



**ACHIEVING MUTUAL ENGAGEMENT
IN ELT CLASSROOM INTERACTION:
A STUDY OF PARTICIPATION
IN THE OPENING AND CLOSING PRACTICES OF CIRCLE TIME**

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Abstract

Most studies investigating classroom participation seek an answer for enquiries to such issues as whether students receive adequate opportunities to access interaction and, if so, in what capacity and in what roles. Recently, Conversation Analytic (CA) studies have contributed to the existing body of knowledge on classroom participation by addressing the question of how teachers and students organise such participation in L2 classrooms. However, most of these studies have approached participation in contexts where participation rights are established by the teacher and met by students. In contrast, this study is concerned more with the organisation of participation in EFL classrooms where such conditions do not apply. That is, in the context of this study, teachers need to perform additional interactional practices to encourage participation.

The analyses in this study focus on the opening and closing practices of one recurring teacher-led activity in the data—Circle Time (CT). The data come from audio-visual recordings of teacher-student cohort interaction occurring in ‘Fundamental English Listening-Speaking’ (FELS) classes at a Thai university. To examine the organisation of participation, a collection of 30 examples of CT openings and 24 examples of CT closings were made and CA methodology was used in the analysis. CA procedures, including the organisation of sequence, of multimodalities, and of topic, were employed as analytic tools to explicate the classroom participation that participants jointly construct through their verbal behaviour and embodied actions.

The findings demonstrate that dedicated openings are the norm for CT openings, and are formed from two action sequences: 1) locating topic for participation, and 2) establishing topic-as-action. The former manifests a clear framework of participation while the latter enhances the participants’ readiness to participate more actively. Regarding CT closings, a typical form of CT closing, termed here dedicated closings, comprise three sequences of action: 1) disengaging from interaction with individual students, 2) gradually bonding contributions and simultaneously connecting participants into one association, and 3) moving out of CT talk. Furthermore, a micro-analysis of opening and closing actions illustrates that teachers employ a variety of extra interactional resources, including embodied conducts, turn-design and various techniques of topic development.

These various types of interactional work are used to establish and maintain multiparty interaction and generate dynamic participation roles among the participants. By participating in CT dedicated opening and closing, students are observed to have more and more opportunities to establish mutual attention, negotiate mutual understanding, and, above all, develop interpersonal relations, or so-called rapport. These three components are evidently oriented to by experienced EFL teachers to achieve mutual engagement of students involved in teacher-led classroom interaction.

The main contribution of the study is an enhanced understanding of how participation 'gets done' in a CT context where bidding for turns is normally not present. In addition, by using a micro-analytic approach, the study demonstrates how embodied mutual engagement is accomplished in ELT classroom interaction.

Dedication

This thesis is wholeheartedly dedicated to my beloved parents,
Dr.Viroch and Dr.Supranee Impithuksa, and
my sister, Elm, all of whom have been my inspiration since I was born,
and my better half, Amp.

Without their love, understanding, support and, of course, patience,
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Chapter 1. Introduction

1.1 Introduction

This introductory chapter provides the rationale of why this thesis is necessary and how it will be developed. To achieve these aims, the content of this chapter will be divided into three sections. The first section will explore the context that provides the background to the study, namely English language education in Thailand (Section 1.2.1) and perspectives on English as a Foreign Language (EFL) (Section 1.2.2). The background given in this section will point out this study's research rationale. Section 1.3 will address the research objectives and its significance, provide an overview of Circle Time activity documented in this study's corpus, and set out the research questions. The final part of this chapter will introduce the organisation of this thesis (Section 1.4).

1.2 Context of the Study

1.2.1 *English language education in Thailand*

Using English for communication has become a vital skill for Thai people. This is the case not only for those who are aiming at furthering their study or getting a job in countries where English is used as a medium for communication, but also for Thais who live and work in the kingdom as a result of Foreign Direct Investment from foreign companies and the growth of cross-border tourism. The importance of the English language is perhaps best symbolised by the fact that the Association of Southeast Asian Nations (ASEAN) announced that English would be used as its working language (Kirkpatrick, 2012). English, therefore, grants immense privileges to those who can attain a degree of proficiency in the language. Acknowledging that such language proficiency can benefit the nation and its people, in the 1930s English was proposed as a compulsory subject in Thai educational policy (Wongsothorn *et al.*, 1996). As a result, Thai children have been required to learn English in school system from the primary to the university levels (Darasawang, 2007).

Although English has recently been perceived as an international language (EIL) or a lingua franca (ELF) in the kingdom, in practice, it is still treated and taught in the Thai education system as a foreign language (EFL) (Nomnian, 2013). Given this fact,

firstly, English language teaching (ELT) in the classroom is organised around the notion that there is dichotomy between native and non-native uses of English and that encouraging students to attain native-like command is the ultimate goal of language pedagogy (Jindapitak and Teo, 2011). Secondly, by putting native-like English and the accuracy of language use at heart of EFL pedagogy, ELT may not be able to serve the purpose of the increasing communicative needs of learners. Consequently, Thai students feel shy and anxious using non-standard forms of English for communication in the classroom (Mackenzie, 2002) and have low motivation to learn standard English there since in real life non-standard forms of English and a competence in interaction can also fulfil their communicative needs (Kaewmala, 2012). This situation alienates students from the English taught in EFL classrooms from that used in their daily lives and may, to a certain extent, hinder the development of students' proficiency. As a result, it is necessary for teaching practitioners to be made fully aware of this and take the necessary steps as, for example, applying certain teaching strategies to minimise the gap between classroom discourse and English used in everyday conversation.

In addition, the major aim of teaching foreign languages (more precisely teaching English as it is used by the ministry as the baseline to enact this agenda) in Thai education system is to:

Enable learners to acquire a favourable attitude towards foreign languages, the ability to use foreign language for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels (Ministry of Education, 2008, p. 252).

According to the Thai core curriculum of basic education, the English curriculum is set to focus on four strands: language for communication, language and culture, language for connection between disciplines and language for strengthening communities (ibid.). Thus, it can be seen that indeed the main focus of the English curriculum is on promoting students' English communicative competence.

As for the English curriculum at the university level, following a series of reforms to the 1999 National Education Act, a timeframe for learning English was set at 3-4 periods per week, each lasting 50-70 minutes. To complete their degree, undergraduates are required to take at least 12 credits of the available English modules, which usually are general English and English for Academic Purposes (EAP) or Specific Purposes (ESP). Concerning language pedagogy at tertiary level, ELT has changed in accordance

with the English curriculum to suit the prevailing purposes of language learning and to keep up with current theories of language teaching (Darasawang, 2007).

According to Wongsathorn, Hiranburana and Chinnawongs (2003), the methodology of ELT in Thailand has undergone a paradigm shift. To be specific, the traditional grammar-translation and audio-lingual methods were replaced by Communicative Language Teaching (CLT) and, later, Task-Based Language Teaching (TBLT) in order to provide students with more opportunities to enhance their communicative competence and their self-learning strategies. These two pedagogical approaches are closely related since both encourage students to apply the English they have learned to accomplish assigned task. Thus, both methods underline the practical application of English. However as this study relates to a particular type of teacher-led activities (see Section 1.3 and Section 2.3.1 for more detail), CLT is more relevant to this study than TBLT, and so the remaining part of this section will only address issues pertaining to CLT.

However, despite this methodological transformation, for the nearly two decades since CLT was introduced to Thai language pedagogy study after study has reported a failure to implement it effectively in the classroom. For example, Bilasha and Kwangsawad's (2004) and Kanoksilapatham's (2007) studies reveal various practical issues Thai EFL teachers encounter when trying to implement CLT, such as problems designing effective communicative tasks and matching materials and content to students' speaking competence. Moreover, Saengboon (2004) found that many Thai EFL teachers continue to utilise pattern drills and rote memorisation of isolated sentences as methods of teaching in their EFL classrooms. The findings of these studies imply that ELT classroom interaction in Thailand, to a large extent, has evolved based upon form-and-accuracy context (see Seedhouse, 2004), in which classroom participation is restricted by teacher-dominated classroom talk and brief, factual responses by students. These empirical reports, alongside the aforementioned accounts, provide a brief overview of the current state of English language teaching and learning in Thailand.

When taking English courses in the education system, Thai students expect that EFL teachers and their lessons will help improve their language as well as communicative skills. However, for the majority of undergraduate students the results are less than they expected, particularly their English communicative skills for real use with foreigners (Boonkit, 2010). That is, after a period of at least ten years of learning

English consecutively in classroom settings, the ability of Thai students to engage in the co-creation of flow across turn-boundaries, what McCarthy (2010, pp. 1-15.) refers to as 'confluence', is not fully developed. As a result, during either classroom or mundane interaction, they are incapable of speaking English confidently and, therefore, become less active when participating in classroom interaction using English. This failure to apply the language they have been acquiring in classroom interaction has become a serious issue, leading many people to question the way English is taught, particularly at university level, where graduates are expected to obtain interactional competence and be able to communicate successfully in English. This problematic situation, echoed in Nunan's (1987), Kumaravadivelu's (1993) and Thornbury's (1996) works, has suggested that there might be certain components in ELT classroom interaction that reduce the space required to apply the language, thereby hindering the opportunity to develop communicative competence. Taking this issue as a point of departure, the present study focuses on ELT classroom interaction of a specific classroom, where facilitating student talk is of the utmost importance for the teachers (i.e. in 'Fundamental Listening and Speaking' classes organised for undergraduates at a Thai university (see Chapter 4 for a full description of the research setting).

1.2.2 Perspectives on EFL classroom participation

In order to develop communicative competence, not only are the appropriate language teaching methods required, but also the ways in which such teaching methods are exploited in EFL classrooms are pivotal. As CLT puts the importance of facilitating student talk at its core (Celce-Murcia, 2001), how students are encouraged to take part in on-going classroom activities and being provided with ample opportunity to use English to engage in classroom interaction becomes of interest to practitioners and researchers. Moreover, the value of investigating classroom participation has been proposed by the sociocultural theory of language learning, i.e. the zone of proximal development (ZPD). From the sociocultural perspective, the development of L2 learning is jointly constructed between the teacher and student(s) by means of socialisation and teacher mediation (Lantolf, 2000). In this sense, involvement in classroom activities provides students with more opportunities to acquire the target language; therefore, classroom participation is, to a large extent, critical to, or necessary for, learning (Mortensen, 2008). Furthermore, recent research on social interaction from the Conversation Analysis (CA) approach has drawn more attention to how participation is organised in various classroom practices. This is owing to the influential notion,

proposed by Lave and Wenger (1991, pp. 27-42), that language learning process can be described as “legitimate peripheral participation”. The assertion advocates engagement of participants in social actions and, thus, highlights the significance of classroom participation in the second/foreign language learning process (see Section 2.2 for a full review of social interaction approaches to L2/EFL learning-teaching, and Section 2.5 for a detailed discussion of participation). From this respect, describing the opportunities for participating in classroom, which this study endeavours to achieve, is crucial for research in EFL pedagogy.

The significance of participation to language teaching and learning considered above has suggested that participation must be one of the pedagogical aims of EFL teachers while navigating students through activities. This pre-determined goal, as suggested by Walsh (2011), is put into practice by means of classroom discourse and, thus, the interaction participants perform in classroom is adapted to this end. Furthermore, in teacher-led activities, the teacher plays a crucial role in establishing classroom participation and defining students’ engagement opportunities so that the same opportunities for participating are provided to all students. Nevertheless, Sahlström’s (1999) and Mortensen’s (2008) studies demonstrate that it is not necessary that the social actions the teacher initiates are able to attain this goal. Following this line of research and the aforementioned perspectives of classroom participation, it is acknowledged in this study that, in order to enrich our insights in classroom participation, a close-up and more detailed look at the social practices occurring in language classroom is required. Examining naturally-occurring practices that Thai EFL teachers and students co-construct will enable the current study to contribute to the discussion concerning opportunities for participation organised in EFL classrooms in Thailand.

Owing to this reason, this study therefore, considers CA to be an appropriate methodology (see the justification for selecting CA and full consideration of the CA approach in Chapter 3). Furthermore, based on the findings of previous research such as Sahlström (1999) and Mortensen (2008), the present study acknowledges that: 1) teachers make use of verbal as well as non-verbal means to encourage student participation; and, 2) students may understand the on-going interaction differently and, therefore, orient to such organised participation in different ways in the L2/EFL classroom. Hence, this study does not assume that: 1) the teacher and students hold an identical view of the interaction; and, 2) all students who are present in the same

classroom do not necessarily have the same understanding of the interaction being performed in front of them. The examination of classroom participation in the current study, therefore, takes account of both how the teacher organises his/her classroom practices and how students, as multiple parties, behave in relation to teacher moves. By applying CA notion and vision to investigate the aforementioned phenomena, this study will enrich our understanding of “embodied situated actions of participation, involving dynamic (re-)negotiation and reconfiguration of spatial, attentional, epistemic and affective alignments of (multiple) participants” (Deppermann, 2013, p. 1). In this way, the study will offer contributions not only to EFL pedagogy and ELT classroom interaction but also to CA research on participation.

1.3 Objectives and Relevance of the Study

The present study aims primarily to describe and explore the organisation of participation in Thai EFL classrooms. Utilising the methodological framework of CA, the study analyses classroom participation in relation to the social actions which the teacher and students collaboratively perform *in situ*. Given the fact that CLT has been regarded as a widely used teaching method in the Thai EFL context and that equitable participation in the language classroom has become a primary concern for Thai EFL teachers, the classroom interaction carried out in this study is approached from the communicative perspective rather than from theoretical concepts. Its analyses are thus derived from situated social interaction in its own right.

Additionally, despite the fact that previous studies have documented various ways in which students are encouraged to participate actively in L2 classrooms, the current study contributes further to this discussion by examining the classroom participation that is organised in settings where the opportunities for participation established by the teacher are more often not taken by students, i.e. in Thai EFL classrooms. In this way, the significance of this thesis, on the one hand, lies in a theoretical discussion of: 1) how classroom participation is established and encouraged by Thai EFL teachers; 2) how this is understood and undertaken by students; and, 3) how this knowledge deepens our insights into ELT classroom interaction. On the other hand, this study also has a number of pedagogical implications, particularly for EFL teachers. Although the study’s data were collected from Thai EFL classrooms, it is not necessary that its findings will be beneficial only to EFL pedagogy in Thailand. Teachers

in other EFL contexts where the same practical concerns are felt, i.e. a low level of active student participation, may find the discussions and conclusions provided in this thesis relevant, particularly those who are dealing with this issue in teacher-led activities.

More specifically, a teacher-led activity that occurs during the initial stage of CA analysis is 'circle time' (hereafter CT) (the existing scholarly thought on CT is considered in greater detail in Chapter 2). In this study, CT is the shared practices employed by the five teacher-participants in the recorded EFL listening and speaking classes. Despite the fact that activities similar to CT was named differently in the previous studies e.g. 'sharing time' (Yazigi and Seedhouse, 2005) and 'talking circle' (Ernst, 1994), in this research project, this teacher-led activity was named in accordance with the seating arrangements, configured as a circle-like shape or a U-shape. Further, from my preliminary observations of all 30 examples of CT recorded in this study's corpus, I summarise the characteristics of CT as follows. Regarding its position, it is observed that the teachers applied CT during their lesson in order to talk the speaking-tasks provided by the textbook (for more detail of the tasks, see Appendix C), into being or at the beginning in order to encourage small talk. To accomplish CT, the teachers, to a large extent, controlled the turn-taking system. Although the topics were initiated by the teachers, they were jointly developed in an open-ended fashion. The questions exploited in CT were mostly referential questions and the students were required to provide responses, either verbally or non-verbally, to the teacher's utterance(s). Based upon the observations, it can be seen that CT was employed in the lessons to promote a meaning-and-fluency context (for more detail of classroom contexts, see Seedhouse, 2004). Furthermore, up-close observations suggests that the teachers endeavoured to include all present students in the central interaction which was in progress. Using the microscopic lens of CA, this study will be the first to illustrate how the organisation of participation is established and managed during this particular kind of teacher-led activities in EFL settings.

On the basis of the aforementioned contexts, objectives and preliminary findings of CT, the research is guided by the following research questions:

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?

3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

To address these questions, the study set out to record teacher-student interaction in Thai EFL classrooms where oral participation is a must for students, i.e. as noted above, 'Fundamental Listening and Speaking' classes. The study's data are the audio-visual recordings and the analyses are made based on the whole collection of CT interaction documented in this study's corpus (see more detail on the data-collection and data-analysis procedures in Chapter 4). However, in line with the nature of CA research, this thesis is not able to present the entire collected data, and the data shown in this work are considered representative extracts of CT openings and closings documented in this study's corpus.

1.4 Organisation of the Thesis

Having introduced the context, rationale and contributions of this study and presented its objectives and relevance, this final section will briefly describe the organisation of the rest of this thesis.

Chapter Two provides a detailed account of the theoretical background underpinning this study. The domains covered in this chapter include the examination of various research approaches to L2/EFL classroom teaching-learning and the existing empirical studies examining CT opening and closing practices, multiparty interaction, ELT classroom interaction and participation. Chapter Three provides the justification for adopting CA as the research methodology of this study and explores constructs of the CA approach. Chapter Four outlines the research design, that is, the processes of data collection and analyses, which are informed by the CA perspective. Chapters five and six present the data analysis. Precisely, the interactional organisation of CT openings is investigated first, followed by that of CT closings. Chapter seven summarises the findings in the two analytical chapters and considers how they relate to the literature reviewed. This chapter also discusses the findings in relation to the research questions and presents their implications for teaching practitioners. Chapter Eight revisits the research process and summarises the contributions this study offers to the relevant research communities, before concluding with the study's limitations and a number of suggestions for future research.

Chapter 2. Literature Review

2.1 Introduction

This chapter presents the theoretical frameworks and empirical studies upon which this study is based. To do so, the reviewed literature is arranged into four main fields. In Section 2.2, I will consider the different schools of thought researchers use to approach L2 classroom teaching and learning, namely the cognitive, sociocognitive, and social interaction approaches respectively. I will conclude this section by stating the epistemological position adopted in this study. Section 2.3 will review the existing knowledge of classroom contexts relevant to opening and closing practices of Circle Time (CT). This section will cover the works that examine CT activity, opening and closing practices and multiparty interaction. In Section 2.4, the current research on English-language-teaching (ELT) classroom interaction will be brought into consideration. The discussion will point out its unique characteristics and suggest the under-explored domain of ELT classroom interaction which this study attempts to reveal. Lastly, Section 2.5 will present a discussion of participation in relation to classroom interaction. Firstly, empirical studies exploring participation in three main areas will be reviewed: structure, typology, and embodied actions. Then, based upon the existing body of knowledge in participation and the social-interaction approach adopted in this study, I will clarify the conceptualisation of participation that grounds this research.

2.2 Approaches to Studying L2 Classroom Teaching-learning

In a long line of research studying second language (L2) teaching and learning in the classroom context, several approaches are commonly used to examine classroom discourse and interaction, i.e. cognitive, sociocognitive, and social-interaction. Researchers' worldviews of language as a means of learning and their different conceptions of L2 learning—whether they understand it as a product, process, or both—have given rise to this diversity in research approaches. This section, therefore, presents a historical overview of the research paradigms and theoretical roots that have underpinned studies on L2/EFL classroom interaction.

2.2.1 *The cognitive approach*

The cognitive school of thought, as it influences the field of applied linguistics, originated from Piagetian cognitivism (Ginsburg and Opper, 1988). It regards learning as a change of linguistic development in the cognitive state of individual learners (Walsh and Jenks, 2010). To learn a new language, learners require exposure to input, process it cognitively and individually, and then demonstrate their cognitive understanding of it through the language used. Studies within this area are mainly interested in the cognitive changes that occur in individuals. Thus, in cognitive research, L2 learners are pre-tested and, after some experiments or interventions, are post-tested (Hicks, 1996). The changes in discrete items or language chunks over time are then identified quantitatively (Walsh and Jenks, 2010). From this perspective, the cognitive approach is therefore regarded as a product approach to language learning. Because it values the product, or the linguistic forms that individuals acquire, and disregards the medium, namely the talk that conveys and scaffolds knowledge, the cognitive doctrine has been criticised for a neglect of the actual process of learning in L2 classrooms. Consequently, it has become a sceptical approach and is considered an analytic 'black box' by some scholars (Barnes, 1992; Mercer, 2000; Chen, 2017).

Since the cognitive approach does not disclose the socio- or social facet of language learning and cannot solve enquiry of socially-oriented scholars, different approaches, i.e. sociocognitive and social interaction have been emerged in social paradigm. Both of these approaches have evolved based upon a social and contextual view of language, focus more on communication and, thus, contribute an interactional dimension to L2 teaching and learning (Leyland, 2014; Walsh and Jenks, 2010; Mondada and Pekarek Doehler, 2004). These two approaches will be reviewed in the following sub-sections.

2.2.2 *The sociocognitive approach*

The social view of language to which scholars in this research paradigm commit is based upon the assumption that "language is the mediator for higher mental processing and therefore social interaction contributes to learning processes" (Piaget, 1970; Vygotsky and Cole, 1978, cited in Chen, 2017, p.13). This statement reflects the two theoretical roots of this approach, namely cognitive psychology and sociocultural theory. Specifically, although learning occurs in an individual's internal state, learners can develop cognitive understanding through communication with teachers, or experts

(Mercer, 1997). Instead of viewing L2 learning as an individual endeavour, scholars subscribing to this approach argue that L2 learning is accomplished through the use of language in social context or interaction (Walsh and Jenks, 2010; Gutiérrez, 2008; Antón, 1999). Thus, interaction between participants is seen as an essential resource for L2 learning. Studies approaching classroom teaching and learning from the sociocognitive perspective consequently have an interest in exploring the effect of such talk on learning. It can be seen from empirical research that, to a large extent, attention is paid to analysing extended discourses and elucidating how teachers actively use language to 'scaffold' the developing mentality of learners (Warayet, 2011; Mercer 1997). The findings of research in this approach usually demonstrate interactional features that affect L2 learning and, due to these factors being endogenous to interaction, not all classroom talks are equally effective in facilitating learning (Mercer, 1997). For example, unlike closed-questions and excessive use of teacher echo and error correction, teachers' use of language which is appropriate to pedagogical contexts (i.e. open-ended questions, prompts, extended wait time, constant confirmation check, and dialogue) can maximise students' contributions and, consequently, enhance their learning potential (Walsh, 2002; van Lier, 1996; Edwards, 1992; Sharp and Gallimore, 1991; Edwards and Mercer, 1987).

Studies that focus on evaluating and classifying talk-for-learning have been challenged on a number of fronts. As Benwell and Stokoe (2002), Stokoe (2000) and Mercer (1997) explain, such studies are accused of losing sight of accounting for shared understandings that participants, namely students, display in subsequent turns. The characteristics of effective talk defined by this research approach are seen as researchers' ideas superimposed on the data. The failure of this research approach to consider how students make sense of such talk and how participants accomplish ongoing activities *in situ* has invited some scholars to call for an alternative approach that allows for more sensitivity to a participant-relevant, or *emic*, perspective (see also Firth and Wagner, 1997).

2.2.3 The social interaction approach

As with scholars in the sociocognitive approach, social interactionists adopt a social view of language. However, they firmly regard language as a form of social action (Seedhouse, 2010), meaning that to learn a new language students need to participate in a social activity and learning, as such, occurs in social action (Pekarek Doehler, 2012;

Walsh and Jenks, 2010; Wagner, 2004). Therefore, learning can be observed from the participants' display of socially-distributed cognition/learning through their interaction (Walsh and Jenks, 2010; Seedhouse, 2010; Markee, 2008). From this perspective, studies adopting this research approach need an analytic method that enables researchers to examine the moment-by-moment unfolding of interaction *in situ* and portray the processes of socially-distributed cognition that are collaboratively constructed by participants. Owing to these requirements, social interactionists turn to Conversation Analysis (CA) since the method operates upon assumptions that prioritise naturally-occurring data and, essentially, analytic induction (Waring, 2016; ten Have, 2007). Since the epistemological assumptions and principles of the CA enterprise are surveyed in greater detail in Chapter 3, the remainder of this sub-section will consider the various ways in which CA has been employed to investigate L2/EFL classroom interaction and conclude by outlining how CA is utilised in this study.

Recently, researchers who attend to teaching and learning practices have expressed a burgeoning interest in exploring classroom interaction with a social view using the micro-analytic lens of CA, as witnessed in the increase in conference presentations and journal publications adopting CA methods (Sert, 2011; Hall, 2004). Inevitably, a divergence of opinions as to how CA should be used as a suitable research approach to study classroom interaction has emerged in the field. To be specific, while some scholars insist on using CA on its own, others argue that CA can be compatible with other exogenous theories of learning, for example sociocultural theory, language socialisation, and situated learning theory (see e.g. Hellerman, 2008; 2007; Brouwer and Wagner, 2004; Hall, 2004; Mondada and Pekarek Doehler, 2004; Young and Miller, 2004). This divergence has led to the emergence of two broad tendencies in CA research, namely *CA-inspired* and *CA-informed* approaches to language learning (Mori and Markee, 2009). Regarding the former, researchers taking up this view “tend to favour a relatively purist or CA-native approach to the analysis of learning talk” (ibid., p. 2). These scholars reject reference to exogenous theories to understand L2 learning behaviours. They emphasise that cognitive and affective states are built on, situated in, and manifested through the organisation of interaction. They also argue that the empirical evidence illuminating how participants participate in, organise their interaction, and possibly learn through it can engender a CA-based theory of L2 learning, a theory that provides a sounder foundation to understand socially-shared cognitive processes and which is truly grounded in the data (Hauser, 2011; Wong, 2000). For example, Kasper (2004)

demonstrates in her paper that CA is a powerful analytical tool for explicating the phenomenon of self-initiated self-repair. In that paper, CA methods enable her to study such repair in a more profound manner and discover that it serves to restore and maintain intersubjectivity as well as show the speaker's orientation to a particular activity and identity.

In contrast, *CA-informed* approaches utilise CA techniques as methodological tools and associate the findings with a priori theories in order to address language learning processes or issues (Mori and Markee, 2009). For example, Hellermann and Cole (2009) investigate the disengagement practices of one learner during his first English as a second language class and his performed disengagement 16 months later. By closely examining the semiotic resources the learner used to accomplish disengagement and compare them over time, they are able to identify the changes in the interactional resources utilised by this learner. They then align the empirical evidence to situated learning theory, rooted in Lave and Wenger's (1991) concepts of community of practice and legitimate peripheral participation. This allows them to discuss the learner's changing participation, from peripheral to full participation, within such a community of practice, in terms of learning development from the sociocultural perspective. However, as Houser (2011) and Markee (2008) caution, establishing such a connection between CA and exogenous theories of learning may move CA to the centre of the field at the expense of an inherently emic undertaking. Nevertheless, these approaches attract a great deal of interest at present and have the potential to become a major approach to research in L2 learning, particularly the sociocultural approach to CA (Seedhouse, 2005).

In addition to the lack of clarity on whether CA should or should not pair with other exogenous theories of learning, the aforementioned works highlight this study's point that, based upon a survey of CA research on classroom interaction to date, the considerable endeavour by applied linguists to engage CA with learning processes, learning development, and interactional competence constituting learning, is noteworthy. On the contrary, little attention is paid to engaging CA with pedagogical interaction, namely teaching, which, unlike learning, is observable behaviour. Moreover, as He (2004) states, CA is not a learning theory and, indeed, as a behavioural science, it should not be concerned with what is not observable. The aforementioned reasons point to an opportunity to use CA as a research methodology to collect empirical evidence accounting for what lies at the heart of L2/EFL classroom teaching when

teaching, by extension of the sociocultural view of learning, is treated as “a matter of offering optimal assistance or creating true conversation within the *zone of proximal development* (hereafter ZPD)” (Waring, 2016, p. 25). Amongst the divided opinions on the relationship between CA and L2 learning, there is surely a gap in the literature to which CA studies can contribute, namely in L2/EFL pedagogical interaction.

Despite the argument that pairing CA with a priori theories may be inimical to an emic epistemology, this study insists on using CA to portray pedagogical interaction that does or does not stimulate an environment for participation. Hence, holding a similar stance to certain figures in the field, such as Seedhouse, I adopt CA as the empirical research methodology to gain a more effective understanding of how participation is organised in particular practices, namely CT opening and closing, and to depict the organisation of pedagogical interaction wherein student engagement is made relevant by participants and is considered a pivotal goal.

2.3 Classroom Contexts Relevant to this Study

Prior studies and knowledge included in this section provide a better understanding of the contexts being investigated. There are three specific contexts of classroom interaction that ground this study and will, consequently, be necessary to consider. They are: 1) Circle Time, 2) opening and closing practices, and 3) multiparty interaction.

2.3.1 Circle Time activity

Chapter 1 has provided an overview of CT derived from preliminary observations. This section will explore the existing knowledge of CT, and the like activities, which are informed by empirical research. Due to word limitations, two studies which have greatly enhanced my understanding of CT have been selected for review: 1) Ernst’s (1994) and 2) Yazigi and Seedhouse’s (2005).

In Ernst’s study, a 16-minute CT, arranged at the beginning of a conversational English lesson at elementary level, is selected to be the object of the analysis. Instead of naming it CT, this study refers to a group activity that the teacher and students do with their chairs placed in a circle for the purpose of encouraging talk and interaction as a ‘talking circle’ (TC). To explore it, Ernst adopts a microethnographic method, influenced mainly by ethnography and discourse analysis (DA). The aim is to demonstrate the ways in which this activity provides rich opportunities for students to

participate and use L2 in classroom interaction. To do so, the TC is examined at four levels; a wide-angled lens captures the macrostructure, a regular lens investigates the topic development, a close-up lens reveals social and participation demands in different phases, and a micro close-up lens reports the classroom features used by the teacher and students. The key findings, which provide some of the basis for this PhD research project, are that there are five sequential phases comprising TC: 1) getting ready, 2) entry, 3) core, 4) teacher's agenda, and 5) moving on. The first and last phases deal with seating arrangements while the second and fourth phases are comparable to the analytical foci of this study, i.e. opening and closing practices. Owing to its relevance, this review will mainly draw upon the findings from these two phases.

Ernst observes that interaction in the entry phase is formed by a series of verbal exchanges between two or more participants. A topic can be raised by either the teacher or the students. The teacher orients to encouraging, acknowledging and extending students' contributions by such acts as making use of referential questions. Consequently, the students respond by expanding the answers. In sum, the observation demonstrates the symmetrical roles between teacher and students when participating in this phase. In the teacher's agenda phase, the discussion is merely controlled by the teacher because the pedagogical purpose is to provide students with information on a particular topic. Therefore, opportunities for students to contribute verbally to the discussion are minimised and constrained by the teacher's use of certain classroom features, e.g. displaying questions, explaining and repairing. By juxtaposing the findings of the two phases, the study concludes that the roles the teacher plays can be decisive in enhancing or constraining students' engagement and their L2 use. Additionally, the findings suggest that possibilities to engage in interaction by the students are relatively restricted when the agenda to uncover takes precedence over the content of interaction. Despite the fact that the study provides useful insights into CT, its analytical methods can be criticised for two reasons. First, it is evident that the analyst held certain presuppositions regarding CT before arriving at the aforementioned findings. Specifically, she approaches the activity with the assumption that it provides a rich opportunity for students to practice L2 use. Moreover, the strips of talk are extracted from their interactional context in order to be grouped in imposed categories, e.g. minimal responses, attention getting, etc. Such imposed concepts decrease the inductive value of the research's findings. Second, albeit using the same typological frame, the teacher's and students' talks are analysed separately and merely through verbal means.

The analysis, therefore, is not truly grounded in the interactive nature of classroom interaction.

Unlike the earlier work, Yazigi and Seedhouse's study refers to CT as 'sharing time' (ST) to emphasise the nature of its task, namely to share, and addresses it from an emic perspective. The study aims to demonstrate the interactional organisation of ST and identify the kinds of learning ST promotes. To accomplish such goals, 18 sessions of ST were audio-recorded and analysed qualitatively. The research investigates the interactional mechanisms comprising CT, i.e. turn-taking, repair and topic organisations, and examining the teacher's and students' moves to identify typical interactional patterns. Additionally, the study uses comments received from teacher-/student-questionnaires to supplement the findings discovered through the analytic lenses of CA and DA. In brief, her analysis of turn organisation informs us that students can self-select to initiate or expand talk, but turn is mostly allocated by the teacher to give the students sufficient interactional space. Regarding the organisation of repair, the study reports that teachers attend to students' errors while maintaining the flow of the on-going conversation. In so doing, they apply an embedded correction and a dual function repair, showing acknowledgement to the current speaker's response and simultaneously providing information to co-present students to allow them to follow the dialogue. The overt pedagogical correction is rarely performed and it appears merely after a completion of a student's turn. In terms of topic development, there is evidence of the use of real-life experiences to maintain interaction. Precisely, students make use of it to initiate and expand the conversation while teachers utilise it to maintain focus, interest and, therefore, engagement of their students within that classroom speech community. Based upon the micro-analysis of three interactional mechanisms constituting ST, the evidence indicates that during ST, participants orient to focusing on meaning and fluency rather than form and accuracy (see also Seedhouse (2004)). In addition, by conducting move analysis, the study reveals that ST is a teacher-led activity comprised predominantly of teacher-individual student interactions. The interaction is organised in such a way that co-present students rarely have opportunity to take the floor. Mostly, learners' moves are confirming, clarifying and elaborating, while those of the teacher are concerned with initiating the topic, eliciting responses, and requesting clarification. The use of these classroom features depict the teacher's role as a facilitator who supports students' language use, expression of ideas, and participation. Furthermore, the responses from the questionnaires reveals that teachers utilise ST in their language

classroom to establish teacher-student rapport and a sense of community, encourage fluency and build students' confidence in using English for talk. It can be seen that some of these pedagogical purposes are reflected in their unfolding interaction documented in this study. Moreover, the study eventually points to the evidence of language learning that occurs in interaction and links it to sociocultural theories of learning, e.g. ZPD and scaffolding. Drawing upon this connection, the study concludes that ST contributes significant value to L2 learning processes.

Yet, despite the fascinating details of CT, certain aspects of CT are left unattended, if albeit proposed, in this study. Firstly, the study focuses its analysis on the interaction organised in the development phase of CT. Secondly, some issues raised by the participants in the questionnaires are not investigated in further detail through their interaction, i.e. the ways in which the rapport is promoted and classroom participation is organised. Thirdly, due to the limitation of audio-recordings, the non-verbal dimension of interaction cannot be considered.

Acknowledging the existing knowledge of CT, identifying gaps and noticing certain analytical flaws which could be improved on, the present study will incorporate an aspect of CT which the prior literature does not mention, namely, the organisation of participation unfolding through the verbal and nonverbal conduct of participants during CT activity. However, due to space restrictions, this thesis cannot account for the entire series of interactive practices constituting CT. Therefore, the boundaries of my observation are narrowed down to its beginning and ending—the moves which have never been closely observed in the previous CT studies. The next section will examine prior studies that disclose the structural organisation of these two practices and those that explicitly address the organisation of participation integrated in the unfolding interaction.

2.3.2 Opening and closing practices

The opening and closing of any communicative activity in language classroom can be regarded as a teacher's practice done to facilitate classroom participation (Reddington, 2018). These practices are, therefore, highly relevant to all language teachers, particularly when they attempt to accomplish the pedagogical goal of encouraging students to participate by playing the role of a facilitator to provide students with opportunities for active classroom participation. However, CA studies examining classroom interaction more often direct their analytic focus to how students'

participation is managed, maintained, and accomplished in the teaching practice, such as giving instructions, eliciting students' responses, and giving feedback, etc. Less attention has been paid to classroom management practices directly concern with participants' engaging with and disengaging from on-going activities, i.e. opening and closing (ibid.). Hitherto, the bulk of the procedures that lie behind the accomplishment of opening and closing practices, especially in various teacher-led activities in teacher-cohort settings, still need to be explored and the sequences of actions constituting their beginnings and endings are yet to be revealed. For this reason, I became interested in starting a micro-analytic observation of these two participation management practices.

This sub-section discusses the available scholarship on opening and closing practices. The following is divided into three parts (i-iii). The first part considers the openings of both mundane and classroom interaction. Subsequently, the literature relevant to closings is reviewed. And finally, CT openings and closings are defined.

i. Opening practice

Regarding openings, Sidnell (2010, p. 197) recalls Sacks' caution, aired in his lectures in the 1960s, that "although many conversations start with greetings, some cannot start that way". As Sacks explains, notes Sidnell, this is due to the level of intimacy between interlocutors. When lacking a prior established relationship, speakers require certain devices, what Sacks refers to as 'pick-ups', to embody their justification for beginning a conversation, such as "Excuse me but I think you dropped this" (ibid., p. 198). Concerning 'pick-ups' in mundane talk, Sidnell also claims that the way in which they can work is by using something in the local environment to co-categorise speakers and hearers or by displaying specific attention to the details of the hearer's situation so that they have something in common in order to invoke a conversation. For instance, a speaker could start a conversation with a stranger by asking, "Do you know when the bus is scheduled to arrive?" which, in effect, co-categorises the persons as passengers and warrants one of them initiating the conversation (ibid., p. 198; Sacks, 1995, pp. 50-51). Thus, it is necessary for interactants to have awareness of these devices for beginning, operating, and achieving the opening of not only mundane conversation but also of institutional encounters where intimate connection between participants is, more often, not relevant to begin an interaction. Apart from such 'pick-ups', Schegloff (1986) suggests a series of three tasks to which participants orient in telephone conversation openings. They are: 1) gate-keeping, a task to decide whether or not some

co-present persons are going to engage in a sustained episode of interaction; 2) (re-) constituting the relationship, a task to figure out who participants are for one another; and, 3) establishing what will be talked about and/or get done in the evolving interaction, a task regarded by Schegloff as an 'anchor position' (Robinson, 2014; Sidnell, 2010). Furthermore, Schlegoff also outlines a set of four sequences that participants employ to jointly form one of the possible ways to accomplish such openings (Liddicoat, 2011). The first sequence in the series is a summons-answer sequence, e.g. a telephone ringing and the reciprocal reply from the answerer, which is used to establish the availability of the participants and secure their attention in the interaction. Next, an identification-recognition sequence which serves to establish the participants' identity, (re-) figure out their roles (e.g. first speaker and answerer), and develop mutual recognition between them in the conversation. The third sequence involves a greeting such as "Good morning" and its reciprocal "Hi", which is used to ratify participation. The last one is "How are you?" sequences, which on some occasions are topicalised by participants to generate an initial matter for talk. These sequences may be progressed turn by turn or organised as interdigitated sequences in a single turn (ibid.; Sidnell, 2010). These core sequences can be seen as the normal way to launch telephone conversations; however, as Schegloff (1986) cautions, some openings are intentionally shortened for a specific reason, such as to report an urgent matter. The foreshortened form can be done by either party in the conversation jumping into generating the first topic. As a consequence, it is possible for some openings to not contain all of the components mentioned above in order to deal with certain interactional purposes.

Although the aforementioned outline of conversational openings emerges from the observation of telephone conversations and therefore lacks the visual aspects of communication (i.e. embodied actions) and usually involves only two participants, it can provide useful pointers for making discussion in relation to other conversational, or even institutional, openings (Liddicoat, 2011). However, the ordering of sequences constituting openings in the two contexts may be different. In face-to-face interaction, the job of recognizing co-present participants, which can be done through sighting, may precede other tasks, including securing participants' availability and attention. Consequently, an identification-recognition sequence can be regarded as a pre-beginning which is not contingent upon establishing interaction, i.e. an opening (Schegloff, 1979). The opening of face gatherings, therefore, usually begin by some types of a summons, e.g. addressing someone by name, waving a hand or sometimes the

movement of participants into closer proximity, and their reciprocal, verbal or non-verbal, answer (Goffman, 1963; Kendon and Ferber, 1973). The outcome of the summons-answer sequence is the establishment of not only mutual eye gaze, but also the mutual attention of the participants involved in the interaction (Goffman, 1963). This mutual attention, as Goffman (*ibid.* p.92) argues, establishes an “avowed openness to verbal statements and a rightfully heightened mutual relevance of acts”. The subsequent jobs necessary for opening, i.e. greeting and establishing what will be talked about, are then undertaken as a result of the established mutual attention. Based upon the findings of earlier works studying openings in ordinary conversation, it can be concluded that the most concerned issues in opening encounters involve recognition and securing the availability of participants. Hence, the aforementioned works suggest to us that, to a great extent, an opening practice owes its accomplishment to whether or not the availability to get engaged and the attention of the targeted participants are mutually established between interlocutors.

Shifting focus to review empirical studies exploring opening practice of teacher-led activities in language classrooms, it is noticeable that the overall structural organisation and participation structure of opening practices in teacher-led activities has scarcely been fully investigated in micro-detail. Except for Rine’s (2009) study reporting the whole structural organization of dialogic lecture and examining social actions constituting openings and closings of such activities, most CA studies in this line of research tend to direct their analytic attention to the organization of a specific social action, e.g. raising a hand (Sahlström, 2002), establishing reciprocity (Mortensen, 2009), and engaging participants in classroom talk (Reddington, 2018). Albeit providing important insights in classroom participation, these social actions are viewed as the components of an opening practice. Studies that examine the opening practice as a whole enterprise and provide knowledge of participation organisation in openings, such as this PhD research project, are absent from the literature. Additionally, when considering that the opening of each encounter varies according to the nature and institutional goals at the current moment of the interaction (Robinson, 2014; Liddicoat, 2011; Schegloff, 1986), studies that report opening practices of various teacher-led activities, such as CT, are even crucial to understand ELT classroom participation.

ii. Closing practice

Previous CA studies have documented a variety ways to conduct a closing. However, most seminal micro-analytic works approach closings through mundane conversation (e.g. Button, 1991; Button, 1987; Goodwin, 1981; Schegloff and Sacks, 1973; Jefferson, 1973), yet few studies examine this practice through classroom context (see e.g. Reddington (2018), Rine (2009) and Szymanski (1999)).

Existing knowledge concerning conversational closing acknowledges that the action of abruptly disengaging, either verbally or physically, from current interaction, without giving account, is viewed as offensive (Dersley and Wootton, 2000; Schegloff and Sacks, 1973). Only implementing a “terminal exchange” (ibid., p. 295), such as “*Bye* → *Bye*” or a similar expression, is not adequately understood as a proper ending. The adjacency pair, which is recognised as properly expressing termination, must be placed at the possible end of a closing section—a section that contains particular components devoted to closing the conversation, or the so-called closing-relevant environment (Sidnell, 2010; Schegloff, 2007; ibid.). This means it is necessary that participants collaboratively perform other sequences prior to a terminal exchange in order to make it appropriate next and relevant last in such order. Furthermore, Schegloff and Sacks (1973) propose that the closing section is a two-part action: 1) pre-closing sequences, for instance the sequence-initial tokens “*Alright*” and its reciprocal “*Okay*” (Beach, 1993), and 2) terminal sequences. The two actions perform different duties. That is, the pre-closing sequences provide an opportunity for all parties involved in the conversation to check if there is any participant wishing to continue the talk in the current conversation before closing it. If so, instead of producing a reciprocal response, as aforementioned, to display that they are likewise passing up the opportunity to raise further talk on the current topic and instead accept the closing proposal, the recipients can cancel the prior closing proposal by inserting additional topics and, subsequently, continue the conversation. In this sense, the pre-closing sequences are considered necessary for closing as they help to determine whether the terminal sequences can appropriately be occasioned as a subsequent action. Once aware that all parties are aligned with the closure, terminal sequences are then initiated to close the section and complete the process. In addition to the aforementioned components of the ‘closing section’, previous CA studies have informed us of the placement of the closing section. That is, as summarised in Liddicoat (2011), it is evident that participants make use of certain actions to indicate the possible ending of the on-going conversation, for example

announcing closure, making future arrangements, formulating summaries or back references, or displaying appreciation (Schegloff, 2007). Having said that, it is not necessary for closure to always follow such actions since they do not cause closure. Nevertheless, the actions can be considered as “closing implicative environments” where the closing section may be oriented to in the subsequent orders (Liddicoat, 2011; Schegloff, 2007). Once initiating such action(s) and getting no resistance from recipient(s), a participant can subsequently proceed the conversation to its closure by implementing pre-closing and terminal sequences.

In a classroom context, hitherto we have acknowledged that, unlike conversational closure, closings in this context are commonly initiated and managed by teachers (Liddicoat, 2011). Moreover, to accomplish the closing practice, teachers require the participation of not only individual students but the whole class (Reddington, 2018; Waring, 2016; Fagan, 2015; Seedhouse, 2004). Hence, closing practices in language classrooms (hereafter ‘pedagogical closings’) are, to a certain extent, divergent from the conversational closure documented in the aforementioned studies. For example, Reddington’s (2018) study shows that disengaging, which is comparable to terminal sequences in conversational closure, is, in fact, part of the complex closing practice in an EFL classroom. The closing section of a dyadic exchange between a teacher and individual student is composed of multiple steps. Each step is combined to make the appropriate closing, in which disengaging can be launched as the last relevant action. Based upon her observation of micro-moments, the closing of such dyadic exchanges can also involve validating a student’s contribution, subtly preempting participation, and binding contributions. Thus, it can be concluded that, unlike the closure of mundane conversation which can be accomplished within a two-part action, when applied to a language classroom this practice encompasses multiple steps or, more specifically, multi-actions. The reason for the divergence could be that, as with other classroom practices, the process of closing incorporates pedagogical goals. Consequently, it must proceed with attentiveness to certain specific concerns, for instance facilitating students’ comprehension and/or completing the task.

iii. The opening and closing of Circle Time

Following Schegloff’s (1986) three fundamental tasks constituting conversational openings and Robinson’s (2014, p. 261) suggestion, I mark the periods “prior to the initiation of the ‘first topic’” as ‘CT openings’. That means, for the analysis in this study,

CT openings will include sequences occurring during the time that topic establishment runs its course and the preamble procedure proceeds to its end. The boundary between a CT opening and development moves is made by referring to the structures of participation and turn-taking organisation (see Section 2.4.1 and Chapter 3 for a detailed explanation of these two terms). That is, when a turn is allocated by the teacher to an individual student instead of the whole class and, thus, the participation structure is shifted from teacher-cohort to teacher-individual student, the teacher displays her orientation to move from opening to other practices constituting CT development, e.g. eliciting responses. By this notion, I restrict the scope of my analysis to the moment that teachers orient to establish reciprocity with whole class to the point at which the matter for the talk is established as I consider such periods as 'openings of CT'.

Similar to opening, a definition of closing is required prior to the analysis. In this study, I use the phrase 'closing of CT' to refer to the process of closing, incorporating: 1) closing implicative environments, and 2) closing section. Furthermore, for the purpose of this study's systematic analysis, the closing section is suggested to begin when the transition relevant place (TRP) at the end of the teachers' third turn is not followed by another turn allocation or by any kind of turn transfer. This is because at such point in interaction, teachers and students display their mutual agreement to stop the turn-taking mechanism, which oils the wheel of the on-going CT development. Consequently, closing can be brought into interaction as the next relevant action. Moreover, at that TRP, the participation structure is also shifted back from teacher-individual student to teacher-cohort. The shift of participation structure affects the framework of participation, participants' roles and the organization of participation as a whole. These referent points are different from those used in previous CA studies which approach closing through everyday conversation. To be precise, in the existing literature closings are usually organised by reference to the organisation of topics (Robinson, 2014). However, in CT, the interaction is mostly developed based upon one main topic, which is either provided by a textbook or initiated by teachers. Thus, the final discussed topic before a CT closure is usually the same as the topic initiated at the beginning of a CT. Based upon this justification, I have therefore decided to mark the outset of a CT closing by making reference to turn allocation and participation structure.

2.3.3 *Multiparty interaction*

Since the focus of this study is on the organisation of participation in the teacher-led activities, namely CT opening and closing, the interactions occurring in such activities always include more than two participants—a teacher and students. As noted by Schwab (2011), Appel (2010) and Seedhouse (2007), such gatherings, encompassing a number of participants, often generate multiparty interaction. In this section, I will selectively review CA studies that portray multiparty interaction with a special emphasis on classroom settings. Following this review, I will suggest a contribution that this study can make to the existing body of knowledge on multiparty interaction.

Based upon the analysis of turn-taking systems, scholars have become aware that in a conversation that involves more than two participants a variety of formulaic patterns of turn allocation can be applied. Unlike the pattern of 'ABABAB' in dyadic conversation, for three or more people the current speaker cannot refer the next turn only to the prior-to-current speaker and the turn is not equally allocated to all current non-speakers, like 'ABCABC' (Schegloff, 1995). Based upon the findings, multiparty-gathering events, including teacher-cohort interaction, are considered sites where the motivation to start first and compete for speakership is displayed by the participants (Ford, 2013; Sacks *et al.*, 1974). The aforementioned findings of turn-taking practices in mundane interactions lead social interactionists, whose interest lies in exploring L2 classroom interaction, to extend their investigation beyond such assumptions. In so doing, their focal concern revolves around how students compete for or ensure their speakership in teacher-cohort interaction. For example, Sahlström (2002) examines the organisation of hand-raising and points out that to accomplish the practice, students are required to perform several actions, including gaze direction and body orientation. Empirically, such actions are initiated at or in the projection of TRP in the teacher's turn, meaning that students who compete for speakership are required to monitor the talk and physical movements of their teacher closely as well as attend to the concurrent engagement of other students in order to raise their hand at the right time and perhaps before others. Another CA work that provides insight into gaining speakership by students in multiparty interaction is Mortensen (2009). In this work, Mortensen demonstrates that when the teacher's turn is not designed to specify participation roles to the recipients, students utilise different verbal and visual resources to help get attention and establish reciprocity with the teacher and co-present others at the pre-beginning position of their self-selecting turn. Additionally, it is documented in Schwab's

(2011) work that students who initiate a desk talk gain more opportunity to speak in a teacher-led classroom activity. Hence, the evidence demonstrates the participatory benefit of organising multilogue in multiparty interaction.

It can be seen that studies in this line of research depict a picture of multiparty interaction whereby participants actively orient to gain speakership by addressing classroom practices that they use to manage such high demands. However, in my teaching experience, not all classroom interaction unfolds in a similar vein as that depicted in these studies. There is also a teacher-led classroom interaction in which no student claims speakership in the next available turn, e.g. Thai EFL classrooms. However, my review of the literature has not revealed any studies that investigate this aspect of multiparty interaction, i.e. classroom management practices whereby teachers and students socially perform to overcome such a vacuum state in multiparty interaction. Although Lerner's (1993) study addresses the practices for talking to an association of participants, namely students as a whole, and for initiating students' conjoined participation, i.e. choral response, the work considers such practices as alternative solutions to, again, manage overwhelming demands by students to participate in an on-going interaction. Having identified this gap in the literature, the findings of this study will therefore expand our knowledge of multiparty interaction and demonstrate the actions which participants perform to manage the occurrence of a lack of such demands by students to participate in classroom interaction.

2.4 ELT Classroom Interaction

For more than four decades in which naturally-occurring classroom interaction has been studied, it has become widely acknowledged that the macro-structure and micro-elements constituting ELT classroom interaction are distinct from those of mundane interaction. This is because its interactional organisation is contingent on institutional goal(s) and subjected to certain moral constraints specific to particular classroom contexts. In this regard, I agree with Seedhouse's (1996a) claim that we should view ELT classroom interaction as one variety of institutional discourses. In order to characterise its uniqueness, this study will firstly consider the interactional mechanisms that typically underlie ELT classroom interaction (Section 2.4.1). Then, I will discuss the normality of ELT classroom interaction (Section 2.4.2). Lastly, the discussion will lead to a social and interpersonal dimension of classroom talk, an aspect of ELT classroom

interaction which, following my review of the relevant literature, is under-explored and is in some need of further investigation.

2.4.1 Mechanisms in ELT classroom interaction

Since the mechanisms constituting the interactional organisation of social events, in general, will be discussed in great detail when CA methodology is discussed (Chapter 3), this section will focus specifically on the use of such mechanisms to organise participation in ELT classroom interaction.

i. Generic structures

One of the most prominent findings widely confirmed by classroom interaction studies is teachers' use of the Initiate-Response-Feedback (IRF) cycle as the basic sequential structure constituting their classroom interaction (Sinclair and Coulthard, 1975). Researchers started to document this format in the 1960s. However, albeit referring to the same thing, they initially termed it differently, e.g. soliciting, responding and reacting moves (Bellack *et al.*, 1966), initiation-response-evaluation (Mehan, 1979) and question-answer-comment sequences (Markee, 2000; McHoul, 1978). Moreover, this IRF pattern was usually discussed in relation to display questions, i.e. questions whose answer is already known by the teacher (Macbeth, 2003). Because of these features, students who take part in such formats are assumed to merely provide restricted contributions in a confined space allotted by the teacher. Considering IRF from this pedagogical perspective, a number of scholars who favour the communicative language teaching approach such as van Lier (2001) argue against applying it in language classrooms as the pattern may constrain opportunities for student participation. However, when approaching IRF from a communicative perspective, researchers such as Arminen (2005, p. 124) have proposed that the value of the IRF format can lie in forming "the basic module for the maintenance of intersubjective understanding". Thus, as Candlin and Mercer (2001), Hall (1997) and Wells (1993) have noted, by performing in an IRF cycle, the teacher can check students' comprehension and students can obtain immediate feedback, which can eventually benefit the learning process. Considering it from this aspect, IRF is an appropriate sequential structure enhancing the process of learning in a language classroom (Seedhouse, 1996a).

However, despite the fact that IRF contributes to L2 learning processes, and perhaps also to the line of research studying socially-distributed cognition, it cannot illuminate our understanding of classroom participation because, as Seedhouse (*ibid.*, p.

57) explains, the description of IRF is generated from the analytic assumption that “participants make one move at a time” and, consequently, one sequence performs only one action. In this regard, we can only analyse classroom participation based upon strips of talk that the teacher and individual students produce, and thus consider the participation role of only the two interactants whom we include in the framework of participation. Moreover, from this view, we can only see that the teacher’s initiating move engenders a response by student(s). The ways in which the participants organise participation on a moment-by-moment basis and the action participants attempt to achieve through such moves cannot be foregrounded and analysed through IRF sequences (Bloome *et al.*, 2005; Mortensen, 2008). As Seedhouse (1996a) suggests, we need to look at the social actions that the IRF cycle accomplishes in micro-detail in order to determine more fully the organisation of participation. Therefore, this study explores classroom participation by analysing moment-to-moment actions that participants performs. Following this suggestion, instead of approaching classroom participation through the sequential structure, I employ the CA lens to explore sequences of actions, or sequence organisation (see further detail in Chapter 3), constituting CT opening and closing practices. This will enable me to observe and describe the dynamic nature of classroom participation that participants initiate and manage locally on a turn-by-turn basis.

ii. The systematics of turns

Our insights into classroom participation, to a great extent, come from studies which examine turn-taking organisation, for example those that study the projectability of ‘turn-constructive units’ (TCU) from syntax (Schegloff, 1996c), action (Ford and Thompson, 1996), and gaze (Hayashi, 2005), as well as those that research resources used for allocating turns (Lerner, 2003) and gaining speakership (Mortensen, 2008; Mondada, 2007). The groundbreaking works of Schegloff and Sacks’ (1973) and Sacks *et al.* (1974), acknowledged the social norms underlying the turn-taking system in mundane conversation (for more detail on this see Chapter 3). Fundamental understandings of turn-taking organisation are taken up by applied linguists to investigate how such system operate in classroom interaction.

The body of research investigating turn-taking systems in classroom interaction has revealed quite different sets of social norms. Despite drawing his analysis from recordings made at an English comprehensive school and not an EFL classroom,

McHoul's (1978) work demonstrates a turn-taking system that is strictly controlled by teachers. Consequently, if they wish to, students cannot gain access to the entire interaction at will. The findings portray asymmetrical rights of participation between teacher and students in teacher-fronted plenary interaction. This contrasts with the idea of equal participation rights in everyday interaction, as proposed by Sacks *et al.* (ibid.). Later on, researchers such as Markee (2000) and Seedhouse (2004), have applied the CA lens to explicate turn-taking in second/foreign language classrooms. Their findings also confirm a departure from the rules operating turn-taking in classroom interaction from conversation. Markee (2000) notes that turns in traditional classrooms are mostly managed in such ways that: 1) allow for multi-unit turns by teachers; and, 2) offer students opportunities to produce elaborated, sentence-length turns. Furthermore, approaching turn-taking from different micro-contexts, i.e. meaning-and-fluency and form-and-accuracy, Seedhouse (2004) shows that organisation of turns can be altered when the pedagogical aims change. This notion is also echoed in Lerner's (1995) and Koshik's (2002) works, which report teacher's use of different turn designs (e.g. designed incomplete utterances) to generate a certain kind of participation, i.e. choral response and self-repair, relevant next. Furthermore, findings from CA studies compel us to (re)consider the value of some turn-allocation techniques for student participation. For instance, Lerner's (2003) and Drew's (1997) studies show that explicit addressing (e.g. by name) and tacit addressing (e.g. turn-construction and repeating part of the prior turn) can be used as resources to distribute next turn-at-talk to individual participants or a particular group. However, as Mortensen (2008) cautions, by using the select-next-speaker technique, teachers set up a participation framework that may, on the one hand, engender more active participation of the selected student but limit that of other co-present students on the other hand. Additionally, Sahlström's (1999) study of the organisation of hand-raising used by students as a device to perform self-selection concludes that, in terms of organising participation, this practice provides enhanced opportunities for participation to only some students. This is because few take such an opportunity to participate in plenary interaction in the way that the teacher is endeavouring to facilitate. Therefore, when teachers use this turn-allocation technique in classroom interaction, to a certain extent, it also constrains students' participation.

