.g., the current study).

The understandings of the concepts of the two terms result in their different pedagogical scopes. The multilingual phenomenon is normally regarded as CS in the L2 classroom,

yet as translanguaging in the bilingual setting or CLIL environment. However, CS can be used as a blanket term in the bilingual setting with the sense of translanguaging, based on an emphasis on an intentional integration of two languages for communication and engagement (Cahyani *et al.*, 2018). However, Cahyani *et al* (*ibid*) do not consider the multimodal practices. Translanguaging occasionally can be analysed in the L2 classroom for understanding its wide encompassing (e.g. Wang, 2016), or after an implemented translanguaging approach (e.g., Adinolfi and Astruc, 2017). Nevertheless, the swapping use of the two terms for some occasions again proves the overlapping or incomplete exclusiveness of CS and translanguaging.

The other main reason of considering CS in the current study is related to both ideological (e.g., negative view on using L1) and political (e.g., English-only policy) restrictions on fully conducting translanguaging practice in the L2 classroom (Li and García, 2017; Adinolfi and Astruc, 2017; Canagarajah, 2011; Carroll and Sambolín Morales, 2016; Lewis *et al.*, 2012), particularly under the monolingual education policy. As pointed out by Simpson *et al* (2017), “enabling a translanguaging space in ESOL classrooms depends on a teacher being willing and able (and allowed institutionally to adopt a translanguaging stance, that is, a translanguaging orientation towards their practice”(p.11). Therefore, conducting translanguaging research requires a more unbidden context which celebrates and approves flexible language use between different codes (Canagarajah, 2011; Lewis *et al.*, 2012; Jakonen *et al.*, 2018).

An attempt is found to address such concerns regarding investigating translanguaging practices in an ESL classroom on the premise of the implementation of the flexible-language policy as well as the translanguaging approach (Carroll and Sambolín Morales, 2016). However, this study is still likely to be challenged by the ideological concerns which has been argued to influence translanguaging practice (e.g., Lewis *et al.*, 2012; Wang, 2016; Simpson *et al.*, 2017). This is because many unknown issues related to the participants' acceptance of the construct of translanguaging may come up. For instance, whether/to what extent can translanguaging be fully understood and accepted? How much time will be taken to approve and celebrate the use of translanguaging?

Nevertheless, regarding the translanguaging practices in the L2 classroom teaching, even though “translanguaging is practised as a co-constructed strategy to empower,

and shake the monoglossic stereotype of foreign language teaching” (Wang, 2016, p.9), the field of foreign language/L2 classroom “has not embraced translanguaging wholeheartedly” (Li and García, 2017, p. 11). This is because the monolingual education policy (e.g., English-only policy) restrains (even though not completely exclude) the application and the research of translanguaging practices (Adinolfi and Astruc, 2017), or only leave the teachers’ minimal pedagogical effort to use translanguaging (Canagarajah, 2011).

By discussing the two multilingual nomenclatures in terms of the concepts, pedagogical scopes and the considerations on their deployment in different settings, two points have been highlighted. Firstly, the common ground to link CS and translanguaging is that both concepts embrace the linguistic repertoires and multimodal resources. The difference lies in that CS focuses on the switched linguistic codes with other resources as annotations, translanguaging puts emphasis on one integrated repertoire (including preference of linguistic and semiotic aspects) and a multimodal perspective for sense-making in process (Kusters *et al.*, 2017). Secondly, CS and translanguaging have maximum overlapping or minimum exclusiveness in the most flexible language environment. However, in the L2 classroom, the language environment heavily affects whether CS or translanguaging to be examined, due to the restraints of the monolingual ideology on translanguaging.

In the current study, drawing on SETT, it is found that, besides the teacher-initiated CS, there are frequent occurrences of the learner-initiated CS which is used as a resource for achieving meaningful appropriateness and seeking for clarification in classroom context mode. As a result, the learner-initiated CS is often taken as the resource rather than something to be repaired by the teacher, which is a striking feature of this mode. It can be said that ideologically, this mode shows much tolerance and great acceptance of the CS use both from the teacher and students. Also, this mode is characterised by the relatively equal role, more symmetrical and genuine communication between the teacher and the students.

Therefore, this study would argue that classroom context mode resembles the highly unbidden context, in that both the teacher and students have relatively free language use. It is acknowledged that translanguaging cannot be completely excluded by the unfavourable language policy in the L2 classrooms (Canagarajah, 2011), but the

concerns with the participants' minimal translanguaging efforts result in little research on the translanguaging practice in the L2 classroom. However, the examination on CS use in classroom context mode demonstrates a favourable use of different languages, which indicates a space of maximal effort of translanguaging practice in the L2 classroom. Therefore, this study would propose to take classroom context mode as an outset for conducting research on translanguaging in the L2 classroom. By doing so, it will not only contribute to understanding the translanguaging practice in L2 classroom interaction nowadays, but also may promote the change of ideological and political associations to "shake the monoglossic stereotype of foreign language teaching" and favour translanguaging approach in future (Wang, 2016, p. 9).

Likewise, regardless of the encompassing nature from the external factors, the CA analysis on CS in classroom context mode also entails the possible attempt to look at translanguaging with CA in this mode. That is, rather than centre on 'language', using the CA approach to extensively capture the multimodalities to understand how the different resources (linguistic and other semiotic ones) are displayed in a recognizable way to make sense of the interaction. In this regard, translanguaging can be examined from how sense-making in process is consequentially displayed and understood in interaction. This is likely to contribute to an understanding of translanguaging from the interaction lens in its sequential context in the L2 classroom setting, which is also likely to promote the acceptance and celebration of a free language choice in the L2 classroom.

In addition, when the translanguaging approach is gradually accepted and implemented in the L2 classroom, SETT can also be applied to examine the effects of translanguaging by tracing the change of translanguaging practice within in different modes and looking at how the change is related to different pedagogical focus. Moreover, Adinolfi and Astruc (2017) examine the use of translanguaging with a focus on the teacher's practice of the course designers' pedagogic prescriptions. Therefore, in turn, under the implementation of translanguaging approach, focusing on the translanguaging practice in materials mode and materials-based skills & systems mode may shed light on designing CS-/translanguaging-assisted curriculum and teaching materials.

Moreover, the findings in the present study show various interesting recurrent CS patterns from different teacher participants. It may not be surprising, as the current study is mainly concerned with the patterns of CS that is principally based on alternation of linguistic codes from the turn-taking and sequential development. However, it is also found that in classroom context mode, the most unbidden mode which is likely to embrace maximum translanguaging practice, the majority of CS patterns varies from different teachers, and the recurrent patterns are often from the same teacher (see *Chapter 9 for details, and Appendix H for a summary of how the analysed patterns are related to the whole data*). Therefore, these findings may shed light on considering and studying whether the different persons have the different translanguaging practice. Translanguaging is understood as one integrated repertoire that includes all resources in a process of meaning-making, with comprehensive nature and wide encompassing. However, but whether and how a person's translanguaging repertoire is the same as or different from another's, since different persons are shaped and influenced differently by a wide range of social factors and experiences. In this sense, the CA approach to translanguaging may also be a way to uncover how the individual speaker's integrated repertoire is displayed similarly to or different from another individual's.

## **11.6 Pedagogical Implications**

By linking quality of the CS use to CIC on the macro level and examining the CS sequential patterns and interactional features within different modes on the micro level, this study has sought to contribute to understanding a set of notions raised in the CS re-assessment trend, such as "judicious" (Atkinson, 1987), "optimal" and "purposeful and principled" (Macaro, 2009; Hall and Cook, 2014), "purposeful and intelligent" (Deller and Rinvolutri, 2002) use of CS and the like. The understandings have been presented and discussed in terms of types of CS, the relationship between the CS use and its functions and the mode in which it occurs, the relationship between the management of CS and learning opportunities, and the relationship between CS and translanguaging in previous sections above. These aspects can provide several implications for both novice and in-service teachers, as well as teacher training programmes and education authorities in terms of developing the understanding and critical reflections on the CS use in language classrooms, reducing the tension between actual CS use in classroom and unfavourable policy for the CS use, and designing curriculum and teaching materials.

As revealed by Cheng's (2013, p. 1283) study, "the unavoidable phenomenon of classroom code-switching in Chinese EFL settings" is still grounded on a majority of teachers' reluctance, guilty feelings or reservations to use CS. In contrast, Wang (2016, p. 8) suggests that the "plurilingualist view of language teaching and learning" is increasingly prevailing, and further puts forward, "how can foreign language education respond?". Therefore, rather than lingering on the relatively reluctant stance to use CS, it is wished to arouse the attentions to and awareness of the quality of the CS use from the educational authorities and EFL teachers and teacher candidates.

