

Embodied Resources in a Repetition Activity in a Preschool L2 Classroom

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Abstract: The interactional architecture of L2 teaching and learning in preschool classrooms has been explored only to a limited extent despite the growing literature on L2 classroom discourse. The existing literature on these settings mainly describes an interactional site with limited L2 interactional repertoires of the very young learners. Accordingly, preschool teachers seem to draw on repetitions and interactional routines to create opportunities for learner participation. Against this background, this study sets out to describe a preschool L2 classroom in which a pre-service language teacher education project is implemented. Based on a conversation analytic examination of the interactional unfolding of a *repeat after me* activity, aimed at eliciting the students' self-identification, the current study documents the interactional management of embodied resources. The findings demonstrate that the teacher repeatedly deploys embodied directives and recurrently draws on repetition of the focal form. Consequently, the students show active engagement and participation in the activity. The findings also provide implications for teaching English to very young learners and research on classroom interactional competence, L2 classroom discourse, embodiment, and multimodality.

Anahtar

sözcükler

erken çocukluk,
konuşma
çözümlemesi,
bedenleşme,
tekrarlama

Bir Anaokulu Yabancı Dil Sınıfındaki Tekrarlama Etkinliğinde Kullanılan Bedenleşmiş Kaynaklar

Öz: Yabancı dil sınıf söylemi üzerine sayıları gittikçe artan çalışmalara rağmen, anaokullarında gerçekleştirilen yabancı dil öğretimi ve öğreniminin etkileşimsel boyutu aynı sıklıkla incelenmemiştir. Bu tür ortamlar öğrencilerin sınırlı yabancı dil etkileşimi kaynaklarına sahip olduğu etkileşimsel alanlar olarak ön plana çıkmaktadır. Bu durum anaokulu yabancı dil öğretmenlerinin tekrarlama ve etkileşimsel rutinler gibi kaynaklara başvurarak öğrenci katılımına alan yaratması sonucunu ortaya çıkarmaktadır. Bu temelde, bu çalışma bir yabancı dil öğretmeni yetiştirme projesi kapsamında etkinliklerin gerçekleştirildiği bir anaokulu yabancı dil sınıfını tasvir etmeyi hedeflemektedir. Öğrencilerin isimlerini söylemelerini sağlama odaklı bir tekrarlama etkinliği üzerine gerçekleştirilen bir konuşma çözümlemesi (Sert vd., 2015) incelemesi yoluyla, bu çalışma bedenleşmiş (Yalvaç, Soylu & Arıkan, 2011) kaynakların yönetimi belgelemektedir. Bulgular, öğretmenin sürekli olarak bedenleşmiş yönergelere başvurduğu ve odaklanan yapının tekrarlanması üzerine yoğunlaştığını göstermektedir. Bunun sonucunda, öğrenciler derse etkin katılım göstermektedir. Bu bulgular çocuklara yabancı dil öğretimi, sınıf içi etkileşimsel yeti, yabancı dil sınıf söylemi, bedenleşme ve çokkiplilik alanlarına katkıda bulunmaktadır.

1. Introduction

The growing research interest in the interactional architecture of second/foreign/additional (henceforth L2) language classrooms (cf. Seedhouse, 2004; Sert, 2015) has reflected on young learner L2 classrooms to a lesser extent. Research shows that early childhood engagement in L2 learning requires the teachers to manage interaction more attentively due to the learners' limited L2 repertoires in order to encourage active participation (Kanagy, 1999; Watanabe, 2016; 2017; Cekaite, 2007; 2017). To do that, L2 teachers draw on a set of interactional routines to elicit learner contributions that might eventually lay the ground for L2 learning. In a similar vein, repetition activities are commonly used by L2 teachers to establish predictable participation frameworks for young learners so that they can orient to teacher turns by providing relevant responses. However, limited L2 interactional resources also create a further set of difficulties for young learners' understanding of the teacher turns. To overcome such trouble, L2 teachers repeatedly draw on embodied resources to make their turns accessible and elicit learner participation (aus der Wieschen & Sert, 2018).

With this in mind, this study investigates a very young learner L2 classroom by focusing on the first encounter of the students with L2 English instruction provided by a pre-service teacher who engages in L2 teaching for the first time in an actual classroom. The data for the current study come from a pre-service language teacher education project integrated into Teaching English to Young Learners modules offered in teacher education institutions in Turkey. As part of the project, each pre-service teacher engaged in L2 instruction for a duration of 20 minutes in a preschool. The study sets out to examine the first pre-service teachers visit to the preschool, thus focusing on the first exposure of very young L2 learners to L2 English. More specifically, this study provides a conversation analytic account of the interactional unfolding of a *repeat after me* and *pass the ball* activity. It aims to document how a pre-service language teacher manages L2 learners' limited resources to enact learner participation and create learning opportunities. The activity aims to model the use of *I am X* construction for the students to do self-identification in a round robin format. The following section presents a review of the conversation analytic research on embodied resources in L2 classrooms and L2 interaction in preschool classrooms. Subsequently, the methods section introduces the project, participants, data collection, and the analysis of the data using conversation analysis as the research methodology. Following that, the single case analysis of the focal activity provides a depiction of the interactional unfolding of the activity. The paper concludes with a discussion of the findings and some implications for L2 pedagogy and future research.

