

AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE EDUCATION DEPARTMENT
ENGLISH LANGUAGE TEACHING EDUCATION PROGRAM

**AN ANALYSIS OF TEACHING PRACTICES AND CLASSROOM
INTERACTION OF NATIVE AND NON-NATIVE TEACHERS
OF ENGLISH**

MA THESIS

Tuğçe Akyol

Antalya, 2014

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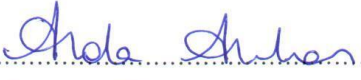
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İmzası



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ÖZET

İNGİLİZCEYİ ANADİL VE YABANCI DİL OLARAK KONUŞAN ÖĞRETMENLER ARASINDA ÖĞRETİM DAVRANIŞLARI VE SINIF İÇİ İLETİŞİM FARKLILIKLARININ İNCELENMESİ

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Bu çalışmanın amacı, sınıf içi iletişimde İngilizce'yi ana dili ve yabancı dil olarak konuşan İngilizce öğretmenleri arasındaki farklılıklara ve benzerliklere ışık tutmaktır. Böylelikle, bu çalışma, başarılı bir sınıf etkileşiminin yollarını bulmayı amaç edinmiştir. Bu çalışmanın nitel bir çalışma olması yanı sıra, araştırma verilerinin toplanabilmesi için kullanılan diğer bir yaklaşım da söylem analizidir. Araştırma verileri, Türkiye'deki özel bir üniversitenin İngilizce Hazırlık Okulu'nda görev yapan üç yabancı ve üç de yerli öğretmen olmak üzere toplam altı kişiden elde edilmiştir. Araştırmanın başlıca veri kaynakları, sınıf gözlemleri, öğrenci ve öğretmen görüşmeleri ve bilgilendirme anketinden oluşmaktadır.

Elde edilen verilerin analizi aşamasında, başlıca üç model kullanılmıştır. Bu sistemlerden ilki, Sinclair ve Coulthard'ın (1975) ortaya attığı IRF (soru – cevap – geri dönüt) modelidir. Diğer bir model ise, Barnes (1969), Long ve Sato (1983) tarafından geliştirilen dört farklı soru tipidir (açık uçlu, kısa cevap, öğretmenin cevabı bildiği ve cevabının sadece öğrenciye bağlı olduğu sorular). Bu çalışmanın verilerinin analizinde kullanılan bir diğer model ise, Walsh'ın ürettiği SETT (öğretmen dilinin öz değerlendirmesi) modelidir (2006).

Çalışmanın sonuçlarına bakıldığında, her iki öğretmen grubunun da öğretmenin sorusu, öğrenci cevabı ve öğretmen onayı olarak devam eden modelin, özellikle materyal ve dil yapısı çalışmalarını sırasında düzenli olarak birbirini izlediği konusunda benzerlikler görülmüştür. Buna ek olarak, her iki öğretmen grubunun da sınıf içi iletişimi arttırmak adına büyük oranda öğretmenin sorunun cevabını bildiği kısa cevaplı ve açık uçlu soruları kullandıkları saptanmıştır. Bu sonuçlar, öğretmen görüşmelerinden elde edilen verilerle de desteklenmiştir. Diğer bir bulgu ise, İngilizce'yi ana dil olarak konuşan öğretmenlerin açık uçlu ve öğretmenin de cevabını bilmediği soruları daha çok kullandığı belirlenmiştir. Bu tür soruların, öğrenciden gelen cevabın daha anlamlı

ve uzun olmasını sağladığı belirtilmiştir. Bu soru tipi, öğrenci iletişimini arttırması açısından büyük önem taşımaktadır. Buna ek olarak, öğretmenlerin soru sorduktan sonra bekleme sürelerinde farklılıklar ortaya çıkmıştır. Sonuçlara bakıldığında, yabancı öğretmenlerin daha fazla bekleme süresi kullandıkları ortaya çıkmıştır. Bu durum, bekleme süresinin yabancı hocaların sınıf iletişimlerinde olumlu bir etkisi olduğunu göstermiştir. Son olarak, Walsh'ın SETT modeli ışığında, her iki öğretmen grubunun da farklı amaçlarla değişik soru tiplerini kullandıkları görülmüştür. Bu sonuçların ışığında, söylem çözülmesi yardımıyla, özellikle birkaç soru tipinin diğerlerine göre daha çok kullanıldığı ortaya çıkmıştır. Diğer bir önemli fark ise, yabancı öğretmenlerin dil yapısından çok mesajın içeriğine yönelik sorular sorması, önceki sorunun tekrar edildiği soruların fazlalığı ve bir önceki cevapla ilgili açıklamanın istendiği soruların sayıca fazlalığı dikkat çekmiştir. Ayrıca, yabancı öğretmenler tarafından, daha çok mesaja yönelik ve anında düzeltmenin yapıldığı soruların daha fazla kullanıldığı saptanmıştır.

Bu çalışma, öğretmenin sadece bir bilgi aktarıcısı olmadığını; ancak öğretmen – öğrenci etkileşiminde, öğretmenin anlamlı iletişimi desteklediği ve kolaylaştırdığı ortaya çıkarmıştır. Bu çalışmanın sonuçları, amaç dili ana dil olarak kullanmayan yabancı dil öğretmenlerinin, sınıf içinde kullanılan dili kontrol edebilmek için farkındalıklarını arttırmaları açısından önem taşımaktadır.

Anahtar kelimeler: öğretmen – öğrenci etkileşimi, söylem analizi, yabancı öğretmen, yerli öğretmen

ABSTRACT
AN ANALYSIS OF TEACHING PRACTICES AND CLASSROOM
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The purpose of the study is to shed light on the differences and similarities of native and non-native teachers of English in their classroom interaction. The study aims to put forward the keys to the successful classroom instructions. Together with qualitative approach, a discourse analysis approach were carried out to collect data from three native and three non-native speaking teachers working at a private university's language preparatory school in Turkey. Classroom observations, conversation analysis, teacher and student interviews, questionnaire were the main data sources.

As regard with the analysis of the data, three main frameworks were employed to analyze the data. Sinclair and Coulthard's IRF (initiation-response-feedback) pattern (1975), four different question types, i.e., open, closed, display and referential first provided by Barnes (1969), Long and Sato (1983), and Walsh's SETT (self-evaluation teacher talk) framework (2006) helped the researcher analyse the native and non-native teachers' questioning habits.

The results of the study revealed that the NS and NNS teachers had similar patterns of IRF sequence going on with a regular teacher initiation, student response and teachers' corrective feedback especially during materials and form-focused activities. Additionally, it was found out that both group of teachers utilized a lot more closed and open display questions to extend the classroom interaction which was also supported by the teacher interviews. The findings also show that, the NS teachers used more open-referential questions compared to the

NNS teachers. This type of teacher questions also produced more extended output from the learners.

Besides, the data show that the NS teachers have longer wait time following teacher questions for the student turn and this caused a positive effect on students' comprehensible output. Lastly, both groups of teachers were compared for the use of different types of questions with several purposes in the light of Walsh's SETT framework. Being in line with the interview results of teachers, the findings of the discourse analysis showed that each group of teachers attempted to use more scaffolding, form-focused feedback, and teacher echo and clarification questions. As another important difference between the teachers, the NS teachers were observed to use more content feedback, direct repair and turn completion questions.

It can be concluded that the teachers are not just transferring knowledge, but they can also support, facilitate and negotiate the meaningful input and output in teacher – student interaction. The results of this study suggest that foreign language teachers should have awareness of the use of language in classroom to improve teaching and learning.

Keywords: teacher – student interaction, discourse analysis, questioning, native speaker teachers, non-native speaker teachers

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Abbreviations

- a)** CA: conversation analysis
- b)** EFL: English as foreign language
- c)** ESL: English as second language
- d)** R: response
- e)** INT: Initiation
- f)** IRF: initiation, response, feedback
- g)** I: initiation
- h)** L1: mother tongue / first language
- i)** n: number of participants
- j)** NS: native speaker
- k)** NNS: non-native speaker
- l)** R:Response
- m)** S: student
- n)** SETT: self-evaluative teacher talk
- o)** SLA: second language acquisition
- p)** Ss: students
- q)** SPK: speaker
- r)** T: teacher

CHAPTER I

INTRODUCTION

1.1 Introduction

As the process of teaching and learning is an interactive issue, the way teachers interact with their students in a classroom environment is of vital importance for students' learning. While one of the roles of language teachers as facilitators is to help students discover language patterns through comprehensible input, teachers' work also involves getting students engaged in the classroom activities. Therefore, especially in language classrooms, in which teacher-student and student-student interactions are of great importance for practicing the target language, effective teacher talk helps learners of English as a foreign language improve language learning and acquisition (Boyd and Rubin, 2002). Language classrooms have been considered as a social interaction domain with the adjustments in teacher talk for the purpose of maintaining communication, such as clarifying information and eliciting learners' responses (Sato, 1986; Chaudron, 1988; Boyd and Rubin, 2002).

Numerous studies have been conducted to examine the effects of teacher talk on second / foreign language (L2) learners (e.g. Schinke-Llano, 1983; Early, 1985; Green, 1992; Musumeci, 1994; cited in Verplaetse, 1995; Nunn, 1999; Cullen, 2002; Walsh, 2006; Lee, 2007; Sharpe, 2008; Yoshida, 2008; Andrzejewski, and Davis, 2008; Qian, Tian and Wang, 2009; Inceçay, 2010; Yang, 2010). These studies have suggested that the issue of teacher talk defined as 'comprehensible input' should especially center on the quality of talk.

Indeed, for a long time in the process of second / foreign language learning native speaker teachers have been regarded as 'expert speakers' or 'the most accomplished users of language' (Arva and Medgyes, 2000). However, there has been a rapid increase in the speakers of English all over the world. More than one billion people learn English either as a second or a foreign language (Crystal, 2000). As a consequence, a great number of teachers of English are non-native

speakers. In the recent years, the studies comparing native speakers and non-native speakers have increased concerning teacher activities and teaching methods.

In addition, there are just a few studies done on native speaker and non-native speaker teacher talk in the classroom environment. Most of these studies are just done with native speaker teachers of English and non-native speaker students or in the classrooms with non-native speaker teachers of English and their non-native speaker students (Early, 1985; Green, 1992; Musumeci, 1994; Ho, 2005; Walsh, 2006; Noor and Aman, 2012; Shamsipour and Allami, 2012). Only in a few of these studies were native speaker (NS) and non-native speaker (NNS) teachers compared in their teacher talk.

A recent study conducted by Yang (2010) at an elementary school in Taiwan has contributed to the description of the organizational structure of NS teacher-NNS students and NNS teacher-NNS students' interaction. Yang (2010) concludes the study by emphasizing the fact that his research aims to find out better language patterns to use for language teachers, regardless of NS or NNS status, in order to create more comprehensible student output. As a result of the study, Yang draws attention to the difference in language use between NS and NNS teachers. The study shows that NS and NNS teachers of English perform differently especially in initiating questions for classroom interaction.

Inspired by the previous research, the present study aims to build on the understanding of how NS and NNS English teachers use questions in their talk to support language learning and facilitate student participation in the foreign language classrooms in Turkey. Through a qualitative research approach, three native speaker teachers of English and three non-native speaker teachers of English working at an English language program in a private university have been observed in order to look into the use and interactional purposes of teacher questions during the classroom interaction. With this aim in mind, the present study will focus on Coulthard's (1975) teacher initiation, student response, teacher follow-up (IRF) sequence in teacher talk. By means of discourse analysis, the recorded and then transcribed classroom interaction between the teachers and students was examined and the use of different question types (i.e., closed, open, display and referential) and the use of different interactional features were

investigated through the Self Evaluation of Teacher Talk (SETT) framework (Walsh, 2006).

Therefore, a special interest of this study was to investigate the teacher-student interactive dialogues in English as a foreign language (EFL) classroom and the results of this study hope to shed light on the use of teacher talk in language classrooms, for both NSs and NNSs, to improve their skills of instructional strategies in classroom interaction.

1.2 The Statement of the Problem

As the communication in foreign and second language classrooms is a complex phenomenon that is central to classroom activities, the interaction in English as a foreign/second language (EFL/ ESL) classroom is considered to be a key point to learning a foreign language (Lier, 1996, cited in Walsh, 2006). If a foreign language teacher aims to become an effective teacher, interaction should be considered as one of the most important issues for ESL and EFL curriculum. Effective teachers encourage their students to participate in the classroom discussions and motivate them to interact with peers and teachers (Cazden, 2001). For this reason, the way teacher and students interact with each other has gained importance in recent years (Richards and Lockhart, 1996; Feldman, 2003; Noor and Aman, 2012; Shamsipour and Allami, 2012). An effective use of interaction gives students opportunities to produce the target language in a classroom environment. However, in most language classes, teachers usually complain about the lack of communication in the classroom, that is, language learners usually prefer to be silent or to give short answers to teacher questions. On the other hand, some researchers have indicated that many language teachers often allow their weak students to remain silent or to participate less than their more proficient peers (Wilhelm, Contreras and Mohr, 2004). On account of this reason, foreign language teachers try different strategies to help their students get involved in the classroom activities and produce more language. Walsh (2006) uncovers that understanding classroom discourse is crucial to improving student contributions and to enabling teachers to make good interactive decisions.

In order to enhance classroom interaction and stimulate students' learning, as an essential dynamic of the classroom communication, asking questions is considered to be an effective tool (Richards and Lockhart, 1996; Feldman, 2003; Xiaoyan, 2008). These researchers claim that the nature of teacher questions asked in classrooms has a direct effect on language acquisition.

Due to the limited amount of classroom interaction between teacher and students, the present study looked into the use and the purpose of the questions used by native and non-native teachers of English. Considering the fact that native speakers are regarded as "a model, a goal, almost an inspiration" (Davies, 1995, p.157), this research inquired into whether there were differences between NS and NNS teachers in terms of their questioning. Since the target language is the basic means of communication in a language classroom, the differences in the interaction ways of these two types of teachers have been the starting point for this study.

1.3 Aim of the Study

The purpose of the present study was to make a contribution to the description of the organizational structure of native and non-native speaker teacher interaction in teacher questions. Since teachers' questioning of students was considered as one of the best opportunities for students to practice the target language (Long and Sato, 1983; Pica and Long, 1986; Chaudron, 1988; Yang, 2010), this study aimed to look into how different NS and NNS English teachers used questions in their talk to support language learning and to facilitate student participation in their classrooms.

1.4 Research Questions

The present study aims to address the following research questions:

- 1- Do native and non-native teachers of English differ in their wait-time during their classroom interaction?
- 2- Is there any difference in the distribution of display, referential, closed and open questions uttered by native and non-native English speaking teachers?

- 3- Do referential questions create more interaction in the classroom than display questions?
- 4- How do native and non-native teacher questions differ in their interactional features in the classroom?

1.5 Limitations

One of the limitations of the study concerns the number of participating teachers. In total, three native speaker teachers and three non-native speaker teachers of English participated in the present study. A greater number of teachers from different backgrounds could happen to provide a different perspective to the research questions.

Another limitation of the study concerns the time frame of the research, which was carried out for seven weeks, that is, during a whole period of one module of the language education. In these seven weeks, the researcher randomly selected five classes to observe classroom interaction. Applying the study over a semester or one academic year might give better results.

As to the last concern for the limitation of this study, higher level classrooms with a much better control of the language could provide different results regarding teacher-student interaction.

1.6 The Importance of the Study

This study is important to display varieties in the moment by moment teacher – student interactions in the language classroom. This study points out which types of questions asked by teachers create more productive interaction with students.

It is also important for novice and pre-service teachers as well as for the experienced teachers who would like to improve their language teaching skills and optimize their students' participation.

In the following, this research has a notable mission to raise the awareness of all teachers in order to redirect their attention away from teaching methodology – based practice and activities towards the appropriate decisions on interactional

choice. Specifically, this study is of capital importance to draw attention to teacher questions so as to provoke more interactions in class.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher Talk

During the process of teaching and learning foreign / second languages, the researchers have found out that the ways in which teachers instruct affect students' learning directly (e.g. Zhang, 2008; Bett and Y. Odera, 2009; Faruji, 2011; Rezaee and Farahian, 2012). It is agreed upon that teacher talk is a key for a successful language learning process (Xu, 2010; Rezaee and Farahian, 2012). As a matter of fact, Boyd and Rubin (2002) remark that "...a certain kind of supportive teacher talk actually enhances language learning and acquisition" (p.497). According to Chaudron (1988), teacher talk in second language teaching (L2) classrooms differs from the speech in the other social contexts, but he points out that "...the differences are not systematic" (p.38). He further puts forward that "...it appears that the adjustments in teacher speech to nonnative speaking learners serve the temporary purpose of maintaining communication ...clarifying information and eliciting learners' responses..." (p.39). Thus, he does not identify the teacher talk as an entirely social situation.

Though it is not considered as a completely different social phenomena, a plenty of studies have examined the effects of teacher talk on second / foreign language learners. Sato (1986) supports the idea that the development of learners' language acquisition has been extensively influenced by discourse of teacher talk. In most of the research, L2 teacher classroom discourse has often been referred as teacher talk. Long (1985) and Sato (1986) especially use the term "comprehensible input" for teacher talk. Krashen (1982, cited in Mizuno, 2002) first advocated the importance of comprehensible input in a foreign language teaching. It is discussed that language learning occurs in the formal environment of classroom in which learners have a limited opportunity of interacting with the speakers of the target language in natural situations (Mizuno, 2002). "Comprehensible input" is described to be the input as a model and facilitator of learning provided by teachers in a teaching/learning environment (Gillford and Mullaney, 2002; Mizuno, 2002). They argue that the right interaction facilitates language

acquisition, because conversational and linguistic elements occurring in the classroom discourse provide students with the input they need.

The present study analyzed initiation (I), response (R), feedback (F) structure to search for how the interaction between students and teachers were formed and the types of teacher questions and lastly the purpose of these questions, i.e. clarification, reduction, teacher echo by using the Self Evaluation of Teacher Talk (SETT) in Walsh's research (2002; 2006).

“While a major portion of class time is employed by the teacher to give directions, explain activities and check students' understanding” (Yanfen and Yuqin, 2010, p.77), teacher talk is being considered to play an important role in second / foreign language teaching. As touched upon before, the language researchers view teacher talk as a decisive factor of success or failure in classroom interaction. From this point of view, they address the amount of teacher talk that can determine whether teaching in a specific classroom has been successful in the interaction or not (Gray, 1997; Rex and Green, 2008; Huang and Zheng, 2009; Xin, Luzheng and Biru, 2011; Rezaee and Farahian, 2012).

The researchers have considered different roles for teacher talk. As a result of their study, Rezaee and Farahian (2012) have found out that on average, some seventy percent (70%) of the class time was allotted to teacher talk, twenty percent (20%) to student talk and about ten percent (10%) to other activities. According to the findings of their study, the researchers claim that even though decreasing the amount of teacher talk time and boosting student talk time seem more beneficial, teacher talk time is quite valuable because of its “informative, explanatory and descriptive” nature even at high level classes (Rezaee and Farahian, 2012, p.1241).

Just as Nunan (1991) pointed out:

Teachers play an important role in shaping classroom discourse and in maximizing opportunities for learning, and TT is of crucial importance, not only for the organization of the classroom but also for the processes of L2 acquisitions. It is important for the organization and management of classroom because it is through

speech that teachers either succeed or fail to implement their teaching plan (p.189).

In a recent study over the effect of teacher talk on classroom interaction, Alexander (2004) views teacher talk as "...the true foundation of learning" (p.5). In Alexander's (2004) classroom research, it is found that most teachers basically use three kinds of classroom talk: rote, recitation and instruction/exposition. Rote means practicing facts, ideas and routines in the course of a lesson Recitation refers to the accumulation of knowledge and understanding through questions to test the students' previous knowledge. Lastly, instruction/exposition concerns telling people what to do and explaining facts, principles or procedures.

Furthermore, Alexander (2004) talks about two additional kinds of classroom talk: "discussion and scaffolded dialogue" (p.6). These types of talk seem to have greater cognitive potential. Similarly, Walsh's SETT framework (2011), on which the teacher talk analysis of this study is based, puts forward the classroom context mode. This mode like Alexander's "discussion and scaffolded dialogue" stands for more students' talk and critical thinking. Introducing the different types of teacher talk, the researcher acknowledges the idea that scaffolded dialogue is more complex and needs more teacher skills, so this type of teacher talk is less common in classroom teaching.

Along with these studies, Xio-hui (2010) in his study on the analysis of teacher talk argues that "teachers should consciously improve their questioning behavior by providing an information gap between the teacher and the students" (p.47). The researcher explains this gap as a topic relevant to learners' lives that can stimulate their interests, and can require a level of thinking that stretches the students intellectually.

Likewise, Barnes (1992) distinguishes two functions of talk between "presentational" and "exploratory talk" (p.126). In Barnes' classification, "presentational talk" focuses more on the needs of teachers than on students' own ideas. Presentational talk occurs "... when teacher is trying to seek answers from students to test their understanding of a topic already taught" (1992; p.126). Being similar to the terms, i.e., "discussion and scaffolded dialogue" by Alexander (2004) and "classroom context mode" by Walsh (2011), "exploratory talk"

enables learners to “try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns” (Barnes, 1992; p.126).

The researchers propose a good balance of all types of teacher talk to ensure a successful classroom interaction. In the light of the previous studies, it is clear that teacher talk plays a crucial role in language classrooms and classroom interaction made up of teacher and student talk is a good model for language learners. As Yanfen and Yuqin (2010) have drawn attention to the issue that teacher talk is not just an aimless talk to pass the time. On the contrary, “...it can be an explanation, description, simplification or other strategies used for teaching” (Ma, 2006, p.17).

2.2 Research on native and non-native speaker teachers

While teacher talk has been defined in Section 2.1, as the input that learners receive from teachers in the target language, the term “comprehensible input” is provided to be the key factor for success in second/foreign language learning (Green, 1992; Musumeci, 1994). For that reason, particularly, teachers play an important part in determining the interaction in a language classroom.

At this point, the discussion over the difference between NS and non- NNS teachers should be taken into consideration. Edge (1988) states that a person is a native speaker of a language if he or she learns this language as a mother tongue, and nativity may be based on the birth and growing up. On the contrary, Kramsch (1997) defines the native speaker as “...someone who is accepted as such group that created the NS/NNS distinction, regardless of birthplace” (p.360). However, Medgyes (1992) describes a native speaker of English as “...someone who is potentially more accomplished user of English than non-native speaker” (p.341). Essentially, Medgyes (1992) regards the native / non-native issue as controversial in sociolinguistic perspective. He further gives out the fact that “the number of second and foreign language speakers of English exceeds the number of first language speakers of English” (p.341). In this respect, this fact implies that English language is no longer a privilege of native speakers.

Taking all these comments into consideration, for the purposes of the current study, if a person was born and brought up in an English-speaking environment as

a first language (L1), he / she is considered to be a native speaker. As for the other group of participants taking part in this research, the people born and brought up in a different language environment rather than the target language are considered to be non-native speakers. Kramsch (1997) provides a distinction between two groups of speakers and remarks that the acceptance of a speaker as “native” depends on the permission of the members of the groups. In short, he claims that the mobility between groups is rare.

In the field of second language learning / teaching, Selinker’s term called “interlanguage continuum” is used to define native and non-native speakers (Medgyes, 1992). This is defined as a language learning process, having a 100 % native language competence on one end and a zero competence on the other end. Medgyes (1992) believes that “...a non-native speaker’s competence is limited, and that only a reduced group can reach near-native speaker’s competence...” (p. 342).

Concerning the results of the research on the comparison of native and non-native teachers’ talk, some researchers claim that the adjustments native speakers make while talking with non-native speakers provide them with comprehensible input that is a major factor in the development of language learning process (e.g., Early, 1985; Green, 1992; Musumeci, 1994; Schinke-Llano, 1983). Accordingly, native speaker teachers can be regarded to have an important role in teacher talk and classroom interaction. At this point, it should be noted that it does not mean in any way that NS English teachers are superior to NNS English teachers or vice versa.

The earlier studies, which have addressed the debate comparing native and non-native speaker teachers, were small in number. However, these studies have indicated remarkable results for effective classroom interaction skills (e.g., Gill and Rebrova, 2001; Medgyes, 1992; Millrood, 1999; Phillipson, 1996; Widdowson, 1992). In terms of classroom discourse level, the studies on NS or NNS input were quite limited. The previous research on the topic has mostly focused on repair/modification moves in NS-NNS and NNS-NNS talk, both in and out of the classroom (e.g., Pica, Young and Doughty, 1987; Allwright, 1980; Philips, 1983; Van Lier cited in Verplaetse, 1995).

Especially, in the last two decades there is an increasing number of users of English, which has a great impact on the discussion of NS and NNS language teachers' classroom talk. The topics discussed around this issue are varied such as credibility, stereotype, competence, strength, needs, weaknesses and the choice of language use between L1 (first language) and TL (target language) by either NS or NNS teachers (e.g., Duff and Polio, 1990; Kim and Elder, 2005; Myojin, 2007; Polio and Duff, 1994).

Additionally, a few preliminary studies on the distinction between NS and NNS suggested that NS input did contain discourse features that inhibit the NNS's interaction and reduce the participatory role of the NNS interlocutor (Shea, 1993; Verplaetse, 1993). These studies were not in formal classroom context; instead, they were of NS-NNS talk in natural conversation contexts. In addition to the studies mentioned above, a few descriptive studies of NS teacher talk in the classroom (Early, 1985; Green, 1992; Musumeci, 1994) provided further evidence of modifications, such as limited questions addressed to NNS students, restricted use of question types, and the different types of interaction.

Inspired by the previous research, the present study hopes to contribute to description of the organizational structure of NS-NNS as well as NNS-NNS teacher-student interaction discourse. Notably, this study attempts to examine how different NS and NNS English teachers use questions in their talk to support language learning and facilitate student participation in their classrooms.

2.3 IRF Model (Initiation – Response – Feedback)

In the current study, with the aim of analyzing the sequence patterns of teacher-student interaction, the researcher used a discourse description model named Initiation – Response – Feedback (IRF) structure (Sinclair and Coulthard, 1975). For a long time, these instructional sequences elicited from teacher-student interaction have been a good source of classroom discourse analysis. Hao and Yongbin (2012) stated the instructional sequence as “one of the best-trodden paths of classroom discourse research” (p.214).

The Sinclair and Coulthard's model was devised in 1975 and slightly revised in 1992. Atkins (2001) gives quite detailed information about this model in his study

on IRF model. Accordingly, this model consists of five ranks: lesson, transaction, exchange, move and act. The largest unit in this model is “lesson” and “act” is called as the smallest unit. This model consists of twenty-two different classes of act that build up five classes of “move”. These moves generate the three-move interaction structure including initiation, response and feedback. Then, all these exchanges come together to bring a lesson into existence. To be more precise, that is, teacher raises a question, then students answer it, and teacher gives an evaluative follow-up before raising another question. These three moves that constitute an eliciting exchange are referred to as “Initiation”, “Response”, “Feedback” or “Follow-up”. For example:

T: (initiation) What does the food give you?

S: (response) Strength.

T: (feedback) Not only strength, we have another word for it.

S: (response) Energy

T: (feedback) Good, energy, yes (Atkins, 2001, p.9).

In this kind of three-move structure if the third move does not appear, that usually is a hint that the student’s reply is not correct. For example:

T: (initiation) Can you think why I changed “mat” to rug”?

S: (response) Mt’s got two vowels in it.

T: (feedback)

T: (elicit) Which are they? What are they?

S: (response) “a” and “t”

T: (feedback)

T: (initiation) Is “t” a vowel?

S: (response) No.

T: (feedback) No. (Wang, 1998, p. 202).

The sequence has also been variously termed by different researchers: IRE (initiation-response-evaluation) (Mehan, 1979), triadic dialogue (Lemke, 1990), or recitation script (Tharp and Gallimore, 1988). In fact, the IRF sequence is considered to be a central structure in classroom discourse. According to Wells (1993), “if there is one finding on which learners of classroom discourse agreed, it must be the ubiquity of the three part exchange structure” (p.1.) Earlier research on teacher-student interaction found out that the IRF sequence was a typical pattern of interaction in language classrooms (Mehan, 1979; Lemke, 1992; Barnes, 1992; Cazden, 2001).

However, Hall and Walsh (2002) put forward that in the IRF pattern of interaction, “...the teacher plays the role of expert...or a gatekeeper to learning opportunities” (p.188). The researchers (Hall and Walsh, 2002) further argued that the extended use of the IRF pattern limited students’ opportunities to talk through their understandings and to become more proficient in use of complex language. Similarly, Barnes (1992) found that the frequent use of the IRF sequence did not allow for complex communication between teachers and students.

On the other hand, in an attempt to search for the intricacies of teacher-student interaction, some scholars took a closer look at the IRF patterns. Upon closer inspection, Wells (1993) found crucial changes to the standard pattern, especially in the third part (Feedback / Follow-up). Hall and Walsh (2002) gave the results of Wells’ study (1993) out that the teachers instead of closing down the sequence with a superficial evaluation in the third part more often followed up asking students to elaborate or clarify for ongoing discussion. Thus, the researchers concluded that “the typical three-part interaction exchange found in classrooms is neither wholly good nor wholly bad” (Wells, 1993; Hall and Walsh, 2002). So, it can be deduced that looking at the structure of discourse patterns, considering how the moves unfold moment to moment on particular occasions seems to be more essential. In line with this finding, the present study will also focus on the sequence variations displaying how the teachers follow up the students’ responses in order to form a more communicative classroom context.

Hall (2007) confirmed these subtle differences in the ways teachers directed the classroom interaction. In her study of a high school Spanish-as-a-foreign language classroom, it was found that just a slight change to the third part of the

standard three-part IRF exchange made a significant difference in student participation.

Nassaji and Wells (2000) provided a more comprehensive discussion of various options for the follow-up move in triadic dialogue. The data of this research came from a six-year collaborative action research project involving nine elementary and middle school teachers and three university researchers. Their focus in the project was on teacher use of follow-up moves and the contexts in which they occurred. Nassaji and Wells (2000) found that "...the choice of follow-up move determined to a large extent the direction of subsequent talk" (p.376). Accordingly, it can be inferred that teacher follow-ups that invite students to elaborate on their initial responses open the door to further discussion and provide more opportunities for learning.

2.4 SETT Framework

This study used the SETT framework devised by Walsh (2006) in order to have in-depth information on the interactional difference between the participating native and non-native teachers of English. Regarding this framework, Walsh (2006; 2011) remarked that he intended to raise awareness of teacher talk. By "awareness" the researcher meant noticing the effects of interactional features and realizing the importance of using appropriate teacher talk not only according to level but also to pedagogic purposes. Walsh (2011) defined this framework as "...self-evaluation of teacher talk designed in collaboration with L2 teachers ... that aims to foster teacher development through classroom interaction" (p.110). Essentially, his aim was to get teachers to think about classroom interaction as a means of improving both teaching and learning.

The SETT framework comprises four "classroom micro-contexts", also called "modes", and fourteen "interactional features", or called "interactures". A mode is defined as "an L2 classroom microcontext which has a clearly defined pedagogic goal and distinctive interactional features determined largely by a teacher's use of language" (Walsh, 2006, p. 62). It means that interaction and classroom activity are linked together. These four modes are as follows: managerial mode, classroom context mode, skills and systems mode and materials mode. Each mode is made

up of specific interactional features, such as clarification, content feedback and scaffolding.

As pointed out in Section 2.1, Alexander (2004) found out three kinds of classroom talk named “rote, recitation and instruction” that correspond to four types of classroom modes put forward by Walsh (2006). “Instruction” in Alexander’s research is congruous with the “materials mode” in SETT. While “rote” involving practicing facts and routines complies with the materials and skills and systems mode, “recitation” can be referred to “classroom context mode” in Walsh’s framework.

Regarding the research questions interrogating follow-up differences of discourse patterns between native and non-native teachers of English, the researcher benefited from a variety of modes and interactional features included in Walsh’s SETT framework (2006). Along with this framework, the current study looked into several other categories for the description of naturally flowing interaction between the teacher and students. That’s why, for a more comprehensive analysis, in addition to SETT framework, the elements of negotiation of meaning, such as questions for comprehension and confirmation check and also McNeils’ (2011) reduction questions, discussed in more detail, were taken into account in this study.

In this section, information on the categories of SETT framework utilized in the analysis of the data will be given. Of the four modes SETT utilizes, “managerial mode” accounts for what goes on in the organization of learning. Its main pedagogic goal is to organize learning in time and space and to set up or conclude classroom activities. It most commonly occurs at the beginning of a lesson or as a link between two stages in a lesson or at the end of a lesson. Walsh (2011) states that the use of the transition markers, such as “all right, okay, so” makes the classroom interaction much easier (p.115). Primarily, the managerial mode is characterized by one, long teacher turn, the use of transition and an absence of learner involvement.

In “the materials mode”, pedagogic goals and language use center on the materials being used. All interaction evolves around a piece of material such as text, audio, worksheet and so on. In most cases, the interaction follows the IRF exchange

structure. Since the interaction is mostly organized around the material, very little interactional space between teacher and students is realized.

“Skills and systems mode” are closely related to providing language practice in relation to a particular language system. In this mode, the IRF sequence frequently occurs. Teachers’ aim is to get learners to produce prescribed target language and turn-takings are determined by the teachers. Some interactional features such as direct repair, form-focused and scaffolding have an important role in this mode (see Table 2.4).

Lastly, “classroom context mode” is determined by the local context (Walsh, 2011, p. 121). According to Walsh, students play a more important role in a naturally occurring conversation. In this mode, learners choose and develop a topic. In his work on second language acquisition, Ellis (1994) claims that “whatever is topicalised by the learners rather than the teacher has a better chance of being claimed to have been learnt” (p.159). Teacher feedback shifts from form-focused to content-focused and error correction is minimal. The orientation of the classroom interaction is towards maintaining genuine communication rather than displaying linguistic knowledge.

Together with the four modes of SETT framework as explained above, the present study will draw on different interactional features of each mode; i.e., clarification, teacher echo, form-focused feedback and content-feedback that can be found in varying degrees in any classroom. Table 2.4 provides Walsh’s descriptions of these interactional features (2006, p.141).

Table 2.4 Interactional features in SETT framework

Feature of teachers talk	Description
1. Scaffolding	Extension: extending a learner's contribution Modelling: providing an example for learners
2. Direct Repair	Correcting an error quickly and directly
3. Content Feedback	Giving feedback to the message rather than the words used
4. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response
5. Referential questions	Genuine questions to which the teacher does not know the answer
6. Seeking Clarification	Teacher asks a student to clarify something the teacher has said
7. Teacher Echo	Teacher repeats her/his own previous utterance
8. Teacher Interruptions	Interrupting a learner's contribution
9. Extended Learner Turn	Learner's turn with more than one utterance
10. Turn Completion	Completing a learner's contribution for the learner
11. Display Questions	Asking questions to which teacher knows the answer
12. Form-focused feedback	Giving feedback on the words, not the message

Moreover, this framework of 'interactional features' include the types of teacher questions, namely, "display" and "referential" questions, that the researcher paid a great attention to since the distribution of teacher questions in native and non-native teacher talk is one of the research questions. While display questions are interactional features of materials mode, referential questions are more likely to be found in classroom context mode.

Apart from the interactional features presented in SETT framework, McNeil (2012) put forward another feature of question named “reduction in degrees of freedom” that can be used after a referential question asked by teacher by allowing student to focus on smaller tasks in answering the question. McNeil describes this interactional feature as a sort of scaffolding that facilitates the task for students. As “teacher echo” included in the interactional features of SETT was too general in part to explain the teacher-students interaction, after the analyzed data of the present study the researcher used another feature named “reduction” set forth by McNeil (2012) to better account for the interaction. An example of “reduction” applied in a classroom interaction is evident as follows:

For example:

T: If you were in Sam’s shoes, what things would you need? ... Maria?

S: ...

T: What things would you need if you were alone in the woods? (Teacher-echo, reduction in degrees of freedom)

S: Coat and food ... family.

T: What kinds of food?

S: Can one.

T: Ok (McNeil, 2012, p.400).

Through a combined analysis of SETT modes and interactional features, this study attempts to work out the discourse patterns of native and non-native teacher talk in a foreign language classroom context.

However, Walsh (2011) admits that modes can be difficult to distinguish and there are some cases in which several modes seem to occur simultaneously. Walsh defines these movements between modes as “mode-switching” and “mode side sequences”. As a matter of fact, throughout classroom interaction it is natural to have unexpected occurrences, deviations, topic shifts, repetitions. On this point, teachers are considered to be responsible for returning to the main mode. That is to say, “...modes are not static, but dynamic and changing” (Walsh, 2011, p.136).

In the same study, Walsh suggests that if pedagogic goals and language use are related, teachers' use of language may be mode convergent to facilitate learning process. To put it in different way, he asserts that if there are inconsistencies between pedagogic goals and interactional features, mode switching may hinder opportunities for learning.

2.5 Teacher - Student Interaction

Classroom interaction between teacher and students, in which a teacher initiates communication by asking questions and students answer, has long been considered to be one of the most important concerns in second/foreign language learning. As put forward in Section 2.1, talk is "...the true foundation of learning" (Alexander, 2004, p.5). It is through talk that both teachers and students actively communicate with each other. McHoul (1978) he reveals that "the social identity contrast 'teacher/student' is expressed in terms of differential participation rights and obligations" in language classroom talk (p.211). Similarly, Seedhouse's work (2011) reveals the interactional organization of second language (L2) classrooms and also uncovers the reflexive relationship between pedagogy and interaction. He emphasizes the dynamic nature of teacher and student interaction by "exemplifying how the institution of the L2 classroom is talked in and out of being participants and how teachers create L2 classroom contexts and shift from one context to another" (Seedhouse, 2011, p. 12). He stresses upon the existence of the micro-contexts in classroom interaction such as procedural context, task oriented context, form - accuracy context and fluency context. Accordingly, these contexts vary along with the pedagogical focus. Similarly, Walsh (2002) states "where language use and pedagogic purpose coincide, learning opportunities are facilitated" (p.5).

Through these interaction contexts, that have been defined as 'managerial mode', 'materials mode', 'skills and systems mode' and 'classroom context mode' in SETT framework by Walsh (2006), learning is accomplished in language classrooms. Hall and Walsh (2002) remark that teachers and students "create mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms" (p.187). As

discussed in detail in the previous section, there are some set patterns of interaction; i.e. IRF patterns, that help define the norms by which individual student achievement is assessed.

Although there is a tendency to promote student-student interaction and to minimize teacher talk in order to maximize student participation in classroom settings, there is still a great amount of instructed language learning settings dominated by teacher-fronted interaction (Sert and Seedhouse, 2011). In this respect, the researchers support the further research within the interactional environments of IRF patterns to elicit especially student talk by using resources like teacher questions. The recent studies on the classroom interaction have shown the positive results of IRF patterns on teacher-student talk. Lee (2007), for example, demonstrates how teacher feedback carries out the task of acting on the prior turns while moving interaction forward. Moreover, in a more recent study, Zemel and Koschmann (2011) successfully show how reinitiation of IRF patterns and a teacher's organization of his ongoing interaction with students encourage a "convergence between the doers of an action and its recipients" (Sert and Seedhouse, 2011, p.3).

The research on classroom interaction brings out the importance of interaction for students to improve their language skills with some aspects: first, classroom interaction supports students to enrich their social and communicative skills through undergoing the academic process (Mehan, 1978); secondly, through classroom interaction, students will be provided with a better environment to negotiate meaning and therefore they are better to understand input, which plays a significant role in L2 acquisition (Pica, Young and Doughty, 1987); third, interactional activities including repeated practice of language patterns furnish students' higher level of communicative competence (Hall, 1993; O'Connor and Michaels, 1993), and finally, interaction provides students the opportunity to produce comprehensible output for accomplishing high levels of language use. Based on classroom interaction, teachers and students establish the pedagogical norms and patterns through which they generate interactive confidence and understanding, and, owing to that confidence and understanding, students learn to understand input and produce output of target language.

2.6 Negotiation of Meaning

Over the last two decades, the role of negotiation of meaning has been advocated by many second language acquisition researchers. William Schweers (1995) sets forth Krashen's affective filter hypothesis (1977) as the starting point of discussions over the negotiated interaction. William Schweers explains that this hypothesis has a substantial limitation by assuming that comprehensible input and a well-disposed affective environment alone are sufficient preconditions for language acquisition (1995, p.1). However, as Pica (1988, 1991, and 1994) and Swain (1985) stated, comprehensible output is also necessary for second language acquisition to occur.

The previous research has shown that in addition to comprehensible input provided by teachers and a low affective filter, negotiated interaction is also crucial in the acquisition process (Pica, 1988, 1991, 1994; Schweers, 1995; Long, 1996, 2007; Mackey, 2007). Pica defines the term 'negotiation of meaning' as "a process in which a listener requests message clarification and confirmation and a speaker follows up these requests, often through repeating, elaboration, or simplifying the original message" (1994, p.497). Furthermore, Pica (1988, 1991) drew attention to the findings of his study with native speaker teachers of the target language and non-native speaker learners where the native speakers' talk of incomprehension helped non-native speakers change their use of language toward more comprehensible and target-like production.

Regarded as interactional features of teacher-student talk indicated in the Section 2.4 about SETT framework, the language tools that students and teachers use in negotiation of meaning involve discourse strategies such as repetitions, confirmation checks, clarification requests, and reformulations.

The researchers such as Long (1996, 2007), Pica (1991, 1994) and Mackey (2007) have argued about the contributions of negotiation of meaning to second/foreign language learning process. The interaction between teacher and student in order to negotiate the meaning supports language learners to come up with comprehensible output. Especially, follow-up feedback such as clarification request uttered by teacher encourages learners to reformulate and correct their answers. This process is called as "repairing communication breakdowns" by these researchers. Accordingly, this process helps learners be more careful about the production of

the target language. In his interaction hypothesis, Long (1996) asserted that “negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (p.452).

In order to further search for the benefits of negotiation, several studies in the field of interaction research have covered questions such as whether or not learners actually engage in negotiation for meaning in the classroom (e.g., Foster, 1998; Gass, Mackey, and Ross-Feldman, 2005; Loewen, 2005), and whether or not negotiation for meaning results in second language development in classroom contexts (Loewen, 2005) and in negotiation between learners (Adams, 2007).

In sum, the research to date shows that negotiation of meaning occurring in interactions both between learners and their teachers and between learners can facilitate language learning. Along with this idea, the present study will attempt to look into the modifications in teacher questioning to create an appropriate context for negotiation with the learners.

2.7 Wait-Time

Research conducted in language classrooms also investigated the amount of time during which teachers waited after asking questions, for student output. The period of time, counted in seconds after the teacher’s question, is called “wait time” (Loya, 1998). In this present study, the researcher will also be looking at the length of time both the native and non-native teachers wait for a student to respond to a question.

Among the first to research “wait time” in teacher talk was Rowe (1974). The researcher observed teachers in science classrooms and counted how many seconds the teachers waited after they asked a question for the students. She found that the teachers were only waiting from zero to two seconds maximum after each question. She also claimed that when the teachers waited longer than two seconds, they got longer and more meaningful answers from the students. Additionally, Brock’s research (1986) on teacher question types also brought ‘wait time’ to the light. Other researchers too (e.g., Garigliano, 1972; Swift, 1985; Lee, 1987; Bayerbach, 1988; Schaffer, 1989; Stahl, 1994; Mansfield, 1996) have all agreed that students’ output were longer and richer when teachers waited for three

seconds or longer. According to Stahl (1994), the longer wait time led to an increase on students' participation. Furthermore, the researcher proposed that when teachers let students think more after a question, students could come up with a richer output.

Rowe's research (1974) conducted in content classroom gives essential insights on the "wait-time". Rowe (1974) listed some gains of increased wait time of three to five seconds as the result of his study on over eight hundred science lessons. The effects on students were: (1) the students' responses were much longer, (2) the number of appropriate responses by students increased, (3) the students used more critical thinking, (4) the number of failures in the students' response decreased, (5) the students' sense of confidence increased, (6) the students' initiation in questioning increased, (7) contributions of 'slow' students increased, (8) classroom management problems decreased. Rowe (1974) also added the effect of increased wait time on teachers: (1) teachers did less self-correction; (2) teachers used different types of questions during their talk.

In another study following Rowe (1974), Gooding, Swift and Swift (1986) used an electronic device to signal three second wait-time. The result of this study indicated beneficial outcomes for the students as well as improved teaching skills. However, Bayerbach's research (1988) revealed that the teachers felt uncomfortable and did not believe in the importance of wait-time because of the obligation to cover classroom material at a fast pace.

In fact, wait-time is considered to be a more complicated issue in ESL/EFL classrooms. Long and Sato (1983) pointed out the significance of cultural differences in the interaction style among students and between teacher and students.

Some recent studies conducted on wait-time in language classrooms have revealed the importance of cultural difference for the efficiency of wait-time. Tharp and Yamauchi (1994) found in their study with American Indians in the classroom that Native Americans perceived high verbal and physical activity as negative attributes whereas American teachers thought the opposite. In this study, it was clear that for Native American students wait-time was an important factor.

Dodd (1992) conducted a further study with American Indian children on 'wait-time' in a second language classroom. Dodd (1992) found out the cultural difference between American teachers and American Indian children regarding wait-time. Dodd observed the students in conversations with frequent pauses. As a result, Dodd (1992) suggests that these pauses help students have reflection to choose the right word.

In a later study on 'wait-time', Loya (1998) shows that increasing wait-time produced positive results. Loya (1998) observed a beginning-intermediate classroom in a language program at a university in Southern California. There were thirteen students from mostly Asian backgrounds with a native speaker teacher of English. Like the previous studies, this research confirms that wait-time is a beneficial tool to use in language classrooms to see an increase in the students' participation and responses. In the result of the study, Loya (1998) proposes that "using wait-time effectively will not only improve student participation and help them improve their English skills, but will also minimize teacher talk" (p.82).

In this study, a timing device was not used in order not to cause discomfort for the students and teachers; however, teachers' wait-time was counted in seconds during the analysis of recordings.

2.8 Teacher Questioning and the Question Types

The second/foreign language classroom is a unique place for the interaction between teachers and students because in that classroom there is both teaching/learning and second language acquisition. Therefore, the dynamics of classroom interaction will affect students' participation in the activities (Noor and Aman, 2012). As mentioned in the previous section, this interaction helps students use the target language. So, the research questions of this study stem from the dominant aspect of the classroom talk where teachers initiate the interaction with a question, students respond and teachers give feedback. In the process of classroom interaction, the teacher plays an important part in determining the communication between student-teacher and teacher-student. In the view of

Allwright and Bailey (1991), there are various structures and patterns of classroom interaction that can be observable.

Questioning is a method to promote the interaction between teachers and students. In the recent literature review on the classroom interaction, asking question has been claimed to encourage communication between students and teachers (Richards and Lockhart, 1996; Feldman, 2003; James and Carter, 2006; Xiaoyan, 2008). In particular, in language classrooms where the main goal is to be able learn and produce a language, teachers questioning of students paves the way for the further language production of learners. Questioning is also claimed to improve memory, inquiry as a stimulus for student output (Feldman, 2003; Richards and Lockhart, 1996).

Teacher questioning has been an important aspect of classroom interaction receiving a great deal of attention for a long period of time. Long and Sato (1983) affirm that teacher questioning establishes a ground for a great variety of comprehensible language input. Being in the same line with Long and Sato, Hakkanson and Lindberg (1988) point out that “ an important function of teachers questions in such classrooms should be to initiate communication and to inspire and support the learners to make use of their interlanguage system in various communicative situations” (p.74). In that way, teacher talk is considered to provide opportunities for students to elicit more conversational output. Additionally, Wu (1993) claims that teacher questioning is an important part of education and the only way that teachers can collect what students know. Indeed, the key question both in ESL/EFL classroom studies and in this present study has been: What kind of teacher questions promotes L2 learning in the classroom?

The recent studies have identified different types of questions that serve various functions. The effect of these different types of questions are vital as the level and quality of the questions that teachers use in the classroom have an important influence on students' participation and overall understanding (James and Carter, 2006). Furthermore, these researchers claim that language teachers should be taught how to ask appropriate questions for students' ability because this case would result in students losing interest and motivation. Gabrielatos (1997) identified three interrelated factors to take into consideration when asking questions: i) teachers should be aware of different types of questions, ii) teachers

should have the ability to ask appropriate questioning techniques, iii) teachers should be aware of the function of the questions. When teachers focus more on the role of different types of questions, it is highly possible for them to develop effective questioning techniques while having a positive effect on students' language production (Chin, 2006; Camak, 2009).

This study analyzed teacher questions by categorizing them into the closed/display and open/referential question types. It is widely believed that teachers ask too many display and closed questions as opposed to referential and open questions (Barnes, 1975; Long and Sato, 1983; Nunan, 1987; Martin, 1990; Beardsmore, 1996). Thus, whether or not there is a difference between NS and NNS teachers in their use of display or referential and closed or open questions is investigated.

2.8.1 Closed and Open-ended Questions

In an early study on teacher questioning, Barnes (1975) distinguished between two types of questions: "closed" and "open-ended". Barnes (1975) maintained in his study that closed questions involved very few reasoning and they did not get students to think much of the content and the linguistic forms of a target language. Closed questions are usually described as yes/no questions or either/or questions. In the present study, one and two-word response questions will be accepted as closed questions whereas questions generating a long phrase, longer than two-word responses will be classified as open-ended question.

Here is an example of these two types of questions as follows:

e.g.: "Can you tell me the answer? (closed question)

"Why didn't you do your homework?" (open-ended question)

It should be noted that closed questions are considered to be a useful instructional strategy in classroom interaction (Verplaetse, 1995). Verplaetse (1995) stated that closed-questions serves a role of scaffolding that a teacher could turn an open-ended question into a series of closed "either/ or" or "yes/no" questions.

2.8.2 Display and Referential Questions

As communicative language teaching emerged out as a popular language teaching method in language classrooms, Long and Sato (1983) made a further distinction indicating “display” and “referential” questions. Display questions provide information already known by the questioner. For example, a question like “What color is the grass?” or “what is the title of our coursebook?” would be a display question. A referential question asks for information not known by the questioner. An example of a referential question would be “Why do you think people like to eat doughnut in the morning?” or “why do you think the author chose that picture for the book cover?” Long and Sato (1983) and Nunan (1991) found that teachers ask more display questions with short and limited responses. Ho (2005) displays the implication behind display and closed questions that “such questions do not reflect genuine communication, encourage only short, restricted responses” (p.298).

A study done by Brock (1986) focused on the use of ‘display’ and ‘referential’ questions and their effect on the classroom interaction. This study of Brock (1986) also compared teachers of native speakers of English and those of non-native speakers of English and found that teachers of non-native speakers of English used more display questions during the class time.

Further studies have confirmed that ‘display’ and ‘referential’ questions are related to meaningful and genuine communication in the language classrooms (Tsui, 1995; James and Carter, 2006; Xioyan, 2008). The following are example types of display and referential questions:

Example of Display Questions:

What day is today?

What is today’s date?

When is Christmas?

Example of Referential Questions:

How many types of hobbies can you list down?

Why are old people sent to Old Folks home? (Noor, Aman and Mustafa, 2012).

Display questions are told to be easier to formulate as they often start with Wh-words (who, what, when, where, when) that elicit a closed-response. Long and Sato (1983) unearthed that non-native teachers of English used significantly fewer referential questions than display questions in classrooms, compared to native speakers' (NSs) in conversations with non-native speakers' (NNSs). Being in line with the former researchers, Pica and Long (1986) also discovered that L2 teachers asked proportionately more display than referential questions. In the light of these results, Pica and Long find it more appropriate to use display questions in order to promote practice in language class. A number of research studies have also shown that even though the majority of questions used in the classroom are display questions, they are considered to be important tools to improve students' understanding (Klinzing, Klinzing-Eurich and Tisher, 1985; Hiebert and Wearne, 1993).

However, the display questions are considered low cognitive level questions as they limit students' responses to one word or phrase answers. In contrast, referential questions are provided as higher level questions that challenge students to develop reasoning skills. In his study, Brock (1986) maintained that a teacher's increased use of referential questions created a natural flow of information from students to teachers and produced a classroom discourse more like the normal conversation happening outside of the classroom. Therefore, the research focused on teacher-student interaction have classified referential questions as a crucial variable that help students produce extended turns of talk (Nystrand, 1997; Mercer, 2000; Boyd and Rubin, 2002). In this respect, the referential questions comprising spontaneous responses are considered to be a real indicator of second/foreign language learning (Brock, 1986; Wu, 1993; Anton, 1999; Shomoossi, 2004; Farooq, 2007).

Aside from these question types, foreign/second language teachers were also observed to modify their questions (White, and Lightbown, 1984). They point out that teachers often ask questions by repeating or rephrasing them. They further claim that the success rate of students responding to subsequent repetitions of questions was quite low, and especially lower than the rate of response to questions asked only once. This is claimed to happen due to the difficulty of the

question and the need to repeat or rephrase more difficult questions several times. By the above stated researchers, rephrasing is claimed to be a second factor of modification that can provide learners with more comprehensible and understandable questions which help learners elicit more answers.

2.8.2The categorization of teacher questions (Ho, 2005, p.299)

Categories of Teacher Questions	Description
Closed or Display	<p>Questions which:</p> <ul style="list-style-type: none"> • ask for answers the teacher already knows • prompt short, simple responses • often require limited, sometimes one word answers • allow students to display knowledge acquired within the classroom context
Open or Referential	<p>Questions which:</p> <ul style="list-style-type: none"> • are exploratory • ask for answers which the teacher really wants to know • have no right or wrong answers • promote interaction resembling a non-classroom setting • stimulates complex and lengthy language output from students

2.9 Discourse Analysis

One of the methods of interactional analysis used for this current study is called discourse analysis. Discourse analysis systematically describes the types of interactions that occur in the language classroom (Ellis, 1994). Rex and Green (2008) define discourse as “language above the level of single utterance or sentence” (p. 1), but they also make a reference to “language in use” perspective, that is, how language is used in social context. In particular, this perspective is considered to be functionalist while it is concerned with how utterances are situated in context. In this research, this particular kind of discourse analysis will be especially referred to that is also defined as interactional analysis. Actually, this term gives a way of describing the interactions in which teachers and learners participate.

Ellis and Barkhuizen (2006) find that kind of analysis interesting enough specifically for language pedagogy in which an understanding of how learners interpret the instructional tasks they are given is of vital importance. Besides, these researchers argue that “interactional analysis identifies the functions of interactions that contribute to L2 acquisition” (p.166). In this study, interactional analysis is stated to have both macro and micro aspects of discourse. Macro aspects are identified with Sinclair and Coulthard’s framework for describing the structure of classroom interaction involving L2 learners. As for micro-aspects, it comprises the description of topic-nomination sequences in conversations involving L2 children and native speaking adults. It was by means of the study conducted by Sinclair and Coulthard (1975) giving an account of the structure of classroom interaction that discourse analysis became an effective way of classroom interaction research due to its focus not only on function of each utterance but also on how these utterances create larger language patterns. For this reason, using the method of classroom discourse serves to figure out the elements of classroom interaction to find out if there is a conflict between the authentic communication and teacher talk (McCarthy, 1991).

The Discourse Analysis model (DA), also named as the Birmingham modal or, the three-way interaction pattern called as the Initiation-Response- Follow-up structure (IRF), was found out by Sinclair and Coulthard (White, 2003). Basically, it calls attention to the description of interaction between teacher and students

available in the classroom. Since its original description in 1975, the discourse analysis has turned out to be an application of a less-structured system, through the works of Coulthard and Montgomery (1981), Sinclair and Brazil (1982) and Sinclair and Coulthard (1992). Other researchers have focused on different perspectives of the Discourse Analysis (DA) model, such as the use of questions (Tsui, 1992).

One of the recent studies carried out by researchers Gremmo, Holec and Riley (1978) exemplified the use of discourse analysis to show the pedagogical ineffectiveness of classroom interaction in the language classroom as the result of the teacher's dominance. Moreover, many researchers have used discourse analysis for the study of specific areas of discourse. A substantial amount of research on foreign/ second language teaching classroom discourse is about "teacher talk". (Yang, 2010). The main purpose of this research has been to describe the features of L2 teacher talk being different from the speech in non-instructional settings (Cullen, 1998; Hakansson, 1986; Long and Sato, 1983; Pica and Long, 1986; Walsh, 2002). The initial aim of the research has been to determine what makes teacher talk an aid to learning.

In this research, discourse analysis provided us with understanding how real people used real language, as opposed to studying artificially created sentences. It is therefore of immediate interest to language teachers because we need to consider how people use language when we engage learners in exercises and activities in order to make them proficient users of their target language (McCarthy, 1991). Since the spoken language is the way by which much teaching takes place and in which students demonstrate to teachers much of what they have learned (Yu, 2009), the use of discourse analysis in ESL and EFL teaching and learning can uncover much about how teachers can improve their teaching practices by analyzing actual language use in the classroom.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of this study is to investigate how English native and Turkish native speaker teachers of English differ regarding the classroom discourse especially in teacher questioning and teacher-student interaction in their actual classroom settings and with this in mind, this section will describe an overview of the research design, research setting, participants, and the procedures of the data gathering.

3.2 Research Design

The study conducted in this research adopts a qualitative approach. Since this study is based on inquiring the difference in teacher questioning between English native and Turkish native speaker teachers of English, it is essential to show what meaning is attributed to the verbal experiences. In this regard, in order to understand and interpret verbal patterns of the teachers the researcher utilized the methods of discourse and conversation analysis. The method of discourse analysis which analyzes the language patterns systematically is described in detail in the Section 2.9.

Apart from discourse analysis, the additional data on the background information of the participant teachers and these teachers and their students' opinions about the classroom interaction of native and non-native teachers were collected by means of questionnaire and interviews. The questionnaire conducted on the teachers and the teacher and student interviews, being necessary to support the results of discourse and conversation analysis, were provided by the paradigms of the qualitative method.

Denzin and Lincoln define qualitative research “as a situated activity that locates the observer in the world” (2005; p. 3). The researchers further conclude that “qualitative researchers study things in their natural settings, attempting to make

sense of, or interpret phenomena in terms of the meanings people bring to them” (p. 3).

Drawing from the theories of qualitative approach, in order to achieve an understanding of how teacher participants perform differently in classroom talk, the method of Conversation Analysis (CA) is also in the current study.

CA as a methodology has gained some popularity among applied linguists over the past decade and yielded important insights into the nature of classroom talk (e.g. Markee and Kasper 2004; Hellermann, 2008; Mori and Zuengler, 2008; Mortensen, 2008; Wong and Waring, 2010; Jacknick, 2011). Waring (2009) defines CA as “an analytical tool designed to uncover the tacit methods and procedures of social interaction by conducting detailed analysis of naturally occurring data transcribed from audio or video recordings” (Waring and Hruska, 2012, p.291). In this method, the aim is to elicit the meaning of interaction from the participants’ perspective. In its primary concern, conversation analysis has vast implications for foreign and second language teaching and learning, because it has been able to reveal the “social organization of natural language –in-use” (Rohan, 2011, p. 480).

Basically, CA is used in two different ways for the scope of foreign and second language teaching studies. Firstly, it has been referred to as CA –for- SLA that details the interactional practices and opportunities for language learning through authentic conversation structures (Markee and Kasper, 2004). In this approach, conversation analysis is utilized to learn about the essential specialties of language uttered in real life situations. Rohan (2011) further explains CA as a pedagogical approach using real life language and thus delving into authentic situations. By means of using CA, language learners can notice differences and similarities between the mother tongue and the target language. The researcher indicates that this is how CA can enhance language learning by providing insights in talk-in-interaction.

In addition to CA for SLA, conversation analysis is also an appropriate tool to study conversation structures as a resource to reshape the learning-teaching environment. In the present study, the aim is not to aid language acquisition through analyzing the target language, yet; to elucidate how the process of

learning is organized in specific interaction patterns by means of CA. Applied linguists especially work on interaction complexities by using conversation analytic study to better understand the properties of classroom discourse. In recent years, applied linguists, working with the conversation analytic tradition, have specified the interactional complexities surrounding the three –part sequence (IRF- initiation, response, feedback) (e.g. Hellermann, 2008; Lee, 2007; Waring, 2009). Others have looked beyond IRF position and sought to describe interactional properties such as gesture, turn-taking, repair, teacher directives, counter questions, task design, and teacher identity, and learner initiatives (Markee, 2000; Mori, 2002; Richards, 2006; Seedhouse, 2004; Mortensen, 2008; Waring, 2009). Collectively, this large body of CA work has tried to illuminate what classroom talk accomplishes and how it is done. Despite the importance granted to teacher questions in teacher education literature (e.g. Allen, Frohlich, and Spada, 1984; Wajnryb, 1992; Richards and Lockhart, 1996), however, only a small portion of the CA work so far (e.g. Markee, 2000; Lee, 2006; Waring, 2012; Yang, 2010) has focused on teacher questioning.

All these considered, this study is conducted at the English Language Teaching Program of a private university in Turkey from January, 2013 to March, 2013. This research is specifically designed to observe the patterns in teacher questioning as a part of classroom interaction between native and non-native English speaking teachers. It is aimed that by scrutinizing how these questions work in different teachers' settings, we can gain further insights into the nature of language classroom discourse, which can then provide valuable information for pedagogical practices.

3.3 Background to the study

The present study has been conducted in the School of Foreign Languages of a private university in Turkey. In this university, medium of education is English. Thus, teaching and learning a good command of English matter regarding the department's principles. In addition to that, the language teaching program follows the English-only policy in order to provide the students with an authentic environment. Along with this policy, both teachers and students are encouraged to use the target language as the only way of communication on campus. According

to this policy, native English speaking teachers as well as non-native English speaking teachers try to foster the development of a sort of authentic environment not just inside the classroom but also outside the classroom environment. Concerning the same aim for supporting the students to reach their purpose in a real setting, this language school employs both native and non-native speakers of English almost in equal numbers.

During the time of this study, there were fifteen native and fifteen native Turkish speaker teachers of English. What is more, in order to support the solidarity and the collaboration between these two groups of teachers, one native and non-native teacher shared an office. By doing this, the university administration attempted to create the authentic environment in which both teachers and students were able to use English practically.

Another fact about the background of the present study was that the school has four modules of proficiency level, each module corresponding to a CEFR level (A1-A2-B1-B2-C1). Each module was seven week-long and offered three courses for twenty-five sessions in a week in total. These courses were Speaking and Listening, Reading and Writing, and Grammar. In addition to these, in A2 level, students took an Integrated Skills course. Each session lasted seventy-five minutes.

In the level on which the current study focused, twenty-five hours per week were distributed as follows: six hours for the Grammar course, five hours for the Reading and Writing course and fourteen hours for Integrated Skills Course, in which a native and a non-native teacher taught cooperatively. In this level, the students took an Integrated Skills course instead of Speaking and Listening.

3.4 Setting of the Study

The context in which the present study was conducted took place in an English Language Teaching Program in the School of Foreign Languages of a private university in Antalya, Turkey. This university had an international atmosphere along with a great number of foreign teachers and students. These students coming from 52 different countries around the world constituted almost half of the student population of the university. With regard to this wide range of

nationalities, not only the medium of education but also the medium of daily communication was English, as it is today's dominant language of academic life, international business and mass communication.

One half of the instructors recruited in the School of Foreign Languages were native speakers of English, and the other half was Turkish native speaker teachers of English. As claimed by the administrators in charge of this language teaching program, by the help of this co-teaching policy performed by native and non-native speakers of English, they aimed to have their students acquire communicative language skills ideally.

Therefore, this study was carried on such an environment in which the differences related to classroom interaction, specifically the types of teacher questioning between native and non-native speakers of English could be best examined.

For this study, thirty class periods, five periods for each teacher, were observed by the help of a video camera for data collection in the natural environment of classroom interaction. One English native and one Turkish native speaker teachers of English co-taught the same course called Integrated Skills for each class. This particular course was taught for fourteen class hours per week and each class period lasted seventy-five minutes long as it is discussed in 3.3. While the native speaker teachers had seven periods a week, the non-native teachers also taught the same classes for seven periods a week. These three classes with their native and non-native teachers were observed for two months, during which a module was completed.

As for the course material, a book named *English File* (3rd edition) for pre-intermediate level published by Oxford University Press was used. The book was made up of five different skills of language, grammar, reading, writing, speaking, listening and pronunciation. The co-teachers equally shared the units. They both taught all the language skills and made up for each other's deficiencies. Two teachers, one native and one non-native teacher were teaching the same course, the Integrated Skills, for the same classroom. Class 1 was taught by the native speaker teacher A and non-native speaker A; and the other two classes were taught by the native speakers B and C and non-native speaker B and C.

3.5 Participants of the Study

Total population of this sampling was considered to be all the Turkish native speaker teachers of English and all the native speaker teachers. However, because it was impossible to observe the whole population due to, time, accessibility and expense issues, the researcher selected the participants using a convenience sampling technique because of their convenient accessibility and proximity to the researcher. Observing a larger number of participants from various parts of Turkey would be impossible in terms of time and economic issues while the researcher is living and working in Antalya as a full-time English teacher. Equally important was that, the School of Foreign Languages, in which this study was conducted, was the only one with enough number of English native speaker teachers in the region of Antalya. In addition, being a member of the staff in this institution, the researcher could gain access to participants' lessons for observation, which can be an issue of discomfort if the observation is done by an outsider.

The School of Foreign Languages, in the university partaking in the present study, consisted of thirty instructors of English in total. Of these thirty instructors, half of them were international staff. Likewise, one third of total population of the learners was made up of the international students mostly coming from Eastern Europe, Middle Asia and Africa. Hence, the distribution of population prepared a good substructure for realizing the aim the study.

The participants are 3 native and 3 non-native teachers of English and their classes including sixty students in total. Of these sixty students, twenty-four of them are female; six of these being international students; and thirty-six of the total number are male students, 11 of them being international students. Although the limited number of participants raises the issue of representativeness, discourse analysis and conversation analysis call for in depth analysis of data from a relatively small number of participants, unlike quantitative methods.

Throughout this study, three classes together with their six teachers were observed for data collection. First of all, at the beginning of this study, the researcher selected the most appropriate language level for the data collection based on the availability of NS and NNS teachers in each language proficiency level. At the time of the study, it was the pre-intermediate level which had both native and non-

native speaker teachers of English teaching the same course. While the NS teachers were teaching 5 periods a week, the NNS teachers were teaching 5 class periods a week as well. The participants were selected among the teachers teaching at the same language proficiency level for issues of reliability and validity.

All of the participant teachers had the work experience varying between four to six years. Specifically, all English native speakers had overseas experiences right after obtaining their degree in Teaching English as a Second Language while the non-native teachers had various teaching experiences in the department of English Language Training Programs of different private and state universities. Two of three Turkish speaker teachers worked as instructors of English at private universities for five years just after the graduation. So, the year in which the study was conducted was their sixth year in this job experience. As for the final Turkish speaker teacher, he started his teaching career working in a language course for 2 years, preparing adult learners for national and international language exams such as TOEFL, IELTS, and KPDS and so on. Thereafter, he reported to work at a private university as an English instructor for 2 years. Accordingly, at the time of the current study, he was experiencing his fifth year in the field of language teaching.

Because of the ethical issues, the real names of the participants will be kept anonymous and not be revealed in the study. They will be referred to as: native A, native B, native C and non-native A, non-native B, non-native C throughout the study.

As regard to the background information of the participant teachers, all of the teachers had an academic degree in the field of foreign/second language teaching. The native speaker teachers originally came from the U.S. and the year, 2013, in which the study conducted, was their first teaching experience in Turkey.

To start with, native A had her Bachelor's degree in International Relations and a TESOL (Teaching English to the Speakers of Other Languages) Certificate from the University of Wisconsin Madison. She had two years experience with adult learners in a private language institution in the U.S. Moreover, she reported to have three years of overseas experience in private language teaching institutions

for young learners and adults. Native B had her Bachelor’s degree in Psychology and a Master’s degree in Teaching English as a Second Language. According to her reports, after completing her academic degree, she worked at a private language center for four years. She taught especially business English for adult learners, and then moved to Brazil to teach young learners in a private school. The final native English speaker studied English Language and Linguistics for her Bachelor’s degree in the University of Wisconsin. After her graduation, for two years, she taught academic English to the foreign students in the department of Foreign Languages. Then she worked as an instructor at a private university for almost two years in Japan.

Table 3.5.1 Demographic information for the NS teachers

Questions	Native A	Native B	Native C
Nationality	The U.S	The U.S	The U.S
Age	25-30	25-30	25-30
Academic degree in ESL	*B.A in International Relations *Tesol Certificate	*B.A in Psychology *M.A in ESL	*B.A in English Language and Linguistics
Teaching Experience	4-6 years	4-6 years	4-6 years
L1	English	English	English
Which level to teach at the moment?	A2	A2	A2

Based on the information provided by the teacher questionnaire that the researcher gave before the process of class-observations, two of these three Turkish teachers had their Bachelor’s degree in the department of Teaching English from the prestigious universities of Turkey. One of these teachers graduated from the department of English Language and Literature. While all of the three native teachers were made up of female teachers, one of the three non-native teachers of English was a male teacher. Moreover, the Turkish teachers of English were asked to define their English language proficiency in terms of Common European Framework of Reference for Languages (CEFR) criteria. All of them define their language level of English as C2 (proficient). As different from the others, non-native C reported to have a score of 115 in the Toefl – ibt test.

Table 3.5.2 Demographic information for the NNS teachers

Questions	Non-native A	Non-native B	Non-native C
Nationality	Turkish	Turkish	Turkish
Age	25-30	25-30	25-30
Academic Degree	B.A Teaching English	B.A Teaching English	B.A English Language and Lit
Teaching Experience	4-6 years	4-6 years	4-6 years
L1	Turkish	Turkish	Turkish
Which level to teach right now?	A2	A2	A2
Any certificate to show lang. level	C2 (Proficient)	C2 (Proficient)	C2 (Proficient) Toefl – Ibt Test

As it is shown above, a young participant group was recruited for the study roughly with a job experience changing between 4-6 years and given that it can be considered as a limitation for generalizability. It is acknowledged that with different participants being at the beginning of their careers or having longer years of teaching experience, the findings of this study might have been different. However, as Cohen et al. (2000, p.104) put it, research participants “pretend to represent the wider population” of teachers and so there can be no claims as to the generalizability of these findings in any qualitative study. The only claim that can be made is that they illuminate the situation in a particular context and help us build an understanding of the role of teacher talk in classroom discourse.

3.6 Data Collection

The data for the current study was collected through classroom observations and interviews with six participating teachers teaching the Integrated Skills course, as explained in Section 3.5. After selecting the participants, as discussed in Section 3.5, data on demographic information about these teachers were collected through a questionnaire. Detailed information for these data collection instruments will be provided in Section 3.7.1.

Because this research aims at studying teacher-student interaction, in everyday context rather than under experimental conditions created by the researcher, observation was used to collect the main bulk of the data. Thirty class hours of EFL classes were both observed and videotaped. Each class hour took seventy-five minutes. As mentioned in Section 3.5, the participants, in total 6 teachers, i.e., 3 native speakers of English and 3 non-native speakers of English teaching the same course at the same level, were observed for a seven-week period, which was the duration of one level in this School of Foreign Languages. Each class was observed five times at regular intervals during these seven weeks.

Before the observation process, the researcher prepared an observation schedule for each teacher, together with the teacher to be observed, in order to have a wide range of data in different situations. According to this schedule, the researcher pre-determined the issues, such as which classes and how often they would be observed.

At the end of the class observations, the researcher made face-to-face interviews with both the teacher participants and the students of these observed classes with the aim of collecting more in depth information over the differences of teacher discourse in English courses taught by both native and non-native speakers of English. The teachers were asked open-ended questions about their classroom interactions. Interviews were used to collect data on what kind of questions, i.e., closed / open-ended questions and referential and display questions, teachers used at specific phases of lessons and how often; what features of teacher talk, e.g. comprehension check, teacher echo, they used when they noticed a communication breakdown in teacher-student interaction; and their reasons for using these features and questions.

Along with teacher interviews, one-to-one student interviews provided data for this study. The questions directed to the students were mostly to get their opinion for the difference between language used by native and non-native speaker teachers of English in lessons. To demonstrate, they were asked about their feeling in terms of anxiety level in a native and non-native teacher's class. In like manner, the students' speaking ability in both teachers' classes was discussed through these interviews. The detailed information for each research instrument utilized in the

current study and a discussion of the reliability and validity issues will be provided in the next section.

3.7 Research Instruments

In this study, three research instruments were used to collect data. In order to increase validity and reliability in qualitative research, data through multiple sources were provided. Bogdan and Biklen (2007) remark the importance of using many resources of data rather than using a single source. They claim that ‘...multiple sources lead to a fuller understanding of the phenomena...’ (p.116). As it can be noticed below in the detailed discussion of each research instrument, using multiple participants and more than one rater for the data analysis in addition to different data-collection techniques were the attempts to increase validity and reliability of the research. In this part, the researcher would like to give more information about for what purpose these instruments were utilized and what kind of an importance they have for this current study.

3.7.1 Questionnaire

The first research instrument used to gather information from the teacher participants was the questionnaire. Since the ethical issues have an important place in educational research, at the beginning of the data collection process the researcher had the informed consents of the teacher participants. Thus, the teachers who were invited to be involved in the study were asked to fill in a consent form including brief information about the process of the study. Cohen, Manion and Morrison (2000) draw attention to the respect paid for the research participants to preserve their dignity as human beings. By means of this form, the participant teachers were officially informed about the stages of study as well. They were also given the guarantees of confidentiality, anonymity and non-traceability in the research. To increase reliability, the participant teachers were not told anything about the aim of the research or the research questions, to ensure a degree of accuracy and objectivity. As Cohen et al. remark, “the authenticity of the context has a great priority as a criteria of the reliability,” (p.120).

Via the questionnaire, the researcher aimed to get demographic data of the participants. In this questionnaire, the participants were asked about their age, the total amount of their work experience, their nationality, and their undergraduate and graduate degrees. The question over nationality of the teachers had a prime importance for this research since the differences in teacher language between native and non-native teachers was the asked in all research questions. Likewise, the participants were requested to report about their academic information, their ages and the amount of their work experience in order to have a measure of consistency and stability among them. In addition, the non-native participants were also asked to define their language level of English for each different language skill (grammar, writing, reading, listening and pronunciation) in terms of CEFR principles. They were requested to write about any language test scores or certificate they had as a more concrete indicator of their language level of English. By means of this information, the differences among non-native teachers were discussed in terms of their skills in language proficiency. All this background information about the 6 participants provided the study with a participant data source especially for the analysis of the study results. Finally, although the researcher was mindful of the risk of questionnaires being offensive, the participants of this study expressed no such concerns or behavior to signal such offence.

3.7.2 Observation

As this study is an observation-based study, the main research instrument of this study was the observation. It was the most beneficial way “to gather ‘live’ data from ‘live situations’” (Cohen, Manion and Morrison, 2000; p.305). As in the previous studies conducted for the similar purposes with this current study, the observational data were considered to give the most ideal results for the research questions of this study. It is acknowledged that observational data gives a realistic perspective for researchers (Cohen, Manion and Morrison, 2000). In the light of this information, the classroom observations that were made in regular intervals throughout the 2-month data collection period, observations constituted the most important part of the data collection. In particular, they provided the main data to answer the research questions of this study.

In other words, the researcher became a witness to each classroom's discourse through these video-taped observations. As Cohen, Manion and Morrison (2000) state "discourse researchers explore the organization of ordinary talk and everyday explanations...." (p.298). Further, it is emphasized that discourse analysts treat the language "as an action" (p.299). For that reason, to answer the research questions, classroom observations provided fruitful information for the classroom language used by native and non-native speaker teachers.

In terms of the observation categories, this study was constructed in the category of a semi-structured observation. That is, the study had a less fixed and pre-determined manner in terms of its observations. It is further conveyed that compared to a structured observation, "a semi-structured observation is hypothesis-generating rather than hypothesis-testing" (Cohen, Manion and Morrison, 2000, p.305).

Throughout the classroom observations, the researcher did not have any kinds of intervention in the natural setting of classroom interaction. This is also called "naturalistic observation" or "non-participant observation" in which everything occurs in its natural context (Cohen, Manion and Morrison 2000, p.306). As Adler (1994) defines the non-interventionist observer, in this study the researcher did not seek to manipulate the situation or participants; no questions were given to the participants during the observations, nor were any other research instruments given to either the teacher participants or the students of the observed classrooms at the time of the observations to avoid any bias. However, the researcher already had the specific research questions in mind to look for a set of answers throughout the whole study. Thus, having no intervention through the observations and having a position of non-participant observer were the precautions to increase the reliability of the collected data.

Further, no participants were informed about the aim of this research that teachers' questions were being studied. To put it in another way, during the observations, the researcher was in the position of a complete observer. Cohen et al. explains the point as "observing real life" (2000, p.129). This type of research is evaluated to have high ecological validity in which a situation generalizes to the real life circumstances. However, in the field of social research, the possibility of the non-intervention in observations is also considered to be problematical. It is claimed

that the presence of an observer already exerts a powerful influence on the observed people.

With this in mind, to minimize, and to avoid if at all possible the observer-expectancy effect, the researcher preferred to use a video recorder for some of the classroom observations, following discussions with teacher participants. The researcher paid special attention to this issue on purpose regarding the reactivity and ecological validity which involves a degree of sensitivity to the participants.

The observations made for this research were semi-structured; the researcher already knew in advance what particular points were to be observed. As explained in depth in literature review, before the classroom observations, a detailed review of teacher questions, constituting the central focus of the aim of this research, was done. Accordingly, an elaborative check-list was prepared. This check-list was mainly made up of 4 categories by which teachers' questions were analyzed. These four categories were move, function, wait time and purpose. For the category 'move', teachers' and students' utterances were scrutinized in terms of Sinclair and Coulthard's initiation – response – follow up model (1992). For the function, the researcher looked at the different types of teacher questions like closed / open-ended and referential / display questions. As the third category, the 'wait time' in teacher questioning was measured. Lastly, in this check- list the purpose of teacher questions was sub-categorized by looking at the previous studies. As defined in depth in the literature review and in the data analysis, the interactional features of SETT framework developed by Walsh (2006) were adapted as a check list to interpret the purpose of teacher questioning. Based on the research questions, the observer entered the data into the appropriate categories that were already mentioned in the literature review. Here the steps were taken to ensure the inter-rater reliability and an experienced colleague of the researcher cross-checked the categorization of the observation data.

On the other hand, as observation is not a morally neutral form of data collection, the researcher run the risk of some critical incidents and limitations during the classroom observations. These times may be evaluated when reliability as consistency is decreased. They are criticized to be frequently unusual events and non-routine but very revealing. Wragg (1994) describes these times as “particular events that can clarify a particular feature of a teacher's behavior or utterance”

(p.64). For this reason, although observations may reveal some exceptional instances, these special circumstances may have an important insight to offer.

3.7.3 Interview

Another research instrument of this study is the follow-up interviews to get in-depth information. In this study, the researcher made interviews with six teachers and thirty students of the observed classes (ten students from each class) after the observations ended. The researcher's aim to use the interviews in this study was to go deeper into the motivations of respondents and their reasons for behaving and using a specific language structure as they did in the classroom observations. Mainly, the interviews were in the form of two-person conversation initiated by the researcher for the specific purpose of obtaining research relevant information.

Compared to the formal interviews in which set questions are asked and the answers recorded on a standardized schedule, the interviews made in this study were semi-structured and less formal ones in which the interviewer could modify the sequence of questions, explain or add to them in some cases. In this way, the semi-structured interviews brought in a great depth for the analysis of the data. In this regard, Oppenheim (1992) suggests that interviews have a higher response rate than questionnaires because respondents become more involved and motivated. He further demonstrates that interviews are better for handling more difficult and open-ended questions. The importance of open-ended interviews is repeatedly emphasized as enabling the respondents to demonstrate their unique way of looking at the world (Silverman, 1993).

Concerning the validity and reliability of the interviews, the interviewer's bias seems to be problematic. Hitchcock and Hughes (1989) claim that interviews are interpersonal and it is inevitable that the researcher may have influence on the interviewees. For that reason, the researcher was highly careful about controlling her objectivity towards each interviewee and the use of words in order not to cause misunderstandings on the part of the respondent of what was being asked. To prevent misunderstanding caused by the use of specific terms, the exact wording and the explanation necessary for the unknown terms were determined in

advance. The respondents answered the same type of questions; thus, the comparability of responses increased.

When it comes to the purpose of the questions, the researcher tried to verify and illuminate the findings of the observations. Henceforth, the interview questions were in the same direction with the research questions of the study. The respondents were asked about their preferences to use specific type of questions during the different stages of the lesson. Another essential point of the interview questions was about the particular type of questions that made the teacher-student interaction more communicative. This question was so critical to get answer for the second research question regarding the difference between display and referential questions.

While it was impossible to bring every aspect of the occasion under control just as in everyday life, all of the interviews both with teacher and student participants were video-recorded as long-lasting evidence provided that there was a misunderstanding.

3.8 Validity

As validity is a touchstone for effective research, the researcher strove to minimize invalidity and maximize validity. As mentioned above in the research methodology, this study is within the qualitative paradigm. In qualitative data the subjectivity of respondents, their opinions, attitudes and perspectives together contribute to a degree of bias (Cohen, Manion and Morrison, 2000). Under these circumstances, Cohen et.al. (2000) consider validity “as a matter of degree rather than as an absolute state” (p.105).

With this in mind, the certain types of validity will be touched upon considering the construction of the current study. First of all, in order to be in line with the internal validity, which demonstrates the accuracy between the results of the research and the phenomena being researched, the research design was arranged meticulously according to the research questions. In this manner, using multiple researchers is one of the notions of the internal validity. In accordance with this principle, a second researcher checked the compatibility of teacher questions with the specific categories of the interactional features.

Secondly, external validity, which is described as the degree to which the results can be generalized to the wider population, seems to be problematical for the nature of a qualitative research as the human behavior, being complex, unique and socially situated, constitutes the most part of the research. In that respect, some researchers (LeCompte and Preissle, 1993; Bogdan and Biklen, 2007) argue that generalizability can be interpreted as comparability and transferability. Accordingly, in this study as well, the issue is not to generalize the findings for each condition. However, the researcher aims to provide a rich data to transfer the research design to similar situations with similar settings and participants.

With this in mind, the researcher was always conscious of the certain threats to external validity, i.e., selection effects where the findings are only relevant to a certain group and setting effects where the results are largely a function of their context.

As for content validity described as a form of validity in which the instruments must show that they fairly cover the items that they purport to cover, the research instruments of this study, i.e., the questionnaire regarding demographics, the classroom observations and the interviews aimed to cover a fair representation of the wider issue under investigation.

Lastly, in compatible with ecological validity, the researcher was very careful not to manipulate the conditions. Thereupon, it can be argued that the research was conducted in its natural and conventional setting as described in the section of data collection in detail.

3.9 Reliability

The reliability issues in relation to each data collection instrument are already discussed above in depth. In this section, a more general view regarding the research design used will be discussed.

Indeed, the issue of reliability in qualitative research can be considered to be in line with the notion of internal validity that focuses on the uniqueness of naturalistic studies. Accordingly, both of them argue that replication of these types of studies is impossible. Further, Brock-Utne (1996) argues that the reliability in qualitative research is similar to the notion of dependability. This term raises the

issue of ‘respondent validation’ (Cohen, Manion and Morrison, 2000). Along with this idea, the researcher needs to go back to the respondents to check their findings are dependable. In this case, this is exactly the same as what the researcher of the present study did in terms of the teacher interviews taking place at the end of the observations.

Together with the idea of ‘dependability’, Denzin and Lincoln (2005) suggest that the terms like ‘consistency’ and ‘stability’ are crucial measurements needed to be taken into consideration. Accordingly, the choice of the teacher participants almost at the same age and similar years of work experience can be thought to increase the degree of reliability. Similarly, with the same purpose in mind the researcher chose the participants teaching the same level and the same course in the same classes.

3.10 Triangulation

In qualitative research, different means are often employed to collect data; that is, several different methods can be applied in the same study in order to get a more accurate picture of the occurrences being described. The use of a variety of methods of data collection is taken to be “triangulation” in which “the same pattern or example of behavior is sought from different sources” (Seliger and Shohamy, 1989, p.123). Similarly, Weir and Roberts (1994) also reckon that in order to approve the data obtained by human beings, a researcher requires to check out the data against other sources used in data collection process. In this study, both native speaker teachers’ and non-native speaker teachers’ talk in the process of classroom interaction was examined via conversation analysis in two different ways: (1) through classroom observations, which were recorded on video-tapes and (2) through follow-up interviews with the teacher, (3) interviews with student participants to collect data on teacher language used in their lessons.

3.11 Data Analysis

The accumulated raw data from observations included approximately thirty periods of lessons of which each period lasted seventy-five minutes. The data were analyzed using both the methods of discourse and conversation analysis. As

the previously coded interaction features were analyzed through discourse analysis, for some interaction features, which were not corresponding to already employed framework patterns, conversation analysis method was applied.

The video-taped data during the observations were transcribed by the researcher in detail by using the transcription notations adapted from Waring (2009) for classroom discourse. In addition, the video-taped data from the interviews were also transcribed in order to use as additional feedback to the classroom observations.

After transcribing the entire classroom talk of each six teachers, for the analysis of the data the researcher prepared a check-list with four categories to have a more careful and closer look at the sequence of teacher questions.

As already given a detailed explanation, teacher questioning is one of the essential moves of initiation in the process of Initiation-Response-Feedback (IRF). That was the first category named as “move” in the check-list. This category is based on the Sinclair and Coulthard model devised in 1975 and slightly revised in 1992. These are the three-move interaction exchanges identified as initiation, response and follow-up moves as discussed in detail in the Section 2.3. Teacher questioning is one of the essential moves of initiation in the process of IRF. The function of the initiation move is to create the opportunity for others to participate in the exchange. Through initiating questions, teachers guide and control the whole class. They typically show up in the following format:

T (I): Asks a student or the whole class a question

S/Ss (R): Gives answer

T (F): Accepts (“Okay”), evaluates (“Very good”) or error correction

The second category to classify the teacher questions was the “function” made up of four question types, i.e., “open-ended” vs. “closed” and “referential” vs. “display”. The closed questions are classified as yes/no questions or either/or questions (Barnes, 1969) or they can be clearly one-word response questions whereas the open-ended questions elicit an open-ended response. In this study, the questions that require one or two word responses are classified as closed questions. They are mostly the questions beginning with what/where/when words which students respond just with one or two words.

Moreover, teacher questioning was also categorized for whether the answer is known or unknown by the teacher. In the present study, these types of questions are coded by the names of “display and referential” questions. To illuminate, “What do you think?” as well as other questions to which the answer is not known by teacher are accepted as referential questions.

The other category in the check-list was the wait time defined as the period of time during which the teacher stops to wait for the follow-up answer by the students. In the current study, the researcher considered the wait-time less than 2 seconds as insufficient time, so they were ignored in the analysis.

The last category allocated for the teacher questions was the “purpose” including several subcategories. This category was based on a framework involving the self-evaluation of teacher talk (SETT), first developed by Steve Walsh in 2006. This last category had an important role to answer one of the research questions over the distribution of interactional features in classes of the NS and NNS teachers. As described in-depth in the literature review, the SETT framework comprises four classroom micro-contexts and approximately twelve interactional features that could be used to evaluate the classroom interactions between teachers and students. These four modes were called: managerial mode, classroom context mode, skills and systems mode, materials mode. Following these patterns, each mode was made up of specific interactional features and particular pedagogical goals.

As explained in-depth in Section 2.4, managerial mode organize the physical learning environment and refers students to the material, confirmation and comprehension check questions were analyzed in this mode. Materials mode provides language practice around class material, extended use of questions in closed/open display category was expected in this mode. On the other hand, “skills and systems mode” gives students the opportunity to work on the target language. In the analysis of this study, the interaction features with the purpose of form-focused, direct repair and scaffolding were categorized in this mode. The last mode used in the analysis is classroom context mode in which teacher establishes a context for more natural communication. The questions asked in this mode were referential questions utilized with the purpose of content feedback and scaffolding.

As remarked before, this study specifically focused on teacher questions found in the initiation sequence of IRF pattern. However, some particular questions that could not be assigned to any interaction features were just classified under a wider category, e.g. modes.

CHAPTER 4

FINDINGS AND DISCUSSION

4. Findings and Discussion

As the main purpose of this study is to focus on the difference of interaction patterns between native and non-native teachers of English, the results of the study will be given and discussed in terms of comparison between these two types of teachers.

As regard with the first research question, a significant difference for teachers' wait time was depicted in the results of the NS and NNS teachers. In compliance with the findings, the NS teachers were encountered to use more wait time after their questions and this occasion was uncovered to elicit more extended student output in return. Additionally, as displayed in the overall findings, both the NS and NNS teachers made use of closed and open display questions in high frequency as compared to the other types of questions, i.e., open-referential and closed-referential questions. Besides, the most striking difference between both groups of the teachers was the number of teacher questions observed in four different types of question modes conceptualized by Walsh in SETT framework (2006). Accordingly, both types of teachers used the highest number of questions in the materials mode rather than the other modes, i.e., managerial, skills and systems and classroom context. As for the NNS teachers, the highest number of all types of questions used in the interactions was followed respectively by the skills and systems mode, the classroom context and the managerial mode. However, the order of the distribution of the questions in different types of the question modes was different in the NS teachers' classroom interactions. As for the NS teachers, the highest number of questions used was in the materials mode and unlike the NNS teachers it was followed by the classroom context mode, the skills and systems mode and lastly the managerial mode. In relation to this fact, the open-referential questions were found to be more frequently used in classroom-context mode by the NS teachers compared to the NNS teachers.

Further, the open-referential questions employed by both groups of teachers were revealed to enhance student turn with a longer and more comprehensible output.

As discussed in Section 4.4, teacher and student interaction followed a similar pattern of IRF sequence in both groups of teachers' interaction. As well, it was brought out that the frequency of the destruction of this traditional language classroom interaction pattern was similar for each group of teachers' classroom. Accordingly, both the NS and NNS teachers were put forward to use mostly closed and open-display questions with the purpose of scaffolding and extending the students' involvement in materials mode of the lesson.

Lastly, the findings over the purpose of the different types of teacher questions asked in different moments of the lesson were given out and discussed in Section 4.4.

An in-depth results and discussion will be put forth separately for each research question in the next section. Before a detailed description of the findings and a comprehensive discussion, the research questions of this present study are to be reminded at this point:

- 1- Do native and non-native English speaking teachers differ in classroom interaction in their wait time?
- 2- Is there any difference in the distribution of “display, referential, closed and open” questions uttered by native and non-native English speaking teachers?
- 3- Do referential questions create more interaction in the classroom than display questions?
- 4- How do native and non-native teacher questions differ in their interactional features in the classroom?

4.1 Wait time in native and non-native speaking teachers' classroom interaction

The first research question “Do native and non-native English speaking teachers differ in classroom interaction in their wait-time?” aims to find the results over the use of wait-time and if there is any wait-time after teacher questions, how long it is in both groups of teachers' questioning and lastly the researcher inquired the effect of sufficient wait time on the student output.

The result of the research on the teachers' wait time revealed that the native teachers applied more wait time than the non-native speaker teachers. The researchers (e.g., Garigliano, 1972; Swift, 1985; Lee., 1987; Bayerbach, 1988; Schaffer, 1989; Stahl, 1994; Mansfield, 1996) conducting studies on this field have all agreed that students' output were longer and more meaningful when teacher waited more than two seconds. That's why; the length of wait time less than two seconds was not accepted as sufficient in this present study, too. The Table 4.1.1 below indicates the difference between the NS and NNS teachers in terms of the length of wait time and the purpose of the questions accompanied by the wait time.

Table 4.1.1 The use of wait time in seconds by the NS and NNS teachers with two interactional features:

	Wait Time in second (mean)	
	<u>NNS</u>	<u>NS</u>
Reduction	2,4s	5,4s
Teacher Echo	2,7s	4,7s

In the findings of the sufficient wait time, the researcher especially looked into the student outputs uttered right after the wait time due to the previous results claiming that extended wait time increased the quality and the length of student responses.

Similarly, in this study, it was found that when both NS and NNS teachers took a sufficient amount of wait time after questioning, the use of more than one phrase or a full meaningful sentence was observed. The more meaningful and longer examples of student outputs after an appropriate amount of wait time are as follows:

Table 4.1.2 An excerpt from the native teacher A on wait time:

Spk	Utterance	Move	Wait-time	Purpose
T	In your book on page 10, you see that Jenny and Bob are going to do something. What are they doing?↑	INT	5s.	Modelling
T	What are they going to do?	INT	5s.	Teacher Echo
T	Look at the pictures. What are they going to do?	INT	6S.	Teacher Echo
S	They are going to a book store.	Resp.		

Table 4.1.3 An excerpt from the non-native teacher C on wait time:

Spk.	Utterance	Move	Wait Time	Purpose
T	How does she feel at the beginning?	INT	2s.	Teacher Echo
Ss	no answer	NO RESPONSE	.	.
T	Is she confident?	INT	2S.	Reduction
S	(a foreign student) No.	RESPONSE	.	.

As seen in the examples, the NS teachers used longer wait-time for each turn when they had no response for their questions. As regard with the purpose of the teacher questions just after the recurrent wait-times, the findings of discourse

analysis revealed a specific pattern of the use of scaffolding-extension / modeling and teacher echo.

As indicated in fine detail with the example cases in the Section 2.7, the researchers (Long and Sato, 1983; Dodd, 1992; Tharp and Yamauchi, 1994) considered the changeable length of wait-time as a crucial cultural factor. In the examples mentioned in the Literature Review, American teachers of English and their Native American students were observed for their classroom interaction and it was found that as the American teachers favored the verbal and physical attributes, the Native American students were more comfortable with a considerable amount of wait time. It is possible that, in the present study, such a difference between the NS and NNS teachers may be an effect of culture or pedagogical training. From this point of view, further research on the effect of culture of teachers on wait time is suggested to shed light on this matter.

In accordance with the results of Loya (1998) comparing the NS to the NNS teachers in terms of 'wait time', the present study's results showed that after the teachers extended the amount of wait time, the number of students' responses increased.

4.1.1 The results of the interview with the NS and NNS teachers on teachers' "wait time"

Being in line with the results of the discourse analysis, the outcomes from the interviews with the teachers also supported the findings of the study. During the interviews with the teachers, a question looking for the answer on what the teachers did when they had no accurate answer from the students was addressed to the teachers.

The NS teachers mostly remarked that they first waited by counting down from five to zero. As stated by the teachers, this strategy was a part of their teacher training program. However, they further mentioned that if there was still no answer from students, they tried to clarify the question or use repetitions until they elicited the appropriate answer from the students. During the interviews, all three NS teachers reported to know about the efficiency of a particular amount of wait time in teacher-student interaction. The result of the analysis also supported the

information obtained from the interviews that after asking a question, the NS teachers first used wait time and then they repeated the question with the interaction purpose called as “teacher echo”.

In addition, the analysis determined that the NS teachers highly used the extended wait time after open-referential questions which was not the case in the NNS teachers. To illustrate, the native speaker A put forth “why – questions” as more abstract and challenging for this level and on account of the difficulty in responding, the native teacher highlighted the importance of wait-time. Likewise, the native teacher C reported that especially for fundamental level learners, teachers needed a lot of wait time in order to get response. The teacher commented on the question as follows: “Students need a lot of wait time to think about how to process their thoughts even regardless of the first or foreign language, so we should be patient with them.”

On the other hand, the non-native teachers responded that they attempted to simplify or change the question if they had no answer from the students. When the researcher first addressed this question to the NNS teachers, two of them asked for more explanation of the concept “wait time”. Indeed, through the interviews it was clear that most of the NNS teachers were unaware of the positive effects of “wait time” for the increased participation of students. Additionally, some of these non-native teachers reported their concerns for the bad effect of the irritating silent moments on students during the long periods of wait time. That’s why, most of the NNS teachers answered this question that they did not prefer to wait so much to get the target answer.

Another fact to notify from the interviews with the NNS teachers was that striving to keep up with the pacing was another issue to stop the teachers from allowing each student to take their time before responding. In this respect, it must be clarified that both the NS and NNS teachers had the same responsibility to follow a pre-determined pacing. However, according to the answers collected through the interviews, the NNS teachers were more concerned about the pacing issue. It is possible to infer that whereas the NNS teachers had more administrative concerns, the NS teachers centered upon the use of the language since they naturally felt comfortable with the use of the target language.

4.1.2 The results of the interview with the students on “wait time”

In the interviews with the students, taking part in the observed classes, the questions like “how do you feel yourself in native / non-native teachers’ class?” and “how does your teacher behave when you do not understand what he/she says?” gave an account of the significance of “wait time” to decrease the anxiety of the students. More than half of the thirty students interviewed after the observations stated that relaxing attitudes of the NS teachers made them feel more comfortable to speak up. The students confirmed the NS teachers’ assertion that their native teachers would allow them sufficient wait time to think and process their answers. Most of the students commented on their NS teachers to be more patient with students’ answers and this made them feel safer for preparing their responses.