For the educational authorities or policy makers, it is not sensible to continue the English-only approach, particularly for the monolingual setting (e.g., in China) where the teacher and the learners share the same first language. Even though the previous literature shows the Chinese EFL teachers' unfavourable attitudes towards their own use of CS, this CA-informed study has clearly discovered a number of instances that the teachers initiate the CS to locally create their own learning environment (Macaro, 2009), and build the learning space (Walsh, 2006) for the learners. In this sense, the CS can be used as effective strategies to facilitate the learners' learning and learning opportunities. Therefore, instead of opposing the actually unavoidable use of CS in the classrooms, it would advise the educational authorities or policy makers to "equip teachers with the premises of the post method concept" which favours no pre-eminent method but a combination of different teaching techniques to achieve the pedagogical goals (Waer, 2012, p. 210). In this sense, the English teaching training programme is advised to positively provide the teachers with opportunities to learn, research and reflect the role of CS in the teaching practice. Moreover, the ideas of translanguaging have been reviewed in Section 2.4.1, and the contributions to translanguaging from insights of CS and SETT have been discussed in Section 11.5, therefore, this study agrees with Sert's (2015) argument that "translanguaging is a concept that teachers and teacher candidates should be aware of"(p. 133). Due to the political and ideological associations of translanguaging, it is the educational authorities or policy makers that can gradually promote the acceptance and implementation of translanguaging approach in the L2 classroom.

As "interactional awareness of language teachers is an integral part of pedagogical and practical knowledge"(Ghafarpour, 2017, p. 1). It is hoped that this study could shed light

on two types of the teacher's interactional awareness in relation to the CS use. Firstly, the teachers should be aware that the language choice is closely related to different modes within a lesson. Therefore, the design of any activities and how the CS can assist these activities to achieve the specific pedagogic foci need to be carefully considered. Moreover, the teacher needs "to incorporate an awareness of the local, dynamic and context-sensitive aspects that are displayed in classroom discourse"(Cancino, 2015a, p. 127). Secondly, the teachers are hoped to have awareness of managing CS as interactional resources, including both teacher-initiated CS and the teacher's management of learner-initiated CS. Such awareness is particularly reflected by the teachers' foreground use of CS (see Section 11.3.1), which includes the use of appropriate prosody and other non-linguistic features, the teacher-initiated CS for amplifying learners' attention and the other repair-relevant interaction, and managing learner-initiated CS for building affordance etc. How the teacher participants in this study effectively managed CS to promote learning and learning opportunities can refer back to the detailed analysis of interactional effects entailed by the CS use in Section 6.3.3, Section 7.3.3, Section 8.4.3 as well as Section 9.3.3, and the further discussion in Section 11.3.3.

Effectively managing the CS use is considered as a component of CIC, and SETT is argued to be a framework in a move to CIC (Walsh, 2006; 2011). This study also sheds lights on how the novice and experienced teachers can use SETT or the education training programme can train the teachers to use SETT to understand and reflect the language choice. The reflection can be conducted by understanding whether the language alternation is appropriate to the pedagogical orientations in the related mode and what patterns of CS and the associated interactional features can enhance their CIC.

Additionally, it also needs to raise the learners' awareness to use CS without guilt and anxiety. This awareness for learners would benefit them in showing their stance or linguistic or communicative competence, particularly when they use CS to initiate other-repair (Nyroos *et al.*, 2017). The guilt- and anxiety-free use of CS potentially contributes to the learners' more engagement in the interaction or obtaining timely help from the teacher or the peers. Moreover, it also suggests to consider the CS use in curriculum and teaching material design, particularly in light of the findings in materials mode and materials-based skills & systems mode. As discussed in Section 11.5, considering



integrating the CS use in curriculum and teaching materials can also shed light on the gradual awareness and practice of implementing the translanguaging approach in the course design.

### **11.7 Summary**

Firstly, after a brief review of the overall research findings, this chapter has discussed and positioned the findings in relation to previous literature. Given the related discussion, it highlights the significance of considerations of the sequential position of the CS (e.g., teacher-induced and student-initiated CS vs. teacher-induced and teacher-initiated CS), of set of prosodic cues, and of rewarding CS use in relation to learning opportunities and CIC. Therefore, the study argues the particular way of using CS demonstrates the pertinence between the CS use, functions and the related mode in the teacher talk. The study also discusses to what extent the teacher's CS use contributes to the concept of CIC.

Secondly, by reflecting the methodology, this chapter has discussed the original attempt to use SETT both as the theoretical framework and the analytical mode in the CA-informed study to analyse the sequential patterns and interactional features of CS. In this regard, this study argues the application of SETT to reflect the EFL teachers' use of CS on the basis of unfolding the sequential development of interaction.

Following, this chapter discusses the contributions to the prevailing translanguaging research and practice from insights of the current CS study's findings under SETT. This study proposes to take classroom context mode as an outset for conducting the translanguaging research, in hope of promoting the ideological acceptance and political support of translanguaging practice in the L2 classroom, particularly in the monolingual countries. Finally, this study has discussed several implications for teachers, teacher training programmes and education authorities in terms of developing the understanding and critical reflections on the CS use in language classrooms, reducing the tension between the unavoidable CS use in classroom and the currently unfavourable policy for the CS use, and designing curriculum and teaching materials.

This study has contributed to a number of findings which have been comprehensively discussed. Therefore, the following chapter will conclude this study with a research summary as well as reflections, and the recommendations for the future work.

## Chapter 12 Conclusion

### 12.1 Introduction

This chapter will briefly revisit the research focus, methodology and research design, and present the summary of the findings and discussions (*Section 12.2*). Following this, the originality and contributions of this thesis will be argued, concluding with reflections on limitations of this study (*Section 12.3*) and a consideration of recommendations for future work (*Section 12.4*).

### 12.2 Overview of the Thesis

The set research question is: *What are the sequential patterns and interactional features of Code-switching in EFL teacher talk in a Chinese university setting?* The previous 11 chapters have been fully engaged to address this question from the following aspects.

The current study has been firstly sketched in terms of its research context, objectives and research methodology and design to locate the research interest in the CS use in EFL teacher talk in Chinese universities in Chapter 1. Chapter 2 has provided the related literature review, including the contemporary research and literature (e.g., Nyroos *et al.*, 2017; Wagner, 2018), on the CS research in bilingual setting and L2 classrooms from CA analytical perspectives. The review contributes to the clear identification of the research gap, which remains the lack of a comprehensive understanding of the nuanced ways of operating the CS use by linking to the specific pedagogical goals in the local context of the L2 classroom. In order to focus on the CS sequential patterns and interactional features, and to explore how CS is operated across micro-contexts, the current study is proposed to be conducted under Walsh's (2006; 2011; 2013) SETT framework which is reviewed and discussed in Chapter 3.

In response to the above research question, the methodology, CA being integrated into SETT (*Chapter 4*), and the related application in the research design (*Chapter 5*) are appropriately considered, justified and operated. In addition, the research methodology has been carefully evaluated and validated by making the research change (e.g., the removal of CL) public and transparent. Based on progressively transcribing the audio/video recordings which were collected from the naturally-occurring EFL

classrooms, 14.5 hours of transcribed recordings from nine teachers in six universities across China were analysed with the aim of uncovering the sequential patterns and interactional features of the CS use in EFL teacher talk.

Therefore, within SETT, Chapter 6 – Chapter 9 present the sequential analysis on CS patterns, and display the associated pedagogic orientation, interactional features as well as interactional effects in each mode respectively.

In managerial mode, the teacher often uses CS as a self-repair strategy or a strategy of marking a shift to assist to meet the needs for the procedure move and management. Therefore, the teacher's CS delivery is normally in an explicit way, such as partially translating the 'trouble' segment, translating the task location, using multiple CS sentential TCUs to specify a certain procedure move, and delivering a shift prefaced by a Chinese shift indicator.

In materials mode, the teacher's CS deployment orients to facilitate the students to follow the discourse flow, get together around the material and comprehend the text. The different CS functions and patterns are extensively related to the understanding and clarification of the display questions (I), and the further elaboration in the teacher's feedback (F) after a turn-closing signal based on the student's preferred response (R). Besides, the CS is also extensively used to gloss over the content in the materials. However, not all these use of CS can create or enlarge the space for learners' engagement and participation, for instance, glossing-over translation to advance the discourse flow is not fairly encouraged.