2. Embodied Interaction and Preschool L2 Classrooms

2.1. Embodied Resources in L2 Classrooms

The role of embodied resources for the management of L2 classroom discourse has been a research concern for conversation analysts especially following a recalibrated multimodal look into social interaction (cf. Goodwin, 2000; 2013; Mondada, 2014). The main interest has been in the teachers' and students' situated orientations to emergent participation frameworks on a turn-by-turn basis using embodied resources such as hand (or finger) raising for claiming speakership (Sahlström, 2002; Fasel Lauzon & Pochon-Berger, 2010) and a pointing gesture for selecting the next speaker (Sert, 2011; 2013, 2015; Sert & Walsh, 2013; Käätä, 2010; 2012; Watanabe,

2016). Establishing mutual eye gaze has also been shown to constitute an integral resource for classroom interaction, specifically for managing speaker selection and change (Mortensen, 2008; 2009; Belhiah, 2009). Kääntä (2012) describes these diverse resources for managing speaker change and negotiating participation in terms of embodied allocations by focusing on gaze, head nods, and pointing gestures in a similar vein. She presents the use of embodied resources for doing explicit and implicit addressing and lists three prerequisites for speaker change in the focal setting, namely “participants’ reciprocal access to each other, at least one student bidding, and the sequential position of the turn-allocation” (p. 180). In a similar vein, the deployment of embodied resources for speaker change has been repeatedly investigated in terms of the participants’ (un)willingness to participate or displays of availability for incipient speakership (Mortensen, 2009; Cekaite, 2012; Kääntä, 2012; Fasel Lauzon & Berger, 2015; Sert, 2015; Lee, 2017; Evnitskaya & Berger, 2017). Embodiment has also been considered vital for the establishment and maintenance of intersubjectivity (Eskildsen & Wagner, 2013; 2015; Majlesi, 2015) in repair sequences (Seo & Koshik, 2010; Sert, 2017) and for showing reciprocity by doing embodied completions (Olsher, 2004; Mori & Hayashi 2006). Recent research has also linked embodiment to L2 learning and teaching (Mori & Hasegawa, 2009) with reference to grammar (Matsumoto & Dobs, 2017; Park, 2017) and vocabulary (Eskildsen & Wagner, 2013; 2015; van Compernelle & Smotrova, 2017; Waring, Creider & Box, 2013; Heller, 2016; Lo, 2016).

Of particular interest for the current study is the exploration of the use of embodied resources in preschool L2 classrooms (Kanagy, 1999; Watanabe, 2016; 2017). Kanagy (1999) demonstrates how teachers deploy gestures, nonverbal demonstrations, and pointing gestures as an attempt to enact visual scaffolding. Watanabe also describes pointing and hand gestures and further nonverbal actions to keep students engaged (2016) and guide them to initiate sequences (2017). She has also found that the synchronization of the verbal expression of *now* and accompanying *hand clapping* have been used as resources to mark transition in early childhood classrooms (2016). Cekaite (2008), on the other hand, focuses on first grade students, a similar age group to the focal setting of the current study, and shows how embodiment facilitates children’s participation as a possible method to make up for limited L2 resources. In many of her other studies (see section 2.2), she also provides evidence to the unfolding of directives and responses to directives in first grade classrooms with reference to displays of unwillingness to learn and participate (Cekaite, 2012). Based on Goodwin’s (2006) directive trajectories, Cekaite (2010) documents the impact of embodied directives on enabling locomotion in parent-children interactions. Goodwin and Cekaite (2013) also describes directives in family interaction. Dalgren (2017), on the other hand, focuses on embodiment in L1 interactions in preschools. As for embodiment in instruction/directive giving, Stukenbrock (2014) and Zemel and Koschmann (2014) provide evidence of the role of embodiment in other types of institutional settings. Of direct relevance to the current study is aus der Wieschen and Sert’s work (2018; also see aus der Wieschen, 2017) depicting the integral role of embodied resources in L2 young learner classrooms with special reference to embodied instructions. Their work provides a concrete background for the current study. In view of this, the current study sets out to examine the role of embodiment in L2 preschool classrooms regarding the deployment of directives in a *repeat after me* activity. The following section presents a review of conversation analytic work on the interactional architecture of preschool L2 classrooms in order to provide a broader understanding of the role of interaction in the focal setting.