However, a few students remarked that they were more nervous with the NS teachers because they could not understand what they meant. Due to this fact, these students indicated that they preferred to be silent during these classes. The same group of students argued that when they had to produce a high level sentence, they could do it in their mother tongue and the NNS teachers would understand them.

For the second question “how does your teacher behave when he/she feels that you do not understand the question?”, most of the students informed that their NS teachers were waiting for them to prepare their answers. Even some students from class 1 and 2 claimed that the silent moments after the teacher asked question pushed them to share their ideas even if they were wrong.

4.2 The Distribution of “display, referential, closed and open” questions for native and non-native speaking teachers

The analysis of the second research question “Is there any difference in the distribution of “display, referential, closed and open” questions uttered by native and non-native English speaking teachers?” investigated the distribution of the four types of questions in four different combinations; i.e., open-display, closed-

display, open-referential, closed-referential that provided the research with more detailed and clear information.

As seen on the Table below, the overall findings displayed that the number of questions used in this study is higher for the NS teachers than the NNS teachers.

Table 4.2.1 The total number of questions used in this study

	NNS		NS	
	Nr	%	Nr	%
Open-Display	341	33,2	340	33
Closed-Display	416	40,5	412	40
Open-Referential	74	7,2	96	9,3
Closed-Referential	195	19	180	17,5
Total	1026		1028	

In addition to this fact, the total result of teacher question types clearly indicated that both groups of teachers used more open-display and closed-display questions than open-referential and closed-referential questions in their classroom talk.

However the number of open-display and closed display questions employed was similar for both teachers, a relevant difference between the use of open-referential and closed-referential questions were found out in the comparison of both teachers' classroom talk. As given on the Table 4.2.1, the number of open-referential questions was higher in the NS teachers' talk compared to the NNS teachers' talk.

In agreement with the results of the previous research on teacher question types (Klinzing, Klinzing-Eurich and Tischler, 1985; Pica and Long, 1986; Hiebert and

Wearne, 1993; Yang, 2010), the majority of the questions used in the classroom were open and closed-display questions in this study, too. That is, both NS and NNS teachers tended to ask a lot more display questions that the answers were already known to the questioner. Similarly, Pica and Long (1986) focused on the importance of display questions in order to promote practice and to improve students' learning. Since the observed classes throughout the study were made up of low level students (pre-intermediate), both groups of the teachers tended to ask a lot more display questions to help students review the lesson or the vocabulary.

Table 4.2.2 An excerpt from the native teacher A moving an open-display question to an closed-display question

Spkr	Utterance	Move	Function	Wait time	Purpose
T	How are they related? Morning person and night owl are kinds of what?	INT	Open-Display	5S.	Scaffolding-Modelling
T	Are they synonyms, are they similar?	INT	Closed-Display		Scaffolding-Modelling
SS	Opposites.	RESPONSE			

As demonstrated on the Table 4.2.2, it was found that the teacher turned an open-ended question into a closed question in order to get an answer. As mentioned in Section 2.9, the use of closed questions is sometimes thought to be a useful instructional strategy in classroom instruction (Verplaetse, 1995). As regard with this example, closed questions sometimes serve to provide more opportunity for an on-going interaction. In fact, turning the open-ended questions to closed questions gives students a chance to internalize what have been taught and help teachers move to the next stage.

Tablo 4.2.3 The distribution of four types of questions in classroom modes

		NS %	NNS %
Materials	Open-Display	50	48
	Closed-Display	43	43
	Open-Referential	3	1
	Closed-Referential	4	8
	Total	100	100
CLASSROOM Context	Open-Display	19	10
	Closed-Display	24	21
	Open-Referential	18	15
	Closed-Referential	39	54
	Total	100	100
Skills and Systems	Open-Display	18	30
	Closed-Display	80	62
	Open-Referential	0	4
	Closed-Referential	2	4
	Total	100	100
Managerial	Open-Display	24	25
	Closed-Display	45	27
	Open-Referential	5	13
	Closed-Referential	26	35
	Total	100	100

As indicated on the Table 4.2.3 , another finding on the distribution of closed-display, open-display, closed-referential and open-referential questions shows that the use of these different types of questions varied in different modes named as ‘managerial, skills and systems, materials and classroom context’ by Walsh (2006) that are also called as ‘fingerprints’ by Heritage and Greatbatch (1991) to differentiate interactional organizations. According to the findings, the total number of questions existing in each mode pointed out that the number of questions asked by the NS teachers was slightly higher than the number of questions asked by the NNS teachers (NS: 648/50.4 %; NNS: 637/49.6 %). In fact, these numbers revealed that the questioning behavior of both groups of teachers was not substantially different. However, when the findings were handled specifically for each type of classroom modes, a number of differences came into view.

In terms of materials mode, the highest numbers of question types used by both NS and NNS teachers were in open-display and closed-display questions. These results were quite significant to disclose the fact that all teachers asked for both short and long answers already known by them in order to practice the material. Hereby, the interactions in the material mode were exclusively organized around the material and needs very little interactional space. Concerning this issue in the materials mode, Xu (n.d.) has already proposed that teacher questions are frequently used to get factual information about course material and most of them are display questions called as “known information questions” (Mehan, 1979). As indicated in the results, the teacher questions asked in this mode seldom involved long and comprehensible student responses. Furthermore, in this mode, the referential questions used by both groups of teachers appeared to be rarely asked.

Concerning skills and systems mode, while the NNS teachers utilize a higher number of open-display questions compared to the NS teachers, the NS teachers used more closed-display questions than the NNS teachers. The findings show that the NS teachers attempted to extend the sequence of teacher-student interaction by employing a pretty high number of closed-display questions. Typically, the teacher-students interaction in this mode follows a strict organization of the IRF sequence.

Table 4.2.4 The teacher-student interaction in skills and systems mode excerpted from a NS teacher on the use of IRF sequence

Spk	Utterance	Move	Function	Purpose
T	Do you agree he is wearing pink shirt?	I	Closed-Display	Form-focused
SS	Yes.	R		
T	Do we have anything missing in the sentence?	I	Closed-Display	Form-focused
SS	Blue shirt.	R		
T	No, a pink shirt.	F		
S	(writes) He has beards.	R		
T	He has beards?↑	I	Closed-Display	Form-focused Scaffolding-
T	How many beards?	I	Closed-Display	Modelling

Indeed, since the aim of this mode was pedagogically oriented towards accuracy rather than fluency, it was reasonable for each group of teachers to have a great deal of closed-display questions. Walsh (2006; 2011) in the SETT framework maintains that teachers' concern in this mode is to get learners to produce accurate linguistic forms and manipulate the target language. In agreement with this notion, quite few numbers of open-referential and closed-referential questions are found to be used by both groups of teachers.

Regarding classroom context mode, relatively high numbers of open-display and closed-display questions appeared in the NS teachers' questioning. As the NS teachers were observed to ask a few more open-referential questions than the NNS teachers, the NNS teachers used more closed-referential questions.

Table 4.2.5. An excerpt from a NS teacher on the use of open-referential question

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Excuse me, let's talk further about what were the people like around us.	INT		.		Managerial
T	What are the people like in Istanbul?	INT	Open-Refer.	5s.	Scaffolding Modelling	Classroom context
(T approaches to them to overtake the class control)	(Ss are joking and laughing within each other) They are –	INT	Open-Refer.	.	Scaffolding Modelling	Classroom context
S	They are friendly.	RESPONSE	.	.	.	.
T	What are the people like in Antalya? (showing another S) Mehmet, ° What are the people like in Antalya? °	INT	Open-Refer.	5s.	Scaffolding Extension	Classroom context
S	helpful.	RESPONSE	.	.	.	.

Table 4.2.6 An excerpt from a NNS teacher on the use of closed-referential question

Spk	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, I will show you some more pictures. Which one do you prefer here?	INT	Closed-Refer.	.	Genuine Req.	Classroom Context
Ss	[Camping]	RESPONSE	.	.	.	.
T	Camping↑Yeah.	FEEDBACK	.	.	.	.

Table 4.2.6 An excerpt from a NNS teacher on the use of closed-referential question

T	Do you like camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	(altogether) [Yes]	RESPONSE	.	.	.	.
S	(one student) no, teacher.	RESPONSE	.	.	.	.
T	Have you ever, have you ever gone camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	(murmurings and comment on the background)	.	.	.	.	.
T	Did you go camping before?	INT	Closed-Refer.	.	Teacher Echo	Classroom Context
Ss	(unidentifiable comments, non-verbal behavior)	No RESPONSE	.	.	.	.

As indicated in the examples above, it can be inferred that both the NS and NNS teachers undertook follow-up questions to extend the interaction even though they required short-form answers. Follow-up questions are essential to affect students' interest to interact in the next interaction (Yanfen and Yuqin, 2010).

As for the managerial mode, some notable differences between the NS and NNS teachers became evident. The main pedagogical purpose of this classroom mode is to organize learning, set up the learning environment and conclude classroom activities. This type of mode is frequently found to occur at the beginning of lessons and mostly include extended teacher turn. The distribution of open-display questions used by both groups of teachers is quite similar. A great deal of difference between the teachers is shown in closed-display questions used by the NS teachers (NS: 45 %). Actually, this is mostly caused by the negotiation between teacher and students by the help of comprehension check and clarification questions.

Table 4.2.7 Comprehension check and clarification questions in NS teacher A talk

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	In the writing process do you remember what is the first step?↑	INT	Closed-Display		Comprehension check	Managerial
S	Brainstorm.	RESPONSE				
T	Yeah, good.	FEEDBACK				
T	This was your brainstorming, you remember? (T shows a sheet of paper) What is step number two?	INT	Closed-Display	5-6s.	Comprehension check	Managerial
S	draft.	RESPONSE				
T	Draft, exactly. Your first draft. Remember, you did it.	FEEDBACK				
T	What is step number three?	INT	Closed-Display		Comprehension check	Managerial
S	Editing↑	RESPONSE				
T	Editing, yes. Yesterday, we did it. You changed something. on your friends' paper. So, brainstorming, draft, editing	FEEDBACK				
T	And number four?	INT	Closed-Display	5S.	Comprehension check	Managerial
SS	Final draft.	RESPONSE				
T	Final draft. It is different from your first draft. Your final draft should be beautiful like this. Ok↑ So tomorrow you will give me your journal and writing process paper. Don't forget your name. Wonderful, so these are two things we will do together in this class. The next thing we will do in this class is listening and speaking. For this part you need your books.	FEEDBACK				

Additionally, in managerial mode, the NNS teachers used a lot more open-referential and closed-referential questions (open referential: NS – 5% / NNS – 13%; closed-referential: NS – 26% / NNS – 35%). Being in line with the results of classroom interaction and also the findings of the interview with the students, the NNS teacher participants compared to the NS teachers included in the study spent more time with managerial issues. Therefore, the NNS teachers asked more open / closed-referential question in that mode to organize the physical learning environment.

Table 4.2.8 An excerpt from open / closed-referential question in managerial mode of NNS teacher A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Do you have your writings with you? I took some of them, is there anyone who wrote sth.?	INT	Closed-Referential		Genuine Request for information	Managerial
S2	I wrote something, but not here.	RESPONSE	.	.	Extended learner Turn	.
T	Ok, don't worry. I have some of students' papers here. And I checked them.	FEEDBACK		.		
T	Let me see, Ali Muhammed, is he in this class?	INT	Closed-Referential		Genuine Request	Managerial

4.2.1 The results of the interview with the teachers on “teacher questions”

As displayed in the teacher interviews, all teachers found questioning as an essential part of the classroom interaction. The NS teachers agreed with the idea that they did not get the students to talk until they started asking questions. The

native teacher C reported her opinion as follows: “When you start asking questions, they think that their opinions are important.” In addition to this fact, native A put the significance of questioning into words by expressing that: “Questions are important to build a community; it is the way that the students interact with each other and teacher.” Being in line with the other two native teachers, the native teacher B remarked that without questions lessons would be just like a lecture which was not an ideal atmosphere for a foreign language classroom. Further, the native B went on to say that a language teacher needed to interact with students and for an effective interaction; teachers were responsible to ask the correct type of questions during the lesson. The NS teacher C also emphasized that they had to be selective for what type of questions they would ask in order to get the students involved in the activities. This NS teacher believed in the effectiveness of simple yes / no questions especially when the students did not know how to say something and in this case, they claimed that the teachers preferred yes/no questions and the students waited until the teacher reformulated the question.

In agreement with the NS teachers, the NNS teachers also shared the same ideas that they needed to have students produce the target language. The non-native speaker teacher A recounted that she usually asked the open-ended questions related to the students’ own experiences especially at the beginning of the class in order to activate the students’ pre-knowledge. However, she thought that because of the low level of the students’ language proficiency, she had to switch the open-ended question into a closed one. All the non-native teachers shared the same idea that when they asked a yes/no or closed question, all students could answer altogether which was a sign that students were following the class.

The last point to disclose from the teacher interviews is about the open-referential questions. The researcher asked when and why the teachers asked these types of questions. The NS teachers found these questions beneficial for class communication. The native speaker A named this type of questions as “deeper questions” that was necessary to work on fluency for speaking skill.

Similarly, the NNS teachers also stressed upon the benefit of open-referential questions, but they complained that students turned into their first language at the moment when they were asked a high level question. All the NNS teachers

revealed that they mostly asked short answer questions related to the course material because they were easy and quick to go further during a class period. Hereby, the interview results support the findings of discourse analysis that both groups of teachers frequently employed closed-display and open-display questions during the on-going classroom interaction.

4.2.2 The result of the interviews with the students on “teacher questions”

During the student interviews, the researcher asked each student “what their NS and NNS teachers do when they want to start communication?” Most of the students stated that regardless of being NS or NNS, all the teachers tried to diversify the classroom activities with different questions. Some of the students reported that the NS teachers brought their pictures or anything special for their culture and they asked questions about them. The students signified their high excitement and motivation with any type of questions around the materials belonging to their teachers.

The other questions asked by the researcher were the questions like “what kind of questions your teachers ask; short or long form questions?” and “what do you do, when you do not understand your teacher?” The researcher explained all the questions with additional examples when the students needed. More than half of the students remarked that both teachers were asking plenty of questions and if they did not understand a NNS teacher, they would ask the teacher to repeat the question in their own language, because they knew that the NNS teachers would understand them while that was not the case with the NS teachers. On the other hand, the other half of the students including a few international students claimed that in the NS teachers’ classes they would produce the target language more in explaining what they did not understand. These students felt more valuable when they succeeded in interacting with their teachers by means of the same language.

4.3 The effect of referential questions on classroom interaction

For the analysis of this question, the researcher looked into the open-referential questions of each teacher and analyzed them in connection with the students’ outputs just coming after these type of teacher questions. Due to the fact

that the teacher questions such as open-ended and referential questions serve as a means to provide more opportunities for “comprehensible” output (Swain, 1985; Yang, 2010), the interaction patterns of teacher-student talk regarding teacher initiation with open-referential questions and student’s extended output have been checked out in depth.

Before presenting the findings, it should be noted that one complete sentence and more than one sentence used by the students are considered to be extended learner output. In the previous research, student output including more than one sentence has been also appreciated as an indicator of “productive output” for the learners (Long and Sato, 1983; Tseng, 1992; Clifton, 2006).

Table 4.3.1. The effect of referential questions on students output.

	Open Ref Total	1 setence	2 sentences	3 sentences	Total Nr of sentences	% of Centences	Mean	% mean
NNSC	28	6	1	1	8	28,6		
NNSA	37	1	0	0	1	2,7	5,3	20,6
NNSB	23	6	1	0	7	30,4		
NSB	55	7	2	0	9	16,4		
NSA	25	12	1	0	13	52,0	11,0	35,4
NSC	29	11	0	0	11	37,9		

As to the findings, the total number of teacher initiated open-referential questions that create one complete sentence and more than one sentence uttered by the students were a lot more in the NS teacher interaction than the NNS teachers. As given on the Table 4.3.1, the students mostly used one sentence answers after open-referential teacher questions.

Table 4.3.2 An excerpt from NNS teacher C on the relation between open-referential questions and extended learner turn

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	When were you born, Burak?	INT	Open-Refer	.	Scaffolding Extension	Skills and Sys
S7	It is twenty sixth of June.	RESPONSE	.	.	.	.
T	Ok. What is your Zodiac?	INT	Closed-Refer	.	Scaffolding Extension	Classroom Context
S4	Cancer.	RESPONSE	.	.	.	.
T	Cancer! Mine is also cancer.	FEEDBACK	.	.	.	.
	When were you born?	INT	Open-Refer	.	Scaffolding Extension	Classroom Context
S4	I was born on twenty seventh of June.	RESPONSE	.	.	Extended Learner Turn	.
T	Wow, so one day difference.	FEEDBACK	.	.	.	.

Table 4.3.3 An excerpt from the NS teacher B on the relation between open-referential and extended learner turn

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Yes, What did you do on holiday?	INT	Open-Refer.	.		Classroom context
S	I played play station. I visited Kaleiçi.	RESPONSE	.	.	Extended Learner Turn	.
T	OK.	FEEDBACK	.	.	.	.
S	(the same S) Hmmm Kaleiçi, and hmmm enough.	RESPONSE	.	.	.	.
T	Ok, enough, You did a lot. You were busy.	FEEDBACK	.	.	.	.
T	Yeah. Ok, How about you, Hamza? What did you do?	INT	Open-Refer.	.	Genuine Req.	Classroom context
S	On Saturday it was raining. Then I stayed at home.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, good English. Yes, it was raining on Sturday. Yeah, I stayed at home, too.	FEEDBACK	.	.	Extended Teacher Turn	.

Long and Sato (1983) support the use of open-referential questions in language classrooms in order to provide opportunities for students to practice the target language. It is also proposed that this type of questions help learners to make greater quantities of target language into comprehensible and productive output (Tseng, 1992). Another study comparing the effect of higher frequencies of referential questions on adult ESL classroom discourse with that of display questions, Brock (1986) found that students' responses to display questions were generally shorter and less complex. In addition, confirmation checks and

clarification requests were found to occur less frequently following display questions than following referential questions in Brock's study.

4.3.1 The result of the interview with the teachers on “referential questions”

With the purpose of making contribution to the discourse analysis results of the study, the researcher requested the participant teachers to give information on through what type of questions the students participated in the classroom interaction. Both groups of teachers stated that their students were more attentive while they were practicing short answer comprehension questions on the course book. As regard with this point, the NNS C argued that this may have resulted from the feeling of relief that the low level students had when they knew the answer for a question. Additionally, the NNS B claimed that the students' utmost attention to short answer comprehension questions and grammar activities may have been caused by student anxiety out of exams. The NNS teachers added that most of the Turkish students were exam-oriented, so they were more engaged in written activities compared to the practices in which they had to speak out the target language.

During the interview with one of the NNS teachers, a question on why she spent a great amount of time with closed-display questions rather than referential questions was asked; the teacher confessed that she was afraid that the students might not be able to express complex ideas in the target language due to their limited proficiency.

However, the NS teachers maintained that the main goal of the whole foreign or second language class was “communication”. On account of that reason, referential questions that they called as “deeper questions” would give students the opportunity to produce what they learned without any limitation on their own. That's why, the NS teachers stressed that they made use of referential questions as much as possible even while they were teaching grammar. At this point, the NS teacher A reported to highly regard the production of complete sentences with critical thinking inside them. The teacher further asserted that it was applicable in low-level classes if you gave students necessary vocabulary to use in their talk. Similarly, another NS teacher affirmed that referential questions were to “build community” and “create connection” in the whole class interaction. These

interview results match with the findings of the discourse analysis concerning the NS teacher talk that the NS teachers utilized more open-referential questions compared to the NNS teachers specifically during the classroom context mode.

4.3.2 The result of the interview with the students on “referential questions”

Along with the student interviews, both local and international students favored the referential questions that make them establish a relationship between the classroom material and their own life. In this way, one student reported that even if he felt more comfortable to answer the short-answer questions in mechanical material based activities, the student admitted to get bored with these questions. The student further claimed that he felt more motivated and courageous by the help of questions that led him to get in longer interaction with the teacher. Likewise, most of the students pointed out the utmost benefit of native speaker teachers since they felt to be in a more authentic environment. Similarly, most of the students believed that by means of native speaker teachers they had a natural environment to practice the target language to learn about teachers’ culture. Another fact from the student interviews supported the findings of the analysis that the NS teachers used a lot more referential questions to elaborate the class activities.

As revealed in the studies of Clifton (2006) and Yang (2010), the use of open-referential questions is an effective way of encouraging learner output and thus facilitating learning.

4.4 Native and non-native teachers’ interaction in the language classroom

To answer research question 4 “How do native and non-native teacher questions differ in their interactional features in the classroom?”, this study inquired into the interaction patterns of both group of teachers by applying to first Sinclair and Coulthard’s IRF structure (1975) and then Walsh’s SETT framework (2006). As reviewed in literature review, in Section 2.3, IRF is an essential feature of classroom interaction, thus, IRF patterns in the observed lessons were analysed.

First of all, the results of the study showed that the teacher questions were a substantial part of teacher-students interaction to enhance the classroom

communication in both native and non-native teachers' lessons. The classroom interaction between teacher and students analyzed according to Sinclair and Coulthard's IRF pattern as discussed in Section 2.3 mostly initiated with teacher questions. The questions asked by all teachers initiated the interaction and the following questions asked by the teachers helped the students produce a new output in the target language.

As appeared in the analysis of the present study on IRF patterns, for both NS and NNS teachers' interaction, a recurrent sequence of initiation – response – feedback was frequently followed through the most of the classroom communication as illustrated in the example below. As given in Section 2.3, the IRF sequence is considered to be a usual and notable pattern of interaction in language classrooms (Mehan, 1979; Lemke, 1992; Barnes, 1992; Cazden, 2001). However some of these researchers (Lemke, 1992; Barnes, 1992) propose that this commonly used interaction pattern may prevent complex communication in the classrooms. In the examples of this study's analysis, instead of closing down the sequence with a superficial evaluative feedback in the third part, most of the teachers' use of extension questions was found to elaborate and clarify the interaction. As shown in the example below, the lack of teacher's feedback can be an indicator of a more natural kind of interaction between the teacher and the student. As discussed in Section 2.3, Wells (1993) set forward the crucial changes to the standard pattern of IRF sequence. In his study, Wells observed the teachers to follow up asking questions to elaborate or clarify the ongoing discussion instead of closing down the sequence with a short evaluation in the third part.

Table 4.4.1. A regular sequence of IRF pattern

T	In the writing process do you remember what is the first step?↑	INT
S	Brainstorm.	RESPONSE
T	Yeah, good.	FEEDBACK
T	This was your brainstorming, you remember? (T shows a sheet of paper) What is step number two?	INT
S	draft.	RESPONSE
T	Draft, exactly. Your first draft. Remember, you did it.	FEEDBACK
T	What is step number three?	INT
S	Editing↑	RESPONSE
T	Editing, yes. Yesterday, we did it. You changed sth. on your friends' paper. So, brainstorming, draft, editing	FEEDBACK
T	And number four?	INT
S	Final draft.	RESPONSE
S		
T	Final draft. It is different from your first draft. Your final draft should be beautiful like this. Ok↑ So tomorrow you will give me your journal and writing process paper. Don't forget your name. Wonderful, so these are two things we will do together in this class. The next thing we will do in this class is listening and speaking. For this part you need your books.	FEEDBACK

Table 4.4.2 An excerpt from a NNS teacher to display the lack of “feedback” sequence in teacher talk

T	What is that?	INT
S	A city.	RESPONSE
T	Where is it?	INT
SS	Middle Turkey.	RESPONSE
T	Close to Konya?	INT
SS	No, no. Away Konya.	RESPONSE
T	North or south?	INT
SS	North.	RESPONSE

Table 4.4.3. The distribution of IRF and IR patterns in the NS and NNS teachers’ talk:

	IRF	%	IR	%	Total
NS	604	63,7%	344	36,3%	948
NNS	474	58,7%	333	41,3%	807

The Table 4.4.3 above gives out the results of the frequency of the regular IRF sequence and the frequency of the sequence without the third part used by the teachers as a corrective feedback. As seen on the Table, during the classroom interaction, both teachers used a regular pattern of IRF sequence. In addition to that, both teacher groups were also presented to employ a great deal of two-part IR pattern. Based on these findings, it was inferred that the teachers attempted to elaborate on the students’ initial responses to open the door for further discussion.

Table 4.4.4 The distribution of interaction features in modes and question types for NS teachers

			n	%	Confirmation Check (n)	Confirmation Check (%)	Comprehension Check (n)	Comprehension Check (%)	Content feedback(n)	Content feedback (%)	Direct Repair(n)	Direct Repair (%)	Form Focused Feedback(n)	Form Focused Feedback (%)	Genuine Questions(n)	Genuine Questions (%)	Reduction (n)	Reduction (%)	Scaffolding Extension (n)	Scaffolding Extension (%)	Scaffolding Modelling (n)	Scaffolding Modelling (%)	Seeking Clarification(n)	Seeking Clarification (%)	Teacher Echo(n)	Teacher Echo (%)	Turn Completion(n)	Turn Completion (%)	TOTAL	%
STATISTICS OF NS	Materials	Open-Display	218	66,51	0	0,00	4	2,53	1	0,38	0	0,00	0	0,00	0	0,00	1	0,38	115	62,76	25	15,37	1	1,19	26	17,38	0	0,00	145	50
		Closed-Display	196	62,76	3	1,58	16	4,59	2	0,00	2	2,12	0	0,00	0	0,51	14	8,79	38	31,96	36	32,67	8	4,27	13	13,01	0	0,51	123	43
		Open-Referencial	14	64,29	0	0,00	0	0,00	2	13,33	0	0,00	0	0,00	0	0,00	0	0,00	2	13,33	3	23,33	6	43,33	1	6,67	0	0,00	9	3
		Closed-Referencial	23	47,83	0	0,00	1	4,76	1	4,76	0	0,00	0	0,00	0	0,00	1	16,67	1	4,76	2	16,67	3	17,86	4	34,52	0	0,00	11	4
		Total	451	60,35	3	0,00	21	0,00	6	0,00	2	0,00	0	0,00	0	0,00	16	0,00	156	0,00	66	0,00	18	0,00	44	0,00	0	0,00	288	
	CLASSROOM Context	Open-Display	51	72,55	0	0,00	1	3,03	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	36	73,82	8	15,76	0	0,00	3	7,39	0	0,00	37	19
		Closed-Display	49	93,88	0	0,00	2	2,02	1	1,01	1	2,56	0	0,00	0	0,00	0	0,00	10	33,53	26	46,58	6	12,28	2	2,02	0	0,00	46	24
		Open-Referencial	71	49,30	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	21	34,93	0	0,00	37	47,51	3	2,86	3	3,85	4	5,30	2	5,56	35	18
		Closed-Referencial	96	80,21	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	30	30,94	5	4,18	25	25,38	14	18,19	12	12,86	7	8,46	0	0,00	77	39
		Total	267	73,98	0	0,00	3	0,00	1	0,00	1	0,00	0	0,00	51	0,00	5	0,00	108	0,00	51	0,00	21	0,00	16	0,00	2	0,00	195	
	Skills and Systems	Open-Display	45	42,22	0	0,00	0	0,00	0	0,00	3	5,45	27	51,66	0	0,00	0	0,00	5	18,64	5	17,04	0	0,00	5	7,21	0	0,00	19	18
		Closed-Display	112	73,21	2	1,69	0	0,00	0	0,00	10	10,52	53	52,61	0	0,00	2	1,00	3	1,49	35	26,07	3	3,91	2	2,72	0	0,00	82	80
		Open-Referencial	4	0,00	0	0,00	0	0,00	0	0,00	1	8,33	0	0,00	0	0,00	0	0,00	0	0,00	1	8,33	0	0,00	2	16,67	0	0,00	0	0
		Closed-Referencial	7	28,57	0	0,00	0	0,00	0	0,00	1	6,67	2	23,33	2	13,33	0	0,00	0	0,00	0	0,00	1	16,67	1	6,67	0	0,00	2	2
		Total	168	36,00	2	0,00	0	0,00	0	0,00	15	0,00	82	0,00	2	0,00	2	0,00	8	0,00	41	0,00	4	0,00	10	0,00	0	0,00	103	
	Managerial	Open-Display	26	57,69	0	0,00	4	23,33	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	8	45,00	1	8,33	0	0,00	6	23,33	0	0,00	15	24
		Closed-Display	55	50,91	6	18,32	8	34,70	0	0,00	0	0,00	0	0,00	0	0,00	1	3,70	5	18,13	4	7,02	5	14,62	2	3,51	0	0,00	28	45
		Open-Referencial	7	42,86	0	0,00	1	33,33	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	2	50,00	1	16,67	0	0,00	3	5
		Closed-Referencial	54	29,63	5	18,89	4	21,11	0	0,00	0	0,00	0	0,00	4	33,33	1	3,33	0	0,00	0	0,00	4	20,00	1	3,33	0	0,00	16	26
		Total	142	45,27	11	0,00	17	0,00	0	0,00	0	0,00	0	0,00	4	0,00	2	0,00	13	0,00	5	0,00	11	0,00	10	0,00	0	0,00	62	10
			1028		16		41		7		36		104		57		25		285		163		54		80		4		648	

Table 4.4.5 The distribution of interactional features in modes and question types in NNS teachers

			n	%	Confirmation Check (n)	Confirmation Check (%)	Comprehension Check (n)	Comprehension Check (%)	Content feedback (n)	Content feedback (%)	Direct Repair (n)	Direct Repair (%)	Form Focused Feedback (n)	Form Focused Feedback (%)	Genuine Questions (n)	Genuine Questions (%)	Reduction (n)	Reduction (%)	Scaffolding Extension (n)	Scaffolding Extension (%)	Scaffolding Modelling (n)	Scaffolding Modelling (%)	Seeking Clarification (n)	Seeking Clarification (%)	Teacher Echo (n)	Teacher Echo (%)	Turn Completion (n)	Turn Completion (%)	TOTAL	%
STATISTICS OF NNS	Materials	Open-Display	208	49,52	0	0,00	1	0,79	0	0,00	0	0,00	0	0,00	1	0,55	0	0,00	103	71,15	15	9,52	0	0,00	28	17,99	0	0,00	103	48
		Closed-Display	138	65,94	5	4,34	1	2,24	3	0,88	1	1,41	0	1,26	0	0,54	11	11,67	42	41,60	15	16,09	5	7,69	9	12,28	0	0,00	91	43
		Open-Referencial	8	25,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	1	33,33	0	0,00	4	26,67	1	33,33	0	0,00	1	6,67	0	0,00	2	1
		Closed-Referencial	34	52,94	0	0,00	1	3,33	0	0,00	0	0,00	0	0,00	1	33,33	1	3,33	7	25,83	4	15,00	2	8,33	3	10,83	0	0,00	18	8
		Total	388	48,35	5	0,00	3	0,00	3	0,00	1	0,00	0	0,00	3	0,00	12	0,00	156	0,00	35	0,00	7	0,00	41	0,00	0	0,00	214	
	CLASSROOM Context	Open-Display	23	69,57	0	0,00	1	3,33	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	14	62,22	3	18,89	0	0,00	3	15,56	0	0,00	16	10
		Closed-Display	38	89,47	2	2,38	0	0,00	0	0,00	0	0,00	0	0,00	3	12,30	2	2,38	20	65,48	9	15,08	2	2,38	0	0,00	0	0,00	34	21
		Open-Referencial	28	89,29	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	11	32,54	0	0,00	13	44,97	2	9,52	1	1,85	1	11,11	0	0,00	25	15
		Closed-Referencial	93	93,55	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	24	39,22	3	2,26	44	44,13	6	4,61	4	2,99	9	6,79	0	0,00	87	54
		Total	182	85,47	2	0,00	1	0,00	0	0,00	0	0,00	0	0,00	38	0,00	5	0,00	91	0,00	20	0,00	7	0,00	13	0,00	0	0,00	162	
	Skills and Systems	Open-Display	79	79,75	0	0,00	1	2,56	0	0,00	1	0,79	22	28,51	0	0,00	1	1,59	22	26,92	25	32,91	0	0,00	4	6,72	0	0,00	63	30
		Closed-Display	148	87,84	5	2,33	2	1,80	0	0,00	6	3,78	44	27,04	1	1,96	10	8,42	16	10,05	49	31,54	7	6,28	7	6,80	0	0,00	130	62
		Open-Referencial	18	44,44	0	0,00	0	0,00	0	0,00	1	11,11	0	0,00	7	29,17	0	0,00	5	42,22	2	10,83	0	0,00	1	6,67	0	0,00	8	4
		Closed-Referencial	9	88,89	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	1	8,33	3	25,00	3	25,00	0	0,00	1	8,33	0	0,00	8	4
		Total	254	75,23	5	0,00	3	0,00	0	0,00	8	0,00	66	0,00	8	0,00	12	0,00	46	0,00	79	0,00	7	0,00	13	0,00	0	0,00	209	
	Managerial	Open-Display	31	41,94	0	0,00	6	42,50	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	6	30,00	0	0,00	0	0,00	3	27,50	0	0,00	13	25
		Closed-Display	92	15,22	1	4,76	11	50,40	0	0,00	0	0,00	0	0,00	2	21,43	1	2,78	2	5,56	2	5,56	2	9,52	0	0,00	0	0,00	14	27
		Open-Referencial	20	35,00	0	0,00	5	50,00	0	0,00	0	0,00	0	0,00	3	38,89	0	0,00	0	0,00	0	0,00	0	0,00	1	11,11	0	0,00	7	13
		Closed-Referencial	59	30,51	1	3,03	13	48,05	0	0,00	0	0,00	0	0,00	12	36,36	0	0,00	0	0,00	1	3,03	2	9,52	0	0,00	0	0,00	18	35
		Total	202	30,67	2	0,00	35	0,00	0	0,00	0	0,00	0	0,00	17	0,00	1	0,00	8	0,00	3	0,00	4	0,00	4	0,00	4	0,00	0	0,00	52
			1026		14		42		3		9		89		66		30		301		137		25		71		0		637	

As explained in the Section 2.4, the SETT framework employed in the analysis of this study uses four modes, each with distinctive pedagogic goals and interactional features. These interactional features can be found in varying degrees in a classroom. While some of them are very common and occur with greater regularity throughout the discourse, some of them are rarely or even never used. There were a total number of twelve interaction features utilized in the analysis of this study, as seen on the Table 4.4.4 and 4.4.5. The number and the percentage of the use of teacher questions categorized in terms of the purpose and mode of the questions gave out a good deal of information on the difference between the NS and NNS teachers. In the following discussion, the use of different types of questions used by the teachers will be given according to their distribution in classroom modes and the purpose of the questions as proposed by Walsh (2006).

The results for the analysis of the interactional features disclosed that in total, both group of teachers applied a high number of questions in materials mode. While the NS teachers asked 451 (60.35%) questions in total, 288 of these questions were analyzed for their interactional features. As to the NNS teachers, they used 388 (48.35%) questions in total, but 214 questions of the total number were distributed in the purpose of the interactions.

In the materials mode, a great deal of teacher questioning were categorized as open-display questions with the purpose of scaffolding extension (NS: 164; NNS: 145). That is, almost all of the teachers asked follow-up questions in order to extend a learner's contribution and provide an example for learners. At this point, the type of the question was also significant. As revealed in Table 4.4.5, the teachers participating in this study used more open-ended questions that required a long output with the aim of a more effective teaching and learning. Obviously, in language classrooms, teacher-student interaction usually involves communication breakdowns in which students do not have the linguistic means to express their thoughts. Scaffolding is described as a way in which teachers provide learners with linguistic support (Shamsipour and Allami, 2012). In this study, not only the questions that provide students with more comprehensible output but also the questions that enhance the space for interaction have been taken into account.

Table 4.4.6 An excerpt from the NNS teacher B on “scaffolding extension”

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Another word for protest?	INT	Closed-Display	3S.	Scaffolding-Extension	Materials Mode
T	We have another word for that?	INT	Closed-Display	2s.	Teacher Echo	Materials Mode
T	OK↑ Protest or did you hear this word before? Demonstration↑ Did you hear it before?	INT	Closed-Refer.	.Wait Time	Scaffolding-Modelling	Materials Mode
S	(a foreign S) Yes.	RESPONSE	.	.	.	.
T	Ok. You can say that they are on a demonstration. Ok!	FEEDBACK	.	.	.	.
T	What do you think is happening? Why are they here?	INT	Open-Display	2s.	Scaffolding-Extension	Materials Mode
T	What are they doing?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	They are shouting. (wrong pronunciation)	RESPONSE				
T	They are shouting↑Ok.	FEEDBACK				
T	Why they are shouting? What do you think?	INT	Open-Display	3s.	Scaffolding-Extension	Materials Mode
T	Do you have any idea?	INT	Closed-Refer.	.	Comprehension Check	Materials Mode
S	Maybe very expensive.	RESPONSE	.	.	.	.

Table 4.4.6 An excerpt from the NNS teacher B on “scaffolding extension”

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Because schools are very expensive↑ in England maybe. What can be the reason?	FEEDBACK	Open-Display	.	Scaffolding-Extension	Materials Mode
S	They have a problem.	RESPONSE	.	.	.	.
T	They have a problem↑ Ok. For example?	FEEDBACK	Open-Display	.	Scaffolding-Extension	Materials Mode
S	◦They want something◦	RESPONSE	.	.	.	.

In the materials mode, the next highest number of questions after scaffolding extension was asked with the purpose of scaffolding modeling and teacher echo by the NS teachers. However, as seen on the table, by the NNS teachers, first scaffolding extension and then teacher echo were used as the purpose of teacher questions. Additionally, both the NS and NNS teachers preferred to use more closed-display and open-display questions for the purpose of extension in materials mode. This finding shows that both types of the teachers used more closed and open display types of questions in which they already knew the answer.

Table 4.4.7 An excerpt from the NS teacher C on the use of scaffolding-modelling in materials mode

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	So, he is calling reception, because air-conditioning is what?	INT	Closed-Display	4-5s.	Scaffolding-Modelling	Materials Mode
T	Is wrong?	INT	Closed-Display		Scaffolding-Modelling	Materials Mode
S	Wrong wrong.	RESPONSE				
T	It is broken.	FEEDBACK				

Regarding the questions asked with the purpose of “teacher echo” in materials mode, the distribution of question types was manifested as similar for both groups of teachers. They all used open-display questions to repeat their questions followed by no answer. In addition to this, the NS teachers were found to use more closed-display questions for the same purpose.

Table 4.4.8 An excerpt from the NNS teacher B for the use of “teacher echo” in materials mode

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	What happened? She was walking her dog↑	INT	Open-Display	2s.	Teacher Echo	Materials Mode
T	To whom she was talking?	INT	Closed-Display	2s.	Scaffolding-Extension	Materials Mode
T	Then What happened?	INT	Open-Display	.	Teacher Echo	Materials Mode

Table 4.4.8 An excerpt from the NNS teacher B for the use of “teacher echo” in materials mode

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	She is talking to a friend.	RESPONSE	.	.	.	.
T	She was walking the dog then what happened?	INT	Open-Display	.	Teacher Echo	Materials Mode
S	She –	RESPONSE	.	.	.	.

A number of closed-display and closed-referential questions were used for confirmation check and comprehension check by each group of teachers. According to the results obtained from the materials mode, the NS teachers were depicted to use more comprehension check questions. These questions were frequently asked to get feedback whether the students understood the materials in the way the teachers tried to mean. Apart from the SETT framework, these questions are categorized under the purpose ‘negotiation of meaning’ occurring specifically between a teacher and a student. These were mostly closed questions requiring short form answers to check understanding of students or to get confirmation from students. In addition to confirmation and comprehension check in the process of negotiation of meaning, SETT framework brought forward another term named ‘seeking clarification’ used in order to clarify something that the student has said. As shown on the table 4.4.9, the NS teachers used more seeking clarification compared to the NNS teachers.

Table 4.4.9 Distribution of seeking clarification in a NSs talk

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Is it difficult?	INT	Closed-Refer.	.	Content Feedback	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Why?	INT	Open-Refer.	.	Content Feedback	Materials Mode
S1	Speech.	RESPONSE	.	.	.	.
T	(surprised) Is it too low?	INT	Closed-Refer.	.	Seeking Clarification	Materials Mode
S2	No, he is speaking very fast.	RESPONSE	.	.	.	.
T	Let's listen one more time.	FEEDBACK	.	.	.	.
.	(LISTENING)	.	.	.	.	.
T	Oh, my Gosh. Is it very fast or difficult to understand?	INT	Closed-Refer.	.	Comprehension Check	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	One more time. Because it is on the phone, it can be difficult to understand. I want you to check your answer with your partner.	FEEDBACK	.	2-3 MIN.	.	.

As found in the interviews with the students, for the question “How did you find your native speaker teacher different from the non-native speaker teacher?”, most of the students drew attention to one-to-one interaction with the teacher and they added that the NS teachers asked more questions when they did not understand what students tried to mean. The lack of high number of confirmation and clarification questions in the NNS talk reveals that they should pay more attention to the availability of students’ comprehension.

For the use of another interactional feature in SETT framework called “reduction” was found to be equally used by the NS and NNS teachers in the

materials mode. As illustrated in the literature review, reduction is used to divide the task into smaller tasks. Both groups of teachers equally used closed-display questions for the purpose of reduction while they were waiting for the expected answer. Yanfen and Yuqin (2010) also reinforced the use of auxiliary questions to make the interaction gentler for students. As mentioned in McNeil’s study (2011), these questions for the aim of “reduction in degrees of freedom” were mostly used as a means of scaffolding when the students could not find the answer. As seen on the table 4.4.4 and 4.4.5 the other interactional features were rarely or never used in the materials mode.

Table 4.4.10 An excerpt from a NS teacher on the use of “reduction”:

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How about this one, where did I go?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	You went to USA.	RESPONSE	.	.	.	.
T	Or maybe Hongkong or California.	FEEDBACK	.	.	.	.
T	Was it the forest?↑	INT	Closed-Display	.	Reduction in degrees of freedom: Scaffolding	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Was it a beach?	INT	Closed-Display	.	Reduction in degrees of freedom: Scaffolding	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Was it a mountain?	INT	Closed-Display	.	Reduction in degrees of freedom: Scaffolding	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	What is it?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
SS	City.	RESPONSE	.	.	.	.
T	Ok, this city is in California. The city is San Francisco.	FEEDBACK	.	.	.	.

As illustrated in Table 4.4.10 above, there are also different types of questions asked with different types of purposes in classroom context mode in which teachers establish a context to enable learners to express themselves clearly. In the findings, the NS teachers were turned out to use more questions than the NNS teachers in this mode. As uncovered from the analysis, this mode was the least employed mode by the NNS teachers compared to the NS teachers. Both groups of teachers utilized the questions for different aims to extend their interaction with the students. As depicted in the findings, the questions with the purpose of scaffolding extension were used more than the other interactional questions by both groups of teachers. In agreement with the findings, both NS and NNS teachers were observed to ask more questions related with the students' own lives to get more output from students and to establish a more extended interaction.

Findings also point out that the NS teachers used more open-referential questions as compared to the NNS teachers. This point concerning the questions in classroom context was also supported by the teacher and student interviews. All teachers reported to use referential question before the materials mode and during the materials mode. This occasion supports the possibility of "mode-switching" pointed out in SETT framework (Walsh, 2006). Moreover, the findings from the student interviews revealed that the students enjoyed answering the referential questions, through which the students could make associations with their own life, more than the display questions mostly related with the materials.

After the interactional purpose "scaffolding extension" with the highest frequency of use in classroom context mode, the questions with the purpose of scaffolding modeling and genuine request for information were found to be used more than the other interactional features by both NS and NNS teachers. Especially, the use of scaffolding modeling and genuine request questions used by the NS teachers outscored the use of these questions by the NNS teachers. The findings also showed that especially the NS teachers employed more open-referential questions for the aim of scaffolding extension.

Table 4.4.11 An excerpt from the NS teacher C on the use of “open-referential questions” in classroom context mode

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	WHAT IS ISTANBUL LIKE?	INT	Open-Refer.	5s.	Scaffolding Extension	Classroom context
S	It is embarrassed.	RESPONSE	.	.	.	.
T	You embarrassed of Istanbul. Ok.	FEEDBACK	.	.	.	.
T	Can you give me adjective to describe?	INT	Open-Refer.	4s.	Scaffolding Modelling	Skills and Systems
S	Ok. A funny city (ondan	RESPONSE	.	.	.	L1
S	(diff. S) Teacher, I don't like Istanbul.	RESPONSE	.	.	.	.
S	DIRTY	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.

There was also a great deal of difference in the use of the questions for “seeking clarification”. It is shown that the NS teachers used more closed-display and closed-referential questions than the NNS speakers for clarification. As discussed before, the NS teachers were observed to use more clarification questions during the time of communication breakdowns.

Table 4.4.12 An excerpt from the NS teacher B on “seeking clarification”

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	What is Antalya like? It is –	INT	Open-Display	.	Scaffolding Modelling	Classroom context
S	It is lovely.	RESPONSE	.	.	.	.
T	It was snowy?	INT	Closed-Displ.	.	Scaffolding Modelling	Classroom context
Ss	[lovely] (wrong pronunciation)	RESPONSE	.	.	.	.
T	I don't understand. [lovli]↑	INT	Closed-Refe.	.	Seeking Clarification	Classroom context
S	[lavli]	RESPONSE	.	.	.	.
T	Noisy?	INT	Closed-Refe.	.	Seeking Clarification	Classroom context
S	lovely stories↑ beautiful	RESPONSE	.	.	.	.
T	OK, LOVELY↑ Oh my God, repea	FEEDBACK	.	.	.	.

In addition to “seeking clarification” highly used by the NS teachers, “teacher echo” was illustrated to be used equally by both the NNS and the NS teachers in classroom context mode. The other interactional features were rarely applied in this mode.

As illustrated on the Table 4.4.13 below, “skills and systems mode” was one of the frequently used mode in which both group of teachers mostly used closed-display

questions with the aim of focusing on linguistic forms of the target language. According to the findings, the questions in skills and systems mode were mostly detected in the NNS teachers' talk. In the results of the analysis, the closed and open-display questions were demonstrated to be asked with the aim of "form-focused feedback" by two groups of teachers.

Table 4.4.13 An excerpt from the NNS teacher A on "form-focused feedback"

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	What else?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	They work[It] in her birthday.	RESPONSE				
T	They worked in her birthday or on her birthday?	INT	Closed-Displ	3s.	Form-Focused	Skills and Sys.
T	On her birthday.	RESPONSE				
T	Anything else?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	they handshake.	RESPONSE				
T	They handhook or they were handshaking. Maybe why not? So, we will see, we will listen again.	FEEDBACK				

Besides, together with "form-focused feedback", both the NS and the NNS teachers were found to use "scaffolding modeling" questions to provide learners with corrective feedback and more practice in sub-skills. The previous research acknowledged the importance of form-focused feedback to get learners to produce the target forms in this mode (e.g. Doughty and Williams, 1998; Ellis, 1994). In addition to "modelling" questions, especially the NS teachers were unearthed to use more "direct repair questions" in comparison with the NNS teachers.

Table 4.4.14 An excerpt from the NS teacher C on "direct repair"

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Can you repeat please?.	INT	Closed-Displ	.	Direct Repair	Skills and Systems
S	She went to – with Linda.	RESPONSE	.	.	.	.
T	She went to with Linda?	INT	Closed-Displ	.	Direct Repair	Skills and Systems
S	No (another Std.)	RESPONSE	.	.	.	.
T	Can you repeat one more time?	INT	Closed-Displ	.	Direct Repair	Skills and Systems
S	She went to with boy friend ◦Linda◦ Boyfriend.	RESPONSE	.	.	Extended Learner Turn	.
T	Watch your grammar. Ok, too many words.	FEEDBACK	.	.	.	.

At this point, it is vital to point out that direct repair and scaffolding have an important role in skills and systems mode. Schmidt (1990), Doughty and Williams (1998) and Ellis and Barkhuizen (2006) put forward the use of scaffolding and direct repair to enable students to attend to specific features of the language while keeping “the interaction on track, in line with the teacher’s pedagogic goals...” (p. 119).

The last mode to give the results and discuss the findings is the “managerial mode” in which teachers mostly organize the physical learning environment and introduce or conclude an activity during the lesson. In this mode, less number of questions was detected to be asked. According to the findings, the NS teachers use less number of questions in managerial mode in comparison with the NNS teachers. As presented on the Table 4.4.15, both groups of teachers asked more “comprehension check” questions to locate the learning. In the NS teachers’ talk, the most frequently used interactional features were turned out to be “comprehension check, clarification, confirmation check and scaffolding extension”. As come out in the findings, the NNS teachers mostly employed “comprehension check, genuine questions or referential questions and scaffolding extension” with the purpose of the management of learning.

Table 4.4.15 An excerpt from the NS teacher B on “comprehension check”

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	This was your brainstorming, you remember? (T shows a sheet of paper) <u>What is step number two?</u>	INT	Closed-Display	5-6s.	Comprehension check	Managerial
S	draft.	RESPONSE	.	.	.	.
T	<u>Draft</u> , exactly. Your first draft. Remember, you did it.	FEEDBACK	.	.	.	.
T	What is step number three?	INT	Closed-Display	.	Comprehension check	Managerial
S	Editing↑	RESPONSE	.	.	.	.
T	Editing, yes. Yesterday, we did it. You changed sth. on your friends’ paper. So, brainstorming, draft, editing	FEEDBACK	.	.	.	.
T	And number four?	INT	Closed-Display	5s.	Comprehension check	Managerial
SS	Final draft.	RESPONSE	.	.	.	.

Table 4.4.16 An excerpt from the NNS teacher A on “comprehension check”

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait Time</u>	<u>Purpose</u>	<u>Move</u>
T	This is arectengular. Square mmeans having the same number on each corner, one meter. The other one Cumhuriyet Square is a big area	RESPONSE				
T	draft.	INT	Open Refer	1s	Extension	Managerial
T	<u>Draft</u> , exactly. Your first draft. Remember, you did it.	INT	Cosed-Disp.	2s	Comprehen-sion Check	Managerial

Following the above descriptive accounts, in an attempt to assess the distribution of the modes and the interactional features, that is, the teaching aim and pedagogic purpose, the features can be evaluated as having positive and negative impacts by attending to the comments of Shamsipour and Allami (2012). In the previous research, especially the three features of “teacher echo, teacher interruption and turn completion” were mentioned under the negative effect based on their “interfering role” in oral communication (Shamsipour and Allami, 2012, p.2264). Actually, in the present study, unlike teacher echo, teacher interruption and turn completion were scarcely observed to be used by the teachers. On the other hand, some researchers (Walsh, 2006; 2011; Shamsipour and Allami, 2012) set forth that “scaffolding, direct repair, content feedback, extended wait-time, referential and display questions, seeking clarification” were grouped under the positive effects due to their supportive nature in improving the students’ attempts.

4.4.1 The results of the interview with the teachers on “the interactional features”

All participant teachers agreed upon the aim of teacher questions as a way of “comprehension check” and to attract students’ attention to a particular teaching environment. As the last question in the interview, the researcher requested the teachers to give details for what they did to further the classroom interaction. The NS teachers were found to notify that if there was communication breakdown between them and students, after a particular wait time, they tried to reformulate their question or simplify it. If students still could not respond in the

correct way, they showed students how to say the answer in the target language, which is called “scaffolding modeling” in the framework. Concerning this issue, one NS teacher claimed that in order to develop the communication between teacher and student and to get students to speak out more, they needed to get in one-to-one interaction with their students. The teacher moved on to elucidate her argument that if teachers directed their questions to the whole class, this would be a barrier in front of the on-going class interaction. Owing to this fact, this teacher first regarded group discussions and then personal response as highly valuable for the effective language production. This finding corresponds to the results of the discourse analysis which pinpoint the frequent use of negotiation of meaning in the NS teachers’ talk.

4.4.2 The results of the interview with the students on “the interactional differences between the NS and NNS teachers”

Regarding the interactional differences between the NS and NNS teachers, the questions such as “With which teacher can you communicate well; native or non-native?” and “How important to have native and non-native teachers in language classroom?” were required during the student interviews.

Most of the students gave an account of flexible environment in the NS teachers’ classes and relieving attitude of these teachers. Because of this reason, they were not anxious or nervous although they had a limited range of vocabulary to communicate with their teachers. On the contrary, they felt curious about their NS teacher’s life and culture; that’s why they were more motivated to speak up and answer the questions. Some of these students brought out the fact that when the NS teacher did not get what they tried to mean, she/he was asking more questions to elicit an answer and through this interaction the students claimed that they felt intuitively obligatory to speak up and clarify what they tried to get across by using the target language.

However, some students, which the interviewer knew as being weak and shy in the classroom, stressed upon the positive effect of the NNS teachers. The students further argued that they could better understand the questions of these teachers. Regarding the same point, they carried on to recount that even if they could not get across the meaning in the right way, the NNS teachers could easily realized

what they meant. These students also admitted that they did not feel to speak much and in long sentences, because they knew that their Turkish teachers of English already took in what they had to say in mind.

CHAPTER 5

CONCLUSION

5.1 Conclusion

The present study attempted to investigate the differences between NS and NNS teacher talk in classroom interaction. Taking the overall findings into consideration, it can be concluded that teacher questioning is a very important issue and students can learn a lot from the classroom interaction triggered by different types of questions used by teachers. The data obtained from the transcripts of the classroom interaction were analyzed mainly through discourse analysis and in addition to that, the researcher also applied the method of conversation analysis when the codes used to identify teacher talk in the pre-prepared check-list were not enough to define different patterns of teacher talk; i.e., reduction, comprehension check and confirmation check. The findings of the analysis were put forward by employing Sinclair and Coulthard's IRF pattern (1975), Barnes' (1975) and Long and Sato's (1983) and Walsh's SETT framework (2006).

The findings of this study aim to make a contribution to the discussion of the NS - NNS dichotomy. In terms of the first research question concerning the length of wait time and the effect of extended wait time on the student output, it has been found out that the NS teachers used longer wait time with the average of 4 seconds compared to the NNS teachers with an average wait time of 1 second. The results showed that an extended amount of wait time was followed by a longer student turn. As stated in the Literature Review, Section 2.7, the previous studies indicated that when teachers waited for three seconds or longer, students' output were longer and richer.

For the results of the second research question, there has not been found a great difference in the distribution of question types in both NS and NNS teachers' talk. One consequence was that the participant teachers predominantly employed both closed and display questions, while NS teachers made more frequent use of open-referential questions in classroom context mode. The excessive use of display questions in the language classroom was observed to create only one-way

information flow from teachers to students. Via discourse analysis, it was quite clear that students' responses and oral output tended to be restrained. As conveyed in the Section 2.8.2, although display questions contribute to the fluency in the interaction between teacher and students, they prevent genuine communication and impose restriction on students' responses (Ho, 2005).

In addition, referential questions were proven to create more extended student turns. Responding to the last research question, the sequence of interaction patterns investigated through IRF patterns were found to be similar for both NS and NNS teachers' talk. In addition to the inquiry into the patterns of classroom talk, the distribution of teacher questions with different pedagogical purposes achieved through the use of SETT procedures was similar with a few differences during the different stages of the teacher-students interaction.

This study was designed with a purpose of realizing the interactional differences in native and non-native teachers' talk and redirecting second/foreign language teachers' attention to the interactional skills in a language classroom. Similarly, as the studies of the previous researchers (Seedhouse, 2004; Ellis and Barkhuizen, 2005; Wright, 2005; Robinson, 2006; Yanfen and Yuqin, 2010) bore out, appropriate teacher talk can enhance opportunities for more productive interactions between teachers and students and promote a friendlier classroom atmosphere.

Apart from the importance of the findings on the classroom interaction, the teacher and student interview results were quite significant to shed light on the research questions of this study. The remark of the NS teachers and the students partaking in the interviews on the positive effect of the extended wait time contributed to the result of the discourse analysis as regard with the wait time in teacher talk. According to the outcomes of the analysis and the interviews, appropriate amount of wait time, suggested around 5 seconds, applied by the teachers after questioning was quite effective for more productive students' output.

As for the question types, the interviews with the participating teachers ascertained the significance of the use of different types of teacher questions for an efficient classroom interaction and functional language teaching. The interview

results were also beneficial to confirm the frequent use of closed-display and open-display questions by both the NS and NNS teachers. Additionally, the students' comment on the favor of closed and open-referential questions asked by their NS teachers supported the findings of the discourse analysis showing the high frequent use of open-referential questions by the NS teachers. Furthermore, the students' notice on the real communication and authentic environment produced through open-referential questions used by the NS teachers presented the importance of this type of questions. Since there was no just one correct answer for referential questions opposed to display questions, the findings out of both the analysis and the interviews brought out the necessity of using open-referential question to work on speaking and fluency of the target language.

Another notable conclusion to draw from the analysis was that the NS teachers employed more clarification questions in order to negotiate the meaning with the students especially in classroom context mode. This fact was also supported by the data gathered by the student interviews in which most of the students claimed to naturally interact with their NS teachers to clarify what they tried to mean by using more meaningful phrases or sentences in the target language.

To conclude, this study was designed to find out the similarities and differences between the native and non-native speaker teachers of English in terms of their classroom interaction through different types of teacher questions. In light of the results and in order to have a better foreign language classroom, all teachers should be aware of different processes of teaching aims and pedagogical aims in which different types of questions can create a more effective and productive communication environment.

5.2 Pedagogical Implications

Based on the major findings, this study attempts to provide suggestions for language teachers in modifying their talk rather than making judgments in deciding which teacher, the NS or NNS, is better qualified. In light of the results of both the previous research and this study, teachers should be more aware of how teacher talk affects language learning.

The results of the present study show that both the NS and NNS teachers used more closed and display questions than open-ended and referential questions in question initiation. Although this might be based on the low level language proficiency of the participant classes, it is recommended that a foreign language classroom has a more communicative atmosphere. Swain (1985) suggested “comprehensible input” as a necessary condition for learning but not a sufficient condition for language learning. In addition to “comprehensible input”, Swain (1985) further argued the importance of “comprehensible output”, that is the learners’ own attempt to construct meaningful language. In order to have more proficient and productive students and a more fruitful classroom interaction, language learners should be provided with many opportunities to interact in social and academic situations. Therefore, language teachers should be conscious of their talk used during the lessons and make a good choice of questions used to initiate classroom interaction.

Concerning the findings obtained from the discourse analysis of the teacher-student interaction in this study, it was considered what classroom teachers can do to more fully engage English language learners, especially during teacher-initiated question and answer sequences. That is, interactional awareness to control the use of language in class is a vital issue for teaching and learning. Different types of teacher questions supposed to initiate communication between teacher and learners have particular effects on on-going classroom interaction. Depending on the results of the study, while the frequent use of closed/open-display questions by both the NS and NNS teachers gathered the attention of the students on classroom activities, the use of open-referential questions triggered the students to produce more extended and meaningful answers. Owing to this fact, in foreign language classrooms and foreign language teacher training programs, the impacts of different types of questions on language production should be taken into consideration.

Moreover, in the findings of this study, the existence of a typical interaction exchange referred to as IRF was confirmed in most of the language classrooms. However, for this common exchange pattern, Wells (1993) recommended that the third component of such exchanges be a follow-up feedback rather than an evaluation or simply praise for the student’s response. In the analysis of this study,

the students moved on to talk about the same issue with a variety of teacher-initiated questions requested to elicit different kinds of information. For the reason of employing an ongoing interaction with more productive use of language, even when students provide the expected answer, they should still be commented on and further questioned for deeper thinking, rather than being just simply acknowledged. On account of the findings received from the three-move structure of an interaction exchange (IRF) between teacher and student, pre-service foreign language teachers are suggested to be trained to provide learners with a scaffolded follow-up feedback.

In order to have a better second or foreign language classroom, teachers should have a longer wait time to let learners take their time for more critical thinking. According to the discourse analysis of the NS teachers' classroom interaction, they were found to allow more wait time and consequently they attained more extended student output. Regarding the interviews carried out with the participating teachers; whereas the NNS teachers were not fully aware of the effect of wait time after teacher questions, all the NS teachers remarked that in their teacher training programs they were taught to count down from five to zero when they had no answer from students. The findings suggest that foreign language teachers may find it useful to include patient pauses that support students' possible need for gathering their wits, putting the correct linguistic forms together and producing longer output in the target language. Based on the findings about the relation between wait time and extended use of target language, the importance of the wait time used after teacher initiated questions and its practical use during classroom interaction should be taught and highlighted in pre-service teacher training.

Lastly, apart from the several types of teacher questions, the use of questions with different aims during a lesson is of vital importance for the productivity of classroom interaction. According to the findings, the materials mode generated a high frequent use of scaffolded-extension and modeling type of questions. These types of questions helped the students find the correct answer by themselves. Regarding the skills and systems mode, the interaction with the purpose of form-focused feedback served to produce correct linguistic forms of the target language that is the primary aim of this particular classroom mode. Specifically, the NS

teachers' use of modeling and direct repair questions encouraged the students to correct their mistakes at the beginning of language learning process. In the classroom context mode, together with open-referential questions, scaffolding-extension and modeling types of questions led to an on-going interaction between teacher and student. In this mode, clarification type of questions with the purpose of negotiation of meaning enriched the fluency of the interaction.

With these in mind, pre-service training should aim to acquaint pre-service teachers with the effective ways of questioning during teacher training programs, and pre-service teachers of English as a second or foreign language should be taught to create appropriate opportunities for learners to practice the target language in class with more productive utterances. In this respect, the teacher questions should be examined in the context of classroom teacher-student interaction rather than being analyzed as only verbal behaviors with their forms and functions. In other words, the teacher question techniques should be perceived in terms of their usefulness in promoting classroom interaction. Teacher educators can include the examples from the authentic classroom observations to have more comprehensive understanding of the issue. It may also be recommended that pre-service and in-service teachers monitor their own discourse in the classroom setting to make productive adjustments.

To conclude, all language teachers, regardless of their native language, should be informed about how they can use the target language more effectively, and inspire their students to use their productive skills. As Johnston (2004) suggested, language teachers should think more carefully about the language they use to offer their students the best learning environment.

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Ek-1 NS-A Transcriptions

NS-A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	So, if you don't have book, please sit next to someone who has a book. Please, move together, so you have a book.	INT	.	.	.	.
S	Which page?	INT	Closed	.	.	.
T	Ok, good. Now, say thank you to your friends for sharing their books with you.	FEEDBACK	.	.	.	.
T	So, my question for you is <u>Have you gone on a vacation recently?</u>	INT	Closed-Refer.	2-3s.	Scaffolding-Modelling	Classroom Context
S2	Holiday?	INT	.	.	Seeking clarification.	.
T	Holiday.	FEEDBACK	.	.	.	.
T	Have you gone on holiday recently?	INT	Closed-Refer.	.	Teacher Echo	Classroom Context
S	Recently↑?	INT	.	.	Seeking clarification	.
T	What is <u>recently</u> ?	INT	Open-Display	10s.	Scaffolding-Extension	Classroom Context
S4	many times ago.	RESPONSE	.	.	.	.
T	Good, so Mabeka says many many times ago. <u>Recently means in the past.</u> For example now 2013, recently is maybe one month, maybe two-three months ago. But it doesn't mean 10 years ago. No. Recently means maybe one month or one year ago, but ten years no.	FEEDBACK	.	.	.	.
T	So, <u>have you gone on a vacation recently?</u>	INT	Closed-Refer.	4-5S.	Teacher Echo	Classroom Context
T	Yes or No?	INT	Closed-Refer.	4S.	Reduction in degrees of freedom:	Classroom Context
T	Yes?	INT	Closed-Refer.	.	Reduction in degrees of freedom	Classroom Context
S	No, teacher.	RESPONSE	.	.	.	.
T	No Ravil↑	FEEDBACK	.	.	.	.
S	Yes or no?	INT	Closed	.	Seeking Clarification	.
S	Ok, yes.	RESPONSE	.	.	.	.
T	Oh, Ravil! Ravil has gone on a vacation recently.	FEEDBACK	.	.	.	.
T	Where did you go?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	◦Kazakhstan.◦	RESPONSE	.	.	.	.
T	Kazakhstan↑	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Did you go back to Kazakhstan in December?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	No.	RESPONSE	.	.	.	.
T	Ok, I will give you an example. I went on vacation recently. In December I went to Istanbul.	FEEDBACK	.	.	Extended Teacher Turn	.
S2	I was in Istanbul five months.	RESPONSE	.	.	.	.
T	Ok	FEEDBACK	.	.	.	.
T	Five months ago did you go to Istanbul?	INT	Closed-Refer.	.	Seeking Clarification	Skills and Systems
S2	Yes. I am from Istanbul.	RESPONSE	.	.	.	.
T	Anyone else, have you gone on vacation?	INT	Closed-Refer.	.	Scaffolding Extension	Classroom Context
S4: (Ada, a foreign S)	Recently, I went to Eskişehir.	RESPONSE	.	.	.	.
T	<u>Eskişehir</u> ↑	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
T	What is that?	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
S	A city.	RESPONSE	.	.	.	.
T	Where is it?	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
SS	Middle Turkey.	RESPONSE	.	.	.	.
T	Close to Konya?	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
SS	No, no. AWAY Konya.	RESPONSE	.	.	.	.
T	North or south?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
SS	North. (Ss seem so engaged to talk about a familiar subject)	RESPONSE	.	.	.	.
T	Ok, <u>how was your vacation?</u>	INT	Open-Refer.	3-4S.	Referential-Genuine questions	Classroom Context
T	Is it good?	INT	Closed-Refer.	.	Reduction	Classroom Context
S	Yes, good.	RESPONSE	.	.	.	.
T	What did you do?	INT	Open-Refer.	10S.	Scaffolding-Extension	Classroom Context
T	Go shopping?	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom Context
S	Yes.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Did anyone else go on vacation?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S5	İzmir.	RESPONSE	.	.	Direct Verbal Exchange	.
S6	I went to Ankara.	RESPONSE	.	.	Direct	.
S2	I went to Istanbul. I invited my uncle.	RESPONSE	.	.	Direct Verbal Exchange	.
T	You went to Istanbul. Because you invited your uncle.	FEEDBACK	.	.	.	.
T	What did you do in Istanbul?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S2	gezmek neydi? I travelled.	RESPONSE	.	.	.	L1
T	Where did you travel?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S2	Taksim, night club.	RESPONSE	.	.	.	.
T	You went to a night club.	FEEDBACK	.	.	.	.
T	Ok, how about where did you stay?	INT	Open-Refer.	3-4S.	Scaffolding-Extension	Classroom Context
S2	I stayed my uncle.	RESPONSE	.	.	.	.
T	Ok. This is not really vacation.	FEEDBACK	.	.	.	.
.	((Ss are commenting on the question in L1.))	.	.	.	.	L1
T	Ok, no Turkish. I will show you a picture of vacation I took. With your partner I want you to discuss what did we do and where did you stay? Here is the first one.	INT	.	.	.	.
T	What did we do? Where did we stay?	INT	Open-Display	2S.	Scaffolding- Modell	Materials Mode
T	Ahmet, do you have no partner?	INT	Closed-Refer.	.	.	Managerial
S	No.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
T	Come here. On this vacation <u>What did we do?</u>	INT	Open-Display	.	Teacher Echo	Materials Mode
S7	Teacher, (showing the picture) What is this?	INT	Closed	.	Seeking Clarificat	.
T	This is <u>forest</u> .	RESPONSE	.	1-2 M	.	.
T	Is it difficult? Let's talk about it. What did we do on this vacation? We went?↑	INT	Closed-Display	4-5S.	Scaffolding- Modell	Materials Mode
T	Camping. We went camping.	RESPONSE	.	.	.	.
S	Relaxing.	RESPONSE	.	.	.	.
T	Good. We relaxed.	FEEDBACK	.	.	.	.
S2	Walking.	RESPONSE	.	.	.	.
T	Good, we walked and we went hiking. (show it with gestures.)	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S3	Sleep.	RESPONSE	.	.	.	.
T	Good, we slept.	FEEDBACK	.	.	Direct Repair	.
S4	They are lying.	RESPONSE	.	.	.	.
S5	You are in the forest.	RESPONSE	.	.	.	.
T	Yes, we are in the forest. Wonderful.	FEEDBACK	.	.	.	.
S6	You walk with bag.	RESPONSE	.	.	.	.
T	Good, we walked with backpacks.↑	FEEDBACK	.	.	.	.
T	The second question was Where did we stay?	INT	Open-Display	3-4S.	Scaffolding- Extension	Materials Mode
T	<u>Where did we sleep?</u> ↑	INT	Open-Display	.	Scaffolding-Reform.	Materials Mode
SS	<u>Forest.</u>	RESPONSE	.	.	.	.
T	In the forest.↑	FEEDBACK	.	.	.	.
SS	mountain.	RESPONSE	.	.	.	.
T	In the mountains.↑	FEEDBACK	.	3-4S.	.	.
T	Whatelse?	INT	Open-Display	.	Scaffolding- Extension	Materials Mode
S	In hotel.	RESPONSE	.	.	.	.
T	Did we stay in a hotel? How do you know?	INT	Open-Display	.	Content Feedback	Materials Mode
SS	Forest, bag.	RESPONSE	.	.	.	.
T	So, is there hotel in the forest?	INT	Closed-Display	.	Seeking Clarification	Materials Mode
Ss	No, no.	RESPONSE	.	.	.	.
T	You have a good point. Say it one more time.	FEEDBACK	.	.	.	.
S	They have bags.	RESPONSE	.	.	.	.
T	Yes, They don't stay in a hotel, because they have their backpacks with a tent and sleeping bag. In the hotel, maybe you have a suitcase. Onur, good idea.	FEEDBACK	.	.	Extended Teacher Turn	.
T	I will show you one more picture of my vacation. How about this one?	INT	Open-Display	.	Scaffolding- Extension	Materials Mode
T	Where did I stay and what did I do? This is a picture from my vacation.	INT	Open-Display	.	Scaffolding- Modelling	Materials Mode
T	Is it forest?	INT	Closed-Display	.	Reduction	Materials Mode
T	I will give you a clue. This city is in California.	INT	.	.	.	.
T	<u>What did I do on this vacation and where did I stay? Where did I sleep?</u>	INT	Open-Display	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How is it different from the last one?↑	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
T	Everybody is finished? Let's hear, what did I do in the city?	INT	Open-Display	.	Scaffolding- Extens	Materials Mode
S	Street, a famous street. (in Turkish). Wall Street. Borsalar Caddesi. Business.	RESPONSE	.	.	.	L1
T	Yes, Business people. I saw business buildings.	FEEDBACK	.	.	.	.
S2	Weather is beautiful. There are tall buildings.	RESPONSE	.	.	Extended Learner Turn	.
S3	You are with your friends.	RESPONSE	.	.	Extended Learner Turn	.
T	What did I do with my friends?	INT	Open-Display	5-6S.	Scaffolding-Extension	Materials Mode
T	Maybe I hung out with my friends. I went to café with my friends.	RESPONSE	.	.	.	.
S5	Teacher, in this picture you are sitting on the grass.	RESPONSE	.	.	Extended Learner Turn	.
T	Good. Friends	FEEDBACK	.	.	.	.
T	<u>where did I stay, here?</u>	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S1	Hotel	RESPONSE	.	.	.	.
T	Hotel, in a building.	FEEDBACK	.	.	.	.
S3	Home.	RESPONSE	.	.	.	.
T	In my home, maybe. Usually in the city we stay in a hotel on vacation.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Please open your book, page 10.	INT	.	.	.	.
T	You see, there are two people on the top of page 10. Are they beautiful or ugly people?	INT	Closed-Display	.	Reduction in degrees of freedom	Materials
S	Beautiful people.	RESPONSE	.	.	.	.
SS	Teacher, the same.	RESPONSE	.	.	.	.
T	Can you describe the people? They are called Jessy and Jenny. She is Jenny. <u>Can you tell me something about Jenny?</u>	INT	Open-Display	5s.	Scaffolding-Extension	Materials Mode
T	What does she look like?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
SS	Blond hair.	RESPONSE	.	.	.	.
T	Can you tell me a full sentence?	INT	Open-Display	.	Form-focused	Skills and Sys.
S	She has blond hair.	RESPONSE	.	.	.	.
T	Straight blond hair.	FEEDBACK	.	.	.	.
SS	Long hair↑	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Long straight blond hair.	.	.	.	.	.
SS	She has blue eyes.	RESPONSE	.	.	.	.
T	Wow!	FEEDBACK	.	.	.	.
S	She has big tooth.	RESPONSE	.	.	.	.
T	One more time, what did you say?	INT	Open-Display	.	Direct Repair	Skills and Sys.
S	A big tooth.	RESPONSE	.	.	.	.
T	She has big white <u>teeth</u> .	FEEDBACK	.	.	.	.
T	Anything about Jenny?	INT	Open-Display	4-5s.	Scaffolding- Extens	Materials Mode
T	Ok, what about her skin?↑	INT	Open-Display	4-5S.	Scaffolding- Modell	Materials Mode
T	How is Jenny's skin?	INT	Open-Display	.	Teacher Echo	Materials Mode
S(Afr. St)	white.	RESPONSE	.	.	.	.
T	LIGHT skin. She has light skin.	FEEDBACK	.	.	.	.
T	How about is she fat or?	INT	Closed-Display	.	Scaffolding- Modelling	Materials Mode
SS	thin.	RESPONSE	.	.	.	.
T	She is thin. Awesome.	FEEDBACK	.	.	.	.
T	<u>How about Bob?</u> This time describe Bob with your partner.	INT	Open-Display	.	Scaffolding- Extension	Materials Mode
S	Teacher, write?	INT	Closed	.	Clarification Request	.
T	Sure, write them down. Write a full sentence.	RESPONSE	.	.	.	.
T	I will ask group by group, You will tell me different things about Bob. Do you wanna have time to write?	INT	Closed-Refer.	.	.	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	Who can read the first sentence on the board? Mabeka, Can you read?	INT	Closed-Display	.	.	Managerial
S	He has beard and moustache.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Refer.	.	.	Materials Mode
SS	Agree, yes.	RESPONSE	.	.	.	.
T	Number two, Can you read number two?	INT	Closed-Display	.	.	Materials Mode
S	He is smiling.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Refer.	.	.	Materials Mode
SS	Yes, agree.	RESPONSE	.	.	.	.
S(Afr. St)	On the writing, smiling.	RESPONSE	.	.	Extended Learner Turn	.
T	Is there a mistake?	INT	Closed-Display	.	Seeking Clarific.	Skills and Sys

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S(Afr. St)	Yes.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	What is the mistake?	INT	Open-Display	1-2s.	Form-focused	Skills and Systems
T	The mistake is on the spelling of smiling.	RESPONSE	.	.	.	.
T	Spell it↑	INT	.	.	.	.
SS	S-M-I-L-I-N-G	RESPONSE	.	.	.	.
T	Good, it is ok, don't worry.	FEEDBACK	.	.	.	.
T	Another one?	INT	Closed-Display	.	.	Materials Mode
S	He isn't handsome.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Refer.	.	.	Materials Mode
SS	Yes.Handsome	RESPONSE	.	.	.	.
T	Ok, Everybody has different idea.	FEEDBACK	.	.	.	.
T	You guy, Can you read another one?	INT	Closed-Display	.	.	Managerial
S	He has short brown hair.	RESPONSE	.	.	.	.
T	Yes,	FEEDBACK	.	.	.	.
T	Do you agree or not?	INT	Closed-Refer.	.	.	Materials Mode
SS	Agree.	RESPONSE	.	.	.	.
S	He has big brown eyes.	RESPONSE	.	.	Extended Learner Turn	.
S2	No, small.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Refer.	.	.	Materials Mode
S3	Disagree.	RESPONSE	.	.	.	.
T	Why?	INT	Open-Refer.	.	Scaffolding-Extension	Materials Mode
S3	He has small brown eyes.	RESPONSE	.	.	Extended Learner Turn	.
T	How about this one, Enes?	INT	Open-Display	.	.	Materials Mode
S3	He has a dirty beard.	RESPONSE	.	.	Extended Learner Turn	.
T	Do you agree or disagree?	INT	Closed-Refer.	.	.	Materials Mode
SS	Agree.	RESPONSE	.	.	.	.
T	I disagree. I like it.	FEEDBACK	.	.	.	.
S4	Dirty beard is a Turkish word.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Hmm. Really! He is slim.	FEEDBACK	.	.	.	.
T	Do you agree?	INT	Closed-Refer.	.	.	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Wonderful.	FEEDBACK	.	.	.	.
T	In your book on page 10, you see that Jenny and Bob are going to do something. <u>What are they doing?</u> ↑	INT	Open-Display	5S.	Scaffolding-Modelling	Materials Mode
T	What are they going to do?	INT	Open-Display	5S.	Teacher Echo	Materials Mode
T	Look at the pictures. What are they going to do?	INT	Open-Display	6s.	Teacher Echo	Materials Mode
S	They are going to a book store.	RESPONSE	.	.	Extended Learner Turn	.
T	Yes, good.	FEEDBACK	.	.	.	.
S2	Clothes shops.	RESPONSE	.	.	.	.
T	Ok, they are going to clothes shops.	FEEDBACK	.	.	.	.
S3	travelling.	RESPONSE	.	.	.	.
T	Jenny is travelling.	FEEDBACK	.	.	.	.
S2	running.	RESPONSE	.	.	.	.
T	He is running.	FEEDBACK	.	.	.	.
S3	walking.	RESPONSE	.	.	.	.
T	They are walking.	FEEDBACK	.	.	.	.
S6	Go↑	RESPONSE	.	.	.	.
T	They are walking and going.	FEEDBACK	.	.	.	.
T	Now, friends, I will play the audio, I want you to listen and put the pictures in an order. It means which picture happens first, second, third. Just write a number, A what number, B what number.	INT	.	.	.	Extended Teacher Turn
T	So, Did you see which picture was first?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
SS	A.	RESPONSE	.	.	.	.
T	A, good.	FEEDBACK	.	.	.	.
T	What happened in A?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S1	London	RESPONSE	.	.	.	.
S2	She is come from London.	RESPONSE	.	.	Extended Learner Turn	.
SS	NewYork.	RESPONSE	.	.	.	.
T	Ok, the question is that she went to London or New York?	INT	Closed-Display	.	Reduction in degrees of freedom	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
SS	London,New York	RESPONSE	.	.	.	.
T	Ok, we will listen again and you answer your question.	FEEDBACK	.	.	.	.
T	How about number two?	INT	Open-Display	.	.	Materials Mode
S	He says, see you London.	RESPONSE	.	.	.	.
T	Ok, you will listen one more time to make sure.	FEEDBACK	.	.	.	.
T	So, what about number two?	INT	Open-Display	.	.	Materials Mode
SS	E	RESPONSE	.	.	.	.
T	What happened in E?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	She met.	RESPONSE	.	.	.	.
T	She met with whom?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S2	her manager.	RESPONSE	.	.	.	.
T	Yes, she met her manager. She met her boss.	FEEDBACK	.	.	.	.
S3	magazine manager.	RESPONSE	.	.	.	.
T	She met the magazine manager.	FEEDBACK	.	.	.	.
T	Ok, what was number three?	INT	Open-Display	.	.	Materials Mode
SS	B	RESPONSE	.	.	.	.
T	B↑ What happened in B?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	drink coffee.	RESPONSE	.	.	.	.
T	WHO? She drinks coffee <u>with whom?</u>	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S4	Bob.	RESPONSE	.	.	.	.
T	Yes, with Bob.	FEEDBACK	.	.	.	.
T	How about number four?	INT	Open-Display	.	.	Materials Mode
SS	C.	RESPONSE	.	.	.	.
T	What happened in C?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	change clothes.	RESPONSE	.	.	.	.
T	Who changed clothes?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	Bob.	RESPONSE	.	.	.	.
T	<u>Do you like Bob's shirt?</u> ↑	INT	Closed-Refer.	.	Scaffolding-Extension	Materials Mode
SS	No.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	No↑ (surprised) Ok	FEEDBACK	.	.	.	.
T	how about number five?	INT	Open-Display	.	.	Materials Mode
SS	F.	RESPONSE	.	.	.	.
T	What happened in F, Ravil?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	sight see, see-sight (hesitation)	RESPONSE	.	.	.	.
T	Do you know this word? Sight-seeing? (writes on the board) What is sight-seeing? What does it mean?	INT	Open-Display	5-6S.	Scaffolding-Extension	Materials Mode
T	Ok, it is travelling and looking at something. For example, in New York I can go sightseeing to the statue of Liberty or to↓ important place.	RESPONSE	.	.	.	.
S	Yes, an important place in that city. In Istanbul, I can go sightseeing at the Blue Mosque, Ayasofya, Topkapı Palace.	FEEDBACK	.	.	.	.
T	What about number six?	INT	Closed-Display	.	.	Materials Mode
SS	B. New York.	RESPONSE	.	5-6S.	.	.
S3	She went to London.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S2	Again teacher.	INT	Closed	.	Seeking Clarification	.
T	Ok, you will listen one more time. Let me give you one minute to read the questions before you listen. So, you can understand what you are listening.	INT	.	.	.	.
T	Do you have any questions? Do you understand them?	INT	Closed-Refer.	.	Comprehension Check	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	the question Where does Jenny come from?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
SS	NewYork.	RESPONSE	.	.	.	.
T	Where is Bob going to?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
T	Yes, he is from London, but he is visiting Jenny in NewYork.	FEEDBACK	.	.	No Ss answer	.
S3	She is working in NewYork.	RESPONSE	.	.	.	.
T	So, what is the number one, let's go this way around?	INT	Closed-Display	.	Scaffolding-Extens	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	What was the answer to number one?	INT	Closed-Display	3-4S.	Teacher Echo	Materials Mode
T	First read the question and then answer.	INT	.	.	.	.
S	The answer.↑	INT	Closed	.	Seeking Clarification	.
T	Yes,	FEEDBACK	.	.	.	.
T	What does Jenny do?	INT	Open-Display	.	Scaffolding- Extension	Materials Mode
S	Magazine editor.	RESPONSE	.	.	.	.
T	Ok, She is a magazine editor.	FEEDBACK	.	.	.	.
T	Do you agree?	INT	Closed-Display	.	.	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Question number two?	INT	Closed-Display	.	.	Materials Mode
S	Where did she go a few months ago?↓	RESPONSE	.	.	.	.
T	Where did she go a few months ago?↑	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	London.	RESPONSE	.	.	.	.
T	Good. She went to London.	FEEDBACK	.	.	.	.
T	Number three?	INT	Closed-Display	.	.	Materials Mode
S	He studies London magazine.	RESPONSE	.	.	.	.
T	Do you agree or disagree?	INT	Closed-Display	.	.	Materials Mode
SS	He is working in London Magazine.	RESPONSE	.	.	.	.
T	ok	FEEDBACK	.	.	.	.
T	what is he doing there?	INT	Open-Display	.	Scaffolding-Extens	Materials Mode
S1	He is manager.	RESPONSE	.	.	.	.
T	Manager?	INT	Closed-Display	.	Confirmation Check	Skills and Systems
S2	He is a writer.	RESPONSE	.	.	.	.
T	Next question?	INT	Closed-Display	.	.	Materials Mode
S	They are walking in the rain . (pronun. Mistake)	RESPONSE	.	.	.	.
T	They are walking in the rain, good.	FEEDBACK	.	.	.	.
T	Do you agree or disagree?	INT	Closed-Display	.	.	Materials Mode
S2	They went sightseeing.	RESPONSE	.	.	.	.
T	Ok, good.	FEEDBACK	.	.	.	.
S3	drinking coffee.	RESPONSE	.	.	.	.
S2	went sightseeing.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, group number five, question number five? What does she think of Bob?	INT	Open-Display	3-4S.	.	Materials Mode
T	Do you think that they are only friends?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	No friends.	FEEDBACK	.	.	.	.
S	Maybe darling.	RESPONSE	.	.	.	.
T	Oh, how do you know?	INT	Open-Refer.	5-6S.	Content Feedback	Materials Mode
T	Mabeka, how do you know that they are not only friends?	INT	Open-Refer.	.	Teacher Echo	Materials Mode
S	Teacher, he love girl but she didn't love he.	RESPONSE	.	.	.	.
T	You think so.	FEEDBACK	.	.	.	.
T	Anybody else?	INT	Open-Refer.	.	.	Managerial
S	He came from London to see her.	RESPONSE	.	.	Extended Learner Turn	.
T	Mabeka says he came from London just to see her.	FEEDBACK	.	.	.	.
T	Do you agree? I think they are not only friends. Because when she sees her, she is like (gestures)	INT	Open-Refer.	.	Scaffolding-Modelling	Materials Mode
SS	they are only friends (laughing)	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	question six?	INT	Closed-Display	5-6S.	.	Materials Mode
T	Did anybody catch this one?	INT	Closed-Display	.	Comprehension Check	Materials Mode
S	he is not punctual.	RESPONSE	.	.	.	.
T	Ok, friends, Mabeka says she thinks he is not punctual.	FEEDBACK	.	.	.	.
T	What does punctual mean, Mabeka?	INT	Open-Display	.	Scaffolding-Extensi	Materials Mode
S	Opposite of being late.	RESPONSE	.	.	.	.
T	Yes, it means being on time.	FEEDBACK	.	.	.	.
S1	Teacher, I am coming at 9:15 every day, so I am punctual.↑	INT	Closed	.	Seeking Clarification	.
T	Yes, great.	FEEDBACK	.	.	.	.
T	How long is Bob going to be in NewYork?	INT	Closed-Display	5-6S.T URKI SH	Scaffolding-Extension	Materials Mode
T	Did you hear?	INT	Closed-Refer.	2-3S.	Comprehension Check	Managerial
T	No?↑	INT	Closed-Display	.	Seeking Clarific.	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S1	One month.	RESPONSE	.	.	.	.
T	Yes, one month. Good, friends. Now, I want you to flip to the back side of the book, page 118. You will listen to the dialogue one more time. Here you can see the script what they are saying to each other. Number 26. I will play it one more time. Listen and read.	FEEDBACK-INT	.	LISTENING	.	.
T	Now, What do you think? Only friends?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	No friends.	RESPONSE	.	.	.	.
T	No friends. Good.	FEEDBACK	.	.	.	.
T	Was it easy for you?	INT	Closed-Refer.	2-3S.	Comprehension Check	Managerial
T	Was this listening easy for you?	INT	Closed-Refer.	.	Teacher Echo	Managerial
SS	Easy.	RESPONSE	.	.	.	.
T	A little easy?	INT	Closed-Refer.	.	Reduction in degrees of freedom: Scaffolding (McNeil, 2012)	Managerial
SS	Easy.	RESPONSE	.	.	.	.
T	Now you know the story about Jenny and Bob. Look at the page 45. <u>Where do you think Bob is in that picture?</u>	INT	Open-Display	1-2S.	Scaffolding-Extension	Materials Mode
T	Where do you think Bob is?	INT	Open-Display	5-6S.	Teacher Echo	Materials Mode
T	Do you think he is in a hotel? Calling reception?↑	INT	Closed-Display	.	Reduction in degrees of freedom	Materials Mode
S	He came NewYork.	RESPONSE	.	.	.	.
T	ok, He came to NewYork.	FEEDBACK	.	.	.	.
T	And where is he staying?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	In a hotel.	RESPONSE	.	.	.	.
T	In a hotel. Good.	FEEDBACK	.	.	.	.
T	what will he do?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S2	call Jenny.	RESPONSE	.	.	.	.
S3	He will call Jenny.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, you think he will call Jenny. Friends, I want to explain something to you. Here we have a dialogue between two people. Again you will listen to a dialogue and try to fill in the blanks. ok↑ ((Ss listen to the audio.))	FEEDBACK	.	.	Extended Teacher Turn	.
S	Teacher, I don't understand, again.	INT	Closed	.	Seeking Clarification	.
T	Is it difficult?	INT	Closed-Refer.	.	Content Feedback	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Why?	INT	Open-Refer.	.	Content Feedback	Materials Mode
S1	Speech.	RESPONSE	.	.	.	.
T	(surprised) Is it too low?	INT	Closed-Refer.	.	Seeking Clarification	Materials Mode
S2	No, he is speaking very fast.	RESPONSE	.	.	.	.
T	Let's listen one more time.	FEEDBACK	.	.	.	.
.	(listening)	.	.	.	.	.
T	Oh, my Gosh. Is it very fast or difficult to understand?	INT	Closed-Refer.	.	Seeking Clarification	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	One more time. Because it is on the phone, it can be difficult to understand. I want you to check your answer with your partner.	FEEDBACK	.	2-3MIN	.	.
T	I have a problem with air-conditioning. It is so hot in the room. Then what did the receptionist say?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
SS	very fast.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S(Afr. St)	I will send somebody up.	RESPONSE	.	.	.	.
T	Very good. I will send somebody up. Next one, thank you. Hello, I'm sorry to bother you, again. Room 613. I have a problem with wi-fi. I can't get any signal.	FEEDBACK	.	.	.	.
S(Afr. St)	I will put you IT. But I am not sure.	RESPONSE	.	.	.	.
T	I will put you through to IT. It is a little difficult, isn't it?	FEEDBACK-INT	Closed-Display	.	Confirmation check	Materials Mode
T	So, ok, What was Bob's problem?	INT	Open-Display	.	Scaffolding-Extensi	Materials Mode
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Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	He couldn't connect to Wi-Fi.	RESPONSE	.	.	.	.
T	And?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	Air-conditioner	RESPONSE	.	.	.	.
S2	Room is very hot.	RESPONSE	.	.	.	.
T	So, when you stay in a hotel, things like Wi-Fi,	FEEDBACK	.	.	.	.
T	and <u>what else can be in your room?</u>	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S3	Air-conditioner.	RESPONSE	.	.	.	.
T	Ok, good, air-conditioner.	FEEDBACK	.	.	.	.
T	What else is in your room? Ok, hot, Wi-Fi, air-conditioner. <u>What is in the room?</u>	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S4	TV.	RESPONSE	.	.	.	.
T	Good, TV.	FEEDBACK	.	.	.	.
S1	He isn't working.	RESPONSE	.	.	.	.
T	Air- conditioner is not working, Wi-Fi not working	FEEDBACK	.	.	.	.
T	And Whatelse?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S2	Bathroom.	RESPONSE	.	.	.	.
T	Bathroom- restroom.	FEEDBACK	.	.	.	.
S1	Bed.	RESPONSE	.	.	.	.
T	Bed, good.	FEEDBACK	.	.	.	.
S5	Refridge (wrong word)	RESPONSE	.	.	.	.
T	Refrigerator.	FEEDBACK	.	.	.	.
S6	Carpet.	RESPONSE	.	.	.	.
S7	Pens.	RESPONSE	.	.	.	.
T	pens.	FEEDBACK	.	.	.	.
S8	Table.	RESPONSE	.	.	.	.
T	Tables. phone ↑ I am asking in general what is inside of a hotel room.	FEEDBACK	.	.	.	.
S9	Teacher, napkin.	RESPONSE	.	.	.	.
T	Napkin↑ Ok.	FEEDBACK	.	.	.	.
T	How about, what is this thing?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S7	Light.	RESPONSE	.	.	.	.
T	How about this?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
SS	Table.	RESPONSE	.	.	.	.
T	So, I want you to look at this list and think with your partner what can go wrong with these things? For example, his Wi-Fi didn't connect. Tv could be broken. Finish the rest of the things with your partner. Think what can be bad, what can go wrong with these things? What problem can happen with each of these things?	INT	Open-Display	.	Scaffolding-Modelling	Materials
S1	Only bad things?	INT	Closed	.	Seeking Clarification	.
T	Yes, any problem with these objects.	RESPONSE	.	.	.	.
S2	Teacher, what is this <u>shells</u> ?	INT	Open-Refer.	.	Seeking Clarification	.
T	Sorry, shells, we put something on them. (uses body gestures)	RESPONSE	.	1-2MIN	.	.
T	So, I need two brave and confident people.	INT	.	.	.	.
S	Confident?	INT	Open-Refer.	.	Seeking Clarification	.
T	Fatma and one more person?	INT	.	.	.	.
SS	Enes, teacher.	RESPONSE	.	.	.	.
T	Are you brave and confident?	INT	Closed-Display	.	.	Classroom Context
SS	Turkish murmurings	.	.	.	.	L1
T	Ok, sure, Enes. The last thing we are going to do is here Fatma is going on a vacation. She goes into the hotel room and she sees something is wrong. She has a problem. She will choose her problems. And she needs to call reception.	INT	.	.	.	.
T	Who is working at reception, today?	INT	Closed-Refer.	2-3MIN	.	Managerial
	

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Friends, how are you today?	INT	Closed-Refer.	.	.	Managerial
S	So so.	RESPONSE	.	.	.	.
T	Burak number1, Burak number 2 how are you today?	INT	Closed-Refer.	.	.	Managerial
SS	Fine.	RESPONSE	.	.	.	.
T	You, how are you today?	INT	Closed-Refer.	.	.	Managerial
S	Fine, teacher.	RESPONSE	.	.	.	.
S	How are you teacher?	INT	.	.	Genuine Req.	.
T	I am ok.	RESPONSE	.	.	.	.
T	How are you?	INT	Closed-Refer.	.	.	Managerial
SI	Hungry.	RESPONSE	.	.	.	.
T	Hungry.	FEEDBACK	.	.	.	.
T	Friends, I want to explain sth. to you. Tomorrow your journal is due. You have two journal entries. One is about Why you are learning English, another is what do you like to do. Do you remember?	INT	Closed-Display	.	Seeking Clarific.	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	Second for tomorrow your writing process assignment. This time we talked about my home. Do you remember?	INT	Closed-Display	2-3S.	Seeking Clarific.	Managerial
T	In the writing process do you remember what is the first step?↑	INT	Closed-Display	.	Confirmation check	Managerial
S	Brainstorm.	RESPONSE	.	.	.	.
T	Yeah, good.	FEEDBACK	.	.	.	.
T	This was your brainstorming, you remember? (T shows a sheet of paper) <u>What is step number two?</u>	INT	Closed-Display	5-6s.	Comprehension check	Managerial
S	draft.	RESPONSE	.	.	.	.
T	<u>Draft</u> , exactly. Your first draft. Remember, you did it.	FEEDBACK	.	.	.	.
T	What is step number three?	INT	Closed-Display	.	Comprehension check	Managerial
S	Editing↑	RESPONSE	.	.	.	.
T	Editing, yes. Yesterday, we did it. You changed sth. on your friends' paper. So, brainstorming, draft, editing	FEEDBACK	.	.	.	.
T	And number four?	INT	Closed-Display	5S.	Comprehension check	Managerial
SS	Final draft.	RESPONSE	.	.	.	.
	

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Final draft. It is different from your first draft. Your final draft should be beautiful like this. Ok↑ So tomorrow you will give me your journal and writing process paper. Don't forget your name. Wonderful, so these are two things we will do together in this class. The next thing we will do in this class is listening and speaking. For this part you need your books.	FEEDBACK	.	.	.	.
T	Do you have your books?	INT	Closed-Refer.	3-4S.	.	Managerial
T	Ali, do you have your book ?	INT	Closed-Refer.	.	Confirmation check	Managerial
S	No.	RESPONSE	.	.	.	.
T	Anyone else? Do you have your books?	INT	Closed-Refer.	3-4S.	Confirmation check	Managerial
T	If you have book, raise your hand	INT	.	.	.	.
T	Whose is this? (shows a book)	INT	Closed-Refer.	.	.	Managerial
S	Me, teacher.	RESPONSE	.	.	.	.
T	So, Do you remember <u>what I am looking for in your journals?</u>	INT	Closed-Display	2-3S.	Comprehension check	Managerial
T	What is the focus of your journals?	INT	Open-Display	.	Teacher Echo	Classroom Context
SS	Describing?	RESPONSE	.	.	.	.
T	Ok, good. So, in your journals I am looking for your grammar, spelling and structure.	FEEDBACK	.	.	.	.
T	Is it right?	INT	Closed-Display	4-5S.	Comprehension check	Managerial
T	No, I am looking for your ideas. Journal writing is for fluency.	FEEDBACK	.	.	.	.
T	In the writing process, <u>what am I looking for?</u>	INT	Open-Display	.	Teacher Echo	Managerial
S	Everything.	RESPONSE	.	.	.	.
T	Exactly, for your ideas, your grammar, for organization, structure.	FEEDBACK	.	.	.	.
T	What about listening and speaking? What am I looking for?	INT	Open-Display	.	Comprehension check	Managerial
S(FRGN)	You are looking how we are listening and speaking.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok.Good.	FEEDBACK	.	.	.	.
T	What is the main goal for listening, speaking and writing?	INT	Open-Display	.	Comprehension check	Managerial
S(FRGN)	Communication.	RESPONSE	.	.	.	.
	