In skills and systems mode and in materials-based systems & skills mode which is newly identified in this study, the CS use appears in both lockstep IRF structure and non-IRF sequence. In the IRF sequence, at "I" move, the teacher normally uses CS to facilitate and optimise learner contributions towards the accurate use of linguistic skills and systems. The CS is used in CS-induced questioning sequence as a repair or for a locally emerging pre-emptive reference. Besides, the teacher may also use Chinese DIU (Koshik, 2002) or negate the unexpected reply to scaffold the students. During "I" stage, the teacher's eliciting is suggested to be explicit and highly relevant to the students' understanding straightaway. The "F" stage presents how the teachers use CS as interactional strategies to help the learners with the accurate linguistic uptake and

intake. The teacher's use of CS shows the different ways of repeating the student-initiated CS to show his/her acceptance, repair and so on. At "F" stage, the findings suggest that the teacher needs to be concerned with providing more opportunities for the students to clarify the meaning or modify their own speech. The teacher-initiated non-IRF structure, characterised by "telling" sequence, shows the teacher's awareness of delivering the accurate linguistic use and information to the students. However, it is not suggested to be predominantly used, in that there is no space provided for learners to voice out their understandings.

In classroom context mode, CS works for achieving the fluent meaning-based communication and promoting the students' engagement in the interaction. The teacher-initiated CS occasionally takes place, when there is lack/delay of the student's reply, or there is need to highlight the teacher's stance as other-repair. For achieving this, the teacher normally translates his/her previous questioning or stance. By contrast, there are frequent occurrences of the learner-initiated CS which is normally validated and used as a resource for achieving meaningfully appropriate communication or confirmation/clarification. The learner-initiated CS is not considered as something to be repaired but taken as the resource, which is a striking feature of this mode. Therefore, the teacher's use of CS is mainly concerned with the different ways of managing the learner-initiated CS, such as different types of repetition, being differentiated by different combination a prosodic cues and speech devices. In fact, it has been also noted that some speech devices (e.g., try-marker, Chinese modal particles) or a set of prosodic cues are used along with CS in each mode, which is an important component to identify the different patterns of CS.

Then the related findings have been summarised and compared to provide a clear picture to view the nuanced ways of the CS use in relation to different modes with different pedagogical foci in Chapter 10. The comparison reveals the pertinence and appropriateness of CS use to the specific pedagogical orientations in the specific mode. The findings also highlight that the pedagogical orientations and the interactional features engendered by CS correspond to those in the teacher talk, but also highlight its independence and uniqueness. Therefore, this study demonstrates the unique fingerprint and interactional patterning of the CS use, being differentiated by the dynamic modes of L2 classrooms in EFL teacher's talk in Chinese universities.

In Chapter 11, the research findings are further posited and discussed in relation to the existing literature, and the further discussion demonstrates the importance of sequential position and prosodic features in characterising different types of CS. Moreover, regarding methodological reflections, it proves and highlights the significance and possible ways of applying SETT, and gives a second reflection on a careful consideration of applying CA-CL synergy regarding the representativeness issue arising from the current research findings. In addition, it discusses the potential contributions to translanguaging and pedagogical implications.

## **12.3 Reflections on the Current Study**

### ***12.3.1 Original contributions and significance***

This study aimed to sequentially uncover how the EFL teacher's CS use is operated in relation to its pedagogical orientation in the related modes which are "dynamic and variable". To achieve this, SETT model was introduced as both a theoretical framework and analytical tool. According to the research findings, the contributions and originality of the current research can be presented as below:

In theory, SETT framework is extended. Firstly, a new mode, i.e., materials-based skills & systems mode has been identified (*see Chapter 8*). This mode identification helps with the previous confusion to detect the right mode between materials mode and skills and systems mode, when the interaction departs from the materials yet has focus on the linguistic accuracy (Cancino, 2015a). Moreover, this mode can raise awareness of the role of materials/objects in the interaction which orientates to skills and systems (Leyland, 2017). Secondly, this study has innovatively developed the CS-SETT framework. This framework provides a comprehensive account for CS use within SETT, in that it conducts the in-depth analysis on the sequential patterns of CS in second language classroom, develops the interactional features associated with the related pedagogical orientations engendered by CS, and displays the interactional effects of managing CS in relation to learning opportunities and CIC (*see Section 10.2.4*). It also reveals CS as an (embedded) interactional feature in a particular mode, yet with its striking uniqueness. Moreover, as discussed in Section 3.6, the two-fold mutually supportive nature of SETT (i.e., self-evaluation & non-self-evaluation) allows for the sustainable development of language teachers' professional practice. Therefore, the

developed CS-SETT is likely to be used as reference for future research and (self-) evaluation of the teachers' CS use.

In terms of sequentially characterising the types of CS, this study has developed the awareness and significance of taking the position and a set of prosodic cues into account. Firstly, the consideration on the sequential position (Stivers, 2015) contributes to the identification of four types of CS which can clearly demonstrate who initiates the turn with CS and who takes the following-up turn or manages the previous turn with CS and so on. The newly identified types of CS are 1) teacher-initiated CS, 2) learner-initiated CS, 3) teacher-induced and learner-initiated CS, and 4) teacher-induced and teacher-initiated CS (*see the first sub-section of Section 11.3.1*). In addition, the concerns with both the sequential position of who initiated CS and the prosodic features along with the CS use bring about more considerations on the foreground and background use of CS (Waer, 2012). That is, it is argued that the importance of a set of prosodic cues along with the CS use can play a role in foregrounding or backgrounding the CS. Also, the teacher's foreground use not only includes the management of repair-relevant interaction, but also concerns with the teacher-initiated CS for highlighting a stance or amplifying the learner's attention, and the teacher's management of learner-initiated CS as interactional resources (*see the second sub-section of Section 11.3.1*).

Methodologically, applying CA and SETT provides powerful insights into the nuanced ways in which the teachers deploy CS to assist and establish understandings in talk-in-interaction. It also highlights the inter-dependency of CS utterances, pedagogical orientation and the construction of meaning in different modes. In addition, introducing in mode enables the user to identify an extract as completely as possible to analyse a specific language use, in that the mode construct can display whether the focus of the language use occurs within one mode or works for the side sequence or mode switch (Walsh, 2006). In addition, regarding the research scope, this study has examined CS in the teacher talk in a Chinese university setting by covering a wide range of different universities in different areas of the country.

In practice, to understand the specific patterns of CS under SETT can provide a new perspective for teachers to understand CS deployment, reflect their talk and promote their awareness of effective use of CS within different local modes in future teaching. This is because it provides a close look at the features manifested in teachers'

deployment of CS in promoting interaction practice. Furthermore, this study discusses the contributions to translanguaging from the insights of the CA-informed CS study and SETT, which may shed lights on implementing translanguaging practice and research in EFL classroom, with an attempt starting from a fairly unbidden mode, i.e., classroom context mode (see *Section 11.5*). In addition, it may contribute to introducing/promoting the constructs of CIC in China's EFL classroom teaching which is still prevalingly underpinned by communicative teaching strategies. Also, it may contribute to understanding the appropriate language use (including CS) to be a move to CIC.

### **12.3.2 Limitations of the study**

Despite the contributions and significance argued above, as an empirical study, it is unavoidable that the work has some limitations. These can be reflected in terms of the decision of the research setting, implementation of data collection and research focus.

With respect to the research setting, the data were all collected from universities, and all the teacher participants had highly professional EFL qualification and teaching experience. There was no consideration on the influence on different education levels (e.g., primary schools vs. universities), teaching experience (e.g., novice vs. experienced teachers), and learners' language proficiency and so on. In this regard, the findings may not be transferable to the different research context in terms of educational settings, teachers' training and working experience and learners' etc.

When the data collection was conducted, due to ethical issues and the failure to get all the participants' consent to be video recorded, 5.5 hours of the analysed data was only audio recorded. The audio recordings cannot provide evidence of nonverbal aspects of communication, such as gesture or eye gaze (Liddicoat, 2011). These multimodal resources may "play a key role in meaning-making process that may be conducive to the successful management of pedagogical activities as well as to creating learning opportunities" (Sert, 2015, p. 87). Moreover, the data were mainly from listening, speaking and reading classes, and writing classes were not included. The data reveal that few instances could be found in the new mode, i.e., materials-based skills & systems mode. Therefore, in this study, as shown in Chapter 8, skills and systems mode and materials-based skills & systems mode could not be fully analysed as two exclusively independent modes (if they were likely to be divided). Rather, given the



primary pedagogical focus is on accuracy in the two modes, the specific pedagogical goals and the associated interactional features have not been distinguished in each mode. Including writing classes would probably generate more instances in materials-based skills & systems mode, allowing the work to develop more understanding on this newly detected mode, particularly its difference (e.g., regarding interactional features) from skills and systems mode.