So far, we have no solution as for the best turn-allocation techniques to promote classroom participation. This study suggests that there could be other practices that teachers use to compensate for the price they have paid for selecting next speaker(s) in

their ensuing action sequences. It is contended that such practices will be uncovered in this PhD research project.

iii. Topic development

Hitherto our understanding of topic organisation and its role in ELT classroom interaction, especially in classroom participation, lags behind that of other mechanisms such as, e.g. turn-taking organisation. Although we have acknowledged its great practical importance to conversation and ELT (Seedhouse and Supakorn, 2015; Sacks, 1992), for some reason numerous CA studies have neglected it in their analysis of social actions. One exception is Yazigi and Seedhouse (2005), whose work examines the organisation of topic in ST activity and firmly proposes that it is possible to identify topics that participants carry on in the meaning-and-fluency context, just as with ST interaction. By contrast, topic is not developed in a similar way during the form-and-accuracy-focused interaction (Seedhouse, 1996b). Supakorn's (2016) thesis, focusing on the organisation of topic in EFL classrooms, provides further insights into this issue. She reports that the sequences of topic in the meaning-and-fluency context is developed in the normative epistemic sense since the topic is both a focus of and the vehicle for the interaction. Dissimilar to those in the aforementioned context, the sequences of topic in the form-and-accuracy context is driven by the epistemic imbalance between the teacher and students (see Heritage (2012) for further details). Furthermore, Seedhouse and Supakorn's (2015) paper shows that topic is developed in 'dual personality' in EFL classrooms: 1) 'topic-as-script', the statement of topic given, e.g. in a textbook; and, 2) 'topic-as-action', the topic talking into being during the course of action. Topic-as-action can be enacted through the participants' verbal and non-verbal conduct in a variety of ways during the course of actions. Owing to its fluid and dynamic characteristics, topic-as-action enables participants to achieve their pedagogical goal. However, as Seedhouse and Supakorn (ibid.) emphasise, the issue concerning how topic-as-action becomes adapted to pedagogical goals is yet to be explored. Taking this gap in the literature into consideration, this study will attempt to demonstrate the role that topic-as-action possibly has in organising participation in ELT classroom interaction, CT interaction in particular.

This review of the literature has considered the fundamental elements of ELT classroom interaction. The next section will discuss the typical characteristics of this interaction.

2.4.2 The normality of ELT classroom interaction

Before examining the organisation of participation in ELT classroom interaction, it is essential that we acknowledge the institutional goal that constantly shapes this type of interaction—the teacher’s teaching English to learners (Seedhouse, 2004). Derived from this core goal, Seedhouse identifies three properties that differentiate ELT classroom interaction from conversation and other institutional forms. They are:

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 (ibid., pp. 183-184).

These three attributes, together with the aforementioned interactional mechanisms, form part of the context-free machinery (ibid.) that makes ELT classroom interaction indeed uniquely complex and dynamic.

Considering the complexity of ELT classroom interaction, CA studies such as those by Sahlström (2002) and Mortensen (2009) have reported that participants combine multimodalities in their turn and use them as resources to accomplish social actions such as establishing speakership and recipiency in L2 classrooms (for more on this see Section 2.5.3). Moreover, the sophistication of ELT classroom interaction is also discussed in terms of the teacher’s use of multi-voices in one TCU, namely that, “a particular utterance or practice can be saturated with more than one voice or can do more than one thing” (Waring, 2016, p. 95). By deploying multivocality, the teacher displays her orientation to balance the competing agendas intrinsic to pedagogical interaction (ibid.).

Extract 1

- 1 T: Vin, have you ever been to the movies? What’s your favourite movie?
- 2 L: Big.
- 3 T: Big, OK, that’s a good movie, that was about a little boy inside a big man, wasn’t it?
- 4 L: Yeah, boy get surprise all the time.
- 5 T: Yes, he was surprised, wasn’t he? Usually little boys don’t do the things that men do, do they?
- 6 L: No, little boy no drink.
- 7 T: That’s right, little boys don’t drink.

(Johnson, 1995: 23)

For instance, Seedhouse (1998, pp. 111-113) demonstrates that in lines 5 and 7 of the extract above the teacher was not only being responsive to the ideas or the

propositional content of the utterance that the selected-to-speak student shared, but had also made the conversational move and provided more interactional space to the student by introducing the sub-topic. Simultaneously, in the same utterances, while validating the student's response, the teacher displays to other co-present students the approved versions of the student's utterance in order to help them follow the content of the interaction and also provide them with the correctly formed linguistic input. Based upon this survey of the literature, the findings of recent CA works have also confirmed this complex characteristic of ELT classroom interaction.

Additionally, since participants commit to transforming pedagogical goal(s) into interaction, one of the major concerns of participants, particularly teachers, lies in not only deploying multimodal resources to accomplish multiple pedagogical demands, but also maintaining co-participants' intersubjectivity. From the social-interactional perspective, intersubjectivity (so-called mutual understanding or socially-distributed cognition in the literature) is viewed as a social phenomenon that participants publicly display through their verbal and embodied conducts (Kasper, 2009b; Schegloff, 1991). Earlier CA works (e.g. Heritage, 1984a) exemplify that the building block of intersubjectivity is comprised of linked actions. That is, participants interpret and analyse prior turn(s) produced by co-participant(s). Then, they publicly display their understanding of the local context, including their participation role, in which they are engaged as part of their performing action(s). In this sense, the on-going action(s) is/are rationally connected to the preceding action(s) and mutual understanding is, therefore, jointly accomplished by participants in the dynamic processes. This does not mean that the understanding currently displayed is always the intended understanding. Participants seem to be fully aware of this issue, particularly in classroom contexts. Teachers, therefore, utilise various classroom management practices such as, e.g. eliciting and giving positive assessments (Waring, 2016), to ensure and confirm the mutual understanding that their students publicly display. Furthermore, by surveying the CA literature, it can also be noticed that CA researchers exploring classroom interaction have recently become more interested in explicating the organisation of mutual understanding or socially-distributed cognition by analysing social practices in classrooms. This is because it provides them with deeper insights in situated language learning, which can eventually contribute to Second Language Acquisition (SLA). In sum, it can be seen that intersubjectivity accomplished *in situ* is a matter of prime concern for

teaching practitioners and, therefore, it has recently warranted a significant amount of attention from Conversation Analysts studying classroom interaction.

Apart from the aforementioned sophistication that participants are required to deal with in ELT classroom interaction, the literature has also documented the tensions between controlling order and facilitating participation, which participants of this multiparty gathering need to manage. A variety of terms has been adopted to frame these tensions, e.g. 'instruction vs. conversation' (Tharp and Gallimore, 1988), 'pedagogical authenticity vs. interactional authenticity' (van Lier, 1996), 'authority vs. solidarity' (Johnston, 2003) and 'controlling order vs. managing connection' (Waring, 2014). It can be seen that this complex aspect of ELT classroom interaction has also been attended to by scholars in applied linguistics field. This can be explained by the sociocultural view of language learning they embrace. Because L2 learning takes place in the continuing expansion of language use (Hellerman, 2011; Waring 2011; Young and Miller, 2004), providing students with more opportunities to participate in the target language is of the utmost importance to participants and is also thought-provoking for analysts. In response to this concern on classroom participation, scholars in educational and applied linguistic fields have proposed two solutions which, to me, are quite analogous to each other. From educational perspective, the current guidelines on concerns and practices in classroom management have pointed out the value of drawing on "care", or the social and interpersonal aspects of interaction, to navigate the aforementioned tensions (Wright, 2005, p. 116). According to Brown (1994), teacher training textbooks also mention developing a positive teacher-student relationship in their guidelines. It is advised that novices should, for example, invite students to express their thoughts and feelings, work with students as a team, and value and respect their ideas (ibid.; Gil, 2002; Luk, 2004). From applied linguists' viewpoint, scholars, noted at the beginning of this paragraph, focus mainly on facilitating student participation by assimilating conversational elements such as asking personal-inquiry questions, self-disclosing to claim for co-membership, and incorporating humour (among others) into the traditional classroom infrastructure—IRF (Waring, 2014). This, in turn, emphasises the underlying assumption that classroom interaction should rather be reconciled with mundane interaction and, thus, should progress through a dynamic interplay between interactional features tied to both practices of institutional talk and ordinary conversations.

Recently, a small body of CA research has started to document such hybridity in instructional talk and reported teachers' use of practices e.g. soften corrections with compliments, incorporating humour into classroom interaction and engaging students in informal conversations (Nguyen (2007); Dippold (2014); Park (2016)). However, most of the studies explored this social and interpersonal dimension, namely rapport-building, in its own right. Meaning, they illuminated how rapport-building is integrated into instruction but did not indicate the contributions that the context of care forming in rapport-building practice can provide to organising classroom participation. Thus, we have not yet gained a robust understanding in this less explored aspect of classroom interaction. It is hoped that the present study which investigates the organisation of participation in particular kinds of teacher-led activities—CT opening and closing—will provide an enhanced understanding of how participants in Thai EFL classroom manage this tension and reveal whether these conversational elements are integrated into the investigated ELT classroom interaction to encourage participation as what reported in earlier CA studies investigating EFL classrooms elsewhere.

2.5 Classroom Participation

Participation has been studied in various fields of research (Appel, 2010). These studies similarly seek an answer to enquiries such as whether someone has access to interaction and, if so, in what capacity and in what roles (ibid.). To deal with these questions, most researchers conduct their investigation into verbal interaction. However, they consider participation that operates on different levels of interaction, namely the macro- and micro-levels. Based upon this study's survey of such literature, particularly studies examining participation in classroom interaction, it was noticed that participation has been approached from three main angles. First, it is seen as macro-structures of interaction (see Section 2.5.1 for detail). Second, it is considered in terms of the roles of participants in the interaction (see Section 2.5.2). Lastly, participation is viewed as embedded in the embodied conduct of participants during interaction (see Section 2.5.3). Drawing upon the knowledge and understandings obtained from this body of research literature, I will conclude this section with the notion and vision of participation this study adopts (Section 2.5.4).

2.5.1 *Participation as structures*

The research that approaches participation at the macro-level bases the analysis on long stretches of classroom interaction, i.e. lessons (Appel, 2010). The purpose of these studies (e.g. Au's (1980) and Philips' (1983; 1972)), is mainly to gain a better understanding of language learning by considering it in relation to participation. The empirical studies report a range of forms of 'participant structure' that emerge within a lesson. Moreover, they find that these structures, usually led by the teacher, exert an influence on student language learning in different ways.

Seminal works in this line of research are Philips' (1972) and Erickson's (1982) studies. Philips explores structures of participation that American Indian children experience in classrooms and in their own Indian communities. She then evaluates and compares the performances children perform in each participation structure. Her study identifies four types of 'participant structures' within teacher-controlled classroom interaction. The typology she proposes are: 1) the teacher and the entire class, 2) the teacher and a small group of students in the class, 3) the teacher and individual students, and 4) students working in a small group. Furthermore, her findings point out that Indian children are used to participating in the latter two structures at home and, as a result, they have a poor performance in classrooms when participating in the former two structures because they are unfamiliar structures of participation to them. Philips, therefore, concludes that the failure to participate in lessons organised in such participation structures of Indian children can, partly, be explained by the social norms for participation that these children usually engage in. Erickson (1982, p. 154), for his part, introduces two concepts which can account for the divergence of participation structures: 1) "social participation structure", or "a patterned set of constraints on the allocation of interactional rights and obligations of various members of the interactional group", and, 2) "academic task structure", more recently known as the pedagogical focus of interaction (Seedhouse, 2004). Erickson's study emphasises that these two aspects are crucial components of classroom discourse. Subsequent studies have identified that structures of participation revolved around the pedagogical goal(s) of that moment (ibid.).

Following Philips' typology, applied linguists have responded by starting to research the significance of each participation structure for language learning. For example, it is reported that working in small groups gives students more opportunities

to participate in oral discussion and that more reticent students may be encouraged to participate more easily (see, for example, Foster (1998) and Pica and Doughty (1985)). This is because there is evidence that, in group and pair work, students support and assist one another by providing the necessary linguistic and non-linguistic knowledge which helps them to engage more actively (Watanabe and Swain, 2007; Walsh, 2006). Unlike working in a group that creates a positive environment for learning, as stated above, participation that is organised in teacher-whole class structures or teacher-fronted organisation constructs an environment in which the teacher strictly controls the lesson agenda and, consequently, students have few opportunities to participate verbally and use language in interaction (Bannick, 2002). From this perspective, although teacher-entire class participation structure is the most familiar form of classroom talk, it is usually regarded as a setting less conducive to promoting active participation.

However, recent research applying CA methods to investigate teacher-cohort interaction has provided a better understanding of the nature of interaction constituting teacher-whole class. That is, from the CA perspective, we acknowledge that in this participation structure: 1) “teacher-led interactions are determined by the assumption of an ‘intrinsic motivation for listening to all utterances in conversation, independent of other possible motivations, such as interest and politeness” (Sacks *et al.*, 1974, p. 724 cited in Schwab, 2011, p. 6); and, 2) there is a requirement for students to remain part of the on-going interaction (*ibid.*). Moreover, although the prior studies examining interaction in teacher-cohort based on turn-taking mechanism and the IRF pattern have reinforced the notion of teacher-fronted activity as teacher-controlled and restricted student participation (see e.g. Sinclair and Coulthard, 1975, McHoul, 1978 and Mehan, 1979), recent CA works exploring teacher-led activities have suggested that this participation structure comprises more complex sequences of actions (e.g. Schwab, 2011; Appel, 2010). Since CT opening and closing, the focused phenomena in this study, are also teacher-led activities occurring in whole-class settings, this research builds on the existing knowledge of this teacher-cohort participation structure and its findings will contribute more to this discussion.

2.5.2 Participation as typology

One influential figure who introduced this concept of participation is the sociologist Erving Goffman. Goffman explores verbal interaction and questions the traditional

analysis of saying which is pro a model of dyadic exchange between speaker and hearer (Goffman, 1981). Criticising such models that take account of only two individuals as “being too simplistic” (ibid., p. 11), he calls for an analytic framework that also includes “social situation”, or “an environment of mutual monitoring possibilities” (Goffman, 1964, p. 134). By that, he means, instead of using isolated utterances, scholars should be encouraged to take all forms of talk situated in a wider context, namely encounters, as the point of departure for analysis (Goodwin and Goodwin, 2004). Based on these ideas, the notion of ‘mutual monitoring possibilities’ becomes of interest to the study of participation.

The concept of ‘mutual monitoring possibilities’ is, in fact, extensively investigated in the earlier works of Goffman (see e.g. Goffman, 1961 and 1963). Since this analytic concept is particularly useful when researching multiparty gatherings such as in an L2/EFL classroom, which is the case for the current study, this section will briefly review the concept and discuss the influential model of participation that Goffman proposes.

‘Mutual monitoring possibilities’ are discussed in terms of 1) involvement and 2) gathering. Involvement refers to “the capacity of an individual to give, or withhold from giving, his concerted attention to some activity at hand” (Goffman, 1963, p. 18). In other words, it means the ability to engage in or disengage from the encounter of individuals who are present. Albeit clearly defining involvement, Goffman does not explicitly explain how to study such abilities. Instead, his work shows that human beings’ attention can be separated into multiple involvements. He then classifies involvements into a main and a side involvement and a dominant and a subordinate involvement. He gives the examples of ‘knitting while listening’ to explain a side and a main involvement respectively and of ‘reading a magazine while waiting to see an official’ for a subordinate and a dominant involvements (for more detail, see Goffman, 1963). Regarding gatherings, Goffman differentiates unfocused from focused gatherings. Unlike the former group, focused gatherings are “ventures in joint orientation” (Goffman, 1964, p.135), meaning that they are formed by two or more participants who have a mutual visual and/or cognitive attention. Such focused gatherings are also termed ‘encounters’ or ‘face engagements’.

Putting forward the aforementioned notion of multiparty gatherings, Goffman proposes two models for studying participation in what he calls ‘footing’ (Goffman, 1981). In ‘footing’, Goffman demonstrates the complexity of a social encounter by

portraying the position of participants in relation to their utterances and providing a typology of interlocutors accordingly. Firstly, he deconstructs 'hearers' into different types, ranging from a ratified hearer, who can be addressed or unaddressed, to an unrated participant who listens to the interaction intentionally as an eavesdropper or unintentionally as an overhearer. The relation between an individual participant and her utterance is viewed as 'participation status'. Further, when combining the participation statuses of all participants at a particular moment in an encounter, a 'participation framework' becomes visible, and therefore viable for analysis (Goffman, 1981). Secondly, he decomposes 'speaker' and introduces the 'production format' to explicate a variety of roles speakers can play in coordinated actions within the unit of the analysis. Precisely, these roles are: animator, author, principal and figure. Although this production format seems more relevant to reported speech (Goodwin, 2006), the entire scene which includes the participation framework and the production formats, as Sidnell (2009) and Goodwin and Goodwin (2004) note, constitutes a powerful analytic framework that offers analysts from various fields, including conversation analysts, enormous possibilities to study participation. For example, albeit depicting as static, it allows us to observe the roles participants continuously negotiate in a multiparty encounter. Despite being the influential claim, Goffman's model of participation in 'footing' has been challenged, largely because hearers and speakers are analysed separately with quite different models—'participation status and framework' and 'production format', respectively. Owing to this limitation, Goffman's concept of 'footing' cannot account for all manner of communication occurring in social situations.

2.5.3 Participation as embodied actions

Regarding studying participation in the language classroom, the insights into participants' social roles provided by the typological framework seem inadequate for explaining learning processes occurring in such encounters. The semiotic resources, including verbal and non-verbal acts, that each participant publicly performs while playing such a role at that moment in the participation structure are also necessary for understanding participation. In this section, then, I will review works that approach participation from the micro-level of interaction, which can complete the aspects missing from the aforementioned approaches, namely mutual reflexivity and all forms of communication. From the social perspective, these can supplement our understanding of participation in classroom interaction.

The body of research investigating the organisation of participation integrated in the course of actions was largely pioneered by the Goodwins (Chen, 2017). Following Goffman's idea of 'mutual monitoring possibilities', they propose 'interactive footing' (Goodwin, 2006) and suggest that participants' mutual monitoring can be observed through, for example, their organisation of gaze and structure of speech (C. Goodwin, 1980; M.H. Goodwin, 1980). The analyses of participation that they propose includes both speakers and hearers into the same analytical frame—a certain participation framework—(see e.g. Goodwin, 1981, Goodwin, 1999 and Goodwin and Goodwin, 2004). Furthermore, since such analyses do not focus exclusively on a strip of talk but rather consider fully sequential and embodied actions demonstrating the engagement and/or disengagement of the interlocutors, they shed light on the sustained organisation of participation that progresses alongside the collaborative course of action (Mortensen, 2008). Apart from this idea, another notion pivotal to the analysis of this study concerns the dynamic participation status of the interlocutors. Fundamental to such a notion is that: 1) within a certain participation framework, interlocutors orient their actions to accomplish a specific participation status, which can be a speaker, a present participant or addressed recipient, and a co-present participant or unaddressed recipient, a so-called bystander; and, 2) these roles can be changed on a turn-by-turn basis, for instance from bystander to addressed recipient and on to unratified participant again (Goodwin, 1984). The dynamic framework and the participants' roles depicted in their works afford a more comprehensive understanding of the complexity of multiparty interaction.

Another scholar whose studies greatly contribute to our understanding of participation as embodied actions is Kendon. Although he does not analyse face-to-face interaction from the emic perspective, the idea of embodied engagement that Kendon proposes—transactional segment—has been adopted by Schegloff (1998) to explicate how participants use the bodily orientation of others to project the completion of their turn. The central idea of the transactional segment is that we can observe the degrees of participation each participant contributes through different parts of her body. Precisely, the lower part of the body displays the most permanent orientation of the participant compared to the upper part. Eyes, torso and head are, thus, seen as more flexible and likely to adjust according to the immediate focus of attention (see further detail in Kendon 1990).

Adopting these notions, many social interactionists apply this approach to examine participation in different social-gathering settings, including language

classroom. Surveying studies in this line of research, I found that they address a similar question, namely how specific embodied actions are employed by participants as interactional resources to entitle them or the targeted recipients to engage in the ongoing activities. For example, in teacher-cohort interaction, students utilise the gaze direction and body orientation of the current speaker and co-present participants to enable them to initiate hand-raising at the proper sequence in interaction (Sahlström, 2002). Lerner (2003) also reports the utility of gaze direction to explicitly select a next speaker in multiparty interaction over the dining table. In a political meeting, a chairman uses spatial movement to control the discussion (Mondada, 2013). Szymanski's (1999) study reveals that, in small group interaction, body posture, such as leaning away from the other participants and tapping a pencil on the desk, can show one's availability and alert others to a possible place to (re-) engage talk. Kidwell and Zimmerman's (2007) study examines multiparty interaction at a nursery and demonstrates that children use objects in their surroundings to draw and sustain mutual attention and, therefore, achieve the engagement of caretakers. A study by Heath and Luff (2013) shows that the interplay of verbal, visual and bodily orientations, as well as the regular re-alignment of these orientations, are implemented as resources for an auctioneer to encourage more bids from present participants in a multiparty gathering at an auction. Based on these studies, it can be noticed that researchers usually associate the multimodal behaviour of multiparties with the context-free mechanisms in the CA perspective, namely turn-taking or sequence organisation in order to explicate participation in a social order. To my knowledge, no study relates embodied actions showing engagement of participants to the organisation of topic. In this respect, the findings of this study, which discuss participants' use of topic development as a resource to embody (dis)engagement, will eventually add to the existing knowledge of CA and participation as situated actions. Moreover, from the survey of literature, I also observe that, apart from Kidwell's (1997) and Szymanski's (1999) works, most studies address actions relating to participation that are performed by only the speaker and present participants. The participation framework demonstrating the continuing negotiation of engagement between the current speaker, present, and co-present participants requires further investigation, particularly in research which is conducted in the classroom, where there are a number of bystanders. These co-present others are usually left out of the analytic frame as they are not addressed directly. Nevertheless, as Goffman (1967), Szymanski (1999) and Schwab (2011) caution, being in the co-present stage means they are always close

enough to utilise all similar interactional resources available to the present participants at such moments and, therefore, they too can participate more actively at any moment in the interaction. Consequently, it is important to include them in the participation framework when examining classroom participation. Hence, studies that portray embodied (dis)engagement of participants playing these roles are required. This research project has the ambition to shed more light on this missing aspect of classroom interaction.

2.5.4 Participation for this study

Since this study aims at portraying how teachers set up frames for student participation in teacher-led classroom interaction and also how students display their understanding and orientation to the required participation which is embodied in interaction, it combines two theoretical frameworks to gain a deeper understanding of classroom participation. On one hand, the social interactionist approach is used to explicate the organisation of participation in the teacher-led interaction of an EFL classroom. On the other hand, the sociocultural perspective is adopted to make sense of what I consider a wider context, namely second/foreign language teaching and ELT classroom interaction in particular.

Firstly, to enable the observation of classroom participation, this study defines participation as verbal and embodied actions “demonstrating forms of involvement performed by parties within evolving structures of talk” (Goodwin and Goodwin, 2004, p. 222). That means this study explores endogenous factors in interaction that engender participation in language classrooms, focusing particularly on turn design, topic development and embodiment within. Hence, foregrounding participation as an analytical concept, the study focuses on two activities that demand greater engagement from teacher and students—CT opening and closing. Furthermore, as participation is seen as interactive and dynamic, the study will draw on verbal and nonverbal modalities of teachers and all present students to make the analyses. The terms active participation, engagement and involvement refer to the same entity and will be used interchangeably throughout this study.

Secondly, undertaking a social theory of learning, classroom participation is viewed in this study as situated in teaching and learning practices and, therefore, is interwoven with learning. Despite connecting them, this study will not refer to learning as participation. This is because learning could consist of two components: participatory

and cognitive aspects, as Wagner (2004) and other scholars (*passim*) suggest. This study merely attends to the former aspect for the benefit of second/foreign language teaching. Participation is, thus, a pathway to achieve learning and all students may be encouraged to participate 'actively' in the classroom. Moreover, I concur with Mortensen (2008) that how the teacher organises her classroom management practices and the ways in which students take such opportunities for participating are of the utmost significance for second/foreign language pedagogy. How the teacher facilitates student 'active' participation in lessons needs to be understood in more detail, especially in the context of Thai EFL classrooms, where active participation is scarcely shown in interaction. Taking these as a point of departure, this study researches classroom interaction more to *inform* teaching practitioners of how to deal with the issue of participation than to account for learning.

2.6 Summary

This chapter has examined the literature in four fields directly relevant to this thesis. The literature in Sections 2.2 and 2.5 are combined to form a conceptual framework for this CA-informed study. Regarding the first section, an account was given of the approaches that have been used to study teaching and learning in L2/EFL classrooms and justification was provided for taking the social-interaction position to investigate the focused phenomena. The fifth section concerns seminal and also contemporary research on classroom participation. These empirical works are regarded as the basic structure and, therefore, form the epistemological basis of this study. Another two areas of literature investigated (see Sections 2.3 and 2.4) mainly relate to the contexts and features of ELT classroom interaction. The empirical evidence reviewed in these sections forms the body of knowledge grounding this study. They also point to the under-explored aspects in the literature which the findings of this work aspire to provide, namely how mutual engagement is collaboratively constructed by teacher and all present students and what practices and interactional resources are exploited to accomplish such organisation of participation in the context where the participatory need of teachers is more often not fulfilled by students. In the subsequent chapter, I will introduce an appropriate methodology for investigating the phenomena in question—CA.

Chapter 3. Methodology

3.1 Introduction

In this chapter, I will consider Conversation Analysis (CA), the methodology employed in this study. To do so, not only will the theoretical principles and applications of CA be considered and addressed, but also its methodological position along a broad spectrum of social science research. This chapter will open by outlining the research questions and discussing why CA has been chosen as the methodology for this study (Section 3.2). Section 3.3 will present the development of the epistemology and theory underpinning CA. The methodological position of CA will be considered in relation to the research constructs that apply to social scientific methodologies in general in Section 3.4. Lastly, Section 3.5 will close the chapter by considering a number of criticisms that have been levelled at CA methodology and acknowledging the limitations of CA research.

3.2 Research Questions and Rationale for Using Conversation Analysis

The research questions below are used to inform the data collection procedure of this study's research (see full description of data collection and the actual research design in Chapter 4).

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

Based upon these research questions and the research focus of the study, namely the organisation of participation unfolding in ELT classroom interaction (for further detail, see Chapters 1 and 2), I decided to choose CA as the methodology for this study for the reasons set out below.

In this study, the focus is on the actual lived experiences of teacher- and student-participants in the institutional context and the purpose is to explore what these participants actually do to organise participation in and through the moment-by-moment unfolding of their talk-and-other-conducts-in-interaction and also how

whatever raw materials are employed *in situ* as interactional resources. These driving rationales reflects the social constructivist stance taken to approach knowledge in this study. The aim of constructivism is to understand and interpret the focused phenomenon by exploring lived and jointly constructed experiences (Lincoln *et al.*, 2011). Knowledge itself is thus constructed by multiple realities and these realities vary depending on each individual's lived experiences. To understand and successfully interpret the micro-moments of participants' behaviours in a focused social activity, what is required is a naturalistic method which allows me to observe the unfolding social interaction and analyse it from the emic perspective. Approaches that provide post-hoc accounts from participants, such as interview and questionnaire, were deemed an inappropriate choice for this study. Due to this study's research focus, the methodologies which enable me to conduct investigations into the knowledge in question are limited.

Among others, CA, 'applied' CA in particular (see Section 3.3.4 for further detail), was deemed the most suitable framework for this study because findings in CA research are drawn from naturally-occurring data and are therefore, as Sacks (1992) argued, extremely rich in empirical detail. Another methodology considered for conducting this research—discourse analysis (DA)—was rejected because it relies on coding and categorising utterances into pre-determined categories. This means that the data collected using DA approach is potentially fused with pre-conceived ideas of what is plausible or significant in the analysts' view (Heritage and Atkinson, 1984). As such, despite using naturally-occurring data in the analysis, its analytic findings do not emerge from the participants' perspective but instead are prompted by researchers (Schiffrin, 1994). Unlike DA, CA defines the functional categories of utterances by looking at their responsiveness to earlier actions and on the actual following actions. Its analysis is thus "grounded in a turn-by-turn of the interaction from the perspective of each participant in turn" (Stubbe *et al.*, 2003, pp. 378-379). In other words, the analysis is derived from participants' own interpretation, not from any presupposition of analysts. Furthermore, by using coding schemes, some aspects of interaction which have not yet been included are likely to be missed and, to a certain extent, the analysis is constrained due to the fact that one utterance is allowed to be coded in only one category according to most coding systems (Harris, 2013). DA findings arguably often fail to portray the real actions that the multimodalities perform. In contrast, CA research has shown that these multimodal resources can indeed interplay to perform various social actions. An extended

discussion of these issues can be found in, for example, Wooffitt (2005). Hence, an understanding of the institutional conducts cannot be fully achieved through the DA lens. Unlike the DA approach, the CA methodology employs interactional organisations to which participants are oriented, for example sequence and turn-taking organizations, as an analytical method to explain how the orientation, more specifically pedagogical goals, for example engendering students' active participation, is combined in and through interaction to construct such institutional talk and other conducts (Heritage, 2011). From the aforementioned considerations, CA is considered the most appropriate methodology for this kind of context.

3.3 Conversation Analysis

As I have disclosed the ontological and epistemological perspectives underpinning this study and have already considered the potential of CA as an appropriate research methodology, this section will provide a brief introduction to the CA approach (Section 3.3.1) and its basic principles (Section 3.3.2). Following this, I will turn to review the context-free mechanisms driving social interaction that previous CA studies have identified (Section 3.3.3). Due to word limitations, only interactional mechanisms that are made relevant to the organisation of participation by participants and are therefore employed as analytic methods of this study will be discussed in this penultimate part. The last section will introduce 'applied CA' and discuss its application in relation to this study (Section 3.3.4).

3.3.1 Introduction to CA

CA in this study is used in a restricted sense. That is, it denotes a particular style of social analysis which is defined as follows. "CA is a method for investigating the structure and process of social interaction between humans" (Peräkylä and Ruusuvuori, 2011, p. 534). It is an empirical research methodology which regards naturally occurring talk as a 'primordial site of human sociality' (Schegloff, 1992, p. 1296). In its early days, CA was developed specifically to describe, analyse and understand 'talk-in-interaction', (Schegloff, 1987, p.207). The spoken interaction that has been of interest to CA studies occurs not only in mundane conversation but also in institutional settings (Psathas, 1990b; Stubbe *et al.*, 2003; Hutchby and Wooffitt, 2008). In sum, CA is an analytic method that studies spontaneous spoken interaction occurring in natural situations, including both informal and formal settings.

CA was developed by a group of scholars, Harvey Sacks and his co-workers, in California during the 1960s (Stubbe *et al.*, 2003; ten Have, 2007; Peräkylä and Ruusuvuori, 2011). At the outset, the methodology emerged from the interest of Sacks and Schegloff in searching, in various fields such as linguistics, anthropology, and psychiatry, for new possibilities to conduct sociological research which differed from the established research paradigms at the time (ten Have, 2007). To be more precise, Sacks and Schegloff were seeking an alternative approach which would allow them to investigate face-to-face interaction, or, in Goffman's (1983) words, 'the interaction order'. While doing so, Sacks found a specific analytic style that could fit their purpose. This was 'ethnomethodology' (EM), the study of procedures in common-sense activities developed by Harold Garfinkel (ten Have, 2007). Sacks applied ethnomethodological principles to study telephone calls recorded in audio form. From his observations, he noted that there is "order at all points" in talk (Sacks, 1984, p.22). This means, unlike the prior assumptions concerning language used in its natural setting, spoken interaction is not so messy that it always evades analysis. In fact, an orderly set of practices is used by participants to give, receive and construct turns in social interaction (Sidnell, 2010), and such orderliness organised by participants can indeed be observed and analysed. Sacks' findings led to the establishment of not only the theory of interaction, which until the present time has been used as an analytic framework for studying talk-in-interaction, but also a way to collect data and treat evidence. In other words, Sacks' findings led to a new research paradigm: CA methodology (ten Have, 2007).

From this sketched account, CA can be said to be the result of applying EM to study social practices performed through talk in its natural settings. As such, EM has undoubtedly had a significant influence on the development of the CA approach. That is to say, the object of study of both EM and CA is the same, that is, actual everyday social practices, and both share a similar analytic assumption that there is order or organisation in those social actions (Sacks, 1984; Seedhouse, 2004). However, as Brandt (2011) has stated, CA differs from EM in the analytic attentions and, consequently, modes of investigation. To be more precise, rather than focusing on "the principles on which people base their social actions", CA is more concerned with the narrower focus, that is, with "the principles which people use to interact with each other by means of language" (Seedhouse, 2004, p. 3). Having said that, I shall clarify and emphasise again here that the central interest of CA research is not on language *per se*, but rather on 'language-as-used' (ten Have, 2007) or, in other words, talk (and more recently other

conducts) in-interaction which unfold in and through the use of language. The aims of CA research are actually to analyse social actions, to uncover how context is used and managed to organise interaction and to understand how participants' shared understandings progress during their social actions (Heritage 2016, 2004; Seedhouse, 2004).

Before discussing other aspects of this methodology, I shall briefly outline the intellectual roots of CA that evolved out of EM. To do so, the section will provide an overview of EM and then introduce a number of EM/CA principles that are most relevant to this study.

3.3.2 The ethnomethodological foundations of CA

As stated above, despite the distinction between CA and EM research in the present day, the fact that CA originated from EM and that both methodologies share the same fundamental principles requires CA analysts to recognise its EM foundations.

EM was developed by Harold Garfinkel, a sociologist who rejected the then dominant Parsonian approach to research (Heritage, 1984a). Parsonian sociologists assert that social order and stability resulted from the influence of values determined by people in each social structure. This view underlies two assumptions that seem to be sceptical to some sociologists; 1) the social conduct of members of society is structurally determined, for example through gender, ethnicity and class and 2) whether these social structures exist in social members' thinking or do they emerge through the sociologists' presumption (Seedhouse, 2004; Zimmerman and Boden, 1991). Therefore, in the structuralist-functionalism approach, society's rules are derived from sociologists' theory, rather than from the social members' knowledge. This, in Garfinkel's view, was problematic in sociology and social action theory. He subsequently developed EM as an alternative methodology for social science research, advocating that only empirical evidence gathered from observation of social actors, not meta-theoretical explications, could give a true account of how social order was constructed (Wei, 2002). Later, when EM was applied to study human social interaction, these foundations still prevailed. They can also be found in the ethnomethodological principles of CA which, explained in more detail below.

i. The emic perspective

From the aforementioned discussion, the goal of ethno methods, which adopt EM concepts, is to explore the common-sense knowledge that social actors *in situ* employ to help them achieve a shared reality of the circumstances they encounter and to understand their interpretative procedures (Seedhouse, 2004; Heritage, 1984b). In order to accomplish this goal, analysts are required to adopt an emic perspective, or social actors' perspective, when analysing social interaction.

Regarding the emic and its opposite, the etic, perspectives, these two concepts in social science research were proposed by Pike (1967), who explained their distinction thus:

The etic viewpoint studies behavior from outside of a particular system, and is an essential initial approach to an alien system. The emic viewpoint results from studying behaviors as from inside the system.... Descriptions or analyses from the etic standpoint are "alien" in view, with criteria external to the system. Emic descriptions provide an internal view, with criteria chosen from within the system. (1967, p.37)

From this stance, the emic perspective has been subjected to various interpretations and actualised through various ethno methods such as observation, interview and, of course, CA. In CA, the emic perspective is not derived from "participants' *reported* point of view regarding a 'system'" (Brandt, 2011, p.48, emphasis in original); on the contrary, the participants' perspective is perceived through the sequential environment when they perform in social activities (Seedhouse, 2004).

ii. Contexts in CA

Two kinds of context—sequential context and interaction-external context—will be discussed separately in this section. Both concepts of context in CA have their roots in the EM approach. The sequential context concerns interactants' treatment of the sequential environment and how they dealt with it while performing their social actions (Brandt, 2011). According to the documentary method of interpretation in EM, when participants encounter a new interactional pattern, their schema, or their previous known knowledge regarding such forms of interaction, is updated and analogically kept as a 'document' (Seedhouse, 2004). In CA, interactants analyse prior turns in sequence and interpret others participants' social conduct by reference to these previous known patterns and, as a result, react reciprocally, or in other words according to the previous actions. From this aspect, it can be demonstrated that there is a reflexive relationship

between participants' interpretation of previous sequential turns and their social actions (Seedhouse, 2004). Together, this method of interpretation which participants employ and its reflexive procedure can explicate how context is shaped by prior turns and, in turn, how such sequential context is used to form the setting for subsequent actions. This management of context, which is also known as 'context-shaped' and 'context-renewing' (Heritage, 1984a) occur constantly and constitutively form CA theory.

The concept of the 'interaction-external context' (Mandelbaum, 1990), or the 'talk-extrinsic context' (Kasper, 2009a), in the CA approach comes from 'context-boundedness', the so-called 'indexicality' principle of EM. It refers to context in a more traditional sense, including contexts at the macro-social level, for example gender, age and social class, as well as those at the meso-social level, such as relationships between social actors (Brandt, 2011). According to the EM principle, social actors do not always elaborate on every aspect of their intended meaning during interaction. They only need the relevant background context to help them maintain mutual understanding, or intersubjectivity (Seedhouse, 2004). That is to say, participants constantly invoke the contextual features, such as aspects of their biography and identities, that are relevant to the continuing actions. Based on how this indexical knowledge is talked/acted into being by interactants (Seedhouse, 2004), CA developed a unique principle whereby only the aspects of the interaction-external context that participants evidently display their orientation to at any given time during the on-going actions are considered analytic resources. It is the analysts' duty to unpack the contextual features that the participants make relevant and examine their procedural consequences in the interaction (Schegloff, 1991; Seedhouse, 2004).

iii. Normative accountability

Normative accountability of actions is a core EM principle of CA. Norms, from the perspective of CA, are action templates which participants draw upon when conducting their actions to accomplish social interaction (Seedhouse, 2004). Although these norms have, as Garfinkel (1967) noted, a taken-for-granted (in CA terms, a 'seen-but-unnoticed') status, they do indeed constitute the sequential environment—the interactional organisations in particular—where the actions are performed and interpreted (Seedhouse, 2004). By referring to these norms, participants can design their own social actions as well as analyse and evaluate the actions of others

(Seedhouse, 2004). When the same norms are operated and similar expectancy frameworks are oriented to by participants, they can maintain their intersubjectivity and achieve their interactional goals. On the other hand, when participants breach the norms, it is noticeable and they are required to give account for such action. Failure to do so may lead them being sanctioned. As such, the normative accountability of action is the point of reference for participants to conduct their social actions and the point of reference for conversation analysts to illustrate such social actions. However, it must be cautioned that in the CA view the norms are not considered rules for everyone to slavishly follow (ibid.). The breaching option mentioned earlier may occur and it is the analyst's task to identify any deviant form existing as this will lead to the normative cases becoming more robust.

In sum, this section has described the EM-rooted epistemology and theory of CA. They are the underlying principles that participants use when analysing and organising their social interaction and, consequently, which CA analysts must employ as analytic methods. The next section moves on to consider key CA findings pertaining to how social interaction is organised from previous CA work.

3.3.3 *Interactional organisations in CA*

The interactional organisations refer to the interlocking but distinguished elements constituting the procedural infrastructure of social interaction (ten Have, 2007; Clift, 2016). These organisations are, as stated above, the key findings uncovered during the early work in CA and have since been developed by the exploratory analysis of CA researchers. As the interactional organisations, explicated in more detail below, are the analytic framework that participants draw upon to produce their social actions and interpret those of other interactants *in situ* when jointly participating in CT opening and closing, they are considered a core set of foci for analysis of this study. However, despite their prominence, these interactional organisations are, as Seedhouse (2004) cautioned, seen as neither 'rules' nor 'units of analysis' in the restrictive sense. Rather, they are a baseline that this study draws upon in the exploratory analysis of data which presented in the subsequent analytic chapters (Chapters 5 and 6).

The interactional organisations which are the central areas for my analysis and, consequently, included here are sequence organisation, turn-taking organisation, the organisation of topic and embodiment. A brief introduction to the four types is given here not only because, as mentioned previously, it is the source of knowledge to which

the analysis here is related, but also because it provides further insights into the significant findings and methodological practices of CA.

i. Sequence organisation

Some of the pivotal ideas uncovered by CA research are that “utterances in interactional talk are *sequentially organised*” (ten Have, 2007, p.130) (emphasis in original) and that “talk amounts to action” (Schegloff, 1991, p.46). These discoveries lead us to the notion that action, a major analytic concern of CA, can be best understood when we consider its occurrence in the sequential environment (Brandt, 2011; Clift, 2016). As such, to understand participants’ interpretation of their own social actions, CA analysts require an understanding of the sequences of an action, or, as actions are typically jointly performed in social interaction, the sequences of actions in particular.

Additionally, the idea of ‘action sequences’, in other words ‘moves’, in CA derives from the common lived experience that “one thing can lead to another” (ten Have, 2007, p.130). Empirical evidence from CA research can illuminate this simple idea by showing that, for example, the most basic form of action sequence, known as an ‘adjacency pair’ (AP) such as question-answer or greeting-greeting (Schegloff and Sacks, 1973), can be used prior to another core action sequence, for instance invitation-acceptance or request-grant (for more extensive descriptions on this issue read Sacks (1992) and Schegloff (2007)). These APs can thus be expanded and used as ‘building blocks’ to make larger, and more complex, action sequences. The sequences, as such, are a means of enabling participants to accomplish their intended social activity (Schegloff, 2007).

Based on the aforementioned paragraphs, for CA analysts who wish to explore how action sequences are coherently formed in a social interaction, AP, the fundamental structure in the interactional organisation, can indeed be used as a point of reference to differentiate the core sequences from their various types of expansions. As such, acknowledging the core characteristics of AP and understanding the conditional relevance it creates are required. Schegloff (2007) described the core characteristics of the minimal AP as:

- 1) composed of two turns which are adjacently placed;
- 2) the two turns are produced by different speakers;
- 3) these two turns are ordered, and;
- 4) the two turns come from the same pair type.

In addition, in CA, specific technical terms are assigned to the two turns composing an AP. The turn which initiates an exchange is called a 'first pair part' (FPP) while the one that responds to the prior turn is a 'second pair part' (SPP). However, it is important to note here that not every responsive turn is SPP (Schegloff, 2007); only those that are exchanged and are consequently categorised into the same pair type are the FPP and the SPP of the AP. For example "Suparee!" and "Oh, hello." are considered the same type. Each partially composes the AP, namely summon-answer; hence, they are the FPP and the SPP respectively.

Furthermore, the adjacency relationship, or the relationship between the FPP and the SPP, is one of 'conditional relevance' (Schegloff, 2007; 1992). That is, since the AP is composed of the FPP and the SPP, when a speaker produces the FPP the next speaker is immediately relevant and is normatively expected to produce the SPP in response so as to maintain the participants' intersubjectivity, or their understanding of particular actions, in such social interaction. However, if the next speaker fails to do so, the absence of the SPP from the next speaker is, consequently, noticeable, accountable and sanctionable.

ii. Turn-taking organisation

The organisation of turn-taking is another core theme in CA research. It addresses the issue of who should speak next and when the recipient should do so and with what obligation. It is a mechanism that participants manage locally, at least in mundane conversation, in order to turn the co-present people into co-participants and to allow them opportunities to perform the intended actions on a turn-by-turn basis. 'Turns-at-talk' in this respect contribute to the achievement of the action sequences, mentioned earlier. They therefore become a key for analysing interaction and, in particular, are the analytic focus of this study.

In Sacks *et al's* (1974) radical work on turn-taking in conversation, many interesting features of turn-taking were revealed. Among them, only certain points that are important and relevant to the present study will be mentioned here due to space limitations. They are the main components of the organisation of turn-taking and the central insights of this system.

There are two main components in the basis of the turn-taking system: 'turn-constructive component' and 'turn-allocational component' (Clift, 2016). The former concerns the unit(s) by which each turn is constructed. These units are known in CA as

'turn-constructural units' (TCUs). These TCUs do not equate to units in a linguistic sense, such as grammatical units. Rather, they are the *action potential for participants* (ten Have, 2007, emphasis in original). Hence, the units are defined in the social action, not at the linguistic level. This means any meaningful utterance, ranging from a single sound to a lengthy explanation, which successfully completes a social action can be the TCU. Additionally, at the end of any TCU there is an opportunity for another speaker to speak. The point where the opportunity for making such a transition of interactional turn emerges, although the speaker transition does not necessarily occur, is called the 'transition relevance place' (TRP). The later component in the turn-taking system concerns how turns are allocated. There are two main ways in which a participant can obtain speakership: the current speaker selects the next speaker or the next speaker self-selects. However, if these two options are not met at the end of the TCU, the current speaker can, if (s)he wishes, continue speaking and, therefore, another TCU is produced in his/her turn. The pattern of speaker selection is recycled and continues until participants finish their social activity.

Moreover, according to Sacks *et al.* (1974, p.701), "turns are valued, sought, or avoided". Turns at talk, in this respect, are required to be carefully designed, formulated and managed. The norm of exchanges is that one speaker speaks at a time and gap and overlap between turns are common but brief though they may display the (dis)affiliation of the interlocutors. Further than this, to understand the turn-taking system in social actions, as with action sequences, CA analysts need to examine turns-at-talk in their sequential context, or, in other words, consider them alongside their prior- and post-turns (Schegloff, 2007).

Lastly, for the overview of turn-taking organisation provided in this section, the important note that needs to be emphasised here is that the turn-taking model mentioned above was developed with reference to audio recordings, and the analysis was thus made based only on talk (see section 3.5 for a discussion of this issue). Many features of embodied actions that participants employ to organise turns were not available; consequently, they were not included in Sacks *et al.*'s (1974) foundational turn-taking system. However, as stated, the findings and understanding of organisation of turn-taking from previous CA work are viewed as only the point of reference; they are not used as robust rules when analysing the data of this study.

iii. Topic development

Although this study does not focus on the phenomenon of 'topic', knowledge of the organisation of topic is reviewed and presented here because there is evidence in this study's data that participants employ practices of topical talk i.e. locating and generating topic for talk to establish participation framework of a CT opening, and utilising topic shift techniques to alter such a framework of participation while a CT opening unfolds. In this sense, topic is considered the other interactional device for participants to co-organise classroom participation and, thus, will be used as the point of reference in this study's analysis.

Concerning topic-generating action sequences, there are three sequential positions where a topic does not flow out of a prior topic and, consequently, must be generated (Button and Casey, 1985). They are: at the opening of a conversation, at the closing of a conversation and after the closure of a previous topic. At these places in interaction, the speaker produces an utterance which enacts a dual action, in other words questioning and topic proffering, to initiate the topic-generating action (cf. "topic-proffering sequences" proposed by Schegloff (2007, pp. 169-180)). Several methods can be employed to initiate this social practice. Among them, an itemised news enquiry, topic-initial elicitor, setting talk and pre-topical sequence are utilised by participants of this study. Therefore, only these methods will be reviewed. Regarding the first method, the itemised news enquiry can be considered a way to nominate a topic to co-participants as opposed to eliciting a candidate topic from them (Sidnell, 2010). The enquiry targets a particular item which is related to or known about by the targeted recipient(s). In the topic-initiating sequence, the speaker may demonstrate that there is a gap in the knowledge in need of being filled, or might show interest or concern to gain more information about the recipient-related activity or circumstance (Button and Casey, 1985). In return, the SPP of the itemised enquiry can be reporting news which is designed to be recognisably incomplete or a minimal response that fills in such a knowledge gap. When the first type of response is applied, they will be followed by addressing the incompleteness of the news in the third turn-at-talk and, consequently, co-participants will be provided with more sequential space to participate in the topical talk (ibid.). In contrast to the aforementioned method, the topic-initial elicitor makes use of a general enquiry which does not target a particular newsworthy item in the first turn. The preferred second turn is a report of an event responding to the prior enquiry and is followed by the topicaliser in the third turn (ibid.). Furthermore, it is noted that

turn designs of topic initial elicitors vary according to the environments in which they occur (see a list of useful topic initial elicitors in Wong and Waring (2010)). Moving on to setting talk, to occasion topical talk and organising participants' engagement out of this method, participants exploit the immediate environment of the interaction, e.g. the events or objects that they have shared access to in their environment (Wong and Waring, 2010; Maynard and Zimmerman, 1984). Concerning the pre-topical sequence, the speaker proffers a pre-topical question to the recipient(s). The question addresses a categorisation in which the recipients may relate themselves. This question may not be the nominated topic since it is performed to invite recipients to produce responses that may lead to a topic-initial offer and the development of topical talk (ibid.). Additionally, the response recipients provide can either accept, decline, or provide an ambiguous response. When the last option is applied, it possibly expands the sequence and, consequently, the co-participants are required to continue engaging in the on-going activity.

Other interactional resources that the participants of this study utilise while co-constructing CT openings and closings are topic pursuit and topic shifting. Regarding the topic pursuit, a practice which participants in this study employ to pursue topical talk after a possible curtailed response is a reclaimer. According to Maynard and Zimmerman (1984), a reclaimer brings the focus back to an occasioned category, or its own membership, and therefore manifests participants' orientation to insist on developing an already-going topic. Topic shift refers to the transition process occurring within the current topic (Wong and Waring, 2010). During this transition, it is possible that one topic changes to a new one or one aspect of the topic transforms to another (Supakorn, 2016). Additionally, the process can be achieved in more or less subtle ways (Sidnell, 2010). According to Button and Casey (1984), Jefferson (1984) and Sacks (1992), there are two main methods to achieve topic shift: 1) stepwise movement, and 2) disjunctive/segmented transition. Regarding the first method, the change occurs in a gradual fashion, without a clear boundary but with certain shift-implicatives or connections associating the topics (ibid.). Jefferson (1993; 1984) notices that when the topic is shifted to another which has no connection to what is now being talked about, the speaker employs shift-implicative devices, which can be the recipient's minimal acknowledgement tokens (e.g. 'yeah' and 'okay'), assessment (e.g. 'Oh nice') or elaborate commentary. However, when the topics are related to each other, the speaker may invoke semantic relationships between the two items to progress the stepwise topic

transition (Wong and Waring, 2010). To do so, Sacks (1992) identify three classes of terms that speakers use to demonstrate such link. They are: co-class membership, touched-off utterance (or the recurred word), and a sub-topic. Although findings from subsequent CA studies have disclosed more details of topic shift, the aforementioned issue is accounted for as the participants of this study orient to them in CT openings and closings.

iv. Embodiment

From my survey of recent CA works, the information about the participants' bodily conduct performing in and for interaction, e.g. gaze and body movements, has typically been documented in relation to talk. The dramatic increase in incorporating visual aspects into detailed transcriptions and systematic sequential analyses has raised our awareness of the importance of visual aspects for participants and provided us with more useful insights into social interaction, which is intrinsically multimodal (Mortensen, 2013). Although several conversation analysts have illustrated the interplay between verbal and visual resources used by participants in interaction since the early days of CA (e.g. Sacks *et al.*, 1974; Goodwin, 1981 and Heath, 1986), "the inclusion of bodily conduct in the *systematic* construction of social practices is relatively new" to the CA approach (Mortensen, 2013, p. 1, emphasis in original). Moreover, there is no uniform conduct for incorporating the embodied actions of participants into analysis; therefore, such bodily conduct can be shown in a variety of formats, ranging from loose glosses of participants' movements (similar to the analyses of this study) to fine-grained transcriptions of visual information in relation to talk.

Despite the various ways in which the visual information is presented, it is essential, particularly for analysts, to acknowledge the major methodological challenges facing the research conducted within a CA approach to multimodality (*ibid.*). These concerns, as Mortensen (*ibid.*, p. 1) suggests, include:

- 1) "Describing which aspects, among talk, body movements, and physical artefacts in the surroundings, are treated by the participants as *relevant* to the ongoing social actions that the participants are engaged in;
- 2) the sequential or serial position, or both, in which verbal and visual resources occur; and
- 3) the social practice that the sequential and serial coordination of different modes accomplishes."

Taking the aforementioned challenges as a guideline, CA works that deal with multimodal interaction do not address each mode independently. This is so as different modes “are made meaningful in and through the sequential context in which they are embedded” (Enfield, 2005, p. 52). Moreover, the CA approach to multimodality only takes account of talk, visual resources, physical artefacts and/or the surroundings that participants orient to in the interaction and demonstrate the interplay between such relevant semiotic fields when they are jointly used as interactional resources to accomplish recurrent social practices in focus (Goodwin, 2000). This means that it is possible that while interaction is progressing, certain semiotic fields may be lost while others may become relevant to the on-going action. Thus, the analysis can become too complex if analysts include a whole range of resources. To lessen such complexity, Mortensen (2013) proposes two solutions, both derived from the conduct of present CA research: 1) focusing on a single social practice and analysing the interwoven multimodal resources participants use to accomplish the social action; or, 2) focusing on a single visual resource in relation to talk to perform a specific social practice.

Acknowledging the importance of visual aspects for participants and these methodological challenges, this study will take the first solution and incorporate only the visual information that teachers and students orient to when participating in CT opening and closing. Since it is evident in this study’s corpus that, in relation to talk, the participants exploit gaze, body movements and surroundings (e.g the configuration of seating) to accomplish the opening and closing practices, the study therefore uses them as analytic categories to illuminate the organisation of participation in CT opening and closing practices. The subsequent paragraphs will briefly review the existing scholarship on the aforementioned modes and their participatory contributions (see Section 2.5.3 for further detail of participation as embodied actions).

Regarding gaze, since Goodwin launched the pioneering study on the organisation of gaze in interaction in 1981, a substantial number of CA studies has documented the use of participants’ ‘seeing’ action to display their engagement and disengagement from the on-going social action, to check participants’ availability before allocating turn-at-talk to them, amongst other phenomena. From the findings in the current research, it can be concluded that gaze, which is embedded within the on-going interactional activity, plays a crucial role in displaying the shared attention between co-participants and the current speaker and vice versa. Additionally, it helps establish and maintain participation frameworks, out of which social actions can emerge (ibid.).

The analysis of body movement in most CA works builds on Adam Kendon's (1990) notion of the 'transactional segment'. Based on this notion, the human body is divided into three hierarchically organised segments: the lower body, the torso and the upper body, including head and gaze. Each part can display different levels of engagement (for further detail, see Section 2.5.3). The idea was later adopted by CA researchers such as Schegloff (1998) to explain participants' projection of possible completion of TCU and their orientation to on-going talk through their bodily arrangement. Hence, evidently body movement and the use of physical space in the front of each person are another resource for participants to create a participation framework, around which their actions are organised and accomplished.

So far, I have provided an account of CA methodology, its fundamental principles and its analytic methods. The next section will attempt to define a particular kind of CA approach, namely 'applied CA', which provides the analytical framework to the current study, and distinguish it from another CA approach known as 'pure CA'.

3.3.4 Applied CA

As briefly noted earlier, the approach adopted for this study is 'applied CA'. To provide clear directions as to how the data are analysed in this research, it is necessary to define applied CA. In this study, applied CA refers to the attempt to do 2 things: to use 'pure' CA findings to elucidate 'institutional interaction' and to advocate some kind of development to the social practice under analysis (ten Have, 2001). That is to say, instead of focusing on examining the organisation of social interaction as an entity in its own right, as pure CA does, applied CA aims to use CA to explore local practices. It can be seen from this description that two kinds of application are combined in the above explanation: institutional interaction and the application of CA findings in practical situations. Since I have already discussed the former issue in detail under the topic 'ELT classroom interaction' (see Section 2.4), this section will address the latter.

Applied CA shares the same central concept with 'applied EM', the approach proposed by Heap (1990). For EM, Heap noted that:

we have to ask why it makes sense, for participants, locally, in their practical context, to do things as they are done, even if this is at odds with how these practices are planned, evaluated or accounted for 'elsewhere', 'in theory', or at higher hierarchical levels in an organization (1990, cited in ten Have 2001, p.8).

This reflects the underlying idea of applied CA that social practice, when it is managed locally, might be done differently from the established ideas or depart from intended plans. Departure from a pre-given plan can be explained by the local rationality shown in and through the interactional organisation of the social actions under investigation. However, as ten Have (2007; 2001) and Psathas (1990b) cautioned, using result of an applied CA study to intervene interaction developed in other similar institutional settings may become dangerous to the CA enterprise itself as well as to the local community.

As for applied CA studies, the difference between what is intended or planned and what is actually done in social practices, which is the central idea of applied CA, should not be exaggerated (ten Have, 2007) because no one can 'know beforehand' whether the research findings reporting the organisation of some valued social activities will demonstrate such difference and ultimately generate an ideas as to how we might do things differently. This 'difference', therefore, should not "be presupposed or hunted for in itself, but rather should be allowed to emerge from the analysis" (ten Have, 2007, p. 196). If this is not the case, the result will be an infringement of the 'unmotivated looking' concept, which is the principle of CA approach (see more explanation in Chapter 4). Another concern relates to the ethical effects that the 'difference' found in applied CA studies might have for a community. That is, as Psathas (1990b, p. 22) emphasised, there is a possibility that "any findings in the human sciences [may be used or applied] for efforts to control, manipulate, and deliberately structure interaction so as to enable certain parties (and/or organisations) to advance their own ends and interests at the expense of others". As such, acknowledging these two concerns and taking them into consideration leads to an enhanced understanding of CA as a methodology since it highlights the potential impact that 'applying CA' might have for any analysis.