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Yeah, good. So listening I am looking for can you understand when some is communicating with you. Speaking, can you communicate your ideas. So, that is what I am looking for your listening and speaking. Today, we will do listening and speaking and we will use our books.	FEEDBACK-INT	.	.	.	.
T	But first I want to ask a question. Did you go on vacation this year?	INT	Closed-Refer.	.	.	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	You did.	FEEDBACK	.	.	.	.
T	Everybody?	INT	Closed-Refer.	5s.	Confirmation check	Managerial
T	Ok, Cemal, <u>where did you go for your vacation?</u>	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	Ankara.	RESPONSE	.	.	.	.
T	Ankara.	FEEDBACK	.	.	.	.
T	Is your home in Ankara?↑ So, what did you do in Ankara?↑	INT	Open-Refer.	.	Referential-Genuine questions	Classroom Context
S	For Christmas I went to Ankara.	RESPONSE	.	.	Extended Learner Turn	.
T	Oh, for Christmas you were together with your family. Great.	FEEDBACK	.	.	.	.
T	Where did you stay?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	In Bilkent.	RESPONSE	.	.	.	.
T	Is this an area?	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
S	Yes, an area.	RESPONSE	.	.	.	.
T	But, did you stay a friend's home?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	In my aunt's home.	RESPONSE	.	.	.	.
T	Ok, you stay in your aunt's home. Awesome, perfect.	FEEDBACK	.	.	.	.
T	Anyone else, did you go on vacation? (T shows a student)	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	Yes, Izmir.	RESPONSE	.	.	.	.
T	You went to Izmir.	FEEDBACK	.	.	.	.
T	What did you do?	INT	Open-Refer.	.	Referential-Genuine questions	Classroom Context
S	Hmmm, my friend.	RESPONSE	.	4-5S.	.	.
T	So, You stayed your friend's home.	FEEDBACK	.	.	Direct repair	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Did you go swimming in İzmir?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	No.	RESPONSE	.	.	.	.
T	Did you go shopping?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	Sometimes.	RESPONSE	.	.	.	.
T	Enes, where did you go for your vacation?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	Konya.	RESPONSE	.	.	.	.
T	What did you do there?	INT	Open-Refer.	.	Referential-Genuine questions	Classroom Context
S	I saw my cousin.	RESPONSE	.	.	Extended Learner Turn	.
T	So where did you stay?	INT	Closed-Refer.	4-5s.	Referential-Genuine questions	Classroom Context
T	So, friends what does it mean where did you stay?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S	Where did you sleep.	RESPONSE	.	.	.	.
T	Yes, exactly. It means where did you sleep.	FEEDBACK	.	.	.	.
S	I sleep in my cousin's home.	RESPONSE	.	.	.	.
T	So you slept in your cousin's home. Good.	FEEDBACK	.	.	.	.
T	<u>Did anyone travel to outside of Turkey on vacation?</u>	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S(FRGN)	I go to my country.	RESPONSE	.	.	.	.
T	Oh, you went to your country.↑	FEEDBACK	.	.	.	.
T	If you go to your country, is it vacation?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
S	No, but it is outside of Turkey.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, it is outside of Turkey.	FEEDBACK	.	.	.	.
S2	I went to Germany five years ago.	RESPONSE	.	.	Extended Learner Turn	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, good. You went to Germany five years ago.	FEEDBACK	.	.	.	.
T	What did you do?	INT	Open-Refer.	.	Referential-Genuine questions	Classroom Context
S2	Travel.	RESPONSE	.	.	.	.
T	Did you eat German food?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S2	Turkish döner.	RESPONSE	.	.	.	.
S3	Teacher, did you?	INT	Closed-Refer.	.	Genuine quest.	.
T	Oh, good question. Have I travelled or take a vacation	RESPONSE	.	3-4s.	.	.
T	Exactly, I have. I want to show you some pictures of my vacation.	RESPONSE	.	.	.	.
T	I want you to think about what did I do, where did I go and where did I stay. Ok, are you ready?	INT	Open-Display	.	.	Managerial
SS	Yes, ready.	RESPONSE	.	.	.	.
T	Do you have ideas?	INT	Open-Display	6-7s.	Scaffolding-Extension	Materials Mode
T	So the first question is what did I do? Who has an answer?	INT	Open-Display	.	Teacher Echo	Materials Mode
S1	Sleep.	RESPONSE	.	.	.	.
T	I slept.	FEEDBACK	.	.	Direct repair	.
S2	Smoke.	RESPONSE	.	.	.	.
T	My friend smoked.	FEEDBACK	.	.	Direct repair	.
S3	Camping.	RESPONSE	.	.	.	.
T	I went camping, good.	FEEDBACK	.	.	Direct repair	.
S4	Ate.	RESPONSE	.	.	.	.
T	I ate.	FEEDBACK	.	.	Direct repair	.
S5	Swam,	RESPONSE	.	.	.	.
T	Swam.	FEEDBACK	.	.	.	.
T	I cooked.↑	INT	Closed-Display	.	Direct repair	Materials
S6	Barbecue.	RESPONSE	.	.	.	.
T	We made a barbecue.	FEEDBACK	.	.	Direct repair	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S7	Teacher, rest.	RESPONSE	.	.	.	.
T	They rested, good	FEEDBACK	.	.	Direct repair	.
T	<u>What is it</u> when you walk in the mountains? If you walk in the forest?	INT	Closed-Display	3-4S.	Scaffolding-Modelling	Classroom Context
T	Begins with h.	INT	.	4s.	.	.
T	Hiking. (with action) We went hiking.	RESPONSE	.	.	.	.
T	How about this question, where did I GO?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	Germany.	RESPONSE	.	.	.	.
T	To Germany?	INT	Closed-Display	.	Seeking Clarific.	Materials Mode
S1	Russia.	RESPONSE	.	.	.	.
T	In Russia.	FEEDBACK	.	.	.	.
S2	Karadeniz.	RESPONSE	.	.	.	.
T	How about this, did I go to a city?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
SS	No.	RESPONSE	.	.	.	.
S3	India.	RESPONSE	.	.	.	.
T	I didn't go to a city.	FEEDBACK	.	.	.	.
T	What is this place?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S4	Forest.	RESPONSE	.	.	.	.
T	To the forest, good.	FEEDBACK	.	.	.	.
S5	Lake.	RESPONSE	.	.	.	.
T	Yes, a lake. Maybe in the mountains.	FEEDBACK	.	.	.	.
T	How about the last one, where did I stay?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S6	Camping.	RESPONSE	.	.	.	.
T	So where did I stay?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S6	In camping.	RESPONSE	.	.	.	.
T	Ok, in a camp.	FEEDBACK	.	.	.	.
S7	Maybe village.	RESPONSE	.	.	.	.
T	Yes, where did I stay? Did I stay inside a building?	INT	Closed-Display	.	Scaffolding-Modell	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
SS	No.	RESPONSE	.	.	.	.
T	Maybe in tree house. When you are camping, you stay outside. Where did I sleep?	INT	Closed-Display	5-6S.	Scaffolding-Extension	Materials Mode
T	<u>Did I sleep on a bed?</u> ↑	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Where did I sleep?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	Ground.	RESPONSE	.	.	.	.
T	Yes, I slept on the ground in a sleeping bag. (T makes gestures.) So, this vacation was on California, we were camping.	FEEDBACK	.	.	.	.
T	Then, I have one more picture. The same questions. What did I do, Where did I go, where did I sleep.	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S(FRGN)	You go to U.S.A, you stay in high building.	RESPONSE	.	.	Extended Learner Turn	.
T	In a skyscraper↑	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S	Yes, and you did visiting.	RESPONSE	.	.	.	.
T	And I visited, ok.	FEEDBACK	.	.	.	.
T	Anyone else?	INT	Open-Display	.	Scaffolding-Extens	Materials Mode
s1	A school.	RESPONSE	.	.	.	.
T	Ok, good idea.	FEEDBACK	.	.	.	.
T	Mehmet?	INT	.	.	.	.
S	A culture park, for example.	RESPONSE	.	.	.	.
T	Ok, great	FEEDBACK	.	.	.	.
T	<u>What did I do there?</u>	INT	Open-Display	.	Scaffolding-Extens	Materials Mode
S	Zoo.	RESPONSE	.	.	.	.
T	Maybe I went to the zoo, good idea	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	5s.	Scaffolding-Extens	Materials Mode
T	May be to a museum.	RESPONSE	.	.	.	.
S	It is city.	RESPONSE	.	.	.	.
T	Yes, this is city,	FEEDBACK	.	.	.	.
T	So what did I do in the city?↑	INT	Open-Display	.	Teacher Echo	Materials Mode
S	Historical places.	RESPONSE	.	.	.	.
T	Good, I visited <u>historical buildings</u> . We have a word like <u>sightseeing</u> . I went <u>sightseeing</u> . Museum, park, historical buildings.	FEEDBACK	.	.	Extended Teacher Turn	.
T	How about this one, where did I go?	INT	Closed-Display	.	Scaffolding-Extens	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	You went to USA.	RESPONSE	.	.	.	.
T	Or maybe Hongkong or California.	FEEDBACK	.	.	.	.
T	Was it the forest?↑	INT	Closed-Display	.	Reduction in degrees of freedom	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Was it a beach?	INT	Closed-Display	.	Reduction in degrees of freedom	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Was it a mountain?	INT	Closed-Display	.	Reduction in degrees of freedom2)	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	What is it?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
SS	City.	RESPONSE	.	.	.	.
T	Ok,this city is in California. The city is San Fransisco.	FEEDBACK	.	.	.	.
T	How about the last one? Where did I stay?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	Your friend's home.	RESPONSE	.	.	.	.
T	My friend's home?	INT	Closed-Display	.	Teacher Echo	Materials Mode
SS	Hotel.	RESPONSE	.	.	.	.
T	Yes, I stayed in a hotel. Awesome.	FEEDBACK	.	.	.	.
T	Every one, have you ever stayed in a hotel?	INT	Closed-Refer.	4-5s.	Referential-Genuine questions	Classroom Context
T	Burak, have you ever stayed in a hotel?	INT	Closed-Refer.	.	Scaffolding Extension	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	I want you to list every thinkable things in a hotel. You and your partner make a list. Bed,the things inside a hotel room. (T walks around and helps Ss.)	INT	.	.	.	.
T	Ok, do you have your list?	INT	Closed-Refer.	.	.	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	Can you tell us two things from your list?	INT	Closed-Refer.	.	.	Materials Mode
.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Door, telephone.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Two things from your list?	INT	Open-Display	.	.	Materials Mode
S2	television and bed.	RESPONSE	.	.	.	.
S3	Minibar and carpet.	RESPONSE	.	.	.	.
T	You two?	INT	.	.	.	Materials Mode
Ss	Air conditioner, swimming pool.	RESPONSE	.	.	.	.
T	Turn page to 210. On this page, do you see two people?	INT	Closed-Display	.	.	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	What are their names?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
SS	Jenny and Bob.	RESPONSE	.	.	.	.
T	You are great.	FEEDBACK	.	.	.	.
T	How do you know?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	On the book, teacher.	RESPONSE	.	.	.	.
T	So we have Jenny and Bob.	FEEDBACK	.	.	.	.
T	<u>What does Jenny look like?</u>	INT	Open-Display	3S.	Scaffolding Extension	Materials Mode
S	He has blue eyes.	RESPONSE	.	.	.	.
S2	Blond hair.	RESPONSE	.	.	.	.
T	How can we make a full sentence?	INT	Open-Display	.	Form-focused	Skills and Sys.
S2	She has blue eyes.	RESPONSE	.	.	.	.
T	She has ...?	INT	Closed-Display	.	Scaffolding- Modelling	Skills and Sys.
S	blond hair.	RESPONSE	.	.	.	.
T	Do I say she is tall or she has tall?	INT	Closed-Display	.	Reduction in degrees of freedom	Skills and Sys.
SS	She is tall.	RESPONSE	.	.	.	.
S4	She has light skin.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	She is smiling.	RESPONSE	.	.	.	.
T	Good. She is smiling.	FEEDBACK	.	.	.	.
T	I want you to describe Bob with your partner?	INT	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How about his hair, eyes, his skin?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	He has beard.	RESPONSE	.	.	.	.
T	Ladies, can you write one sentence on the board? (Giving the board marker to the female students sitting in front of the row) So, every group will write one sentence on the board about Bob.	INT	.	.	.	Managerial
S	Teacher, what is another thing like beard on the man? (showing with gestures)	INT	Closed	.	Clarification	.
T	Moustache.	RESPONSE	.	.	.	.
S	(lady) He is handsome. (writes on the board.)	RESPONSE	.	.	.	.
S	Teacher, handsome? He is ugly.	FEEDBACK	.	.	.	.
T	Do you agree they wrote he is handsome?	INT	Closed-Display	.	Comprehension Check	Materials Mode
SS(boys)	No no no.	RESPONSE	.	.	.	.
T	I agree, you disagree.	FEEDBACK	.	.	.	.
T	How about this one, he has a brown eyes?	INT	Closed-Display	.	Form-focused	Skills and Sys.
SS	Not a. Because he has two eyes.	RESPONSE	.	.	.	.
T	Yes, Burak.	INT	.	.	.	.
S	writes) He has brown hair.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Display	.	Comprehension Check	Materials Mode
S2	Yes, teacher he has wavy hair.	RESPONSE	.	.	.	.
T	Wavy, yes. Great.	FEEDBACK	.	.	.	.
.	(They all follow the activity.) (But they use Turkish to comment on their friends and this disturbs the teacher. She often warns them about language.)	.	.	.	.	.
T	Do you agree he is wearing pink shirt?	INT	Closed-Display	.	Form-focused	Skills and Sys.
SS	Yes.	RESPONSE	.	.	.	.
T	Do we have anything missing in the sentence?	INT	Closed-Display	.	Form-focused	Skills and Sys.
SS	Blue shirt.	RESPONSE	.	.	.	.
T	No, a pink shirt.	FEEDBACK	.	.	.	.
S	(writes) He has beards.	RESPONSE	.	.	.	.
T	He has beards?↑	INT	Closed-Display	.	Form-focused	Skills and Sys.
T	How many beards?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Sys.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	beards.	RESPONSE	.	.	.	.
T	Ok, wait. Ali has a beard. They have two beards. Beard is singular. So say a beard.	FEEDBACK	.	.	.	.
T	I am expecting a big beautiful sentence from you. Cemal.	INT	.	.	.	.
S	writes) With this shirt he looks like he lives in 1980s.	RESPONSE	.	.	.	.
T	Do you agree?	INT	Closed-Display	.	Comprehension Check	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Or maybe 1970s it is very old.	FEEDBACK	.	.	.	.
T	So, look at the pictures on page 10. What do you think is happening between Jenny and Bob? What is happening in these pictures?	INT	Open-Display	5s.	.	Materials Mode
T	What do you think?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	She is going on a vacation.	RESPONSE	.	.	.	.
T	Yes, she is going on vacation.	FEEDBACK	.	.	.	.
S	She meets Bob.	RESPONSE	.	.	.	.
T	Ok, she meets Bob.	FEEDBACK	.	.	.	.
S3	She meets her friend.	RESPONSE	.	.	.	.
T	They are going home?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S4	They went to hotel.	RESPONSE	.	.	.	.
T	Ok, they went to hotel.	FEEDBACK	.	.	.	.
S5	Drink coffee.	RESPONSE	.	.	.	.
T	They drink coffee.	FEEDBACK	.	.	Direct repair	.
S6	Maybe she is going to work.	RESPONSE	.	.	.	.
S7	They are in a bookstore.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S8	They went to restaurant.	RESPONSE	.	.	.	.
T	They went to the restaurant, great.	FEEDBACK	.	.	.	.
S9	They visited the city.	RESPONSE	.	.	.	.
T	They visited the city. Awesome. Ok, friends, what I want you to do is listen now to the story about Bob and Jenny. First time just listen.	FEEDBACK-INT	.	.	.	.
S	Bob calls Jenny.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Oh, you think Bob calls Jenny, Ok.	FEEDBACK	.	.	.	.
S2	Computer.	RESPONSE	.	.	.	.
T	He played on the computer. The first time just listen.	FEEDBACK	.	.	.	.
T	So, guys, when you listen, I want you to look at the pictures and put them in order.	INT	.	.	.	.
SS	Ok.	RESPONSE	.	.	.	.
T	So, what picture is number 1?	INT	Closed-Display	.	.	Materials Mode
S	A.	RESPONSE	.	.	.	.
T	Ok, it is already there.	FEEDBACK	.	.	.	.
T	Then which picture is number two. Do you understand?	INT	Closed-Display	.	.	Materials Mode
S	Yes.	RESPONSE	.	.	.	.
.	(Listening)	.	.	.	.	.
T	So, What do you <u>think which picture is number two?</u> ↑	INT	Closed-Display	.	.	Materials Mode
SS	E.	RESPONSE	.	.	.	.
T	E↑ Number two is E↑	FEEDBACK	.	.	.	.
T	Why, what happened in number two?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	She went to the city.	RESPONSE	.	.	.	.
T	She went to the city?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S2	No, she met her manager.	RESPONSE	.	.	.	.
T	Yes, exactly. She met her boss.	FEEDBACK	.	.	.	.
T	Ok, how about which was number 3?	INT	Closed-Display	.	.	Materials Mode
SS	D.	RESPONSE	.	.	.	.
T	What is happening in D?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	They drink coffee.	RESPONSE	.	.	.	.
T	Ok, how about number four?	INT	Closed-Display	.	.	Materials Mode
SS	C, F.	RESPONSE	.	.	.	.
T	C or F?	INT	Closed-Display	.	Seeking Clarific.	Materials Mode
T	F.	RESPONSE	.	.	.	.
T	Why F? They are shopping and then sightseeing, or sightseeing and then shopping?	INT	Closed-Display	.	Reduction in degrees of freedom	Materials Mode
S	Shopping.	RESPONSE	.	.	.	.
T	Shopping first?	INT	Closed-Display	.	Seeking Clarific.	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
SS	Yes.	RESPONSE	.	.	.	.
SS	No no.	RESPONSE	.	.	.	.
T	Disagree?	INT	Closed-Display	.	Comprehension Check	Materials Mode
T	Good, the fourth is F.	FEEDBACK	.	.	.	.
T	Number five?	INT	Closed-Display	.	.	Materials Mode
SS	C.	RESPONSE	.	.	.	.
T	So, they went sightseeing	FEEDBACK	.	.	.	.
T	And then?↑	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	Shopping.	RESPONSE	.	.	.	.
T	And number six?	INT	Closed-Display	.	.	Materials Mode
SS	D.	RESPONSE	.	.	.	.
T	What did they do?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	NewYork.	RESPONSE	.	.	.	.
T	What about NewYork?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	He is coming to NewYork to meet Jeeny.	RESPONSE	.	.	.	.
T	Good, awesome.	FEEDBACK	.	.	.	.
T	Friends, I want you to look in your book and see there are seven questions. Do you see seven questions?	INT	Closed-Display	.	.	Materials Mode
SS	(a few) Yes.	RESPONSE	.	.	.	.
T	I will give you one minute to read this questions and answer as many as you can. If you don't know, it is ok we will listen again.	INT	.	.	.	.
T	Do you have any questions about seven questions, do you understand? Do you know the answer?	INT	Closed-Display	.	.	Materials Mode
S	Yes.	RESPONSE	.	.	.	.
T	You do.	FEEDBACK	.	.	.	.
T	Ali, do you know the answer?	INT	Closed-Refer.	.	Comprehension Check	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	Should we listen one more time?	INT	Closed-Refer.	.	.	Managerial
S	Yes.	RESPONSE	.	.	.	.
.	(Listening)	.	.	.	.	.
T	Now, compare your answers to the next group. Check your answers (goes around the Ss.)	INT	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Teacher, what does it mean what does she do?	INT	Closed	.	Seeking Clarification	.
T	It means what does she work, is she the writer.	RESPONSE	.	2-3S.	.	.
T	She is an editor.	RESPONSE	.	.	.	.
S	Oh, yes.	RESPONSE	.	.	.	.
T	Ok, how about group 1, Can you read the question and answer for number 1?	INT	Closed-Display	.	.	Materials
S	What does Jenny do? Assistant editor.	RESPONSE	.	.	.	.
T	Yes, Good, assistant editor.	FEEDBACK	.	.	.	.
T	Mehmet, number two?	INT	Closed-Display	.	.	Materials
S	Where did she go a few months ago? She went to London.	RESPONSE	.	.	.	.
T	Yes, She went to London.	FEEDBACK	.	.	.	.
T	Number three?	INT	Closed-Display	.	.	Materials
S	What does Bob do? He is a writer.	RESPONSE	.	.	.	.
T	Yes, he is a writer.	FEEDBACK	.	.	.	.
T	Burak, please read question four.	INT	.	.	.	.
S	What did they do together? They drink coffee.	RESPONSE	.	.	.	.
T	<u>They drink coffee?</u>	INT	Closed-Display	.	Direct repair	Skills and Sys.
S2	<u>They drank.</u>	RESPONSE	.	.	.	.
T	Yes, they <u>drank</u> coffee.	FEEDBACK	.	.	.	.
S3	They are walked.	RESPONSE	.	.	.	.
T	Good, <u>they walked.</u>	FEEDBACK	.	.	Direct repair	.
S4	Shopped.	RESPONSE	.	.	.	.
T	Good, they shopped.	FEEDBACK	.	.	.	.
T	One more? I told you this word today. It begins with an S. Sight?	INT	Closed-Display	.	Scaffolding-Modelling	Materials
S	Sightseeing.	RESPONSE	.	.	.	.
T	They <u>went sightseeing.</u>	FEEDBACK	.	.	.	.
T	Do you remember what is sightseeing?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	Gezmek (in L1)	RESPONSE	.	.	.	.
T	Places in the city, right.	FEEDBACK	.	.	.	.
T	Number five Burak?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	What does she think of Bob? She thinks good person?	RESPONSE	.	.	.	.
T	Good, ja.	FEEDBACK	.	.	.	.
S1	awesome.	FEEDBACK	.	.	.	.
T	Ok, good, she likes him.	FEEDBACK	.	.	.	.
T	Number six?	INT	Closed-Display	.	.	Materials Mode
S	What is Bob's negative quality?	RESPONSE	.	5S.	.	.
S1	Punctual.	RESPONSE	.	.	.	.
T	What does it mean punctual?	INT	Open-Display	5s.	Scaffolding-Extension	Materials Mode
.	((Ss comment among each other.))	.	.	.	.	.
T	He is punctual, what does it mean?	INT	Open-Display	.	Teacher Echo	Materials Mode
S2	important.	RESPONSE	.	.	.	.
S3	Do you know it?	INT	Closed	.	Genuine quest.	.
T	I know it, this is my language.	RESPONSE	.	.	.	.
T	How about you?	INT	Open-Display	.	Comprehension Check	Materials Mode
T	Rezzan says punctual means important.	FEEDBACK	.	.	.	.
T	Do you think so?	INT	Closed-Display	.	Confirmation Check	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	so why not?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	For example, I will meet a friend tonight at 9. So I will come at 9.	RESPONSE	.	.	Extended Learner Turn	.
T	Exactly. Punctual means on time.	FEEDBACK	.	.	.	.
T	If you say he is not punctual what do you mean?	INT	Open-Display	4s.	Scaffolding-Extension	Classroom Context
T	He is not on time?	INT	Closed-Display	.	Scaffolding-Modelli	Classroom Context
SS	Late. He is late.	RESPONSE	.	.	.	.
T	Not punctual means always late.	FEEDBACK	.	.	.	.
T	Number seven Rezzan, can you read it?	INT	Closed-Display	.	.	Materials Mode
S (reads)	How long is Bob going to be in NewYork?	RESPONSE	.	.	.	.
S2	One month.	RESPONSE	.	.	.	.
T	One month.	FEEDBACK	.	.	.	.
T	Do you have a question, Havva? Punctual?	INT	Closed-Display	.	Comprehension Check	Materials Mode
S	No.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	You are listening one more time, but this time turn the page on 118, look at number 26. Listen and read please. (Listening)	INT	.	.	.	.
T	So, friends, this time did you understand almost everything?	INT	Closed-Display	.	.	Materials Mode
SS	Yes.	RESPONSE	.	.	.	.
T	Yes, you understood everything.	FEEDBACK	.	.	.	.
T	What is happening in this dialogue?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	They have problem.	RESPONSE	.	.	.	.
T	Cool.	FEEDBACK	.	.	.	.
S2	They call reception.	RESPONSE	.	.	.	.
T	What is reception?	INT	Open-Display	3-4s.	Scaffolding Extension	Materials Mode
T	In Turkish it is similar, ja. So, it is s.one who helps you.	RESPONSE	.	.	.	.
T	So, what do you think his problem is?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S1	Air-condition	RESPONSE	.	.	Direct Verbal Exchange	.
S2	Wi-fi.	RESPONSE	.	.	Direct Verbal Exchange	.
S3	And it is very hot.	RESPONSE	.	.	Direct Verbal Exchange	.
T	So, he is calling reception, because air-conditioning is what?	INT	Closed-Display	4-5s.	Scaffolding- Modelling	Materials Mode
T	Is wrong?	INT	Closed-Display	.	Scaffolding- Modelling	Materials Mode
S	Wrong wrong.	RESPONSE	.	.	.	.
T	It is <u>broken</u> .	FEEDBACK	.	.	.	.
T	<u>And Wi-Fi?</u>	INT	Open-Display	.	Scaffolding- Extension	Materials Mode
S	Not working.	RESPONSE	.	.	.	.
T	So, please friends, try to fill in this part for tomorrow. Today, you did a very good job. Tomorrow you will bring your journals and books.	FEEDBACK	.	.	.	.
.	3RD PER. (10.02)	.	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Do you know what happens if you don't return your books?	INT	Open-Display	.	.	Managerial
S	You pay money.	RESPONSE	.	.	.	.
T	Yes you pay money.	FEEDBACK	.	.	.	.
T	How much money?	INT	Closed-Display	.	Scaffolding-Extension	Managerial
SS	25 Lira.	RESPONSE	.	.	.	.
T	Or what else happens?	INT	Open-Display	.	Scaffolding-Extension	Managerial
S2	No pass the exam.	RESPONSE	.	.	.	.
T	Not that bad, maybe you will have some problems with your grades.	FEEDBACK	.	.	.	.
T	Do you know what the word <u>return</u> means?↑	INT	Closed-Display	.	Scaffolding-Extension	Managerial
SS	Give back.	RESPONSE	.	.	.	.
T	Yes, give back, return back.	FEEDBACK	.	.	.	.
T	So there are two kinds of returns. Do you know what is the first one?	INT	Closed-Display	.	Scaffolding-Extension	Managerial
S	[come back]	RESPONSE	.	.	.	.
S2	[return left and return right]	RESPONSE	.	.	.	.
T	You both said each of them	FEEDBACK	.	.	.	.
T	Şabidin, what did you say first?	INT	Closed-Refer.	.	Form-focused	Skills and Sys.
S	Return left, return right.	RESPONSE	.	.	.	.
T	Oh, that one <u>is turn</u> . So, turn right or turn left. That's physically moving.	FEEDBACK	.	.	.	.
T	Do you know what does prefix mean?	INT	Closed-Display	6S.	Form-focused	Skills and Sys.
S3	Remove.	RESPONSE	.	.	.	.
T	Remove, good.	FEEDBACK	.	.	.	.
T	So, what do you think this re- means?	INT	Closed-Display	.	Form-focused	Skills and Sys.
S5	Again.	RESPONSE	.	.	.	.
T	It means do it again. Return means to give sth back again. For example, Aysulu can I borrow your pencil? I will return it to you again.	FEEDBACK	.	.	.	.
T	What is <u>redo</u> ?	INT	Closed-Display	.	Form-focused	Skills and Sys.
S	Do again.	RESPONSE	.	.	.	.
T	So I say, Ahmet your presentation is very bad, please redo it. It means do it again.	FEEDBACK	.	.	.	.
T	Recover means?	INT	Open-Display	.	Form-focused	Skills and Sys.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S5	Voice cover.	RESPONSE	.	.	.	.
T	Hmmm.	FEEDBACK	.	.	.	.
S6	Play it again.	RESPONSE	.	.	.	.
T	What does recover mean?	INT	Open-Display	.	Scaffolding-Extension	Skills and Sys.
S7	Make again.	RESPONSE	.	.	.	.
T	It means if you are sick, you become good again. I was sick, but I recovered. So, this kinds of prefix mean again. Today we are going to talk about this one. Return which means bring back.	FEEDBACK	.	.	Extended Teacher Turn	.
S	Teacher, what about turn on, turn off?	INT	.	.	.	.
T	Oh, it's different. It is another use of this verb.	RESPONSE	.	.	.	.
S2	What is the difference between carry back and take back, bring back?	INT	.	.	.	.
T	So, The question is what is the difference between carry back and take back, bring back?	INT	Open-Display	3S.	Form-focused	Skills and Sys.
T	Do you know what is the difference between these?	INT	Open-Display	.	Teacher Echo	Skills and Sys.
S3	Take back, you give sth and you take it back.	RESPONSE	.	.	Extended Learner Turn	.
T	Yes, take back and bring back are pretty much the same, almost the same.	FEEDBACK	.	.	.	.
T	Can you give me an example sentence with take back?	INT	Open-Display	6s.	Form-Focused	Skills and Sys.
s4	Teacher, for example I say you are selfish, I am sorry. So I take it back.	RESPONSE	.	.	Extended Learner Turn	.
T	That's good. But it is another way to say. After you say sth wrong, you take back what you said before. But take back and give back mean you have sth and you give it back.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Carry back↑ That one is a little bit tricky. For example you carry sth back home. You can't say, My shoes are very big. I can't say I will take carry them to the store. I can say I will take them back to the store.	FEEDBACK	.	.	Extended Teacher Turn	.
S4	For example, I will give back the remote.	RESPONSE	.	.	Extended Learner Turn	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Yes, So today we will talk about this idea of giving back, taking back, and bringing back.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Do you remember what we talked about on Friday?	INT	Open-Display	7s.	.	Managerial
T	Oh, get in your mind. What happened before weekend?	INT	Open-Display	4S.	Teacher Echo	Managerial
T	Anyone remember?	INT	Open-Display	.	Teacher Echo	Managerial
S	Can you repeat the question?	INT	Closed	.	Seeking Clarification	.
T	What did we do on Friday?	INT	Open-Display	.	Teacher Echo	Managerial
S5	Teacher, vocabulary game.	RESPONSE	.	.	.	.
T	Ok, other than this?	INT	Open-Display	.	Scaffolding-Extension	Managerial
T	We started talking about your aim, do you remember?	INT	Closed-Display	.	.	Managerial
SS	Yes yes.	RESPONSE	.	.	.	.
T	We talked about your age. Then we talked about what makes us buy to feel the age. It was on page 42. Remember we looked at the picture of Bob.	INT	.	.	.	.
T	And what does Bob look like in this picture?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	Feeling bad.	RESPONSE	.	.	.	.
T	Yeah, feeling bad,	FEEDBACK	.	.	.	.
T	Be more specific. How does he feel?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S2	Tired.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	What does he look like or how does he feel like in this picture?	INT	Open-Display	.	Teacher Echo	Materials Mode
S3	Feeling bad.	RESPONSE	.	.	.	.
T	And more specific?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S3	He has brown hair and light skin.	RESPONSE	.	.	Extended Learner Turn	.
T	Do you think that in this picture he seems in shape or out of shape?	INT	Open-Display	4S.	Reduction in degrees of freedom	Materials Mode
T	Do you remember what is in-shape and out of shape?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	No, teacher.	RESPONSE	.	.	.	.
T	Think that some people in this class feel younger than they are. I am one of them, Why?	INT	Open-Display	7s.	Scaffolding-Modelling	Classroom Context

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Because I am in shape↑ It means I am fit, and healthy.	RESPONSE	.	.	.	.
T	Out of shape is what?	INT	Open-Display	4S.	Scaffolding-Extension	Materials Mode
S4	Old.	RESPONSE	.	.	.	.
T	For example, I am out of breath. (gesture) This is like out of shape. In-shape means healthy.	FEEDBACK	.	.	.	.
T	So what do you think Bob looks like?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	Out of shape.	RESPONSE	.	.	.	.
T	Yes, good. Then read these questions about Rob and find out if he is out of shape. Then we will listen what is about Bob. (Listening)	FEEDBACK	.	.	.	.
T	Ok, have you read the questions?	INT	Closed-Refer.	10S.	.	Materials Mode
T	Have you read the questions from 1 through 8?	INT	Closed-Refer.	4S.	Teacher Echo	Materials Mode
T	Do you have any words that you don't know?	INT	Closed-Refer.	6s.	.	Materials Mode
T	So, no questions?↑	INT	Closed-Display	.	Reduction in degrees of freedom: Scaffolding (McNeil, 2012)	Materials Mode
SS	No, teacher.	RESPONSE	.	.	.	.
T	How about number three?	INT	Open-Display	.	.	Materials Mode
S	How does Bob keep fit?	RESPONSE	.	.	.	.
T	What is to keep fit?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S2	How we can be healthy.	RESPONSE	.	.	.	.
T	Good, nice. Keep fit means to stay in shape.	FEEDBACK	.	.	.	.
T	How about number seven, can you read number seven?	INT	Closed-Display	.	.	Materials Mode
S5	What does Holy suggest that Bob can do?	RESPONSE	.	.	.	.
T	Do you remember what does suggest mean?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S6	Opinion.	RESPONSE	.	.	.	.
S2	Advice.	RESPONSE	.	.	.	.
T	Ok, can someone give me a suggestion?	INT	Open-Display	5s.	Scaffolding-Extensi	Skills and Sys.
T	Give me a suggestion.	INT	.	.	.	.
S1	You should wake up early.	RESPONSE	.	.	Extended Learner Turn	.
.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Idris?	INT	.	.	.	.
S4	You should go home.	RESPONSE	.	.	.	.
T	Remember when we give suggestion, we use a few forms. Most of the time we say you should. You should go home, you should stop talking.	FEEDBACK	.	.	.	.
S4	You should study a lot.	RESPONSE	.	.	.	.
T	Listen to the answers for questions. Ok? Are you ready?	INT	Closed-Display	2S.	.	Managerial
T	Ok, get ready for practical English. I know you like it.	INT	.	.	.	.
.	(listening)	.	.	.	.	.
T	Ok what you are going to do is to compare your answers with your partner and see who has the correct answer.	INT	.	.	.	.
T	So, what do you think about the first question? Who can read it? Go ahead, Basri.	INT	.	.	.	Materials Mode
S	What reason does he give for why he is not in shape? He says he eats a lot.	RESPONSE	.	.	.	.
T	Yes, correct.	FEEDBACK	.	.	.	.
T	Read the second one, Mabeka?	INT	.	.	.	Materials Mode
S2	Why is it difficult to eat less?	RESPONSE	.	.	.	.
S3	Bec. He always eats out.	RESPONSE	.	.	Extended Learner Turn	.
S4	He eats in restaurant.	RESPONSE	.	.	Extended Learner Turn	.
T	He says portions. What is it?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S5	Two portions.	RESPONSE	.	.	.	.
T	Yes, sth like that. The portions in USA are enormous. Portion is how much food is on your plate. So, if you ask for a hamburger in Turkey, it will be this big, but In USA it will be this big. It means your food is bigger, you have more food.	FEEDBACK	.	.	.	.
T	What about number three? How about keep fit or stay healthy in London?	INT	Open-Display	.	.	Materials Mode
S6	He cycled.	RESPONSE	.	.	.	.
T	What is cycle?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S6	Ride a bicycle.	RESPONSE	.	.	.	.
T	<u>Do you guys cycle?</u> Any of you ride a bicycle?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	Race.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Really, you race?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S2	I did, but not now.	RESPONSE	.	.	.	.
S2	Ten years ago.	RESPONSE	.	.	.	.
T	Oh, a long time ago.	FEEDBACK	.	.	.	.
T	How about number four? Does he cycle in NewYork?	INT	Closed-Display	.	.	Materials Mode
S5	He walks near the hotel.	RESPONSE	.	.	.	.
T	Ok, a reaon.	FEEDBACK	.	.	.	.
S6	He is in NewYork for three weeks.	RESPONSE	.	.	Extended Learner Turn	.
T	Yeah, great. So he lives in an apartment next to his work.	FEEDBACK	.	.	.	.
T	So does he need a bicycle to go to work?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	No, it is so easy, he can just walk.	FEEDBACK	.	.	.	.
T	So, What does he think about running?	INT	Open-Display	3S.	Scaffolding-Extension	Materials Mode
S5	Funny.	RESPONSE	.	.	.	.
T	Yes, funny and boring. And we will listen to another part, Bob is going somewhere.	FEEDBACK	.	.	.	.
T	Look at the next picture where do you think Bob is going?	INT	Open-Display	.	.	Materials Mode
SS	Buy shoes.	RESPONSE	.	.	.	.
T	Yes, to the store to buy shoes.	FEEDBACK	.	.	.	.
T	Why do you think he buys shoes?	INT	Open-Display	2S.	Scaffolding-Extension	Materials Mode
S3	He wants to play basketball.	RESPONSE	.	.	Extended Learner Turn	.
S4	He plays tennis.	RESPONSE	.	.	.	.
T	Why do you think tennis?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S3	From this picture.	RESPONSE	.	.	.	.
T	While you are listening last time, you are gonna fill in the blanks. Next page, on page 53, try to fill in the blanks about what they say.	INT	.	.	.	.
T	So, What is the name of this part?	INT	Closed-Display	.	.	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
SS	Taking sth back.	RESPONSE	.	.	.	.
T	So, what is another way of taking sth back?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S3-S4	return back.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
.	(Listening)	.	.	.	.	.
T	So who can read Bob and who can be the cashier?	INT	Closed-Refer.	4s.	.	Managerial
T	Who can read Bob's part? Who can read the cashier part?	INT	Closed-Refer.	.	Teacher Echo	Materials Mode
.	((Ss read aloud from the book.))	.	.	.	.	.
T	What is refund? He says we can give these in the same price or you can have your refund. What does refund mean?	INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S1	Choose another one.	RESPONSE	.	.	.	.
S2	Money back.	RESPONSE	.	.	.	.
T	Yes, fund means money and re is back, again, so refund means give the money back again.	FEEDBACK	.	.	.	.
T	How about this one, try on, what does that mean?	INT	Open-Display	3S.	Scaffolding-Extension	Materials Mode
T	It means put it on to see if it fits or doesn't fit.	RESPONSE	.	.	.	.
T	How about tax?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
SS	Taxi?	INT	.	.	.	.
T	Ada?	INT	.	.	.	.
S	I remember but I can't explain it in English.	RESPONSE	.	.	.	.
T	Right now, try to explain it.	FEEDBACK	.	.	.	.
S2	Company.	RESPONSE	.	.	.	.
S3	Country. Country money.	RESPONSE	.	.	.	.
T	Ok, it is money that the country wants you to pay when you buy sth.	FEEDBACK	.	.	.	.
S3	Teacher, in Turkey very money.	INT	.	.	Genuine	.
T	Very high taxes, right? Also in US very high tax on sth.	INT	Closed - Display	.	Seeking Clarification	Classroom Context
S4	Teacher, can you explain try on again?	INT	Closed	.	Seeking Clarification	.
T	Who can explain what try on means?	INT	Open-Display	.	.	Materials Mode

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S5	If you buy a coat, you put it on if it fits for you to see the size.	RESPONSE	.	.	Extended Learner Turn	.
T	You still understand?	INT	Closed-Refer.	.	Confirmation	Managerial
S4	Yes.	RESPONSE	.	.	.	.
T	Ok, why do you try sth on?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S5	To see if it fits.	RESPONSE	.	.	Extended Learner Turn	.
T	To make sure the size is good for you.	FEEDBACK	.	.	.	.
T	If it is not good, what can you say?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S6	You can change.	RESPONSE	.	.	.	.
T	Yes, you can change for bigger or smaller size. He said it was too small. We use this expression when we talk about clothes. We say too small, too big.	FEEDBACK	.	.	.	.
S7	Too uncomfortable.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S8	Too tight.	RESPONSE	.	.	.	.
T	What does tight mean Doğan?	INT	Open-Display	.	Comprehension Check	Materials Mode
S4	Too small.	RESPONSE	.	.	.	.
T	For example, this is tight (showing her pant) or it is too close to your body then you can't move.	FEEDBACK	.	.	Extended Teacher Turn	.
S6	Teacher, difference between leggings and tight?	INT	Open	.	Seeking Clarification	.
T	Leggings you cannot see through them, but tight you can see my skin. Good, that is the difference.	RESPONSE	.	.	.	.
T	The last thing that I want to share is pair. What does it mean, pair?	INT	Open-Display	.	.	Materials Mode
S8	Two.	RESPONSE	.	.	.	.
S9	A couple.	RESPONSE	.	.	.	.
T	So for shoes, just one of shoes is useless, so we say a pair of shoes. It means can I have two shoes the same ones. For example, a pair of gloves.	FEEDBACK	.	.	.	.
S7	glasses.	RESPONSE	.	.	.	.
T	A pair of glasses, yeah.	FEEDBACK	.	.	.	.
S8	Pants.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Do we say it for shirt?	INT	Closed-Display	.	Scaffolding-Modelli	Materials Mode
SS	No.	RESPONSE	.	.	.	.
T	Even though you have two arms, [no] we don't say.	FEEDBACK	.	.	.	.
SS	[No]	RESPONSE	.	.	.	.
T	Friends, What is Bob's problem?	INT	Open-Display	3S.	.	Materials Mode
S8	Different size in London and NewYork.	RESPONSE	.	.	.	.
T	<u>When you buy sth, do you ever have a problem?</u>	INT	Open-Refer.	4s.	Referential-Genuine questions	Classroom Context
T	With what you bought. Did anyone have an example?	INT	Open-Refer.	.	Teacher Echo	Classroom Context
SS	Sometimes.	RESPONSE	.	.	.	.
S4	Sometimes, it is not comfortable.	RESPONSE	.	.	.	.
T	For example, you buy clothes and why do you return clothes?	INT	Open-Display	5S.	Scaffolding-Modelli	Classroom Context
S	Not comfortable.	RESPONSE	.	.	.	.
S	So expensive.	RESPONSE	.	.	.	.
T	Good,	FEEDBACK	.	.	.	.
T	what else?	INT	Open-Display	.	Scaffolding- Extension	Classroom Context
S5	Color.	RESPONSE	.	.	.	.
T	You didn't like the color maybe.	FEEDBACK	.	.	.	.
S6	Design.	RESPONSE	.	.	.	.
T	Ok, what about different things, not clothes? Why would you return watch?	INT	Open-Display	.	Scaffolding- Extension	Classroom Context
S4	Doesn't work.	RESPONSE	.	.	.	.
T	If it doesn't work. Or maybe.	FEEDBACK	.	.	.	.
S5	Broken.	RESPONSE	.	.	.	.
T	Or battery doesn't work.	FEEDBACK	.	.	.	.
T	How about a new phone, why would you bring back?	INT	Open-Display	.	Scaffolding- Extension	Classroom Context
S6	If it doesn't work.	RESPONSE	.	.	.	.
S7	We didn't call.	RESPONSE	.	.	.	.
S8	Not enough options.	RESPONSE	.	.	.	.
T	Nice. Maybe it doesn't have your language.	FEEDBACK	.	.	.	.
S7	We don't call anyone.	RESPONSE	.	.	.	.
T	You don't need it.	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S9	Battery doesn't work.	RESPONSE	.	.	.	.
S10	The screen is not working.	RESPONSE	.	.	.	.
T	Perfect. Screen is broken. We learned the reasons when you buy sth why you return them.	FEEDBACK	.	.	.	.
T	Now, I am going to give you sth, you are going to go shopping in my little bag and take sth. out. I want both partners to take sth. Then I want you to look at the thing you took, think of the problem and think of a suggestion for what needs to happen. For example, I got I-phone, it is broken. Suggestion I want you to replace it or I want my money back. I want the refund. Ok?	INT	.	.	.	.
T	You will work with your partner. You'll become both cashier and customer, think of the problem and give the suggestion.	INT	.	.	.	.
T	Do you know what is cashier?	INT	Open-Display	3s.	Scaffolding-Extension	Materials Mode
SS	(say it in L1)	.	.	.	.	.
T	The person who works in a shop.	RESPONSE	.	.	.	.
S	Will we write?	INT	Closed	.	Seeking Clarification	.
T	No, no need to write, just speak.	RESPONSE	.	.	.	.
.	((An energetic and motivated class with questions and answers.))	.	.	.	.	.
4TH PER.	(24.01)	.	.	.	.	.
T	I am very happy to see you are reading books. I wanna ask you a question. Are you a morning person or are you a night owl?	INT	Closed-Refer.	10s.	.	Classroom Context
S(FRGN)	Morning person is energetic.	RESPONSE	.	.	.	.
T	When?	INT	Closed-Display	.	Scaffolding-Extension	Classroom Context
S	In the morning.	RESPONSE	.	.	.	.
T	In the morning, of course.	FEEDBACK	.	.	.	.
T	How is a morning person at night?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S	It is tired.	RESPONSE	.	.	.	.
T	Yes, very tired, only wants to sleep.	FEEDBACK	.	.	.	.
T	What is a night owl?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S2	Energetic at night.	RESPONSE	.	.	.	.
T	Exactly.	FEEDBACK	.	.	.	.
.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How are they related? Morning person and night owl are kinds of what?	INT	Open-Display	5S.	Scaffolding-Modelling	Classroom Context
T	Are they synonyms, are they similar?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
SS	Opposites.	RESPONSE	.	.	.	.
T	So, who here is a morning person? Who feels energetic and happy in the morning?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S3	You, teacher.	RESPONSE	.	.	.	.
T	Oh, me. I am the morning person. (laughters)Yes, I am sleeping and at 6 in the morning I get out of the bed and do some yoga and feel so energized. How about 9 p.m.? I feel very sleepy and I can't think, I can't listen and I can't concentrate and I should go to sleep. So, this is the difference between a morning person and night owl.	FEEDBACK	.	.	.	.
T	<u>Who here is a night owl?</u>	INT	Closed-Refer.	3-4S.	Scaffolding-Extension	Classroom Context
.	((Ss murmur among each other.))	.	.	.	.	.
T	Very very night owl person or a little bit?	INT	Closed-Refer.	.	Reduction in degrees of freedom2)	Classroom Context
S	A little bit.	RESPONSE	.	.	.	.
S2	Sometimes.	RESPONSE	.	.	.	.
T	Ravil, How about you?	INT	Closed-Refer.	10s.	Scaffolding-Extension	Classroom Context
.	(Ss are mostly quiet, they are shy to speak.)	.	.	.	.	.
.	S: (no answer) (Teacher changes the subject.)	.	.	.	.	.
T	Now, friends I have a couple of questions for you. Yesterday we talked about cities. I am going to give a few clues and raise your hand when you think you know the city. Ok, this is a place you can see very tall tower.	INT	.	.	.	.
S	Taipei.	RESPONSE	.	.	.	.
T	It is a place where you can eat a lot of good cheese. It is a place where you can hear romantic music.	INT	.	.	.	.
S1	France.	RESPONSE	.	.	.	.
S2	Paris.	RESPONSE	.	.	.	.
T	Yes, you have the country and you the city. Exactly, <u>Paris</u> . So, I want you to think one city in your brain and quick write it down on your paper. But make sure that it is a famous city.	FEEDBACK	.	.	Extended Teacher Turn	.
S	Teacher, any city?	INT	Closed	.	Seeking Clarification	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Yes, any city. For example, Ada has only one city name.(showing the paper in her hand.)	RESPONSE	.	.	.	.
S1	Just a name of city?	INT	Closed	.	Seeking Clarification	.
T	Just the name of the city. Thank you Ada.	RESPONSE	.	.	.	.
S	Ada is friendly.	INT	.	.	.	.
T	Ada is very friendly.	RESPONSE	.	.	.	.
S1	Yes.	RESPONSE	.	.	.	.
T	Very generous and friendly.	FEEDBACK	.	.	.	.
T	So, some people wrote a country name and some people wrote a city name. That's Ok, just keep it in mind. Now, to warm up your brains, because I know some of you are owl peson. You are still sleeping. To warm up your brains I am gonna have you choose one piece of paper and you need to describe this city to your friends using relative clauses like where, which, who. Ok, who wants to be first? Again you cannot guess your own paper. <u>Who will go first?</u>	INT	Closed-Refer.	4s.	.	Managerial
T	Who is very brave?	INT	Closed-Refer.	.	.	Managerial
.	(One Student chose a piece of paper.)	.	.	.	.	.
T	Oh, difficult, very difficult. This is like your society. Pay back.	FEEDBACK	.	.	.	.
S	Actually, I don't know about this country too much, but can I search some information?	INT	.	.	.	.
.	a GAME:	.	.	.	.	.
T	No, just say how is the weather there.	RESPONSE	.	.	.	.
S	It is cold.	RESPONSE	.	.	.	.
SS	Chicago.	RESPONSE	.	.	.	.
S	No.	FEEDBACK	.	.	.	.
T	How about what continent is it in?	INT	Closed-Display	.	Scaffolding Modelling	Classroom Context
S	Europe.	RESPONSE	.	.	.	.
S2	France.	RESPONSE	.	.	.	.
S	No.	FEEDBACK	.	.	.	.
S3	Italy.	RESPONSE	.	.	.	.
S	No.	FEEDBACK	.	.	.	.
S	Portugal.	RESPONSE	.	.	.	.
T	What language can you hear there?	INT	Closed-Display	.	Scaffolding Modell	Classroom Context

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Norwegian.	RESPONSE	.	.	.	.
S	Norway.	RESPONSE	.	.	.	.
T	Yes, good.	FEEDBACK	.	.	.	.
T	Did you write Norway?	INT	Closed-Refer.	.	.	Classroom Context
S	Idris wrote it.	RESPONSE	.	.	.	.
T	Norway is the country where we can find in the north. Actually, my grandfather's grandfather is from Norway.	FEEDBACK	.	.	.	.
T	Ok, listen to Hüseyin.	INT	.	.	.	.
S	It is a famous place in football.	INT	.	.	.	.
S2	Manchester.	RESPONSE	.	.	.	.
S3	Madrid.	RESPONSE	.	.	.	.
S4	Spain.	RESPONSE	.	.	.	.
S	The capital city is Lisbon.	INT	.	.	.	.
SS	Portekiz. (in L1)	RESPONSE	.	.	.	L1
T	In English	FEEDBACK	.	.	.	.
S3	Portekiiz.	RESPONSE	.	.	.	.
T	Portugal. Portequiz is the language. Portugal is the country.	FEEDBACK	.	.	.	.
T	Oh, very difficult. If you know, just raise hand. Don't say.	FEEDBACK	.	.	.	.
S	Very traditional.	INT	.	.	.	.
S1	Turkey.	RESPONSE	.	.	.	.
T	How did you know? It wasn't so easy.	FEEDBACK	.	.	.	.
S	It is a country. There are very camels.	INT	.	.	.	.
S2	Egypt.	RESPONSE	.	.	.	.
T	Good description. You were cheater, but I still let you go.	FEEDBACK	.	.	.	.
S	Teacher, I don't know there.	INT	.	.	.	.
T	Really.Ok, I'll tell you.	FEEDBACK	.	.	.	.
S	There are many ship.	INT	.	.	.	.
T	Many ships, ok. Raise your hand.	FEEDBACK	.	.	.	.
S1	Teacher, city or country?	INT	Closed	.	Seeking Clarification	.
S	Country. Very beautiful and very romantic city.	RESPONSE	.	.	.	.
S2	Paris.	RESPONSE	.	.	.	.
S3	Paris is not a country.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S4	Italy.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
S	Teacher, I want to go there.	INT	.	.	.	.
T	But you don't know the city.	FEEDBACK	.	.	.	.
.	(Another S chose )	.	.	.	.	.
S	This is a city in USA.	INT	.	.	.	.
S2	Washington.	RESPONSE	.	.	.	.
T	I am not listening.	FEEDBACK	.	.	.	.
S	A lot of stars.	INT	.	.	.	.
S3	Los Angelas.	RESPONSE	.	.	.	.
S4	NewYork.	RESPONSE	.	.	.	.
S	Very very expensive.	INT	.	.	.	.
T	Ada?	INT	Closed	.	.	.
S	No.	RESPONSE	.	.	.	.
S5	Hollywood.	RESPONSE	.	.	.	.
S	Yes.	FEEDBACK	.	.	.	.
.	(Another S chose a paper.)	.	.	.	.	.
S	A city. Tall buildings. Many people.	INT	.	.	.	.
S1	Dubai.	RESPONSE	.	.	.	.
S	Famous pictures.	INT	.	.	.	.
S2	England.	RESPONSE	.	.	.	.
S3	India.	RESPONSE	.	.	.	.
S4	NewYork.	RESPONSE	.	.	.	.
T	Yes, NewYork.	FEEDBACK	.	.	.	.
.	Another S chose paper.)	.	.	.	.	.
S	Teacher, it is very difficult. I don't know.	RESPONSE	.	.	.	.
T	Who wants to try this one? It is a good one.	INT	Closed-Refer.	.	.	Managerial
S	It is a city.	INT	.	5S.	.	.
T	Ok, I'll help her. In this city you can see many people with black hair. In this city you can see many people with white skin. In this city you can see many temples.	INT	.	.	.	.
S	India.	RESPONSE	.	.	.	.
T	No, but good guess.	FEEDBACK	.	.	.	.
T	In this city, you can hear the song Gangnam style.	INT	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S2	Japanese.	RESPONSE	.	.	.	.
S3	Korea.	RESPONSE	.	.	.	.
T	Ja. Good, South Korea. Two more, go ahead.	FEEDBACK	.	.	.	.
.	(Another S chose)	.	.	.	.	.
S	In this city high buildings, business international and	INT	.	.	.	.
S2	NewYork.	RESPONSE	.	.	.	.
S	No.	FEEDBACK	.	.	.	.
T	What language do you hear in this city?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
S	English.	RESPONSE	.	.	.	.
T	English and?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
S2	Singapour.	RESPONSE	.	.	.	.
T	No. But good guess. He said English and Arabic.	FEEDBACK	.	.	.	.
S3	Dubai.	RESPONSE	.	.	.	.
T	Good, then last choice.	FEEDBACK	.	.	.	.
S	Neighbour of Turkey. Speaking Azeri.	INT	.	.	.	.
S2	Azerbaijan.	RESPONSE	.	.	.	.
S3	Baku.	RESPONSE	.	.	.	.
T	I am really impressed with you guys. You seem to know much about countries. It is awesome.	FEEDBACK	.	.	.	.
T	Now, what I want you to know that still keep thinking about cities. You will make three groups. Elşen and Idris, will you join in this group?	INT	Closed-Display	.	.	.
SS	Ok.	RESPONSE	.	.	.	.
T	So, we have three groups. What I want you to do is with your group think a verb and write a city. This group is going to think of a verb. This group is going to think of adjectives and this group is going to think of nouns in a city.	INT	.	.	.	.
S	Nouns?	INT	Closed	.	Seeking Clarification	.
T	For example, a verb in a city could be <u>go sightseeing</u> . This is an example.	RESPONSE	.	.	.	.
T	For adjectives?	INT	Open-Display	.	Form-Focused	Skills and Syst.
S	Interesting, crowded.	RESPONSE	.	.	.	.
T	Exactly.	FEEDBACK	.	.	.	.
S2	Building, tower.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Yes, building, tower, museum. These are just examples. So, think of as many examples as you can. Then one person will write them down.	FEEDBACK	.	.	.	.
.	((Ss are engaged in the activity, but they are still using L1))	.	.	.	.	.
S	Can we use any city?	INT	Closed	.	Seeking Clarification	.
T	Any city. Think general, What can you see. Any noun.	RESPONSE	.	.	.	.
.	((T Wanders around and gives help))	.	.	.	.	.
S	Teacher, we don't know exactly.	INT	.	.	.	.
T	Just write words, no sentence.	RESPONSE	.	.	.	.
S	Bridge↑	INT	.	.	.	.
T	Perfect.	FEEDBACK	.	.	.	.
S	Noise.	RESPONSE	.	.	.	.
T	Noisy?	INT	Closed-Display	.	Direct Repair	Skills and Syst.
S	Noise.	RESPONSE	.	.	.	.
T	Ok, it is noun. Good.	FEEDBACK	.	.	.	.
.	(T goes around.)	.	.	.	.	.
T	Ok, think of your last stocks. One more minute.	INT	.	.	.	.
T	When you finish, go to the board and write down what you have found	INT	.	.	.	.
S	Teacher, how about long?	INT	.	.	Seeking Clarificati	.
T	You can say long hair or short hair. You can't say long city. You can say big city.	RESPONSE	.	.	.	.
T	Ok, start writing now. You have a good list.	FEEDBACK	.	.	.	.
T	Oh, men, I need more markers, don't I?	INT	Closed-Display	.	.	Managerial
T	Marker for you. Friends, enough Turkish, please.	INT	.	.	.	.
S	Teacher, do you know Schneider earns three million seven hundred Euros.	INT	.	.	.	.
T	Really? For salary? Oh, it is so high.	INT	Closed - Display	.	Seeking Clarific.	Classroom Context
T	Ok, I have also three million dollars, do you believe me?	INT	Closed-Display	.	Content Feedback	Classroom Context
.	((Ss murmur))	.	.	.	.	.
T	Not right. I am not rich.	FEEDBACK	.	.	.	.
S	Teacher, what about your salary?	INT	.	.	.	.
T	My salary? One Turkish Lira.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	You are kidding.	FEEDBACK	.	.	.	.
T	No, I am serious. My gosh, you have wonderful lists, many verbs.	RESPONSE	.	.	.	.
S2	No wonderful verbs.	RESPONSE	.	.	.	.
T	Yeah, many wonderful adjectives, too.	FEEDBACK	.	.	.	.
.	(Ss are so interested in the activity.)	.	.	.	.	.
T	Let's look at the verbs, first. Now, what I want you to do is to add something after the verb. For example, dance, I am going dancing, what is the next word that we can use?	INT	Closed-Display	5s.	Form-Focused	Skills and Syst.
T	I am going dancing to a club or at 2 o'clock. Which one do we use?	INT	Closed-Display	5S.	Scaffolding-Modelling	Skills and Syst.
S	A place.	RESPONSE	.	.	.	.
T	Right, we use <u>at</u> – dancing <u>at</u> .	FEEDBACK	.	.	.	.
T	How about <u>take photos</u> ?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Of.	RESPONSE	.	.	.	.
T	Of – Good.	FEEDBACK	.	.	.	.
T	How about go shopping?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
SS	In?	INT	.	.	.	.
T	<u>In</u> work; <u>at work</u> .	RESPONSE	.	.	.	.
S	To.	RESPONSE	.	.	.	.
T	Someone said it.	FEEDBACK	.	.	.	.
S	I say, teacher.	RESPONSE	.	.	.	.
T	How about <u>share</u> ?	INT	Closed-Display	4S.	Scaffolding-Modelling	Skills and Syst.
T	Share on?↑	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
T	<u>Share with</u> is a good one.	FEEDBACK	.	.	.	.
T	How about talk?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	To.	RESPONSE	.	.	.	.
T	Talk to or talk with.	FEEDBACK	.	.	.	.
T	Go abroad?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Teacher, one minute?	INT	.	.	Seeking Clarification	.
T	Do you have a question, Enes?	INT	Closed-Refer.	.	Seeking Clarificatio	Managerial

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Talk is adjective?	INT	.	.	Seeking Clarification	.
T	No, talk is a verb.	RESPONSE	.	.	.	.
S	Talking person, for example.	RESPONSE	.	.	.	.
T	Ok, some verbs can be a verb and an adjective.	FEEDBACK	.	.	.	.
T	For example, If you say I talk to my mum, What kind of word is talk?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Verb.	RESPONSE	.	.	.	.
T	Right,	FEEDBACK	.	.	.	.
T	but if you say her talk was nice. What kind of word is talk?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Adjective.	RESPONSE	.	.	.	.
SS	Noun.	RESPONSE	.	.	.	.
T	It is a noun. If I say, I am talkative, then it is [adjective]	FEEDBACK	.	.	.	.
SS	[adjective]	RESPONSE	.	.	.	.
T	So, a word in a different place in sentence can be different types of speech.	FEEDBACK	.	.	.	.
T	How about <u>going sightseeing</u> ?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	in.	RESPONSE	.	.	.	.
T	At. I am going sightseeing at the museum. Or I am <u>going sightseeing in</u> Istanbul. Maybe <u>in</u> works, too.	FEEDBACK	.	.	.	.
T	How about visit?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	To.	RESPONSE	.	.	.	.
T	How about travel?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
S	Clean?	INT	.	.	Seeking Clarificatio	.
T	Clean? This is another strange one. Clean my room.	RESPONSE	.	.	.	.
T	Stay?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	At.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Drive?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	To.	RESPONSE	.	.	.	.
S	Teacher, clean is adjective?	INT	Closed	.	Seeking Clarification	.
T	Clean is also verb, both of them. You are right, it is good question.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How about move?	INT	Closed-Display	3S.	Form-Focused	Skills and Syst.
T	Move to.	RESPONSE	.	.	.	.
T	Swim?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	In.	RESPONSE	.	.	.	.
T	Ok. I swim in the sea.	FEEDBACK	.	.	.	.
T	How about walk?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	To.	RESPONSE	.	.	.	.
T	Walk to, walk in, walk with a friend.	FEEDBACK	.	.	.	.
T	How about meet?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	With.	RESPONSE	.	.	.	.
T	Meet with my friends.	FEEDBACK	.	.	.	.
T	Taste?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
T	Just taste a or the.	RESPONSE	.	.	.	.
T	Sing?	INT	Closed-Display	.	Form-Focused	Skills and Syst.
SS	Sing a song.	RESPONSE	.	.	.	.
T	<u>Or to. I am singing to you.</u>	FEEDBACK	.	.	.	.
T	How about last one? Marry?	INT	Closed-Display	4S.	Form-Focused	Skills and Syst.
T	Marry a .	RESPONSE	.	.	.	.
T	Good, look at the nouns.	FEEDBACK	.	.	.	.
T	Do you know all of them?	INT	Closed-Display	.	.	Skills and Syst.
SS	Yes.	RESPONSE	.	.	.	.
T	Bridge?	INT	Closed-Display	.	.	Skills and Syst.
S	What is it?	INT	Closed	.	Seeking Clarification	.
T	Do you have a bridge in Antalya?	INT	Closed-Refer.	.	Scaffolding- Modelling	Classroom- Context
T	Can you tell Ada what is a bridge?	INT	Closed-Display	.	Comprehension Check	Classroom- Context
S	draws a picture on his notebook.)	RESPONSE	.	.	.	.
T	Oh, great. Then you don't need any Turkish, it is perfect.	FEEDBACK	.	.	.	.
T	So, <u>is there a bridge in Antalya?</u>	INT	Closed-Refer.	.	Teacher Echo	Classroom- Context
S	Yes.	RESPONSE	.	.	.	.
S2	No, teacher.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, <u>Is there a bridge in Istanbul?</u>	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
S2	Boğaziçi.	RESPONSE	.	.	.	.
T	How about is there any noise in Antalya?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
.	((Ss ask each other what is it?))	.	.	.	.	L1
T	Is there noise?	INT	Closed-Display	.	Teacher Echo	Classroom-Context
S	Sometimes. With cars.	RESPONSE	.	.	.	.
T	With cars, ok.	FEEDBACK	.	.	.	.
T	How about pictures? Is there historical museum in Antalya?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	How about is there a mosque in Antalya?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	Many many many.	FEEDBACK	.	.	.	.
T	Is there a church in Antalya?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
S	yes.	RESPONSE	.	.	.	.
T	I think, there is.	FEEDBACK	.	.	.	.
T	How about actor?	INT	Open-Display	.	Scaffolding-Modelling	Classroom-Context
T	Any actors in Antalya?	INT	Open-Refer.	.	Teacher Echo	Classroom-Context
S	Coşkun, teacher. He is a film actor.	RESPONSE	.	.	.	.
T	Is he in Antalya?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	How about stores?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
T	Narrow streets in Antalya?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
S	Yes.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Palace?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	No.	RESPONSE	.	.	.	.
T	Antalya, no.	FEEDBACK	.	.	.	.
T	In Istanbul?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	Big hotels?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes. Rixos.	RESPONSE	.	.	.	.
T	How about airports?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom-Context
SS	Yes.	RESPONSE	.	.	.	.
T	For the adjectives, I want you to think of the opposites. For example, opposite of beautiful is?↑	INT	.	.	.	.
SS	Ugly.	RESPONSE	.	.	.	.
T	How about crowded?	INT	Closed-Display	.	Form-focused	Skills and Sys.
S	Uncrowded.	RESPONSE	.	.	.	.
T	Uncrowded is good.	FEEDBACK	.	.	.	.
T	How about noisy?	INT	Closed-Display	.	Form-focused	Skills and Sys.
SS	Silent.	RESPONSE	.	.	.	.
T	Silent or quiet. Good.	FEEDBACK	.	.	.	.
T	Is <i>history</i> an adjective?	INT	Closed-Display	.	Form-focused	Skills and Syst.
S	No.	RESPONSE	.	.	.	.
T	Historical. For example, <u>historical</u> museum.	INT	.	.	.	.
T	Opposite?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Modern	RESPONSE	.	.	.	.
T	Or?	INT	Closed-Display	4s.	Scaffolding-Extension	Skills and Syst.
T	New.	RESPONSE	.	.	.	.
T	Important?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Not important.	RESPONSE	.	.	.	.
T	Not important?	INT	Closed-Display	.	Teacher Echo	Skills and Syst.
SS	Unimportant.	RESPONSE	.	.	.	.
T	How about fantastic?	INT	Closed-Display	.	Form-focused	Skills and Syst.
S	Boring.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	How about rich?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Poor.	RESPONSE	.	.	.	.
S	Teacher, example me.	RESPONSE	.	.	.	.
T	Oh sorry.	FEEDBACK	.	.	.	.
T	How about opposite of romantic?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Rude.	RESPONSE	.	.	.	.
T	Ok, rude is a good one	FEEDBACK	.	.	.	.
T	or?	INT	Closed-Display	.	Scaffolding- Extension	Skills and Syst.
S2	unpolite	RESPONSE	.	.	.	.
S3	Unkind.	RESPONSE	.	.	.	.
T	: Ok	FEEDBACK	.	.	.	.
T	How about strange?	INT	Closed-Display	.	Form-focused	Skills and Syst.
S2	Normal.	RESPONSE	.	.	.	.
T	normal, good. Exciting, funny.	FEEDBACK	.	.	.	.
SS	Serious.	RESPONSE	.	.	.	.
T	Serious	FEEDBACK	.	.	.	.
T	Cute?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Sweet.	RESPONSE	.	.	.	.
T	Sweet and cute are similar.	FEEDBACK	.	.	.	.
SS	Angry, ugly.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
T	Rainy?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Sunny.	RESPONSE	.	.	.	.
S	Clear.	RESPONSE	.	.	.	.
T	Or calm. We say calm.	FEEDBACK	.	.	.	.
T	How about stormy?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	sunny.	RESPONSE	.	.	.	.
T	Dangerous?	INT	Closed-Display	.	Form-focused	Skills and Syst.
SS	Safe.	RESPONSE	.	.	.	.
S	Awesome?	INT	Closed-Display	.	Form-focused	Skills and Syst.
T	Ok, what is the opposite?	INT	Closed-Display	.	Teacher Echo	.
SS	Awful	RESPONSE	.	.	.	.
T	Good job.	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Teacher, who is better?	INT	Closed	.	Genuine Quest.	.
T	Everyone is good. No one is better. Now, turn your page to 166.	RESPONSE-INT	.	.	.	.
S	Teacher, page?	INT	Closed	.	Clarification	.
T	Page 166. I want you to do this part, what is it like. There are a number of words here. I want you to look at the box of adjectives and with your partner find the opposites. (T goes around and provides help)	RESPONSE	.	.	.	.
T	When you have finished, check your answers together. Everybody is finished?	INT	Closed-Refer.	6s.	.	Managerial
T	So, friends, look at your books, after part A do you see the sentences?	INT	Closed-Display	.	.	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	The first sentence says there are a lot of bars and clubs with loud music. How can we make a sentence that is the opposite?	INT	Open-Display	4S.	.	Materials Mode
T	How can we make a full sentence that gives the opposite idea?	INT	Open-Display	4S.	Scaffolding-Extension	Skills and Syst.
T	For example opposite sentence could be there are no bars and it is very quiet. Right, this is an opposite sentence. Try to write a full sentence if you can.	RESPONSE	.	.	.	.
S	For example with slow music or quiet music.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
T	Let's share the ideas. Who can share the opposite sentence for number two?	INT	Open-Display	4s.	.	Materials Mode
T	Enes?	INT	.	.	.	.
S	The air is very clean.	RESPONSE	.	.	.	.
S2	There is fresh air.	RESPONSE	.	.	.	.
T	How about number three, go ahead, Fatma?	INT	Open-Display	.	.	Materials Mode
S	There are two no people.	RESPONSE	.	.	.	.
T	There are two no people?	INT	Open-Display	.	Direct Repair	Skills and Syst.
S3	There are no people.	RESPONSE	.	.	.	.
S4	Teacher, there aren't people, it is possible?	INT	Closed	.	Seeking Clarification	.
T	Yes, it is possible. There aren't any people.	RESPONSE	.	.	.	.
T	Who can say the opposite for number four?	INT	Open-Display	.	.	Materials Mode
.	S: (...)	.	.	.	.	.
T	Oh, this is a confusion. (writes on the board) this word and this	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	so What is the difference between these two words? (Ss murmur and comment, but not understandable)	INT	Open-Display	6S.	.	Materials Mode
T	<u>Quite</u> like very. If you say Fatmanur is quite loud or Fatmanur is very loud, it is the same thing. But quiet, if you change the letters a little bit, quiet is not loud. Be careful with these ones.	FEEDBACK	.	.	Extended Teacher Turn	Materials Mode
T	So what does it mean <u>quite recently</u> ?	INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S	Very recently.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
T	What is <u>recently</u> ?	INT	Open-Display	.	Scaffolding-Extens	Materials Mode
S2	Not far.	RESPONSE	.	.	.	.
T	Exactly.	FEEDBACK	.	.	.	.
T	Can you give the sentence?	INT	Open-Display	.	.	Materials Mode
s3	The buildings are quite historical.	RESPONSE	.	.	.	.
T	Nice. <u>quite historical. Quite old.</u>	FEEDBACK	.	.	.	.
T	How about the next one?	INT	Open-Display	.	.	Materials Mode
S	Do not fear the night.	RESPONSE	.	.	.	.
T	Yes, do not be afraid of the night	FEEDBACK	.	.	.	.
T	The last thing that I want to do is to look at this box. We have a lot of words there. What are they?	INT	Open-Display	3s.	.	Materials Mode
T	What kind of words are they? Verb, adjectives, nouns.	INT	Closed-Display	.	Scaffolding-Modelling Seeking Clarification	Materials Mode
S	Which one?	INT	.	.	.	.
T	Here.	RESPONSE	.	.	.	.
S	Building is noun.	RESPONSE	.	.	.	.
T	I want this group to put the places where we can buy things. And this group, historical and religious buildings, ok.?	INT	.	.	.	Managerial
T	Are you all finished?	INT	Closed-Refer.	.	.	Managerial
SS	Yes.	RESPONSE	.	.	.	.
T	Who can share the religious buildings?	INT	Closed-Refer.	.	.	Materials Mode
S	Cathedral.	RESPONSE	.	.	.	.
T	Whatelse?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S2	Church.	RESPONSE	.	.	.	.
S3	Mosque.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	And a temple, awesome.	FEEDBACK	.	.	.	.
T	How about places where you can buy things?	INT	Open-Display	.	.	Materials Mode
S4	Shopping center, department store.	RESPONSE	.	.	.	.
T	What about historical places?	INT	Open-Display	.	.	Materials Mode
S	Museum, statue, palace.	RESPONSE	.	.	.	.
T	Good, awesome.	FEEDBACK	.	.	.	.
T	What is the statue?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	Picture.	RESPONSE	.	.	.	.
T	Idris, try to define it.	INT	.	.	.	.
.	S stands up like a statue.)	.	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Ok, friends, over the break think of your own city to write your major assignment. You will use these words on the board. I know some of you are very good students and you already wrote something. So take a break.	FEEDBACK	.	.	.	.
24.01(2)	.	.	.	.	.	.
T	Do you know the self-check website that you can see the attendance?	INT	Closed-Display	.	.	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	Can you tell me?	INT	Closed-Display	.	.	Managerial
S	Absent.	RESPONSE	.	.	.	.
T	Do you know the website?	INT	Closed-Display	.	Teacher Echo	Managerial
S	sis.antalya.edu.tr	RESPONSE	.	.	.	.
T	So, if you go to this website and put in your name and number, you can check how many absents you have. I suggest you do it, maybe some of you are so close to the edge.	FEEDBACK	.	.	.	.
T	Do you remember how much attendance you need?	INT	Closed-Display	.	Scaffolding-Extension	Managerial
S	80%	RESPONSE	.	.	.	.
T	Yes, right. You need 80% attendance. This is like university policy. Anyway, be careful with that.	FEEDBACK	.	.	.	.
T	You guys look very tired, today.	INT	.	.	.	.
SS	Yes.	RESPONSE	.	.	.	.
T	to the board) Guys, <u>do you know what this word means?</u>	INT	Open-Display	.	.	Classroom Context
S	Owl?	INT	.	.	Clarification	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Do you know what night owl is?	INT	Open-Display	.	Scaffolding-Extension	Classroom context
SS	No.	RESPONSE	.	.	.	.
S	I know.	RESPONSE	.	.	.	.
T	So, how do you know?	INT	Open-Display	4s.	Scaffolding-Extension	Classroom context
S	Baykuş, baykuş. (turkish)	RESPONSE	.	.	.	L1
T	It is a bird.	FEEDBACK	.	.	.	.
T	Do you know when does it sleep?	INT	Closed-Display	.	Scaffolding-Extension	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	When?	INT	Closed-Display	4s.	Comprehension Check	Classroom context
T	Owls sleep during the day and awake during the night. So, in English we say are you a night owl means you sleep during the day and wake up during the night. (A s raises hand.)	RESPONSE	.	.	.	.
T	So, you are a night owl, Cemal.	INT	.	.	.	.
S	Yes.	RESPONSE	.	.	.	.
T	Rezzan?	INT	.	.	Comprehension Check	Classroom context
.	S: (moves her head to say No.)	.	.	.	.	.
S2	Me.	RESPONSE	.	.	.	.
T	Are you awake at night? More energy at night?	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom Context
S2	Yes.	RESPONSE	.	.	.	.
T	Do you know what is the opposite of night owl?	INT	Closed-Display	.	Scaffolding-Extension	Classroom context
S2	Morning owl.	RESPONSE	.	.	.	.
T	It is a very difficult word. Morning person. (writes on the board.)	FEEDBACK	.	.	.	.
T	How about you, Ahmet? Are you a morning person or night owl?	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom context
S	Night owl.	RESPONSE	.	.	.	.
T	Now, me, what do you think about me?	INT	Closed-Display	.	Scaffolding-Extension	Classroom context

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S	Morning person.	RESPONSE	.	.	.	.
T	Morning person or night owl?	INT	Closed-Display	5S.	Teacher Echo	Classroom context
T	I am a morning person. At 6 a.m. I wake up (with body gestures)Go for run, have breakfast and very energized.	RESPONSE	.	.	Extended Teacher Turn	.
T	But what time do you think I go to sleep?	INT	Closed-Display	5s.	Scaffolding-Modelling	Classroom context
S	11	RESPONSE	.	.	.	.
T	No. Like 9:30.So, I am not a night owl, I am a morning person.	FEEDBACK	.	.	.	.
S	Why?	INT	Open-Refer.	.	Genuine Req.	.
T	I am like a grandmother. If I try to go dancing with friends but at 10:30 I get sleepy and say bye bye.	RESPONSE	.	.	Extended Teacher Turn	.
T	Good.	FEEDBACK	.	.	.	.
T	Do you remember what we talked about last time in class?	INT	Open-Display	4s.	Scaffolding-Extension	Managerial
T	Burak, do you remember what we talked about last time?	INT	Open-Display	.	Teacher Echo	Managerial
S	Cities.	RESPONSE	.	.	.	.
T	Yes. We talked about cities. Remember we talked about nouns, verbs and adjectives.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Do you guys know what does relative clause mean?	INT	Open-Display	5S.	Form-focused	Skills and Syst.
T	Can you give me an example?	INT	Open-Display	.	Form-focused	Skills and Syst.
.	(Ss look at the board and read what is written on the board.)	.	.	.	.	.
T	Ok, relative is like your uncle, your father, your mother. But this relative means something different.	FEEDBACK	.	.	Extended Teacher Turn	.
T	It is what do you do if you are trying something to say in English and you can't remember the word, what do you say?	INT	Open-Display	6s.	Scaffolding-Modelling	Skills and Syst.
T	For example, if I know this thing but I can't remember the name of it. So, I can say It is a noun, it is big, it flies, it is made of medal. When you describe sth., you use a lot of relative clauses.	RESPONSE	.	.	Extended Teacher Turn	.
T	For example, it is something, <u>what can we use here?</u>	INT	Closed-Display	4S.	Scaffolding-Modelling	Skills and Syst.
T	It is sth. hmm. flies.?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Something...	RESPONSE	.	.	.	.
T	It is sth hmmm flies? I will give you some choices.	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
SS	which.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	Which one can you use?	INT	Closed-Display	.	Reduction in degrees of freedom: Scaffolding (McNeil, 2012)	Skills and Syst.
SS	Which.	RESPONSE	.	.	.	.
T	It is sth <u>which</u> flies. Or you can say it is sth <u>that</u> flies. I think this one is more British English, this one is more American English.	FEEDBACK	.	.	Extended Teacher Turn	.
T	So, <u>what about like this?</u>	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
SS	Who.	RESPONSE	.	.	.	.
T	It is s.one <u>who</u> works in a hospital?	INT	Closed-Display	.	Scaffolding-Extension	Skills and Syst.
S	Doctor.	RESPONSE	.	.	.	.
T	A doctor, exactly.	FEEDBACK	.	.	.	.
T	Or how about this one?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Where.	RESPONSE	.	.	.	.
T	It is a place where you can eat food?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Restaurant.	RESPONSE	.	.	.	.
T	It is a restaurant.	FEEDBACK	.	.	.	.
T	It is s.one <u>who</u> works in a university?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Syst.
S	Professor.	RESPONSE	.	.	.	.
T	It is sth that you drink when you have a cold?	INT	Closed-Display	.	Scaffolding-Modelli	Skills and Syst.
S	Cold?	INT	.	.	.	.
T	When you are sick. Medicine or tea, right. So these are what we call relative clauses. The name is not important. The important thing is just which one to use.	RESPONSE	.	.	.	.
T	Actually it is pretty easy. If it is a thing, you use?↑	INT	Closed-Display	.	Scaffolding-Modell	Skills and Syst.
S2	that.	RESPONSE	.	.	.	.
T	That or which.	FEEDBACK	.	.	.	.
T	If it is a person?	INT	Closed-Display	.	Scaffolding-Modelli	Skills and Syst.
SS	Who.	RESPONSE	.	.	.	.
T	If it is a place?	INT	Closed-Display	.	Scaffolding-Modelli	Skills and Syst.
S	Where.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	So, What I want you to do is thinking of a word we talked about cities last time, using relative clauses and without using this word, try to define it. The others will guess. You got it?	INT	Closed-Refer.	4s.	.	Managerial
T	I will give you an example. You understand?	INT	Closed-Refer.	5S.	.	Managerial
T	Ok, let me give an example, it is sth that you can use to go from a place to another in a city?	INT	Closed-Display	.	Scaffolding-Modelling	Managerial
SS	Bus.	RESPONSE	.	.	.	.
T	Ja, bus, car, airplane, train. Good.	FEEDBACK	.	.	.	.
S	It is sth that you feel for protection.	INT	.	.	.	.
S2	What is protection?	INT	Closed	.	Clarification	.
T	Tell us the opposite word.	INT	Closed-Display	4S.	Scaffolding-Modelling	Skills and Syst.
T	Dangerous.	RESPONSE	.	5S.	.	.
S3	Safe.	RESPONSE	.	.	.	.
T	Yes, safe, oh guys you are really sleepy today.	FEEDBACK	.	.	.	.
T	Ok, s.else?	INT	.	.	.	Managerial
S	It is somewhere historical?	INT	Closed-Display	.	.	.
S2	Museum.	RESPONSE	.	.	.	.
T	Oh, good.	FEEDBACK	.	.	.	.
.	T gives the word-sheet to another student, he will choose a word.)	.	.	.	.	.
T	Just explain or give an example or say the opposite without saying what is.	INT	.	.	.	.
T	Do you remember which city did I talk about last time?	INT	Closed-Display	.	Scaffolding-Modelling	Managerial
SS	Chicago.	RESPONSE	.	.	.	.
T	Chicago,yes. This time, we will begin with brainstorming for your major assessment. This one is so impo. for your grades. It is going to be 40% of your grade. You will be using the words about city.	FEEDBACK	.	.	.	.
T	<u>Do you remember what kind of brainstorming we did first time in the writing process?</u>	INT	Closed-Display	5S.	Scaffolding-Extens	Managerial
T	What did we put in the center?	INT	Closed-Display	.	Scaffolding-Modell	Managerial
S	Topic.	RESPONSE	.	.	.	.
T	Ja, topic. Last time you wrote about your home, this time you will write about my city. This time, we will write 3 paragraphs, it means you will have more ideas to think about.	FEEDBACK	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	So what do you think about the city?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S	Crowded.	RESPONSE	.	.	.	.
T	So how is the city, it's crowded.	FEEDBACK	.	.	.	.
S2	Noisy.	RESPONSE	.	.	.	.
S3	Safe.	RESPONSE	.	.	.	.
S4	Dangerous.	RESPONSE	.	.	.	.
T	Another thing you think about the city?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S3	Beautiful.	RESPONSE	.	.	.	.
S4	Street.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S5	Sometimes sunny, sometimes rainy.	RESPONSE	.	.	.	.
T	Weather is a good idea. In the summer it's sunny, in the winter time it's cold and whatever.	FEEDBACK	.	.	.	.
T	How about another one?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S6	Population.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S7	People is crowded.	RESPONSE	.	.	.	.
S8	No, <u>are</u>	RESPONSE	.	.	.	.
S9	Teacher, museum.	RESPONSE	.	.	.	.
T	Good, places to go and things to do.	FEEDBACK	.	.	.	.
S3	NATURAL.	RESPONSE	.	.	.	.
T	Sure. It can be places, beach, forest.	FEEDBACK	.	.	.	.
S4	Food.	RESPONSE	.	.	.	.
T	It's so important in your culture.	FEEDBACK	.	.	.	.
S4	Very important, yes.	RESPONSE	.	.	.	.
S9	Culture.	RESPONSE	.	.	.	.
T	Yes, culture is a good one. So this can go to people, people and culture.	FEEDBACK	.	.	.	.
T	What about culture? In Istanbul, we have a lot of things from this one.	INT	Open-Display	.	Scaffolding-Modelling	Classroom Context
SS	History.	RESPONSE	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	History. The place, İstanbul is in the north of Turkey. It is a city where you can find in the north. So, I want you to start to brainstorm like this. Take out a piece of paper and write down. But don't write just words like palace, museum, but be more specific like Dolmabahçe Sarayı. As main points we have place, culture, food, people. Write some specific words about your city.	FEEDBACK	.	.	.	.
S	Teacher, what about we write?	INT	.	.	Clarification	.
T	About your home city. Each part worth points, brainstorming like 10%, first draft sth like 20%. This time you don't need to write full sentences. This is just ideas.	RESPONSE	.	.	.	.
.	(Öğretmeni anlamayan öğrenciler arkadaşlarına Türkçe olarak soruyor diğerleri de Türkçe anlatıyorlar.)	.	.	.	.	.
T	Everyone is finished?	INT	Closed-Refer.	3s.	.	Managerial
T	Friends, let's look at an example. Page 114, I will show you an example. This is an example of final paper. How many paragraphs do you see here?	INT	Closed-Display	.	.	Materials
SS	Five.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	Teacher, do you know Kapadokya?	INT	Closed	.	Genuine Quest.	.
T	No, I have never been there. But I heard about it.	RESPONSE	.	.	.	.
T	Is it your home town?	INT	Closed-Refer.	.	Referential-Genuine questions	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Really, Yes. Ok, good then you can write about it.	FEEDBACK	.	.	.	.
T	ok, friends, I think you finished. Vedat, can you read the first paragraph?	INT	Closed-Display	.	.	Materials
S	(S reads.)	RESPONSE	.	.	.	.
T	Ok, awesome.	FEEDBACK	.	.	.	.
T	How about paragraph 2? Havva can you read?	INT	Closed-Display	.	.	Materials
T	Ok.	FEEDBACK	.	.	.	.
T	So, when we look at this example which paragraph has what this city Kayseri is famous for?	INT	Closed-Display	.	.	Materials
s1	Four.	RESPONSE	.	.	.	.
T	Good, number four. It says kayseri is famous for mountains.	FEEDBACK	.	.	.	.
T	Which one is the best thing to do?	INT	Closed-Display	.	.	Materials
S3	Four	RESPONSE	.	.	.	.
.

Ek-1 NS-A Transcriptions

NATIVE -A

Spk	Utterance	Move	Function	Wait Time	Purpose	Move
S4	One.	RESPONSE	.	.	.	.
T	Which one talks about the best thing to do and why this person likes living there?	INT	Closed-Display	.	.	Materials
S5	Five	RESPONSE	.	.	.	.
T	Five, right. Telling about the opinion, what I like about Kayseri	FEEDBACK	.	.	.	.
T	Which one says what is there to see and to do?	INT	Closed-Display	.	.	Materials
S	Two.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	How about where is it, how big is it, general information?	INT	Closed-Display	.	.	Materials
SS	One.	RESPONSE	.	.	.	.
T	Exactly.	FEEDBACK	.	.	.	.
T	So how many paragraphs do we write in our paper?	INT	Closed-Display	4S.	Comprehension Check	Materials
T	<u>How many paragraphs here?</u>	INT	Closed-Display	.	Teacher Echo	Materials
S	Five.	RESPONSE	.	.	.	.
S2	Six.	RESPONSE	.	.	.	.
T	Remember I told you.	FEEDBACK	.	.	.	.
T	Three paragraphs, details, opinions and general information. <u>Which one do you think goes in the beginning?</u>	INT	Closed-Display	5S.	Scaffolding-Extension	Materials
T	<u>By looking at this example, which one goes first?</u>	INT	Closed-Display	3S.	Teacher Echo	Materials
T	Details, opinions or general information?	INT	Closed-Display	2S.	Reduction in degrees of freedom2)	Materials
SS	Opinions.	RESPONSE	.	.	.	.
T	General info. Because look here in the example it says population, there are a lot of tourists, it is a rich city. This is general info.	FEEDBACK	.	.	Extended Teacher Turn	Materials
T	How about the middle one? Middle paragraph?	INT	Closed-Display	.	Scaffolding-Extension	Materials
S	Details.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	So this is like what?	INT	Closed-Display	7-8S.	Scaffolding-Extension	Materials
.	((Ss murmur))	.	.	.	.	.