Regarding the research focus, this study is extensively concerned with the teacher's use of CS. Consequently, there is a lack of detailed accounts of the learners' use of CS. It is observed that the learner initiatives (Waring, 2011; Solem, 2016) with CS occurred in the data. Even though this study has differentiated learner-initiated CS and teacher-induced and learner-initiated CS, this is only concerned with the sequential position of the learners' CS employment. However, there is still a lack of the in-depth examination of the patterns and interactional features of learners' use of CS. In addition, even though the sample classroom teaching was recorded twice, it was only for reducing the disturbance of cameras and collecting high quality of the naturally-occurring data. Therefore, with the focus only on the relationship between CS use and the pedagogical orientation in a particular mode, the current study had no concern with the change of CS use within a certain period of time.

#### **12.4 Recommendations for Future Research**

In light of the research findings, contributions and limitations, several potential directions are recommended for further studies.

##### ***(1) Studies to concern with the effects of social variables on CS***

It is found that the waiting time is around 0.5 second before the teacher initiates CS turn, which is shorter than that in previous studies (Üstünel, 2004; Üstünel and Seedhouse, 2005). It may be because the class size in this sample was larger, and there may also be other reasons resulting in this time difference for the occurrence of CS. In addition, the analysed data illustrates the different amount of CS use in different teachers' classrooms, which may be related to the nature of lessons or the student language proficiency. Nevertheless, these findings indicate that some social variables (e.g., gender, class size, discipline, language proficiency, teaching experience etc.) may influence CS use. In this regard, more research is needed to address whether and to

what extent the different social variables can affect the CS use both by the teacher and learners in EFL classrooms.

### ***(2) Multi-modal analysis on CS and studies on CS in writing class***

In this study, the focus is limited to CS use along with the prosodic features which include the hearable stress, intonation and pauses. However, it is additionally found that when the teachers employ CS, they also use hand gestures or eye gaze. Therefore, it is suggested that future studies could be conducted on how these multi-modal resources are utilised to assist the CS use to achieve the specific pedagogical goals. In addition, due to writing sessions not being included in this study, an attempt in this research setting is also suggested.

### ***(3) Studies focusing on learner use of CS and comparison with teacher use of CS***

This study only examines CS use from the teacher's perspective, so that CS is examined with a focus on how and when the teacher initiates CS and how the learner-initiated CS is managed by the teacher. Consequently, there is lack of concern with when and how the learner initiates CS. Therefore, the future studies can focus on the pattern of learner-initiated CS, particularly on the learners who voluntarily initiate a new sequence with CS. Additionally, the teacher's use of CS and the learner's use of CS can also be compared in the future studies.

### ***(4) Longitudinal studies***

The analysed data were collected from different universities in different areas in China, which supported the enrichment of the data (Waer, 2012) and largely avoided the teacher idiolect (Walsh, 2006). However, this study is unlikely to get insights into the change of CS use. In this sense, it is advised to undertake more research to trace the change of CS used both by the teachers and the learners via the longitudinal studies.

### ***(5) Comparison between CS and translanguaging use in the L2 classroom***

Based on the literature review, it is known that translanguaging is not fully used in the L2 classroom due to both ideological and political restrictions (Li and García, 2017; Adinolfi and Astruc, 2017; Canagarajah, 2011; Carroll and Sambolín Morales, 2016;

Lewis *et al.*, 2012), and some translanguaging research is conducted after implementing the translanguaging approach (Carroll and Sambolín Morales, 2016). This study has argued the difficulty in understanding the extent of translanguaging efforts (see *Section 2.4.1*). In this sense, this study would further propose that future studies attempt to compare CS use in a class as the controlled group and the translanguaging practice in another class with the implementation of the translanguaging approach.

## **12.5 Summary**

In conclusion, the research question has been addressed by revealing the nuanced patterns of EFL teachers' CS, the associated interactional features and effects across different modes with different pedagogical foci. The uncovered patterns and interactional features and effects contribute to increased considerations on sequentially characterising the types of CS, understandings of reflexive relationship between CS, pedagogical goals and modes, and discussion on the teacher's management of CS to learning opportunities and CIC. In order to address the research question, the CA analysis was applied under SETT, which contributes to the understanding of applying SETT both as a theoretical framework and analytical tool. In addition, the application of SETT as well as the research findings also illuminate the translanguaging practice and research, and some pedagogical implications.

This chapter concludes with the reflections on the limitations and the further proposal of the research directions in the future, showing the awareness of considering the different aspects that may influence CS use (e.g., social variables) or provide a more detailed account (multi-modal analysis) of CS use. Future studies are also suggested to link CS and translanguaging in the L2 classroom to promote translanguaging practice and research, particularly in the monolingual countries.

## **Appendix A: CA Transcription Conventions**

*(Modified from Gail Jefferson's (2004) transcription system)*

- [ ] Onset and end point of overlapping utterances
- = Indicating no hearable break or gap to show the contiguous talk between the speakers when the turn-taking occurs, or within the same speaker's turn which is separated in the transcript.
- (0.0) Numbers in parentheses indicate elapsed time (by tenths of seconds) between utterances
- (.) A micro-pause (a tenth of a second or less) within or between utterances
- \_\_\_\_\_ Some form of stress, via pitch and/or amplitude
- : Prolongation of the immediately prior sound (more colons = longer prolongation)
- . Fall in tone (not necessarily the end of a sentence)
- , Continuing intonation (not necessarily between clauses)
- \_ An abrupt stop in articulation
- ↑ ↓ Rising or falling intonation
- ? Rising inflection (not necessarily a question)
- ◦ Talk that is quieter than surrounding talk
- hh Audible out-breaths
- .hh Audible in-breaths
- (hh) Plosiveness which can be associated with laughter, crying breathlessness  
Laughter within a word
- > < Talk is speeded up, compared to the surrounding talk
- < > Talk is slowed down, compared to the surrounding talk
- ( ) Approximations of what is heard
- (( )) Transcriber's descriptions
- { } Idiomatic translation of Chinese utterances





## Appendix D: Comparison of Identification of Modes and Functions

Extract	Mode	Function
Extract 6.8 (Line 02)	Colleague	<b>Managerial:</b> Managing the classroom attendance <b>Delivering managerial information:</b> The teacher is taking attendance.
	Researcher	<b>Managerial:</b> Confirming the student's attendance <b>Delivering managerial information:</b> The teacher is confirming whether the nominated student is there
Extract 8.4 (Line 09)	Colleague	<b>Skills and systems:</b> Teaching target vocabulary <b>positive feedback/acknowledgement:</b> the teacher is acknowledging the learners' response
	Researcher	<b>Skills and systems:</b> focusing on accuracy of the vocabulary <b>Providing feedback:</b> following IRF structure and this is an F move.
Extract 7.12 (Lines 06-10)	Colleague	<b>Materials:</b> Eliciting responses in relation to the textbook <b>giving a prompt/guidance to the learners</b> before they are given the conversational floor to respond to the teacher's question
	Researcher	<b>Materials:</b> Eliciting the answer in relation to the textbook and video <b>Providing a prompt:</b> referring to the background knowledge
Extract 8.18 (Line 16)	Colleague	<b>Skills and systems:</b> Teaching target vocabulary <b>Providing a translation in Chinese:</b> The teacher looks at the words on his PowerPoint slides and directly offers the translation without asking the learners to offer the response to him
	Researcher	<b>Materials-based Skills &amp; systems:</b> Departing from the material, yet with focus on accuracy <b>Providing a Chinese equivalent:</b> reading the word and then giving the Chinese equivalent
Extract 9.4 (Line 16)	Colleague	<b>Classroom context:</b> Promoting oral fluency and allowing learners to express themselves freely <b>Providing a translation in Chinese:</b> Allowing the learners to understand the meaning of the teacher's English utterance.
	Researcher	<b>Classroom context:</b> focusing on genuine communication <b>Providing feedback:</b> the feedback contains the teacher's translation. However, the teacher translates her repetition of the learner's response in the rising intonation, which initiates a repair sequence.
Extract 9.8 (Line 19)	Colleague	<b>Classroom context:</b> Promoting oral fluency and allowing learners to express themselves freely Repeating learners' Chinese utterances
	Researcher	<b>Classroom context:</b> In seeking of clarification/confirmation for the learner's expression, showing the genuine communication Seeking for a confirmation/clarification: this is because the learner's response is not clearly audible, so the teacher repeats it, ended with a try-marker
Extract 8.17 (Line 07)	Colleague	<b>Materials mode:</b> It helps the teacher to change from the topics of 'success' and 'triumph' to 'experience' <b>Indicating a shift:</b> Shifting topic from one to the other.
	Researcher	<b>Skills and systems:</b> The interaction has been shifted from materials (when reading) to skills and system at line 03 (when inducing the meaning of a linguistic item). <b>Indicating a shift:</b> Shifting topic from one to another.
Extract 7.1 (Lines 33-34)	Colleague	<b>Materials mode:</b> Introducing the debate topic to the learners <b>Translating the topic from English to Chinese</b>
	Researcher	<b>Materials mode:</b> Reading the debate topic to the learners <b>Providing the translation in Chinese</b>

# Appendix E: A Sample of Discussing Different Initial Identifications

Modes and functions For Kevin to identify 2 - Word

REFERENCES MAILINGS REVIEW VIEW EndNote X7

Paragraph Styles

**Extract 8.4**

01	ZT1:	And next (.) ((Reading) <ups and downs> happens(.)
02		but anyone staying here this afternoon this October
03		do not feel not stand for (.)

