

**Vocabulary Explanations and Second Language Development in
Adult Beginning-Level ESOL Classroom Interaction: A
Conversation Analysis Perspective**

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Abstract

A small body of recent research on vocabulary explanations (VEs) in second language (L2) classrooms (e.g. Mortensen, 2011; Waring et al., 2013) has attempted to provide the sequential descriptions of the key elements of VEs and investigate how teachers draw on their linguistic and semiotic resources to construct the VE sequences (e.g. Smotrova and Lantolf, 2013). Nevertheless, more work is needed in order to allow educators to better understand how VEs are provided in L2 classrooms. In particular, there is a shortage of studies (e.g. Tai and Brandt, 2018) illustrating the nature of VEs in beginning-level English for Speakers of Other Languages (ESOL) classrooms, where learners all share different first languages (L1s) and have limited English proficiency. Moreover, the shared linguistic resources between the teacher and learners are typically limited in beginning-level ESOL classrooms. To date, there is no longitudinal study which will allow for tracking the impact of VEs on contributing to learners' conceptual understandings of the meanings of target vocabulary items. The vast majority of the studies, which identified learners' display of understanding of L2 word meanings in classroom interactions, were based on one-off analyses of the classroom discourse (e.g. Waring et al., 2013). This prevents educators and researchers from observing the learner's change of conceptual understandings over time. This MSc dissertation contributes to the identified research gaps by employing Conversation Analysis (CA) to 1) investigate the nature of VEs in a beginning-level ESOL classroom and 2) conduct a 4-month longitudinal analysis to explore the potential for employing CA as the methodological tool for tracking learners' development of the conceptual understandings of the meanings of particular vocabulary items which are previously explained. The classroom data is taken from a corpus of video-data collected in a beginning-level adult ESOL classroom in the United States. The key findings demonstrate that other than verbal

resources, teacher's use of embodied resources in explaining vocabulary items in the classroom plays an important role in facilitating the learners' understandings of the meanings of different vocabulary items. The learner's use of gestures allows her to externalise her understandings of the L2 word meanings and also allows teachers to evaluate the learner's current knowledge states. These findings also suggest that CA provides some, albeit incomplete, evidence of the learner's developing conceptual understandings of L2 word meanings and it allows researchers to investigate how these developmental changes occur in each interactional context of L2 vocabulary use.

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List of Abbreviations

CA	Conversation Analysis
DA	Discourse Analysis
ESOL	English for Speakers of Other Languages
FPP	First-pair Part
L1	First Language
L2	Second Language
LRE	Language-related Episode
MAELC	Multimedia Adult English Learner Corpus
MARG	Multimodal Analysis Research Group
PVE	Planned Vocabulary Explanation
PSU	Portland State University
RQ	Research Question
SCT	Sociocultural Theory
SLA	Second Language Acquisition
SPP	Second-pair Part
UDS	Understanding Display Sequence
UVE	Unplanned Vocabulary Explanation
US	United States
VE	Vocabulary Explanation
VI	Vocabulary Item
ZPD	Zone of Proximal Development

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1. Introduction

1.1 Statement of the Problem

Previous research on second language (L2) vocabulary teaching and learning (e.g. Henriksen, 1999; Schmitt, 2000) has offered empirical evidence which informed our understandings regarding the nature of vocabulary knowledge, how vocabulary is learnt and what factors will contribute to vocabulary learning. According to Second Language Acquisition (SLA) researchers (e.g. Stahl, 1983; Henriksen, 1999), learning a vocabulary item (VI) involves knowing its form, meaning and use. Numerous studies have also been carried out to investigate the overall approaches to vocabulary explanation (VE) such as inductive versus deductive (e.g. Nation, 1990, 2001, 2008) and the effective techniques of vocabulary instruction including strategies for guessing meaning (Nation, 1990), integrating background knowledge (Usó-Juan, 2006), and using first language (L1) in explaining vocabulary (Tian and Macaro, 2012).

The focus of the majority of the above studies was on *what* needed to be achieved in vocabulary instruction; however, there is a lack of studies which illustrate *how* VE is achieved in real-life L2 classroom interaction (Mortensen, 2011; Waring et al., 2013). Furthermore, the majority of the studies exploring VEs occurring in the L2 classrooms mostly analysed the verbal part of such VEs without taking into account their non-verbal accompaniment (e.g. Chaudron, 1988; Mortensen, 2011, Morton, 2015). Several studies (e.g. Lazaraton, 2004; Smotrova and Lantolf, 2013) have demonstrated that other than verbally explaining L2 word meanings, L2 teachers were found to incorporate gestural resources to visually illustrate the L2 word meanings. Studies that exclusively analysed the linguistic dimension of VEs failed to fully reveal what is actually occurring in the classrooms since the teacher's 'non-verbal behaviour is also clearly a

fundamental means of communication' (Lazaraton, 2004: 90).

An alternative analytic approach of microgenetic analysis has been taken by SLA researchers working within the framework of Sociocultural Theory (SCT). This analytical framework aims at capturing the moment-to-moment qualitative changes of learners' linguistic improvements over a shorter period of time (Wertsch, 1985) and by doing so goes beyond the traditional methods of employing pre- and post-tests to study the trajectory of learners' L2 development. For example, van Compernelle (2010) and Matsumoto and Dobs (2017) employed Conversation Analysis (CA) in their micro-analysis of classroom interactions in order to trace the learners' L2 grammatical development while Smotrova and Lantolf (2013) focused on tracking learners' incipient understandings of vocabulary. However, the time frame of the microgenetic development in these studies was short, typically involving a lesson, and there is a need to study microgenetic development within a longer time frame (e.g. days and months) to offer much insight into the processes of L2 development. Therefore, more SLA research is needed to illustrate the potential for CA in tracking learners' developmental processes. Furthermore, the majority of the studies investigating the nature of VEs in L2 classrooms (e.g. Waring et al., 2013) failed to illustrate whether and how learners demonstrate their understandings of the meanings of specific VIs over time since they conducted one-off analyses of classroom talk rather than performing continuous observations to track the processes of learners' L2 development. To address this research gap, this study utilises CA to explore how VEs could contribute to learners' developing conceptual understandings of L2 word meanings, and how learners' use of verbal and non-verbal resources can be drawn upon to evaluate and make inferences about their ongoing learning processes.

1.2 Aims of the Study

This study utilises CA to analyse the sequential patterns of VEs in beginning-level adult English to Speakers of Other Languages (ESOL) classrooms and examine how a teacher employs various linguistic and semiotic resources to construct L2 VEs, followed by a microgenetic analysis with multiple classroom observations over a more expanded time-frame (four months), to document the qualitative changes in learners' understandings of the meanings of the L2 VIs. ESOL classes are aimed for learners, whose L1 is not English, learning English in an English-speaking country. Studying beginning-level ESOL classrooms was considered necessary since there are limited studies (e.g. Tai and Brandt, 2018) which have shown how VEs are constructed in beginning-level ESOL classrooms (where learners do not share a common L1 and have limited English proficiency). To my knowledge, no research has studied how beginning-level ESOL learners display understandings of the meanings of VIs that are previously explained. Findings from this research can therefore inform educators' understanding about L2 vocabulary development as a gradual process of controlling the appropriate linguistic and semiotic resources for the appropriate communicative purposes.

1.3 Organisation of the Study

Including the introduction, this dissertation consists of six chapters. Chapter two reviews the current research on VEs in L2 classroom settings, SCT and microgenetic analysis, the role of embodied resources in facilitating SLA and CA as a methodology for studying L2 development. Chapter three introduces the combination of CA and SCT, which is the theoretical frame adopted in this study. The chapter also describes the classroom data and data analysis procedures and addresses the issues of reliability and validity of the findings. The analysis of the nature of VEs is presented in chapter four while chapter five focuses on the analysis of a learner's microgenetic

L2 development. The dissertation concludes with chapter six, which discusses the findings in relation to the existing literature, the pedagogical implications of this study, along with its limitations, and suggestions for future research.

2. Literature Review

In the following sections, five fields of research are reviewed before presenting the details of the research: SCT and microgenetic analysis, VEs in L2 classroom settings, the role of embodied resources in promoting SLA, and CA as an analytical tool for analysing L2 development.

2.1 Sociocultural Perspective of SLA

SCT, a theory of cognitive development generated by Vygotsky (1962), conceptualises learning as a social and situated process which is embedded in interaction. Although Vygotsky mainly studied children, his theory has been adapted by neo-Vygotskian scholars, including Frawley and Lantolf (1985), who applied Vygotsky's theories to SLA research with adults. The key themes of Vygotskian SCT are the following: internalisation, genetic method, the Zone of Proximal Development (ZPD), and the construct of scaffolding. Each of these concepts is discussed in the sub-sections.

2.1.1 Internalisation and Genetic Method

The notion that learning is a mediated process has its roots in Vygotsky's genetic method. Vygotsky developed his genetic law of cultural development to understand specific aspects of mental functioning and argued that 'any function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological)' (Vygotsky, 1981: 157). In essence, Vygotsky suggested that higher forms of cognition are first mediated by the 'expert' or others who are more experienced or competent, but as the learner participates in culturally

organised activity, the learner gains control over his/her mental processes by appropriating the symbolic artefacts, including gestures and speech, of the experts (i.e. making something one's own) and controlling them voluntarily. This process of moving from external (interpsychological) to internal (intrapsychological) regulation is viewed as internalisation. Therefore, in Vygotskian psychology, learning happens through internalising the symbolic mediational artefacts, which leads to 'the capacity to mediate and regulate his or her own activity through culturally organised mediational means' (Lantolf and Thorne, 2006: 69). As knowledge is mediated through the collaborative use of symbolic tools such as language, then in the process of L2 learning language becomes both a means and end of L2 learning since L2 knowledge is socially-constructed through interaction, a process which is mediated by linguistic activities. The evidence of L2 development can be perceived as learners' demonstration of the knowledge that they have taken from the interactions, and also their ability to use the L2 to articulate their own thoughts appropriately and spontaneously in a new interactional context as a consequence of the process of mediation. The notion of internalisation occurs through appropriation, which is not merely copying or replicating culturally constructed ways of thinking and acting, but one that involves 'transforming these ways of thinking and acting to make them one's own' (Lantolf and Thorne, 2006: 176).

Vygotsky proposed four genetic domains to study the higher mental capacities: phylogenesis, sociocultural history, ontogenesis, and microgenesis. The phylogenetic domain concerns the biological evolution of higher psychological functions in humans as a species. The sociocultural domain deals with mediations and the various kinds of mediational tools that are employed and valued by society. The ontogenetic domain concerns the development of an individual over the life span. Finally, microgenetic domain focuses on instances of learning as they occur 'in flight'

during interpsychological activity ‘over a relatively short span of time’ (Lantolf, 2000: 3). Sub-section 2.2 focuses on microgenesis as this dissertation adopts microgenesis as the theoretical framework to conduct detailed analysis of the classroom interaction in order to understand the dynamic process of L2 development over a short time frame.

2.1.2 Zone-of-Proximal-Development and Scaffolding

The ZPD has been a significant concept in studies of classroom interaction and it is defined as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978: 86). In other words, learning happens when learners are creating their knowledge through interacting with the 'expert'. When the mediation is internalised by the learner; that is, when the mediation offered during the interaction has been appropriated by the learner, the learner attains self-regulation or autonomy and will be able to re-contextualise their understandings. The internalisation of mediation will result in cognitive development.

The concept of scaffolding is closely related to ZPD. Scaffolding means that the ‘expert’ offers assistance to the novice through supportive dialogue to allow him/her to undertake tasks that they could not manage to complete alone. The amount of the scaffolded support is judged by the expert who will gradually withdraw support when the learner can complete the tasks independently (Lantolf and Aljaafreh, 1996). Importantly, the discovery of the qualities and quantities of scaffolding necessary for a learner to perform particular tasks provides an indication to the teachers regarding the readiness of the learners to perform the tasks independently (Greenfield, 1984), which may move the learner closer to a position of self-regulation.

Nonetheless, Vygotsky's definition of ZPD was constructed to consider the developmental potential of children. In L2 learning contexts, many learners are adults and although they can develop their L2 proficiency in classroom settings where they can interact collaboratively with their teachers or peers, it is possible that some adult learners are capable of developing their proficiency independently. Ohta's (2005) study analysed in-depth interviews with adult learners of Japanese, Chinese, Sanskrit, and Korean to understand how the ZPD operated in the learning of Asian languages. Ohta discovered that adult learners could take ownership of their learning process by assessing their own needs and searching appropriate modality and level of assistance from non-experts, including textbooks, to solve a linguistic problem. The learners also changed the nature of their assistance-seeking behaviour as their proficiency gradually improved. Therefore, ZPD does not always emerge in social interaction between people. However, the findings supported Poehner and Lantolf's argument (2005: 238) in suggesting that development is not about the learner acting alone, 'but the interpersonal functional system formed by people and cultural artefacts acting jointly'. Nevertheless, one limitation regarding this conclusion is that learners' cognitive development may not be necessarily observable as it occurs solely or even mostly in the learners' mind.

2.2 Microgenetic Analysis

The microgenetic research designs often differ from developmental research designs which tend to offer a more macroscopic perspective of development over time (Wertsch, 1985). As Pekarek-Doehler and Lauzon (2015) argued in their discussion paper, learning and development have typically been assessed through comparing the learning outcomes between experimental and control groups, most often entailing research designs based on pre- and post-tests to observe the

products of change. Nevertheless, little attention has been paid to explore how learning processes emerge in and through the minute details of naturally-occurring interactions. Moreover, Sieglar (1995) suggested that longitudinal research has typically collected data periodically over a specific time-span due to their time-consuming nature and presented the small number of observations which were collected at widely spaced time intervals. This may fail to capture important moments contributing to development as learning may occur outside of the recorded data. This study, therefore, conducts fine-grained analysis of an available corpus of classroom-video-data that were collected over a continuous period of time. Results of the analyses potentially offer a comprehensive picture of the process of learning and development as contextualised in the moment-to-moment unfolding of interaction, and as embedded within jointly managed and locally accomplished courses of action.

It is important to acknowledge that microgenetic analysis is not without its limitations since different variables, including the nature of L2 tasks, the learners' motivation for L2 learning and their L2 proficiency can affect learners' L2 use in their linguistic activity. It is difficult for researchers to make inferences about learner-internal processes and developmental trajectories by simply observing external interactive processes. Moreover, one can argue that it is impossible for microgenetic analysis to fully examine the transitions that the learners have undergone, as L2 learning can occur outside formal settings (e.g. Ohta, 2005). Therefore, findings from microgenetic analysis are illustrative of learners' L2 development in specific sociocultural activities and cannot be generalised to other learning contexts.

It needs to be noted that Vygotsky's conceptualisations of learning and development are different from the cognitive perspectives of SLA. Vygotsky (1978) rejected Piagetian and behaviourist

notions of learning/development where learning and development are perceived as the same thing (behaviourism) or where the process of learning and development occurs because of biological maturation and interaction with the environment (Piaget). Vygotsky argued the idea that ‘learning and development are inseparable; they are a unity in which learning is connected to and leads—dialectically, not linearly— to development’ (Holzman, 2014: 191). Evidence of development through mediation is not only visible in learner’s independent achievement, but it is also visible in the learners’ amount of required assistance over a period of time within social interaction (Lantolf, 2006). This is because microgenesis, within the sociocultural paradigm, entails a ‘movement from other-regulation towards self-regulation’, where the learner gains the ability to complete activities with minimal reliance on the expert others (Young and Miller, 2004: 53). However, Vygotsky’s view of learning-development relationship only emphasised the importance of individuals interacting with people in their environment, but this perspective does not privilege participation in solo sociocultural activities, including consulting textbooks. In the context of SLA, scholars (e.g. Ohta, 2005; van Compernelle, 2010) conceptualised L2 development as involving a qualitative transformation of a learner’s psychological functioning. This includes the internalisation of the L2 concepts that in turn affords learners conscious control over their L2 use, as evidenced in their ability to be more independent and utilise less support from external artefacts and expert others. Learning, on the other hand, only involves the quantitative accumulation of the metalinguistic knowledge and/or discrete abilities (Wertsch, 2007).

2.2.1 Microgenetic Studies Adopting Process-Product Approach

A number of research studies (e.g. Donato, 1994; Swain and Lapkin, 1998; Ohta, 2000; Storch, 2002; Gutierrez, 2008) have adopted a more subtle and refined process-product approach to

identify opportunities for L2 learning in social interactions and investigate over time whether the linguistic item is employed in a target-like manner in subsequent individual task. These studies often employed language-related episodes (LRE) to analyse the learners' understanding of the learnt features of the target language. Swain (2001: 287) described LRE as 'any part of a dialogue where students talk about the language they are producing, question their language use, or other- or self-correct their language production'. The process-product approach, informed by Vygotsky's SCT, is primarily process-oriented rather than product-oriented (Storch, 2002) and it aligns with the notion of microgenetic analysis: examining the development of psychological functions and processes over a short time frame. Instead of measuring explicit knowledge about language (i.e. the learner's ability to recall a linguistic item) through using tailor made pre- and post-tests (e.g. Kim, 2008; Nassaji and Tian, 2010), the process-product approach assesses implicit linguistic knowledge (i.e. the learner's ability to employ the linguistic feature).

One of the earliest SLA studies which employed 'microgenetic analysis and process-product approach' was by Donato (1994: 42). Donato investigated how scaffolding in peer interactions could lead to the appropriation of linguistic knowledge by the learners. The spoken discourse was collected from a group of three adult learners of French at an American university over a semester. The data consisted of the recordings of a session in which the learners were preparing for an oral presentation and the subsequent individual presentations delivered by the learners (one week later). Through employing Discourse Analysis (DA) to identify the LREs in the learners' talk, Donato found 32 cases of scaffolding in the planning session. The analysis of the learners' individual presentations indicated that out of 32 cases of scaffolded language-related help, 24 were employed correctly by the learners in their independent presentation, which indicated that help was no longer needed. Donato concluded that the effects of scaffolding

'[were] substantial enough to redefine and further cultivate the role played by the social context in L2 development' (p.52). However, this assertion is problematic as Donato's investigation of L2 development was limited to one group of learners, and therefore it was impossible to make generalisations regarding the effects of scaffolding on L2 development. Further, learners could potentially memorise their lines for their individual presentations outside the classrooms and the nature of the presentation was different from spontaneous speech where L2 errors are likely to emerge.

Building on Donato's (1994) work, Storch (2002) investigated the nature of L2 peer interaction in an adult ESOL classroom at tertiary level over a semester as learners worked on a variety of language-focused tasks and aimed to explore whether the different patterns of dyadic interaction could lead to different learning outcomes regarding L2 development. Storch analysed four case study pairs, with each pair representing a distinct interactional pattern in order to study whether the linguistic items learners negotiated during the peer interaction were evidenced in the learners' subsequent individual writing tasks. All peer interactions were audio-recorded. Through conducting DA and analysing the LREs, the results indicated that collaborative pair and expert/novice pattern of interaction led to more instances demonstrating evidence of a transfer of metalinguistic knowledge. Very limited evidence of transfer of metalinguistic knowledge could be found in dominant/dominant and dominant/passive pairs. Although only 10 pairs of learners in a tertiary ESL setting were analysed in this study, these findings highlighted the importance of social interaction and the different types of scaffolding conducive to L2 development. It also acknowledged that not all forms of social interaction are equally facilitative of L2 development.

These studies (Donato, 1994; Storch, 2002) have revealed that process-product approach allows

researchers to study possible links between the peer-mediated interactions and subsequent individual performance. However, these studies tended to conduct DA analysis, which involved using coding schemes to conduct linguistic analysis of the talk. This simplification of the nature of social interactions prevented researchers from understanding how the L2 developmental process is visible through social interactions. Hence, it is necessary for microgenetic studies to conduct micro-analysis of the interaction as ‘fine details may be found to be pivots upon which the analysis turns’ (Ohta, 2000: 75). Smotrova (2014) and Matsumoto and Dobs (2017) also suggested the need for more microgenetic L2 studies to consider the role of other mediational tools including gestures when examining L2 learners’ developmental processes as these resources can be employed by the learners to externalise their current knowledge states (see subsection 2.3).

2.2.2 CA as the Methodological Tool for Conducting Microgenetic Analysis

There is a growing number of microgenetic studies (e.g. Ohta, 2000; van Compernelle, 2010; Eskildsen and Wagner, 2015; Matsumoto and Dobs, 2017) that employs CA to conduct micro-analysis of the classroom or peer interactions to understand how L2 development occurs through interaction. Some earlier microgenetic studies that were mentioned in section 2.2.1 (e.g. Storch, 2002) have not considered how the L2 developmental process is visible through the analysis of the interaction. The goal of analysing microgenetic development is to ‘grasp the process in flight’ (Vygotsky, 1978: 68). In other words, it is about capturing and tracing the moment-to-moment changes as they happen in interaction, instead of analysing L2 development based on the final results of some performance (e.g. a task). Hence, adopting CA as a methodological tool can allow researchers to trace the process of learning which leads up to the appropriation, by learners, of previously socially-elaborated features, including vocabulary items, within a new

interactional context (van Compernelle, 2015). However, it is crucial to note that cognitive development occurs in the learner's mind and often learner's language mental processes may not necessarily be observable. Therefore, using CA may not provide the full picture of learners' L2 development (see chapter 6).