2.2. L2 Interaction in Preschool Classrooms

Preschool L2 classrooms have been largely considered as interactional settings in which the participants can participate only with limited L2 resources. Therefore, L2 teachers treat repetition as one of the main devices for facilitating participation. The role of repetition has also been linked to the management of interactional routines as possible entry points for the preschool students. Kanagy (1999) draws on the importance of interactional routines and states that these would provide interactional access to students through predictable organizational patterns. Focusing on daily routines, including greeting, attendance checking, and personal introduction, she highlights the role of formulaicity for L2 learning. She refers to teachers' modelling for subsequent repetitions (also see Cekaite, 2013) and nonverbal demonstrations as methods for teacher scaffolding. Similarly, Pallotti (2001) focuses on the participation frameworks of a 5-year-old girl who has engaged in an Italian preschool and demonstrates the use of repetition of utterances addressed to someone else in order to display L2 learner initiative as well as active participation. Additionally, Cekaite and Aronsson (2004) argue that recycling and format tying may be used by very young L2 learners. Sert (2015) explores a similar case in preschool classrooms based on choral repetitions in response to teacher-initiated code-switching mainly used for checking situated learning and creating opportunities for further practice. Therefore, it seems that repetition of the previous turn mainly constructed by a teacher constitutes an accessible device for very young L2 learners and that interactional routines further contributes to these learners' participation in an L2 despite their limited interactional resources.

Repetition and interactional routines have also been found to have an impact on L2 learners' interactional development. Watanabe (2016) provides longitudinal evidence to a focal learner's interactional development. She shows that a continuum over the course of four years unfolds with (1) repetition and imitation of teacher-initiated turns, (2) participation only as responses and when solicited by the teacher, (3) construction of turns with full sentences and private speech, and finally (4) initiation of turns and observable peer corrections. She highlights the role of repetition as a shared resource between the teacher and students and as an accessible interactional device for showing understanding of the previous actions through the production of expected and conditionally relevant next turns. Her research puts forward repetition and drawing on interactional routines as potential fingerprints of early levels of L2 interactional competence. In a similar vein, Cekaite (2017) notes a developmental move from reliance on repetition and formulaic language use to diversification of resources. She also lists the indicators of a competent language learner in early childhood, namely (1) recognition of turn-taking in the classroom, (2) understanding of unfolding talk, (3) production of elaborate and relevant contributions, (4) topic initiation, and (5) appropriate self-selection.

Given that interactional routines and repetitions have been found to mainly serve to ensure the predictability of relevant next actions, it is also expectable that they are locally managed classroom norms. Björk-Willen (2008) provides evidence to that and describes how deviations from such routines can cause trouble in participation. However, she also refers to the potential of resolving these troubles to create learning opportunities. As further evidence of the impact of routine organization, Björk-Willen and Cromdal (2009) demonstrate that L2 learners deploy teacher-fronted routines in peer interactions to demonstrate their understanding of teacher turns for the construction of their own turns.

In sum, the research on preschool L2 classrooms provides concrete evidence to the role of repetition for achieving participation despite the limited L2 repertoire of learners. Further indicators of lower levels of L2 interactional competence in early childhood have also been documented. Cekaite (2007) describes the longitudinal change in a focal participant from silence and inappropriate entries to widened L2 repertoire and relevant self-selection. She also depicts the change in initiating moves from simple attention getters to more complex moves. Similarly, in a recent study, Watanabe (2017) presents a focal participant's interactional change over time as regards self-selective turn taking. She demonstrates that the participant initially claims speakership by entering the turn when other participants are addressed. The focal participant later displays development by appropriately self-selecting to take the turn and also successfully eliciting the teacher's orientation. Watanabe (2017) also notes that the recurrent sequences, thus repetitions, prove useful for the development. All in all, conversation analytic examinations of preschool L2 classrooms demonstrate that repetitions are integral parts of the young learner classroom discourse. Against this background, this study aims to describe the interactional unfolding of a *repeat after me* activity. The next section provides details regarding the setting and presents the methods used in the current study.

3. Methods

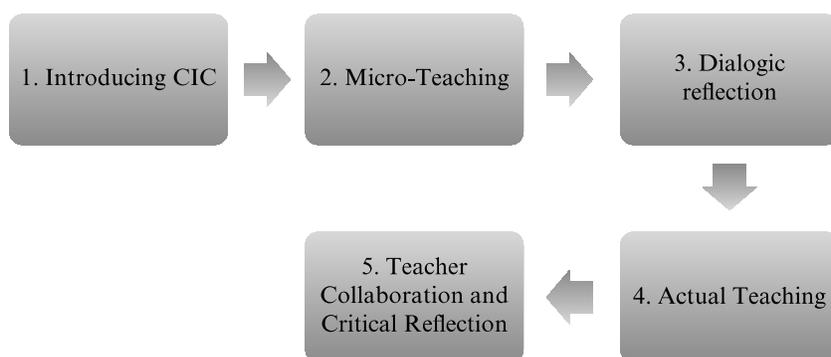
This section presents a description of the project in which the data for the current study were collected; provides some brief information about the classroom and the participants, and finally elaborates on the analytical tools of conversation analysis with special reference to single case analyses of L2 classroom interaction data.