04		So here <ups and downs>
		[Looking at Ss
05		(0.9)
06	ZT1:	ups and downs means
07		(0.3)
08	Ss:	起起浮浮
		{tr. Rises and falls=}
09→	ZT1:	= Yeah (.) very good (.) <起起浮浮> (.)
		{tr. <Rises and falls>}
10		(0.3)
11		好 (.) 起起浮浮 in Chinese
12		{tr. OK (.) rises and falls}
13		(2.4) ((looking for English explanation and showing it on slide))

Mode	Reason	Function(s)	Reason
Skills and system mode	Teaching target vocabulary	Eliciting a response from students/ eliciting a Chinese response?	Aim to assess whether the students are aware of the meaning of 'up and down'. But it does not necessarily imply that learners can only use CS to provide the meaning.

**Ke** I argue that here the teacher is eliciting a response from the learner. It does not necessarily require the learner to use Chinese to respond. Can be English too. But the aim here is to elicit to a response from the learner.

**Miaomiao Zuo** Hi Kevin, this is about the CS function at Line 09, rather than line 06, do you still think that is eliciting a Chinese response?

**Ke** Here I will say that the teacher is acknowledging the learners' response and it can be considered as a positive feedback/acknowledgement. So I think there's two functions going on here.



## Appendix F: Samples of a Research Colleague's Second Review of Data Analysis

In this extract, during a detailed reading stage, the teacher DT1 goes through the text sentence by sentence. This extract starts from reading a sentence about the percentage of women who suffer from the domestic violence (lines 01-03). Then, after a brief pause, the teacher translates the sentence, but leaving the two linguistic items, i.e., 'victim' and 'domestic violence', untranslated (lines 04-05). He then deals with these two linguistic items with repetition and stress before providing their equivalent words and phrases for the students (lines 07-09). This latest just-mentioned point belongs to skills and systems mode and therefore, thus, it will not be fully discussed here.

As to the translation at lines 04-05, similar to the features discussed in Extract 7.2 and Extract 7.3, it serves as a 'gloss', in which is featured by the closely connected TCUs. As can be seen, 'ah', the modal particle in the neutral tone, here assists with these close connections between TCUs, so that it leaves little space for learners to take turns.

**7.2.2 Extended translation with explanation**  
The second pattern of CS under the provision of translation is the 'extended translation with explanation'. This pattern of CS is different from a 'gloss' discussed in Section 7.1.1. Rather, the concern is to take the original, translate and extend /explain it. It can be demonstrated in the following extracts:

**Extract 7.5**  
01 DT2: Look at this title (.)

**Ke...** Vocabulary item (more specific)?

**Ke...** Same as above

**Ke...** I am not sure what you are referring to and I think it needs elaboration.

**Ke...** I think this phrase 'closely connected TCUs' confuse me and I think it's necessary identify how the TCUs are connected. - Do u mean line 4 "说女人一生当" is a TCU and 啊 as a marker is close to a TCU?

**Ke...** Same as above

repetition and translation is a confirmation check. This reply results in the other students' laughter (lines 06-07). The teacher continues to ask SN2 to explain more about his argument, but there is no reply turn from SN2, and the other students' laughter is heard again (lines 08-09). Therefore, the teacher enacts an imaginary context by putting SN2 in a position with a wife, in order to ask whether he will use violence to make his wife obedient (lines 10-13). Like last time, SN2 still does not take the reply turn, while the other students laugh together after the teacher finishes her questioning turn (line14). Then, the teacher again repeats and translates SN2's argument that is previously raised at line 03. This time, the translation ends with a Chinese trymaker 'shima(tr. is that so?)'. SN2 takes the reply turn at this instant with an affirmative marker 'en' (i.e., yes). The teacher continues to ask 'shima(tr. is that so?)' in Chinese, and SN2 still insists his original point of view (lines 19-20). Therefore, the teacher starts to convey her own stance toward this issue, and attempts to get the other students' recognition and agreement of her stance which is opposite to the SN2's (lines 23-28).

It has been acknowledged that not all the CS functions are clear cut (Üstünel, 2004; Waer, 2012), therefore, according to the CA's working principle, In this extract, the CS use by the teacher here is not identified as 'providing a translation', but 'providing feedback' instead. This is because the CS occurrence in the teacher talk is embedded in the feedback move of the IRF sequence structure, and the CS use (i.e., translation) co-works with the preceding repetition of the student's response within

**Ke...** Enact is more like acting out a scene, physically and verbally (as this is the research paper that Adam and I worked on). Based on the transcript, I think it's more appropriate to say that the teacher is creating/constructing an imaginary context.

## Appendix G: Initial Recordings of EFL Classroom Teaching

Province	No. of sample univs	Top/ common univs	Teacher	Nature of lesson	Aud/vid recordings	Record hours
Liaoning	L1	Common	LT1 (Male)	Reading	Video	1.5
			LT2 (Female)	Reading	Video	1.5
			LT3 (Female)	Reading	Video	1.5
Beijing	B1	Top 1	BT1 (Female)	Reading	Audio	1.5
			BT2 (Female)	Reading	Audio	1.5
	B2	Common	BT3 (Female)	Reading	Audio	1.5
			BT4 (Female)	Reading	Audio	1.5
Shandong	D1	Top 2	DT1 (Male)	Reading	Video	1.5
			DT2 (Female)	Reading	Video	1.5
			DT3 (Female)	Reading	Video	1.5
Shanghai	H1	Top 2	HT1 (Female)	Speaking	Video	1.5
			HT4 (Female)	Reading	Video	1.5
	H2	Top 1	HT2 (Female)	Speaking	Audio	1.5
			HT3 (Male)	Reading	Video	1.5
			HT5 (Female)	Reading	Video	1.5
Zhejiang	Z1	Common	ZT1 (Female)	Reading	Video	1.5
			ZT2 (Female)	Reading	Video	1.5
			ZT3 (Female)	Reading	Video	1.5
Guizhou	G1	Top 2	GT1 (Male)	Listening & Speaking	Audio	1.0
			GT1 (Male)	Listening & Speaking	Audio	1.5
			GT2 (Female)	Listening & Speaking	Audio	1.5
<b>6 Provinces</b>	<b>8 univs</b>	<b>Top 1: 2 Top 2: 3 Common: 3</b>	<b>20 teachers</b> Males: 4 Females: 16	<b>Reading:</b> 16 Lessons <b>Speaking:</b> 2 Lessons <b>Listening &amp; Speaking:</b> 3 Lessons	<b>Video: 13 Audio: 8</b>	<b>31 hours</b>

## Appendix H: Overview of the CS Use in Different Teacher Talk

### Chapter 6

Extracts	Page	Teacher	The CS pattern similarly used by other teachers
Extract 6.1	p.105-6	DT3	GT1; HT2;
Extract 6.2	p. 106-7	GT1	DT3; HT2
Extract 6.3	p.107-8	HT2	GT1; DT3
Extract 6.4	p.109	HT2	No others
Extract 6.5	p.110-11	GT1	DT1
Extract 6.6	p.112-3	GT1	DT1
Extract 6.7	p.112	DT1	GT1
Extract 6.8	p.114	DT1	No others
Extract 6.9	p.115	DT1	GT1
Extract 6.10	p.116-7	GT1	DT1; HT1; HT2; DT3
Extract 6.11	p.117-8	GT1	DT1; HT1; HT2; DT3
Extract 6.12	p.118-9	DT1	GT1; HT1; HT2; DT3
Extract 6.13	p.119-20	HT1	DT1; GT1; HT2; DT3
Extract 6.14	p.120-1	HT2	DT1; GT1; HT1; DT3
Extract 6.15	p.121-2	DT3	DT1; GT1; HT1; HT2
Extract 6.16	p.123	DT1	DT3; GT1
Extract 6.17	p.124	DT1	DT3; GT1
Extract 6.18	p.125-6	DT3	DT3; GT1
Extract 6.19	p.126-7	GT1	DT3; DT1