CA, with its roots in ethnomethodology and sociology, 'focuses on how social order is co-constructed by the members of a social group' (Brouwer and Wagner, 2004: 30) through the detailed analysis of the interaction. It adopts an emic or participant-relevant perspective on social action (Markee and Kasper, 2004). This analytic stance offers the study of learner-learner or expert-novice interactions without pre-theorizing the relevance and importance of language-in-use, which includes semiotic resources such as gesture and body posture (Firth and Wagner, 1997). In order to make arguments about L2 learning and development, CA researchers 'observe publicly displayed instantiations of distributed cognition as social behaviour' (Schegloff, 1989: 56) and the change in participation, including use of language, over time.

The combination of CA and SCT has been a key issue in CA research. Since CA is not a theory of learning, but a 'sociological theory that aims to explicate how participants accomplish various social actions through interaction' (Li, 2013), CA researchers attempt to draw on external theories including SCT to explain L2 learning and development. Nevertheless, it is important to acknowledge that a number of scholars (e.g. Lee, 2010; Hauser, 2011) have raised concerns regarding some problems inherent in combining CA with an external theory arguing that a researcher's analysis may be led by a pre-determined theory (see Hauser, 2011 for further discussion). Nevertheless, some scholars (e.g. Walsh and Li, 2013; van Compernelle, 2010) argued that the combination of CA and SCT could inform L2 learning and development. CA

emphasises the way participants methodically and systematically organise their social actions through interactions, while SCT focuses on the cultural perspectives of human activity and mental development. Hence, CA's major contribution to SCT research is its analytic mentality which allows researchers to explore SCT notions from the participants' perspective (van Compernelle, 2015). Such a complementary approach enables researchers to better understand the intricacies of human activity and psychological development.

Ohta (2000) is one of the earliest studies that adopts CA to examine peer-assistance and 'the interaction cues to which peers orient in order to provide developmentally appropriate assistance' to one another (2000: 52). Ohta described how two Japanese L2 students, Becky and Hal, assisted each other as they worked on assigned tasks (role-play task and the translation task) in a Japanese L2 classroom. The analysis indicated that when the learners were completing the role play task, Becky failed to use desiderative constructions in Japanese (see Ohtani and Steedman, 2008) but Hal offered linguistic assistance to Becky. Ohta argued that Becky successfully completed the task under Hal's support and she was also able to use desiderative constructions consistently for her subsequent oral task with Hal. This study suggested that both learners constructed their L2 knowledge through interacting with each other and the findings emphasised the significance of constructing opportunities for learner participation in the classrooms.

Although Ohta argued that the development which occurred in this specific classroom context could not guarantee that the target language was acquired by Becky for all time, the CA analysis of the interaction demonstrated that Becky's appropriation process was publicly displayed through analysis of the peer interaction, which demonstrated her increasing autonomy in noticing and correcting her own errors without intervention.

A recent study by van Compernelle (2010) investigated incidental microgenetic development (i.e. learning some aspect of the L2 without the intention to learn) during a 35-minute language proficiency interview between a teacher and an adult learner in French. The study demonstrated how CA could inform our understanding of L2 learning and development as publicly displayed over time. van Compernelle traced the microgenetic development in the learner's use of everyday spoken form 't'aimes pas' ('you don't like') in the interview. It first began with the learner's display of non-understanding which prompted the teacher to offer a simplified reformulation of the question. Later in the same interview, the same spoken form was understood by the learner and the learner initiated an appropriate answer to the teacher's question to display his understanding. In the subsequent part of the interview, the learner employed the first-person equivalent of the spoken form 'j' aime pas' in his spontaneous speech. Although the study only documented microgenetic L2 development within a relatively short time frame (approximately seven minutes), it demonstrated that L2 resources (mediational artefacts) could be creatively appropriated or initiated in different ways in order to meet the learner's communicative needs.

These studies (e.g. Ohta, 2000; van Compernelle, 2010) have successfully demonstrated the usefulness of CA in conducting close empirical analysis of a given interaction to identify objects of learning and track their development over a short period of time. Nevertheless, the time frame of the microgenetic development is short: about seven minutes in van Compernelle's (2010) study and one lesson in Ohta's (2000) study. It remains unclear whether the learners could recall the target language over a longer time frame. To date, there is a lack of CA research that explores L2 learning and development over a more expanded time frame (e.g. a few days, weeks or months). Moreover, recent research (e.g. Matsumoto and Dobs, 2017) has identified the role of gestures in contributing to learners' microgenetic L2 development (see sub-section 2.3).

2.3 The Role of Gestures in L2 Learning and Development

Gesture is generally viewed as physical movements that co-occur with speech. Although gestures are often spontaneously produced and individuals may not be aware of how and when they employ gesture when they speak (Kita, 2000), researchers such as McNeill (2000) argued that both gesture and speech form a unit that is necessary to be analysed as a whole in order to understand the role of gestures in enhancing speaking and thinking. As Smotrova and Lantolf (2013: 400) argued, ‘gestures, at least in part, externalise the thinking process and therefore make it (partially) visible to an interlocutor’. As a result, gestures have an important role as a mediational tool in L2 learning and development, particularly in relation to VEs (e.g. Smotrova and Lantolf, 2013), grammatical forms (e.g. Hudson, 2011) and pronunciations (e.g. Tai and Poon, 2016) that are not familiar to learners. McNeill (1992) proposed four categories of gestures: iconic, metaphoric, deictic and beats. Each one of them may have different roles in L2 learning and development. Iconic gestures are the common hand gestures which directly represent the physical actions or object. Metaphoric gestures are similar to iconic gestures but they are used to represent an abstract concept instead of a concrete object or action (e.g. circulating a finger at the temple to represent an individual’s internal thinking processes). Deictic gestures refer to the ‘act of pointing [...] that connects some aspects of speech to some other idea, object, location or action’ (McNeill, 1992: 10). Finally, beats constitute up-and-down or back-and-forth hand movements to highlight part of a speaker’s utterance, which is aligned with the rhythm and the prosody of the speech. Hence, as Gluhareva and Prieto (2016) argued, the use of beats varies from language to language (i.e. syllable-timed languages such as Spanish and stressed-time languages such as English).

A small body of research (e.g. van Compernelle and Williams, 2011; Smotrova and Lantolf, 2013; Smotrova, 2014) has demonstrated how learners made their understanding of the L2 meanings visible to other participants through using gestures in the classrooms and allowing the teacher to modify his/her teaching accordingly. One of the recent studies that explored the role of gestures as interactional resources in contributing to learners' conceptual understandings of English tense and aspect was by Matsumoto and Dobs (2017). The study employed CA to analyse two grammar classes at different levels (higher beginner and advanced levels) in an intensive English programme at an American university. The authors observed that teachers often employed deictic and metaphoric gestures as resources to make abstract temporal concepts concrete and visible to learners. Importantly, when examining the interaction which occurred a week after the lesson, that the authors showed how a particular learner appropriated the teachers' deictic gesture as a mediational resource to demonstrate his understanding of present tense, which is an evidence of his microgenetic development. Although the authors only analysed one excerpt to explain the effects of gestures on learners' L2 development, the analysis supported the claim that analysing both speech and gesture together allows researchers to better understand the learners' current knowledge state and their cognitive changes.

As Matsumoto and Dobs (2017) suggested, more SLA research is needed to explore L2 learners' self-initiated use of gestures within a longer time frame to reveal evidence of L2 learning and development. Thus, it is important for this study to present a detailed account of how teacher and learners employ both gestural and verbal means to construct VEs as they emerge in real-time classroom interaction, and examine whether the learners' appropriation of gestures can serve as an indication of their developing conceptual understandings of the meanings of the target VIs.

2.3.1 The Role of Gesture in Vocabulary Explanations

One of the few studies that studied the role of teacher gesture in L2 VE was Lazaraton (2004). The study explored an ESOL teacher's use of non-verbal behaviour in her unplanned VEs in her ESOL classroom in the US. Through conducting micro-analysis of the classroom discourse, Lazaraton demonstrated that gestures played a significant role in the teacher's spontaneous VEs. Lazaraton concluded that gestures enhanced the input and made it more comprehensible for L2 learners. Nevertheless, this conclusion may be problematic given that the research did not explore the ways in which learners responded to the teacher's gestures and the learners' non-verbal behaviours were also not captured in the transcript, which prevented researchers from understanding the effects of the teacher's use of gestures on learners' L2 learning. Furthermore, the study only focused on how the teacher gave explanations for 18 English verbs. Hence, it can be questioned whether the teacher's use of gestures for explaining different types of VIs including adjectives and nouns can also lead to comprehensible input.

A recent study by Tai and Brandt (2018) examined how an ESOL teacher employed embodied enactments as pedagogical resources to contingently explain vocabulary to learners in an adult beginning-level ESOL classroom in the US. The term 'contingency' in SCT means that 'utterances are constructed on the spot, rather than planned in advance' (van Lier, 2001:99). In pedagogical contexts, this involves the teacher to respond to some uninvited learner's response spontaneously. Embodied enactment refers to the participants' employment of embodied resources, including the use of gesture/body movement and/or verbal resources, to represent an aspect of hypothetical events. The authors argued that the notion of embodied enactment differs from the term 'embodied explanations' (Sert, 2017) as it only conceptualised enactments as a supplement or aid to the teacher's verbal responses instead of as 'a distinct form of interactional

and embodied conduct' (Tai and Brandt, 2018: 6). This is exemplified in the analysis of the classroom talk in Tai and Brandt (2018) which illustrated that the teacher did not simply employ gestures and bodily movements to explain VIs ('excuse me' and 'sorry'). Rather, the teacher offered a verbal and physical representation of an imagined outside-of-the-classroom context, which helped learners in the class to understand how the specific VIs could be employed in this specific context. However, the data was drawn from one beginner-level adult ESOL lesson. In order to demonstrate that embodied enactment is a legitimate component of classroom interaction, more research is needed to study the nature of embodied enactments in a broader range of classroom types.

To date, there is a lack of research that conducts CA analysis of classroom interaction to provide detailed descriptions of how VEs are interactionally managed when VIs emerge spontaneously in the ongoing classroom interaction, and how the VEs could contribute to the learners' conceptual understandings of the meaning of the target VIs. This study aims to address these research gaps by examining multiple classroom-video-data to investigate how a beginning-level ESOL teacher and learners draw on various linguistic and semiotic resources to construct L2 VEs.

2.4 Research on Vocabulary Explanations in L2 Classroom Discourse

A limited number of studies have analysed the sequential patterns of VEs in the L2 classrooms (e.g. Mortensen, 2011; Waring et al., 2013). Mortensen (2011) in his CA study investigated how VEs were jointly explained by teacher and learners in Danish L2 classrooms. He identified the following interactional organisation: (a) the teacher highlighted a specific VI, (b) the learner repeated it (elicited by the teacher or learners self-repeated it spontaneously), (c) the teacher requested a VE, (d) the learner provided the VE (p.139). Waring et al. (2013) identified two main

types of VE in an intermediate-level adult ESOL classroom in the US: analytic and animated explanations. Analytic explanations entail heavy reliance on verbal and textual resources, while animated explanations involve using a range of multimodal resources. In line with Mortensen (2011), Waring et al. (2013: 254) identified the following main elements of L2 VEs: '(1) set word in focus, (2) contextualised word, (3) initiated understanding-display sequence (UDS) or offered explanation by the teacher him/herself, (4) closed the explanation with a repetition'. The two important terms are contextualisation and UDS. Contextualising a word in the analytic explanation is done in a textual way, for example, placing a word in a sentence, and therefore evoking a grammatical or semantic context. In animated explanations, it is done by employing gestures to depict the meanings of the VIs in order to engage the learners. An alternative way to engage the learners is through UDS, which is a two-part sequence which entails teacher checking learners' understanding and learners' display of understanding.

VEs have received some attention in L2 classroom interaction research. However, to date, there are limited studies (e.g. van Compernelle and Smotrova, 2017; Tai and Brandt, 2018) that have explored the construction of VEs in beginning-level ESOL classrooms. Moreover, there is no study that has attempted to identify the sequential patterns of VEs in beginning-level ESOL classrooms. Hence, there is a need for this dissertation to address these research gaps.

3. Methodology

3.1 Research Questions

This study aims to investigate the construction of VEs in beginning-level adult ESOL classrooms. Particularly, this study is interested in tracking the signs of microgenetic development in the learners' conceptual knowledge of the meanings of the target vocabulary. Hence, this study addresses the following RQs:

- (1) How are L2 VEs in adult beginner-level ESOL classrooms sequentially organized?
- (2) What linguistic and semiotic resources are employed by the ESOL teacher in constructing L2 VEs?
- (3) In what ways can CA, as a methodological approach, shed light on L2 development, specifically the learners' development of the conceptual knowledge of the meaning of the target L2 vocabulary?

3.2 Analytical Framework

In line with the SCT perspective to SLA which perceives L2 learning and development as mediated in and through interaction (e.g. Lantolf and Thorne, 2006), this study combines the analytic methods of CA with SCT (*cf.* sub-section 2.2.2, chapter 2). CA, as a qualitative methodology, utilises naturally-occurring interaction and every minute detail 'is considered relevant in uncovering participant orientations toward the interaction' (Waring, 2008: 580). SCT is utilized as a conceptual framework, guiding the focus on tracing the qualitative changes in a learners' microgenetic development. It is important to note that since this study aims to

investigate learners' participation and teacher's pedagogical practices in real time, this study is classified as an 'applied CA study' (ten Have, 2001) instead of a 'pure CA study'. As ten Have (2001: 3) argued, pure CA study aims to 'explicate the endogenous organisation of talk-in-interaction as such', whereas an applied CA study 'tells us how to look, and what we must do in order to show how the features of institutions, like education, are produced in situ, in real time' (Heap, 1997: 223). CA analysts have understood classroom interaction as a type of institutional talk which has a key institutional goal (i.e. to teach the learners the L2). This is different from the speech exchange system of daily-life conversations (Sacks et al., 1974). Although scholars (e.g. Hauser, 2011) suggested the danger of using exogenous theories to inform the CA analysis (*cf.* sub-section 2.2.2, chapter 2), the insights from SCT will only be brought into the discussion section (chapter 6) where relevant. The analysis of the classroom data (chapters 4 and 5) is completed within a CA framework. As Kitzinger (2008) argued, applied CA studies can discuss the data with regard to exogenous theories, before and after conducting the CA analysis. Nevertheless, it is necessary for the CA analysis itself to be proceeded as any other CA studies, with line-by-line analysis. With a convergence of CA and SCT, this study develops an empirical basis for understanding L2 development by tracing how development emerges during classroom interactions.

3.3 The Data

The classroom video-data for this study were drawn from the Multimedia Adult English Learner Corpus (MAELC), which entails of video-recordings of classroom interaction in a U.S. ESOL learning context. The video-data were collected by researchers at Portland State University (PSU) and the data were collected at Portland Community College. This corpus was compiled to allow researchers to conduct longitudinal studies of adult ESOL learners' SLA processes (Reder,

2005). The full corpus includes over 4000 hours of classroom interactions. The classroom interactions were recorded by employing six video-cameras in order to get a better picture of the discourse.

The segments of data selected for this study were collected from a beginning-level ESOL classroom from January to April 2002 (two lessons per week each lasting two hours). I started reviewing classroom-video-data that occurred on the 7th of January 2002, as it was the first day of the new teaching term. I did not review any lessons beyond the 29th of April as most of the students moved to the intermediate-level ESOL class in May 2002. For this study, a total of 30 lessons were observed. The ESOL teacher was an experienced teacher who had studied German and Spanish at a US university (Hellermann, personal communication, November 2016). There were twenty-one adult learners of English enrolled in the class: two from Romania, nine from Latin American countries, one from Russia, three from Africa, six from China and one from Korea. Except for a few learners, most of the learners consistently attended the classes from January to April. Based on the Portland ESOL curricular guidelines (Reder, 2005), it was expected that beginning-level ESOL learners ‘can say their names and addresses’, and they ‘will need help to conduct day to day business and usually have trouble giving or writing personal information independently’. As I was analysing video-data that was previously collected, I was not able to obtain any information regarding the learners nor I could interview the teacher regarding the characteristics of the learners, which is a general limitation of corpus-based studies.

3.4 Data Analysis Procedures

The first stage of analysis involved taking a stance of ‘unmotivated looking’ (Mori, 2004) as the

guiding principle when reviewing the video-recordings from MAELC. I watched multiple classroom-videos with an open mind (i.e. without any particular interest of research focus) to discover any interesting interactional phenomenon that is worthy for further exploratory analysis. This approach aligns with the emic perspective adopted by CA as the researchers grounds the research focus based on the recordings of the interactions without referring to the external factors unacknowledged by the participants in order to develop an emic understanding of the classroom interaction (i.e. an understanding which draws upon the participants' own understanding of the ongoing talk rather than researcher-imposed). In this process, it was noticeable that the teacher devoted a lot of her time in explaining unfamiliar VIs to her learners, not least because of the limited linguistic resources shared between the participants. The teacher occasionally demonstrated her understanding of the Spanish produced by her learners but tended to rely on English to explain the vocabulary. The learners, on the other hand, displayed some ability to understand the teacher's English although the English they produced was somehow limited. As a result of the learners' limited English abilities, the teacher's VEs drew heavily on embodied resources, and this was considered as worthy for further analyses. As Sidnell (2010) argued, once an interesting phenomenon had been identified, research could build up a collection of similar occurrences so that differences and similarities between each occurrence could be examined. Thus, I reviewed the video-recordings again and paid attention to teacher-learner interactions in order to observe how teacher's VEs were done in the interactions. It is important to note that scholars have attempted to classify the nature of vocabulary explanation into planned (PVE) and unplanned (UVE) vocabulary explanation. UVE was defined as 'impromptu explanations of word meanings during a lesson in which an unfamiliar word or lexical concept appears' (van Compernelle and Smotrova, 2017: 194). This typically involved moments when the explanations were given contingently, usually due to some disrupting elements such as learners initiating

uninvited responses (i.e. learner initiatives) or errors initiated by the learners. Alternatively, PVE was referred as prepared explanations of word meanings which was designed to teach the target vocabulary (Morton, 2015). This usually referred to moments where the teacher's explanations were emerged as a pedagogic point of a lesson. For example, during the pre-listening activity, the teacher's introduction of a list of words and provision of its meanings is an example of the teacher's planned intent to explain target VIs. However, the distinction between UVE and PVE is not easy to maintain as it is possible for teachers to predict words that learners may not know and prepare PVE in advance so that they can address the learner-initiated questions contingently and appropriately in the classrooms. This aspect cannot be captured in CA analysis as this will require analysts to conduct teachers' interviews in order to understand their prepared lesson plans. In order for me to determine whether particular extracts involved VE sequences, a widely-adopted definition of VE was employed to guide me in identifying such interactional sequences. The prerequisite for introducing a VE sequence is to 'establish an asymmetry in knowledge or comprehension between at least two speakers' (Merke, 2016: 4); this typically entails the recipient of the VE, and the explainer of the vocabulary, who can be either the teacher or a learner.

I also noticed that some learners demonstrated their understandings of the VIs — that were previously explained by the teacher — in subsequent lessons. This motivated me to review more video-recordings in order to locate further instances that entailed a transfer of knowledge from an earlier lesson to the subsequent individual performances. In order to determine whether the particular instances constituted as the evidence of transfer of knowledge, I looked for the instances which involved the learners demonstrating the meaning(s) of a VI, being discussed via the teacher's VE sequence, by employing the VI in a new interactional context appropriately (*cf.*

sub-section 2.2.2, chapter 2). Both teacher-learner and learner-learner interactions were reviewed to search for evidence of learners' transfer of knowledge of the teacher's VEs.

The second stage of analysis entailed the transcription of all excerpts that involved VE sequences as well as excerpts that illustrated the learners' transfer of knowledge. Following CA methods, detailed transcriptions were necessary so that all relevant interactional features were included for analysis. I adopted the widely employed transcription conventions adapted from Jefferson (2004) (see Appendix 1) to transcribe the video-data. Including these minute details such as intonations, non-verbal resources, length of silence were needed as these details could inform researchers regarding 'how social actions [were] performed, how each turn [was] produced and treated by the participants' (ten Have, 2007: 89). The procedure for CA transcription was to first transcribe the verbal utterances of talk and then provide visual descriptions on a separate line (ten Have, 2007). In recent CA-for-SLA studies, it is common for CA researchers to conduct multimodal analysis in their studies by including discretions of non-verbal conduct, and screen-shots of relevant actions captured in the video-recordings (e.g. Sert, 2017). As this study looks at how teacher and learners draw on their multimodal resources in the classrooms, I employed a '+' sign to indicate the onset of non-verbal actions (Sert, 2017). '#' sign was also employed for the screen-shots to indicate to the readers the exact locations of the figures in the transcripts. As some of the learners used Spanish and Mandarin to communicate with their peers and the teacher, I provided the English translations in the transcripts. They were highlighted in italics and placed after the verbal features of talk on a separate line. For the Mandarin translations, both the Chinese characters and Romanisation (i.e. pinyin) were provided. These translations were proof-read by Spanish and Mandarin native-speakers who were postgraduate students in Applied Linguistics at a British university. Although the video-recordings were captured by six cameras

and five microphones and the recordings could mostly capture the classroom talk clearly, there were instances where I could not identify the verbal utterances. Thus, 'XX' sign was used to indicate inaudible utterances. However, I was able to capture most of the interactions going on in the classrooms. After transcribing the verbal utterances and non-verbal actions, I employed Audacity, an audio software programme, to track the time (in tenths of a second) between utterances. This allowed me to accurately reflect the length of the pauses.