The data for the current study come from a pre-service teacher (PST) education project integrated into the Teaching English to Young Learners (TEYL) course offered in the departments of English Language Teaching in Turkey. The course is an obligatory module that each PST needs to pass to obtain an English language teacher degree. It is offered during the 5th (TEYL I) and 6th semesters (TEYL II) of the 8-semester-long undergraduate teaching degree programs in Turkey. It is designed to incorporate theoretical knowledge (TEYL I) and hands-on practice (TEYL II) for the development of PSTs' teaching competencies in young (and very young) learner L2 classrooms. However, the practice aspect is limited to micro-teachings delivered to peer PSTs in faculty classrooms. Therefore, the PSTs rarely get an opportunity to experience actual classroom environments.

As a potential solution for the lack of experience in actual classrooms, a teacher education model developed by Sert (2015) was adopted for the current PST education project (Balaman, 2017). Sert's (2015) five-step IMDAT (used to call for *help* in Turkish) model (See Figure 1) is based on the concepts of L2 classroom interactional competence (L2 CIC) and reflective practice for the development of teaching competencies with reference to interactional management of emergent classroom discourse. It starts with an initial introduction (I) of L2 CIC based on theoretical underpinnings of the concept. The introduction should also include training of the focal groups with sample classroom interactional instances that exemplify how teachers may maximize interactional space, shape learner contributions, elicit effectively, use goal-convergent language and interactional awareness, manage claims/displays of insufficient knowledge successfully, increase awareness of unwillingness to participate, use gestures effectively, and manage code-switching successfully (cf. Sert, 2015 pp. 165-167 for further details). Following

the introduction of L2 CIC, the second step is the enactment of short micro-teachings (M) to peer PSTs. The course instructor is involved in the third step of the model through a one-to-one dialogic (D) reflection session based on the video recorded micro-teachings. The fourth step includes a visit to a school for an experience of actual (A) teaching. The PSTs are expected to improve their lesson plans based on the instructor's feedback given during the dialogic reflection session as well their self-reflections. The actual teaching is an opportunity to both gain real classroom experience and to compare differences between micro-teaching and actual teaching. Finally, the last step of the model includes self-reflection and teacher/peer reflection (T) to evaluate the PSTs' actual teachings mainly as regards L2 CIC.

Figure 1. *IMDAT model for developing PSTs' L2 CIC*



Excerpted from Sert (2015:165)

Within the scope of the current project, Sert's IMDAT model was mainly used to reconstruct TEYL courses to provide PSTs with more hands-on experience in teaching and an opportunity to reflect more on their micro and actual teaching practices. A total of 131 PSTs who were enrolled in the TEYL II course in a Turkish state university took part in the project. Following the introduction of L2 CIC, the PSTs were asked to prepare micro-teachings, which would later be applied in actual very young learner L2 classrooms. The micro-teachings which took place in a faculty classroom were video recorded with two cameras. The instructor of the course provided feedback based on these recordings in order to point to the good practices and practices that needed improvement. The PSTs improved the content of their micro-teachings based on the feedback session. Approximately three weeks later, each PST visited a state preschool which collaborated with the faculty for the project. There were 9 classes in the school, each of which was visited by at least 12 PSTs for a period of six weeks. Every PST taught a class of 20 minutes, and the following PST continued the teaching where the previous one left off. Therefore, all classes in the preschool were given the same amount of L2 English instruction. These teaching sessions were also video recorded. The recordings were done by the next PST to take over the role of the L2 teacher. The implementation of the model was completed with the final reflections on the PSTs' teaching performances. Therefore, the data set includes written reflections of the PSTs on their micro and actual teaching performances and video recordings of both teaching sessions. Consent forms were collected from all PSTs involved, the teachers of the 9 classes in the preschool, the parents of the very young learners, and the preschool staff that were present in the classrooms. The model also constituted the assessment of the TEYL II course, and the PSTs following the entire process successfully passed the course.

Although the corpus of the project includes a total of 264 written reflections and 264 video recordings, the current study focuses on a single activity designed and implemented by a single PST in a very young learner L2 classroom within the scope of the project. The selection of the focal PST was made randomly among the PSTs who were first of their groups to visit the preschool. Therefore, this study presents the interactional unfolding of an activity applied with a group of students who received L2 English instruction for the first time as reported by the preschool teachers working in the collaborating school. The first PST to visit the focal classroom (Tchr), the second to do so (also responsible for recording the class, i.e. T-cam), the preschool intern and teacher, and the 16 students present in the room are all referred to by pseudonyms. It should also be noted that the screenshots accompanying the transcripts to indicate the surrounding embodied behaviors were edited to make sure that the identities of the participants would not be visible to the readers. The camera was located behind the students for a similar reason. Furthermore, the students in the classroom were seated in a round robin format which had a role in shaping the unfolding interaction (Mortensen & Hazel, 2011).