### Chapter 7

Extracts	Page	Teacher	The CS pattern similarly used by other teachers
Extract 7.1	p.130	HT3	DT1; ZT1
Extract 7.2	p. 131-2	DT1	HT3; ZT1
Extract 7.3	p.133	ZT1	DT1; HT3
Extract 7.4	p.134	DT1	ZT1; HT3
Extract 7.5	p.135-6	DT2	No others
Extract 7.6	p.136-7	DT2	No others
Extract 7.7	p.138-9	DT2	ZT1
Extract 7.8	p.140-1	ZT1	DT2
Extract 7.9	p.142-3	DT2	ZT1
Extract 7.10	p.144-5	ZT1	DT2
Extract 7.11	p.147	DT1	No others
Extract 7.12	p.148-9	GT1	No others

### Chapter 8

Extracts	Page	Teacher	The CS pattern similarly used by other teachers
Extract 8.1	p.152-3	DT3	GT1
Extract 8.2	p.154-5	GT1	DT3
Extract 8.3	p.156-7	DT3	No others
Extract 8.4	p.157-8	ZT1	GT1; DT3

Extract 8.5	p.158-9	GT1	ZT1; DT3
Extract 8.6	p.159-60	DT3	GT1; ZT1
Extract 8.7	p.161	GT1	No others
Extract 8.8	p.163-4	ZT1	GT1
Extract 8.9	p.165	GT1	ZT1
Extract 8.10	p.166-7	GT1	ZT1
Extract 8.11	p.169	HT1	HT2
Extract 8.12	p.170	HT2	HT1
Extract 8.13	p.171	BT1	GT1
Extract 8.14	p.172-3	GT1	BT1
Extract 8.15	p.173-4	GT1	No others
Extract 8.16	p.175	ZT1	No others
Extract 8.17	p.176	ZT1	No others
Extract 8.18	p.177-8	DT1	No others
Extract 8.19	p.178-9	DT1	No others

### Chapter 9

<b>Extracts</b>	<b>Page</b>	<b>Teacher</b>	<b>The CS pattern similarly used by other teachers</b>
Extract 9.1	p.184	DT2	GT1
Extract 9.2	p.185	GT1	DT2
Extract 9.3	p.186-7	DT2	No others
Extract 9.4	p.188-9	DT2	No others
Extract 9.5	p.191-92	GT1	No others
Extract 9.6	p.193-4	GT1	No others
Extract 9.7	p.195-6	GT1	No others
Extract 9.8	p.198	GT1	No others

## Appendix I: Project and Risk Assessment Form



### Project and Risk Assessment Form

<b>Project or Module Title</b>	PhD Education, Communication and Language Sciences.		
Personal conducting fieldwork	Miaomiao Zuo	<b>Other people involved in this fieldwork</b>	No
<b>Supervisor / Module Leader (for student fieldwork)</b>	Professor Steve Walsh Professor Paul Seedhouse	<b>School</b>	Education, Communication and Language Sciences.
<b>Dates of Fieldwork</b>	04/03/2015 -20/05/2015		
<b>Emergency Contacts</b>			
<b>Contact overseas</b>	+8615041012132; +861521000250		
<b>Emergency Services</b>	+86110		
<b>Newcastle University (NU)</b>	+44 (0) 191 208 5094		
Does this travel and activity present a significant risk to safety			Yes    No ✓
Hazard 1	<b>Travel and Transport</b>		
Risks	Risks of road, rail, sea and air accident causing potential risk of fatalities and many other injuries		
Control Measures	<ul style="list-style-type: none"> <li>• Foreign Office guidance viewed and followed prior to travel.</li> <li>• Itinerary planning to avoid travelling at night or very early in the morning as much as possible.</li> <li>• Electronic copy of passport and visa or photocopies to be held where required;</li> <li>• Being aware of guidance at host University;</li> <li>• Known companies used only to enquire and book the flight;</li> <li>• Taxis are used depending on a reputable and known source. All taxis used should be fitted with seatbelts which should be used when sitting in.</li> <li>• Contacting the host University so as to possibly be met by the staff at the airport.</li> </ul>		
Hazard 2	<b>Accommodation</b>		
Risks	<ul style="list-style-type: none"> <li>• Risk of theft aggressive behaviour and fire</li> </ul>		
Control Measures	<ul style="list-style-type: none"> <li>• Stay at a known hotel or reputable chain hotel with a good safety record. Details should be provided to the host institution and family. Select the accommodation</li> </ul>		

### Project and Risk Assessment Form

	<p>that is close to the fieldwork university.</p> <ul style="list-style-type: none"> <li>• Check out the emergency evacuation procedure and route prior to staying at the accommodation</li> <li>• Use available secure storage facilities for the valuable items</li> </ul>	
<b>Hazard 3</b>	<b>Extreme Weather Conditions</b>	
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Risk of dehydration, lethargy, heat stroke and sun burn</li> </ul>	
<b>Control Measures</b>	<ul style="list-style-type: none"> <li>• Research the weather conditions prior to visiting the country and the target places and in sufficient time to pack appropriate and sensible clothing.</li> <li>• To check whether additional clothing for warmth and water proofing is required;</li> <li>• To check whether sufficient sun tan cream should be taken and used.</li> </ul>	
<b>Hazard 4</b>	<b>Infections and Health Conditions</b>	
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Risks of illness, disease, increasing problems with current health conditions and food poisoning</li> </ul>	
<b>Control Measures</b>	<ul style="list-style-type: none"> <li>• Taking sufficient medication</li> <li>• Enquiring more guidance from the target places in respect to medical services in the area;</li> <li>• Drinking bottle water as much as possible instead of that from water outlets;</li> <li>• Only eat in known locations or some restaurants which look clean and follow available guidance.</li> </ul>	
<b>Hazard 5</b>	<b>Potential risks from the research project</b>	
<b>Risks</b>	<ul style="list-style-type: none"> <li>• Uncomfortable feeling when audio and video recording the classroom</li> </ul>	
<b>Control Measures</b>	<ul style="list-style-type: none"> <li>• Explain clearly about the project is not for assessing their performance in the classroom</li> <li>• The participant will be clearly explained that they can feel free to ask any questions related to the project and withdraw without giving any reason.</li> </ul>	
<b>Assessor</b>		
<b>Name:</b>	<b>Signature:</b>	<b>Date</b>
<b>PI / Module Leader / Line Manager / Supervisor</b>		
Name: STEVE WALSH	Signature: <i>Steve Walsh</i>	Date 02/03/2015

## Appendix J: Information Sheet for Teacher Participants (English Version)

**Note:** The information sheets were prepared for gatekeeper, teacher and student participants separately, which were with similar contents yet some different specific details. Here just present the information sheet for teacher participant to demonstrate one of the considerations on ethical concerns



### Information Sheet (for Teachers)

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You are being invited to take part in a code-switching research project. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part. Many thanks for any consideration and your participation.

#### **Project Title**

*Interactional Code-switching in English Foreign Language Teacher Talk: Insights from Classroom Interactional Competence in China's University Setting*

#### **Who will conduct the research?**

Miaomiao Zuo (the project researcher, a full-time PhD candidate in Applied Linguistics at Newcastle University)

#### **What is the aim of the research?**

The study aims to explore the interactional *features* and *patterns* manifested by code-switching in English teacher talk in China's universities.

#### **Why have I been chosen?**

This study will look at teacher talk and require collecting the naturally occurring English classroom teaching data that you are eligible to provide within your teaching.

#### **What would happen and what would I be asked to do if I took part?**

Your written consent will be required so you will be required to sign and date the consent form. Your contributions to your EFL classrooms will be both video and audio recorded for about 2 hours. Then, you do not have to do anything in particular but perform your roles as usual. Regarding your classrooms nothing needs to be changed. And also, your teaching strategies and organised activities will not be influenced by the researcher. In addition, your students, if opting out of/withdrawing participation, should not be penalised.

#### **What happens to the data collected?**

The recordings, only to be used for research, will be transcribed and analysed in line with the certain transcribing principles and the research questions respectively and well-kept in the researcher's own devices including hard drive, external hard drive and DVD discs. Copies may also be submitted to the supervisors or other researchers based on the agreement to keep confidentiality.

#### **How is confidentiality maintained?**

The whole research will strictly comply with the ethical requirements to keep the confidentiality of the information and the records of individual participants. That is, the data will be stored safely and used for the purpose of research only. Anonymity will be strictly kept in data recording, transcribing and writing. The necessity to address a particular participants in presentation and thesis writing will adopt a pseudonym. Other researchers who may have access to the data are required to agree to preserve the confidentiality regulations.