After transcribing the data, I carried out line-by-line analyses to closely investigate various sequences-of-talk which entailed teacher's VEs and learners' transfer of knowledge. I constructed the descriptions of the interactional organisations of VEs and learners' transfer of knowledge based on the full range of the extracts. The collections consisted of nineteen extracts on teacher's VEs and six extracts on learners' transfer of knowledge. This led to the formation of three features of the VE sequences and three features of learners' transfer of knowledge (see chapters 4-5).

3.5 Reliability and Validity of CA Findings

The issues related to the reliability and validity of qualitative research are commonly discussed (e.g. Bryman, 2001). However, they are rarely discussed in CA research. Seedhouse (2004) argued that the goal of adopting an emic perspective to analyse naturally-occurring interaction means that CA has its own procedures to ensure validity and reliability in the analysis of talk. These procedures are often different in many ways from the mainstream research methods which operate in an etic paradigm, such as using inter/intra-reliability ratings to assess the reliability of the data-analysis processes. Therefore, many of threats to reliability and validity that other research methods confront do not apply to CA research (Seedhouse, 2004; Sert, 2017). First, the

reliability of CA findings is tied to the fine-grained and public nature of its transcripts. All CA analyses are presented alongside the transcript of the data. CA analysts make the process of analysis transparent to the reader and this allows the reader to analyse the data themselves to assess the analytical procedures that the analysts have followed and the validity of the analysts' analysis and conclusions. In this way, CA analyses are subject to repeated scrutiny by readers. Although some scholars (e.g. Psathas, 1995; Ford, 2012) argued that fine-grained CA analysis can be biased in reference to only one person doing it, it is standard practice for CA researchers to present their video-data and analyses to data sessions and share their work with other CA researchers for feedback before submitting them for publication in order to ensure that the analyses are transparent and reliable (Seedhouse, 2004). Second, in order to ensure the validity of the CA analyses, analysts are required to make observations based on the participants' observable orientations and understandings. In other words, CA analysis is built on how participants orient to each other's turns at talk, rather than on the analysts' own interpretations of the talk (Seedhouse, 2004). This means that the fine-grained details of interactions are necessary for analysts to analyse the interactions from an emic perspective. Thus, CA analysts cannot make any arguments beyond what is illustrated by the interactional detail in order to maintain the emic perspective and thus the validity of the CA analysis. Nevertheless, it can be challenged that the participants' constructions of their turns at talk can be affected by external factors, including power dynamics between participants, social class and personality, and these factors cannot be captured by solely observing the video-data.

In order to ensure that my analysis was reliable and valid, the identified broad categories (*cf.* chapters 4-5) were solidified by reiterative line-by-line analyses of the data for at least two times to minimise the possibility of any subjective interpretations or any attempt to 'fit' the extracts

with the identified broad categories. Throughout the re-analysis process, I strived to maintain the ‘radically emic perspective’. I have invited other CA researchers to review my extracts to ensure that my analysis of VEs and learners’ transfer of knowledge was objective in nature and valid. I presented my transcripts to the Multimodal Analysis Research Group (MARG) at Newcastle University in February and May 2018 which involved Ph.D. students and academic staff from different universities whose research interests are situated in social interaction. The group reviewed transcript segments and the corresponding videos in the sessions which entailed four extracts of VEs (out of sixteen) and three extracts of learners’ transfer of knowledge (out of six). Presenting at the data sessions allowed me to resolve confusions and divergent readings and the group agreed that the transcripts that I presented were accurately transcribed and the analyses of the extracts were accurately analysed. As mentioned, the element of individual CA analyst interpretation must be as limited as possible (Brandt, 2011). Having other CA analysts examine my data could bring a ‘fresh’ eye to the data and make sure that my analysis was not my own ‘interpretation’, but ‘sharable and shared understandings which can [...] be analysed in procedural terms’ (ten Have, 2007: 140). However, it was not possible for me to present a considerable number of extracts of VEs and learners’ transfer of knowledge to MARG for validation. Thus, my colleague, a Ph.D. candidate who specialises in CA and SLA at Newcastle University, was invited to review my initial analyses of the representative extracts of VEs (six extracts) and learners’ transfer of knowledge (four extracts) that were drawn from my collections, and these extracts are analysed in chapters 4 and 5. It was agreed that my initial analyses of the extracts were objective in nature and valid.

For reporting purposes, the researcher can only select the representative extracts instead of presenting all the transcribed VE sequences and instances of learners’ transfer of L2 knowledge.

This may give rise to the issue of the representativeness of the analysed extracts in this dissertation. To address this concern, the following aspects were considered:

- the presented extracts being directly or indirectly comparable to other extracts (ten Have, 1990);
- the deviant cases being considered (Ford, 2012).

As ten Have (1990) argued, regardless of a single-case (i.e. one particular extract) analysis or collections of instances (similar or different), CA analysis 'is always comparative, either directly or indirectly' (ten Have, 1990: 34). In other words, the analysed extracts were inter-related to illustrate how the interactional features recurrently occurred (by relevantly similar instances) or how the features were employed in dissimilar ways (by deviant instances). In this study, the chosen extracts were typical VE sequences and typical instances of learners' transfer of L2 knowledge that could be found in my whole collection. Atypical VE sequences were not found in the collection. It needs to be noted that the goal of CA analysis is to find the 'devices', or 'the technology of conversation' in the speakers' situated interaction, instead of justifying the best possible representative extracts (ten Have, 1990). Therefore, as long as the selected extracts can address the RQs to reveal the relevant 'orderliness' with their representative nature, this can be said, to a large extent, that the representativeness is sufficient, or the research findings can be reliable.

4. Analysis: The Nature of Vocabulary Explanations

This chapter presents findings which address the first and second RQs regarding (1) the sequential organisations of the VEs and (2) the teacher's use of linguistic and semiotic resources in constructing L2 VEs. Findings reveal three distinctive features of the VE sequences: (1) embodied explanations, (2) embodied enactments as explanations, and (3) learner as vocabulary explainer and teacher as vocabulary provider.

4.1 Embodied Explanations

Embodied explanations refer to 'explanations that include explicit deployment of visual behaviours, like the use of hand gestures' (Sert, 2017: 15). In this study, seven instances were found which illustrated the teacher's (T's) embodied explanations. Extracts 1 and 2 are the typical cases which demonstrate this interactional phenomenon.

Extract 1: Today, Tomorrow and Yesterday

Extract 1 (see Appendix 2, pages 91-92) was from the lesson on 7-1-2002 and was previously analysed in Tai's (2017) study. However, the analysis presented in Tai (2017) focused on the feature of learner initiatives and did not pay attention to T's embodied explanations. Thus, the analysis below will centre around how T draws on non-verbal resources to accompany her explanations of the nouns: 'today', 'tomorrow' and 'yesterday'. Prior to this extract, learners were asked by T to employ the adverbials of time (i.e. 'yesterday', 'today' and 'tomorrow') to complete a sentence (e.g. today is Monday). Although student 3 (S3), a Latin-American student, was chosen by T to complete the sentence, S3 seized the opportunity to ask T to clarify the meanings of these adverbials of time.

In line 169, T first utters ‘yesterday’ and code-switches to Spanish by saying ‘pasado’ to offer the equivalent of the noun ‘yesterday’. This leads to S3’s acknowledgement (‘yeah’, line 171) of T’s explanation possibly because S3 is a native Spanish speaker and she is able to understand T’s use of Spanish. Concurrently, T gestures backwards to suggest that the noun ‘yesterday’ refers to the past. S3 then initiates a follow-up question and asks T regarding the correct adverb for describing ‘today’. T responds to S3’s question by saying ‘present’ and pointing to the ground in line 177. T’s use of deictic gesture can be seen as an imitation of S3’s deictic gesture in line 175 to illustrate the present time frame.

After S3 acknowledges T’s response in line 179, T initiates a turn to offer a short explanation of ‘tomorrow’. She first moves her hand forward in line 182 and then utters ‘future’ in line 184 which implies that the meaning of ‘tomorrow’ refers to the future. However, in line 186, S3 asks another follow-up question regarding the word for describing ‘after tomorrow’. Note that S3’s employment of metaphoric gestures is referring to two different time frames. S3’s first metaphoric gesture in line 184 (i.e. moving her hands forward) is referring to the future time frame but the second one in line 186 (i.e. moving her arms further forward) is referring to ‘the future of the future’ (Gutierrez, 1995). Hence, these metaphoric gestures are different in terms of the spatial extent. T offers an explanation to S3 in line 187 by uttering ‘future’ as well as moving her right hand further forward which is an imitation of S3’s second metaphoric gesture. This explains to S3 that the word ‘future’ itself implies the meaning of ‘after tomorrow’. Although this explanation does not lead to immediate uptake from S3, as indicated in her utterance of ‘future?’ with a rising intonation which indicates her uncertainty of T’s explanation, T offers the Spanish equivalent of ‘future’ (‘futuro’) to S3 in line 192 and this eventually leads to a display of

understanding from S3, as shown by her use of change-of-state token ‘ah:’ (Heritage, 1984) in line 196. A change-of-state token (e.g. oh) is perceived as an understanding-display device (Heritage, 1984). It indicates a change in state of the participants’ knowledge from non-understanding to a claimed understanding of the information.

Extract 2: We and They

Extract 2 (see Appendix 2, pages 93-94) was from the lesson on 14-1-2002. Prior to the extract, T was teaching the pronouns: ‘I’, ‘she’, ‘he’, ‘we’, and ‘they’. Learners were asked to observe T’s gestures to determine what pronoun she was referring to.

As extract 2 begins, T stretches out her right arm and points at the learners on the other side of the classroom. Student 9 (S9), a Latin-American student, takes the turn and utters ‘they’ in order to indicate the meaning of T’s gesture. T repeats S9’s response in line 93 as a way to confirm the accuracy of S9’s answer. Notably, S3 self-initiates a turn in line 98 to utter ‘we’, accompanied by her use of circular motion and her gazing at T. This displays her understanding of ‘we’ as S3 is implying that both herself and T are considered as a group. T does not directly provide feedback on S3’s self-initiation. Rather, T takes the turn in line 100 to illustrate the meaning of ‘we’ by first touching S3’s shoulder with her left hand and moving her right hand forward to point at S3 and backward to point at T herself. By doing so, T aims to show to other learners that both T herself and S3 are seen as ‘we’.

After illustrating the meaning of ‘we’, T points at the learners on the other side of the classroom to elicit the appropriate pronoun (i.e. they) from the learners (line 101). S3 responds to T’s ‘question’ by uttering ‘they’ and pointing to the learners on the other side of the classroom

(figure 1). Other learners also initiate ‘they’ in line 104 and T repeats it in line 106 to acknowledge the learners’ answer.

Although the learners correctly identify the pronoun, T does not take the learners’ demonstration of understanding as a cue to close the VE sequence. T still launches her explanation of the difference between ‘we’ and ‘they’ in lines 113-125 as an opportunity to consolidate the meanings of ‘we’ and ‘they’. T first provides a short definition of ‘we’ by stating ‘we is two’, accompanied by her gesture of holding her index and middle fingers upwards (line 113). She then points to herself while uttering ‘me’, and then touches S3’s shoulder while uttering ‘and’ in order to demonstrate that ‘we’ refers to herself and S3. This leads to several acknowledge tokens in lines 117 and 119 from S3 to display her understanding of T’s explanation. T then moves on and explains the meaning of ‘they’ in lines 121-125. T first initiates ‘but they’ which suggests that the word ‘they’ does not share the same meaning as ‘we’. T then stretches out her arm and points at students 8 and 5 (S8 and S5) while uttering ‘she and she’ in line 125. By stretching out her arm to point at the learners, T reinforces her physical distance between herself and the group of learners on the other side of the classroom. In line 126, S9 imitates T’s gesture, which possibly illustrates her understanding of the meaning of ‘they’.

As illustrated in extracts 1 and 2, T synchronises the target words through employing gestures to make her verbal explanations more comprehensible for the learners. Importantly, T does not always come up with her own gestures to explain certain lexical items. As shown in extract 1, T sometimes imitates S3’s gestures to complement her own explanations. By doing so, T firstly displays alignment with S3 and secondly treats S3’s gestures as an appropriate interactional resource for T to explain the target words to other learners. Nevertheless, using embodied

explanations may not always work in explaining particular VIs. As shown in extract 1, T eventually needs to draw on her L2, Spanish, to explain the meaning of the ‘future of the future’ to S3. This serves as a good example of how T draws on her available linguistic and semiotic resources to construct her VEs. The embodied explanations typically display the following sequential organisation:

- (1) T emphasises the target word by repeating it;
- (2) T then provides explanations through using a combination of verbal resources, including code-switching, providing definitions, and gestural resources;
- (3) The learners then acknowledge the word explanation by uttering acknowledgement tokens and/or imitating T’s gestures.

4.2 Embodied Enactments as Explanations

The term ‘embodied enactment’ was introduced by Tai and Brandt (2018: 2) and was defined as ‘playing out hypothetical scenarios, verbally and physically, in order to [...] produce explanations, and in doing so, bridge the gap between classroom discourse and interaction outside of the language classroom’. In this study, ten instances were identified which illustrated the constructions of embodied enactments. Extracts 3 and 4 are the typical cases which demonstrate this feature.

Extract 3: Excuse me

Extract 3 (see Appendix 2, pages 95-97) was taken from the lesson on 1-4-2002. Prior to this extract, T was teaching the meaning of ‘excuse me’ (i.e. asking someone to repeat their utterance) to her learners. In this extract, T aims to offer additional explanations regarding the meanings of two different intonations of ‘excuse me’. In lines 1-5, T explains to the learners that

there are two ways of pronouncing ‘excuse me’: ‘excudse me?’ and ‘excuse me↓’. This leads to a follow-up question initiated by student 10 (S10), a Russian student, asking which pronunciation is considered as preferable (line 7). T responds to S10’s question by uttering ‘different’ three times and employing iconic gestures (spreading out her hands in opposite directions, figure 2) to reinforce the difference between the two pronunciations (line 9).

Although S10 initiates a change-of-state token ‘ah’ in line 11 which possibly displays her understanding of T’s explanation, T initiates a new turn in line 13 and asks student 13 (S13), a Chinese student, to stand up which projects that T will offer an additional explanation to S10’s question through the use of an example (line 13). T makes a request to S13 to ‘please stand up’ quietly, making a ‘standing up’ motion with her hands. S13 stands up and follows T’s request by moving closer to T (line 15), although at this stage S13 has not yet been informed of the reason for her to stand up. T establishes a hypothetical scenario by walking towards S13 in line 15 to indicate her walking direction, which signals to the class that T’s forthcoming action will be performative. The second 0.8-second pause in line 15 also appears to project that the interaction is now moving from the instructional context to a hypothetical scenario (Goffman, 1981). T then enacts a hypothetical context by uttering ‘excuse me↓’ (line 15), with raising intonation on the first word ‘excuse’ and falling intonation on the second word ‘me↓’, and physically touching S13’s shoulder (line 16), to represent the embodied enactment itself. In line 16, S13 follows T’s request by moving to the right to offer space for T to walk through, which is a demonstration of S13’s understanding of T’s previous action. As shown, T leads the construction of the embodied enactment from lines 15-18 by acting as the pedestrian who initiates request and S13 as the passive pedestrian who moves aside. After an unknown learner initiating a change-of-state token ‘oh’ to possibly indicate his/her understanding of the embodied enactment in line 17, there is a

long 1.0-second pause which is not being taken up by T or S13 and this signals the completion of the enactment.

At this point, both T and S13 have appeared to 'step out' of the hypothetical context (Goffman, 1981). Nevertheless, T chooses to bring S13 back to the hypothetical context and invites S13 to repeat the previous enactment by saying 'yeah your turn' in line 23. S13 accepts T's invitation and S13 first walks towards T in line 24, then S13 spreads out her left arm and utters 'excuse me' simultaneously in line 25 which T responds by moving to the right to create space for S13 to go through. S13 touches T's left arm and utters 'excuse me' again in line 25, which T offers a verbal acknowledgment 'okay' to acknowledge S13's request in line 26. In this extract, it is noticeable that there is an interesting role reversal in the two embodied enactments. Unlike the previous one where T acts as the person who initiates a request, in this embodied enactment the hypothetical roles are switched when S13 is given the chance in lines 24-25 to take the lead and act as the pedestrian initiating the request. It is this shift of hypothetical roles that leads T's laughter in line 26 and T's act of touching S13's elbow in line 26 while she is saying 'no no'. Both T's laughter and her action of patting S13's elbow presumably do not form part of the embodied enactment. However, it is a demonstration of the non-serious nature of walking past one another in this way.

Furthermore, S13 attempts to demonstrate her understanding through self-initiating enactment to possibly ensure that her understanding is correct. S13 utters 'excuse me' while stepping towards T and moving her left hand towards the left (line 31), which indicates the act of pushing. It is evidenced that T utters acknowledgement tokens: 'yeah' for twice and 'uh ha' in line 33, which confirms S13's enactment as illustrating an appropriate understanding of the meaning of

‘excuse me’.

Extract 4: You first

Extract 4 (see Appendix 2, p.98-100) was extracted from the lesson on 11-2-2002. Prior to this extract, T was explaining the use of ‘go ahead’ and ‘after you’ to her learners and emphasising that both VIs could be employed in situations where a male invites a female to pass through ahead of him.

Extract 4 begins with T uttering ‘interesting’ (line 1) and ‘please go ahead’ (line 3) which potentially refers to her own reflections regarding her explanations of ‘go ahead’ and ‘after you’. As no one takes up the floor in line 4, student 15 (S15), a Korean student, self-selects to initiate a turn to suggest an alternative phrase (‘you first’, in line 7) to T. S15’s self-initiation can be perceived as an attempt to open a new sequence to discuss a specific topic. T confirms S15’s suggestion in line 9 by repeating the phrase, and provides positive feedback to S15 by stating ‘yeah (0.4) you can say that too’. T also writes down the phrase on the whiteboard to place it at centre stage for public scrutiny.

Similar to extract 4, T projects that she will offer an explanation of ‘you first’ through employing an example (line 11). T invites S15 to come over to the centre of the classroom by saying ‘please come (3.3) here’ in line 11 and making an inviting motion. S15 follows T’s instruction by walking to the spot indicated by T (line 13) without being informed of the purpose. T then establishes a new imaginary context to S15 by uttering ‘so (.) door (0.6) door’, lowering her arms and putting her arms together in parallel (figure 4), which encourages learners to imagine a door facing in front of T. T then initiates a pre-closing ‘okay?’ which provides an opportunity for the

learners to raise any questions before moving on. Since no one initiates any questions during the 0.3-second pause (line 15), T continues with establishing the imaginary context by saying 'same time'. After that, T physically enacts the scene by walking slightly forward and S15 is standing behind T. Here, T signals a shift from describing the imaginary context to enacting that context. T touches S15's right arm which requests S15 to walk behind T. S15 utters a change-of-state token 'oh' and follows T's instruction in line 17. By doing so, T and S15 are co-constructing a scenario where there are two people planning to go through the hypothetical 'door'. After the physical enactment, T shifts back from enacting the scene to providing a verbal explanation to the learners. T utters 'and he says' in line 19 which indicates the next utterance that S15 needs to produce. S15 immediately utters 'you first' (line 20) to address T's explanation. While S15 is uttering 'you first', he leans down his body and makes a 'welcoming' gesture with his hands (lowering his right-arm and extending his right-arm slightly further than his left-arm, figures 5 and 6) to invite T to walk through the imagined 'door'. This reveals that there is a change of footing from describing to enacting the scene again. A change of footing refers to how participants change their orientation of the frame for events that they are participating in (Goffman, 1981). T continues with the embodied enactment by squeezing her body to go through the 'door' (line 20). T then repeats S15's response, 'you first', and simultaneously moves her right arm to chest level in line 22 which emphasises her walking direction to the imagined 'door'. This signifies a shift from the completion of the embodied enactment to T's provision of verbal explanation as T takes this opportunity to confirm S15's enactment in line 20 and complete the turn that she first initiates ('and he says') in line 19.

In line 23, S15 enacts his 'welcoming' gesture again (figure 7), possibly taking this chance to display his understanding of 'you first'. This is followed by S13's initiation of 'ah okay' in line

24 to claim her understanding of the meaning of ‘you first’. T reinforces her explanation by stating ‘so I go first’ (line 28). This is accompanied by her use of deictic gesture (pointing to herself when she says ‘so’) and iconic gesture (moving her right-arm to chest level when utters ‘go’) to emphasise the idea that T is offered the chance to go after S15. Note that S13 utters an incomplete utterance ‘af-’ twice in line 32. Despite S13’s unintelligible utterances, T illustrates her understanding of S13’s utterance by uttering ‘or after you’ in line 34. The phrase ‘after you’ was previously explained in the lesson. By doing so, T is offering corrective feedback to S13, as well as linking the meaning of ‘after you’ with the target phrase ‘you first’. In line 36, S13 utters a change-of-state token ‘ah okay’ and repeats ‘after you’ to potentially display her understanding.