3.3. Conversation Analysis

This study adopts Conversation Analysis (CA) to examine the interactional unfolding of a *repeat after me* activity in a preschool L2 classroom. CA treats social interaction as the central conduct to understand human meaning making mechanisms by reflecting the emic perspectives of the participants (Sacks, Schegloff & Jefferson, 1974; Sidnell & Stivers, 2013). Using turn-taking, repair, sequence organization, and preference and further socio-interactional mechanisms, CA provides tools to present a line-by-line account of the situated orientations over the course of ongoing social interaction. The evidence for the co-construction of social actions is rooted in the robust methodology of CA that is mainly based on emic perspective and next-turn proof procedure. The construction of a turn at talk-in-interaction establishes the relevancy of the second turn. The way that these turns are constructed explicates how participants in interaction understand each other since responding to a turn requires a degree of understanding as to what the previous party said in the first turn. The succession of turns in sequences of interaction lay the ground for the co-construction of social actions. By treating action co-construction turn-by-turn and minute-by-minute, CA convincingly reflects the ways that participants understand each other at a given moment in interaction. Therefore, CA brings evidence to an interactional phenomenon only if it is oriented to as such by the participants in the situation. This also includes an emphasis on the multimodal aspect of action co-construction as the participants in social interaction deploy diverse verbal and accompanying embodied resources to make meaning (Goodwin, 2013). The participants' deployment of gestures, embodiment, and talk are treated as various integral layers to understand the overall body of situated social actions.

Examining participants' contributions at the turn level requires a focus on micro-interactional details of conversations. This is mainly done following a number of procedures such as data collection, orthographic transcription, unmotivated looking, locating focal social actions, creating collections and/or describing single cases, detailed transcription, and reporting/analyzing the data. Following the collection of naturally occurring interactional data, CA researchers typically transcribe proportions of the data initially orthographically and then with micro details. This is followed by viewing/listening to the data along with the transcripts to see if anything worth looking at more closely emerges from the data. If some potential cases are

discovered, the entire data set can be investigated to check for recurrent cases to use them for describing a social action in its emergent context. Another way to examine data using CA is through conducting single case analysis (SCA) (Sacks, 1992; Hutchby & Wooffitt, 2008; Waring, 2009). SCA is used to report emergent findings that would somehow be difficult to report through larger scale studies (Berger, Kitzinger & Ellis 2017). Given that SCA provides extended accounts of the local context, they are potentially useful in describing the interactional affordances of a context such as the focal L2 classroom in a preschool. In line with the scope of the current study, the analysis focuses on a single pedagogical activity to describe the interactional architecture of an L2 classroom in preschool with students who receive L2 instruction for the first time. In light of this, the current study focuses on a *repeat after me* activity and the situated interactions to accomplish the activity rather than recurrent cases of a context-specific social action.

4. The interactional unfolding of the repeat after me activity

Before presenting the line-by-line unfolding of the focal activity which starts almost at the second minute of the class, it is vital to briefly describe what happened up to that point in the classroom. The teacher (Tchr) starts the class by saying *Hello* and *Hi* interchangeably aloud and then approaches each student to shake hands and repeats either of the greeting expressions. Right after she shakes hands and greets all students one by one, she walks to the center of the room and says *I am Tchr* (i.e., Tchr is used as a pseudonym for her name) in a way to signal the next step in her design of the class. She then walks back to the desk and grabs some printouts, each of which shows the face of a famous cartoon character. She holds each page right in front of her face and tells the students the name of the character by impersonating them (e.g. *I am Calliou, I am Ben Ten, I am Pepe, etc.*). After she finishes impersonating all of the characters, she states her name once again (*I am Tchr*), walks back to the desk, and grabs a ball, and the following extract begins (from 01:36 to 04:49).

1 Tchr: and (.) uh (0.2) <i will play a game>
 2 Salih: (>top-<)
 (>ball-<)
 3 Tchr: ^{1#}ball game (0.4)
 4 ball game (0.2) ball (.) oka:?
 5 Ege: °ball diyo°=
 °she says ball°=
 6 Tchr: =ball game
 7 (0.5)
 8 i will give ermm^{#1} (0.9)^{2#} a ball
 9 (0.6)
 10 sera^{#2}(.) sera
 11 ^{3#} ^{#3}
 (3.3)
 12 ^{4#} i am sera ^{#4}



1# - Tchr holds the ball and shows it to the students.



3# - Tchr walks back to the desk and returns to Sera.



and extends the ball

4# - Tchr points her index finger to Sera.

5# - Tchr extends first her right hand and then both hands to Sera and shakes them in a rolling fashion.

6# - Tchr lifts her hands with open palms facing upwards.