## Information Sheet (for Teachers)

---

### What happens if I do not want to take part or if I change my mind?

Your participation is absolutely voluntary and therefore it is up to you to decide whether to participate or stop the involvement in the middle way without providing any explanation, and you will not be penalised. You also have the right to ask to destroy the data you have supplied to that moment. In this case, the whole recording with your participation will be completely excluded from analysis.

### What are the potential benefits and risks?

The information we obtain from the research can increase the understanding of the use of code-switching and thereby helping raise awareness of appropriate use of code-switching.

As to potential risks, you may feel nervous and unnatural when being recorded. However, you can try to ignore the camera as this research project is only to investigate the features and patterns of code-switching employment rather than to judge teaching or learning performance. Meanwhile, you feel free to withdraw if feeling not quite comfortable during the recording process and can speak to the researcher who will do her best to answer the questions for any concern about any aspect of this study.

### Who could be contacted for further information, enquiry and suggestions?

#### The researcher:

**MIAOMIAO ZUO**

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#### Supervisors:

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## Appendix K: Information Sheet for Teacher Participants (Chinese Version)



### 调研须知 (教师)

我们现在邀请您参与对语码转换进行研究的课题。在决定是否参与之前，该课题的选题依据和研究目的以及其中与您相关的内容。。请仔细阅读如下信息。任何信息不够清晰或需了解更多信息，请提问。然后请思考片刻后决定您是否要参与。非常感谢您予以考虑和后续的参与工作。

#### 课题名称:

基于课堂互动能力视野的中国高校英语课堂教学中教师的互动性语码转换研究

#### 谁进行调研?

左苗苗(该课题研究者，纽卡斯尔大学应用语言学全日制博士研究生)

#### 研究目的是什么?

旨在以课堂互动能力为框架，通过会话分析理论和语料库理论，分析英语教师互动性语码转换的特点和模式。

#### 为什么选择我?

因该研究需要收集高校英语课堂语料来分析英语教师课堂话语中的语码转换，您符合该条件。

#### 如果我参与需要作什么?

需要书面签署知情同意书。您所在的课堂一般会被录像录音 2 个小时左右。除此以外，只需要和平日一样正常上课，调研人不会更改您上课地点也不会影响您的教学和课堂活动。并且，如果您的学生不参与或中途退出，是他们的权利和自由，不可以因此而责罚。

#### 收集的数据如何处理?

所有视频及音频材料，仅限于该研究所用。材料会根据相关转录原则进行转录并根据研究问题进行分析。材料会妥善安全保管在调研人自己的设备内，包括移动硬盘，光盘等。基于信息保密原则达成的情况下，材料备份可以上交给调研人导师或其它研究者共享。

#### 如何做到信息保密?

整个研究与伦理安全要求准则一致，确保个人信息安全。也就是，信息要妥善保管并仅做为研究所用。在数据录制、转录和分析过程中，会严格遵守匿名原则。需要在某些场合分析某个特定的参与者，要用假名代替。其他参与者如共享该材料要遵守保密原则。

#### 如果改变主意不想参加怎么办?

参与完全自愿。是否参加，是否中途退出，是否要求销毁已录制内容，都由您自己决定。不参与或中途退出您都无须担负任何责任，不会受到任何责罚。如果您中途退出并要求销毁已录制内容，之前您参与录制的所有视频和音频都不会被调研人作为数据进行分析。

#### 有什么潜在的好处和风险?

该研究有利于促进对课堂语码转换的理解，因此有助于提高合理使用语码转换的意识。

## 调研须知 (教师)

您可能会因为录制感到紧张或者不适。请尽力忽略摄像机和录音设备，该研究并不涉及对您的课堂表现进行评估评价，只是描述分析课堂语码转换的特点和模式。同时，如果您在任何录像录音过程中感觉不适都可以随时退出参与。您也可以向调研人咨询任何相关问题。

后续信息咨询或提供建议可以联系谁？

左苗苗

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# Appendix L: Consent Form for Gatekeeper, Teacher and Student Participants (English Version)



## Consent Form for Gatekeeper

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### Part 1: Project Basic Information

**Project Title:** *Interactional Code-switching in English Foreign Language Teacher Talk: Insights from Classroom Interactional Competence in China's University Setting*

**Investigator:** Miaomiao ZUO (full-time PhD candidate)

**Nature of the study:** to identify the features and patterns of interactional code-switching in teacher talk from the insights of Classroom Interactional Competence (CIC) through a combined methodology of applied Conversation Analysis (CA) and applied Corpus Linguistics (CL).

### Part 2: Informed Consent

I, as the **gatekeeper** who will sign to agree the fieldwork of the above project to be conducted at our university, confirm that (*please tick box as appropriate*).

1	I have read and understood the information about the project, as provided in the Information Sheet dated.	<input type="checkbox"/> YES <input type="checkbox"/> NO
2	The aims of research and the use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/> YES <input type="checkbox"/> NO
3	I have been given the opportunity to ask questions about the project.	<input type="checkbox"/> YES <input type="checkbox"/> NO
4	I understand that I can stop the fieldwork and participants (both teachers and students) can opt out or withdraw at any time without giving reasons and will not be penalised nor questioned on the opting out or withdrawing.	<input type="checkbox"/> YES <input type="checkbox"/> NO
5	The procedures regarding confidentiality have been clearly explained (e.g. use of pseudonyms and anonymity, etc.) to me.	<input type="checkbox"/> YES <input type="checkbox"/> NO
6	I understand that the classroom interaction both video and audio recorded will be anonymised and stored securely and other researchers' access to the collected data only based on their agreement to preserve the confidentiality of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
7	I understand that there will not be any great risks to the participants and any uncomfortable feelings caused by recording could be sorted out by their free withdrawing, and the participants may benefit from this research.	<input type="checkbox"/> YES <input type="checkbox"/> NO
8	I understand that I can enquire about any aspects of the study, including the process and the outcome of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
9	I voluntarily agree that the researcher can conduct the fieldwork at this university.	<input type="checkbox"/> YES <input type="checkbox"/> NO

Therefore, along with the Researcher, I agree to sign and date this informed consent form:

Name of Gatekeeper:

Signature:

Date:

Name of Researcher:

Signature

Date:

## Consent Form for Teacher Participant

### Part 1: Project Basic Information

**Project Title:** *Interactional Code-switching in English Foreign Language Teacher Talk: Insights from Classroom Interactional Competence in China's University Setting*

**Investigator:** Miaomiao ZUO (full-time PhD candidate)

**Nature of the study:** to identify the features and patterns of interactional code-switching in teacher talk from the insights of Classroom Interactional Competence (CIC) through a combined methodology of applied Conversation Analysis (CA) and applied Corpus Linguistics (CL).

### Part 2: Informed Consent

I, as a **teacher participant** who will sign to agree to take part the above project, confirm that (please tick box as appropriate).

1	I have read and understood the information about the project, as provided in the Participant Information Sheet.	<input type="checkbox"/> YES <input type="checkbox"/> NO
2	The aims of research and the use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/> YES <input type="checkbox"/> NO
3	I have been given the opportunity to consider the information and ask questions about the project.	<input type="checkbox"/> YES <input type="checkbox"/> NO
4	I understand that I can opt out or withdraw at any time without giving reasons and I will not be penalised if I opt out of participating or withdraw participation.	<input type="checkbox"/> YES <input type="checkbox"/> NO
5	I understand that any of my students can opt out or withdraw at any time without giving reasons and I will not penalise him/her if he/she opts out of participating or withdraws participation.	<input type="checkbox"/> YES <input type="checkbox"/> NO
6	I understand that the classroom interaction both video and audio recorded will be anonymised and stored securely and other researchers' access to the collected data only based on their agreement to preserve the confidentiality of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
7	I understand the procedures regarding confidentiality which have been clearly explained (e.g. use of pseudonyms and anonymity, etc.).	<input type="checkbox"/> YES <input type="checkbox"/> NO
8	I understand that there will not be any great risks to me and any uncomfortable feelings caused by recording could be sorted out by my free withdrawing, and I may benefit from this research.	<input type="checkbox"/> YES <input type="checkbox"/> NO
9	I understand that I can enquire about any aspects of the study, including the process and the outcome of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
10	I voluntarily agree that the researcher can conduct the fieldwork in my English teaching classroom.	<input type="checkbox"/> YES <input type="checkbox"/> NO
11	I am willing to be contacted in the future regarding this project/future projects.	<input type="checkbox"/> YES <input type="checkbox"/> NO

Therefore, along with the Researcher, I agree to sign and date this informed consent form:

**Name of Teacher:**

**Signature:**

**Date:**

**Name of Researcher:**

**Signature**

**Date:**

## Consent Form for Student Participant

### Part 1: Project Basic Information

**Project Title:** *Interactional Code-switching in English Foreign Language Teacher Talk: Insights from Classroom Interactional Competence in China's University Setting*

**Investigator:** Miaomiao ZUO (full-time PhD candidate)

**Nature of the study:** to identify the features and patterns of interactional code-switching in teacher talk from the insights of Classroom Interactional Competence (CIC) through a combined methodology of applied Conversation Analysis (CA) and applied Corpus Linguistics (CL).