In summary, both extracts illustrate how T enacts a hypothetical context through verbal and multimodal resources to facilitate learners’ understandings of the VEs. By offering verbal and physical representations of imaginary contexts, T potentially allows learners to understand how the target vocabulary can be employed in real-life situations. The following sequential organisation is identified for both T and learners to perform the embodied enactments:

- (1) T requires learners to follow T’s instructions, including standing up or walking towards a particular spot;
- (2) T verbally and physically establishes an imaginary context;
- (3) T brings learners into the enactment;
- (4) During the embodied enactment, T switches footing by shifting back and forth between the hypothetical context to the instructional context;
- (5) The learners display their understanding of the embodied enactment through different ways, including producing change-of-state tokens and self-initiating embodied explanation.

4.3 Learner as Vocabulary Explainer and Teacher as Vocabulary Provider

In this study, two instances were found where the learners constructed the vocabulary explanations and asked the teacher to identify the lexical item for them. In this way, the teacher assumes the role of vocabulary provider to offer the lexical items that corresponded to the learners' explanations. Both extracts 5 and 6 were taken from the same lesson on 28-2-2002.

Extract 5: Daughter-in-law and Pregnant

Prior to the beginning of extract 5 (see Appendix 2, p.101-102), T was teaching the learners the meaning of 'grandchildren' and T asked how many grandchildren did S3 have. S3 explained that her grandson was twelve-years-old.

The extract begins with T making her personal comment regarding the age of S3's grandson in line 7. It is noticeable that S3 employs Spanish to initiate a new sequence (first-pair part, FPP) to introduce her daughter-in-law to the T ('my la nuera', line 9). A FPP refers to utterances such as announcements or questions which are designed to initiate some interactional exchange (Schegloff, 1980). Simultaneously, S3 first moves her chair backwards to provide her with the space to enact her gestures. Then S3 moves both of her hands forward and backward repeatedly to visually form a shape of a semi-circle (figure 8). This iconic gesture refers to S3 daughter-in-law's pregnancy, but this is not being understood by T.

After a long 0.5-second pause (line 10), T does not initiate a second pair-part (SPP), a turn to respond to the FPP (Schegloff, 1980), to acknowledge S3's utterance. Rather, T initiates a side-sequence to display her non-understanding of S3's utterance. A side-sequence refers to the sequence of turns which intervenes between FPP and SPP (Schegloff, 1980). This is

demonstrated when T asks a question, 'my daughter?' in line 11. S3 rejects T's response by uttering 'no' and then utters the hesitation marks 'er' twice in line 13 after a long pause. This potentially indicates S3's pausing for lexical search or her uncertainty in offering the appropriate response for repairing T's understanding. T again utters 'daughter?' to seek confirmation from S3 (line 15) but S3 responds to T immediately, with no hesitation or pause, in line 16 by providing a short definition of 'daughter-in-law'. T accepts S3's explanation as adequate and displays her understanding by repeating the noun 'daughter-in-law' twice in line 18. By repeating the noun, T potentially attempts to draw the attention of other learners to a new VI. S3 repeats 'in law' voluntarily in line 20 and this indicates that S3 treats T's provision of the VI as an opportunity for her to learn a new word.

T then initiates another turn by uttering 'uh ha?' (line 22) to close the side-sequence and invite S3 to elaborate on the FPP which was first initiated in line 9. Having been given the floor, S3's use of hesitation marks 'er er' in line 24 which possibly implies that she does not know the appropriate words to express her thought. However, S3 reinforces her meaning with the same iconic gesture that she did in line 9, forming a shape of a semi-circle. This leads to T's initiation of a SPP to acknowledge S3's explanations, as shown by T's utterance of the noun 'pregnant' to refer to the meaning of S3's iconic gesture in line 9. Similar to line 20, S3 repeats the noun voluntarily in line 28. In line 28, S3 utters 'two month', accompanied with her use of iconic gesture, extending both her index and middle fingers upward, to imply that her daughter-in-law is two-month pregnant.

Extract 6: Morning sickness

Extract 6 (see Appendix 2, p.103-106) is a subsequent part of the interaction in extract 5 (five

minutes after extract 5). Prior to this extract, T was asking S3 to clarify how far along her daughter-in-law was in her pregnancy. S3 confirmed with T that her daughter-in-law was two-month pregnant.

As extract 6 begins, S3 initiates a turn to provide further information regarding her daughter-in-law's pregnancy. Similar to line 24 in extract 5, S3 does not provide a 'formal' verbal explanation to T; S3 produces a series of noises to imitate the sound of vomiting and simultaneously enacts a vomiting gesture (shaking her own body and moving her right hand to form a circular gesture, figure 9) to reinforce that her daughter-in-law is suffering from vomiting. In line 55, T initiates an elongated change-of-state token 'oh:' which indicates her understanding of S3's explanation. S3 further elaborates on her explanation by uttering 'sick' and extending her index finger upwards to draw T and other learners' attention regarding the health of her daughter-in-law. T then places the sentence 'she is two months pregnant' on the whiteboard and simultaneously reads it aloud (line 69). By doing so, T is drawing learners' attention regarding the context (i.e. the pregnancy of S3's daughter-in-law) that is introduced by S3 in extract 5 before providing the VI which is used to describe S3's explanation.

Notice that there is a change of T's spoken language from producing full sentences (lines 69 and 74) to producing incomplete sentences, 'very small' (line 78) and 'no tummy' (line 82) to explain that S3's daughter-in-law has a small pregnant bump. By initiating incomplete sentences, T potentially aligns her use of language with the epistemic state of the learners' English proficiency to allow them to understand T's verbal summary. This is also accompanied by T's use of iconic gesture (moving her hands repeatedly around her navel) to indicate a woman's pregnant bump. This leads to S3's acknowledgments in lines 80 and 84 to confirm T's summary. It is in line 87

where T attempts to provide the noun which relates to S3's enactments in line 53. T begins with appropriating S3's production of a 'vomiting' noise and moving her hands from up to low position repeatedly to reinforce the act of vomiting (figure 10, line 87). Then T initiates a pre-closing 'okay?' in line 91 to allow learners to seek for clarifications before moving on to another round of talk (Schiffrin, 1987). Both S3 and S13 utter an acknowledgement token 'ya' (line 93) to display their understanding of T's talk and encourage T to move on to her next conversational topic. T then initiates 'she has', placing emphasis on the auxiliary verb 'has', and writes 'she has' on the whiteboard in line 97 to project her attempt to formulate a new sentence. Note that T uses deictic gesture to first point to her left-hand side when uttering 'have' to suggest the other people and then point to herself when uttering 'has' (line 97). Here, T is reinforcing the difference between 'has' and 'have'; a differentiation that was introduced by T at the beginning of the lesson. By doing so, T seizes the opportunity to employ the auxiliary verbs to reinforce previous pedagogical content. It is possible that T's deictic gesture (pointing to the left-hand side) is referring to 'we have' and 'they have'. However, the reason of T's use of deictic gesture to point to herself is unclear as it can possibly refer to 'she has' or 'I has', which the latter is grammatically incorrect.

Although T's explanation of 'has' and 'have' in line 97 may lead to learners' confusion, the learners do not question T's explanation. T continues to complete her sentence by writing down 'morning' on the whiteboard in line 99. However, T then provides additional information about the VI by stating that this VI is normally employed in the American context, 'in america (0.2) we call it' (line 101). After that, T returns back to the formulation of her sentence and introduces the target VI by first repeating the word 'morning' and pointing at the word on the whiteboard (line 101), then writing the word 'sickness' on the whiteboard in lines 101 and 102. Afterwards, T

enunciates 'morning sickness' to the learners and repeats it again in line 105, which signals the end of her formulation of the sentence. Note that until this moment, T has established two sentences ('she is two months pregnant' and 'she has morning sickness') for expression. Rather than drawing on the established sentences to reinforce the meaning of 'morning sickness', T, in line 109, utters an incomplete sentence 'every morning', and appropriates S3's productions of the vomiting sounds and gestures in line 53 to ensure that the other learners in the classroom understand the meaning of it. Although S3 repeats the sentence 'she has morning sickness' in line 111, T still chooses to appropriate S3's enactment again and initiates a few incomplete sentences to emphasise her explanation (line 113). T possibly aims to align her use of language with the learners' English proficiency. This encourages S3 to utter an acknowledgment token 'ya' (line 115) to indicate her understanding of T's explanation.

In summary, the two extracts above demonstrate the role reversal between T and the learner, compared to previous extracts:

- (1) Rather than T, S3 first establishes a context (e.g. sharing personal information);
- (2) S3 provides the meanings of particular VIs through providing verbal explanation, or using a combination of verbal and non-verbal resources;
- (3) T provides the corresponding VIs to the learners;
- (4) S3 acknowledges the target VIs in different ways, including repeating the noun and uttering acknowledgement token.

As S3 heavily draws on embodied resources in lieu of her limited lexical and grammatical resources to construct the meanings of the vocabulary, it is noticeable that T closely monitors S3's gestures and speech in order to understand the VIs that S3 is referring to. Similarly, S3 as

the vocabulary explainer has the epistemic authority to describe the situation of her daughter-in-law's pregnancy and is in a position to offer the accurate explanations to T in order to enhance T's understanding of her recount and allow T to produce the correct VIs which corresponds to S3's explanations. Nevertheless, unlike extract 5 where T directly provides the nouns ('daughter-in-law' and 'pregnant') to S3, in extract 6, the way T provides the corresponding VI ('morning sickness') to the learners (i.e. step 3 of the sequential organisation) is different:

- (1) T first establishes a context by formulating a full sentence;
- (2) T continues to set the scene for the learners by summarising the context through using incomplete sentences, gestures and appropriating S3's gestures and verbal output;
- (3) T constructs a second full sentence and uses the target VI in the sentence;
- (4) T provides additional explanations through employing incomplete sentences and appropriating S3's gestures and verbal output.

5. Analysis: Learners' L2 Microgenetic Development

This chapter presents findings, which address the third RQ, to demonstrate the potential for CA as a methodological approach in offering insights into the learners' development of the conceptual understandings of the meaning of L2 VIs.

5.1 Appropriation of Teacher's Embodied Enactments

Extract 7: Excuse me

Extract 7 (see Appendix 2, pages 107-109) is the subsequent part of the interaction in extract 3 on pages 49-51 (approximately two minutes after extract 3), which occurred on 1-4-2002. The extract was selected for analysis as it is the only extract which demonstrates this interactional feature. It should be noted that on 7-1-2002, T employed embodied enactments to explain how S3 could employ 'sorry' and 'excuse me' in situations when S3 wished to make her way through a crowd (Tai and Brandt, 2018), which was approximately four months after the occurrence of this extract.

Prior to this extract, T constructed embodied enactments with S13 to convey the meaning of 'excuse me' in terms of asking people to move aside (extract 3). After this, T and S3 co-constructed another embodied enactment to reinforce the meaning of 'excuse me' for requesting someone to move aside (lines 86-101, see Transcript 3 in Appendix 2).

As extract 7 begins, S10 produces an acknowledgment token 'ah' and says, 'I understand' to claim her understanding of the embodied enactment constructed by T and S3 (line 109). The embodied enactment also motivated S13 to voluntarily repeat 'excuse me' in line 112. In line

114, T initiates an elongated ‘ah:’ marker which potentially signals her plan to initiate a turn. However, S3 immediately interrupts the talk and initiates a new hypothetical context by saying ‘in (0.3) in (0.2) in bus’ in line 116. By doing so, S3 is relating the phrase ‘excuse me’ with the context that she and T employed in constructing the embodied enactments on 7-1-2002. After a 1.2-second pause, T repairs S3’s initiative by adding a preposition ‘the’ (‘in the bus’) in line 118. Note that typically-speaking it is more common to say ‘on the bus’ rather than ‘in the bus’ in everyday English. Nevertheless, S3 voluntarily repeats T’s corrective feedback in line 120 which leads to T’s acknowledgment (‘yeah’) in line 121. T then utters ‘excu↑se me↓’ in line 123, accompanied with her body movements by walking forward and moving her right hand to the side to represent an act of pushing. By doing so, T potentially aims to take the opportunity to reinforce the target phrase that was taught earlier (i.e. extract 3). After S3’s repetition of the phrase in line 125, T takes another turn in line 127 to provide an explanation of the intonation of ‘excu↑se me↓’ by stating ‘my voice goes down’, accompanied by performing iconic gestures by moving her right hand from high to low position (figure 11) to indicate the change of intonations.

In line 129, S3 initiates a turn and produces unintelligible utterances (I um ma:). Similar to extracts 5 and 6 where S3 failed to search for appropriate verbal expressions to articulate her thoughts, T is able to comprehend S3’s verbal responses, possibly because T pays attention to S3’s use of metaphoric gesture (holding up her hands in parallel and moves them inward) in line 129. Subsequently, T repairs S3’s utterance by uttering ‘many people’ in line 131, accompanied by T’s metaphoric gesture as T spreads out her arms and moves her fingers up and down continuously in line 131 (figure 13). By doing so, both T and S3 are co-establishing the imaginary context prior to the enactment. This results in S3’s acknowledgment of T’s provision of the phrase by uttering an acknowledgement token ‘ya’ and a repetition of ‘many people’ in

line 133. In line 133, S3 utters a hesitation marker ‘er’ which signals her plan to continue the turn. S3 first stands up from her chair (line 135) and then turns to S11 and walks towards him. Simultaneously, S3 slightly moves her body to and fro (line 137, figure 16). Here, S3 is enacting a person who is making her way on the bus and S11 spontaneously becomes a passenger who prevents S3 from moving along.

Concurrently, T also constructs her own embodied enactment while S3 is enacting. In line 137, T utters ‘excuse me↓’ simultaneously with S3 (line 136), walks towards S11 and moves her hands to the opposite sides to illustrate the act of pushing (figure 15). This demonstrates a request for a person to move aside. By doing so, T is reiterating the meaning of ‘excuse me↓’ to her learners through embodied enactment again. Note that both S11 and S13 initiate ‘ah’, a change-of-state token, in lines 140 and 142 respectively. This potentially demonstrates S11’s and S13’s claim of understanding of T’s and S3’s embodied enactments. T acknowledges S3’s embodied enactment through uttering ‘uh ha’ and ‘um hm’ repeatedly in line 144 and S3 closes the sequence by saying ‘yeah in the bus’ which emphasises the hypothetical context that S3 draws on constructing her embodied enactment.

The analysis illustrates that S3 is appropriating T’s embodied enactment to accurately and spontaneously display her current knowledge of the meaning of ‘excuse me’ in a new contextual environment (i.e. a new lesson), which provides some, albeit incomplete, evidence of S3’s microgenetic L2 development. It is shown that S3’s understanding of the meaning of ‘excuse me’ is illustrated through self-initiating a hypothetical context (on the bus) spontaneously. By re-introducing this context four months later, S3 remembers the hypothetical context employed by T and appropriates it in the current lesson to demonstrate her understanding of the meaning of

‘excuse me’. It needs to be noted that S3’s embodied enactment is not the same as the embodied enactment constructed by T on 7-1-2002. Although T heavily drew on non-verbal resources and employed limited linguistic resources to construct the embodied enactments on 7-1-2002, which shared similarities with S3’s embodied enactment occurred, T typically used her hand to touch on the learner’s shoulder (e.g. extract 3, lines 15-16) or moved her hands to the opposite sides to signal the need for the person to move aside (e.g. extract 7, line 136). Nevertheless, through examining S3’s embodied enactment in this extract, it reveals that S3 creatively adapts T’s use of non-verbal resources slightly (i.e. as S3 is moving her body to and fro) to represent her action of walking through the bus. This displays her current knowledge of the meaning of ‘excuse me’. Since a lot can happen in four months, it is possible that S3 consolidates her understanding of the meaning of ‘excuse me’ outside the classroom (see chapter 6).

5.2 Providing a Description of a Past Event

Extract 8: Excuse me

Extract 8 (see Appendix 2, pages 110-111) was taken from the lesson on 15-4-2002. On 7-1-2002, T explained the meaning of ‘excuse me’ to her learners (Tai and Brandt, 2018). Note that T explained the meaning of ‘excuse me’ again on 1-4-2002 (extracts 3 and 7), which was two weeks after the lesson containing this extract. The extract was chosen since it is the only extract which illustrates this interactional phenomenon.

Prior to this extract, the learners were participating in classroom activities where they completed a vocabulary task individually and they were asked by T to write their answers on the whiteboard. After that, the learners returned to their seats.

As extract 8 begins, both S11 and student 17 (S17), a Latin-American student, are walking together and S11 hits S17's shoulder accidentally (line 1). S3 witnesses the situation and glances at S11 during the pause. S3 then initiates a turn by uttering 'excuse me' and simultaneously using deictic gestures (first pointing at S11, then pointing at S17) to remind S11 to say 'excuse me' to S17, who accidentally gets hit by S11. S11 takes up the turn in line 4 and explains in Chinese that he will stay seated. His Chinese explanations potentially indicate his misunderstanding of S3's initiations in line 2. Note that S3 does not speak Chinese. While S11 is speaking in Chinese, S3 first points at S11 continuously in line 4, and then repeats 'excuse me' twice and repeatedly points at S17 in line 6 to emphasise the need for S11 to apologise to S17.

In line 8, T utters 'excuse me' voluntarily although at this point she has not been informed of what has happened in the classroom. Concurrently, S3 produces a noise 'pew' in line 9 to imitate the sound of pushing, and instantaneously nudges S11 with her elbow to illustrate the act of hitting a person. Although S11 utters a change-of-state token 'oh' which potentially displays his understanding of S3's action, S3 continues to explain the past event to T in line 13 by saying 'ellos (they)' in Spanish as well as pointing at S11 and S17 to illustrate that both S11 and S17 are involved in this incident. Nevertheless, there is a significant 1.0-second pause in line 14 which indicates that S3 may expect some kind of responses from T. S3 then repeats 'ellos (they)' and produces a noise 'hu:' while simultaneously nudging S11 with her elbow again in line 15. This self-repair-initiated turn allows S3 to reinforce the fact that both S11 and S17 accidentally hit each other. This leads to S11's display of an understanding, indicated by S11's glancing at S17 and his utterance 'sorry' to S17. T provides positive feedback to S11's response by saying 'good' and repeating S11's response 'sorry' in line 19 to confirm the appropriateness of S11's response. S3 acknowledges T's positive feedback by uttering an acknowledgement token 'yeah' and

repeating the phrase ‘excuse me’ in line 21.

Afterwards, S17 points at S11 and utters ‘example’, which indicates that the incident happened between herself (S17) and S11 can serve as an example for other learners in the classroom to understand the need to say ‘excuse me’ in this context. This results in acknowledgements from S3 (‘um hm’, line 24) and T (‘yeah’, line 25). T then requests S13 to stand up from her chair (line 25), which projects that an embodied enactment is about to come. T then enacts a hypothetical scenario with S13 to illustrate the use of ‘excuse me’ for expressing the need to move past somebody in a crowd (lines 29-30). By employing ‘excuse me’ as the target phrase to construct an embodied enactment, T takes this as a teaching opportunity to emphasise the meaning of ‘excuse me’ to other learners.

In summary, by accurately identifying the need for S11 to utter ‘excuse me’ to S17 and offering a description of the past incident to T, S3 displays her understanding of the meaning of ‘excuse me’ (i.e. requesting someone to move aside), which motivates T to reinforce the meaning of ‘excuse me’ to the learners again through using embodied enactment. Based on the evidence from extract 7 and this extract, it illustrates that the phrase ‘excuse me’ is no longer seen as unfamiliar to S3. S3 is capable of producing the phrase ‘excuse me’ in her own spontaneous speech without receiving any assistance from T. This displays her gains in gradual control in using this phrase contingently and accurately.

5.3 Appropriation of Teacher’s Gestures

In this study, four instances were identified which demonstrated the learners’ display of their understandings to T through appropriating T’s gestures in new interactional contexts. Extracts 9

and 10 are the typical cases which illustrate this interactional phenomenon.

Extract 9: They

Extract 9 (see Appendix 2, page 112) was extracted from the lesson on 4-4-2002 and in this extract, S3 demonstrates her understanding of the pronoun ‘they’ to T. Note that T previously explained the meanings of ‘we’ and ‘they’ in extract 2 on pages 44-45, which occurred approximately three months before the lesson containing extract 9. Prior to the extract, learners in the classroom were asked to complete a peer interaction task which required them to gather information about their peers such as the names of their classmates. In this extract, S3 and S11 have almost completed the task and they are expected to switch partners to gather more information from other classmates.

In line 1, S3 provides her last name to S11 and spells it out for S11 in line 3 so that S11 can write it down on his worksheet. After S11 finishes writing in line 4, S3 utters ‘okay’ and ‘thank you’ in line 5 to propose closure of a sequence, suggesting that no further interaction between them is necessary at this point. It is expected that S3 and S11 will switch partners to interview other learners. Nevertheless, S11 remains seated and looks at his worksheet during the 1.1-second pause (line 6). S3 points at S11 and utters ‘thank you’ again in line 7, potentially reminding S11 to find a new conversational partner. As this does not lead to immediate uptake by S11 during the 0.3-second pause, S3 initiates a pre-request in line 7, which is evidenced through S3’s use of hesitation marker ‘uh’ and the verbal utterance ‘teacher’, to seek for T’s permission to initiate her question. T glances at S3 in line 9 which indicates her attention on S3 and potentially grants permission to S3 to initiate her question. S3 then employs deictic gesture by first pointing to herself and then pointing at S11, and shortly afterwards utters ‘we’ to refer to both herself and

S11 (line 9). During another 0.2-second pause, S3 changes her use of gesture as S3 stretches out her right-arm, points at the learners on her left-hand side, and moves her arm to make a circular gesture to refer to the meaning of 'they'. S3 later utters 'they?' to clarify the need to approach other learners for completing the task. T utters an acknowledgement token 'um hm' in line 11 to confirm S3's clarifications.