Ek-1 NS-A Transcriptions

NATIVE -A Spk	Utterance	Move	Function	Wait Time	Purpose	Move
T	For example, maybe the weather, but more about what can you do there, what can you see there, what can you eat there. These are the details of the city. Sth specific that you can do. For example, if I talk about Chicago, I will say It is a big city . It has a population of 2 million people. The weather is generally cold in the winter and it is hot in the summer. All these things are general information. And details you can see this, you can eat that, and the last thing is opinion.	FEEDBACK	.	.	Extended Teacher Turn	.
T	<u>Opinion means what?</u> ↑	INT	Open-Display	.	Scaffolding Modelling	Materials
S	◦Culture?◦	RESPONSE	.	.	.	.
T	Remember we wrote our opinions about our parents. It is your idea, it means do you like it or not. General info and details are facts. These are things that are true, its population, weather, where is this, where is that. But for opinion it can be different from one person to another. If you are finished, raise your hand then I will give you the first draft paper.	INT	.	.	.	.
S	This homework for Friday?	INT	.	.	Managerial	.
T	No, it's next week.	RESPONSE	.	.	.	.
T	So, anyone else finished?	INT	Closed-Refer.	.	.	Managerial
T	After you have finished your brainstorming, you can start the first draft. This paper is to help you. So, friends, what do you need to give me tomorrow?	INT	Closed-Display	5S.	Confirmation	Managerial
T	Tomorrow, you need to give me <u>what?</u>	INT	Closed-Display	3S.	Teacher Echo	Managerial
SS	[Brainstorm]	RESPONSE	.	.	.	.
T	Yes, [brainstorm]	FEEDBACK	.	.	.	.
T	Tomorrow, you need to give me your brainstorming and first draft.	FEEDBACK	.	.	.	.
S	Teacher tomorrow?	INT	Closed	.	Seeking Clarification	.
T	Yes.	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
	(Ss are doing exercise on the board looking in pairs. T walks around the class.) (3 min.)	.	.	.	.	.
T	Highlight the words. (walks around)	INT	.	3 min.	.	.
T	Remember where is a place.	INT	.	.	.	.
S	° place° (Ss are not sure)	INT	.	.	Seeking Clarific	.
T	where is a place?	INT	.	.	Comprehension Check	Materials
Ss	(murmuring the same words what teacher says)	.	.	.	.	.
T	Why is [reason]. So, when you answer these questions, HIGHLIGHT↑ A place, people and a reason. Do you find them↓	INT	Closed-Display	.	.	Materials Mode
	(T walks around the class, Ss are relaxed and laughing, doing the exercise together.)	.	.	.	.	.
T	You're working and finding the answers Ok. (confirms her own question)	INT	.	.	.	.
S	(from front row) Why didn't she enjoy the holiday?	INT	.	.	Seeking Clarification	.
T	So, that's what you are looking for. ((15 sd))	RESPONSE	.	15 SD.	.	.
S	(from front row) Teacher↑	INT	.	.	.	.
T	Yes. (approaches) (check Ss one by one)	RESPONSE	.	.	.	.
S	(reads his answer from the book)	RESPONSE	.	.	.	.
T	No. Sorry. Try to find here. (shows a paragraph in the book)	FEEDBACK	.	.	.	.
S	(....)	RESPONSE	.	.	.	.
T	Yes, good try.	FEEDBACK	.	.	.	.
T.(approaches another S)	Do you try to find out the answer?	INT	Closed-Display	.	.	Materials Mode
S	Finish?	RESPONSE	.	.	.	.
T	You're still looking for the answer?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	I don't read. Because I don't (ihhh) °questions°	RESPONSE	.	.	.	.
T	You don't understand the questions?	INT	Closed-Display	.	Turn Completion	Materials Mode
S	I read here, teacher (ihhh)	RESPONSE	.	.	.	.
T	Ok, read together (showing another Std.) You can do this together. So, now we're doing Laura.	INT	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
S	Now, read?	INT	.	.	.	.
T	Yes, yes. Help him answer the questions.	RESPONSE	.	.	.	.
StoS	Help me↑	FEEDBACK	.	.	.	.
S	Hi, teacher, how are you?	INT	.	.	.	.
T	I'm here. I wish you were here in the morning, good to see you.	RESPONSE	.	.	.	.
S	Thank you.	RESPONSE	.	.	.	.
T	Ok. Do you have the book?	INT	Closed-Refer.	2-3s.	.	Managerial
S	(...) (2-3S.)	.	.	.	.	.
T	Ok, Enes and Diyar, you two work together. (approaches these Ss) Diyar, sit together. Yes, you highlight.	INT	.	.	.	.
T	Enes, do you remember how we highlight here?	INT	Closed-Display	2s.	.	Managerial
S	Yes. Joe and Laura.	RESPONSE	.	.	.	.
T	Where did she go? (teacher-student inter.)	INT	Closed-Display	.	.	Materials Mode
S	She goes to the Venedik.	RESPONSE	.	.	Extended Learner Turn	Materials Mode
T	Ok, highlight here.	FEEDBACK	.	.	.	.
T	You understand what to do?	INT	Closed-Display	.	Comprehension Check	Managerial
T	(on the board) Hamza, good job; Murat, good work. Oh, I'm sorry Mertcan.	FEEDBACK	.	.	.	.
T	Who is your partner?	INT	Closed-Refer.	3s.	.	Managerial
S	(...)	No Response	.	.	.	.
T	Oh, it's ok. I'm sorry. No, Ok. Thank you.	RESPONSE	.	.	.	.
((15sds.))(Tclapshand)	.	.	.	15S.	.	.
T	It's time to answer. where did she go?↑ Where did Laura go? <Did you highlight?>	INT	Closed-Display	.	.	Materials Mode
Ss	[Venice]	RESPONSE	.	.	.	.
T	One person, one sentence,	FEEDBACK	.	.	.	.
T	Tell me where did Laura go?	INT	Closed-Display	.	Teacher Echo	Materials Mode
(Ssraisehands)	.	.	.	.	.	.
T	Sadi↑	INT	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	She go (...) in Venice.	RESPONSE	.	.	.	.
T	Can you try this sentence again?	INT	Closed-Display	3S	Direct Repair	Materials Mode
T	What is the past tense?	INT	Open-Display	.	Form-focused	Skills and Systems
S	◦She went to Venice◦	RESPONSE	.	.	.	.
T	Very good. She went to Venice. Highlight Venice. Ok, AGREE	FEEDBACK	.	.	.	.
T	Who did she go with ?	INT	Closed-Display	4S.	Scaffolding-Extension	Materials Mode
T	Yasin?	INT	.	.	.	.
S	She went to with Linda.	RESPONSE	.	.	Extended Learner Turn	.
T	Can you repeat please?.	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	She went to – with Linda.	RESPONSE	.	.	.	.
T	She went to with Linda?	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	No (another Std.)	RESPONSE	.	.	.	.
T	Can you repeat one more time?	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	She went to with boy friend ◦Linda◦ Boyfriend.	RESPONSE	.	.	Extended Learner Turn	.
T	Watch your grammar. Ok, too many words.	FEEDBACK	.	.	.	.
T	She went ↑–	INT	.	.	Scaffolding Modelling	Skills and Systems
S	[She went to] with boyfriend↑ She went holiday. Linda↑	RESPONSE	.	.	.	.
T	Linda? I'm sorry.	FEEDBACK	.	.	.	.
S	(another S) Teacher↑	INT	.	.	.	.
T	Help Ömer.	INT	.	.	.	.
S	She went another friend and Linda.	RESPONSE	.	.	.	.
T	< Ok> Maybe, Hamza?	FEEDBACK-INT	.	.	.	Materials Mode
S	She went his best friend.	RESPONSE	.	.	.	.
T	< Ok>	FEEDBACK	.	.	.	.
S	(another S) Isabella?	INT	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Laura is a girl.	RESPONSE	.	.	.	.
(Ssareeagertofindouttherightanswer)	.	.	.	.	.	.
T	Laura is a girl.	FEEDBACK	.	.	.	.
T	Good Isabel. she went with her best friend ISABEL.	FEEDBACK	.	.	.	.
S	Isabel↑	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	(another S)Isabella? (on the background)	RESPONSE	.	.	.	.
T	Ok, now another friend went with them.	FEEDBACK	.	.	.	.
T	Who also went to Venice?	INT	Closed-Display	2S.	Scaffolding-Extension	Materials Mode
(comments)((2snd))	.	.	.	.	.	.
T	What was the name of another friend?	INT	Closed-Display	3S.	Scaffolding-Extension	Materials Mode
S	Linda.	RESPONSE	.	.	.	.
T	Cem?	INT	.	.	.	.
S	Linda.	RESPONSE	.	.	.	.
T	Linda. Good. Another friend Linda asked if she could come too. Ok, so.	FEEDBACK	.	.	.	.
T	Are there any boyfriend?	INT	Closed-Display	5s.	Scaffolding-Extension	Materials Mode
T	No. Three women.	RESPONSE	.	.	.	.
T	What are their names? Yes, Cem.	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	Isabel, Linda, Laura.	RESPONSE	.	.	.	.
T	Good, very good. Isabel, Linda, Laura. Three women, three ladies.	FEEDBACK	.	.	.	.
T	Where did she stay?	INT	Closed-Display	4S.	Scaffolding-Extension	Materials Mode
T	Highlight where did she stay↑ Emircan?	INT	Closed-Display	4s.	.	Materials Mode
S	(Emircan) Last spring, teacher.	RESPONSE	.	.	.	.
T	Where did they stay? ((3snd))	INT	Closed-Display	3S.	Scaffolding-Extension	Materials Mode
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	STAY, Where did they stay? SLEEP↑	INT	Closed-Display	.	Teacher Echo	Materials Mode
Ss	[kalmak]	RESPONSE	.	.	.	L1
T	Raise your hand.	INT	.	.	.	.
T	Ok, Betül?	INT	.	.	.	.
S	She (...)	RESPONSE	.	.	.	.
T	She ?	INT	.	.	Seeking Clarific.	Materials Mode
Ss	[he, she...]	RESPONSE	.	.	.	.
S	(Betül) She stayed in a small apartment.	RESPONSE	.	.	Extended Learner Turn	Materials Mode
T	Good. So, they stayed in a small apartment. <where, here, apartment> You need to be careful what you are reading.	FEEDBACK	.	.	.	.
S	small apartment, teacher.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S	Second sentence.	RESPONSE	.	.	.	.
T	thank you, ok . small apartment↑	FEEDBACK	.	.	.	.
T	now what is the weather like? hasan, can you describe the weather?	INT	Open-Display	4s.	.	Materials Mode
T	look for the word weather, weather. highlight the word weather↑	INT	.	.	.	.
S	weather was perfect.	RESPONSE	.	.	.	.
T	did you highlight that? good. weather was perfect. did you highlight it?	INT	Closed-Refer.	.	Teacher Echo	Materials Mode
S	yes.	RESPONSE	.	.	.	.
T	very good, good job.	FEEDBACK	.	.	.	.
T	next, why didn't she enjoy the holiday?	INT	Open-Display	5s.	.	Materials Mode
T	Who can tell me why?	INT	Open-Display	.	Teacher Echo	Materials Mode
T	Hamza↑	INT	.	.	.	.
S	It was very [expensive.]	RESPONSE	.	.	.	.
T	Ok, Betül, when I say °Hamza, ok thank you.°	FEEDBACK	.	.	.	.
S	They wanted go to the cheap restaurant.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, good.	FEEDBACK	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	But the problem was ?-	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	Money.	RESPONSE	.	.	.	.
T	Isabel –	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	Boyfriend↑	RESPONSE	.	.	.	.
S	(another S) Isabel and Linda paid for the apartment.	RESPONSE	.	.	Extended Learner Turn	.
T	good. ok. and linda never buys coffee or drink. so it was expensive. so that was the problem. ok, very good.	FEEDBACK	.	.	Extended Teacher Turn	.
T	so, what did we learn to do today↑	INT	Open-Diplay	2s.	.	Managerial
T	what is this called?	INT	Closed-Display	.	Scaffolding Extension	Managerial
Ss	[highlight]	RESPONSE	.	.	.	.
T	so you're highlighting different parts, answers to the text. when i say highlight the weather, you look for the weather.	FEEDBACK	.	.	Extended Teacher Turn	.
T	ok, questions↑	INT	Open-Refer.	3S.	Comprehension Check	Managerial
T	This is reading. What was the title?	INT	Closed-Display	.	Direct Verbal	Materials Mode
(commentsonbackground)	.	.	.	.	.	.
T	Betül↑	INT	.	.	.	.
S	Laura (...)	RESPONSE	.	.	.	.
T	No, the title?	FEEDBACK-INT	Closed-Display	.	Teacher Echo	Materials Mode
(Sstellaltogether)	.	.	.	.	.	.
T	Betül?	INT	.	.	.	.
S	Today is perfect, weather is wonderful.	RESPONSE	.	.	.	.
T	Ok, continue.	FEEDBACK	.	.	.	.
S	(... But holiday can be a disaster)	RESPONSE	.	.	.	.
T	ok, what is a disaster?	INT	Open-Diplay	.	Scaffolding Extension	Materials Mode
.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
Ss	[storm]	RESPONSE	.	.	.	.
T	storm↑so, joe and laura, they went on holiday	FEEDBACK	.	.	.	.
T	but it was a – What was it?	INT	Closed-Display	2S.	Scaffolding Modelling	Materials Mode
T	Do they enjoy the holiday?	INT	Closed-Display	5S.	Scaffolding Extension	Materials Mode
T	No, it was a disaster. They weren't happy. <Thank you> We are gonna do some listening. Page 13.	RESPONSE	.	.	.	.
T	We are gonna do some listening. Page 13.	INT	.	.	.	.
(Sssoundthattheyaretired.)	.	.	.	.	.	.
T	Ok, you are going to listen to Linda and Laura talk about the holidays. First↑ listen to Mia if she agrees about the holiday.	INT	.	.	.	.
T	All you need to is to listen	INT	.	.	.	.
(Listening)	.	.	.	.	.	.
T	Ok, did you understand? Was that fast, slow?	INT	Closed-Refer.	3s.	Comprehension Check	Managerial
T	No fast↑	INT	Closed-Refer.	.	Reduction	Materials Mode
S	That is Ok.	RESPONSE	.	.	.	.
T	Tell me what was she trying to say? The main idea of the listening.	INT	Open-Display	.	.	Materials Mode
(OneSraiseshand)	.	.	.	.	.	.
T	Hamza.	INT	.	.	.	.
S	She had a holiday, there is a small room and then it's very expensive.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok.	FEEDBACK	.	5S.	.	.
S	(another s) (Teacher, but I think) (it is a background comment, Teacher does not pay attention)	INT	.	.	.	.
T	One person	INT	.	.	.	.
S	And she thinks it was very terrible holiday.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok.	FEEDBACK	.	.	.	.
S	She wants cheap hotels but this hotel is very expensive and photo is one hundred.	RESPONSE	.	.	Extended Learner Turn	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Good. Ok, very good.	FEEDBACK	.	.	.	.
T	She wanted to stay in expensive hotels?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	Good, ok.	FEEDBACK	.	.	.	.
.	What else did you learn in the listening?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	I think she bought pizzas and a lot of money.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok. That was pretty fast. Ok, listen, I will play it one more time. I want you to think 3 details. Just 3 details. You can write it if you want to write it down in your book. That's ok, you can write here. 3 details from the listening↑ I just want three↓	FEEDBACK	.	.	Extended Teacher Turn	.
(Ssaregettingready)	.	.	.	.	.	.
(Listening)	.	.	.	.	.	.
T	Ok, give me one thing, sth you learned from the listening exercise.	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	Holiday hotels is expensive.	RESPONSE	.	.	.	.
T	Ok. When you go on holiday, hotels can be expensive. Ok, Betül.	FEEDBACK	.	.	Extended Teacher Turn	.
S	Small rooms (...)	RESPONSE	.	.	.	.
T	I'm sorry? (T approaches Std)	INT	Open-Refer.	.	Seeking Clarific.	Materials
S	Small room and keep taking photo	RESPONSE	.	.	.	.
T	Ok, they stayed in small room and (imitating photo with her hand) Did she like that?	FEEDBACK-INT	Closed-Display	2S.	Scaffolding Extension	Materials Mode
T	He always wanted to take pictures. Did she like it? (T uses body language most of the time.)	INT	Closed-Display	3S.	Scaffolding Modelling	Materials Mode
T	Yes or No?	INT	Closed-Display	.	Reduction	Materials Mode
Ss	[Yes] she like but, [no] she doesn't like.	RESPONSE	.	.	.	.
T	Ja, she didn't like it. She didn't like his always taking pictures. It was a problem.	FEEDBACK	.	.	Extended Teacher Turn	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok, what else did you learn? Emircan?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	She – don't- didn't like it because serious relationship.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S	Taking photo and big mistake.	RESPONSE	.	.	.	.
T	That was a big mistake.	FEEDBACK	.	.	.	.
T	Yeah, Yasin?	INT	.	.	.	.
S	◦Talking to other travelers.◦	RESPONSE	.	.	.	.
T	Good. Did her boy friend like that?	FEEDBACK-INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	Boy friend – no, no -◦ friends◦	RESPONSE	.	.	.	.
S	(another S) Boyfriend didn't like it.	RESPONSE	.	.	.	.
T	Yes. That she was talking to other travelers.	FEEDBACK	.	.	.	.
T	he was what? what is that word?	INT	Closed-Display	3S.	Scaffolding Modelling	Materials Mode
SsandT	[jealous]	RESPONSE	.	.	.	.
T	she was jealous.	FEEDBACK	.	.	.	.
T	cem?	INT	.	.	.	.
S	joe was very jealous.	RESPONSE	.	.	.	.
T	good, ok, much better the second time around. thank you. that was the listening exercise.	FEEDBACK	.	.	.	.
T	we are gonna go into grammar. everyone see grammar?	INT	Closed-Display	.	.	Managerial
Ss	[yes]	RESPONSE	.	.	.	.
T	ok, past simple regular and irregular verbs	INT	.	.	.	.
S	go, went↑	RESPONSE	.	.	.	.
T	exactly. sleep – slept. go ahead. do this.	FEEDBACK	.	.	.	.
(Twalksaroundthestudents andcheckthem)	can you do this right now please?	INT	Closed-Display	.	.	Materials Mode
S	want?	INT	.	.	Seeking Clarific.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	you should know want↑	INT	.	.	.	.
S	(another s) be, was were do did?	INT	.	.	Seeking Clarific.	.
(Sscommentonthisquestion eagerlytomaketheTeacheru nderstandthequestion)	.	.	.	.	.	.
T	sorry, i couldn't understand what you're trying to say.	FEEDBACK	.	.	.	.
S	be- was- were	INT	.	.	.	.
T	ok, you got it. you're too smart↑all right, quickly let's go↑	FEEDBACK	.	.	.	.
S	went.	RESPONSE	.	.	.	.
T	go is went.	FEEDBACK	.	.	.	.
T	spend? past tense of spend? what are we doing?	INT	Closed- Display	.	Form-focused	Skills and Systems
Ss	(altogether)	.	.	.	.	.
T	spell it.	INT	.	.	.	.
S	s - p - e - n - t	RESPONSE	.	.	.	.
T	ok, spent. i spent a lot of money.	FEEDBACK	.	.	.	.
S	ok, we got it.	FEEDBACK	.	.	.	.
T	next one, want?	INT	Closed- Display	.	.	Materials Mode
S	sorry, i don't know.	RESPONSE	.	.	.	.
T	past tense of want?	INT	Closed- Display	.	Form-focused	Skills and Systems
Ss	[wanted]	RESPONSE	.	.	.	.
T	wanted↑yasin, stay?	FEEDBACK- INT	Closed- Display	.	.	Materials Mode
Ss	[stayed]	RESPONSE	.	.	.	.
T	good, stayed. good job. know? mehmet fatih?	FEEDBACK- INT	Closed- Display	.	.	Materials Mode
S	(...)	RESPONSE	.	.	.	.
T	repeat↑knew.	INT	.	.	.	.
T	spell it, please.	INT	.	.	.	.
S	ki-	RESPONSE	.	.	.	.
T	key	FEEDBACK	.	.	.	.
S	k - n - e - w	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	ok. next one, betul, sunbath?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
S	°sunbath°	RESPONSE	.	.	.	.
T	we need a letter at the end.	FEEDBACK	.	.	.	.
T	what is sunbath?	INT	Open-Display	2s.	Scaffolding Extension	Materials Mode
T	when you lie under the sun hat you are sunbathed.	RESPONSE	.	.	.	.
T	what about take?	INT	Open-Display	.	.	Materials Mode
Ss	[took]	RESPONSE	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	Can you use it in a sentence, Serhat↑	INT	.	.	Form-focused	Skills and Systems
S	take – took -°tik°	RESPONSE	.	.	.	.
T	No, think it.	FEEDBACK	.	.	.	.
S	teach – taught- taught	RESPONSE	.	.	.	.
T	Ok, Today I think, yesterday I thought.	FEEDBACK	.	.	.	.
T	Ok, What I need you here, with your partner. I want you to use five only five of these words in a sentence. Ok. 5 past tense. All right, go ahead.	INT	.	.	.	Managerial
(Tgoesaroundtheclassandchecks)	.	.	.	3 MIN.	.	.
((3min.))(Tclapsherhandstofinishtheactivity.)	.	.	.	.	.	.
T	I have good participation here from Cem and Mehmet. Good job. This is easy. Past simple, ok. GO TO PAGE 128 please. Go to the back, every one.	FEEDBACK	.	.	.	.
T	You do not need your notebooks here, you can write on the book. So, What can the first one be?	INT	Closed-Display	3s.	.	Materials Mode
T	Past tense of drive?	INT	Closed-Display	.	.	Materials Mode
Ss	[drove]	RESPONSE	.	.	.	.
T	Good job.	FEEDBACK	.	.	.	.
(Ssdogrammarexercise)((5min))	.	.	.	5 MIN.	.	.
T	All right, finish? I want you to make a question?	INT	Closed-Display	.	Form-focused	Skills and Systems
S	Did you have a good time↑	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Peffect, good. did you have a good time↑ Ok, two, three, four, five right now. (T walks around gives help for the Ss.)	FEEDBACK	.	.	.	.
T	OK, I'm listening to you.	INT	.	.	.	.
S	(from front row) I am here every day, all of them homework finish, me, -	RESPONSE	.	.	Extended Learner Turn	.
T	Ok.	FEEDBACK	.	.	.	.
S	Why repeat A2 here?	INT	.	.	Genuine Req.	.
T	Ok, there are different reasons. It depend on the exam score. You can go to Açelya.	RESPONSE	.	.	.	.
S	Ali is good, Albert is good, but repeat A2.	RESPONSE	.	.	Extended Learner Turn	.
T	I don't know exactly.	RESPONSE	.	.	.	.
S	Teacher, last question (...)	INT	.	.	Seeking Clarification	.
T	OK, We can go on and on, but really I don't know why. Everyone is individual. I don't know sorry.	RESPONSE	.	.	.	.
S	(another S) Teacher, we don't know you help us but we want to share our problems with you.	INT	.	.	Extended Learner Turn	.
T	Ok, no. I appreciate that. I wish I knew all your answers.	RESPONSE	.	.	.	.
S	Yes, I wish I passed the A2 exam.	RESPONSE	.	.	Extended Learner Turn	.
T	I wish, but I don't know all the answers. How many of you want more writing activities?	INT	Closed-Refer.	.	Genuine Req.	Managerial
S	Speaking teacher.	RESPONSE	.	.	.	.
T	Writing and speaking. Ok, thank you for these information.	FEEDBACK	.	.	.	.
T	Are you on page 152? Ok, look at these words.	INT	Closed-Display	.	.	Managerial
T	One of these verbs, photos? One of these verbs	INT	Closed-Display	.	.	Managerial
Ss	[take photos]	RESPONSE	.	.	.	.
T	Ok, go ahead and do this please.	FEEDBACK	.	.	.	.
.	(T goes around and check all Ss)	.	.	.	.	.
S	Teacher, I have a question. What does it mean, SOUVENIR ? ST. INIT.	INT	.	.	.	.
S	(another S) Hatra.	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	When you go travelling and buy sth for your friends.	RESPONSE	.	.	.	.
S	the S who says in Turkish) Ok check in dictionary.	INT	.	.	.	.
T	No, I believe in you.	FEEDBACK	.	.	.	.
.	(T walk around and comes up with a question)	.	.	.	.	.
T	This is a book. But there is another book. Do you know the other meaning for Book?	INT	Closed-Display	3s.	Scaffolding Extension	Materials Mode
T	book a hotel↑like reservation. Book a flight.	RESPONSE	.	.	.	.
Ss	rezervasyon	RESPONSE	.	.	.	L1
T	Book means to reserve. To book in English, reserve, reservation.	FEEDBACK	.	.	.	.
S	Souvenirs? ST INIT.	INT	.	.	Seeking Clarification	.
T	No, you book a hotel, like Mehmet said, like a reservation.	RESPONSE	.	.	.	.
S	Teacher, what does it mean hire?	INT	.	.	.	.
T	HIRE↑Ok. I am the boss of a company. I hire you to work for me.	RESPONSE	.	.	.	.
.	(murmurings)	.	.	.	.	.
S	(another S) How is it write?	INT	.	.	Seeking Clarification	.
	(t writes on the board)	.	.	.	.	.
S	(s that ask this word) buy and hire ?	INT	.	.	Seeking Clarification	.
T	let me explain. i own a company.	RESPONSE	.	.	.	.
Ss	[ok]	FEEDBACK	.	.	.	.
T	i hire you to work for me. hire↑ i will pay you to work for me.	RESPONSE	.	.	.	.
S	(diff. s) i hire a car, for example.	RESPONSE	.	.	.	.
T	hire a car → in american english we say rent a car.	FEEDBACK	.	.	.	.
S	[rent a car]	RESPONSE	.	.	.	.
T	yes. it looks like in british english, they use hire as rent.	FEEDBACK	.	.	.	.
T	in turkey do you use rent a car or hire a car?	INT	Closed-Refer.	.	Genuine Req.	Classroom context
Ss(altogether)	Rent a car.	RESPONSE	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Let's check your answers with the audio. Ok, let's listen. Ok, check your answers.	INT		.	.	.
.	(Ss are not sure about the word but no comment)	.		.	.	.
S	Teacher, rent is a short time?	INT	.	.	Seeking Clarification	.
T	yes, hire for a shorter time.	RESPONSE		.	.	.
T	do you hire or rent an apartment?	INT	Closed-Display	.	Scaffolding Extension	Classroom context
S	rent an apartment for a long time.	RESPONSE	.	.	Extended Learner Turn	.
T	ok, adjectives↑let's look at this match the questions and answers. i mean look at this.	INT	.	.		Managerial
S	teacher?	INT		.	.	.
T	yes.	RESPONSE		.	.	.
S	the hotel?↑	INT	.	.	Seeking Clarification	.
T	the hotel?	INT	.	.	Seeking Clarification	Materials
S	yes,	RESPONSE	.	.	.	.
S	the hotel rooms is – hire or rent? .	INT	.	.	Seeking Clarification	.
T	book↑ ok, it depends,	RESPONSE		.	.	.
T	do you want to stay in a hotel for a long time or one week?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	short time.	RESPONSE		.	.	.
T	short time that you say book↑. i am going to book .	FEEDBACK		.	.	.
S	if i say long time?	INT		.	Seeking Clarification	.
T	rent↑	RESPONSE	.	.	.	.
S	Ok.	RESPONSE	.	.	.	.
T	Good question, dear. All right, let me make sure this is on.	FEEDBACK	.	.	.	.
T	Ok, can you do part 3 please?	INT	Closed-Display	3s.		Materials Mode
T	It says what was the weather like? Can you pick some of the adjectives here, Ömer?	INT	Closed-Display	.		Materials Mode
S	Yes.	RESPONSE		.	.	.
T	Which adjectives did you pick here?	INT	Closed-Displ	.	Teacher Echo	Materials Mode

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	Adjectives? (not sure)	RESPONSE	.	.	.	.
S	(diff.S) comfortable.	RESPONSE	.	.	.	.
T	Can you say it in sentence, please?	INT	Closed-Display	.	Form-focused	Skills and Systems
S	(Ömer) Chair is very comfortable.	RESPONSE	.	.	.	.
T	No, no with weather.	FEEDBACK	.	.	.	.
Ss	[sunny]	RESPONSE	.	.	.	.
T	It was sunny.	FEEDBACK	.	.	.	.
S	(Ömer) It was rainy.	RESPONSE	.	.	.	.
T	That is the negative. Ok, I want to explain the word LIKE Because I think you are getting confused. I like ice cream, I like candy, ok , that is a different like, you say WHAT IS SHE LIKE,	FEEDBACK	.	.	Extended Teacher Turn	.
T	What do I mean↑	INT	Open-Diplay	.	Comprehension Check	Materials
S	(Ömer) She likes – hihh	RESPONSE	.	.	.	.
T	Her personality-	FEEDBACK	.	.	.	.
S	She likes ihh	RESPONSE	.	.	.	.
S	(another S) TALL	RESPONSE	.	.	.	.
S	(another S) She has blond hair.	RESPONSE	.	.	Extended Learner Turn	.
T	what does she look like?↑	INT	Open-Diplay	5s.	Scaffolding Modelling	Materials
.	(ss comment on the word, trying to get the meaning, but t tries once again)	.	.	.	.	.
T	look like is that she is tall, she has dark hair.	FEEDBACK	.	.	.	.
T	what is she like ?–	INT	Open-Diplay	.	Scaffolding Extension	Materials
S	she likes the ballerina.	RESPONSE	.	.	.	.
T	don't tell me what she likes. i mean her personality.	FEEDBACK	.	.	.	.
S	she like angelina jolie.	RESPONSE	.	.	.	.
T	she is like angelina jolie. this what does she look like↑	FEEDBACK	.	.	.	.
T	what i ask what is she like↑ i mean her personality.	INT	.	.	.	.
S	She is kind.	RESPONSE	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	She is kind, she is funny, ok, she is friendly, she is polite, she shy.	FEEDBACK	.	.	Extended Teacher Turn	.
T	No, that is what she looks like.	FEEDBACK	.	.	.	.
S	Fiziki diyor bu , bu karakteristiği.	RESPONSE	.	.	L1	.
T	ok, you got it. physical what does she look like, what is she like character.	FEEDBACK	.	.	Extended Teacher Turn	.
.	(ss give examples that they understand in english	.	.	.	.	.
T	ok what is the weather like↑ someone answer?	INT	Open-Display	.	Scaffolding Modelling	Classroom context
Ss	(...)	RESPONSE	.	.	.	.
T	Can you use it in a sentence?	INT	.	.	Form-focused	Skills and Systems
.	(Ss raise hands)	.	.	.	.	.
S	windy	RESPONSE	.	.	.	.
T	It is – ok,	FEEDBACK	.	.	.	.
T	Muratcan, What is the weather like?	INT	Open-Display	.	Teacher Echo	Classroom context
S	It is sunny.	RESPONSE	.	.	.	.
T	It is sunny.	FEEDBACK	.	.	.	.
T	What is the weather like? (showing another S)	INT	Open-Display	.	Teacher Echo	Classroom context
S	The weather is sunny.	RESPONSE	.	.	.	.
T	Ok. That is it. That means what is the weather like.	FEEDBACK	.	.	.	.
T	ok, two says what was the hotel like↑	INT	Open-Display	2s.	.	Materials Mode
(	murmurings in turkish)	.	.	.	.	.
T	Using these words. You are on a vacation. Your friend asks, Cem, What was the hotel like?	INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S	comfortable.	RESPONSE	.	.	.	.
T	It was comfortable.	FEEDBACK	.	.	Turn Completion	.
T	What was the hotel like? (showing another student)	INT	Open-Display	.	Teacher Echo	Materials
S	It was expensive.	RESPONSE	.	.	Extended Learner Turn	.
T	Muratcan?	INT	.	.	.	.
S	It was dirty.	RESPONSE	.	.	Extended Learner Turn	Materials

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok, It was dirty.	FEEDBACK	.	.	.	.
S	It was luxurious. (wrong pronunciation)	RESPONSE	.	.	.	.
T	It was what? Oh, luxurious. That means like very fancy, very luxurious	FEEDBACK	.	.	.	.
T	Ok. what was the town like?	INT	Open-Display	.	.	Materials Mode
S	Town, yes I know.	RESPONSE	.	.	.	.
T	Describe the town.	INT	Open-Display	3s.	Scaffolding Modelling	.
T	What was the town like?	INT	Open-Display	.	Teacher Echo	Materials Mode
Ss	(comment on the meaning of the town) in Turkish	.	.	5s.	.	.
T	Ok, What was the town like? Betül.	INT	Open-Display	.	Teacher Echo	Materials Mode
S	noisy and crowded.	RESPONSE	.	.	.	.
T	We have to say↑	INT	.	.	Scaffolding Modelling	Skills and Systems
S	It was noisy and crowded.	RESPONSE	.	.	Extended Learner Turn	.
T	What was the town like? (another S)	INT	Open-Display	.	Teacher Echo	Materials Mode
S	beautiful	RESPONSE	.	.	.	.
T	It was ?-	INT	Closed- Display	.	Direct Repair	Skills and Systems
S	It was beautiful.	RESPONSE	.	.	.	.
T	Ok, It was beautiful.	FEEDBACK	.	.	.	.
T	what is antalya like? Describe with your own words.	INT	Open-Display	5S.	Scaffolding Extension	Classroom context
T	What is Antalya like? It is –	INT	Open-Display	.	Scaffolding Modelling	Classroom context
S	It is lovely.	RESPONSE	.	.	.	.
T	It was snowy?	INT	Closed- Display	.	Scaffolding Modelling	Classroom context
Ss	[lovely] (wrong pronunciation)	RESPONSE	.	.	.	.
T	I don't understand. [lovli]↑	INT	Closed-Refer.	.	Seeking Clarification	Classroom context
S	[lavli]	RESPONSE	.	.	.	.
T	Noisy?	INT	Closed-Refer.	.	Seeking Clarification	Classroom context
S	lovely stories↑ beautiful	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	OK, lovely↑Oh my God, repeat again like beautiful.	FEEDBACK	.	.	.	.
T	What is Antalya like?	INT	Open-Diplay	.	Scaffolding Extension	Classroom context
S	big airport transportation	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
T	Give me adjectives.	INT	Open-Diplay	.	.	.
S	Very crowded	RESPONSE	.	.	.	.
T	very good, very crowded.	FEEDBACK	.	.	.	.
T	what is istanbul like?	INT	Open-Refer.	5	Scaffolding Extension	Classroom context
S	It is embarrassed.	RESPONSE	.	.	.	.
T	You embarrassed of Istanbul. Ok.	FEEDBACK	.	.	.	.
T	Can you give me adjective to describe?	INT	Open-Refer.	4	Scaffolding Modelling	Skills and Systems L1
S	Ok. A funny city (ondan sonra)	RESPONSE	.	.	.	.
S	(diff. S) Teacher, I don't like Istanbul.	RESPONSE	.	.	.	.
S	DIRTY	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	Mehmet, What is Istanbul like?	INT	Open-Refer.	.	Teacher Echo	Skills and Systems
S	Crowded, historical city.	RESPONSE	.	.	.	.
T	Ok. I think you got it.	FEEDBACK	.	.	.	.
.	(Ss are more engaged in the lesson when they are talking about themselves and extra class activities	.	.	.	.	.
.	(Ss are laughing and still talk about the previous subject)	.	.	.	.	.
T	excuse me, number four what were the people like? ok, when i say like, you give me adjectives.	INT	Open-Diplay	.	.	Materials Mode
T	what are the people like in istanbul?	INT	Open-Refer.	5s.	Scaffolding Modelling	Classroom context
(Tapproachestothemtoover taketheclasscontrol)	(Ss are joking and laughing within each other)They are –	INT	Open-Refer.	.	Scaffolding Modelling	Classroom context
S	They are friendly.	RESPONSE	.	.	.	.
T	What are the people like in Antalya? (showing another S) Mehmet,° What are the people like in Antalya? °	INT	Open-Refer.	5s.	Scaffolding Extension	Classroom context
S	helpful.	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Sentence please.	INT	Closed-Display	.	Form-focused	Skills and Systems
S	They will –	RESPONSE	.	.	.	.
T	Present	FEEDBACK	.	.	.	.
S	They are helpful.	RESPONSE	.	.	.	.
T	Yes. Thank you. Ok .	FEEDBACK	.	.	.	.
T	Food. what was the food like?	INT	Open-Display	.	.	Materials Mode
S	delicious.	RESPONSE	.	.	.	.
T	What was the food like in Turkey? Sadi.	INT	Open-Refer.	3s.	Scaffolding Extension	Classroom context
T	◦What is the food like in Turkey?◦	INT	Open-Refer.	.	Teacher Echo	Classroom context
S	ıçli köfte, İzmir köfte	RESPONSE	.	.	.	L1
S	sushi, havyar↑	RESPONSE	.	.	.	.
.	(Every one laughs)	.	.	.	.	.
T	ok, give me an adjective.	INT	Open-Display	.	Form-focused	Skills and Systems
S	food?	RESPONSE	.	.	.	.
T	No no no.	RESPONSE	.	.	.	.
T	◦What is the food like in Turkey?◦	INT	Open-Display	.	Scaffolding Extension	Classroom context
S	Food is delicious.	RESPONSE	.	.	.	.
T	Ok. Thank you.	FEEDBACK	.	.	.	.
S	Tasty.	RESPONSE	.	.	.	.
T	Sentence.	INT	.	.	Form-focused	Skills and Systems
S	(another S) The food is tasty.	RESPONSE	.	.	.	.
T	Thank you, Ömercan.	FEEDBACK	.	.	.	.
S	Akhisar (...) is very famous (wrong pronunciation) in Turkey.	RESPONSE	.	.	.	.
T	Ok, ◦what is the food like?◦	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	famous and delicious.	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	The food is↑ –	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
S	The food is delicious (wrong pronunciation)	RESPONSE	.	.	.	.
.	(Other Ss correct his pro	.	.	.	.	.
T	OK, What is the university like?	INT	Open-Diplay	.	Scaffolding Extension	Classroom context
.	(Ss are so motivated with these type of questions)	.	.	.	.	.
T	Tell me, the university is like - ? (Ss just laugh)	INT	Open-Diplay	.	Scaffolding Modelling	Skills and Systems
T	Ok, for example, tell me what is your girl friend like? (again laughters, T change the subject)	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
T	Ok, What is your father like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	He likes car.	RESPONSE	.	.	.	.
T	No, no. adjectives.	FEEDBACK	.	.	.	.
Ss	[adjectives] (Most of the students got it and eager to answer the question.)	RESPONSE	.	.	.	.
T	You can say he is smart, he is intelligent, he is hardworking. Adjectives.	FEEDBACK	.	.	.	.
T	Ok, Hamza, What is your father like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	My father is handsome.	RESPONSE	.	.	Extended Learner Turn	.
T	What is your father like? (showing another S)	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	He is so strong, 1.90 m.	RESPONSE	.	.	.	.
T	No, no.	FEEDBACK	.	.	.	.
T	What is he like?	INT	Open-Refer.	.	Teacher Echo	Skills and Systems
S	He is strong.	RESPONSE	.	.	.	.
T	Ok, good.	FEEDBACK	.	.	.	.
T	What is your father like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	My father looks serious.	RESPONSE	.	.	Extended Learner Turn	.
T	Just say, my father is serious .	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok, Ömer?	INT	.	.	.	.
S	My father is generous.	RESPONSE	.	.	Extended Learner Turn	.
T	Cem?	INT	.	.	.	.
S	My father isn't generous.	RESPONSE	.	.	Extended Learner Turn	.
T	Oh, ok, interesting. So, when you say LIKE, you have to follow with an adjective.	FEEDBACK	.	.	.	.
S	My father look like a tree. He is very big.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok.	FEEDBACK	.	.	.	.
S	(another S) My father look like little nervous.	RESPONSE	.	.	Extended Learner Turn	.
T	He looks nervous. Ok.	FEEDBACK	.	.	.	.
T	Questions? Got it? Get it?	INT	.	.	Comprehension Check	Managerial
.	(No reaction)	.	.	.	.	.
T	Good. Got it means, do you understand.	FEEDBACK	.	.	.	.
Ss	Yes.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
.	(t teaches them to say got it, get it, say it like a song, ss enjoy it so much)	.	.	.	.	.
T	yasin. got it get it good?	INT	.	.	Comprehension Check	Managerial
S	got it get it good.	RESPONSE	.	.	.	.
T	got it get it good? enes.	INT	.	.	Comprehension Check	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	Good guys, let's move on. You're doing great. Now, you are gonna talk to your friend in English what is your mother like, what is your sister like, what is your father look like. Go ahead. (Ss practice what they have just learned in English)	INT	.	.	.	Managerial
.	
T	LOOK LIKE physical, LIKE is character.	FEEDBACK	.	.	.	.
T	Salih, What is your father like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	HE is generous.	RESPONSE	.	.	.	.
T	Ok, what is your mother like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	She is clever and orderly.	RESPONSE	.	.	Extended Learner Turn	.
T	Orderly↑ organized. Interesting, ok.	FEEDBACK	.	.	.	.
Ssimitateheraswell)	(T claps her hands to finish speaking practice	.	.	.	.	.
T	All right, I want you to tell each other what you are like.	INT	.	3s.	.	Managerial
T	Muratcan, What are you like?	INT	Open-Refer.	3S.	Scaffolding Extension	Classroom context
T	You?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	talkative.	RESPONSE	.	.	.	.
T	talkative, good. So you are explaining yourself. You talk about yourself.	FEEDBACK	.	.	.	.
T	Who wants to tell me what you are like? Hamza, What are you like?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	I'm helpful.	RESPONSE	.	.	.	.
T	Good adjective.	FEEDBACK	.	.	.	.
T	Ok. Let's move on to the next page 14. Look at the photo. The story behind the photo. There is a picture. What was happening? What country are they in?	INT	Open-Diplay	.	.	Managerial
Ss	[USA, Chicago]	RESPONSE	.	.	.	.
S	Teacher, they are watching (poling)	RESPONSE	.	.	.	.
T	They are What? Politics?Election.	INT	Open-Diplay	.	Seeking Clarific	Materials Mode
S	yes.	RESPONSE	.	.	.	.
T	OK, What do you think they are looking at?	INT	Open-Diplay	6s.	Scaffolding Extension	Materials Mode
.	(Ss are so awake and engaged in the lesson	.	.	.	.	.
S	They are watching screen.	RESPONSE	.	.	.	.
T	Watching a Tv screen.	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok. This is a photo from a photographer (.....) taken in 2008. Ok. Take your highlighter. Highlight the answers to this→	FEEDBACK	.	.	.	.
.	(noise on background)	.	.	.	.	.
T	why does tom pilston go to chicago?	INT	Open-Diplay	4S.	.	Materials Mode
T	Excuse me. Why did he go?	INT	Open-Diplay	3s.	Teacher Echo	Materials Mode
S	He wanted to take photo of Barack Obama and his family.	RESPONSE	.	.	Extended Learner Turn	.
T	Very good.	FEEDBACK	.	.	.	.
T	That's number one. I want you to just wait for a minute, I'll look for sth. ((30sd)) All right, let's work on those questions. Hold on Betul, please.	INT	.	.	.	.
T	Betul, can you ask me again?	INT	Open-Diplay	.	Direct Repair	Skills and Systems
S	(....)	RESPONSE	.	.	.	.
T	How did you say it in English?	INT	Open-Diplay	.	Teacher Echo	Skills and Systems
S	Can I give to me paper.	RESPONSE	.	.	.	.
S	(Ömer) Can you give to me↑	RESPONSE	.	.	.	.
S	Betul) Can you give to me paper?	RESPONSE	.	.	Direct Verbal Exchange	.
T	Ok, not that, Can you give me↑	FEEDBACK	.	.	.	.
.	(Ss want to check her grammar eagerly)	.	.	.	.	.
T	Can you ask me again?	INT	Closed-Refer.	.	Direct Repair	Skills and Systems
T	Highlight the answers. Number two why couldn't he take a photograph of obama? (t walks around the class and check Ss)	INT	Open-Diplay	3 MİN.	.	Materials Mode
T	Let's see how you did. Two, why couldn't he take a photo of Obama?	INT	Open-Diplay	.	Teacher Echo	Materials Mode
Ss	[Because]	RESPONSE	.	.	.	.
T	One person, please. Enes?	INT	.	.	.	.
S	Because (....)	RESPONSE	.	.	.	.
T	He couldn't take a photograph, there was a problem.	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	(another S) I didn't have my press pass. I couldn't go inside.	RESPONSE	.	.	.	.
T	EXACTLY, good. That's the reason. Enes, I understand what you say but this the answer for the question.	FEEDBACK	.	.	.	.
S	What was the weather like?	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	The weather was warm night.	RESPONSE	.	.	.	.
T	It was a warm night↑	FEEDBACK	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	Three. Where did he take this photo? Where, a place. Betul.	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	(...) in the convention center.	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	What city?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	Chicago?	RESPONSE	.	.	.	.
T	Very good. In Chicago. Yes.Good job, Betul.	FEEDBACK	.	.	.	.
T	where could the people see the election results?	INT	Closed-Display	4s.	.	Materials Mode
T	Number five.	INT	.	.	.	Materials Mode
S	(.....)	.	.	.	.	.
T	Where↑, so we are looking for a place.	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
SS	(holding and smiling)	.	.	.	.	.
T	Ok, but where are they?	INT	Closed-Display	4S.	Scaffolding Extension	Materials Mode
T	Where the people?↑ Where the people watching this?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
Ss	[Obama's election, Obama's speech]	RESPONSE	.	.	.	.
T	I know,	FEEDBACK	.	.	.	.
T	But where is the place? WHERE?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	at the TV screens	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok, They are watching TV screens,	FEEDBACK	.	.	.	.
T	But WHERE?	INT	Closed-Display	.	Teacher Echo	Materials Mode
Ss	[around the park]	RESPONSE	.	.	.	.
T	Yes, good, Around the park outside the center. Good, Diyar.	FEEDBACK	.	.	.	.
T	Was he sorry when he couldn't go inside? Just say Yes or No?	INT	Closed-Display	6s.	Reduction	Materials Mode
T	Did he wanna go inside or stay outside?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	Outside.	RESPONSE	.	.	.	.
T	Outside, good. So, was he sorry, no.	FEEDBACK	.	.	.	.
T	Seven, what happened when obama won?	INT	Open-Diplay	4s.	.	Materials Mode
T	What did you highlight? What did people start doing?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	People started shouting and crying.	RESPONSE	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	Now, I'll explain your writing homework. Page 111. I'll explain your homework right now. Here is an e-mail, there are 10 mistakes. Grammar, punctuation and spelling. Ok, for example, I have 21 years old. (NO QUEST.)	INT	.	.	.	.
T	This is due Monday.	INT	.	.	.	.
T	Before you go, wrap up, what did you learn today? Three things you learn today? Hamza	INT	Open-Diplay	.	Comprehension Check	Managerial
S	What will we do on holiday –	RESPONSE	.	.	.	.
T	For example? Ok, tell me sth you learned. Enes, What did you learn, today?	INT	Open-Diplay	.	Scaffolding Modelling	Managerial
S	Regular, irregular verbs.	RESPONSE	.	.	.	.
T	Thank you.	FEEDBACK	.	.	.	.
T	Ömer, what did we learn today?	INT	Open-Diplay	.	Comprehension Check	Managerial
.	(commotion, noise, Ss getting ready to go out)	.	.	.	.	.
T	Tell me three things you learned today, class?	INT	.	.	Comprehension Check	Managerial
S	look like, like; highlighting	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Right now, I want to start with pronunciation with the past tense.	INT	.	.	.	.
Ss	Ok, for example – [past simple]	INT	.	.	Seeking Clarific.	.
T	Because I think you're getting confused. Hasan, excuse me. I'll explain this. When the verb ends with –k, -p, -s, -ch or –gh and –f, this sound is –t. So LIKE-T as a –t sound. PARK- T. He park(t) his car. The sound is –t. It is not so difficult. So these letters have –t sound. Repeat after me. (Pronunciation exercise)	INT	.	.	.	.
S	Teacher↑	INT	.	.	.	.
T	Enes, Yes.	INT	.	.	.	.
S	OPENED?	RESPONSE	.	.	.	.
T	It would be a –d sound. I'll go here later.	FEEDBACK	.	.	.	.
T	So, Can someone use one of these words in a sentence?	INT	Open-Diplay	4s.	Form Focused	Skills and Systems
T	Hasan, can you use one of these words in a sentence?	INT	Open-Diplay	.	Teacher Echo	Skills and Systems
S	I watched (-id).	RESPONSE	.	.	.	.
T	Now, you made a mistake, It's a –t.	FEEDBACK	.	.	.	.
T	What did you watch?	INT	Open-Refer.	.	Direct Repair	Skills and Systems
S	I watched a movie.	RESPONSE	.	.	.	.
T	I watched a movie. Ok, we don't say watch-ed. Because whenever you see –ch, it is like a –t. It is very important. It's hard to remember in English, because you see a –d and you wanna say –ed.	FEEDBACK	.	.	.	.
T	Right now, we have more students, everyone has a partner, now (Pronunciation practice in pairs)	INT	.	.	.	.
.	(During the practice, T walks around the Ss and check what they are saying)	.	.	3min	.	.
T	Now, -d sound. If there is a voiced ending. Every one, touch your throat. Everyone, say –ba. Do you feel vibration? –m, Those have vibration. Ok, unvoiced, try this –ka. Do you feel anything? It's not a strong vibration. Hasan, feel it, -kɪ, -pɪ, -tɪ	INT	Closed-Display	.	.	Managerial
S	-bɪ is strong.	RESPONSE	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	That's nice. Put your hand on your throat. Voiced endings, they have strong vibration. Repeat↑ -bi	FEEDBACK	.	.	.	.
T	do you feel it?	INT	Closed-Display	.	Teacher Echo	Skills and Systems
S	YES. Vibration.	RESPONSE	.	.	.	.
T	Try these -kɪ , -pɪ, -tɪ, -schɪ Which one is stronger?	INT	Closed-Display	.	Form Focused	Skills and Systems
S	-BI	RESPONSE	.	.	.	.
T	Ok,, good. You could feel it. So, with voiced endings we have a -dɪ sound, for example arrive-ed (repetition activities).	FEEDBACK	.	.	.	.
T	Can someone read these for me, please? Betül ?	INT	Closed-Display	.	.	Managerial
.	(She reads the verbs)	.	.	.	.	.
.	(pronunciation exercise for -dɪ sound)	.	.	.	.	.
T	Which one is easiest to remember?	INT	Closed-Refer.	.	.	Managerial
Ss	[all of them normal]	RESPONSE	.	.	.	.
T	So these are some rules to follow. If you see -k, -tɪ sound and if you see voiced sounds -dɪ, -cɪ, it is a -dɪ. If you see -dɪ and -tɪ, it's -id.	FEEDBACK	.	.	.	.
T	Ok?	INT	.	.	.	.
SS	Yes.	RESPONSE	.	.	.	.
T	Let's go to your book, page 14. Prepositions↑Do you remember? Pen is ? (T puts her pen on the desk)	INT	Closed-Display	.	Scaffolding Modelling	Materials
Ss	[on the table]	RESPONSE	.	.	.	.
.	(T puts the pen under the table)	.	.	.	.	.
Ss	[under the table]	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
Ss	[on, in]	RESPONSE	.	.	.	.
S	Teacher, between.	RESPONSE	.	.	.	.
T	Yes, good. between↑. Ok. At, in , on , many of you are getting confused with them. Page 14, please.	FEEDBACK	.	.	.	.
T	Which preposition do you use before a date, time?	INT	Closed-Display	2s.	.	Materials
T	So, look at the paragraph above. Ok, look for a date. On the very first.	INT	.	.	.	.
S	Fourth November.	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

<u>NATIVE -B</u> <u>Spk</u>	Utterance	Move	Function	Wait time	Purpose	Mode
T	very good,Ömer. Circle that. On 4th November, on September 11.	FEEDBACK	.	.	.	.
T	What preposition do we use for a date? At, in or on?	INT	Closed-Display	.	.	Materials Mode
Ss	[At]	RESPONSE	.	.	.	.
T	No, No, no↑	FEEDBACK	.	.	.	.
Ss	[on]	RESPONSE	.	.	.	.
T	On. Right, on↑	FEEDBACK	.	.	.	.
T	Time?	INT	Closed-Display	.	.	Materials Mode
S	at.	RESPONSE	.	.	.	.
.	Exercise check	.	.	30S.	.	.
T	Ok. What do we use for date?	INT	Closed-Display	.	.	Materials Mode
S	ON↑	RESPONSE	.	.	.	.
T	Eleven o'clock?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[at↑ 11 o'clock]	RESPONSE	.	.	.	.
T	at ↑ 3 o'clock. When will I need you? At 6 o'clock.	FEEDBACK	.	.	.	.
T	Number three , Cem? Morning?	INT	Closed-Display	.	.	Materials Mode
S	(another S) In the morning.	RESPONSE	.	.	.	.
T	very good.	FEEDBACK	.	.	.	.
T	Hasan, what about room and building?	INT	Closed-Display	3S.	.	Materials Mode
T	Look for the example.	INT	.	.	.	.
Ss	[in]	RESPONSE	.	.	.	.
T	In ok. So, in the Room AG- 15 . IN the room, IN the kitchen, IN the rest-room.	FEEDBACK	.	.	.	.
T	What prepositions do we use with month and year?	INT	Closed-Display	.	.	Materials Mode
Ss	[in]	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	What about month? January, February? What preposition will we use?	INT	Closed-Display	7S.	.	Materials Mode
Ss	[on, in]	RESPONSE	.	.	.	.
T	You say on, you say in.	FEEDBACK	.	.	.	.
T	Hüseyin?	INT	.	.	.	.
S	IN.	RESPONSE	.	.	.	.
T	Let's see. When we say a month like January, we will say IN.	FEEDBACK	.	.	.	.
T	If it is a date?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[on]	RESPONSE	.	.	.	.
T	month?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[in]	RESPONSE	.	.	.	.
T	It is a little bit confusing, I know.	FEEDBACK	.	.	.	.
T	Ok, the weekend?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[at]	RESPONSE	.	.	.	.
T	very good, at the weekend.	FEEDBACK	.	.	.	.
T	What about home?↑	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[in the home, at]	RESPONSE	.	.	.	.
S	My work at the home.↑	RESPONSE	.	.	.	.
T	Yes, you use at. Good.	FEEDBACK	.	.	.	.
T	I study at what?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[at home] school	RESPONSE	.	.	.	.
T	Ok, home, school or work is at.↑	FEEDBACK	.	.	.	.
T	All right, date, what do you use?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
Ss	[on]	RESPONSE	.	.	.	.
T	ON.	FEEDBACK	.	.	.	.
T	Give me an example.	INT	Open-Display	4s.	Form Focused	Skills and Systems

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Use the day. Serhat?	INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
S	On 13th January in 2013.	RESPONSE	.	.	.	.
T	ok, on the 13th of january 2013. all right, thank you. then we use on↑	FEEDBACK	.	.	.	.
T	salih, weekend?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
S	°at the weekend°	RESPONSE	.	.	.	.
T	can you use in a sentence?	INT	Open-Display	3s.	Form Focused	Skills and Systems
S	will go izmir at the weekend.	RESPONSE	.	.	.	.
T	ok, very good.	FEEDBACK	.	.	.	.
T	ok, morning, afternoon we use↑	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
S	(enes) in the morning, teacher, but (.....)	RESPONSE	.	.	.	.
T	can you use it in a sentence?	INT	Open-Display	5S.	Form Focused	Skills and Systems
S	hıhıhıh, in the morning –	RESPONSE	.	.	.	.
T	in the morning↑?	INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
S	yes.	RESPONSE	.	.	.	.
T	ok, betul?	INT	.	.	.	.
S	i usually have breakfast in the morning.	RESPONSE	.	.	Extended Learner Turn	.
T	good.	FEEDBACK	.	.	.	.
.	<u>(ss seem to be engaged in the class activity, they are all awake</u>	.	.	.	.	.
T	ok, let's go to page 153. vocabulary back↑	INT	.	.	.	Managerial
.	(ss speak turkish on the background)	.	.	.	.	.
T	153. i am happy everyone has a book. great, serhat, where is your book?	INT	Open-Refer.	.	.	Managerial
S	(no answer)	.	.	.	.	Managerial
T	(to a s sitting on the front row) °what are you doing on your phone?°	INT	Open-Refer.	.	.	Managerial
S	(no answer)	.	.	.	.	.
T	153. let's go. ok, please complete the chart↑ countries and cities. are you gonna use at, in or on↓	INT	.	5s.	.	Managerial
T	go ahead and complete this. (t walks around the ss check what they are doing) (instruction!)	INT	.	2 min.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	There are only 3 questions. Got it?	INT	.	.	Comprehension Check	Managerial
.	((Ss in silence doing the activity)	.	.	.	.	.
T	Ok, with countries and the cities, rooms,[buildings.]?	INT	Closed-Display	.	.	Materials Mode
Ss	[in]	RESPONSE	.	.	.	.
T	What preposition do we use, Ömer?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	in. (Other Ss confirm)	RESPONSE	.	.	.	.
T	IN. So write IN↑Ok, IN.	FEEDBACK	.	.	.	.
T	Somebody give me a sentence using in?	INT	Open-Diplay	5s.	Form Focused	Skills and Systems
.	(Ss are looking at the board in silence)	.	.	.	.	.
T	Give me a sentence.↑	INT	Open-Diplay	2s	Teacher Echo	Skills and Systems
S	I cook food in the kitchen.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok,	FEEDBACK	.	.	.	.
T	Another sentence? Fatih?	INT	Open-Diplay	1 min.	Scaffolding Extension	Skills and Systems
T	Yes, Fatih? I'm sorry.	INT	.	.	.	.
S	°In my bedroom°	RESPONSE	.	.	.	.
T	Can you use in a sentence?	INT	Open-Diplay	10 s.	Teacher Echo	Skills and Systems
S	Teacher, (another S raises hand)	RESPONSE	.	.	.	.
T	Hamza.	INT	.	.	.	.
S	My birthday will be in February.	RESPONSE	.	.	Extended Learner Turn	.
T	Good. My birthday will be in February.	FEEDBACK	.	.	.	.
T	Ok, FATİH Can you give me a sentence using in?	INT	Open-Diplay	15s.	Teacher Echo	Skills and Systems
S	I go to (...)	RESPONSE	.	.	.	.
T	No, I go to in the park↑	FEEDBACK	.	10S.	.	.
T	No. Try again.	FEEDBACK	.	.	.	.
Ss	[I am going to]	RESPONSE	.	.	.	.
T	Ok, but we are using IN↑	FEEDBACK	.	5S.	.	.
T	Enes?	INT	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
S	Don't worry in the exam.	RESPONSE	.	.	.	.
T	Hmm. No, sorry.	FEEDBACK	.	.	.	.
T	Hamza?	INT	.	.	.	.
S	I wear dress in the winter.	RESPONSE	.	.	Extended Learner Turn	.
T	Yes, I wear jacket in the winter.	FEEDBACK	.	.	.	.
T	ok, i will meet you in the park ↑ i will meet you in the garden. i will meet you in the car. ok?	INT	.	.	Scaffolding Modelling	Skills and Systems
Ss	yes.	RESPONSE	.	.	.	.
T	in the morning, in the afternoon we use in. in the kitchen, in the bedroom, in france, in turkey, in june we use in.	FEEDBACK	.	.	.	.
T	ok? what about this one?	INT	Closed-Display	.	.	Materials
T	bike, train, what preposition?	INT	Closed-Display	.	.	Materials
Ss	[on the bus]	RESPONSE	.	.	.	.
T	on the bus, good. on the train.	FEEDBACK	.	.	.	.
T	so, what preposition?	INT	Closed-Display	.	Scaffolding Modelling	Materials
Ss	on	RESPONSE	.	.	.	.
T	on, good. on the second of april, date ↑, on tuesday, on wednesday. ok, we use on.	FEEDBACK	.	.	.	.
T	What about the next one? School ↑, home	INT	Closed-Display	4S.	.	Materials
S	at the school, at home.	RESPONSE	.	.	.	.
T	Airport ↑?	INT	Closed-Displ	.	Scaffolding Mode	Materials
Ss	[at]	RESPONSE	.	.	.	.
T	We use AT ↑ Ok,	FEEDBACK	.	.	.	.
T	Somebody use AT in sentence?	INT	Open-Display	.	Form Focused	Skills and Systems
S	At the school.(on the background)	RESPONSE	.	.	.	.
T	Serhat. (raises hand)	INT	.	2s.	.	.
S	I am going to go hmmm meet my girl friend at the airport.	RESPONSE	.	.	Extended Learner Turn	.
T	at the airport, good. I will meet my girlfriend at the airport, Good.	FEEDBACK	.	.	.	.
.	(murmurings)	.	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Betul?	INT	.	.	.	.
S	I sleep at home.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Fatih, Can you use at?	INT	Open-Display	10s.	Form Focused	Skills and Systems
S	at the airport, at the bus station.	RESPONSE	.	.	.	.
T	Ok, in a sentence like Serhat.	INT	.	.	Scaffolding Modelling	Skills and Systems
S	I will go to cinema at the weekend.	RESPONSE	.	.	Extended Learner Turn	.
T	at the weekend, sure.	FEEDBACK	.	.	.	.
S	(Betul) I am waiting at the station.	RESPONSE	.	.	.	.
T	I am waiting at the station. Very good.	FEEDBACK	.	.	.	.
T	Enes?	INT	.	.	.	.
S	◦I went at the station◦	RESPONSE	.	.	.	.
T	Ok, we don't say went at	FEEDBACK	.	.	.	.
S	went to the station	RESPONSE	.	.	.	.
T	Ok, right now. I would like you to take a notebook.	FEEDBACK	.	.	.	.
.	(Ss and T are getting prepared for 30sd)	.	.	.	.	.
T	Ok, I want AT, <oh, sorry, you know> IN, THREE SENTENCES, in English, use IN, ON,AT	INT	.	.	.	.
T	Open your notebook. (walk and check all the Ss if they have notebooks)	INT	.	.	.	.
T	I want three sentences , three ON three IN, three AT.	INT	.	.	.	.
S	Teacher, sentences or word?	INT	.	.	Seeking Clarific.	.
T	Sentences. For example, Betul said, I eat breakfast IN the morning. Ok, use your book. IN france, IN the kitchen, IN a shop, Tell me three sentences using in, on and at.	RESPONSE	.	.	.	.
.	(All Ss are engaged in the activity) (T provides help by walking around the class)	.	.	.	.	.
T	I travelled in a museum (reads a sentence from a S's note) We usually don't travel in a museum. What do you do in a museum?	INT	.	2s	Direct repair	Skills and Systems
S	NO RESPONSE	.	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Ok, change the whole thing, it doesn't make sense. You can't travel in a museum.	FEEDBACK	.	.	.	.
.	(Ss use their own language while speaking to each other, but they do their best to speak to T in English)	.	.	.	.	.
S	Teacher↑ ((30sd)) (T is dealing with another S)	INT	.	.	.	.
T	Yes, you called me.	RESPONSE	.	.	.	.
S	I am study in [library] (pronun. Mistake)	INT	.	.	.	.
T	IN the library (T pronounce it correctly.)	RESPONSE	.	.	.	.
T	Great, good.	FEEDBACK	.	.	.	.
S	(Enes) Teacher, I travelled on the floor.	RESPONSE	.	.	.	.
T	(smiling)	.	.	.	.	.
S	I travelled school on the floor.	RESPONSE	.	.	.	.
T	You travelled on the floor? (showing the action with body movement)	INT	Closed-Display	.	Seeking Clarific.	Skills and Systems
S	Yes.	RESPONSE	.	.	.	.
T	TRAVEL means you go to another place, another city.	FEEDBACK	.	.	.	.
S	(Enes) (one more attempt) I travelled in the school on the floor.	RESPONSE	.	.	.	.
T	on the floor (body gesture) crawling like a baby↑	FEEDBACK	.	.	.	.
Ss	(laughing)	.	.	.	.	.
T	(writes on the board) CRAWL like baby?	INT	.	.	.	.
Ss	[emeklemek]	RESPONSE	.	.	.	.
T	You can say crawled on the floor.	FEEDBACK	.	.	.	.
S	When I was a baby.	INT	.	.	.	.
T	Ja, when I was a baby.	FEEDBACK	.	.	.	.
S	(another S) I am cleaning on the floor?	RESPONSE	.	.	.	.
T	No, I am cleaning the floor.	FEEDBACK	.	.	.	.
T	Ok give me good senetences using IN? In, in in?	INT	Open-Diplay	.	Form Focused	Skills and Systems
S	(Serhat) She doesn't wear clothes in the evening.	RESPONSE	.	.	.	.
T	Ok. We can say in the evening.	FEEDBACK	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Ok, any question? Let's go back to page 14. 14 please. We are gonna do some listening. Listening part . Look at the famous photo↑ What do you see here?↑	INT	Open-Diplay	.		Managerial
S	(Enes) Soviet Russian.	RESPONSE	.	.	.	.
T	What is she doing?↑	INT	Open-Diplay	.	Scaffolding Extension	Materials Mode
S	Victory, victory.	RESPONSE	.	.	.	.
T	Victory, ok.	FEEDBACK	.	.	.	.
T	She is waving a FLAG↑?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
Ss	Yes.	RESPONSE	.	.	.	.
T	This was a magazine around the world in 1960s. Where do you think the people are, what do you think is happening?	INT	Open-Diplay	5s.	Scaffolding Extension	Materials Mode
T	Any guesses?	INT	Open-Diplay	.		Managerial
S	(a girl) HIIHIIH	RESPONSE	.	.	.	.
T	What is happening? This is preview.	INT	Open-Diplay	.	Scaffolding Extension	Materials Mode
S	(girl) °being party°	RESPONSE	.	.	.	.
T	I am sorry.	INT	Open-Refer.	.	Seeking Clarific.	Materials Mode
S	They wined [vinit] a party.	RESPONSE	.	.	.	.
T	Ok, maybe a political party. It [says],	FEEDBACK	.	.	.	.
T	Yes, Hamza.	INT	.	.	.	.
S	They wanted win everything.	RESPONSE	.	4S.	.	.
T	I don't understand.	FEEDBACK	.	.	.	.
T	Everything? They wanted –	INT	Open-Diplay	.	Scaffolding Modelling	Materials Mode
S	[be] everything.	RESPONSE	.	.	.	.
T	To be everything, what do you mean?	INT	Open-Refer.	.	Seeking Clarific.	Classroom context
S	Yes, to be. .They wanted to be sth.	RESPONSE	.	.	.	.
T	Ok, <They wanted to be sth?> ok. Maybe.	FEEDBACK	.	.	.	.
S	(girl) Maybe, they work. They happened [hepinit] at the work.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, good. May be they are workers and they are not happy. Yes. That's a good idea.	FEEDBACK	.	.	.	.
T	Page 118, you will follow the listening and look at 144.	INT	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	Teacher, I think she is communist.	RESPONSE	.	.	.	.
T	You know what, good listening, you all followed along.	FEEDBACK	.	.	.	.
T	Ok what happened?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	Teacher?	RESPONSE	.	.	.	.
T	Enes, yes. (Class laugh) Student, yes.	FEEDBACK	.	.	.	.
T	What country she lives in? What country?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	Paris.	RESPONSE	.	.	.	.
S	(another S) France.	RESPONSE	.	.	.	.
T	What country was she in?	INT	Closed-Display	.	Teacher Echo	Materials Mode
Ss	[Vietnam]	RESPONSE	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	Who saw it in the newspaper?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
.	(murmurings)	.	.	.	.	.
T	Who was angry about her?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S	Her brother.	RESPONSE	.	.	.	.
T	Not brother.	FEEDBACK	.	.	.	.
S	Grandmother.	RESPONSE	.	.	.	.
T	Grandmother or grandfather?	INT	Closed-Display	.	Direct repair	Materials Mode
Ss	[grandfather]	RESPONSE	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	And Why was the grandfather angry?	INT	Open-Display	.	Scaffolding Extension	Materials Mode
S	(girl) Because he said you anarchist hth communist.	RESPONSE	.	.	Extended Learner Turn	.
T	He said, I'm not giving you-↑	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
Ss	[money, penny]	RESPONSE	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Right, I'm not giving you any money. Ok, good. Very good listening, you understand, good, not bad. So, now we are going to listen again, then you are going to answer these questions. (Listening again)	FEEDBACK	.	.	.	.
.
T	Ok, hold on, Enes† What is HOLD ON mean?	INT	Open-Display	2s.	Scaffolding Extension	Classroom context
T	If I say hold on?	INT	Open-Display	.	Scaffolding Modelling	Classroom context
S	Wait	RESPONSE	.	.	.	.
T	Yes, wait. Somebody gave her the flag.	FEEDBACK	.	.	.	.
T	What country was the flag from?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
Ss	(All Ss try to answer loudly) [Vietnam]	RESPONSE	.	.	.	.
T	So, the answer B	FEEDBACK	.	.	.	.
.	All Ss seem to be engaged in the lesson. They enjoy the class. Teacher help them to speak.)	.	.	.	.	.
.
<u>Cindy(20.01)</u>	.	.	.	.	.	.
T	Ok, listen up, open your notebook, please, your notebook. You answer these five questions, page 23	INT	.	.	.	.
S	Exam?	INT.	.	.	Seeking Clarific.	.
T	No, this is not exam.	RESPONSE	.	.	.	.
T	This is a listening. Ben and Lily are going to meet for dinner. Ok?	INT	.	.	.	.
Ss	Ok.	RESPONSE	.	.	.	.
T	You are going to listen what will happen next, then, you will answer these five questions. You don't need to copy, just answer. where are they going?, two what is the name of the restaurant?, three, what kind of car does ben drive?, what color is his car?, who is in the car? so, you are gonna answer these questions. listen carefully. Some of your listening is very good. (Ss are getting ready.)	INT	.	.	.	.
.
T	All right, any questions, Hasan?	INT	.	.	Comprehension Check	Managerial
.	(Listening)	.	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Good job during listening, many of you pay so much attention, I will repeat it.	FEEDBACK	.	.	.	.
T	Where are they going?	INT	Closed-Display	.	.	Materials Mode
S	(girl) restaurant.	RESPONSE	.	.	.	.
Ss	[restaurant]	RESPONSE	.	.	.	.
T	Restaurant, they are going to a restaurant. Right, ok. Let's listen, again.	FEEDBACK	.	.	.	.
.	(Listening)	.	.	.	.	.
T	Again, or Ok?	INT	Closed-Displ	.	.	Managerial
SS	(Some say again, some ok.)	RESPONSE	.	.	.	.
T	Ok. (silence 3sd.) Are you Ok? ,	INT	Closed-Display	.	.	Managerial
T	They are going to a restaurant. Right?	INT	Closed-Display	.	Reduction	Materials Mode
Ss	[yes]	RESPONSE	.	.	.	.
T	Two, Hamza?	INT	.	.	.	Materials Mode
S	Tigris	RESPONSE	.	.	.	.
Ss	[Tigris]	RESPONSE	.	.	.	.
T	Very good. You know what good listening, you're right.	FEEDBACK	.	.	.	.
T	Number three. Serhat?	INT	.	.	.	Materials Mode
S	outside.	RESPONSE	.	.	.	.
S	(another S) No, teacher. [fit]	RESPONSE	.	.	.	.
T	Fiat. The car is a Fiat.	FEEDBACK	.	.	.	.
T	You know FIAT?	INT	Closed-Display	.	Genuine Req.	Materials
Ss	Yes.	RESPONSE	.	.	.	.
T	What color is the FIAT? Who is listening?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	[blue]	RESPONSE	.	.	.	.
T	Very good. Good job, the color is blue.	FEEDBACK	.	.	.	.
T	Ok, who is in the car?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	[Erica] (Ss altogether, so motivated)	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ja , Erica.	FEEDBACK	.	.	.	.
T	Now, who is erica?	INT	Open-Diplay	5s.	Scaffolding- Extension	Materials Mode
T	His...	INT	Closed- Display	.	Scaffolding Modelling	Materials Mode
S	Maybe sister	RESPONSE	.	.	.	.
S	Grandmother	RESPONSE	.	.	.	.
S	Maybe girlfriend.	RESPONSE	.	.	.	.
T	Yes, Ömer, good, this is girl friend.	FEEDBACK	.	.	.	.
T	How do you think Lily feels?	INT	Closed- Display	.	Scaffolding- Extension	Materials Mode
Ss	[very bad, very sad]	RESPONSE	.	.	.	.
T	[sad, ashamed]	FEEDBACK	.	.	.	.
S	Lily felt jealous (pronun. Mistake)	RESPONSE	.	.	.	.
T	Lily is probably jealous. (corrects the mistake, but not emphatically)	FEEDBACK	.	.	.	.
T	OK, NEXT PART page 23. You are gonna listen to the dialogue. Just listen, no writing. (Listening)	INT	.	.	.	.
.	(They listen and repeat)	.	.	.	.	.
T	Where do you think it is louder?	INT	Closed- Display	4s.	.	Materials Mode
S	(from front row) would.	RESPONSE	.	.	.	.
T	OK. Would you like to go out for dinner? Dinner is loud, emphasized.	FEEDBACK	.	.	.	.
S	(the same S) emphasize?	INT	.	.	Seeking Clarific.	.
.	.	(no answer)	.	.	.	.
.	(Listening and repeating)	.	.	.	.	.
T	Sorry, I am going to the cinema. That is the intonation.	RESPONSE	.	.	.	.
S	intonation?	INT	.	.	Seeking Clarific.	.
.	(no answer by T)	.	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
.	(Listening moves on)	.	.	.	.	.
T	Can I have one A one B?	INT	.	3s.	.	Managerial
T	Who wants to be A?	INT	.	.	.	Managerial
.	((Ss raise hands))	.	.	.	.	.
T	Ok, Yasin A, Ömer B.	INT	.	.	.	.
.	(Ss read)	.	.	.	.	.
T	Good job, very good. Very good intonation. Would you like to go for dinner?↑You go up.	FEEDBACK	.	.	.	.
T	Ok, write here (T claps to control the class)Here is Monday, Tuesday, you in your life what are you doing on Monday ,Tuesday (showing the book)	INT	.	.	.	.
S	Partner?	INT	.	.	Seeking Clarific.	.
T	By yourself.Studying English, going to the mall (giving example) . You don't have to do every day, just three.	RESPONSE	.	.	.	.
.	(Ss are doing the activity eagerly.)	.	.	.	.	.
T	You are supposed to finish your journal, diary. Ok. Betül, I am gonna ask you °what are you doing on sunday?°	INT	.	.	.	Materials
S	I am going to shopping.	RESPONSE	.	.	.	.
T	I am going –	INT	Closed-Display	3s.	Direct Repair	Skills and Systems
T	I am going to shopping?	INT	Closed-Display	.	Confirmation Check	Skills and Systems
S	I am going to shop.	RESPONSE	.	.	.	.
T	I am going shopping or I am going to shop.	FEEDBACK	.	.	.	.
T	Ok, Serhat? What are you doing on Thursday?	INT	Open-Refer.	.	.	Materials
S	I am going to a football match.	RESPONSE	.	.	.	.
T	Thank you.	FEEDBACK	.	.	.	.
T	What are you going to do on Monday, Enes?	INT	Open-Refer.	.	.	Materials
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
S	I am going to the cinema. Monday? School, cinema.	RESPONSE	.	.	.	.
T	After? ((3-4))	INT	Open-Refer.	4S.	Scaffolding-Extension	Materials
S	Yes, after - cinema.	RESPONSE	.	.	.	.
T	Can you repeat the sentence, sorry?	INT	Open-Refer.	.	Seeking Clarific.	Materials
S	I am going to the cinema.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok. (Ss are talking on the background)	FEEDBACK	.	.	.	.
T	Excuse me.What are you doing on Thursday? (to a S)	INT	Open-Refer.	3S.	.	Materials
S	On Thursday, I go to café.	RESPONSE	.	.	.	.
T	Can you repeat please?	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	I am going to café.	RESPONSE	.	.	Extended Learner Turn	.
T	I am going to the café. Ok, you are free on Friday,	FEEDBACK	.	.	.	.
T	which day are you free?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	I am free on Saturday.	RESPONSE	.	.	.	.
T	Serhat?	INT	.	.	.	.
S	I am free on Sunday.	RESPONSE	.	.	.	.
T	You are free on Sunday. Nothing to do. Ok. All right, Write here, we learned prepositions at, in, on . Please fill 1,2,3, right now.	FEEDBACK-INT	.	.	.	.
T	We move on with vocabulary. 153 please. Prepositions, (read the instruction) Please do this right now.	INT	.	.	.	.
S	I arrived in Paris.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	I arrived in Paris on Friday night.	RESPONSE	.	.	.	.
.	(Ss do the activity, T walks and checks)	.	.	.	.	.
INT.T	How are you guys, almost done?	INT	Closed-Display	.	.	Managerial
.	(Ss move on)	.	.	.	.	.
INT.T	One more minute?	INT	Closed-Displa	.	.	Managerial
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
T	Right now, I will play the CD, listen to the answers.	INT	.	.	.	.
.	(Listening)	.	.	.	.	.
T	Those are difficult. Don't you think? You need more practice.	FEEDBACK-	.	.	.	.
S	All right, we are gonna do the quiz now. Yes. Ok	INT RESPONSE	.	.	.	.
<u>Cindy(28.01)</u>	.	.	.	.	.	.
T	Yes, What did you do on holiday?	INT	Open-Refer.	.	.	Classroom context
S	I played play station. I visited Kaleiçi.	RESPONSE	.	.	Extended Learner Turn	.
T	OK.	FEEDBACK	.	.	.	.
S	(the same S) Hmmm Kaleiçi, and hmmm enough.	RESPONSE	.	.	.	.
T	Ok, enough, You did a lot. You were busy.	FEEDBACK	.	.	.	.
T	Ja. Ok, How about you, Hamza? What did you do?	INT	Open-Refer.	.	Genuine Req.	Classroom context
S	On Saturday it was raining. Then I stayed at home.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, good English. Yes, it was raining on Sturday. Ja, I stayed at home, too.	FEEDBACK	.	.	Extended Teacher Turn	.
S	(Hamza) On Sunday, repeat, I stayed at home.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S	But, last night I played football.	RESPONSE	.	.	.	.
T	Ok, great.	FEEDBACK	.	.	.	.
T	Where were you on holiday, Umut?	INT	Closed-Refer.	.	Genuine Req.	Classroom context
S	Mersin.	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	Were you visiting your family?	INT	Closed-Refer.	.	Scaffolding Exten	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	How was it?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	Very good. I was at home.	RESPONSE	.	.	Extended Learner Turn	.
T	What did you do? ((4-5))	INT	Open-Refer.	5S.	Scaffolding Extension	Classroom context
S	I travelled university.	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok.	FEEDBACK	.	.	.	.
T	How far is the flight?	INT	Closed-Refer.	2s.	Scaffolding Extension	Classroom context
T	1 hour, 2 hours	INT	Closed-Refer.	.	Scaffolding Modelling	Classroom context
S	One hour.	RESPONSE	.	.	.	.
T	One hour, ok. So it is short.	FEEDBACK	.	.	.	.
T	Mehmet Fatih, how about you?	INT	Open-Refer.	2s.	Genuine Req.	Classroom context
T	How was your weekend?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	I went home. ((3sd)) I travelled Antalya.Hmmm ((3-4 sd)) I studied English.	RESPONSE	.	.	.	.
T	Really? Ok, thank you.	FEEDBACK	.	.	.	.
T	How about you Salih, how was your weekend?	INT	Open-Refer.	.	Genuine Req.	Classroom context
S	I went to İzmir.	RESPONSE	.	.	.	.
T	You went to İzmir↑	FEEDBACK	.	.	.	.
T	How was İzmir?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	Very good teacher.	RESPONSE	.	.	.	.
T	What did you do?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	I saw my parent and friends.	RESPONSE	.	.	Extended Learner Turn	.
T	Anything else? What did you do?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	Talk to friends.	RESPONSE	.	.	.	.
T	Ok, you talked to your friends.	FEEDBACK	.	.	.	.
T	Watched film?	INT	Closed-Refer.	.	Scaffolding Modelling	Classroom context
S	Yes. I played play-station.	RESPONSE	.	.	.	.
T	Great.	FEEDBACK	.	.	.	.
T	Any of you hanged out?↑	INT	Closed-Refer.	3s.	Scaffolding Modelling	Classroom context
	<u>(Ssareinterestedinthelesson,theyarefollowingeachothersilently.)</u>	.	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
INTT	Hang out with your friends? Remember hang out? What does that mean?	INT	Open-Display	.	Comprehension Check	Classroom context
S	We will hang out together.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok,	FEEDBACK	.	.	.	.
T	Did you hang out with your friends?	INT	Closed-Refer.	.	Scaffolding Modelling	Classroom context
S	No.	RESPONSE	.	.	.	.
T	When you hang out, you spend time.	FEEDBACK	.	.	.	.
T	Ok, What did you do? (to a S)	INT	Open-Refer.	.	Genuine Req.	Classroom context
S	When?	INT	.	.	Seeking Clarific.	.
T	At the weekend.	RESPONSE	.	.	.	.
S	I hang out in Antalya.	RESPONSE	.	.	.	.
S	May I see our (hihihih) quiz? Check? STUDENT INIT .	INT	.	.	Genuine Request	.
T	Not yet. So good to see you.	RESPONSE	.	.	.	.
T	We are in week ? Week 1, week 2? Anybody?	INT	Closed-Display	.	.	Managerial
S	FIVE	RESPONSE	.	.	.	.
T	We are in week five. Ok, it went by very fast.	FEEDBACK	.	.	.	.
S.	Yes.	RESPONSE	.	.	.	.
T	So, Week five, week six, week seven and the exam, exactly. You're all working hard. You come here everyday. You're focused, pay attention, so thank you. You are on time; you are not on your phone. Ok, please keep up with the good work. Keep working hard. I just wanna say THANK YOU. You guys are very great. Your English is improving everyday.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Ok, How was your weekend, Hasan?	INT	Open-Refer.	5s.	Genuine Req.	Classroom context
T	Did you have a good weekend?	INT	Closed-Refer.	.	Teacher Echo	Classroom context
TandS	[Yes]	RESPONSE	.	.	.	.
T	What did you do?	INT	Open-Refer.	.	Scaffolding Extension	Classroom context

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	I went to Belek.	RESPONSE	.	.	.	.
T	Great.	FEEDBACK	.	.	.	.
T	What did you do?	INT	Open-Refer.	.	Genuine Req.	Classroom context
S	I went to a club.	RESPONSE	.	.	.	.
T	with your family, friends?	INT	Closed-Refer.	.	Scaffolding Modelling	Classroom context
S	Just me.	RESPONSE	.	.	.	.
T	What did you do? (laughters)	INT	Open-Refer.	.	Scaffolding Extension	Classroom context
S	Watch a movie, play football,	RESPONSE	.	.	.	.
T	Oh↑ I got it, ok. So, you had a good time.	FEEDBACK	.	.	.	.
T	Are you ok, now? (laughters) Are you ready to learn English?	INT	Closed- Display	5s.	.	Managerial
T	Because you love English, right Hasan? Do you love English?	INT	Closed-Refer.	.	Genuine Req.	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	Enes, Do you love English?	INT	Closed-Refer.	.	Genuine Req.	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	Madly in love.	FEEDBACK	.	.	.	.
S	I am madly in love in English.	RESPONSE	.	.	Extended Learner Turn	.
T	Betül, how was the weekend?	INT	Open-Refer.	3s.	Genuine Req.	Classroom context
T	What did you do?	INT	Open-Refer.	.	Scaffolding Modelling	Classroom context
S	I went to shopping.	RESPONSE	.	.	.	.
T	Shopping↑ ok.	FEEDBACK	.	.	.	.
T	If you work on this, this is a vocabulary review, right now. (showing a paper.) One thing you can wear on your hands in winter? How are those called in your hands?	INT	Closed- Display	3s.	.	Materials Mode
T	Anybody knows? W learned about this.	INT	.	5s.	.	.
(nocomment5sd)	.	.	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	To keep your hands warm, you put on your hands?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	(Betül) gloves↑	RESPONSE	.	.	.	.
T	Very good.	FEEDBACK	.	.	.	.
T	Repeat, gloves.	INT	.	.	.	.
Ss	[gloves]	RESPONSE	.	.	.	.
T	So, number one is gloves.	FEEDBACK	.	.	.	.
T	Listen. One synonym for sweater? Synonym means the same.	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
Ss	What is another word for sweater?	RESPONSE	.	.	.	.
T	sweater, jacket	FEEDBACK	.	.	.	.
T	Jacket,	FEEDBACK	.	.	.	.
T	Another word for sweater?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	Coat, cardigan	RESPONSE	.	.	.	.
T	Yes, cardigan. Good Job.	FEEDBACK	.	.	.	.
T	What am I wearing?	INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S	Jacket.	RESPONSE	.	.	.	.
T	Yes, I am wearing jacket.	FEEDBACK	.	.	.	.
T	What is Mehmet wearing?	INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S	jacket	RESPONSE	.	.	.	.
T	Jacket or cardigan.	FEEDBACK	.	.	.	.
T	Two things you wear on your head.	INT	Closed-Display	.	.	Materials Mode
(AllSsareeagertoanswer)	.	.	.	.	.	.
S	cap and hat	RESPONSE	.	.	.	.
T	Cap and Hat, great, good job.	FEEDBACK	.	.	.	.
T	Number four, Hasan two things you wear on your feet?	INT	Closed-Display	.	.	Materials Mode
S	Trainers, shoes	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	(girl) boots and sandals	RESPONSE	.	.	.	.
S	(another S) socks	RESPONSE	.	.	.	.
T	(writes on the board) trainers, shoes, boots, sandals, socks. Good. Repeat after me.	FEEDBACK	.	.	.	.
.	T and Ss (repeating – pronun. Exercise)	.	.	.	.	.
T	enes is wearing?	INT	Closed- Display	.	Scaffolding Modelling	Materials
Ss	trainers	RESPONSE	.	.	.	.
T	trainers.	FEEDBACK	.	.	.	.
T	ömercan is wearing?	INT	Closed-Displ	.	Scaffolding Mode	Materials
Ss	boots.	RESPONSE	.	.	.	.
T	What am I wearing?	INT	Open-Diplay	3S.	Scaffolding Modelling	Materials
T	These are boots. Ok.	RESPONSE	.	.	.	.
T	Three pieces of jewellery? Sadi?	INT	Closed- Display	.	.	Materials Mode
S1	earings	RESPONSE	.	.	.	.
S2	necklace (pronun. Mistake)	RESPONSE	.	.	.	.
T	Good job, earrings, necklace (T corrects mitake)	FEEDBACK	.	.	.	.
T	What do you call this?	INT	Closed- Display	.	Scaffolding Modelling	Materials Mode
Ss	necklace	RESPONSE	.	.	.	.
T	Bracelet↑	FEEDBACK	.	.	.	.
Ss	[bracelet]	RESPONSE	.	.	.	.
T	Repeat↑ earrings	INT	.	.	.	.
Ss	earrings (goes on like that)	RESPONSE	.	.	.	.
T	Three things you wear to the sport?	INT	Closed- Display	5s.	.	Materials Mode
.	(murmurings)	.	.	.	.	.
T	Betül ↑	INT	.	.	.	.
.

Ek-2 NS-B Transcriptions

NATIVE -B

Spk	Utterance	Move	Function	Wait time	Purpose	Mode
S	Trousers	RESPONSE	.	.	.	.
T	Tracksuit, trousers and [trainers]	FEEDBACK	.	.	.	.
T	Ok, number ten ?	INT	Closed-Display	10S.	.	Materials Mode
T	Three things that you can wear when you are cold?	INT	Closed-Display	5s.	.	Materials Mode
((5sd.))	.	.	.	.	.	.
T	Excuse me. What are three things that you can wear when you are cold?	INT	Closed-Display	5S.	Teacher Echo	Materials Mode
((5SD.))	.	.	.	.	.	.
T	Ok, Yıldız, What are some things that you can wear when you are cold?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	jacket, teacher.	RESPONSE	.	.	.	.
T	jacket, yes.	.	.	.	.	.
T	Whatelse? Hasan?	INT	Closed-Display	3s.	Scaffolding Extension	Materials Mode
((3sd.))	.	.	.	.	.	.
T	If you are cold, what do you wear?	INT	Closed-Display	.	Scaffolding Modelling	Materials Mode
S	Gloves	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Enes?	INT	.	.	.	.
S	Scarf.	RESPONSE	.	.	.	.
T	Perfect.	FEEDBACK	.	.	.	.
T	Whatelse?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
S1	[bot] teacher	RESPONSE	.	.	.	.
S2	boots (correct pronun.)	RESPONSE	.	.	.	.
T	Boots↑	FEEDBACK	.	.	.	.
T	Anything else?	INT	.	.	Scaffolding Extension	Materials Mode
S.	cap	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	This is a review of vocabulary. Questions?	INT	.	.	Comprehension Check	Materials Mode

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	°cardigan°	RESPONSE	.	.	.	.
T	cardigan. Ja, you can wear cardigan.	FEEDBACK	.	.	.	.
T	Ok, questions.?	INT	.	.	Comprehension Check	Materials Mode
S	No questions.	RESPONSE	.	.	.	.
T	On the back, present simple and present continuous. This is a quick review. So, for example, number two would be i want to sell it on e-bay.	INT	.	.	.	.
S	Teacher, what is e-bay?	INT	.	.	.	.
T	E-bay, we use it to sell things online. Ok, you can work on this together.	RESPONSE	.	.	.	.
.	(Ss work on the activity)	.	.	.	.	.
T	(on the board) Remember? This is present simple. (still writes on board)	INT	Closed-Display	.	Comprehension Check	Managerial
(T evaluates Ss by their name one by one, always check what they are doing) (3min.)	.	.	.	.	.	.
T	Let's go over that quickly. ((30 sd.)) Actually, number five, Fatih number five?	INT	Closed-Display	3min. 5S.	.	Materials Mode
INTT	Hasan, number five please?	INT	Closed-Display	.	Teacher Echo	Materials Mode
T	You	INT	.	.	.	.
S	You are –	RESPONSE	.	.	.	.
T	No.	FEEDBACK	.	.	.	.
S	You love.	RESPONSE	.	.	.	.
T	Yes, you love it.	FEEDBACK	.	.	.	.
T	Ok six. Betül?	INT	Closed-Display	.	.	Materials Mode
S	I am waiting to buy a new one.	RESPONSE	.	.	.	.
T	waiting↑ No no no.	FEEDBACK	.	.	.	.
S	(another S) I am selling.	RESPONSE	.	.	.	.
S	(same previous S) Hmmm I am selling.	RESPONSE	.	.	.	.
T	Good, I am selling.	FEEDBACK	.	.	.	.
T	Can someone read the whole box?	INT	.	.	.	Managerial

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Can someone do A and someone B?	INT	.	2s.	.	Managerial
T	Hamza A, Muratcan B. (Ss read it)	INT	.	.	.	.
S	I think of getting a jacket.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S	(diff.S) I am thinking?	INT	.	.	Seeking Clarific.	.
T	I think or thinking?	INT	Closed-Display	.	Form-focused feedback	Skills and Systems
Ss	[I think] [I am thinking]	RESPONSE	.	.	.	.
T	Yes, I am thinking. Good.	FEEDBACK	.	.	.	.
<u>(Againreadingadialogueon thebook.)</u>						
T	Ok, excuse me. Where is attendance; the paper? Who has it?	INT	Closed-Refer.	.	Genuine Req.	Managerial
S	(show it) no speaking	.	.	.	.	.
T	Oh, thank you .	FEEDBACK	.	.	.	.
T	Ok, who wants to practice with Hamza? Diyar?	INT	Closed-Refer.	.	.	Managerial
S	Yes, teacher.	RESPONSE	.	.	.	.
T	You are A, Hamza B. Action.	FEEDBACK	.	.	.	.
.	(Ss read on)	.	.	.	.	.
T	Ok, we were reviewing comparative and superlative. Remember? Who can give me a sentence with comparative adjectives? Betül.	INT	Open-Display	.	Form-focused feedback	Skills and Systems
S	Better, worse	RESPONSE	.	.	.	.
T	Can you give me a sentence?	INT	Open-Display	.	Form-focused feedback	Skills and Systems
S	◦ I better work hard.◦	RESPONSE	.	.	.	.
T	You have to compare two things. I am shorter than Betül.	FEEDBACK	.	.	.	.
.	(A s RAISES HAND)	.	.	.	.	.
S	Burak is bigger than Hamza.	RESPONSE	.	.	Extended Learner Turn	.
T	Good. You are comparing Hamza and Burak. That is comparative, Betül. Ok, I need your attention please (T Tells all the Ss's names) You are in the class, so let's focus please. You guys we are in week five. week five – six, seven and exam. and i need you guys to go on to B1. You need to work hard now.	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	All right, Hasan, give me another sentence.	INT	.	10s.	.	.
T	HASAN, another sentence. You need to give a sentence with comparative adjective.	INT	.	.	.	.
S	I am taller than Hasan.	RESPONSE	.	.	.	.
T	OK. (T writes on board) I am taller than Hasan.	FEEDBACK	.	.	.	.
T	Who are you comparing?	INT	Closed-Refer.	.	Form-focused feedback	Skills and Systems
S	hamza and hasan. (Ss are following carefully.) (Ss raise hands to give example.)	RESPONSE	.	.	.	.
T	Give me another one with more than one syllable?	INT	Open-Diplay	10s.	Form-focused feedback	Skills and Systems
T	Ok guys, I know you can do this. (3 Ss raise hands) ,	FEEDBACK	.	.	.	.
T	Ömercan.↑	INT	.	3S.	.	.
S	I am° shortest° shorter than Salih.	RESPONSE	.	.	.	.
T	Ok. I am shorter than Salih.	FEEDBACK	.	.	.	.
T	Can someone give me more than one syllable?	INT	Open-Diplay	.	Form-focused feedback	Skills and Systems
S	It is more expensive than this. His phone is more expensive than my phone.	RESPONSE	.	.	.	.
T	(writes on board) Good. His phone is more expensive than my phone. Good job. These are called comparative; we are comparing only two things.	FEEDBACK	.	.	.	.
T	Ok. I need some volunteers here. Five of you stand up here.	INT	.	.	.	.
(Ssseemblurredandconfused)	.	.	.	.	.	.
T	I need five students right here to line up.	INT	.	.	.	.
(OneSstandsup.)	.	.	.	.	.	.
T	Hamza, thank you for your participation. Sadi, Enes, Yıldız	FEEDBACK	.	.	.	.
T	Line up shortest to tallest. Ok. Looks good. Tell me one sentence. Can you guys go right here?	INT	Closed-Display	.	.	Managerial
.	(Ss starts to come up with sentences.)	.	.	.	.	.
S	Enes is more handsome (laughters). Enes is the most handsome in the class.	RESPONSE	.	.	Extended Learner Turn	.
T	Good.	FEEDBACK	.	.	.	.
S	Enes is fatter than everybody. (Ss laugh)	RESPONSE	.	.	Extended Learner Turn	.
T	(showing superlative sentence) We use it when we have more than two people to compare.	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
S	Sadi is °more crazier° than Hasan.	RESPONSE	.	.	Extended Learner Turn	.
T	Sadi is more crazy?	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	No, teacher, Sadi is crazier than Hasan.	RESPONSE	.	.	Extended Learner Turn	.
T	Good job. You know what, that's good. You corrected your sentence. We say he is crazier than him.	FEEDBACK	.	.	.	.
S	Enes is as tall as me.	RESPONSE	.	.	.	.
T	Hamza said Enes is as tall as me. OK.	FEEDBACK	.	.	.	.
T	Fatih, one more sentence.	INT	.	.	.	.
S	Yıldız is taller than Hasan.	RESPONSE	.	.	Extended Learner	.
T	Who is the tallest right now in the class?↑	INT	Closed-Refer.	3s.	Genuine Req.	Skills and Systems
R.(Eachstudentparticipatea ndlookrelaxed)(Thereareso medifferentSsnamesgoing around)	.	.	.	.	.	.
T	Ok. who is the tallest?	INT	Closed-Refer.	.	Teacher Echo	Skills and Systems
Ss	Yes Cem.	RESPONSE	.	.	.	.
T	Ok,	FEEDBACK	.	.	.	.
T	How can we say that? Betül, in a sentence?	INT	Open-Diplay	.	Form-focused feedback	Skills and Systems
S	Cem is tallest in the class.	RESPONSE	.	.	Extended Learner Turn	.
T	Cem is the tallest in the class.	FEEDBACK	.	.	.	.
T	Who is the shortest?	INT	Closed-Refer.	3s.	Genuine Req.	Skills and Systems
T	in the class. Ok one more.?	INT	.	.	Scaffolding Extension	Skills and Systems
S	You are the shortest in the class.	RESPONSE	.	.	Extended Learner Turn	.
T	Yes, I am probably the shortest in the class.	FEEDBACK	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
.	(So communicative grammar activity) (All laughing)	.	.	.	.	.
T	Thank you. (clappings)	FEEDBACK	.	.	.	.
S	(Enes) Teacher, Muratcan is the most stupid in the class.	RESPONSE	.	.	Extended Learner Turn	.
T	That is not very nice.	FEEDBACK	.	.	.	.
S	But I am cleverer than Enes.	RESPONSE	.	.	Extended Learner Turn	.
T (laughters)	Ok, good, all right. .	FEEDBACK.	.	.	.	.
T	Ok, listen↑ You are going to get these cards. It is called Which do you prefer. What does PREFER mean?	INT	Open-Diplay	.	Scaffolding Extension	Managerial
S	Translate teacher.	INT	.	.	.	.
T	Ok,	RESPONSE	.	.	.	.
T	which do you prefer vanilla or chocolate?	INT	Closed-Display	.	.	Materials
S	I always prefer vanilla.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok,	FEEDBACK	.	.	.	.
T	which do you prefer, the sea or the mountain?	INT	Closed-Display	.	.	Materials
Ss	[sea]	RESPONSE	.	.	.	.
T	Which do you prefer, playing basketball or football?	INT	Closed-Display	.	.	Materials
S	Basketball.	RESPONSE	.	.	.	.
T	OK. Which do you prefer means what do you like to do.	FEEDBACK	.	.	.	.
T	For example here, let me explain, which do you prefer eating in a restaurant or eating at home?	INT	Closed-Display	.	.	Materials
S	(girl) at home.	RESPONSE	.	.	.	.
T	which do you prefer eating in a restaurant or eating at home? If you prefer eating in a restaurant tell me why? ((5-6))	INT	Open-Refer.	10s.	Scaffolding Extension	Classroom context
S	(Betül) Because it is relaxed at home.	RESPONSE	.	.	.	.
S	(Diyar) There are delicious food.	RESPONSE	.	.	.	.
S	(Emir) more romantic.	RESPONSE	.	.	.	.
S	the quality	RESPONSE	.	.	.	.

Ek-2 NS-B Transcriptions

NATIVE -B

<u>Spk</u>	<u>Utterance</u>	<u>Move</u>	<u>Function</u>	<u>Wait time</u>	<u>Purpose</u>	<u>Mode</u>
T	Ok, because the food quality is better.	FEEDBACK	.	.	.	.
T	Why do we use more?	INT	Open-Display	.	Form-focused feedback	Skills and Systems
S	Syllabus.	RESPONSE	.	.	.	.
T	How many?	INT	Closed-Display	.	Form-focused feedback	Skills and Systems
S	Three.	RESPONSE	.	.	.	.
T	You are gonna ask your partner which do you prefer, swimming in the sea or swimming in a pool. And tell me why? Salih.	INT	.	.	.	.
S	I prefer in the sea, because sea is healthy.	RESPONSE	.	.	Extended Learner Turn	.
T	(writes on board) prefer in the sea, because sea is healthier. ↑ Don't forget -er. That is why I want you to practice.	FEEDBACK	.	.	.	.
(Group activity with PREFERRED, quite communicative grammar activity.)	.	.	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C	. Utterance	. Move	. Function	. Wait Time	. Purpose	. Mode
<u>Kayla (09.01)</u>	.	.	.	.	.	.
T	Have you decided who is gonna be student representative?	INT	Closed-Refer.	6s.	Ref.-Genuine Req.	Manag.
(Ss are looking at each other.)	.	.	.	.	.	.
T	Let's make it easy. If you want to be student representative, raise your hand.	INT	.	.	.	.
T	Ok, two volunteers. Good. Either vote for Çağrı or Umut. Student representative, ok.	FEEDBACK	.	.	.	.
T	Ok, write one of the names down on a sheet and give them to me. Either Çağrı or Umut.	INT	.	.	.	.
S1 (T walks around.)	Hocam, bi konuşma yapsalardı.	.	.	.	L1	L1
(Ss are speaking Turkish among themselves.)	.	.	.	.	.	.
T	Choose one, pick one.	INT	.	.	.	.
T	Any more votes?	INT	Closed-Refer.	.	.	Manag.
T	No. Hurry up, hurry up.	FEEDBACK	.	.	.	.
T	Has everyone signed attendance?	INT	Closed-Refer.	.	.	Manag.
T	Ok, so far we have talked about a bunch of different things. We talked about. ↑ What did we talk about? In class so far?	INT	Open-Display	.	.	Manag.
S2	Physical descriptions.	RESPONSE	.	.	.	.
T	Right, we talked about physical descriptions. How we describe people and how they look. What else did we talk about?	FEEDBACK-INT	Open-Display	5s.	Scaffolding-Extension	Manag.
T	What else did we do in class?	INT	Open-Display	.	Teacher Echo	Manag.
S2	Grammar.	RESPONSE	.	.	.	.
T	Grammar, yeah. Good. So, we talked about present tense.	FEEDBACK	.	.	.	.
T	And?	INT	Open-Display	.	Scaffolding-Extension	Manag.
S2	Present continuous.	RESPONSE	.	.	.	.
T	Present continuous. Ok, good, simple present and present continuous.	FEEDBACK	.	.	.	.
S2	In front of, next to.	RESPONSE	.	.	.	.
T	Good. We talked about prepositions. Right, prepositions and place.	FEEDBACK	.	.	.	.
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	What else did we talk about?	INT	Open-Display	7S.	Scaffolding-Extension	Manag.
T	We talked about personality a little bit.	RESPONSE	.	.	.	.
S3	Yes, personality.	RESPONSE	.	.	.	.
T	Good. Now , we will talk about travel.	FEEDBACK-INT	.	.	.	.
T	What does it mean to travel?	INT	Open-Display	.	Direct Verbal	Classroom Context
S4	Visit, maybe.	RESPONSE	.	.	.	.
T	Visit? Another word?	INT	Closed-Display	4S.	Scaffolding-Extension	Classroom Context
S4	See.	RESPONSE	.	.	.	.
T	See, visit or swimming.	FEEDBACK	.	.	.	.
(T writes on the board.)	.	.	.	.	.	.
T	See, is it like that?	INT	Closed-Display	.	Form-focused feedback	Skills and Sys.
Ss	Yes.	RESPONSE	.	.	.	.
T	Ok, What else?	INT	Open-Display	7s.	Scaffolding-Extension	Classroom Context
T	What are some other words that are associated with travelling?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S5	Another country. (Pronun. Mistake)	RESPONSE	.	.	.	.
T	What?	INT	Closed-Refer.	.	Seeking Clarific.	Classroom Context
S	Another country. (better)	RESPONSE	.	.	.	.
T	Another country, good.	FEEDBACK	.	.	.	.
S6	Culture.	RESPONSE	.	.	.	.
T	Culture, good.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S7	Maybe a city.	RESPONSE	.	.	.	.
T	Maybe a city, good.	FEEDBACK	.	.	.	.
T	what else?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S8	Nationality.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

NS-C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Nationality, yeah.	FEEDBACK	.	.	.	.
Ss	holiday.	RESPONSE	.	.	.	.
T	Holiday, vacation.	FEEDBACK	.	.	.	.
S9	Christmas.	RESPONSE	.	.	.	.
T	Christmas. (laughs)	FEEDBACK	.	.	.	.
T	Did anybody say plane?	INT	Closed-Refer.	.	Scaffolding Modelling	Classroom Context
S10	Plane.	RESPONSE	.	.	.	.
T	This is how we get there, right.	FEEDBACK	.	.	.	.
S11	Bus, car.	RESPONSE	.	.	.	.
T	Yeah. Good.	FEEDBACK	.	.	.	.
S12	Bicycle.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
S3	Hitch hiking (PRONUN.)	RESPONSE	.	.	.	.
T	Hitch-hiking. Good, that's really good.	FEEDBACK	.	.	.	.
T	What is hitch-hike?	INT	Open-Display	.	Scaffolding- Extension	Classroom Context
(Ss show it with gesture)	.	.	.	.	.	.
T	Yeah, to the thumb.	FEEDBACK	.	.	.	.
T	What happens when you hitch- hike?	INT	Open-Display	10-11s.	Scaffolding- Extension	Classroom Context
S	He stop and we take.	RESPONSE	.	.	.	.
T	Good. You stand on the side of the road. Please, please. And s.one stops, you get in.	FEEDBACK	.	.	.	.
T	Do you have to pay?	INT	Closed-Display	.	Scaffolding- Extension	Classroom Context
S	No.	RESPONSE	.	.	.	.
T	Right, no. Hitch-hiking is free. How about hitch-hiking in Antalya?	FEEDBACK-INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom Context
S3	sometimes...	RESPONSE	.	.	.	.
T	Sometimes safe, sometimes dangerous, yeah.	FEEDBACK	.	.	.	.
(T writes sth. on the board.)	.	.	.	.	.	.
S1	Subway. (pronun. Error.)	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	Subway.(pro. Correct)	RESPONSE	.	.	.	.
T	Subway.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S12	Ford.	RESPONSE	.	.	.	.
T	Ford?	INT	Closed-Refer.	.	Seeking Clarific.	ClassrOom Context
(laughters)	.	.	.	.	.	.
S13	Fordçu.	RESPONSE	.	.	L1	L1
T	Ford like the building?	INT	Closed-Refer.	.	Seeking Clarific.	ClassrOom Context
((Ss are teasing)	.	.	.	.	.	.
T	Fortune, what?	INT	Closed-Refer.	.	Seeking Clarific.	ClassrOom Context
S3	A little bit hitch-hiking.	RESPONSE	.	.	.	.
T	A little bit hitch-hiking. So, it depend on the fortune.	RESPONSE	.	.	.	.
(Ss laugh)	.	.	.	.	.	.
T	Oh, my God.	FEEDBACK	.	.	.	.
T	What do you do, when you travel?	INT	Open-Refer.	.	Scaffolding-Extension	ClassrOom Context
S14	Swim.	RESPONSE	.	.	.	.
T	Swim.	FEEDBACK	.	.	.	.
S15	Shopping.	RESPONSE	.	.	.	.
T	Shopping. (laughing)	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Refer.	4s.	Scaffolding-Extension	ClassrOom Context
T	What do you do when you travel?	INT	Open-Refer.	.	Teacher Echo	ClassrOom Context
S16	Going to restaurants.	RESPONSE	.	.	.	.
T	Restaurants, you eat out, right.	FEEDBACK	.	.	.	.
S5	Sleeping.	RESPONSE	.	.	.	.
S6	Skiing.	RESPONSE	.	.	.	.
T	Skiing.	FEEDBACK	.	.	.	.
.