The next section will consider CA methodology through the lens of the constraints of general social science research. In so doing, the related issues of reliability, validity, and generalisability of CA research will be discussed in more detail.

3.4 Reliability, Validity and Generalisability in CA research

The above sections have addressed the methodological considerations of the CA enterprise and practical issues pertaining to its application. This section turns to a consideration of CA's methodological positions in relation to other methodologies. How

the CA approach can be considered in terms of the primary issues that define the 'quality' of general social scientific research will be considered, that is, reliability, validity and generalisability. The first point to consider in relation to this aspect of CA research is that surprisingly few CA handbooks provide a discussions of these concepts. This may be due to the fact that CA methodology has developed its own procedures, which depart radically from those of other methodologies and approaches to conducting social science research. As a consequence, CA has developed unique techniques of securing the reliability, validity and generalisability of a study. The following outline of how CA deals with these issues draws primarily on the work of Seedhouse (2004).

3.4.1 Reliability

It is well known that, to ensure the reliability of research, the process of analysis should be made transparent so that the analytic claims are clearly available for other researchers to do their own checks and make their own judgements (Potter, 2003; Nikander, 2008). According to Peräkylä (2004b), in CA research reliability depends on the selection of what should be recorded for analysis, the technical quality of recordings, and the sufficient details of the transcripts used in the analysis. Regarding the first two factors, recordings for CA research are expected to capture everything that occurs in the interaction, or at least as many details as possible, (Brandt, 2011), and to provide clear audio-visual recordings of interaction. This final point is of particular importance for CA research because CA studies are usually published with transcripts of data but seldom in conjunction with recordings. The transcripts, as such, are a representation of the data, but not the data itself; hence, they need to be highly accurate and representative of the intricate details of the recorded interaction (ten Have, 2007). However, to strengthen the reliability of CA research, if possible, it is recommended that when publishing the research sufficiently detailed transcripts and audio/video files are made accessible to readers so that the analysis can be carefully scrutinised and the process and analytic claims can be validated (Seedhouse, 2004). In addition to the aforementioned factors, Bryman (2016) suggests that another aspect of reliability for research can be seen in terms of the repeatability and replicability of its findings. That is to say, it is standard practice for CA analysts to present recorded data, transcripts and their analyses in data sessions and conferences in order to allow other CA practitioners to examine and comment on the analytic claims made. As a result, these practices help to strengthen the reliability of CA research. The key factors mentioned above will be considered in

relation to the research design of this study and will be discussed in greater detail in Chapter 4.

3.4.2 Validity

This section will discuss three types of validity, as proposed by Seedhouse (2004), that are considered relevant to CA research: internal validity, ecological validity and construct validity.

Internal validity is concerned with the credibility of research findings, i.e. whether the analysis and its findings provide evidence for, or can be proved by, the data on which they claim to be based. Internal validity in CA studies, as such, can be ensured by adhering to the emic perspective (see Section 3.3.2) taken by the analysts (Seedhouse, 2004). To be more precise, the analyses of social interaction that adhere to the micro-detail of interaction, the avoidance of using interaction-external context to which participants did not make relevant in analysis (see Section 3.3.2.), and the analytic claims that are made based upon interactants' orientations can all help to maintain strong internal validity in CA work.

Ecological validity refers to the applicability of research findings in people's real lives (Seedhouse, 2004). This kind of validity is often weak, particularly in social scientific research which is conducted in the form of laboratory experiments. However, in CA studies the level of ecological validity is considered to be at a higher level compared to studies employing other research methodologies because it is standard CA practice to obtain the data from naturally-occurring occasions, for example CT occurring in Thai EFL classrooms. That is to say, the analytic observations of CA research come from the analysis of situations which participants would have co-created even if there had not been a camera recording their interaction. The findings are clearly grounded in the reality of people's everyday conduct and, thus, can be applied to others encountering similar situations.

Construct validity concerns the extent to which "a research construct is, in actuality, as the researcher claims it is" (Harris, 2013, p.71). In research adopting the etic perspective, applying theoretical constructs and categories to the analysis can strengthen this kind of research validity. However, in CA work, which adopts emic perspective, the constructs must come from those of the participants *in situ*; the constructs which are relevant to participants are also relevant to CA analysts. Such relevant constructs are 'real' for that group of people at that particular moment and

other researchers can check the validity of these constructs from their social conducts displaying in the recorded interaction and/or in transcripts.

3.4.3 Generalisability

Generalisability, or 'external validity' for Seedhouse (2004), refers to the extent to which analytic findings can be applied to a context external to the research setting itself. The degree of generalisability is often related to the quantification of social phenomena or, in other words, the number of samples used in analysis. However, considering generalisability based on quantification has long been questioned and criticised by CA practitioners including Schegloff (see e.g. Schegloff, 1987). This is because quantifying analyses requires the labelling of social actions which originate from theories and/or from the analyst's own perspective. Such analyses abandon the sequential environment of actions and, indeed, go against a key CA principle—the emic perspective. So, instead of quantification, the generalisability of CA analytic findings "is closely dependant on the type of conversation analytic research", as suggested by Peräkylä (1997, p. 214). For example, CA research in institutional settings, such as this study, studies the micro-level of interaction, which relates directly to specific institutional goals. The findings of conduct—and interactional machinery—driven organisation of, for example, CT openings and closings yielded in this study can also occur in EFL classrooms elsewhere where this teacher-led activity is organised and the same institutional goal is applied.

The previous sections have outlined methodological principles of CA, introduced the normal practices in CA research and also highlighted the contributions that CA studies can make to the field. The following section will now consider a number of issues that have led to criticisms of this approach. It will then consider the responses to some of those criticisms that CA researchers have proposed.

3.5 Criticisms and Limitations of CA

The main criticisms of CA as a research methodology will be the focus of this section. Although some criticisms are accepted and it must be acknowledged that, like other research methodologies in the social sciences, CA has a number of intrinsic flaws, these critiques should not be considered substantial enough to deter any decision to employ CA as a research methodology. The criticisms which will be mentioned in this section concern the limitations of addressing the macro-social issues, the purported fixation

with turns at talk in interaction and the issue of the disproportional emphasis placed on talk in CA work.

The first criticism was formulated from the claim that CA cannot offer a critical view of the social world since it is not able to address social issues such as power, even when it is “brutally exercised” (Billig, 1999, p.554). This claim is in fact a criticism of the micro-analytic method used in CA approach, i.e. such a micro-analytic lens is too narrow and results in the fact that CA fails to attend to broader, macro-social issues that are regularly address in social theories (for example political issues concerning gender, ethnicity and power). However, from the emic perspective adopted by CA practitioners, it can be argued that the CA approach can indeed address these macro-social issues if they are demonstrably made relevant by the participants during the interaction being analysed. Evidence for this defence can be seen in the growing amount of research which applies the CA approach to the study of, for instance, feminism (Kitzinger, 2000, 2005), social identity (Benwell and Stokoe, 2006), politics (Hall *et al.*, 2016) and classroom participation (Mortensen, 2008; the present study)

The next criticism relates to the principle aim of CA, as mentioned previously, to characterise the organisation of interaction and reveal the emic logic behind interactional organisation. Based on this objective, CA has been perceived as a methodology that “is obsessed with micro detail and has nothing to say about interactional organization on a larger scale” (Seedhouse, 2004, p.13). However, I agree with Seedhouse and argue that this is a misconception of CA. The evidence for this aspect of CA’s contribution can be seen in, for example, Seedhouse’s (2004) monograph which employs CA to sketch the interactional architecture of the L2 classroom and will also be seen in this current study’s exploration of the overall organisation of CT opening and closing practices.

The last criticism to mention in this section revolves around the disproportionate interest in the research area of talk, or vocal conducts, over, for instance, other bodily conducts in interaction in CA work. In fact, as Hazel *et al.* (2014) noted, during the earlier days of CA research the studies on multimodal interaction, for example Goodwin (1981, 1979) and Heath (1986, 1984), played a part in the development of CA methodology but for many years the vocal-conduct-in-interaction was the main focus of CA (Psathas, 1995). This might be attributable to the fact that the voice recorder was the only tool available for data collection at that time. As a consequence, the key CA findings

and interactional organisation principles of CA mostly emerged from investigations of talk-in-interaction. However, due to technological advancements, CA data can now be collected in the form of audio-visual recordings. Recent technological developments allow CA researchers to consider and make analyses of the visual elements encompassing the recorded social interaction. Therefore, a number of multimodal CA studies, such as those by Hazel and Mortensen (2014), Streeck (2013) and Mondada (2009), has increased in recent years. This present study also includes a consideration of embodiment in its analysis, as will be seen later in the analytic chapters.

3.6 Summary

In this chapter, the research focus and research questions leading to the decision to use CA as the research methodology of this present study were explained in Section 3.2. This was followed by a discussion of epistemological and theoretical developments in CA methodology in Section 3.3. Section 3.4 then considered issues of quality by addressing how CA research meets reliability, validity and generalisability criteria. The final section of this chapter addressed the primary concerns pertaining to the criticisms and limitation of CA methodology. In so doing, I have also provided a discussion of how these criticisms are handled in this current study.

Chapter 4. Research Design

4.1 Introduction

In the previous chapter, the theoretical principles and the methodological positions underpinning the research were presented. This chapter will consider the context of the study and explain how the data collection method was undertaken and put into practice to explore interactional organisation of CT openings and closings, the focused phenomena in this study.

The chapter will begin by recalling the study's research questions (Section 4.2). Section 4.3 will then provide a description of the research setting, followed by a description of the research participants in Section 4.4. Next, in Section 4.5, I will explain in detail how the data was collected. Along with this description of the data collection process, ethical considerations pertaining to the recording of participants' classroom interaction will also be discussed. Section 4.6 will explicate the procedure for transcribing the data and address relevant considerations. Finally, in Section 4.7, I will outline the data analysis procedure.

4.2 Research Questions

The following questions inform this study's research procedures.

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

4.3 Research Setting

The setting for this study is classrooms where the module 'Fundamental English Listening-Speaking' (FELS) was being offered on the main campus of Kasetsart University (KU), Thailand. There are two main reasons for choosing these particular classes in this module as the research setting. Firstly, the classes in this module are one of only a small number of places where students are given the opportunity to speak

English. That is to say, unlike many modules emphasising English grammatical structures and written forms, which are usually taught in the Thai language, FELS offers lessons in English and also requires students to participate in classroom activities using English as the medium of communication despite the fact that both teacher and students are native Thai speakers. Secondly, in addition to the opportunity to observe the methods used by Thai EFL teachers to encourage their students to jointly produce verbal and nonverbal behaviours (constituting effective and successful interaction in English), this setting offers the chance to study students' communicative skills, both successful and less so, in engaging in the co-creation of flow across turn-boundaries, which is deemed to be the current problematic issue in teaching EFL in Thailand. Based on these given reasons, it seems that the setting is likely to provide a rich source of data for exploring the issues relating to participation in EFL classrooms.

According to KU's registration website from 2015/16, in the semester which the data was collected 36 classrooms offered lessons in FELS and the number of students in each classroom varied, ranging from 9 to 34. In addition, from personal contact with the coordinator of this module, the teaching team at FELS at that semester consisted of eight Thai nationals. Among those teachers, six were contracted lecturers and were my colleagues at KU while the other two were outsourced teachers with whom I had had no prior contact. Therefore, only these six Thai KU lecturers gave me the permission to record their classroom interaction.

Concerning the general information regarding FELS, it is an optional module offered to KU undergraduates whose major is not English. Students who are eligible to enroll on this module must complete all three Foundation English courses at KU prior to registering on the FELS course. In the classroom, students are required to participate in various activities including pair work, group work, role-play, presentation and interacting with their teacher (the last of which occurred most frequently). These activities are implemented not only to provide students with opportunities to practice their listening and speaking skills but also to build an environment which encourages them to use these skills to undertake successful communicative interaction. Additionally, due to the variety of classroom activities, the seating position in FELS classes is often varied but, typically, the seating in these classes is arranged in a U-shape (see Figure 4.1). Throughout the recorded lessons, the teacher and students organised chairs and desks as they pleased. Therefore, it can be seen that there was no attempt by myself to

interfere with the freedom of students to choose where to sit and the decision of the teachers to arrange different seating positions during their lessons.



Figure 4.1: Typical 'Fundamental English Listening and Speaking' classroom

4.4 Participants

There are two groups of participants in this study. They are teacher-participants and student-participants. The detail of the research participants in both groups is given below.

4.4.1 Teacher-participants

Six Thai teachers participated in the video recording. They were selected as participants because, during the period of data collection, they were teaching on the FELS course, which is the context on which this study focus. All of them are Thais who have been working for at least five years as contracted lecturers at the Department of Foreign Languages, Faculty of Humanities, KU. Due to the agreement given on the consent form that the real name of the teacher-participants must be withheld throughout this research, they are henceforth referred to by the Thai word for teacher (Aj.) followed by a pseudonym. The teacher-participants are Aj.Soon (female, mid 50s), Aj.Pro (female, mid 50s), Aj.Hi (male, early 40s), Aj.Tam (female, late 30s), Aj.Lerd (female, mid 30s), and Aj.Jin (female, mid 30s). Four of these participants graduated with a Master's degree and two of them acquired a Doctoral degree in either TESOL (Teaching English to Speakers of other Languages), Linguistics or Applied Linguistics from Universities in Thailand and overseas, including the USA and Australia. Despite the fact that all of them are Thai, these teacher-participants have been educated in English programmes and/or in English-speaking countries and have been teaching English on graduate and undergraduate levels for more than five years. As such, it can be assumed that all six

teacher-participants are particularly competent users of English and experienced teachers of English.

The demographic information of the research participants provided above was acquired through the personal relationship that I have with the participants. That is to say, the researcher also works at the same institution, KU; therefore, we are colleagues who have known each other for a number of years. Since the participants were sampled as they were considered 'convenient' sources of data, the term 'sample of convenience', as proposed in Bryman (2008), can be applied to describe this data sample. Additionally, through this relationship the researcher contacted two of these participants who were the module's leaders approximately three months prior to commencing data collection. When the FELS teaching team and their teaching schedules had been officially assigned, approximately two weeks before the second semester began, I contacted all six Thai teachers teaching FELS to participate in this research study. These contacts were made via telephone and through text messages. Before I commenced recording their lessons, I arranged a group meeting with these teacher-participants and met them in person to ask for their consent and give them an overview of the study.

Having described the demographic information, the claim pertaining to English proficiencies, and the relationship between the researcher and the research participants, I am aware that such information can only be treated as contextual information for the later analysis if the participants make it relevant and treat it as so. The purpose of providing it here is only to help orient readers.

4.4.2 Student-participants

A total of 151 Thai students from six classrooms were involved in the video recording. All of them agreed to sign a consent form allowing me to record their interaction during six lessons in the FELS module. As noted, all participants are Thai and are undergraduate students at KU. Based on the information about the students' academic year on the university's registration document, their ages are estimated to range between eighteen and twenty-three. At the time of the data collection, these students enrolled on the FELS course in the second semester of the academic year 2015/16. They came from various fields of study: Agriculture, Agro Industry, Business Administration, Economics, Sciences, Engineers, Veterinary Technology, Medical Sciences, Humanities, and Social Sciences. Based on the students' academic records and from my observational perspective, their English proficiencies varied. They were deemed to be within the range

of intermediate to high-intermediate level since before enrolling on FELS they were required to pass three English foundation modules provided by KU.

As noted, the background information of the research participants was obtained from the university's registration document. I did not make any attempts to contact them personally. On only one occasion did the researcher have direct contact with the student-participants, at the beginning of the first recorded lessons in each classroom. The contact was initiated to introduce them to the study and ask for their consent. Therefore, it can be said that I had no influence on their participation in the recorded lessons. Again, in studies adopting the CA approach, such as this one, detailed information regarding research participants' background will be drawn to analyse only if the participants orient to it in their talks.

4.5 Data Collection and Ethical Considerations

4.5.1 Data recording

The data of this study comes from six FELS courses offered by six Thai teachers. Thirty-four recordings took place over six consecutive weeks from February 8 to March 18, 2016. This study thus comprises 34 recordings of audio-visual data. To protect the anonymity of all participants, each file is named according to the recorded week and room number instead of using its exact module number or the teachers' name. In each week, the research recorded six video recordings from six FELS classrooms, except for the week six, when only four lessons were recorded. This is because in this week one SD card used with a main camera was broken and one of the teacher-participants asked the researcher not to record her lesson. Each video recording lasts no longer than 90 minutes. As such, a total of approximately 51 hours of classroom interaction was recorded during the period of data collection.

During the preliminary, one-week stage of data collection, the equipment (one camcorder, two action cameras and two audio recorders) was tested in five different classrooms. Although the data obtained from this week was not used for analysis, running the recording equipment beforehand benefits the research in two respects. Firstly, it provides information that helps the researcher to make an informed decision regarding the number of cameras used and their position. Secondly, it helps to reduce the effect of 'observer's paradox', the circumstance where the presence of a researcher or, in this study, cameras and audio recorders, affects the participants' actions.

Concerning the latter issue, as Labov (1966, cited in Richards, 2003) cautioned, when the participants are aware that they are being recorded, either by audio or video, they can be expected to act differently than under usual circumstances and the data collected might possibly alter the results of the research findings. This study embraces Duranti's (1997) proposition that a week of equipment testing can make both teacher- and student-participants feel more familiar with having equipment in their classrooms and, consequently, interact naturally in subsequent recorded lessons. However, even if the participants are cognizant of them being recorded in the following weeks of data collection, the issue of 'observer's paradox' is not considered to be highly problematic to the analysis in this study because, as Goodwin (1981) proposed, it is usual that participants organise their behaviours according to the situation. As such, whether or not they are being recorded, they act as if they are being observed by people around them. Hence, from this viewpoint, it can be claimed that the data collected for this study indeed consists of a collection of naturally-occurring classroom interaction.

Based on the data collected during the week of equipment testing, four cameras were used to record classroom interaction in the first week of data collection. To be precise, two camcorders were placed at the left and right at the rear of the classrooms and two action cameras were hung at the front (see Figures 4.2 and 4.3). Subsequently, when checking the audio-visual data and discovering that one camcorder produced visuals of low quality, namely blur, the researcher decided to use only one camcorder at the back, as a main camera, but move its position to the middle at the rear of the classrooms (see Figure 4.4) from the second week onwards. In addition, due to the small size but high picture quality produced by action cameras such as the GOPRO, two of these cameras were placed at the front of the classrooms to minimise the intrusion of cameras on the participants' teaching and learning. Four audio recorders were also deployed. They were placed behind the students' seats and in the places that were distant from the three cameras to, again, lessen the sense of intrusion and to ensure that the participants' talks were clearly recorded (see Figure 4.5). Therefore, it can be said that all recording devices used for the study were selected thoroughly, set up appropriately and managed flexibly to ensure that, first, they did not inhibit participants from speaking in a natural way and, second, that data was successfully obtained as planned.



Figure 4.2: Two camcorders at the back of a classroom



Figure 4.3: Two action cameras at the front of a classroom



Figure 4.4: Position of main camera from the 2nd to the 6th week of data collection



Figure 4.5: Audio recorders used for collecting data



During the weeks of data collection, I visited the classrooms approximately 5-10 minutes before each recorded lesson started to prepare the equipment. After pressing the record button on all recording devices, I left the room and returned only when the classes had finished to collect the devices. It can be seen that recording for this study was intentionally designed to record classroom interaction without the presence of researcher, the aim being to further reduce the effect of 'observer paradox'. In addition, despite testing the equipment in advance, several technical problems occurred, especially during the first three week of data collection. The problems included a broken camera lens, a broken camera power socket, a broken camera stand and insufficient battery power for recording one-and-a-half-hour lessons. In order to collect a sufficient amount of quality data as intended under the given time constraints, I therefore had to be prepared for unexpected circumstances, reflect on data collection week-by-week, and be able to react quickly to changing situations on the ground and be able to fix problems as soon as possible.

To avoid the risk of losing the collected data, I saved the files in two locations immediately after recording: on 2 external hard-disk drives (HDDs). Furthermore, since the camcorder, which was the main camera, produces recordings in MTS format, I had them converted to MP4, the standard format that is compatible with all programmes.

Later, when the focused interaction was located, I selected only the moments of teacher-student talk and made a collection of short video clips which were then stored in a separate folder in two locations. These short video clips were later transcribed and used for analysis.

4.5.2 Ethics

Following the submission of the 'preliminary ethical approval' form submitted to Newcastle University's School of Education, Communication, and Language Sciences as part of the 'project approval' application, I was also required to apply for a 'full ethical approval' from Newcastle University's Ethics Committee since this study involves people and was to be conducted outside the UK (see ethics processes in Appendix D). During this process, I was fully aware that it is the researcher's responsibility to ensure that gatekeepers and research participants acknowledge their rights for participating in (and, if it came to that, withdrawing from) a study (Mackey and Gass, 2015). As such, the relevant documents, including information sheet, debriefing, and informed consent forms in both English and Thai for both teacher- and student- participants and

gatekeepers were prepared (see Appendix D for example documents). These documents outlined the background and purposes of the research, a description of the data collection process, and the contact details of the researcher and relevant university contacts. Moreover, in the consent forms various rights of the participants were described in detail. These documents were submitted and around two months later permission from the Ethics Committee was granted.

Approximately three months before recording, I contacted the gatekeeper, the head of the Foreign Languages Department at KU, to request permission to collect the data, which was to involve teachers working for and lessons provided by the department. In so doing, an official letter asking for permission was submitted along with the information sheet outlining the study and a consent form for gatekeepers. Permission was granted before I started collecting data.

In addition to the actions sketched above, one week before recording began, I had a group meeting with the teacher-participants to introduce my study, describe the process and dates of data collection and distribute the information sheets and informed consent forms. Then, at the beginning of the first recorded lessons of each section, during an equipment-testing period, debriefing information and consent forms were distributed to the student-participants in the six classrooms where the recordings would take place. At the same time, a verbal explanation of the study was given, followed by a Q&A session where the students could air their views and any concerns they might have. Consequently, both groups of research participants, before the data collection process began, had acknowledged their rights to participate and withdraw from the study without any impact on their work or study and agreed to be involved in the research under the condition of anonymity.

4.6 Data Transcription

Approximately 51 hours of audio-visual data were viewed. To efficiently deal with a large amount of many long recordings, each lasting at least one hour, within a limited period of time, I decided to transcribe selected interactions in rounds, as suggested by ten Have (2007). That is to say, initially, I roughly transcribed what had been said and how it had been said, and later gradually inserted further detail considered relevant to focused interactional phenomena. The transcripts were made in Microsoft Word documents and the specialised transcription programme Transana, and were presented

using the characters of the Latin alphabet and special signs available on the QWERTY keyboard (ten Have, 2007; Ayaß, 2015). All transcriptions adopted the CA conventions established and developed by Gail Jefferson (see Appendix A for CA transcription conventions). Despite the fact that the Jeffersonian Transcription System was developed mainly for audio data and has been criticised for being inconsistent (O’Connell and Kowal, 1994 cited in ten Have, 2007; Ayaß, 2015), I opted for this method for two main reasons: dissemination and analytical purposes. That is, firstly, the system is prevalent in CA research (ten Have, 2007; Ayaß, 2015), meaning that many readers, particularly CA practitioners, can read the transcripts, access data and follow the analytical process of this study when published. Secondly, as stated in ten Have (2007), the system contains sufficient features to make a broad transcription for most CA purposes and, as it has not been designed as a set of principles to strictly follow, special ad hoc features essential to certain analyses can also be added to this ‘common language’, making its various minor variations more appropriate and suitable for a particular CA purpose. As such, it allows researchers to represent both vocal- and visual-conduct-in-interaction in transcriptions. To understand the transcription process, it is worth mentioning transcriptions in general and discussing particular issues pertaining to this present study.

Regarding the transcriptions of this study, since the details of talk-and-other-conducts-in-interaction in the audio-visual data are slowed down and frozen in written form (Psathas and Anderson, 1990; ten Have, 2007; Ayaß, 2015), they can be accessed and re-examined anytime and anywhere without technological tools. Transcriptions are, thus, essential in the CA approach. For the present study, transcripts benefit analytical procedure in two aspects: noticing and rechecking the analysis. First, the tool assisted me during the analysis. That is, the broad transcriptions are indeed, as ten Have (2007) stated, a ‘notice device’ derived from the researcher’s multiple attempts to watch and hear selected video clips with close attention. By so doing, a variety of interactional episodes were presented and I was able to identify the focused interactional phenomenon—Circle Time activity (CT). In addition to these broad transcriptions, detailed transcriptions, once made, helped me inspect the details of talk-and-other-conducts-in-interaction which would have escaped the attention of ordinary observers in that real-time unfolding event, thereby isolating particular sequential practices and permitting enhanced insights into the focused phenomenon. Second, in addition to allowing me to pay close analytical attention to the details of the phenomenon of

interest, as noted above, transcriptions also helped make transparent the process of analysis of this study. By looking at transcripts, other CA practitioners can quickly access certain parts of data easily in order to check the validity of the analysis and the claims proposed in the research. Consequently, the transcripts can increase the reliability and objective validity of the research (Sacks, 1992).

From the aforementioned discussion, transcripts are obviously, as Ayaß (2015) stated, indispensable for analysing and, therefore, are a crucial constitutive element of the methodological process in CA. As such it is crucial that CA analysts, including me, to transcribe their audio-visual data. Having acknowledged the usefulness of transcriptions for this study, they were treated as no more than tools which, according to ten Have (2007, p.32), “make *what* was said and *how* it was said available for analytic consideration” (italic in original). They were naturally used with caution in this study—only to help me notice details of multimodality in interaction. Indeed, as Heritage (1984a) and Psathas and Anderson (1990) remarked, transcriptions are not a substitute for recordings, which are the real data of CA. The analysis in this study was, as such, not made based upon the transcriptions, but upon the recorded data.

Concerning the details in the transcriptions, as with those of other studies applying CA, the transcriptions of this study reflect “not only *what* has been said, but also *how* it has been said (ten Have, 2007, p.94, italic in original). Although Jefferson (1985) and Ayaß (2015) recommended that a transcript should include as much of the interactional detail as possible, the transcripts of this study only bring out limited interactional details, namely those which contributed to my understanding of the interactional organisation of CT opening and closing practices, so as to make them discernible for making a micro-detailed analysis. In addition, following ten Have’s (2007) remark that data are always transcribed selectively, I am aware that there is no completely perfect CA transcription. Thus, through the process of data transcription, I agree with Heritage (1984a) and Stubbe *et al.* (2003) that it is inevitable that while some interactional details are preserved, others are lost, particularly those that the participants did not orient to. These interactional features are therefore considered beyond the scope of the analysis here. Despite being selective, the transcripts used for this study grew in length because of the inclusion of multimodal interactions emerging from the audio-visual type of data. Hence, I, as the transcriber, have tried my best to make the transcriptions as legible and as comprehensive as possible. Essentially, following Psathas and Anderson (1990) and ten Have (2007), the transcripts of this

study represent specific information, namely the details of recording sessions, the identification of participants, vocal features (for instance words as spoken and non-lexical sounds), temporal features (such as silence and overlapping), embodiment (for example gaze and body movement) and translation. Moreover, in line with the nature of CA, this study is unable to present the entire analysed data. The data shown in analytic chapters were, therefore, selectively presented in order to illustrate focused points. However, full extracts which were not included in the chapters can be found in Appendix B.

Among the interactional details mentioned above, words as spoken, translation, and multimodalities were practical issues of considerable concern in the data transcription process of this study. Regarding the first issue, words-as-spoken is hitherto a point of contention, even in this study. As aforementioned, the ideal concept of making CA transcripts is to capture the actual words-as-spoken in written form. Transcriptionists, hence, should transcribe 'pronunciational particulars' as such (Jefferson, 1996; 2004). However, in practice the exact degree to which the written form should or can match the sounds as they are recorded in audio-visual material can vary according to the transcriptionist's decision and her interpretation. In research relating to the use of English as a foreign language in a classroom setting, such as in this study, sounds which deviate from the words' orthography frequently occur and, without doubt, it was necessary in this study to make a choice as to whether to modify the standard orthography to catch the deviations of the actual spoken words. The decision taken was that when the marked pronunciation occurred in the phenomenon in question, modifications were continually and consistently used in the transcripts, with the precise English word(s) placed in double-square brackets. This is because I agree with Jefferson that the modifications may ultimately prove to be significant to the analysis. However, as ten Have (2007) cautioned, such modifications of transcripts may have a stronger impact on readers' assumptions of the participants than the transcriptionist intended. That is, deviations presented in transcripts may appear overly stronger than the actual recorded speech and, consequently, may make the participants look dull-witted in the readers' view. Consequently, I have tried to carefully transcribe the marked pronunciations which occurred in this study.

Another issue of particular relevance to this study is translation. In the audio-visual data where English is used between a Thai teacher and Thai students in a FELS classroom, phenomena such as code-switching and language mixing inevitably

appeared. In order to make them accessible to readers in various research stages, such as empirical analysis and publication, translating such words from Thai to English was deemed essential for this study. According to ten Have (2007), several alternatives as to how the translation is incorporated into a transcript are available (cf. Houtkoop-Steenstra, 1991; ten Have, 1991; Bergmann, 1992; Sorjonen, 1996). For example, where only translation into the language of publication is presented in a transcript, the translation is presented in the text with the original language provided in an appendix, or the original language is presented in the text followed, in other lines, by the word-by-word translation and the translation that is natural in the destination language (so-called idiomatic translation). As my intention was to provide as much detail as possible on the actual, original, interaction in the transcripts, the decision was made to present words in their original language, namely Thai. However, since the language has its own alphabetical system, the most appropriate way to present Thai words in the transcripts for this study was that Thai words were written in the transcripts using the English alphabet, followed by idiomatic translation in the line below without a morpheme-by-morpheme gloss. In so doing, the transcripts appear comprehensible and unnecessarily long for readers.

One more practical concern relevant to this study was how to transcribe multimodal interaction. As emphasised in Hazel *et al.* (2014, p.3), “Interaction as the primordial site for human sociality is *always* multimodal” (italic in origin). Since this study pays attention not only to audio but also visual data, the transcriptions must, therefore, be able to represent and describe embodied interaction in the focused social practices, as noted by Psathas and Anderson (1990), Hutchby and Wooffitt (2008) and Hazel *et al.* (2014). However, unlike the transcription of audiotaped interaction, a single system to transcribe audio-visual data has not yet been settled on (Ayaß, 2015). The suitability for the transcription of such data types hence depends on the research topic and the transcriber’s interpretation. In this study, I decided to deal with the multimodalities by making use of ‘still-frame images’ together with a textual rendition of the body-visual resources in the transcripts. Still images are, as Carroll (2012) and Ayaß (2015) stated, not randomly selected. For the transcriptions of this study, a single frame of a moving stream of images which presented the climax of each focused modality was chosen. The stills and their captions were then added beneath the textual rendition of the vocal part of the interaction concurrent with them. These connections are explicitly shown by using the symbol ‘|’. When presented or published, the clarity of the still

images was reduced to preserve the anonymity and protect the identity of the participants.

4.7 Data Analysis Procedure

The analysis of CA research is, as Harris (2013) stated, a complex and multifaceted process that tries to unfold the central question “why that now?” (Schegloff and Sacks, 1973, P. 299), or “why that, in that way, right now?” (Seedhouse, 2004, p.16). Likewise, the analytical activities adopted in this study also aimed at understanding talk-and-other-conduct-in-interaction as actions to address the question “what that action?”, explicating the way the action was packaged through linguistic forms and multimodal resources to answer the question “why in that way?” and describing how the multimodalities proceeded in interactional sequence so as to gain insights into “why that right now?”. To achieve these aims, several preparatory analytical steps had been taken before the aforementioned micro-analysis started. A summary and explanation of the procedure are provided in Figure 4.6 and the paragraphs that follow.

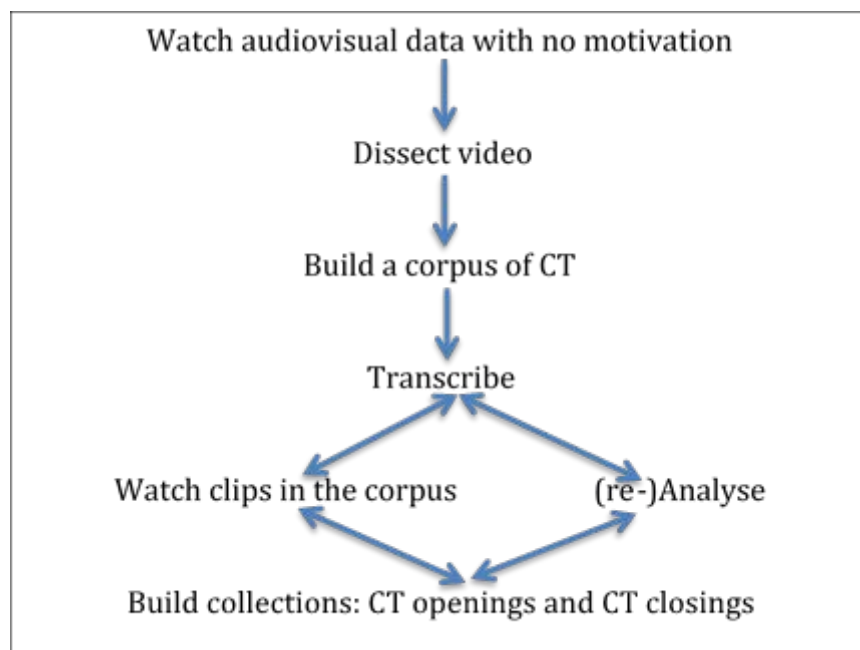


Figure 4.6: A summary of the analysis procedure

From Figure 4.6 it can be seen that, instead of producing transcripts, the initial analytical steps employed to unpack recorded interaction could be described, using Carroll’s (2012) term, ‘video dissection’ of the data. That is, initially, through multiple

viewings I began to undertake a broad analysis of the data collected or, in other words, started with 'unmotivated looking' (Psathas, 1995; Pomerantz and Fehr, 1997; Peräkylä, 2004a; ten Have, 2007) and taking notes on the unfolding actions in the classroom interaction. Before explaining the next steps in the data analysis, it is necessary to clarify the act of 'unmotivated looking' adopted in the research in order to provide a mutual understanding of this CA principle. The act of 'unmotivated looking' here was, in fact, not applied in quite the same way as it has been in other studies. This principle of CA, as Sacks (1984) and Psathas (1990a) explained, includes both 'unmotivated' exploratory analysis and 'unmotivated' theoretical conceptualisation. However, in this study only the first aspect was applied. That is, rather than approaching the data with the already identified phenomena in mind, I let the data 'speak for itself' and tried to be open to discover whatever emerged from it. It was not possible to adhere to the second aspect of 'unmotivated looking' in this research because it aims to build knowledge upon previous classroom research using CA. On this point, I concur with Psathas (1990b), Brandt (2011) and Leyland (2014) that the analyst cannot help but be inspired and willingly guided by previous works. Hence, my looking was indeed motivated by specific practical and professional motivations, otherwise it, and the study per se, could not have been done at all.

Next, as a result of repeated viewings, an interesting classroom activity, namely 'circle time' (CT), was noticed recurring in the data. This activity became an object of interest not only because of the quantity of its occurrence but because the regular use of this activity in this community of practice possibly indicates that CT is considered an important mechanism facilitating learning and serving immediate pedagogical goals. CT seems to be an interesting phenomenon which deserves a fuller exploration. At this stage, the process of analysis then led me to the building of a collection of CTs. Instead of doing one focal case analysis, in this study I opted for doing a multi-case study, a more common CA practice (Schegloff, 1996a), since, as Schegloff argued, with collections of phenomena analysts can differentiate ordinary norms of the actual action from deviant case(s) (Hazel *et al.*, 2014). In total, 30 examples constitute the collection of extracts showing CT. The clips were then systematically transcribed, as mentioned above. Through observations, the analysis of the transitions between three phases of CT were generated. After characterising CT and identifying the three moves, only opening and closing phases were chosen for a detailed focus due to the word count and time constraints. This led to the building of two collections: 1) a collection of 30 examples of

CT opening, and 2) a collection of 24 examples of CT closing. Subsequently, the non-verbal details were added to the transcripts while re-analyses were conducted (as shown in Figure 4.6). This progressive style of data analysis lasted for a full year, during which numerous transcripts were made and many pages of observation notes were recorded, although, due to space limitations, only a small number of extracts are shown in this study to exemplify the analytic points in focus.

4.8 Summary

This chapter has described the setting of the research and provided information about the research participants (section 4.3 and 4.4 respectively) so as to set out the context of the study. Following these sections, how data from the setting was collected was discussed in Section 4.5. The same section considered the ethical issues relevant to the data collection process to show how such factors were dealt with in this study. Section 4.6 then discussed the process of data transcription and its importance to the CA approach. Lastly, the data analysis procedure showing how the collected data was selected for analysis was considered in Section 4.7.

Having discussed the overall research design of this study, the following chapters will report the analytical findings.

Chapter 5. Circle Time Openings

5.1 Introduction

This first analytic chapter will present a detailed description of how teachers and students in Thai EFL classrooms initiate and carry out openings in Circle Time (CT). As noted in Chapter 4, CT is a teacher-led activity which occurs in the form of multi-party gatherings in an institutional setting. Therefore, CT openings inevitably involve pedagogical intended face-to-face interaction performed by more than two participants. By taking all parties, i.e. the teacher, the addressed and the unaddressed (or present and co-present) students, into the analytic focus, dynamic structures, the roles of participation, and evolving sequential actions co-constructed by participants can be observed (Goffman (1981), C. Goodwin (1981; 2006), M.H. Goodwin (1999) and the Goodwins (2004), see Section 2.5 for further detail).

Prior to unfolding the interactional organisation of CT openings, I will firstly revisit the research questions guiding this study. They are:

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

The forthcoming sections present the analyses of CT openings. Firstly, I will briefly discuss the conceptualisation of 'opening' applied in my analysis (Section 5.2). Secondly, two types of CT openings revealed in this study will be presented in Section 5.3. The first type, 'dedicated openings' and the variation of interactional patterns forming their topic-establishing sequences, which I name 'simulator' and 'gate-keeper' styles will be unveiled in Sections 5.3.1 and 5.3.2. The second type of CT openings, termed here 'foreshortened openings', will be presented in Section 5.3.3. Following the analyses of CT openings, I will draw on an example of CT talk from which an opening is absent to point out the consequences that the opening practice may have for the achievement of the on-going CT activity (Section 5.4). These analyses will be shown through five selected examples of CT openings documented in this study's corpus. The cases selected and analysed represent all variations from the full collection, selected

because they demonstrate the clearest examples of their types. Each of the cases will be examined in depth by placing the analytic focus on how participation gets done in CT openings through the verbal and bodily-visual conducts of participants.

5.2 The Conceptualisation of Circle Time Openings

Following Schegloff's (1986) suggestion of three fundamental tasks in conversational openings, I define the focused 'pedagogical openings' as the period prior to the initiation of the first topic to an individual student. Hence, my analysis of CT openings covers the moment teachers oriented to establish reciprocity with the whole class to the point at which the matter for CT talk was established (see Section 2.3.2, for a more detailed discussion).

5.3 Types of CT Openings

To arrive at the findings presented in this section, I analysed all 30 examples of CT openings collected in the study's corpus. Additionally, to improve validity and make the analysis more rigorous, a combination of verbal and non-verbal actions, e.g. embodied engagement (Kendon, 1990) was taken into consideration when analysing the data. The transcripts illuminating the analytic foci are thus of considerable length compared to those of other studies focusing on just the verbal aspect of interaction. Nevertheless, I attempt to make it less complicated by presenting each action sequence separately and explaining the sequences comprising each type of CT opening in a step-by-step fashion (see Appendix A for CA transcription conventions and Appendix B for the full extracts).

5.3.1 *Dedicated openings*

In this study, a dedicated opening is used to call the beginning move of CT whose structural organisation closely reflects the notion of 'a little sequence used to open or close long sequences or topics' which Schegloff (2007, p. 186) refers to as "dedicated" sequences. Following this idea proposed by the leading figure in CA field, I use 'dedicated' in my analysis to refer to the ways in which teachers display their concerns about the engagement of students involved in the opening practice. Through CA's analytic approach, in addition to the structural organisation of CT dedicated openings, this analysis will also unveil how participation is organised in this teacher-led classroom interaction.

Examining the structural organisation of all 30 examples of CT openings in this study's corpus, I classified 16 as a 'dedicated opening' as they are constructed along a similar sequential pattern. This typical structural organisation is composed of two complete social actions: 1) locating topic for participation, and 2) establishing topic-as-action. Before elaborating on the analysis, I will define the terms employed to refer to the two social actions participants perform in this type of CT openings. Firstly, 'locating topic for participation' is a term borrowed from Walsh and O'Keeffe (2007). In fact, in their work it is termed 'locating topic for learning'. However, as I adopt its concept but adapt the term to make it more practical to this study, I name this classroom management action 'locating topic for participation'. In its sequences, participants display their orientation towards navigating others' attention to the mutual point of reference where the intend-to-focus topic is situated. Hence, in this practice the focused topic is located spatially by means of verbal as well as nonverbal resources of communication. Secondly, the term topic-as-action is borrowed from Seedhouse and Supakorn (2015). The 'establishing topic-as-action' denotes to the second pivotal action constituting dedicated openings. In this practice, participants show that they orient to developing a mutual understanding of the intend-to-focus topic and ensuring that the topic, or some aspects of it, is now known in advance by all present students. Moreover, through the evolving structure of talk and other conducts in this practice, teachers demonstrate their attempt to include students in the participation framework and encourage them to become more active participants. Thus, establishing topic-as-action, by this definition, incorporates not only topic initiation but also facilitation of interpersonal relationship into its sequences of action. In the following paragraphs, these two social practices constituting dedicated openings will be thoroughly investigated in the micro-moment level of interaction.

Extract 1 demonstrates two typical actions sequences comprising dedicated openings in this corpus. The extract is chosen as it contains conspicuous examples that illuminate my analytic foci. The recorded lesson is from an EFL listening and speaking class which, at the time of recording, involved a teacher and ten students. Prior to this extract, the teacher had waited for the students (hereafter T and S- in all presented transcripts) to settle into their seats and prepare their learning materials, including textbook. Once the teacher had noticed that the students were ready, she launched this CT opening. In doing so, she firstly oriented her talk and embodiments to the teaching material—a screen showing a focused task provided in the textbook (see more detail of

this planned task in Appendix C: Picture 1). Then, through her embodied actions, she turned her attention to the whole class. Until line 33, she closed the on-going opening and then started allocating turns to interact individually with selected students under the same topic.

To make the analysis more comprehensible to readers, the extract showing this co-constructed dedicated opening will be divided into five parts. The based action sequences forming this dedicated opening are demonstrated in Extract 1 (i-iii) while Extract 1 (iv-v) show the extra interactional works that the participants performed to embellish this dedicated opening and their consequences for student participation. Additionally, in the left column of the transcript below, symbols that point to the starting point of each analytic focus have been inserted. That is, '1→' and '2→' indicate the FPP of the first and second action sequences, or locating topic for participation and establishing topic-as-action, respectively. '→' points out the SPP of its sequences produced by student(s). 'R→' refers to an initial part of repair sequences. '2_a→' and '2_b→' indicate topic-proffering sequences which are the post-expansion of the second action sequences.

Extract 1(i): Picture A

C01: opening_LH4-506W5@4.22-7.36

1→ 1 T: |↑now let's: (.)| take a look at (.) ↑ta:h

|T turns her body backwards to look at the picture and walks towards the screen.



|Some students turn their face towards the screen while some turn from the screen to their textbook and search for the page that contains the same page as shown on it.



2 ea:ch °pic↑tu:re°

|T walks closer to the screen and points her right hand to picture A while looking at the screen.



Extract 1(i) shows how participants—the teacher and the whole class—co-constructed the first action, locating topic for participation. The teacher achieves introducing a new action sequence to the whole class using a boundary marker that was produced in a high pitch i.e. \uparrow now (line 1) (see a list of boundary markers in Crow, 1983, pp. 141-143, cited in Wong and Waring, 2010; and also Walsh, who refers to these as ‘transition markers’ (2006; 2011; 2013)). This is followed by the utterance indicating the position where the topic for talk is situated, i.e. “let’s: (.) take a look at (.) \uparrow ta:h ea:ch $^{\circ}$ pic \uparrow tu:re $^{\circ}$ ” (lines 1-2) and non-verbal cues performed by the teacher, i.e. moving her body closer to the screen while gazing and pointing at the focused picture during the 1.0-second pause (line 3). When considering the teacher’s utterance, the prosody used and the subsequent lapse, along with her embedded physical activities, it can be seen that this TCU, or utterance, in general terms, is a request through which the teacher makes use of shared objects in the environment, namely the textbook and screen, to orient the recipients’ attention to the mutual point of reference, namely picture A. By constructing the turn-at-talk using these components, the teacher shows that she orients not only to mark the beginning of the new action and draw the present students to the point where their mutual attention should be located, but also to set up a participation framework where multiparties can join through a combination of verbal and non-verbal means and shared objects. In order to grant this teacher’s request, some students orient their gaze to the screen while others search for the picture in their textbook (line 1). However, it is interesting to note that at the end of her utterance, the teacher does not attend to the students’ responses. Instead, she orients to the silence (line 3) as the coordinated sequence displaying alignment of the present students to the action she initiates. Therefore, she continues attending to the picture shown on the central screen, preparing to execute the subsequent action (see Extract 1(ii)) without displaying her

orientation towards reciprocal actions the students provide in return, as evidenced in her embodied actions (line 3). Hence, based on the participants' interaction in this extract, it can be concluded that the first action—locating topic for participation—is performed to accomplish two tasks, similar to those done in conversational openings (cf. Schegloff (1986)). They are: 1) establishing availability and securing the attention of the interactants; and, 2) constituting relationship by implementing a framework for participation.

Extract 1(ii): Picture A

CO1: opening_LH4-506W5@4.22-7.36

2 → 4 T: °who-° •hh (0.3) |who are these two: |(.) people

|T moves her right hand back and forth between two characters while pointing and looking at the screen.



|T turns her face towards students while still pointing her right hand towards the screen.



→ 5 | (0.2)

|4 students are looking at the screen and one student is looking at the picture in her book while others are finding the picture in their book or attending to something else.



The sequences shown in Extract 1(ii) present the initial part of the second social action constituting this CT opening, namely, 'establishing topic-as-action'. To initiate this action, the teacher self-selected to produce another TCU, viz. "°who-° •hh (0.3) who are these two: (.) people" (line 4), and simultaneously performed embodied actions, i.e. moving her right hand back and forth between the two characters shown in picture A. As the teacher embeds a form of question in this utterance, it initiated a number of exchanges. Thus, her turn can be read, in this sequential environment, as performing either duty between these two, namely warranting the opening of this pedagogical talk or initiating the topic to the whole class. To be more precise, firstly, the teacher's physical activities, based upon the orientation of her legs, torso and head, suggests that she is fully occupied with pointing out the source from which the topic of this talk is derived. Thus, her turn, from this aspect, can be read as if she is attempting to warrant this pedagogical opening by relating it to the objects to which the whole class can share access. On the other hand, when considering the form of question and her embodied action (at the very end of line 4) embedded in this utterance, this turn can also be read as an FPP in a question-answer sequence. Moreover, according to Campbell-Larsen (2014) and Wong and Waring (2010), when this utterance is produced in an opening move, it can be regarded as a potential topical-initial utterance of topic-initiating sequences. If the teacher utilises this turn to perform the latter objective, the answer(s) of the students will be made relevant next, meaning that she expected to receive students' responses in the next turn.

However, the students' embodied actions, such as gazing at the screen or their book during the 0.2-second pause, reveal that they understand their teacher's verbal and non-verbal actions as performing the first duty, i.e. warranting the opening of this topical talk. So, from their perspective, this utterance is seen as another request which can be granted non-verbally by using embodied responses. Therefore, their verbal contribution is noticeably absent. This might be because the teacher's embodied actions show that her attention is solely directed to picture A on the screen rather than to the students. Also, she does not perform any verbal or nonverbal actions to put pressure on their students for an uptake, for instance by establishing reciprocity (Stivers, 2012). Hence, the students perceive it as her continued attempt to locate the topic for participation.

Extract 1(iii): Picture A

CO1: opening_LH4-506W5@4.22-7.36

R→ 6 T: |who ↑are they (.) and (.) where: (.) are they
|T walks towards students.



→ 7 | (1.0)

|T turns her face, twists her torso and glances at SSS sitting on her right.
|Some students are gazing down at the picture on their textbook while others are looking at the same picture on the screen.



R→ 8 T: |who ↑are they

|T turns her face and twists her torso to look at picture A while still pointing her legs to students.



9 (0. | 8)

|T claps her hands while looking at the screen.



- 10 T: |picture a
 | T points both hands, which are sticking together, to the screen and turns her body back towards students.



- 11 S1: ((° |inaudible°))
 | T turns her face backwards and twists torso and legs to look at the screen.



- 12 S2: ur: (.) friend

Continuing on from the prior sequences, Extract 1(iii) still demonstrates how the participants evolve their interaction to the establishment of topic-as-action. That is to say, once the teacher gazes towards students at the end of her turn (line 4) and notices the students' nonverbal conducts (line 5 in Extract 1(i)), she displays to the student that they have misinterpreted and, therefore, undertook the context shaped, namely the intended meaning of her preceding utterance, wrongly. To demonstrate that the students' nonverbal reciprocal responses is problematic, the teacher initiates self-repair sequences. To do so, she reformulates her previous FPP (line 4), adds one more question, and, most importantly, orients her embodiments towards the whole class, i.e. "who ↑are they (.) and (.) where: (.) are they" (line 6). Through her self-repair (marked as R→, repair of the second action sequences in the above extract), the teacher renews the context by demonstrating that her nonverbal behaviours are the source of trouble that caused there to be no appropriate uptake from the students. Recognising the source of the trouble, the teacher initiates the repair sequences and orients both her talk and her body to the whole class. Additionally, she does not only align her legs, torso and face towards the students but also makes use of close proximity to put pressure on the students for verbal contributions. The inserted sequences (cf. "insert expansion" in Schegloff, 2007, p. 96), together with the embedded physical

actions that the teacher performs in this position, suggest that the teacher is attempting not only to repair for the students' intersubjectivity, but also to reconstitute recipientship to help them refigure out their roles of participation at this particular moment in the interaction. It is interesting to note that the teacher employs multimodalities, including body movement and proximity, to encourage the whole class to actively participate and provide appropriate reciprocal actions to her repair utterance in line 6. Despite the repair initiation and her embodiment, there is still no appropriate answer from the whole class, as shown by the 1-second pause (line 7).

In the earlier period of the pause (line 7), the teacher glances at the students and notices that they are actually participating in the on-going action sequences she has initiated. This is so because some students are looking closely at the picture on their book while some are gazing at the same picture on the screen. She therefore provides them with a wait time. While doing so, she still orients her legs, torso and head towards the students and walks in closer proximity to them. Her embodiment displays to the students that their verbal contributions are still conditionally relevant and that she is still attending to them, in other words waiting for them. After providing them with the wait time, the teacher initiates another repair sequence (line 8). To do so, she repeats her first repair utterance, i.e. "who ↑are they", and perform a matching display (cf. Goodwin (1981)) with the students, i.e. turns her torso and face to gaze at the central screen where Picture A is displayed. It is essential to note that, while doing so, she still positions her legs towards the students. In addition to demonstrating the participants' availability to engage, it is evidenced in this interaction that the teacher exploits the matching display to relocate herself into the framework of participation and, above all, to associate and include herself in the same association as the students. To be precise, the matching display she performs indicates to students that she is paying attention not only to them but also to the same object. Therefore, she understands the students' reason for withholding their verbal contribution, i.e. they are occupied with obtaining the known-in-advance status. Then, close to the end of the 0.8-second pause (line 9), the teacher claps her hands while gazing at the picture. Clapping hands at this particular sequence can be utilised by her as a sequence marker. This embodied action can indicate to students that the preparation time and whatever activity they are occupying should end at this moment. Upon clapping her hands, the teacher adds another unit in her turn, viz. "picture a" (line 10). By explicitly stating the shared object in this utterance, the teacher points out to students something that they have in common. Similar to a 'pick-

up', as Sacks proposed in his lectures (cited in Sidnell (2010)), this common thing allows her to warrant a resumption of the talk on this topic with her students. Moreover, to communicate with the co-participants concerning who and what are included in this participation framework, the teacher employs nonverbal means, i.e. pointing her hands to the screen and turning her torso and face towards the students (line 10). This embodiment performed by the teacher enables the students to understand that the topic is being offered to them and that they are included in this framework of participation. As a result of this, S1 and S2 display that they acknowledge their role by starting to produce a verbal response for the topic-initiating sequence (lines 11 and 12). Based upon the participants' interaction in this extract, it can be seen that to perform topic-as-action the participants interact to accomplish two tasks: 1) initiating topic to the whole class; and, 2) establishing a participation framework where multiparties are included.

So far, the interactional works participants employ to establish topic-as-action do not only facilitate mutual attention for the focused topic and encourage their mutual understanding, but also illustrate the teacher's attempt to build rapport by, for example, including the present students in the same framework of participation (lines 6-7 and 10), and performing a matching display to show that she is also a member of this learning group (lines 8-9). Furthermore, the aforementioned evidence suggests an attempt on behalf of the teacher to create multiparty interaction whereby present students are invited to take part through her use of multimodal interactions, including shared objects as well as spatial and body arrangements.

Extract 1(iv): Picture A

CO1: opening_LH4-506W5@4.22-7.36

2_a→ 13 T: a frie:nd? (0.2) |what is the man doing?

|T points her right hand to the screen while standing in a close proximity to students.



14 S3: open the door ((°for a woman°))

15 T: o↑pen (.) the door for::=

16 S4: =|excuse me=

| S3 walks pass T to the door.

17 T: =the woman o↑ka::y (0.3) so open the door:

18 for the woman (0.2) |so: (0.2) do you think

As I have investigated how the teacher attempts to achieve her pedagogical goal of engaging students in the first and second action sequences of this CT opening, namely locating the topic for participation and establishing topic-as-action, in Extract 1(iv) and Extract 1(v) (below), I will continue to analyse the second action sequences to reveal how the participants jointly manage and bring this type of CT opening to its termination. However, as the variation of interactional patterns in topic-as-action sequences will be examined in greater detail in Section 5.3.2, the analysis in this section is provided in order to give a bird's-eye view of the overall structural organisation of the dedicated openings documented in this study.

Continuing on from Extract 1(iii), after S2 provides an appropriate response to her base FPP, originally proffered in line 4, the teacher produces the third turn, which can be read as an expansion of the base sequence, or a so-called “topic-proffering sequence” (Schegloff, 2007, pp. 169-194). Specifically, this TCU is comprised of “non-minimal post-expansion” (Schegloff, 2007, pp. 148-149), i.e. “a frie:nd?” (line 13). “a friend?” is a repeat of S2's SPP. When it is stressed, elongated and produced with a rising intonation, this utterance does not only function as registering news, but, as Maynard (2003) suggests, it also projects the forthcoming expansion of the base AP in lines 4 and 12. This means that, despite the fact that the teacher applies a method for repair, namely an other-initiated repair, the new information is not marked as incorrect but as of interest to the teacher. Therefore, this utterance can engender expansion or, put differently, produce more interactional space for verbal engagement to S2 if he embraces the opportunity that the teacher is providing in this turn.

However, after the 0.2-second pause, the teacher closes S2's opportunity to elaborate on his answer. As shown in line 13, i.e. “what is the man doing?”, the teacher initiates a new question-answer sequence by employing a topic which relates to that of the prior sequences. While doing so, the teacher performs embodied actions, namely gazing and pointing her hand to picture A on the screen and orienting her legs and torso towards the students. Her talk and embodied conducts suggest that she is now requesting information but not only from her current interactant, S2, but also from co-present others. This is so as, firstly, she disengages from the individual interaction with S2 by using a “segmented topic shift”, an abrupt shift from one topic to a relevant or sub-topic (Sacks, 1992, p.352; Jefferson, 1984) alongside an embodied disengagement. Secondly, she deploys shared objects, i.e. the picture in the textbook that is displayed on

the screen, to bring whoever can gain access to these objects into this framework of participation. As a consequence, S3 indicates that he acknowledges his role of participation by self-selecting to participate and contributes a reciprocal answer (line 14). Upon the completion of S3's SPP, the teacher registers the new information S3 provided, i.e. "o↑pen (.) the door for::= =the woman o↑ka::y (0.3) so open the door: for the woman" (lines 15 and 17-18). Taking account of their use of verbal and non-verbal resources for communication, I observe that the participants, in this extract, orient to building rapport. That is, while developing topic-as-action, the teacher attempts to maintain a connection with all co-present students and uses various interactional features to include them in the topic-establishing sequences. To be precise, by using a method-for-topic-shift, embodiment and shared objects, the teacher achieves a resumption of the teacher-whole class participation structure and, therefore, is able to ensure multiparty interaction and offer opportunities for engagement to all present students.

Extract 1(v): Picture A

CO1: opening_LH4-506W5@4.22-7.36

2_b→ 18 for the woman (0.2) |so: (0.2) do you think
 | T turns her face and body towards students
 and walks forwards.



19 that they are friends?
 20 (|0.7)
 | T walks towards the end of circle where S5 and S6 are sitting.



→ 21 S5: yes
 → 22 S6: yes

23 (|0.2)

| T nods and gazes at S5 and S6.



→ 24 S2: [n↑oh]

→ 25 S3: [[no]]

→ 26 S7: [|no] no

| T turns her legs, torso and face towards S2's, S3's and S7's direction.