Afterwards, S3 enunciates S11's name and points at S11 simultaneously to draw his attention (line 13). S3 utters 'they' three times and repeatedly enacts the similar gesture, as in line 9, to illustrate the meaning of 'they'. S3 continues the turn in line 15 by uttering 'question' as well as enacting the gesture of 'they' which suggests the need for S11 to interview other learners. S3 continues her explanation to S11 by pointing at S11's worksheet (line 16), repeating the word 'question' and enacting the same gesture (line 17) to reiterate the instruction of the peer interaction task. As S11 does not produce any response during the 1.2-second pause, S3 glances at S11 and initiates 'okay?' to check whether S11 has understood the instruction. S11 nods while S3 is uttering 'okay?' which potentially displays his understanding of the instruction.

In this extract, it is evidenced that S3's gesture of explaining the pronoun 'they' (lines 9 and 13) shares similarities with T's gesture synchronised with T's utterance 'they' in extract 2. Both T and S3's gestures involve stretching out one's arm and pointing at the learners on the other side of the classroom to exemplify the physical distance between themselves and the group of learners. However, S3 also moves her right arm to make a circular gesture while pointing at the learners on her left-hand side (line 9). This is considered as a unique feature of S3's gesture which is different from T's gesture. In other words, S3 appropriates T's gesture creatively, and employs it in a new interactional context to reveal her current understanding of the meaning of

‘they’. This constitutes an evidence of her microgenetic L2 development, although it occurs over a short time span (three months).

Extract 10: Yesterday and Tomorrow

Extract 10 (see Appendix 2, pages 113-114) was extracted from the lesson on 11-2-2002. It was approximately a month after the lesson on 7-1-2002 when T explained the meanings of ‘yesterday’, ‘tomorrow’ and ‘future’ to S3 (extract 1, pages 41-42). Prior to the extract, S15 self-initiated a question regarding the possibility to claim that ‘October is before September’. T rejected S15’s response and repaired it with ‘October is after September’. However, this did not lead to any uptake from S15. Thus, T took the turn and explained the meaning of ‘before’ to S15.

As extract 10 begins, T closes her explanation sequence by reiterating the sentence (‘october is before november’, line 55) and utilising deictic gestures by first pointing at the November sign on the whiteboard and then moving her finger backward to point at the October sign. This allows T to reinforce the explanation that November occurs after October. As S15 does not display any uptake of T’s explanation, T repairs her prior turn in line 57 to make her explanation more comprehensible for S15. T first utters ‘so I am november’ and stands to next to the November sign. She then repeats the sentence again and points to herself to indicate to the learners that she is representing the month of November. T then utters ‘before’ and gestures backward to draw learners’ attention regarding the month which comes before November (line 61). Here, it becomes clear that T’s utterance (‘before’, line 61) is considered as a designedly-incomplete utterance (DIU) since T does not immediately provide a response to the learners. DIUs consist of incomplete utterances that uttered by teachers to prompt the learners to complete the turns (Koshik, 2002). By doing so, T is providing thinking time for learners and inviting them to

complete the utterance for T. Although S15 repeats ‘before’ voluntarily in line 63, T does not treat S15 as a preferred response. As no one offers a preferred answer during a long 1.7-second pause (line 64), T utters ‘october’ in line 65 to complete the DIU. After a 0.5-second pause (line 65), T remains standing next to the November sign and she initiates another DIU by saying ‘after’ to invite learners to identify the month which comes after November. T also offers a hint for the learners by gesturing forward when she utters the DIU. In line 67, S3 quietly utters ‘december’ to respond to T’s DIU. Shortly afterwards, T points at the December sign during the 0.3-second pause (line 68) and utters ‘december’ in lines 69 and 71 to confirm S3’s response to the DIU.

After T offers positive feedback to S3’s response, S3 self-initiates a turn to display her understanding regarding the similarities between ‘yesterday’ and ‘before’, and ‘tomorrow’ and ‘after’. S3 first code-switches to Spanish when she utters ‘it’s (0.2) como (like)’ in line 73 to indicate her intentions to make a comparison. Afterwards, S3 utters ‘yesterday’ and simultaneously gestures backward to illustrate the past time frame. S3 then enunciates ‘tomorrow’ and concurrently gestures forward to demonstrate the future time frame (line 73). By doing so, S3 is drawing on the pedagogical content that she learnt before (extract 1) and linking them to facilitate her own understandings of the target words (‘before’ and ‘after’). The metaphoric gestures that S3 employs share similarities with T’s use of gestures in explaining ‘yesterday’ and ‘tomorrow’ in extract 1. T acknowledges S3’s self-initiated response by explaining that S3’s comparison between the two VIs is a ‘little bit the same’ (lines 75 and 77). T then elaborates on her commentary on S3’s response in line 82. She initiates a DIU (‘before today’) and gestures forward to indicate the past time frame. Similar to lines 61-64, T’s DIU does not lead to any response from the learners to complete the DIU in line 83 and T eventually

completes the DIU by enunciating 'yesterday' in line 86. It is noticeable that both S3 and S9 acknowledge T's response by repeating 'yesterday' together. After receiving acknowledgements from the learners, T provides a short summary to the learners by offering a full sentence 'before today is yesterday', accompanied with gesturing backward. T then initiates another DIU 'after today' in line 91. Note that T also offers a hint for the learners by gesturing forward (line 91). S3 eventually responds to T's DIU in line 93 by saying 'tomorrow'. T subsequently provides positive feedback to S3 by repeating enunciating 'tomorrow' twice and uttering acknowledgement tokens 'ah ha' (line 95) to confirm S3's response.

In this extract, it is evidenced that S3's use of metaphoric gestures (gesturing forward and backward to illustrate the present and past time frames) are appropriated from T to display her understandings of the meanings of 'before' and 'after'. It is possible for S3 to notice T's use of metaphoric gestures for explaining the meanings of 'before' (gesturing backward, line 61) and 'after' (gesturing forward, line 65), and appropriate these gestures to exemplify her understanding of the meanings of 'yesterday' and 'tomorrow' in line 73. Hence, S3 may not necessarily appropriate the metaphoric gestures that were visually enacted by T on 7-1-2002 (extract 1). Nevertheless, S3 draws on the vocabulary knowledge that she learnt on 7-1-2002 and establishes the similarities between the meanings of the VIs ('yesterday' and 'tomorrow') and the target VIs ('before' and 'after') that are being introduced by T in a new interactional context. By appropriating T's gestures, S3's understandings of the meanings of the target words are made visible to T which allows T to understand S3's current states of conceptual understanding.

6. Discussion and Conclusion

This chapter summarises the key findings of this study and discusses the limitations, and pedagogical implications of the findings.

6.1 The Nature of Vocabulary Explanations

In response to the first RQ about the sequential organisation of the VEs, three features of the VE sequences were identified: embodied explanations (extracts 1-2), embodied enactments as explanations (extracts 3-4), and learner as vocabulary explainer and teacher as vocabulary provider (extracts 5-6). In chapter 4, I have shown that the VE sequences typically entail the following components:

- (1) T/learners set the VIs in focus and/or establishes the context;
- (2) T/learners provide explanations through employing different linguistic and semiotic resources;
- (3) Learners display their understandings of the VIs and/or acknowledge the receipt of the explanations.

The sequential organization of the VEs demonstrated some of the common components identified in CA studies by Waring et al. (2013) and Mortensen (2011). Similar to Waring et al., and Mortensen, T typically first sets the VIs in focus by repeating them or writing them on the whiteboard for public scrutiny. The next stage (i.e. providing explanations) is similar to Waring et al. (2013)'s third stage (i.e. invite or offer explanations). In some cases, it is found that there is a role reversal between T and the learner in providing explanations (extracts 5-6). This

interactional feature has not been identified in the prior research on VEs. Rather than having T ask for a VE from the learners (step 2 of Waring et al.'s description/step 3 of Mortensen's description) and subsequently learners offer the explanation to T (last step of Mortensen's description), S3 first establishes a context, then launches the explanation and eventually expects T to provide the corresponding vocabulary to S3. This role reversal challenges the findings of many of the studies which they suggested that VEs were provided by the L2 teachers (e.g. Lazaraton, 2004; Waring et al., 2013). The role reversal illustrates S3's role as an active agent in taking ownership of her own learning process and creating learning opportunities for herself to learn new VIs. Although this study does not focus on agency itself, investigating how interactional space is offered and/or secured can be perceived as contributing to the study of learner agency (Jacknick, 2011). Finally, similar to Waring et al., the present study acknowledges that the last stage of the VE entails the closing of the VE sequence. Although Waring et al. identified that T or the learners typically close the explanation with a repetition, this study shows that the last stage typically involves the demonstration of the learners' understanding, including through uttering change-of-state token and self-initiating embodied explanations.

A key difference between the current study and that of Waring et al. (2013) is the inclusion of the component (establishment of context) in the sequential description. This aspect is not captured in other studies' sequential descriptions of VEs (e.g. Mortensen, 2011; Morton, 2015). Although Waring et al. introduced a second step (contextualise a word), the provision of such context is limited as it only involves 'the process of placing a VI in context [...] or as elaborate as conjuring up an entire scene in which the item is used' (Waring et al., 2013: 251). The present study illustrates that in some cases (extracts 3-4), T offers VEs through enacting hypothetical scenarios. This demonstrates that the ways in which T and S3 establish contexts to support the

construction of VE sequences are different from Waring et al.'s approach of contextualising VI.

In response to the second RQ regarding the teacher's use of linguistic and semiotic resources in constructing the VE sequences, it was found that T employs a range of verbal and non-verbal resources, including providing definitions, using her L2 (code-switching), gestures, and embodied enactments, to construct the L2 VE sequences. Physical resources including the whiteboard are also employed to make the VI more salient. Notably, T draws heavily on non-verbal resources in explaining VIs; a finding which closely aligns with Lazaraton (2004) and van Compernelle and Smotrova's (2017) where they showed that non-verbal resources allowed teachers to visualise the contextual meaning of the VIs thus making the VE more comprehensible for the learners. More importantly, this study fills in the research gap identified by Tai and Brandt (2018) by exploring the sequential organisation of embodied enactment in multiple beginning-level ESOL classrooms since that study only entailed one ESOL beginning-level lesson with four learners. The analysis of T's embodied enactments (extracts 3-4) aligns with Tai and Brandt's findings that T is doing something more than simply employing non-verbal resources to offer visual illustrations of the meanings of the VIs. T is physically creating a hypothetical context for learners to gain a more in-depth understanding of how the VIs can be used in particular contexts.

The findings expand the current literature on L2 vocabulary teaching and learning in several ways. First, the three components including setting the VIs in focus, establishing contexts and providing explanations are consistent with what has been identified in Waring et al.'s (2013) study as key elements of L2 VE sequences. Although Waring et al.'s findings were generated from intermediate ESOL classrooms, this study demonstrates that Waring et al.'s CA findings

can potentially be applied to beginning-level ESOL classroom contexts where the shared linguistic resources between the teacher and the learners are somewhat limited. Second, it could be argued that the analyses which illustrate the role of linguistic resources and gestures in constructing VEs are not new in research on classroom interaction as several scholars (e.g. Mortensen, 2011) have illustrated this aspect in their studies. Nevertheless, there still remains a lack of studies explaining the intricacy with which verbal explanations work concurrently with semiotic resources (e.g. Lazaraton, 2004; van Compernelle and Smotrova, 2017), and exploring the nature of VEs in L2 classrooms where T and learners share limited L2 repertoires (e.g. Tai and Brandt, 2018). Hence, the findings can provide insights into the complexity of beginning-level L2 classroom interaction and behaviour which enables teachers to reflect on their practices in explaining vocabulary to low-proficiency English learners (see section 6.3). Third, it could be argued that the findings are not generalisable to other learning contexts as some of the interactional features (e.g. the switching roles between T and S3 in extracts 5-6) are idiosyncratic to this teacher or this classroom. It needs to be noted that the findings of this study are not intended to be generalisable to other ESOL classrooms. As Seedhouse (2004) argued, CA findings cannot be generalised to other contexts due to the central role of the specific context under study. What a CA analysis provides is not empirical but analytical generalisation (Yin, 2003), where each interactional feature is evidence that ‘the machinery for its production is culturally available, involves members’ competencies, and is therefore possible (and probably) reproducible’ (Psathas, 1995: 50). In this regard, the findings are likely to be generalisable as descriptions of what other L2 teachers can do in other classroom contexts, given the similar array of interactional and linguistic competences as the beginning-level learners in this study (Perakyla, 2004).

6.2 Learners' L2 Microgenetic Development

The third RQ aims to explore the potential for CA in providing insights into learners' development of the conceptual understandings of the meanings of L2 VIs. The analysis in chapter 5 illustrates that learners' understandings of the meanings of the target VIs can be seen through the learner's appropriations of T's gestures (extracts 9-10) and embodied enactment (extract 7) and re-using a taught target phrase to describe a past event (extract 8). These findings support Gullberg's (2006) and Matsumoto and Dobs's (2017) claims that learners' use of gestures allows them to externalise their internal thinking processes which make their thinking processes apparent to the teachers and peers for inspection. Furthermore, the appropriation of T's embodied enactment (extract 7) as evidence of L2 microgenetic development has not been identified in prior research. This finding further operationalises the construct of 'embodied enactment' which was first introduced by Tai and Brandt (2018). This study demonstrates that employing embodied enactments does not only allow the teacher and learners to bridge the gap between classroom interaction and L2 use outside the classroom (Tai and Brandt, 2018). Rather, embodied enactments can also be used as interactional resources for learners to visualise their conceptual understandings in progress and provide valuable diagnostic information for teachers to evaluate their learners' current knowledge states.

As mentioned in section 2.2.2, L2 development has typically been studied through employing the traditional quantitative methods, including pre- and post-tests, to solely assess the learners' outcomes of performance. Several studies (e.g. Storch, 2002) have adopted a process-product approach to identify the relationships between the mediated interactions and individual performance, but these studies did not observe the minute details of qualitative changes in learner's conceptual understanding of L2 knowledge. This study reveals that CA's focus on

sequential details of L2 use can potentially offer several advantages for researchers to trace learners' change of understandings of the meanings of L2 VIs. Reflecting the Vygotskian internalization processes (see chapter 2, section 2.1.1), the CA analysis can illustrate that L2 development is a gradual process which requires learners to get acquainted with the target VIs and employ relevant verbal and multimodal resources contingently in a range of different but relevant situations to display their conceptual understandings of the meanings of the target VIs.

The analysis presented here has revealed that CA allows researchers to observe *some*, albeit incomplete, evidence of L2 development. Throughout the analysis in chapter 5 (as well as the instances in the collection), S3 is the learner who most evidently displays her understandings through interactions. Therefore, it is unclear whether other learners in the classroom have benefited from T's VEs. In addition, it is possible that there are other factors affecting a learner's L2 development. For instance, an adult learner is capable of consolidating his/her knowledge about the meanings of target VIs independently through consulting other resources including dictionaries and textbooks (Ohta, 2005). Furthermore, learners' use of language can be restricted by the nature of classroom activities which do not necessarily provide opportunities for displaying understandings of the meanings of particular VIs. Other variables, including the learner's motivation, can also affect the learner's L2 use in the classroom. Hence, only tracing learner's spoken discourse over a period of time may not offer a full picture of learners' L2 developmental trajectories; learners' cognitive development may not always be publicly observable during interactions. This limitation is of course not only restricted to this study; it is virtually impossible for SLA studies to fully examine the transition that the learners undergo, as L2 development can occur outside the formal settings including the classrooms (Ohta, 2005) and it can also occur internally within learners with no explicit external manifestation. Therefore, it is

reasonable to claim that using CA can only reveal *some* aspects of learners' L2 development in specific sociocultural activities.

6.3 Pedagogical Implications

First, the findings demonstrate the importance for L2 teachers to establish a context when explaining vocabulary (step 1 of the sequential organisation). As shown in the analysis, the establishment of contexts allows T and S3 to subsequently verbally and non-verbally launch the VE sequences in order to assist learners to understand how the VIs can be employed in real-life contexts (in the case of T in extracts 3-4) and assist the teacher to understand the meanings of the VEs (in the case of S3 in extracts 5-6). It is possible for teachers to adopt alternative approaches to explain vocabulary to their learners, other than establishing a context with the use of verbal and non-verbal resources. For instance, T could employ listening tapes to illustrate how 'excuse me' in different intonations could be used in different contexts. Nonetheless, the reason why the ESOL teacher in the data draws heavily on embodied resources in constructing the hypothetical contexts is possibly due to the learners' low-level English proficiency and the nature of the beginning-level ESOL classroom where learners have mixed L1s. Hence, it is recommended that beginning-level L2 teachers draw on their linguistic and semiotic resources to set a context before launching a VE sequence in order to assist low-proficiency learners to understand the meanings of the VIs. This recommendation aligns with Scrivener's (2011) suggestion regarding the importance for teachers to set a context when teaching L2 forms. L2 teachers can refer to the data extracts to reflect on how they establish contexts to facilitate their constructions of the VEs during classroom instruction.

Second, the study has shown that L2 learners pay attention to the teacher's use of semiotic

resources and can appropriate them to display their understanding of L2 knowledge, which can be used as possible indicators of the learners' acquisition of the L2 knowledge. A possible suggestion therefore is to enhance teachers' awareness of the effects of their own use of semiotic resources in terms of 'regulating and supporting appropriate learning behaviour among learners' (Sime, 2008: 228).

It is worth noting that learners' cultural backgrounds can affect their willingness to employ embodied resources in the classrooms (e.g. So, 2012) and it is important for teachers to acknowledge the socio-cultural background of the learners as a factor in affecting their use of semiotic resources. Nevertheless, it is important to study both verbal and gestural elements together when considering L2 learners' developmental processes of L2 vocabulary knowledge, as limited linguistic resources may translate into learners' heavier reliance on gestures as means of communication. A consideration of both elements together can provide teachers with a better picture of learners' knowledge states which they can accordingly draw on to modify their instructions and provide appropriate scaffolding for learners.

6.4 Limitations of the Study and Future Directions

The major limitation of this study involves the question of generalisability of the findings given the conversation-analytic nature of the study. Since this study adopts a case-study approach, only one beginning-level ESOL classroom was analysed in this study which represented one proficiency level. Although the learners in the classroom were classified as beginning-level learners, the learners' actual English proficiency were not known before conducting the study since the classroom videos were previously collected by researchers at PSU. Moreover, external factors, including the personality of the teacher and learners, cannot be captured by CA analysis

and it is unsure whether the same teacher with different learners or an entirely different beginner-level class would produce contrastive results. However, focusing on one specific classroom and limited number of learners can allow researchers to uncover the complexity of the classroom talk and how it contributes to the learners' transfer of L2 knowledge. Also, as CA research takes its data from naturally-occurring contexts (that is from contexts that would have proceeded even if a video-camera is not recording, rather than from experimental-based settings), CA analyses are considered as ecologically valid. Ecological validity refers to whether the findings can be applied to the everyday social world (ten Have, 2004).

In order to overcome these limitations, future research needs to expand the scope of the current study by investigating a boarder range of classrooms which involves different teachers representing different levels of professional development and language backgrounds, and different learners representing various age groups, L2 proficiency, educational and language backgrounds. This allows researchers to observe potential differences in the ways of explaining VIs and its role in contributing to L2 learners' conceptual understandings of the meanings of target VIs. Future research could combine pre- and post-tests for evaluating learners' knowledge of the meanings of target VIs. The quantitative evidence can potentially complement and triangulate the CA analysis of classroom discourse. Conducting stimulated-recall interviews with learners can potentially allow researchers to investigate the link between the learners' usage of linguistic and semiotic resources and the development of conceptual understanding. This could offer important information regarding the challenges that beginning-level L2 learners confront in learning new VIs.

It is worth noting that different types of VIs may require different explanatory treatments.

Throughout the analysis, it was found that T and learners typically explain nouns and verbs in the lessons. Only a few adjectives (e.g. 'worried') were found in the collection of VE sequences but these were not presented in the dissertation due to space limitations. More research is needed to explore how different types of VIs, such as idioms, are explained in beginning-level ESOL classrooms. In addition, robust evidence of making any claims regarding the effects of different types of VEs on beginning-level learners' L2 vocabulary learning is yet to be collected.