13 (1.0)
 14 ^{5#}repeat after me ^{#5} (.) ^{6#} i'm sera ^{#6}
 15 (0.4)
 16 Sera: i am /seja/
 17 Tchr: i am sera
 18 Sera: are am /seja/
 19 Tchr: i am sera
 20 (0.6)
 21 T-cam: \$hah\$
 22 Sera: i am /seja/
 23 (0.4)

The extract starts with the Tchr's turn initial *and* to mark the transition to a new activity. Following that she provides some brief preliminary information regarding the forthcoming activity in line 1. Before she shows the ball to the students (1#), Salih demonstrates his recognition of the object by stating the Turkish equivalent of ball (>_{top}<). In line 3, Tchr names the game as well as the activity and repeats it three times. Her verbal production is also marked with the demonstration of the ball to the students. In line 4, she ends the turn with a final understanding check (*oka:?*) (Waring, 2012). Ege displays understanding with a bilingual turn in line 5 (*°ball diyö°*) although Tchr does not show any explicit orientation to his contribution. In line 6, Tchr repeats the name of the game once again and initiates the activity. In line 8, she moves towards the first student on her right, leans forward, and says aloud the name of the student (2#). Also note that she grammatically completes her turn (although her completion is grammatically wrong due to missing *to*) by adding the name of the student to her activity initiating an explanation. Following repeated statements of the name, Tchr states the name of the student with a full form (*i am sera*) and marks this by pointing to Sera with her index finger. Following one second of silence, she gives a directive (*repeat after me*) and demonstrates what to do in response to this directive (*i'm sera*) in line 14. She also uses a repeat gesture in the meantime (5#), thus embodying the directive. Sera displays understanding by stating her name in the correct full form (*i am /seja/*), although she mispronounces her name. Tchr repeats the full form in line 17 with the correct pronunciation, and Sera orients to this in line 18 with a mispronunciation of both the subject *I* (*are*) and her name (*/seja/*). Tchr formulates another repetition in line 19, which is oriented to with a brief laughter by the other pre-service teacher who is doing the recording (i.e. T-cam). In line 22, Sera repairs the previously mispronounced subject, yet she maintains the same pronunciation of her name.

24 Tchr: oka:y (.) ^{7#} throw to er:: your friend ^{#7}
 25 T-cam: \$hah hah\$
 26 Tchr: ^{8#}>oka:y< ^{#8} (0.3) ^{9#} pas\$ ^{#9}
 27 iam:: (0.5) kaan
 26 (0.9)
^{11#} ^{#11} ^{12#} ^{#12}

7# - Tchr moves her right hand from right to left and points to Kaan using her index finger.

8# - Tchr lowers her right hand with open palm facing down. Sera extends the ball to Kaan but does not pass it.



9# - Tchr moves her right hand from right to left.

10# - Tchr crouches and leans forward to read the name from the name tag.

11# - Tchr extends her right hand to Kaan.

12# - Tchr extends both hands to Kaan.

27 repeat after me (.) i am kaan
 28 Kaan: °i am kaan°
 29 Tchr: i am kaan
 30 Kaan: i am kaan
 31 Tchr: i am kaan (.) ↑oka:y
 32 **13# #13**
 (1.1)
 33 er:: i am (0.3) ercan
 34 (0.5)
 35 repeat after me
 36 **14#**
 (0.9)
 37 i am (0.7) ercan
 38 (0.6)
 39 hello?
 40 (1.4)
 41 oka:y \$hah hah\$^{#14} pass (0.2) pass^{#15}
 42 S?: \$hah hah hah\$
 43 S?: \$huh huhhhh\$

13# -Tchr takes a step to her left.

14# -Tchr crouches and looks at Ercan.



15# -Tchr moves her index finger from right to left, twice.

Tchr closes the repetition sequence with a sequence closer third (*oka:y*), thus demonstrably accepting Sera's contributions. Following that, she provides another directive (*throw* to *er:: your friend*) in an embodied fashion again (7#) by moving her index finger from right to left and pointing to the next student in order. Sera extends the ball to Kaan but does not pass it yet, which receives another laughter from T-cam. Tchr uses an *>oka:y<* and an accompanying gesture (8#) thus possibly pre-empting a failure to understand in turn initial position in line 26 and replaces her previous directive with another one (*pass*) that is embodied again (9#). Also note that her self-repair (i.e. from the use of verb *throw* to *pass*) in response to Sera's lack of display of understanding is realized with a cognate verb (i.e. *pas* in Turkish). Kaan eventually takes the ball after Tchr's self-repair and repeated embodied directives; Tchr initiates another *repeat after me* sequence addressed to Kaan this time. She also marks the initiation by reiterating the directive and producing Kaan's name in full form verbally and by embodying both turn constructional units (11# and 12#) in line 27. Kaan uses the construction in line 28 and responds to Tchr with the correct form. Tchr repeats the full form again in line 29, and Kaan responds to this with another full form formulation (*i am kaan*). In line 31, Tchr closes the sequence with a final repetition and a subsequent sequence closer. Then, she takes a step to her left (13#) and looks at the next student in order, Ercan. It should also be noted that there is not any interactional work captured in the recording in terms of passing the ball; however, based on the continuation of the activity, we can infer that Kaan passes the ball to Ercan. Following Tchr's positioning in front of Ercan, she initiates another *repeat after me* sequence by verbalizing Ercan's name (*i am (0.3) ercan*). Ercan does not show any orientations to Tchr's action, and Tchr gives a directive (*repeat after me*) in line 35. What follows is that Tchr crouches and looks at Ercan (14#) and verbalizes his name at this physical position in line 37. Also note the intra-turn silence (0.7)