### Part 2 Informed Consent

I, as a **student participant** who will sign to agree to take part the above project, confirm that I have well understood the following issues (*please tick box as appropriate*).

1	I have read and understood the information about the project, as provided in the Participant Information Sheet.	<input type="checkbox"/> YES <input type="checkbox"/> NO
2	The aims of research and the use of the data in research, publications, sharing and archiving has been explained to me.	<input type="checkbox"/> YES <input type="checkbox"/> NO
3	I have been given the opportunity to consider the information and ask questions about the project.	<input type="checkbox"/> YES <input type="checkbox"/> NO
4	I understand that I can opt out or withdraw at any time without giving reasons, and I will not be penalised if I opt out of participating or withdraw participation.	<input type="checkbox"/> YES <input type="checkbox"/> NO
5	I understand that the classroom interaction both video and audio recorded will be anonymised and stored securely and other researchers' access to the collected data only based on their agreement to preserve the confidentiality of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
6	I understand the procedures regarding confidentiality which have been clearly explained (e.g. use of pseudonyms and anonymity, etc.).	<input type="checkbox"/> YES <input type="checkbox"/> NO
7	I understand that there will not be any great risks to me and any uncomfortable feelings caused by recording could be sorted out by my free withdrawing, and I may benefit from this research.	<input type="checkbox"/> YES <input type="checkbox"/> NO
8	I understand that I can enquire about any aspects of the study, including the process and the outcome of the data.	<input type="checkbox"/> YES <input type="checkbox"/> NO
9	I voluntarily agree that the researcher can conduct the fieldwork in the English teaching classroom where I am in.	<input type="checkbox"/> YES <input type="checkbox"/> NO

**Therefore, along with the Researcher, I agree to sign and date this informed consent form below:**

**Name of Teacher:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Researcher:** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Appendix M: Consent Form for Gatekeeper, Teacher and Student Participants (Chinese Version)



## 学校负责人知情同意书

### 一、研究课题基本信息

课题名称: 基于课堂互动能力视野的中国高校英语课堂教学中教师的互动性语码转换研究

调研人: 左苗苗(全日制博士研究生)

课题性质: 旨在以课堂互动能力为框架, 通过会话分析理论和语料库理论, 分析英语教师互动性语码转换的特点和模式。

### 二、知情同意书

我, 作为将要签署同意上述课题调研人在我校进行实际课堂调研的学校负责人, 确认已知悉如下信息 (请在对应的信息前打勾)。

1	我已经阅读参与调研须知并理解该课题的信息。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
2	我知情课题的研究目标, 有关收集的材料的使用、发表、共享以及存档都已经向我说明。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
3	我知情我有机会询问与研究课题相关的问题。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
4	我知情: 我可以随时中止调研人在我校的实地调研。教师和学生自主决定是否参与。参与者(教师和学生)可以随时退出并不需要解释理由, 也不会被惩罚或就退出一事被询问。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
5	我知情调研人关于信息保密方面的安排, 这些已和我做了详细的说明(如, 采用假名和匿名等等)。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
6	我知情课堂录音和录像会匿名处理并安全妥善保管, 其他研究者只有在同意遵守信息保密原则的前提下才可以使用在我校收集的材料。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
7	我知情该课题对参与者不存在显著的负面影响, 如因录制导致参与者不适, 参与者可随时退出, 同时参与者有可能从该研究获益。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
8	我知情我可以就该研究的任一方面进行咨询, 包括收集材料的过程和结果。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
9	我自愿同意调研人可以在我校进行实地调研。	<input type="checkbox"/> 是 <input type="checkbox"/> 否

因此, 我同意, 与调研人一起, 在该调研知情同意书上签名并注明日期。

学校负责人姓名: \_\_\_\_\_ 签名: \_\_\_\_\_ 日期: \_\_\_\_\_

调研人: \_\_\_\_\_ 签名: \_\_\_\_\_ 日期: \_\_\_\_\_

## 教师参与者知情同意书

### 一、研究课题基本信息

**课题名称:** 基于课堂互动能力视野的中国高校英语课堂教学中教师的互动性语码转换研究

**调研人:** 左苗苗(全日制博士研究生)

**课题性质:** 旨在以课堂互动能力为框架, 通过会话分析理论和语料库理论, 分析英语教师互动性语码转换的特点和模式。

### 二、知情同意书

我, 作为将要签署同意参与上述课题调研人在我的教学课堂进行实际课堂调研的教师, 确认已知悉如下信息 (请在对应的信息前打勾)。

1	我已经阅读参与调研须知并理解该课题的信息。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
2	我知情课题的研究目标, 有关收集的 materials 的使用、发表、共享以及存档都已经向我说明。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
3	我知情有机会询问与研究课题相关的问题。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
4	我知情我可以自主决定参加并可随时退出并不需要解释理由, 也不会被惩罚或就退出一事被问询。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
5	我知情我的学生可以自主决定参加并可随时退出并不需要解释理由, 我不可以因学生不参与或退出而对其有任何惩罚。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
6	我知情课堂录音和录像会匿名处理并安全妥善保管, 其他研究者只有在同意遵守信息保密原则的前提下才可以使用在我校收集的材料。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
7	我知情调研人关于信息保密方面的安排, 这些已经和我做了详细的说明 (如, 采用假名和匿名等等)。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
8	我知情该课题对我的教学活动没有显著的负面影响, 如因录制导致我不适, 我可随时退出, 同时我有可能从该研究获益。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
9	我知情我可以就该研究的任一方面进行咨询, 包括收集材料的过程和结果。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
10	我自愿同意调研人可以在我所在的教学课堂进行实地调研。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
11	调研人可就该研究课题或者未来其他相关课题与我联系。	<input type="checkbox"/> 是 <input type="checkbox"/> 否

因此, 我同意, 与调研人一起, 在该调研知情同意书上签名并注明日期。

教师姓名: \_\_\_\_\_ 签名: \_\_\_\_\_ 日期: \_\_\_\_\_

调研人: \_\_\_\_\_ 签名: \_\_\_\_\_ 日期: \_\_\_\_\_

## 学生参与者知情同意书

### 一、研究课题基本信息

**课题名称:** 基于课堂互动能力视野的中国高校英语课堂教学中教师的互动性语码转换研究

**调研人:** 左苗苗(全日制博士研究生)

**课题性质:** 旨在以课堂互动能力为框架, 通过会话分析理论和语料库理论, 分析英语教师互动性语码转换的特点和模式。

### 二、知情同意书

我, 作为将要签署同意参与上述课题调研人在我所在的教学课堂进行实际课堂调研的学生, 确认已知悉如下信息 (请在对应的信息前打勾)。

1	我已经阅读参与调研须知并理解该课题的信息。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
2	我已知情课题的研究目标, 有关收集的材料的的使用、发表、共享以及存档都已经向我说明。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
3	我已知情有机会询问与研究课题相关的问题。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
4	我知情我可以自主决定参加与否并随时退出并不需要解释理由, 也不会被惩罚或就退出一事被问询。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
5	我已知情课堂录音和录像会匿名处理并被安全妥善保管, 其他研究者只有在同意遵守信息保密原则的前提下才可以使用在我校收集的材料。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
6	我已知情调研人关于信息保密方面的安排, 这些已经和我做了详细的说明 (如, 采用假名和匿名等等)。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
7	我已知情该课题对我的学习没有显著的负面影响, 如因录制导致我不适, 我可随时退出, 同时我有可能从该研究获益。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
8	我已知情我可以就该研究的任一方面进行咨询, 包括收集材料的过程和结果。	<input type="checkbox"/> 是 <input type="checkbox"/> 否
9	我自愿同意调研人可以在我所在的课堂进行实地调研。	<input type="checkbox"/> 是 <input type="checkbox"/> 否

因此, 我同意, 与调研人一起, 在该调研知情同意书上签名并注明日期。

学生姓名:

签名:

日期:

调研人:

签名:

日期:



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