27 S2: maybe jus: just met (0.2) in front of the door

((5 lines are omitted))

33 T: ((S6's name)) do you think they are friends?

34 S6: maybe

Similar to the interaction in Extract 1(iv), Extract 1(v) also elucidates how this teacher preempts students from playing only one static role, for example being a bystander (Goodwin, 2006 (see further detail in Section 2.5.3)), in the current participation framework, and simultaneously encourages them to be involved actively in the interaction. Additionally, it also exhibits the consequences of organising topic-as-action and, eventually, a dedicated opening on student participation. That is, after registering the information that S3 has provided (lines 15 and 17-18), the teacher marks the beginning of another sequence using “(0.2) |so: (0.2)” (line 18). The pauses and the boundary marker “so”, which is articulated with elongation, is employed in such a position as to demarcate the current topic from the next. Precisely, in this extract, they are deployed to end the current sub-topic and shift back to the topic that the teacher proffered to S2 in the previous sequence. The shift of topic, and also the teacher’s embodiment, i.e. “do you think that they are friends?” (lines 18-20), are,

again, utilised as a vehicle to enable the teacher to draw the whole class back into this participation framework. Unlike the earlier utterance, in this sequence the method of topic shift that the teacher employs to help her keep co-present students engaged is known as “topic-proffering sequences” (Schegloff, 2007, pp. 169-180). Furthermore, when compared to a segmented-topic shift, it is evident in this extract that, proffering topic can encourage verbal engagement from more students, possibly because this type of sequence offers more authority to develop the topic to recipients (Schegloff, 2007). It may thus create a calm teaching-learning atmosphere in which students participate based on self, rather than other, control (Wright, 2005). By proffering the topic, the teacher offers more alternatives to the whole class to respond to this topic. Precisely, in their second-position utterance, the students can choose to either encourage or discourage the topic that has been topicalised in S2’s answer. Therefore, as shown in this extract (lines 21, 22, 24, 25, and 26), more students self-selected to provide a response and participated more actively to progress topic-as-action with the teacher. The verbal contributions students produce in the on-going interaction, albeit short utterances, display their achievement in claiming access to the current topic and developing intersubjectivity. Claiming resources, such as the knowledge and the experience the students have in relation to the initiated topic, as Schegloff (2007) proposes, can demonstrate to the teacher the capacity to embrace the topic derived from the participants’ mutual understanding and a readiness to enter subsequent topical talk. Additionally, it is interesting to note here briefly that to encourage student engagement the teacher also makes use of ‘recognitionals’ (Ishino and Okada, 2018; Stivers, 2007; Schegloff, 2007; Schegloff, 1996b; Sacks and Schegloff, 1979), which here are: 1) ‘you’, a default recognition of student reference, 2) body movement and 3) spatial arrangement (more detail on teacher use of multimodalities and student participation will be given in Section 5.3.2.).

Following S2’s post-expansion sequence (line 27), the participants continue to establish topic-as-action until this action sequence reaches its termination in line 33. At this point, the teacher starts referring turn-at-talk to an individual student, namely S6. The noteworthy point here concerns S6’s reciprocal answer (line 34) since her response manifests the influence of organising dedicated opening, topic-as-action in particular, on student participation. That is, this uptake reflects her readiness, and perhaps willingness, to change her role of participation and the development of her interactional competence. Regarding the former result, as documented in line 34, albeit briefly, S6

responds without any interactional features displaying her hesitation or state of being unready to change her role from 'bystander', or active listener, to be an active interactant in this participation structure (see Goffman (1981), Goodwin (2006) and Schwab (2011) for various kinds of interlocutors in multiparty gatherings). Considering the second outcome of dedicated opening shown in S6's uptake (line 34), I observe that her reciprocal answer "maybe" (line 34) is different from the one provided in response to the same question earlier (in line 22), i.e. "yes". S6's altered answer reflects that she has been an active participant through the evolving establishing-topic-as-action sequences. Since she listens attentively to such action that the teacher makes public and involves the whole class, she obtains a new aspect of knowledge concerning the topic-in-progress from other parties, who collaboratively made contributions. Then, she embraces the gained knowledge into her cognitive process and comes up with the alternative answer "maybe" (line 34). This suggests that the interactional competence and willingness of some students displayed through their interaction can increase the interactional competence of co-participating others and, therefore, trigger more active participation to occur in the multiparty interaction.

To sum up, among the CT openings documented in this study, 'dedicated opening' is the normal practice. Participants perform it in order to navigate into topical talk by not only achieving mutual attention and mutual understanding, but also through the state of being inclusive, self-controlled, and more ready for active participation, or so-called 'rapport'. Through micro-analytic observation, there are two action sequences constituting the structural organisation of this opening practice. They are: 1) locating topic for participation, and 2) establishing topic-as-action. Locating topic for participation is formed by less canonical sequences in which the initial utterance performs an action of request and reciprocal action can be a refusal or usually nonverbal acknowledgement from students. Participants perform this action sequence in the opening move to attain two tasks, similar to the purpose of performing a conversational opening. They are: 1) establishing mutual attention to warrant talk and to secure the availability of co-participants in this classroom interaction, and 2) enacting a clear framework to constitute relationships among participants. The second, pivotal, action, namely establishing topic-as-action, is formed based on several types of sequences, including topic initiation, repairs for mutual attention and mutual understanding and topic shift. The topic-as-action is organised to accomplish two tasks in an opening: 1) initiating topic to the whole class, and 2) establishing a clear participation framework to

trigger the dynamic role of participants in this multiparty interaction. The interactional works that participants employ to accomplish these two tasks afford students more enhanced opportunities to become active participants. Moreover, while interacting to establish topic-as-action, it is evidenced that the teacher attempts to ensure mutual attention, develop mutual understanding, and maintain interpersonal relations with the present students. The three components, when embedded in interaction, can form a classroom environment which is more likely to induce students' active participation, or so-called 'mutual engagement' in this study.

5.3.2 *Patterns in topic-as-action sequences of dedicated openings*

The findings in this section come from a close examination of the 16 examples of dedicated openings collected in this study's corpus. Using the conversation-analytic approach, I found two variations of interactional patterns constituting dedicated openings, topic-as-action sequences in dedicated openings in particular. Participants socially construct each of them by using different methods for topic development and also applying various embodied actions. The different combinations, as a result, create two distinct forms of pattern in topic-as-action sequences. In this study, I call these patterns 'simulator' and 'gate-keeper' styles. Moreover, despite the fact that they comprise different interactional patterns, in both styles I observe that the participation structure is constantly reshaped to teacher-whole class. Therefore, opportunities for participating for students are maintained and students are encouraged to participate actively in such a framework of participation.

To explicate the findings, I will start by giving an account of the 'simulator style'. This will then be followed by an analysis of the 'gate-keeper style'. Word limitations mean that it is not possible to take up a re-demonstration of all the sequential components forming dedicated openings presented subsequently in this section, and so only the action sequences will be shown as they are considered a source of the diversity, namely topic-as-action.

i. Simulator style

Among the 16 dedicated openings, the topic-as-action sequence of 13 cases is developed based on the 'simulator style'. That is, across these 13 dedicated openings, I observe that their topic-as-action sequences are formed based on the similar methods as for topic-initiation and topic-development. Close examination of the simulator-style sequences reveals that they are composed of episodes of talk between teacher-whole class. During

such talk, the focused topic, and other sub-topics relevant to it, are talked into being through participants' verbal and embodied conducts. The interaction arranged in this sequence, as such, can be regarded as a model showing what students are expected to do, how they can participate and also what kinds of response are required during CT activity. For this reason, this interactional pattern is called 'simulator style' in this study.

To present this type of topic-as-action sequence—simulator style—I selected one conspicuous example that can best illuminate my analyses. The interactional organisation of the selected simulator-style sequence is shown in Extract 2. To draw attention to the analytic points, three symbols are applied, i.e. '2→', '2_a→', and '→' to the ensuing transcript. '2→' indicates the beginning of the second action sequences of the dedicated opening—establishing topic-as-action. '2_a→' points to topic initial utterance that the teacher proffers. '→' directs readers to reciprocal actions that students contribute and also co-operative responses provided by other co-present students. Due to the length of the transcript, which includes descriptions and illustrations of the participants' multimodalities, the extract is divided into two parts. The first part shows how this action sequence is launched and developed while the second part demonstrates how it is expanded and terminated. The details of how the participants co-ordinately organise and accomplish establishing topic-as-action in simulator style are as follows.

Prior to this CT opening, the teacher provided a summary of the previous CT interaction in order to bring it to closure. Then, in the following extract, the teacher utilises one of the headings that the textbook provides (see Appendix C: Picture 2), namely 'time to be back home', to arrange this CT opening and navigate all fifteen students into the new CT talk.

Extract 2(i): Time to be back home
C02: opening_LH4-506W3@36.51-40.45

2→ 1 T: |↑A::H (.) |time to be back home=
 |T gazes at the screen, moves her body closer to the screen while pointing the pen in her right hand to the position where the focused heading is locating.



|T taps the pen on the screen many times and turns her face to gaze at students.



→ 2 S1: =ho↑::
 → 3 S2: |free
 4 S1: tam tae |situation
 depend

→ 5 SSS: ((l[augh))]
 → 6 T: [|((laugh))]

|T turns her face to gaze at S1.



7 T: |depend on the situation (.) |how late
 |T sweeps her gaze from S1 to other students on the right side.



|T glances at students and nods.



As mentioned earlier, the above extract shows the initial part of this topic-as-action sequence. The initial utterance produced by the teacher is composed of a boundary marker “↑A::H” and a topic-initial utterance “time to be back home” (line 1). Initially, the change-of-state token (cf. Heritage, 1984a) “↑A::H”, produced in a high pitch and with increased volume and elongation as a turn initial utterance, suggests three aspects of its use. First, it displays a change in the teacher’s knowledge from not-knowing to now-knowing (Schegloff, 2007). Second, regarding its prosody, the teacher articulates the utterance using a distinctive vocal design. This makes it stand out and thereby draws the whole class’s attention to the object on which she is now focusing. Lastly, concerning its unusual position, although change-of-state tokens are usually deployed within sequence (Schegloff, 2007), here the teacher uses it at the beginning of her turn. This suggests an additional function of this “↑A::H”, that is as a boundary marker. These extra tasks that the teacher puts on “↑A::H” explicitly show her orientation to direct the whole class’s attention to the mutual point of reference and secure it with a new action-in-progress. Then, after a pause lasting less than a second, she continues her turn by reading aloud a heading from the textbook, i.e. “time to be back home” (line 1). When considering this utterance together with her embodied actions, i.e. standing close to the screen, tapping her pen on it, and turning her torso and head to gaze to the students, the embodiment suggests that the teacher orients to establish a framework for participation whereby all present students are included as registered participants who can be a potential next speaker or make other kinds of contribution to jointly develop the topic with the teacher. Although this TCU is not produced in the form of a question, it can be seen from the subsequent reciprocal actions of the students (lines 2 and 3) that, for them, the utterance is understood as a topic-initial utterance. Thus, based on participants’ interaction, this turn performs dual duties: locating topic for participation and establishing topic as action.

Considering this turn as the topic-initial utterance of the action of establishing topic-as-action, it is noteworthy that the teacher employs the method referred to by Button and Casey (1985) as a ‘topic initial elicitor’ to establish the topic of this CT talk. This sequence starts with the topic initial elicitor “time to be back home” (line 1), which is a general enquiry. That is, the teacher adopts the heading presented in the textbook to perform this utterance. She has no idea whether or not students can relate to the given circumstance as she does not target this item at any specific student. The second component of this anchor is the SPP made in response to the topic initial elicitor.

In Extract 2(i), the SPPs are S1's and S2's newsworthy reports, namely “*ho↑:: tam tae situation*” (lines 2 and 4) and “*free*” (line 3) respectively. It is important to note here that her topic-initial utterance, together with the topic-initiation method she applied (line 1), can trigger more than one student to participate more actively in this participation framework. Next, the third component of this sequence, namely the topicaliser, which underpins S1's report, is laughter emanating from not only the teacher but also other students. Since the SPPs are performed in an environment in which multi-parties are registered participants, the teacher and co-present students, who are also involved in the same participation framework with S1, have equal rights to join in and produce the topicaliser. The laughter and embodied actions (e.g. turning their face to gaze at S1) from the co-participants do not only function to display the affective state of the recipients towards the newsworthy report but also demonstrate to S1, the current speaker, that the teacher and co-present others are attending to and co-engaging in his public performance. Thus, as the co-participants have already displayed their availability and established reciprocity with S1, he can use the topicaliser as a device to transform the potential topic of his report into an actual topic and extend his turn-at-talk if he wishes to (Wong and Waring, 2010). Hence, in this way, utilising the ‘topic-initial-elicitor’ method in this sequence offers the students more opportunity to control the interaction.

However, after the topicaliser, the teacher produces a “sequence-closing third” (SCT) (Schegloff, 2007, pp. 118-142), i.e. “*depend on the situation (.) how late (0.5)*” (line 7). This turn is composed of the teacher's repetition of S1's response followed by an assessment of his answer. The utterance is produced alongside the teacher's disengaging embodied, i.e. sweeping her gaze from S1 to the other students and fixing her gaze on one co-present student while nodding at her. These turn components suggest that the teacher orients to terminate S1's opportunity for expanding the sequence and request an alignment to her proposed closing from the co-present others. In so doing, the teacher's conducts have reshaped the structure of participation. To be precise, they preempt the development of the teacher-individual structure of participation and, therefore, in this case, SCT and embodied disengaging are used as devices to enable the teacher to shift students' role of participation.

Extract 2(ii): Time to be back home

CO2: opening_LH4-506W3@36.51-40.45

2_a → 8 | (0.5) | what's the latest time when you can
|T moves herself closer to the screen and points the pen at the place where the heading is locating.

|T turns her face towards students while tapping the pen on the screen many times.



9 come home (.) |if you go out for the date?=
|T scans students in the circle seating and moves to stand closer to them.



→ 10 S2: =finding [a-]

→ 11 S3: [s|tay] overnight

|T gazes at S2's and S3's direction and positions her head, torso and legs towards the centre of the circle seating.

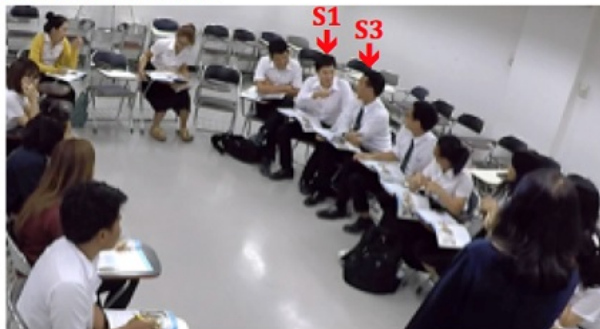


→ 12 sss: ((|lau[gh))]

|T's jaw drops and she makes facial expression while gazing at S3.
|Some students are gazing at S3 while some are looking at T.



- 13 S1: [[if you just] pack and leave (.)
 |S1 turns and talks to S3 in the volume that is loud enough for whole class to hear.
 |T gazes towards the direction where S1 and S3 are sitting.
 |SSS gaze at S1 and S3.



- 14 go on the date [(.) you've got no problem]
 → 15 sss: [((laugh))]
 → 16 T: [|right? (0.2) ↓right] \$if you pack and leave\$
 |T points the pen in her right hand at S1 while nodding, smiling and walking closer to them.



- 17 sss: [((laugh))]
 18 T: |oka↑:y so (.) |what time (.) do you have
 |T turns her body backwards from where S1, S2 and S3 are sitting and gazes at S4.



- | T points the pen on her right hand to S4.
 19 to come home

Extract 2(ii) shows the continuation of topic-as-action sequence co-constructed by the teacher and the whole class. The unfolding interaction in this extract reveals that by applying various methods for topic shift together with verbal and embodied conducts, the participants generate a dynamic participation framework and sustain the stage wherein the present students can display their active participation.

After producing SCT (shown in line 7 of Extract 2(i)), the teacher makes a touched-off topical movement (see Sacks (1992); Button and Casey (1984); Jefferson (1984)), i.e. moves closer to the screen, points and taps her pen on the screen while executing the utterance “what's the latest time when you can come home (.)

if you go out for the date?" (lines 8-9). In so doing, it can be noticed that the teacher makes use of elements of the current topic. That is, she preserves the feature of the original topic, i.e. 'time to be back home', while simultaneously invoking the semantic relationship between the items, namely 'late' in "how late" (line 7) and "what's the latest time" (line 8). The aspects of the current topic that the teacher embeds in her turn in lines 8 and 9 suggest that she orients to progressing topic transition. Moreover, as the change is gradual and there is no clear boundary between the two topics, the method she uses to accomplish this topic shift is therefore known as a "step-wise move" (Sacks, 1992, p.566). Additionally, since in the process of transition the teacher incorporates embodied actions, viz. positions her legs, torso and head towards the students, points at the shared object (the textbook), and gazes around the circle seating (lines 8-9), she demonstrates that she does not only continue to establish the topic of CT talk, but also reemphasises to the present students that all of them are included in this participation framework as registered participants. By building this rapport, the students gain the right to be registered participants as well as the opportunity to shift their role to participate more actively anytime an interactional space becomes available to them. From this respect, the teacher evidently demonstrates her supportive role in encouraging an interpersonal relationship while progressing the topic-as-action sequence.

Next, it can be seen in lines 10 and 11 that S2 and S3 acknowledge the framework of participation the teacher attempts to establish and understand their participation role. That is, they self-select to respond to the topic proffered almost simultaneously (lines 10 and 11 respectively). After S3's SPP "stay overnight" (line 11), the teacher produces an embodied assessment showing her stance on S3's answer, namely dropping her jaw. It is interesting to note here that while making this facial expression, she stands at such a distance from S3 as to make her seem to be a member of the co-present students in the circle seating. Although she occupies herself with producing a third turn as a response to S3's SPP, the teacher manages to use proximity to engage the co-present others and secure their attention with the on-going interaction. This demonstrates that through the use of spatial arrangement and embodied conducts, the teacher displays that she is attending to the needs of many as she is attending to the needs of one. As a result, the co-present students return the teacher's embodied invitation to take part in the interaction by laughing (line 12). This reciprocal action from the co-present students demonstrates that they, too, are attending to this interaction. Consequently, the

structure of participation becomes a genuine multiparty interaction, in which multi-parties truly embody their engagement.

Furthermore, Extract 2(ii) shows that while the laughter is fading (line 12), the teacher does not claim the right to speak, and, thus, this TCU is available to be filled by any student, so S1 self-selects to produce a post-expansion, i.e. “if you just pack and leave (.) go on the date (.) you've got no problem” (lines 13-14). The extended sequence he produces is made with reference to S3's SPP (line 11); therefore, it can be read as a topic-proffering sequence (see also ‘topic-proffering sequences’ in Schegloff (2007)) which engenders the transition of topic in a stepwise fashion. The topic-proffering sequence, which is initiated by a co-present student, is interesting in two respects. First, it reflects the achievement of the teacher's deliberate endeavour to keep all present students engaged with the participation framework and maximising opportunities for verbal participation. That is, when the teacher orients to include all students in the on-going interaction and S3 fills the given interactional space, other students are triggered to participate more actively. As shown in Extract 2(ii), S1 adds his own idea to the previous speaker's utterance. By engaging with multi-parties in establishing topic-as-action, S1 utilises his co-participants' conducts as resources to establish mutual understanding and, therefore, make him ready to shift the role of participation. The second interesting point derived from S1's utterance (lines 13-14) is that the stepwise topic transition is, again, used as a device to alter the role of participation and, eventually, enable the speaker, S1 in this case, to participate more actively by producing a verbal contribution. To be precise, while producing such TCU, S1 turns his torso and faces S3, fixes his gaze on him, and speaks in a volume loud enough for the co-present others to hear. This, in effect, engenders a publicly private interaction. In this participation structure, S1 and S3 are the main interactants while the teacher and other students are bystanders who coordinately construct this sequence by providing reciprocal actions such as laughter (lines 15 and 17) and SCT (line 16). Although S1 displays a split attention, he exploits the topic transition to enable him to engage more in that framework of participation rather than to disengage from the central interaction. In so doing, it can be seen in this extract that use of both S3's presence and utterance is made, which is considered a shared resource in such a multiparty environment, to establish reciprocity, form a stage for public interaction, and thus enable him to display his active participation.

Additionally, it can be noticed that, albeit for a short while, the students take on the multiparty interaction. This is so as the students' role in participation is altered by their own initiation, as evidenced in lines 10-17. Furthermore, due to the constant change of the participation role, interacting in this type of dedicated opening, the teacher occasionally becomes the students' conversational partner (line 12) or a bystander (lines 13-16). This lessens the asymmetrical role between the teacher and students when participating in the simulator-style sequence of this dedicated opening.

In sum, a micro-analytic examination reveals that topic-as-action sequence organised in a simulator style can facilitate students' active participation because interaction constituting the sequence encompasses two aspects that serve to do so. First, the established participation framework always involves multi-parties. Secondly, the participation role of the involved participants in the engagement framework is dynamic. Furthermore, I observed that while unfolding interaction in this style, the participants employ different methods of topic management in combination with verbal and embodied conducts showing engagement or disengagement. The combination of these interactional features not only brings accomplishment to establishing topic-as-action, but also occasions such conditions which are essential for developing students' active participation in multiparty interaction.

ii. Gate-keeper style

Unlike the aforementioned pattern, the method of topic initiation that the participants apply to socially construct topic-as-action sequence in gate-keeper fashion, to a certain extent, limits the degree of engagement of a number of students because only some can change their role of participation and participate more actively. Due to this consequence of the participants' conducts, this pattern is named 'gate-keeper style' in this study. Extract 3 illustrates this interactional pattern as well as the issue regarding the students' participation arising as a result of applying it.

Among the 16 examples of dedicated openings documented in this study's collection, three are formed in this pattern. The following example represents the interactional pattern constituting gate-keeper style. Extract 3 was chosen since it is the clearest example of its kind. The symbol '2→', on the left column, indicates the starting point of this second action—establishing topic-as-action. '→' shows SPP which students produce a reciprocal action to the teacher's initial utterance.

Before Extract 3, the teacher asked one of the 19 student to read aloud the third comment in the textbook (see Appendix C: Picture 2 for this task). Upon the completion of the student's reading, the teacher produced an initial utterance drawing the whole class's attention to the heading of this comment, namely parental approval. This heading is then used by the teacher to navigate the whole class into CT talk, as evidenced in the ensuing interaction. Therefore, the first action sequences constituting this CT opening—locating topic for participation—is accomplished prior to the interaction shown in Extract 3, which shows how the second sequences of action—establishing topic-as-action—are accomplished in gate-keeper style.

Extract 3: Parental approval

CO3: opening_LH4-406W3@2.46-5.17

2 → 1 T: [[loka:y (.) let] me ask you |one question

|T looks up from the textbook in his left hand towards students and walks a few steps to stand in the middle-front of the circle seating.

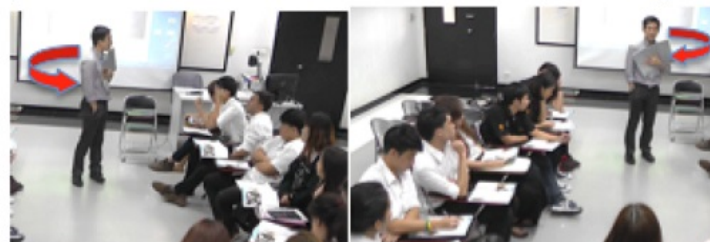


|Many students turn their face and move their gaze to look at T.



2 (.)|who stay with (0.3) a:h (0.2) your parents?

|T turns his torso and head to look around at students from left to right.



→ 3 (1 | .5)

|S2 and the other two students raise their hand.

|T is still sweeping his gaze around.



4 T: ((S2's name)) (.) I mean <if you have to
5 go ho:me at abou::t> (1.3) ten pm
6 (.) tonight? (0.3) because >you need
7 to ↑do something< (0.2) maybe just to do
8 some shoppi↑:ng with you:r (.) er (.)
9 >with your friends< (0.2) >do you need< to:
10 (.) to inform your parents that you will
11 go home late
12 (0.5)
13 S2: [no:]
14 T: [like] ten

The above topic-as-action sequence (lines 1-3) comprises a pre-expansion (see Schegloff (2007)) (line 1) and a base AP (lines 2-3). Regarding the pre-expansion, according to Beach (1993), the “oka:y” employed in this transitional place, namely at the position where the prior TCU has just ended and the new initial utterance is about to be executed, displays the teacher’s orientation to move on to the next matter which, in this case, is a new action sequence—establishing topic-as-action. The teacher then produces the utterance “let] me ask you one question” (line 1). Although this TCU is not an anchor of this action since it does not provide any information regarding the topic of the talk, it is used by the teacher to perform one of the pivotal tasks of dedicated openings—establishing a participation framework through rapport-building. Precisely, considering its position, i.e. prior to the anchor of this action (lines 2-3), and turn components, which include the teacher’s embodied actions, this TCU is made by reference to the action of requesting information; therefore, it can be read as a pre-expansion, or, more specifically, a ‘pre-request’. This pre-request is evidently projected to invite all present students to join the on-going interaction. That is, the teacher uses the generic pronoun reference “you”, together with drawing his gaze away from his textbook to the students,

walking closer to them, and positioning himself in the middle-front of the circle seating (line 1). His embodiment suggests that he orients to connect the whole class while the pronoun reference “you” shows his orientation to keep them as one association in this participation framework, namely a group of registered participants. Moreover, towards the end of this TCU (line 1), a number of students turn their gaze to the teacher. Thus, based upon the students’ reciprocal actions, it can be concluded that this TCU can accomplish dual tasks in opening. By embedding embodiments, including proximity, in this pre-expansion, the teacher successfully: 1) secures the students’ availability; and, 2) establishes the framework of participation with intended recipients, namely all present students.

Next, after a less-than-a-second pause, the teacher produces the base FPP, constituting the anchor of this opening, i.e. “who stay with (0.3) a:h (0.2) your parents?” (line 2). Note that in the subsequent interaction the teacher produces a TCU that probes an individual student’s life, namely S2 in this extract, i.e. “>do you need< to: (.) to inform your parents that you will go home late” (lines 9-11). The utterance can be read as a topic-proffering sequence (see also Schegloff (2007)). The topic that the teacher proffers to S2 in this utterance is apparently relevant to the topic of this sequence, viz. “who stay with (0.3) a:h (0.2) your parents?” (line 2). In this way, the topic initiated in the anchor of topic-as-action sequence is considered a categorisation device which offers an opportunity to only the students, who can relate to the probed category, to participate more actively. This topic-initiation approach is termed a ‘pre-topical sequence’ in Maynard and Zimmerman’s (1984) work. Despite the fact that the teacher re-emphasises to present students that all of them can become involved by making the students’ responses conditionally relevant in the next turn, turning his torso and head from left to right and sweeping his gaze to all students sitting in the circle seating, not all students who are embodied in this participation framework can become more active participant. This is because the teacher forms this anchor by using a categorisation, or a category-activity question (Maynard and Zimmerman, 1984). Consequently, this occasions only some students to contribute response to his FPP.

For this reason, only S2 and another two students raise their hands (line 3), displaying to the teacher that they have the communicative competence to make a contribution, and thus they orient to granting the teacher’s request. Committed to it, these students can project the continuation in participating and the shift of their

participation role from being bystanders to being the next potential speaker. From this aspect, the initial utterance and the embedded body movement of the teacher in this anchor (line 2) offers some students the opportunity to participate more actively. On the contrary, from the perspective of those who cannot find a connection to the category proffered by the teacher, the opportunity to participate more actively is restricted. Although they are also registered participants and they too demonstrate their availability to engage in this participation framework, the degree of their involvement is minimised in this gate-keeper-style sequence. This is because the method for topic initiation that the teacher applied confines their participation to be that of mere active listener, specifically as bystanders according to Goodwin (2006). Thus, in this respect, it can be seen that unlike interaction in the simulator-style sequence, the method for topic initiation that constitutes this type of topic-as-action sequence makes the students' role of participation static, thereby obstructing the opportunity for the equal and active participation of the whole class.

Furthermore, unlike in a simulator-style opening, in gate-keeper style the students are provided with even fewer opportunities to negotiate meaning and establish mutual understanding of the topic with the teacher and co-present others. As evidenced in line 4, after achieving reconstituting engagement framework, the teacher does not orient to pursue the topic-as-action sequence with the whole class. Instead, he terminates this dedicated opening by allocating turn at talk to a particular student, namely S2. This, in effect, discontinues the action of establishing the topic-as-action that is in progress and, moreover, alters the participation structure from teacher-whole class to teacher-individual student. The interaction demonstrates that by applying gate-keeper style, the teacher does not orient to enhancing mutual understanding in the topic among all students. Nevertheless, other components which can trigger a more active participation, i.e. mutual attention and rapport, are apparently encouraged in this interactional pattern, as evidenced in the analysis of the pre-expansion and anchor sequences presented earlier.

In short, this particular method of topic initiation can, on one hand, trigger some students to participate more actively if they can relate to the probed category. On the other hand, their participation role can be confined if they find the category irrelevant. Thus, it simultaneously hinders full engagement of other students. Nevertheless, it is in the data that the teacher orients to encourage all present students in this on-going opening through his embodiment. Apart from being used as a categorisation device, this

topic-initiation method can lead to a shift in participation structure, namely from teacher-whole class to teacher-individual student. As a consequence of altering the structure of participation, the interactional space to negotiate mutual understanding in the focused topic among teacher and the whole class and the equal opportunity to display their active participation in the on-going topical talk are minimised when the gate-keeper-style sequence is applied to navigate students into CT talk.

5.3.3 *Foreshortened openings*

Another form of CT opening documented in this study is termed in this study ‘foreshortened opening’ (see Extract 4 (ii-iii)). This name derives from the characteristic of its structural organisation. That is, the final part of this type of CT opening contains an ending sequence which is similar to that referred to as “virtually unilateral and foreshortened sequence” by Schegloff (2007, p. 181). Given this, I observe that one party, mostly the teacher in my data, suddenly abandons the established participation framework and disjunctively transforms the current participation structure to another by initiating a new social action, viz. initiating a topic to an individual student. This, in effect, does not only abruptly end the on-going CT opening, but also alters the participation framework as well as the roles of all the participants involved in the interaction (see Goodwin’s (2006) concept of ‘interactive footing’). Doing likewise and also following Schegloff’s (2007) idea mentioned earlier, this type of CT opening is named ‘foreshortened opening’ in this study.

Among the 30 examples of CT openings in my corpus, 10 are categorised as a foreshortened opening. Although they are composed of two sequences of actions—locating topic for participation and establishing topic-as-action—which is similar to those classified as dedicated opening, the latter action constituting it is cut short by the teacher. To be precise, the action of establishing topic-as-action does not run its course. The detailed analysis of this type of CT opening, together with its consequences for student participation, will be illustrated in detail through one example of foreshortened opening, selected because it provides sound evidence that helps to demonstrate my analysis.

The extract presenting foreshortened opening will be divided into four parts to make the analysis appear less complex to readers. The first part (Extract 4 (i)) demonstrates the sequences which occur prior to the focused phenomenon. I include it here as it provides an appropriate background to my analytic foci, which will be

subsequently shown in Extract 4 (ii-iv). Additionally, I put the symbols '1→' and '2→' in the left column to indicate the number of two core action sequences comprising this foreshortened opening.

Similar to other interactions shown in this study, this CT opening is also recorded in a listening and speaking class of one teacher and 19 students. The extracts show the beginning move of a CT talk that the teacher organises based on a reading task provided in the textbook (see Appendix C: Picture 2 for details of this task).

Extract 4(i): Age when you look for a serious partner

FO: opening1_LH4-406W3@46.50-1.00

1 S1: person= ((read 2nd comment in her textbook))

4 Match Ben's comments about dating with four of these headings. Which two headings doesn't he talk about?

| | |
|---|--|
| a Arranged marriages <input type="checkbox"/> | d Age when you look for a serious partner <input type="checkbox"/> |
| b Places you go to <input type="checkbox"/> | e Parental approval <input type="checkbox"/> |
| c Time to be back home <input type="checkbox"/> | f Age when you start dating <input type="checkbox"/> |

3 1 'It's different because I live in the city. I don't really represent the majority, I guess, because my life is just kind of unique. But, me and my friends, we just go to the park or go bowling or see a movie or go to a party or go out for something to eat.'

2 'I have friends who have serious partners, and if a couple of my friends got married to their girlfriends right now I would be surprised, but I wouldn't be shocked. But you don't go out looking for the person you're going to marry. And it's different for each person.'

2 T: =|and the topic i:s

| T looks up from the textbook in his left hand to gaze at students.

3 | (0.7)

| T looks around to students on his right to left side.

4 S2: arranged [°marriage°]

5 T: [>|which one] is the topic< for thi:s (.)

| T still looks around towards students.

6 T: [answer]

7 S2: [°arranged] [|marriage°]

8 S3: [|age (.)] when you s==

| T moves his gaze to the textbook on his left hand.



9 T: =dee do↑:g | (.) |a::ge (.) when you look for
| T glances at S2's direction.

10 |a serious partner (.) what (.) do you thi::nk

From Extract 4 (i), as soon as the teacher hears a correct answer (line 8) which responds appropriately to his FPP (line 2), he immediately produces a minimal post-expansion sequence (Schegloff, 2007) i.e. “dee do↑:g (.) a::ge (.) when you look for a serious partner (.)” (lines 9-10). Using the enhancement of S3’s response, followed by a pause, the teacher indicates that he has registered the information, confirms the response S3 has provided, and intends not to project any further within-sequence talk beyond this point. This question-answer type of sequence, which started in line 2, is therefore brought to a closure at the beginning of line 10.

Extract 4(ii): Age when you look for a serious partner

FO: opening1_LH4-406W3@46.50-1.00

1→ 9 T: =dee do↑:g | (.) | a::ge (.) when you look for
 | T glances at S2’s direction.



| T sweeps his gaze back at his book and steps closer to students.



10 | a serious partner (.) | what (.) do you thi::nk
 | T looks up from the textbook towards students.
 | All students are looking at their book except for S3 who produced the correct response.



| T sweeps his gaze around the circle seating.

When reconsidering the utterance in lines 9 and 10 and taking both verbal and non-verbal actions of the teacher and co-participants into consideration, I observe that the teacher does not perform this utterance only for the purpose of closing down the earlier question-answer sequences. He also utilises it to communicate to the whole class the point of reference where their mutual attention should be located. That is, he elongates this utterance, stresses particular words and puts small gaps within the utterance, viz. “dee do↑:g (.) a::ge (.) when you look for a serious partner (.)”. Furthermore, by using the shared object, i.e. the heading stated in the textbook, this can be read as an effort to draw not only the attention of S2, who provided an incorrect answer, but that of all co-participants to the on-going interaction. It is important to note that while using vocal cues to enact this action, the teacher also uses embodied resources, namely a sweeping gaze and moving closer to the students (line 9) to establish reciprocity and secure multiple participants’ availability and attention. As a result of his use of multimodalities, at the beginning of line 10 all the students display their availability to engage in the act of locating the topic for participation by gazing at their books, except for S3, who already knows it since he produced it to the teacher (line 8).

In fact, the sequences might be seen as an alternative way to perform summons-answer sequences in classroom interaction where multiparties are involved. To be precise, instead of using a more direct utterance, such as “Hey! Look!”, this teacher embeds the same action nonverbally in the utterance that he produces to end the previous action sequences. His multimodalities make this turn perform a dual duty. That is, in addition to enacting its own action, i.e. closing sequences, this TCU also serves as the vehicle for another action, namely locating the topic for participation. Furthermore, the multimodalities that the teacher and students perform in this extract also suggest that the social action—locating the topic for participation—also accomplishes its function. That is, through embodiment incorporated in this TCU, the teacher establishes the students’ availability and participation framework and the students successfully obtain mutual attention.

Extract 4(iii): Age when you look for a serious partner
FO: opening1_LH4-406W3@46.50-1.00

2→ 10

|a serious partner (.) |what (.) do you thi::nk

|T looks up from the textbook towards students.

|All students are looking at their book except for S3 who produced the correct response.

|T sweeps his gaze around the circle seating.



11

(0.2) <should be↑: (.) |the a:ge (0.6)

|T lifts the book on his left hand up and gazes at it.



12

|for you↓: (0.5) |to↑: (0.3) look |for (0.2)

|T nods and fixes his gaze on students.



|T looks down at his book.

|Some students return gaze at T.



|T looks up at students.



|a (.) |serious (.) |part (.) |ner> (.)

| T sweeps his gaze around the circle seating while turning his face to the right.



| T looks at students on his right.



| T sweeps his gaze around the circle seating.



Upon achieving mutual attention, the teacher rushes to perform the second action sequence constituting this CT opening, i.e. establishing topic-as-action. To initiate this action sequence, the teacher utilises a question; however, he executes this initial utterance in a manner that distinguishes it from ordinary interrogative statements. That is, “what (.) do you thi::nk (0.2) <should be↑: (.) |the a:ge (0.6) for you↓: (0.5) |to↑: (0.3) look |for (0.2) a (.) serious (.) |part (.) ner>” (lines 10-13). Given this, I observe that he decorates this TCU with interactional features such as stretching the utterance, stressing particular content words, making use of discernible prosody and making within-utterance gaps. Furthermore, while doing so, he embeds embodied actions such as gazing at students sitting on both sides of him, scanning his gaze around the circle seating, and lifting and looking at the textbook in his hand. The verbal and non-verbal resources participants exploit in this TCU suggest: 1) the teacher is initiating a topic to students by relying on mutually shared knowledge obtained from the earlier action sequences (cf. displaying prior experience in Maynard and Zimmerman (1984)); and, simultaneously, 2) he is attempting to embody a framework of participation. Hence, while navigating in this topic talk, the teacher does not proffer the topic to only one individual student. Instead,

he sends the invitation to enter into this topical talk to all co-present students. In this way, he utilises the topic as a vehicle to build rapport. By using his gaze and body movement, he includes the whole class into the participation framework. Furthermore, by using a shared object in classroom, in this case the textbook, he proposes that they have something in common and, therefore, he successfully executes his right to organise the talk in this topic. Based upon the extract above, it can be seen that the second action sequence forming a CT opening involves not only initiating topic to participant(s), but also determining who is going to engage in the topic talk. Establishing topic-as-action, as such, is arranged to perform a dual task for CT openings. In addition to this, participants make use of both topic and embodied conducts as their instruments to build rapport and, thereby, include multiparties in the interaction while performing this action sequence.

Extract 4(iv): Age when you look for a serious partner

FO: opening1_LH4-406W3@46.50-1.00

13 |a (.) |serious (.) |part (.) |ner> (.)

| T fixes his gaze at S4.

| S4 is writing something on her book.



14 ((S4's name))

15 (|0.8)

| S4 turns her head up abruptly from her book to look at T and places her right palm on her chest.



16 T: the age (.) for a ↑person (.) to look for

17 a serious partner

18 (0.5)

19 T: in your opinio:n

The sequence organisation of the foreshortened opening analysed so far seems similar to that of the dedicated opening elucidated in Section 5.3.1. However, the sharp turn that distinguishes the foreshortened from the dedicated opening is disclosed in this extract. That is, at the end of the topic-initial sequence (line 13), the teacher fixes his gaze on S4 and abruptly refers turn-at-talk to that particular student instead of waiting and encouraging students to self-select to provide responsive SPP. This, in effect, unravels the participation framework that the teacher and the cohort have just collaboratively established, ending the right to engage in the topical talk of co-present others, except for S4.

Moreover, given the fact that the teacher allocates turn-at-talk to S4 immediately after initiating the topic to the whole class, he possibly oriented to his own action as already providing students, including S4, with known-in-advance knowledge of the topic so that S4 should be ready for actively participating. However, this is not necessarily the case. Based on S4's embodied and absent responses (lines 15) and the teacher's repair sequence (line 16-17), it can be seen that, albeit attending to the topic in the textbook and participating as a registered listener in the previous participation framework (as shown in the previous sequences), she fails to display her active participation once the teacher suddenly refers the turn-at-talk to her. Apart from the noticeable absence of SPP, S4 displays an affective state of receiving something unexpectedly through her physical responses, i.e. making a sudden move to return reciprocity to the teacher and placing her palm on her chest (line 15). Altogether, her embodiment and the lack of appropriate response are read by the teacher as a displaying a state of being not prepared for engaging in the new participation framework that the teacher has unilaterally established and abruptly drawn her into; therefore, he initiates to offer the other-initiate-self-repair sequence (lines 16-17) to resolve this problem. Hence, the failure to fully engage in the on-going interaction of S4 can be said to have been prompted by the abrupt transformation of the engagement framework from teacher-whole class to teacher-individual student without establishing availability, securing her attention, and, most importantly, modelling dynamic role of participation students are expected to play prior to including her into that new participation framework.

Additionally, after the teacher's repair sequence (lines 16-17), S4 still cannot fully engage, as shown by the 0.5-second pause (line 18). The second absence of her SPP shows that, apart from experiencing difficulty through the abrupt transformation of the engagement framework, S4 has not yet reached a mutual understanding of the topic for

participation. This could be because the interactional procedure, i.e. the topic-as-action sequence, which helps students reach a mutual understanding of the topic is discontinued in this foreshortened opening. Consequently, she, and other co-present students, does not receive the opportunity to develop such known-in-advance status when the teacher performs a CT opening using this interactional pattern.

In short, the foreshortened opening is composed of two action sequences: 1) locating topic for participation, as shown in Extract 4(ii); and, 2) establishing topic-as-action, as shown in Extract 4(iii). Despite having a similar structural organisation as the dedicated form, CT openings that are grouped in this category are those whose second action never takes its course. Because the interaction in establishing-topic sequences is abruptly dropped by the teacher, the interactional space that evenly provide for students to negotiate and develop their mutual understanding with their teacher and co-present others before entering into topic talk is restricted. Moreover, the abrupt transformation from one participation framework, i.e. teacher-whole class, to another, viz. teacher-individual student, can have an adverse outcome on student participation, as evidenced in Extract 4(iv). Since students, either present or co-present ones, are not involved in closing the old and socialising the new engagement framework into being, they do not orient to it. Therefore, they cannot be prepared for the shift in their role of participation. When the teacher allocates turn to one particular student, (s)he may withhold actively participating, as in the case of S4 in Extract 4(iv). Above all, the student may appear to lack interactional competence to participate in public interaction; nevertheless, this inability is, at least, partly derived from structural organisation of this foreshortened opening.

5.4 The Absence of a CT Opening and its Consequences

The outcomes of this participation management practice can be more discernible when considering the aforementioned cases in relation to CT that develops without a CT opening practice. From all the examples of CT interaction collected in this study's corpus, four set off completely without a preamble. In these examples, teachers allocated turn-at-talk, either verbally or non-verbally, to an individual student before locating and initiating topic. Therefore, no precursor for participation framework and topic is arranged at the outset for student involvement. Furthermore, the evidence from the observation of participants' actions points out that the lack of opening practice in the

teacher-led activity such as CT could raise problems concerning student engagement, or their active participation. The most conspicuous example (Extract 5) is selected to visualise these issues.

The interaction demonstrated in the following extract is the beginning of a CT activity which the teacher initiates in her speaking and listening class. This recording involves one teacher and twenty-seven students. Prior to Extract 5, the teacher has had a conversation with the whole class regarding classroom management. Then, as shown in the following extract, she abruptly starts the CT talk (after laughing in line 1). To do so, she verbally addresses the number where the focused topic is located in the textbook (see Appendix C: Picture 3 for the detail of the focused topic) and allocates turn-at-talk non-verbally to the first student, referred to as S1, at the same time (line 1). The ensuing interaction shows how the participants struggle to participate in CT talk when the precursor, i.e. the opening practice, is not applied.

To make the analysis appear less complicated, the extract and subsequent analysis will be divided into three parts (Extract 5(i-iii)). The consequences will be gradually discussed following an explanation of the interaction in each adjacency pair. The symbols in the left column indicate the analytic points in a similar manner to the preceding extracts.

Extract 5(i): Number one

AO: opening_IUP17-302W5@45.56-47.45

1→ 1 T: ((laugh)) |ah number one ah
|T gazes at the textbook in her hands.



|T leans herself, step sideways and reaches her right hand towards S1 while gazing at him.

|S1 looks down to gaze at the textbook on the table.



2 |kon eun ngiap |oiy siang kru (.) chu: chu: |chu:
Quiet please. Oh, my voice.

|T glances at students and then raises her right index finger at the level of her mouth.

|T glances at S1 who is having off-task talk while still raising her index finger and making the nonverbal sound.

|S1 leans forwards to gaze closer at his textbook.



|T looks down at the textbook.

2→ 3 |you are talking to a co-worker (.) |how close

|T points her index finger at S1 while gazing at her book.

|S1 still leans forwards to look closely at his book.



|T moves her gaze, aligns her torso and points one leg towards S1.
 |S1 is gazing at his textbook.



4 do you stand
 → 5 | (0.8)
 |S1 is still looking at his book.

The CT shown in Extract 5(i) lacks the opening which teachers usually perform in order to locate the focused topic and establish a participation framework with the whole class. Specifically, the teacher began this CT by producing the utterance “ah number one” (line 1), which seems to be locating the topic for participation to the whole class. However, when considering the TCU together with her embedded embodiments, i.e. leaning her body, stepping closer and reaching her hand towards the next selected

speaker, namely S1, it shows that the teacher does not intend to use these verbal and nonverbal resources to negotiate the location of attention with all students. Rather, her talk and embodied conducts display that she is performing the social action of referring the next turn-at-talk to S1 and orienting this turn specifically to him. In return, S1, the direct recipient, displays his engagement by moving his gaze to his textbook to figure out the content in that 'number one' (line 1). Moreover, the teacher then initiates a side sequence (lines 2), viz. requesting the whole class to stop talking. In so doing, she displays that she acknowledges the presence of the co-present students; however, it is noticed that, although her conducts may draw the attention of those co-present others to her, she does not build a rapport that leads to them becoming more active participants in this interaction. Instead, she restricts their role to mere bystanders, namely registered listeners, in the current engagement framework. In this frame, S1 is the only intended recipient of the interaction. Moreover, in this participation structure, namely the teacher-individual student interaction performed in front of the class, S1 is abruptly drawn into the engagement framework without a pre-sequence providing preparation for him.

Next, the teacher executes her second action, namely topic initiation, to S1 (line 3). To do so, she reads aloud the question exactly as it is stated in the textbook, i.e. "you are talking to a co-worker (.) how close do you stand" (lines 3-4). The topic initiation is done through shared access to an object in their environment, namely the textbook; therefore, as suggested by Wong and Waring (2010), the topic of this CT is initiated using the 'setting talk' method. However, in order to respond appropriately to the topic initiated through this method, a pre-condition is that participants require access to the textbook, in particular the page containing the focused topic, in order to secure a mutual point of reference with the teacher. This would not pose any problem to S1 if he knew where the topic for talk was located and if the social action of locating the topic for participation was talked into being to the whole class in the prefatory move. However, it is evident through S1's embodiment that he experiences difficulty in locating the topic for participation as he leans forwards and gazes more closely at his textbook when the teacher moves on to produce the next unit to initiate a new action (lines 3-4). While the interaction is unfolding, he is still attending to the first action, i.e. the teacher's request in line 1, and thus loses the opportunity to orient to the teacher's second action, i.e. topic initiation. As a consequence, S1 cannot establish mutual understanding with the teacher. As documented in this extract, without this component, although S1 is

participating he cannot fully engage in the interaction as required by the teacher, the 0.8-second pause (line 5) showing that S1's reciprocal SPP is absent. Thus, the absence of his full engagement can be said to have been caused by his inability to locate the topic for participation and acquire known-in-advance knowledge of this topic.

Extract 5(ii): Number one

AO: opening_IUP17-302W5@45.56-47.45

R→ 6 T: >how close do you stand?<
 → 7 S1: |u:::r *nhai*=
 Where is it?
 |T moves one step closer to S1 to gaze at S1's textbook.
 8 T: =|no no no not this one |here (|0.4) *ni ni (.)* *ni*
 here here here

|T leans forwards to S1 and stretches out her right hand to S1's textbook.
 |S1 places his left hand on his book about to turn to other pages.



|T tabs her right hand on the page displaying the current task.

|T points her right index at the exact position where the task is shown.




Since S1's SPP is noticeably absent, the teacher subsequently initiates the repair sequence by quickly and partially repeating her FPP ">how close do you stand?<" (line 6). Albeit unable to actively participate, S1 shows his willingness to become a more active participant by displaying his engagement in the other-initiates-self-repair sequences by producing the continuer "u:::r" and then initiating an insert expansion (see Schegloff, 1995) "*nhai*" and gazing at his textbook (line 7). The delay in his response together with the verbal and non-verbal conducts embedded in the insert expansion reveal to the teacher that S1 is dealing with the issue of locating the topic for participation. Noticing his delayed response and recognising the problem that has preempted S1 from fully engaging, the teacher immediately responds nonverbally by

stepping closer to S1 and gazing at the opened page on his textbook to identify the trouble source (line 7). She then exploits both verbal and nonverbal cues to point out to S1 the correct location of the topic in focus. Hence, in addition to the mutual understanding which affects the participant's active participation, the talk and other conducts shown in this extract suggest that S1 was not able to develop from the state of participating to being fully engaged with the on-going interaction. This was so because the participant lacked the ability to locate a mutual point of reference, so-called mutual attention, with their interlocutor(s). S1's withholding of a response would not have occurred if the teacher had performed her beginning move by negotiating with the whole class where their mutual orientation should be located.

Extract 5(iii): Number one

A0: opening_IUP17-302W5@45.56-47.45

- R→ 9 |you're talking |to your co-worker
 |T steps back to position herself in the middle of the circle while gazing at S1.
- 
- 10 |how close do you stand (0.3) in your country?
 |T is gazing at S1.
 |S1 makes face expression showing that he is thinking.
- 11 (0.8)
- 12 S1: one point five |metre
 | S1 returns his gaze at T.

After resolving the issue withholding S1 from actively participating in individual talk with her, the teacher initiates another repair sequence (lines 9-10) by fully repeating the FPP provided earlier in lines 3-4. It is interesting to note that while doing so, the teacher steps away from S1 to stand in the middle of the circle seating, albeit still gazing at S1. Her embodiment performed in lines 9-10 can be read to signal that she is oriented to making the individual talk between S1 and her visible to the whole class. In other words, she indicates that the participation structure is resumed to the point where it was firstly established, i.e. the individual interaction is performed for and opened to multiparties to jointly participate.

Additionally, the other issue related to participant engagement that emerges through the interaction in this extract is the issue of unpreparedness, caused by a lack of

known-in-advance knowledge (cf. Button and Casey, 1988). That is, it is noticeable that S1 still delays producing his self-repair response by 0.8 seconds although he has received assistance from the teacher and successfully developed mutual attention with her. The 0.8-second pause can be read to signal that he is dealing with another interactional issue, namely lacking known-in-advance knowledge of the topic for talk.

The evidence that allows me to claim that S1's delay (line 11) is occasioned by his lack of known-in advance status arises from the preceding and the following sequences (lines 10 and 12). That is, before and during his delay S1 displays his continual participation through his embodied actions of thinking (lines 10-11). Based on these multimodal actions of S1, it is shown that he is attempting to engage in this established engagement framework, albeit not as fully as required. Furthermore, after the 0.8-second pause (line 11), S1 finally produces a reciprocal response, "one point five metre" (line 12), which not only completes the repair sequence (lines 9-10), but also completes the teacher's topic-initiation sequence (lines 3-4) as it serves as the base SPP of such an AP. Additionally, it is important to note that this reciprocal action is produced with clear and smooth vocals (which cannot be shown in the transcript). This suggests that his 0.8-second delay does not occur because of an inability to use English or due to disengagement. Instead, the delay that makes this interaction run less smoothly is occasioned by the absence of known-in advance knowledge. To be specific, as he is abruptly addressed and thus suddenly included in the engagement framework of the teacher, S1 has no opportunity to develop known-in-advance status. Without this status, S1, and perhaps other students (addressed below), cannot project the topic of CT talk and, therefore, have not prepared their answers prior to entering one-on-one interaction with the teacher. Consequently, more time is needed in order to come up with an appropriate response. This issue in interaction can be preempted by organising a CT opening and arranging topic-as-action to offer known-in-advance status to every co-participant at the beginning of the teacher-led activity.

In summary, this extract visualises two negative consequences that occur as a result of the absence of CT openings. Firstly, without an opening, the teacher and the whole class do not interact to locate the topic for participation. Lacking this practice, mutual attention and mutual understanding cannot be established. This affects their overall intersubjectivity of the on-going interaction, as shown in Extract 5(ii). Secondly, without a CT opening, the teacher and the whole class have less chance to coordinately establish the topic of their talk, and, therefore, lack the known-in-advance knowledge

and intersubjectivity to carry out interaction smoothly. This scenario consequently affects the students' readiness to actively participate in the interaction, as shown in Extract 5(iii). Furthermore, although there is evidence in Extract 5(iii) to show that the teacher orients to use spatial movement to make the on-going central interaction accessible to co-present students, she does not enact this goal through other verbal and embodied conducts. Therefore, rapport among the participants was not facilitated. When the mutual attention, mutual understanding and rapport between them has not yet been achieved, the students struggled to actively participate. Due to this reason, they decided to withhold their engagement and/or be only active listeners in the engagement framework in lieu of active participants, as documented in parts of this extract. This example of CT, as such, raises more awareness of organising CT openings. Moreover, it helps us foresee the pivotal role this practice plays in this teacher-led activity.

5.5 Summary

This chapter has reported on the interactional organisation of openings of Circle Time, a teacher-led activity applied to listening and speaking lessons in order to facilitate student participation. Based on the micro-analytic observation of 30 examples of CT openings documented in this study's corpus, it was noticed that the participants perform two action sequences at the beginning move: 1) locating topic for participation, and 2) establishing topic-as-action.

Regarding the former, the participants utilise multimodalities to display their orientation towards establishing a mutual point of reference where the intend-to-focus topic is located. As for the establishment of topic-as-action, the second action sequence constituting CT openings, the action is formed based on a series of sequences that perform different functions, including topic initiation, topic transition, and repair. While socially constructing this action, students do not only develop known-in-advance knowledge of the topic, but also enhance their mutual understanding of the topic and rapport, while teachers navigate their students in topical talk through CT openings.

Furthermore, by applying CA to conduct sequence analysis, two types of CT opening can be identified: dedicated and foreshortened openings. From the 30 examples, dedicated opening is the norm for the CT openings collected in this corpus. In dedicated openings, the participants interact to accomplish both action sequences. While doing so, teachers utilise different patterns of interaction and apply

multimodalities to connect present and co-present students into one participation framework and persuade the whole class to jointly construct and cooperatively manage the dedicated opening in-progress. Unlike dedicated openings, though foreshortened openings are also comprised of two action sequences, locating topic for participation and establishing topic-as-action, the teachers called off the process of establishing topic-as-action while it was still developing. Consequently, space for the negotiation of mutual understanding and rapport were diminished.

Furthering the analysis to investigate dedicated openings in the micro-moment, I found a divergence of interactional patterns constituted the action of establishing topic-as-action. The variants, which occurred as a result of the participants employing different methods to develop topic of the talk, create two distinct forms of topic-establishing sequence: simulator style and gate-keeper style. Each form was named in accordance with the consequence it had for student participation. To construct dedicated opening in simulator style, the participants utilised a combination of verbal and nonverbal means of communication that engendered conditions wherein the active participation of all students was facilitated. In contrast to simulator-style openings, when participants socially construct topic-establishing sequences in gate-keeper style, opportunities for developing understanding in the topic were restricted and the stage to display active participation was not distributed to all students equally. Consequently, not all present students could participate actively. Moreover, the analyses have suggested that when CT opening was absent, or even foreshortened, it may have negative consequences for student participation.

Having illustrated the interactional organisation of CT openings, the second analytic chapter will investigate how participation is organised in another classroom management practice—CT closings—to gain a more comprehensive understanding of this teacher-led activity.

Chapter 6. Circle Time Closings

6.1 Introduction

This last analytic chapter presents a fine-grained examination of Circle Time (CT) closings: exploring the particular sequences of actions that teachers and students undertake to bring CT activity to a close. Based on a detailed analysis of all 24 CT closings in this study's collection, I observed that in all cases the participants do not simply verbally and/or embody disengage from the on-going topical talk to exit CT in one simple sequence. Instead, they engage in certain extra-interactional works and specific patterns in order to 1) build a context for ending, so called "closing-relevant environments" (Robinson, 2001; Schegloff, 2007; Robinson, 2014, p.277), and 2) make navigating out of CT a public concern, i.e. more discernible and connected, for the benefit of the whole class.

Before undertaking the analysis and revealing the organisation of the CT closings, I will recap the research questions guiding this chapter:

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

The knowledge gained from the analysis of CT closings will provide enhanced insights into not only the interactional organisation of this practice but also participation organised through participants' interaction.

To achieve the aim of this chapter, I will firstly define the concept of 'closings' applied in the analyses (Section 6.2). Then, Section 6.3 will present two types of CT closings uncovered in this study. To do so, 'dedicated closings', which occurred more frequently in this study's corpus, will be comprehensively discussed first, followed by a detailed explanation of another type of CT closing, considered a deviant form in this study, namely 'foreshortened closings'.

6.2 The Conceptualisation of Circle Time Closings

In this study, the phrase 'CT closings' is used here to refer to the process of closing, or so-called 'closing-relevant environments', which incorporates: 1) closing implicative environments and 2) a closing section (see Section 2.3.2, for a more detailed discussion). Furthermore, I have decided to set the trajectory of CT closing with reference to the organisation of turn-taking. The use of turn-allocation as the referent point will also create an alignment with the analysis of CT openings in Chapter 5, where the allocation of turn to individual students is also used as a referent point to mark the end of the opening and the beginning of the development stage of CT.