Ek-3 NS-C Transcriptions

.NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S7	Hiking.	RESPONSE	.	.	.	.
T	Anything else?	INT	Open-Refer.	2S.	Scaffolding-Extension	Classroom Context
T	Trekking?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
Ss	Yeah.	RESPONSE	.	.	.	.
S16	Mountain trekking.	RESPONSE	.	.	.	.
T	Yeah, mountain climbing. Ok, this is a pretty good list, yeah. Lots of ideas.	FEEDBACK	.	.	.	.
T	Is business travel fun?	INT	Closed-Display	.	Scaffolding-Extension	Classroom Context
Ss	No fun.	RESPONSE	.	.	.	.
S1	Boring.	RESPONSE	.	.	.	.
S2	Sometimes fun.	RESPONSE	.	.	.	.
T	Sometimes fun.↑ Maybe interesting.	FEEDBACK	.	.	.	.
S17	Official.	RESPONSE	.	.	.	.
T	Official↑ That's a good idea.	FEEDBACK	.	.	.	.
S15	Exciting.	RESPONSE	.	.	.	.
T	Exciting, yeah. Ok, this is enough. We are going to play a game. Last weekend I took a trip. Trip, a travel. You have to guess where I was from the pictures that I took. So guess, is it in Turkey or in a different country or if it is in Turkey, where is it. Ok?	INT	Closed-Display	.		Managerial
Ss	Ok.	RESPONSE	.	.	.	.
T	You have two minutes to talk to your partner.	INT	.	.	.	.
S4	Olympos.	RESPONSE	.	.	.	.
S3	Irlanda.	RESPONSE	.	.	.	.
S5	Side.	RESPONSE	.	.	.	.
S6	Alanya.	RESPONSE	.	.	.	.
T	Where do you think I went?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S6	Alanya.	RESPONSE	.	.	.	.
S4	Olympos.	RESPONSE	.	.	.	.
S1	Alanya.	RESPONSE	.	.	.	.
.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, one of you is right. I went to Olympos. Here are some pictures I took.	FEEDBACK	.	.	.	.
T	So, what do you think this picture is about? What is happening?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S5	Karadeniz.	RESPONSE	.	.	.	L1
S7	Olympos.	RESPONSE	.	.	.	.
T	Is it in Olympos? These are all the same trip. So, what am I doing here?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S11	Fire.	RESPONSE	.	.	.	.
T	Fire, yeah.	FEEDBACK	.	.	.	.
S12	Talking.	RESPONSE	.	.	.	.
T	Talking.	FEEDBACK	.	.	.	.
Ss	Sing a song.	RESPONSE	.	.	.	.
T	Maybe singing a song.	FEEDBACK	.	.	.	.
S1	Maybe scary stories.	RESPONSE	.	.	.	.
T	Good, maybe scary stories. Yes, we are talking and eating some smurfs.	FEEDBACK	.	.	.	.
T	What is smurf?	INT	Open-Display	2S.	Scaffolding-Extension	ClassRoom Context
T	They are popular American desert.	RESPONSE	.	.	.	.
S1	Marshmallow.	RESPONSE	.	.	.	.
T	So, you take marshmallows, and then roast them in the fire and talk. Sometimes a piece of chocolate, you put the marshmallow in the middle and eat it like a sandwich. Very good.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Do you know the pop smurfs?	INT	Closed-Display	4s.	Scaffolding-Modelling	ClassRoom Context
S2	Can you prepare it?	INT	.	.	.	.
T	Sure.	RESPONSE	.	.	.	.
T	What do you think this is?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
Ss	Tree home.	RESPONSE	.	.	.	.
T	Tree house, right. We stayed in the tree houses.	FEEDBACK	.	.	.	.
T	Did I go to Olympos alone?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S5	No.	RESPONSE	.	.	.	.
T	Did I go alone?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S2	I don't know.	RESPONSE	.	.	.	.
S4	No.	RESPONSE	.	.	.	.
T	No, How do you know?	INT	Open-Display	5s.	Scaffolding-Extension	Materials Mode
T	How do you know I wasn't alone in Olympos?	INT	Open-Display	11S.	Teacher Echo	Materials Mode
T	Ok, what does alone mean?	INT	Open-Display	5s.	Scaffolding-Extension	Materials Mode
T	Alone is just [one person].	RESPONSE	.	.	.	.
T	So, how do you know I didn't go by myself?	INT	Open-Display	3s.	Teacher Echo	Materials Mode
T	How do you know?	INT	Open-Display	7S.	Teacher Echo	Materials Mode
S3	You are meeting a person.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, but I didn't go alone. How do you know I didn't go alone?	FEEDBACK-INT	Open-Display	8S.	Teacher Echo	Materials Mode
T	How many people are there in this picture?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
Ss	Three.	RESPONSE	.	.	.	.
S9	No, four people.	RESPONSE	.	.	.	.
T	If there are three or four people in this picture, so it means that I wasn't alone. I was with other people. Ok, good.	FEEDBACK	.	.	.	.
T	Some of you may have done this before if you were in my class. Here are five things related to travel. What I want you to do is to decide which one is the most important and which one is the least important. And put them in order. So, the first one is the most important and the fifth one is the least important.	INT	.	.	.	.
T	Ok, write it down and then talk to your partner.	INT	.	5 MIN.	.	.
S	Kayla?	INT	.	.	.	.
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes?	RESPONSE	.	.	.	.
S	We are done.	RESPONSE	.	.	.	.
T.	Cool.	FEEDBACK	.	.	.	.
T	Ok, now. If you say that relaxation is the most important, raise your hand.	INT	.	.	.	.
(5 Ss raise hand.)	.	.	.	.	.	.
T	Ok, Why is relaxation the most important?	INT	Open-Refer.	3s.	Scaffolding-Extension	ClassrOom Context
S3	Bec. Relaxation is important.	RESPONSE	.	.	.	.
T	Bec On holiday you want to relax.	FEEDBACK	.	.	.	.
T	If the food is the most important, raise your hand?	INT	.	.	.	.
T	Ok, why is food the most important?	INT	Open-Refer.	9S.	Scaffolding-Extension	ClassrOom Context
T	Ok, what is the best food you have ever eaten on vacation?	INT	Closed-Refer.	.	Scaffolding-Extension	ClassrOom Context
S4	My best food is sandwich.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, who says adventure is the most important?	INT	Closed-Refer.	.	.	Managerial
T	Oh, nobody likes adventure.	FEEDBACK	.	.	.	.
T	Who says experiencing new culture is the most important?	INT	Closed-Refer.	3s.	.	Managerial
S	Yes, teacher					
T	Why do you think experiencing new culture is the most important?	INT	Open-Refer.	4s.	Scaffolding-Extension	ClassrOom Context
S1	I can see different people.	RESPONSE	.	.	Extended Learner Turn	.
T	Good. You can see different ways of life. Cool.	FEEDBACK	.	.	.	.
T	Please open your books. Page 12 please.	INT	.	.	.	.
T	Oh, we have a big problem, no book, no book, no book.	INT	.	.	.	.
T	We have two people, let's do A- B – A- B. If you are A , you will read about Joe and If you are B, you will read Lora. Then try to answer these questions.	INT	.	.	.	.
T	Antonio, you are A, so you are gonna read about Joe. So, you are B, you are reading about Lora.	INT	.	.	.	.
S2	Teacher, where is Lora's questions?	INT	.	.	.	.
T	The same questions here, you will answer the questions related to Lora.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C						
Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Close your books. Ok, now you are going to tell your partner about the trip that you read. You can use your answers to help you remember. For example, Antonio will talk about Joe's trip and Umut will talk about Lora's Trip. Ok, one minute. Please start to talk.	INT	.	5 MIN.	.	.
T	Now, what I want you to do is that you will stand up. If you are A, you will gather here and if you are B, you will come to this side. Joe over here and Loras over here.	INT	.	.	.	.
T	You will talk about Joe. And you will talk about the questions of Lora.	INT	.	.	.	.
(T goes to both groups and talk to them about the questions. Ss are doing team work. T gives them help too.)	.	.	.	.	.	.
T	Ok, Loras, tell us about Lora's trip. What has happened? Where did she go?	INT	Open-Display	.	.	Materials Mode
S	Venice.	RESPONSE	.	.	.	.
T	She went to Venice.	FEEDBACK	.	.	Turn Completion	.
T	Where is Venice?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
Ss	[I don't know]	RESPONSE	.	.	.	.
Ss	We don't know.	RESPONSE	.	.	.	.
T	Italy.	FEEDBACK	.	.	.	.
T	Ok, who did she go with?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	With Elizabeth, her friend.	RESPONSE	.	.	.	.
T	Elizabeth and Linda. Ok.	FEEDBACK	.	.	.	.
T	Where did they stay?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	Small apartment.	RESPONSE	.	.	.	.
T	In a small apartment. Good.	FEEDBACK	.	.	.	.
T	Was the weather good?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Perfect.	RESPONSE	.	.	.	.
T	It was a perfect weather, yeah.	FEEDBACK	.	.	.	.
T	What was the bad part of the trip?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	Linda was problem.	RESPONSE	.	.	.	.
T	Yeah, Linda was mean.	FEEDBACK	.	.	.	.
T	What else? What else did Linda do?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	She has a good job, she is not poor but she always went to go to cheat restaurant.	RESPONSE	.	.	Extended Learner Turn	.
T	Good. Good job. Linda has a good job, she has a lot of money but she does not want to spend it. She doesn't want to go to museum or nice restaurants. Is that right?	FEEDBACK-INT	Closed-Display	.	Comprehension Check	Materials Mode
Ss	Yeah.	RESPONSE	.	.	.	.
T	And who paid for the apartment?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	Small.	RESPONSE	.	.	.	.
T	Ok, but who paid money?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	Linda didn't pay.	RESPONSE	.	.	.	.
T	Right. Linda, ohhh.	FEEDBACK	.	.	.	.
T	Ok, Joes, where did he go?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	Tailand.	RESPONSE	.	.	.	.
T	Who did he go with?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	His girlfriend.	RESPONSE	.	.	.	.
T	What is his girlfriend's name?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	Mia.	RESPONSE	.	.	.	.
T	Ok, was the weather good?	INT	Closed-Display	.	Scaffolding-tension	Materials Mode

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	It was lovely and wonderful.	RESPONSE	.	.	Extended Learner Turn	.
T	That's good, yeah.	FEEDBACK	.	.	.	.
T	Where did they stay?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
Ss	Expensive hotel.	RESPONSE	.	.	.	.
T	In expensive hotel, yeah.	FEEDBACK	.	.	.	.
T	Ok, what was the bad thing?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	Mia started flirting with a boy.	RESPONSE	.	.	Extended Learner Turn	.
T	Oh, what is flirting?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	Flirt is (laughters)	RESPONSE	.	.	.	.
T	It is sth. funny. (T laughs too.) Yeah. Flirting. She was with her boy friend and she started flirting with s.one else.	FEEDBACK	.	.	.	.
T	And are Mia and Joe still boyfriend and girlfriend?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	No.	RESPONSE	.	.	.	.
S2	Başta öyleydi de. Sonradan. Nasıl diycez?	.	.	.	L1	.
T	Are they still boyfriend and girlfriend? Are they together?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	Yes, but sonra.	RESPONSE	.	.	L1	.
S3	Later.	RESPONSE	.	.	.	.
T	They are not friends anymore, right. Not anymore.	FEEDBACK	.	.	.	.
T	Ok, We talked about two trips going very wrong. Whose do you think worse, Joe's or Lora's worse?	INT	Closed-Display	.	Reduction	Materials Mode
S	Worse?	int	.	.	.	.
S2	What does it mean, worse?	INT	.	.	Seeking Clarific.	.
S5	Bad.	RESPONSE	.	.	.	.
T	Joe's was bad, Lora's was bad. But which one's holiday is worse?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
Ss	Joe.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C	Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
	T	You think Joe's, ohhh. Ok, that's really good.	FEEDBACK	.	.	.	.
	T	Ok, what is hostel?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
	S	Hostel pension.	RESPONSE	.	.	.	.
	T	Ok, good, pension.	FEEDBACK	.	.	.	.
	T	Hi, what is the atmosphere?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
	S	Weather.	RESPONSE	.	.	.	.
	T	Sometimes it is weather.	FEEDBACK	.	.	.	.
	S3	Perfect Lora.	RESPONSE	.	.	.	.
	S5- S7	Lovely atmosphere.	RESPONSE	.	.	.	.
	T	Sometimes it has to do with feeling of a place. If you go into a bar, it is totally silent, nobody is talking. Is that a good atmosphere?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
	Ss	No.	RESPONSE	.	.	.	.
	T	No.	FEEDBACK	.	.	.	.
	T	If you go into a restaurant, it is totally silent. No one is there, no one is eating. Is that a good atmosphere?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
	S	No.	RESPONSE	.	.	.	.
	T	No, right. If you go to a restaurant where every one is eating and laughing. Is that a good atmosphere?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
	Ss	Yes.	RESPONSE	.	.	.	.
	T	Yeah, good.	FEEDBACK	.	.	.	.
	T	What does it mean to break up?	INT	Open-Display	10s.	Scaffolding-Extension	Materials Mode
	T.	I think, it is in Joe's part.	INT	.	.	.	.
	T	If you break up, is it good or bad?	INT	Closed-Display	.	Reduction	Materials Mode
	S	Divorcing.	RESPONSE	.	.	.	.
	T	It is the end of a relationship. It ends, ok.	FEEDBACK	.	.	.	.
	T	What is a Canal?	INT	Open-Display	3s.	Scaffolding-Extension	Materials Mode

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	This is in Lora's part. Kanal?	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	I don't know.	RESPONSE	.	.	.	.
T	Kanals are like...	FEEDBACK	.	.	.	.
Ss	Kanal , Süveys Kanalı.	RESPONSE	.	.	L1	.
T	It is like river, there are boats on it.	FEEDBACK	.	.	.	.
T	Ok, what does it mean to feel sorry for someone?	INT	Open-Display	3s.	Scaffolding-Extension	Materials Mode
T	In which part is it?	INT	Closed-Display	.	.	Materials Mode
S	Lora.	RESPONSE	.	.	.	.
T	Lora, yeah. You feel bad for s.one else.	FEEDBACK	.	.	.	.
T	Next one is disaster. What is a disaster?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S1	I know but not explain.	RESPONSE	.	.	.	.
T	Ok, you know, but you can't explain it.	FEEDBACK	.	.	.	.
S1	Facia, felaket anlamında ama anlatamıyorum.	.	.	.	L1	.
S2	Very bad, you know last year in Japan there was a disaster.	RESPONSE	.	.	Extended Learner Turn	.
T	In Japan there was a disaster, yes. Disaster is sth. bad. They can be tsunamis or earthquakes.	FEEDBACK	.	.	.	.
S5	Tornado↑	RESPONSE	.	.	.	.
T	Ok, tornado. Tornados in Turkey?	FEEDBACK-INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S	No.	RESPONSE	.	.	.	.
T	Ok, Now we listen to Mia about the trip. You will find out what Mia thinks. So, please listen and then we are gonna answer these questions.	INT	.	.	.	.
T	What does Mia say about her relationship with Joe before they went? What does she say about the place? What does she say about talking to other travelers? Photos and going on a holiday with a boy friend. Ok, think about all these. We will listen twice.	INT	.	.	.	Managerial
T	Ready?	INT	.	.	.	Managerial
S	Teacher, we don't understand.	INT	.	.	.	.
T	Ok, good. So, we are gonna listen to Mia talking about the trip with Joe. Ok?	RESPONSE	.	.	.	.
S	Ok.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, so listen.	INT	.	.	.	.
T	Oh, shoot, it is not gonna work. So, these last couple of minutes I want to talk about what we are gonna do next lesson. For five minutes, I will show you some web sites, they will help you do your project.	INT	.	.	.	.
<u>KAYLA (14.01)</u>						
T	So, what is this?	INT	Closed-Display	.	.	Materials
Ss	A Picture.	RESPONSE	.	.	.	.
S1	(foreign) A thousands of words.	RESPONSE	.	.	.	.
T	A thousand of words. Could you please open your books again? Page 40.	INT	.	.	.	Managerial
(Ss are opening their books)	.	.	.	.	.	.
S2	Page teacher?	INT	.	.	.	.
T	Page 40. So, yesterday, we talked about this picture, yeah. Where was this picture again?	RESPONSE-INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S3	America.	RESPONSE	.	.	.	.
T	America. Good.	FEEDBACK	.	.	.	.
T	When? When was it taken?	INT	Open-Display	7S.	Scaffolding-Extension	Materials Mode
T	When? What year was it taken?	INT	Open-Display	.	Teacher Echo	Materials Mode
S4	It is taken in Chicago.	RESPONSE	.	.	.	.
T	Ok, it was taken in Chikago.	FEEDBACK	.	.	.	.
T	But, what year? Like 2001 or 2002. Do you remember?	INT	Closed-Display	12S.	Scaffolding-Modelling	Materials Mode
T	It is written over here. This part.	FEEDBACK	.	.	.	.
S5	2008.	RESPONSE	.	.	.	.
T	Yes, 2008. Excellent. So, we talked a little bit about this picture. The man whoo took it forgot sth. important. What did he forget?	FEEDBACK-INT	Closed-Display	2s.	Scaffolding-Modelling	Materials Mode
T	He is a journalist. He wanted to take a picture of↑?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
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Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	Obama.	RESPONSE	.	.	.	.
T	Obama, yes. Good. He wanted to take a picture of Obama.	FEEDBACK	.	.	.	.
T	But he forgot sth. What was it?	INT	Closed-Display	4s.	Teacher Echo	Materials Mode
S5	He is too busy.	RESPONSE	.	.	.	.
T	Ahh, Obama was too busy, but he forget his ID that says he is a journalist. So, he couldn't go inside to take a picture of Obama. So instead he was outside and took the picture of people outside.	FEEDBACK	.	.	.	.
T	So, what are we going to do now? We will work on Grammar. Look at number 2, there is a box with a text from the article we read. Look at those highlighted words and then decide which action is happening when.	INT	.	2 min.	.	Managerial
T	So, what do you think? These actions are happening after he took the picture or at the same time.	INT	Closed-Display	.	.	Materials Mode
S10	Teacher, in the afternoon I go to election.	INT	.	.	.	.
T	Oh, student representative election, good.	FEEDBACK	.	.	.	.
S10	This is my speech.	INT	.	.	.	.
T	All right.	FEEDBACK	.	.	.	.
T	These yellow words in yellow	INT	.	.	.	.
S10	Past continuous.	RESPONSE	.	.	.	.
T	Ok, they are past continuous.	FEEDBACK	.	.	.	.
T	What does the past continuous describe?	INT	Open-Display	.	Form-focused feedback	Skills and Sys.
(T writes on the board.)	.	.	.	.	.	.
T	So, those words in yellow are in past continuous. How do you know it is the past?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S11	Was-were.	RESPONSE	.	.	.	.
T	Good. Past continuous starts with was or were. Then what happens? What comes next?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S1	Verb -ing.	RESPONSE	.	.	.	.
T	So, the past continuous is like present continuous. -Ing is important. So the text in the box says when I took the photo, everybody was looking at the TV-screen. Do you think they lookat the TV-screen after he took the photo or at the same time?	FEEDBACK-INT	Closed-Display	.	Form-focused feedback	Skills and Sys.
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Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S10	The same.	RESPONSE	.	.	.	.
T	Right? Anybody else?	INT	.	3S.	.	Managerial
T	After he took the photo or at the same time?	INT	Closed-Display	.	Reduction	Materials Mode
S10	At the same time, ya. (in Turkish)	RESPONSE	.	15S.	L1	.
T	Anybody else? Do you have any ideas?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S1	At the same time.	RESPONSE	.	.	.	.
T	At the same time, good. So, the past continuous describes things that were happening at the same time. All right↑ So, everyone was looking at the TV-screen to learn about the election results, some people were smiling and waving their hands; others were tense and nervous. So, past continuous is a little bit tricky. In the past we talked about simple past. Talk or talked. There is a beginning and an end to the action. I walked to this way. And it is gone. In the past cont. we don't know exactly when the action starts and when it ends.	FEEDBACK	.	.	.	.
T	So, let's say I walked to the store.	INT	.	.	.	.
(T writes on the board.)	.	.	.	.	.	.
T	This is the important information. It was raining, yeah, this is background information. It was raining when I walked to the store. The main action is I walked to the store. It was raining tell me what it was like. So, This is the background. We don't know when I walked after or before raining. Is it all right?	INT	.	.	.	Managerial
S10	Yes.	RESPONSE	.	.	.	.
T	We are gonna do a quick worksheet. In this top part, you will decide simple past or past continuous. If you want, you can work with a partner.	INT
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Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, it looks like everyone is finished. Let' give the answer for number 2 in the first part.	INT	.	.	.	.
S1	He was moving around when he was driving.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Gökhan?	INT	.	.	.	.
S2	He played football when it was starting to rain.	RESPONSE	.	.	.	.
T	Or?	INT	Closed-Display	.	Form-focused feedback	Skills and Sys.
S2	They were playing football when it started to rain.	RESPONSE	.	.	.	.
T	They were playing football when it started to rain. So we have to choices here.	FEEDBACK	.	.	.	.
(T writes a sentence on the board.)	.	.	.	.	.	.
T	Which one is correct?	INT	Closed-Display	3s.	Form-focused feedback	Skills and Sys.
Ss	Second.	RESPONSE	.	.	.	.
T	Ok, why is it this one?	INT	Open-Display	.	Scaffolding-Extension	Skills and Sys.
S7	Bec. We don't know when the rain started.	RESPONSE	.	.	Extended Learner Turn	.
S2	When it started to rain.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, it is so bec of the verb start. It can't continue. It happens and then it is over.	FEEDBACK	.	.	.	.
(A S waves his head.)	.	.	.	.	.	.
T	Number 5?	INT	.	.	.	Materials Mode
S6	We were having a party when I took this photo.	RESPONSE	.	.	.	.
T	Beautiful, perfect. We were having a party when I took this photo. Right, took this photo.	FEEDBACK	.	.	.	.
T	Number 6, Tülin?	INT	.	.	.	Materials Mode
S	We were travelling when we had an accident.	RESPONSE	.	.	.	.
T	Yeah, tenses are good. Past cont. and simple past. Are there any questions about this?	FEEDBACK
T	No, ok. How about number 2?	FEEDBACK-INT	.	.	.	Materials
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Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	She was looking.	RESPONSE	.	.	.	.
T	Looking or looked?	INT	Closed-Display	.	Form-focused feedback	Skills and Sys.
Ss	Looking.	RESPONSE	.	.	.	.
Ss	She looked.	RESPONSE	.	.	.	.
T	Was looking is not bad, but looked better.	FEEDBACK	.	.	.	.
T	How about number three?	INT	.	.	.	Materials Mode
S2	She didn't see.	RESPONSE	.	.	.	.
T	Yeah, she didn't see anybody to meet.	FEEDBACK	.	.	.	.
T	Number four? Gizem.	FEEDBACK	.	.	.	Materials Mode
S	A lot of people were holding cards.	RESPONSE	.	.	.	.
T	Beautiful. A lot of people were holding cards. They are in the background, they are not so important. Ok, good.	FEEDBACK	.	.	.	.
T	Number five? Elif.	INT	.	.	.	Materials Mode
S	They weren't waiting for her.	RESPONSE	.	.	.	.
T	Good. They weren't waiting for her.	FEEDBACK	.	.	.	.
T	Number six?	INT	.	.	.	Materials Mode
S	She didn't know what to do.	RESPONSE	.	.	.	.
T	Ok, She didn't know what to do.	FEEDBACK	.	.	.	.
T	Number seven, Hasan?	INT	.	.	.	Materials Mode
S	It was a beautiful day.	RESPONSE	.	.	.	.
T	Good, It was a beautiful day.	FEEDBACK	.	.	.	.
T	Number eight? Gökhan?	INT	.	.	.	Materials Mode
S	She decided.	RESPONSE	.	.	.	.
T	Yes, she decided to go to hotel on her own.	FEEDBACK	.	.	.	.
T	Number nine?	INT	.	.	.	Materials Mode

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	She went outside and looked.	RESPONSE	.	.	.	.
T	Good, She went outside and looked.	FEEDBACK	.	.	.	.
T	Number ten?	INT	.	.	.	Materials Mode
S	A lot of people were waiting.	RESPONSE	.	.	.	.
T	Good, A lot of people were waiting.	FEEDBACK	.	.	.	.
T	Number eleven?	INT	.	.	.	Materials Mode
S	The bus stopped.	RESPONSE	.	.	.	.
T	The bus stopped in Manhattan.	FEEDBACK	.	.	.	.
T	How do you spell stopped?	INT	Closed-Display	.	Form-focused feedback	Skills and Sys.
S1	s-t-o-p-p-e-d.	RESPONSE	.	.	.	.
T	Good. A lot of you write just stoped. This is not a word. You need double -p.	FEEDBACK	.	.	.	.
T	Ok?	INT	.	.	.	.
Ss	Ok. H1 h1.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Ahh, 14?	INT	.	.	.	Materials Mode
S	She got off.	RESPONSE	.	.	.	.
T	She got off. Got off, good.,	FEEDBACK	.	.	.	.
T	Fifteen? Emine.	INT	.	.	.	Materials Mode
S	She walked into the hotel.	RESPONSE	.	.	.	.
T	She walked into the hotel. Ok, good.	FEEDBACK	.	.	.	.
S1	Walking?	INT	.	.	.	.
T	Ok, that's a good point. Let's see.	RESPONSE	.	.	.	.
(writes on the board.)	.	.	.	.	.	.
T	Ok, let's start with this. How many walk?	INT	Closed-Display	2s.	.	Materials Mode
T	1-2-3-4-5 5 times we said walk. Why do you think?	RESPONSE-INT	Open-Display	.	Scaffolding-Extension	Materials Mode

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S1	It is finished.	RESPONSE	.	.	.	.
T	Ok, into the hotel says the action is finished. So?	FEEDBACK-INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
Ss	Walked.	RESPONSE	.	.	.	.
T	The other thing that gives us the clue is and. But sometimes we have such sentences it says she was walking when sth. happened. Right, sth. happened. It is important to realize if we have and , it is usually simple past. Walked, right. Bec. We have two completed actions. They are finished. So, and means they are equal. She was walking into the hotel is background information. Any questions?	FEEDBACK	.	3S.	.	.
T	Ok, so the next sentence 17?	INT	.	.	.	Materials Mode
S1	She was talking.	RESPONSE	.	.	.	.
T	Good, She was talking. When suddenly? Hasan.	FEEDBACK-INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	A man ran up to her.	RESPONSE	.	.	.	.
T	Yes. She was talking is background information, it is not so important, but a man ran up to her, that is the impo. happening.	FEEDBACK	.	.	.	.
T	19?	INT	.	.	.	Materials Mode
S	He was carrying a red card.	RESPONSE	.	.	.	.
T	Yes, He was carrying a red card.	FEEDBACK	.	.	.	.
T	Number 21? Mine.	INT	.	.	.	Materials Mode
S	I was waiting.	RESPONSE	.	.	.	.
T	I was waiting for you at the airport. But?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S2	Thought.	RESPONSE	.	.	.	.
T	Thought. Thought. Do you remember this from yesterday? So, you have to put your tongue between the teeth. Everybody with me. Thought.	FEEDBACK	.	.	.	.
Ss	Thought.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Good practice. Ok.	FEEDBACK	.	.	.	.
T	Number 23?	INT	.	.	.	Materials Mode
S	I thought you were a man.	RESPONSE	.	.	.	.
T	I thought you were a man.	FEEDBACK	.	.	.	.
T	Number 24?	INT	.	.	.	Materials Mode
S	It happens to me all the time.	RESPONSE	.	.	.	.
T	Yes, It happens to me all the time. I want to do one more exercise to see that you really understand. Please open your workbooks. Page 13. Part C.	INT	.	.	.	.
S	ç Müzik açsanıza.	.	.	.	L1	L1
T	Music?	INT	Closed-Refer.	.	Seeking Clarific.	Classroom Context
	(T opens up music. Ss are doing the exercise. T provides help if Ss call her)	.	.	.	.	.
	(Ss stand up and check their answers with their peers.)	.	.	.	.	.
	(T to one S.)	.	.	.	.	.
T	Did you check?	INT	Closed-Refer.	.	Seeking Clarific.	Materials Mode
S	Yes.	RESPONSE	.	.	.	.
T	Ok, that's really good.	FEEDBACK	.	.	.	.
T	Ok, guys, so everyone has the right answers, now.	INT	.	.	.	.
Ss	Yes.	RESPONSE	.	.	.	.
T	Ok, number two, one afternoon?	INT	.	.	.	Materials Mode
S	We were having lunch.	RESPONSE	.	.	.	.
T	We were having lunch in a nice restaurant.	FEEDBACK	.	.	Turn Completion	.
T	When my cousin?	INT	Closed-Display	.	.	Materials de

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	Got.	RESPONSE	.	.	.	.
T	She got and went outside.	FEEDBACK	.	.	Turn Completion	.
T	While she?	INT	Closed-Display	.	.	Materials Mode
Ss	She was speaking to her friends.	RESPONSE	.	.	.	.
T	She was speaking to her friends. I suddenly?	INT	Closed-Display	.	.	Materials Mode
Ss	Noticed.	RESPONSE	.	.	.	.
T	Noticed.	FEEDBACK	.	.	.	.
T	A man in black coat?	INT	Closed-Display	.	.	Materials Mode
Ss	Was sitting.	RESPONSE	.	.	.	.
T	Was sitting.	FEEDBACK	.	.	.	.
T	Who was sitting at the next table? It was the actor Jonny Depp. He was alone and I?	INT	Closed-Display	.	.	Materials Mode
Ss	Decided.	RESPONSE	.	.	.	.
T	Decided to take my chance ,so I got up and?	INT	Closed-Display	.	.	Materials Mode
Ss	Went.	RESPONSE	.	.	.	.
T	To his table.	FEEDBACK	.	.	.	.
T	Excuse me, can I have my photo with you, I asked. He?	INT	Closed-Display	.	.	Materials Mode
Ss	said.	RESPONSE	.	.	.	.
T	Yes, so I stucked.	FEEDBACK	.	.	.	.
T	A waitress who?	INT	Closed-Display	.	.	Materials Mode
S	PASSED.	RESPONSE	.	.	.	.
T	was passing. (acts)	FEEDBACK	.	.	.	.
T	And then?	INT	Closed-Display	.	.	Materials Mode
Ss	She took a photo of Jonny.	RESPONSE	.	.	.	.
T	Ok, I was returning to my table when my cousin?	INT	Closed-Display	.	.	Materials Mode

Ek-3 NS-C Transcriptions

.NS -C	Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
	Ss	Came.	RESPONSE	.	.	.	.
	T	Came back, good.	FEEDBACK	.	.	.	.
	T	I?	INT	Closed-Display	.	.	Materials Mode
	Ss	Was smiling.	RESPONSE	.	.	.	.
	T	Why are you looking at me so, she asked. I had my photo taken with Jonny Depp. Jonny Depp? Where is he? He is sitting over there. She turned around and started to laugh.	FEEDBACK	.	.	.	.
	T	Then I?	INT	Closed-Display	.	.	Materials Mode
	Ss	looked.	RESPONSE	.	.	.	.
	T	Ok, I looked at the man in black coat.	FEEDBACK	.	.	.	.
	T	He?	INT	Closed-Display	.	.	Materials Mode
	Ss	Was laughing.	RESPONSE	.	.	.	.
	T	He was laughing, too.	FEEDBACK	.	.	.	.
	S12	Teacher, finish. (begging for finishing the lesson.)	INT	.	.	.	.
	T	We are gonna do sth. special. But I need two groups. Team 1, team 2. Sit next to each other.	INT	.	.	.	.
	(Ss are settling.)	.	.	.	.	.	.
	T	Ok, this is how the game works. It is called telephone.	INT	.	.	.	.
	T	For both teams I will show a sentence. It is secret. You will not show it to next person. You have to tell it to the next person. At the end, the last person has to write the sentence down here. So, we want the sentence at the beginning to be the same with the last sentence at the end. So, the first team done gets the point. And if you get the sentence right, you will get extra points. Ok? Ok. (wave their heads.)	INT	.	.	.	.
	Ss	Ok. (wave their heads.)	RESPONSE	.	.	.	.
	<u>Kayla (15.01)</u>	.	.	.	.	.	.
	S1	Teacher, who is the American minister of International Affairs?	INT	.	.	Genuine Req.	.
	T	Sorry?	INT	Open-Refer.	.	Seeking Clarific.	Classroom conetxt

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S1	Minister of Affairs?	INT	.	.	Genuine Req.	.
T	Oh, let me think. I think Clinton.	RESPONSE	.	.	.	.
((Ss murmurings.))	.	.	.	.	.	.
T	Her husband was president.	RESPONSE	.	.	.	.
T	Ok, guys, I have a few announcements.	INT	.	.	.	.
T	Do you still not have your books?	INT	Closed-Refer.	2 s.	Ref.-Genuine Req.	Managerial
T	If yes, buy then, please. And We are gonna have a small quiz on Friday. It is so easy, it is all multiple choice. The only part you do not have to do is this part.	INT	.	.	.	.
(T gives handouts.)	.	.	.	.	.	.
T	Turn over the page.	INT	.	.	.	.
S2	Homework?	INT	.	.	Seeking Clarific.	.
T	Yeah, this is homework. Turn over the back page. Cross out this. Cross it out. So, you should do this.	RESPONSE-INT	.	.	.	.
T	So, this is due on Friday. English, please.	INT	.	.	.	.
(T brings another handout.)	.	.	.	.	.	.
T	So, this is gonna be next week. We are gonna do interviews. What I want you to do is to read what is written on the paper.	INT	.	.	.	.
S3	What are we doing now?	INT	.	.	.	.
T	You are reading the top of the page.	RESPONSE	.	.	.	.
S4	(foreigner)Teacher, this is homework. This one is next week, yeah?	INT	.	.	.	.
T	Yes, This is homework, this is for next week.	RESPONSE	.	.	.	.
T	Ok, we have all read this part.	INT	.	.	.	.
T	So, when you do your interview, will you be alone or with a partner?	INT	Closed-Display	.	Confirmation	Managerial
Ss	Partner.	RESPONSE	.	.	.	.
T	Ok, you will do with a partner. Number one says, interview will be done with partners. Partner will ask the question and then you will switch.	FEEDBACK	.	.	.	.
S2	Questions?	INT	.	.	.	.
T	I will choose the questions and partners.	INT	.	.	.	.
T	So, how many questions you have to answer?	INT	Closed-Display	.	Confirmation	Managerial

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	4 questions.	RESPONSE	.	.	.	.
T	Yeah. 4 questions.	FEEDBACK	.	.	.	.
T	Can you have one-word answers or do you have to answer in complete sentences?	INT	Closed-Display	.	Confirmation	Managerial
Ss	Complete sentences.	RESPONSE	.	.	.	.
T	Complete sentences, yeah. The longer you talk, the better your grade. So, a good guideline, a good idea and four sentences per question.	FEEDBACK	.	.	.	.
T	Do you need to speak accurately?	INT	Closed-Display	3S.	Confirmation	Managerial
S.	What?	INT	.	.	Seeking Clarification	.
T	Do you need to speak accurately?	INT	Closed-Display	.	Teacher Echo	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	Yeah, you need to speak accurately and fluently. So, when you are making sentences, they should be good, grammatical sentences. He closed the door, he talked to his friend, blablabla. Good sentences. Right, grammar counts. Actually, we should understand what you are saying. We should pronounce things clearly. Ok. Finally, there is a chart here that shows how you are graded . So, you are gonna graded on accuracy; are your ideas clear and grammatical. Comprehensibility just means can I understand you. Word choice, you should use good vocabulary. Do, an example for that can be that if I ask you what is your mother look like? She has light hair. I don't want you to say yellow. You shouldn't say oh, my mother has yellow hair. Or you should use the word blond.	FEEDBACK	.	.	.	.
T	Does that make sense?	INT	Closed-Display	8s.	Comprehension Check	Managerial
T	Yes or no?	INT	Closed-Display	.	Reduction	Managerial
S1	Yes.	RESPONSE	.	.	.	.
T	You should say yes or no.	FEEDBACK	.	.	.	.
S2	Teacher, where is the four question?	INT	.	.	Seeking Clarific.	.
T	This is a list of four questions. Here there are twenty questions. I will ask you four questions from this list. You need to study for all these questions. Bec. You don't know what I am gonna ask you. So, I will take from this list twenty questions. You have to answer four of them.	RESPONSE	.	.	Extended Teacher Turn	.
T	Do you have any questions so far?	INT	Closed-Refer.	3s.	Comprehension	Managerial

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T.	Any questions?	INT	Open-Refer.	2S.	Teacher Echo	Managerial
T	So, we are gonna do this next Thursday. January 25th.	INT	.	.	.	.
S3	Why don't we do this time?	INT	.	.	Seeking Clarific.	.
T	This time?↑ Bec. You need time to prepare if you want to get good grades. I really really really recommend to write down the answers for these questions before the interview. When I interview you, you should talk easily.	RESPONSE	.	.	Extended Teacher Turn	.
T	Ok, questions about the interview?	INT	.	.	Comprehension Check	Managerial
	((Ss are talking among themselves. One S asks teacher. But I can't get what they are saying.)	.	.	.	.	.
T	Ok, please look at me, guys. You are gonna have five minutes. Are there any questions?	INT	.	.	Comprehension Check	Managerial
S	No.	RESPONSE	.	.	.	.
T	No questions.	FEEDBACK	.	.	.	.
T	Ok, you are gonna have five minutes to write about your next trip.	INT	.	.	.	.
S	Journal.	INT	.	.	Seeking Clarific.	.
T	So, what I want to know is where are you going, who are you going with, how long are you going to stay. And What are you going to do, so you are gonna have five minutes to answer these questions. If you don't know, you can invent, imagine.	INT	.	.	Managerial	.
T	Are there any questions?	INT	Closed-Refer.	.	Seeking Clarific.	Managerial
S	No.	RESPONSE	.	.	.	.
T	Ok, five minutes. Get out paper. You need to be able to write. Ok, you can start writing.	FEEDBACK	.	.	.	.
S	For example, last week Çağrı and me are going to the computer lab. Is that the same?	INT	.	.	Seeking Clarific.	.
T	If you have a trip plan already, you can write about it. Ok, that's fine, too.	RESPONSE	.	.	.	.
S	Teacher, this week or?	INT	.	.	Seeking Clarific.	.
T	No, it says future. What are you going to do?	RESPONSE	.	.	.	.
S	For example Çağrı and me are going to Azerbaijan.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	We are going to Azerbaijan, yeah.	FEEDBACK	.	.	.	.
S2	Next week, I am going to sleep.	RESPONSE	.	.	.	.
T	You are just going to sleep? Or pretend that you are going to do sth. You can imagine sth.	FEEDBACK	.	.	.	.
S5	How many sentence we are writing?	INT	.	.	.	.
T	As many as you can.	RESPONSE	.	.	.	.
S5	Just one is enough?	INT	.	.	.	.
T	No.	RESPONSE	.	.	.	.
T	You have two minutes left. Try to write something.	INT	.	.	.	.
T	Ok, does anyone need more time?	INT	Closed-Refer.	3s.	.	Managerial
T	I will give you one more minute. One more minute. Right fast.	INT	.	.	.	.
((Ss are talking to teacher and each other)	.	.	.	.	.	.
T	So, I need everyone to stand up.	INT	.	.	.	.
Ss	No.(murmuring.)	RESPONSE	.	.	.	.
T	Why?(teacher-student inter.)	INT	Open-Refer.	.	Seeking Clarific.	Managerial
S	I am ill.	RESPONSE	.	.	.	.
T	You will stand up here in the line. The other half stand up.	FEEDBACK	.	.	.	.
Ss	Ne yapıyoruz. (murmurings in Turkish.)	.	.	.	L1	L1
T	Everyone should stand up across another person.	INT	.	.	.	.
(T settles Ss. down.)	.	.	.	.	.	.
T	You have let's say two minutes to talk to your partner. For one minute, your partner are going to tell you what they wrote about their trip. And you will listen, right. For the other ten minute, you will tell what you wrote. Ok? This time you can look at your papers. Ok, if you want. So, you have two minutes.	INT	.	.	.	.
((Ss are talking to each other. T walks around.)	.	.	.	.	.	.
T	Now, everyone in this line moves over and you will have a new partner. This time you will not use your papers. No papers.	INT	.	.	.	.
((Ss start. T listens to them and gives feedback.))	.	.	.	.	.	.
T	Ok, we are gonna change one more time. You have this time 30 seconds.	INT	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	Finished.	INT	.	.	.	.
T	Ok, great. You did s good job. You can sit back down.	RESPONSE	.	.	.	.
T	Ok, open up your books.	INT	.	.	.	.
S	Student book?	INT	.	.	Seeking Clarific.	.
T	No, workbook. Page 17.	RESPONSE	.	.	.	.
S2	Which book?	INT	.	.	Seeking Clarific.	.
T	Workbook.	RESPONSE	.	.	.	.
T	Do you guys know what TO BE means? TO BE?	INT	Open-Display	.	.	Materials
S	Be.	RESPONSE	.	.	.	.
T	No, to be is a verb.	FEEDBACK	.	.	.	.
T	What about to book?	INT	Open-Display	.	.	Materials
S	To book?	INT	.	.	Seeking Clarific.	.
T	To book?	INT	Open-Display	.	Teacher Echo	Materials
Ss	To book?	INT	.	.	Seeking Clarific.	.
T	To book like the same thing as to reserve. Reserve a flight, to book a flight. We usually use this word with flight.	RESPONSE	.	.	.	.
T	Ok, what does fly mean?	INT	Open-Display	4S.	.	Materials
T	What is fly, to fly?	INT	Open-Display	.	Teacher Echo	Materials
S1	Travel.	RESPONSE	.	.	.	.
T	Yeah. It is to be up in the air.	FEEDBACK	.	.	.	.
T	You are going to match these pictures with the words here.	INT	.	.	.	.
S	Teacher, what is flight?	INT	.	.	Seeking Clarific.	.
T	To fly is to be up in the air.	RESPONSE	.	.	.	.
(She T, usually prefers collaborative activities)	.	.	.	.	.	.
T	Ok, look at and tell me number two.	INT	.	.	.	.
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S1	I am not going to need my flight online.	RESPONSE	.	.	.	.
T	What does it mean?	INT	Open-Display	.	Scaffolding-Extension	Materials
S7	I am not to fly.	RESPONSE	.	.	.	.
T	I am?	INT	Closed-Display	.	Form-focused	Skills and Sys.
S7	I am not to fly.	RESPONSE	.	.	.	.
T	I am not going to book my flight online.	FEEDBACK	.	.	.	.
T	So, to book means what?	INT	Open-Display	.	Scaffolding-Extension	Materials
S5	Fly.	RESPONSE	.	.	.	.
T	To book?↑	INT	Open-Display	.	Teacher Echo	Materials
T	To book is to reserve.	RESPONSE	.	.	.	.
S2	Reserve?	INT	.	.	Seeking Clarific.	.
T	To reserve. I booked a hotel. I reserved a room in the hotel, right. If I book a flight, I reserve a flight.	RESPONSE	.	.	.	.
T	Number three?	INT	Closed-Display	.	.	Materials Mode
S4	He is not sleep during the flight.	RESPONSE	.	.	.	.
T	He is not going to sleep during the flight. Ok.	FEEDBACK	.	.	.	.
T	Hasan, number 4?	INT	Closed-Display	.	.	Materials Mode
S	How is she going to get to the airport.	RESPONSE	.	.	.	.
T	How is she going to get to the airport. Right.	FEEDBACK	.	.	.	.
T	Number 5, Gizem?	INT	Closed-Display	.	.	Materials Mode
S	He isn't going to fly today.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Çağrı, number six?	INT	Closed-Display	.	.	Materials Mode
S	They are going to be late.	RESPONSE	.	.	.	.
T	Yes. They are going to be late.	FEEDBACK	.	.	.	.
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Next one?	INT	.	.		Materials Mode
S	I am not going to stay at a hotel.	RESPONSE	.	.	.	.
T	Yes, good. I am not going to stay at a hotel.	FEEDBACK	.	.	.	.
T	Any questions?	INT	.	.	Comprehension Check	Managerial
Ss	No questions.	RESPONSE	.	.	.	.
S16	We are very very hungry.	INT	.	.	.	.
S7	Yes.	RESPONSE	.	.	.	.
T	Ok, please listen. In the last part of the class we are going to watch a movie.	INT	.	.	.	.
S2	Now?	INT	.	.	Seeking Clarific	.
T	Yes, a short movie.	RESPONSE	.	.	.	.
Ss	No, no.	RESPONSE	.	.	.	.
T	In the last lesson, we ar gonna watch a movie. Here is what is gonna happen. In the middle of the movie I will pause the movie. Pause the movie, ok. And you will make prediction.	INT	.	.	.	.
S4	What is the name of the film?	INT	.	.	.	.
T	It is called Alma.	RESPONSE	.	.	.	.
T	So, what is the prediction? Do you know?	INT	Closed-Display	.	Scaffolding-Extension	Classroom conetxt
Ss	Prediksiyon. Yes.	RESPONSE	.	.	.	.
T	You have it in Turkish. Ok, you will make a guess. So, you need to write down five predictions.	INT	.	.	.	.
T	Ok, prediction number one, what is going to happen?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	I know this video but I can't remember now.	RESPONSE	.	.	Extended Learner Turn	.
T	What is going to happen?	INT	Open-Display	.	Teacher Echo	Materials
S	He is going to write on the wall.	RESPONSE	.	.	Extended Learner Turn	.
T	He or she?	INT	Closed-Display	.	Direct Repair	Materials
Ss	She.	RESPONSE	.	.	.	.
T	Ok, Alma is a she. Anything else?	FEEDBACK-INT	Open-Display	5S.	Scaffolding-Extension	Materials
T	Other predictions?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	She is going to the toy-shop.	RESPONSE	.	.	Extended Learn	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Toy shop?	INT	Open-Refer.	.	Seeking Clarific	Materials
S3	Okula gidiyor.	.	.	.	L1	.
S4	She is going to school.	RESPONSE	.	.	.	.
T	Ok, what is she doing?	INT	Open-Display	2s.	Scaffolding-Extension	Materials
S	She is looking at toys.	RESPONSE	.	.	.	.
T	She is going to look at the toys.	FEEDBACK	.	.	.	.
Ss	Yes.	RESPONSE	.	.	.	.
T	She is going to clean the window.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	5s.	Scaffolding-Extension	Materials
S15	She is surprised.	RESPONSE	.	.	.	.
T	She is going to be surprised.	FEEDBACK	.	.	Turn Completion	.
S	Trip.	RESPONSE	.	.	.	.
T	she is going to a trip	FEEDBACK	.	.	Turn Completion	.
S4	She is looking to toys.	RESPONSE	.	.	.	.
T	Yes, she is looking at the toy-store. Ok, here we go.	FEEDBACK	.	.	Turn Completion	.
T	All right, what is gonna happen?	INT	Open-Display	4s.	Scaffolding-Extension	Materials
S5	The door is locked.	RESPONSE	.	.	.	.
T	The door is going to be locked.	FEEDBACK	.	.	.	.
T	And then?	INT	Open-Display	3s.	Scaffolding-Extension	Materials
S	She can't open the door.	RESPONSE	.	.	.	.
T	She is gonna find the door. She is not going to be able to open the door.	FEEDBACK	.	.	.	.
S7	She is confused.	RESPONSE	.	.	.	.
T	Good, She is going to be confused.	FEEDBACK	.	.	.	.
S	She is afraid.	RESPONSE	.	.	.	.
T	She is scared. She is going to throw snowball.	FEEDBACK	.	.	.	.
S4	She is going to walk.	RESPONSE	.	.	.	.
T	What? (teacher-student inter.)	INT	Closed-Display	.	Seeking Clarific.	Materials
S	She is going to walk.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	She is going to walk.	FEEDBACK	.	.	.	.
S5	smile.	RESPONSE	.	.	.	.
T	She is going to smile.	FEEDBACK	.	.	.	.
(Film starts again.)	.	.	.	.	.	.
T	Ok, what is going to happen?	INT	Open-Display	4s.	Scaffolding-Extension	Materials
S2	Fixing the toy.	RESPONSE	.	.	.	.
T	So, she is going to. She is going to fix the toy.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	2s.	Scaffolding-Extension	Materials
S	She is going to smile.	RESPONSE	.	.	.	.
T	She is going to get the toy.	FEEDBACK	.	.	.	.
T	And then?	INT	Open-Display	5s.	Scaffolding-Extension	Materials
S3	The toy is going to fall to table.	RESPONSE	.	.	Extended Learner Turn	.
T	The toy is going to fall on the table.	FEEDBACK	.	.	.	.
S4	She is going to search the doll.	RESPONSE	.	.	Extended Learn	.
T	Good. She is going to search the doll.	FEEDBACK	.	.	.	.
T	Ok, anything else?	INT	Open-Display	3s.	Scaffolding-Extension	Materials
S	The sun is rising up.	RESPONSE	.	.	.	.
T	The sun is going to rise up.	FEEDBACK	.	.	.	.
T	What is going to happen?	INT	Open-Display	5s.	Scaffolding-Extension	Materials
T	She is going to be a?	INT	Closed-Display	3s.	Scaffolding-Modelling	Materials
Ss	A toy.	RESPONSE	.	.	.	.
T	Is she going to leave the store?	INT	Closed-Display	2s.	Scaffolding-Modelling	Materials
S	No.	RESPONSE	.	.	.	.
T	No? She is not going to leave the store?	INT	Closed-Display	.	Confirmation Check	Materials
S	Yes.	RESPONSE	.	.	.	.
T	Do you think she is going to be a stone?	INT	Open-Display	6s.	Scaffolding-Modelling	Materials
Ss	Toy.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C	Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
	T	Ok, toy.	FEEDBACK	.	.	.	.
	T	Do you know which city it is in?	INT	Closed-Display	2s.	Scaffolding-Extension	Materials
	S	Croatia.	RESPONSE	.	.	.	.
	T	Which city?	INT	Closed-Display	.	Seeking Clarific.	Materials
	S5	CITY?	INT	.	.	Seeking Clarific.	.
	T	Yeah. Do you know?	INT	Closed-Display	.	Comprehension Check	Materials
	S	I don't know.	RESPONSE	.	.	.	.
	T	This is in Barcelona.	FEEDBACK	.	.	.	.
	Ss	Messi.	RESPONSE	.	.	.	.
	T	The famous architect who designed these buildings is called Gaudi.	FEEDBACK	.	.	.	.
		Ok, have a nice day.	.	.	.	.	.
	<u>Kayla</u>	(20.01)	.	.	.	.	.
	S	Teacher, good?	INT	.	.	.	.
	T	Very good.	RESPONSE	.	5-6S.	.	.
	((5-6s. murmurings))	.	.	.	.	.	.
	T	All right guys. Please listen.	INT	.	5-6s.	.	.
	((5-6s. Murmurings.))	.	.	.	.	.	.
	T	I can wait. We have three choices about what will happen in this lesson. Ok?	INT	.	.	.	.
	T	First we can play a game. Then paragraph discussion and dictation.	INT	.	.	.	.
	Ss	One.	RESPONSE	.	.	.	.
	T	Think about it then we will vote.	FEEDBACK	.	30S.	.	.
	T	Ok, if you want to do number one, please raise your hand.	INT	.	.	.	.
	T	It was very easy. Today we will be talking about paraphrasing or how to say things in different words. So what we are gonna do now is that I have pictures and words. I need two groups. One of you will come here and pick one card. My card says take photos. Then I have to explain it. It is sth. which you do with a camera. I will give you number, please remember your number. Ones over here, twos on this side.	INT	.	.	.	.
	T	You have 30 seconds to come up with a team name.	INT	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T (They are so noisy.)	You have to decide together.	INT	.	.	.	.
S	Teacher, we are ghost busters.	RESPONSE	.	.	.	.
.	GAME	.	.	.	.	.
T	Ok. One person from the team is gonna come up and draw a card. Their team will try to guess what is the word by the explanation. So, we have a volunteer from the group Ghost Busters. Don't use the words.	INT	.	.	.	.
S	A lot of weight.	INT	.	.	.	.
S2	Fat.	RESPONSE	.	.	.	.
S3	Overweight	RESPONSE	.	.	.	.
T	Good, overweight. You got a point.	FEEDBACK	.	.	.	.
S5	Can you write it?	INT	.	.	Seeking Clarific.	.
T	Ok, overweight.	RESPONSE	.	.	.	.
S	Hat, wear, no. Summer, jacket.	INT	.	.	.	.
S7	Cap.	RESPONSE	.	.	.	.
T	Ok, the word was cap.	FEEDBACK	.	.	.	.
T	The person From Ghost Busters.	INT	.	.	.	.
S	Food.	INT	.	.	.	.
S3	Delicious.	RESPONSE	.	.	.	.
T	Ok, how do you spell delicious?	INT	Closed-Display	.	Form-focused	Skills and Sys.
Ss	D-E-L-I-C-I-O-U-S.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S7	Curly hair.	RESPONSE	.	.	.	.
T	Please remember to use words.	INT	.	.	.	.
T	Ok, next person from Ghost Busters.	INT	.	.	.	.
S	It is s.one in the beach.	INT	.	.	.	.
T	Ok, keep going.	FEEDBACK	.	.	.	.
S4	Sunbath.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, sunbath. So, that's sth you do to tan.	FEEDBACK	.	.	.	.
S9	It is in supermarket, a car, garage.	INT	.	.	.	.
T	Keep going, it is good.	FEEDBACK	.	.	.	.
S10	Shopping car.	RESPONSE	.	.	.	.
T	Please, speak English. The point is to speak in English.	INT	.	.	.	.
S9	Trolley.	RESPONSE	.	.	.	.
Ss	Yes, trolley.	RESPONSE	.	.	.	.
T	Is it a British word or American word?	INT	Closed-Display	.	Scaffolding- Extension	Materials
Ss/ T	[British]	RESPONSE	.	.	.	.
T	The American word is cart.	FEEDBACK	.	.	.	.
T	OK, Super Marios, stop talking in Turkish, Cemil. A new person.	INT	.	.	.	.
((Ss are doing gestures.))	.	.	.	.	.	.
S4	Can I çıkmak?(teacher-student inter.)	INT	.	.	L1	L1
T	Do you want to come here?	INT	Closed-Display	.	Seeking Clarific.	Managerial
S4	Oh, difficult.	INT	.	.	.	.
S4	You wear it here.	INT	.	.	.	.
Ss	Beard.	RESPONSE	.	.	.	.
T	OK, finished. Ghost Busters are the winner.	FEEDBACK	.	.	.	.
T	Next thing we are gonna do is paragraph correction.	INT	.	.	.	.
S4	Teacher, in the afternoon we don't have lesson.	INT	.	.	.	.
T	That's good. You should be more focused now. Since you don't have any class in the afternoon, you should give extra effort now.	RESPONSE	.	.	.	.
T	You can sit down back to your seats.	INT	.	.	.	.
T	Ok, you have your paragraphs. You have to find out 14 mistakes. Write the paragraph with no mistakes here. There are 14 mistakes here. You need to find all the mistakes, fix them and write the paragraph with no mistakes here, ok.	INT	.	.	.	.
S5	Hocam, bitti, done.	INT	.	.	.	L1
T	Is it over?	INT	Closed-Refer.	.	Seeking Clarific.	Managerial
.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Teacher, everybody is or are?	INT	.	.	.	.
T	It is a group of people, So it is one person just like he and she.	RESPONSE	.	.	.	.
Ss	Ok.	RESPONSE	.	.	.	.
T	OK, now you will share your paragraphs with your partner. Stand up please and find your partner to compare your answers.	INT	.	.	.	.
S	At 1.15 what are we doing?	INT	.	.	.	.
S3	Do we come to the class?	INT	.	.	.	.
T	What?	INT	Closed-Display	.	Seeking Clarific	Managerial
S5	Will we come to the class?	INT	.	.	.	.
S9	Afternoon.	INT	.	.	.	.
S10	Third lesson.	INT	.	.	.	.
S3	We don't come to the class.	RESPONSE	.	.	.	.
T	You are not come to the class?	INT	Closed-Refer.	.	Seeking Clarification	Managerial
S1	Will we come to the class?	INT	.	.	.	.
T	I don't know. You have to ask Erkan.	RESPONSE	.	.	.	.
T	Let's read the first sentence to me.	INT	.	.	.	.
S	Number one.	INT	.	.	Seeking Clarific	.
T	Yes, number one.	RESPONSE	.	.	.	.
Ss	My hero is my best friend, Sanchez.	RESPONSE	.	.	.	.
T	Then?	INT	.	.	.	Materials
Ss	He is Brazilian.	RESPONSE	.	.	.	.
T	He is Brazilian.	FEEDBACK	.	.	.	.
Ss	Everybody loves him.	RESPONSE	.	.	.	.
T	Everybody loves him. Good.	FEEDBACK	.	.	.	.
S	He was born in.	RESPONSE	.	.	.	.
T	He was born in↑	INT	Closed-Display	.	Teacher Echo	Materials
Ss	1998 just like me.	RESPONSE	.	.	.	.
T	1998 just like me. Ok, guys if you have sth. more impo. to share with entire class, please don't hesitate.	FEEDBACK	.	.	.	.
T	Ok, next sentence?	INT	.	.	.	Materials
S	He was very excited when he arrived.	RESPONSE	.	.	.	.
T	IT?	INT	Closed-Display	.	Scaffolding-Mo	Materials

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	Was boring.	RESPONSE	.	.	.	.
T	She was?	INT	Closed-Display	.	Scaffolding-Modelling	Materials
Ss	Smiling in anyway.	RESPONSE	.	.	.	.
T	He didn't study hard. Now, you will give your papers to me.	FEEDBACK	.	.	.	.
T	Now, we are gonna do one more thing. We are going to do dictation. I will read something and you will write everything that I say. So, in groups, you are together. I am going to read something. You are going to write as much of what I say as you can. This is the last thing we are doing. You need to be in groups of three or four. You are trying to write down everything I said. Here we go, listen.	INT	.	.	.	.
<u>Kayla (09.01)</u>						
T	How are you today?	INT	Open-Refer.	.	.	Managerial
Ss	Fine, very good.	RESPONSE	.	.	.	.
T	Have you done your homework?	INT	Closed-Refer.	.	.	Managerial
S	Yes.	RESPONSE	.	.	.	.
(T walks around.)						
T	Did you forget it?	INT	Closed-Refer.	.	.	Managerial
T	Ok, I have another copy.	INT	.	.	.	.
T	Can you read the first one?	INT	Closed-Display	.	.	Materials
T	Does anybody have the first one?	INT	Closed-Refer.	.	Teacher Echo	Materials
S2	Teacher, can you give me one please? I can't find it.	INT	.	.	Request	.
S3	What is gloves?	INT	.	.	Seeking Clarific.	.
T	How do you spell it?	INT	Closed-Display	3sd.	Form-Focused	Skills and Sys.
((2-3s.))						
T	How do you spell gloves?	INT	Closed-Display	3s.	Teacher Echo	Skills and Sys.
T	If it is gloves, what is the first letter?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Sys.
S	G.	RESPONSE	.	.	.	.
Ss	G L O V	RESPONSE	.	.	.	.
S3	W MU?	RESPONSE	.	.	.	L1
S4	Hayır - Vİ.	RESPONSE	.	.	L1	L1
T	And?	INT	Closed-Display	.	Scaffolding-Ext	Skills and S

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	S.	RESPONSE	.	.	.	.
T	Gloves. In winter on your hands. Also, not just in winter. If you are doing something dangerous. For example you are cleaning with chemicals, you can put gloves on your hand.	FEEDBACK	.	.	Extended Teacher Turn	.
S4	Protection.	RESPONSE	.	.	.	.
T	For protection, right.	FEEDBACK	.	.	.	.
T	Zerhan, do you have number two?	INT	Closed-Display	.	.	Materials Mode
S	(foreigner) Yes.	RESPONSE	.	.	.	.
T	Can you read it?	INT	Closed-Display	.	.	Materials Mode
S	Jumper.	RESPONSE	.	.	.	.
S4	Pullower.	RESPONSE	.	.	.	.
T	Pullower.	FEEDBACK	.	.	.	.
S3	Coat.	RESPONSE	.	.	.	.
T	But this is a Turkish word. How about English word?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
T	Pullower, jumper, What else?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S5	Cardigan.	RESPONSE	.	.	.	.
T	Cardigan is also similar. You can wear it in winter. It has just buttons. But they are similar.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Ok, Ali, can you read the definition?	INT	Closed-Display	.	.	Materials Mode
S	Three?	INT	.	.	Seeking Clarific.	.
T	Three, yes.	RESPONSE	.	.	.	.
S	Two things on your hand?	RESPONSE	.	.	.	.
S1	Scarf.	RESPONSE	.	.	.	.
T	No no, it is not hand. Head.	FEEDBACK	.	.	.	.
T	So, how do we spell head?	INT	Closed-Display	.	Form-Focused	Skills and Sys
T	It is different from hand. So, not on your hand. On your head.	FEEDBACK	.	.	.	.
T	What do you wear on your head?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S1	Head, scarf.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	So, things on your head, hat, scarf.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S3	Beret.	RESPONSE	.	.	.	.
T	Ok, Beret on your head. A special kind of head.	FEEDBACK	.	.	.	.
T	Things on your feet?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S4	Socks, shoes.	RESPONSE	.	.	.	.
T	You can wear socks, shoes on your feet.	FEEDBACK	.	.	.	.
T	All right. Then two things you can wear on your legs?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S6	Trousers, shorts.	RESPONSE	.	.	.	.
S7	Pants.	RESPONSE	.	.	.	.
T	Trousers, shorts, pants.	FEEDBACK	.	.	.	.
T	So can you read the definition?	INT	Closed-Display	.	.	Materials Mode
S8	(foreigner) Two things you can wear around your neck?	RESPONSE	.	.	.	.
S8	Necklace, chain.	RESPONSE	.	.	.	.
T	Necklace, chain.	FEEDBACK	.	.	.	.
T	Tie. Usually men wear it. However, also women can wear it.	FEEDBACK	.	.	.	.
T	Ok, ladies, two things you can wear on your legs under skirt?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S9	Tight.	RESPONSE	.	.	.	.
S10	Nylon.	RESPONSE	.	.	.	.
T	Nylon? (smiling.)	INT	Closed-Display	.	Seeking Clarific.	Materials Mode
T	Socks, tights. (writes on the board.)	FEEDBACK	.	.	.	.
T	What about thin kind of tight, also feet area on all over your leg. It is very thin, you know. What is the name for that?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
T	Pentihose. They can be color of the skin or black. Mostly the color is skin or black.	FEEDBACK	.	.	.	.
T	And then,jewelery, What is jewelery?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
T	Did you write this one? (T approaches a St.)	INT	Closed-Display	.	.	Managerial

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S11	No.	RESPONSE	.	.	.	.
T	Ok, who has jewelery?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S5	Ring, earring.	RESPONSE	.	.	.	.
T	Ok. Ring, earrings, bracelet.	FEEDBACK	.	.	.	.
S11	Pendant.	RESPONSE	.	.	.	.
T	Sure.	FEEDBACK	.	.	.	.
S13	Buckle?	RESPONSE	.	.	Seeking Clarific.	.
T	Buckle is the metal part of the belt. That is called buckle. Sometimes some shoes have a buckle. For example, just a second. Yeah, this is a buckle. I am sorry. This is also a buckle. The metal part is called buckle.	RESPONSE	.	.	Extended Teacher Turn	.
S13	Girl wear buckle on their head?	INT	.	.	Seeking Clarific.	.
T	Buckle on the head? It is sth like head band.	RESPONSE	.	.	.	.
T	Abdurrahman, what do you wear to do sport?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S14	Tracksuit.	RESPONSE	.	.	.	.
T	Tracksuit, yeah.	FEEDBACK	.	.	.	.
S5	Gymshoes.	RESPONSE	.	.	.	.
T	Ok, gym shoes or trainers.	FEEDBACK	.	.	.	.
S6	T-shirt.	RESPONSE	.	.	.	.
S7	Short.	RESPONSE	.	.	.	.
T	Short, yes.	FEEDBACK	.	.	.	.
S7	Sweat short.	RESPONSE	.	.	.	.
T	Sorry?	INT	Open-Refer.	.	Seeking Clarific.	Materials Mode
S7	Sweat short.	RESPONSE	.	.	.	.
T	Sweat shirt. Pronunciation sounds different, but ok.	FEEDBACK	.	.	.	.
T	Eren, what is the thing that you wear when you are cold?	INT	Open-Display	.	.	Materials Mode
S15	Hat, scarf.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	What is the first one?	INT	Closed-Refer.	.		Materials Mode
S15	Hat and scarf.	RESPONSE	.	.	.	.
T	Hat, ok.	FEEDBACK	.	.	.	.
T	Now, turn over the page. There are two pictures, here. You need to circle differences. If you didn't do this, let's have a few minute. Then we will talk about it. How they are different.	INT	.	.	.	.
(Ss are doing the exercise.)	.	.	.	.	.	.
T	Have you finished?	INT	Closed-Refer.	.		Managerial
Ss	Yes.	RESPONSE	.	.	.	.
T	So, there are ten differences, right. You will write down the sentences in present continuous.	INT	.	.	.	.
T	Frank, can you tell us the first difference?	INT	Open-Display	.	Comprehension Check	Materials Mode
S	The first difference, in the first picture policeman holds his hand down, in the second one, his hand is up.	RESPONSE	.	.	Extended Learner Turn	Materials Mode
T	(writes on the board.) In the first photo the policeman is sitting with his hand down. In the second one, he is standing up with his hand up.	FEEDBACK	.	.	Extended Teacher Turn	.
S9	Teacher, in the first picture he is reading newspaper. Picture two he doesn't newspaper.	RESPONSE	.	.	.	.
T (T writes the sentence on the board.)	He isn't. He isn't reading newspaper.Ok.	FEEDBACK	.	.	.	.
T	The next one Büşra?	INT	.	.	.	Materials Mode
S12	In the first picture, child doesn't cry. In the second, he is crying.	RESPONSE	.	.	.	.
T	So, tell it again in present continuous. The child↑	INT	Open-Display	.	Scaffolding-Modelling	Skills and Sys.
S12	The child.	RESPONSE	.	.	.	.
T	Yes, continuous.	FEEDBACK-INT	.	.	.	.
S12	crying.	RESPONSE	.	.	.	.
T	Yes, crying.	FEEDBACK	.	.	.	.
S12	But teacher, not cry.	INT	.	.	Seeking Clarific.	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Oh, ok. Then he is not crying. So the second sentence will be what?	RESPONSE-INT	Open-Display	.	Scaffolding-Extension	Materials
S12	In the second picture, child is crying.	RESPONSE	.	.	.	.
S13	Teacher?	INT	.	.	Request	.
T	Yes, Serhat.	RESPONSE	.	.	.	.
S13	In the first picture, women and men is looking around, but in the second picture, women and men are reading book.	RESPONSE	.	.	Extended Learner Turn	.
T	They are. You should say are. So, let's say couple, not women and men is reading.	FEEDBACK	.	.	.	.
T	Yes?	INT	Closed-Display	.	Reduction	Materials Mode
S15	The man is painting. Second picture, oh pardon the man looking at the painting.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok. You have to say at. Looking at. Don't forget the combination.	FEEDBACK	.	.	.	.
T	Yes, Ece.	INT	.	.	.	.
S16	In the first picture she is sad, in the second she does smiling.	RESPONSE	.	.	Extended Learner Turn	.
T	She is smiling. Bec. It is right now.	FEEDBACK	.	.	.	.
T	What about other people?	INT	Open-Display	.	.	Materials Mode
S16	She is, hand.	RESPONSE	.	.	.	.
T	Ohhh, ok. So, in the first picture, statue. It is statue.	FEEDBACK	.	.	.	.
S16	The statue hand...	RESPONSE	.	.	.	.
T	Not hand. What is the verb?	INT	Closed-Display	5s.	Form-Focused	Skills and Sys.
S16	Verb?	INT	.	.	Seeking Clarific.	.
T	You need one verb.	RESPONSE	.	10S.	.	.
T	So, in the first picture, the statue↑?	INT	Closed-Display	.	Form-Focused	Skills and Sys.
S1	The statue doesn't have arm.	RESPONSE	.	.	Extended Learn	.
T	Yes, in this case, we have to use simple present. We can't say is having. The statue doesn't have arm. It is not hand, bec. It is the whole part.	FEEDBACK	.	.	.	.
T	Ok, anybody else? Come on, let's have somebody else?	INT	.	.	Scaffolding Extension	Materials Mode
S15	No cat in the first picture.	RESPONSE	.	.	Extended Turn	Materials M

Ek-3 NS-C Transcriptions

.NS -C	Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
	T	So in the first picture, there is no cat.	FEEDBACK	.	.	.	.
	T	Milan?	INT	.	.	.	.
	S17	The man painting.	RESPONSE	.	.	.	.
	T	We said that. There are two more.	FEEDBACK	.	.	.	.
	S2	The man, teacher.	RESPONSE	.	.	.	.
	T	So, what is he doing?	INT	Open-Display	5s.	Scaffolding Extension	Materials Mode
	Ss	touching.	RESPONSE	.	.	.	.
	T	Yes, he is touching the statue. And there is one more. Batıkan?	FEEDBACK- INT	Open-Display	.	.	.
	S18	The picture in front of the woman long hair and the second picture the picture short hair.	RESPONSE	.	.	.	.
	T	So, difference in hair. And the other one?	FEEDBACK- INT	Open-Display	.	Scaffolding Extension	Materials Mode
	S18	Teacher, şurda?	RESPONSE	.	.	L1 USE	L1
	T	He just said.	FEEDBACK	.	6S.	.	.
	T	Two of the hands. And there is also.	FEEDBACK	.	.	.	.
	S3	Teacher, the woman.	RESPONSE	.	.	.	.
	T	We said that. Then, it is finished. That's it.	FEEDBACK	.	.	.	.
	T	Ok, do you have all books, today?	INT	Closed-Refer.	15s.	.	Managerial
	((10-15s.)) (T organizes her things.)	.	.	.	.	.	.
	T	So, it is an interesting subject. Right place , wrong person.	INT	.	.	.	.
	S15	What page?	INT	.	.	Managerial- Clarification	.
	T	Page 12.	RESPONSE	.	.	.	.
	T	Take one minute and think about what do you do on holiday?	INT	Open-Refer.	5s.	.	Managerial
	S13	Holiday?	INT	.	.	Seeking Clarific.	.
	T	Yes, holiday. Just think about it now. What things do you do on holiday?	RESPONSE-INT	Open-Refer.	.	Teacher Echo	Classroom Context
	S15	Going to museum↑	RESPONSE	.	.	.	.
	T	Sorry? What do you do on holiday?	INT	Open-Refer.	.	Teacher Echo	Classroom Context

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S15	Swimming.	RESPONSE	.	.	.	.
T	So, you go swimming.	FEEDBACK	.	.	.	.
S16	Sunbath.	RESPONSE	.	.	.	.
T	Sunbathing.	FEEDBACK	.	.	.	.
T	What else?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S3	Travel.	RESPONSE	.	.	.	.
T	Sorry?	INT	Open-Refer.	.	Seeking Clarific.	Classroom Context
S3	Travel.	RESPONSE	.	.	.	.
T	Ok, you travel to get there.	FEEDBACK	.	.	.	.
S15	Water sports.	RESPONSE	.	.	.	.
T	Ok, you do water sports.	FEEDBACK	.	.	.	.
S4	Write a bike.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S6	Sleep	RESPONSE	.	.	.	.
T	Ok, why not.	FEEDBACK	.	.	.	.
S7	Ride a horse.	RESPONSE	.	.	.	.
T	Ok, riding a horse.	FEEDBACK	.	.	.	.
T	What about sightseeing? If you are new in a place, you may want to see around.	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
(Ss are talking Turkish.)	.	.	.	.	.	L1
S	Çalışmak neydi?	INT	.	.	L1 USE	.
S3	Study.	RESPONSE	.	.	L1- St- St	.
T	Study?	INT	Closed-Display	.	Seeking Clarific.	Classroom Context
Ss	No.	RESPONSE	.	.	.	.
S3	Bir işte çalışmak.	RESPONSE	.	.	L1 USE ST-ST	L1
S5	Work.	RESPONSE	.	.	.	.
T	Work?	INT	Closed-Display	.	Seeking Clarific.	Classroom Context
S15	Tourism work, job.	RESPONSE	.	.	.	.
T	Oh, ok. For example if you are training at a hotel.	FEEDBACK	.	.	.	.
.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S3	Civil work. İnşaat? Building.	RESPONSE	.	.	L1 USE	.
T	OK. Do you normally do this on holiday?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom Context
S3	No no teacher.	RESPONSE	.	.	.	.
T	We are talking about things you do on holiday.	FEEDBACK	.	.	.	.
S15	Dancing.	RESPONSE	.	.	.	.
T	Dancing, ok.	FEEDBACK	.	.	.	.
T	So, what about take a tour to do sth.? You know there is a tour guide and they take to see around. Going excursion.	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom Context
S1	Go camping.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S7	historical museum.	RESPONSE	.	.	.	.
S1	Shopping.	RESPONSE	.	.	.	.
T	Very good, go shopping.	FEEDBACK	.	.	.	.
S5	Ride a book.	RESPONSE	.	.	.	.
T	Ride a book?	INT	Closed-Display	.	Seeking Clarific.	Classroom Context
(laughters)	.	.	.	.	.	.
T	Read a book. You can also write a book.	FEEDBACK	.	.	.	.
T	All right, ok. So, page 152. You have holidays here. You can do water sports and winter sports, Take a photo. You will match the words with the pictures and you will write the number in the box over here.	INT	.	.	.	.
S5	Kaymak ne demek? Sky?	INT	.	.	11 use	.
T	Ski.	RESPONSE	.	.	.	.
S5	Davraz- Isparta, Uludağ.	RESPONSE	.	.	.	.
T	Did you go there?	INT	Closed-Refer.	4S.	Ref.-Genuine Req.	Classroom Context.
T	Did you go?	INT	Closed-Refer.	.	Teacher Echo	Classroom Context.
S	Yes. Two weeks ago.	RESPONSE	.	.	.	.
T	For holiday? Which one did you go to, Davraz or Uludağ?	INT	Closed-Refer.	.	Reduction	Classroom Context.
S	Isparta.	RESPONSE	.	.	.	.
.

Ek-3 NS-C Transcriptions

.NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Was it full of snow there?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom Context.
S	There is a teleferik.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Oh, can you ski?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom Context.
S	Yes.	RESPONSE	.	.	.	.
T	Good.	FEEDBACK	.	.	.	.
T	Ok, we have an expression, go abroad. It means to go to another country. Cross the border and go to a different country.	INT	.	.	.	.
S	Teacher, visiting relatives.	RESPONSE	.	.	.	.
T	Yes, ok. Very good.	FEEDBACK	.	.	.	.
S1	Sorry, go abroad, what does it mean?	INT	.	.	Seeking Clarific.	.
T	Going to another country. For example, if you go to Greece or Azerbaijan or Kazakhstan, you are going abroad. To go abroad, we need passport.	RESPONSE	.	.	.	.
	((Ss doing the exercise.))	.	.	.	.	.
T	Let's do this together.	INT	.	.	.	.
T	What about the number one? What are these people doing? Picture one?	INT	Open-Display	.	.	Materials Mode
S13	Go abroad?	RESPONSE	.	.	.	.
S5	6.	RESPONSE	.	.	.	.
T	What's number one?	INT	Closed-Display	.	.	Materials Mode
S5	Going away for the weekend.	RESPONSE	.	.	.	.
T	Number two?	INT	Closed-Display	.	.	Materials Mode
Ss	Go camping.	RESPONSE	.	.	.	.
T	Ok, who likes camping here? Is there anybody here?	INT	Open-Refer.	4s.	Ref.-Genuine Req.	Classroom context
T	Yes. Do you like camping?	INT	Closed-Refer.	.	Teacher Echo	Classroom context

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S3	So so.	RESPONSE	.	.	.	.
T	Have you ever been in camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	No.	RESPONSE	.	.	.	.
T	Would you like to try?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	Maybe.	RESPONSE	.	.	.	.
T	The next one?	INT	.	.	.	Materials Mode
Ss	Go on holiday.	RESPONSE	.	.	.	.
T	Yes, that is better answer for this picture. Bec. Here there is a bus.	FEEDBACK	.	.	.	.
T	Next?	INT	.	.	.	Materials Mode
Ss	Go for a walk.	RESPONSE	.	.	.	.
T	Go for a walk. Let's not say this L.	FEEDBACK	.	.	.	.
T	And then?	INT	.	.	.	Materials Mode
S	Go sightseeing.	RESPONSE	.	.	.	.
T	That's true.	FEEDBACK	.	.	.	.
T	How do you usually go on holiday?	INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom context
Ss	By plane.	RESPONSE	.	.	.	.
T	Did you go to some other places around Antalya? For example I went to Kaş.	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom context
S	Yes.	RESPONSE	.	.	.	.
S4	Kemer.	RESPONSE	.	.	.	.
S2	Serik.	RESPONSE	.	.	.	.
S15	Adrasan.	RESPONSE	.	.	.	.
T	Adrasan. By bus?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	By car.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	So, seven?	INT	.	.	.	Materials Mode
Ss	Skiing.	RESPONSE	.	.	.	.
T	Skiing. We pronounce it ski. And -ing form skiing.	FEEDBACK	.	.	.	.
T	So, what other sports, what other winter sports do you know?	INT	Open-Display	.	Scaffolding-Extension	Classroom context
T	Just for winter?	INT	Open-Display	5s.	Scaffolding-Extension	Classroom context
T	Skiing.	RESPONSE	.	.	.	.
S	Sky-board.	RESPONSE	.	.	.	.
T	We don't call it sky board. What is the name for this sport?	INT	Closed-Display	4s.	.	Materials Mode
T	What is the name?	INT	Closed-Display	.	Teacher Echo	Materials Mode
S	Snow board.	RESPONSE	.	.	.	.
T	Yes, snow-board. Have you ever seen that sport?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
Ss	Yes.	RESPONSE	.	.	.	.
T	They ski. They go and jump. You have to go very far to win. Ski-jump, that's called. Where did you see it?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S3	On TV.	RESPONSE	.	.	.	.
T	Yes, on TV.	FEEDBACK	.	.	.	.
T	Do you know ice?	INT	Closed-Display	.	Scaffolding-Extension	Classroom context
S	Ice- hockey.	RESPONSE	.	.	.	.
T	Ice- hockey. They say hockey. (pronun.)	FEEDBACK	.	.	.	.
T	Do you have this in Turkey?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom context
Ss	Yes.	RESPONSE	.	.	.	.
T	Where? Do we have one in Antalya?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom context
S	Ankara.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	What about Istanbul? Is there any team?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom context
S15	Maybe.	RESPONSE	.	.	.	.
T	Ok, Do you know any other ice sport?	INT	Open-Display	.	Scaffolding-Extension	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	Which one?	INT	Closed-Refer.	.	.	Classroom context
S	Belpa Spor Complex.	RESPONSE	.	.	.	.
T	Ice-skating?	INT	Closed-Display	.	Seeking Clarific.	Classroom context
T	Do you like watching it?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	Did you try?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom context
S	Two.	RESPONSE	.	.	.	.
T	Was it difficult?	INT	Closed-Refer.	5s.	Ref.-Genuine Req.	Classroom context
T	Did you fall?	INT	Closed-Refer.	5.	Ref.-Genuine Req.	Classroom context
(laughters)	.	.	.	.	.	.
T	I wish we had one in Antalya.	FEEDBACK	.	.	.	.
T	All right, number 8. What are these doing?	INT	Open-Display	.	.	Materials Mode
Ss.	Go out at night.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S5	Going to club.	RESPONSE	.	.	.	.
T	Yes, maybe they are going to a night club. Very great.	FEEDBACK	.	.	.	.
T	Let's try to do this activity. Take a minute.	INT	.	1min	.	.
T	What do you do on the beach?	INT	Open-Display	.	.	Classroom Context
S3	Sun.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Sunbath.↑	INT	Closed-Dispokay	.	Direct Repair	Classroom Context
S14	Spend money	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S13	Hire	RESPONSE	.	.	.	.
T	Hire an apartment.	FEEDBACK	.	.	.	.
S15	Rent bicycle.	RESPONSE	.	.	.	.
S16	Book flight.	RESPONSE	.	.	.	.
T	Yeah. It is good to book flight.	FEEDBACK	.	.	.	.
	((Murmurings.))	.	.	.	.	.
T	No no no it has nothing to do with book. It ,s a verb. It means actually you buy a ticket.	FEEDBACK	.	.	.	.
Ss	Haaa.	RESPONSE	.	.	.	.
T	If you book hotel, it means reservation.	FEEDBACK	.	.	.	.
S12	Check in?	INT	.	.	Seeking Clarific.	.
T	Check in when you come. But book is before you come there.	RESPONSE	.	.	.	.
S2	Resevasyon.	RESPONSE	.	.	L1	.
T	You call the hotel, and say I want to stay two nights at your hotel. Can you make reservation in this name. You can go to travel agency or you can go directly to hotel. That's what it means to book. It has nothing to do with this book.	FEEDBACK	.	.	.	.
T	Ok, you went skiing. How much did it cost to go there? Do you remember?	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom Context
S	I don't know teacher.	RESPONSE	.	.	.	.
T	How much money did you have to pay?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	40 Tl a day.	RESPONSE	.	.	.	.
T	One skiing pass 14 Tl.	FEEDBACK	.	.	.	.
S	40.	RESPONSE	.	.	.	.
T	Ok 40 Lira for ski pass	FEEDBACK	.	.	.	.
S	For the lesson one day 10 lira.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Total 50.	RESPONSE	.	.	.	.
T	What about the equipment?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S	10 LIRA.	RESPONSE	.	.	.	.
T	Not bad.	FEEDBACK	.	.	.	.
T	How long is the lesson?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	One hour.	RESPONSE	.	.	.	.
T	One hour lesson.	FEEDBACK	.	.	.	.
T	No Turkish, please.	INT	.	.	.	Materials Mode
T	Can you read it, please?	INT	.	.	.	.
((S reads the article.)	.	.	.	.	.	.
T	You can also say rent a car. Rent is more common. You can say we hired the equipment, we hired the car, boat. Hire is for a short time, rent is for longer. For example you can say I rented an apartment downtown. But if it is for a week, we hired an apartment for holiday.	FEEDBACK	.	.	Extended Teacher Turn	.
T	So, now we have adjectives. We have questions related to describing things. So the first one to describe is the weather. So, how can the weather be like?	INT	Closed-Display	.	.	Materials Mode
S1	Warm, sunny.	RESPONSE	.	.	.	.
T	Ok, you said warm and sunny. (writes.)	FEEDBACK	.	.	.	.
T	What are the other words for the weather? Other than your book. The things you know in general.	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S2	Rainy.	RESPONSE	.	.	.	.
T	Rainy.	FEEDBACK	.	.	.	.
S3	Snowy.	RESPONSE	.	.	.	.
S4	Freezing.	RESPONSE	.	.	.	.
T	Yes, it means too cold.	FEEDBACK	.	.	.	.
T	So, what about wind? Windy.	FEEDBACK	.	.	.	.
T	What about the hotel? Ayşe?	INT	Closed-Display	.	.	Materials Mode
S	luxurious.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.

Ek-3 NS-C Transcriptions

NS -C Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Noisy.	RESPONSE	.	.	.	.
T	We can also say noisy, crowded.	FEEDBACK	.	.	.	.
T	What about related how clean it was?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S	Dirty.	RESPONSE	.	.	.	.
T	Yes, dirty, clean, comfortable. Very good.	FEEDBACK	.	.	.	.
(Ss murmuring, talking noisily.)	.	.	.	.	.	.
S9	Dirty?	INT	.	.	Seeking Clarific.	.
T	It is the opposite of clean. When you don't clean it, it becomes dirty.	RESPONSE	.	.	.	.
S15	Uncomfortable.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
T	Let's do the town?	INT	.	.	.	Materials Mode
Ss	Beautiful, lovely.	RESPONSE	.	.	.	.
T	Ok, it can be noisy, dirty, clean, crowded. But not comfortable.	FEEDBACK	.	.	.	.
T	People?	INT	.	.	.	Materials Mode
S	FRIENDLY.	RESPONSE	.	.	.	.
T	What kind of people are there in Antalya?	INT	Open-Refer.	3s.	Ref.-Genuine Req.	Classroom Context
S4	Clean city.	RESPONSE	.	.	.	.
T	I am talking about the people.	FEEDBACK	.	.	.	.
S4	Ok.	RESPONSE	.	.	.	.
S5	Kind.	RESPONSE	.	.	.	.
T	Kind, ook.	FEEDBACK	.	.	.	.
S3	Thief.	RESPONSE	.	.	.	.
T	Really? Did you ever have anything stolen?	INT	Open-Refer.	.	Scaffolding Extension	Classroom Context
S4	Two-face.	RESPONSE	.	.	.	.
T	Oh, two-faced. That's a good word. Two-faced means you are pretending to be nice. Actually you are not nice.	FEEDBACK	.	.	.	.
S2	Confident.	RESPONSE	.	.	.	.

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Confident yeah. They can be proud.	FEEDBACK	.	.	.	.
T	What does it mean proud? (writes.)	INT	Open-Display	.	Scaffolding Extension	Materials
T	What is that?	INT	Open-Display	.	Scaffolding Extension	Materials
S7	Nice.	RESPONSE	.	.	.	.
T	No, it is different. It comes from the word pride. Adjective is proud. For example I am proud of my hometown. That means you really happy that you are from this city. You are very proud of being in Antalya. It means you are so happy with living in Antalya. You really like the city. You are really patriotic for your hometown	FEEDBACK	.	.	.	.
T	What is patriotic?	INT	Open-Display	.	Scaffolding- Modelling	Materials
S1	You like your hometown.	RESPONSE	.	.	.	.
T	You like your hometown a lot.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Are you patriotic?	INT	Closed-Refer.	.	Scaffolding Extension	Classroom Context
S1	Yes.	RESPONSE	.	.	.	.
T	Then you are really happy with your country. Also you cab proud of your parents, friends. Think that you have a brother in competition. He won the first place. You are proud of him. It means that you are so happy that he is your brother. Bec. He is very successful.	FEEDBACK	.	.	Extended Teacher Turn	.
T	Is it more clear now? Ali?	INT	Closed-Display	.	Seeking Clarific.	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	They do sth good and you are proud of him. And you can also be proud of your country.	FEEDBACK	.	.	Extended Teacher Turn	.
T	It is an abstract word. It is not sth that you can explain with a picture. For example sportsmen in the Olympic games win medals. They are standing on the pedalstone and they are really proud because they won	FEEDBACK	.	.	Extended Teacher Turn	.
T	And the last thing you have on the book food. What can you say for food?	INT	Closed-Display	.	.	Materials

Ek-3 NS-C Transcriptions

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S5	Delicious.	RESPONSE	.	.	.	.
S15	Nothing special	RESPONSE	.	.	.	.
S1	Yummy.	RESPONSE	.	.	.	.
T	That's a good word. It is very informal. In a business meeting at lunch it would be very strange.	FEEDBACK	.	.	.	.
S2	Disgusting.	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
T	Have you ever eaten toad? The other word is frog.	INT	Closed-Refer.	.	Ref.-Genuine Req.	Classroom Context
S5	Kurbağa.	RESPONSE	.	.	L1	L1
T	You can see them in rivers. Have you ever eaten them?	INT	Closed-Refer.	5s.	Scaffolding-Extension	Classroom Context
T	Do you know French people eat frogs? They eat frogs, it is very special. It is very delicious for some people.	FEEDBACK	.	.	.	.
S5	Teacher, we have kelle paça.	RESPONSE	.	.	L1	.
T	What is it?	INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom Context
S5	Soup with meat but different parts.	RESPONSE	.	.	.	.
T	What parts of animal are inside?	INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom Context
S4	Do you eat kokoreç?	INT	Closed	.	Genuine Req.-Extension	L1
Ss	No.	RESPONSE	.	.	.	.
T	So, what is it in that soup? I am so curious about it.	INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom Context
S4	Head of sheep and feet.	RESPONSE	.	.	.	.
T	Oh, what a soup it is.	FEEDBACK	.	.	.	.
T	(to Frank) What is special for example in your country?	INT	Open-Refer.	.	Ref.-Genuine Req.	Classroom Context
S	Special?	INT	.	.	Seeking Clarific.	.
T	Do you have any food that is strange?	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom Context
S	It is a kind of soup with chicken and egg. It is a traditional food.	RESPONSE	.	.	Extended Lear	.
.

Ek-3 NS-C Transcriptions

NS -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok. Thank you. Open up your books.	INT	.	.	.	.
T	Somebody please tell me the time.	INT	.	.	.	.
T	Fifteen minutes, ok. What we are going to do now is that you will talk in pairs. On the book you have some summer holidays. Which do you prefer? Prefer is to like sth. better. For example, I prefer swimming to running. I like better swimming. So, on page 12. You have two choices. You will ask your friend which holiday do you prefer, going abroad or staying in your country.	INT	.	.	.	.
((Ss are talking.))	.	.	.	.	.	.
T	So, let's hear you ladies speaking English. You can just tell us for example she prefers blab labla.	INT	.	3s.	.	.
S	She prefers going abroad.	RESPONSE	.	.	.	.
T	Perfect. (writes.) Büşra prefers going abroad.	FEEDBACK	.	.	.	.
S	And then she prefer going to the beach.	RESPONSE	.	.	.	.
T	But we have an -s with prefer. Bec it is she.	FEEDBACK	.	.	.	.
S	She prefers staying in a hotel. She prefers going by plane. She prefers being with her family.	RESPONSE	.	.	.	.
T	Ok, good. Now, it is your turn.	FEEDBACK	.	.	.	.
S15	She prefers staying in her country. She prefers going by car. She prefers going as a team. She prefers staying in a hotel.	RESPONSE	.	.	.	.
T	That's it. Ok, good. All right .	FEEDBACK	.	.	.	.