which can be heard as a possible wait time to invite the learner contribution. However, Ercan does not respond, and Tchr orients to this by using the greeting expression (*hello?*) that she deployed at the beginning of the class. This greeting is designed to encourage Ercan to respond combined with the extended wait time in line 49 (1.4 seconds). However, Ercan does not contribute, and Tchr accepts this with a turn-initial *oka:y* and a subsequent laughter. She then moves on with another embodied directive (15#) to demonstrate the end of Ercan's repetition episode. Some students in the class orient to this with laughter.

44 16#
 (2.2)

45 Tchr: ermhh: i am nesrin

46 (0.5)

47 repeat after me

48 #16
 (0.5)

49 17# #17
 i am nesrin

50 (1.1)

51 18# #18
 i am nesrin

52 (1.3)

53 Orcun: \$hah hah\$

54 (0.3)

55 Tchr: oka:y

56 19# #19
 (2.5)

57 i am salih

58 Salih: i uv salih

59 Tchr: i am salih 20# #20

60 Salih: hav hav salih=

61 T-cam: \$h=hah=\$

62 Tchr: \$i=i am salih\$

63 T-cam: [\$hah hah hahhhh\$

64 [((choral laughter))

65 Tchr: pass

66 T-cam: \$hah hahhhh\$

67 (1.1)

16# -Tchr takes the ball from Ercan, slides to her left in crouching position, and extends the ball to Nesrin.

17# -Tchr brings her hands together and briefly claps.



18# -Tchr tilts her head to left and puts her chin on top of her hands previously brought together.

19# -Tchr takes the ball from Nesrin and extends it to Salih.



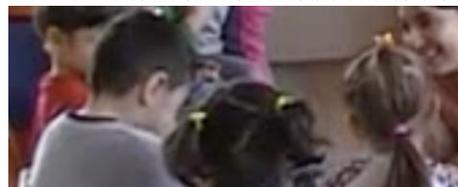
20# -Tchr claps once and smiles.

Ercan does not respond to the teacher or pass the ball to the next student in order. Thus, Tchr takes the ball from him and extends it to Nesrin, the next student, by sliding to her left in a crouching position (16#). She initiates another *repeat after me* sequence with a turn initial hesitation marker in line 45, which possibly shows the moment when she reads the name of Nesrin from her name tag. She then says *i am nesrin* and gives the directive (*repeat after me*) following 0.5 second of silence. However, Nesrin does not respond to Tchr just like Ercan. Tchr therefore states the name again in line 49 accompanied with brief clapping (17#). Although she waits for 1.1 seconds, Nesrin does not contribute, and Tchr repeats the name again this time

with a somewhat pleading/begging gesture (18#) (Balaman & Sert, 2017). Tchr's embodied and interactional resources do not mobilize any response; however, T-cam orients to this with a brief laughter following 1.3 seconds of silence. Similar to Tchr's management of Ercan's missing contribution, she accepts Nesrin's unwillingness to participate (Sert, 2015) and takes the ball from her and extends it to the next student in order, Salih (19#). She initiates another *repeat after me* sequence by stating his name in line 57. Salih states his name in full form mispronouncing *am*, and Tchr repeats the correct form in line 59. This action is also accompanied with clapping for once and smiling at Salih. His second self-identification includes the mispronunciation of both *I* and *am* (hav hav), and this is oriented to with laughter by T-cam. Tchr's final repetition of the name produced with smiley voice, and choral laughter by the students. In line 65, Tchr shows her acceptance of the contribution and gives the directive to move on to the next student in order.

68 Tchr: HELLO (0.3) i am enis
 69 (0.8)
 70 Enis: °i am enis°
 71 Tchr: i am enis
 72 (0.5)
 73 Enis: °i am enis°
 74 (0.4)
 75 Tchr: oka::y↓ (0.4) ↑good job
 76 (0.4)
 77 21# #21
 pass
 78 (0.5)
 79 i am bartu 22#
 80 Bartu: °i am bartu°
 81 Tchr: i am bartu
 82 Bartu: >i am °bartu=°<
 83 Tchr: 23# #23 #22
 =oka:y pass
 24# #24
 (2.5)
 85 I am
 86 (1.5)
 87 Bgrnd1: °idil° ((adult whispering))
 88 Bgrnd2: idil- ((probably the teacher))
 89 Tchr: i am idil
 25#
 (2.2)
 90 i am idil #25
 91 (1.8)
 26# #26
 93 say (0.3) i am idil

21# -Tchr takes the ball from Enis and extends it to Bartu.