The following sections will present detailed analysis of the interactional process participants employed in this study to terminate CT, together with the findings.

6.3 Types of Circle Time Closings

Based on close observation of the CT closings in this study's collection, two types of CT closing were identified, referred to in this study as dedicated and foreshortened closings. Each type is named according to its distinct interactional packaging and sequential placement. In brief, dedicated closings are composed of three action-sequences while foreshortened closings are made up of two action-sequences. The subsequent sections will explore the interactional make-up of these two types of closing in greater detail.

The findings in this section derive from a micro-detailed analysis of all 24 examples of CT closings documented in this study's corpus. The five extracts presented in the following sub-sections represent each type and pattern of CT closing found in the analysis. They were chosen because they are conspicuous examples. To demonstrate the findings, firstly, the dedicated closings will be explicated (Section 6.3.1). This will be followed by a presentation and discussion of the variation of patterns constituting the bonding-contribution sequences of dedicated closings (Section 6.3.2). The variation includes three distinct forms: 1) mediator style, 2) commentator style, and 3) conductor style. Lastly, the selected examples of foreshortened closings will be used for the discussion in the final sub-section (Section 6.3.3).

6.3.1 *Dedicated closings*

Dedicated closings are one of the two types of closings that participants, in this study, deploy to end a long stretch of individual talk comprising CT. From the 24 examples of CT closings in this study's collection, 20 were considered dedicated closings. Similar to Schegloff's (2007, pp. 186-194) findings of "dedicated sequence-closing sequences", a sequence designed for closing an extended or long sequence collaboratively, this study's findings demonstrate the closings which contain sequences designed for this use. Therefore, they are called a 'dedicated closing' in this study.

The dedicated closings are made up of three distinct actions: 1) withdrawing from dyadic exchange with an individual student; 2) bonding contributions; and, 3) moving out of CT interaction. The component that makes this type of closing distinctive from the other is the second action, namely bonding contributions. When the bonding-contribution action is inserted between two actions, namely disengagement from dyadic and from whole class interaction, disengaging is not the only prevailing action that participants are aiming to accomplish. That is, while bringing CT to closure, the participants also explicitly display their orientation to establish small social talk, encouraging contact between the teacher and all present students, or so-called building rapport (cf. Park, 2016; Dippold, 2014; Nguyen, 2007; or see Section 2.4.2 for previous CA studies on rapport-building). To do so, from my observations, the participants utilise a variety of extra-interactional work to bond the contribution(s) proposed by the individuals (including the teacher) together and make them available to the whole class by using both verbal and non-verbal means of communication (see Section 6.3.2 for a detailed analysis of three different patterns of bonding-contribution sequences and their consequences for students' participation). Extract 6 will provide a clear example of a dedicated closing.

As Extract 6 is rather lengthy, it will be divided into three parts (Extract 6 (i-iii)), each demonstrating one action sequence. The symbols '1→', '2→', and '3→' inserted in the left column of the transcript indicate the aforementioned action sequences, namely withdrawing from dyadic exchange with individual student, bonding contributions and moving out of CT respectively. A descriptive analysis of each action will be given under each part of Extract 6.

Extract 6(i) shows the transitional period when the teacher (T in the transcripts) is about to end the dyadic exchange with an addressed student (S1 in the transcript) and

bring CT to its close. Prior to the interaction shown in this extract, the teacher selects S1 to describe an unusual incident he has noticed occurring in the picture (see Appendix C: Picture 4). S1 then gives his opinion as a response; however, his second pair part (SPP) is interrupted by the teacher's insert expansion (cf. Schegloff, 2007). Consequently, the dyadic interaction between T and S1 has been expanded until reaching the point where S1 can finally complete his answer (lines 1 and 2 in Extract 6(i)). The closing-relevant environments of this dedicated closing thus begin from line 3 onwards.

Extract 6(i): What might be unusual in the picture?

C1: closing_LH4-406W5@17.25-26.25

1 S1: say to he:r (.) that (.) her shou:ld (0.2)
 2 take off (.) the shoe=

1→ 3 T: =|o:k|ay (.) so (0.3)
 |T and S1 gaze at each other.



|T moves his gaze away from S1 and looks down at the book on the desk.



4 T: yumi (0.|6) tells anna: (.)
 |T turns his head forwards.



5 |to take o↑:ff (0.|2) her shoes (.)
 |T turns his head back to S1 to gaze at him.



|S1 nods at T and then T nods back at S1.

Extract 6(i) shows the first action sequence that the teacher performs to end the talk with S1. In so doing, he produces the minimal post-expansion sequence “o:↓kay” in a low pitch (line 3) as the sequence-closing third to register his acknowledgement of S1’s reciprocal action (Schegloff, 2007). He then performs gaze withdrawal from his current interactant, namely S1, to his textbook. As Goodwin and Goodwin (1992) propose, these verbal and non-verbal displays can serve as closing signals which suggest that the teacher is orienting to disengaging from the on-going talk with the individual student. Moreover, there is evidence in the subsequent TCU (lines 4-5) that the teacher is providing a summative account of S1’s responses in lieu of initiating another topic-proffering sequence (cf. Schegloff (2007)). To be precise, he employs the turn-initial token “so” (line 3) as a preamble. After a short pause, he touches off a sequence-closing third (SCT) (Schegloff, 2007) by reformulating S1’s response (lines 1-2) in a grammatically correct form (lines 4-5), at the same time orienting his gaze to S1 and other students while producing this utterance. This suggests that the teacher is monitoring the collective group of students as well as S1 while giving a summative account of the latter’s response. The SCT the teacher initiates, therefore, reflects but does not prompt further talk in response to the prior sequence. Hence, based on its prior- and post-sequences, the teacher’s information-and-action receipt “o:↓kay” (line 3) (cf. Schegloff, 2007), the silence and his verbal and embodied actions (lines 4-5), can be read as a component of closing-relevant environments bringing closure to the dyadic talk with S1.

Extract 6(ii): What might be unusual in the picture?

C1: closing_LH4-406W5@17.25-26.25

2 → 6 T: <|because it looks li|:ke anna↑::(0.2)

|T turns to look at his book.



|T steps away from the desk and positions his legs, torso and, then, head towards centre of the circle seating.



7

|is about (.) to (.) step (0.2) |in>

|T gazes towards SSS while performing a gesture of stepping.



|T bends forwards, places his right foot on the ground and then fixes his gaze at S1.



8 (|0.3) with her shoes (.)
 |S1 nods back several times at T while T sweeps his gaze to several students who sit on his right.



9 |but then (0.2) yumi says |STOP (0.3)
 |S nods several times at T. |T sweeps his gaze at S1 and nods.
 10 T: |take off your shoes (.) |now
 |S1 nods back at T.
 11 (0.2)
 12 T: o|k↑ay
 |T nods while gazing at S1.
 13 (|.)
 |S1 nods back at T.
 14 T: >|okay< |that's the end |of this

Extract 6(ii) shows the multimodalities that are relied-upon in a multi-unit turn (lines 6-13). This interactional work combines to make up the second action sequence of this dedicated closing—the ‘bonding contribution’. It can be seen from Extract 6(ii) that the teacher does not abruptly close down CT after performing disengagement from the dyadic interaction with S1. Instead, he launches another post expansion sequence. The sequence does not develop the topic further, but continues to close it. In this sequence, the teacher subtly binds S1’s contributions to his first pair part (FPP), which is “(S1’s name) (.) what about the unusual situation in the la:st one (0.2) number six=” (occurring 41 lines prior to Extract 6(ii)). To do so, the teacher utilises the gist of S1’s contribution (lines 9-10) and gives a reason for it (lines 6-8). The given reason joins S1’s responses to his request in the FPP. The unusual occurrence is then emphasised through his embodied actions, that is, imitating the action of the character in the picture being discussed. When considering these utterances together with his multimodalities, it can be seen that the display of his cognitive stance, namely his reasoning, is projected not only to his current addressed student, or S1, but rather for other, unaddressed, students who are physically engaged by their seating and thus co-present in the on-going interaction. To be more precise, while providing the reason

"<because it looks like anna↑::(0.2) is about (.) to (.) step (0.2) in> (0.3) with her shoes (.)" and publicly performing the embodied action of the character (lines 6-13), the teacher also orients his head and his gaze back and forth between the currently addressed student and the unaddressed ones. He also makes use of mobility and spatial resources when moving and positioning himself almost in the middle-front of the circle seating (as shown in the picture under line 7). His multimodalities thus suggest that he is intentionally producing this utterance in a public visible and digestible way so that he can attach the attention of the whole class to his performance and simultaneously increment their mutual understanding. By making the opinion of one individual a public concern, the teacher displays his attempt to build rapport among the whole class.

Additionally, in lines 9-10 the teacher designs his turn differently to re-exhibit S1's contribution. That is, instead of imitating the character's actions, he employs direct reported speech to display what the character in the picture might say "but then (0.2) yumi says |STOP (0.3) take off your shoes (.) now". While the teacher produces this utterance, it is documented here that he moves his head and gaze and nods at S1, as if requesting his confirmation. In return, S1 nods to confirm the established mutual understanding. Hence, based on this part of Extract 6(ii), it can be seen that the teacher uses multimodalities with several techniques to encourage content bonding as well as interpersonal bonding simultaneously. Consequently, the evolving bonds that the teacher attempts to develop with his students can not only help increase mutual understanding and mutual attention, but also, to some extent, serve to create rapport between the participants involved (see Section 6.3.2 for further analysis of bonding-contribution sequences in dedicated closings).

Extract 6(iii): What might be unusual in the picture?

C1: closing_LH4-406W5@17.25-26.25

3 → 14 T: >|okay< |that's the end |of this

|T is moving his gaze away from S1 to his book on the desk.



|T looks up at students while making a hand and body gestures signaling ending.



|T moves his gaze to his book on the desk.

15 (|1.0) exercise (|.) page >twenty three<

|T looks around at students while pointing his right hand to his book on the desk.



|T returns his gaze the book on the desk.

16 please (0|.5)

|Students sweep their gaze to their book while some bend down to look closer at it.



Extract 6(iii) shows the last action sequences of this dedicated closing that is moving out of CT interaction (lines 14-16). In this part, it can be observed that the teacher employs a combination of verbal and non-verbal means to help him accomplish this terminal closing section in a discernible fashion. Firstly, he uses the boundary marker “>okay<” (Beach, 1993) and eye withdrawal (line 14) to mark a trajectory between the bonding-contribution sequences and this final closing section. Then, he adds the explicit closing utterance “that's the end of this (1.0) exercise” (lines 14-15) to explicitly declare the termination of CT. In so doing, he also animates his own utterance by using the upper-torso parts of his body together with hand gestures (as shown in the pictures under line 14). Furthermore, at the end of the closing section, he emphasises the termination and exits CT through objects and his embodied disengagement, i.e. distancing himself from the textbook by fixing his gaze on the students and pointing his right palm at it (line 15). It is noticeable here that the teacher utilise a one-second pause (line 15) to ensure the engagement of multiparties in this participation framework. That is, he makes an upper-body movement, namely turning his torso, head and gaze around the circle seating to scan all the students. The silence and embodied performance that the teacher adds to this closing section manifest his attempts to maintain the students' mutual attention and mutual understanding while he navigates the entire organisation of the students out of CT activity. The consequence of his endeavour to encourage students' active participation is also shown in line 16. That is, once when he has initiated a turn-initial sequence “page >twenty three< please (0|.5)”, which can be read as a request (lines 15-16), all the students display their engagement by embodying their response such as moving their gaze to their textbook or bending their head down to look closer at it (line 16).

Based on the teacher's talk and his conduct when undergoing the dedicated closing above, it can be concluded that three action sequences constitute this type of closing: 1) closing dyadic interaction with individual student, 2) bonding contributions, and 3) moving out of CT. The component that makes dedicated closings unique is the second action which integrates rapport into closing practice. The extra interactional work that the teacher initiates in the bonding-contribution action allows the co-present students to develop not only mutual attention and their intersubjectivity in the on-going activity, but also encourages rapport, or interpersonal bond, among them. The next subsection will give a detailed analysis of the bonding-contribution sequence and a further discussion of its influence on student participation.

6.3.2 Patterns in bonding-contribution sequences of dedicated closings

In this section, I investigate dedicated closings in particular and focus on the bonding-actions within the bonding-contribution sequence. From the observations, this study can document three different interactional patterns constructing bonding-contributions of dedicated closings. For the convenience of my analysis, a name is given to each pattern, according to the characteristics of their interaction or how the participants design their turns in bonding-contribution sequences. The three patterns are: 1) mediator style, 2) commentator style, and 3) conductor style. Further, through the micro-analytic lens of CA, it can be observed that a variety of interactional works combine in each pattern can exert influence on the students' interactional space and thus affect the degree of their participation during CT closing. The analyses below will explicate this point in detail. Moreover, due to word limitations, the analyses in this section will focus on the main action sequences, namely bonding contributions in dedicated closings (shown as '2→' in the following extracts). The other two action-sequences, namely withdrawing from interaction with an individual student and moving out of CT (shown as '1→' and '3→' respectively in the subsequent extracts), will still be considered to facilitate understanding but they will not be discussed in any detail. Additionally, since the transcripts of dedicated closings contain the verbal and non-verbal details of the participants' conducts, they are inevitably lengthy. To make them less complicated, the transcripts of the following three examples of dedicated closings are divided into three parts: Extract 7(i)-(iii), with each part presenting one action-sequences. An analytical description of each action will be provided under its extract, beginning with illustrating the bonding-contribution sequence that is accomplished in mediator style. Rigorous analyses of the sequences which develop in commentator and conductor fashions will then be examined.

i. Mediator style

Based on 20 examples of dedicated closings in this study's corpus, nine were identified as the mediator style. Extract 7(ii) demonstrates the organisation of the multi-unit-turn that the teacher uses to bond contributions. Based on talk and other conducts of the participants, I propose that the teacher designs and performs her turn in bonding-contribution sequences as if she was a mediator. That is, despite the fact that the interaction occurs in a language classroom, while reporting bonded contributions to the students, the teacher simultaneously takes account of congruence and manifests

concerns over mutual understanding between the recent interactant and other students who are physically co-present. In so doing, she applies a variety of interactional actions to close CT in the fashion of a mediator. In fact, we already have come across this type of dedicated closings in some detail in Extract 6(ii). The following extract will provide a conspicuous example and further analysis of a bonding-contribution sequence conducted in mediator style.

Prior to the closing of CT shown in Extract 7, the teacher had selected a student, S1, in the subsequent extract, to ask whether he agreed with Raoul, a character in the picture being discussed, that the behaviour of an Englishman who comes to sit next to him on a park bench without saying a word could be thought of as cold and distant (see Appendix C: Picture 5 for this picture). S1's response does not comply with Raoul's opinion and so he gave an account of his disagreement. Following S1's explanation, the teacher displayed her orientation towards closing the on-going CT but then S2 self-selected to respond to the teacher's FPP. The prior closing proposal that the teacher initiated is, therefore, abandoned and the individual interaction was extended. The dyadic exchange between the teacher and S2 continues until line 5 of the following extract, when the teacher orients to resuming closing by withdrawing her gaze. The closing of this CT thus begins from line 5 onwards.

Extract 7(i): If you were Raoul

C-02: closing_LH4-506W6@7.16-15.32 (2)

- 1 S2: maybe:
2 (|0.2)
|S2 points her left hand at her textbook while looking at it.
- 3 S2 |he: (.) |didn't want to interrupt er (.) raoul
|T abruptly turns her head to gaze at S2 and stop walking.
|S2 points her left hand at whiteboard while T is turning her
body to gaze at each other.
- 4 T: |↑o: :h ↑o↑kay (0.2) |maybe he's polite
|S2 bends down to collect her pencil case which she accidentally dropped
it on the floor.

|T gazes and points her right hand to S2 while S2
is still bending down to collect the pencil case.



- 1→ 5 (|0.2)
|S2 looks at T but T already gazed away from her.



From this extract, the initial action which brings CT interaction to closure comes in the form of an SCT (Schegloff, 2007) to acknowledge the SPP that S2 self-selects to respond (line 4). That is, the teacher begins her utterance with change-of-state and acknowledgement tokens (Schegloff, 2007), viz. “↑o: :h ↑o↑kay”. The teacher then displays her cognitive stance on S2’s contribution by reusing a part of her utterance together with her own account of S2’s response ‘maybe he’s polite’. This utterance can be read as the summary that the teacher reformulates from S2’s response to make it match with her request in base FPP. As suggested by Schegloff (2007), the turn that is produced as such in the third position can serve to introduce the possibility for closing. Therefore, the utterance in line 4 of this extract can be read as a closing implicative environment leading to a CT closing. Furthermore, it can be seen that the 0.2-second pause (line 5) is oriented to by the teacher as S2’s alignment to close the sequence-in-progress as she shows no interest in extending the initiated topic. This silence can,

therefore, be read as collaboration from the recipient's side, namely S2. This preferred response, then, provides for ending the individual talk as well as for the next move which, as noted in Schegloff (2007), is usually a final closing section, or the final action showing moving out of CT in this study.

Extract 7(ii): If you were Raoul

C-02: closing_LH4-506W6@7.16-15.32 (2)

2→ 6 T: ((|S2's name)) said maybe he's polite (.)
 |T points her right hand towards S2's direction while stepping forwards the circle and glancing at students sitting on her left.



7 T: |he doesn't want to interrupt |raoul (.)
 |T walks down the circle while raising her palm upwards.



|T makes gesture of reading.



8 |o↑kay (.) he is reading
 |T moves open palms up and down several times while stepping forwards



9 (0.2)

However, the next move or next action, shown in Extract 7(ii) is not, as expected, the closing section of this CT. Instead, the above action sequences demonstrate the teacher's orientation to bonding the student's response to her initial FPP and make the contributions visible to the eyes of all the students co-present in the on-going CT. In so doing, the teacher designs her turn and performs it as if she was a mediator in a multiparty environment. Such action formation can be visualised in her multi-unit turn from lines 6-9. Initially, the teacher joins her own account "maybe he's polite" (line 4) to S2's contribution "he: (.) |didn't want to interrupt er (.) raoul" (line 3) in a subtle way. That is, she embeds the two elements in one utterance using reported speech "((S2's name)) said maybe he's polite (.) he doesn't want to interrupt raoul" (lines 6-7). Along with this utterance, the teacher also performs embodiments such as turning her torso to the unaddressed students and walking in the direction of the others while holding out her right hand towards S2 (see the picture under line 6). Her verbal and embodied conducts suggest that the teacher projected her move to the unaddressed but physically co-present students. Hence, although it appears that the teacher reports S2's contribution to the whole class, what the teacher makes public is actually the bonded contributions. In terms of the organisation of participation, by performing these bonding-actions using both verbal and non-verbal cues, the teacher displays her endeavour to establish a participation framework that includes all students in the on-going closing. Therefore, all the students play a similar role, i.e. as registered participants, and have an equal right to join in and participate more actively in the current interaction.

In addition to bonding contributions unobtrusively through verbal means and simultaneously building rapport through her talk and embodiment, the teacher also verbalises her justification for bonding contributions to support S2's response, i.e. "o↑kay (.) he is reading" (line 8). In this way, not only is multiparties included in the same framework of participation but the relationship between the teacher and an individual student, S2 in this case, is also encouraged through this interactional pattern of dedicated closing. The peer-like framework of participation is, therefore, established and the interaction is evidently developed in the affiliated manner. Moreover, while producing this TCU, the teacher imitates Raoul's action of reading (as shown in Appendix C: Picture 5) and projects it to the whole class by utilising her mobility, viz. walking down the aisle in the middle of the circle seating. Applying an imitation approach and using the spatial resources available, the teacher does not only provide an

explanation of the vocabulary, which facilitates the intersubjectivity of the students, but also draws their attention to her performance. Her turn, therefore, suggests that she also orients to promote mutual understanding and mutual attention to the whole class while closing is in progress.

Despite evidence of the teacher’s attempt to expand interactional space and building rapport to promote mutual understanding, mutual attention and interpersonal relationships, the design of her turn in the bonding-contribution sequence offers limited opportunity for the students to jointly construct the on-going closing. To be precise, in this interactional pattern the students are merely allowed to perform embodied conducts, such as gazing and turning their heads towards where the teacher is moving (as shown in the pictures above), in order to display their active participation, namely their reciprocal attention and conformity to rapport. Intersubjectivity, which might be developed in the students’ cognition, is not explicitly displayed in this interaction. This is so as the interactional work constituting this bonding-contribution sequence minimises opportunities for the students to display their active participation and thus they have a rather static participation role to play when closing is developed in mediator style.

Extract 7(iii): If you were Raoul
C-02: closing_LH4-506W6@7.16-15.32 (2)

3→ 10 T: |O↑KA:Y
 |T stops walking and turns her body around towards whiteboard.



11 (0.2)
 12 T: GOO:D
 13 (|0.2)
 |T looks at whiteboard.
 14 T: |NOW (.) LET's: (0.2) take a look at
 |T claps her hands while still looking at whiteboard.

The third part of this extract presents the action that the teacher withheld—moving out of CT. To be precise, the teacher produces the final closing token “O↑KA:Y” (line 10) together with displaying the embodied withdrawal of her attention from the whole class.

Then, the 0.2-second pause (line 11) serves to provide the interactional space for students to display their resistance to the closing activity which is about to end. Since no student seizes the turn, the teacher orients to the silence (line 11) as the alignment from the whole class to proceed to the action of terminating CT. The teacher, therefore, produces the assessment “GOO:D” in line 12 to ratify the alignment from the co-present students to her closing proposal. Subsequently, the closing of CT interaction is emphasised by the teacher’s embodied disengagement and her initiation of a new task (lines 13 and 14). These little sequences thus constitute the closing section of this CT.

In sum, it is shown in this example of dedicated closings that the teacher designs her turn using both verbal and embodied conducts to: 1) make a persuasive speech that possibly attracts the reciprocal attention of the whole class to her performance; 2) give a vivid detailed summary of prior sequences, which reflects her attempt to encourage students’ mutual understanding; and, 3) build interpersonal bonds that encourage rapport among students and between the teacher and individual student(s) in the current interaction. These three components that the teacher enacts in her interaction while performing closing reflect her orientation to: 1) establish a participation framework that includes multiparties; and, 2) promote affiliation and the affective aspect in the interaction. However, the analysis shows that the interactional space for students to further engage or show their established mutual understanding is minimised when the bonding-contribution sequence develops in the mediator fashion. Thus, albeit seeming to facilitate, closing CT through this approach does not allow the development of a more active participation of the involved students. The next sub-section will demonstrate another approach that participants perform to accomplish the bonding-contribution sequence of dedicated closing.

ii. Commentator style

Based on the 20 examples of dedicated closings documented in this study, 10 were categorised in this group. The closings that fall into this category contain the same interactional pattern in its bonding-contribution sequences. The reason for naming this pattern ‘commentator style’ is that the observations show that the teachers draw upon prior responses which individual student(s) have provided in previous sequences and comment on it as a whole before bringing CT interaction to a close. From 10 examples of this type of dedicated closings, Extract 8 was chosen to represent the commentator style since it provides a clearly expressed and easily understood example of interactional

organisation constituting this approach. Due to the lengthy transcripts of multimodality, the extract will be divided into four parts. The focus of this analysis—bonding action—will be discussed in Extracts 8(ii) and (iii). The beginning of the three actions composing this dedicated closing will be indicated by the symbols ‘→1’, ‘→2’ and ‘→3’ respectively.

Prior to Extract 8, the teacher had employed the topic that he topicalised from the heading given in the textbook to initiate a dyadic exchange with the students. That heading is ‘age when you look for a serious partner’ (see Appendix C: Picture 2 for the heading and its task). Preceding Extract 8(i), the teacher had selected six students to respond to his FPP, produced in the form of a question related to the topic that he had topicalised from the heading. The teacher then pursued the same topic with individual students using other-selection methods to refer turn-at-talk to each of them. The dyadic interaction continued until reaching a point where the teacher and S1 interacted, as shown in lines 1-4 of Extract 8(i). The first action of this dedicated closing, i.e. closing dyadic interaction with individual students, starts on line 5.

Extract 8(i): Age when you look for a serious partner

C-B: closing_LH4-406W3@46.50-1.00

- 1 T: at what age should a ↑per↑son
- 2 (0.5[] look fo:r a serious part°ner°]
- 3 S1: [abou:t (.) around twenty-]
- 4 S1: twenty five=
- 1→** 5 T: =|twenty fi↑|::ve

|T rolls his right hand which is pointing at S1.



| S1 nods while T steps away from S1 and moves his gaze to other students.



- 6 (| .)

| S1 gazes away from T to her textbook on the desk.

Based on the empirical evidence in the first part of Extract 8, the ending of this CT is made relevant towards the end of line 5. The repetition (line 5) used by the teacher to register new information from the selected student and display the teacher's cognitive stance is oriented to by S1 as a request to obtain the recipient's closing agreement. Therefore, S1 nods in return (line 5). Hence, the teacher's repetition and his embodied actions in line 5 can be read as closing-implicative environment of the subsequent closing. Following S1's nod, the teacher launches the first move of CT closing by withdrawing his gaze and distancing himself from S1. The embodiment the teacher displays towards the end of line 5 can be read as an attempt to perform the first move of CT closing, namely closing down individual interaction. Furthermore, as shown through the silence and S1's embodied disengagement in line 6, S1 does not orient to further the on-going topical talk with the teacher, and neither does the teacher allocate turn-at-talk to a new student. The participants' conducts in lines 5 and 6 therefore suggest that the teacher is orienting to withdrawing from individual interaction and his action cannot be accomplished without the student's, i.e. S1's, support.

Extract 8(ii): Age when you look for a serious partner

C-B: closing_LH4-406W3@46.50-1.00

2→ 7 T: |twenty ei↑:::ght

|T twists his legs, torso and head from facing with S1 to students in the middle of the seating.



8 (| 0 . 5)

|T steps backwards to the middle-front of the class while gazing upwards.



9 T: <my mother (0.4) |was (.) tw↑enty |fi↑:::ve
|T stops moving but still performs embodied thinking.
|T turns to gaze at students
sitting on left-hand side.

10 (0.2) when she got married> (|0.4) <at that
|T positions his body at the middle-front
of the circle.

11 ti↑:me my father was> (.) |>twenty eight<
|T turns his face to students on his left.

Extract 8(ii) shows that after withdrawing from individual talk, the teacher initiates the bonding-contribution action by using S1's contribution as a springboard to jump into the on-going interaction as one of the recipients of his own FPP and provide a relevant contribution to it. To do so, following a pause of less than a second (line 6), the teacher pursues the topic using a self-selection method and a multi-unit turn. To be precise, after the registered token "twenty fi↑:::ve" (line 5), the teacher produces "twenty ei↑:::ght" (line7) and utilises body movements, spatial arrangements and embodied thinking during a 0.5-second pause (line 8) to keep this topic from closing and simultaneously establish a participation framework in which multiparties are included as registered participants. Thus, this TCU can be read as a pre-sequence of the bonding-contribution action.

Then, in lines 9-11, he produces a topic-initial utterance using the 'reclaimer' method to bring back the focused topic (Wong and Waring, 2010; Maynard and Zimmerman, 1984). That is, the teacher utilises the specific age of S1, 25, to occasion categorisation, namely age when you look for a serious partner. He then produces the topic-initiate utterance in which he mentions the same age, viz. "<my mother (0.4) |was (.) tw↑enty |fi↑:::ve (0.2) when she got married>" (lines 9-10), to bring back the current topic. After a 0.4-second pause, the teacher continues his turn by providing a further account of the age when his father got married "<at that ti↑:me my father was> (.) |>twenty eight<" (lines 10-11). Moreover, based on the teacher's embodied actions, these two utterances are evidently projected to the whole class and, thus, they demonstrate his orientation to keep all students in the participation framework. Furthermore, by sharing this account of his personal life to the entire group of students, the teacher shows that he also includes himself in the same association as students, i.e. one of the conversation partners. This can reflect how the teacher positions his participation role, i.e. symmetrical to that of students, and shows his endeavour to

create a peer-like/affiliated framework of participation in this interaction. Additionally, as the next sequence develops from the gist of his contribution in this TCU, it can be read that the teacher orients to the multi-unit turn (lines 7-11) as a preface to the bonding-contribution action.

Extract 8(iii): Age when you look for a serious partner

C-B: closing_LH4-406W3@46.50-1.00

12 T: (.) |↑maybe your answer can be something

|T positions his legs and torso at the middle-front of the circle while sweeping his gaze back and forth between students sitting in the middle and on his left side.



13 like (0.2) it depends_ (|0.2) i:f (.) for a

|T scans his gaze around the circle seating.

14 ma↑:::n (0.2) ↑maybe (.) >twenty ei:ght< (.)

15 for a woman (.)>maybe twenty fi:ve< (.)

16 >but when you say |twenty fi↑:ve< (.)

|T rolls his right hand and presses it down while gazing to S2's direction.



17

>|twenty four< |(.) |>thirty<(.) |it means
|T turns his head to gaze towards S3's direction while pointing his right hand to him.



|S3 moves his gaze up from his book to T.



|T turns his head to gaze at S4's direction while pointing his right towards the same direction.



|T turns his torso and head to the middle of the circle seating.



18

>I mean< (0.2) >anybo:dy< (0.2) >I mean<

19

you have (.) a:h (|0.4) you don't have the::

|T looks around

20

(0.4) |the difference between (0.2) ↑men

|T fixes his gaze at S4 and nods at her.

21

and (.) women

22

| (0. |2)

|S4 nods in return and gazes down at his book.

|T moves his gaze down to the book on his hands.

Extract 8(iii) shows the shift of participation role that changes the peer-like framework of participation to a traditional classroom environment and further illustrates the way in which participation is built in this form of dedicated closing. That is, in addition to the preface, the anchor of this bonding-contribution sequence is formed in multi-unit turns through the participants' verbal and non-verbal conducts (lines 12-22). At the outset of

this turn, the teacher provides an alternative response to his FPP in the form of a suggestion, i.e. “↑maybe your answer can be something like (0.2) it depends”. This suggestion is supported by the example that refers back to the account of his personal life provided in the previous sequence, i.e. “i:f (.) for a ma↑::n (0.2) ↑maybe (.)>twenty ei:ght< (.) for a woman (.)>maybe twenty fi:ve<” (lines 13-15). From the utterances, in lieu of maintaining the peer-like participation framework and continuing to make a contribution in response to his FPP, the teacher’s use of this turn design, namely a suggestive form, together with the pronoun reference ‘your’ (line 12), shows his orientation to distance and exclude himself from the students. In so doing, he also changes his participation status from a conversation partner, as performed in the earlier sequence, to a teacher who is giving advice to students.

Furthermore, the teacher draws upon the contributions that the previously addressed students had collectively provided and comments on those contributions. To display his evaluative stance, the teacher firstly repeats each contribution and joins them in one utterance, i.e. “>but when you say |twenty fi↑:ve<(.)>|twenty four< |(.) |>thirty<” (lines 16-17). While doing so, he simultaneously performs body and hand gestures that point to individual students, namely S2, S3 and S4, who, respectively, had produced those contributions, and positions himself in the middle of the circle seating. A combination of multi-resources (verbal, embodied and spatial) employed by the teacher to construct this turn suggests that the bonding-contribution sequence is made to gain the mutual attention of the previously addressed students and induce the co-present others to jointly participate in this interaction. Thus, his use of multimodalities demonstrates the teacher’s attempt to maintain the multiparty framework of participation during this closing. Secondly, after referring each contribution back to its producer, bonding them together and making the previous contributions visible, again, to public, the teacher displays his evaluative stance on the students’ contributions, viz. “it means >I mean< (0.2) >anybody< (0.2) >I mean< you have (.) a:h (0.4) you don't have the:: (0.4) the difference between (0.2) ↑men and (.)|women” (lines 17-21). Despite the fact that he is making an assessment and putting the spotlight on the students who had produced the responses by pointing to them individually, it is observed that he orients to soften his assessment by: 1) bonding the students’ contributions in one utterance (lines 16-17), and 2) cutting off, repairing, making several with-in pauses, and carefully

choosing a word, namely “>anybody<” (lines 17-21). These interactional works suggest that the teacher endeavours to maintain rapport with the students by making his assessment seem less offensive to the individuals whose contributions are being publicly evaluated.

However, when performing the bonding-contribution action in the commentator manner (as shown above), the reciprocal action or the form of active participation the students are allowed to display is restricted, e.g. returning the gaze of the individuals whose contributions had been mentioned (lines 16-18) and nodding from the co-present student (line 22). Hence, by closing CT in the commentator manner, the teacher minimises opportunities for the students to actively participate as they can only display mutual attention but do not have the interactional space to negotiate and show their mutual understanding through verbal means when the closing unfolds.

Extract 8(iv): Age when you look for a serious partner

C-B: closing_LH4-406W3@46.50-1.00

3→ 22 | (0. |2)
 |S4 nods in return and gazes down at his book.
 |T gazes down at the book on his hands.
 23 T: |the THIRD one
 |T steps backwards, closer to the whiteboard.



24 (0.2)

Extract 8(iv) shows how the teacher proceeds this dedicated closing to its final action-sequences—moving out of CT. In so doing, he performs embodied disengagement using multimodalities, including withdrawing his gaze to the shared object, namely the textbook, and disjunctively introducing the new topic, “the THIRD one”, with an increased volume (lines 22 and 23). These multimodalities are employed to help emphasise the termination of CT interaction as well as to clearly mark the beginning of the next task.

In summary, as with other dedicated closings, dedicated closing accomplished in commentator style is composed of three moves: 1) withdrawal from individual interaction, 2) bonding contributions, and 3) moving out of CT. However, the

organisation of interaction and participation within the bonding-contribution sequence are constructed differently. That is, the teacher uses verbal conducts to join the students' responses together and comments on the students' contributions, thereby establishing a teacher-student framework of participation that includes the whole class in the on-going closing. Additionally, apart from building rapport by using embodied conducts to include all present students in the participation framework, the teacher also demonstrates his orientation to maintain rapport in this interaction by applying multimodal resources to soften the assessment he makes while navigating out of CT through this commentator approach. Although it is evidenced that the bonding-contribution sequences that contain such interactional patterns encourage mutual attention and strengthen rapport during interaction, the evidence reveals that they provide no interactional space for the students to develop and display their intersubjectivity as well as obstruct them from more actively participating. Consequently, the students' participation role becomes static, as active listeners, who merely observe the termination of this CT.

iii. Conductor style

From the 20 examples of CT closings collected in the corpus of this study, only one closing was composed based on an interactional pattern termed in this study 'conductor style'. The name conductor-style closing derives from the uniqueness of the interaction constituting its bonding-contribution sequences. To be precise, while bonding contributions, the teacher interacts with her students in a way that is similar to how a conductor leads an orchestra (cf. "ensemble interaction" in Lerner (1995)). Extract 9 will visualise the participants' conducts which bring such an ensemble interaction to the EFL classroom.

Prior to the recorded interaction in Extract 9, the teacher had developed circle time interaction by topicalising the headings given in the textbook as the topics for this CT talk (see Appendix C: Picture 2 for the headings and detail of this task). The interaction was pursued until she initiated FPP, "at what age when you start (0.2) dating", to request reciprocal action from the whole class and selected S1 to give a response (line 1 of Extract 9(i)). It is noticeable here that apart from utilising the gist of the heading "when" to compose this FPP, the teacher also adds "so_rry" to her turn-at-talk. Her utterance can thus be seen as a repair sequence in lieu of a topic-initial sequence because, in fact, S1 had already produced the utterance "°fifteen°" while engaging in the desk talk (Warayet, 2011; cf. "off-task talk" in Markee (2005)) with other

students. The teacher oriented to it as the reciprocal action to her FPP despite the fact that S1 had projected her utterance to other students. The teacher, therefore, began a dyadic exchange with S1 accordingly. Extract 9(i)) shows interactional works dedicated to closing down individual interaction, which, so far, is recognised as the first action sequences of dedicated closings. The beginning of this action is indicated by the symbol '1→' in the transcript.

Extract 9(i): Age when you start dating

C-C: closing_LH4-605W2@10.00-15.40

- 1 T: when sor↑ry
- 2 S1: about fif (.) teen=
- 3 T: =|fif|teen

|T bends forwards and nods two times while gazing at S1.
|S1 nods back while gazing at T.



- 4 (.)
- 1→ 5 T: [r↓ight]
- 6 SS: [((|inaudible, off-task talk))]

|S1 gazes away from T to SS who produced utterance in line 6.



- 7 (|0.3)
- |T turns her head to gaze at students sitting on her left who produced utterance in line 6.

8 T: |fif|teen
|T nods at SS while gazing at them.



|One of SS nods back at T.

9 (| .)
|Another S, in SS, nods at T, following by another nod from student sitting next to her.



Based on the empirical evidence given above, the first part of this dedicated closing is constructed based on the collaboration between multiparties, namely the teacher, the current addressed student, and the unaddressed ones. That is, after a pause of less than a second (line 4), showing that S1 has no interest in furthering her talk on the topic, the teacher displays her orientation to withdraw from dyadic interaction with S1 by producing the initial closing token “r_↓ight” (line 5) in a low pitch to propose closing and to mark the boundary between the current and the next action that she is about to initiate. However, while doing so, the boundary marker “r_↓ight” is produced in overlap with the off-task talk (Markee, 2005) between two students sitting on her left (as shown in line 6). Similar to S1, the teacher orients to the off-task talk as students’ resisting her closing proposal, so she abruptly turns her face to gaze at the students and initiates repair sequences (line 8), i.e. repeating S2’s response for a second time and nodding. As a consequence, the action sequences performed to close the individual interaction which has just proceeded towards its end in line 5 is expanded to a certain extent (lines 7-9). Initiating repair sequences, the teacher displays her orientation to ensure that not only the current interactant, namely S1, agrees to close the on-going individual interaction, but also the other, unaddressed, students display their alignment to this action. Once her request receives a response from the two students, namely nodding back (lines 8 and 9), the teacher takes this as compliance to her closing and moves on to the subsequent

closing action—bonding contributions. The vocal and embodied conducts the teacher displays in this part suggest that while performing closing down interaction with the individual student, the teacher simultaneously monitors reciprocal actions of other students and is prepared to act in response to demand of the interactant and co-present others. This illustrates the teacher’s endeavour to establish a framework of participation that involves multiple students as registered participants in this on-going interaction.

Extract 9(ii): Age when you start dating

C-C: closing_LH4-605W2@10.00-15.40

2→ 10 T: |okay sta:rt dating (.) |a:nd (0.3)
|T gazes at S3 who is nodding. S3 then gazes back at T.



|T looks at her hands while doing hand-counting gesture.

11 T: |twenty fi↑:ve (.) start looking |fo:r (.)
|T gazes at students on her left |T turns her head and moves her gaze to students sitting on her right.

12 a [|serious partner] |so you have like=
|T bends forwards while nodding and gazing at students sitting on her right.



|T makes a gesture of thinking.

13 ss: [|serious |°partner°]
|SS murmurs alongside T’s utterance while gazing at T.
|Students sitting on T’s right side nod back.

14 S2: =t|en=

|T gazes back at S2 who is sitting on her left.



15 T: =t[|en yea:rs] (.)

|T turns her head to gaze at students sitting on her right.

16 sss: [|ten years]

|S3 and S4 murmurs alongside T's utterance.



17 T: |to play arou↑:nd=

|T gazes around the circle while rolling both hands 3 times.

18 sss: =((lau[gh)]

19 T: [w↑o:w (.)] |oka:y (.) to have puppy

|T moves one step backwards while smiling and gazing around the circle.

20 love many times

The interactional works that the participants perform in the above extract demonstrates their orientation towards bonding contributions in a manner that is distinct from the two examples of dedicated closings presented previously in the sense that the teacher employs the boundary marker “okay”, followed by partly repeating her based FPP “sta:rt dating” to provide a summary. This is evidenced in the ensuing utterance that the teacher does not employ these initial utterances (line 10) to only display her cognitive stance to the contributions that the students previously provided, but also orients to the contributions as the topic-proffering sequence (Schegloff, 2007). This sequence is used by the teacher as a tool to initiate topic shift from the current topic, i.e. ‘age when you start dating’, to the topic discussed earlier in the CT interaction, namely ‘age when you look for a serious partner’. However, after proffering topic the teacher does not further topical talk by referring turn to the next student. Instead, the teacher subsequently bonds the summative account of the current student to that of the previously discussed topic “a:nd (0.3) twenty fi↑:ve (.) start looking fo:r (.)a [serious partner]” (lines 10-12). In so doing, she demonstrates her attempt to bond the current student to co-present others. Then, she produces a summative account of the bonded contributions and adds her opinion to them “so you have like

(.) t[en yea:rs] (.) <to play arou↑:↓nd> [w↑o:w (.)] oka:y (.) to have puppy love many times” (lines 12-20). It is noticeable here that while displaying her cognitive as well as affective stances, namely a joke, (Schegloff, 2007; Drew and Holt, 1998) towards the bonded contributions, the teacher designs some units in her turn-at-talk appear incomplete so the students can join in and help her complete the bonding-contribution sequence in-progress. To be more precise, the utterances that bond students’ and teacher’s contributions together (lines 10-12) are offered at a slow speed, in an elongated manner, and with many small pauses within the utterance. According to Lerner (2004), designing the final closing turn as recognisably incomplete can engender conjoined participation, in other words provide opportunities for more active and equal participation to occur. This is because such a turn design offers interactional space for students to not only actively observe, but also verbally engage in the process of closing. In addition to the vocal means, the teacher also utilises embodied actions to occasion the joint participation during CT closing by, for example, performing gestures of counting (line 10) and making gestures of thinking (line 12), thereby drawing the whole class’s attention to her and inviting them to help her finish the utterances.

Furthermore, in this extract it is evidenced that the co-present students orient to their teacher’s conducts as a request for a reciprocal action; therefore, they produce conjoined responses, i.e. “[serious °partner°]” (line 11) and “[ten years]” (lines 13), which overlap with those of the other students and also of the teacher. The verbal and embodied conducts the teacher exploits show her orientation to increment rapport among students co-participate in the current interaction. Additionally, based on the students’ reciprocal actions in the bonding-contribution sequences i.e. laughter (line 18), it can be seen that the teacher successfully draws reciprocal attention from the co-present students, encourages them to jointly display their mutual understandings of the topical talk that is about to end and, above all, creates a friendly and playful participation framework using her self-disclosure and joke that subsequently includes multiparties in the on-going interaction. The conjoined participation, or ‘ensemble participation’ (Lerner, 1995), occurring in this closing is evidently prompted through the interactional pattern to which the teacher resorts. From this aspect, the teacher can, therefore, be considered a sort of ‘conductor’ who leads this pattern of interaction and brings this type of interaction to life during the bonding-contribution sequences. For this reason, this dedicated closing, which is composed of incomplete utterances, embodiment

and conjoined participation, is referred to in this study ‘conductor-style closing’. Moreover, from the students’ perspective, when the teacher applies this interactional pattern in the bonding-contribution sequences, they can construct closing together with their teacher due to the fact that the design of the teacher’s turn provides more opportunities for them to actively participate. Given that, the students can engage by producing reciprocal actions—mostly in the form of conjoined participation—in response to the teacher’s invitation and/or request. Hence, arranging closing in conductor style, the teacher can observe whether or not mutual attention, mutual understanding, and rapport, which (s)he has put some effort into establishing, are successfully accomplished.

Extract 9(iii): Age when you start dating

C-C: closing_LH4-605W2@10.00-15.40

21 (|0.2)

[T looks down at the textbook on her hands.



3→ 22 T: oka↑:y so:: u::m (.) ↑we have (.)
 23 choices a to f and these are the topics
 24 right?

From the above extract, the third action of the dedicated closing—moving out of CT—is performed through the teacher’s multimodalities, namely withdrawing her gaze from the students and using an object in her hands (i.e. the textbook) to make it visible to her recipients that CT is now terminated (line 21). Additionally, after the termination of CT, the boundary markers “oka↑:y so::” (line 22) are employed by the teacher as a turn initial utterance to emphasise closure and suggest the beginning of a new sequence (see Wong and Waring, 2010, pp. 116-117 for further detail of boundary markers).

To sum up, closing in the conductor style is also composed of three sequences of actions: 1) withdrawing from interaction with individuals, 2) bonding the contributions of multiparties, and 3) moving out of CT. As with the other dedicated closings, its bonding-contribution sequences are constructed based on participants’ verbal and embodied conducts; nevertheless, the constituent turns of the sequences are distinctively designed. That is, while performing the bonding contributions, the teacher employs interactional techniques that make some units in her turn-at-talk seem

recognisably incomplete to recipient students, for example by pausing and making the gesture of thinking or by elongating, pausing and gazing at the students. As a result, the active listeners orient to these conducts as an implicit invitation from their teacher to verbally take part in the on-going closing activity by filling in the missing word. Furthermore, a playful comment, or joke, displayed through teacher's utterance exhibits her orientation to create peer-like framework of participation and thus fosters rapport in conductor-style closing. Hence, rather than being mere active listeners, all the students have an enhanced opportunity to become involved verbally and non-verbally while navigating out of CT.

6.3.3 *Foreshortened closings*

Another type of CT closing that this study documents is 'foreshortened closings'. Applying Schegloff's (2007, pp. 181-186) concept of "unilateral and foreshortened sequence ending", a sequence-in-progress that is abandoned abruptly by one party, this study uses 'foreshortened closings' to refer to CT closings whose closing process encompasses two action-sequences, namely withdrawing from dyadic exchange with an individual student, and, secondly, moving out. Both of them perform the same task—'disengagement'—but each action is projected on different structures. That is, disengaging from a dyadic exchange with individual students and disengaging from the interaction with the whole class. Precisely, after closing the sequence in which the teacher and the addressed student have interacted individually, the teacher launches a new sequence, namely withdrawal from CT activity, which immediately closes the CT interaction without a bonding-contribution. Unlike dedicated closings, this type of CT closing is thus constructed with an exceptionally brief closing-relevant environment and ending section.

Based on a total of 24 examples of CT closings in this study's corpus, I found only four examples of foreshortened closings. Hence, among the CT closings, this type of closing can be considered a deviant form. Despite this status, all four examples were performed in the similar interactional pattern. Extract 10 provides a clear example of this closing type.

Prior to this extract, the teacher had begun this CT activity by employing one of the topics provided in the textbook, namely 'who does the housework' (see Appendix C: Picture 6 for more detail of this task) to establish this CT. After the CT opening, the topic was then maintained by the teacher to elicit the verbal response of individual students.

The interaction between the teacher and each student was continued until she referred turn-at-talk to the 10th student (S1 in the ensuing extract). The dyadic interaction between the teacher and S1 is shown below. In this example, the focused phenomenon starts from line 10 onwards. The first and the second action-sequences constituting this foreshortened closing are marked by '→1' and '→2' respectively while the reciprocal actions produced by co-present students are indicated by '→'.

Extract 10: Who does the housework?

A1: closing_LH4-506W2@5.30-11.11

1 T: who does the housework
 2 S1: e:r my mom
 3 T: your mom o↑ka:y
 4 (0.5)
 5 T: how often do you help her
 6 S1: (|2.6)
 |S1 makes a gesture of thinking and then shakes his head while smiling
 7 T: |l|[au|g|h]
 |S1 shakes his head one time while smiling and leaning backwards.
 |T raises her 2 index fingers at her chest, pointing towards S1.
 |T moves one step towards the centre of circle seating while still raising her index fingers and gazing away from S1 to other students.
 |T steps back while moving her hands down and gazing at S1.
 8 sss: [laugh]
 9 T: |once a year?=
 |T bends her head forwards while gazing at S1.



10 S1: =\$|yes\$ ((|l[au|gh))]
 |S1 nods at T while laughing.

→

|T turns her body and her head quickly away from S1 to the left while smiling.



→ 11 sss:

[ho|::: (([|laugh))]]



1→

|T walks towards her chair.



→

|T turns her body and glances towards students on her right while smiling.



→

|T glances at S1 and other students sitting in front of her desk while sitting.



2→ 12 T:

[((laug|h) \$°okay°\$]

|T turns her chair around towards computer and looks at it.



To perform the first action, the teacher produces an SCT (Schegloff, 2007) by using embodied actions, turning her head and her body quickly away from S1 to her left while smiling (line 10). In so doing, she displays her cognitive and, simultaneously, affective stances (Schegloff, 2007), in other words her recognition and emotion, towards S1's

response. Additionally, as the teacher neither initiates post-expansion in the subsequent order to resume the interaction with S1 nor allocates turn-at-talk to another student in the next sequence, the embodied expression that the teacher displays is therefore oriented to by the teacher herself and S1 as not only the reciprocal action, but also as the closing of the on-going interaction with S1. As mentioned earlier, when the allocation of turn is not initiated in the subsequent order, it is possible that the participants will make the closing of CT relevant as their next activity. As projected, immediately after the teacher's embodied SCT (shown by the arrow '→' in line 10), she immediately initiates the next action sequence ('1→' in the extract), which is withdrawing from interaction with individual students. The teacher accomplishes this action through multimodalities such as body movement, proximity and objects irrelevant to the current task such as a desk and chair. In line 11, the teacher moves away from students who are sitting in the circle towards her chair, located behind the desk, and sits on it, thereby displaying her orientation to disengage from the long sequential talk that she has had with every individual student co-present in the CT.

Furthermore, it is notable here that the interaction between the teacher and S1 has been monitored by other students who are co-present in the CT as there is evidence to show their mutual attention and joined engagement in line 11. That is, some unaddressed students (SSS in the extract), for example those sitting on the teacher's right, also laugh along with S1 while others, sitting next to S1, make playful boo as a reciprocal action to earlier sequences (see the picture under line 11). Additionally, it can be observed that while the teacher performs embodied disengaging, she sweeps her gaze back and forth between S1 and other unaddressed students who are still jointly participating in the recent individual interaction (as shown by '→' in line 11). This suggests that, while performing the withdrawal from individual talk, the teacher monitors reciprocal action from S1 and, in this case, from other unaddressed students. Besides a sweeping gaze, the other empirical evidence showing her attentiveness to her interactants is that she performs "matching displays" (see Goodwin, 1981, pp. 110-112), namely laughing and smiling (lines 11 and 12). The reciprocal vocal and embodied actions of both the teacher and co-present students suggest that rapport-building is in progress in the current interaction. Moreover, according to Goodwin (1981, pp. 106-108), embedding embodiment in withdrawal, or so called "activity-occupied withdrawal", as the teacher in this extract does by sweeping her gaze at co-present students and laughing along with them, can not only display the teacher's orientation to

building interpersonal relationships with all present students but also heighten the involvement of students as their vocal participation is not disturbed by the teacher's withdrawal action. Such consequence for student participation is also evidenced in line 11, where the students prolong their laughter until the termination of CT activity.

Next, after the withdrawal from individual talk, the teacher suddenly orients to moving out of CT—the second action sequences of the foreshortened closings—by turning her chair in the direction of the computer and producing the utterance “\$°okay°\$” (line 12). Then, she stops smiling and stares at the computer. These embodied actions suggest the whole class, which is observing her, that CT interaction has already ended and that they, too, can disengage and prepare for a new activity. Hence, based on her verbal and non-verbal conducts, it can be seen that the teacher uses the final closing token “\$°okay°\$” in this position as a boundary marker (Beach (1993) to 1) bring completion to the process of closing, and 2) mark a sharp boundary between CT and the new activity. The moving-out sequence is, as such, the second and final action in the process of this foreshortened closing.

Turn-by-turn analysis of the CT closing above shows that this type of pedagogical closing—the foreshortened closing—is accomplished through two actions: 1) withdrawing from dyadic exchange with individual students; and, 2) moving out of CT interaction. The closing is, evidently, structurally based on multimodalities, namely vocal, visual and spatial resources. Furthermore, the analysis indicates that the teacher performing embodied disengaging can benefit the current interaction in terms of not disrupting, or, put another way, maintaining, the active participation of interactants. Additionally, although there is evidence to show that mutual attention is secured and rapport-building between students and the teacher is cultivated in the interaction, the closing lacks a bonding-contribution sequence. Hence, the foreshortened form does not offer interactional space to students to negotiate and develop their mutual understanding of the on-going interaction. When compared to the dedicated closing, in the foreshortened closing the teacher exercises less control; however, this evidently prolongs the active participation of students, but perhaps in the expense of their intersubjectivity.

6.4 Summary

This investigation of CT closings has revealed that this teacher-led activity cannot be simply closed within one action-sequences. Based upon 24 examples of CT closing collected in this study's corpus, the process of bringing CT to its closure requires at least two action sequences: disengaging from dyadic exchange with individual students and disengaging from CT with the class as a whole. A total of four closings followed this pattern but the rest of them were composed of three action-sequences. The extra interactional work that the teachers add to the closing process demonstrates their attempt to include all students into current interaction and encourage affiliation in interaction. The dedicated closing, which is the typical form of CT closings, comprises three actions. The participants, namely the teacher, addressed students and unaddressed ones, collaboratively construct closing-relevant environments, which consist of: 1) disengaging from interaction with individual students; 2) gradually bonding contributions and, simultaneously, participants; prior to, 3) moving out of CT talk. Additionally, micro-detailed analysis of dedicated closings has revealed that teachers design their turn in bonding-contribution sequences differently. In this study, three patterns were documented: 1) mediator style, 2) commentator style, and 3) conductor style. Each pattern encourages rapport and mutual attention among co-participants and provides opportunities for students to participate actively and, thus display their mutual understanding, to various degrees.

Chapter 7. Discussion

7.1 Introduction

By employing the approach of conversation analysis (CA), this study has investigated 1) the interactional architecture, and 2) the organisation of participation within openings and closings of Circle Time (CT), a teacher-led activity employed to promote oral skills in Thai EFL classrooms. To achieve this, the study draws upon audio-visual recordings of classroom interaction recorded in 'fundamental listening and speaking' classes at a Thai university. Through 'unmotivated looking' at the collected data, the focused phenomenon, CT, was identified. Due to time-constraints and word limitations, analytic attention in this study has been paid to only the multimodal interaction that teachers and students collaboratively perform during the beginning and the end of this classroom activity. Thus, the collections of CT closings and openings were made. In total, 30 examples of CT openings and 24 examples of CT closings were used for this study's analyses. The micro-detailed analyses were then undertaken and presented in Chapters 5 (CT openings) and 6 (CT closings) to address the following research questions:

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

The micro-analyses of CT openings and closings suggested that the practices were accomplished through multiple actions. The teachers employed a variety of extra interactional resources, including embodied conducts, turn-design and various techniques of topic development to maintain a multiparty environment and facilitate the mutual engagement of all students present in the classrooms. Additionally, it was evidenced that these collaborative social interactions between teacher and their students in these teacher-led activities, in return, were, to a certain extent, able to encourage the active participation, or so-called mutual engagement, of students in Thai EFL classrooms in this study. Hence, the findings garnered from this study contribute to the research on social interaction, particularly enriching the existing knowledge of EFL pedagogy, extending our understanding of ELT classroom interaction, and informing

researchers to apply a CA lens to gain more insights into the issue of participation in EFL classrooms.

In this penultimate chapter, the key findings from the observations will be summarised and discussed in relation to the first research question (Section 7.2). All discussions in this section are given to demonstrating the contributions that this study proposes to the research on EFL pedagogy. Section 7.3 will then discuss these collated analytic observations in light of the relevant research literature on participation to address the issues relating to classroom participation, thereby explicitly addressing the second and third research questions. The discussions in this section point to the contributions this study makes to social interaction research on ELT classroom interaction and CA research on participation. Apart from a statement on the contributions of this research, the pedagogical implications that these new findings may offer to the wider context of EFL pedagogy will be considered (Section 7.4).

7.2 Discussion of the Findings

In this section, the discussion is divided into three parts: organisation of CT openings (Section 7.2.1), organisation of CT closings (7.2.2) and CT organised in EFL classrooms (Section 7.2.3). The first and second parts will once again provide a summary of the findings from each analytic chapter and discuss them in relation to the existing scholarship on opening and closing practices. The discussions in these two sub-sections will also point out the distinctive attributes of pedagogical opening and closing. The third part will collate the analytic observations and consider the ways in which they contribute to the existing knowledge of CT and its use in EFL classrooms. Overall, the discussions presented in the following three sub-sections highlight the contributions this study provides to research into EFL pedagogy. They also serve as a reminder to readers as well as provide a basis for further discussions in Section 7.3.

7.2.1 Organisation of CT openings

The analysis in Chapter 5 uncovered the interactional organisation of CT openings, a teacher-led activity applied to listening and speaking lessons for the purpose of facilitating student participation. By applying the lens of CA to conduct sequence analysis of the 30 examples of CT openings documented in this study's corpus, two types of CT openings were identified: 1) dedicated and 2) foreshortened openings. Among the 30 examples, 16 were considered 'dedicated openings' while the other 10 were

classified as 'foreshortened openings'. These figures show that dedicated openings were the normal practice of the CT openings collected in this corpus. In dedicated openings, the participants interacted to accomplish two action sequences: 1) locating topic for participation, and 2) establishing topic-as-action. Unlike dedicated openings, although foreshortened openings also comprise two actions, teachers call off the process of establishing topic-as-action while it is still in-progress. Since the dedicated opening is a typical form, hereafter in this discussion they are used interchangeably with CT openings.