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Every one, page ten. You will look at the pictures and put them in an order. <u>In an order</u> . So, picture A number 1, number 2 picture B. And just can you give me an example?	INT	Closed-Display			Materials Mode
T	Now you will watch a video and see what is happening. What do you think about Jenny's job? What do you think?	INT	Open-Display			Materials Mode
S	Which?	INT			Seeking Clarificat	
T	Jenny.	RESPONSE				
T	What do you think?	INT	Open-Display		Teacher Echo	Materials Mode
S	°student° because picture A.	RESPONSE				
T	Picture A? In picture E↑ She is in a bookstore?	INT	Closed-Display		Scaffolding-Modell	Materials Mode
S1	Maybe she is.	RESPONSE				
T	maybe she is?	INT	Closed-Display		Scaffolding-Modell	Materials Mode
S2	May be she is secretary.	RESPONSE				
T	May be she is secretary.	FEEDBACK				
T	One more answer?	INT	Open-Display		Scaffolding Extension Extended learner Turn	Materials Mode
S3	Maybe she is coming another country for vacation.	RESPONSE				
T	Great. She is coming from another country for a vacation.	FEEDBACK				
T	Maybe any ideas?	INT	Open-Display		Scaffolding Extension	Materials Mode
S4	Travelling.	RESPONSE				
T	She works in a travel agency? Maybe?	FEEDBACK- INT	Open-Display		Scaffolding-Modell	Materials Mode
S1	Maybe, teacher, because B picture in the school	RESPONSE			Extended learner	
T	I think, maybe in picture B they are in school, possible.	FEEDBACK				
T	Burak, do you have any idea?	INT	Open-Display	2S.	Scaffolding Extension	Materials Mode
T	Then tell me <u>what do you think about Jenny</u> , what is her job? What is she doing here? In the pictures, ? What is she doing here?	INT	Open-Display		Scaffolding Extension	Materials Mode
S	B pictures?	INT			Seeking Clarificat	
T	All of them. Look at all of them.	RESPONSE				
T	And tell me sth about Jenny?	INT	Open-Display	2s.	Teacher Echo	Materials Mode
T	What is her job?	INT	Open-Display		Teacher Echo	Materials Mode
S	In B picture it is first meeting, and in C hihihh	RESPONSE				
T	°prepare°	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S	prepare himself and look at the girl↓	RESPONSE				
T	<u>look at the girl</u> , may be.	FEEDBACK				
S	Next time, she and he meeting.	RESPONSE				
T	Maybe, good.	FEEDBACK				
S	Every time thinking the girl.	RESPONSE				
T	He always thinks the girl.	FEEDBACK				
T	Ok, let's think like that with your groups. Two minutes about the pictures and tell your friends what do you think.	INT				
T	You both three, you both three, group of four, group of three. Quickly, talk about the pictures. And tell your story to your friend.	INT				
S	Story?	INT	Closed		Clarification	
T	I think she is bla bla. (Ss are practicing speaking skill. They use target language in this group work activity.) (T helps them by walking around the rows)	RESPONSE				
T	Please don't use any Turkish word.	INT				
T	Did you finish?	INT	Closed-Display			Managerial
SS	[Yes]	RESPONSE				
T	Great.	FEEDBACK				
T	Now, let's watch the video about Jenny and Bob. And see what is happening? What is she doing? Where does she live? What does she do?	INT	Closed-Display			Materials Mode
T	Oh, projector is off again. Who will take responsibility of projector?	INT	Closed-Referential	5s.	Genuine Request	Managerial
T	Ok, you are responsible for the projector. If it turns off, you are responsible to turn it on again. So, <u>IT guy</u> . You are the IT of this classroom. Ok, the video is about Jenny and Bob. Just listen and relax and try to get as many words you can, Ok? Catch as many words as you can.	FEEDBACK				
T	Ok, good now. Here are the questions.	INT				
T	Did you understand or do you want to watch it more?	INT	Closed-Display	3s.	Comprehension Check	Managerial
T	Do you want to watch it once more?	INT	Closed-Display		Teacher Echo	Managerial
T	Ok, question 1: What does jenny do? What is her job?	INT	Open-Display			Materials Mode
S1	Manager	RESPONSE				
T	She is a manager?	INT	Closed-Display		Seeking Clarific.	Materials Mode

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Do you agree with him?	INT	Closed-Display		Confirmation Check	Materials Mode
S	Yes I agree.	RESPONSE				
T	What is jenny's job? is she a doctor? i? is she a teacher?	INT	Closed-Display		Scaffolding Modelling	Materials Mode
S	writer, writer.	RESPONSE				
T	She is a writer?	INT	Closed-Display		Seeking Clarific.	Materials Mode
SS	[writer, journalist]	RESPONSE				
T	Journalist is also a writer. She is a journalist, maybe she is a writer, maybe she is a manager. We don't know, ok.	FEEDBACK				
T	W will see. Number two. Where did she go? A few months ago?	INT	Closed-Display			Materials Mode
S	°London°	RESPONSE				
T	<u>She went [to London]</u>	FEEDBACK			Turn Completion	
T	Can you tell me all sentence gentlemen?	INT	Closed-Display	2S.	Form Focused	Skills and Sys.
T	Tell me all sentence. She?	INT	Closed-Display		Scaffolding- Modelling	Skills and Sys.
S	She went to London a few months ago.	RESPONSE			Extended learner Turn	
T	She went to London a few months ago. Great.	FEEDBACK				
T	Who is doing number three? Fatih, you never speak.	INT	Closed-Display	2S.		Materials Mode
T	Next time listen to it carefully, ok. Please.	INT				
T	Hasan. Who is Bob walker?	INT	Closed-Display			Materials Mode
T	Who is he?	INT	Closed-Display		Teacher Echo	Materials Mode
S	Teacher, I don't understand.	RESPONSE			Seeking Clarification	
T	You didn't. Ok, we will watch it again	FEEDBACK				
T	Who is he?	INT	Closed-Display		Teacher Echo	Materials Mode
S2	He is a magazine writer.	RESPONSE			Extended learner Turn	
T	He is a magazine writer.	FEEDBACK				
T	Who is he? Any idea? Let's check the video. Any ideas? What did they do together? (A student raises hand)	INT	Open-Display		Scaffolding Extension	Materials Mode
T	Ok, I want to listen to you, <u>what did they do together?</u>	INT	Open-Display		Scaffolding Extension	Materials Mode
S	Magazine writer,	RESPONSE				
T	No.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	What- did- they -do -together?	INT	Open-Display		Teacher Echo	Materials Mode
S	They drink hhhh	RESPONSE				
T	They DRUNK [coffee]. Great	FEEDBACK			Direct Repair	Turn Completion
T	What else?	INT	Open-Display		Scaffolding Extensi	Materials Mode
S	They are [walkit], walking, walk	RESPONSE				
T	They walked	FEEDBACK			Direct Repair	
T	What else?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	They saw sightseeing.	RESPONSE				
T	<u>Ok, they went sightseeing.</u>	FEEDBACK			Direct Repair	
T	What else?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	They work[it] in her birthday.	RESPONSE				
T	They worked in her birthday or <u>on her birthday?</u>	INT	Closed-Display	3s.	Form-Focused	Skills and Sys.
T	On her birthday.	RESPONSE				
T	Anything else?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	they handshake.	RESPONSE				
T	They handshook or they were handshaking. Maybe why not? So, we will see, we will listen again.	FEEDBACK				
T	The other one what does she think about Bob?	INT	Open-Display			Materials Mode
S	She likes him and she thinked, excuse me she thinks great writer.	RESPONSE			Extended learner Turn	
T	<u>She thinks</u> he is a great writer.	FEEDBACK			Direct Repair	
S(DIFF.)	she thinks about Bob he liked she.	RESPONSE				
T	Ok, she thinks that he likes her, also. Ok, Good <u>or he liked her too.</u>	FEEDBACK			Direct Repair	
T	Ok, anything else? Burak, Hamza? And Hasan any idea? Do you agree with them? Do you agree with your friends?	INT	Open-Display			Materials Mode
S	Teacher, she has liked Bob, but I think Bob don't like.	RESPONSE			Extended learner Turn	
T	Don't or Doesn't?	INT	Closed-Display		Form-Focused feedback	Skills and Sys.
S	He doesn't like hmmm Jenny, I think.	RESPONSE			Extended learner Turn	
T	Why?	INT	Open-Display		Scaffolding Extension	Materials Mode
S(DIFF.)	I don't agree.	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Wait <u>Why?</u>	INT	Open-Display		Scaffolding Extension	Materials Mode
S	Because at the end a little face to face, but he is very angry.	RESPONSE			Extended learner Turn	
T	<u>He looks very angry?</u>	INT	Closed-Display		Scaffolding Modelling	Materials Mode
S	Yes,	RESPONSE				
T	Do you agree? Why?	INT	Open-Display			Materials Mode
S	She says Bob maybe I love you.	RESPONSE			Extended learner	
T	Oh, maybe Bob loves me also. Ok, we don't know, we will see. But I don't agree with you also. I agree with Salih.	FEEDBACK				
T	The other question, What is bob's one negative qualitative? No Turkish.	INT	Open-Display	3s.		Materials Mode
T	What is bob's one negative qualitative? Tell me sth negative about Bob? She thinks that Bob is a great writer, but he is –	INT	Open-Display		Teacher Echo	Materials Mode
SS	[bad]	RESPONSE				
T	Bad what?	INT	Open-Display		Form-Focused feedback	Skills and Sys.
S	Bad man.	RESPONSE				
T	Is he a bad man?	INT	Closed-Display		Seeking Clarific	Materials Mode
SS	[punctual]	RESPONSE				
T	Do you know what does it mean?	INT	Closed-Display		Scaffolding Extension	Materials Mode
T	Be on time. come on time. Don't be late. Is he a punctual person? Or he is not? Punctual means that the lesson starts at ten thirty and you come at ten thirty. Ok, if you are always late, you are not punctual. If you are always on time, then you are always punctual. He is not punctual, so this is negative. She is punctual. This is positive. I am punctual, positive. You are not punctual, negative	FEEDBACK			Extended Teacher Turn	
T	Ok, Can you tell me one of your negative quality?	INT	Open-Refer.		Scaffolding Extension	Classrom Context
S	For me I am not punctual.	RESPONSE			Extended learner Turn	
T	Ok good,	FEEDBACK				
T	so tell me one of your negative quality	INT	Open-Refer.		Teacher Echo	Classrom Context
S	He isn't –	RESPONSE				
T	No, yours.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S	I am not lazy.	RESPONSE				
T	I am not lazy.↑	FEEDBACK				
S	I am smoking.	RESPONSE				
T	I am smoking.↑ One negative quality	FEEDBACK				
T	I am not lazy. Is it positive or negative?	INT	Closed-Display		Seeking Clarific	Skills and Sys.
S	positive.	RESPONSE				
T	Yes, this is positive.	FEEDBACK				
T	Ok, last play, can you tell the person next to you one positive quality about yourself? (Game starts instantly)	INT	Closed-Referential		Scaffolding Extension	Classrom Context
S1	I am hardworking.	RESPONSE				
T	Are you talking about negative?	INT	Closed-Display		Seeking Clarification	
S2	NEGATIVE.	RESPONSE				
T	Be careful this side is negative; from this side on it is positive.	FEEDBACK				
S3	I can play basketball very well.	RESPONSE				
S4	Generous.	RESPONSE				
T	I am a generous man.	FEEDBACK				
S5	I am confident. (Ss tell their example sentences)	RESPONSE				
T	Ok, How long is Bob going to be in New York? How long?	INT	Closed-Display			Materials Mode
S	One month.	RESPONSE				
T	One month?	INT	Closed-Display		Seeking Clarification	Materials Mode
S2	Teacher five.	RESPONSE				
T	Do we know anything about it? A few months.	FEEDBACK				
T	Why does Bob go to New York?	INT	Open-Display		Scaffolding Extension	Materials Mode
S1	Make a surprise.	RESPONSE				
T	He wants to make a surprise to Jenny?	INT	Closed-Display		Seeking Clarification	Materials Mode
S2	He wants to go for work.	RESPONSE				
T	He wants to go for work.	FEEDBACK				
S3	He wants to catch the news.	RESPONSE				
T	He wants to catch the news.	FEEDBACK				
T	Burak?	INT				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S4	He wants to working.	RESPONSE				
T	He <u>wants to work</u> .	FEEDBACK			Direct Repair	
T	Murat? Why does Bob go to New York?	INT	Open-Display		Scaffolding Extension	Materials Mode
S5	Because he is a good journalist. But characteristic behavior is bad. If I go to New York, my life will change.	RESPONSE			Extended learner Turn	
T	Yes maybe he thinks his life is going to change. Possible.	FEEDBACK				
T	Hamza?	INT				
S6	He goes to New York for occupation.	RESPONSE			Extended learner Turn	
T	<u>for occupation</u> . May be for work, for occupation.	FEEDBACK				
S7	Because he likes his job friends.	RESPONSE			Extended learner Turn	
T	We say colleagues.	FEEDBACK				
S	Teacher, maybe New York life is more relaxed. Maybe London life is very [stressful]. Monoton	RESPONSE			Extended learner Turn	
T	Oh, very simple, very basic may be	FEEDBACK				
S	may be he invited her.	RESPONSE				
T	SHE may be. May be, Jenny invited him.	FEEDBACK			Direct Repair	
T	Do you know what does <u>invite</u> mean?	INT	Open-Display		Scaffolding Extension	Materials Mode
SS	Yes.]	RESPONSE				
T	ok. Come to my home, come to my city please, I am inviting you.	RESPONSE				
T	Do you want to listen it one more? Check your answers?	INT	Closed-Display	3s.	Comprehension Check	Materials Mode
T	Actually, I will open it with subtitles. Check your answers. Is she a writer or journalist? (they listen to CD)	INT				
T	What is her job?	INT	Closed-Display			Materials Mode
S	assistant editor.	RESPONSE				
T	<u>I am an assistant editor</u> . Let's check the other answers.	FEEDBACK				
T	<u>Where does she go for every months?</u>	INT	Closed-Display		Scaffolding Extension	Materials Mode
S	London.	RESPONSE				
T	Who is manager?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S	Daniel O'connor.	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Daniel O'connor. Not Rob, he is not manager.	FEEDBACK				
T	Did she work with Daniel or Rob?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S	Daniel.	RESPONSE				
T	She worked with Daniel on her birthday.	FEEDBACK				
T	Can you please tell me the things you can see in a hotel room? What do you see in a hotel room? Can you tell me?	INT	Closed-Display	5s.	Scaffolding Extension	Classroom Context
S	problems?	INT	Closed		Clarification	
T	No, not problems. The things (writes on the board) that you can see in a hotel room.	RESPONSE				
S1	TV	RESPONSE				
S2	bedroom	RESPONSE				
T	Bedroom, ok,	FEEDBACK				
T	whatelse?	INT	Closed-Display		Scaffolding Extension	Classroom Context
S3	taking a shower.	RESPONSE				
T	No the things	FEEDBACK				
S4	lamp.	RESPONSE				
T	ok, maybe lamp, wc	FEEDBACK				
S5	bed	RESPONSE				
T	Ok maybe a bed, may be a computer	FEEDBACK				
S6	refrigator	RESPONSE				
S7	Clima	RESPONSE				
T	Air-conditioner,	FEEDBACK				
T	whatelse?	INT	Closed-Display		Scaffolding Extension	Classroom Context
S	Watch	RESPONSE				
T	<u>Watch?</u> You wear it, maybe <u>clock</u>	FEEDBACK				
S	Carpet.	RESPONSE				
T	Carpet.	FEEDBACK				
T	whatelse?	INT	Closed-Display		Scaffolding Extension	Classroom Context
S	Picture.	RESPONSE				
T	Pictures. Ok,	FEEDBACK				
T	Tv, what can be a problem with TV?	INT	Open-Display		Scaffolding Extension	Classroom Context

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S	Broke	RESPONSE				
T	Perfect. A broken TV	FEEDBACK				
S2	It is not work.	RESPONSE				
T	Good. The TV isn't working.	FEEDBACK				
T	Ok, what can be problem with air-conditioner?	INT	Open-Display		Scaffolding Extension	Classroom Context
S	Fan error.	RESPONSE				
T	maybe, it is not working again.	FEEDBACK				
S2	It isn't hot.	RESPONSE				
S3	Failed.	RESPONSE				
T	It is different. For example, I failed from the exam.	FEEDBACK				
T	Think about this one, maybe dirty carpet. Now, in your book page 11 you have one speaker, you here a receptionist and you say is the customer. (One student reads at the background.)	INT				
T	Ok, you say hello receptionist. OK you say, <u>how can I help you?. There is a problem with air-conditioning. It isn't working. And it is very hot in my room. I will?</u>	INT				
T	Before playing game, I want to do a speaking practice. Do you remember the game who is burglar?	INT	Closed-Display		Comprehension Check	Managerial
SS	Yes, teacher. I remember.	RESPONSE				
T	Ok, we will play this game with you. We played with you, but the others don't know about it. I will explain the game. Before, I want you to talk with your partner. Look at page four again, the speaking part. I want you to talk with your partner and to ask these five questions. And then take notes about your partner.	INT				
T	This is one example; Bedirhan is my partner. I will talk with him. Where do you study?	INT	Closed-Display			Materials
S	I don't study.	RESPONSE				
T	You study, you are a student. (Teacher is giving hints.)	FEEDBACK				
S	English?	INT	Closed		Clarification	
T	Yes, English,	RESPONSE				
T	where? What is the name of the university?	INT	Closed-Display		Scaffolding Extension	Materials
S	AIU.	RESPONSE				
T	Good.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	The second, what are your hobbies?	INT	Open-Refer.	2S.		Materials
T	What are your interests? What do you like to do?	INT	Open-Refer.		Teacher Echo	Materials
S	My hobby is play tennis.	RESPONSE				
T	Ok, playing tennis.	FEEDBACK				
T	What else?	INT	Open-Refer.		Scaffolding Extens	Materials
	Ss murmur about the question)					
T	Do you have other hobbies?	INT	Open-Refer.		Scaffolding Extens	Materials
S	Playing football.	RESPONSE				
T	Ok, playing football. In the same way you will ask these questions to your friends and then the other one will ask the questions. You will write your answers on a piece of paper.	FEEDBACK				
2nd PER	08. Sub					
T	Where are your journals?	INT	Open-Refer.		Genuine Request	Managerial
S	Teacher, here.	RESPONSE				
T	Ok, let's open page 43. You have two sections, first you will listen to the audio and fill in the blanks. And then you will answer these two questions. ((15sd. Teacher sets the audio.))	INT				
T	T: Ok. Can you fill the gaps? Can you try? Can you try to fill the gaps? Do you need to listen one more?	INT	Closed-Display	3-4s.		Materials
T	First try to answer the questions. If you cannot, we will listen one more time. Let's do it. I will read you this part, you will tell me another part.	INT		3S.		
T	What does it mean <u>refund</u> ?	INT	Open-Display	5-6S.	Scaffolding Extension	Materials
T	What is refund?	INT	Open-Display		Teacher Echo	Materials
S2	Mistake, change.	RESPONSE				
T	Pay back. <u>Refund</u> means pay back. If you say I want my refund; it means I want my money back. Yes, go on reading.	FEEDBACK				
S	Do you have the rest? (S reads the dialogue)	RESPONSE				
T	Is it rest or?	INT	Closed-Display		Direct Repair	Materials
S4	Receipt, receipt.	RESPONSE				
T	Yes, receipt. It means the small paper that shows you buy it.	FEEDBACK				
S5	Bill?	RESPONSE				
T	Yeah, it is perfect, it is the same as perfect. But we use bill in restaurants; receipt, we use in the shops.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Now tell me what is the problem with Bob's trainers? What is the problem?	INT	Open-Display			Materials Mode
S5	No problem.	RESPONSE				
T	There is a problem.	FEEDBACK				
S4	: It is not enough.	RESPONSE				
S6	It is not your size.	RESPONSE				
T	Ok, it is not his size	FEEDBACK				
T	Then, what did he do in the end?	INT	Open-Display	3s.	Scaffolding Extension	Materials Mode
T	He went back to the shop. He gave the shoes.	RESPONSE				
T	What did he do?	INT	Open-Display		Scaffolding Extension	Materials Mode
S7	He didn't want the shoes.	RESPONSE				
T	Then what did he say?	INT	Open-Display		Scaffolding Extension	Materials Mode
S6	Can I change?	RESPONSE				
T	Good. He changed them with the big one. We finished this page. Now, the page 51-52.	FEEDBACK				
T	Do you need time to check the questions?	INT	Closed-Display	2s.		Managerial
T	Do you want to look at the questions? (no answer; Ss interested in different things when asked a yes/no question))	INT	Closed-Display		Teacher Echo	Managerial
T	Could you please read number 1?Ömer?	INT	Closed-Display			Materials Mode
S	He drives faster than his brother.	RESPONSE				
T	Do you agree?	INT	Closed-Display		Confirmation	Materials Mode
S2	What did he say?	INT				
T	Ömer, can you repeat it, again?	INT	Closed-Display		Seeking Clarific	Managerial
S	He drives faster than his brother.	RESPONSE				
SS	<u>more faster.</u>	RESPONSE				
T	<u>Look at it again.</u>	FEEDBACK				
T	<u>Faster or more faster?</u>	INT	Closed-Display		Reduction	Materials
SS	faster.	RESPONSE				
T	Yes, faster. Be careful.	FEEDBACK				
T	Number two?	INT	Closed-Display			Materials Mode
S7	He is as fast as him.	RESPONSE				
T	Yes, as as.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Number three?	INT	Closed-Display			Materials Mode
S	Women spend less than men.	RESPONSE				
S	Teacher, can you write a sentence with <u>more than</u> ?	INT	Closed		Clarification	
T	<u>I know more than you</u> . Use it for uncountable nouns. I speak less than you means you speak more than me. If you say a few, it is countable.	RESPONSE				
S	Teacher, are they less than and more than?	INT	Closed		Clarification	
T	Ok, <u>less than</u> , it is for uncountables. More than is different. More beautiful than.	RESPONSE				
T	Who wants to use <u>more</u> ?↑	INT	Open-Display		Form focused	Skills and Sys
S	I eat more than you.	RESPONSE				
T	Good,	FEEDBACK				
T	Bedirhan, Did you take your answer?	INT	Closed-Display		Confirmation	Managerial
S	Yes.	RESPONSE				
T	Is it Ok, now?	INT	Closed-Display		Comprehension	Managerial
S	Yes	RESPONSE				
T	Good,	FEEDBACK				
T	number 4?	INT	Closed-Display			Materials Mode
S4	Friday is the busiest day of the week.	RESPONSE				
T	Ok,	FEEDBACK				
T	number 5?	INT	Closed-Display			Materials Mode
S5	My sister drinks too much coffee.	RESPONSE				
T	Yes, we use much for uncountables	FEEDBACK				
T	The next one?	INT	Closed-Display			Materials Mode
S8	He doesn't spend enough time on his homework.	RESPONSE				
T	Ok,	FEEDBACK				
T	the other one?	INT	Closed-Display			Materials Mode
S	It is cold outside, I am closing the window.	RESPONSE				
T	Wait, Are you sure? It is not I am closing.	FEEDBACK				
SS	I will.	RESPONSE				
T	Why?	INT	Open-Display		Form Focused	Skills and Sys
S3	Because it is future.	RESPONSE				
T	Because it is at the time of speaking. Ok, now, circle the right phrase.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	<u>I waste a lot of time or I lose a lot of time?</u> (Some say lose; some say waste.)	INT	Closed-Display	6-7s.	Reduction	Skills and Sys
T	Any other idea, waste or lose?	INT	Closed-Display		Teacher Echo	Skills and Sys
S4	loose.	RESPONSE				
T	What is your idea?	INT	Open-Display		Comprehension	Skills and Sys
S5	waste.	RESPONSE				
T	Cem?	INT				
S	Wsate.	RESPONSE				
T	Bukan?	INT				
S	waste, teacher.	RESPONSE				
T	Ok, the answer is yes. Ok, everyone. You <u>can lose something</u> , countable. I can lose my phone. But <u>time</u> is <u>uncountable and</u> you waste it. You use your time for bad things.	FEEDBACK				
T	Do you know what does <u>efficient</u> mean?	INT	Open-Display	2s.	Scaffolding Extens	Materials
T	Do you know what does <u>effective</u> mean?	INT	Open-Display	3S.	Teacher Echo	Materials
T	If you use your time <u>in an effective way</u> , it means you can do a lot of things at this time.	RESPONSE				
T	Do we <u>spend</u> a lot of time or <u>take</u> a lot of time?	INT	Closed-Display		Reduction	Materials
SS	spend.	RESPONSE				
T	You spend money, you spend time. And you take a break, you take a rest. You take an exam.	FEEDBACK				
T	Next?	INT	Closed-Display			Materials
S	Will you borrow me 50 Euro? (he reads.)	RESPONSE				
T	Ok, any idea?	INT	Open-Display		Scaffolding Extension	Materials
SS	borrow, borrow.	RESPONSE				
SS	No, lend, lend.	RESPONSE				
T	Ok, answer is lend.	FEEDBACK				
S	Why, teacher?	INT	Open-Refer.		Clarification	
T	It is like to say <u>can you give me money</u> . <u>You lend me</u> something, <u>I borrow it from</u> you.	RESPONSE				
T	Next one? Do you want to do it, Betül?	INT	Closed-Display			Materials
S	He is learning me to play piano.	RESPONSE				
SS	<u>teaching me</u> .	RESPONSE				SS corrects

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Yes, I am teaching you English.	FEEDBACK				
S3	I am teaching to you to play football.	RESPONSE				
T	Yes, Serhat is <u>teaching me to</u> play football. I will teach him to write an essay in English. Ok? Good.	FEEDBACK				
T	And the next one?	INT	Closed-Display			Materials
	((Ss murmur.))					
S	Forgot.	RESPONSE				
T	It is simple past. You say <u>forget</u>	FEEDBACK				
T	Number three?	INT	Closed-Display			Materials Mode
SS	Pass- fail.	RESPONSE				
T	Great.	FEEDBACK				
T	Can you give me examples to these ones?	INT	Closed-Display		Scaffolding Extens	Materials Mode
S	Which one?	INT				
T	Opposite ones. Lend-borrow	RESPONSE				
T	Can you give any examples?	INT	Closed-Display		Teacher Echo	Materials Mode
S	Miss and catch.	RESPONSE				
T	Yes, all right. Miss a bus, catch a bus.	FEEDBACK				
T	Ömer?	INT				
S	Right and left.	RESPONSE				
T	Right and left	FEEDBACK				
S2	Delicious.	RESPONSE				
T	Delicious and ?	INT	Closed-Display	2-3S.	Scaffolding-Modelling	Materials Mode
T	Delicious and disgusting.	RESPONSE				
S4	What is delicious, teacher?	INT	Closed		Clarification	
T	Delicious hummm so nice. (miming)	RESPONSE				
S5	Beautiful-ugly.	RESPONSE				
T	Win- lose.	RESPONSE				
S6	Honest-lie.	RESPONSE				
T	Honest- <u>liar</u>	FEEDBACK				
S7	Turn on- turn off.	RESPONSE				
T	Turn on-turn off. Rich-poor.	FEEDBACK				
S8	Send-receive (pronunciation mistake)	RESPONSE				
T	(corrects mistake) good, send-receive.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S4	Lazy-hardworking.	RESPONSE				
S5	Leave-arrive	RESPONSE				
S6	Beautiful and ugly	RESPONSE				
T	Perfect, great	FEEDBACK				
T	Number one?	INT	Closed-Display			Materials Mode
S	Crowded.	RESPONSE				
T	Number two?	INT	Closed-Display			Materials Mode
S2	Safe.	RESPONSE				
T	Safe	FEEDBACK				
T	next one?	INT	Closed-Display			Materials Mode
S3	noisy.	RESPONSE				
T	One question, which one is for animal and which one is for people?	INT	Closed-Display		Scaffolding Extension	Materials Mode
SS	Flesh for human.	RESPONSE				
T	Yes, flesh for human, meat for animal.	FEEDBACK				
T	Ok, the other one, Bukan?	INT	Closed-Display			Materials Mode
S4	Brain.	RESPONSE				
T	I use <u>brain</u> .	FEEDBACK				
T	Furkan, another one?	INT	Closed-Display			Materials Mode
S5	interested in	RESPONSE				
T	What does it mean?	INT	Open-Display	3-4s.	Scaffolding Extension	Materials Mode
S3	We like it.	RESPONSE				
T	Yes, you like or enjoy doing something.	FEEDBACK				
T	Another sentence?	INT	Closed-Display			Materials Mode
S5	Good at.	RESPONSE				
T	What is the negative?	INT	Closed-Display		Form Focused	Skills and Sys
SS	Bad at.	RESPONSE				
T	Yes, bad at.	FEEDBACK				
S	Bad for you?	INT	Closed		Clarification	
T	<u>Bad for you</u> is different. If you are bad at playing basketball, you can't play it. But smoking is bad for you. (Teacher distributes worksheet.)	RESPONSE				
T	Who hasn't got a paper? (No answer)	INT	Closed-Display		Genuine Request	Managerial

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Ok, the game is very easy. I will give the definition and you will find which word I am talking.	INT	HERE A GAME			
T	increase the price.	INT	Closed-Display			Materials Mode
SS	Improve.	RESPONSE				
T	Ok, number one is improve.	FEEDBACK				
T	Number two, it means that depending on, related to.	INT	Closed-Display	4-5S.		Materials Mode
T	Which one is that? depending on, related to. Relation? For example, depending on the results, I am calling you.	INT			Scaffolding-Modelling	Materials Mode
s1	stick to.	RESPONSE				
T	No. It means that related, relation	FEEDBACK				
T	What is it?	INT	Closed-Display		Scaffolding-Modelling	Materials Mode
S2	representative.	RESPONSE				
T	No. We will find it.	FEEDBACK				
T	Which one is it?	INT	Closed-Display		Teacher Echo	Materials Mode
S3	According to.	RESPONSE				
T	Yes, great, give me a five.	FEEDBACK				
T	Do you know what does research mean?	INT	Closed-Display			Materials Mode
S	aramak↑	RESPONSE				L1
T	Research (use L1) araştırma. Depending on my research, according to my research. Ok↑	FEEDBACK				L1
T	The other one, set of links?	INT	Closed-Display			Materials Mode
S1	Synchronized	RESPONSE				
S2	share.	RESPONSE				
T	No	FEEDBACK				
S3	Legal.	RESPONSE				
T	<u>chain. Do you know what does it mean?</u>	INT	Closed-Display	3s.	Scaffolding Extension	Materials Mode
T	Tiny, little circles together.	FEEDBACK				
T	Next one, happening at the same time?	INT	Closed-Display	3s.		Materials Mode
T	Figen is writing and speaking at the same time.	INT	Closed-Display		Scaffolding-Modelling	Materials Mode
T	Synchronized.	RESPONSE				
T	Two things at the same time.	FEEDBACK				
S	Teacher, break time.	INT				
T	No,	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	What time is it now?	INT	Closed-Referential		Genuine Request	Managerial
S	01:54	RESPONSE				
T	Ok, finish the reading part at home and answer the questions.	INT				
3RD PER.	07,Sub					
T	Ok, today we will go a little fast. If you can not understand, raise your hand then we can clarify it. First of all, I want you to name as many clothes names as possible in one minute.	INT	Closed-Display			Managerial
S1	Boots. Buckle, pullover, sweater	RESPONSE				
T	What do you say for that one?	INT	Closed-Display		Scaffolding-Modelling	Skills and Sys
S2	Sweatshirt	RESPONSE				
T	Hood↑ <u>Do you know Robin Hood?</u>	INT	Closed-Display		Scaffolding-Modelling	Skills and Sys
SS	Yes.	RESPONSE				
T	Ok, this part is called <u>Hood</u> . Now, I will give you one minute to name as many clothes as possible in one minute with your partner. Then I will ask how many names you and your partner have found out.	FEEDBACK-INT				
S3	Teacher, what will we do?	INT	Closed		Managerial	
T	You will name as many clothes name as possible. Don't ask what is it, you will just say shoes, socks.	RESPONSE				
S4	Atlet ne , hocam? (TURKISH)	INT				
T	Underwear↑ (Ss do the activity)	RESPONSE				
T	Ok, time is finished. How does he know?	INT	Closed-Referential		Genuine Request	Skills and Sys
S	Five.	RESPONSE				
T	How about you?	INT	Closed-Referential		Genuine Request	Skills and Sys
S	Five.	RESPONSE				
T	How many does your friend know?	INT	Closed-Referential		Genuine Request	Skills and Sys
S	four.	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	How many does your friend know? (showing the other one)	INT	Closed-Referential		Genuine Request	Skills and Sys
T	So, he is the winner. It is not how many clothes you are wearing but how many clothes name do you know.	FEEDBACK				
T	Do you know any extra clothes name?	INT	Closed-Display		Genuine Request	Skills and Sys
	(Ss are confused.)					
T	What does <u>know</u> mean, friends?	INT	Open-Display		Scaffolding Extension	Skills and Sys
S	Bilmek, hocam. (TURKISH)	RESPONSE				L1
T	Yes	FEEDBACK				
T	I am asking how many do you know?	INT	Open-Display		Teacher Echo	Skills and Sys
	((Ss try to do it once again))					
T	For the other who finish this activity, please read the questions in section two very quickly. Eight question, read it very quickly. Underline any words that you don't know the meaning. Now, everyone, Can you open page 151? Page 151↑And then ask your partner what is this? And put a tick if your partner knows the name. (T shows the book) And then tell me how many does he know or does she know. (Ss are doing the activity.Ss seem to be interested in the activity . Just one of them is not interested.)	INT				
S	Teacher, what is tight?	INT	Closed		Clarification	
T	It is like leggings. But leggings like socks, tight is shorter. Do you know <u>Penti</u> ? It is leggings.	RESPONSE				
T	Yes, how many does your partner know? (T asks one by one)	INT	Closed-Referential		Genuine Request	Skills and Sys
S	Hocam saymadım. (TURKISH)	RESPONSE				L1
T	Ok, no Turkish. Do it again. (T goes to another group)	FEEDBACK				
T	How many does he know?	INT	Closed-Referential		Genuine Request	Skills and Sys
	((Ss look so.))					
T	Did you ask?	INT	Closed-Display		Seeking Clarific	Managerial
S	Yes, 22.	RESPONSE				
T	Yasin, what about your partner?	INT	Closed-Referential		Genuine Request	Skills and Sys
S5	3 FALSE	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S6	2 FALSE	RESPONSE				
T	Ok, everyone, I want you to look at page 42. Read the questions and if you have vocabs that you don't know, raise your hand.	INT		5-6S		
T	Do you have any questions?	INT	Closed-Referential	2s.	Comprehension Check	Managerial
T	Ok, Do you want me to play the audio?	INT	Closed-Referential			Managerial
S	Yeah.	RESPONSE				
T	Ok, Is there any vocabulary that you don't know? Do you know what does <u>suggest mean</u> ?	INT	Closed-Display	2s.	Scaffolding Extension	Materials
T	Do you know what does <u>need</u> mean?	INT	Closed-Display		Scaffolding Extension	Materials
S	Hihhi.	RESPONSE				
T	Do you know what does <u>in shape</u> mean?	INT	Closed-Display	5s.	Scaffolding Extension	Materials
SS	No.	RESPONSE				
T	<u>in shape</u> means that <u>fit</u> . Are you in shape; yes I am. Now, I will play the audio and try to answer the eight questions. ((listening))	FEEDBACK				
T	Do you want me to play the video one more?	INT	Closed-Display			Managerial
S	One more.	RESPONSE				
T	First try to answer them; if you can't, then I will play one more. Question 1 is what reasons Bob gives that he is not in shape.	INT				
T	What is the problem?	INT	Open-Display			Materials Mode
S1	... didn't walk in the ... ((one Student raises hand))	RESPONSE				
S2	He doesn't do exercise.	RESPONSE				
T	Ok, what is the answer?	INT	Open-Display		Teacher Echo	Materials Mode
S3	He doesn't enough exercise.	RESPONSE				
S4	He doesn't do enough exercise.	RESPONSE			Direct Repair	
T	He doesn't do enough exercise. He is just walking. Ok, the reason he is not in shape he <u>says I eat a lot</u> . Because he says I am not fit.	FEEDBACK				
S3	Hocam, Amerikan restoranları iyi değil dedi.(TURKISH	RESPONSE				L1
T	No Turkish.	FEEDBACK				
S3	nervous.	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	No, enormous.	FEEDBACK				
S5	portion big.	RESPONSE				
T	Yes, big portion. Enormous means very big.	FEEDBACK				
T	Where is he from? London or NewYork? (Ss seem embedded in the activity)	INT	Closed-Display		Reduction	Materials Mode
SS	London	RESPONSE				
SS	NewYork	RESPONSE				
T	London is in England, the UK. NEWyORK is in America, the US.	FEEDBACK				
T	So?	INT	Closed-Display		Seeking Clarific	Materials Mode
S3	London.	RESPONSE				
T	Where is he from?	INT	Closed-Display		Teacher Echo	Materials Mode
S2	NewYork.	RESPONSE				
T	He has just came to London for 3 weeks. He is telling to Holly I am not in a good shape, because I am eating a lot.	FEEDBACK				
T	And she says?	INT	Open-Display		Scaffolding Extension	Materials Mode
S1	You have to exercise.	RESPONSE				
S2	don't eat.	RESPONSE				
S3	Fit kalmak için bir şeyler yapıyor musun diyor? (L1)	RESPONSE				L1
T	No, this is the next step. I am asking the question one.	FEEDBACK				
S4	Problemi ne diyor. (L1)	RESPONSE				L1
T	The problem is he is eating a lot.	FEEDBACK				
S1	Çünkü çok yemek yiyor. (L1)	RESPONSE				L1
T	So, he is not?	INT	Closed-Display		Scaffolding- Modelling	Materials Mode
S3	not fit.	RESPONSE				
T	He doesn't ↑	INT	Closed-Display		Scaffolding- Modelling	Materials Mode
S3	keep fit.	RESPONSE				
T	Ok, he doesn't keep fit or he is not fit. Let's do it one by one for the questions, listen again. When I stop, answer for number one; then number two.	FEEDBACK- INT				
T	He eats too much, then What does she suggest? What does she say?	INT	Open-Display		Scaffolding Extension	Materials Mode
S	You should eat less.	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Eat less↑	INT	Closed-Display		Seeking Clarific	Materials Mode
T	You know little, less, least?	INT	Closed-Display		Form-focused feedbaack	Skills and Sys
S	useless	RESPONSE				
T	No, not useless. Comparative, less, eat less. You should <u>eat less</u> than you are eating now.	FEEDBACK				
S	Şimdikinden daha az yemek zorundasın. L1	RESPONSE				L1
T	Ok, my mum is taller than me.	FEEDBACK				
T	Who is tall?	INT	Closed-Referential		Scaffolding-Modelling	Skills and Sys
SS	Your mum.	RESPONSE				
T	My sister is eating less than me.	INT				
T	Who is eating more?	INT	Closed-Display		Scaffolding-Modelling	Skills and Sys
S	You.	RESPONSE				
T	So, question two, What is it?	INT	Open-Display			Materials Mode
S	Why does he find difficult to eat less?	RESPONSE				
T	Let's say Ömer says that I cannot eat less, because?↑	INT	Open-Display	2S.	Scaffolding-Modelling	Classroom Context
T	It is not easy, Why?	INT	Open-Display		Scaffolding-Modelling	Materials Mode
SS	portions are so big.	RESPONSE				
T	Yes, the portions in America is enormous. So, he cannot eat less in London. Sadi, read the question three.	FEEDBACK				
T	Sadi,can you please read the question three?	INT	Closed-Display			Managerial
S	How does he keep fit in London?	RESPONSE				
T	Now, everyone, tell me What is he doing to keep fit in London? Not in America, ok?	INT	Open-Display			Materials Mode
S	Can you explain?	INT	Closed		Clarification	
T	I want you to tell me what is Bob doing to keep fit	RESPONSE				
S1	I cycle. (pronunciation mistake)	RESPONSE				
S2	Cyling (again a pronunciation mistake)	RESPONSE				
T	First listen and then tell me the answer. (listening)	INT				
T	Ok, what is he doing?	INT	Open-Display			Materials Mode
SS	[walking] (answering altogether)	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	In NewYork or London? Let's raise hand. Who says he is walking a lot in London? (Ss raise hand)	INT	Closed-Display	2S.	Reduction	Materials Mode
T	Who thinks that he is walking both in London and in NewYork?	INT	Closed-Display	2S.	Comprehension Check	Materials Mode
T	Ok, listen again.	INT				
SS	[London]	RESPONSE				
T	So, he is walking a lot in London.	FEEDBACK				
S	But, she said didn't enough walking.	RESPONSE				
S2	What does it mean cycling? (pronunciation mistake)	INT	Closed		Clarification	
T	°Cycle° (writes on the board) Ride a bicycle↑	RESPONSE		3S.		
T	He says I am walking a lot in London, but not a lot, then she says walking is not enough, Bob.	FEEDBACK				
S	You have to play basketball.	RESPONSE				
T	It is the next one. She says walking is not enough, Bob, What are you doing to keep fit.	FEEDBACK				
S	Teacher, he is walking and cycling.	RESPONSE				
T	No, this is not the right answer, you don't listen to it.	FEEDBACK				
T	: Ok, listen one more. And tell me what is he doing in London and what is he doing in NewYork? (Ss are so engaged in the activity, they are listening to it carefully)	INT	Open-Display		Scaffolding Extension	Materials Mode
S	Hocam, bu konuşmanın geçtiği yer neresi? L1	INT	Closed		Clarification	
T	He is in London, he was in NewYork three weeks ago.	RESPONSE				
S4	He is cycling in NewYork.	RESPONSE				
SS	Teacher, the opposite, he was cycling in London.	RESPONSE				
T	Oh, yes, this is my mistake, I need to listen to it again. I apologize.	FEEDBACK				
T	The question four, Muratcan?	INT	Closed-Display			Materials Mode
S1	Teacher, what is the answer of question 3?	INT	Closed		Clarification	
T	Oh, sorry, what is the answer for number 3?	INT	Open-Display		Teacher Echo	Materials Mode
S5	He is cycling in London.	RESPONSE			Extended learner Turn	
T	Question 4?	INT	Open-Display			Materials Mode
S3	Why doesn't he cycle in NewYork?	RESPONSE				
T	<u>Why doesn't he cycle in NewYork?</u>	INT	Open-Display		Teacher Echo	Materials Mode

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
s1	<u>The hotel is near to office..</u>	RESPONSE			Extended learner Turn	
T	Ok, his office is near the hotel.	FEEDBACK				
T	And one more?	INT	Open-Display		Scaffolding Extension	Materials Mode
S4	He stays in NewYork just for three weeks.	RESPONSE			Extended learner Turn	
S2	He don't need a bike. (pronunciation mistake)	RESPONSE			Extended learner Turn	
T	He doesn't need a bike.	FEEDBACK				
S1	Çünkü 3 hafta kalacağım diyor.	RESPONSE	TURKISH			
T	Because he will stay just three weeks. And he doesn't want to buy a new bike. Good	FEEDBACK				
T	Number five, Serhat Öz?	INT	Closed-Display	2s.		Materials Mode
T	Can you read the question please?	INT	Closed-Display			Managerial
S	How does Jenny keep fit?	RESPONSE				
T	Be careful, she is Holy and she will tell something about Jenny. She is running all the way.	FEEDBACK				
T	Do you agree or disagree?	INT	Closed-Display		Reduction	Materials Mode
S1	I am not sure.	RESPONSE				
T	You are not sure.	FEEDBACK				
T	Agree?	INT	Closed-Display		Teacher Echo	Materials Mode
T	Ok, let's check it.	INT				
SS	Jenny is running all the time.	RESPONSE				
T	OK, what about question six?	INT	Closed-Display			Materials Mode
S	What does Holy think about running?	RESPONSE				
T	Does he like running?	INT	Closed-Display		Reduction	Materials Mode
S5	She likes exercising.	RESPONSE			Extended learner Turn	
T	Does she like running or she doesn't like?	INT	Closed-Display		Reduction	Materials Mode
S2	So boring. Because boring.	RESPONSE				
S5	It is boring.	RESPONSE				
T	<u>Because she thinks that running is boring.</u> (Again they are listening this part) Good	FEEDBACK				
T	Then seven?	INT	Closed-Display			Materials Mode
S	What does Holy suggest Bob can do?	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Do you know what does <u>suggest</u> mean?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S1	advice	RESPONSE				
T	Ok, suggest means that advice. Hasan and Ibrahim talk too much in the lesson. Teacher says that you should listen to your teacher and your friends. So I am advising you should listen to lesson.	FEEDBACK			Extended Teacher Turn	
T	Then, <u>What does she suggest?</u>	INT	Open-Display		Scaffolding Extension	Materials Mode
S2	You have to...	RESPONSE				
T	You have to or should?	INT	Closed-Display		Reduction	Skills and Sys
SS	SHOULD	RESPONSE				
T	You should play basketball. (plays the audio again)	FEEDBACK				
S	After what does she say?	INT	Closed		Clarification	
T	Yes, Why don't you...	INT	Closed-Display		Scaffolding- Modelling	Materials Mode
S	He say... I don't have....	RESPONSE				
T	No No. not that one.	FEEDBACK				
S	He says it is a great idea.	RESPONSE			Extended learner Turn	
T	It is a great idea. He agrees with them. When you say why don't you play basketball and you should play basketball, they are the same. <u>Why don't you and you should</u> , you can use both of them.	FEEDBACK			Extended Teacher Turn	
T	And the last question, Şefikcan?	INT	Closed-Display			Materials Mode
S	What does he need to keep fit?	RESPONSE				
SS	[trainers]	RESPONSE				
T	Trainers, any idea? What does he need to keep fit?	INT	Open-Display		Scaffolding Extension	Materials Mode
	((Ss raise hand, most of them follow the lesson)					
s7	Trainers and he needs to go shop.	RESPONSE			Extended learner Turn	
T	Good,	FEEDBACK				
T	Any idea?	INT	Open-Display	3S.	Scaffolding Extension	Materials Mode
T	Do you agree or disagree?	INT	Closed-Display		Comprehension Check	Materials Mode
	(A student raises hand; the others are not sure.)					

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S	He doesn't have trainers. He wants to go to a shop.	RESPONSE			Extended learner Turn	
T	Yes, sneakers. They are the same trainers British; sneakers American.	FEEDBACK				
T	Is there a shop near his hotel?	INT	Closed-Display		Scaffolding Extension	Materials Mode
SS	Yes.	RESPONSE				
S5	Yes, °there is one°	RESPONSE				
T	Where is it?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S3	on the street.	RESPONSE				
S4	one in the street.	RESPONSE				
T	<u>Across the street.</u> Ok, you are going great. I want you to look at here.	FEEDBACK				
T	Ok, Burak, I can't sleep early at night, What can I do?	INT	Open-Display		Scaffolding-Modelling	Classroom Context
S1	You need drink coffee	RESPONSE				
S2	She couldn't sleep.	RESPONSE				
T	I want to sleep early. But I can't. What can I do?	INT	Open-Display		Teacher Echo	Classroom Context
S	You need to go to doctor.	RESPONSE			Extended learner Turn	
T	<u>Ok, you need to go to doctor.</u>	FEEDBACK				
T	or <u>You should go to the doctor.</u> Or <u>Why don't you go to the doctor?</u>	INT				
S	Must?	INT	Closed		Clarification	
T	Must is ninety. Must means that necessary. <u>Don't have to</u> not necessary. Have to – it is a rule. Mustn't – it is a rule.	RESPONSE				
T	Do you know military service?	INT	Closed-Display		Scaffolding-Modelling	Skills and ys
S4	Military service?	INT	Closed		Clarification	
T	Ss are listening carefully The general uses mustn't or have to. So they can say <u>you have to wear a uniform.</u> And you <u>mustn't use cellphones.</u> And in school, we say oh, Ömer, do you want to pass B1, yes teacher. Ok, you must study, you don't have to panic. So, must → don't have to; mustn't → have to. In high school, you had to wear a uniform.	RESPONSE			Extended Teacher Turn	

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S1	Hocam bir şey sorabilir miyim?	INT	TURKISH			
T	In English.	RESPONSE				
S	How does it change in subject?	INT	Closed		Clarification	
T	It is the same. We had to, I had to; I have to, but <u>she has to</u> .	RESPONSE				
T	Ok, What do you need to pass B1?	INT	Open-Display		Scaffolding- Modelling	Skills and ys
S5	We need to study.	RESPONSE			Extended learner Turn	
S1	We need to do homework.	RESPONSE			Extended learner Turn	
S2	We need to come to the school.	RESPONSE			Extended learner Turn	
S7	We need to listen to the teacher.	RESPONSE			Extended learner Turn	
S4	We must read book.	RESPONSE			Extended learner Turn	
S8	What is the difference should and must?	INT	Closed		Clarification	
T	If you say should, this is my idea, this is good for you. If you say need, Figen, you have a problem, you need to go. 4 th Period (9.01)	RESPONSE				
T	Today, this morning we will do three important things. We will try to again write a paragraph. We will check it with our friends and I will take last drafts. What did we do in our last lesson last?	INT	Open-Display	4S.	Comprehension Check	Managerial
T	On Friday we had a lesson.	INT				
S	paragraph writing, biography, vocabulary	RESPONSE				
T	Yes, we learned some vocabulary of a song. Do you have your writings with you? I took some of them, is there anyone who wrote sth.?	FEEDBACK- INT	Closed- Referential		Genuine Request	Managerial
S2	I wrote sth, but not here.	RESPONSE			Extended learner Turn	
T	Ok, don't worry. I have some of students' papers here. And I checked them. Let me see, Ali Muhammed, is he in this class?	FEEDBACK- INT	Closed- Referential		Genuine Request	Managerial
T	Do you know what does brainstorming mean? Do you have any idea?	INT	Closed-Display			Skills and Sys
S3	Yes.	RESPONSE				
SS	brain exercise	RESPONSE				
T	You are thinking about a certain subject.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S	brain gym.	RESPONSE				
T	another example, what does it mean in writing?	INT	Open-Display	3S.	Scaffolding Extension	Skills and Sys
T	Ok what does it mean in writing?	INT	Open-Display		Teacher Echo	Skills and Sys
T	In maths , you are thinking about a problem. What about in writing?	INT	Open-Display		Scaffolding- Modelling	Skills and Sys
S	Before writing a letter.	RESPONSE				
T	Ok, Before writing a letter, we use brainstorming. <u>Brainstorming means thinking about sth and gathering ideas.</u> What does gather mean?	FEEDBACK- INT	Open-Display	6S.	Scaffolding Extension	Skills and Sys
T	Gather? ↑ Do you know this word?	INT	Closed-Display		Teacher Echo	Skills and Sys
S	Yes, I know but	RESPONSE				
T	Gather? Gather means that coming together, taking everything in one place, bringing everything in one place. So, (writes it on the board) collecting, maybe it is collecting. Do you know what does collect mean?	FEEDBACK- INT	Open-Display		Scaffolding Extension	Skills and Sys
T	So, in writing, there are three ways of brainstorming. One is clustering, two is listing, three is just brainstorm and free writing.	RESPONSE				
S1	I think, free writing is an important brainstorming style.	RESPONSE			Extended learner Turn	
T	Perfect, good.	FEEDBACK				
S1	Free writing easy and important.	RESPONSE			Extended learner Turn	
T	Ok, any idea about free writing? What is free writing?	INT	Open-Display			Managerial
S1	For example, there is a main idea and write.	RESPONSE			Extended learner Turn	
T	Yes, think and write. Do not organize anything. It is the easiest one. Ok, the first one is clustering. It is again collecting ideas, so this is an example of clustering. The topic is Sanfransisco. The teacher asks you ok everyone let's write an essay or a paragraph about San Franssico. This is your topic. And then you are gathering the ideas. What should I write about San Fransisco. I will talk about music and then transportation. And you are drawing a picture for what you will write about San Fransisco. So, let's write about Antalya. Let's brainstorm, what can I write about it?	FEEDBACK- INT	Open-Display		Scaffolding- Modelling	Materials
S1	Tourism.	RESPONSE				
T	Tourism.	FEEDBACK				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S2	Custom. Maybe first I will write something about tourism.FEEDBACK	RESPONSE				
T	CUSTOM. Maybe first I will write something about tourism.FEEDBACK	FEEDBACK				
S3	Sea.	RESPONSE				
T	I will talk about sea. Maybe it is a part of tourism.	FEEDBACK				
S4	Business.	RESPONSE				
T	Yes, maybe business. Maybe again I will talk about transportation. How do I go from one place to another in Antalya	FEEDBACK				
S5	Maybe international city. There is a lot of tourists.	RESPONSE				
T	Again I can talk about it under tourism.	FEEDBACK				
S1	Famous people.	RESPONSE				
T	Famous people in Antalya. Will we talk about it? Ok, let's say I will talk about some famous people in Antalya.	FEEDBACK				
S	Night life.	RESPONSE				
T	Maybe I will talk about daily life. I will talk about what we do in the morning.	FEEDBACK				
S3	Culture.	RESPONSE				
T	Yes. Maybe I will talk about culture. Whatelse?	FEEDBACK-INT	Open-Refer.		Scaffolding Extension	Materials
S3	For example religion.	RESPONSE				
T	Yes, great, I will talk about religion. This is a part of culture. Good, whatelse?	FEEDBACK-INT	Open-Refer.	3S.	Scaffolding Extension	Materials
T	Any ideas? Good, this is an example. Ok, two is listing. You list everything. One is transportation; two culture; three. You make a list. And then you write. For example why I want to be a nurse. Because to help other people, because I like science, or because I will always learn sth. New. So you can make a list. Another example how to be a successful language learner. I should study vocabulary related to topics to be a successful language learner. I should practice speaking with others. This is just a list that I wrote while I am brainstorming. Ok↑ May be I will write one, two, three. And freewriting, the easiest one. You just have a subject, you think about it and write. That's all.	FEEDBACK			Extended Teacher Turn	
S	For brainstorming?	INT			Seeking Clarification	

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Yes, all of them are about thinking. The topic is Antalya. I will talk about tourism, culture, transportation and my friends. And I will write. That's all. Do you know what does draft mean?	FEEDBACK-INT	Closed-Display	4S.	Scaffolding Extension	Materials
T	Draft? Do you know what does it mean? (murmurings)	INT	Closed-Display		Teacher Echo	Materials
T	Draft means the first task, the first writing. May be in a draft	FEEDBACK				
S	You don't fix anything?	RESPONSE				
T	Yes, you don't correct anything. This is one of my students' draft. He had a lot of mistakes, it was his first draft, then I corrected some mistakes and gave it back to write it again for the second time. In freewriting it is so normal to have some mistakes. You will correct them while you are writing it second time. Today, we will do some freewriting. This is an example of freewriting about my favourite book and a short paragraph about it. Today, we will try to write a paragraph like that. Which topic do you want to write about? My favourite book, a problem I have. Who wants to write about a problem I have? Raise your hand. (No reaction)	FEEDBACK-INT	Open-Display	5S.		Managerial
T	Who wants to write about my favourite book? (A S raises hand.)	INT	Closed-Referential			Managerial
S	There are only two.	RESPONSE				
T	Ok, you can also write about how to become a successful language learner. First we will brainstorm in group of two or three. And then we will try to write a paragraph. I will show you an example of a good paragraph. A paragraph should have a topic sentence and there should be some supporting sentences. And then a concluding sentence. Ok, first of all brainstorm about how to be a successful language learner. I want you to take a piece of paper and think about the things that you want to put in your writing. What should I do, should I read a lot or should I listen a lot. 19.Oca	FEEDBACK				
T	Today we will talk about our ideal partner. What kind of a personality should your ideal partner have? Now, you will ask your partner five questions. (T goes around the desks and helps Ss.)	INT				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Did you finish?	INT	Closed-Display			Managerial
SS	(Some say yes; some say no.)	RESPONSE				
T	Ok, let's start. Now, stand up and find someone else to talk about your partner. Say that Ömer studies English in AIU. Then, you will give your comment with another sentence, he is interested in English.	INT				
T	(Ss stand up and start to find a partner to talk) (to a group ss) Stand up and find a different friend to talk about your partner. (Ss are talking to their friends in English for a while.)	INT				
T	Did you finish chatting? Everyone↑	INT	Closed-Display			Managerial
SS	Yes.	RESPONSE				
T	Hamza, did you?	INT	Closed-Display			Managerial
S	Yes.	RESPONSE				
T	Ok, do you have any questions about this part?	INT	Closed-Referential		Comprehension Check	Managerial
T	(silence) If you have no questions, we will turn to the game <u>Who is the burglar?</u> And then we will make our own journal. I brought the equipments like cartoon, scissors, and we will make our own notebooks. Ok. First let's play who is burglar.	INT	Closed-Referential			Managerial
S	<u>Stole, stole</u>	RESPONSE				
T	Great, explain it.	FEEDBACK				
S	For example he takes this. (showing a chalk)	RESPONSE				
S2	Thief	RESPONSE				
T	Thief, yes. Great. Burglar means thief. But they have some differences. Thief is someone, for example when you are walking on the street, he steals your wallet or something else.	FEEDBACK			Extended Teacher Turn	
SS	Victim, murder?	INT			Seeking Clarification	
T	They are something else. Ok, they are totally in the same kind but the meanings are different. (Now she is writing on the board.)	RESPONSE				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Thief is someone when you walk on the street, he can come and take your wallet or when you are sitting in a cafeteria and chatting with your friend, then he can pass and take your wallet. But burglar is something else. When you are not at home, someone breaks the window, comes into the house and takes my laptop, so burglar. Ok.	RESPONSE				
S	or jewellery.	RESPONSE				
T	yes. My wallet, my jewellery, my laptop, my phone everything, but in my home. So it is burglar. But thief is something like cheating. When you are talking to Ömer, I take your pen but you didn't see me. So, in this class we have thirteen detectives, one burglar. I will give you some cards. On this card, you have some information about the person. Now I am number three. My name is Jessy, I am from Cansas.	INT				
S	What is Cansas?	INT			Seeking Clarification	
T	It is a kind of city or state.	RESPONSE				
T	Everyone will have one card and please don't show it to your friends. Just show them your number, not your picture, not your information. Be careful that they are all detectives, you are the burglars. You will go and ask everyone questions. And I will give just one student the burglar card. I will just tell him you are the burglar. Ok, be careful. I will give you some information about the burglar. OK↑ All the detectives!, your burglar from Hawai, go and talk to everyone and find someone who is from Hawai. Your burglar isn't married. She or he is single. Go and talk to people from Hawai <u>are you married. Are you single, married and single.</u> And your burglar has two daughters, go and talk to the people who are married, how <u>many children do you have</u> . So, you will ask questions and you will find the burglar. You will have eight burglars. If you can find five, you will be the best detective of the world. And we will give you an award. Are you ready? (Ss waves their heads)	INT	Closed-Display			Managerial
T	Good, now. Take one card and pass the envelope to the student next to you.	INT				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	What is that? (showing envelope)	INT	Closed-Display			Managerial
T	(writes on the board) <u>envelope, paper</u> , Ok? Did you take your cards? Can you show me your numbers? Can I see your numbers? (No answer, she is just looking at numbers on her own.)	INT	Closed-Display	2S.		Managerial
T	Go and talk to everyone, where are you from, hello madam, hello sir, what is your name. But don't show your cards. (They are repeating the game again.)	INT				
T	Now we will make journal, Do you know what does journal mean?	INT	Closed-Display			Managerial
S	Yes.	RESPONSE				
T	What does it mean? Journal, yes journal.	INT	Open-Display		Teacher Echo	Managerial
S2	: writing.	RESPONSE				
T	A kind of writing. Perfect.	FEEDBACK				
S2	Newspaper	RESPONSE				
T	Great, good work. You are absolutely on it. Newspaper is a good work of journal. Because journal means everyday writing. So, in my class we will write one or two journals, ok. You will do free writing. Do you know what does free writing mean? (A student attempts to answer but the others don't have any answer.)	FEEDBACK-INT	Closed-Display			Managerial
T	Ok, take your pen and write about anything. You are free no organization, no topic sentence, no conclusion sentence no paragraph. Just write. But to write journal, you need to make a notebook. I will give you some papers and I will give you some scissors and I will give you staples and you will do your own notebook. Please take six pages and give it to your friend.	INT				
T	First, we will begin with a speaking activity on superlatives. We will make some discussions about superlatives. There is a short game with superlatives. I will give you some cards, on these cards there are some information like the biggest, the largest, the tallest in the world. There are fifteen cards and fifteen superlative information. I want you to read these cards and keep information in your mind. Ok? Every student will take one card, we will read it and keep in mind what is your card about. Ok? Are you ready?	INT	Closed-Display			Managerial

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	(No answer but they seem to understand what is happening.) (distributes the cards) Read it and try to remember it. Do you have any questions about the superlatives? Did you understand it clearly?	INT	Closed-Display			Managerial
SS	Yes.	RESPONSE				
T	Good. Don't show your cards to your friends. This is a secret. Read the information on the card and keep it in your mind. Longest what, biggest what.	INT			Request	
S	Teacher, can I take a paper?	FEEDBACK-INT	Closed-Referential	3S.		Managerial
T	Yes, I will give paper. I have two more. I will give two of you one more card. Can you keep it in your mind?	INT	Closed-Referential			Skills and Sys
T	Is there any vocabulary that you don't know the meaning? Is there any words that you don't know the meaning?	INT			Clarification	
S2	What is range?	RESPONSE-	Closed-Display			Managerial
T	range means that – can I see your sentence?	RESPONSE				
T	Ok, this is a mountain range. A group of mountains. Toros mountains are a group of mountains.	INT			Clarification	
S3	D- A- M ?	RESPONSE				
T	Atatürk dam, a big group of water that you can produce electricity. Ok, anyone?	INT			Clarification	
S4	Square?	RESPONSE	Closed-Display		Clarification Scaffolding Extension	Skills and Sys.
T	(describes by drawing) Cumhuriyet Square. Do we have any examples of square?	RESPONSE				
T	This is a rectangular. Square means having the same number on each corner, one meter, one meter, one meter. The other one Cumhuriyet Square is a big area.	INT	Open-Refer.	1S.	Comprehension Check	Managerial
T	Any others?	INT	Closed-Display	2S.	Confirmation	Managerial
T	Do you know all the words?	INT	Closed-Display	2S.	Comprehension Check	Managerial
T	Now, I will take your papers and I will give you a set of questions. You will have a list of questions Here you have 15 wonders of the world. You will go and ask your friend <u>what is the deepest lake in the world.</u> If he knows, he will say yes. Then ask what is the name of it. And what is the size blab la bla. You will ask three questions: You will ask do you know what is the largest desert in the world, Yes I know what is its name, and what is its size. And do you know any amazing fact about it. Be careful you have to remember the facts about your card. Hasan, do you want to check your card again? Do you know everything about it?	INT				

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	(she tells again what is happening on the cards.) (asks a student) Do you remember everything?	INT	Closed-Display		Comprehension Check	Managerial
S	Yes.	RESPONSE				
T	Good. Ok, give me your cards and please stand up, ask your questions to your friends. You can also ask me. I will give you five minutes, this is a game. (Ss are talking to each other and ask their questions. They all speak in English. They all seem to be embedded in the activity. Teacher attends the activity as well.)	FEEDBACK-INT				
T	Ok, how many information do you have, Bedirhan?	INT	Closed-Referential		Genuine Request	Managerial
S	One, two, three, four and	RESPONSE				
T	<u>Four and half.</u> Bedirhan?	FEEDBACK-INT	Closed-Referential		Genuine Request	Managerial
S	7	RESPONSE				
T	YOU?	INT	Closed-Referential		Genuine Request	Managerial
S	10	RESPONSE				
T	Good. I will ask you 15 questions and take your score. Are you ready?	FEEDBACK-INT	Closed-Referential		Genuine Request	Managerial
SS	Yes.	RESPONSE				
T	Number 1. What is the largest ocean in the world? (Ss raise hands)	INT	Closed-Display			Materials Mode
T	Ok, Betül, What is the largest ocean in the world?	INT	Closed-Display		Teacher Echo	Materials Mode
S	Pacific Ocean.	RESPONSE				
T	Diyar?	INT				
S	Pacific Ocean.	RESPONSE				
T	Ok, good, one point for Enes, Burak, Betül, Diyar. What is the deepest lake in the world? (More Ss raise hands.)	INT	Closed-Display			Materials Mode
T	Tell me an amazing fact about it?	INT	Open-Display		Form Focused	Skills and Sys
S	It is the deepest lake in Russia.	RESPONSE			Extended learner Turn	
T	It is interesting information, I need to check it. Who gave that information?	INT	Closed-Referential	2s.	Genuine Request	Materials Mode

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Whose card is it?	INT	Closed-Referential	1s.	Genuine Request	Managerial
T	Is it in Russia?	INT	Closed-Display		Genuine Request	Materials Mode
SS	Russia, teacher.	RESPONSE				
T	Yes, it is in Russia, the deepest lake.	FEEDBACK				
T	What is the biggest lake in the world?	INT	Closed-Display			Materials Mode
	(Ss raise hands)					
T	the biggest, not the deepest?	INT	Closed-Display		Scaffolding-Modelling	Materials Mode
SS	Caspean Sea. (wrong pronunciation)	RESPONSE				
T	Caspean Sea. (corrects pro.)	FEEDBACK				
S	Teacher, lake?	INT			Seeking Clarification	
T	(showing the world map) lake has a small area. It is surrounded by the island or the continent (a feeling of hesitation)	RESPONSE				
S	smaller than river?	INT			Seeking Clarification	
T	Yes, it is smaller than river. It is covered with the ground, it doesn't go anywhere.	RESPONSE				
T	What is the largest desert in the world?	INT	Closed-Display			Materials Mode
	(Ss raise hand)					
T	Muratcan?	INT				
S	Sahara	RESPONSE				
T	Sahara in the world? Antartica? Do you have any idea?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S1	desert? A land?	INT			Seeking Clarificatin	
T	desert, yes.	RESPONSE				
T	Do you have any idea?	INT	Open-Display		Scaffolding Extension	Materials Mode
S2	Sahara.	RESPONSE				
T	largest desert? Desert means that no water, no country. Ok, good the answer is Antartica.↑	FEEDBACK				
S3	But teacher, Antartica has got water.	RESPONSE			Extended learner Turn	
T	No, it has a little rain. It is actually cold. It is considered as a desert, because it gets a little rain.	FEEDBACK			Extended Teacher Turn	

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S3	(asks in Turkish) Hocam , ama Türkçe de buzul gibi birşey denilemez mi?	INT				
T	(answers in English) I know, but it is called as desert. I am also shocked. It says driest desert, because it has little rain. Maybe Sahara is the driest desert.	RESPONSE				
S3	Yes, teacher.	RESPONSE				
T	So, tell me the hottest desert?	INT	Closed-Display			Materials Mode
SS	Sahara.	RESPONSE				
T	Sahara? (asks ss one by one)	INT	Closed-Display		Seeking Clarific.	Materials Mode
T	ok, the answer is Sahara desert. Scientists say that in 1922 the temperature was 58 there.	FEEDBACK				
SS	Teacher, Antalya is also hot.	RESPONSE			Extended learner Turn	
T	But this is a burning degree.	FEEDBACK				
S	5-6 years ago it was 53 degree in Antalya.	INT				
T	Oh, my God, how many years ago?	INT	Closed-Referential		Genuine Request	Classroom Context
S	5 or 6 years ago.	RESPONSE				
T	So, 2006. Oh, I don't believe.	FEEDBACK				
T	What about Urfa?	INT	Open-Refer.		Genuine Request	Classroom Context
SS	48.	RESPONSE				
T	When?	INT	Closed-Referential		Genuine Request	Classroom Context
S	Last year.	RESPONSE				
S4	And humid.↑	RESPONSE				
T	Yes, it means it is not dry.	FEEDBACK		2S.		
T	Any idea, do you know any idea?	INT	Open-Display		Scaffolding Extension	Materials Mode
T	Ok, another question. Tell me which one is the driest desert in the world? No water.	INT	Closed-Display			Materials Mode
S	Atakama↑	RESPONSE				
T	<u>Atakama</u> , any idea? The driest desert, no water?	INT	Open-Display		Scaffolding Extension Clarific.	Materials Mode
S1	Atakama or Şili.	INT				
T	The driest desert in the world?	INT	Closed-Display	3S.	Teacher Echo	Materials Mode

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
T	Atakama is the driest desert in the world. I think it is in Şili. It hasn't rained nearly one hundred years. One hundred years no rain. So, Atakama is the driest one.	RESPONSE		2s.		
T	The other one, what is the longest river in the world?	INT	Closed-Display			Materials Mode
SS	(altogether) Nile.	RESPONSE				
T	ok, Let me check it. Yes, you are right.	FEEDBACK				
T	Do you know the size?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S	Yes, six thousand six hundred.	RESPONSE				
S2	And second longest is Amazon.	RESPONSE				
T	So, good.	FEEDBACK		2S.		
T	The other one What is the longest river in Asia? The longest	INT	Closed-Display			Materials Mode
S3	↑ the youngest?	INT			Seeking Clarification	
T	No, the longest?	RESPONSE				
S4	Hazar.	RESPONSE				
S5	(in Turkish) Hazar, göl ama.	RESPONSE				L1
S6	İngis.	RESPONSE				
T	Let me to check it. It is YUNGSEE. I don't know where is it. It is in Asia, but I don't know where is it.	FEEDBACK		5S.		
T	The other one, tell the highest mountain in Asia? (Some Ss seem not interested in the class. It is a long exercise)	INT	Closed-Display			Materials Mode
T	<u>The highest mountain in Asia?</u> ↑	INT	Closed-Display		Teacher Echo	Materials Mode
S	In Asia is Everest, in Africa is Klimanjaro.	RESPONSE			Extended learner Turn	
T	Do you know how many meters is it?	INT	Closed-Display		Scaffolding Extension	Materials Mode
S	Teacher, 5892km	RESPONSE				
T	ok, 5892 km long.	FEEDBACK				
S	Teacher, not km, it must be meter. (Kilometre olursa atmosfer dışına çıkar.)	RESPONSE				
T	Oh yes, you are right.	FEEDBACK				
T	Do you know how many islands in Endonesia?	INT	Closed-Display			Materials Mode

Ek-4 NNS-A Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move
S1	89	RESPONSE				
S2	75	RESPONSE				
T	I think 7500 islands in Endonesia.	FEEDBACK				
S3	What is °archipelago°?	INT			Seeking Clarification	
T	It means a group of islands. One-two-three. <u>Group of islands archipelago.</u>	RESPONSE				
T	The other one, the largest volcano? ((comments))	INT	Closed-Display			Materials Mode
T	Any idea?	INT			Scaffolding Extension	Materials Mode
SS	mondi, manoa (wrong pro.)	RESPONSE				
T	<u>Manua.</u> Ok, do you know how high is it? How many meters is it?	INT	Closed-Display		Scaffolding Extension	Materials Mode
SS	seventeen...	RESPONSE				
T	Seventeen thousand meters high. Now look at the answers quickly, then I will give you a short quiz. Just one minute to answer.	FEEDBACK				

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Do you remember which words we learned yesterday? Let's remember them first.	INT	Open-Display	3-4S.	.	Managerial
SS	(comments on background)	.	.	.	.	.
T	What did we do yesterday?	INT	Open-Display	.	.	Managerial
S1	No. I don't know.	RESPONSE	.	.	.	.
T&SS	[PERSONALITY AND APPEARANCE ADJECTIVES]	RESPONSE	.	.	.	.
T	Which adjectives can you remember?	INT	Open-Display	3S.	Scaffolding-Extension	Managerial
S	(comments on background)	.	.	.	.	.
T	Who can tell me which question we use to ask about the personality of someone? (Students are looking at their notes.)	INT	Open-Display	.	.	Managerial
S2	What is she like↑	RESPONSE	.	.	.	.
T	Yes, <u>What is she like↑Thank you very much.</u>	FEEDBACK	.	.	.	.
T	Fatmanur, Can you tell me one adjective? For example; >friendly<. Do you remember?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Systems
S	shy.	RESPONSE	.	.	.	.
T	Yes, >shy, friendly<	FEEDBACK	.	.	.	.
S3	mean	RESPONSE	.	.	.	.
T	MEAN, Yes.	FEEDBACK	.	.	.	.
T	Do you remember opposite of 'MEAN'?	INT	Closed-Display	.	Scaffolding-Extension	Skills and Systems
SS	(murmuring)	.	.	.	.	.
S	generous	RESPONSE	.	.	.	.
T	GOOD.	FEEDBACK	.	.	.	.
T	Which words can you remember?	INT	Open-Display	.	Scaffolding-Extension	Skills and Systems
S	talkative, funny	RESPONSE	.	.	.	.
S2	Extrovert.	RESPONSE	.	.	.	.
T	Extrovert.	FEEDBACK	.	.	.	.
T	Synonym?	INT	Closed-Display	6S.	Scaffolding-Extension	Skills and Systems

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Shy.	RESPONSE	.	.	.	.
T	No. Similar?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems
T	Sociable.Remember?	RESPONSE	.	.	.	.
T	(repeats) talkative, funny, lazy. (They are naming many adjectives like that and teacher gives feedback by saying 'good' or 'yes')	FEEDBACK	.	.	.	.
T	Which question did we ask for the appearance? This is for personality. What is she like↑	INT	Open-Display	.	Scaffolding-Modelling	Skills and Systems
S	[What does he (look)]	RESPONSE	.	.	.	.
T	He is thin.	FEEDBACK	.	.	.	.
T	Do you remember another word for <u>thin</u> ?	INT	Closed-Display	.	Scaffolding-Extension	Skills and Systems
Ss	slim.	RESPONSE	.	.	.	.
T	OK, you remember. Great.	FEEDBACK	.	.	.	.
T	Did you do present simple tense in your grammar course? Do, does (in a decreased volume)	INT	Closed-Refer.	.	.	Managerial
Ss	Yes, teacher.	RESPONSE	.	.	.	.
T	Ok. I just want to check. (She writes on the board.) How often do you go to the theatre?	INT	Open-Display	.	Modelling	Skills and Systems
T and Ss	(overlapped talk) always, sometimes, never, usually, almost never	RESPONSE	.	.	.	.
S	almost ever?	INT	.	.	Seeking Clarification	.
T	Yes, almost ever and almost never (she writes on the board.)	RESPONSE	.	.	.	.
T	Do you have a question with present simple?	INT	Closed-Refer.	.	.	Managerial
Ss	no.	RESPONSE	.	.	.	.
T	ok. Very well.	FEEDBACK	.	.	.	.
T	Can you open the page 111? DESCRIBING A PERSON. Writing	INT	Closed-Display	.	.	Managerial
S	(asks in Turkish) şimdi yazalım mı?	INT	.	.	Seeking Clarification	.
T	not now. It will be homework.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Andy, you are reading the instruction loudly.	.	.	.	.	.
(Student reads the question.)	.	.	.	.	.	.
T	Do you know what punctuation and spelling mean?	INT	Open-Display	.	.	Materials Mode
Ss	(silence)	.	.	2S.	.	.
T	Punctuation means full stop, comma, question mark. (in order to explain spelling the teacher gives an example on the board.)	RESPONSE	.	.	.	.
(Students do the exercise. Teacher shows how to do it for each student.)	.	.	.	.	.	.
T	Have you finished?	INT	Closed-Refer.	.	.	Managerial
Ss	Yes.	RESPONSE	.	.	.	.
T	(to one of the Ss) What are we going to do now?	INT	Open-Display	.	.	Managerial
T	Can you tell your friends?	INT	Closed-Display	.	.	Managerial
S	I don't understand.	RESPONSE	.	.	.	.
T	(repeats) What are we going to do? I just told.	INT	Open-Display	.	Teacher Echo -	Managerial
T	You will answer the questions. If you want, you can do it with your partner.	RESPONSE	.	.	.	.
S	now?	INT	.	.	Seeking Clarification	.
T	now, now. Answer the questions. Do it together.	RESPONSE	.	.	.	.
(They are checking the answers.)	.	.	.	.	.	.
T	What does he look like, is that a personality or appearance question?	INT	Closed-Display	.	Reduction	Materials Mode
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	(()) appearance.	RESPONSE	.	.	.	.
T	Yes, appearance.	FEEDBACK	.	.	.	.
T	Can you look at part C?	INT	Closed-Display	.	.	Materials Mode
(Students open their book) (silence)	.	.	.	.	.	.
T	(talks about what they are expected to do in this exercise?)	.	.	.	.	.
T	Can you do it for Friday?	INT	Closed-Refer.	.	.	Managerial
Ss	(murmuring)	.	.	.	.	.
T	For tomorrow? Do you have other homework for tomorrow?	INT	Closed-Refer.	.	.	Managerial
Ss	Yes.	RESPONSE	.	.	.	.
T	Let's do it for Friday.	FEEDBACK	.	.	.	.
T	APPEARANCE. Page 8. Try to match the words with the pictures. You have just 30 seconds to do that activity. It's very easy.	INT	.	.	.	.
(Ss do the activity together. They sometimes ask questions to the teacher.)	.	.	.	.	.	.
T	Finished?	.	.	.	.	.
Ss	No.	RESPONSE	.	.	.	.
(They're checking the answers together by reading the answers aloud.)	.	.	.	.	.	.
T	When do you wear tracksuits?	INT	Open-Display	.	.	Materials Mode
Ss	(silence)	No Response	.	.	.	.
T	When you do sport. Ok↑	RESPONSE	.	.	Turn Completion	.
T	What is the another word for 'sweater'?	INT	Closed-Display	.	Scaffolding Extension	Materials Mode
Ss	.	No Response	.	2 sds.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move			
T	Do you know jumper? Jumper is the same for the sweater.				INT/RESPONSE	Closed-Display	.	Scaffolding-Modelling	Materials Mode
T	Trainers. Who has trainers?				INT	Open-Refer.	.	Scaffolding Extension	Classroom context
Ss	(murmuring)				No Response	.	.	.	.
T	by showing some students) You have trainers.				RESPONSE	.	.	.	.
(They finished the activity here.)	.				.	.	.	.	.
T	How can I choose the music? (Teacher works on the computer.) There is a problem with the computer. We'll listen to a song , but it's not working. What happened to this computer today?				INT	Open-Refer.	.	.	Managerial
Ss	(murmuring at the background)				No Response	.	.	.	.
T	Ok. We'll skip listening part now. Do you know prepositions?				INT	Closed-Refer.	.	.	Managerial
S	so so				RESPONSE	.	.	.	.
T	Ok. We'll remember them first. (draws on the board.)				FEEDBACK	.	.	.	.
S	prepositions?				INT	.	.	Seeking Clarification	.
T	Yes.				RESPONSE	.	.	.	.
T	Where is the ball?				INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
Ss	(together) on the box.				RESPONSE	.	.	.	.
T	Yes. It's on the box. (by showing another picture)				FEEDBACK	.	.	Turn Completion	.
T	Where is the ball?				INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
S	UNDER				RESPONSE	.	.	.	.
T	It's under the box.				FEEDBACK	.	.	Turn Completion	.
T	Another one?				INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
S	next to↑				RESPONSE	.	.	.	.
T	It's next to the box.				FEEDBACK	.	.	Turn Completion	.
T	This is?				INT	Open-Display	.	Scaffolding Modelling	Skills and Systems

Ek-5 NNS-B Transcriptions

NON-NATIVE -A

Spk	Utterance	Move	Function	WaitTime	Purpose	Move		
S	(raises hand) teacher, teacher.			.	.	.	.	.
T	Where is the marker? You can't see it ?			INT	Open-Refer.	.	.	Managerial
T	This is?			INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
Ss	between			RESPONSE	.	.	.	.
T	Between the?			INT	Closed-Display	.	Scaffolding- Modelling	Skills and Systems
Ss	box.			RESPONSE	.	.	.	.
T	Between the boxes. Ok.			FEEDBACK	.	.	.	.
T	Where is Ahmet?			INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
T	Right or left?			INT	Open-Display	.	Reduction	Skills and Systems
Ss	Left.			RESPONSE	.	.	.	.
T	How do we say it?			INT	Open-Display	.	Scaffolding Extension	Skills and Systems
Ss	left, left.			RESPONSE	.	.	.	.
T	He is on the left.			FEEDBACK	.	.	Turn Completion	.
T	Where is the box?			INT	Open-Display	.	Scaffolding Modelling	Skills and Systems
Ss	on the right.			RESPONSE	.	.	.	.
T	It's on the right of the box.			FEEDBACK	.	.	Turn Completion	.
T	Now, you will describe this picture to your partner.			.	.	.	.	.
S	When do we it?			INT	.	.	Seeking Clarification	.
T	right now.			RESPONSE	.	.	.	.
S	Teacher, you forgot 'in'.			INT	.	.	Direct Repair	.
T	Ok. I forget it. Thank you.			RESPONSE	.	.	.	.
T	I want to ask a question about clothes. Which word we can use before clothes?			INT	Closed-Display	.	Scaffolding- Extension	Skills and Systems
T	What does this mean? (she acts out.)			INT	Closed-Display	.	Scaffolding- Modelling	Skills and Systems

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk	Utterance	Move	Function	WaitTime	Purpose	Move		
S	wear↑				RESPONSE	.	.	.
T	But what do I do? (acts out again) wear, but?			INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems
S	DRESS.				RESPONSE	.	.	.
T	PUT OFF. You know put off?				RESPONSE - INT	Closed-Display	.	Scaffolding-Modelling
Ss	(silence) Yes.				RESPONSE	.	.	.
T	We can also say Put ON. Instead of PUT OFF, we use REMOVE. I remove my jacket.				FEEDBACK	.	.	Extended Teacher Turn
S	(in Turkish) çıkartmak?			INT		.	.	Seeking Clarification
T	Yes.put off- remove, wear and put on, Ok. For example I'm shopping and I want to try something. TRY ON!				FEEDBACK	.	.	.
T	Now, who can explain the picture? Everybody will say only one answer. He is			INT	Open-Display	.	.	Materials Mode
S	He is wearing shirt.				RESPONSE	.	.	.
T	What color?			INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	blue shirt.				RESPONSE	.	.	.
T	Good.				FEEDBACK	.	.	.
.
.
<u>AYŞE 10.01</u>								
T	Do you rememeber the song?			INT	Closed-Display	.	.	Managerial
Ss	(murmurings)				No RESPONSE	.	.	.
T	the last fourteen you couldn't understand. Great or bad?			INT	Closed-Display	.	Reduction	Materials Mode
S	bad.				RESPONSE	.	.	.
T	No. I think it should be different and at the same time you see the B part. You will make a summary of this song. You will choose, there are two option here, you see. You will read this paragraph and you will underline the right words. And then you will summarize what you understand from this song.>OK< You will listen to it now. Ready?			INT		.	.	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk	Utterance	Move	Function	WaitTime	Purpose	Move	
Ss	Yes.				RESPONSE	.	.
T	It starts now. Oh, no it can't start. Because projector, it doesn't work. I will check it again, right, now you'll try to understand fourteen, part fourteen. We will understand this part, >OK> WHAT DOES SONG SAY ↑			INT	.	.	Materials Mode
(Students listen to the audio-recorder.)	.			.	.	.	.
T	Could you get it?			INT	Closed-Refer.	.	Comrehension Check
T	Is it bad or great?			INT	Closed-Refer.	2s.	Reduction
Ss	(bad, great)			RESPONSE	.	.	.
T	bad or great?			INT	Closed-Refer.	.	Teacher Echo
S	Great ↑			RESPONSE	.	.	.
T	Great or bad?			INT	Closed-Refer.	.	Teacher Echo
S	Teacher , (who say) (unidentifiable Turkish-English murmurings)			.	.	.	.
T	This song; Who sings this song?			INT	Closed-Display	4s.	Scaffolding-Extension
.	.			No Response	.	.	.
T	We will learn about this song now. Ja, OK , Can you read this part loudly? SONG FACTS!			INT	.	.	Managerial
S	(He reads this part from the book.)			.	.	.	.
T	OK, whose song is it? What is the name of the group?			INT	Closed-Display	.	Scaffolding-Extension
Ss	[suck babe] (overlapped talk)			RESPONSE	.	.	.
T	Suck Babes, Yeah.			FEEDBACK	.	.	.
T	Do you know this group?			INT	Closed-Display	3s.	Scaffolding-Extension
Ss	.			No RESPONSE	.	.	.
T	Do you know this before?			INT	Closed-Display	.	Teacher Echo
Ss	No.			RESPONSE	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	unfair means Güvensiz?	INT	.	.	Seeking Clarification	L1
T	Unfair means for example I don't – (a stop) Let's give an example from class. You are students and I'm teacher .OK, Rrrr, for example to Beksulu I always become very kind and say oh Beksulu , you're great. When she do sth. good, (hhh), for example when Andy do does sth good , I don' tell her anything. I don't behave ...	RESPONSE	.	.	Extended Teacher Turn	.
Ss	[for example] (overlapped talk together with teacher)	INT	.	.	.	.
T	No I behave differently	RESPONSE	.	.	.	.
Ss	(murmurings on background)	.	.	.	.	.
T	I am good to s.one and bad to her. For example, I am a mother and I have 2 children. I love one of them very much and I don't love one of them not very much, I separate them, Ok. I DON'T BEHAVE THE SAME (*2).	RESPONSE	.	.	Extended Teacher Turn	.
T	Check, check, do you have dictionary?	INT	Closed-Display	2s.	.	Managerial
Ss	.	No RESPONSE	.	.	.	.
T	From now on, have a dictionary, please, don't ask everything [check everything in a dictionary] (While teacher is speaking, students are talking on background.) And Ada , where is your dictionary?	INT	Open-Refer.	.	.	Managerial
S	(unidentifiable trans.)	.	.	.	.	.
T	You forgot it?	INT	Closed-Display	.	.	Managerial
Ss	(mumurings)	.	.	.	.	.
T	OK, please have your dictionary all the time. And now, could you do Part B now?	INT	Closed-Display	.	.	Materials Mode
S	(non-verbal behavior)	.	.	.	.	.
T	What does it say? What was it about? What is it about?	INT	Open-Display	2s.	Scaffolding-Extension	Materials Mode
Ss	.	No RESPONSE	.	.	.	.
T	Part B, you're doing here.	INT	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	(Ada reads)	.	.	.	.	.
T	loudly.	.	.	.	.	.
S	(Ada) feeling worried	RESPONSE	.	.	.	.
T	Ja, feeling worried. You see, She is at the beginning worried.	FEEDBACK	.	.	.	.
S	(another student) adaletsiz	RESPONSE	.	.	.	L1
T	about her appearance. You know appearance↑	FEEDBACK	.	.	.	.
T	Ok Hüseyin, can you go on?	INT	Closed-Display	.	.	Managerial
S	(Hüseyin reads) She feels the same as people.	RESPONSE	.	.	.	.
T	Feels the same or ? Different? Ok can you read all the sentence, please?	INT	Closed-Display	.	Form-focused feedback	Skills and Systems
S	(Hüseyin reads)	RESPONSE	.	.	.	.
T	Right.	FEEDBACK	.	.	.	.
T	Next one,Ravil (another student).	INT	.	.	.	Materials
S	(Ravil reads) Some people say – (stop)	RESPONSE	.	.	.	.
T	Yes, some people say UNKIND.	FEEDBACK	.	.	Turn Completion	.
S	(Ravil goes on reading)	RESPONSE	.	.	.	.
T	YES	FEEDBACK	.	.	.	.
S	(Ravil is reading.) Heis richer...	RESPONSE	.	.	.	.
T	richer or OLDER?	INT	Closed-Display	.	.	Materials
Ss	older	RESPONSE	.	.	.	.
T	As she becomes older	INT	Open-Display	.	Scaffolding-Modelling	Materials
S	She becomes jealous	RESPONSE	.	.	.	.
T	jealous or CONFIDENT?	INT	Closed-Display	2S.	.	Materials
Ss	CONFIDENT.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok.	FEEDBACK	.	.	.	.
T	How does she feel at the beginning?	INT	Open-Display	1s.	Scaffolding Extension	Materials
S	.	No RESPONSE	.	.	.	.
T	How does she feel at the beginning?	INT	Open-Display	2s.	Teacher Echo	Materials
Ss	(murmuring on the background)	.	.	.	.	.
T	Is she confident?	INT	Closed-Display	2s.	Reduction	Materials
S	(a foreign student) No.	RESPONSE	.	.	.	.
T	Ok. When she was younger, how does she feel?	INT	Open-Display	.	Scaffolding-Modelling	Materials
S	(the same foreign student) worried.	RESPONSE	.	.	.	.
T	She was worried↑	FEEDBACK	.	.	Turn Completion	.
S	(another student) ugly.	RESPONSE	.	.	.	.
T	Ja, she was ugly or she felt ugly.	FEEDBACK	.	.	.	.
T	Then what happened?	INT	Open-Display	1s.	Scaffolding-Extens	Materials
Ss	.	No RESPONSE	.	.	.	.
T	What happened when she grow up?	INT	Open-Display	.	Scaffolding-Modelling	Materials
Ss	(a few students are speaking inconfidently.)	.	.	.	.	.
S	(Ada, a foreign student) confident.	RESPONSE	.	.	.	.
T	Yes, she becomes confident. And this song tells about this girl.	FEEDBACK	.	4S.	Turn Completion	.
((4 sds.))	.	.	.	.	.	.
T	Now, Ok we will do (.hhh) We will have a look at some photographs.	.	.	5s.	.	.
Ss	((murmurings))	.	.	.	.	.
T	Mmm. Some holiday photographs	.	.	.	.	.
S	Teacher, I need a holiday.	INT	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, Which holiday you prefer here in the Picture?	INT	Closed-Display	.	Genuine Req.	Classroom Context
S	Which holiday?	INT	.	.	Seeking Clarification	.
T	Ja, I will show you some pictures. You see, What do you see in the picture?	RESPONSE-INT	Open-Display	.	.	Materials Mode
S	Beach.	RESPONSE	.	.	.	.
T	A beach.	FEEDBACK	.	.	.	.
S	Sea or ocean.	RESPONSE	.	.	.	.
T	Sea or ocean.	.	.	.	.	.
Ss	two chair	RESPONSE	.	.	.	.
T	Two chairs, Ok.	FEEDBACK	.	.	.	.
S	pool	RESPONSE	.	.	.	.
T	Swimming pool.	FEEDBACK	.	.	.	.
S	A lot of chair	RESPONSE	.	.	.	.
T	Ok, I will show you some more pictures. Which one do you prefer here?	INT	Closed-Display	.	Genuine Req.	Classroom Context
Ss	[Camping]	RESPONSE	.	.	.	.
T	Camping↑Yeah.	FEEDBACK	.	.	.	.
T	Do you like camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	(altogether) [Yes]	RESPONSE	.	.	.	.
S	(one student) no, teacher.	RESPONSE	.	.	.	.
T	Have you ever, have you ever gone camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	(murmurings and comment on the background)	.	.	.	.	.
T	Did you go camping before?	INT	Closed-Refer.	.	Teacher Echo	Classroom Context
Ss	(unidentifiable comments, non-verbal behavior)	No RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	(showing pictures) Ok, this one?	INT	Open-Display	.	Direct Verbal	Materials Mode
Ss	(comments) no, snow ski (wrong pronunciation)	RESPONSE	.	.	.	.
T	Skiing ↑ Did you go skiing before?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	Yes, no (some students say yes, some say no)	RESPONSE	.	.	.	.
T	Doğan, where did you go?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S	Uludağ.	RESPONSE	.	.	.	.
T	Uludağ, oh!	FEEDBACK	.	.	.	.
T	Was it good, how was it?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	Good, very good.	RESPONSE	.	.	.	.
T	Very good, ok.	FEEDBACK	.	.	.	.
T	Firat, where did you go? For skiing?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	Saklikent.	RESPONSE	.	.	.	.
T	Saklikent.	FEEDBACK	.	.	.	.
T	And did you like?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	(another student) Davraz	RESPONSE	.	.	.	.
S	(Firat) It was too cold.	RESPONSE	.	.	.	.
T	Ja, of course, it is cold. (At the same time, the same student goes on talking to his friends in Turkish eagerly about the same subject.)	FEEDBACK	.	.	.	.
T	Mert, Where did you go?	INT	Closed-Refer.	.	.	Classroom context
S	Manisa.	RESPONSE	.	.	.	.
T	Did you do skiing?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	(Yes.)	RESPONSE	.	.	.	.
T	Oh, great. Ok. Winter holiday and here it's a city holiday. Ok, for example, maybe in abroad	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	New York	RESPONSE	.	.	.	.
T	Maybe, a modern city. And now you will tell which one you will prefer in the Picture? Again a holiday. (showing pictures) ((4-5S.))Hhh, how do we call these places? These kind of [...]	FEEDBACK-INT	Closed-Display	4-5s.	Scaffolding-Modelling	Materials Mode
S	[historical places]	RESPONSE	.	.	.	.
S	(another student) tarihi mi?	INT	.	.	Seeking Clarification	L1
T	historical places. Ok, historical↑In very very old times, there were, I don't know, statues. I think in Rome.	RESPONSE	.	.	.	.
Ss	(comments about pictures on the background)	.	.	.	.	.
T	And this Picture, How do we call these places? It is not in the city center, ok?	INT	Closed-Display	.	.	Materials Mode
S	Bizim Köy...	RESPONSE	.	.	.	L1
T	Like village, but it is another word. Village ↑ ok. Village is Ok.	FEEDBACK	.	.	.	.
S	(Ada, a foreign student) It is very still. (in a low voice)	RESPONSE	.	.	.	.
T	Sorry↑	INT	.	.	Seeking Clarification	Materials Mode
S	(the same student) Still.	RESPONSE	.	.	.	.
T	(gives no feedback)	FEEDBACK	.	.	.	.
S	(a different foreign student from front row)Great?	INT	.	.	Seeking Clarification	.
T	Village or have you ever heard countryside?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S	Country?	INT	.	.	Seeking Clarification	.
T	Countryside↑, ja, we can also use countryside. It's not city-center, like village.	RESPONSE	.	.	.	.
T	Is it Ok?	INT	Closed-Display	.	.	Managerial
S	Neighbourhood?	INT	.	.	Seeking Clarification	.
T	Neighbourhood means for example (students still comments) here Döşemealti is neighbourhood, this place. It is countryside. Now, which holiday do you prefer here?This one a historical place or city center, skiing, camping (students comment on the background) or a sea side. Which one do you prefer here?	RESPONSE-INT	Closed-Refer.	2S.	.	Materials Mode

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Fatmanur, do you prefer sth. about holiday? What do you think?	INT	Open-Refer.	.	Genuine Req.	Materials Mode
S	What do you want to do? sea	RESPONSE	.	.	.	.
T	You want sea or swim?	INT	Closed-Display	.	Seeking Clarification	Skills and Systems
S	Yes.	RESPONSE	.	.	.	.
T	Ok. You want to swim.	FEEDBACK	.	.	.	.
T	Do you like swimming a lot?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	Yes. (Students seem so eager to answer the question.)	RESPONSE	.	.	.	.
T	Oh, good. (By showing another Picture) Who prefers this place?	FEEDBACK-INT	Closed-Refer.	.	.	Materials Mode
(Two students raise their hands.)						
T	Firat. You like swimming also?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	(Firat) Yes, I like swimming.	RESPONSE	.	.	.	.
T	Hıhı, Ok.	FEEDBACK	.	.	.	.
S	(Firat) It makes me feel good.	RESPONSE	.	.	.	.
T	Ok, it makes you feel good.	FEEDBACK	.	.	.	.
S	(Fatmagül) I wondered.	RESPONSE	.	.	.	.
T	You wondered. Ok, Ada?	INT	.	.	.	.
S	(Ada) beach.	RESPONSE	.	.	.	.
T	beach↑ Do you have sea in your country?	FEEDBACK	Closed-Refer.	.	Genuine Quest.	Classroom context
S	(Ada) Yes.	RESPONSE	.	.	.	.
T	Oh. Great. Do you like swimming?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	Yes.	RESPONSE	.	.	.	.
T	Oh, great.	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	(Student to student) Sea or (m...) STUDENT INITIATION	INT	.	.	Seeking Clarification	.
T	Sea or ocean? Yeah! Do you have sea or ocean?	INT	Closed-Refer.	.	Seeking Clarification	Classroom context
S	Two	RESPONSE	.	.	.	.
T	Two?	INT	Closed-Refer.	2s.	Seeking Clarification	Classroom context
S	((2 sds.)) Anyway, there are sea and ocean.	RESPONSE	.	.	.	.
T	Ocean and sea, both of them.	FEEDBACK	.	.	.	.
S	Yes.	RESPONSE	.	.	.	.
T	Oh, ok.	FEEDBACK	.	.	.	.
(Students comment and laugh.)	.	.	.	.	.	.
T	And CAMPING↑ Who prefers camping?	INT	Closed-Refer.	.	Scaffolding-Extension	Materials
Ss	No. (murmurings on the background)	RESPONSE	.	.	.	.
T	No? Noone↑	FEEDBACK	.	.	.	.
S	Yes, but funny teacher.	RESPONSE	.	.	.	.
T	Do you like nature, Ravil? Do you like nature?	INT	Closed-Refer.	3s.	Scaffolding-Extension	Classroom context
Ss	.	No RESPONSE	.	.	.	.
T	Nature? Do you like nature, Ravil? Trees, animals, mountains.	INT	Closed-Refer.	.	Scaffolding-Modelling	Classroom context
S	Mountains.	RESPONSE	.	.	.	.
T	Nature, they are all nature. Do you like?↑	FEEDBACK-INT	Closed-Refer.	.	Teacher Echo	Classroom context
S	Teacher, but maybe danger.	RESPONSE	.	.	.	.
T	It maybe dangerous.	FEEDBACK	.	.	.	.
.
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Why, why?	INT	Open-Display	2s.	Scaffolding-Extension	Classroom context
T	Why, Doğan?	INT	Open-Display	.	Teacher Echo	Classroom Context
S	Because danger animal.	RESPONSE	.	.	.	.
T	Yeah.	FEEDBACK	.	.	.	.
S	Little danger animals.	RESPONSE	.	.	.	.
T	For example?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
Ss and T	[Snake, spider, maybe lions]	RESPONSE	.	.	.	.
S	But teacher poisonous animal a lot of.	RESPONSE	.	.	.	.
T	Yeah. Maybe there are a lot of poisonous animals. Yes, ok. THIS HOLIDAY. WHO PREFERS THIS TYPE OF HOLIDAY?↑	FEEDBACK-INT	Closed-Refer.	2s.	.	Materials Mode
Ss	.	No RESPONSE	.	.	.	.
T	No one↑	INT	.	.	.	Managerial
T	You. Do you like cold or winter?	INT	Closed-Refer.	.	Reduction	Classroom Context
S	Yes, because I am from Erzurum.	RESPONSE	.	.	Extended Learner Turn	.
T	Oh! Did you go to Palandöken?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	No, I didn't.	RESPONSE	.	.	.	.
T	No, ok.	FEEDBACK	.	.	.	.
S	(another student to this S)Why? STUDENT INITIATION	INT	.	.	Genuine Quest.	.
S	Because (in his own language)	RESPONSE	.	.	.	L1
T	Ok, you couldn't go. Maybe next time you can go.	FEEDBACK	.	.	.	.
T	NOW, NO ONE WANTS TO GO ON THIS HOLIDAY?	INT	Closed-Refer.	.	.	Managerial
Ss	((5sds.))	No RESPONSE	.	.	.	.
T	You don't like it?	INT	Closed-Display	.	Seeking Clarification	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Yes.	RESPONSE	.	.	.	.
T	Ok, only Doğan wants to ski.	FEEDBACK	.	.	.	.
T	Do you want to go to a city center, a modern city for a holiday?	INT	Closed-Refer.	.	Scaffolding-Modelling	Materials
Ss	((Yes, New York of course))	RESPONSE	.	.	.	.
T	Like New York.	FEEDBACK	.	4S.	.	.
T	Who wants to go to a city center? No one?	INT	Closed-Refer.	.	.	Managerial
S	I love holiday.	RESPONSE	.	.	.	.
T	You like it↑	FEEDBACK	.	.	.	.
S	(smiling eagerly) (murmurings)	.	.	.	.	.
T	I am just asking your opinion about this type of holiday.	INT	.	.	.	.
Ss	(...)	.	.	.	.	.
T	A crowded city maybe.	RESPONSE	.	.	.	.
Ss	(At the same time 3 Ss raise hand and comment on the question)	.	.	.	.	.
S	(one of Ss.) It will be nice because I don't care what people think, so I want to [whatever m...]	RESPONSE	.	.	Extended Learner Turn	.
T	Yes, you want to do.	FEEDBACK	.	.	.	.
S	Whatever you want.	RESPONSE	.	.	.	.
T	Ok, you prefer a city center.	FEEDBACK	.	.	.	.
S	(different S) Big buildings.	RESPONSE	.	.	.	.
T	HiHi. Do you prefer it, Ayşen? Do you want to go to a city center?, Ayşen?	INT	Closed-Refer.	.	Materials	Materials
S	(...)	.	.	.	.	.
T	Oh, ok good. Yes, Fatmanur.	FEEDBACK	.	.	.	.
S	very crowded, dirty	RESPONSE	.	.	.	.
T	very crowded maybe dirty. Do you prefer? Yes or no?	FEEDBACK-INT	Closed-Display	.	Reduction	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	(moves her head as No)	RESPONSE	.	.	.	.
T	Do you think are big cities dangerous?↑ like istanbul, for example.	INT	Closed-Display	2s.	Scaffolding-Extension	Materials
Ss	(murmuring among themselves) ((2 sds.))	.	.	.	.	.
T	Are big cities dangerous?	INT	Closed-Display	.	Teacher Echo	Materials
Ss	(no, comments on the question)	.	.	.	.	.
S	Have you ever been United States of America ?	INT	.	.	Genuine Quest.	.
T	No, no. I haven't been to America, unfortunately.	RESPONSE	.	.	.	.
S	Maybe London?	INT	.	.	Genuine Quest.	.
T	No, London.	RESPONSE	.	.	.	.
S	Only Antalya. (Ss laugh)	FEEDBACK	.	.	.	.
S	Which university, teacher?	INT	.	.	.	.
T	Akdeniz University.	RESPONSE	.	.	.	.
(Ss laugh on the background.)	.	.	.	.	.	.
T	Maybe later for the Masters degree. Ja, I love Antalya very much.	RESPONSE	.	.	.	.
(unidentifiable words)	.	.	.	.	.	.
T	What about this Picture?	INT	Open-Display	.	.	Materials Mode
Ss	Maybe.	RESPONSE	.	.	.	.
T	Nature, historical places. Do you like historical places?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Materials Mode
Ss	Yes.(Ss try to anwer the question altogether.)	RESPONSE	.	.	.	.
T	Taking a photo? yes, Doğan↑	INT	Closed-Display	.	.	Materials Mode
S	I think, it is boring.	RESPONSE	.	.	.	.
T	Yes, Ayşen.	.	.	.	.	.
S	taking information (not sure)	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes, you learn information about these places. Good. Ok , Who loves history?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	I like.	RESPONSE	.	.	.	.
T	You like.	FEEDBACK	.	.	.	.
S	Yes.	RESPONSE	.	.	.	.
T	Ok. Do you read historical books?	FEEDBACK	Closed-Refer.	.	Scaffolding-Exton	Classroom Contxt
S	Yes, I read historical books.	RESPONSE	.	.	.	.
T	Ok. Who likes going to museums?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
(A s raise hand.)	.	.	.	.	.	.
T	You like museums. Good, then, do you prefer a holiday like that?	FEEDBACK-INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	Taj Mahal.	RESPONSE	.	.	.	.
T	Ja, Taj Mahal. Do you prefer a historical holiday?	FEEDBACK-INT	Closed-Refer.	2s.	Teacher Echo	Classroom Context
Ss	.	No RESPONSE	.	.	.	.
T	No, Andy, you don't like it? Mert?	INT	Closed-Refer.	.	Turn Completion	Classroom Context
S	What about you, teacher?	INT	.	.	Genuine Quest.	.
T	Yes, sometimes I find it boring, but I wonder about such places.	RESPONSE	.	.	.	.
T	Do you like history?	INT	Closed-Refer.	2s.	Scaffolding-Extension	Classroom Context
Ss	Teacher, did you visit Efes?	INT	.	.	Genuine Quest.	.
T	Yes.	RESPONSE	.	.	.	.
T	You visited? Which places you know in Antalya or Turkey?	INT	Open-Display	3s.	Scaffolding-Extension	Classroom Context
Ss	.	No RESPONSE	.	.	.	.
T	Historical places?	INT	Open-Display	.	Scaffolding-Modelling	Classroom Context
S	Urfa Castle.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Urfa Catle, ok.	FEEDBACK	.	.	.	.
S	Istanbul.	RESPONSE	.	.	.	.
T	Ja, in Istanbul many many places.	FEEDBACK	.	.	.	.
S	Şirince.	RESPONSE	.	.	.	.
T	Şirince, oh, very famous.	FEEDBACK	.	.	.	.
S	Yes, teacher, very very.	RESPONSE	.	.	.	.
T	Ok.	FEEDBACK	.	.	.	.
S	(comments in his own language)	.	.	.	.	.
T	In your country do you have a historical place or historical places? Ada and Andy?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
Ss	Yes. A lot .	RESPONSE	.	.	.	.
T	Can you give example?	INT	Open-Refer.	.	Scaffolding-Extension	Classroom Context
S	Teacher, it is very difficult, because our culture is different from other culture.	RESPONSE	.	.	Extended Learner Turn	.
T	Do you have such buildings or what do you have for example?	INT	Open-Refer.	3S.	Scaffolding-Modelling	Classroom Context
S	Maybe...	RESPONSE	.	.	.	.
T	You don't remember.	FEEDBACK	.	.	.	.
S	Yes, but in English I don't know.	RESPONSE	.	.	Extended Learner Turn	.
T	OK. Thank you. Ayşen, do you have historical places in your country?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Extension	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Yeah, Can you give an example?	INT	Open-Display	.	Scaffolding-Extension	Classroom Context
S	Kız Kulesi, (...)	RESPONSE	.	.	.	.
T	Do a lot of people visit there?	INT	Closed-Display	.	Scaffolding-Extension	Classroom Context
S	A lot of saray complex.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, good. Thank you. What about you, Beksulu? Do you have historical places in your country?	FEEDBACK-INT	Closed-Refer.	3S.	Scaffolding-Extension	Classroom Context
S	((3sds.))	No RESPONSE	.	.	.	.
T	Can you give us example?	INT	Open-Refer.	5s.	Scaffolding-Extension	Classroom Context
S	.	No RESPONSE	.	.	.	.
T	Is there any famous place?	INT	Closed-Refer.	5s.	Scaffolding-Modelling	Classroom Context
S	((5sds.))	No RESPONSE	.	.	.	.
T	a very famous place do you have in your country? You don't remember.	INT	Closed-Refer.	.	Teacher Echo	Classroom Context
T	Ok, Ravil. Do you have any historical places in your country? Can you give us examples?	INT	Open-Refer.	.	Direct Verbal	.
S	(...)	No RESPONSE	.	.	.	.
T	Is it a building?	INT	Closed-Refer.	.	Reduction	Classroom Context
S	Castle.	RESPONSE	.	.	.	.
T	Ok, do a lot of people visit there?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom Context
S	(...)	.	.	.	.	.
T	Hmm. A lot. Ok. Anyway, last one, Who prefers a countryside?	FEEDBACK-INT	Closed-Refer.	2s.	.	Materials Mode
(A great silence in class; a student raises hand)	.	.	.	.	.	.
T	Yes, do you like?	INT	Closed-Display	.	Seeking Clarific.	Materials Mode
S	(...)	.	.	.	.	.
T	Is it similar in your country?	INT	Closed-Refer.	.	Scaffolding-Extension	Classroom context
S	A little.	RESPONSE	.	.	.	.
T	A little↑ok. Do you like a village life; a countryside life?	FEEDBACK-INT	Closed-Refer.	.	Reduction	Skills and Systems
Ss	(murmuring)	.	.	.	.	.
T	Do you like?	INT	Closed-Refer.	.	Teacher Echo	Skills and Syste