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Appendices

Appendix 1

Transcription Conventions

Adapted from Jefferson (2004)

Sequential and timing elements of the interaction

[Beginning point of simultaneous speaking (of two or more people)
]	End point of simultaneous speaking
=	Talk by two speakers which is contiguous (i.e. not overlapping, but with no hearable pause in between)
OR	continuation of the same turn by the same speaker even though the turn is separated in the transcript
(0.2)	The time (in tenths of a second) between utterances
(.)	A micro-pause (one tenth of a second or less)

Paralinguistic elements of interaction

wo:rd	Sound extension of a word (more colons = longer stretches)
word.	Fall in tone (not necessarily the end of a sentence)
word,	Continuing intonation (not necessarily between clauses)
word-	An abrupt stop in articulation
word?	Rising inflection (not necessarily a question)
<u>word</u>	(underline) Emphasised word, part of word or sound
word↑	Rising intonation
word↓	Falling intonation
°word°	Talk that is quieter than surrounding talk
hh	Audible out-breaths
.hh	Audible in-breaths
w(hh)ord	Laughter within a word
>word<	Talk that is spoken faster than surrounding talk
<word>	Talk that is spoken slower than surrounding talk
\$word\$	Talk uttered in a 'smile voice'

Other transcripts

(word)	Approximations of what is heard
((comment))	Analyst's notes
#	Indicating the exact locations of the figures in the transcripts
+	Marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
XX	Inaudible utterances

Appendix 2

Extract 1: Today, Tomorrow and Yesterday

167 T: okay↓
+S3 eye gaze on T

168 (0.4)

169 T: yesterday (0.3) pasado
(*(tr. yesterday)*)
+T moving her right hand backward

170 (0.3)

171 S3: yeah

172 (0.3)

173 T: past

174 (0.3)

175 S3: toda↑y?
+S3 both hands pointing to the table

176 (0.2)

177 T: present
+T pointing on the ground

178 (0.3)

179 S3: hm: present=

180 T: =um hm

181 (0.4)

182 T: tomorrow
+T moving her right hand forward

183 (0.4)

184 T: future
+S3 moves her hands forward

185 (0.2)

186 S3: y °después° de tomorrow?
(*(tr. and after tomorrow)*)
+S3 moving her arms and moving them further forward

187 (0.4)

188 T: future
+T lifting up her right hand and moving her right hand further forward

189 (0.7)

190 S3: future?

191 (0.4)

192 T: future (0.2) futuro=

((tr. future))

193 S3: =future

194 (0.5)

195 T: future=

196 S3: =ah:

197 (0.9)

Extract 2: We and They

90 (2.0)

+T stretches out her right arm, points at the learners on her right-hand side and makes a circular motion repeatedly

91 S9: they

92 (0.5)

93 T: they

+T stretches out her right arm and points at the learners on her right-hand side

94 (0.2)

95 S1: they=

96 SSs: =they (0.2) they (0.2) they

+S3 and S9 point to the learners on their left-hand side

+T points to the learners on her right-hand side and moves her right arm to make a circular motion

97 (0.3)

98 S3: we

+S3 makes a circular motion at chest level

99 (1.6)

100 T: we

+T touches S3's shoulder with her left hand, holds her right hand upwards to chest level and moves her right hand forward ((pointing at S3)) and backward ((pointing at T)) repeatedly

101 (1.6)

+T points at the learners on her right-hand side #1

102 S3: they

+S3 points at the learners on her left-hand side #1



#1

103 (0.2)
104 SSs: they
105 (0.3)
106 T: they=
107 S3: =ya
108 (0.3)
109 S9: they
110 (0.2)
111 T: okay
112 (0.2)
113 T: we is two=
+T holds up her index and middle fingers
+T's both hands pointing at herself
114 S9: =two
115 (0.2)
116 T: [me] and
+T's right hand pointing to herself
+T's left hand touching S3's shoulder
117 S3: [yeah]
118 (0.7)
119 S3: ya
120 (0.5)
121 T: but they
+T points at the learners on her right-hand side
122 (0.3)
123 SSs: they
124 (0.2)
125 T: she and she
+T stretches out her right arm and points at S8
+T stretches out her right arm and points at S5
126 (0.4)
+S9 uses both of her hands to point at the learners on her left-hand side
127 S3: yeah

Extract 3: Excuse me

01 T: now (0.5) there's (0.2) excu↓se me? (0.3) >excu↓se me?<

+T pointing at the phrase 'excuse me' with high intonation on the whiteboard on the left

+T pointing at the phrase 'excuse me' with high intonation on the whiteboard on the left

02 (0.5)

03 T: and (0.8) excu↑se me↓

+T pointing at the phrase 'excuse me' with low intonation on the whiteboard on the right

04 (1.4)

05 T: up (0.8) and (.) down

+T moving her right hand from low to high position

+T moving her right hand from high to low position

06 (.)

07 S10: this is no good? (0.2) this is good?

+S10 pointing at the phrase 'excuse me' with low intonation on the left blackboard

+S10 pointing at the phrase excuse me with high intonation on the right blackboard

08 (0.2)

09 T: different (0.7) different (0.3) different

+T spreads out her hands in opposite directions #2



#2

10 (0.4)

11 S10: ah

12 (0.2)

13 T: different (0.2) example (0.4) °please stand up°

+T points at S13, making beckoning and inviting motion

14 (0.8)

+S13 stands up

15 T: °please stand here° (0.8) °okay° (0.8) excu ↑ se me ↓

+T stretches out her arms and points to the ground

+S13 walks towards T

+T moves towards S13

16 (1.4)

+T touches S13's shoulder

+S13 moves to the right to offer space for T to walk through

17 S?: oh

18 (1.0)

19 S3: excuse me

20 (0.3)

21 SS: hahaha

22 (0.2)

23 T: yeah (your turn)

+T turns around, facing S13 opposite direction #3



24 (0.3)

+S13 walks towards T

25 S13: excu ↑ se me ↓ (0.4) excu ↑ se me ↓ =

+T moves to the right to allow S13 to go through

+S13 touches T's left arm

+S13 spreads out her left arm

26 T: =okay (0.3) hahaha (0.7) no no
+T patting S13's elbow
+T's eye gaze on other learners in the classroom

27 (0.2)

28 T: [hahaha]

29 SS: [hahaha]

30 (0.7)

31 S13: ah (0.2) ah excu ↑ se me ↓
+S13 steps towards T
+S13 moves her left hand to the left hand side indicating the pushing

32 (0.4)

33 T: yeah (0.2) yeah (0.3) uh ha

34 (0.5)

Extract 4: You first

01 T: interesting

02 (1.0)

+T glances at the whiteboard

03 T: please go ahead

((T reads aloud the phrase on the whiteboard))

04 (0.2)

05 S15: um um

06 (0.5)

07 S15: eh (0.4) you (0.2) first?

08 (1.0)

09 T: you first (0.2) yeah (0.4) you can say that too

+T raises her index finger at chest level

+T picks up the whiteboard pen

+T writing 'you first' on the whiteboard

10 (5.4)

+T writing 'you first' on the whiteboard

11 T: so example (0.2) please come (3.3) here

+T holds hands out, facing S15, parallel to each other, palms facing upwards, and bends fingers quickly upwards

12 (0.2)

+S15 walking towards T

13 T: okay we do here (.) so (.) door (0.6) door

+T's both hands pointing to the ground

+S15 walks to the spot indicated by T

+T extends her arms and lowers her arms, both hands facing downwards, palms facing backwards

+T puts hands together in parallel #4



#4

14 (0.2)

15 T: okay? (0.3) same time

+T walks slightly forward

+T touches S15's right arm

16 (0.2)

17 S15: eh oh

+S15 walks behind T

18 (0.5)

19 T: and he says=

+T stops walking

20 S15: =you first

+S15 leans down

+S15 lowers his arms near his knee level, moves his arms to the right-hand side, right arm is slightly higher and further than his left arm #5 #6

+T squeezes her body to go through the pathway



#5



#6

21 (0.3)

22 T: you first

+T extends her right arm at chest level

23 (0.4)

+S15 lowers his right arm near his waist level, moves his right arm to the right-hand side #7



#7

24 S13: ah okay

25 (0.2)

26 T: so I go first

+T points at herself with her left hand

+T extends her right arm at chest level

27 (0.6)

28 S13: you (0.2) first

29 (0.4)

30 T: um hm

+S15 walks back to his seat

31 (0.8)

32 S13: you first (0.5) af- (0.7) af-

33 (0.5)

34 T: or after you

35 (0.3)

36 S13: ah okay [after you]

37 S15: [after you]

38 (0.3)

Extract 5: Daughter-in-law and Pregnant

07 T: in your heart he is still a baby (0.3) hahaha

+T lowers her right hand

08 (0.3)

09 S3: oh hahaha (0.3) my la nuera

((tr. daughter-in-law))

+S3 moves her chair backwards and moves both of her hands forward and backward at a lower level, making a shape of semi-circle #8



#8

10 (0.5)

11 T: my daughter?

12 (0.9)

13 S3: no (0.5) er (.) er

14 (0.2)

15 T: daughter?=
16 S3: =wife of my son

17 (0.4)

18 T: daughter in law (0.9) daughter (0.2) <in law>

19 (0.4)

20 S3: in law

21 (0.3)

22 T: uh (.) ha?

23 (0.8)

24 S3: er er

+both hands moving forward and backward simultaneously at a lower level, making a semi-circle

25 (0.4)

26 T: pregnant

27 (0.5)

28 S3: <pregnant> (0.9) two (month)

+S3 raises her index and middle fingers

29 (0.6)

Extract 6: Morning sickness

52 (1.3)

53 S3: oh (0.5) erk (0.2) erk (0.2) erk

+S3 shaking her own body, using her right hand to make a circular gesture repeatedly #9



#9

54 (0.3)

55 T: oh:

56 (0.3)

57 S3: (sick) oh=

+S3 extends her index finger upward

58 SS: =hahaha

59 (0.5)

+T walks towards to whiteboard

60 T: hahaha

61 (1.0)

+T writing on the whiteboard

62 S13: 懷孕了

((huaiyun le))

((tr. pregnant))

63 S5: 對啊

((dui la))

((tr. yes))

64 (0.8)

65 S13: 他 (.) 他有懷孕了

((ta (.) ta you huaiyun le?))

((tr. she)) ((tr. she is pregnant?))

66 (0.2)
67 S5: °XX°
68 (0.5)
69 T: she is two months
 +T writing 'she is two months pregnant' on the whiteboard
70 (3.0)
71 S4: <pre[gnant]>
72 S8: [pregnant]
73 (2.0)
74 T: she is two months pregnant
75 (0.2)
76 S3: pregnant
77 (0.2)
78 T: very small (0.4) very °small°
 +T touching to her navel with both of her hands
79 (0.3)
80 S3: yeah
81 (.)
82 T: no (0.2) no (.) no tummy
 +T touches her navel using both hands and moves her hands together in a circle around her
 navel
83 (0.5)
84 S3: no no [hahaha]
85 T: [hahaha]
86 (1.1)
87 T: but (.) the (.) er (.) er
 +T moves her hands at chest level from up to low position continuously, making a circular
 gesture #10



#10

88 (0.2)

89 S3: ya

90 (0.2)

91 T: okay?

92 (0.3)

93 S3: ya

94 (0.2)

95 S13: (ya)

96 (1.6)

97 T: she has (0.3) okay? (0.4) has have has

+T writes "she has" on the whiteboard

+T pointing to the left

+T pointing to herself

98 (1.7)

99 T: <morning>

+T writing the word 'morning' on the whiteboard

100 (1.8)

101 T: in america (0.2) we call it (.) morning

+T points at the word 'morning' on the whiteboard

+T writing the word 'sickness' on the
whiteboard

102 (4.2)

+T writing the word 'sickness' on the whiteboard

103 S1: °sickness°

104 (0.4)

105 T: morning sickness (0.7) morning sickness

106 (.)

107 S3: morning (0.5) sickness

108 (.)

109 T: every morning (0.2) (blur) (.) (blur) (.) (blur). hh hahaha

+T moves her right hand at chest level from up to low
position continuously

110 (0.7)

111 S3: she has morning sickness

112 (0.3)

113 T: morning sickness (.) every morning (.) (blur)

+T moves her right hand at chest level from up to low
position continuously

114 (0.4)

115 S3: ya

116 (0.3)

Extract 7: Excuse me

109 S10: (ah l) understand

110 (.)

111 T: hahaha

112 (0.5)

113 S13: excuse me

114 (0.2)

115 T: ah:=

116 S3: =in (0.3) in (0.2) in bus

+S3 pointing at T

117 (1.2)

118 T: in the bus

119 (0.2)

120 S3: [in in] the bus

121 T: [yeah]

+S3 raising her right hand

122 (0.2)

123 T: excu ↑ se me ↓

+T walks forward and moves her right hand to the side

124 (0.3)

125 S3: excu ↑ se me ↓

126 (0.2)

127 T: my voice goes down

+T puts her left hand near her mouth

+T moves her right hand from high to low position #11



#11

128 (0.9)

129 S3: l um ma:

+S3 holds her hands up in parallel at shoulder level and move them inward, palms half-cupped, facing each other #12



#12

130 (0.2)

131 T: many people

+T spreads out her arms outward and moves her fingers up and down continuously

#13



#13



#14

132 (0.2)

133 S3: ya (0.3) [many people] (0.5) er

134 T: [many people]

+S3 moves her arms to the sides #14

135 (0.2)

+S3 stands up from her chair

136 T: [excu ↑ se me ↓]

+T walks towards S11 and moves her hands to the opposite sides #15



#15



#16

137 S3: [excu ↑ se me ↓] (0.2) [excu ↑ se me ↓]
+S3 turns towards S11, slowly walks towards S11 and moves her body to and fro
#16

138 T: [excu ↑ se me ↓]

139 (0.3)

140 S11: ah=

141 S3: =[excu ↑ se me ↓] (0.4) excu ↑ se me ↓

142 S13: [ah]

143 (0.2)

144 T: uh ha (0.3) uh ha (0.3) um hm (0.2) um hm
+S3 sits down

145 (0.4)

146 S3: yeah in the bus

Extract 8: Excuse me

01 (5.0)
+S11 and S17 are walking on the same direction
+S11 hits S17's shoulder
+S3 glances at S11

02 S3: excuse me
+T glances at S3
+S3 points at S11
+S3 points at S17

03 (1.1)

04 S11: >我就這樣了講<
((wǒ jiù zhè yàng liǎo jiǎng))
((tr. I am going to stay seated))
+S3 points at S11 repeatedly
+S11 talks to S13

05 (0.2)

06 S3: excuse me (0.3) excuse me
+S3 points at S17
+S3 points at S17 again

07 (0.2)

08 T: [excuse me]

09 S3: [pew:]
+S3 nudges S11 with her elbow

10 (0.4)

11 S11: oh

12 (0.2)

13 S3: (ellos)
((tr. they))
+S3 first points at S11 and then points at S17

14 (1.0)

15 S3: (ellos) (0.2) hu:
((tr. they))
+S3 nudges S11 with her elbow

16 (.)

17 S11: sorry
+S11 glances at S17

18 (1.0)

19 T: good (0.2) sorry (0.2) [hahaha]

20 S11: [hahaha]=

Extract 9: They

01 S3: ah (0.2) my last name is alvis
02 (0.2)
03 S3: a (0.5) l (0.7) v (1.2) i (0.6) s
 +S11 writing down S3's last name on his worksheet
04 (0.5)
 +S11 finishes writing
05 S3: okay (0.2) thank you
06 (1.1)
 +S3 looking at his worksheet
07 S3: thank you (0.3) ah (0.4) teacher
 +S3 points at S11
08 (0.5)
09 S3: ah (0.2) we (0.2) they?
 +T glances at S3
 +S3 first points at herself then points at S11
 +S3 stretches out her right arm, points at the learners on her left-
 hand side, makes a circular motion
10 (0.3)
11 T: um hm
12 (0.7)
13 S3: NAME (0.4) they they they
 ((S11))
 +S3 points at S11
 +S3 stretches out her right arm and points at the learners on her
 right-hand side repeatedly
14 (0.3)
15 S3: question
 +S3 stretches out her right arm and points at the learners on her right-hand side
16 (1.7)
 +S3 points at S11's textbook
17 S3: question (1.2) okay?
 +S3 stretches out her right arm and points at the learners on her right-hand side
 +S3 glances at S11
 +S11 nods

Extract 10: Yesterday and Tomorrow

55 T: october is before november
+T moves her index finger from November sign at the October sign

56 (3.1)

57 T: so I am november (1.8) I am november
+T stands next to the sign of November
+T pointing to herself

58 (1.0)

59 S15: you are november

60 (0.2)

61 T: before
+T waves her right hand backward over her shoulder, palm facing downward

62 (0.2)

63 S15: before

64 (1.7)

65 T: october (0.5) after
+T remains standing next to the November sign
+T moves her right hand toward space in front at chest level,
palm facing upward

66 (1.2)

67 S3: °december°

68 (0.3)
+T pointing at the sign of December on the whiteboard

69 T: december

70 (1.9)

71 T: december

72 (0.7)

73 S3: it's (0.3) it's (0.2) como (0.3) yesterday (.) tomorrow
((tr. like))
+S3 waves her hands backward
over her shoulder, palms facing downward
+S3 moves
her hands toward space in front at
chest level, palms facing upward

74 (0.8)

75 T: little bit the same

Appendix 3

Transcript 1

Lesson on 7-1-2002

Subject: Teaching the words ‘yesterday’, ‘today’ and ‘tomorrow’

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: so today is (1.0) [monday] (0.8) mon[day]

02 S3: [monday] (1.3) [monday]

03 T: monday

04 S3: monday

05 T: monday (0.7) what about tomorrow?

+T moving her right hand forward #1



Figure 1

06 (1.6)
 +T moving her right hand forward

07 S3: um (0.6) tues[day] ((pronounced as /du:z.deɪ/))

08 T: [tuesday]

09 S3: yeah

10 T: good↑

11 (0.2)

12 S3: tuesday= ((pronounced as /du:z.deɪ/))

13 T: =um hm
 +T writing on the whiteboard

14 [good]

15 S3: [tomorrow] mañana
 ((tr. tomorrow))

16 (1.2)

17 T: tomorrow is?

18 (1.4)

19 S3: <tuesday> ((pronounced as /du:z.deɪ/))

20 (0.2)

21 T: um (0.3) pronunciation=
 +T pointing to her mouth

22 S3: okay

23 (1.1)

24 T: tue: (0.7) <tues:day> (0.5) tuesday (0.3) ts- ts- ts-

25 S3: <tues[day]>

26 T: [tuesday]

27 T: tuesday=
 28 S3: tuesday
 29 T: tuesday=
 30 S3: tuesday
 31 T: tuesday (0.7) [tuesday]
 32 S3: [tuesday] (1.4) ah ha ((inaudible))
 33 (2.4)
 +T writing words on the whiteboard
 34 T: and (4.3) <yesterday>
 +T moving her right hand backward #2



Figure 2

35 (0.5)
 36 S3: .hh ah sunday
 37 (0.2)
 38 T: >sunday< (0.6) >sunday<
 39 (0.3)
 40 S3: yo he entendido (1.1) domingo (0.8) sunday
 ((tr. I understood)) ((tr. sunday))
 41 (1.1)
 42 T: <yesterday>
 43 (1.7)
 44 S3: was
 45 (0.3)
 46 T: was (0.4) past
 +T moving her right hand backward
 47 (0.7)
 48 S3: past

49 (0.2)
 50 T: past
 51 (0.2)
 52 S3: pasado
 ((tr. past))
 53 (0.2)
 54 T: past
 55 (0.6)
 56 S3: yeah=
 57 T: =today is

+T pointing to the ground #3



Figure 3

58 (0.5)
 59 S3: today yeah
 60 (0.3)
 61 T: <yesterday> [was]
 +T moving her right hand backward
 62 S3: [was]
 63 (1.0)
 64 T: was
 65 (0.2)
 66 S3: yesterday was
 67 (0.4)
 68 T: was (4.6) <sun:day> (1.2) °<sun::day>° (0.6) okay
 69 (1.2)
 70 T: everybody (0.6) please repeat (0.7) <monday>
 +T making circular gesture #4 +T making beckoning and
 inviting motion #5



Figure 4



Figure 5

- 71 (0.6)
72 Ss: <monday>
73 (0.4)
74 T: <monday>
+T making circular gesture and making beckoning and inviting motion
75 (0.5)
76 Ss: <monday>
77 (0.5)
78 T: <tues:day>
79 (0.5)
80 Ss: <tues:day>
81 (0.2)
82 T: sunday
+T moving her right hand backward
83 (0.2)
84 Ss: [sunday]=
85 T: [sunday] (0.4) okay?
86 (0.3)
87 S3: yes sunday=

88 T: okay? (0.2) today is? (0.7) monday
+T pointing to the ground

89 (0.2)
+T making beckoning and inviting motion

90 Ss: monday

91 (0.3)

92 T: today (0.5) <today↑>
+T hands moving apart #6



Figure 6

93 (0.3)

94 S3: today

95 T: <[is monday]>
+T pointing to the ground and moving her hands apart

96 S3: <[is monday]>

97 (0.2)

98 T: um hm (0.9) listen (0.9) <tomorrow> (0.3) is↑
+T pointing to her right ear

99 (0.2)

100 S3: to- (0.6)

101 T: <[tuesday]>
+T making beckoning and inviting motion

102 S3: <[tuesday]>

103 (0.2)

104 T: [tomorrow is tuesday]

105 Ss: [tomorrow is tuesday]

106 (0.3)