Moreover, based on the micro-analytic observations of each action-sequence constituting a CT 'dedicated opening', the following details were recorded. Regarding the first action, the participants utilised multimodalities to display their orientation towards establishing a mutual point of reference where the intend-to-focus topic is located. By talking such mutual point of reference in to being, participants were able to accomplish three tasks in opening. First, the teacher gave a justification for launching the CT talk, i.e. using the shared object such as a textbook (as shown in Extracts 1, 2 and 4) and a common situation or event that they had experienced (Extract 3). This, then, generated the initial subject of their talk. Second, it was used by the participants to gain mutual attention and display their availability to engage. The reciprocal attention that students embodied, e.g. gazing at the shared object or at the teacher, in return, suggested that mutual attention was in-progress. Hence, when arranging this action sequence prior to entering CT talk, the risk that the students would become confused was minimised (Breen, 1998). Lastly, it was a device enabling the students to figure out their role for participation in relation to co-present others in the on-going interaction, e.g. should they display active listenership or should they show more active participation by giving a verbal response. As for the establishment of topic-as-action, the second action of CT openings, this was formed based upon a series of sequences, namely topic initiation, topic transition and repair (as shown in Extract 1(iii-v)). While socially constructing this action, the students were not only required to maintain their reciprocal attention but were also offered opportunities to develop known-in-advance knowledge of the initiated topic and establish interpersonal relationships, or so-called rapport, with other students as well as their teacher.

Furthering the analysis to investigate the sequences in establishing topic-as-action in the micro moment, I found a divergence of interactional patterns constituted the action. The variants, which occurred due to the fact that the participants employed

different methods to develop the topic of the talk, created two distinct forms of topic-establishing sequence: simulator style and gate-keeper style. To construct a dedicated opening in simulator style, the participants utilised a topic initial elicitor to initiate the topic and a stepwise topic shift to expand the sequence. Additionally, the participants incorporated embodied engagement and disengagement in their turns across this action (as shown in Extracts 1 and 2). Unlike simulator style, when socially constructing topic-establishing sequences in gate-keeper style (Extract 3) the participants developed the action based on a method for topic initiation called pre-topical sequence (Maynard and Zimmerman, 1984) and did not orient to expand the sequence through other means of topic development.

These various interactional works forming dedicated openings of CT talk, particularly those that put second action into practice, reflect the intended pedagogical goal the teachers were enacting in the opening practice. Using the existing knowledge of conversational opening as a reference for generating discussion, as suggested by Liddicoat (2011), this study found that although CT openings share a number of common components with conversational openings, there are some aspects in CT openings that make it unique from what existing empirical studies on conversational openings have revealed.

To be precise, the research here suggests that, concurring with what Schegloff (1986), Sacks (1995) and Goffman (1963) found in telephone conversation openings and other openings of face gathering, the teacher and students also oriented to accomplish three tasks in their CT openings, albeit in a different order of sequences. They are: 1) providing justification and, simultaneously, generating the initial matter for their talk; 2) gaining mutual attention; and, 3) constituting rights for participation. Thus, so far, CT openings also involve tasks to establish availability to engage and secure the attention of co-participants. However, while navigating in CT talk, the participants also displayed an orientation to achieve other tasks, i.e. encouraging mutual understanding and building rapport. These additional tasks in CT openings documented in this study inform us of the institutional goals enacted through interaction. This empirical evidence, as such, echoes the existing knowledge that the opening of each institutional encounter varies according to its nature and the pedagogical purpose of the current moment of interaction (Robinson, 2014; Liddicoat, 2011; Seedhouse, 2004; Schegloff, 1986).

Additionally, similar to what Schegloff (1986) cautioned, examining openings of CT activity in this study found that occasionally the teachers shortened the opening and jumped straight to referring turn-at-talk to individual students (as shown in Extract 4). Although the reason for applying the foreshortened form of CT opening is beyond the scope of the CA approach, existing knowledge of the reflexive relationship between pedagogy and ELT classroom interaction acknowledges that “interactants constantly display their analyses of the evolving relationship between pedagogy and interaction” (Seedhouse, 2004, p. 184). Therefore, when alternative forms of CT openings—foreshortened openings—were performed in lieu of dedicated closings, the teacher’s preference for progressivity over preference for mutual engagement was evident, namely accomplishing the task rather than encouraging the students’ active participation. However, since the typical form of CT opening is the dedicated form, it can be concluded that while launching CT activity the participants, particularly the teachers, prioritised the active participation of students and resorted to cultivating an environment that nurtures this mutual engagement in their English language teaching. From this aspect of knowledge, this study’s findings confirmed the existing thought, proposed by Wenger (1998) and Hellermann (2008, p.45), that “openings of task interactions are sites where the dialectic of reification and participation can be seen”. In so doing, the findings visualise opportunities to co-construct the contextualisation of the upcoming individual talk that the teachers repeatedly provided to their students. Moreover, they also push forward this notion by showing that participation in the opening move of the teacher-led activity was indeed organised in such a way that include all present students and encourage mutual engagement in interaction.

7.2.2 Organisation of CT closings

Chapter 6 explored how the participants initiated, managed and completed CT closings in EFL classrooms. Using CA to investigate the 24 examples of CT closings collected in this study’s corpus, I found that in 20 cases the participants brought CT to its closure by performing three actions: 1) disengaging from dyadic exchange with individual students, 2) bonding contributions, and 3) disengaging from CT with the whole class respectively (as shown in Extract 6). In the other four cases, they achieved CT closing by performing two actions, namely disengaging from dyadic exchange with individual students and disengaging from CT with the whole class (see Extract 10 for details). This distinct sequential placement creates two categories of CT closings, i.e. ‘dedicated closing’ and ‘foreshortened closing’. The typical form, which is composed of three action sequences,

was termed here 'dedicated closing' since, through the insertion of bonding-contribution action, teachers demonstrated their endeavour to encourage mutual attention, mutual understanding and rapport among the co-participants when navigating out of CT activity. Another form, accomplished through only two action sequences is, therefore, recognised in this study as a foreshortened closing. From the analysis of sequence organisation, so far we have acknowledged that the participants did not terminate CT in one simple sequence, and neither did they close it without agreement from co-participants, i.e. all present students. Although the participants sometimes oriented to shorten the closing, the additional embodiment the teacher displayed while performing disengagement, e.g. gazing at the students and performing matching displays such as laughing, suggests that (s)he monitored the students' actions and simultaneously oriented to secure interpersonal relationships and mutual attention among the teacher and students across the foreshortened closing (as observed in Extract 10). Additionally, due to the fact that the dedicated closing is a typical practice in this study's collection of CT closings, it will be used interchangeably with CT closing in the following discussion.

Furthering the analysis to focus on the bonding-contribution action within dedicated closings, I found that the participants packaged their verbal and non-verbal conducts in three distinct patterns. Each pattern was named according to the interactional works the teacher performed. They are: 1) mediator style, 2) commentator style, and 3) conductor style. With regard to the first and the last styles, the teacher applied both verbal and embodied means of communication to connect present students together as well as align him/herself in the same association as the students, e.g. verbalising the student's contribution to the whole class, publicly animating his/her explanation and walking closer to them (as shown in Extracts 6 and 7). Unlike the mediator and conductor styles, the turn-design, talk and embodiment constituting bonding actions in the commentator approach did not only confine the students' opportunities to display their mutual understanding, but also, possibly, created a distance between the teacher and the group of students (as seen in Extract 8). Hence, this finding suggests that the bonding-contribution action leads CT closing to become a public concern, i.e. more discernible and accessible for the benefit of the whole class. However, because of the differences of its interactional packaging, when performing in each form of bonding-contribution action the students were, to varying degrees, offered opportunities to develop mutual understanding and interpersonal connection.

Using the established knowledge of conversational closings (Schegloff, 2007; Dersley and Wootton, 2000; Schegloff and Sacks, 1973) as a reference point, this study has uncovered that CT closings are far more complex than closings of mundane conversation. This is so as Extracts 6-9 show that CT closings encompass more than the mere action of terminating the exchange. Specifically, the closing section of CT comprises two actions, namely bonding contributions and disengaging. Furthermore, the analysis has indicated that the placement of the closing section, in all CT closing cases, comes after participants have disengaged from dyadic exchange. Therefore, using Schegloff's (2007) term, the disengagement of the teacher from dyadic interaction with an individual student can be considered a closing implicative environment informing students of the possible ending of CT interaction.

The understandings of CT closings revealed in this study, in fact, correspond to existing knowledge of pedagogical closure provided by previous CA research which has investigated closings in the classroom context. Three aspects of CT closings that enrich our insights into this classroom management practice will be drawn upon to form the basis of the discussion in this section. Firstly, the empirical findings, which demonstrate multiple steps constituting CT closings, are in line with the findings in Reddington's (2018) work which shows that three actions comprise the closing-relevant environment of a dyadic exchange between a teacher and individual students i.e. validating a student's contribution, subtly pre-empting participation and binding contributions. The alignment of findings of both CA studies enriches our understanding that pedagogical closings are typically made of multiple actions. Moreover, the analysis of CT closings has suggested that, although unnecessary, disengaging from dyadic interaction can be seen as a prefatory action in the CT closing process. The findings support Reddington's (2018) claim that disengagement from dyadic interaction is indeed a part of the complex closing practice in EFL classrooms.

Secondly, it is also observed that CT closings are initiated by the teacher; however, to achieve this end, the closings develop based on the collaborative works between the teacher and all present students. As such, this study's findings validate the knowledge of pedagogical closing proposed by Waring (2016) and Reddington (2018), namely that the closing practice performed in EFL classrooms is accomplished through the involvement and alignment of the whole class rather than one individual student.

Lastly, to my knowledge, by further examining bonding-contribution sequences, this study is the first empirical work to investigate this bonding-contribution action within pedagogical closings at the micro-detail level. Although the like activities, i.e. “disengagement moves for dyadic interaction” (Hellermann, 2008, pp. 103-142) and “closing and connecting student contributions in interaction between teacher and individual student” (Reddington, 2018, pp. 140-145), were documented earlier and this study has acknowledged their existence, they were not examined in further detail in the context of multiparty interaction and were not considered in their own right as bonding actions. Building on this aspect of knowledge in pedagogical closings, this study further investigated the ‘how’ of bonding actions in pedagogical closing in greater detail. Precisely, through the lens of CA, this study has documented three different patterns that participants co-construct to manage this bonding-contribution action in CT closings, namely mediator, commentator and conductor styles. The differences in interactional packaging within the sequence have suggested that the teacher and all present students oriented to maintaining mutual attention, facilitating mutual understanding and encouraging interpersonal relationships while navigating out of CT. Adopting Seedhouse’s (2004) claim that classroom interaction is varied according to pedagogical goals to explain the findings, the distinct styles in which bonding-contribution action is managed, therefore, reflect the pedagogical purposes the teacher incorporates to generate interaction. This means that mutual attention, mutual understanding and interpersonal connection were the specific concerns of participants during such moments of interaction. This new knowledge expands our insights into closing practices in ELT classroom interaction where closings are not only performed for exiting gratefully from the on-going task (Reddington, 2018), but this complex and goal-oriented classroom management practice is also used by the teacher to engage multiparties and make students’ inclusion discernible in the interaction. This aspect of knowledge deepens our understandings of closing practices performed in EFL classrooms and raises our awareness of ensuring the reflexive relationship between classroom interaction and pedagogical purpose(s).

7.2.3 Circle Time organised in EFL classrooms

From the preliminary observations, the initial findings have informed us of what activity CT is and when it is arranged in EFL lessons. Regarding the ‘what’, the present study has found that the turn-taking system in CT talk, to a large extent, is controlled by the teacher; nevertheless, there were numerous occasions when students self-selected or

initiated a desk talk to gain speakership (as evidenced in Extracts 1, 2, 3, 7 and 9). Furthermore, the preliminary observations have demonstrated that, in all 30 examples of CT interaction collected in this study's corpus, the initial topic of CT talk was initiated by the teacher (see Extracts 1-5 for evidence). These initial findings lead to the conclusion that CT as arranged in Thai EFL classrooms is a teacher-led activity and one that comprises interaction which is also largely controlled by teacher. These findings align with the result of Yazigi and Seedhouse's (2005) study which investigated CT in EFL classrooms in Abu Dhabi. Concerning the 'when', the initial findings have revealed two positions when CT was organised: 1) at the beginning of the lesson to initiate a small talk, and 2) in the lesson as part of planned tasks provided by a textbook. Since the position of CT has not been addressed in any studies examining this activity, this new knowledge expands our understanding of CT activity used in EFL pedagogy.

In addition to the 'what' and 'when', the main analyses, namely the micro-analytical observations of CT openings and closings, have enriched our insights into how interaction and participation are organised during CT activity. Although the present study focuses on an examination of CT opening and closing practices, when married to existing knowledge of interactional moves and features of overall CT activity (as elaborated in Ernst (1994)) and interactional organisation arranged in the core phase of CT (Yazigi and Seedhouse, 2005), it can cast more light on the 'how' of managing CT in EFL classrooms.

To be specific, this study's analysis of CT openings has revealed that, in fact, a series of verbal exchanges between two or more participants in the entry phase documented by Ernst (1994) is made up of two actions, namely locating topic for participation and establishing topic-as-action (as shown in Extracts 1 and 4). Moreover, the findings also show that the teachers employed both verbal and non-verbal means of communication to establish mutual attention with the whole class, encourage the mutual understanding of students present, and build rapport between the teacher and multiple students (as evidenced in Extract 1(ii-v) and Extract 2(i-ii)). In this way, this study's findings demonstrate that the actions were accomplished through collaborative work between multiparties. Thus, the interactional organisation of CT openings, or entry phase in Ernst's (1994) study, was not co-constructed by only two participants, namely the teacher and individual student, as found by Ernst, but was rather formed based on multiparty interaction.

Furthermore, the findings of the two distinct patterns, namely simulator and gate-keeper styles, show that the teachers employed two different topic initiation approaches—‘topic initial elicitor’ (see also Button and Casey, 1985) and ‘pre-topical sequence’ (see also Maynard and Zimmerman, 1984)—to accomplish the second action of CT openings, i.e. establish topic-as-action. As for the first method, the teacher proffered a general item to which any present student was able to relate him/herself. Consequently, more than one student made a verbal contribution in response to the teacher’s topic-initial sequence (as evidenced in Extract 2). On the contrary, the pre-topical sequence created a category that some students could associate themselves with. Therefore, not all students could participate more actively in the subsequent interaction (see more detail in Extract 3). In this way, participation right was not given equally to all present students when the teacher utilised this topic-initiation method. Additionally, similar to what Ernst (1994) found, it was observed that the teachers in this study used a referential question to form their topic-initial utterance in both methods of topic initiation. Despite this, the analysis of topic development in CT openings reveals that opportunities to participate more actively were still confined, particularly when an opening was developed in the gate-keeper pattern. Such findings indicate that the teacher’s use of referential questions did not warrant an opportunity for student participation. Instead, the way in which the interactional features were put into action is more essential. This empirical evidence points out that the way in which topic is developed is an endogenous factor in interaction that affects student opportunities for participating in EFL classrooms. Moreover, rather than the ‘what’ in interaction, the findings emphasise the importance of the ‘how’ of the social action that participants should be attentive to while navigating in this teacher-led activity.

In terms of CT closings, in Ernst’s (1994) study, she reported that the teacher mostly controlled discussion in the ‘teacher’s agenda phase’ (a phase comparable to CT closing in this study). She also proposed that this could be so because the pedagogical purpose during this phase is to provide students with information about the topic in-progress. Similar to Ernst’s findings, the present study reveals that bonding contributions, the second action in CT closings, was utilised by the participants to promote a mutual understanding of the topic discussed. This result thus mirrors existing knowledge of CT activity. However, in Ernst’s study, she did not investigate further how teachers revisit the contributions of students and update this information to the whole class. In filling this gap in the existing literature, this study, examining bonding-

contribution sequences, provides new insights which illuminate how CT is managed in EFL classrooms.

In particular, when taking a closer look at the bonding-contribution action, we have acknowledged that the action can be accomplished in three distinct ways: mediator, commentator and conductor styles. Moreover, the turn-by-turn analysis of each style has demonstrated the teacher's use of verbal and visual cues such as using reported speech and simulating student's contribution (as shown in Extracts 6(ii) and 7(ii)), repeating students' responses while pointing and gazing at them (Extract 8(iii)), and performing embodied thinking and listening while repeating student's responses, and adding playful comment on students' contribution (Extract 9(ii)). These different interactional packagings of bonding-contribution sequences indicate the various manners used by EFL teachers to provide the whole class with information about the topic in-progress while proceeding CT to its termination.

In sum, the findings regarding the organisation of CT openings and CT closings reported in the analyses (see Chapters 5 and 6) can shed light on how CT is organised in EFL classrooms. This aspect of knowledge extends our insights into pedagogical openings and closings and reflects on the ways in which EFL teachers implement CLT approach specifically in the Thai classroom context. Having illustrated a variety of patterns constituting CT openings and CT closings, this study follows the call to demonstrate how these classroom practices get done in real language classrooms through analyses of participants' own interaction, not how classroom interaction must or should be structured in order to promote learning in optimal ways (Firth and Wagner, 2007; 1997; van Lier, 1988). It is hoped that the contribution to knowledge regarding how CT openings and closings are managed will raise more awareness on behalf of EFL teachers and inform them of alternative ELT strategies that could help, rather than hinder, teachers and their students achieve the intended pedagogical goal(s).

7.3 Further Considerations

The initial purpose of this study was to investigate the participation organised in Thai EFL classrooms in micro-analytic detail. By considering the conduct of participants during CT openings and closings in terms of, 1) embodied participation, or "the actions demonstrating forms of their involvement", as Goodwin (1999, p. 177) suggested, and 2)

the concept of interactive footing, developed by Goodwin (2006), the analyses disclosed how participation is organised by participants within the evolving structure of the two practices constituting this teacher-led activity. Hence, this empirical study brings novel knowledge not only to EFL pedagogy, but also to the wider body of knowledge on ELT classroom interaction and CA research on participation.

Specifically, Section 7.2 has considered the ways in which the data, the analyses and the findings of this study provide us with a wider view of pedagogical openings and closings and a better understanding of CT organised in EFL classrooms. Using the theoretical contributions in these three areas as a basis for analysing the organisation of participation, this study also 1) enriches our insights into the characteristics of ELT classroom interaction and, 2) emphasises the capacity of using a CA approach to address social issues regarding classroom participation. The contributions to knowledge in these two fields of study will be discussed in greater detail in sections 7.3.1 and 7.3.2.

7.3.1 Contributions to ELT classroom interaction research

The analyses of participation organised in CT openings and closings have deepened understandings of ELT classroom interaction in two respects. First, this study's findings reveal that, to manage participation in this particular ELT classroom interaction, the participants encouraged the involvement of multiparties. Therefore, multiparty interaction was evidently co-constructed throughout CT openings and closings. Second, it is evidenced through their interaction that in the multiparty interaction the participants oriented to establishing not only mutual attention, but also mutual understanding and rapport to maintain mutual engagement while CT openings and closings were unfolding. These two points entailing another research significance of this study are elaborated below.

i. Establishing multiparty interaction

By examining ELT classroom interaction in settings where verbal responses are infrequently provided and claiming speakership by self-selection method is rarely made by students, as described in Chapter 1, this study has revealed that the participants made use of CT activity to manage this issue of participation. Furthering the analysis to investigate participation organised in this teacher-led activity, the empirical evidence showed that the teachers employed multimodalities, i.e. embodied actions, spatial arrangement, shared objects, sequence organisation, turn design and topic shift, as resources to make CT openings and closings discernible to the present students as a

multiparty interaction. To do so, the findings reveal three ways in which the participants talked the multiparty interaction into being: 1) establishing mutual attention on the on-going task or to the teacher, 2) monitoring all contributions of present and co-present students, and 3) engendering dynamic roles of participation. The consequence of all these social actions, as visualised through participants' own interaction, was the embodied engagement of multiparties in the framework of participation.

As for the first method, it was evidenced, for example in Extract 1(ii-iii) showing the act of establishing topic-as-action, that the teacher pointed to the shared object, namely a picture in the textbook, to which the whole class was able to access, aligned her legs, torso and face towards the circle seating where students were sitting, walked closer to the group of students and clapped her hands while standing in the middle of the circle seating. Also, in Extract 7(i-ii), showing the bonding action while reporting the student's contribution alongside her own thought, the teacher pointed one hand at the student whose contribution was being verbalised and turned her face, torso and legs towards other students. The actions in both examples illustrated the teachers' endeavour to draw the attention of all students' to a given task, the teacher and the material that constituted the framework of participation at that moment. In so doing, albeit not explicitly, she also established reciprocity with co-present students and ratified all those who were sitting in the circle the same participation status, i.e. active participants whose participation was required during the development of CT openings and closings. Furthermore, the endeavour to include all present students in the same framework of participation was noticeably accomplished when several, if not all, students produced reciprocal actions such as looking at the pointed picture, either on the screen or in their textbooks and giving a verbal response (Extract 1(iii)) and returning gaze and adjusting their heads according to the teacher's movement (Extract 7(i-ii)). These reciprocal actions showed that all present students acknowledged the need for their involvement and their right to become active participants in the established framework of participation. Taking account of the aforementioned teachers' initiations to make all students engage and students' reciprocal actions showing engagement, the findings inform us that participants oriented to fostering the involvement of multiparties by maintaining mutual attention on the given task or to the teacher in this classroom interaction.

Regarding the second approach, it was evidenced, for example in Extracts 8 and 2, that the participants listened to and monitored all contributions that their co-

participants provided. In Extract 8(iii), which illustrates a bonding-contribution sequence, the micro-analysis illustrates that while repeating all contributions that students had previously provided, turning his head and pointing his hand at those previous interlocutors, the teacher positioned his legs and torso towards the co-present others who were sitting at the middle of the circle seating. The multimodalities the teacher performed indicate not only his interest in listening to all the contributions of present students, but also show that he was attentive to presenting the information to all co-present students and, thus, the engagement of all students in such participation framework. Additionally, in Extract 2(ii), which shows topic-as-action sequences, it was observed that by laughing, initiating a post-expansion sequence and showing facial expressions to reveal their stance towards the recent contribution (line 12), the co-present students and the teacher demonstrated to the current interlocutor that they all were listening to him. Moreover, the same extract displays further that the teacher monitored not only the contribution that was being provided as the SPP of her topic-initial utterance, but that she was also attending and responding to the contribution that a co-present student had initiated despite the fact that this utterance was constructed as a desk talk and projected at the student who was the current speaker, not to her (lines 15-16). Hence, the empirical evidence reveals that the participants displayed their orientation to keep multiparties engaged in the same framework of participation. To accomplish this, they monitored all the contributions of co-participants, either verbal or non-verbal, to show acknowledgement or appreciation of the active participation others were displaying.

Concerning the third point, Extracts 1 and 9 provide examples illuminating how the participants engendered dynamic roles of participation in their interaction. In Extract 1(iv), the analysis showed that the teacher performed an abrupt shift from one topic to another relevant topic, embodied disengaging from a student who had recently provided a response to engaging with a shared object, namely a picture provided in a textbook which was displayed on the central screen to all students (line 13). Furthermore, the analysis also revealed that the teacher's use of topic-transition method and her embodiments were understood by students as an indication that they were included in that participation framework and that they had a right to display active participation so that a new student provided a reciprocal response (as shown in line 14). In addition to this, in Extract 9 (ii) the teacher's use of a recognisably incomplete-final-closing turn design and thinking and counting gestures (lines 10 and 12) displayed her

efforts to make the students' roles of participation dynamic, namely, to change from bystanders listening in proximity to active interlocutors collaborating with her to terminate CT. Hence, from these two examples, it can be seen that the teachers used topic shift, incomplete turn design and embodied actions as their resources to indicate that they did not intend to limit the exchanges to one student and that the students had a right to change their roles of participation on a turn-by-turn basis. By assigning different roles of participation to students and prompting them to move quickly from one role to the other while interacting in CT openings and closings, the teachers demonstrated their endeavours to actively involve multiparties in the same framework of participation, provide all those who were sitting in the circle equal opportunity for participation and increment the symmetrical role between teacher and students.

Overall, these findings have enriched our understandings of ELT classroom interaction in the sense that the teachers in this particular setting dealt with the issue of student participation by fostering multiparty interaction and supporting a display of active involvement of all students. Furthermore, it was observed that the participants achieved this through three approaches: 1) establishing mutual attention on the on-going task, 2) monitoring all contributions, and 3) making students' roles of participation dynamic.

Such findings are in line with what the literature on participation in classroom interactions, particularly in teacher-led classroom interaction, has suggested in two respects. First, teacher-led activities are characterised as a focused gathering where participants' attention should be bounded to the on-going central interaction (Schwab, 2011; Kendon, 1988). Second, in teacher-led activities, the participation framework should be made public; therefore, the classroom can be regarded as a stage where participants' actions are apparent to all co-participants and all students should be treated as possible interlocutors at this stage (Schwab, 2011; Goffman, 1990). The findings of this study mirror our existing knowledge by showing that the teachers and students in this study, too, were obliged to build such participatory conditions. Despite the fact that the findings revealed evidence of a desk talk, or schisming, in the investigated teacher-led interaction, the participants showed that they oriented to the desk talk of students as a springboard to engender multiparty interaction, rather than splitting their focus or disengaging from the central interaction, as Markee (2005) and Schwab (2009, cited in Schwab, 2011) noted in their works.

Apart from confirming two characteristics of the teacher-led classroom interaction that the existing literature already proposed, this study also advances insights into ELT classroom interaction by elucidating the three approaches that are employed to make the framework of participation discernible to students and therefore maintain multi-party engagement. Moreover, by analysing the verbal and embodied conducts of participants in social actions, the current study enhances awareness of existing thoughts by portraying that gathering with more than two participants in an EFL classroom for pedagogical purpose(s) does not necessarily spontaneously engender multiparty interaction. Teacher-led activities, which are regarded as genuine multiparty interaction or classroom interaction where students truly embody their engagement, are determined by not only listening to all utterances in an interaction, as Sacks *et al.* (1974) explained. The findings of this study show further that, apart from monitoring all contributions, establishing mutual attention on the on-going task and assigning various roles of participation to students so that they acknowledge their inclusion and their participation status as ratified interlocutors who have equal opportunities to display active participation in such a participation framework, are also parts of a combination that shape genuine multiparty interaction—the participation organised in CT openings and closings.

ii. Encouraging mutual engagement

Thus far, it has been acknowledged that while developing CT openings and closings, the participants oriented to nurture the involvement of all students present in such a framework of participation. Therefore, their classrooms are analogous to a stage in the sense that the teachers did not only perform for one individual student but for all of them. Despite the fact that such teacher-led classroom practices are based upon a teacher-cohort participation structure, the teachers constantly performed extra interactional works, as noted above, to ensure the engagement of all co-participants in the on-going interaction. The teacher-led interaction that is co-constructed as such is defined as genuine multiparty interaction in this study. Based upon this notion, the findings here revealed further complexities in the process of encouraging mutual engagement in the investigated ELT classroom interaction. That is, what emerged from the micro-analytical observations of CT openings and closings was indeed a combination of three elements: 1) mutual attention, 2) mutual understanding, and 3) rapport. It was observed that the teachers and students interwove these three attributes in the examined multiparty interactions. Therefore, it can be concluded from the participants'

own interaction that mutual engagement in genuine multiparty interaction, to a great extent, encompassed these three elements.

Extract 2 visualises an example that helps elucidate this point in a CT opening. In Extract 2(i), we saw the collaborative work that participants made to establish mutual attention to the focused interaction. That is, the teacher's utterance " \uparrow A::H (.) time to be back home" which was produced in distinctive vocal design and her gestures, namely pointing and tapping her pen on a topic shown on the central screen, displayed the teacher's orientation to direct the attention of all present students to the discussed topic. In return, the students' verbal and vocal responses " $h_o\uparrow$:: tam tae situation" and " $h_o\uparrow$::" and co-present students' vocal acknowledgment "((laugh))" which was followed by the teacher's matching display, i.e. laughing, indicated that mutual attention was attained in that moment of the CT opening. Moreover, in Extract 2(ii), it was noticed that the teacher utilised a topic-transition technique to provide more interactional space for students to display and negotiate mutual understanding of the topic in progress. In exchange for the teacher's initiation, the students showed that they understood their participation roles by self-selecting to provide SPP and providing a minimal post-expansion sequence such as laughter (line 12) and sequence-closing third (SCT) (lines 13-14). These reciprocal actions provide evidence indicating that mutual understanding was encouraged and obtained in this multiparty interaction and, above all, that the practice utilised by the teacher in this CT opening did not only facilitate mutual understanding, but also provoked the students' active participation. Additionally, in Extract 2(ii), it was observed that while giving feedback on the students' contributions, the teacher also displayed her affective stance in this third turn. That is, rather than merely acknowledging, e.g. by nodding, or evaluating the grammatical or propositional content in a student's contribution, e.g. good, the teacher's jaw dropped (line 12) and smile (line 16) disclosed her thoughts and emotions. Precisely, her turns, which were produced as such, demonstrated her role of conversational partner and created a peer-like participation framework. These revealed to the students the teacher's endeavour to affiliate with them. Consequently, it was evidenced in lines 13-15 and 17 that more co-participants participated more actively in this interaction by generating desk talk on the discussed topic and laughing. Hence, it is apparent here that interpersonal connections or rapport were also built and maintaining rapport helped to facilitate mutual engagement in this multiparty interaction.

Parallel findings were found in CT closings. For example, Extract 9 showed that the teacher collaborated with all the students to attain mutual understanding, establish mutual attention and build rapport in the bonding-contribution sequences. Precisely, in Extract 9(i), it was shown that the closing was not accomplished unilaterally. Although the teacher initiated that CT closing, she inserted extra-interactional works, namely initiating repair sequence and nodding (lines 7-8 and 10), to ensure that all the students aligned with her proposed closing. In order to show their alignment, the students established reciprocity with the teacher by gazing and nodding at her (lines 9 and 10). At this point, it can be seen that the teacher and students reached mutual understanding and thus agreed to develop closing and proceed CT to its termination. Furthermore, in Extract 9(ii), it was evidenced that the teacher produced a summative account, conjoining the students' and the teacher's contributions, in a recognisably incomplete manner (lines 10-12). The students produced a choral response in order to help their teacher complete her utterances. In this way, the participants demonstrated not only that mutual understanding was attained, but also that the mutual attention to the ongoing interaction was secured. In addition to evidence of mutual understanding and mutual attention, in this CT closing the findings also revealed that the teacher incorporated humour when providing SCT, i.e. "ten years (.) to play around with (.) okay (.) to have puppy love many times". Moreover, alongside the teacher's playful footing, the data showed that the students responded to this multi-unit turn by laughing and smiling. Therefore, it was shown through the participants' actions they oriented to build rapport and the rapport-building developed in this CT closing apparently prolonged the mutual engagement of many students in that participation framework.

In conclusion, the empirical findings, which unveil three social phenomena interwoven in CT opening and closings, advance our understanding of managing participation in ELT classroom interaction, notably teacher-led interaction, in three ways. They are: 1) social phenomena furnishing mutual engagement, 2) assimilation of conversational elements into pedagogical interaction and 3) the influence of rapport-building on participation organised in ELT classroom interaction.

Firstly, based upon existing knowledge of the characteristics of ELT classroom interaction, i.e. "interactants constantly display their analyses of the evolving relationship between pedagogy and interaction" (Seedhouse, 2004, p. 184) and the knowledge gleaned from this study that establishing genuine multiparty interaction is the utmost interest of teachers during CT openings and closings, the findings point to the

fact that the teachers manoeuvred mutual engagement, or, put simply, they supported the active participation of their students by encouraging mutual understanding, mutual attention, and rapport in multiparty interaction. Moreover, this study's findings also highlight the complexity of teacher-led classroom interaction developed intentionally to promote meaning-and-fluency context. That is, apart from the teachers' use of multi-voices in one TCU and combined multimodalities to accomplish pedagogical demands and students' intersubjectivity (e.g. Waring, 2016 and Mortensen, 2009), to create such meaning-and-fluency context as intended, this study proposes that it may be essential to elide the three aforementioned social phenomena harmoniously in classroom management practices.

Secondly, the findings of mutual understanding, mutual attention, and rapport entwined in CT opening and closing practices inform us that the hybridity of an ordinary conversation's characteristics were present in the investigated teacher-led interactions. By showing that the students were afforded opportunities to experience interactional elements contingent on mundane interaction while CT openings and closing were in progress, these findings reveal that participants, above all the teachers, co-constructed their ELT classroom interaction in accordance with a communicative language teaching approach and a sociocultural view of language learning. Precisely, conversational attributes such as performing matching display, conforming to students' voices, i.e. their initiation and contribution, incorporating jokes and doing self-disclosure to reveal their affective stance in their feedback, indicate that the teachers answered the call for integrating characteristics of mundane talk into pedagogical interaction (van Lier, 1996; Waring, 2014) despite the fact that, to a great extent, they still controlled over topic development and turn-taking organisation in such interaction. In this way, this study's findings add to current scholarship on how conversation can be integrated into EFL classrooms to balance the tensions between controlling order and increasing opportunities for students to participate actively in ELT classroom interaction.

Lastly, as exemplified in the findings discussed above, it was shown that when the teachers associated themselves with the group of students, many students utilised vocal and visual cues, e.g. laughter, smiling, post-expansion sequence, among others, to collaborate with their teacher to establish such rapport. The findings, therefore, demonstrate that rapport built in a way that visualises a peer-like framework of participation, i.e. showing the teacher's role as a conversational partner, may facilitate students' active participation. This contribution to the scholarly work in the field, gained

from this study's findings, concurs with the existing proposal made by Waring (2014) that students' opportunities to engage in interaction can be expanded when exchanges are developed in a more symmetrical manner. This claim also supports Mortensen's (2009) argument that there is indeed an intimate relationship between how talk is framed and participants' conducts in such evolving participation framework.

7.3.2 Contributions to CA research on participation

When closely examining the organisation of participation in CT openings and closings, the current findings show that in genuine multiparty interaction whether all students gained full access to the on-going interaction and, if so, which roles they should play were determined by a combination of: 1) the teachers' embodied actions and their turn design, and 2) the embodied actions and the topic-development approaches the teachers used during the course of action.

Concerning the first point, the analysis of bonding-contribution sequences revealed that the students understood their participation role differently and, thus, displayed active participation in diverse forms despite the fact that the teachers oriented to maximising mutual engagement in all patterns of the bonding-contribution sequences. From the interactional perspective, this can be explained by the turn design, or, in other words, how the teacher arranged the interactional elements and balanced them in his/her turn-at-talk. For example, in Extracts 6(ii) and 7(ii), in response to the teacher's use of reported speech and embodied actions, i.e. simulating the actions of the character shown on the textbook and walking closer to the students, the students gazed and turned their head according to the teachers' move to display their active participation in the on-going interaction. In contrast to the aforementioned example, in Extract 9(ii), when the teacher produced the utterance, which connected students' contributions to her playful comment with elongation and many small pauses within her turn, the students recognised it as an incomplete utterance and, in response, displayed their understanding by verbalising the missing part, gazing at the teacher and laughing. Hence, in this example, it is seen that the students displayed their active participation not only through non-verbal, but also verbal means of communication. These findings raise awareness of the upshot that changes in a teacher's turn design may cause to students' participation roles and the form of active participation they display in such interaction.

Regarding the topic-development approaches, this study's findings also reveal that the participants in the investigated teacher-led interaction utilised segmented and stepwise topic shift, the methods for generating topic transition (see further detail of these methods in Sacks (1992) and Jefferson (1984)), and embodied actions as resources to alter the framework of participation, thus triggering change in their participation role. This was evidenced in Extracts 1 and 2. In Extract 1(iv), it was noticed that the teachers used a segmented topic shift, i.e. an abrupt shift to a relevant topic, alongside embodied engagement with the shared objects, i.e. the picture in the textbook, at the time displayed on the central screen. In Extract 1(v), the teacher employed a stepwise topic shift together with embodied engagement with the co-present students by nodding, gazing and moving closer to them. In Extract 2(ii), the teacher utilised part of a student's contribution to make a step-wise move. While doing so, she pointed at the shared objects and simultaneously scanned her gaze on the students in the circle seating. Following the aforementioned sequences, it was observed that other co-present students produced verbal responses as an SPP to their teacher's request. From the students' reciprocal responses, it can be read that they were acknowledging their role as ratified participants and, therefore, they participated more actively through verbal means in such a framework of participation. Apart from the teachers, there was evidence in Extract 2(ii) that a student also performed a topic shift. In so doing, he too occasioned the dynamic role of participants in that multiparty interaction. Precisely, the student initiated a topic-proffering sequence (see more detail in Schegloff, 2007) and shifted topic in a step-wise fashion while establishing reciprocity with a student who was a recent speaker and other co-participants, including his teacher. In this manner, the shift of topic and his embodied actions made him and the current speaker become interlocutors while the teacher and co-present others became bystanders in such a frame. Hence, from the aforementioned evidence, this study proposes that topic transition and embodied conducts can be regarded as powerful tools to generate the dynamic role of participation in genuine multiparty interaction.

In addition, the findings suggest that there may be a relationship between the methods used for topic initiation and the way in which students display their active participation. The evidence to support this argument comes from the participants' interaction in Extract 2 and 3. In these extracts, the data showed that when the topic initial elicitor and the pre-topical sequence were used in a topic-initial utterance, the students responded to the teachers' initiation in different ways. Despite the fact that

both methods occasioned more than one student to display active participation, it was observed that in Extract 2(i) the students understood their role as ratified participants who were allowed to display any form of engagement in the on-going interaction when their teacher employed the topic initial elicitor method which was developed from a general enquiry in the topic-initial sequence. On the contrary, in Extract 3, it was noted that when the topic-initial utterance was formed based upon the pre-topical sequence approach, only students who considered the probed category relevant to them raised their hands to display more active participation. In this way, the findings suggest that the approach that teachers use for developing topic potentially influences on the opportunities for students to display active participation as well as their rights and roles in the interaction.

To conclude, the discussion of the findings above informs conversation analysts and applied linguists that, apart from the organisation of turn-taking, sequence and multimodalities as noted in Mortensen (2008) and Warayet (2011), approaches teachers use to develop topic and their turn design are also factors endogenous to interaction that influence the organisation of participation in teacher-led classroom interaction. The current findings, therefore, contribute to the existing body of knowledge on CA research and participation organised in classroom interaction.

7.4 Pedagogical Implications

As highlighted in Chapter 1, empirical studies investigating EFL teaching in Thailand have reported on a failure to implement concepts of CLT and establish meaning-and-fluency context (see Seedhouse, 2004) in Thai EFL classrooms (Kanoksilapatham, 2007; Bilasha and Kwangsawad, 2004; Saengboon, 2004). The findings can, perhaps, help novice as well as experienced teachers enhance their teaching. This area, which is pedagogically significant in EFL classrooms, will be considered in detail below.

7.4.1 Implications for teacher development

From the micro-analytic observations of CT openings and closings, the present study suggests two aspects relevant to mutual engagement in ELT classroom interaction which may be of benefit to both novice and experienced EFL teachers. They are: teachers' dual roles in organising teacher-led classroom activities and the existence of classroom interactional competence in CT openings and closings.

Concerning teachers' roles, the analysis of verbal and embodied conducts of participants in openings and closings of this teacher-led activity—CT—has portrayed the teacher's role as a manager of a social order. For example, in all the examples of CT openings, both dedicated and foreshortened forms, presented in Chapters 5, we have observed that, while teachers performed the actions of locating topic for participation and establishing topic as action, they did not only control how opening developed, but also managed who was included in the framework of participation and when their display of participation was required. This finding is indeed not a new insight for EFL teachers, as previous CA studies (e.g. Sahlström (1999) and Hellermann (2008) reported a similar role teachers play while launching other teacher-fronted activities in EFL/L2 classrooms elsewhere.

However, the two analytic chapters of this study also reveal another role that EFL teachers performed while accomplishing these two classroom management practices, namely the role of a facilitator of learning. As evidenced in, for example, dedicated closings presented in Chapter 6, the data showed that in bonding action in mediator style the teachers not only verbalised but also imitated actions that students had earlier referred to in their responses. While performing bonding action in commentator style, the teacher used recognitionals and embodiment to make students who had previously provided contributions discernible to the public. In addition, when bonding students' contributions in conductor style, the teacher utilised incomplete turn design and embodied actions of listening and thinking. All such performances were read as performing to multiparties as they embodied spatial movement and/or gaze that displayed their orientation to include all students in the participation framework. Hence, teachers' use of multimodalities in bonding-contribution sequences suggested an endeavour to achieve mutual attention, promote mutual understanding and maintain interpersonal relationships with their students. From the empirical evidence, it is implied that this bonding-contribution action was operated based upon the notions of 'scaffolding' and the 'zone of proximal development' in the socio-cultural theory of learning (Vygotsky, 1978). That is, these distinct patterns the teachers resorted to imply their scaffolding strategies, in other words their attempts to support and initiate more opportunities for learning in ways that were sensitive to the level of competence displayed by the students' verbal and embodied actions during CT closing. In this way, the findings imply two roles teachers perform while navigating students in and out of CT activity: 1) the manager who puts forward the progressivity of the task at hand, and 2)

the learning facilitator who makes use of mutual attention, intersubjectivity and rapport in interaction to facilitate participation in their EFL classroom.

By acknowledging these roles, which the participants of this study incorporated into their social actions, it is hoped that EFL teachers might become more aware that opening and closing of teacher-led classroom activities involve more than merely locating topic for discussion to students, in the case of opening, and performing disengagement from students and the task, in the case of closing. The responsibility to promote mutual attention, mutual understanding and rapport also needs to be undertaken in order to engender mutual engagement and ensure the genuine multiparty interaction—the pleasant environment for learning.

Regarding the latter issue, there may be useful for EFL teachers to consider teacher and student conducts performed in CT openings and closings as their classroom interactional competence (CIC) i.e. their “ability to use interaction as a tool for mediating and assisting learning” (Walsh, 2006, p. 130). This is because “by first understanding and then extending CIC, there will be greater opportunities for learning: enhanced CIC results in more learning-oriented interactions” (Seedhouse and Walsh, 2010, p. 139). Interpreting the findings in this way, it can be seen that interaction between teacher and students during CT opening and closings, which demonstrates evidence of students’ active participation, can be used as a guideline for EFL teachers.

For example, this study’s analysis has shown evidence of CIC in Extract 1. In this extract, the teacher established the topic-as-action by not only initiating topic to students, but also using embodiment to include all students in the framework of participation, repairing to ensure mutual understanding, topicalising individual students’ responses to pursue the on-going multiparty interaction and utilising spatial arrangements to secure mutual attention. On the other hand, the students displayed that they reached mutual understanding of the topic discussed, returned reciprocal attention and maintained an interpersonal relationship with their teacher by providing verbal responses, nodding and orienting their body according to the teacher’s movement. Additionally, the end of this extract shows that when the dedicated opening, which was developed in simulator style, ended, the teacher referred turn-at-talk to a student. The student demonstrated no hesitation in her utterance while giving her teacher a reciprocal response. The empirical evidence that we have seen through participants’ own interaction, therefore, demonstrates the resources they used for maximising

learning opportunities. That is, repair mechanism, embodied conducts, turn design, and topic development.

In acknowledging the existence of CIC in dedicated openings and closings, this study argues for using its findings as guidelines to prompt EFL teachers to ponder whether the actual interaction that they and their students jointly construct in opening and ending moves aligns with the pedagogical focus of the current teacher-led activity and the intended classroom contexts they are attempting to promote. Thus, this pedagogical implication is given here not for the purpose of manipulating EFL teachers' conducts but rather for the teachers to make use of since the findings allow them to reflect on and, perhaps, improve their classroom practices (see Walsh (2013) for further discussion on teacher development). In addition, the adverse consequences shown in the findings of CT that lacks this opening move (Extract 5 (i-iii)) and that launches in foreshortened form (Extract 4(iv)) may make teaching practitioners aware of the influence of their actions and online decisions on student participation.

Overall, it is hoped that the clearer understanding of teachers' dual roles and their ability to use online decisions to accomplish intended pedagogical goals when leading classroom activities implied by this study's findings may benefit the professional development of EFL teachers in general.

7.5 Summary

This chapter has stated the contributions of this study to research in EFL pedagogy (Section 7.2), readdressing the summaries of the research findings and drawing on existing scholarship on openings and closings of conversation and other classroom activities as well as CT activity to generate discussion. Section 7.3 then pointed out the contributions the present study makes to the field of ELT classroom interaction and to CA research on participation. Lastly, the pedagogical implications of the findings which may benefit teacher training and professional development were elaborated (Section 7.4).

Having summarised and collated the analytic findings of this study and considered how they relate to the research literature, the next, and final, chapter will present the conclusions of this thesis.

Chapter 8. Conclusion

8.1 Introduction

This study's final chapter is divided into four sections. Firstly, it will revisit the research aims and provide a brief summary of the key areas covered in the thesis (Section 8.2). Secondly, the contributions that this study offers to the fields of social interactional research, i.e. EFL pedagogy, ELT classroom interaction and conversation analysis (CA) approach and participation, will be highlighted (Section 8.3). Then, methodological considerations and difficulties I experienced in this research project will be discussed in Sections 8.4. Lastly, the limitations of this study and suggestions for future research will be sketched (Section 8.5).

8.2 The Research Process and its Achievements

As noted throughout the research, this study set out to examine classroom participation in one recurring teacher-led EFL classroom activity—Circle Time (CT)—and how such participation is organised and facilitated by teachers' use of multimodal interaction. By adopting social-constructivism as a philosophical framework, classroom participation is seen as co-constructed by teacher and students through their interaction and is, therefore, considered an observable phenomenon. In achieving the primary aim of the research, the social-interaction approach, applied CA methodology in particular, were employed to investigate the interactional organisation of CT openings and closings and participation organised in the aforementioned social practices. Then, the findings on CT openings and closings were related to existing scholarship on L2/EFL pedagogy, particularly from the sociocultural perspective. Furthermore, the findings on classroom participation from this interactional approach and existing thought on ELT classroom interaction were drawn on to generate a discussion. That is, in this study, I have made a claim that mutual engagement should be considered one of the unique characteristics of ELT classroom interaction. In making this claim, I have provided evidence from the bottom-up approach to theories of ELT classroom interaction and informed applied linguists as well as teaching practitioners that there are a variety of ways to embrace conversational attributes into classroom interaction in order to engender more active, and perhaps more equal active, participation in EFL classrooms.

In addition to the aforementioned research aims, this exploratory study has been organised around the following set of research questions:

- 1) How do participants interact to organise CT opening and closing?
- 2) In which ways and to what extent can participation be accomplished by participants' interaction in CT opening and closing?
- 3) What are the roles of participants' use of multimodalities, including verbal and visual aspects, in engendering classroom participation?

What and how this PhD research project has attempted to accomplish and what has been achieved are presented across the preceding seven chapters.

Chapter 1 explored the specific context of the study, namely providing an account of English language education in Thailand and perspectives on EFL classroom participation. The discussions provided not only the context of this study, but also pointed out the research rationale. The study's objectives were then presented, followed by a consideration of research significance and the preliminary observations of CT documented in this study's corpus. This chapter ended by briefly outlining the organisation of the thesis.

In Chapter 2, I reviewed the literature which provided the theoretical and analytic frameworks of the study. I firstly explored different approaches to research on L2/EFL classroom teaching-learning, before reviewing empirical studies on CT, opening and closing practices, and multiparty interaction. Next, I considered the interactional mechanisms and main characteristics underpinning ELT classroom interaction in order to position the study in the relevant existing body of scholarship. Lastly, I discussed several approaches researchers have used to study participation. The literature reviewed in this chapter helped to define the concepts central to this study and identify any important gaps in the existing research.

Chapter 3 considered the choices of methodology which enabled me to examine classroom interaction and introduce CA as the research methodology of this study. In so doing, I provided rationales for choosing CA and also considered this approach's theoretical principles, its applications, its practicalities and its limitations in order to demonstrate that CA did indeed offer analytical frameworks and methodological tools appropriate for investigating the structural organisation of CT openings and closings and the organisation of participation within.

In Chapter 4, I presented a detailed justification of the study's research design, including the explanation of the research setting and the participants. This chapter also demonstrated how CA was applied in order to collect and analyse the data of this study.

The fifth and sixth chapters contained the data analysis and the findings. The interactional organisation of CT openings and closings revealed in these two analytic chapters directly discussed the first research question. In brief, the findings demonstrated that dedicated openings are the norm for CT openings. They are formed from two action sequences: 1) locating topic for participation and 2) establishing topic-as-action. The former manifests a clear framework of participation while the latter enhances students' readiness to participate more actively in classroom proceedings. For CT closings, a typical form of CT closing, termed here dedicated closings, incorporates three sequences of action: 1) disengaging from interaction with individual students; 2) gradually bonding contributions and, simultaneously, connecting participants into one association; and, 3) moving out of CT talk. Additionally, the micro-analysis of opening and closing actions showed that the teachers employed a variety of extra interactional resources, including embodied conducts, turn-design and various techniques of topic development to encourage more and more even participation of present students. The empirical evidence enabled me to address the second and third research questions and provided support for the major claim of this study, namely that EFL teachers, in the investigated settings, attempt to establish genuine multiparty interaction by promoting mutual engagement in the teacher-led activity, namely CT.

Chapter 7 summarised the findings and discussed them in relation to the research questions. Additionally, a collage of the findings was discussed in the light of the scholarship on opening and closing practices and EFL pedagogy. I then drew on the key findings and showed how these findings fit into the research literature on ELT classroom interaction and CA research on participation. Lastly, I considered further implications of the findings for the wider EFL context.

This chapter will now summarise in what ways the findings may fill existing gaps in the research.

8.3 Research Contributions

Having considered the analogy between the empirical findings of this study and the current body of knowledge on opening and closing practices, CT activity and

participation organised through interaction, I have suggested, in Chapter 7, the significant contributions that this study can provide to the three research fields prompting it—EFL pedagogy, ELT classroom interaction and CA research on participation. A summary of this study's research contributions is as follows.

The first significance of this study lies in the fact that it offers a better understanding of CT tasks organised in EFL classrooms, particularly opening and closing practices of this teacher-led activity. Adopting the interactional approach to explore how teachers and students in Thai EFL classrooms accomplish this task, the study's findings raise awareness of pedagogical openings and closings and propose that, in fact, they comprise multiple actions. Thus, they are far more complex to achieve than those of mundane conversation. The new knowledge regarding interactional organisation of CT openings and closings this study offers emphasises the benefit that L2/EFL pedagogy may receive from the interactional perspective.

Furthermore, using teacher and students conducts in CT openings and closings alongside the concepts of interactive footing, this study provides deeper insights into how participation is organised in CT openings and closings. That is, the findings reveal that participants oriented to establishing multiparty interaction while navigating in and out of CT. The findings also point out that the participants managed mutual engagement by incorporating three social phenomena in their multiparty interaction: mutual attention, mutual understanding and rapport. In this regard, the findings add to the sophisticated characteristics of ELT, specifically regarding teacher-led classroom interaction.

In addition, the findings of the present study reveal that the participants in CT openings and closings made use of various methods of topic development and turn design to trigger dynamic roles of participation in multiparty interaction. This insight sheds more light on the influence of factors endogenous to interaction regarding the opportunities for students to display their active participation.

8.4 Methodological Considerations

Since the data of this multimodal study came from three cameras that were placed at three different angles in the recorded classrooms (for more detail, see Chapter 4), the analyses were not restricted by visual access (as has been experienced in many previous multimodal CA studies). However, I was confronted by various other challenges as a

result of having full visual access to the participants' multimodal conducts recorded in the audio-visual data of this study.

Firstly, concerning multimodal transcription, the rich audio-visual data prompted more complexity to the process of transcribing. To enable the micro-detailed analysis of multimodal classroom interaction, not only were verbal transcripts used, but the annotations and series of screen shots were also employed to illustrate the temporality, trajectory, progressivity and achievement of the courses of actions constituting CT openings and closings. Consequently, a longer-than-expected period of time used for producing these meticulous transcriptions delayed the analytic process of this study.

Secondly, making analytic accounts based on audio-visual data generated a certain amount of difficulty to this study. Despite the fact that the analysis of classroom participation can involve participants' use of multiple modes of interaction, it was impossible, and perhaps unnecessary, to include all the verbal, embodied and semiotic resources to which the teachers and students oriented in the analysis. This raised the challenging task of making an informed and accurate decision about which interactional features should be considered and at which levels of detail they should be accounted for in order to illuminate the participation organised during CT opening and closing. My first attempt to resolve this issue met with little success because I attended merely to one type of sequence—sequence-closing third—which cannot account for classroom participation. The second attempt also failed since I included too many micro-details of the participants' conducts and, as a result, lost my analytic focus. At the third attempt, the multimodal analyses of CT openings and closings became appropriate and I managed, in the process, to become more skilled at analysing multimodal classroom interaction using the micro-analytic tools of CA approach.

Given these retrospective accounts, I acknowledge the fluid and dynamic of L2/EFL classroom interaction and the restricted generalisability of CA research (see Chapter 3 and also Schegloff (1993; 2009) for more detail on this issue). I acknowledge that the CT interaction that collected in this study's corpus may not be able to reflect what would be found were cameras set to record ELT classroom interaction in other settings. Therefore, the analyses presented in this thesis can only uncover the norms of practices of CT that were recorded and analysed here and provide only a segment of our understanding of CT activity organised in EFL classrooms and participation organised in ELT classroom interaction.

8.5 Limitations and Recommendations for Future Research

Despite the aforementioned contributions, much remains to be understood about mutual engagement, the interactional fingerprint of ELT classroom interaction that has been identified and accounted for in this study. However, the present work has described the organisation of classroom participation and shown how this was facilitated by the teachers' use of extra interactional works in EFL classrooms in one particular setting—Thailand. Hence, it is suggested that further investigation of teacher-led classroom interaction organised in other geographical, socio-cultural and educational domains be conducted. Such research might possibly help to substantiate the claim this study proposes regarding the existing of genuine multiparty interaction in teacher-led activities.

Another possible avenue for future research on mutual engagement in ELT classroom interaction could be to extend such analytic endeavours to look more closely at the multimodal practices participants perform while doing CT or other pedagogical tasks in EFL classrooms. This could, for example, examine the use of spatial arrangements, body movements and the use of humans as objects to achieve mutual engagement in such multiparty interaction. Such research might enable under-explored interactional resources EFL teachers use to encourage active participation while maintaining order in ELT classroom interaction to be uncovered and explored.

Additionally, due to time constraints and word limitations, this study was only able to demonstrate mutual engagement unfolding in CT openings and closings and, therefore, its findings can only provide a partial view of participation organised through this pedagogical activity. Future research could continue to examine participants' conducts in the development phase of CT, thereby revealing its overall structural and participatory organisation. The findings of such research would afford a more complete understanding of this widely used activity in the EFL context.

Furthermore, since the analysis of this study was conducted in the micro-moment of interaction based on CA, its findings can only explicate classroom participation from the interactional perspective. It is acknowledged that there may be other factors exogenous to interaction that can also account for classroom participation, for example, learners' variables in motivation and proficiency of language use (Luk, 2005). Hence, studies which research on classroom participation using other methodologies are required in order to not only gain a more comprehensive understanding of the

pedagogical issues regarding student participation in Thai EFL classrooms, but also to determine ways to successfully encourage the active participation of EFL students in this context.

Appendices

Appendix A: CA Transcript Conventions

(Modified from Atkinson and Heritage, 1984)

| | |
|-----------|--|
| [[]] | Inaccurate pronunciation of English words, approximation of sound |
| [] | Overlapping utterances – (beginning [] and (end]) |
| = | Contiguous utterances , or continuation of the same turn by the same speaker even though the turn is separated in the transcript |
| (0 . 2) | The tenths of a second between utterances |
| (.) | A micro-pause (1 tenth of a second or less) |
| : | Sound extension of a word (more colons demonstrate longer stretches) |
| – | An abrupt cutoff |
| ? | Rising intonation (not necessarily a question) |
| LOUD | Capitals indicate increased volume |
| — | Emphasised word or sound |
| ↑ ↓ | Rising or falling intonation (before part of word) |
| ◦ ◦ | Talk that is quieter than surrounding talk |
| hhh | Audible aspirations (out breath) |
| .hh | Audible inhalations (in breath) |
| (hh) | Laughter within a word |
| > < | Talk that is spoken faster than surrounding talk |
| < > | Talk that is spoken slower than surrounding talk |
| () | Talk that transcriber is unsure |
| (()) | Analyst's note |
| \$ \$ | Talk that is uttered in a 'smile' voice |
| | Nonverbal action performed along with the talk |
| T | Teacher |
| sss | Students |

Appendix B: Full Extracts

Extract 1: Picture A

(C01: opening_LH4-506W5@4.22-7.36)

1 T: now let's: (.) take a look at (.) †ta:h each: °pic†ture°
2 (1.0) °who-° •hh (0.3) who are these two: (.) people (0.2)
3 who †are they (.) and (.) whe:re (.) are they (1.0) who
4 †are they (0.8) picture a
5 ((inaudible))
6 S1: u:r (.) friend
7 T: a frie:nd? (0.2) what is the man doing?
8 S2: open the door ((°for a women°))
9 T: o†pen (0.1) the door fo::r=
10 S3: =excuse me=
11 T: =the woman? o†ka::y (0.3) so open the doo:r for the woman
12 (0.2) so: (0.2) do you think that they are friends?
13 (0.7)
14 S4: yes
15 S5: yes
16 (0.2)
17 S1: [n†oh]
18 S6: [no] no
19 S1: maybe jus: just met (0.2) in front of the door
20 S6: (customer)=
21 S1: and the ma::n (1.0) [°(push)°]
22 T: [they're] two strangers=
23 S1: =yes
24 T: they're strangers? they are friends? (0.2)
25 ((student's name)) do you think they are friends?
26 S7: (0.7) maybe
27 T: may†be: (2.5) do you think that they are strangers?
28 S1: yes
29 T: what do you think?
30 S6: yes they are stranger
31 T: they're strangers?=
32 S6: meet in front of the gate
33 T: †orh they just (0.2) †ra:n into each other and: he opens-
34 (0.2) hold the door open for her
35 S1: yes=
36 S6: =maybe he's gentleman
37 (0.8)
38 T: may†be she:: 's
39 S6: no he'[s]
40 S1: [he] is gen[tleman]
41 S6: [gentle]man
42 T: †oh:: he is a gentleman (0.1) o (.) ka:y ((student's name))
43 do you agree?
44 S7: (0.5)
45 T: [do you agree?]
46 S7: [°e::r°]
47 S7: (0.2)

48 T: what do you think?

49 S7: ai:: (.) just think (.) they are friend: because of (0.6)

50 his and her e:yes contact ((laugh))

51 S6: ((inaudible))

52 T: [°o::h°]

53 T: ((l[laugh])]

54 S7: [((laugh))]

55 T: so you think that they a::re (.) friends?

56 S7: [ye:ah]

57 T: [because]

58 T: of their eyes?

59 S7: (0.6)

60 T: ↑o::h ↑o↑kay ↑friendly look?

61 S7: >friend< o:r more than friend ((la[ugh]))

62 T: [°oh°]

63 T: friend? or more than friend? ((student's name)) what

64 do you think?