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Yes.	RESPONSE	.	.	.	.
T	Do you like animals?	INT	Closed-Refer.	.	Scaffolding-Extension	Skills and Systems
T	Maybe farm animals?	INT	Closed-Display	.	Scaffolding-Modelling	Classroom Context
S	I like hunt.	RESPONSE	.	.	.	.
T	You like to hunt, Yes, hunt.	FEEDBACK	.	.	Direct Repair	Skills and Systems
S	(a different student) What does it mean?	INT	.	.	.	.
T	Did you hunt before?	INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Oh, what did you hunt for example? Birds?	INT	Open-Refer.	.	Scaffolding-Modelling	Classroom Context
S	Yes, bird, duck.	RESPONSE	.	.	.	.
T	Duck also, oh. And do you have a gun?	FEEDBACK-INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Oh, ok. Be careful with your gun, then. Where do you go hunting?	FEEDBACK-INT	Closed-Refer.	S2.	Genuine Quest.	Classroom Context
S	((2sds.))	No RESPONSE	.	.	.	.
T	Where do you go hunting?	INT	Closed-Refer.	.	Teacher Echo	Classroom Context
S	Istanbul.	RESPONSE	.	.	.	.
T	In Istanbul.	FEEDBACK	.	.	Direct Repair	.
S2	Kırşehir.	RESPONSE	.	.	.	.
T	Where are you from, Hüseyin? I forgot it.	INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	I live in Ankara, but I am from Kırşehir.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok. You like hunting. That's good, ok. Now, YOU WILL WRITE 5 THINGS THAT YOU LIKE DOING when you go on holiday. For example like swimming, I don't know ok? Think about a holiday, what do you do on holiday?	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	sitting, sleeping.	RESPONSE	.	.	.	.
T	Ok, write down, then we will listen to your ideas. Five things that you like doing when you are on holiday.	.	.	.	.	.
S	Sitting, sleeping, running	RESPONSE	.	.	.	.
T	Running, oh, in the morning running can be good.	FEEDBACK	.	.	.	.
S2	Swimming, travelling, dancing and drink alcohol	RESPONSE	.	.	.	.
T	Oh, ok. Thank you. Who wants to read? Yes, Andy.	FEEDBACK-INT	Closed-Display	.	.	Managerial
S3	Shopping, swimming, eating, travelling and watching TV or using my computer.	RESPONSE	.	.	.	.
T	Ok, thank you very much. And, Hüseyin, What do you like doing when you are on holiday?	FEEDBACK-INT	Open-Refer.	.	.	Skills and Systems
S	Sleeping, relaxing, playing game with my friends.	RESPONSE	.	.	.	.
T	On computer?	INT	Closed-Refer.	.	Seeking Clarification	Skills and Systems
S	No, playing cards.	RESPONSE	.	.	.	.
T	Oh, ok. Playing game cards and hunting?	FEEDBACK-INT	Closed-Display	.	Clarification	Skills and Systems
S	Yes.	RESPONSE	.	.	.	.
T	Oh, you like hunting.	FEEDBACK	.	.	.	.
T	And Doğan, what do you like on holiday?	INT	Open-Display	.	.	Skills and Systems
S	I like swimming, playing football, skiing, sleeping.	RESPONSE	.	.	.	.
T	Ok. Enes, what do you like?	FEEDBACK-INT	Open-Display	.	.	Skills and Systems
S	I like travel.	RESPONSE	.	.	.	.
T	Travelling ↑	INT	Closed-Display	.	Direct Repair	Skills and Systems
S	Yes. Sleeping, playing football games.	RESPONSE	.	.	.	.
T	That's all? Ok, Ayşen.	FEEDBACK-INT	Closed-Display	.	.	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	I like swimming, driving car, playing volleyball.	RESPONSE	.	.	.	.
T	Oh, great. Do you have a car?	FEEDBACK-INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	No, my father.	RESPONSE	.	.	.	.
T	Your father's car you are using, ok.	FEEDBACK	.	.	.	.
T	And Ada, what do you like doing on holiday?	INT	Open-Display	.	Form Focused	Skills and Systems
S	Swimming, dancing, shopping, travelling, canoeing, playing football.	RESPONSE	.	.	.	.
T	Oh, Can you play football?	INT	Closed-Refer.	.	Seeking Clarific.	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Wow, Andy, Can you also play football?	INT	Closed-Refer.	.	Scaffolding Extension	Classroom Context
S	No, no.	RESPONSE	.	.	.	.
T	Ok, good. For football matches you can call Ada. Ada, are you good at playing football?	FEEDBACK-INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	A little.	RESPONSE	.	.	.	.
T	Fatmanur, what do you like doing on holiday?	INT	Open-Display	.	Form Focused	Skills and Systems
S	travelling, eating, dancing, swimming,	RESPONSE	.	.	.	.
T	That's all, ok Good. Now, thank you very much. Page 152.	FEEDBACK-INT	.	.	.	.
S	How about game, teacher? (in Turkish)	INT	.	.	Seeking Clarification	.
T	Now, we will learn some good vobulary about holiday. Today, I'll give you some homework, and you should buy your books. Ok, page 152. Now , you will match these pictures with these phrases↑. It is very easy.	.	.	.	.	.
S	What is 'abroad' teacher?	INT	.	.	Seeking Clarification	.
T	abroad! for example, here is turkey, other countries are called abroad.	RESPONSE	.	.	.	.
Ss	(say it in turkish on the background)	.	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	abroad↑ other countries↑. for example, france, england, usa	RESPONSE	.	.	.	.
S	Teacher, finish.	RESPONSE	.	.	.	.
T	Finished, great. We will check now. First Picture?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go away for the weekend.]	RESPONSE	.	.	.	.
T	Number two?	INT	Closed-Display	.	.	Materials Mode
Ss	[camping.]	RESPONSE	.	.	.	.
T	Go camping. Picture three?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go on holiday]	RESPONSE	.	.	.	.
T	Go on holiday. Good. Picture four?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go for a walk]	RESPONSE	.	.	.	.
T	Go for a walk. Picture five?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go sightseeing]	RESPONSE	.	.	.	.
T	Go sightseeing. Do you know sightseeing?	FEEDBACK-INT	Closed-Display	.	Scaffolding Extension	Materials Mode
Ss	[Yes]	RESPONSE	.	.	.	.
T	Good. Picture six?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go by bus]	RESPONSE	.	.	.	.
T	Go by bus. Number seven?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[cycling]	RESPONSE	.	.	.	.
T	Yes, Picture eight?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[Go out at night]	RESPONSE	.	.	.	.
T	Ok, last Picture?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[go abroad]	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T (Listening practice)	Yes, go abroad. Now we will listen to them quickly and you will repeat.	FEEDBACK-INT	.	.	.	.
T (Ss are doing exercise on the book.)	Now we are doing number 2, other holiday activities, ok? It is very easy.	INT	.	.	.	.
T	Now, the first one is staying in a hotel. The next one?	INT	Closed-Display	.	.	Materials Mode
Ss	[Taking photos.]	RESPONSE	.	.	.	.
T	Take photos.	FEEDBACK	.	.	.	.
Ss	[buy souvenirs]	RESPONSE	.	.	.	.
T	On the beach?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
Ss	[sunbath on the beach]	RESPONSE	.	.	.	.
T	Book flight↑ Do you know what does book mean?	INT	Closed-Display	2S.	Scaffolding Extension	Materials Mode
Ss	((2sds.))	No RESPONSE	.	.	.	.
T	It is different. This time it is a verb. You are going to for example have an holiday, but before going there, you call the hotel and you say ok I will come to your hotel. It is like reservation.	RESPONSE	.	.	.	.
S	I book a room.	INT	.	.	Seeking Clarification	.
T (Listening Activity)	Yes, or you can book in a restaurant.	RESPONSE	.	.	.	.
T	Any questions here?	INT	Open-Refer.	.	Comprehension Check	Managerial
Ss	[No]	RESPONSE	.	.	.	.
T	No, now adjectives. We'll match these five questions with these adjectives. The last part. You did it?	INT	Closed-Display	.	.	Managerial
Ss	[Yes]	RESPONSE	.	.	.	.
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, if you finished, maybe I'll give you an extra work.	FEEDBACK	.	.	.	.
(An exercise from the book)	.	.	.	.	.	.
T	What was the weather like, Ravil?	INT	Closed-Display	.	.	Materials Mode
S	windy, fogy and cloudy.	RESPONSE	.	.	.	.
T	Ok, What was the hotel like?	INT	Closed-Display	.	.	Materials Mode
Ss	[Ss answer altogether]	RESPONSE	.	.	.	.
T	Ok, one by one.	FEEDBACK	.	.	.	.
S	Luxurious, comfortable.	RESPONSE	.	.	.	.
T	Also, read the negative adjectives.	.	.	2S.	.	.
T	You said comfortable, luxurious.	FEEDBACK	.	.	.	.
S	Basic, dirty, uncomfortable.	RESPONSE	.	.	.	.
S	What is basic?	INT	.	.	Seeking Clarification	.
T	Not modern, developed. It is very simple, not interesting.	RESPONSE	.	.	.	.
T	And what was the town like?	INT	Closed-Display	.	.	Materials Mode
S	crowded.	RESPONSE	.	.	.	.
T	Noisy, crowded and also?	INT	Closed-Display	.	.	Materials Mode
Ss	[beautiful and lovely]	RESPONSE	.	.	.	.
T	What were the people like?	INT	Closed-Display	.	.	Materials Mode
S	(.....)	.	.	.	.	.
T	What was the food like, Beksulu?	INT	Closed-Display	.	.	Materials Mode
S	Delicious, special and disgusting.	RESPONSE	.	.	.	.
T	Ok, we'll listen to them quickly for your pronunciation.	FEEDBACK	.	.	.	.
T	What are some general positive adjectives?	INT	Open-Display	2s.	.	Materials Mode

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Positive ones in the green box? Ada?	INT	Open-Display	.	Teacher Echo	Materials Mode
S	[Beautiful], lovely, fantastic, great	RESPONSE	.	.	.	.
T	Lovely, fantastic, great. Negative ones, Fatmanur?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	awful, horrible, terrible	RESPONSE	.	.	.	.
T	They mean very bad. Page 12 again. A pair work, you will ask your partner which do you prefer and tell a reason why.	FEEDBACK-	.	.	.	.
(Ss are having a pair work together for the rest of the time.)	.	.	.	.	.	.
T	Milhan, are you Ok? Are you ill or Why didn't you come?	INT	Open-Refer.	2s.	.	Managerial
S	((2sds.)) (...)	No RESPONSE	.	.	.	.
T	Why are you absent most of the time?	INT	Open-Refer.	.	.	Managerial
S	YGS	RESPONSE	.	.	.	.
S	(another std.) He's studying YGS.	RESPONSE	.	.	Extended Learner Turn	.
T	You are studying for university exam?	INT	Closed-Refer.	.	Seeking Clarification	Classroom Context
S	(.....)	.	.	.	.	.
T	Are you going to leave this school?	INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	Yes.	RESPONSE	.	.	.	.
T	Really. Oh, where do you want to go?	FEEDBACK-INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
S	Istanbul.	RESPONSE	.	.	.	.
T	Istanbul. You're preparing for the exam again.	FEEDBACK	.	.	.	.
(Ss. comment on the background.)	.	.	.	.	.	.
T	Why did you come here?	INT	Open-Refer.	.	Genuine Quest.	Classroom Context
S	(answers in Turkish)	.	.	.	L1	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Do you have scholarship?↑	INT	Closed-Refer.	.	Genuine Quest.	Classroom Context
	(S doesn't understand and stretches his head to the front.)	.	.	.	.	.
T	Do you have scholarship?	INT	Closed-Refer.	3s.	Teacher Echo	Classroom Contxt
	(Ss comment on the sentence and especially the word 'scholarship')	.	.	.	.	.
T	Do you pay money for the school? Or Do you have scholarship?	INT	Closed-Refer.	.	Scaffolding-Modelling L1	Classroom Context
S	veriyorum. (confirms in Turkish)	RESPONSE	.	.	.	.
T	Oh, Ok, Oh my God! Anyway ((4sds.))	FEEDBACK	.	4S.	.	.
T	do you remember which words we learned yesterday? in the text! which words?	INT	Open-Display	.	.	Managerial
	(Ss look at the book and talk among themselves.)	.	.	.	.	.
T	to elect↑; election. do you remember?	INT	Closed-Display	3s.	Scaffolding-Modelling	Managerial
	((3SDS.))	.	.	.	.	.
T	election.	RESPONSE	.	.	.	.
S	press pass.	RESPONSE	.	.	.	.
T	what else do you remember? election we said.	INT	Open-Display	.	Scaffolding-Extension	Managerial
S	although.	RESPONSE	.	.	.	.
T	ok, we will work on although today again.	FEEDBACK	.	.	.	.
S	go mad!	RESPONSE	.	.	.	.
T	go mad, yes, go mad.	FEEDBACK	.	.	.	.
T	when do people go mad?(t writes on board)	INT	Open-Display	1S.	Scaffolding-Extension	Managerial
	((1sd.))	.	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Do you remember?	INT	Closed-Refer.	.	Comprehension Check	Managerial
(Ss try to give examples)	.	.	.	.	.	.
S	For example football match.	RESPONSE	.	.	.	.
T	Yes, why not?	FEEDBACK	.	.	.	.
(Ss speak in Turkish on the background.)	.	.	.	.	.	.
T	In English please, Firat, you were absent most of the time .On Friday a new S joined our class, his name is Şabidin. Ok, GO MAD and what else can you remember from yesterday?	INT	Open-Display	.	Scaffolding-Extension	Managerial
S	Fenerbahçe and Galatasaray played football match and 'tarafar' go mad.	RESPONSE	.	.	Extended Learner Turn	.
T	fans, fans.yes, fans go mad.	FEEDBACK	.	.	.	.
S	victory?	INT	.	.	Seeking Clarifi.	.
T	victory↑ok, do you remember victory?	INT	Closed-Refer.	.	Scaffolding-Extension	Managerial
S	success in game.	RESPONSE	.	.	.	.
T	yes, success in a game. yes, you are great today	FEEDBACK	.	.	.	.
S	jealous? (s couldn't pronounce correctly.)	INT	.	.	Seeking Clarifi.	.
T	sorry, i couldn't understand. (approaches student and looks at the s's note.)yes, we learned it before on friday. jealous was on friday.	RESPONSE	.	.	.	.
T	ok, sun rise and sunset↑ (writes on the board.)	INT	.	.	.	.
S	discover↑	INT	.	.	.	.
T	discover. (writes on the board.) do you remember the synonym of discover?	INT	Closed-Display	.	Scaffolding-Extension	Managerial
Ss	[find out]	RESPONSE	.	.	.	.
T	find out , good. oh, great, you remember all the words.	FEEDBACK	.	.	.	.
S	(from the front row) around?	INT	.	.	Seeking Clarifi.	.
T	sorry,	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	around	INT	.	.	.	.
T	around↑ ((4sds.)) ja, around is a preposition.	RESPONSE	.	.	.	.
Ss	[Yes.]	FEEDBACK	.	.	.	.
(At this stage, all the Ss seem engaged and motivated.)	.	.	.	.	.	.
S	Teacher, he just want to ask what 'press pass' mean?	INT	.	.	Seeking Clarifi.	.
T	Can you remember 'press pass'?	INT	Closed-Display	.	Scaffolding-Modelling	Managerial
(A S raises hand)	.	.	.	.	.	.
T	Can you explain, Şabidin?	INT	Closed-Display	.	.	Managerial
S to Ss	ID Card.	RESPONSE	.	.	.	.
T	Yes ID card. What does it show?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
S	(Şabidin) It shows you work in this building.	RESPONSE	.	.	Extended Learner Turn	.
T	When you work in Media in Press. You are a member of the press and this is your name and this is your press card, press card (by drawing shows it on the board) Ok, press card.	FEEDBACK	.	.	.	.
S	Turkish name, what is it? STUDENT INITIATION	INT	.	.	Seeking Clarifi.	.
T	Press card, no Turkish.	RESPONSE	.	.	.	.
Ss	[Basın kartı]	RESPONSE	.	.	L1	.
T	Press card when you work in press.	FEEDBACK	.	.	.	.
S	Öğrenci kartı olur mu? STUDENT INITIATION	INT	.	.	Seeking Clarifi.	L1
T	No, it is student card, (showing the drawing on the board), it is press card.	RESPONSE	.	.	.	.
(Ss still comment on the word among themselves.)	.	.	.	.	.	.
T	Ja, journalists, reporters, they are all press, ok?	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Ok, ok.	RESPONSE	.	.	.	.
T	Now, we will check pronunciations of some past tenses, ok I will ask you now	.	.	.	.	.
(Teacher writes some words on the board.)	.	.	.	.	.	.
T	Do you remember how we – pronounce this word?	INT	Closed-Display	.	Form-focused	Skills and Systems
Ss	end-ed (comments on background)	RESPONSE	.	.	.	.
T	Right, good, now I'll ask you, Hüseyin, pronounce it loudly.	FEEDBACK-INT	.	.	.	.
S	◦Corected◦	RESPONSE	.	.	.	.
T.	Right. After t- sound correct, CORRECTET↑Ok, don't forget –t.	FEEDBACK	.	.	.	.
T	And Doğan?	INT	.	.	.	.
S	◦need◦◦ needed◦	RESPONSE	.	.	.	.
T	NEEDED↑ Right, d- sound, t- and d- sound, [Ada]	FEEDBACK	.	.	.	.
S	(another S)[Teacher can I say sth] STUDENT INITIATION	INT	.	.	Seeking Clarifi.	.
T	Ok.	RESPONSE	.	.	.	.
S	STARTET↑ t- kullanmıyor muyuz? Ama Collen de STARTED di – dedi.	INT	.	.	Seeking Clarifi.	L1
(All Ss confirm it.) ((3sds.))	.	.	.	.	.	.
T	It is American English and British English accent, they are different.	RESPONSE	.	.	.	.
S	Hangisi doğru?	INT	.	.	Seeking Clarifi.	L1
T	Both of them are right. They speak American English. ◦Started◦, maybe when you speak fast, ◦started◦. This book is British English, ok, and your previous book WORLD LINK, FOCUS ON GRAMMAR, they are American English.	RESPONSE	.	.	.	.
(Ss talk.)	.	.	.	.	.	.
T	No, no,no. Our previous book, you remember World Link. Your grammar books now, they are American English. When you listen to - you can easily understand British English.	FEEDBACK	.	.	Extended Teacher Turn	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	British English.↑	INT	.	.	Seeking Clarifi.	.
T	Ja, this one Ada?	INT	.	.	.	.
S	◦ looket◦	RESPONSE	.	.	.	.
T	Not LOOKET↑ After t- and d- sound we pronounce –et. Watch?	FEEDBACK-INT	Closed-Display	.	.	Materials Mode
Ss	[watched]	RESPONSE	.	.	.	.
S	Update? STUDENT INITIATION	INT	.	.	Seeking Clarifi.	.
T	◦ Update◦	RESPONSE	.	.	.	.
S	(another S) UPDATET↑	RESPONSE	.	.	.	.
T	Ja, updatet (Pronunciation exercise goes on like that?)	FEEDBACK	.	.	.	.
T	Now, try to remember although↑ (writes exercises on the board.) Although they have different personalities, how can we end it?	INT	Open-Display	3s.	Form Focused	Skills and Systems
((3snds.))	.	.	.	.	.	.
T	Just say sth.	.	.	2S.	.	.
T	Although they have different personalities, do you remember PERSONALITY↑	INT	Closed-Display	.	Scaffolding-Extension	Skills and Systems
S	Yes.	RESPONSE	.	.	.	.
S	(another S.) They are the same.	RESPONSE	.	.	.	.
T	They love each other?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems
S	Yes, yes.	RESPONSE	.	.	.	.
T	They love each other, ok , why not (T writes on the board). Yes, Şabidin, you were telling sth.	FEEDBACK	.	.	.	.
S	(Şabidin) They are I guess the same.	RESPONSE	.	.	Extended Learner Turn	.
T	Their ideas are the same. Ja, their ideas are the same (T writes on the board)	FEEDBACK	.	4S.	.	.
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Is it Ok, I wrote like that?	INT	Closed-Display	3S.	Comprehension Check	Skills and Systems
((3SNDS.))	.	.	.	.	.	.
T	Is it OK, what do you think? Is it right or wrong?	INT	Closed-Display	1S.	Teacher Echo	Skills and Systems
((1sd))	.	.	.	.	.	.
T	Ok, this way it's right. Although they have very different personalities, they love each other. Do you think it is right or wrong?	INT	Closed-Display	.	Teacher Echo	Skills and Systems
S	Right, teacher. ((comments on background))	RESPONSE	.	.	.	.
T	Who says it is right?	INT	Closed-Display	3S.	.	Managerial
((comments for 3snds.))	.	.	.	.	.	.
T	Ok, this is right but in this way is it right or wrong?	INT	Closed-Display	.	Reduction	Skills and Systems
S1	Although right I think.	RESPONSE	.	.	.	.
S2	First, teacher.	RESPONSE	.	.	.	.
T	What about this one? (on the board)	INT	Closed-Display	.	Confirmation	Skills and Systems
S1	Ok.	RESPONSE	.	.	.	.
T	Ok? Who says it is right? Idris, Şabidin, Doğan.	INT	Closed-Display	.	.	Managerial
S3	Wrong teacher.	RESPONSE	.	.	.	.
T	No, it's right. This one is also right. The important thing is after although we use this sentence, ok. although they have very different personalities, they love each other. there is no difference they love each other although they have very different personalities. ok? No difference, it is right.	FEEDBACK	.	.	Extended Teacher Turn	Skills and Systems
S	Ama anlamları farklı değil mi?	INT	.	.	Seeking Clarific.	L1
T	No it's right, the same. Which one is negative, which one is positive here?	INT	Closed-Display	.	Comprehension Check	Skills and Systems
S	Teacher, bunu Türkçe açıklayabilir miyim?	INT	.	.	Seeking Clarific.	L1

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, not Turkish, we have foreign students.	RESPONSE	.	.	.	.
S	İngilizce nasıl açıklayacağım ben ya?	RESPONSE	.	.	.	L1
T	Is the first part sth negative or positive?	INT	Closed-Display	.	Reduction	Skills and Systems
S	(another S) very different idea.	RESPONSE	.	.	.	.
T	It's negative and this is [positive] ok, and it didn't change with although. There is no difference.	FEEDBACK	.	.	.	.
T	How can you write this sentence again?[use but][don't use although]	INT	Open-Display	.	Scaffolding-Modelling	Skills and Systems
S	[Teacher] [Can I say sth?]	INT	.	.	Seeking Clarific.	.
T	Yeah.	RESPONSE	.	.	.	.
S	Although u başa alsaydık o zaman farklı olacaktı değil mi anlam?	INT	.	.	Seeking Clarific.	L1
T	Ok, in English. You say, we should take although(...)	RESPONSE	.	.	.	.
(Ss comment on the same subject in Turkish for a few seconds. T listens to them.)	.	.	.	10S.	.	.
S	(a foreign S) they have different personalities, but they love each other.	RESPONSE	.	.	.	.
T	Yes, great. Is it Ok with everybody?	FEEDBACK-INT	Closed-Display	.	Comprehension Check	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	Now, we will do more practice here.	INT	.	.	.	.
Ss	Are they right?	INT	.	.	Seeking Clarific.	.
T	Yes, both of them are right. Ok, any questions here?	FEEDBACK-INT	Closed-Display	.	Comprehension Check	Managerial
S	(a foreign S) Teacher, can we use like the second one?	INT	.	.	Seeking Clarific.	.
T	This one?	INT	Closed-Display	.	Seeking Clarific.	Skills and Sys.
S	(but ...)	RESPONSE	.	.	.	.
T	Where can we put but?	INT	Closed-Display	.	Form Focused	Skills and Sys.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Without although?	INT	.	.	Seeking Clarific.	.
T	I think, when you think it logically –	RESPONSE	.	.	.	.
S	(diff. S)I think it is logical.	RESPONSE	.	.	.	.
T	[It is not logical] You use but before that <they have very different personalities, but they love each other> Ok, logically, it is not Ok if we put but here.	FEEDBACK
S	Ok, hocam.	FEEDBACK	.	.	.	L1
T	Although and but very important in your writings. Now, I will write the sentence and you will complete them. (writes on the board) Idris?	INT	.	.	Managerial	Materials Mode
S	What?	INT	.	.	Seeking Clarific.	.
T	Are you listening to me?	INT	Closed-Display	.	Managerial	.
S	Yes.	RESPONSE	.	.	.	.
T	Ok, I'll write some sentences and you'll complete them with your partner. We will change the place like that and you will write the sentences with but also. You'll complete the sentences logically. (writes on the board.) Now, these are the sentences.	INT	.	.	.	.
S	Teacher, are we writing?	INT	.	.	Seeking Clarific.	.
T	Yes, of course, you'll complete the rest of the sentence together.	RESPONSE	.	.	.	.
S	But (...)	RESPONSE	.	.	.	.
T	You can write many things, ok try to do the first one. You are doing together.	.	.	.	.	.
Ss	Yes,	RESPONSE	.	.	.	.
T	Ok, good and Idris, Milhan, are you interested in the lesson?	FEEDBACK-INT	Closed-Display	2s.	.	Managerial
((2snds))	.	.	.	.	.	.
T	Do you know what are we doing?	INT	Closed-Display	2S.	.	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes, you were absent yesterday	FEEDBACK	.	.	.	.
S	(a diff. S) He – was – absent.	RESPONSE	.	.	.	.
T	Idris, can you explain this although to Milhan during the lunch time?	INT	Closed-Refer.	.	.	Managerial
S	After lunch, no. Benim toplantım var hocam. Sorry.	RESPONSE	.	.	.	L1
T	Ok, Milhan, after lunch come to me, I'll explain. (walk around ss and explains what they ask for 5 mn.)	FEEDBACK	.	.	.	.
T	Ok, everybody, you'll write different sentences. Some of you write although and but in the same sentence. For example, who can tell it, just one example?	.	.	3S.	.	.
((3snds.))	.	.	.	.	.	.
T	Although the exam was difficult, we are doing together. Yes?	INT	Open-Display	.	Scaffolding-Modelling	Skills and Systems
S	I passed it°	RESPONSE	.	.	.	.
T	Ok, I passed, it is enough. Do you have any other suggestions here?	FEEDBACK-INT	Open-Refer.	1s.	Comprehension Check	Managerial
((1sd))	.	.	.	.	.	.
T	Yes, Doğan, you said I did.	INT	.	.	.	.
S	(Fatmanur) Teacher, (in Turkish) iyi geçti derken mesela nasıl kuracağız?	INT	.	.	Seeking Clarific.	L1
S	(Doğan) Teacher, but I passed the exam?	RESPONSE	.	.	.	.
T	I passed, I passed it, don't repeat the same thing.	FEEDBACK	.	.	.	.
S	İyi geçti.	RESPONSE	.	.	.	L1
T	It was good. NOW, we'll write a different sentence with but.	.	.	.	.	.
T	Ok , Andy?	INT	.	.	.	.
S	The exam was difficult but I passed.	RESPONSE	.	.	.	.
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes, more logical. Is it difficult?	FEEDBACK-INT	Closed-Display	3S.	Comprehension Check	Managerial
Ss	(comments on the background 3sds.)	.	.	.	.	.
T	Now, we will write a different sentence with but. Do they have the same meaning?	INT	Closed-Display	.	Scaffolding Modelling	Skills and Sys.
Ss	Yes.	RESPONSE	.	.	.	.
T	Yes. Although I got up late yesterday –	FEEDBACK	.	.	.	.
S	I felt [good]	RESPONSE	.	.	.	.
T	I felt [very well] (writes on the board)	FEEDBACK	.	.	.	.
S	(a foreign S) I was on time.	RESPONSE	.	.	.	.
T	I was on time for the school or for the work.	FEEDBACK	.	.	.	.
S	Yes.	RESPONSE	.	.	.	.
T	OK, I was on time for the school, maybe. (on the board) Good, very well.	FEEDBACK	.	.	.	.
T	Do you have any other suggestions? ((4sds.))	INT	Open-Refer.	2s.	Scaffolding-Extension	Skills and Sys.
T	Do you want to tell your example sentence?	INT	Closed-Refer.	.	Teacher Echo	Skills and Sys.
Ss	[Yes]	RESPONSE	.	.	.	.
S	I did breakfast.	RESPONSE	.	.	.	.
T	Ok, I did breakfast.	FEEDBACK	.	.	.	.
S	I did the job.	RESPONSE	.	.	.	.
T	I did the job?↑ Ja, we said, I was on time.	FEEDBACK	.	.	.	.
S	I did breakfast?	INT	.	.	Seeking Clarific.	.
T	No, I did. I had or ate.	RESPONSE	.	.	.	.
T	OK, How can we write it with but?	INT	Open-Display	.	Scaffolding-Extension	Skills and Sys.
Ss	(comments between ss for 5 sds.)	.	.	.	.	.
T	Ada?	INT	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	I got up late, but hihihih... [I was]	RESPONSE	.	.	.	.
T	[I was] very well. Yeah, ok, good.	FEEDBACK	.	.	Turn Completion	.
T	And this one, although he doesn't have much money – Yes.↑	INT	Open-Display	.	Scaffolding-Modelling	Skills and Sys.
S	(raises hand) He bought what to find in the shop.	RESPONSE	.	.	.	.
T	He bought what he wanted, we can say. Good.	FEEDBACK	.	.	.	.
S	What to find?	INT	.	.	Seeking Clarific.	.
T	No, it's not right. You can use whatever maybe. Any other examples?	FEEDBACK-INT	Open-Refer.	.	Scaffolding-Extension	Skills and Sys.
S	(a foreign S) He give me some lift.	RESPONSE	.	.	Extended Learner Turn	.
T	He give me or gave me?	INT	Closed-Display	.	Form-focused feedback	Skills and Systems mode
S	gave me.	RESPONSE	.	.	.	.
T	He gave me some presents?↑ (writes on the board)	INT	.	.	.	.
S	Ja.	RESPONSE	.	.	.	.
T	Ok, another?	INT	.	.	.	.
S	(the same foreign S) Teacher?	INT	.	.	Seeking Clarific.	.
T	Yeah↑	RESPONSE	.	.	.	.
S	This sentence, although	INT	.	.	Seeking Clarific.	.
T	Yes, the same tense. Another? What did you write, Idris? (1sd) For this sentence?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	I wrote, he bought a car.	RESPONSE	.	.	.	.
T	You wrote, he bought a car. Yes. (writes on the board)	FEEDBACK	.	.	.	.
T	Mert? Do you have anything here?	INT	Closed-Display	.	.	Materials Mode
S	I buy the car.	RESPONSE	.	.	.	.
T	I or he?	INT	Closed-Display	.	Direct Repair	Skills and Systems mode
S	Hi, He buy the car.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Ok, he bought a car.	FEEDBACK	.	.	Direct Repair	Skills and Systems mode
S	(another s) Can I say teacher four?	INT	.	.	.	.
T	No, with but.	RESPONSE	.	.	.	.
T	Who can tell it? IDRIS↑Can you tell it with but?	INT	Open-Display	.	Form Focuse	Skills and Systems mode
S	Teacher, he didn't have much money, but –	RESPONSE	.	.	.	.
T	Yes, he didn't have much money, [but] Ok, we can continue like that. Good. This one? Enes, you are telling, although she is very beautiful –	FEEDBACK	.	.	.	.
S	Although she is very beautiful but –	RESPONSE	.	.	.	.
T	No, without bu t. We can not use but and although together.	FEEDBACK	.	2s.	.	.
2s.	.	.	.	.	.	.
T	Although ↑	INT	Open-Display	.	Scaffolding-Modelling	Skills and Systems mode
S	SHE is very beautiful she isn't kind.	RESPONSE	.	.	.	.
T	Good. Another examples? Doğan, do you have?	FEEDBACK-INT	Open-Display	.	.	Managerial
S	She is very beautiful girl but she was very rude and disrespectful.	RESPONSE	.	.	Extended Learner Turn	.
T	Oh, ok, but again. Present then we continue with present. She is a very beautiful [girl]	FEEDBACK	.	.	.	.
S	but she is rude and disrespectful.	RESPONSE	.	.	.	.
T	Great, what is your sentence, Ada?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	She is very beautiful, but she is not attractive.	RESPONSE	.	.	Extended Learner Turn	.
T	But, no if you're beautiful, you can be [attractive]	FEEDBACK	.	.	.	.
S	(another S) No.	RESPONSE	.	.	.	.
T	No, ok, beautiful and attractive can be different.	FEEDBACK	.	.	.	.
S	Because you know some girls very cold, like a horse.	RESPONSE	.	.	Extended Learner	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	(laughing) like a horse.	FEEDBACK	.	.	.	.
T	Ok, about movie?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	Although the movie was very long, we didn't understand how the time passes.	RESPONSE	.	.	.	.
T	Ok↓ It's a high level sentence. We didn't understand how the time passed.	FEEDBACK	.	.	.	.
S	PASSES? STUDENT INITIATION	INT	.	.	Seeking Clarific.	.
T	No, Your sentence is in the past.	RESPONSE	.	.	.	.
T	Ok, Enes, your sentence?	INT	Open-Display	.	.	Materials Mode
S	Although movie was so long, it is so exciting.	RESPONSE	.	.	.	.
T	It was, Ok. Exciting or excited you said?	FEEDBACK-INT	Closed-Display	.	Direct Repair	Skills and Systems mode
S	Exciting↑	RESPONSE	.	.	.	.
T	Exciting↑ Great. Do you have any other suggestions here?	FEEDBACK-INT	Open-Refer.	.	Comprehension Check	Managerial
S	It wasn't interesting.	RESPONSE	.	.	.	.
T	Positive or negative?	INT	Closed-Display	2S.	Reduction	Skills and Sys.
(Ss comment 2sds.)	.	.	.	.	.	.
T	It should be interesting, ok. It was interesting. (writes on the board.) Now, who can tell it with but?	INT	Open-Display	3S.	Form Focused	Skills and Systems mode
((3 sds.))	.	.	.	.	.	.
T	Milhan, can you do it with but? But↑	INT	Closed-Display	.	Form Focused	Skills and Systems mode
S	(he is reading the sentence from the board)	No RESPONSE	.	.	.	.
T	Ok, without although, we'll use but.	.	.	.	.	.
S	The movie was very long –	RESPONSE	.	.	.	.
T	Yes,	FEEDBACK	.	.	.	.
S	◦ It was so funny◦	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	But, where is but?	INT	Closed-Display	2s.	Form-focused feedback	Skills and Systems mode
T	Where can you put the but? The movie was very long –	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems mode
S	[but]it was funny.	RESPONSE	.	.	.	.
T	Ok, any questions here?	FEEDBACK-INT	Open-Refer.	.	Comprehension Check	Managerial
S	And teacher.	INT	.	.	Seeking Clarific.	.
T	Yes, Ada?	INT	.	.	.	.
S	Hi punctuation	INT	.	.	Seeking Clarific.	.
T	Before but you see we put a comma, ok? Between the sentences we have comma.	RESPONSE	.	.	.	.
(Ss are losing concentration.)	.	.	.	.	.	.
S	Teacher.	INT	.	.	Seeking Clarific.	.
T	Yeah?	RESPONSE	.	.	.	.
S	(asks a question in Turkish)	INT	.	.	.	L1
T	You want to ask sth?	INT	Closed-Refer.	.	Seeking Clarific.	Managerial
S	(Çok kısa) short.	RESPONSE	.	.	.	.
T	Yes, What do you want to ask? Yes, Idris↑	INT	Open-Refer.	.	.	Managerial
S	(Benim sınıfımda nasıl diyeceğiz?)	INT	.	.	Seeking Clarific.	.
T	In English what do you want to say?	INT	Open-Refer.	.	Direct Repair	Skills and Systems mode
S	My in class mı?	INT	.	.	Seeking Clarific.	.
T	In my class↑	RESPONSE	.	.	.	.
S	Ok.	FEEDBACK	.	.	.	.
T	Ok, now, page 14. Can you have a look at page 14? At the bottom of left side of the book. Grammar part C. Who can read the instructions?	INT	Closed-Display	2s.	.	Managerial
T	Firat, Can you read the instruction, Part C? or Ok, You are getting ready. Milhan, can you read the instruction, here Part C? , Oh, you didn't open your book.	INT	Closed-Display	.	.	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Teacher, can I read?	INT	.	.	Managerial	.
T	Ok, if you're ready	RESPONSE	.	.	.	.
(S reads the book)	.	.	.	.	.	.
T	Ok, what is the example?	INT	Closed-Display	.	.	Materials Mode
S	They were playing tennis when it started rain. (reads the sentence from the book.)	RESPONSE	.	.	.	.
(they are listening to the audio recorder.)	.	.	.	.	.	.
T	You hear the sound, what were they doing?	INT	Open-Display	5s.	.	Materials Mode
T	They were playing tennis. Did you hear? Now, you'll do the second one.	FEEDBACK-INT	.	.	.	.
S	Teacher (raises hand) she was driving [when] the telephone rang.	RESPONSE	.	.	.	.
T	[When] her friend phoned. (Another S) what is your sentence?	FEEDBACK-INT	Open-Display	.	Scaffolding Modelling	Materials Mode
S	She was driving –	RESPONSE	.	.	.	.
T	[when the phone rang or] or when her friend called her. (writes on the board)	FEEDBACK	.	.	.	.
T	Ok↑ Yes, Doğan you were telling sth.	INT	.	.	.	.
S	While she was driving –	RESPONSE	.	.	.	.
T	Ok, but if we say while she was driving, the phone rang or her friend called . Ok, you don't use when. It is possible, good.	FEEDBACK	.	.	.	.
T	What about the third one?	INT	Open-Display	.	.	Materials Mode
(Ss listen to the CD)	.	.	.	.	.	.
T	What is going on?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
(One s raise his hand)	.	.	.	.	.	.
T	Do you want to listen one more time or is it ok?	INT	Closed-Refer.	.	Comprehensim Check	Managerial
S	Ok.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes. Doğan	INT	.	.	.	.
S	She was dancing party at home – father came	RESPONSE	.	.	.	.
T	When↑	INT	Closed-Display	.	Form Focused	Skills and Sys.
S	When father came	RESPONSE	.	.	.	.
T	When her father came in why not? Ok, good, we'll write this sentence.	FEEDBACK	.	.	.	.
T	He was dancing at the party when [her father came in]. Good. Now, next one.	FEEDBACK-INT	Closed-Display	.	.	Materials
(Ss are really engaged in this listening activity.)	.	.	.	.	.	.
T	What is he doing?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
Ss	[He was having a shower]	RESPONSE	.	.	.	.
T	Yeah, he is having a shower or he was taking a shower, what happened?	FEEDBACK-INT	Open-Display	.	Scaffolding Modelling	Materials Mode
(Ss try to complete the rest of the sentence loudly)	.	.	.	.	.	.
T	Ok, write sentence.	INT	.	.	.	.
S	He was taking a shower when knocked the door.	RESPONSE	.	.	ExtendedLearner T	.
S	(diff. S) (Firat) When somebody knocked the door.	RESPONSE	.	.	.	.
T	Yes, right. He was taking a shower when someone knocked the door. (writes on the board)	FEEDBACK	.	.	.	.
S	(Firat) Teacher, when we put have, it's wrong?	INT	.	.	Seeking Clarific.	.
T	No, right having a shower or taking a shower, not wrong.	RESPONSE	.	.	.	.
S	◊Teacher he was singing in shower.◊	INT	.	.	Seeking Clarific.	.
T	Yes, he was – ok why not. He was singing [in the bathroom] maybe. Ok, why not, good. Now, the next one.	FEEDBACK	.	.	.	.
(After listening)	.	.	.	.	.	.
T	What were they doing? Ada, this time you.	INT	Open-Display	.	.	Materials Mode
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	He was sleeping –	RESPONSE	.	.	.	.
T	Yes.	FEEDBACK	.	.	.	.
S	◦When baby◦	RESPONSE	.	.	.	.
T	They were sleeping↑ [when] the baby cried or started to cry.	FEEDBACK	.	.	Turn Completion	.
S	Teacher, what is (horlamak) ?	INT	.	.	Seeking Clarific.	L1
S	(a diff. S) SNORING↑	RESPONSE	.	.	.	.
T	Yes, snoring	FEEDBACK	.	.	.	.
S	(a diff. S) He was snoring [when the baby started to cry.]	RESPONSE	.	.	.	.
T	Good, excellent. Next one.	FEEDBACK	.	.	.	.
(after listening to CD)	.	.	.	.	.	.
T	Ok, what was she doing?	INT	Open-Display	.	.	Materials Mode
S	Again please.	INT	.	.	Seeking Clarification	.
T	Ok, one more time.	RESPONSE	.	.	.	.
S	They were walking on a street when the dog shouted↓	RESPONSE	.	.	.	.
T	Again. What is she doing, could you understand?	INT	Open-Display	2S.	Teacher Echo	Materials Mode
((2sds.))	.	.	.	.	.	.
T	She was with her dog.	RESPONSE	.	.	.	.
T	Do you remember we learned at the beginning?	INT	Closed-Display	3s.	Scaffolding-Extension	Materials Mode
((3sds.))	.	.	.	.	.	.
T	You walked the dog. Can you remember?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S	She was walking a dog?	RESPONSE	.	.	.	.
T	Yes. She was walking her dog, then what happened?	FEEDBACK-INT	Open-Display	3s.	Scaffolding-Extension	Materials Mode

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
3s.	.	.	.	.	.	.
T	What happened? She was walking her dog↑	INT	Open-Display	2s.	Teacher Echo	Materials Mode
2s.	.	.	.	.	.	.
T	To whom she was talking? ((2 sds.))	INT	Closed-Display	2s.	Scaffolding-Extension	Materials Mode
T	Then What happened?	INT	Open-Display	.	Teacher Echo	Materials Mode
T	She is talking to a friend.	RESPONSE	.	.	.	.
(Ss try to make sentences.)	.	.	.	.	.	.
T	She was walking the dog then what happened?	INT	Open-Display	.	Teacher Echo	Materials Mode
S	She –	RESPONSE	.	.	.	.
T	[saw a friend]	FEEDBACK	.	.	Turn Completion	.
T	Then what can we say? She was walking her dog -	INT	Open-Display	.	Scaffolding-Modelling	Materials Mode
S	The dog is (.....)	RESPONSE	.	.	.	.
T	◦When she◦ – Can we say meet a friend? We can say she meets a friend, <when she was walking her dog>. Can we say she was walking her dog when she met a friend?	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems
S	YES.	RESPONSE	.	.	.	.
T	Any questions here?	INT	Closed-Refer.	.	Comprehension Check	Managerial
S	(a foreign S from the front row) Can we say the baby started to weep?	INT	.	.	Seeking Clarific.	.
T	Yes, you can. They are the same. Why not, good.	FEEDBACK	.	.	.	.
T	Now, ok. We have enough time for that. On page 14, the same page, we'll learn some prepositions. Which prepositions do you know?	INT	Open-Display	2s.	.	Managerial
T	Before time expressions for example?, [at 2 o'clock]	INT	Closed-Display	.	Scaffolding-Modelling	Skills and Systems
S	[on Monday]	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yeah,Ok. We'll do this part now. Vocabulary part↑ Please check how much you know. Which prepositions we use before these time expressions? Ok?	INT	Open-Display	6s.	.	Managerial
T	Part A and part B, Mert I have this game now, it is enjoyable, but we should follow the lesson. (walks between the rows) Which prepositions can we use Think about that. Try to do it. If you want, you can ask your partner.	INT	.	.	.	.
S	Finish.	RESPONSE	.	.	.	.
S	(another S) Finish teacher↑	RESPONSE	.	.	.	.
<u>Ayşe (15.01)- 2</u>						
T	First, I'll talk about the game. Do you know what does rob, robbery mean? Do you know these words? (T writes them on the board.)	INT	Closed-Display	.	.	Managerial
(Ss are engaged in the lesson especially when they hear about the game.)	.	.	.	.	.	.
Ss	No.	RESPONSE	.	.	.	.
T	Rob, robber and robbery↑	INT	.	.	.	.
S	Steal↑	RESPONSE	.	.	.	.
T	Yes, steal, <the same but there is difference in meaning> Where do you rob sth?	INT	Closed-Display	.	Scaffolding-Extension	Classroom Context
S	Banka↑	RESPONSE	.	.	.	.
T	Bank↑You rob a bank, ok. If you steal money from the bank, you know the bank, it means you rob you rob the bank. Ok. Steal money from the bank, you rob.	FEEDBACK	.	.	.	.
(Ss are following the lesson in silence)	.	.	.	.	.	.
T	Is it ok, robber? ((3sds.)	INT	Open-Display	2s.	Comprehension Check	Managerial
.	.	No RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	It is the person who robs the bank. If you rob the bank, you're the robber. Ok. You are the thief.	RESPONSE	.	.	.	.
Ss	[thief]	INT	.	.	Seeking Clarific.	.
S	Hirsiz.	RESPONSE	.	.	.	L1
T	Ja. Robber means robber steals money, burglar ↓ means breaks into a house, ok.	FEEDBACK	.	.	.	.
(T writes the words on the board)	rob; robber; robbery)	.	.	.	.	.
T	Robber is someone who steals money from the bank.	FEEDBACK	.	.	.	.
Ss	(They are trying to understand what they mean and speculate about them.)	.	.	.	.	.
T	Robbery is the action. Ok? Robbery↑ Is it ok?	INT	Closed-Display	.	Comprehension Check	Managerial
S	OK.	RESPONSE	.	.	.	.
S	Robbery is adjective?	INT	.	.	Seeking Clarific.	.
T	No, it is noun. Now, we'll play a game. Its name is Bank-Robbery Game↑I have eight cards. This is game, listen to it carefully. Milhan, listen to it. There are eight cars, ok. On a card, there is a policeman. If you are a policeman, you will raise your hand and you'll say that I'm the policeman. There are questions on your card. You'll go around your friends and ask the questions. You'll try to find out the robber. Ok?	INT	Closed-Display	3S.	.	Managerial
Ss	((3snds.))	.	.	.	.	.
T	There happened a robbery in central bank yesterday and at 8 p.m. Idris, is it clear ? Robbery?	INT	Closed-Display	.	Comprehension Check	Managerial
S	Yes.	RESPONSE	.	.	.	.
T	Your cards are like that. It is an example card, when you have a card, your card will be like that. For example, your age, job, height and alibi. It is written sth alibi. Alibi means what you were doing at this time, ok?	INT	Closed-Display	.	Comprehension Check	Managerial
Ss	(move their heads)	.	.	.	.	.
T	<Alibi means what you were doing at 8 p.m.> At robbery time, ok? And, SAW means what did you see during the robbery. The police will ask you these questions. Please don't show your card to any one.	INT	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Mrs. Ayşe, police, robber, robbery and there are some people, ok↑ They have some jobs. Police will ask question.	INT	.	.	Seeking Clarification	.
T	I think I want to say one more thing, ok↑ You want to play game and you don't listen. ((2snds.)) For robber cards there are for example true or lie. Lie, you know. And behave normally. Don't get worried and stressed. Because your friend understand that you are the robber. Seem cool and relaxed. Ok↑	INT	.	.	Comprehension Check	Managerial
(T distributes the cards)	.	.	.	.	.	.
T	Don't show.	INT	.	.	.	.
S	(In Turkish)	.	.	.	.	.
T	Together. Who is the police? Police should raise her hand. Who is the police? tell↑	INT	Closed-Refer.	.	Seeking Clarific.	Managerial
S	I am police.	RESPONSE	.	.	.	.
T	OK. Come here, you will find the robber. Someone robbed the bank yesterday. (draws on the board) This is the bank, and there is a robber and he robbed the bank yesterday. Now, you will ask questions one by one and you will find out the burglar. Questions are on your card. (T says to the policeman)	FEEDBACK	.	.	.	.
(They are playing the game, by asking and answering questions on the cards.)	.	.	.	.	.	.
S	Teacher, finished?	INT	.	.	Seeking Clarific.	.
T	Yes, that's all. Page 153. Prepositions↑ 153.	FEEDBACK-INT	.	((30 sds.))	.	.
T	You'll put the right preposition here. It's very easy, you can do it quickly.	FEEDBACK	.	.	.	.
(T walks around the class and give help one by one.)	.	.	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	The first one, it's very easy, before the places, IN↑	INT	.	.	.	.
Ss	In↑	RESPONSE	.	.	.	.
T	Number 2?	INT	Closed-Display	.	.	Materials Mode
Ss	On↑	RESPONSE	.	.	.	.
T	Third one?	INT	Closed-Display	.	.	Materials Mode
Ss.	[at]	RESPONSE	.	.	.	.
T	Listen to them one by one. Ready?	INT	Closed-Display	.	Comprehension Check	Managerial
Ss	Yes.	RESPONSE	.	.	.	.
(Listening to the CD)	.	.	.	.	.	.
T	Now, you'll have 3 minutes; you'll ask your partner, you'll tell this place – <0I don't know the word > your partner will tell which preposition you're asking. For example you will say home, your partner will say at home↑	INT	.	.	.	.
(T walks around and answer the Ss's questions) (Ss are so engaged and doing what has been said)	.	.	.	.	.	.
T	That's enough. We'll do listening activity again.	.	.	.	.	.
T	Page 15. Doğan, did you finish it?	INT	Closed-Refer.	.	Managerial	.
S	Yes.	RESPONSE	.	.	.	.
T	Before listening who will read the instruction?	INT	Closed-Refer.	1S.	Managerial	.
T	Fatmanur, listening Part A.	INT	.	.	Materials	.
S	OK, teacher.	RESPONSE	.	.	.	.
S	Which page?	INT	.	.	Seeking Clarification	.
T	15↑ loudly.	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	OK, you see this picture. When was it taken? When?	INT	Closed-Display	2s.	Materials Mode	Direct Verbal
T	Which year?	INT	Closed-Display	.	Reduction	.
S	1960.	RESPONSE	.	.	.	.
T	And what does it say?	INT	Open-Display	3S.	Materials Mode	Direct Verbal
T	It was a famous photo. It was a cover.	RESPONSE	.	.	.	.
T	Do you know what is a cover? Cover of the book. You know magazines?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
Ss	[Yes]	RESPONSE	.	.	.	.
T	Ok, now, Where do you think the people are?	INT	Open-Display	.	Materials Mode	Direct Verbal
Ss	[meeting, in a street]	RESPONSE	.	.	.	.
T	Is it a meeting or street?	INT	Closed-Display	.	Reduction	Materials Mode
S	protest↑	RESPONSE	.	.	.	.
T	Maybe a victory, it is a protest.	FEEDBACK	.	.	.	.
T	Another word for protest?((3snds.))	INT	Closed-Display	3S.	Scaffolding-Extension	Materials Mode
T	We have another word for that?	INT	Closed-Display	2s.	Teacher Echo	Materials Mode
((2snds.))	.	.	.	.	.	.
T	OK↑ Protest or did you hear this word before? Demonstration↑ Did you hear it before?	INT	Closed-Refer.	.	Scaffolding-Modelling	Materials Mode
S	(a foreign S) Yes.	RESPONSE	.	.	.	.
T	Ok. You can say that they are on a demonstration. Ok!	FEEDBACK	.	.	.	.
T	What do you think is happening? Why are they here?	INT	Open-Display	2s.	Scaffolding-Extension	Materials Mode
T	What are they doing?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	They are shouting. (wrong pronunciation)	RESPONSE	.	.	.	.
T	They are shouting↑Ok.	FEEDBACK	.	.	.	.
T	Why they are shouting? What do you think?	INT	Open-Display	3s.	Scaffolding-Extens	Materials Mode

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Do you have any idea?	INT	Closed-Refer.	.	Comprehension Check	Materials Mode
S	Maybe very expensive.	RESPONSE	.	.	.	.
T	Because schools are very expensive↑ in England maybe. What can be the reason?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	They have a problem.	RESPONSE	.	.	.	.
T	They have a problem↑ Ok. For example?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	°They want something°	RESPONSE	.	.	.	.
T	Ok. What do they want? What are their problems?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S	(so eager) expensive, very expensive school↑	RESPONSE	.	.	.	.
T	Schools are very expensive maybe.	FEEDBACK	.	.	.	.
S	Maybe, they don't like president.	RESPONSE	.	.	.	.
T	Yes, may be they don't like the president. Ok, good. Now, ok your guess is good. Read this part and we'll learn why are they here. Now you are reading here.	FEEDBACK	.	.	.	.
T	Ok, finished? What does own mean? It is a good word.	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	Own, sahip olmak (in Turkish comments)	RESPONSE	.	.	.	L1
T	HAVE, yes. I own a house for example.	FEEDBACK	.	.	.	.
T	Do you know what was property mean? ((3snds)) For example,	INT	Closed-Display	3s.	Scaffolding-Extension	Materials Mode
S	Something what is mine.	RESPONSE	.	.	.	.
T	Something that I have, a house, a car and a land.	FEEDBACK	.	.	.	.
T	Do you know land?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
S	(FOREIGN S) Yes a property.	RESPONSE	.	.	.	.
T	All the things I have, they are my property.	FEEDBACK	.	.	.	.
T	Rebel? You know what does it mean?Do you know it? ((2 snds.))	INT	Closed-Display	2s.	.	Materials Mode

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	(foreign S) Yes. A person against something.	RESPONSE	.	.	.	.
T	Against the government, ok. A rebel is in disagreement with the government. The GOVERNMENT the president, the prime minister. Ja, he or she in disagreement, fight with the government.	FEEDBACK	.	.	.	.
T	Ok, what do you think about the headline? ((4scd.))	INT	Open-Display	2s.	Scaffolding-Extension	Materials
S	(foreign S) Because (...)	RESPONSE	.	.	.	.
T	Ok. What happens in the story, what do we learn here? Who is the person here? We'll listen to it now. What happens in the magazine news?	INT	Open-Display	3s.	Scaffolding-Extension	Materials
T	What is the name of the girl?	INT	Closed-Display	.	.	Materials
S.	(foreign S) Caroline.	RESPONSE	.	.	.	.
S	(another S) (...)	RESPONSE	.	.	.	.
T	Ok, one by one. Who is she?	INT	Closed-Display	5s.	.	Materials
T	What do you know about her?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
S. (Turkish S)	Caroline.	RESPONSE	.	.	.	.
T	Yes, who is her grandfather?	FEEDBACK-INT	Open-Display	.	.	Materials
S	(Foreign S) He lives in London.	RESPONSE	.	.	.	.
T	Is he a rich person?	INT	Closed-Display	.	Scaffolding-Modelling	Materials Mode
Ss	[Yes]	RESPONSE	.	.	.	.
T	Ok, what does her grandfather do? What does he decide?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
(All Ss try to answer)	.	.	.	.	.	.
Ss	[expensive]	RESPONSE	.	.	.	.
T	What did he decide to do?	INT	Open-Display	.	Teacher Echo	Materials Mode
S	(foreign S) He wants to leave his money to his granddaughter.	RESPONSE	.	.	Extended Learner Turn	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Yes, right. This girl, ok. He, her grandfather will give all his money to her.	FEEDBACK	.	.	.	.
T	And then what happens?	INT	Open-Display	2S.	Scaffolding-Extension	Materials
T	Carol is a rebel, isn't it? And we will learn the story of this woman.	INT	.	.	Confirmation	Materials
T	What happens then?	INT	Open-Display	4s.	Teacher Echo	Materials Mode
S	(T urkish S) She want to go New York and work for a short time as a model –	RESPONSE	.	.	Extended Learner Turn	.
T	And then ? ok, she returns to Paris, What happens now?	INT	Open-Display	5S.	Scaffolding-Extension	Materials Mode
T	Can you have a look at, everybody? Can you have a look at the questions Part D? ((10sds.)) Are you ready?	INT	Closed-Display	.	.	Managerial
Ss	[Yes]	RESPONSE	.	.	.	.
(Listening)	.	.	.	.	.	.
T	Ok, did you understand, what happened?	INT	Closed-Display	.	Comprehension Check	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	No?	INT	Closed-Display	.	Seeking Clarific	Materials Mode
S	Six years later her grandfather died.	RESPONSE	.	.	.	.
T	Ok. Did he give all his money to her?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	Yes	RESPONSE	.	.	.	.
T	Did he leave? You should listen to it carefully again.	INT	Closed-Display	.	Scaffolding-Extension	Materials
(Listening)	.	.	.	.	.	.
T	Ok, Did she get any money?	INT	Closed-Display	.	Scaffolding-Extension	Materials Mode
S	No.	RESPONSE	.	.	.	.
T	She didn't get any money. For the last time we'll listen to it.	FEEDBACK	.	.	.	.
T	And the first one, could you understand that?	INT	Closed-Display	.	.	Materials
S	She was a communist.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	She was a communist?	INT	Closed-Display	.	Confirmation Check	Materials
Ss	[No]	RESPONSE	.	.	.	.
T	Yes, she wasn't interested in politics. Right. Number two. She said communist and anarchist. We'll listen to it from the beginning.	FEEDBACK	.	.	.	.
(Listening)	.	.	.	.	.	.
T	You see, What did she say?	INT	Closed-Display	.	.	Materials Mode
S	wasn't interested.	RESPONSE	.	.	.	.
T	I wasn't really interested in politics.	FEEDBACK	.	.	.	.
T	Can you read the whole question, Ada?	INT	Closed-Display	.	.	Materials
S	freedom.	RESPONSE	.	.	.	.
T	Freedom, right.	FEEDBACK	.	.	.	.
T	Do you agree with your friend?	INT	Closed-Display	.	.	Materials
Ss	Yes.	RESPONSE	.	.	.	.
T	Do you have any questions here?	INT	Closed-Refer.	.	Comprehension Check	Managerial
T	No, ok.	FEEDBACK	.	.	.	.
T	For tomorrow, do you have any photographs with your family, maybe in your album, maybe in your facebook account. If you want tomorrow, if some of you brings some photo here, you can show it and describe it to your friends.	INT	.	.	.	.
S	Yes.	RESPONSE	.	.	.	.
T	If you want, you can also bring some pictures from newspapers, magazines. And then we will have a writing homework. Can you have a look at page 112 quickly.	INT	.	.	.	.
S	Teacher 112?	INT	.	.	Seeking Clarification	.
T	This is homework for tomorrow	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
..... <u>Ayşe (17.01)</u>	.	.	.	.	.	.
T	I want to tell sth about your writing homework. I checked half of them, tomorrow I will complete all of it and give you back. For some of you, you have a lot of mistakes, sometimes I underlined and sometimes I did like sth like that	.	.	.	.	.
(T give information about abbreviations for writing check list)	.	.	.	.	.	.
T	Yes, we are all sorry for Mehmet Ali Birand.	RESPONSE	.	.	.	.
S	Teacher, why died?	INT	.	.	Genuine Quest.	.
S2	Kalp krizi, kalp krizi	RESPONSE	.	.	.	L1
T	I don't know.	FEEDBACK	.	.	.	.
S	Safra kesesi yazıyor ama...	RESPONSE	.	.	.	.
T	I don't know it in English. I think he had an operation yesterday.	RESPONSE	.	.	.	.
(Ss comment on background)	.	.	.	.	.	.
T	Everybody, now did you have fun yesterday?	INT	Closed-Refer.	.	.	Managerial
S	Yes, teacher.	RESPONSE	.	.	.	.
T	It was so enjoyable.	FEEDBACK	.	.	.	.
T	Do you remember what we did yesterday?	INT	Open-Display	.	Comprehension Check	Managerial
T	We talked about a story and today we will move on with this story.	RESPONSE	.	.	.	.
T	Do you remember who were the characters?	INT	Open-Display	2S.	Comprehension Check	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Page 16.	INT	.	.	.	.
T	Sorry, who said teacher?	INT	Closed-Refer.	.	Managerial	Managerial
T	We will just remember the story. Hanna and Jimmy, do you remember the story? Have a quick look at the story and remember. You will tell one sentence about the story. What do you remember?	INT	Open-Display	2s.	.	Materials Mode
(Ss in silence just look at their books)(2S.)	.	.	.	.	.	.
T	Page 16. You should remember, because we will do some listening activity about the story. Remember the story. You have 2 minutes.	INT	.	.	.	.
(T walk around the class and help Ss)	.	.	.	.	.	.
T	Ok, finished? What do you remember now? Who are the characters?	INT	Open-Display	.	Comprehension Check	Materials
Ss	[Hanna and Jimmy]	RESPONSE	.	.	.	.
T	Who are they? ((2snds.))	INT	Open-Display	2S.	.	Materials
T	Who is Jimmy? What does he do?	INT	Open-Display	3S.	Scaffolding-Extension	Materials
T	What is his job? What is Jimmy's job? Yes. Ada?	INT	Open-Display	.	Teacher Echo	Materials
S	DJ.	RESPONSE	.	.	.	.
T	DJ, Ja. Yes, he is a DJ.	FEEDBACK	.	.	.	.
T	And what happens? Where do they meet first?	INT	Open-Display	.	Scaffolding-Extension	Materials Mode
T and Ss	[In a club]	RESPONSE	.	.	.	.
T	ok, what happens at the beginning? How do they meet? How do they talk to each other?	INT	Open-Display	3S.	Scaffolding-Modelling	Materials Mode
T	Why do they meet each other?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	Music didn't good.	RESPONSE	.	.	.	.
T	Ok, the music isn't good	FEEDBACK	.	.	Direct Repair	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	(another S) They wanted to dance. 2ND Student	RESPONSE	.	.	.	.
T	Yes, loudly and what happens?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
S	Hanna's birthday.	RESPONSE	.	.	.	.
T	Ok, It's Hanna's birthday. And what did she do?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
Ss	She wanted to change music.	RESPONSE	.	.	.	.
T	(confirms Ss) Yes, she asks Jimmy to change the music. What happened at the end of the club? What did Jimmy do?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
S	I have for you another song.	RESPONSE	.	.	.	.
T	Ok. What is the name of the song?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Extension	Materials
T and Ss	[Blue As Your Eyes]	RESPONSE	.	.	.	.
T	Why did he choose this music? Do you remember?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	Because her eyes was blue.	RESPONSE	.	.	.	.
T	Right, her eyes were blue. Ok what happened after the club?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
S	(the same S) He wants to see her one more time.	RESPONSE	.	.	.	.
T	Yes, He wants to see her one more time↑	FEEDBACK	.	.	.	.
(another S)	And her friend left club. (...) 2nd student answers	RESPONSE	.	.	.	.
T	Ja, I want to see you again. Yes good. And What happened in the story? Until here good.	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
S	Hanna was (...)	RESPONSE	.	.	.	.
T	Do they meet everyday? Hanna and Jimmy? ((3 sds.))	INT	Closed-Display	3s.	Scaffolding-Extension	Materials
T	Do they meet everyday? Do they see each other everyday?	INT	Closed-Display	.	Scaffolding-Modelling	Materials
(Ss look at the book)	.	.	.	3S.	.	.
.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
.
T	Ok, where do they meet?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	In a French restaurant yesterday.	RESPONSE	.	.	.	.
T	What time do they meet?	INT	Closed-Display	.	Scaffolding-Extension	Materials
Ss	[At half past five]	RESPONSE	.	.	.	.
T	What happened one evening?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	She was driving, she was in a hurry.	RESPONSE	.	.	.	.
T	Do we know the end of the story?	INT	Closed-Display	2s.	Scaffolding-Extension	Materials
T	No, we don't know the end of the story. Before listening, vocabulary part. We will match the words with these phrases. The first one is already done.	RESPONSE	.	.	.	.
Ss	(what we are doing?)	INT	.	.	Seeking Clarification	.
(T walks around the Ss and provide help for them)	.	.	.	.	.	.
T	Who finished?	INT	Closed-Display	.	.	Managerial
Ss	No.	RESPONSE	.	.	.	.
T	Ok, one more minute.	FEEDBACK	.	.	.	.
T	Ok, we can do it tomorrow. We will learn it. First one? Milhan.	INT	.	.	.	Materials
S	(...) have wonderful time.	RESPONSE	.	.	.	.
T	Have wonderful time. Good.	FEEDBACK	.	.	.	.
S	(another S)(raises hand) Teacher, second second.	.	.	.	.	.
(Three Ss raise their hands)	.	.	.	.	.	.
T	Fatmanur.	INT	.	.	.	.
S	drive along the street.	RESPONSE	.	.	.	.
T	Ok, good.	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Wow, Mert, you don't raise your hand.	.	.	.	.	.
S	(...)	NO RESPONSE	.	.	.	.
T	Meet in a café bar. Ahmet Taha. (Ss are eager to answer.)	.	.	.	.	.
S	Somebody your e-mail or phone-number.	RESPONSE	.	.	.	.
T	Gives somebody your phone number. Ayşen?	FEEDBACK-INT	.	.	.	.
T	[take] in a café bar? We use café bar. <meet in a café bar> Ada? Can you do?	INT	Closed-Refer.	.	.	Materials Mode
Ss	[take]	RESPONSE	.	.	.	.
T	[take from somebody] Bazri↑	FEEDBACK-INT	.	.	.	.
T	Take somebody to a restaurant. Ok. And the next one, Idris?	FEEDBACK-INT	.	.	.	.
S	Wait for somebody.	RESPONSE	.	.	.	.
T	Wait for somebody↑ Andy?	FEEDBACK-INT	.	.	.	.
S	She was in a hurry.	RESPONSE	.	.	.	.
T	Be in a hurry. What does it mean, do you remember?	FEEDBACK-INT	Open-Display	.	Scaffolding-Extension	Materials
Ss	[yes]	RESPONSE	.	.	.	.
T	For example (...) (Ss raise hand for the next question) First I ask <be in a hurry> What does it mean? Do you remember? Şabidin?	INT	Open-Display	.	Teacher Echo	Materials
S	When we are driving car –	RESPONSE	.	.	.	.
T	It doesn't have to be a car. When you're late to somewhere, maybe you run quickly or you can walk fast, you are in a hurry. [you are afraid of being late.]	FEEDBACK	.	.	.	.
Ss	(.....)	.	.	.	.	.
T	You move very fast. And next one Milhan?	INT	.	.	.	.
S	Play a song.	RESPONSE	.	.	.	.
T	Play a song. Ada?	FEEDBACK-INT	.	.	.	.
S	leave the club.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	What does it mean leave here?	INT	Open-Display	.	Scaffolding Extension	Materials
Ss	You go away.	RESPONSE	.	.	.	.
T	Ja, go somewhere. The last one↑ Hüseyin?	FEEDBACK-INT	.	.	.	.
S	across the road	RESPONSE	.	.	.	.
T	Run across the road	FEEDBACK	.	.	.	.
S	(another S) Abondon?	INT	.	.	Seeking Clarific.	.
T	Abondon↑ It has lots of meaning. You don't do sth anymore. At the end f the lesson, I will show you important how to use dictionary.	RESPONSE	.	.	.	.
T	Ok, good, now Do you see the pictures? What do they show?	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	continous of story	RESPONSE	.	.	.	.
T	Ja, but not the rest of the story, it shows the beginning of the story with pictures, you see. Now, you will work with your partner. You will tell the story without looking at the reading. Just by looking at the pictures.	FEEDBACK-INT	.	.	.	.
(T and Ss talk about what they will do in English)	.	.	.	.	.	.
(Ss are working together they seem to be enjoying the lesson, they discuss in English)	.	.	.	.	.	.
T	Now the first one Ravil and Celil. Everybody we are listening to Ravil. First picture. Start the story.	INT	.	.	.	.
S	They met (...)	RESPONSE	.	.	.	.
T	Ok, first start by telling their names.	.	.	.	.	.
S	I don't know their names.	RESPONSE	.	.	.	.
Ss	[Hanna and Jimmy] Ss help their friends.	RESPONSE	.	.	.	.
S	Yes, Hanna and Jimmy are a café bar.	RESPONSE	.	.	.	.
T	Is it a café bar or club?	INT	Closed-Display	.	Form-focused feedback	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	[CLUB]	RESPONSE	.	.	.	.
T	CLUB not café bar now . Who wants to continue?	FEEDBACK-INT	Closed-Display	.	.	Managerial
T	Yes, Şabidin.	FEEDBACK	.	.	.	.
S	(...)	NO RESPONSE	.	.	.	.
T	Why is Hannah there, why, what is special for that day?	INT	Open-Display	.	.	Materials Mode
Ss	[birthday]	RESPONSE	.	.	.	.
T	Ja. It's his birthday.	FEEDBACK	.	.	.	.
T	What did she ask to Jimmy?	INT	Open-Display	.	.	Materials Mode
S	change the music.	RESPONSE	.	.	.	.
T	Ok, did he change the music?	INT	Closed-Display	.	Seeking Clarific	Materials Mode
Ss	Yes.	RESPONSE	.	.	.	.
T	The second picture. And Ada? Then What happened?	INT	Open-Display	2S.	.	Materials Mode
T	In the second picture?Do you remember?	INT	Open-Display	.	Teacher Echo	Materials Mode
S	Jimmy give Hanna e-mail and phone number.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, Hanna gave Jimmy e-mail and phone number.	FEEDBACK	.	.	.	.
T	Then, Hüseyin, what happens?	INT	Open-Display	.	.	Materials Mode
S	◦meet in a restaurant◦	RESPONSE	.	.	.	.
T	They met in a restaurant. Met ↑. Meet, met.	FEEDBACK	.	.	.	.
S	They met in a restaurant.	RESPONSE	.	.	.	.
T	OK. What do you know about this picture? Ok, Andy?	INT	Open-Display	5S.	.	Materials Mode
((5snds.))	.	.	.	.	.	.
T	Where is she going? Number four what happens?	INT	Open-Display	3s.	.	Materials
(Ss comment for 3 sds.)	.	.	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Where is she going?	INT	Open-Display	.	Teacher Echo	Materials
S	Teacher, she drove along the street.	RESPONSE	.	.	Extended Learner Turn	.
T	Ok, where did she leave?	INT	Closed-Display	.	Scaffolding-Modelling	Materials
S	restaurant.	RESPONSE	.	.	.	.
T	Restaurant or? ↑leave the work↑She left the work. Do you remember Hanna was at work and he left the work and what happened? It's in the evening.	INT	Closed-Display	.	Scaffolding-Modelling	Materials
T	The last picture?↑	.	.	.	.	.
S	Hanna driving a car.	RESPONSE	.	.	.	.
T	was driving a car.	FEEDBACK	.	.	.	.
S	Weather was rainy. 2nd student answers	RESPONSE	.	.	.	.
T	The weather was rainy. And Where was she going?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Modelling	Materials
S	A house.	RESPONSE	.	.	.	.
S2	Café bar.	RESPONSE	.	.	.	.
T	Ja, She was going to a café bar. Ok,Why was she going there? Why↑	FEEDBACK-INT	Open-Display	3s	Scaffolding-Extension	Materials
T	Who is she going to meet?	INT	Closed-Display	.	Scaffolding-Extension	Materials
S	she was very late.	RESPONSE	.	.	.	.
T	Who was she going to meet?	INT	Closed-Display	.	Teacher Echo	Materials
Ss	[Jimmy]	RESPONSE	.	.	.	.
T	Jimmy. And?	FEEDBACK-INT	Closed-Display	.	Scaffolding-Extension	Materials
S	hurry	RESPONSE	.	.	.	.
T	She was in a hurry.	FEEDBACK	.	.	.	.
T	And what happened?	INT	Open-Display	.	Scaffolding-Extension	Materials
S	I think she was crashing.	RESPONSE	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	But we don't know if she crashed.	FEEDBACK	.	.	.	.
T	Ok, who can tell the whole story again? From the beginning who wants to tell it ?	INT	Open-Display	.	.	Materials
(One foreign S raises hand)	.	.	.	.	.	.
T	Only Şabidin. Ok. Tell it with your own sentences and we'll listen to the rest of the story.	.	.	.	.	.
T	Past tense.Tell it in the past.	.	.	.	.	.
S	Hanna had birthday, she went to club and she want to change music. She goes to the bus. She asked can you change the music. She said yes, I have for you Blue As Your Eyes. Because her eyes was blue.	RESPONSE	.	.	.	.
T	Yes, her eyes were blue	FEEDBACK	.	.	.	.
S	(continues) He wants to take her number, she gives her number...	RESPONSE	.	.	.	.
T	She gave her number.	FEEDBACK	.	.	.	.
S	They are meeting in a restaurant.	RESPONSE	.	.	.	.
T	They were meeting in a restaurant, good.	FEEDBACK	.	.	.	.
S	But one day Hanna was in hurry, he drives the car fast and suddenly he saw one man.	RESPONSE	.	.	.	.
T	And then we don't know what happened. There are two endings; happy and sad ending. Which one do you want to listen first?	INT	Closed-Refer.	.	.	Managerial
Ss	◦ Sad◦	RESPONSE	.	.	.	.
T	Sad or happy ending?	INT	Closed-Display	.	Reduction	Managerial
Ss	happy↑	RESPONSE	.	.	.	.
T	We listen to both, but first which one do you prefer?	FEEDBACK-INT	Closed-Refer.	.	.	Managerial
(T counts the hands.)	.	.	.	.	.	.
T	Ok, first happy ending. Can you have a look at page 116 for happy ending? There are some questions.	INT	Closed-Display	.	.	Managerial

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
T	Are you ready for the happy ending?	INT	Closed-Display	.	.	Managerial
Ss	Yes.↑	RESPONSE	.	.	.	.
T	Ok, I will ask some words. In time and on time, do you know what is the difference? For example, I was on time for the class.	INT	Open-Display	.	Scaffolding Extension	Materials
S	In time.	RESPONSE	.	.	.	.
T	Both of them are right, but what is the difference?	INT	Open-Display	.	Scaffolding-Modelling	Materials
(comments) ?	.	.	.	.	.	.
T	Sometimes we say I was in time for the class or we can say I was on time for the class. We use both of them, but there is a small difference in the meaning. What do you think?	INT	Open-Display	.	Scaffolding-Modelling	Materials
(comments)?	.	.	.	.	.	.
T	For example, your class starts at 8:30.	FEEDBACK	.	.	.	.
S	Can I say?	INT	.	.	.	.
T	Ja.	RESPONSE	.	.	.	.
S	In time at 8:30, on time around this time.	RESPONSE	.	.	.	.
T	Just vice versa. Let's say you are here at 8:30 then you are here in time, before the exact time. But if you are here at 8:40, you are on time.	FEEDBACK	.	.	.	.
SS	Yes.	RESPONSE	.	.	.	.
T	Nearly↑ What does she say did you understand?	FEEDBACK-INT	Open-Display	.	.	Managerial
S	Nearly?	RESPONSE	.	.	.	.
T	I nearly killed you, she said. It has a different meaning.	FEEDBACK	.	.	.	.
S	Kill you?	INT	.	.	Seeking Clarific.	.
T	Nearly, almost. she was driving fast and she put a brake. almost, ok! for example, I was walking I nearly fell down.	RESPONSE	.	.	.	.
T	And anniversary↑Do you remember this word?	INT	Open-Display	.	Scaffolding-Extension	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	◦ one month; one year◦	RESPONSE	.	.	.	.
T	For example you married on – When did you married? ((3sds.)) on 10th of April in 1998. And again this time next year it is the anniversarY↑ of your marriage. Ok? Everyday, for example we celebrate some special days on the same day every year and it is the anniversary. Clear, Ada?	FEEDBACK	.	.	.	.
S	(ada) (moves her head)	.	.	.	.	.
T	Have a look at the questions. You will answer the questions. Ready?	INT	Closed-Display	.	.	Managerial
Ss	OK.	RESPONSE	.	.	.	.
(Listening)	.	.	.	.	.	.
T	First question. (One S raises hand) Doğan?	INT	.	.	.	.
S	She was driving so fast, but she stopped in time.	RESPONSE	.	.	.	.
T	Great,	FEEDBACK	.	.	.	.
T	but why didn't she see the man?	INT	Open-Display	3s.	Scaffolding-Extension	Materials
T	What is the reason?	INT	Open-Display	.	Teacher Echo	Materials
S	(another S) She was in a hurry.	RESPONSE	.	.	.	.
T	OK, Şabidin, what was the reason?	INT	Open-Display	.	Teacher Echo	Materials
S	Because the man wearing a black coat.	RESPONSE	.	.	.	.
T	Yes, the man was wearing a black dark coat. This is the reason, good. You remember everything in the listening, great. Thank you. Number 2, Hüseyin.	FEEDBACK	.	3s.	.	.
T	Yeah, who was the man?	INT	Closed-Display	.	.	Materials Mode
S	Jimmy.	RESPONSE	.	.	.	.
T	Jimmy, yes. Number three, Ada? Why did he cross the street without looking?	FEEDBACK-INT	Open-Display	3S.	.	Materials
((3sds.))	.	.	.	.	.	.
T	Ok, anyone else? Andy?	INT	Closed-Display	.	.	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
S	Because he was in a hurry.	RESPONSE	.	.	.	.
T	Yes, because he was in a hurry. ↑OK, Thank you. Number 4? Doğan?	FEEDBACK-INT	Closed-Display	.	.	Materials
S	They went to a café.	RESPONSE	.	.	.	.
T	Yes, They went to a café bar. The next question, Şabidin?	FEEDBACK-INT	Closed-Display	.	.	Materials
S	Two cappuccino.	RESPONSE	.	.	.	.
T	Number 6 Mert? Did you listen to it?	INT	Closed-Display	2S.	.	Materials
T	No, What was Jimmy doing? Yes Bazri,	FEEDBACK-INT	Open-Display	.	.	Materials Mode
S	He bought ticket for a concert.	RESPONSE	.	.	.	.
T	Ja, he bought ticket for a concert ↑ Thank you good. Number 7, Fatmanur? Could you get?	FEEDBACK-INT	.	.	Comprehension	Materials
S	I don't know.	RESPONSE	.	.	.	.
Ss(foreigners) 16th of October.	.	RESPONSE	.	.	.	.
T	Sure?	INT	Closed-Display	.	Form-focused feedback	Materials
S	12TH	RESPONSE	.	.	.	.
T	16 OR 15?	INT	Closed-Display	.	Reduction	Materials
(COMMENTS)	.	.	.	.	.	.
T	Should we listen to the last part one more time?	INT	Closed-Display	.	.	Managerial
Ss	Yes.	RESPONSE	.	.	.	.
T	Is it 15th or 16th?	INT	Closed-Display	.	Reduction	Materials
Ss	15th.	RESPONSE	.	.	.	.
T	The last one, Beksulu?	INT	Closed-Display	.	.	Materials
S	◦ Anniversary◦	RESPONSE	.	6S.	.	.
((6sds.))	.	.	.	.	.	.
T	It was their – How much time passed?	INT	Closed-Display	.	Scaffolding Modell	Materials

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.	Utterance	Move	Function	Wait Time	Purpose	Mode
Ss	3 months	RESPONSE	.	.	.	.
T	It was their 3 month anniversary. (writes on the board)Ok? Now, do you want to listen to the sad ending ?	FEEDBACK-INT	Closed-Display	5s.	.	Managerial
((5SDS.))	.	.	.	.	.	.
T	For the sad ending open page 109. Are you ready for the sad ending? Please try to catch everything.	INT	Closed-Display	.	.	Managerial
(listening)	.	.	.	.	.	.
T	There are 8 questions here.	.	.	.	.	.
(One more listening)	.	.	.	.	.	.
T	The first question, again the same question with the other happy ending. Beksulu, Can you read the first question?	INT	Closed-Display	.	.	Materials
S	' Why did Hanna not see the man crossing the street?' Crossing? STUDENT INITIATION	INT	.	.	Seeking Clarific.	.
T	Why she didn't see? Why she didn't see the man?	INT	Open-Display	6s.	.	Materials
S	(Andy) Because he was wearing a dark coat.	RESPONSE	.	.	.	.
T	Right, good.	FEEDBACK	.	.	.	.
T	Number 2? Ada? What happened?	INT	Open-Display	3S.	.	Materials
((3sd.))	.	.	.	.	.	.
T	Yes, Hüseyin?	INT	.	.	.	.
S	Jimmy had accident.	RESPONSE	.	.	.	.
T	Ok. Jimmy had an accident. Who hit him?	FEEDBACK-INT	Closed-Display	5s.	.	Materials
((5 sd.))	.	.	.	.	.	.
T	What happened?	INT	Open-Display	.	.	Materials
S	ÇARPTI.	RESPONSE	.	.	.	L1
T	Yeah, hit.	FEEDBACK	.	.	.	.

Ek-5 NNS-B Transcriptions

NON-NATIVE -B

Spk.

Utterance

Ss

[Hanna hit him.]

T

Yes, crashed↑

(Ss are generally interested in the lesson, but not all of them are so good at listening. But some are eager to answer the questions.)

Move	Function	Wait Time	Purpose	Mode
RESPONSE
FEEDBACK
.

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Come on guys, take your seats. Please really quick.	INT				
T	ok, who is Ahmet Bilgin?	INT	Closed-Refer			Managerial
S	me.	RESPONSE				
T	Enes Gökay is a blond guy?	INT	Closed Display			Managerial
S	He is absent, teacher.	RESPONSE				
T	Havva is not here today.	INT				
T	Basri Kaan?	INT				
S	Teacher.	RESPONSE				
T	Which one do you prefer to use?	INT	Closed D			Managerial
S	Hmm, Kaan.	RESPONSE				
T	Ok, I think it is better, too.	FEEDBACK				
T	Ok, guys, who wants to explain what is better?	INT	Open-Display	4s.	Form-focused	Skills and Sys.
T	So, we have a term called better. Tell me a good football team in Turkey.	INT				
S	Beşiktaş.	RESPONSE				
S2	Fenerbahçe.	RESPONSE				
S3	Galatasaray.	RESPONSE				
T	Let's say Beşiktaş. Tell me a better team than Beşiktaş.	INT	Closed-Refer		Scaffolding Extension	Classroom Context
S	Fenerbahçe.	RESPONSE				
T	Tell me the best team in Turkey?	INT	Closed-Display		Scaffolding Extension	Classroom Context
Ss	Galatasaray.	RESPONSE				
T	I am not a fan of Galatasaray. I am a fan of Antalya Spor, actually. But I think, Beşiktaş is good, Fenerbahçe is better, Galatasaray is the best. So, guys always raise your hand and ask me when you don't understand me.	INT				
T	So, what did we do in the last section?	INT	Open-Display	2s.		Managerial
T	I think we talked about painting. What about your homework, people?	INT	Open-Refer			Managerial
S	Öğleden sonar getirsek olur mu?	INT			L1 Seeking Clarification	L1

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	I will accept the homework submitted right after the lunch. I will take it after lunch. Or you can just put it on my desk in my office.	INT				
T	So, what did we do in the last section, do you remember?	INT	Open-Display	4s.		Managerial
((3-4 s.))						
T	Last section? Mustafa, what did we do in the last section?	INT	Open-Display		Comprehension Check	Managerial
S	Absent.	RESPONSE				
T	Oh, you were not here.	FEEDBACK				
T	Ok, what are people wearing in the picture?	INT	Open-Display	2S.		Materials Mode
((2s.))						
T	So, what is the woman wearing in the picture?	INT	Open-Display			Materials Mode
Ss	dress.	RESPONSE				
T	So, How can I make a sentence?	INT	Open-Display		Form-focused	Skills and Sys.
T	The woman↑	INT			Scaffolding Modelling	Skills and Sys.
S	The woman wearing dress.	RESPONSE			Extended Learner Turn	
T	Can you say I running?	INT	Closed Display	3s.	Form-focused	Skills and Sys.
((3s.))						
T	Or I am running?	INT	Closed Display		Form-focused	Skills and Sys.
S	Yes.	RESPONSE				
T	So?	INT	Closed Display		Scaffolding Extension	Materials Mode
S	The woman is wearing a dress.	RESPONSE			Extended Learner Turn	
T	Ok, what about the man? What is he wearing?	INT	Open-Display			Materials Mode
S	The man is wearing jean.	RESPONSE			Extended Learner Turn	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Jeans.	FEEDBACK				
S2	Sweater?	RESPONSE				
T	A shirt↑ A what? A sweater.	FEEDBACK				
S3	Sweater?	INT			Seeking Clarific.	
T	This is a sweater.	RESPONSE				
T	So the man is wearing jeans, shirt and on the shirt there is one sweater. Is it all the woman is only wearing a dress?	FEEDBACK-INT	Closed Display		Scaffolding Modelling	Materials Mode
S3	It is not only.	RESPONSE				
S4	Brown jacket.	RESPONSE				
T	Ok, brown jacket. Then, What is Kaan wearing?	INT	Open-Display		Scaffolding Modelling	Skills and Sys.
S1	Sweater.	RESPONSE				
T	Can you stand up, Kaan?	INT	Closed Display			Managerial
T	He is wearing?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S2	Jeans.	RESPONSE				
T	He is wearing jeans. Ok, what else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys.
S3	He has watch.	RESPONSE			Extended Learner Turn	
T	He is wearing a watch. Ok, what else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys.
S4	He is wearing underwear.	RESPONSE			Extended Learner Turn	
T	Yes, you can never know. How do you know people wear underwear?	FEEDBACK				
((2s.))						
T	You never know. You don't see anything. Ok, can you show us your shoes?	INT	Closed Display	4s.		Managerial
((3-4s.))						
T	Ok, what is he wearing?	INT	Open-Display		Scaffolding Modelling	Skills and Sys.
Ss	Shoes.	RESPONSE				
T	He is wearing shoes? How do you call the shoes? He is wearing...?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S5	Trainers.	RESPONSE				
T	I think you can say brown shoes. It is not special shoes. Tell me what am I wearing?	FEEDBACK-INT	Open-Display		Scaffolding Modelling	Skills and Sys.
S1	Sweater.	RESPONSE				
T	Sweater.	FEEDBACK				
S2	Jeans.	RESPONSE				
T	Let's make sentences.	INT				
S3	He is wearing...	RESPONSE				
T	Is it he?	INT	Closed Display		DirecT Repair	Skills and Sys.
S4	No, you are.	RESPONSE				
S1	You are wearing a sweater and you are wearing a jeans.	RESPONSE			Extended Learn	
T	Oh, people, Am I wearing a jeans?	INT	Closed Display		Form-focused	Skills and Sys.
S6	No.	RESPONSE				
Ss	No.	RESPONSE				
T	Jeans is plural, right? Then, I am wearing jeans, or I am wearing pants actually. It is normal pants.	FEEDBACK				
T	Ok, what else?	INT	Open-Display		Scaffolding Ext	Skills and Sys.
S7	You are wearing watch.	RESPONSE			Extended Learner Turn	
T	A watch, right. What else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys.
S8	Shoes.	RESPONSE				
T	What do you mean by shoes? Am I wearing shoes?	INT	Closed Display		Direct Repair	Skills and Sys.
Ss	Yes.	RESPONSE				
T	I am wearing shoes. Ok, suppose that Ahmet jacket jeans and shoes. What is he gonna think? Nothing, ja. You are saying, Ahmet is wearing a jacket. He is also wearing jeans. You should make sentences. That is the all point.	FEEDBACK			Extended Teacher Turn	
T	What is this guy wearing?↑	INT	Open-Display		Scaffolding Extension	Skills and Sys.
S	He is wearing sweater.	RESPONSE			Extended Learner Turn	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	What about this?	INT	Closed Display		Scaffolding Extension	Skills and Sys.
S	Black. ((Ss murmur in Turkish. 4-5S.))	RESPONSE				L1
T	How do we call this?	INT	Closed Display	3s.	Scaffolding Extension	Skills and Sys.
T	(shows)this part.	INT	Closed Display		Teacher Echo	Skills and Sys.
Ss	Leg.	RESPONSE				
T	How do we call this? You hit the ball and you do this. (body gestures and sound.) Where is the board marker? (writes on the board.)	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S	Sprained ankle.	RESPONSE				
T	Guys, two years ago, I was playing in a football tournament, ok. And I was a goalkeeper. I didn't know how to move my left leg, so I was doing like this. But I never used this one. I hit the ball and I hurt myself. Then the next thing that I heard was ambulance sound. So, I sprained my ankle. How do you call this? In Turkish it is the same meaning. So, This part is ankle. (shows) But this is different in English. This one is (writes on the board.) wrist.	FEEDBACK			Extended Teacher Turn	
T	So, did you sprain your wrist?	INT	Closed-Refer		Scaffolding Modelling	Classroom Context
S	Yes.	RESPONSE				
T	How?	INT	Open-Refer		Genuine Req.	Classroom Context
S	Playing football.	RESPONSE				
T	While you were playing football?	INT	Closed Display		Confirmation Check	Classroom Context
S	Yes.	RESPONSE				
T	Was it broken or just sprained?	INT	Closed-Refer		Reduction	Classroom Context
S	Sprained.	RESPONSE				
T	Do you know how do we call this?	INT	Closed Display		Scaffolding Extension	Skills and Sys.
Ss	Wrist.	RESPONSE				
T	Give me synonyms for help?	INT	Open-Display	3s.	Scaffolding Extension	Skills and Sys.

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Help, assist, what else?	INT	Open-Display		Scaffolding Extension	Skills and Sys.
T	Support. They call this wrist support. Is it clear?	FEEDBACK				
Ss	Ja.	RESPONSE				
T	So, what else is he wearing? A sweater, black pants, jeans. What about this?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S	Wrist support.	RESPONSE				
T	Ok, how do we write support?	INT	Closed Display		Form-focused	Skills and Sys.
S	S-U-P-P-O-R-T	RESPONSE				
T	So he is wearing a wrist support. What tense did we use while saying this and this? What tense?	INT	Closed Display	4s.	Form-focused	Skills and Sys.
((3-4s.))						
T	Past simple, present simple, which one?	INT	Closed Display		Reduction	Skills and Sys.
S	Past.	RESPONSE				
T	Do we use past?	INT	Closed Display		Confirmation	Skills and Sys.
S2	No.	RESPONSE				
T	Did we use present simple?	INT	Closed Display		Seeking Clarific L1	Skills and Sys.
S3	Şimdiki zaman.	RESPONSE				
T	What is it in English? Simple present you say I wear jeans, did we say I wear jeans?	INT	Closed Display		Form-focused	Skills and Sys.
S4	Present continuous.	RESPONSE				
T	Right, I am wearing jeans. So we used while we are defining what is happening now with present cont. tense. That is the whole story, actually.	FEEDBACK			Extended Teacher Turn	
T	What is he wearing today?	INT	Open-Display		Scaffolding Extension	Skills and Sys.
S	He is wearing a T-shirt, Whatelse?	RESPONSE			Extended Learn	
T	He is wearing sports trainers?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Yes.	RESPONSE				
T	OK, the last thing, what is Mustafa wearing?	INT	Open-Display	3s.	Scaffolding Modelling	Skills and Sys.
((3-4s.))						