107 T: um hm (0.4) >[good]<

108 S3: [tuesday]

109 (1.0)
 110 T: yesterday (1.6) [yesterday was]
 +T moving her right hand backward
 111 Ss: [yesterday was]
 112 (0.4)
 113 S3: sunday=
 114 T: sunday (0.5) sunday (0.5) sunday (0.7) °okay?°
 115 (0.4)
 116 S3: <yesterday was sunday>
 117 T: °okay?° (0.4) so question (1.0) question (0.2) today
 +T pointing at S2
 118 (1.1)
 119 S2: <°um today is monday°>
 120 (0.3)
 121 T: monday (0.3) um hm (0.5) tomorrow
 +T pointing at S3
 122 (0.6)
 123 S3: um (0.3) tomorrow is tuesday=
 124 T: >um good< (0.3) uh ha (0.6) <yesterday>
 +T pointing at S4 +T moving her right hand backward
 125 (0.6)
 126 S4: <°yesterday was sunday°>
 127 (0.5)
 128 T: good↑(0.4) ah ha (0.5) today
 +T walking towards S1 +T pointing to the ground
 129 (0.8)
 130 S1: <°today (0.4) today monday°>
 131 (0.2)
 132 T: >good< (0.5) um hm (1.0) tomorrow
 +thumbs up +T pointing at S4
 133 (0.7)
 134 S4: <°tomorrow is tu ((inaudible)°>
 135 (1.7)
 136 T: <tue:sday>
 137 (0.3)
 138 S4: °tuesday°

139 (0.3)
 140 T: <tue:sday>
 141 (0.3)
 142 S4: [°tuesday°]
 143 T: [like two] (0.7) tuesday (0.2) tuesday
 +T hand gesture: V sign
 144 (1.0)
 145 T: yesterday
 +pointing at S2
 146 (1.1)
 147 S2: <°yesterday was sunday°>
 148 (0.2)
 149 T: >good< (0.4) um hm (0.2)
 +pointing at S3
 150 S3: um (0.7) ah (0.2) please
 +T1 stepping back from S3
 151 (0.3)
 152 T: um hm=
 153 S3: =ah (0.2) question
 154 (0.2)
 155 T: um hm
 156 (1.1)
 157 S3: the
 158 (1.0) +S3 pointing at the whiteboard
 159 S3: the (0.4) where's the tomorrow?
 +S3 making hand gesture moving from right to left #7
 160 (0.8)
 161 S3: ((S3 laughing)) el pasado ((inaudible)) manana cuando dicimos
 ((tr. the past ((inaudible)) tomorrow when we say))
 +S3 making hand gesture moving from right to left
 162 (0.2)
 163 S3: in spanish
 +T moving hand forward



Figure 7

164 (0.2)
165 T: okay↓
+T pointing to herself and S3 eye gaze on T
166 (0.2)
167 T: okay↓
+S3 eye gaze on T
168 (0.4)
169 T: yesterday (0.3) pasado
(tr. yesterday)
+T moving her right hand backward
170 (0.3)
171 S3: yeah
172 (0.3)
173 T: past
174 (0.3)
175 S3: toda↑y?
+S3 both hands pointing to the table
176 (0.2)
177 T: present
+T pointing on the ground
178 (0.3)
179 S3: hm: present=
180 T: =um hm
181 (0.4)
182 T: tomorrow
+T moving her right hand forward
183 (0.4)
184 T: future

+S3 moves her hands forward
185 (0.2)
186 S3: y °después° de tomorrow?
((tr. and after tomorrow))
+S3 moving her arms and moving them further forward
187 (0.4)
188 T: future
+T lifting up her right hand and moving her right hand further forward
189 (0.7)
190 S3: future?
191 (0.4)
192 T: future (0.2) futuro=
((tr. future))
193 S3: =future
194 (0.5)
195 T: future=
196 S3: =ah:
197 (0.9)
198 S2: future
199 (0.7)
200 T: °future°
201 (0.7)
202 S3: [ah ha:]
203 T: [°<okay>?°]
204 (0.5)
205 T: future
206 (0.5)
207 T: hold on a minute
+T looked at the door
208 (0.3)
209 S3: hahaha

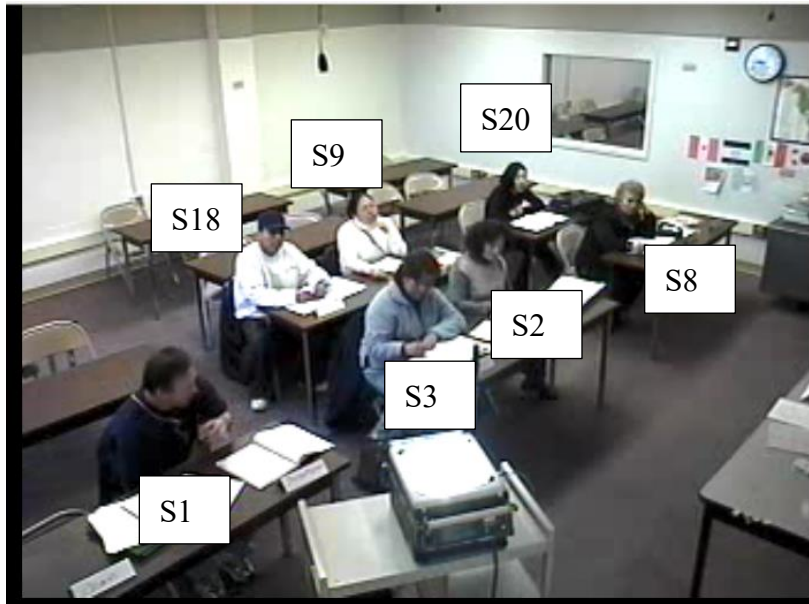
Transcript 2

Lesson on 14-1-2002

Subject: Teaching the pronouns 'we' and 'they'

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: now (.) l

+T pointing to herself

02 (0.2)

03 S2: I

04 (0.2)

05 T: I (0.3) and you

+T pointing at S2

06 (0.2)

07 S2: and uh you=

08 T: I

09 S1: [you]

10 S2: [you]

11 (0.2)

12 S3: you

13 (0.4)

+T pointing at S9

14 S2: ah she=

15 SSs: =she

16 (0.5)

17 T: she

18 (0.3)

19 S9: she

20 (1.3)

+T pointing at S3

21 T: [she]

22 SSs: [she]

23 (1.5)

+T pointing at S8

24 T: [she]

25 SSs: [she]

26 (0.3)

+T pointing at S2

27 T: [she]

28 SSs: [she]

29 (0.4)

30 SSs: [she]

31 (1.3)

+T pointing at S1

32 SSs: he

33 (0.3)

34 T: he

35 (0.4)

36 SSs: he

37 (.)

38 T: [he]

39 SSs: [he]

40 (1.2)

+T pointing to herself

41 SSs: she

42 (0.5)

43 SSs: he

44 (0.3)

45 SSs: she

46 (.)

47 SSs: she

48 (0.8)

49 SS: she

50 (0.5)

51 S1: you

52 (0.6)

53 SSs: [you]

54 T: [hahaha]=

55 SSs: hahaha

56 (0.3)

57 S1: (you you)

58 (0.5)

59 S3: sorry

60 (0.5)

+T stretches out her right arm and points at S14

61 S3: he

62 (0.2)

63 T: he

64 (2.8)

+T stands next to S3, extends her left arm next to S3 and uses her right hand to make a circular motion repeatedly #1



#1

65 S8: they XX

66 (0.6)

67 S9: they?
68 (0.2)
69 T: we
70 (0.2)
71 S8: no [we]
72 S9: [ah] we=
73 T: =we
74 (0.3)
75 S3: we
76 (0.2)
77 SSs: we
78 (0.2)
79 T: she and I (0.4) she and I
+T touches S3's shoulder with her left hand
+T holds her right hand upwards to chest level and moves her right hand forward
+T moves her right hand backward
+T holds her right hand upwards to chest level and moves her
right hand forward
+T moves her right hand backward
80 (.)
81 S3: ah (0.3) yeah
82 (0.3)
+T uses her right hand to make a circular motion
83 S9: we
84 (0.2)
85 SSs: we
86 (0.2)
87 T: we
88 (1.4)
89 S3: we
90 (2.0)
+T stretches out her right arm, points at the learners on her right-hand side and makes a
circular motion repeatedly
91 S9: they
92 (0.5)
93 T: they

+T stretches out her right arm and points at the learners on her right-hand side

94 (0.2)

95 S1: they=

96 SSs: =they (0.2) they (0.2) they

+S3 and S9 point to the learners on their left-hand side

+T points to the learners on her right-hand side and moves her right arm to make a circular motion

97 (0.3)

98 S3: we

+S3 makes a circular motion at chest level

99 (1.6)

100 T: we

+T touches S3's shoulder with her left hand, holds her right hand upwards to chest level and moves her right hand forward ((pointing at S3)) and backward ((pointing at T)) repeatedly

101 (1.6)

+T points at the learners on her right-hand side #2

102 S3: they

+S3 points at the learners on her left-hand side #2



#2

103 (0.2)

104 SSs: they

105 (0.3)

106 T: they=

107 S3: =ya

108 (0.3)

109 S9: they
110 (0.2)
111 T: okay
112 (0.2)
113 T: we is two=
+T holds up her index and middle fingers
+T's both hands pointing at herself
114 S9: =two
115 (0.2)
116 T: [me] and
+T's right hand pointing to herself
+T's left hand touching S3's shoulder
117 S3: [yeah]
118 (0.7)
119 S3: ya
120 (0.5)
121 T: but they
+T points at the learners on her right-hand side
122 (0.3)
123 SSs: they
124 (0.2)
125 T: she and she
+T stretches out her right arm and points at S8
+T stretches out her right arm and points at S5
126 (0.4)
+S9 uses both of her hands to point at the learners on her left-hand side
127 S3: yeah
128 (0.2)
129 S1: they=
130 SSs: they
+S3 uses her left-hand to point at the learners on her left-hand side

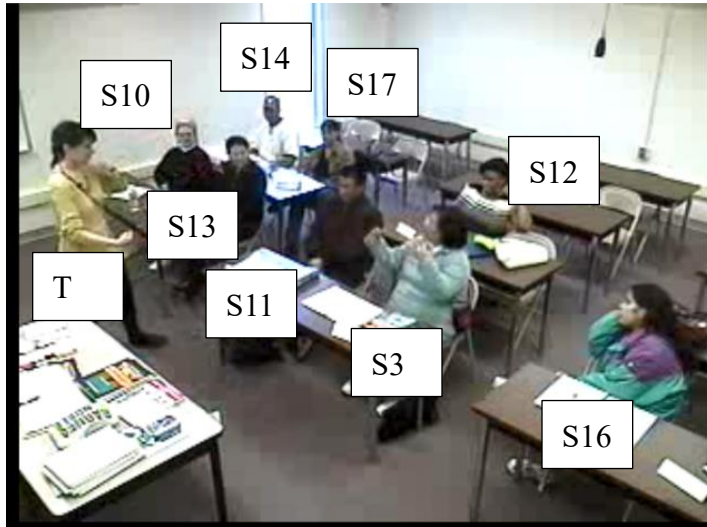
Transcript 3

Lesson on 1-4-2002

Subject: Teaching the phrase 'excuse me'

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: now (0.5) there's (0.2) excu↓se me? (0.3) >excu↓se me?<
+T pointing at the phrase 'excuse me' with high intonation on the
whiteboard on the left

+T pointing at the phrase
'excuse me' with high
intonation on the
whiteboard on the left

02 (0.5)

03 T: and (0.8) excu↑se me↓
+T pointing at the phrase 'excuse me' with low intonation on the
whiteboard on the right

04 (1.4)

05 T: up (0.8) and (.) down
+T moving her right hand from low to high position
+T moving her right hand from high to low position

06 (.)

07 S10: this is no good? (0.2) this is good?
+S10 pointing at the phrase 'excuse me' with low intonation on the left blackboard

+S10 pointing at the phrase excuse me with high intonation on the right blackboard

08 (0.2)

09 T: different (0.7) different (0.3) different

+T spreads out her hands in opposite directions #1



#1

10 (0.4)

11 S10: ah

12 (0.2)

13 T: different (0.2) example (0.4) °please stand up°

+T points at S13, making beckoning and inviting motion

14 (0.8)

+S13 stands up

15 T: °please stand here° (0.8) °okay° (0.8) excu ↑ se me ↓

+T stretches out her arms and points to the ground

+S13 walks towards T

+T moves towards S13

16 (1.4)

+T touches S13's shoulder

+S13 moves to the right to offer space for T to walk through

17 S?: oh

18 (1.0)

19 S3: excuse me

20 (0.3)

21 SS: hahaha

22 (0.2)

23 T: yeah (your turn)

+T turns around, facing S13 opposite direction #2

24 (0.3)

+S13 walks towards T

25 S13: excu ↑ se me ↓ (0.4) excu ↑ se me ↓ =

+T moves to the right to allow S13 to go through

+S13 touches T's left arm

+S13 spreads out her left arm

26 T: =okay (0.3) hahaha (0.7) no no

+T patting S13's elbow

+T's eye gaze on other learners in the classroom



#2

27 (0.2)

28 T: [hahaha]

29 SS: [hahaha]

30 (0.7)

31 S13: ah (0.2) ah excu ↑ se me ↓

+S13 steps towards T

+S13 moves her left hand to the left hand side indicating the pushing

32 (0.4)

33 T: yeah (0.2) yeah (0.3) uh ha

34 (0.5)

35 S13: oh (0.2) ah ha=

+S13's hand gesture indicating the pushing

36 S11: =jiùshì máfan (0.2) nǐ bù ràng

((tr. it means you do not move away))

+S13 stands next to S11

+S11 moves his left hand to the side

37 (0.2)

38 S13: máfan nǐ (0.4) duì (0.2) [wǒ yào guòqù]

((tr. seeking for permission))

((tr. yes))

((tr. I need to go by))

39 T:

[okay?]

40 (0.2)

41 S3: excuse [me]

42 S12: [excu ↑ se] me ↓

+S12 moves both of her hands to the left-hand side #3



#3

43 (0.5)

44 S12: ah I want to

45 (0.3)

46 T: please (.) yeah (.) I want to go by (0.2) yeah

+T moves her hands to the side continuously

+T moves her right arm backward #4

+T moves her right arm forward #5



#4



#5

47 (0.6)

48 S12: er I want to pass (0.2) (is the same thing)

+S12 putting her hands in parallel

49 (0.6)

50 T: yes

+T nods

51 (0.4)

52 S12: excuse me?

+S12 puts her hands in parallel with the palms facing the front #6



#6

53 (0.2)

54 T: yes

+T points at S12

55 (0.4)

56 S12: okay

57 (0.6)

58 T: um hm (0.5) um hm

+T nods

59 (0.4)

60 T: .hh (.) so here (0.7) I don't understand (0.5) excuse me?

+T puts her right hand next to her right ear

61 (0.3)

62 S3: excuse me?

63 (0.4)

64 T: excuse me?

+T leans forward and puts her right hand next to her right ear

65 (0.3)

66 S10: yes

67 (0.7)

68 T: but I want you to (0.2) move (0.6) excuse me ↓

+T moves her hands to the side continuously

69 (2.0)

70 T: °okay°

71 (0.9)

72 T: now

73 (0.2)

74 T: maybe NAME ((S13)) and NAME ((S3)) blah blah blah blah blah
blah blah blah blah blah

+T puts her hands in parallel and moves
her fingers simultaneously #7



#7

75 (.)

76 T: °I say° (0.2) excuse me?

77 (0.8)

78 S13: oh

79 (0.5)

80 S3: oh yeah

81 (0.5)

82 T: I have a question

+T points at S3

83 (2.6)

84 S3: ah ha

85 (1.0)

86 T: okay (0.3) alright (0.2) um
+T points at S3 and puts her hands in parallel to
each other, making beckoning and inviting motion

87 (0.4)

88 S3: okay (4.0) oh (0.5) excu ↑ se me ↓
+S3 stands up
+T moves her right hand to the side
+T makes space for S3 to go through

89 (0.3)

90 T: [hahaha]

91 SS: [hahaha]

92 (1.2)

93 S3: [excuse me]

94 T: [hahaha]

95 (0.5)

96 S3: hahaha

97 (1.2)

98 T: okay (.) go back?

99 (0.8)

100 S3: um (1.0) excu ↓ se me ↓
+T blocks S3's path
+T makes space for S3 to go by

101 (0.6)

102 SS: [hahaha]

103 T: [hahaha]

104 (0.4)

105 S11: máfan nǐ
((tr. excuse me))

106 (0.3)

107 S13: ah máfan nǐ
((tr. excuse me))

108 (0.5)

109 S10: (ah l) understand

110 (.)

111 T: hahaha

112 (0.5)

113 S13: excuse me

114 (0.2)

115 T: ah:=

116 S3: =in (0.3) in (0.2) in bus

+S3 pointing at T

117 (1.2)

118 T: in the bus

119 (0.2)

120 S3: [in in] the bus

121 T: [yeah]

+S3 raising her right hand

122 (0.2)

123 T: excu ↑ se me ↓

+T walks forward and moves her right hand to the side

124 (0.3)

125 S3: excu ↑ se me ↓

126 (0.2)

127 T: my voice goes down

+T puts her left hand near her mouth

+T moves her right hand from high to low position #8



#8

128 (0.9)

129 S3: l um ma:

+S3 holds her hands up in parallel at shoulder level and move them inward, palms half-cupped, facing each other #9



#9

130 (0.2)

131 T: many people

+T spreads out her arms outward and moves her fingers up and down continuously #10



#10



#11

132 (0.2)

133 S3: ya (0.3) [many people] (0.5) er

134 T: [many people]

+S3 moves her arms to the sides #11

135 (0.2)

+S3 stands up from her chair

136 T: [excu ↑ se me ↓]

+T walks towards S11 and moves her hands to the opposite sides #12



#12



#13

137 S3: [excu ↑ se me ↓] (0.2) [excu ↑ se me ↓]

+S3 turns towards S11, slowly walks towards S11 and moves her body to and fro
#13

138 T: [excu ↑ se me ↓]

139 (0.3)

140 S11: ah=

141 S3: =[excu ↑ se me ↓] (0.4) excu ↑ se me ↓

142 S13: [ah]

143 (0.2)

144 T: uh ha (0.3) uh ha (0.3) um hm (0.2) um hm

+S3 sits down

145 (0.4)

146 S3: yeah [in the bus]=

147 S13: =[去坐這個公共]車

((qù zuò zhègè gōnggòng chē))

((tr. to take the bus))

148 (0.2)

149 S11: ah (0.2) (yeah) (0.2) ah

150 (0.3)

151 S13: 你要那想過去 (0.4) excu ↑ se me ↓

((nǐ yào nà xiǎng guòqù))

((tr. if you want to go through))

152 (0.3)

153 T: [um hm]

154 S3: [um hm]

155 (0.2)

156 T: excu ↑ se me ↓

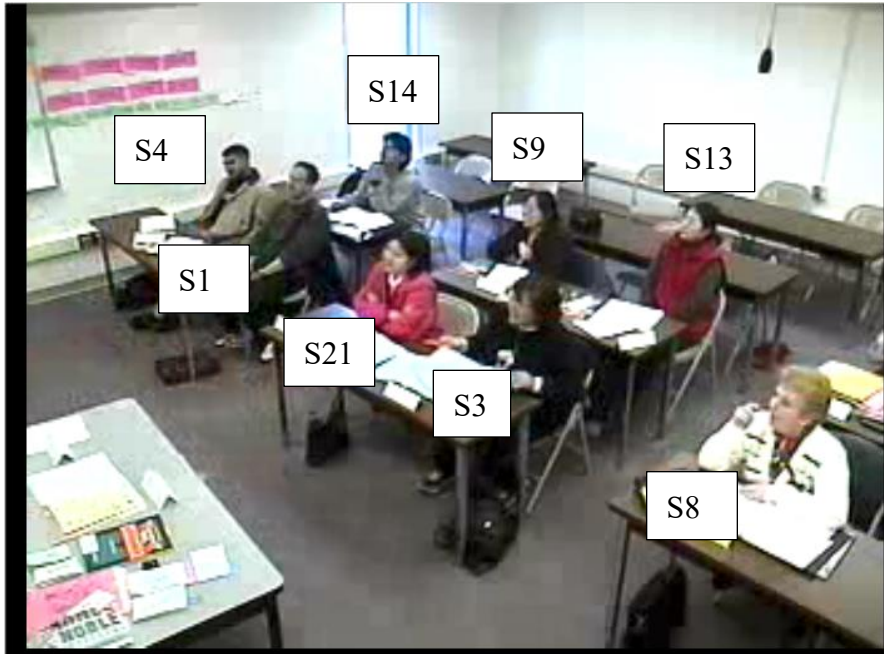
Transcript 4

Lesson on 11-2-2002

Subject: Teaching the phrase 'you first'

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: interesting

02 (1.0)

+T walks slightly forward
+T touches S15's right arm

16 (0.2)

17 S15: eh oh

+S15 walks behind T

18 (0.5)

19 T: and he says=

+T stops walking

20 S15: =you first

+S15 leans down

+S15 lowers his arms near his knee level, moves his arms to the right-hand side, right arm is slightly higher and further than his left arm #2 #3

+T squeezes her body to go through the pathway



#2



#3

21 (0.3)

22 T: you first

+T extends her right arm at chest level

23 (0.4)

+S15 lowers his right arm near his waist level, moves his right arm to the right-hand side #4