65 S8: (1.0) strangers

66 T: (0.6) they are strangers (0.5) he's just polite (1.0)

67 what other possibility could it be (0.2) ((student's name))

68 (0.1) what do you think

69 S9: (0.7)

70 T: apart fro::m being friend:s:? (0.2) having (0.8) eye contact

71 (0.4) being gentleman (.) what- (0.2) ↑els::e (1.0)

72 can they be

73 S9: ((inaudible talk to her [friend next to her]))

74 T: [in what situation would the man]

75 T: hold the door open for the woman like that (0.3) in what

76 (0.5) situations

77 S1: security guard

78 T: security guard [yes: (\$yeah\$)]

79 sss: [((laugh))]

80 (0.7)

81 T: security guard where

82 (0.6)

83 S1: the mall=

84 S6: =hotel=

85 S1: =the mall

86 T: the- (.) ho↑tel: if it's a hotel we ca::ll (0.3) u:[:m]

87 S6: [lobby]

88 S6: boy

89 (1.5)

90 T: a doorma:n (.) o↑:kay (0.3) a ↑door↑ma::n o↑:kay (0.8) ↑yeah

91 (0.6) possible o↑:kay he could be: (0.3) doorma::n >in a<

92 hote::l? he could be:: ah:: (0.4) the: security guard at

93 the ↑ba::nk (0.2) he could be: (1.2) her friend? (0.4)

94 or just: complete stranger he's just being polite (1.0)

95 when someone hold the door for you (0.2) like that (0.3)

96 what would you say

97 (0.7)

98 S6: (°thank°)=

99 S1: =you're welcome

100 T: thank you

101 sss: ((laugh))

103 T: \$you should say thank o↑ka:y\$ (0.1) \$thank you\$ (.) \$o↑ka:y\$

104 just say thank you a:nd he will sa:y
 105 (0.4)
 106 Sx: you're welcome
 107 T: [\$you're welcome\$]
 108 sss: [you're welcome]
 109 T: \$o↑ka::y\$ (0.2) \$(so)\$ ((laugh)) (0.5)

Extract 2: Time to be back home

(C02: opening_LH4-506W3@36.51-40.45)

1 T: ↑A::H time to be back home=
 2 S1: =ho↑::
 3 S2: free
 4 S1: *tam tae* situation
 5 sss: ((laugh))
 6 T: ((laugh) depend on the situation (.) how late (0.5) what's
 7 the latest time when you can come home (.) if you go out
 8 for the date?=
 9 S2: =finding [a-]
 10 S3: [st]ay overnight
 11 sss: ((lau[gh]))
 12 S3: [if you just]
 13 S3: pack and leave (.) go on the date [(.) you've got no problem]
 14 sss: [((laugh))]
 15 T: [right? (0.2) ↓right]
 16 sss: [((laugh))]
 17 T: \$if you pack and leave\$ o↑ka:y so (.) what time (0.1) do
 18 you have to come home
 19 S4: (2.6)
 20 T: when you're going out on the date (0.2) when you're going
 21 ↑out on date what time do you have to come home
 22 S4: (1.8) mid\$night\$ ((laugh))
 23 T: midnight (0.3) o↑ka:y (.) how about you?
 24 S5: (2.8)
 25 T: what time (0.3) you have to come home
 26 S5: (0.8) eight
 27 T: (1.0) eight pm
 28 S5: °eight pm°
 29 T: how about you?
 30 S6: midnight
 31 T: midnight (0.3) it's quite late= =how about you
 32 S7: nine pm
 33 T: nine pm?
 34 S8: (1.0) ten pm
 35 T: ten pm (0.3) it's kind of late
 36 S9: (0.8)
 37 T: sorry (.) we're talking about time to be back home
 38 after going out on a date
 39 S9: date?
 40 T: ↑yeah= =after going on a date (.) what time do you have to
 41 come home
 42 S9: (2.0) home
 43 T: (0.8) ↑ye:ah (0.3) \$you have to come home right?=\$
 44 sss: =((l[au]gh))]
 45 T: [((laugh)) \$o↑kay\$ ((laugh))]
 46 T: \$I give you some time okay? (0.3) so (0.4) time to be home

47 S1: (1.2) do you have to?
48 sss: ((laugh))
49 T: \$do: you have to?\$ (.) yes: you have to come home: yes=
50 S1: =maybe in the morning
51 S2: °\$in the morning\$°
52 sss: ((laugh))
53 T: \$okay\$ really? (0.2) o↑ka:y so:: I have evidence okay [•hh what time]
54 S1: [((laugh))]
55 S10: midnight
56 T: midnight
57 S9: (0.3) midnight too
58 T: midnight (0.4) ↑don't you think it's a bit late?= =midnight
59 S9: (1.0) no ((inaudible))
60 T: (1.0) ((laugh)) \$how about\$
61 S3: if I drunk (.) it's tomorrow
62 sss: ((laugh))
63 T: do you plan to get drunk on the date?
64 S3: maybe:: (.) if I sad
65 sss: o↑:::r
66 T: it depends on the situation (.) yeah how about you
67 S2: when (0.3) the pub closes
68 sss: ((lau[gh]))
69 T: [when the pub closes?]
70 S3: it's never close
71 T: \$o[↑ka:y\$]
72 S2: [never]
73 S2: [close]
74 T: [((laugh))]
75 T: what ti:me? (0.2) what time is it
76 S3: it's seven eleven time
77 S2: two (0.2) two or: (0.2) three am
78 T: (1.0) °o↑ka::y° do you think it's o↑kay (.) for your parents?=
79 =[[if you come home like two or three [am]]
80 S3: [((inaudible))]
81 S2: [they]
82 S2: they don't but (0.2) I'm okay
83 sss: ((laugh))
84 T: \$they are not okay (.) but you are okay=
85 S2: =yes
86 T: (0.4) how about your date? (0.1) do you think she's okay?
87 S2: er (.) if she:: (0.5) if she can (0.8) handle me (.) then
88 she is my: (0.2) true (0.3) true couple
89 sss: ho:::~
90 T: (3.0) ((click sound)) (2.0) so::: ((inaudible)) how about you=
91 =what time (0.4) to go back home
92 sss: ((inau[dible]))
93 T: [((laugh))]
94 S10: (0.8) during the day
95 T: ↑o:::r (0.8) (he's going) during the day time (0.4) listen
96 (0.2) listen to him (1.7) going out du- during the day time
97 o↑ka::y
98 sss: ((inaud[ible]))
99 T: [((laugh))]
100 T: how about you
101 S11: °before sunset°
102 T: yes? (0.2) before sunset
103 S11: yes
104 T: (1.0) o↑kay (0.2) so depends on (.) s:eason=
105 S11: =yes

106 T: o↑ka[:y]
 107 sss: [(l]laugh)
 108 T: if it's winter you have to come home early
 109 S11: yes= =because it's so dark I cannot see
 110 sss: ((laugh))
 111 T: (°how about you°)
 112 S12: eight (0.1) or nine pm
 113 T: eight or nine pm
 114 S13: (1.5) ar abou:t six pm because I don't want to stay with
 115 the boy at night
 116 sss: ho::: ((clap sound))
 117 S1: me too
 118 sss: [(laugh)]
 119 T: [(laugh)]
 120 T: six pm oka:y (0.2) how about you
 121 S14: eight pm
 122 T: eight pm (1.3) you don't want to s:tay with the boy? (0.2)
 123 okay then you probably don't have a date (.) right?
 124 sss: ((laugh))]
 125 T: [o::r (.) you can have a date with him]
 126 (0.2) during the day time
 127 sss: ((lau[gh])]
 128 T: [\$okay\$]
 129 T: good (0.2) okay (0.5) so

Extract 3: Parental approval (C03: opening_LH4-406W3@2.46-5.17)

1 S1: [((inaudible))] ((read the story in his textbook))
 2 T: [oka:y (.) let] me ask you one question (.) who stay with
 3 (0.3) a:h (0.2) your parents?
 4 (1.5)
 5 T: ((S2's name)) (.) I mean <if you have to go ho:me at
 6 abou::t> (1.3) ten (pee em) (.) tonight? (0.3) because
 7 >you need to ↑do something< (0.2) maybe just to do
 8 some shoppi↑ng with you:r (.) er (.) >with your
 9 friends< (0.2) >do you need< to: (.) to inform your
 10 parents that you will go home late
 11 S2: (0.5) [no:]
 12 T: [like] ten
 13 (0.5)
 14 T: no=
 15 S2: =°no°=
 16 T: =>you don't have to ↑ca:ll you:r< (0.3) your- your
 17 parents >to LET them know that< you will arri:ve at
 18 about ten=
 19 S2: =no=
 20 T: =you don't have to do that
 21 S2: (0.3)
 22 T: >what about ((S3's name)) would you have< to: (0.2)
 23 e:r call you:r (.) parents if (.) >do you stay with
 24 your parents< nowa↑da:ys
 25 S3: (.)
 26 T: if you HAVE to go home at t↓en (0.5) ten (pee em)
 27 of course (0.2) maybe ten not ten (ei em) on the
 28 following day okay? •hh er >if you have to go home

29 at tən (pee em) tɒnɪːgɪt<(0.2) do you need to
30 call bɑːk həʊm (.) to let your parents know=
31 S3: =yes=
32 T: =you həv to
33 S3: (.)
34 (0.4)
35 T: eːːr (0.3) eːːr (0.5) ((S4's name)) what about
36 you
37 S4: (1.0)
38 T: >if you niːd to go home at about tən< (.) (pee em)
39 (0.2) you need to see a movie (0.2) at (0.2) er
40 ˌsentrəl lɑːprəʊ: (0.2) and (.) it will fɪnɪʃ
41 >at about<nɪːne (.) so you arːːe (0.2) er supː^ɪpose
42 to arrive home >at about<teɪn (.) >do you need to
43 call your parents earliːr<=>maybe at<fəʊːr (0.2)
44 to let them know
45 S4: °yes°=
46 T: =you must do ðæt:t
47 S4: (0.2)
48 T: [you must do that] (0.2) er ((S5's name))
49 S4: [°yes°]
50 T: >do you have to do this?< (.) if you have to (.)
51 ˌmɑːbi (0.3) bɔːys and girls are different
52 S5: (0.5) no=
53 T: =no
54 (0.3)
55 T: [you don't] (0.5) >do you stay with your
56 S5: [I: don't °have to°]
57 T: parents?<=
58 S5: =yes
59 T: but ɪf >you don't gəʊ: home at əːl< (.) tonight
60 (0.2) >will you need to call them?<
61 S5: yes
62 (.)
63 S5: before I: (.) go out I have to tell them: (.)
64 weɪə: (.) [(I °want to go°)]
65 T: [what about] when you are here
66 T: already (0.2) when you: (.) leɪft home (.) in the
67 morning (0.4) you: həd no ɪdeɪ: that (.) you:
68 həv to ɪdo something (0.2) tonight (.) you will
69 həv to do: (.) er the riːpəʊt (.) which is due
70 təːmɔːrəʊ (0.2) >and then you həv: to stay
71 ˌɔːvənɪːgɪt< (.) at your (.) friend's plɑːs: (.)
72 then do you need to (.) call bæk (.) a:nd tɛl
73 them of ði:s
74 S5: eːːr (0.4) if it (0.3) over (0.2) when I know I
75 have to stay (.) is late than midnight (.) I don't
76 have to call but (.) if before midnight (.) >I
77 have to call<=
78 T: =oh really (0.2) that means >I mean< ɪf (0.2) it
79 is after midnight already >don't you think that<
80 (.) they will be wɒrɪd about you when they get
81 up [and don't] [find you]
82 S6: [hh(hh)h]
83 S5: [ʃeːrʃ] theɪ:y they (0.5) ((laugh))

84 S5: \$shin laew\$ ((laugh))=
 85 T: =they are use (.) to this (0.2) <they are u:se (.)>
 86 to this (.) >okay so let me< tell you >I mean< (0.2)
 87 e::r the new expression (.) shin (0.2) is (0.4) <be
 88 (.) used (.) to> (0.2) ↑I: (0.5) use (.) to (0.7)

Extracts 4 and 8: Age when you look for a serious partner

(FO: opening1/C-B: closing_LH4-406W3@46.50-1.00)

1 S1: ((inaudib[le])) ((read the text in her textbook))
 2 T: [and the topic i:s
 3 (0.7)
 4 S2: arranged [marriage]
 5 T: [>which one] is the topic< for thi:s (.)
 6 T: [answer]
 7 S2: [°arranged] [marriage°]
 8 S3: [age (.)] when you s=
 9 T: =dee do↑:g (.) a:ge (.) when you look for a serious
 10 partner (.) what (.) do you thi:nk (0.2) <should
 11 be↑: (.) the a:ge (0.6) for you↓: (0.5) to: (0.3)
 12 look for (0.2) a (.) serious (.) part (.) ner> (.)
 13 ((S4's name))
 14 (0.8)
 15 T: the age (.) for a ↑person (.) to look for a serious
 16 partner
 17 (0.5)
 18 T: in your op↑inio:n
 19 S4: (1.0)
 20 T: what age
 21 S4: (1.0)
 22 S2: ((inau[dible])) *sumrup kwan sumpan bab jingjang*
 23 T: [ninete↑en]
 24 S5: ((inaudible))=
 25 T: =that is [too young I think]
 26 S2: [*bab tee tang-ngan*]
 27 (5.2)
 28 T: ((S6's name))
 29 (2.0)
 30 T: at what age sh- should you: (0.3) look for a serious
 31 partner
 32 S6: (1.8) thirty
 33 T: thirty (0.2) ((S3's name)) (0.2) what age
 34 S3: (0.8) twenty five
 35 T: twenty fi↑:ve(.) when (.) a person is twenty fi↑:ve
 36 (0.3) that pe↑:r↑son (.) is supposed to: (0.3)
 37 graduate (.) from a university (.) already=at least
 38 (.) er the bachelor degree (.) ri:ght?
 39 (.)
 40 T: >okay twenty fi::ve< (.) thirty
 41 (1.2)
 42 S7: twenty five=
 43 T: =twenty fi↑:ve
 44 (0.5)

45 T: ((S8's name))
46 S8: (1.5) twenty four=
47 T: =twenty four (.) >oh my god twenty four<
48 (0.5)
49 S9: twenty five=
50 T: =twenty fi:ve
51 (1.2)
52 T: how how ho:w (.) >how old are you now<
53 S7: (0.5) twenty one=
54 T: =twenty one (.) four year left for him
55 sss: ((lau[gh]))
56 T: [to find a] serious partner (.) because (0.2)
57 T: his answer was twenty fi↑:ve (.) ((S10's name)) at
58 what age=
59 S10: =\$now\$ [((lau[gh]))]
60 sss: [((laugh))]
61 T: [yu- n(hh)o:w ((laugh))] now or never
62 sss: ((laugh))
63 T: at what age should a ↑per↑son (0.5[]) look fo:r]
64 S10: [abou:t]
65 T: [a serious part]
66 S10: [around twenty-] twenty five=
67 T: =twenty fi↑::ve twenty ei↑:::ght (0.5) <my mother
68 (0.4) was (.) tw↑enty fi↑:::ve (0.2) when she got
69 married> (0.4) at that ti↑:me my father was (.)
70 >twenty eight< (.) ↑maybe your answer can be
71 something like (0.2) it depends (0.2) i:f (.)
72 for a ma↑::n (0.2) ↑maybe (.) >twenty ei:ght<
73 (.) for a woman (.) >maybe twenty fi:ve< (.) >but
74 when you say twenty fi↑:ve< (.) >twenty four<
75 (.) >thirty< (.) it means >I mean< (0.2)
76 >anybo:dy< (0.2) >I mean< you have (.) a:h (0.4)
77 you don't have the:: (0.4) the difference between
78 (0.2) ↑men and (.) women (0.2) the THIRD one (0.2)
79 api- ((wrong student's name)) e::r ((S11's name))
80 can you read the third one to the class please (.) it
81 depends:

Extract 5: Number one

(A0: opening_IUP17-302W5@45.56-47.45)

1 T: ah number one ah kon eun ngiap oiy siang kru (.)
2 chu: chu: chu: you are talking to a co-worker (.)
3 how close do you stand (1.2) how close do you stand?
4 S1: (0.8) u:::r nhai
5 T: no no no not this one here (0.4) ni ni (.) ni you're
6 talking to your co-worker how close do you stand (0.3)
9 in your country?
10 S1: (0.8) one point five metre
11 T: one point five metre (0.7) for worker? (0.3) one point
12 five metre is arou::nd? (0.3) here to (0.5) there?
13 (0.4) you? (0.4) right?=
14 S2: =one point five metre=

15 S1: =one (0.2) [one °point°]
16 T: [one point]
17 five metre (1.2) ah kru yu trong ni kru kui kub kon ni
18 ni dai young? [(0.2) one point five metre?]
19 sss: [((laugh))]
20 T: (0.4) is it one point [five metre hah?]
21 S1: [I change the]
22 S1: (0.2) answer
23 T: ah yeah
24 S1: u:::r (1.0) one point ze- ↑aiy (0.3) zero point zero (°fifty°)
25 T: [zero point zero °fifty° (0.8) ((laugh))]
24 sss: [((laugh))]
25 T: kae nhai wa (0.3) about nia a little less than (0.3)
26 °a little° (0.5) okay? you may say •hh a little less than
27 a metre (0.2) na if you make it too long distance you will
28 have to shout (0.2) HEY (0.2) WHAT ABOUT ((inaudible)) OH SO
29 WHEN IS A MEETING? like that you know (0.2) it's too far
30 from each other (0.3) okay? =so number two (0.1) you are
31 talking to a friend (0.3) do you touch each other? (1.0)
32 ↑come ↑on (0.2) ((inaudible)) (0.5) let the seni- let the
33 junior job (0.5) aha (0.2) you are keb tol-la-sub ka (0.2)
34 nung-sue mee mai
35 S3: °mai mee krub°
36 T: ah mee mai ka
37 S3: mai mee krub
38 T: mai mee= =keb tol-la-sub laey= (0.3) you are talking to
39 the (1.3) friend? your friend? do you touch each other?=
40 S3: =no
41 T: no? why not?:? (0.7) in- in thailand? (0.6) why not= =why
42 don't you touch your:: friend?
43 S3: not that touch but just (speak) fac[e to face]
44 T: [just being]
45 T: face to face but no touching okay= =next do you touch
46 your ↑friend when you talk to each other? (0.2) (hey)
47 you don't have to look at the book= =just look at the
48 teacher (0.5) when you talk to your friend do ↑you (0.1)
49 touch each other?
50 S4: (1.0) no
51 T: he said no? and you no too? (0.2) you? (0.2) when you talk
52 to your friend? (0.2) you touch each other? (0.4) no?
53 S5: no
54 T: okay
55 S6: (1.2) if there a girl sure
56 T: (0.4) if there a girl [(.) sure (0.2) touch her (1.2)]
57 sss: [((laugh))]
58 T: [and what (0.2) and what she do] (0.2) what she does
59 sss: [((laugh))]
60 S6: (2.5)
61 T: she bang back? (0.3) or she's stepping back?
62 S6: she punch back
63 T: [she punch back (0.3)]
64 sss: [((laugh))]
65 T: okay (0.5) anyone ↑he::re (0.2) when you talk to your
66 friend (0.3) and y- and you touch your friend? (0.3)
67 anyone here? (0.2) touch your friend?

68 sss: (1.2)
 69 T: in †thai culture (.) do you touch each other?
 70 sss: (0.5)
 71 Sx: no=
 72 T: =no not much right? (0.2) okay •hh in which country do you
 73 think they touch each other very much
 74 sss: (0.6)
 75 T: in which country?
 76 sss: (0.8)
 77 T: have you seen somewhere else?
 78 sss: (0.4)
 79 T: in?
 80 S7: (1.8)
 81 T: in?
 82 S8: america pa
 83 S7: (0.3) america
 84 T: in america? (0.1) when they talk to each other (.)
 85 they touch? (0.5) really? (0.5) touch the (0.2)
 86 shoulder? (0.2) the leg? or what?= =okay (0.2) in some
 87 country they (0.1) prefer (0.1) o::h very close †o::h
 88 how are you::? like that= =okay (0.2) but in some country
 89 no (.) no touch (0.3) you just (.) stay a little bit
 90 (0.3) away from them when you talk: okay? (0.2)
 91 number three

Extract 6: What might be unusual in the picture?

(C1: closing_LH4-406W5@17.25-26.25)

1 T: o†kay so†: (0.5) †maybe you can <co:me up with> (0.2)
 2 a good answer (0.4) I mean <when I tea:ch this> (0.2)
 3 subject (0.2) <when I teach this cou†:rse> (.) <†I
 4 always get> (0.4) <unbelieve idea:> (.) <from my
 5 students>•hh <†we: can see> (0.2) six (1.0) photos
 6 (0.2) <in six situations> (0.3) a†nd (.) just photos
 7 only (0.2) <no: caption> (0.2) no caption (0.2) n†o
 8 w†ords: (0.2) bu† (.) <the boo:k just wants the students
 9 to: have a loo:k> (.) <and thi†:nk and sa†::y> (0.2)
 10 <what might be unusual> (0.2) <in each> (.) photo (0.4)
 11 o†kay (0.2) who would like to begin (.) the first one
 12 (0.4)
 13 who would like to er- to:: (.) to share your idea†:
 14 <about the first photo> (.) oka†:y (.) <because she
 15 was looking at me ((S1's na:me))> (0.2) what do you
 16 think about the first photo=<what is unusual> (.) to
 17 you: (0.4) <that is no (.) ri†ht that is no (.) w†rong>
 18 (0.2) when you †sa:y something (0.2) <I: will not say>
 19 (0.2) it's wrong (0.4) >I will not say that (0.2) oka†:y
 20 (.) no:w (.) <we just †want to> (.) hea† (.) from the
 21 students (.) <what they thi†nk> (.) a†nd (0.2) <we just
 22 †want to> (0.2) hea†:r (.) <the students> (.) <spea†k
 23 english> (0.2) right? (.) we just want to †hear (0.2)
 24 my (0.3) <students english> (0.2) oka†:y (.) ((S1's name))

25 you can say a:nything (.) <what do you thi↑:nk is unusual>
26 (.) in your first (.) photo (2.5) ((S2's name)) (0.2)
27 >you are< (.) >you are< (0.3) ur you are okay?= you
28 understand what we are doing now right? (0.2) we are on
29 page twenty two↑: <I: will ↑en↑coura:ge every↑bo:dy to
30 speak>•hh >I mean I have to stand here< (.) it's quite
31 close to you because look (1.0) I cannot stay at the
32 centre (0.8) because of (0.2) the light? (.) oka↑:y (0.3)
33 e:r the: (.) the overhead projector •hh o:↑kay
34 ((S1's name)) yes (0.5) what looks unusual to you
35 (0.6)
36 S1: the man in the ((inaudible))
37 T: the ma↑:n
38 S1: (0.4)
39 T: y↑e:s=
40 S1: =(in this picture) that he (0.4) he is li(hh)e
41 sss: [((laugh))]
42 T: [(0.3) ((laugh))]
43 (0.3)
44 T: ↑e:::r ((S1's name:)) (0[.2]) believes that (0.5)
45 S1: [kha]
46 T: this man is d↑ea:d (.) now
47 (0.8)
48 T: he's d↑ea:d (0.3) he↑: (0.5) he's d↑ea:d (0.2) a↑:nd
49 (0.2) a dead PERSO:N (0.5) o↑:n the train [(0.4)]
50 sss: [(laugh)]
51 T: <is unsual>
52 Sx: h(hh)hh
53 (0.6)
54 T: what abou::t (.) ((S3's name)) (0.2) the same (0.2)
55 photo
56 (0.7)
57 T: <what looks unus↑ua:l> (0.2) to you:
58 (1.0)
59 T: •hh listen (0.2) <you can use your imagination> you
60 can ↑crea:te anything because •hh you can say that I
61 thi↑:nk (.) I gue↑::ss (.) I belie::ve (.) may (.)
62 be:: (0.3) whatever (0.3) oka↑:y
63 (0.3)
64 T: whatever (0.2) just one photo (0.2) you can say
65 a:nything you want
66 (1.2)
67 T: <but you must have at least some relationship between
68 your idea and the photo>•hh so ((S'3 name)) (0.2)
69 what do you thing is usual
70 (0.5)
71 T: in your first photo
72 S3: ((inaudible talking to her friend))
73 T: you don't have to be:: (0.4) hesitant (.) what does
74 hesitant mean
75 (1.0)
76 T: ((S4's name)) (.) a king of vocabulary in my class

77 (0.2) >you don't have to be hesitant<
78 (0.5)
79 T: you don't need to he↑sitate
80 (0.2)
81 S5: *lungley*
82 (0.5)
83 S5: *lungley*=
84 T: =yes you don't have to hesitate
85 (0.2)
86 S5: *lungley*=
87 T: =yes (0.2) <but hesitate is the- a ve:rb (.) hesitant
88 is adjective (0.2) >you don't have to< (0.2) to be
89 hesitant=you can say anything •hh we just want to
90 hear anything from the students because (.) actually
91 my↑: (0.2) <my goa:l> (0.2) is to: (0.2) >listen to
92 your english< (0.5) okay just to: (0.2) provi:de the
93 opportuni↑ty (.) for the students to spea↑:k (.)
94 >↑so what is wro:ng< with (0.2) the first photos
95 (4.2)
96 T: what's wrong
97 (1.3)
98 S3: the ma:n (1.0) e:r (0.2) isn't (1.7) he:(hh:)r husband
99 (.) but (0.5) he: (0.3) e:r >*kao riak wa a rai h(hh)h*<
100 (0.3) fall as sleep (0.6) *tee lai*
101 (0.6)
102 T: <on the>
103 sss: shoulder=
104 S3: =shoulder=
105 T: =shoulder (0.3) can you repea:t what she just finished
106 (0.3) can you repeat what just- what she just finish
107 ((S4's name))
108 S4: she (0.5)
109 T: repea:t what (0.3) what she just finish (0.2) can you
110 [repeat]
111 S4: [the man] (0.4) isn't her husband [and]
112 T: [>the man] is not her
113 T: husband< (0.2) correct and the::n
114 S4: and then (0.6) he is sleep (.) on he:r shoulder=
115 T: he is- >↑eh yes [[des des]]<•hh (0.2) THE MAN is not
116 (0.4) he:r (.) husband (0.6) the man is not THE WOMAN's
117 husband (0.4) BUT (0.3) HE: (0.4) sleeps (0.3) o:n the
118 woman's ↑shoulde:r (0.2) this looks unusual •hh >WHAT
119 ABOUT your own idea<
120 S4: u:m
121 (1.0)
122 S4: \$a rai [dee]\$
123 T: [yak] ner (.) a rai kor mai roo ((inaudible))
124 S6: h(hh)hh huhu ((laughing))
125 (1.0)
126 T: because I'm <following> (0.2) I'm following what they
127 ↑wa:nt us to do (0.2) see? (0.2) >work in grou↑:ps<
128 (.) look at these situations (.) and SA↑:Y (0.2) <what

129 might be unusual> (0.2) right? (0.3) this is what (0.2)
130 I'm doing (0.2) I'm doing what the book (0.2) wants us
131 to do:
132 (1.3)
133 S4: she (.) was reading but she closes her eye
134 (0.5)
135 T: o↑kay ↑see (0.4) see↑:: (0.2) <this is cre↑ative>
136 (0.6) <it looks like that> the woman is reading (0.5)
137 but (1.0) her eyes are closed hh(hh)h how come (0.2)
138 a person (0.2) reading (.) with (0.2) eyes closed
139 (0.6) this is (0.8) creative (0.4) he has used his
140 imagination (0.4) what about (1.3) ((S7's name)) (0.2)
141 what (0.2) she is kind of=
142 S7: =((laugh))
143 (0.4)
144 T: sh:ock (0.2) [okay what's wrong] with the: •hh o↑kay
145 sss: [(laugh)]
146 T: ↑maybe I should move to the se:cond (0.2) photo now
147 because maybe you (0.5) you don't have anything you
148 can say abou:t the first photo anymore •hh ((S7's name))
149 what about second photo↑::
150 (0.2)
151 what's wrong with a:h (0.2) this (0.3) photo
152 (1.4)
153 S7: [a rai a] ((talking to her friend))
154 T: [hhh] do you remebe↑:r I just to↑:ld that you can
155 say anythi↑:ng (0.2) I will not say that your answer
156 is not correct=I won't say that
157 (0.4)
158 T: <WHAT see:ms to be unusual> in the second photo
159 (1.7)
160 T: what seems to be usual
161 S7: the (.) the woman in violet
162 (1.2)
163 T: the woma:n=
164 S7: =i:n (.) violet shi:rt (her-) (0.3) he ↑don't (.)
165 she don't kno:w w- (.) WHERE is (0.2) the line
166 (0.7)
167 T: can you say that again?
168 (0.4)
169 T: I mean because I couldn't hear you very (0.3)
170 clearly
171 S7: she don't know (0.3) where is the line
172 T: which one
173 (.)
174 T: which (.) which one which lady
175 S7: (0.5) the (0.2) woman in violet
176 T: the (.) the woman i:↑:n=
177 S7: =violet shirt=
178 T: =violet (0.2) <the woman in violet shi:rt> (0.2)
179 <doesn't> (0.2) <kn0::w] where the line is> (.)
180 S7: [doesn't know]

181 T: <where (.) the queue (.) is> (0.2) what ab↑out you
182 (0.4) what do you thi↑:nk
183 (0.4)
184 T: you a↑:re (1.0) you are ((S8's name)) right?
185 (0.2)
186 T: okay (0.2) >what do you think ((S8's name))<=the
187 second photo (.) what is wrong
188 (0.2)
189 T: <what looks unusual>
190 S8: (0.5) the the last woman (.) in in line=
191 T: =the last woman=
192 S8: =°in line° (0.4) he is (.) she- she sa:y eiy (0.2)
193 she: (0.2) look (2.0) <the woman> (2.0) er s- is
194 (.) >stay out (°of the line is°)
195 (1.0)
196 S8: [e::r]
197 T: [does she look] happy:?
198 S8: no=
199 T: =no (.) she's upset=
200 S8: =um
201 T: she is angry
202 S8: yes she angry=
203 T: =she is angry becau:se (0.3) e:r the woma↑:n (.)
204 look (.) she look like this (2.0) ((imitating nonverbal
205 behaviour of the woman in the second photo)) look
206 like this ((S9's name))
207 (0.5)
208 S4: look down
209 (0.4)
210 T: <look to::> (.) a:h the- (0.4) the woman on the left
211 (.) look at her fee↑::t (0.2) looks like (0.2) <how
212 come> (.) this woman (0.2) doesn't (.) <joi↑:n the
213 queue> (0.4) there is a queue (1.2) there is a qu↑eu::e
214 (.) oka↑:y (0.2) people are waiting to buy something
215 >there is a queue<•hh you just arri↑::ve (0.2) you
216 you need to joi↑:n the queue (0.3) oka↑:y stay next
217 to the last person to joi:n the queue •hh but (0.2)
218 <it looks li:ke> (.) someone (0.2) is (.) <cutting
219 the line> (0.4) cutting the line o↑:r <jump the
220 the queue> (0.3) <jump the queue> not to joi↑:n the
221 queue (0.2) oka↑:y (.) what else (0.2) e::r (1.0)
222 ↑see (.) let me give you some (0.3) some silly some
223 stupid so::me (.) so:me *tingtong* (.) e::r (1.2)
224 opinion=IT LOOKS LI:KE >it is sunday< (0.2) and no::
225 st↑aff but how come a lot of people (.) are here
226 (0.2) h(hh)hh *punya on mai hu* ((laugh))
227 (1.5)
228 T: *kru mua khong kru pai ruey puey* (.) >proa I just
229 to↑:ld you that you can< (0.2) you can you come
230 up with a:nythi:ng •hh >because I cannot see< the
231 staff insi↑:de (0.2) ↑so: (.) why they are so
232 many people

233 (0.7)
 234 T: >kru roo tua tee kru pood pai yu< mun tingtong mak
 235 laey (.) tae tueng bok wa er (.) pood ma her
 236 (0.5)
 237 T: just ↑sa:y something (0.3) oka↑:y ↑so (0.2)
 238 ((S9's name)) (.) <what's wrong with the thi:rd
 239 photo> (.) the third one
 240 (1.0)
 241 T: the third one
 242 (2.2)
 243 S10: (\$wrong nae laey\$)
 244 T: what seems to be unusual
 245 (2.0)
 246 S9: the man i:n (0.2) yellow=
 247 T: =>the man in yellow<
 248 (1.0)
 249 S9: da:nce sorry sorry
 250 sss: ((laugh))
 251 T: \$the man in yellow?\$ (.) \$what\$
 252 sss: ((gig[gle]))
 253 S9: [°dancing sorry sorry°]
 254 T: \$the man in yellow?\$
 255 S9: da:nce sorry sorry
 256 S11: song
 257 T: o↑:h the ma::n (.) <in yel↑low is> (0.2) <da:ncing
 258 sorry sorry> [(0.2) so↑::ng (.)] <and this is
 259 sss: [((laugh))]
 260 T: o:n the trai↑:n> (0.2) <it is strange> (0.2) who
 261 sings sorry sorry ((S12's name)) you have any
 262 idea=[I have no idea who sings] (0.3) sorry=
 263 sss: [super junior] ((a Korean girl group))
 264 S8: =er super junior=
 265 T: super junior?
 266 (0.8)
 267 T: wow
 268 (0.5)
 269 T: WHAT (.) <what about you> (.) the same photo for
 270 you ((S13's name)) (0.2) what do you ↑think (.)
 271 is un↑usual (0.4) with this photo
 272 (10.0)
 273 S13: the woman in pink ma:y (0.2) help (.) help ((inaudible))
 274 (0.2) the man in yellow (0.2) say thank you
 275 T: oka↑:y (0.5) <what ((S13's name)) says is that> (.)
 276 <↑maybe> (0.3) e::r (.) <the old lady:> (0.3) ri↑:ght
 277 (0.2)
 278 T: <in pi↑:nk> (0.4) just ↑helped (0.4) the man in yellow
 279 (0.4) just help (.) the man in yel↑low (1.0) >we have
 280 no idea:< (0.2) what kind of help she gave to the
 281 ma↑:n (0.2) >but she just help him< (0.2) and then
 282 the man said (.)thank you (1.0) ((S14's name)) >what
 283 about you< the the next one (0.2) the next photo
 284 (0.2) number fou:r

285 (2.0)

286 T: <what looks unusual WHAT MAY look> unusual [to you]

287 S14: [(\$°ai nia ha°\$)]

288 S14: (0.4) he is a (.) black guy and [(0.6) ((laugh)) and he]

289 S15: [bl[a(hh)ck guy ((laugh))]]

290 S4: [((laugh)) \$black guy\$]

291 S14: shouldn't (0.3) go to the white church

292 (0.5)

293 T: o↑kay maybe: (0.2) this chu↑:rch (.) is fo:r (.)

294 white people

295 (0.3)

296 T: ↑only (0.3) and (0.2) <it looks li:ke> (0.3) u::m

297 (0.3) this chu↑:rch is for white people only (0.2)

298 bu:t (0.3) so the person (0.2) in the fro:nt (.)

299 is bla↑:ck (0.3) so (0.8) he should not be there↑:

300 (.) in the church=I'm not sure if it's a he: or it's

301 a she:

302 (0.5)

303 S14: I think it's he=

304 T: =[>you think it's a-<] it's a man [right?]

305 S14 [because] [wai] (er)

306 (0.3)

307 T: [short hair]

308 S14: [short hair]

309 T: (0.8) e::r (.) >↑oh my god I< (.) I think this (.)

310 exercise is (1.3) boring hhh but anyway we have to-

311 to: to continue (0.2) just one person for one photo

312 ((S16's name)) the next one number fi↑:ve (.) what

313 seem to be wrong (0.2) er for number fi↑:ve=↑maybe

314 number six is the easiest one (0.2) okay (.)

315 ((S16's name)) number fi:ve what's wrong with it

316 S16: um: h(hh)hh (1.0) ((inaudible, talking to her friends))

317 I think=

318 T: =look (0.3) just two me:n (0.8) a:nd >there is

319 nothing else< (.) it's very difficult for us to:

320 (0.2) <to [[un]]aly↑:se ((analyse)) ri:ght> (.)

321 <to [[un]]aly:se and (.) come up with (.)

322 something creative> [(.) okay let's listen] to

323 S16: [((laugh))]

324 T: ((S16's name)) I think she has something interesting=

325 S16: =\$an (0.2) I think (0.2) they are (.) gay couple\$

326 sss: ((laugh))

327 S16: [a:nd (0.2)] the man (0.3) who wea:r um [(0.6)]

328 T: [((laugh))]

329 S17: [wearing]

330 S16: wearing a:h (0.2) brown shirt=

331 T: =yes=

332 S16: =is cheating on (0.3) [((laugh))] ch(hh)eat

333 S17: [che(hh)ating]

334 S16: \$on the man\$

335 S17: ((inaudible, talking to S16))

336 S16: ↑ha

337 S17: ((inaudible, talking to S16))
338 S16: *mai* (.) <cheat o[:(hh)n]>
339 S17: [o↑:rh] [cheat on]
340 T: [okay (.)]
341 S16: [cheat on]
342 T: [>do you have any<] idea?< what does ↑cheat on
343 mean=>okay so< (.) ↑two of them (0.2) are couple
344 (0.2) ri:ght? •hh and the↑:n (0.2) one man (0.2)
345 you mean (.) the taller one or the shorter one?
346 (0.3)
347 S16: \$cheat on\$ (.)=
348 T: =no the taller one right?
349 (.)
350 T: the taller one (0.2) is cheating (.) <on the
351 smaller one>•hh I mean (.) listen (0.2) in case
352 you want to: (.) to say something else (.) two
353 couple↑:s a:h (.) >I mean< two ↑people (0.2)
354 are couple
355 (0.2)
356 T: ri:ght? (.) <and the ta↑:ll man> (0.2) <is ↑chea:ting
357 o↑:n (.) e:r (.) the short one> (0.2) that mea:ns
358 the tall man- ↑when you say (0.2) <ei: (.) cheats
359 on be (.) that means ei: doesn't love be> (0.2)
360 anymore (.) or maybe <ei: has a secret (.) lover>
361 (.) so maybe (.) you need to have (.) cee (.) ↑too
362 (.) >but okay (.) so< let me: let me repeat (0.7)
363 the tall man? (0.2) >I mean< (0.2) a:h hug (.)
364 the: the shorter o↑:ne (0.2) but (.) you think
365 that (.) actually it looks li:ke (.) he: (.)
366 <loves the short guy but actually ↑he: has another
367 secret lover> (.) is that right?=>because the ta↑:ll
368 is (.) chea↑:ting <on the (.) shorter one> (0.4)
369 oka↑:y •hh if ei:: (0.2) but you say that ei: and
370 be are couple (0.2) <but you still say that (.) ei:
371 cheats on> (0.2) be (0.2) oka↑:y (0.8) <hus↑band
372 (.) and wife> (0.3) he (0.2) <hugs his wife> (0.2)
373 they are a couple (.) <but he (0.2) is cheating on
374 h↑er> (.) because actually at night (.) he goes to
375 her house [(0.2) and see:] (0.2) her •hh but
376 S3: [((laugh))]
377 T: >I mean< (.) <he (0.2) still (0.2) hugs her> in
378 the photo (0.2) they are couple (.) but (0.2)
379 actually (0.2) he is cheating (.) on her (0.2)
380 I mean <acco↑:rding to> (0.2) <your answer> (.) <it
381 means> (0.3) this (0.4) o↑kay •hh but to be preci↑:se
382 (0.5) they are gay couple (.) because •hh e-
383 according to the ↑photo (0.2) he is TALLE↑:R (0.2)
384 he (.) hugs (0.4) h:im (.) but actual↑ly: he i:s
385 (0.2) cheating o↑:n (.) him (.) because ↑he (.)
386 likes (.) >somebody else::< (0.5) maybe (0.2)
387 o↑kay •hh the last one (.) plea:se (0.2) e::r
388 (.) ((S18's name)) (.) what about the ↑la:st one

389 (0.2) number six=
390 S18: =e:r (0.3) the wo- the woman in red shirt=
391 T: =the woma↑:n (.) in pink
392 S18 pink (.) [pink shirt]
393 T: [in pink] (.) shi↑:rt=
394 S18: =come to: e:r (.) a woman (0.2) black shirt [house]
395 T: [oka↓:y]
396 T: visits (.) comes is oka↓:y >I just< (.)
397 when >I mean< he says comes it's correct (.) but
398 I just wa↓:nt to (.) give the students more
399 vocabulary: use ↑new words oka↑:y (.) so you
400 can (0.2) >you can< (.) you can choose a:h (0.3)
401 NEW words next time (.) so you can learn ↑more
402 words so ↑she comes to: (.) e:r (0.4) <the woma↑:n
403 (.) in black's house> she comes to her house and
404 then what is wro↓:ng
405 S18: er (0.2) ↑then the (0.2) the (0.3) woman in (.)
406 the black shirt=
407 T: =ye:s okay [>CAN you ↑just<] (0.2) >can you just<
408 S18: [((inaudible))]
409 T: (0.2) e::r (0.3) >↑GIVE her a name< (0.2) the
410 woman in- >on the left<
411 S18: er yum(hh)i=
412 T: =yumi (.) >oh my god<•hh I mean I a↑:sk him (.)
413 <I ask him> can you giv- (.) give her the ↑na:me
414 I myself (.) I mean (0.2) e:r (0.2) I myself (.)
415 I was ta↑:lking to myself inside (.) yuko yuko
416 and he said yumi (0.2) wow
417 sss: ((la[ugh]))
418 T: [this is] so: (0.2) e:r amazing (0.2) oka↓:y
419 T: u:m so (.) her name is yu- yumi↑: and then what
420 abou:t (.) the ↑person on the ri↑:ght
421 S18: a- er (0.3) anna=
422 T: =anna↓: [>okay (.) so<] (0.2) anna: (.) comes to:
423 S18: [((°laugh°))]
424 S18: yumi house=
425 T: =yumi's:: house [(0.3)] anna comes to yumi's
426 S18: [°yumi's°]
427 T: house and THE:N
428 S18: (0.5) and ↑then (.) yumi s- ↑say to anna (.) to:
429 (1.4) make her eiy- (3.5) say to he:r (.) that her
430 (.) should (0.2) take off the shoe=
431 T: =oka↓:y (.) so (0.3) yumi (0.6) tells anna: (.) to
432 take o↑:ff (0.2) her shoes (.) <because it looks
433 li:ke anna↑:: (0.2) is about (.) to (.) step (0.2)
434 in> (0.3) with her shoes (.) but then (0.2) yumi say
435 STOP (0.3) take off your shoes (.) now (0.2) o↑kay (.)
436 >okay< that's the end of this (1.0) exercise (.) page
437 >twenty three< please (0.5)

Extract 7: If you were Raoul

(C-02: closing_LH4-506W6@7.16-15.32)

1 T: ↑ok (0.3) so (0.1) >what do you think about the situation<
2 (0.1) o↑ka:y (0.4) Raoul's sitting in the pa↑:rk (0.2) park
3 bench (.) look at the pic↑ture (0.2) he's just sitting in
4 the park ben--he is a guy with (.) yello::w (1.0) shirt (0.3)
5 t-shirt(0.5) \$•hhh\$ (1.0) a::nd te:r (0.5) and the:n (2.4) okay
6 (0.2) when peo:ple: (.) o↑kay (0.2) when people sit in the (0.5)
7 park bench o↑ka:y (0.2) u:::m and enjoying the view (0.1) o↑ka:y
8 (0.1) a:nd (.) you know like (.) bird singing: nice wea↑the:r
9 (0.1) and then there's a: another gentleman >with the book
10 in his ↑ha:nd< (0.4) he just- (0.3) came to sit (.) next (0.4)
11 to: (.) Raoul without saying a word (1.8) what would you
12 feel: (0.7) what (.) do you feel (0.1) if (0.3) you were (.)
13 raoul (0.1) you were sitting in the (.) park be:nch (0.2)
14 enjoying nice wea↑the:r then s- a ma:n (0.2) ↑came (0.5)
15 and sit down next to you on the same bench (0.2) without
16 ↑saying anything (0.1) and he just (0.2) start reading
17 (1.5)
18 T: what's your reaction
19 (0.7)
20 T: >what do you think<
21 (1.0)
22 T: >((student's name)) what do you think<
23 S1: (7.0)
24 T: how would you feel?
25 S1: (1.2)
26 T: if you were sitting in a park bench (0.2) and a man
27 just come and sit (0.3) next to you without saying a ↑word
28 S1: (3.5)
29 T: you don't feel anything
30 S1: (0.4)
31 T: do you feel embarrass? (0.1) raoul feel embarrass
32 S1: (1.2)
33 T: you don't?
34 S1: (0.5)
35 T: you don't mind?
36 S1: (1.7)
37 T: <would ↑you expect that person> to ↑say something?
38 S1: (1.8)
39 T: no:?
40 S1: (0.6)
41 T: o↑ka::y (0.3) ((student's name)) (0.2) how would you feel?
42 S2: (0.7) I would feel nothing (0.2) fo:r=
43 T: =nothing
44 (0.7)
45 S2: because (.) these are (.) public park if the men ('s free
46 to sits (0.1) in the same bench so they don't need to speak
47 with people just sit there)
48 T: ↑oh (.) so you don't mind

49 S2: yes
 50 T: but (0.3) don't you expect him to like- (0.3) to ↑sa:y
 51 some↑thing like good mor↑ning or gree↑ting: [o:r]
 52 S2: [o:r]
 53 S2: em (0.6) I expect him to say like excuse me (is (.) the::re)
 54 is:: anybody sit here
 55 T: [o::rh]
 56 S2: [°or something like that°]
 57 S2: and (if it's no: you can sit here) [(.) ((inaudible))]
 58 T: [•hh I see::]
 59 T: but you expect him to ↑sa:y something right?
 60 S2: (1.0)
 61 T: or no:t
 62 S2: jus:t (0.2) just to:: (0.8) just (0.7) like (0.4) ((laugh))
 63 S3: (inviting)
 64 (0.7)
 65 S2: yes (so I would \$like\$) ((laugh))]
 66 T: [((laugh))]
 67 S2: \$I don't know what to say\$
 68 T: ((laugh)) (0.3) so u:m (0.2) no (0.3) my question is (0.2)
 69 do- (0.2) so does it mean that you expect him to at least s-
 70 say (0.7) >can I sit here?<
 71 S2: [(er)]
 72 T: [so]
 73 T: expect him to ↑sa:y something right
 74 S2: (1.5)
 75 T: so (0.3) the fact is (0.1) he doesn't say a word (0.3)
 76 he just come and sit
 77 (1.0)
 78 S2: but he: nodded (0.2) and smiled
 79 T: ahha (0.3) so that's [enough]
 80 S2: [>maybe] that's:<
 81 S2: is to: t- (0.4) (>tell raoul is that<) (0.2) he want
 82 to sit there
 83 T: o:rh >so you think that that's enough<
 84 S2: yes yes
 85 (0.6)
 86 T: ↑um↓:
 87 (1.5)
 88 T: ((student's name)) (0.2) >what do you think?<
 89 S4: (2.0)
 90 T: >how would you feel<
 91 S4: (0.4)
 92 T: do you think it's o↑ka:y (.) if someone just (.) you know
 93 (0.3) not say a ↑wo:rd (.) nod (.) smile (0.1) sit next to
 94 ↑you: (0.1) in the same park ↑bench
 95 S4: it's ok if it's not too close
 96 T: •hh it's ok if it's not too ↑clo:se now \$we're talking\$ (.)
 97 \$about\$ (.) \$personal space\$
 98 sss: [((laugh))]
 99 T: [((laugh))]
 100 (1.0)

101 T: but (.) do ↑you expect people to say: something to you?
102 S4: (1.6) (°yea°) (0.1) (°for good manner he er°) (.) he should
103 say something but (0.1) if (.) he didn't say (0.4) it's okay=
104 T: =it's okay (0.2) so (0.1) if he's like (.) good manner (0.3)
105 so you think that it's a good manner to ↑sa:y something?
106 S4: (0.4)
107 T: okay (0.2) um↑hu (0.4) ((student's name)) >what do you think<
108 S5: (4.0)
109 T: >•hhh ↑oh just came< ((student's name))
110 S5: (0.2)
111 T: o↑k (0.2) ((student's name)) >what you think<
112 S5: it's: (0.3) ok
113 T: >you think it's ok?<
114 S5: (0.3)
115 T: you just sit (0.2) in a park bench=
116 S5: =maybe: (0.3) he don't kno:w (0.2) I am (.) watching him
117 (0.2) (°it's okay°)
118 T: do ↑you expect him to ↑sa:y something before sitting down?
119 S5: no (.) (not to)
120 T: ↑no: (0.1) ↑okay so- (0.3) it's o↑k: he just (.) came and sit
121 next to you without saying a word?
122 S5: \$•hhh\$
123 T: ↑orh: ↑o↑ka:y (1.3) ((student's name)) (0.3) what do you think
124 S6: (3.0) °I think it's ok°
125 (0.6)
126 T: do you think he's rude?
127 S6: (1.5) rude [°plae wa arai wa°]
128 T: [do you think he's]
129 T: impolite?
130 sss: ((l[ugh]))]
131 S6: [((l[ugh]))]]
132 T: [((laugh))]
133 T: if he just (.) come and sit next to you (.) do you think
134 he's rude (.) or impolite?
135 S6: (0.8) (°impolite°)=
136 T: =stranger (0.3) sitting (0.2) next to you without saying
137 a word
138 S6: (0.7)
139 T: is it oka:y?=
140 S6: =yes
141 T: it's okay
142 (1.0)
143 S6: yes
144 sss: ((l[ugh]))]
145 T: [\$↑o↑kay\$]
146 T: ((student's name)) (.) what do you think
147 S7: (0.6)
148 T: >do you think it's okay?< (0.2) a stranger comes and sit
149 next to you without saying=a↑wo:rd
150 S7: (0.5)
151 T: do you think that it's (.) impolite
152 S7: (0.8) a little bit (0.1) but he nod (.) and smile so:

153 (.) he seem to be friendly
154 T: ↑o↑kay so he no:dded (.) he smiled so he seems to friendly?
155 S7: yeah=
156 T: =is o↑kay for you?
157 S7: (ok) it's (.) okay this is er (0.1) public pla:ce (0.5)
158 whatever he do
159 T: >it's a public< (.) place (0.2) ((student's name)) do you
160 agree?
161 S8: (0.3)
162 T: it's ok? (.) it's (.) a public ↑pla:ce
163 S8: (1.0) [(°<I think>°)]
164 T: [do you think]
165 T: it's rude?
166 S8: ↑no it is not (.) rude at all
167 (0.3)
168 S8: because he's (0.3) >just like ((student's name)) said< he (.)
169 nod (.) des (0.1) then he smile (0.1) that said (0.1) I'm
170 gonna sit ↑here=
171 T: =\$uh↑k\$ ((laugh))
172 S8: like that's (.) and he (0.3) >reading a book<
173 T: [ue↑hu]
174 S8: [so:]
175 S8: (0.1) maybe (.) >we should not interrupt< (0.4)
176 [maybe should jus: (.) smile back]
177 T: [•hh •hhh=↑o::h]
178 S8: (and um)
179 (0.5)
180 T: so (.) you think it's (.) perfectly o↑kay (.) don't expect him
181 to say (0.2) something to ↑you (0.2) before sitting down
182 (0.4)
183 T: [it's: (0.3) ↑okay]
184 S8: [yes: (.) but (.) not]
185 S8: too close (.) the other side
186 T: >as long as (.) it not too close:< (0.1) okay ((student's name))
187 (0.1) >what do you think<
188 S9: \$I agree with ((student's name))\$ (.) \$if he sit\$ (0.3)
189 \$not too close\$ (.) \$I think\$ (.) \$it's okay if he not say
190 anything\$=
191 T: =↑okay (0.1) >so you think that it's okay<
192 S9: (0.1)
193 T: as long as he (0.2) doesn't sit too close to you
194 S9: yes
195 T: >↑okay< (0.2) >so it seems like most of you think that it's=o↑:kay<
196 (0.4) that (0.1) he just no::dt (0.2) and smiled and sit ok
197 (.) but (0.1) raoul (.) raoul thinks that (0.2) english people
198 always very cold and distant (0.7) so that's what raoul think
199 (0.2) he ↑thinks that english people (0.2) because (.) he's
200 doing this (0.1) >he thinks that it's rather cold and distant
201 (0.7) ((student's name)) do you agree?
202 S10: (1.3)
203 T: do you think that (0.2) english peo↑ple (0.2) (are) (0.1)
204 always very cold and distant?