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	What is he wearing?	INT	Open-Display		Teacher Echo	Skills and Sys.
S	There are glasses.	RESPONSE				
T	Can I say that, What is the question?	INT	Open-Display	2s.	Direct Repair	Skills and Sys.
((2s.))						
T	What is Mustafa wearing? So, the answer is?	INT	Open-Display		Scaffolding Modelling	Skills and Sys.
S	He is wearing a glasses.	RESPONSE				
T	Is it a glasses?	INT	Closed Display		Confirmation Check	Skills and Sys.
S	Glasses.	RESPONSE				
T	Just glasses, it is plural.	FEEDBACK				
S2	He is wearing black...	RESPONSE				
T	A black what?	INT	Closed Display		Teacher Echo	Skills and Sys.
T	Sweater?	INT	Closed Display	3S.	Scaffolding Modelling	Skills and Sys.
((2-3s.))						
T	So, what is he wearing?	INT	Open-Display		Teacher Echo	Skills and Sys.
S	He is wearing jeans.	RESPONSE			Extended Learner Turn	
T	One more thing, how do we call this one?	INT	Closed Display		Scaffolding Extension	Skills and Sys.
S	Bag.	RESPONSE				
T.	He is wearing?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	A BAG.	RESPONSE				
T	What about the shoes?	INT	Closed Display		Scaffolding Extension	Skills and Sys.
S	He is wearing black shoes.	RESPONSE			Extended Learner Turn	
T	You can call it casual shoes.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	So, we have the listening part here, I will give you five minutes to look at the questions. Please look at the things. We are doing this part. In the listening, the guy is talking about the pictures just like we did. So, please follow what is happening in the picture.	INT				
T	Why are you always talking while I am doing listening?	INT	Open-Refer			Managerial
((Silece)) (Listening)						
T	So, what is the girl talking about in the listening?	INT	Open-Display	3s.		Materials Mode
((2-3s.))						
T	The pictures, right?	INT			Scaffolding Modelling	Materials Mode
T	What did you hear about the picture?	INT	Open-Display		Teacher Echo	Materials Mode
S1	The woman is standing.	RESPONSE			Extended Learner Turn	
T	Yes, what about the other one?	FEEDBACK-INT	Open-Display	3S.	Scaffolding Extension	Materials Mode
T	The man is sitting.	RESPONSE				
S1	Married.	RESPONSE				
T	They are married.	FEEDBACK			Turn Completion	
S2	Cat is sitting.	RESPONSE				
T	The cat is sitting on the man. The cat symbolizes infidelity. What is the meaning of this word?	FEEDBACK-INT	Open-Display	4s	Scaffolding Extension	Materials Mode
T	For example, when you are not religious when you say there is no God, no religion, I don't believe in anything.	FEEDBACK				
S1	sadık, sadakat.	RESPONSE			L1	
S2	Ateist.	RESPONSE			L1	
S3	Bağlılık.	RESPONSE			L1	
T	No, it is about religion.	FEEDBACK				
T	Ok, listening part B, we will listen again and mark the sentences if it is true or false. First read the sentences for a few minutes. You have twelve sentences.	INT				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T (Listening)	Follow what is the girl saying? Follow↑ Listen and follow, ok↑	INT				
T	Ok, the first one?	INT	Closed Display			Materials Mode
Ss	True.	RESPONSE				
T	Any objections? What about the second one?	INT	Closed Display			Materials Mode
Ss	False.	RESPONSE				
T	Is it true or false?	INT	Closed Display		Reduction	Materials Mode
S	True.	RESPONSE				
T	I think they are famous web designers. So, it is false. How about 3?	FEEDBACK-		4s.		Materials Mode
T	Are they talking about their bedroom?	INT	Closed Display		Content Feedback	Materials Mode
Ss	Yes.	RESPONSE				
T	No, this one is false. What is the four?	FEEDBACK-INT	Closed Display			Materials Mode
S	False.	RESPONSE				
T	Why?	INT	Open-Display		Scaffolding Extension	Materials Mode
S2	It is big.	RESPONSE				
T	Yes, the picture is big, yes I agree.	FEEDBACK				
T	What does the girl say about the size of the picture? What does she say about the size?	INT	Open-Display	5S.		Materials Mode
((4-5s.))						
T	Ok, 3 meters wide.	RESPONSE				
T	What is the meaning of three meters wide?	INT	Open-Display	4s.	Scaffolding Extension	Materials Mode
((3-4s.))						
T	Suppose that this is the picture. So the picture is 3 meters wide. (T draws on the picture.)	RESPONSE				
T	Ok, what about the length?	INT	Open-Display		Scaffolding Extension	Materials Mode
S	High.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Yes, 2 meters height.	FEEDBACK				
T	Is it clear? Do you think the picture is small?	INT	Closed Display			Managerial
Ss	No , it is big.	RESPONSE				
T	It is 2 meters. Stand up, Mustafa. This guy is 2 meters. The picture is as tall as this guy. Thank you. Who wants to do the next one?	FEEDBACK-INT	Closed Display			Materials Mode
S	True.	RESPONSE				
T	She is expecting a baby. (writes on the board.) So, she is pregnant, it is the same meaning. Who wants to read the next one?	FEEDBACK-INT	Closed Display			Materials Mode
S	He is not cold. He is hot.	RESPONSE				
T	Ok. Kaan, would you like to do next one?	INT	Closed Display			Managerial
(S reads.)						
T	Is it true?	INT	Closed Display			Materials Mode
S	False.	RESPONSE				
T	The window between them. What does it mean? The woman is sitting, there is window between them, the man is standing. Do you think is it love?	INT	Closed Display		Scaffolding Modelling	Materials Mode
S	No, mesafe. (in L1.)	RESPONSE			L1	L1
T	Distance. It is a symbol of distance between them not love. What about nine? Would you like to read it?	FEEDBACK-INT	Closed Display			Managerial
(S reads.)						
T	Is it true?	INT	Closed Display			Managerial
S	Yes.	RESPONSE				
T	Ok, it is true.	FEEDBACK				
(laughters)						
T	Did you understand? He is enlightened. What is the meaning of enlightened?	INT	Open-Display	3s.	Scaffolding Extension	Managerial
((2-3 S.))						
T	Ding! (T makes sound)	FEEDBACK				
(laughters)						
T	Aha! Why is the man smoking?	INT	Open-D			Materials Mode

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S.	He is tired.	RESPONSE				
T	He is fed up.	RESPONSE				
S2	He is hungry.	RESPONSE				
S3	He is a melancholic man.	RESPONSE				
T	Is he angry? He is sad, I think. He is depressed.	FEEDBACK				
T	Thanks guys, I appreciate you. Do you remember in, at, under?	FEEDBACK-INT	Closed Display			Managerial
S	Yes.	RESPONSE				
T	Let's do exercise. Where is the book?	INT	Open-Display		Scaffolding Modelling	Skills and Sys.
Ss	On the table.	RESPONSE				
T	Is it the table?	INT	Closed Display		Direct Repair	Skills and Sys.
S	On the board.	RESPONSE				
T	Ok, where is the book, now?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Next to the board.	RESPONSE				
T	Where is the book now?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Near the wall.	RESPONSE				
T	Now, where is the book?	INT	Closed Display	4S.	Scaffolding Modelling	Skills and Sys.
((3-4 s.))						
T	Above the board. Look at the text here?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Above.	RESPONSE				
T	Look at the questions below.	INT	Closed Display		Scaffolding Mod	Skills and Sys.
T	Look at the things?	INT	Closed Display		Teacher Echo	Skills and Sys.
Ss	Below.	RESPONSE				
T	Is it clear? Look here. Where is the book?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
T	It is on the wall.	RESPONSE				
S	Wall?	INT			Seeking Clarific.	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	This is the wall. How do you spell it?	INT	Closed Display		Form-Focused	Skills and Sys.
T	w-a—l-l. Say it again, where is the book now?	FEEDBACK-INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	On the table, on the desk	RESPONSE				
T	Ok. Where is the book now?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Under the desk.	RESPONSE				
T	Ok, look I am hanging the paper. Where is it?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	On the wall.	RESPONSE				
T	Yes, The paper is on the ball hanging. Where is my chair?	FEEDBACK-INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Next to desk.	RESPONSE				
T	Next to is (shows with action) Near, not near to, ok. Or you can say it is in front of the desk.	FEEDBACK				
T	Where is it now?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	behind.	RESPONSE				
T	What about this?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Near.	RESPONSE				
T	Exactly, this is the whole point, thank you.	FEEDBACK				
T	Ok, now grammar points, Memo, how many hours did you sleep last night?	INT	Closed-Refer		Scaffolding Extension	Skills and Sys.
S	Four.	RESPONSE				
T	Only four hours. Now, people, I am pointing you one by one and you tell me how many hours did you sleep last night?	INT	Closed-Refer			Managerial
T	Rezzan?	INT		4S.		
((4s.))						
T	How many hours, 5 or 6, 7?	INT	Closed-Refer		Scaffolding Modelling	Skills and Sys.
S	Five.	RESPONSE				
T	Five hours.	FEEDBACK			Turn Completion	
S	4.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	How many hours?	INT	Closed-Refer		Scaffolding Modelling	Skills and Sys.
S	6.	RESPONSE				
T	What is the average time for the whole class? What is average?	INT	Closed-Refer		Genuine Req.	Classroom Context
S	Ortalama?	INT			Seeking Clarific.	L1
T	Ok, guys, average means (writes on the board.)	FEEDBACK				
T	You sleep just four hours. You should sleep more. But not here. Thank you guys, take care of you till tomorrow, don't forget your homework.	FEEDBACK				
.....						
<u>Serkan (10.01)</u>						
T	So, there were some people who haven't hand in homework yet.	INT				
Ss	No teacher, we give it.	RESPONSE				
T	Did you?	INT	Closed-Refer		Seeking Clarific.	Managerial
S1	Yes, teacher.	RESPONSE				
S2	Teacher, this is my homework.	RESPONSE				
T	Ok. All accepted today. Let me put it somewhere inside the book.	FEEDBACK				
T	Ok, who wants to show me the new book that you bought?	INT	Closed Display		Genuine Req.	Managerial
(Ss put the books on the desks to show the teacher.)						
T	Ok, open up the books. By the way, how were your morning sessions?	INT	Open-Refer		Genuine Req.	Managerial
S3	Good.	RESPONSE				
S4	Wonderful.	RESPONSE				
T	Tell me why?	INT	Open-Refer		Scaffolding Extension	Classroom Context
S5	Because there was Colleen teacher. She is a good teacher.	RESPONSE			Extended Learner Turn	
T	Yes, I agree with you. Which page hihihı... 12. So guys, everybody has a notebook or a paper.	FEEDBACK-INT				
Ss	Yes. We have.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Please write 5 things you like to do when you are on holiday. For example, for summer holiday you are in Antalya.	INT				
S5	Swimming.	RESPONSE				
T	So what do you like to do? Write five things.	INT	Open-Refer		Teacher Echo	Managerial
S6	Watching Tv.	RESPONSE				
T	Ok, Burak said watching TV. It is one example, anyway.	FEEDBACK				
S1	Five is enough?	INT			Seeking Clarific.	
T	Yes, five only. Please come and sit here. (to a St.) Because he needs a partner. Kaan is a good partner. Who is sitting here?	RESPONSE-INT	Closed-Refer			Managerial
S7	Aykut.	RESPONSE				
T	Ok, wait. (T changes the sitting plan)Ok, people, are you done with the activity?	INT	Closed-Refer			Managerial
Ss	Yes.	RESPONSE				
T	Ok, it is time to compare with your partner sitting next to you. What is common? So, what is common? people.	INT		2S.		
Ss	2sd.(Murmurings.)					
T	It is what is the same. So, now you are comparing your answers with your partner.	INT				
S8	Sleeping.	RESPONSE				
T	Oh, sleeping is one thing in common. Yes, people, from now on no Turkish at all. Ok?	FEEDBACK				
Ss	Ok.	RESPONSE				
T	Bec. You are always speaking Turkish. It is not special for Turkish but any other language other than English. Don't say 'silgi' (T imitates Ss.) You are always making irrelevant voice. What is irrelevant?	FEEDBACK			Extended Teacher Turn	
T	Kaan, what am I talking about?	INT	Open-Display			Managerial
T	The same thing right?	RESPONSE				
T	What is irrelevant?↑	INT	Open-Display	3s.	Scaffolding Extension	Managerial
T	opposite is not relevant. Relevant, it is related to our class. Irrelevant is not related. Ok. When you speak Turkish, you always speak irrelevant.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S3	Teacher. If we speak Turkish, you can punish us.	RESPONSE			Extended Learner Turn	
T	No, I won't punish you. You will punish yourself.	FEEDBACK				
T	So, what are the things you have in common?	INT	Open-Display			Managerial
S4	Airplane.	RESPONSE				
T	What do you mean by airplane?	INT	Open-Refer		Scaffolding Extension	Skills and Sys.
S4	I want to drive airplane.	RESPONSE			Extended Learner Turn	
T	But you can get on the airplane not drive airplane.	FEEDBACK			Extended Teacher Turn	
S4	But I want to drive it.	RESPONSE			Extended Learner Turn	
T	Ok, then. Is it common with your partner?	INT	Closed-Refer			Managerial
S5	No.	RESPONSE				
T	Please look for the things you have in common.	FEEDBACK				
S8	Teacher, we have 3 things in common.	RESPONSE				
T	Oh, hey guys, look here these guys have three things in common. There things are the same. What is it?	FEEDBACK-INT	Open-Refer			Managerial
S8	Eating.	RESPONSE				
T	Eating.	FEEDBACK				
S8	Drinking.	RESPONSE				
T	Drinking. Drinking what?	INT	Closed-Refer		Scaffolding Extension	Skills and Syst.
S8	Drinking water.	RESPONSE				
((laughters))						
T	Drinking water, guys. I like drinking water, because I need water in the sun.	FEEDBACK			Extended Teacher Turn	
T	What is another one?	INT	Open-Refer			Managerial
S8	Sleeping.	RESPONSE				
T	Oh, everyone likes sleeping.	FEEDBACK				
T	Aykut, do you like sleeping?	INT	Closed-Refer		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S9	Yes, of course.	RESPONSE				
T	Ok, raise your hand if you love sleeping.	INT				
T	Seven people.	FEEDBACK				
Ss	Teacher, you?	INT			Extension	
T	No, I don't like sleeping so much.	RESPONSE				
T	So, out of 15 people in our class likes sleeping. (writes on the board.)Raise your hand again. Out of 15 people 8 likes sleeping, right?	FEEDBACK			Extended Teacher Turn	
S4	It is 10 teacher.	RESPONSE				
T	Why is it ten?	INT	Open-Refer		Genuine Req.	Classroom Context
S4	Bec. Gökhan and Murat not here.	RESPONSE				
T	Oh, you are right. Yes, they also like sleeping. (laughters)	FEEDBACK				
S2	Teacher, don't talk too much about sleeping.	INT				
T	Why?	INT	Open-Refer		Genuine Req.	Classroom Context
S2	Bec. It makes me sleepy.	RESPONSE			Extended Learner Turn	
T	Ok, let's not talk about sleeping. Bec. He will go to sleep.	FEEDBACK				
T	So, what about you, what do you have in common?	INT	Open-Refer		Direct Verbal	
S10	No.	RESPONSE				
T	No, so what about you guys? Do you have sth. in common?	FEEDBACK-	Open-Refer			Managerial
S	No.	RESPONSE				
T	Ok. Anyway, open up page 152. This part is called Vocabulary Bank. So What does bank mean?	INT	Open-Display			Materials
S3	Money.	RESPONSE				
T	It means money? Ok. Do you remember guys? In Turkish system we have university entrance exam to get into university. So, every day you solved so many questions to prepare for the exam. How do we call the pack , the book in which we solve problems.	FEEDBACK		1S.		

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	We call it question bank. Do you remember?	INT	Closed Display		Confirmation Check	Materials
Ss	Yes.	RESPONSE				
T	So, in this part, we call it vocabulary bank. We will work on the vocabulary in this part. Ok, let's do this. We have phrases with go. We will match the pictures with phrases here.	INT				
((Ss are doing the exercise. T walks around.))						
T	Only speak English, guys. Do you know how to say the numbers?	INT	Closed Display	3s.		Materials
T	Yes? You don't need to say everything in Turkish. Ok, just say, this one, this is two or this is three.	FEEDBACK				
S5	Go abroad?	INT			Seeking Clarific.	
T	What is the meaning of going to another country?	INT	Open-Display			Materials
S5	Ah, ok.	RESPONSE				
T	Ok.	FEEDBACK				
S6	Teacher, what is sightseeing?	INT			Seeking Clarific.	
T	For example, you visit Antalya, you go to old town, Kale İçi, Harbor. This is sightseeing.	RESPONSE				
((Ss are doing the exercise 3 min.))						
T	Ok, guys, are you done by the way?	INT	Closed Display			Managerial
Ss	Yes.	RESPONSE				
T	So, guys what is this in the picture? First, let's take a look at the picture.(T shows the board.)	INT	Open-Display	2s.		Materials Mode
((2s.))						
T	What is it in the picture?	INT	Open-Display		Teacher Echo	Materials Mode
Ss	Bus.	RESPONSE				
T	There is a bus. But what is written on it?	FEEDBACK-INT	Open-Display		Scaffolding Modelling	Materials Mode
S1	I can't read it. It is London.	RESPONSE				
T	London, ok. Let me make the picture bigger. Wait. Yes, what is written?	FEEDBACK-INT	Open-Display	3s.	Teacher Echo	Materials Mode
T	You can't read it?	INT	Closed Display			Managerial

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
Ss	No.	RESPONSE				
T	Ok, it is basically saying Sight.	FEEDBACK				
S1	Sightseeing.	RESPONSE				
T	Exactly. So what is sightseeing?	FEEDBACK-INT	Open-Display	1s.	Scaffolding Extension	Materials Mode
((1s.))						
T	So, what is the relation between sightseeing and this bus here?	INT	Open-Display		Scaffolding Extension	Materials Mode
Ss	Travel.	RESPONSE				
S1	By bus you can go to a city-tour.	RESPONSE			Extended Learner Turn	
T	So, you get on this bus and go sightseeing. Bus goes around London and you take pictures. You are on the bus. Ok? Ah. Big Ben, oh Time Square. So, this is sightseeing bus. This is what we have in the picture on the book. They are also on the bus. You don't have to be on the bus. You can be walking, taking pictures. Ok?	FEEDBACK			Extended Teacher Turn	
Ss	Yes.	RESPONSE				
T	Ok, now I will play the audio, check your answers.	INT				
T	So, now let's take a look at the pictures and the phrases again. This time with your partner.	INT				
S5	What are we doing teacher?	INT			Seeking Clarific.	
T	Take a look again. Practice and check the pictures together.	RESPONSE				
S1	We are done.	RESPONSE				
T	Ok, great. Let's wait one minute more for the others.	FEEDBACK				
T	Ok, guys is there anyone who has been abroad before?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
(Few Ss raise hands.)						
S4	I don't understand.	RESPONSE				
T	Ok, raise your hand if you have been abroad before? Outside the country.	INT				
S5	No.	RESPONSE				
T	No, ok. The others, raise your hand. Four people have been abroad before.	FEEDBACK				
T	Ok, where have you been?	INT	Closed-Refer		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S6	Germany.	RESPONSE				
T	Germany.	FEEDBACK				
S7	Poland.	RESPONSE				
T	Poland.	FEEDBACK				
S7	Czhek.	RESPONSE				
T	Czhek Republic, waw.	FEEDBACK				
S9	Three country.	RESPONSE				
T	Three countries.	FEEDBACK				
T	Which countries?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
S9	Saudi Arabia, Turkey, Kazakhstan.	RESPONSE				
T	Oh, you are a traveler.	FEEDBACK				
T	What about you?	INT	Closed-Refer			Classroom Context
S10	Germany.	RESPONSE				
T	Ok, great.	FEEDBACK				
T	You?	INT				
S11	Germany and Saudi Arabia.	RESPONSE				
T	So, what is with Saudi Arabia?	INT	Open-Refer	2s.	Scaffolding Extension	Classroom Context
((2s.))						
T	For religious stuff?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
Ss	Yes.	RESPONSE				
T	This guy is the champion. Do you like travelling?	FEEDBACK-INT	Closed-Refer		Scaffolding Extension	Classroom Context
S	Yes.	RESPONSE				
T	Great. Ok, this time let's take a look at number two. On the right hand side you will match the verbs with the nouns. For example take photo. Let's do it.	INT				
T	Hey, guys, look at the board. Hire is close to rent. But what is the difference?	INT	Open-Display			Materials Mode
S1	Rent a car, rent a house.	RESPONSE				
T	So, rent is for a long time. But you can hire a bike for a short time. This is the difference. But they are the same things.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Are you done?	INT	Closed Display			Managerial
Ss	Yes.	RESPONSE				
Ss	No.	RESPONSE				
T	Ok, let's wait a little bit. No Turkish.	FEEDBACK				
T	What is souvenir?	INT	Open-Display		Scaffolding Extension	Materials Mode
S4	Hatıra.	RESPONSE			L1	L1
T	For example, you go to İstanbul. You buy some keychain. What is keychain?	INT	Open-Display		Scaffolding Extension	Materials Mode
Ss	Anahtarlık.	RESPONSE			L1	L1
(T shows his key.)						
T	So, this is a key. And this is a key chain. What is chain?	FEEDBACK-INT	Open-Display		Scaffolding Modelling	Materials Mode
(T draws on the board.)						
S2	Zincir.	RESPONSE			L1	L1
T	Yes. Keychain.	FEEDBACK				
S3	Spring?	INT			Seeking Clarific	
T	How do you spell it?	INT	Closed Display		Form-focused	Skills and Syste
S3	SPRING.	RESPONSE				
T	Ok. Do you think they are the same?	INT	Closed Display		Scaffolding Extension	Materials Mode
S3	No. But you draw on the board.	RESPONSE				
T	Ok, this thing. They also call it spring. Why do you think?	INT	Open-Display		Scaffolding Extension	Materials Mode
S3	(he is acting with his hand.)	RESPONSE				
S4	Halka demek istiyorum, hocam.	RESPONSE			L1	
T	Ok, that's good you know that. Let's listen and check.	FEEDBACK				
Ss	Ok.	RESPONSE				
T	Is it clear? Any questions?	INT	Closed-Refer		Comprehension Check	Managerial
Ss	No.	RESPONSE				
T	So, sunbath. What is sunbath?	INT	Open-Display		Scaffolding Extension	Materials
S4	Sitting on the beach.	RESPONSE				
T	Yes, exactly.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	So, in adjective part. Match the questions and with answers, come on. What was the weather like? It is which one?	INT	Closed Display			Materials
S3	Sunny.	RESPONSE				
T	All right, Let's do it.	FEEDBACK				
S1	I like summer.	RESPONSE				
T	You like summer.	FEEDBACK				
T	At first do it individually, and then compare them together.	INT				
(Ss do exercise. T helps them.)						
T	By the way, do you have any synonyms for easy?	INT	Closed Display		Scaffolding Extension	Materials
S2	Relax.	RESPONSE				
T	Ok, but another thing. This exercise is easy, simple?	INT	Closed-Refer		Scaffolding Modelling	Materials
S11	Plain.	RESPONSE				
T	What is it?	INT	Open-Display		Scaffolding Extension	Materials
S11	Plain.	RESPONSE				
T	Plain, ok. But I want a slang. What is slang?	FEEDBACK-INT	Open-Display	3s.	Scaffolding Extension	Materials
((2-3.))						
T	Some like idiom, let's say.	RESPONSE		4s.		
((3-4s.))						
Ss	Idiom?	INT			Seeking Clarific	
S6	Idiot?	INT			Seeking Clarific	
T	No, no.	RESPONSE				
T	Do you like cake?	INT	Closed-Refer	2s.	Scaffolding Modelling	Materials
((2s.))						
T	A piece of cake. (T shows the exercise on the book.) It is a piece of cake.	RESPONSE				
T	Ok, let's check the answers again. Or try to do it one by one. Who wants to start?	INT	Closed-Display			Managerial
S3	((...)) It was a windy and warm day.	RESPONSE				
T	Ok. So what is warm?	INT	Open-Display		Direct Verbal	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
Ss	Hot.	RESPONSE				
T	Hot?	INT			Teacher Echo	
S6	Spring weather, maybe.	RESPONSE				
T	In summer it is hot. You sweat, ok (acting). But now it is warm. Sunny and warm, they are positive. How about negative?	FEEDBACK-INT	Open-Display		Scaffolding Modelling	
S11	Windy.	RESPONSE				
T	What is windy?	INT	Open-Display		Scaffolding Exte	Materials
S11	Rüzgarlı.	RESPONSE			L1	
T	Today it is windy, right.	FEEDBACK				
S3	Yesterday, it was windy, too.	RESPONSE			Extended Learner Turn	
T	Yes. Foggy. What is it?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Materials
S4	It is there. (S. shows the weather outside the window.)	RESPONSE				
T	Yes, exactly. What else, cloudy?	FEEDBACK-INT	Open-Display	2s.	Scaffolding Extension	Materials
T	What is the meaning of cloud?	INT	Open-Display		Scaffolding Extension	Materials
Ss	Bulut.	RESPONSE				
T	Yes. (draws on the board.) This is cloud. Cloudy makes it adjective. Suppose that you don't know cloudy. Just look, what is cloud then cloudy is adjective.	FEEDBACK				
T	Ok, what else we have now? Şabidin would you like to pick another one? Or another person?	INT	Closed Display			Managerial
T	Ok, read.	INT				
S7	What was the hotel like? It was comfortable.	RESPONSE				
T	Comfortable. Another thing?	FEEDBACK-INT	Closed Display		Scaffolding Extension	Materials Mode
S7	Look serious.	RESPONSE				
T	Ok, let's study pronunciation, right. Ok, I want you to repeat after me, because it is a challenging word right here. How do you pronounce this first of all?	INT	Closed Display		Form-Focused	Skills and Sys.
(Ss read the words from the board.)						
T	What do you think Cemal?	INT				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S1	Luxurious.	RESPONSE				
T	Ok. Luxurious, I think (T corrects the pronun.) Let's repeat.	FEEDBACK				
(Pronun. Exercise. T says, Ss say)						
T	Enes, go on with another question.	INT				
S9	What was the town like? It was beautiful.	RESPONSE				
T	Ok. Negative ones?	FEEDBACK-INT	Open-Display	2s.	Scaffolding Extension	Materials Mode
T	Ok, beautiful, lovely they are the same. Noisy, what is noisy?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Materials Mode
Ss	Gürültülü.	RESPONSE			L1	
T	(miming)the voice of ambulance, traffic.	FEEDBACK				
T	What about the last one? Crowded, what is crowded?	INT	Open-Display	2s.	Scaffolding Extension	Materials Mode
((2s.))						
T	Istanbul is the most crowded city in Turkey. Which one is the least crowded city?	INT	Closed Display		Scaffolding Modelling	Classroom Context
Ss	((...))					
T	Hakkari? How many people are living in Hakkari?	INT	Closed-Refer	4s.	Scaffolding Extension	Classroom Context
T	I think, Hakkari could be. What do you think?	INT	Closed-Refer	2s.	Scaffolding Extension	Classroom Context
T	So, İstanbul is the most crowded. What about the least crowded city?	FEEDBACK-INT	Closed-Refer		Scaffolding Modelling	Classroom Context
S5	Kırşehir.	RESPONSE				
T	Kırşehir? Are you sure, really?	INT	Closed-Refer		Genuine Req.	Classroom Context
S5	Yes.	RESPONSE				
T	How do you know that?	INT	Open-Refer		Genuine Req.	Classroom Context
S5	Bec. It is a small city.	RESPONSE			Extended Learner Turn	
T	What about Hakkari and Kırşehir?	INT	Open-Display		Scaffolding Extension	Classroom Context
S12	I think, Kırşehir is so small. Bec my friend lives there.	RESPONSE			Extended Learner Turn	
T	Is he studying there?	INT	Closed-Ref		Genuine Req.	Classroom Con

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S12	Yes.	RESPONSE				
T	Ok.	FEEDBACK				
S2	2 hundred thousand.	RESPONSE				
T	Did you check it?	INT	Closed-Refer		Seeking Clarific.	Classroom Context
S2	Yes.	RESPONSE				
T	It is too little. What is the population of Antalya?	FEEDBACK-INT	Closed Display		Scaffolding Extension	Classroom Context
S3	1 million.	RESPONSE				
T	YES, about 1 million 8 thousand. Yes, guys, in Turkey we have such a system. (T draws on the board.) Antalya looks like this, right. This is called PROVINCE. Here is the city. 1 million is living in the city. This is Antalya Provice, bölge. This Antalya City.Ok?	FEEDBACK				
Ss	Yes.	RESPONSE				
T	Who is picking the next one?	INT	Closed-Refer			Managerial
S13	What were the people like? They were friendly.	RESPONSE				
T	What about the negative?	INT	Closed Display		Scaffolding Extension	Materials
S13	Unfriendly.	RESPONSE				
T	Exactly.	FEEDBACK				
T	What is helpful?	INT	Open-Display		Scaffolding Extension	Materials
Ss	yardımsever.	RESPONSE			L1	L1
T	Yes, ok. So, friends when I say root of the word, it is the smallest part of the word. So this is the root, help. Helpful is adjective, right. Guys, can you help me, I can't carry this. (T acting) Helpful is the person who helps the other people.	FEEDBACK			Extended Teacher Turn	
T	For example, oh guys, the beauty of Antalya is perfect. Look at this beauty. Beautiful is adjective. So, think like this when you see a new word. Ok, pick one more person.	INT				
S14	What was the food like? It was delicious.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	It was delicious. And What about the negative one?	INT	Closed Display		Scaffolding Extension	Materials
S14	It was nothing special, it was spicy.	RESPONSE				
T	Delicious, ok. (T acts) What is it? Yummy. Yummy delicious, yeah.	FEEDBACK				
T	Ok, what is disgusting? (T acts.)	INT	Open-Display		Scaffolding Extension	Materials
Ss	İğrenç.	RESPONSE			L1	L1
S3	Disgusting.	RESPONSE				
T	Disgusting, exactly. Delicious positive, disgusting negative.	FEEDBACK				
T	So, we have lovely,wonderful, phantastic, great . What is it they have in common?	INT	Closed Display	1s.	Scaffolding Extension	Materials
((1 s.))						
T	What do they have in common?	INT	Closed Display		Teacher Echo	Materials
((...))						
T	Same, ok. What else?	INT	Closed Display	3s.	Scaffolding Extension	Materials
((2-3s.))						
T	Positive, right?	INT	Closed Display		Confirmation	Materials
Ss	Yes.	RESPONSE				
T	What about this?	INT	Closed Display		Scaffolding Ext	Materials
Ss.	Ok, not bad, so so.	RESPONSE				
T	It is not negative , it is not positive. It is middle.	FEEDBACK				
T	What about this, awful, horrible, terrible? What do they have in common?	INT	Closed Display		Scaffolding Extension	Materials
S11	Negative.	RESPONSE				
T	Negative, exactly.	FEEDBACK				
T	Can you tell me more negative adjectives?	INT	Closed Display	2s.	Scaffolding Extension	Skills and Sys.
T	We have bad also. So, what was this thing?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
Ss	Disgusting.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, what else?	INT	Closed Display	2s.	Scaffolding Extension	Skills and Sys.
T	Negative ones?	INT	Closed Display		Reduction	Skills and Sys.
S3	Ugly.	RESPONSE				
T	Ok.	FEEDBACK				
S7	Dirty.	RESPONSE				
T	Yes.	FEEDBACK				
S8	Silly.	RESPONSE				
T	Ok.	FEEDBACK				
S3	Angry.	RESPONSE				
T	All right. You can say more things. If you categorize them as negative and positive, it is easy to remember in the exam. Just one tip for studying vocabulary. Now, we are done.	FEEDBACK				
.....						
.						
<u>Serkan (15.01)</u>						
T	Today we will check the quizzes. Do you have a pen?	INT	Closed Display			Managerial
((Murmurings))						
T	So, What is the first answer you gave? The first question. Memo, what is it?	INT	Closed Display			Managerial
S1	We have just painted.	RESPONSE				
T	Any objections?	INT	Closed-Refer		Confirmation Check	Managerial
S2	We have.	RESPONSE				
T	Yes. We have painted not we have painting. What about the second question? What do you think?	FEEDBACK-INT	Closed Display			Materials Mode
S3	I was saw.	RESPONSE				
T	I was saw?	INT	Closed Display		Direct Repair	Materials Mode

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
Ss	I saw.	RESPONSE				
T	Yes, I saw. I see now. Yesterday I saw, so it is past. When I was swimming, I saw your brother. Ok, what about three?	FEEDBACK-INT	Closed Display			Materials Mode
S4	We will fly.	RESPONSE				
S5	No.	RESPONSE				
S6	We are going to fly.	RESPONSE				
T	Ok, when we have plans, we say what?	INT	Open-Display	3s.	Scaffolding Modelling	Skills and Sys.
((2-3s.)) ((murmurings))						
T	Ok, guys, one question I have for you. So, what is the difference between will and to be going to?	INT	Open-Display		Scaffolding Extension	Skills and Sys.
S7	Hocam, planlı- plansız muhabbeti mi?	INT			L1 - Seeking Clarific.	L1
T	Say it in English.	RESPONSE		2S.		
((2s.))						
T	How do you say it in English?	INT	Open-Display	1s.	Form-focused	Skills and Sys.
((1 s.))						
T	What is the difference? Will fly is future tense, you know, This is also future. So, what is the difference?	INT	Open-Display		Scaffolding Modelling	Skills and Sys.
S8	Are going to.	RESPONSE				
T	No, when we use to be going to, it means we have a plan. Look at the example, we are going to fly to Malaysia at ten. It means we planned it. We have a ticket, ok. But this one generally speaking.	FEEDBACK			Extended Teacher Turn	
S9	Teacher, if we have plan we use the first sentence. If we don't have plan, we use the second.	RESPONSE			Extended Learner Turn	
T	Yes. If we promise to do sth, for ex. I will call you tomorrow, but I don't have any plan. But in this one, I have a plan. At ten o'clock I am going to fly to Malaysia, bec. We have a ticket.	FEEDBACK			Extended Teacher Turn	
T	Ok, what about the third one?	INT	Closed Display			Materials Mode
Ss	Did you go.	RESPONSE				
T	Did you go to Moscow before. This is a phrase. We say have you ever gone to Moscow before.	FEEDBACK			Extended Teacher Turn	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Guys, when you ask did you go to Moscow last year, it is special for last year. But when we say have you gone to Moscow before, before means any time in the past. So, the answer is have you ever gone.	FEEDBACK			Extended Teacher Turn	
T	Go-went-gone do you remember?	INT	Closed Display		Form-focused	Skills and Sys.
S10	Have you gone, teacher?	INT	Closed		Seeking Clarific	
T	Yes. My sister at the moment what?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S11	My sister is studying at the moment.	RESPONSE				
T	Yes, at the moment, right now, right.	FEEDBACK				
Ss	At the moment?	INT			Seeking Clarific	
T	At the moment means just right now.	RESPONSE				
T	Are you following guys? And then you are asking teacher what is this one. My sister is studying, ok.	FEEDBACK				
T	What about the sixth one?	INT	Closed Display	1s.		Materials Mode
T	Kaan, would you like to do six?	INT	Closed Display			Materials Mode
S12	Were you waited. No waiting, waiting.	RESPONSE				
T	Were you waiting for the bus. Yesterday, I saw you, you were waiting for the bus. Ok, I think, it is true. What about seven?	FEEDBACK-INT	Closed Display	2s.		Materials Mode
T	When they got to Paris, so, got is past. Get- got.So, what?	INT	Closed Display		Form-focused	Skills and Sys
S12	They went out?	RESPONSE				
T	Yes, they went out for meal.It is past, ok?	FEEDBACK				
Ss	Yes.	RESPONSE				
T	So, When they got to Paris, they went out for meal. What about eight? Which one is promise, people?	FEEDBACK-INT	Closed Display			Materials Mode
(T writes sth. on the board.)						
T	Which one is promise?	INT	Closed Display	3s.		Materials Mode
T	Promise is which one?	INT	Closed Display		Teacher Echo	Materials Mode
((murmurings))						

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	This one is promise.	RESPONSE				
S13	Why is it not promise?	INT			Seeking Clarific	
T	Bec. You can't guarantee anything. Ok, I will call you tomorrow. It is not guarantee, right. It is just a promise. But if you say, I am going to call you tomorrow at 4 o'clock. It is a plan, bec. You are gonna do it anyway. If you say, I will swim in the summer, it is just a thought, not a plan. Bec, in the summer everybody is gonna swim anyway, yeah.	RESPONSE				
T	So, What is the eighth one ?	INT	Closed Display	2s.		Materials Mode
T	I will blab la bala late tomorrow. Is it a promise?	INT	Closed Display		Scaffolding Modelling	Materials Mode
Ss	What is it?	RESPONSE				
T	I will not be.	FEEDBACK				
T	I will not be late tomorrow.	FEEDBACK				
T	So, How do you say it in a short way?	INT	Open-Display		Scaffolding Modelling	Skills and Sys
T	I will not?	INT	Closed Display		Scaffolding Modelling	Skills and Sys
S10	Won't.	RESPONSE				
T	Won't, right. It is the same thing. Ok, I won't be late tomorrow. That is a promise.	FEEDBACK				
T	What about the ninth one?	INT	Closed Display	1s.		Materials Mode
(1s.)						
T	Kaan, would you like to give the answer? Let's eat Japanese food.	INT	Kaan, would you like to give the answer? Let's eat Japanese food.			Materials Mode
S4	I have never...	RESPONSE				
T	I have never tried it. Tried, -ied, do you rememeber?	INT			Turn Completion	Materials Mode
S4	Yes.	RESPONSE				
T	Yes, what about ten?	INT	Closed Disp			Materials Mode

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S5	When will Powell go?	RESPONSE				
T	Ok, it is correct. You can also say, when is Powell going? We have two answers this time, guys, be careful.	FEEDBACK				
T	So, what is the first one in the second part?	INT	Closed Display			Materials Mode
S6	I will see you.	RESPONSE				
T	Is it a promise or a plan?	INT	Closed Display	2s.	Scaffolding-Extension	Skills and Sys
((2s.))						
T	No, it is a plan.	RESPONSE				
T	What about second one?	INT	Closed Display			Materials Mode
S7-S8	Did you do.	RESPONSE				
T	Yes, what did you do on your last holiday.	FEEDBACK				
T	Ok, what is the third one?	INT	Closed Display			Materials Mode
S8	Tidier.	RESPONSE				
T	My room is tidier than my sister's.	FEEDBACK				
T	So, what is this thing, guys?	INT	Closed Display			Materials Mode
(T writes on the board.)						
T	Tidy- tidier. Tidier is more than. For example, tall, I am tall, Cemal is taller than anybody. He is the tallest.	RESPONSE				
S6	More than you.	RESPONSE				
T	Yes. More than me. Is it clear?	FEEDBACK-INT	Closed-Refer	2s.	Comprehension Check	Managerial
T	So, when we have one syllable, it is -er, taller.	FEEDBACK				
T	How do you make this?	INT	Closed Display	2.		Materials
((2s.))						
T	Tidy- tidier- the tidiest.	RESPONSE				
T	Ok, give me one adjective that has more than one syllable?	INT	Closed Display	2s.	Form-focused	Skills and Sys
((1-2s.))						
T	Beautiful. How do you make this comparative?	RESPONSE-INT	Closed Display	3s.	Form-focused	Skills and Sys

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, can you say beatifuller?	INT	Closed Display	3s.	Scaffolding Modelling	Skills and Sys
T.	It s more than one syllabus. So we say, more beautiful.	RESPONSE				
T	Is that ok?	INT	Closed Display		Confirmation Check	Skills and Sys
Ss	Yes.	RESPONSE				
T	When we have one syllable, it is -er. Then, when we have more than one syllable, it is more beautiful.	FEEDBACK				
T	Can you say more tidier?	INT	Closed Display	3s.	Scaffolding Modelling	Skills and Sys
((2-3s.))						
S6	No.	RESPONSE				
T	No, bec. This means more already. In Grammar we never say more tidy. It is tidier.	FEEDBACK				
T	What about the next one?	INT	Closed Display			Materials Mode
S9	When did he get.	RESPONSE				
T	When did he get. If we have when, it means time. When has he got, can we say?	INT	Closed Display	2s.	Scaffolding Modelling	Skills and Sys
((2s.))						
T	No, bec. if we have when, it means we are talking about the past.	FEEDBACK				
T	Is it clear?	INT	Closed-Refer		Comprehension	Managerial
T	Ok, what about five?	INT	Closed Display			Materials Mode
Ss	Fast enough.	RESPONSE				
T	Ok, I think so. Katya didn't go fast enough.	FEEDBACK				
T	Ok, what about six? Kay's girlfriend is someone?	INT	Closed Display	3s.		Materials Mode
((2s.))						
T	So, what is the six?	INT	Closed Display			Materials Mode
S	Which.	RESPONSE				
T	Is it which?	INT	Closed Display	5.	Confirmation	Materials

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Kay's girlfriend is someone who loves dancing. It is who. Which is for object or other things. But who is for people. Dans etmeyi seven bir insan. (T explains in Turkish.) Ok? Who loves.	RESPONSE				L1 BY TEACHER
T	What about seven?	INT	Closed Display			Materials Mode
Ss	So.	RESPONSE				
T	Ok.	FEEDBACK				
T	What about nine?	INT	Closed Display			Materials Mode
S10	See.	RESPONSE				
T	Who did you see. Come on, you are not checking it? (T is angry with Ss.)	FEEDBACK				
T	What about ten?	INT	Closed Display			Materials Mode
Ss	Is your brother staying.	RESPONSE				
T	Is your brother staying with you this weekend. Ok.	FEEDBACK				
T	What about the next one?	INT	Closed Display			Materials Mode
Ss	Is always.	RESPONSE				
T	Yes, Megan is always late for school.	FEEDBACK				
T	What about twelve?	INT	Closed Display			Materials Mode
S6	I was sitting.	RESPONSE				
T	Yes. I was sitting on a bench when the bus arrived.	FEEDBACK				
T	What about thirteen? Mr. King, Can you read the whole sentence?	INT	Closed Display			Materials Mode
S8	Mr. King is meeting s.one.	RESPONSE				
T	Yes, exactly. Mr. King is meeting s.one at four. Bec. We have plan, meeting at 4.	FEEDBACK				
T	Ok, what about 14?	INT	Closed Display			Materials Mode
S10	I will snow.	RESPONSE				
T	I don't think, it will snow tomorrow. Bec. It is just thought, düşünce. No plans.	FEEDBACK				L1 BY TEACHER
T	What is 15?	INT	Closed Display	2S.		Materials Mode

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	We never had anything to eat.Ok. So, when we have negative word, we have anything. But when we have a positive word, we say for example I have nothing to do.Or I can say I don't have anything to do. It is the same in meaning. So, we can't have two negatives at the same time.	RESPONSE				
T	What about three?	INT	Closed Display			Materials Mode
S6	How many people are there in your family.	RESPONSE				
T	Yes. How many people are there in your family. Are you following?	FEEDBACK				
T	Yes, What about the second one?	INT	Closed Display			Materials Mode
S6	My husband doesn't do enough exercise.	RESPONSE				
T	My husband doesn't do enough exercise. Any objections?	FEEDBACK				
Ss	No.	RESPONSE				
T	Ok, what about the third one?	INT	Closed Display			Materials Mode
S6	What are you going to study next year.	RESPONSE				
T	Perfect, ok.	FEEDBACK				
T	What about four?	INT	Closed Display			Materials Mode
S9	My older sister isn't as old as.	RESPONSE				
T	Ok, perfect.	FEEDBACK				
T	Five? The last one.	INT	Closed Display			Materials Mode
S6	It is the best book I have ever read.	RESPONSE				
T	Ok. This is the best teacher I have ever seen. Or I can say this is the best class I have ever seen. Are you sure?	FEEDBACK				
S12	I am not sure.	RESPONSE				
T	So, what do you think about this?	INT	Open-Refer		Scaffolding Mod	Materials Mode
S12	No. (laughing.)	RESPONSE				
T	Ok, you don't think they are the best students. (laughters)	FEEDBACK				
T	Ok, guys, every question is worth one point. So, count it one , two , ... Every question is one point. You will have a grade out of thirty.	FEEDBACK				
T	Ok, write your grades on the paper.	INT				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Go back to your seats, I will give you your papers.	INT				
S6	What are we doing?	INT			Seeking Clarific	
T	You are checking your answers.	RESPONSE				
T	So, where are your papers? Guys, I want your papers back.	INT	Closed-Refer			Managerial
T	Guys, what is the top score in the class?	INT	Closed-Refer	2s.	Genuine Req.	Managerial
S4	Fikret teacher.	RESPONSE				
T	Let's see. This is a mistake. Are you sure that you check this paper?	INT	Closed-Refer		Genuine Req.	Managerial
T	Ok, Rezzan has 26. She has the top score. You are the champion. Clap your friend.	FEEDBACK				
T	Here, I have sth. for you. I have sentences on the board.	INT				
T	By the way, What do you think about the quiz?	INT	Open-Refer	1s.	Genuine Req.	Managerial
T	Was it easy? Easy, difficult which one?	INT	Closed-Refer		Scaffolding Mod	Managerial
S12	Easy.	RESPONSE				
Ss	Easy.	RESPONSE				
T	Do you like cheating?	INT	Closed-Refer	1s.	Genuine Req.	Classroom Cont
T	What is cheating?	INT	Open-Display		Scaffolding Exte	Classroom Cont
S14	Kopya.	RESPONSE			L1	L1
T	Copying. Do you like cheating?	INT	Closed-Refer		Genuine Req.	Classroom Conte
Ss	Yes.	RESPONSE				
T	Do you think it is useful?	INT	Closed-Refer		Genuine Req.	Classroom Cont
S14	No, not useful for myself.	RESPONSE				
T	What is useful? Do you think it is useful to cheat?	INT	Closed-Refer		Teacher Echo	Classroom Context
S14	No.	RESPONSE				
T	Why? You are cooperating.	INT	Open-Refer		Genuine Req.	Classroom Context
S14	They should prove themselves.	RESPONSE			Extended Learner Turn	

Ek-6 NNS-C Transcriptions

NON-NATIVE -C Spk.

	Utterance	Move	Function	Wait Time	Purpose	Move
T	What do you think people, do you like cheating?	INT	Closed-Refer	3s.	Scaffolding Exte	Classroom Context
T	Do you like cheating?	INT	Closed-Refer		Teacher Echo	Classroom Context
Ss	Yes.	RESPONSE				
T	Ok, we have some sentences. So what is wrong with these sentences?	INT	Open-Display		Form Focused	Skills and Sys.
T	Ok, what about this? Don't give the answer, think about this?	INT	Open-Display		Teacher Echo	Managerial
T	Take a look at these, bec. We have mistakes.	INT				
S6	Mistake?	INT			Seeking Clarific	
T	Hata.	RESPONSE			L1	L1 BY TEACHER
T	Ok, what is the mistake in the second sentence?	INT	Closed Display		Form-focused	Skills and Sys.
SS	My brother's name is.	RESPONSE				
T	My brother's name is. Perfect.	FEEDBACK				
T	What about this one?	INT	Closed Display		Form-focused	Skills and Sys.
S7	He look like.	RESPONSE				
T	Jordan, what is the mistake?	INT	Closed Display		Form-focused	Skills and Sys.
S7	Looks like.	RESPONSE				
T	He looks like. Exactly. I look like Jim Carey. She looks like Madonna. She looks like.	FEEDBACK				
T	She always smiling. What is the mistake here?	INT	Closed Display		Form-focused	Skills and Sys.
S7	Smiles.	RESPONSE				
T	She always smiles. Because it is she, right.	FEEDBACK				
T	Ok, she doesn't angry.	FEEDBACK				
S6	He doesn't angry.	RESPONSE				
T	Ok, he doesn't angry, What is the mistake here?	INT	Closed Display	1s.	Form-focused	Skills and Sys.
T	Is it true?	INT	Closed Display		Confirmation Ch	Skills and Sys.
S1	Isn't angry.	RESPONSE				
T	He isn't angry, exactly. Angry kızgın.	FEEDBACK			L1 BY TEACHER	
T	Can you say he doesn't student?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S1	No.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	He is not a student, yeah. So, this is adjective. He isn't angry, exactly.	FEEDBACK				
T	Ok, what about this?	INT	Closed Display		Form-focused	Skills and Sys.
Ss	She lives.	RESPONSE				
T	Ok, you can say she is living, but this is the ideal answer she lives in Bodrum.	FEEDBACK				
T	Can you say I jumping?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S6	I am.	RESPONSE				
T	Yeah, I am jumping.	FEEDBACK				
T	Can you say he reading the book?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S6	He is.	RESPONSE				
T	He is reading. Be careful about this.	FEEDBACK				
T	What about this, we are get along?	INT	Closed Display		Form-focused	Skills and Sys.
Ss	We are getting.	RESPONSE				
T	We are getting along. What does it mean?	FEEDBACK	Open-Display	2s.	Scaffolding Ext	Materials
T	Anlaşmak, ok. You are good friends. They get along. Any questions about this? By the way, these are your mistakes from your homework.	FEEDBACK			L1 BY TEACHER	
T	Now, I am writing more mistakes here.	INT				
T	Don't speak, only think.	INT				
T	So, What is up with this one? What is wrong with the first sentence? He doesn't likes going out.	INT	Closed Display		Form-focused	Skills and Sys.
Ss	Like.	RESPONSE				
T	He doesn't like. This -s is already here. You can't write the second -s.	FEEDBACK				
T	Ok, what about this one? They are like to going discos.	INT	Closed Display		Form-focused	Skills and Sys.
S7	They like to go to disco.	RESPONSE				
T	Or you can say they like going to discos. Or they like to go to disco. It is the same. But the mistake here is -are- We don't say -are-.	FEEDBACK				
T	Everyone know him?	INT	Closed Display		Form-focused	Skills and Sys.
S2	Everyone knows.	RESPONSE				
T	Yes. We have everyone, everybody. What else we have?	INT	Closed Display		Scaffolding Extension	Skills and Sys.
S7	Everywhere.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S6	Everything.	RESPONSE				
T	I know that it is many people, but in grammar it is singular. So, everybody likes going to discos.	FEEDBACK				
T	Everywhere is dirty. Dirty?	INT	Closed Display		Scaffolding Extension L1	Skills and Sys.
Ss	Kirli.	RESPONSE				
T	Everywhere is dirty. Bec. It is singular. Everyday is another day. So, everyday is happy. In Antalya, everyday is beautiful.	FEEDBACK				
S12	Sunny.	RESPONSE				
T	Yes, everyday is sunny. Is it clear?	FEEDBACK-INT	Closed-Refer		Comprehension Check	Managerial
Ss	Yes.	RESPONSE				
T	Any questions?	INT	Closed-Refer	2s.	Comprehension Check	Managerial
T	What about this?	INT	Closed Display		Scaffolding Modelling	Skills and Sys.
S7	He like to.	RESPONSE				
T	He like to?	INT			Confirmation	Skills and Sys.
S7	He likes to.	RESPONSE				
T	To play football or he likes playing football. It is the same. Both way is correct.	FEEDBACK				
T	Are they clear? Any questions? Why are you smiling? Are you laughing at each other?	INT	Closed Display			Managerial
S5	I don't know, teacher.	RESPONSE				
T	What is wrong with her?	INT	Open-Refer		Genuine Req.	Classroom Context
S5	I am very angry, teacher.	RESPONSE				
T	Why?	INT	Open-Refer		Genuine Req.	Classroom Context
S5	Bec. Everytime she is smiling.	RESPONSE				
T	Ok, one question. Why are you smiling to him? Why? Are you guys flirting?	INT	Open-Refer		Genuine Req.	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S7	(girl) No.	RESPONSE				
T	She said no.	FEEDBACK				
	((Ss are speaking Turkish.))					
	((Ss are laughing, they are relaxed.))					
T	So, I will talk about your writings. What is writing?	INT	Open-Display	3s.		Managerial
T	In the last homework, what was the topic?	INT	Closed Display			Materials
S5	Topic?	INT			Clarific.	
T	Talk about your best friend, your favorite person. Do you remember?	FEEDBACK-INT	Closed Display		Confirmation	Materials
Ss	Yes.	RESPONSE				
T	For ex. You talk about your father. You say my favorite person is my father (writes) And then you start he is 46 years old. He is handsome. He is strong. Strong?	INT	Closed Display		Scaffolding Extension	Materials
S5	Güçlü.	RESPONSE			L1	
T	He is blabbla.. In your writings, he is he is I read all the time. It is not beautiful.	FEEDBACK				
T	So, how can we make this better? Good, better, best. Ok. How can we make this better?	INT	Open-Display		Scaffolding Extension	Materials
S2	He is handsome and strong.	RESPONSE				
T	Ok, you can say he is handsome and strong. What else you can say? He is hardworking. You can say because he always works and he is smart. You say hardworking and then you should say why. You say sth. and the reason.	FEEDBACK			Extended Teacher Turn	
T	He is strong because what?	INT	Open-Display		Scaffolding Extension	Materials
S4	He goes to the gym.	RESPONSE				
T	Yes. Good. Don't always say he is this, he is that. You should give reason. Don't repeat the same thing all the time. Repeat? Tekrarlamak.	FEEDBACK			L1 BY TEACHER	
T	Do you know how can we make this better, Kaan?	INT	Open-Display		Comprehension Check	Materials
T	You say My favorite person is my father, bec. I like him very much. And then you say he is handsome, he is strong, he is 46 years old. Hardworking, bec. He works a lot. So, you can make it more colorful. This look better to my eyes. Is it clear?	RESPONSE			Extended Teacher Turn	

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Don't repeat the same things. You can say I like him when he watches football match with me. Do we have a football player in this class?	FEEDBACK-INT	Closed-Refer	2s.	Genuine Req.	Classroom Context
T	Ok, suppose that you are talking about your father. You are a football player. I like him when he watches my football match. Is it clear now? Would you like to note it down? I like when he watches my football match. You are talking about your best friend. You can say he is handsome, he is hardworking, he has beautiful eyes. Then say I like when he calls me.	FEEDBACK			Extended Teacher Turn	
T	Would you like to ask anything?	INT	Closed-Refer	2s.	Comprehension Check	Managerial
T	Now, open the book, people. So we will listen to a music. Page 21. Guys, what is the bottom of the page?	INT	Closed Display			Materials
S4	Sayfanın altı?	INT			L1 - Seeking Clarific.	L1
T	Yes.	RESPONSE				
S4	Which page teacher?	INT	Closed-Display		Seeking Clarific	
T	21. So, we are listening to a song. I will open the lyrics. What is lyric?	RESPONSE-INT	Open-Display		Scaffolding Extension	Materials Mode
S4	Sözler, şarkı sözleri.	RESPONSE			L1	
T	The name of the song is It Is The Life. Try to listen and understand what she says. Now listening time.	INT				
T	What is she saying here?	INT	Open-Display			Materials Mode
S1	It says about a wind.	RESPONSE				
T	The wind whistles. What is whistle?	INT	Open-Display		Scaffolding Extension	Materials Mode

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
Ss	Whistle?	INT			Seeking Clarific	
T	In football there is refere. Refere?	INT	Closed Display		Scaffolding Extension L1	Materials Mode
S5	Hakem.	RESPONSE				
T	Ok. (acts) whistle.	FEEDBACK				
S4	Düdük.	RESPONSE			L1	
T	Or üflemek. The wind whistles down the street. So, The wind makes the sound. (action)	FEEDBACK			L1 BY TEACHER	
T	Sound like whistle. And the people they were dancing to the music. While listening to songs, you can open the lyrics and then follow the song. Thank you for listening.	FEEDBACK				
T	Now open up the page 22.	INT				Materials
S2	Teacher, finish.	RESPONSE				
T	Ok, let's do the last activity for five minutes. At the top of the page. We have dates, how do we say these dates?	INT	Closed Display	4s.		Materials Mode
Ss	Third of May.	RESPONSE				
T	Third of May. Let's listen.	FEEDBACK				
T	When were you born, Kaan?	INT	Open-Refer		Scaffolding Modelling	Skills and Sys
S9	Hi?	RESPONSE				
T	When were you born?	INT	Open-Refer		Teacher Echo	Skills and Sys
S9	Twenty-eighth August 1994.	RESPONSE				
T	Do you say it like this?	INT	Closed Display		Seeking Clarific	Skills and Sys
S9	Twenty eighth of August.	RESPONSE				
T	R ight. So, I was born on twenty eighth of August. Is it on or in?	FEEDBACK-INT	Closed Display		Reduction	Skills and Sys
S4	No, no.	RESPONSE				
T	It is a day, yeah.	FEEDBACK				
S4	Yes.	RESPONSE				
T	On Friday, On Tuesday, bec. It is a day on.	FEEDBACK				
T	When were you born, Burak?	INT	Open-Refer		Scaffolding Extension	Skills and Sys
S7	It is twenty sixth of June.	RESPONSE				
T	Ok. What is your Zodiac?	INT	Closed-Refer		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S4	Cancer.	RESPONSE				
T	Cancer? Mine is also cancer. When were you born?	FEEDBACK-INT	Open-Refer		Scaffolding Extension	Classroom Context
S4	I was born on twenty seventh of June.	RESPONSE			Extended Learner	
T	Wow, so one day difference.	FEEDBACK				
S4	Teacher, you?	INT			Genuine Req.	
T	I was born on 20th of July. And my Zodiac is Cancer.	RESPONSE				
.....						
<u>Serkan (22.01)</u>						
T	How do you do this one? Do you say more busy?	INT	Closed Display		Scaffolding Modelling	Skills and Sys
(T writes on the board.)						
Ss	Busier. (altogether)	RESPONSE				
T	Because?	INT	Open-Display		Scaffolding Extension	Skills and Sys
Ss		RESPONSE				
T	One syllable easy, right.	FEEDBACK				
(T gives handouts.)						
T	So, we have a text here. What is the heading of the text?	INT	Closed Display	1s.		Materials Mode
T.	What is the title of the text?	INT	Closed Display	3S.	Teacher Echo	Materials Mode
((2-3s.))						
T	Title?	INT	Closed Display		Teacher Echo	Materials Mode
T	Which one is the better, Ronaldo or Messi? Before starting to read, which one is better?	INT	Closed-Refer	2s.	Genuine Req.	Classroom Context
((1-2s.))						
T	Which one is better?	INT	Closed-Refer		Teacher Echo	Classroom Context
S1	Ronaldo is better.	RESPONSE				
T	Ok, why?	INT	Open-Refer		Scaffolding Extension	Classroom Context
S1	He is more skillful.	RESPONSE				
T	Let's talk in terms of skills and technique. First of all, what is technique? How do you decide on technique? What is the meaning of technique?	INT	Open-Display		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S2	Shoot, goal.	RESPONSE				
T	Technique is the ability to play with the ball and your ability to pass, your ability to control the ball. So, which one is better, Ronaldo or Messi?	FEEDBACK-INT	Closed-Refer		Scaffolding Modelling	Classroom Context
Ss	Ronaldo.	RESPONSE				
Ss	Messi.	RESPONSE				
T	I think it depends on how you control the ball. I think, Messi is better.	FEEDBACK				
T	Why is Messi better in terms of ball control?	INT	Open-Refer		Scaffolding Extension	Classroom Context
S3	Because he is short.	RESPONSE				
T	So, he is closer to the ground and easily control the ball.	FEEDBACK				
T	Ok, how do you compare? How do you say it in English? In terms of technique, Messi is?	INT	Open-Display		Form Focused	Skills and Sys.
Ss	Technical, technique.	RESPONSE				
S4	Better.	RESPONSE				
T	Yeah, better. In terms of technique, Messi is better than Ronaldo. What is this in terms of?	FEEDBACK-INT	Open-Display		Form Focused	Skills and Sys.
S5	bakımından	RESPONSE			L1	
T	Yes, bakımından. How do you compare?	FEEDBACK-INT	Open-Display	1s.	Form Focused	Skills and Sys.
((1s.))						
T	He is better than Ronaldo. (t writes on the board.)	RESPONSE				
T	What else?	INT	Open-Display	3s.	Scaffolding Extension	Skills and Sys.
((2-3s.))						
T	Have you ever watched Messi in Argentina? Have you ever seen him play?	INT	Closed-Refer		Genuine Req.	Classroom Context
Ss	Yes.	RESPONSE				

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	He can't play. He can only play in Barcelona. Bec. He has Iniesta and Chavi. Ok, now we will read the text. Underline the words that you don't know while you are reading. Don't look up in the dictionary. You don't need to understand everything, people. Please underline and pass. If you look up in the dictionary every time, you don't understand anything. Just try to understand the general picture. Let's start and underline the unknown words.	INT				
(Ss are reading.)						
T	Is everybody done with reading?	INT	Closed Display			Managerial
Ss	No.	RESPONSE				
(T walk around helps Ss.)						
(Ss are talking.)						
T	Are you asking dripping?	INT	Closed Display		Seeking Clarific	Materials
S8	Yes.	RESPONSE				
T	Running.	FEEDBACK				
Ss	Depar.	RESPONSE			L1	
T	Ok, let's talk about underlined words.	INT			Seeking Clarific.	
S5	Recent.	INT			Comprehension Check	Materials
T	Do you remember recent?	INT	Closed Display	2s.		
((1-2s.))						
T	Ok, what else?	INT			Scaffolding Extension	Materials
S6	Such.	RESPONSE				
T	Such. (T writes.)	FEEDBACK				
S7	According.	RESPONSE				
T	Can you show me where it is?	INT	Closed-Refer		Seeking Clarific	Materials
S7	Paragraph 4.	RESPONSE				
T	According to. Ok, what else? Anything else, people?	INT				Managerial
S8	Confident.	RESPONSE				
T	Confident. And then what?	INT	Closed-Refer			Managerial
S9	Better.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	And then what?	INT	Closed-Refer			Managerial
T	What about kick?	INT	Closed Display		Scaffolding Extension	Materials
S10	Vurma?	RESPONSE			L1	
T	(acts) You kick the ball.	FEEDBACK				
S11	Kick box.	RESPONSE				
T	Yes, We have kicks.	FEEDBACK				
T	Ok, what about recent?	INT	Closed Display	2sd.	Scaffolding Extension	Materials
((1-2 s.))						
T	Let's say in recent years. What is the meaning of recent years?	INT	Closed Display	4s.	Scaffolding Extension	Materials
((3-4s.))						
S3	Son yıllarda.	RESPONSE			L1	L1
T	Son yıllarda. In recent years they have been compared to each other.	FEEDBACK			L1	
T	What is such? What is the meaning of such?	INT	Closed Display	2s.	Scaffolding Extension	Materials
((1-2s.))						
T	Do you remember we said such as?	INT	Closed Display	2s	Comprehension Check	Materials
((1-2s.))						
T	So, for example, Antalya has many beautiful places such as what?	INT	Open-Display		Scaffolding Modelling	Skills and Sys
S1	Kale içi, old town.	RESPONSE				
T	Yes, what else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys
Ss	Konyaltı, Döşemealtı.	RESPONSE				
T	Korkuteli. (writes on the board.)	RESPONSE			Turn Completion	
S2	What is for example?	INT			Seeking Clarific.	
T	Ok, let's see. Antalya has many beautiful places, comma such as blablal. But Antalya has many beautiful places.(Dot)For example blablal. Do this. Barcelona has many good players such as?	RESPONSE-INT	Open-Display		Scaffolding Modelling	Skills and Sys
Ss	Chavi, Messi, Avi.	RESPONSE				

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, Who is playing in the defensive middle field?	INT	Closed Display		Genuine Req.	Classroom Context
S15	Mascerano. (a lazy student answers this question.)	RESPONSE				
T	Would you like to talk about football a little? (draws a football field)	INT	Closed Display			Managerial
T	Ok, guys who is here?	INT	Closed Display		Scaffolding Extension	Classroom Context
Ss	Valdes.	RESPONSE				
T	Valdes.(writes)	FEEDBACK				
T	Who are these two guys?	INT	Closed Display	2s.	Scaffolding Extension	Classroom Context
((1-2s.))						
T	Pice and Mascerano.	RESPONSE				
T	Ok, what about the left back?	INT	Closed Display		Scaffolding Extension	Classroom Context
S1	Adriano.	RESPONSE				
S15	Abidal.	RESPONSE				
T	Abidal has some problems with his heart. He is sick. Ok who are these guys?	FEEDBACK-INT	Closed Display	1s.	Scaffolding Extension	Classroom Context
((1s.))						
T	Stoppers. They stop the ball.	RESPONSE				
T	What about these guys? (shows some points on the football field.)	INT	Closed Display		Scaffolding Extension	Classroom Context
T	This is left back and right back, right. Fatih Terim, (imitation) I don't want to see the back. I want to see the front. Here we have middle field. What is it called?	FEEDBACK-INT	Closed Display		Scaffolding Modelling	Classroom Context
S	Middle field.	RESPONSE				
T	Central middle field.	FEEDBACK				
Ss	Orta sahanın göbeği.	RESPONSE			L1	L1
T	Yes. Ok, What about these guys?	FEEDBACK-INT	Closed Display		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S	Sanchez.	RESPONSE				
T	Here is defensive middle field.	FEEDBACK				
S2	Sergio.	RESPONSE				
T	Yes, He is one of my favorites. He is defending well.	FEEDBACK				
T	This guy is Iniesta. Who is this guy?	INT	Closed Display		Extended Teacher Turn Scaffolding Extension	Classroom Context
Ss	Sergio.	RESPONSE				
T	Yes, they are changing sometimes.	FEEDBACK				
T	AMF, What is this?	INT	Open-Display		Scaffolding Extension	Classroom Context
Ss	Attack.	RESPONSE				
T	Yes, attacking middle field. Ok, let's talk about positions.	INT				
T	Memo, What is CF?	INT	Open-Display		Comprehension Check	Classroom Context
S	Central Forvet.	RESPONSE				
T	What is SS HERE?	INT	Open-Display	2S.	Scaffolding Extension	Classroom Context
((1-2S.))						
T	How do you say?(make 2 with hand)	INT	Closed Display		Scaffolding Modelling	Skills and Sys
S	Second.	RESPONSE				
T	(Act)	FEEDBACK				
S	Second shoot.	RESPONSE				
T	NO, second strike.	FEEDBACK				
T	What is this?	INT	Closed Display	2S.	Scaffolding Modelling	Classroom Context
((1-2s.))						
T	(swings his arms) What is the name of this animal?	INT	Closed Display		Scaffolding Modelling	Classroom Context
S2	Bird.	RESPONSE				
T	Ok.	FEEDBACK				
T	How do you call these? (shows his arms)	INT	Closed Display	2S.	Scaffolding Modelling	Classroom Context
T	Wings. Ok, left wing, right wing. Yes, this is football.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	And tell me where does Ronaldo play?	INT	Closed Display		Scaffolding Extension	Classroom Context
Ss	RLP.	RESPONSE				
T	Ok. Where is Messi?	INT	Closed Display	2s.	Scaffolding Extension	Classroom Context
T	He is usually here. Ok, don't think about Ronaldo and Messi. Generally, which one is supposed to be faster? Left wing or attacking middle field?	FEEDBACK-INT	Closed Display		Reduction	Classroom Context
S3	Left wing.	RESPONSE				
T	Why?	INT	Open-Display		Scaffolding Extension	Classroom Context
S15	Arkadan geliyor.	RESPONSE			L1	L1
T	It is coming behind.	FEEDBACK				
T	Ok, guys according to scientists, education must be obligatory. According to scientists. Bilim adamlarına gore. For ex. What else?	INT	Open-Display		Scaffolding Modelling	Materials
T	Can you give me other examples with according to? What is statistics?	INT	Open-Display		Scaffolding Extension	Materials
Ss	İstatistik.	RESPONSE				L1
T	You say, according to statistics Barcelona is a better team.	FEEDBACK			Turn Completion	
S2	İstatistiklere gore.	RESPONSE			L1	L1
T	Ok, what is confident?	INT	Open-Display		Scaffolding Extension	Materials
S15	Kendinden emin demek.	RESPONSE			L1	L1
T	Evet.Repeat it, Ali.	FEEDBACK			L1	
S	Kendinden emin, öz güvене sahip.	RESPONSE			L1	L1
T	Ok, What about better?	INT	Open-Display	3S.	Scaffolding Extension	Materials
T	We have good, better, the best. (Acts) Beşiktaş is good, Fenerbahçe is better, Galatasaray or Antalyaspor is the best.	RESPONSE				
Ss	Yes.	RESPONSE				
T	What do you think?	INT	Open-Refer		Scaffolding Exte	Classroom Cont
S1	Fenerbahçe is good , Beşiktaş is better, Barcelona is the best.	RESPONSE			Extended Learner Turn	
T	Ok, what do you think? Give your best three things? So, which one is a good team?	INT	Open-Refer		Scaffolding Extension	Skills and Sys

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S16	Teacher, Gatasaray is the best. (laughters)	RESPONSE				
T	So, tell me what is going on in the text? What are the comparisons? Would you like to tell me?	INT	Open-Display	2s.		Materials Mode
((1-2 s.))						
T	What does it say, Is Ronaldo or Messi better?	INT	Closed Display		Reduction	Materials Mode
Ss	Messi.	RESPONSE				
T	Messi is better, it says. Why?	INT	Open-Display	2s.	Scaffolding Ext	Materials Mode
S	Adam 3 tane ödül aldı.	RESPONSE			L1	L1
T	Talk about the skills. why is it saying Messi better?	INT	Open-Display		Scaffolding Ext	Materials Mode
T	Ok, It says, Ronaldo is faster than Messi. Do you agree?	INT	Closed Display	2s.		Materials Mode
((1-2s.))						
T	Do you think Ronaldo is faster?	INT	Closed Display		Teacher Echo	Materials Mode
Ss	Yes.	RESPONSE				
T	Ok. Ronaldo is much more controlled than Messi. Kontrollü. Is he?	INT	Closed Display		Scaffolding Ext	Materials Mode
Ss	Yes.	RESPONSE				
T	And then it says Ronaldo is fatter than Messi, but he is fast.	FEEDBACK				
S	Bec. He is tall.	RESPONSE				
T	Messi is more skillful than Ronaldo. Do you agree?	INT	Closed Display			Materials Mode
Ss	Yes.	RESPONSE				
S	I agree.	RESPONSE				
T	I agree, too.	FEEDBACK				
T	Let's do the other part. One question, in terms of skills which one is better Fabianes or Aurellio? In terms of skill.	INT	Closed Display		Reduction	Materials Mode
S1	Aurellio is faster.	RESPONSE				
S2	Stronger.	RESPONSE				
T	Ok, in terms of height, which one is better, Aurellio or Fabianes?	INT	Closed Display		Reduction	Materials Mode

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S15	Aurello.	RESPONSE				
T	He is high, yeah.	FEEDBACK				
T	Is he taller?	INT	Closed Display		Scaffolding Ext	Materials Mode
Ss	Like you.	RESPONSE				
T	Ok. Let's talk about goalkeepers in Turkey.	INT				
S	Goalkeeper, Volkan.	RESPONSE				
Ss	Volkan.	RESPONSE				
T	Ok, one thing. Impass. Do you know impass?	INT	Closed Display	1s.	Scaffolding Extension	Materials Mode
((1s.))						
T	Something like physical, technical. So you say, in terms of skill, Ronaldo or Messi is better. In terms of physical body, Ronaldo is better. In terms of, right.	RESPONSE				
T	Give me two goalkeeper in Turkey?	INT	Closed Display		Scaffolding Extension	Classroom Context
Ss	Volkan, Müstera.	RESPONSE				
T	In terms of physical, which one is better?	INT	Closed Display		Scaffolding Modelling	Skills and Sys
Ss	Volkan.	RESPONSE				
T	In terms of skill?	INT	Closed Display		Confirmation	Classroom Context
Ss	Müstera.	RESPONSE				
T	Can you give me the full sentence?	INT	Open-Display		Form-focused	Skills and Sys
S1	In terms of skill, Müstera is better than Volkan.	RESPONSE			Extended Learner Turn	
T	Ok. What about this? Aykut, Could you give me the whole sentence?	INT	Open-Display		Form-focused	Skills and Sys
S2	Müstera.	RESPONSE				
T	Can you give me the whole sentence?	INT	Open-Display		Form-focused	Skills and Sys
S2	In terms of technique, Müstera is better than Volkan.	RESPONSE			Extended Learner Turn	
T	Ok. Physical difference. Who wants to say it in English?	INT	Open-Display		Form-focused	Skills and Sys

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S3	Müstera is better than Volkan.	RESPONSE			Extended Learner Turn	
T	In terms of physical?Volkan is big, he occupies the whole goal.	FEEDBACK				
Ss	Volkan is bigger.	RESPONSE				
T	Right. Let's complete the whole text, please.	FEEDBACK				
T	So guys, do you remember one syllable, it is -ier. How many syllables do we have here? Heavy?	INT	Closed Display		Form-focused	Skills and Sys
S4	Two.	RESPONSE				
T	No, guys. Syllabus is about sound. Heavy. Is it clear?	FEEDBACK				
T	So, it is heavier.	RESPONSE				
T	People, One question I have. Ok, we have good. And then what?	INT	Closed Display		Form-focused	Skills and Sys
Ss	better.	RESPONSE				
T	And then what?	INT	Closed Display		Form-focused	Skills and Sys
Ss	Best.	RESPONSE				
T	Let's do this one. Bad?	INT	Closed Display		Form-focused	Skills and Sys
Ss	Worse.	RESPONSE				
T	And then what?	INT	Closed Display	4S.	Form-focused	Skills and Sys
Ss	Worst.	RESPONSE				
T	Yes.	FEEDBACK				
T	How did you do this, heavy?	INT	Closed Display	2S.	Form-focused	Skills and Sys
T	Heavier. And then how did you do the superlative?	RESPONSEINT	Closed Display		Form-focused	Skills and Sys
Ss	Heaviest.	RESPONSE				
T	Ok. The only difference in superlative -iest. One more. How many syllabus do we have in this one?	FEEDBACK-INT	Closed Display	3S.	Form-focused	Skills and Sys
((2-3s.))						
T	One. Large. So, it is larger, yeah. And what?	RESPONSEINT	Closed Display		Scaffolding Mod	Skills and Sys
Ss	Largest.	RESPONSE				
T	Istanbul is the largest city in Turkey. Largest.	FEEDBACK				
Ss	Büyük.	RESPONSE			L1	L1

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	ok. Antalya is larger than Burdur. Do you agree?	INT	Closed Display			Materials
Ss	Yes.	RESPONSE				
T	One question. If I say, Antalya is larger than Adana. Is it true?	INT	Closed Display		Scaffolding Modelling	Classroom Conetxt
S	I disagree.	RESPONSE				
T	Disagree. Why?	FEEDBACK-INT	Open-Display		Scaffolding Exte	Classroom Conetxt
T	Adana is larger?	INT			Seeking Clarific	Classroom Conetxt
S	Yes, it is larger.	RESPONSE				
T	Ok. Even the city center is larger than Antalya.	FEEDBACK				
T	Gaziantaep is bigger than Maraş. Is it right?	INT	Closed Display		Scaffolding Modelling	Classroom Conetxt
Ss	Yes.	RESPONSE				
S	I agree.	RESPONSE				
T	Kahramanmaraş is larger than Urfa. Is it right?	INT	Closed Display	4S.	Scaffolding Modelling	Classroom Conetxt
T	Which one is larger?	INT	Closed Display		Reduction	Classroom Conetxt
S	Urfa daha büyük.	RESPONSE			L1	L1
T	Say it in English.	INT				
T	Ok, let's open up the page 37.	INT				
T.	Guys, in terms of girls in the city which city is the best?	INT	Closed Display		Scaffolding Ext	Classroom Conetxt
Ss	İzmir.	RESPONSE				
S	İzmir, Ankara, Manisa.	RESPONSE				
T	Ok, Bermuda triangle.	FEEDBACK				
T	What do you think about the girls in Antalya?	INT	Open-Refer		Scaffolding Exte	Classroom Conetxt
Ss	Very bad.	RESPONSE				
T	Tourists are good in summer.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S	Yes, in summer.	RESPONSE				
T	They are not good in winter. Ok, in terms of girls İzmir is the best city.	FEEDBACK				
T	In terms of boys which city is the best?	INT	Closed-Refer		Scaffolding Extension	Classroom Conetxt
S	Bursa.	RESPONSE				
S5	They are ugly.	RESPONSE				
T	Oh, she doesn't like Turkish boys. She says they are ugly.	FEEDBACK				
T	ok, in terms of the boys which country is the best in the world?	INT	Closed-Refer		Scaffolding Extension	Classroom Conetxt
Ss	Italy.	RESPONSE				
T	Where are you from?	INT	Closed-Refer		Genuine Req.	Classroom Conetxt
S	Batman.	RESPONSE				
T	Then, why do you say Italy?	INT	Open-Refer		Seeking Clarific.	Classroom Conetxt
S2	I think, it is Brasil.	RESPONSE				
T	Brasil? Boys?	INT	Closed Display		Seeking Clarific.	Classroom Conetxt
S3	Why do you ask boys?	INT			Genuine Req.	
T	Bec. We have two girls in the class.	RESPONSE				
T	Bec. I never think of boys.	RESPONSE				
T	So, in terms of girls which country is the best in the world?	INT	Closed-Refer		Scaffolding Extension	Classroom Conetxt
S1	Finlandiya.	RESPONSE				
T	Finland.	FEEDBACK				
S2	Russia	RESPONSE				
S3	Scandinavia.	RESPONSE				
S4	Spain.	RESPONSE				
T	Spain? Girls?	INT	Closed Display		Seeking Clarific.	Classroom Cont
T	Ok, page 37. Do you remember we were talking about no time for anything? What is the meaning, do you remember? No time for anything (body gestures)	INT	Open-Display			Materials
Ss	Hiç zaman yok.	RESPONSE			L1	L1
T	People, I have a question. How can we live our life more slowly?	INT	Open-Display	3s.		Classroom Conetxt

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Now, we will fill in the blanks and we will listen and learn how we can live our life more slowly?	INT				
T	Before listening guys, try to guess.	INT				
(T helps Ss one by one)						
T	We will listen in anyway.	INT				
((Listening.))						
T	So, bec we are living our life so fast, you can say try to walk slowly. Bec you will have a rest in your mind. I always walk fast. I don't know, why. I drive fast, I walk fast. But I don't have any reason. Life is short, you don't need to go fast. Just slow, walk slowly.	FEEDBACK				
T	Do you remember we have more and less? Remember? Daha çok, daha az. Most, en çok. Ok?	INT			Comprehension	Managerial
T	Angelina Jolie is more beautiful than Cameron Diaz. She is the most beautiful girl in the world. Kate Wislot is less beautiful than Jolie. Less, least; more and the most.	FEEDBACK			Extended Teacher Turn	
T	Do you remember on the first day I said at least you should do your homework. At least, en azından.	INT	Closed Display		Comprehension	Managerial
((Listening))						
T	What is it?	INT	Closed Display			Materials
S	Two things.	RESPONSE				
T	It says try to do two things at the same time. Can you give me an example?	FEEDBACK-INT	Open-Display	2s.	Scaffolding Extension	Classroom Conetxt
T	Driving and texting.	RESPONSE				
S	SMOKING.	RESPONSE				
T	Ok, don't say smoking bec. Some people have a long way and they can smoke easily. But, about telephone. It is dangerous right driving and talking on the phone at the same time.	FEEDBACK			Extended Teacher Turn	
T	So, what is the example that she gives here?	INT	Open-Display	2S.		Materials Mode
T	People please listen.	INT				
T	The worst thing you can do is the multi-task. And then what?	RESPONSE-INT	Open-Display		Scaffolding Extension	Materials Mode
T	What does it say?	INT	Open-Display	2s.	Scaffolding Extension	Materials Mode
((1-2s.))						

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S	E-mails and talking friends.	RESPONSE				
T	Don't write e-mail, while you are talking to your friends. Why? Why does she say like that?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Materials Mode
T	Now, she is saying in the last part. You are not focusing on your e-mails or friends. You are not focusing on anything. So, do one thing.	RESPONSE				
S	Only one.	RESPONSE				
T	Ok, right, exactly.	FEEDBACK				
T	Tip number four is very simple. What does she say?	INT	Open-Display			Materials Mode
S	Do nothing.	RESPONSE				
T	Yes, sit down and do nothing for half an hour everyday.	FEEDBACK				
<u>Serkan (25.01)</u>						
T	So, people we have a questionnaire. What was the meaning of questionnaire, do you remember?	INT	Open-Display		Comprehension	Managerial
S1	Anket.	RESPONSE			L1	L1
T	So, we have a little questionnaire.	INT				
T	So, first of all guys, do you remember what is the difference between how much and how many?	INT	Open-Display	3s.	Form-focused	Skills and Sys
T	So, what is the difference?	INT	Open-Display		Form-focused	Skills and Sys
Ss	Countable, uncountable.	RESPONSE				
T	Which one is countable?	INT	Closed Display		Reduction	Skills and Sys
S2	Many.	RESPONSE				
T	Exactly. Many is countable.	FEEDBACK				
S3	Much uncountable.	RESPONSE				
T	So, can you tell me some uncountable objects.	INT	Open-Display		Scaffolding Extension	Skills and Sys
S4	Coffee.	RESPONSE				
T	Can you say a lot of? Can you say many coffee?	INT	Closed Display		Reduction	Skills and Sys
Ss	Sugar.	RESPONSE				
T	Sugar is uncountable. What else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S5	Food.	RESPONSE				
T	Food. Food is uncountable. Exactly. What else?	FEEDBACK-INT	Open-Display		Scaffolding Extension	Skills and Sys
S5	Salt.	RESPONSE				
T	Salt.	FEEDBACK				
T	Ok, many countable things. Orange. You can say oranges. If it takes –s, it means that it is countable. This is the whole story. In this questionnaire here What is the title of the questionnaire?	FEEDBACK-INT	Closed Display			Materials Mode
S1	How much...	RESPONSE				
T	Diet and Life Story. What is the meaning of Diet?	FEEDBACK-INT	Open-Display			Materials Mode
S6	Diyet.	RESPONSE			L1	L1
T	Yes, in Turkish it is diyet. And life style, stil. These five questions are about diet and your life style. The first question, do you drink coffee. How many cups, CUPS?	FEEDBACK-INT	Closed-Refer			Materials Mode
Ss	Bardak.	RESPONSE				L1
T	Yes, how many cups of coffee do you drink in one day? Now one question. (T reads from the book.)	INT	Closed-Refer	2s.		Materials Mode
(T writes.)						
T	How many cups do you drink a day?	INT	Closed-Refer		Teacher Echo	Materials Mode
S5	Günde kaç bardak içiyorsun?	RESPONSE			L1	L1
T	Ok. So guys, be careful here.- How many cups do you drink a day-This is a phrase. If you say how many cup do you drink in one day, it is also true. But here we don't have –in- This is a phrase. Kalıp. How many cups do you drink a day. Ok.	FEEDBACK			Extended Teacher Turn	
T	How many questions do you do a day? How many questions do you answer a day?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
S6	10.	RESPONSE				
T	10 questions you answer a day. Perfect. So, if I say coffee, if I don't say cups, which one would it be?	FEEDBACK-INT	Closed Display		Form-focused	Skills and Sys
S1	How much coffee.	RESPONSE				
T	Right. How much coffee do you drink a day. Coffee is uncountable but cups are countable. So, how many cups of coffee but how much coffee. This is all story.	FEEDBACK			Extended Teacher Turn	
T	Can you tell me about the types of coffee?	INT	Closed-Refer		Scaffolding Extension	Classroom Context

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S3	Hangi çeşit?	INT			Seeking Clarific.- L1	L1
T	Yes.	RESPONSE				
S4	Turkish coffee.	RESPONSE				
T	Yes, perfect.	FEEDBACK				
S5	Milk coffee.	RESPONSE				
T	Coffee with milk.	FEEDBACK				
S6	Chocolate coffee.	RESPONSE				
T	Chocolate coffee.	FEEDBACK				
S7	Espresso.	RESPONSE				
T	Ok. So, these kinds. So, What time do you drink your last cup of coffee? What time? At night? What time do you drink your last cup of coffee?	INT	Closed-Refer			Materials Mode
S3	At nine o'clock.	RESPONSE				
T	Yes, exactly. What about the second question?	FEEDBACK-INT				Materials Mode
T	How much time do you spend a day in the sun? We have three different parts in this question, in winter, summer and on holiday? Do you always wear sunscreen in summer?	INT	Closed-Refer			Materials Mode
T	This is screen. In basketball, perde. Screen is a kind of protector. And then what, third question. Do you play a lot of computer and video games.	FEEDBACK			Extended Teacher Turn	
T	Do you play computer games?	INT	Closed-Refer			Materials Mode
S9	Sitdoor.	RESPONSE				
T	Sitdoor, ok. What is your favorite game. Ok, you are gonna say Sitdoor. How much time do you spend a week playing them?(*2 repeats)	INT	Closed-Refer			Materials Mode
Ss	Bir haftada ne kadar oynarsın?	RESPONSE			L1 TRANSLATION	
T	Ok. Fourth question. How often do you eat chocolate? What is how often?	INT	Closed-Refer			Materials Mode

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
Ss	Ne sıklıkla.	RESPONSE			L1	TRANSLATION
T	What kind of chocolate do you prefer? Milk, dark, bitter? So three kinds. Fifth question, how many hours a day do you watch TV during the week and at the weekends? (reads from the book)	INT				Materials Mode
T	What is the meaning of how many hours a day? Vedat? How many hours a day?	INT	Closed-Refer			Materials Mode
S	Günde kaç saat.	RESPONSE			L1	TRANSLATION
T	Yes. So we have seven days in a week. Five days are weekdays Mon- Fri. The other two days Sat- Sun. They are weekends. What kinds of programs do you watch regularly?	FEEDBACK-INT	Closed-Refer			Materials Mode
T	What is the meaning of regularly?	INT	Closed Display			Materials Mode
S5	Düzenli.	RESPONSE			L1	TRANSLATION
T	Yes, düzenli olarak. Regularly means I watch it every day. So, I am giving you these papers. You see your questionnaire. Now, you are standing up and taking your papers and book. You are finding two people and asking these questions. Please guys wake up now, stand up.	FEEDBACK-INT				
T	Guys, do it carefully, bec. I will ask you to tell me. Please ask in English.	INT				
S	How much time do you spend in the sun in the summer?	INT	Closed-Refer			Materials
T	3 hours.	RESPONSE				
S	Do you play computer games?	INT	Closed-Refer			Materials
T	Yes.	RESPONSE				
S1	What is your favourite game?	INT	Closed-Refer		Direct Verbal	
T	HOW. Hero of The World	RESPONSE				
S1	Are you good at it?	INT	Closed-Refer		Genuine Req.	
T	I think so.	RESPONSE				
S	I know the game but I didn't play it. I am playing Crisis.	RESPONSE				
T	Oh, I have heard about it. But I have never played. Yes, go on asking.	FEEDBACK				
S	How often do you eat chocolate?	INT	Closed-Refer		Direct Verbal	

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Twice a week. Ok, what else?	RESPONSE				
S	How many hours a day do you watch TV?	INT	Closed-Refer		Direct Verbal	
T	Never.	RESPONSE				
S	Oh, me too. Which programs do you prefer to watch?	INT	Closed-Refer		Direct Verbal	
T	TV Series.	RESPONSE				
T	Ok, guys, when I pick one person, you will read just the results of the questions. Result?	INT				
Ss	Sonuç.	RESPONSE				TRANSLATION
T	Yes.	FEEDBACK				
T	Would you like to read first?	INT	Closed Display			Managerial
S	Sorulara okumamıza gerek var mı?	NT	I Clarification			
T	No, you don't need to.	RESPONSE				
S	Mehmetcan drinks one cup of coffee a day	. RESPONSE				
T	Ok, one cup of coffee a day.	FEEDBACK				
S	His type of coffee is Latte and Turkish coffee.	RESPONSE				
T	His kind of coffee is Turkish coffee and Latte. Ohh.	FEEDBACK				
S	He is drink last cup of coffee 9 o'clock a day.	RESPONSE				
T	He drinks his last cup of coffee at 9. Ok, and then?	FEEDBACKINT				
S	He spends 7 hour in the sun in the summer.	RESPONSE				
T	Oh, that's why you have a dark skin. And then?	FEEDBACKINT				
S	He sometimes wears sunscreen.	RESPONSE				
T	Ok, sometimes.	FEEDBACK				
S	He watches video.	RESPONSE				
T	Ok, thank you Fikret. Guys, do you want to work on pronunciation?	FEEDBACKINT	Closed-Refer			Managerial
Ss	Yes.	RESPONSE				

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	Ok, chocolate!	INT				
Ss	(repeat) chocolate.	RESPONSE				
T	Another one?	INT	Closed Display			Managerial
S2	Burak drinks one cup of coffee a day. He likes milk.	RESPONSE				
T	Do you like coffee with milk?	INT	Closed Display			Materials
S	Yes.	RESPONSE				
S2	10 P.M.	RESPONSE				
T	This is the last time he drinks coffee.And?	FEEDBACK-INT				
S2	Burak spend day in the sun.	RESPONSE				
T	How much?	INT	Closed-Refer		Scaffolding Extension	Materials
S2	In the summer one hour. Holiday never.	RESPONSE				
T	Why are you afraid of the sun, Burak?	INT	Open-Refer		Scaffolding Extension	Classroom Context
S	Bec. Allergy.	RESPONSE				
T	Yeah, you are allergic to the sunlight. What is light?	FEEDBACK-INT	Closed Display		Scaffolding Extension	Materials
Ss	Güneş ışığı.	RESPONSE				L1
T	Vedat, are you allergic to the sunlight?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
S	No.	RESPONSE				
T	Ok, go on İbrahim.	FEEDBACK-INT				
S	He play a lot of computer games. He eats chocolate.	RESPONSE				
T	Yes, he eats. But how often?	FEEDBACK-INT	Closed-Refer		Scaffolding Extension	Classroom Context
S	Once of day.	RESPONSE				
T	Once a day.	FEEDBACK				
S	He never watches Tv. Bec.he live in the dormitory.	RESPONSE				
T	(laughters) You live in the dormitory. Ok, good, thank you.	FEEDBACK				
T	Yes, Aykut?	INT				
S	He drinks six or seven cups of coffee a day.	RESPONSE				
T	Ok.	FEEDBACK				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S	He usually drinks Nescafe.	RESPONSE				
T	Ok.	FEEDBACK				
S	He drinks his last coffee at 3.	RESPONSE				
T	3, OK.a.m?	FEEDBACKINT	Closed-Refer		Seeking Clarific.	Materials
S	Yes, at night.	RESPONSE				
T	Together with friends. Ok, another one?	FEEDBACK-INT				
S	He spends two in the summer.	RESPONSE				
S	He doesn't use sunscreen.	RESPONSE				
T	You are brave, ok.	FEEDBACK				
S	He plays computer games. FIFA 2012.	RESPONSE				
T	Ok.	FEEDBACK				
S	He plays 3 hours.	RESPONSE				
T	3 hours a week.	FEEDBACK				
S	Yes.	RESPONSE				
T	the last question I think?	INT				
S	He watches 20 hours.	RESPONSE				
T	20 HOURS WHAT?	INT			Seeking Clarific.	Materials
S	tv.	RESPONSE				
T	What is his favorite TV program?	INT	Closed-Refer		Scaffolding Extension	Materials
S1	NTV.	RESPONSE				
T	Do you like news?	INT	Closed-Refer		Scaffolding Extension	Materials
S1	Yes.	RESPONSE				
T	Do you watch CNN?	INT	Closed-Refer		Scaffolding Extension	Classroom Context
S1	Sometimes.	RESPONSE				
T	NTV is your favorite.	FEEDBACK				
T	Would you like to tells us your questionnaire, Aykut?	INT	Closed Display			Managerial
S	Ok. He drinks 3 or 4 cups of coffee a day. Usually he drinks Turkish coffee. He drinks at 9 last coffee.	RESPONSE				

Ek-6 NNS-C Transcriptions
NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
T	He drinks his last coffee at 9.	FEEDBACK			Direct Repair	
S	He spends 5 hours in the sun in the summer.	RESPONSE				
T	Ok.	FEEDBACK				
S	He doesn't play video or computer games.	RESPONSE				
T	Ok. What kinds of TV programs do you watch, Mehmet?	INT	Closed-Refer	3s.	Scaffolding Extension	Classroom Context
S	((2-3s.)) News.	RESPONSE				
T	Ok, perfect.	FEEDBACK				
T	How do you say 'fondip' in English?	INT	Closed Display	3S.	Scaffolding Extension L1	Classroom Context
T	Do you remember, this is the top of the bottle and this is the bottom. Hit the bottom.	RESPONSE				
S	Dibe vurmak.	RESPONSE			L1	
T	Fikret, do you hit the bottom?	INT	Closed-Refer			Classroom Context
S	((...))	RESPONSE				
T	Sometimes? Ok, guys, you have some American friends and you are drinking together. You say hit the bottom, hit the bottom. Fondip, fondip.	FEEDBACK				
(T shows a picture in a S's handy.)						
T	So, we have a picture here. So, what is Fikret doing here?	INT	Open-Display	2s.		Classroom Context
T	What is he doing?	INT	Open-Display		Teacher Echo	Classroom Context
S	He is drinking.	RESPONSE				
T	Ok. When we are talking about a picture, although it was taken in the past, what tense do we use?	INT	Closed Display		Form-focused	Skills and Sys
Ss	Past.	RESPONSE				
Ss	Presnt.	RESPONSE				
T	He is.	FEEDBACK				
T	I saw him only once in this module. He came to the class only once.	FEEDBACK				
Ss	He doesn't like school.	RESPONSE				
T	What is he gonna do? What is he going to do?	INT	Open-Refer		Genuine Req.	Classroom Context

Ek-6 NNS-C Transcriptions

NON-NATIVE -C

Spk.	Utterance	Move	Function	Wait Time	Purpose	Move
S	He is sleeping in the dormitory. He is playing games.	RESPONSE				
T	Computer games?	INT	Closed-Refer		Genuine Req.	Classroom Context
S	Yes.	RESPONSE				
T	Is he playing only one game or many games?	INT	Closed-Refer		Genuine Req.	Classroom Context
Ss	Only one.	RESPONSE				
T	Ok, what is the time?	INT	Closed-Refer		Genuine Req.	Managerial
S	02:30	RESPONSE				
T	Allright, you can sign and go.	FEEDBACK				

Ek7- Teacher Questionnaire

Background and Demographic Questions:

1- Name & Surname:

2- Nationality:

3- Age: 20-25 years 25-30 years 30-35 years

4- Do you have an academic degree in the field of foreign / second language teaching?

YES NO

5- How long have you been teaching?

6- What language do you speak as your first language?

Turkish English others

7- Which level are you teaching right now?

Fundamental Intermediate Upper

8- Do you have any international or national Language Test Score? If there is any, what is the score?

Ek8-Teacher Interview Questions

- 1- Do you usually ask questions during the class time?
- 2- Do you think teacher questions play an important role in classroom communication?
- 3- When and why do you use question sentences?
- 4- When do you use closed questions? (Closed questions are one-word questions, usually yes/no or either/or questions such as: “Can you repeat that again? / What color is the chair?”)
- 5- When do you prefer to use open-ended questions? (eliciting open-ended response such as: “Why do you think John is your good friend?”)
- 6- How often do you ask questions of which answer is already known by you? Why do you ask that kind of questions? (E.g. Does the girl in the picture have yellow hat?)
- 7- How often do you ask questions in which the answer is also unknown to you? Why? (E.g. Why didn't you go to the movie last night?)
- 8- What do you do when there is no answer for your question?

Ek9-Student Interview Questions

- 1- Do you think language education programs should have both native and non-native teachers of the target language?
- 2- How important to have native teachers in language classrooms?
- 3- Which teachers can you communicate well, native or non-native teachers?
- 4- What do your native and non-native teachers do when they want to start communication?
- 5- What do you do when you do not understand your native-teacher?
- 6- How do you feel yourself in native and non-native teacher's class?
- 7- In which teacher's class can you participate in class discussions, why?
- 8- How do your native teachers behave when he/she feels that students do not understand him/her?
- 9- How do your non-native teachers behave when he/she feels that you do not understand him/her?

Transcription Notations

(.)	untimed perceptible pause within a turn
<u>underline</u>	stress
CAPS	very emphatic stress
↑	high pitch on word
.	sentence-final falling intonation
?	yes/no question rising intonation
,	phrase-final intonation (more to come)
:	lengthened vowel sound (extra colons indicate greater lengthening)
→	highlights point of analysis
[]	overlapped talk
°soft°	spoken softly/decreased volume
> <	increased speed
()	(empty parenthesis) transcription impossible
(syll)	count of unclear syllables
(words)	uncertain transcription
.hhh	inbreath

Teacher Consent Form

Introduction

I,, have been invited to participate in this research which I has been explained by Tuğçe Akyol, who is a student of M. A. Program in the Department of English Language Teaching at Akdeniz University. This research is being conducted to fulfill the requirements for an M. A. thesis on the teacher discourse in classroom interaction.

Purpose of the Study

The purpose of this study is to learn more about the differences of teacher-student interaction in English courses taught by native and non-native English speakers.

Description of Procedures

This study involves a class observation which will also be audio-taped for a further analysis of the classroom discourse. The researcher will observe a minimum of 12 sessions of teacher's class and take notes on the behavior of the teacher participants. During the research, teacher oral interviews will be held by the researcher in order to identify the teachers' specific behavior. All the observation notes and tape recordings will be kept in the office of the researcher during the duration of the study. When the research is completed, the tapes will be destroyed so that these data are not available to anyone. Besides, the real names of the participant teachers will be kept anonymous and not be revealed out in the study.

Benefits

I understand that this study is not expected to be of direct benefit to me, but the knowledge gained may be of benefit to others.

Date

Signature

CV - CIRRICULUM VITAE

Personal Information

Name & Surname: Tuğçe Akyol

Birth Place and Date: Balıkesir – 1982

Education

1996-2000: High School - Kadir Has Anatolian High School - İstanbul

2000-2004: Bachelor Degree - Boğaziçi University – Department of English Language and Literature - İstanbul

2005-2008: Magister Artium – Ludwig Maximillian University – Department of American Culture and History – Munich / Germany (not completed)

Languages: English, German

Academic Studies: (2013). A study on identifying pronunciation learning strategies of Turkish EFL learners. *Procedia – Social and Behavioral Sciences*, 70, 1456-1462.

Job Experience

2012 - now : English Instructor in Antalya International University – Antalya

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BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntı ıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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- Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum.Bu sürenin sonunda uzat ma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

10...10.7/2014

Tuğçe AKYOL

İmzası



Tugce Akyol İngilizceyi Ana Dil ve Yabancı Dild...

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