#4

24 S13: ah okay
25 (0.2)
26 T: so I go first
 +T points at herself with her left hand
 +T extends her right arm at chest level
27 (0.6)
28 S13: you (0.2) first
29 (0.4)
30 T: um hm
 +S15 walks back to his seat
31 (0.8)
32 S13: you first (0.5) af- (0.7) af-
33 (0.5)
34 T: or after you
35 (0.3)
36 S13: ah okay [after you]
37 S15: [after you]
38 (0.3)
39 T: so=
 +T holds hands out, parallel to each other, palms facing upwards, and bends fingers
 quickly upwards
40 S13: =go ahead=
41 T: NAME (0.3) °please come°
 ((S13))
42 (1.4)
43 S13: okay
44 (0.2)
45 T: (here)
 +T's index fingers point to the ground
46 (0.4)
47 T: so we go same time (0.4) same time (.) ew
 +T stands next to S13
48 (0.2)
49 T: and I say (0.2) after you
 +T steps back
 +S13 lowers her right arm near her waist level, moves her arm to the right-hand

side #5

+T touches S13's shoulder with her right hand



#5

50 (0.3)

51 SSs: oh yeah

52 (0.9)

53 S15: after you

54 (2.4)

55 T: little words but important?

+T holds her thumb and index finger a little way apart

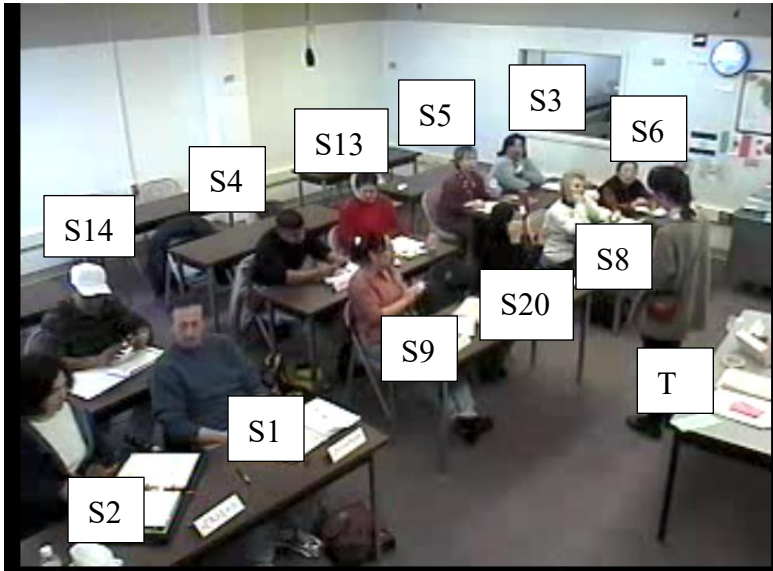
Transcript 5

Lesson on 28-2-2002

Subject: Teaching the words 'daughter-in-law', 'pregnant' and 'morning sickness'

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: he is twelve years old (0.4) no baby anymore hahaha
+T cradling

02 (0.9)

03 T: but maybe in your heart
+T pointing to her heart

04 (0.4)

05 S3: ah (.) my

06 (0.5)

07 T: in your heart he is still a baby (0.3) hahaha
+T lowers her right hand

08 (0.3)

09 S3: oh hahaha () my la nuera
((tr. daughter-in-law))
+S3 moves her chair backwards and moves both of her hands
forward and backward at a lower level, making a shape of semi-
circle #1



#1

10 (0.5)

11 T: my daughter?

12 (0.9)

13 S3: no (0.5) er (.) er

14 (0.2)

15 T: daughter?=
16 S3: =wife of my son

17 (0.4)

18 T: daughter in law (0.9) daughter (0.2) <in law>

19 (0.4)

20 S3: in law

21 (0.3)

22 T: uh (.) ha?

23 (0.8)

24 S3: er er

+both hands moving forward and backward simultaneously at a lower level, making a semi-circle

25 (0.4)

26 T: pregnant

27 (0.5)

28 S3: <pregnant> (0.9) two (month)

+S3 raises her index and middle fingers

29 (0.6)

30 T: two more?

+T raises her index and middle fingers

31 (0.4)

32 SS: hahaha

33 (0.5)

34 T: no wait

+S3 touches her stomach

35 (0.4)

36 S8: it's okay

37 (0.6)

38 T: two months pregnant or (0.2) big pregnant

+T pointing to her navel

+T moves her both of her hands from a high position to low position, making a shape of a quarter circle #2



39 (0.4)

40 T: big?

+T moves her hands from a high position to low position, making a shape of a quarter circle

41 (0.8)

42 S3: ah (.) no

+S3 touching her own navel

+S3 raises her index and middle fingers

43 (0.5)

44 T: very lit- (0.6) just two=

45 S3: =two months

46 (0.2)

47 T: just two (.) okay

+S3 touches her navel with both of her hands

48 (0.3)

49 S3: ya

50 (0.4)

51 T: just sh-

52 (1.3)

53 S3: oh (0.5) erk (0.2) erk (0.2) erk

+S3 shaking her own body, using her right hand to make a circular gesture repeatedly #3



#3

54 (0.3)

55 T: oh:

56 (0.3)

57 S3: (sick) oh=

+S3 extends her index finger upward

58 SS: =hahaha

59 (0.5)

+T walks towards to whiteboard

60 T: hahaha

61 (1.0)

+T writing on the whiteboard

62 S13: huaiyun le

((tr. pregnant))

63 S5: dui la

((tr. yes))

64 (0.8)

65 S13: ta (.) ta you huaiyun le?

((tr. she)) ((tr. she is pregnant?))

+S13 directs her eye gaze on S3

66 (0.2)

67 S5: °XX°

68 (0.5)

69 T: she is two months

+T writing 'she is two months pregnant' on the whiteboard

70 (3.0)

71 S4: <pre[gnant]>

72 S8: [pregnant]

73 (2.0)

74 T: she is two months pregnant

75 (0.2)

76 S3: pregnant

77 (0.2)

78 T: very small (0.4) very °small°

+T touching to her navel with both of her hands

79 (0.3)

80 S3: yeah

81 (.)

82 T: no (0.2) no (.) no tummy

+T touches her navel using both hands and moves her hands together in a circle around her navel

83 (0.5)

84 S3: no no [hahaha]

85 T: [hahaha]

86 (1.1)

87 T: but (.) the (.) er (.) er

+T moves her hands at chest level from up to low position continuously, making a circular gesture #4



#4

88 (0.2)
89 S3: ya
90 (0.2)
91 T: okay?
92 (0.3)
93 S3: ya
94 (0.2)
95 S13: (ya)
96 (1.6)
97 T: she has (0.3) okay? (0.4) has have has
+T writes “she has” on the whiteboard
+T pointing to the left
+T pointing to herself
98 (1.7)
99 T: <morning>
+T writing the word ‘morning’ on the whiteboard
100 (1.8)
101 T: in america (0.2) we call it (.) morning
+T points at the word ‘morning’ on the whiteboard
+T writing the word ‘sickness’ on the
whiteboard
102 (4.2)
+T writing the word ‘sickness’ on the whiteboard
103 S1: °sickness°
104 (0.4)
105 T: morning sickness (0.7) morning sickness
106 (.)
107 S3: morning (0.5) sickness
108 (.)
109 T: every morning (0.2) (blur) (.) (blur) (.) (blur). hh hahaha
+T moves her right hand at chest level from up to low
position continuously
110 (0.7)
111 S3: she has morning sickness
112 (0.3)
113 T: morning sickness (.) every morning (.) (blur)

+T moves her right hand at chest level from up to low
position continuously

114 (0.4)

115 S3: ya

116 (0.3)

117 T: ya (0.3) maybe she drinks lots of water

+T makes her right hand into C-shape and takes her right hand
up to her mouth

+T stretches out her arm and holds up
her cup on her desk

118 (0.2)

119 S3: ah ha

120 (0.5)

121 T: ya (0.3) ya

122 (0.6)

123 SS: hahaha

124 (0.4)

125 T: not funny (0.2) oh (.) terrible hahaha

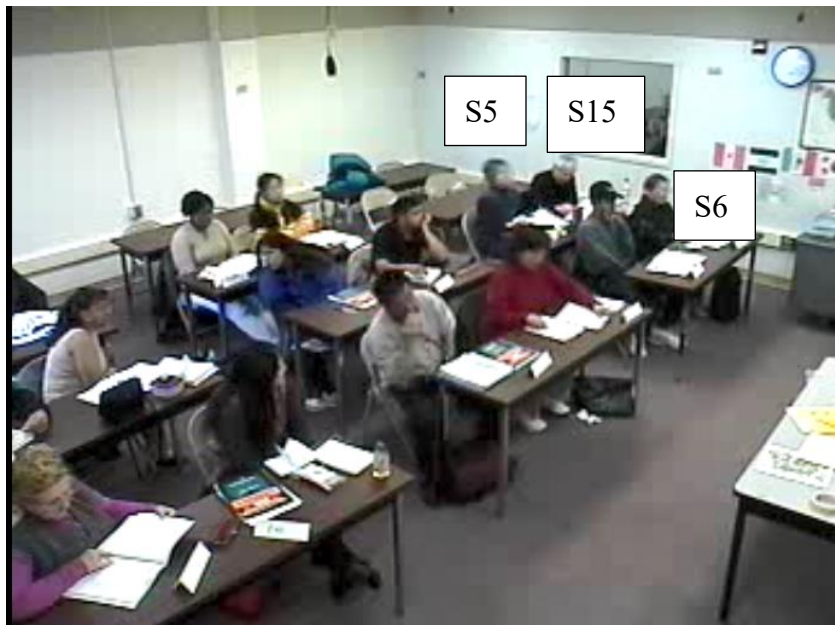
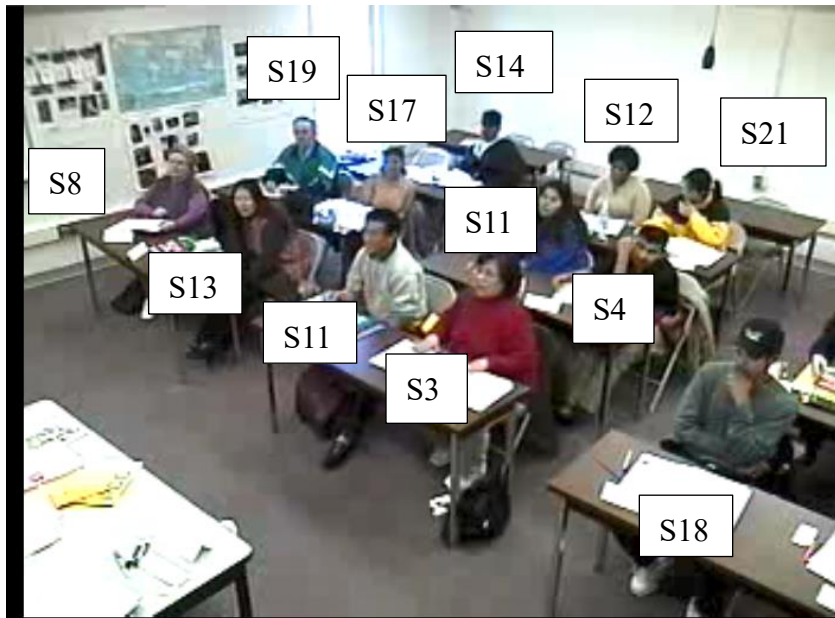
Transcript 6

Lesson on 15-4-2002

Subject: S3's transfer of L2 vocabulary knowledge ('excuse me')

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 (5.0)

+S11 and S17 are walking on the same direction

+S11 hits S17's shoulder
 +S3 glances at S11
 02 S3: excuse me
 +T glances at S3
 +S3 points at S11
 +S3 points at S17
 03 (1.1)
 04 S11: >我就這樣了講<
 ((wǒ jiù zhè yàng liǎo jiǎng))
 ((tr. I am going to stay seated))
 +S3 points at S11 repeatedly
 +S11 talks to S13
 05 (0.2)
 06 S3: excuse me (0.3) excuse me
 +S3 points at S17
 +S3 points at S17 again
 07 (0.2)
 08 T: [excuse me]
 09 S3: [phew:]
 +S3 nudges S11 with her elbow
 10 (0.4)
 11 S11: oh
 12 (0.2)
 13 S3: (ellos)
 ((tr. they))
 +S3 first points at S11 and then points at S17
 14 (1.0)
 15 S3: (ellos) (0.2) hu:
 ((tr. they))
 +S3 nudges S11 with her elbow
 16 (.)
 17 S11: sorry
 +S11 glances at S17
 18 (1.0)
 19 T: good (0.2) sorry (0.2) [hahaha]
 20 S11: [hahaha]=

41 T: excu ↑ se me ↓

42 (0.2)

43 S3: uh ha

44 (0.5)

45 T: uh ha

+S13 sits down

46 (0.2)

47 S3: pegoido

((to hit))

+S3 points at S17

48 (0.7)

+S3 nudges S11 with her elbow

49 T: .hh excu ↑ se me ↓

+S3 points at S17

+T moves her hands to the side, hands pointing upwards and palms facing forward #1

+T directs her eye gaze to her right-hand side



#1

50 (0.2)

51 S3: ya

52 (0.5)

53 T: it's okay=

54 S11: =excu ↑ se me ↓ ((sound like /ɪk'skju:z/))

55 (0.2)

56 T: so excu ↓ se me ↑

+T slightly leans down #2

57 (0.2)

+T moves her left-hand to her left-hand side #3



#2



53:42 #3

58 S11: excuse ((sound like /ɪk'skju:z/)) me

59 (0.2)

60 S13: ah

61 (0.2)

62 S11: excuse ((sound like /ɪ'kju:z/)) me

63 (0.3)

64 T: a little different

+T walks to the whiteboard

65 (0.3)

S3: a little different

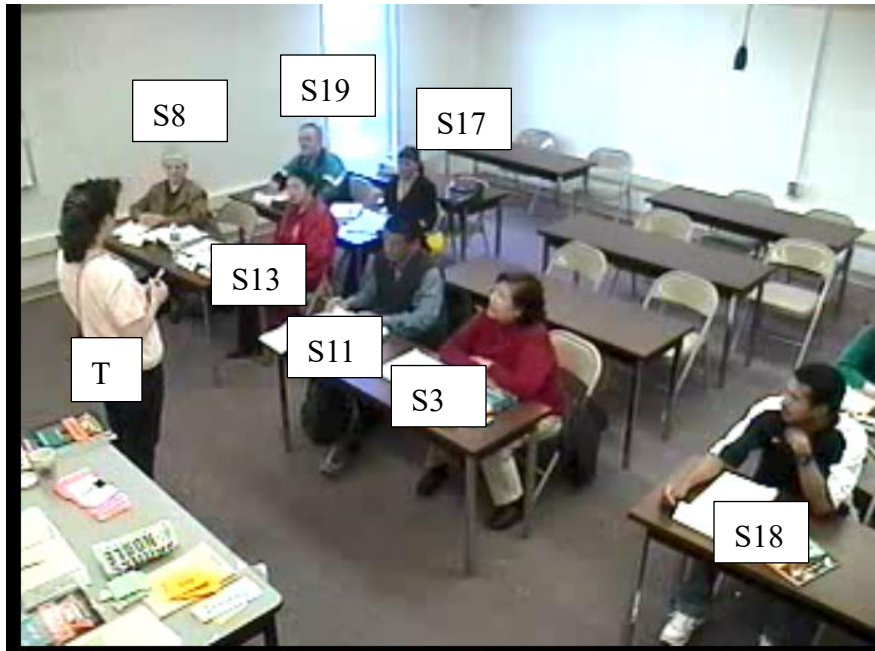
Transcript 7

Lesson on 4-4-2002

Subject: S3's transfer of L2 vocabulary knowledge ('they')

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 S3: ah (0.2) my last name is alvis

02 (0.2)
03 S3: a (0.5) l (0.7) v (1.2) i (0.6) s
+S11 writing down S3's last name on his worksheet
04 (0.5)
+S11 finishes writing
05 S3: okay (0.2) thank you
06 (1.1)
+S3 looking at his worksheet
07 S3: thank you (0.3) ah (0.4) teacher
+S3 points at S11
08 (0.5)
09 S3: ah (0.2) we (0.2) they?
+T glances at S3
+S3 first points at herself then points at S11
+S3 stretches out her right arm, points at the learners on her left-
hand side, makes a circular motion
10 (0.3)
11 T: um hm
12 (0.7)
13 S3: NAME (0.4) they they they
(S11)
+S3 points at S11
+S3 stretches out her right arm and points at the learners on her right-
hand side repeatedly
14 (0.3)
15 S3: question
+S3 stretches out her right arm and points at the learners on her right-hand side
16 (1.7)
+S3 points at S11's textbook
17 S3: question (1.2) okay?
+S3 stretches out her right arm and points at the learners on her right-hand side
+S3 glances at S11
+S11 nods

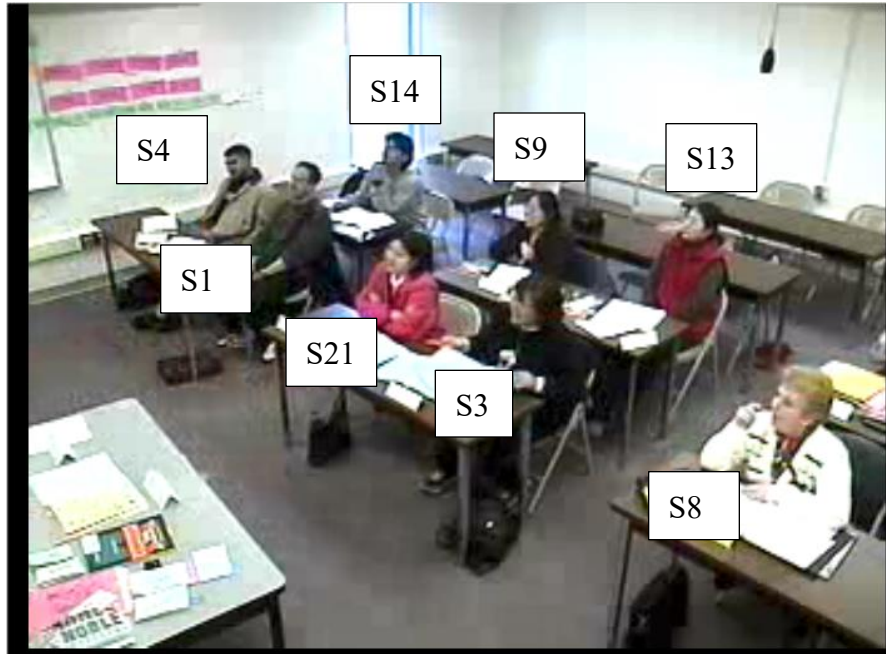
Transcript 8

Lesson on 11-2-2002

Subject: S3's transfer of L2 vocabulary knowledge ('yesterday' and 'tomorrow')

Teacher: T

Students: S+ number/ Ss: some or all students / S?: an unknown student



01 T: good

02 (0.3)
03 T: okay
04 (0.4)
05 S15: teacher
06 (0.5)
07 T: yes
08 (1.0)
09 S15: number three (.) um (.) ah (.) october is?
10 (1.0)
11 T: before
12 (0.8)
13 S15: october (0.2) is
14 (0.9)
15 T: be[fore]
+T waves her left and right hands backward over her shoulder, palms facing downward
16 S15: [before]
17 (0.4)
18 S8: <nove[mber]>
19 S3: [november]
20 (0.2)
21 S15: september?
22 (0.3)
23 T: no no no
24 (0.2)
25 T: october (0.2) is <after> (0.2) september
+T moves her right hand toward space in front at chest level,
palm facing upward
26 (0.8)
27 S15: af- (0.4) after november?
+S15 moves her right hand toward space in front at chest level, palm facing upward
28 (2.4)
+T walking towards the whiteboard
29 T: before
+T waves her left and right hands backward over her shoulder, palms facing downward
30 (0.6)
31 S15: before

32 (0.4)
33 T: after
 +T moves both of hands toward space in front at chest level, palms facing upward
34 (0.2)
35 S3: after
36 (0.6)
37 T: okay?
38 (0.5)
39 S15: oh
40 (0.2)
41 T: so (.) october (.) <is>
 +pointing at the sign of October
42 (0.2)
43 S15: before
44 (0.2)
45 T: here's november
 +T points at the sign of November on the whiteboard
 +T stands next to the sign of November
46 (0.2)
47 T: october is (0.9) <before>
 +T points at the sign of October on the whiteboard
 +T moves her left hand backward over her shoulder, palm
 facing downward
48 (0.3)
49 S3: before
50 (0.5)
51 T: <before> (1.9) november (2.3) <before>
 +T moves her left hand backward over her shoulder, palm facing downward
 +T points at the sign of November on the
 whiteboard
 +T moves her index finger from
 November sign to the October sign
52 (1.3)
53 T: before (1.6) after
 +T moves her index finger from November sign to the October sign

75 T: little bit the same
+T holds her thumb and index finger a little way apart

76 (0.3)

77 T: [yeah] little bit the same
+T holds her thumb and index finger a little way apart

78 S3: [hahaha]

79 (1.0)

80 T: um hm

81 (2.8)

82 T: before today ↑
+T waves her right hand backward over her shoulder, palm facing downward

83 (0.7)

84 S3: ah ha

85 (0.3)

86 T: yesterday

87 (0.7)

88 S3: [yesterday]

89 S9: [yesterday]

90 (0.2)

91 T: yes (0.2) before today is yesterday (0.6) after today
+T waves her right hand backward over her shoulder, palm facing downward
+T moves her right hand toward space in front at chest level, palm facing upward

92 (1.1)

93 S3: tomorrow

94 (0.3)

95 T: tomorrow (0.7) tomorrow (0.7) ah ha