205 S10: (1.5) u:m (0.8) ↑maybe: it's: more like (0.2) in that way
 206 (0.2) (°he was (.) was°) (0.2) jus: (0.1) (>well<) (1.0)
 207 >I think they's (.) they's just use< (.) gesture more than
 208 (0.2) word
 209 T: (0.5) ↑u:m
 210 S10: they u:se (0.1) the gesture to: (0.2) to conve:y (0.1)
 211 >what they want to sa:y< but (.) >they's just not say
 212 a word< (0.1) (or)=
 213 T: =doesn't mean that they are ↑co:ld and distant?
 214 S10: maybe it's: (.) no:t (.) >°i'm not sure°< (0.6)
 215 >I think it's:< (0.1) it's another way to communicate
 216 (0.2) right
 217 T: >so it's okay<
 218 S10: it's okay but for raoul maybe: he's (.) >he's come from
 219 where's he's:< (0.2) like he's talk more than he uses (.)
 220 gestures so
 221 (1.0)
 222 S10: it's like difference in: (0.1) cultures
 223 T: ((student's name)) do you agree?
 224 S3: (1.0)
 225 T: do you think that (.) english people cold and distant?
 226 S3: er: (1.0) >°I don't know°< I: never been to england
 227 T: \$I ↑kno:w (.) [°but°\$ ((laugh))]
 228 sss: [((laugh))]
 229 S1: but you watch (0.1) football
 230 T: \$umhuhue:\$
 231 sss: ((laugh))
 232 T: [but (.) okay]
 233 S3: [but I watch football]
 234 T: (0.3) let me- (0.2) ask you this (.) >if you were
 235 raoul< (.) would you think the same
 236 S3: (1.0) no (0.1) (no at all)
 237 (0.4)
 238 S3: because (0.2) here in thaila:nd the:y (.) sit (0.1) together
 239 sss: ((laugh))]
 240 T: [((laugh))]=
 241 S3: =when I was on the *bts* some people (0.1) sit [next to me]
 242 sss: [((laugh))]
 243 sss: ((laugh))
 244 (0.6)
 245 T: >so it's okay?<
 246 S3: yes (0.1) okay
 247 T: so it's normal (0.2) practice
 248 S3: yes
 249 T: o↑ka:y (0.1) ↑o:kay (.) good
 250 S9: maybe: (0.2) he: (.) didn't want to interrupt er (.) raoul
 251 T: ↑o:~h ↑o:kay (0.2) maybe he's polite (0.2) ((student's name))
 252 said maybe he's polite (.) he doesn't want to interrupt raoul
 253 (.) o↑kay (.) he's reading (0.2) ↑OKA:Y (0.2) GOO:D (0.2) NOW
 254 (.) LET's: (0.2) take a look at situation (.) two:

Extract 9: Age when you start dating

(C-C: closing_LH4-605W2@10.00-15.40)

1 T: alright? (.) e:r (0.2) part four on page seventeen
2 (1.0) you have six headings (0.3) arranged marriages
3 (.) what do you understand (.) arranged (0.2) marriages
4 (2.3)
5 T: are you happy with tha:t?
6 (0.4)
7 sss: no[:]
8 T: [if that happened] (.) to you
9 sss: no:=
10 T: =no:? okay most of us say no: (0.5) so what does this
11 mean (.) arranged marriages
12 (1.2)
13 S1: some parents fi:nd=
14 sss: =(inaud[ible, talking at the same time))]
15 T: [okay (0.2) right] so someone
16 T: or maybe your parents (0.3) find (.) mister or
17 miss ri↑:ght for you (0.2) right? so it's kind of
18 set up (0.4) alright? and maybe you don't (.) want
19 it (0.3) bee boy places you go↑: to (0.3) >right
20 when we talk about< dating (0.3) right (.) we have
21 to think about the places we can go out (.) with
22 someone special (0.3) like (0.2) what place
23 S2: the sea
24 T: (0.5) sorry?
25 S2: the sea
26 T: the sea↑: oka:y alright the sea (0.2) a↑ha
27 S3: (2.0)
28 T: example please
29 S3: hh(hh)h
30 S3: (2.0)
31 T: the place you can go out with someone special
32 S3: (1.3) theatre
33 T: theatre (.) aha↑:: (0.6) what about you:?
34 S4: (1.0) sightseeing
35 T: sightseeing somewhere (0.3) okay
36 (1.0)
37 S5: e::r (.) restaurant
38 T: restaurant (.) o↑kay you love eating (.) with
39 someone special right? (.) >what about< you:?=
40 S6: =mountain
41 T: mountain [(0.3) okay] (0.6) to have something
42 S6: [((laugh))]
43 T: adventures (.) right? (.) okay (.) mountain
44 (.) the sea theatre restaurant (0.8) >what about<
45 theme park?
46 S7: [yes (0.2) ((la[ugh]))]
47 S8: [°no° (0.3) ((laugh))]
48 T: [\$okay (.) I think you can say yes]

49 T: okay theme pa↑rk maybe it's fun (0.2) it's fun to
50 scream together (0.2) to laugh (.) to smile together
51 alright? so (0.2) <what abou↑:t the ti↑:me> to be back
52 home
53 (1.2)
54 T: the ti:me to be back home
55 sss: ((talking among their friends))
56 (4.0)
57 T: [like what time]
58 sss: [((talking among their friends))]
59 S9: (2.0) [°nine pee em°] (.) nine pee em
60 S10: [next morning]=
61 sss: =((la[ugh]) ((continuing talking among their friends))]
62 T: [(1.3) sh- she said (.) nine (.) pee em (0.4)]
63 T: [nine pee em]
64 S10: [oiy op- (.)] (maybe next evening)
65 T: ha?
66 sss: ((laugh))
67 T: okay the next day [(0.2) right? (0.2)] in the evening
68 S10: [((laugh))]
69 sss: ((la[ugh]))
70 T: [\$alright?\$] (0.4) maybe] (.) maybe it's okay
71 T: because you may go to the sea:=
72 S10: =ye[:s]
73 sss: [e↑:][:r]
74 T: [alright?][[(0.2) aha↑:]
75 Sx: [u::m]
76 sss: ((laugh))
77 T: ↑maybe it's one day (0.2) dating experience (.)
78 nine pee em is it too ea↑:rly or too late for you
79 [to go back home (0.2) too ea:rly] (.) too early
80 S11: [too early ((laugh))]
81 T: so what time
82 S11: before midnight
83 T: before midnight (.) okay like (.) eleven (.)
84 fifty-ni:ne
85 S11: ((l[ough]))=
86 sss: [((la[ugh]))]
87 T: =\$before midnight\$ (0.2) what about you ((S12's name))
88 S12: (1.0)
89 T: the time (.) to go back home (0.2) midnight?
90 (0.3)
91 T: is it o[kay?]
92 S12: [before] ten o'clock=
93 T: =before ten (0.2) before ten what about you:?
94 S13: before s- two o'clock
95 T: befo:re?
96 S13: two o'clock
97 T: before two:?
98 (0.2)
99 T: you mean two in the afternoon?
100 (0.4)

101 T: like you have [lunch and then you go back home]=
102 S13: [h(hh)hh ((laugh))]
103 S12: =tee song
104 sss: ((laugh))
105 T: two o'clock in the morning?
106 S13: (0.5) n(hh)o
107 T: n(hh)o okay (0.3) okay what time
108 S13: song toom (.) kh(hh)a
109 T: [eight (0.3)] [eight pee em (.) alright (0.2) okay]
110 Sx: [o↑::rh]
111 sss: [((laugh))]
112 T: aha (0.4) alright (0.3) so sometimes we got confused
113 between the number we see and the way we (.) >you
114 know?< (0.2) talk about the time (0.2) alright? so
115 that's the time to be back home (0.3) <what about
117 the a:ge when you look for (.) a serious partner>
118 (0.4) not about boyfriend or girlfriend but serious
119 partner (0.3) fart- (.) partner for your (0.2) life
120 (1.0)
121 T: to sta↑:rt looking
122 (1.0)
123 T: so whe:n when
124 (0.5)
125 T: last time you ↑told me (.) we should get married
126 (.) like when we are thirty? (0.2) something (0.2)
127 but when to sta↑:rt (.) looking for someone
128 S14: twenty five
129 T: twenty fi↑:ve okay and (.) maybe we have five t-
130 (.) years to think about that (0.3) what about
131 you:?
132 (0.4)
133 T: when to sta↑:rt
134 sss: ((laugh[h))]
135 S8: [krai a]
136 S15: twenty seven
137 T: <twenty seven> (0.3) twenty seven (0.5) right?
138 come on in
139 (3.5)
140 T: she doesn't care what we talking about because she
141 will be: (0.4) single right? she- she told us right?
142 sss: ((laugh))
143 (2.0)
144 T: okay so you understand the concept (0.2) choice e:
145 (.) <parental approval>
146 (1.0)
147 T: do you need tha:t?
148 (0.5)
149 S14: yes
150 S2: yes
151 S7: yes
152 T: ye↑:s (0.2) okay still you want to listen for their
153 comments right? (0.2) u:m (0.3) at the age when you

154 start (0.2) dating
155 (1.3)
156 T: start dating
157 (0.5)
158 S10: fifteen
159 S2: ((laugh))
160 (0.5)
161 T: when sorry?
162 S10: about fif (.) teen=
163 T: =fifteen (.) [right] (0.3) fifteen (.) okay st↑a:rt
164 SS: [inaudible]
165 dating (.) a:nd (0.3) twenty fi↑:ve start looking
166 fo:r (.) [a serious partner] (0.2) so you have=
167 sss: [a serious °partner°]
168 S2: =ten
169 T: t[en yea:rs] (.) to play arou↑:nd
170 S2: [ten years]
171 sss: ((lau[gh]))
172 T: [wow (.)] oka:y (.) to have poppy love many times
(0.2) oka↑:y so:: (.)u:m (.) ↑we have (.) choices a to f
173 and these are the topics right? so can you please read
174 the comments from ben (0.2) and match them with the topic
175 we ha↑:ve (0.3)

Extract 10: Who does the housework?

(A1: closing_LH4-506W2@5.30-11.11)

1 T: who does the housework (.) who does your housework
2 sss: (1.8)
3 T who does your housework
4 sss: (1.0)
5 T: mom?
6 sss: (1.5)
7 T: <who (0.1) does (0.2) the housework (0.1) yourself>
8 sss: (0.8)
8 T: not mo:m? (0.1) but you (0.1) who
9 sss: (2.4)
10 T: hmm o↑ka::y (0.2) ↑so (0.8) so what does your mom do (.) if
11 you do the housewo:rk? (0.5) what does she do
12 S1: (she's the one who) went to work
13 T: oh (.) she's (.) going to work? (0.2) o↑ka:y=
14 S1: =(and if I do the housework my dad will help me)
15 T: (0.3) •hh (.) y- your [da:d helps you?]
16 sss: [((laugh))]
17 S1: mai chai ha ((inaudible))
18 T: o↑kay so your dad helps you do the housework?
19 S1: (1.0) e::r he invents some accessories (they aren't like)
20 daily routine so [((inaudible))]
21 T: [↑o:::r so sh- (0.2)]
22 T: he has more time=

23 S1: =yes
 24 T: (0.7) nice: oka::y (.) how about you? (0.4) you do your
 25 housework (.) how about your (.) mom?
 26 S2: (1.2) just ((laugh)) (0.5) u::m sometimes she helps us
 27 but (0.3) mostly me (my twin and) sister do the housework
 28 T: (0.3) oh nice (0.2) what does [she do]
 29 S2: [°because° three]
 30 S2: girls in the house
 31 T: [okay]
 32 S2: [she]
 33 S2: says (0.8) you (0.3) are girl (0.4) so (.) you have to do
 34 (0.2) [the house]work
 35 T: [\$okay\$]
 36 T: does she cook?
 37 S2: (1.0) n::op
 38 T: (0.2) no? (.) you'll do the (0.1) cooking?
 39 S2: my twin did it (0.3) [very well]
 40 T: [↑a::h]
 41 T: o↓ka::y (0.3) [so]
 42 S2: [I'm not]
 43 S2: very well at cooking ((laugh))=
 44 T: \$o↑ka::y\$ how about your dad? (0.3) [does he]
 45 S2: [um]
 46 T: help
 47 S2: (0.7) no
 48 T: no? (0.3) so mom and dad just (0.3) work and s- come home
 49 and sit (0.2) and wait for you [to]
 50 S2: [my]
 51 S2: mom (0.3) don't work (.) she just went to fitness centre
 52 ((laugh))
 53 T: •hhh ((l[laugh]))
 54 S2: [yah (0.8) yah]
 55 T: what a life (0.2) okay she doesn't have to wo::rk a::nd she
 56 goes to fitness centre?=
 57 S2: =(when) come back and [took care]
 58 T: [come back]
 59 S2: of us
 60 T: okay [um]
 61 S2: [but]
 62 S2: (0.2) houseworking me (0.3) do it by ourselves
 63 T: (0.3) nice: ha:h (0.3) oka:y (0.2) perfect situation okay?
 64 [(0.3) mom can enjoy]
 65 sss: [((laugh))]
 66 T: [herself]
 67 S2: [she says]
 68 S2: (0.3) she is (0.2) already old and you a:re (0.3) already
 69 (0.2) um (0.5) grow up (0.2) you have to do it by yourself
 70 (0.4)
 71 T: and [she can enjoy]
 72 S2: [not her duty]
 73 S2: anymore=
 74 T: =↑yeah so she can enjoy herself? (0.4) her life (0.3) ha

75 (0.3) [good]

76 S2: [not her duty]

77 S2: anymore

78 T: I should stop working [right ((laugh))]

79 sss: [((laugh))]

80 T: [that's good idea\$ ((laugh))]

81 sss: [((laugh))]

82 T: that's very brilliant (idea)= =brilliant idea=
83 = [I should tell my husband] (0.3) \$okay\$

84 sss: [((laugh))]

85 T: (0.3) \$o↑ka:y\$ (0.6) did you do housework?

86 S3: a:h (0.2) sometimes=
87 T: =sometimes? [who::]

88 S3: [when I]

89 T: usually does housework

90 S3: a:h us- usually my mom (0.2) does but (0.4) when I went home
91 she always come and help me

92 T: oka[:y]

93 S3: [and I]ust

94 S3: (0.2) alright

95 T: (0.8) [oka:y]

96 S3: [yeah]

97 T: what kind of housework are you good at

98 S3: (0.3)

99 T: dusting? (0.7) dish (0.2) washing? er=
100 S3: =no

101 T: ironi::ng?

102 S3: (0.3) like (0.3) just (0.3) dust (0.2) °your room°=
103 T: do vacuumi:ng? (0.2) [vacuum]ing

104 S3: [yeah]

105 S3: vacuuming

106 T: o↑ka:y (0.4) how about you? did (.) you do your homework (.)
107 >housework<?

108 S4: (0.8)

109 T: did you do your home- ((laugh)) \$who does the housework\$

110 S4: (1.0) my

111 S5: ((inaudible))

112 S4: ((inaudible)) °my ma-° grandmother

113 T: your [grandmother ((laugh))]

114 sss: [((laugh))]

115 T: really?

116 S4: yes

117 T: (0.4) you let your grandmother does the housework?

118 S4: she want to do:

119 T: she wants [to do it]

120 sss: [((lau[gh]))]

121 S4: [yes]

122 T: (1.0)

123 S4: she said that

124 T: who helps her

125 S4: (1.2)

126 T: does she need help?

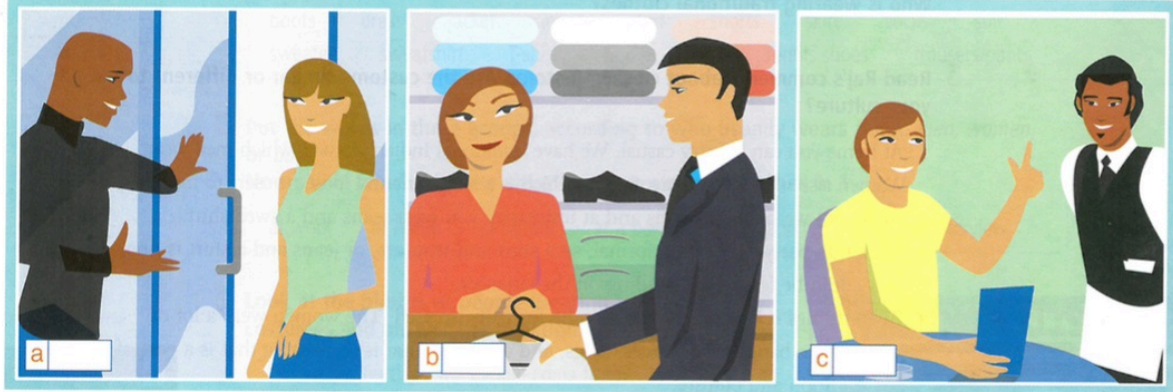
127 S4: (0.5)
128 T: she does [it (0.8) SHE DOES HOUSEWORK HERSELF? (0.8)]
129 sss: [(laugh)] []
130 S4: [yes]
131 T: the †whole house?
132 S4: yes
133 T: [•hh::: (2.0)]
134 sss: [(laugh)] []
135 S4: \$she want\$
136 T: \$she wants\$ [(laugh)]
137 sss: [(laugh)]
138 T: she wants to do it
139 S4: (0.4) she love (0.2) she love (.) to do it
140 T: she loves [to do housewo:rk ((laugh)) (0.3)]
141 sss: [(laugh)] []
142 T: \$†o†kay ((laugh)) (0.7) how about you
143 S6: e::r (it's) mostly is my mom
144 T: your mom does the housework (0.3) do you help?
145 S6: (0.7) yes? (0.3) (but em began) (0.2) when I'm
146 stay at home
147 T: o:†ka:y
148 S6: c- she always calls me °to do it°
149 T: (here) come [(0.3) o†kay (0.2) okay]
150 sss: [(laugh)] []
151 T: how about you (0.2) [did you]
152 S7: [e:r []
153 S7: I just (0.3) work at (.) er I just do it (0.4) my room
154 T: (0.[7) okay (0.2)] you (.)
155 sss: [(laugh)] []
156 T: you (.) clean your room
157 S7: yes
158 T: o†ka:y do you †really †clean your room?
159 S7: (0.3)
160 sss: ((l[laugh]))
161 T: [(laug][h)] []
162 S7: [(half) empty]
163 T: ((laugh)) \$o†ka:y\$ (0.7) but you don't help to do (0.2)
164 housework?
165 S7: normally I: (0.2) good at is (0.5) dish (0.2) dish-washing
166 T: o†ka::y you washing dishes yes (0.4) \$oka:y\$ (0.3) o†ka:y (0.3)
167 how about you? (0.5) did you do housework?
168 S8: yes
169 T: o†ka:y (0.8) e::r (.) do you have help?
170 S9: yes
171 S8: (1.0)
172 T: who helps you
173 S8: my sis- father
174 T: your father= =how about your mom
175 S8: (0.8) e:r go work
176 T: she works? (.) so she doesn't do housework?
177 S8: (1.3) sometimes (1.0) ((inaudible))
178 T: o†ka:y but most of the time it's you and your sister

179 S8: yes
180 T: o:↑ka:y (0.4) how about you?
181 S10: (1.0)
182 T: did you (0.3) do house- do you do housework?
183 S10: (0.6)
184 T: cleaning? (0.2) washing dishes? washing clothes
185 S10: sometime
186 T: (0.4) who does the housework
187 S10: e:r my mom
188 T: your mom o↑ka:y (0.5) how often do you help her
189 S10: (2.6)
190 T: ((l[augh]))
191 sss: [((laugh))]
192 T: once a year?=
193 S10: =\$yes\$ ((l[augh]))
194 sss: [ho:: (([laugh))]
195 T: [((laugh)) \$°okay°\$]

Appendix C: Pictures

Picture 1

Speaking and Listening 1 Look at these pictures and decide what the people are saying.



Sorry. Excuse me! Thank you. Hello! Hey! Pardon me.
You're welcome. Come here! Ouch! Please.

2 Listen and match the situations with the pictures in 1.
Which expressions in 1 did you hear?

Picture 2

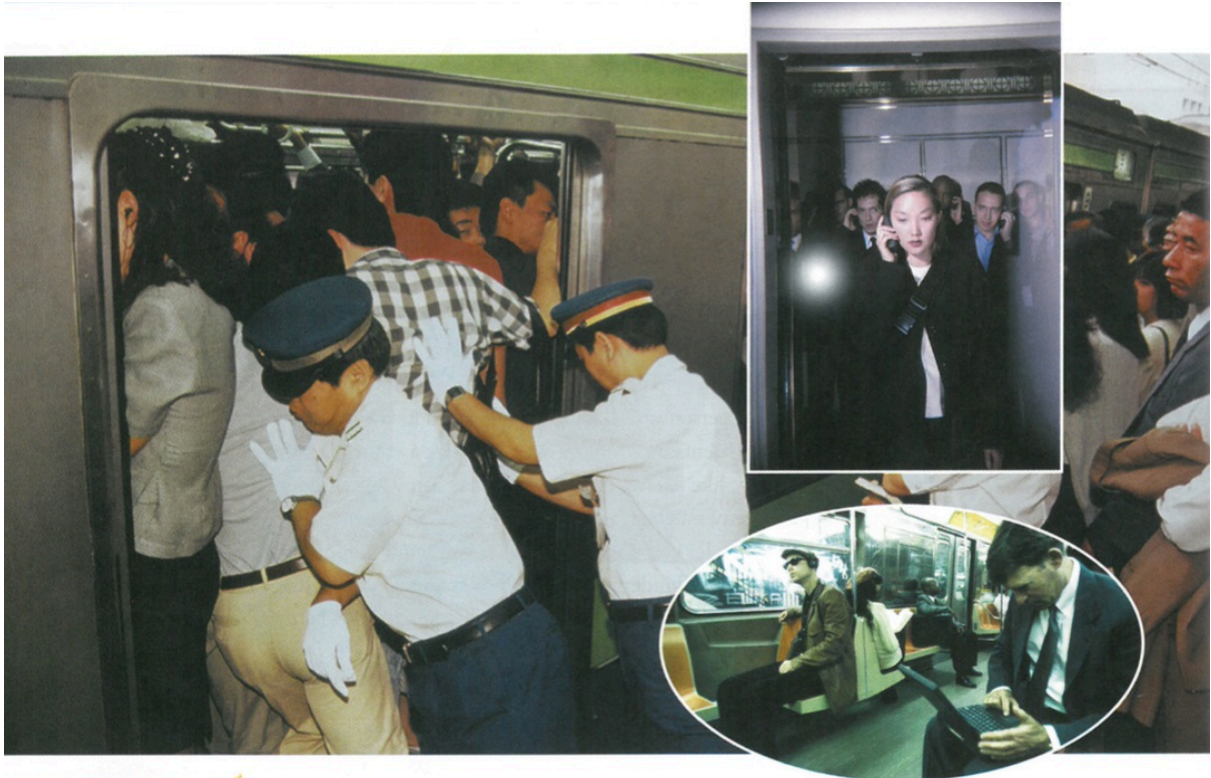
Reading 4 Match Ben's comments about dating with four of these headings. Which two headings doesn't he talk about?



- | | | | |
|------------------------|--------------------------|---|--------------------------|
| a Arranged marriages | <input type="checkbox"/> | d Age when you look for a serious partner | <input type="checkbox"/> |
| b Places you go to | <input type="checkbox"/> | e Parental approval | <input type="checkbox"/> |
| c Time to be back home | <input type="checkbox"/> | f Age when you start dating | <input type="checkbox"/> |

- 3 1 'It's different because I live in the city. I don't really represent the majority, I guess, because my life is just kind of unique. But, me and my friends, we just go to the park or go bowling or see a movie or go to a party or go out for something to eat.'
- 4 2 'I have friends who have serious partners, and if a couple of my friends got married to their girlfriends right now I would be surprised, but I wouldn't be shocked. But you don't go out looking for the person you're going to marry. And it's different for each person.'
- 5 3 'It depends on your parents but, I mean, when you are a young teenager you usually get home pretty early, like twelve, eleven-thirty. But then when you get to be sixteen, seventeen, you're pretty much an adult. You know as long as you show your parents you're responsible they let you stay out till when you think is appropriate.'
- 6 4 'Everyone jokes around in kindergarten and third grade, you have, like, your girlfriend. But seriously it probably starts in eighth grade, that's when you're thirteen.'

Picture 3



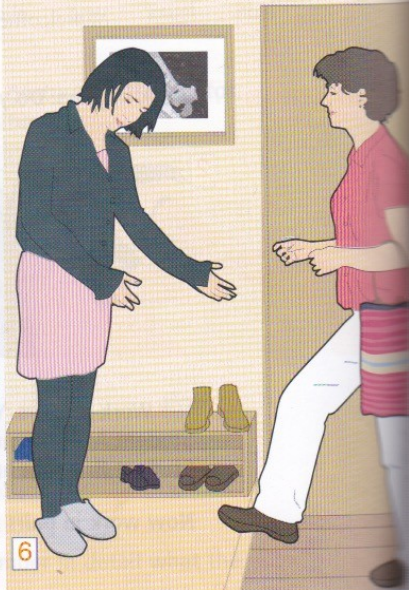
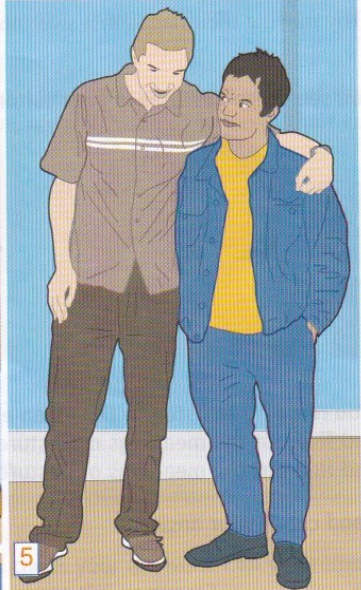
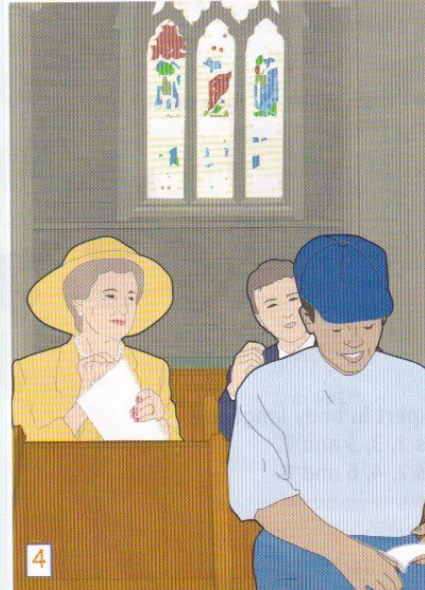
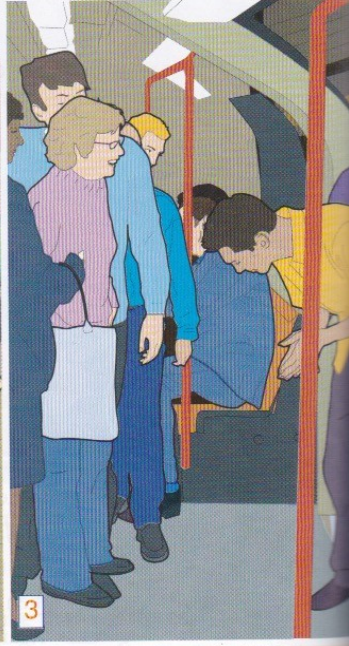
Speaking and Vocabulary 1 Answer the questions.

- 1 You're talking to a co-worker. How close do you stand?
- 2 You're talking to a friend. Do you touch each other?
- 3 Look at the diagram of a waiting room. Where do you sit when you enter?
- 4 You're in a crowded elevator. Where do you look?
- 5 You're standing in line. How close do you stand to the person in front?
- 6 You get on the bus. There is an empty row of seats at the back, and an empty seat close by. Where do you sit?
- 7 You're in a library and there's an empty seat beside you. Do you want to stop someone sitting there? If so, how?
- 8 You're going to the beach. Do you like to see lots of people or very few?
- 9 When you're talking to someone, do you look them in the eye?
- 10 You're on a train. Do you talk to the other passengers?



Picture 4

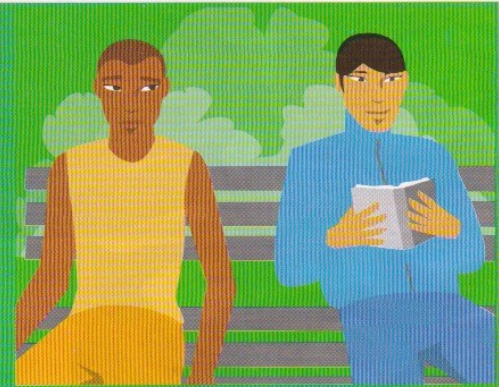
Speaking and Reading 1 Work in groups. Look at these situations and say what might be unusual.



Picture 5

Reading and Listening 5 Work in pairs. Read the situations and talk about what you think went wrong.

1 On vacation in the UK, Raoul was sitting on a park bench when a man sat down beside him. The man nodded his head and smiled, but he didn't say anything. Raoul was embarrassed and felt that English people are always very cold and distant. Was his reaction fair?



2 Michiko was working as a secretary in Sydney and made friends with Judy. They often had lunch together, and Judy helped Michiko sort out problems with settling in to live in Australia. They saw each other most days or talked on the phone, but Michiko didn't invite Judy home because she shared her apartment with three other people. After a while, Judy started to see less of Michiko and started having lunch alone. Michiko began to feel Judy was avoiding her. What do you think was the problem?

3 Tony invited Indira to visit his home one day. They spent a few minutes chatting but then the phone rang and Tony spent half an hour talking to his friend on the phone. Indira was upset and left. Was she right to feel so angry?



Picture 6

Listening and Speaking 4 Listen to Deema talking about family life. Number the questions in the order she answers them.

- a When do children usually leave home?
- b How many people live in your home?
- c Do you have a head of the family?
- d Who does the housework?
- e Who runs the family?
- f How many rooms do you have to sleep in?



(Source: Greenall, S. (2003) *People Like Us: Exploring Cultural Values and Attitudes*. Australia: Macmillan.)

Appendix D: Ethics Documentation

Ethics processes at Newcastle University

Ethics Forms and Processes

[Online Ethics Form >](#)

Staff and students at Newcastle University undertake thousands of (funded and unfunded) projects each year. Newcastle University's ethics policy and procedure is designed so that ethics review is proportionate to the potential risk. The procedure is as follows:

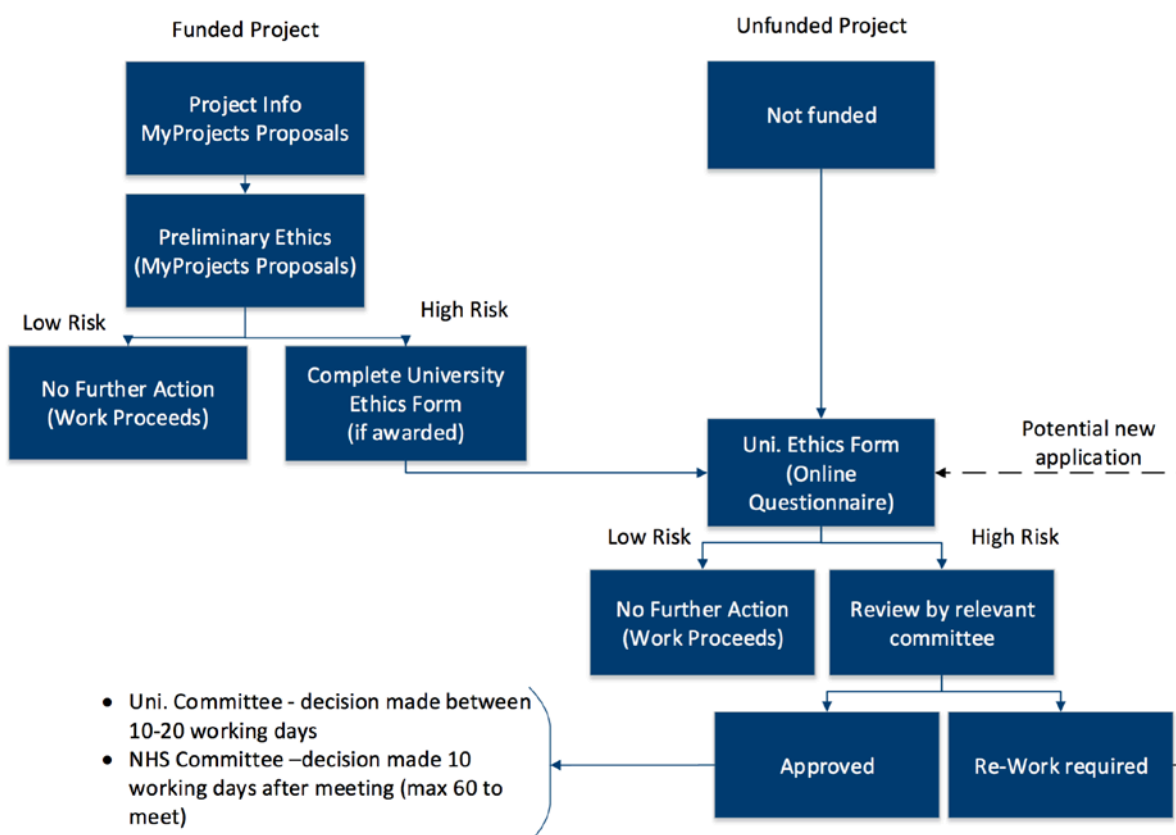
Step 1: The principal investigator completes Newcastle University's [Online Ethics Form](#). The form is made up of a series of questions, which aim to help the principal investigator identify whether the project is 'high risk' and requires further formal ethical review by a Research Ethics Committee.

Step 2: Once the form is completed and submitted, the principal investigator will receive a notification that either:

- Based on the answers provided, the University is satisfied that the project meets the University's ethical expectations and grants the project ethical approval, *OR*
- Based on the answers provided, the project requires further review by a Research Ethics Committee before any research can begin.

Note: Where a principal investigator is applying for funding for a project, at the proposal stage (within MyProjects Proposals), the principal investigator is *also* asked preliminary ethics questions regarding their project proposal (before the project is submitted and any funding is awarded).

Please find further information about the procedure in the sections below.



(For further detail, see [https://www.ncl.ac.uk/research/researchgovernance/ethics/.](https://www.ncl.ac.uk/research/researchgovernance/ethics/))



Information Sheet

You are being invited to take part in the research project, entitled 'A study of Participation Organised in Thai ELT classroom interaction'. Before you participate in this project, 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. Thank you for your consideration and participation.

Project Title: A study of Participation Organised in Thai ELT Classroom Interaction

Who will conduct the research?

Suparee Impithuksa (the project researcher, PhD candidate in Applied Linguistics at Newcastle University)

What is the aim of the research?

The study aims primarily to describe and explore the organisation of participation in Thai EFL classrooms. Utilising the methodological framework of CA, the study analyses classroom participation in relation to the social actions which are collaboratively performed by the teacher and students.

Why have you been chosen?

This study will look at teacher-student interaction and, therefore, requires collecting the naturally occurring interaction as the data for analysis. The teaching and activities in your classroom are an eligible source of data which provides the appropriate context to this research study.

What would you be asked to do if you agreed to participate in this study?

As the written consent from you is required, you will be asked to sign and date the consent form. Your contributions in this project include the audio and video recordings of your classroom interaction (1 lesson/ each week for the duration of 6 weeks consecutively). During recording, you do not have to do anything in particular but perform your roles as normal. In addition, audio and video devices will be set up and managed in the way that will not inhibit the teacher and students from speaking in a natural way and the researcher will not influence your teaching and any organised activities. Regarding student's participation, your student(s) should not be penalised if (s)he decides to opt out of or withdraw from participation.

What happens to the data collected?

The recordings of the naturally occurring classroom interaction will only be used for the purpose of the research. The data will be transcribed and analysed in line with the certain transcribing conventions and principles. To protect participants' identity, when making the transcriptions, the researcher **will not identify you as your real name**. Instead, you will be given the pseudonym and be addressed as "T", or teacher, in the analysis of this study. The raw data and the analysis will be 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, examiners or other researchers; however, the confidentiality of data will be strictly preserved based on the agreement.

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, analysing and writing. If it is necessary to address a particular participant in thesis writing and presentation, a pseudonym will be adopted to protect the confidentiality of the participant's identity. Other researchers, if any, who may have an access to the data are required to agree to preserve the confidentiality regulations.

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 your right to participate or withdraw from this study in the middle way without providing any explanation. If such decision is taken, you will not be prejudiced. 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 obtaining from this study can, theoretically, fill the gap in the existing Second Language (L2) teaching and learning literature and improve our understandings of teacher-student interaction in Thai EFL classroom contexts. In addition, pedagogically, the findings of this study will inform teachers about skills to manage teacher-led classroom activities in EFL classroom and the effect of their social actions on learning opportunities of Thai L2 learners. As a result, it can, thus, benefit their professional development.

As for potential risks, you may feel nervous and unnatural when being recorded. However, you can try to ignore cameras as this research project is only to investigate social actions organised in your classrooms rather than to judge your teaching or learning performance. Meanwhile, you feel free to withdraw if feeling not comfortable during the recording process and can speak to the researcher who will do her best to answer the questions for any concerns you may have during the data collection process of this study.

Who could be contacted for further information, enquiry and suggestions?

The researcher:

Suparee Impithuksa

Email: s.impithuksa@ncl.ac.uk

Mobile: +44 7934785875

Address: School of Education, Communication and Language Sciences, King George VI Building, Newcastle University, Newcastle upon Tyne, NE1 7RU

Supervisor:

Professor Steve Walsh:

Email: steve.walsh@ncl.ac.uk

Telephone: +44 (0) 191 208 5094

Address: Room 3.6 KGVI, School of ECLS, King George VI Building, Newcastle University, Newcastle upon Tyne, NE1 7RU



Debriefing of the study

1.) General background knowledge of the study

Thai students are required to learn English in education system since the primary level (Wongsothorn *et al.*, 1996 and Tayjasanant, 2013). Taking English as a Foreign Language (EFL) modules for, at least, ten consecutive years, these learners expect that teachers and their lessons will help improve their language as well as communicative skills. However, for many Thai EFL learners, the outcome of their learning does not meet their expectation, particularly their English communicative skills. That is, after a long period of learning the language in classroom setting, responsibility and ability to engage in the co-creation of the flow across turns of talk of Thai learners are not fully developed; therefore, when participating in English conversation outside classroom, they cannot jointly produce verbal and nonverbal behaviours that constitute an effective and successful interaction with the other participant(s). The failure in applying grammatical knowledge to interaction becomes a serious issue leading many people to criticize the way English is taught in Thai education, particularly in higher education where graduates are expected to obtain interactional competence and be able to communicate successfully in English.

This problematic situation, which is also echoed in Nunan (1987)'s, Kumaravadivelu (1993)'s and Thornbury (1996)'s works, has suggested that there may be some components in the ELT classroom interaction that constrain opportunities for participation and affect development of interactional competence of Thai EFL learners. Hence, in this study, a factor(s) endogenous to interaction that manifestly determines learners' involvement and contributions during their classroom interaction will be investigated in a micro-detail level.

2.) Research title

A study of Participation Organised in Thai ELT Classroom Interaction

3.) Research objectives

The study aims at exploring how Thai EFL teachers and students organise participation in their classroom interaction.

4.) Transcription and data analysis

- Recordings of classroom interaction

All recordings of classroom interaction will be (re-)examined. The recorded interaction between teacher and students will be selectively transcribed and analysed using Conversation Analysis (CA) conventions. To protect participants' identity, in the process of analysis participants' **will not be identified as theirs**. In doing so, the researcher will delete their name from the transcriptions. The participants will be identified as a teacher (T and their pseudonym) or student (S). In the case that there are more than

students participating in the recorded interaction, they will be identified as, for example, S1 and S2 in the transcriptions of this research study. When the research project is finished, video-tapes and audio-recordings will be well kept and later destroyed by the researcher.

5.) Researcher's contact

If you have any questions regarding this study, please contact the researcher at the following addresses.

- Researcher: Suparee Impithuksa
- E-mail: s.impithuksa@newcastle.ac.uk
- Address: School of Education, Communication and Language Sciences, King George VI Building, Newcastle University, Newcastle upon Tyne, NE1 7RU



Informed Consent Form

Part 1: Project Basic Information

Research title: A study of Participation Organised in Thai ELT Classroom Interaction

Researcher: Suparee Impithuksa (PhD candidate, Newcastle University)

Research objective:

The study aims primarily to describe and explore the organisation of participation in Thai EFL classrooms. Utilising the methodological framework of CA, the study analyses classroom participation in relation to the social actions which are collaboratively performed by the teacher and students.

Part 2: Informed Consent

I, the **gatekeeper** who will sign to agree to participate in 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 Information Sheet. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2 | The aims and the use of the data in the research, publications, sharing and archiving have 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 allow the researcher to conduct the fieldwork in English teaching classrooms arranged by Department of Foreign Languages, Kasetsart University. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5 | I understand that teacher- and student-participants can withdraw at any time without giving reasons and that they will not be penalised nor will they be questioned on why they have withdrawn. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6 | 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 |
| 7 | I understand that the data will be stored securely and other researchers' access to the collected data can do so only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 8 | I understand that there will not be any great risks to the participants and that they may benefit from this project. | <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 am willing to be contacted in the future regarding this project. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 11 | I, along with the Researcher, agree to sign and date this informed consent form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Gatekeeper:

Name of Head of Foreign Languages Department

Signature

Date

Researcher:

Name of Researcher

Signature

Date



ใบยินยอมด้วยความสมัครใจ

ส่วนที่ 1: ข้อมูลทั่วไปของโครงการวิจัย

ชื่องานวิจัย: การศึกษาเรื่องการมีส่วนร่วมในการสนทนาระหว่างครูและนักเรียนไทย
ในการเรียนการสอนวิชาภาษาอังกฤษ ระดับมหาวิทยาลัย (A study of Participation Organised in Thai ELT Classroom Interaction)

ชื่อผู้วิจัย: ศุภารีย์ อิมพิทักษ์ (นักศึกษาระดับปริญญาเอก มหาวิทยาลัยนิวคาสเซิล ประเทศสหราชอาณาจักร)

วัตถุประสงค์งานวิจัย:

เพื่อศึกษาวิธีการสร้างโอกาสในการมีส่วนร่วมในการสนทนา ที่ครูและนักเรียนใช้
ในการเรียนการสอน ในชั้นเรียนนั้นๆ ให้ประสบความสำเร็จตามความมุ่งหมาย

ส่วนที่ 2: คำยินยอมด้วยความสมัครใจ

ข้าพเจ้าในฐานะผู้อนุญาตให้นักวิจัยเก็บข้อมูลในสถานที่นี้ ขอยืนยันว่า (ทำเครื่องหมายในช่องตามที่ระบุไว้)

| | | | |
|----|--|------------------------------|---------------------------------|
| 1 | ข้าพเจ้าได้อ่านข้อความข้างต้น รวมถึงข้อความในใบข้อมูลโครงการ และมีความเข้าใจดีทุกประการเกี่ยวกับงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 2 | ข้าพเจ้าได้รับการอธิบายจากผู้วิจัย ถึงวัตถุประสงค์ของงานวิจัย การใช้ข้อมูลที่เก็บได้เพื่อการวิจัย การตีพิมพ์และเผยแพร่ข้อมูลในงานวิจัย ตลอดจนการเก็บรักษาข้อมูลที่ได้จากงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 3 | ผู้วิจัยให้สิทธิในการพิจารณาข้อมูลโครงการวิจัย และเปิดโอกาสให้ข้าพเจ้าสอบถามข้อมูลเพิ่มเติมที่เกี่ยวข้องกับงานวิจัย | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 4 | ข้าพเจ้ายินยอมให้ผู้วิจัยเก็บข้อมูลวิจัย ในขณะที่มีการเรียนการสอนในห้องเรียน ณ สถานที่นี้ได้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 5 | ข้าพเจ้ารับทราบว่า อาจารย์และนักเรียนในห้องเรียน มีสิทธิ์ที่จะบอกเลิกการเข้าร่วมในโครงการวิจัยนี้เมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลต่อข้าพเจ้าและผู้วิจัย และการบอกเลิกการเข้าร่วมโครงการวิจัยนี้ จะไม่มีผลกระทบใดๆ ทั้งต่อการสอนและการเรียน ตลอดจนความสัมพันธ์ระหว่างข้าพเจ้าและอาจารย์ นักเรียนแต่ประการใด | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 6 | ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึงเรื่องการเก็บข้อมูลและเปิดเผยข้อมูลเฉพาะเกี่ยวกับอาจารย์และนักเรียนเป็นความลับ และผู้วิจัยรับรองว่า ข้อมูลเฉพาะส่วนบุคคลของอาจารย์และนักเรียน เช่น ชื่อ-สกุล จะถูกเก็บเป็นความลับ หากถูกกล่าวถึงในงานวิจัย ผู้วิจัยจะใช้นามสมมุติหรืออักษรย่อ แทนชื่อ-สกุลจริงในงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 7 | ผู้วิจัยรับรองว่าจะรักษาข้อมูลเกี่ยวกับอาจารย์และนักเรียนอย่างปลอดภัย จะเปิดเผยข้อมูลได้เฉพาะในรูปแบบที่เป็นการสรุปการวิจัย หรือเปิดเผยข้อมูลต่อหน้าผู้ที่มีหน้าที่เกี่ยวข้องกับการสนับสนุนและกำกับดูแลงานวิจัยนี้เท่านั้น โดยที่บุคคลดังกล่าว จะต้องเห็นชอบในการดูแลรักษาข้อมูลตามข้อตกลงที่ทำไว้ร่วมกัน | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 8 | ข้าพเจ้าได้รับทราบว่า การเข้าร่วมงานวิจัยนี้ จะไม่ก่อให้เกิดความเสี่ยงใดอันร้ายแรงต่ออาจารย์และนักเรียน และการศึกษาวิจัยครั้งนี้อาจเป็นประโยชน์ต่อการเรียนการสอน ณ สถาบันแห่งนี้ต่อไป | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 9 | ผู้วิจัยรับรองว่าจะตอบคำถามต่างๆ อันเกี่ยวข้องกับความกังวลการวิจัยและผลการศึกษาวิจัยนี้ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจ อย่าง ไม่มีคั่งค้างและซ่อนเร้น | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 10 | ผู้วิจัยสามารถติดต่อข้าพเจ้าได้ในอนาคต หากผู้วิจัยมีคำถามเพิ่มเติมที่เกี่ยวข้องกับงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 11 | ข้าพเจ้ายินยอมลงนามในใบยินยอม เพื่อให้ผู้วิจัยเก็บข้อมูลในโครงการวิจัย ณ สถานที่นี้ ด้วยความเต็มใจ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |

ลงนาม:

| | | |
|---|---------|--------|
| ชื่อ-นามสกุล หัวหน้าภาควิชาภาษาต่างประเทศ | ลายเซ็น | วันที่ |
| ชื่อ-นามสกุล ผู้วิจัย | ลายเซ็น | วันที่ |



Informed Consent Form

Part 1: Project Basic Information

Research title: A study of Participation Organised in Thai ELT Classroom Interaction

Researcher: Suparee Impithuksa (PhD candidate, Newcastle University)

Research objective:

The study aims primarily to describe and explore the organisation of participation in Thai EFL classrooms. Utilising the methodological framework of CA, the study analyses classroom participation in relation to the social actions which are collaboratively performed by the teacher and students.

Part 2: Informed Consent

I, the **teacher-participant** who will sign to agree to participate in 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 Information Sheet. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2 | The aims and the use of the data in the research, publications, sharing and archiving have 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 and my participation. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4 | I voluntarily agree to participate in the project and allow the researcher to conduct the fieldwork in my English teaching classrooms. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5 | I understand that I can withdraw at any time without giving reasons and that I will not be penalised nor will I be questioned on why I have withdrawn. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6 | I understand that any of my students can withdraw at any time without giving reasons and I will not penalise him/her if he/she refuses to or withdraws from participating in the project. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7 | 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 |
| 8 | I understand that I will not be identified as mine in both video and audio recordings. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 9 | I understand that the data will be stored securely and other researchers' access to the collected data can do so only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 10 | I understand that there will not be any great risks to me and that I may benefit from the research. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 11 | 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 |
| 12 | I am willing to be contacted in the future regarding this project. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 13 | I, along with the researcher, agree to sign and date this informed consent form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Participant:

Name of Teacher-participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date



ใบยินยอมด้วยความสมัครใจ

ส่วนที่ 1: ข้อมูลทั่วไปของโครงการวิจัย

ชื่องานวิจัย: การศึกษาเรื่องการมีส่วนร่วมในการสนทนาระหว่างครูและนักเรียนไทย
ในการเรียนการสอนวิชาภาษาอังกฤษ ระดับมหาวิทยาลัย (A study of Participation Organised in Thai ELT Classroom Interaction)

ชื่อผู้วิจัย: คุณารีย์ อิมพิทักษ์ (นักศึกษาระดับปริญญาเอก มหาวิทยาลัยนิวคาสเซิล ประเทศสหราชอาณาจักร)

วัตถุประสงค์งานวิจัย:

เพื่อศึกษาวิธีการสร้างโอกาสในการมีส่วนร่วมในการสนทนา ที่ครูและนักเรียนใช้ ในการเรียนการสอน
ในชั้นเรียนนั้นๆ ให้ประสบความสำเร็จตามความมุ่งหมาย

ส่วนที่ 2: คำยินยอมด้วยความสมัครใจ

ข้าพเจ้าในฐานะอาจารย์ผู้อาสาสมัครเข้าร่วมในโครงการวิจัยนี้ ขอยืนยันว่า (ทำเครื่องหมายในช่องตามที่ระบุไว้)

| | | | |
|----|---|------------------------------|---------------------------------|
| 1 | ข้าพเจ้าได้อ่านข้อความข้างต้น รวมถึงข้อความในใบข้อมูลโครงการ และมีความเข้าใจดีทุกประการเกี่ยวกับงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 2 | ข้าพเจ้าได้รับการอธิบายจากผู้วิจัย ถึงวัตถุประสงค์ของโครงการวิจัย การใช้ข้อมูลที่เก็บ ได้เพื่อการวิจัย การตีพิมพ์และเผยแพร่ข้อมูลในงานวิจัย ตลอดจนการเก็บรักษาข้อมูลที่ได้จากงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 3 | ผู้วิจัยให้สิทธิในการพิจารณาข้อมูลโครงการวิจัย และเปิดโอกาสให้ข้าพเจ้าสอบถามข้อมูลเพิ่มเติม ทั้งที่เกี่ยวข้องกับงานวิจัยและการเป็นอาสาสมัครในงานวิจัยในครั้งนี้ของข้าพเจ้า | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 4 | ข้าพเจ้ายินดีเข้าร่วมเป็นอาสาสมัครในโครงการวิจัยนี้ด้วยความเต็มใจ และยินยอมให้ผู้วิจัยเก็บข้อมูลวิจัย ในขณะที่มีการเรียนการสอนในห้องเรียนของข้าพเจ้าได้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 5 | ข้าพเจ้ารับทราบว่า ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมในโครงการวิจัยนี้เมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลต่อผู้วิจัย และการบอกเลิกการเข้าร่วมโครงการวิจัยนี้ จะไม่มีผลกระทบต่อ ทั้งต่อการทำงาน และความสัมพันธ์ระหว่างข้าพเจ้าและผู้วิจัย | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 6 | ข้าพเจ้ารับทราบว่า นักเรียนในห้องเรียนของข้าพเจ้า มีสิทธิ์ที่จะบอกเลิกการเข้าร่วมในโครงการวิจัยนี้เมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลต่อข้าพเจ้าและผู้วิจัย และการบอกเลิกการเข้าร่วมโครงการวิจัยนี้ จะไม่มีผลกระทบต่อ ทั้งต่อการทำงาน และความสัมพันธ์ระหว่างข้าพเจ้าและนักเรียนคนดังกล่าว | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 7 | ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึงเรื่องการเก็บข้อมูลและปกป้องข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็น ความลับ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 8 | ผู้วิจัยรับรองว่าข้อมูลเฉพาะส่วนบุคคลของข้าพเจ้า เช่น ชื่อ-สกุล จะถูกเก็บเป็นความลับ หากข้าพเจ้าถูกกล่าวถึงในงานวิจัย ผู้วิจัยจะใช้นามสมมติหรืออักษรย่อ แทนชื่อ-สกุลจริงในงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 9 | ผู้วิจัยรับรองว่าจะรักษาข้อมูลเกี่ยวกับตัวข้าพเจ้าและนักเรียนของข้าพเจ้าอย่างปลอดภัย จะเปิดเผยข้อมูลได้เฉพาะในรูปแบบที่เป็นการสรุปการวิจัย หรือเปิดเผยข้อมูลต่อหน้าผู้ที่มีหน้าที่เกี่ยวข้องกับการสนับสนุนและกำกับดูแลงานวิจัยนี้เท่านั้น โดยที่บุคคลดังกล่าว จะต้องเห็นชอบในการดูแลรักษาข้อมูลตามข้อตกลงที่ทำไว้เช่นกัน | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 10 | ข้าพเจ้าได้รับทราบว่า การเข้าร่วมงานวิจัยนี้ จะไม่ก่อให้เกิดความเสี่ยงใดอันร้ายแรงต่อข้าพเจ้า และการศึกษาวิจัยครั้งนี้อาจเป็นประโยชน์ต่อตัวข้าพเจ้าต่อไป | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 11 | ผู้วิจัยรับรองว่าจะตอบคำถามต่างๆ อันเกี่ยวข้องกับกระบวนการวิจัยและผลการศึกษารววิจัยนี้ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจ อย่างไม่มีปิดบังและซ่อนเร้น | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 12 | ผู้วิจัยสามารถติดต่อข้าพเจ้า ได้ในอนาคต หากผู้วิจัยมีคำถามเพิ่มเติมที่เกี่ยวข้องกับงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 13 | ข้าพเจ้ายินยอมลงนามในใบยินยอม เพื่อเข้าร่วมในงานวิจัยนี้ด้วยความเต็มใจ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |

ลงนาม:

| | | |
|------------------------|---------|--------|
| ชื่อ-นามสกุล ผู้ยินยอม | ลายเซ็น | วันที่ |
| ชื่อ-นามสกุล ผู้วิจัย | ลายเซ็น | วันที่ |



Informed Consent Form

Part 1: Project Basic Information

Research title: A study of Participation Organised in Thai ELT Classroom Interaction

Researcher: Suparee Impithuksa (PhD candidate, Newcastle University)

Research objective:

- The study aims primarily to describe and explore the organisation of participation in Thai EFL classrooms. Utilising the methodological framework of CA, the study analyses classroom participation in relation to the social actions which are collaboratively performed by the teacher and students.

Part 2: Informed Consent

I, the **student-participant** who will sign to agree to participate in the above project, confirm that *(please tick box as appropriate)*.

| | | | |
|----|---|------------------------------|-----------------------------|
| 1 | I voluntarily agree to participate in the project and allow the researcher to collect data in my English classrooms. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2 | I understand that I can refuse to participate or withdraw from the project at any time without giving reasons and that I will not be penalised nor will I be questioned on why I have withdrawn by my teacher and the researcher. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 3 | I understand that the aims and the use of the data in the research, publications, sharing and archiving will be explained in detail to me in debriefing. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 4 | I understand that the procedures regarding confidentiality will clearly be explained (e.g. use of pseudonyms and anonymity, etc.) to me in debriefing. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 5 | I understand that I will not be identified as mine in both video and audio recordings. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 6 | I understand that the data will be stored securely and other researchers' access to the collected data can do so only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 7 | I understand that there will not be any great risks to me and that I may benefit from the research. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 8 | I understand that I can enquire about any aspects of the study, including my participation, the process and the outcome of the data. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 9 | I am willing to be contacted in the future regarding this project. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 10 | I, along with the researcher, agree to sign and date this informed consent form. | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Participant:

| | | |
|-----------------------------|-----------|------|
| | | |
| Name of Student-participant | Signature | Date |

Researcher:

| | | |
|--------------------|-----------|------|
| | | |
| Name of Researcher | Signature | Date |



ใบยินยอมด้วยความสมัครใจ

ส่วนที่ 1: ข้อมูลทั่วไปของโครงการวิจัย

ชื่องานวิจัย: การศึกษาเรื่องการมีส่วนร่วมในการสนทนาระหว่างครูและนักเรียนไทย ในการเรียนการสอนวิชาภาษาอังกฤษ ระดับมหาวิทยาลัย (A study of Participation Organised in Thai ELT Classroom Interaction)

ชื่อผู้วิจัย: ศุภารีย์ อัมพิทักษ์ (นักศึกษาระดับปริญญาเอก มหาวิทยาลัยนิวคาสเซิล ประเทศสหราชอาณาจักร)

วัตถุประสงค์งานวิจัย:

เพื่อศึกษาวิธีการสร้างโอกาสในการมีส่วนร่วมในการสนทนา ที่ครูและนักเรียนใช้ ในการเรียนการสอน ในชั้นเรียนนั้นๆ ให้ประสบความสำเร็จตามความมุ่งหมาย

ส่วนที่ 2: คำยินยอมด้วยความสมัครใจ

ข้าพเจ้าในฐานะนักเรียนผู้อาสาสมัครเข้าร่วมในโครงการวิจัยนี้ ขอยืนยันว่า (ทำเครื่องหมายในช่องตามที่ระบุไว้)

| | | | |
|----|--|------------------------------|---------------------------------|
| 1 | ข้าพเจ้ายินดีเข้าร่วมเป็นอาสาสมัครในโครงการวิจัยนี้ด้วยความเต็มใจ และยินยอมให้ผู้วิจัยเก็บข้อมูลวิจัย ในขณะที่มีการเรียนการสอนในห้องเรียนของข้าพเจ้าได้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 2 | ข้าพเจ้ารับทราบว่า ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมในโครงการวิจัยนี้เมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลต่ออาจารย์และผู้วิจัย และการบอกเลิกการเข้าร่วมโครงการวิจัยนี้ จะไม่มีผลกระทบต่อข้าพเจ้า ทั้งต่อการเรียน และความสัมพันธ์ระหว่างข้าพเจ้าและอาจารย์ผู้สอน | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 3 | ข้าพเจ้าทราบว่า จะได้รับการอธิบายจากผู้วิจัย ถึงวัตถุประสงค์ของการวิจัย การใช้ข้อมูลที่เก็บได้เพื่อการวิจัย การตีพิมพ์และเผยแพร่ข้อมูลในงานวิจัย ตลอดจนการเก็บรักษาข้อมูลที่ได้จากงานวิจัยนี้ เมื่อสิ้นสุดการมีส่วนร่วมในงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 4 | ข้าพเจ้าได้ทราบว่า จะได้รับการอธิบายจากผู้วิจัย ถึงเรื่องการเก็บข้อมูลและปกป้องข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้า เมื่อสิ้นสุดการมีส่วนร่วมในงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 5 | ผู้วิจัยรับรองว่าข้อมูลเฉพาะส่วนบุคคลของข้าพเจ้า เช่น ชื่อ-สกุล จะถูกเก็บเป็นความลับ หากข้าพเจ้าถูกกล่าวถึงในงานวิจัย ผู้วิจัยจะใช้นามสมมติหรืออักษรย่อ แทนชื่อ-สกุลจริงในงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 6 | ผู้วิจัยรับรองว่าจะรักษาข้อมูลเกี่ยวกับตัวข้าพเจ้าอย่างปลอดภัย จะเปิดเผยข้อมูลได้เฉพาะในรูปแบบที่เป็นการสรุปการวิจัย หรือเปิดเผยข้อมูลต่อหน้าผู้ที่มีหน้าที่เกี่ยวข้องกับการสนับสนุนและกำกับดูแลงานวิจัยนี้เท่านั้น โดยที่บุคคลดังกล่าว จะต้องเห็นชอบในการดูแลรักษาข้อมูลตามข้อตกลงที่ทำไว้เช่นกัน | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 7 | ข้าพเจ้าได้รับทราบว่า การเข้าร่วมงานวิจัยนี้ จะไม่ก่อให้เกิดความเสี่ยงใดอันร้ายแรงต่อข้าพเจ้า และการศึกษาวิจัยครั้งนี้อาจเป็นประโยชน์ต่อตัวข้าพเจ้าต่อไป | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 8 | ผู้วิจัยรับรองว่าจะตอบคำถามต่างๆ อันเกี่ยวข้องกับกระบวนการวิจัยและผลการศึกษารายงานนี้ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจ อย่าง ไม่มีอคติและซ่อนเร้น | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 9 | ผู้วิจัยสามารถติดต่อข้าพเจ้าได้ในอนาคต หากผู้วิจัยมีคำถามเพิ่มเติมที่เกี่ยวข้องกับงานวิจัยนี้ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |
| 10 | ข้าพเจ้ายินยอมลงนามในใบยินยอม เพื่อเข้าร่วมในงานวิจัยนี้ด้วยความเต็มใจ | <input type="checkbox"/> ใช่ | <input type="checkbox"/> ไม่ใช่ |

ลงนาม

ชื่อ-นามสกุล ผู้ยินยอม _____ ลายเซ็น _____ วันที่ _____

ชื่อ-นามสกุล ผู้วิจัย _____ ลายเซ็น _____ วันที่ _____

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