22# -Bartu looks down and avoids mutual eye gaze.

23# -Tchr moves her index finger right to left and points to İdil.

24# -Bartu passes the ball to İdil.



25# -Tchr starts smiling and maintains it until #25 in line 91.



26# -Tchr extends her both hands to İdil and takes them back.

Tchr initiates the new *repeat after me* sequence with a greeting (HELLO), this time uttered with loud voice, and subsequently states the name of the student in line 68. Following 0.8 seconds of silence, Enis repeats after Tchr and states his name in full form (°i am enis°) but with low volume. Tchr delivers the second repetition, as she did earlier with the previous students, and Enis repeats his lowered volume production. Tchr accepts his contribution, closes the sequence (oka::y↓) with an explicit positive assessment (↑good job) (Waring, 2008). In line 77, she takes the ball from Enis and extends it to the next student in order, Bartu, while also giving the directive (pass). This is the first time in the activity that she does not wait to see whether the students will successfully pass the ball or not, but she just performs the action herself. She models the action that the students are expected to undertake following the successful unfolding of a *repeat after me* sequence, thus demonstrating the preferred progression of the activity. In line 79, she initiates another *repeat after me* sequence oriented to Bartu and states his name. Bartu bows his head and starts looking down in a way to avoid mutual gaze (22#) although he produces his name in full form with low volume. Tchr enacts the second telling in line 81, and Bartu does the same with a faster pace this time, yet he states his name with a lowered volume again. In line 83, Tchr deploys an embodied resource (23#) to close the previous sequence in turn-initial position and deliver the directive later on. Bartu displays understanding of the directive and passes the ball to the next student in order (24#). Therefore, Tchr's previous modelling of the preferred sequence of the activity seems thus to elicit successful outcomes from Bartu. Following the delivery of the ball and change of speakership, Tchr initiates another *repeat after me* sequence deploying a designedly incomplete utterance (Koshik, 2002), this time (ɪ am,) as indicated by 1.5 seconds of silence in line 86. The completion, however, is done by the adults in the room (possibly the preschool intern and the preschool teacher) in lines 87 and 88. İdil, the current speaker (i.e. holding the ball), does not orient to Tchr's initiative to elicit completion, and Tchr delivers the full form in line 89. Tchr starts smiling at İdil during the long silence and maintains it until the end of her second repetition of the full form in line 91. İdil does not make any contributions again, and 1.8 seconds of silence occurs. Unlike in the previous episodes when the students failed to respond, Tchr deploys an embodied directive (say) and invites İdil to contribute.

94 (1.3)
 95 ^{27#}oka- (0.2) pass^{#27}
 96 ^{28#}(1.0)
 97 Salih: pas mɪ:::?^{#28}
 pass?
 98 Tchr: ^{29#}pa:ss
 99 (0.5)^{#29}
 100 ^{30#}↑i am hasret^{#30}
 101 (0.9)
 102 Hasret: °i /jam/hasret°

27# -Tchr moves her right hand from right to left.

28# -Tchr takes the ball from İdil and extends it to Hasret.



29# -Tchr turns her head to look at Salih, nods once, and returns to Hasret.

30# -Tchr points to Hasret using her index finger.

31# -Tchr moves her index finger from right to left and Hasret passes the ball to Serkan.

32# -Tchr claps once.

33# -Tchr claps twice.

34# -Serkan looks down and avoids mutual eye gaze.



35# -Tchr cups her hand behind her ear and leans forward in crouching position to direct her ear towards Serkan.

103 Tchr: i am hasret
 104 Hasret: °i am hasret° ((very silent))
 105 Tchr: i am hasret
 106 Hasret: °i am has [ret°
 107 Tchr: [oka::y (.) pa:ss ^{31#} ^{#31}
 108 Salih: (ban m₁:) ((unintelligible L1 talk))
 109 (0.5)
 110 Tchr: i am serkan ^{32#} ^{#32}
 111 Salih: \$serkanhhh\$=
 112 Tchr: =i am serkan ^{33#} ^{#33}
 113 (1.3)
 114 Serkan:<°i'm serkan°> ((very silent)) ^{34#}
 115 Tchr: i am serkan ^{35#}
 116 (0.6)
 117 Serkan: i am serkan ^{#34}
 118 Tchr: oka:: \$shahh\$ ^{#35}

Following İdil's failure to respond and Tchr's last embodied directive, Tchr closes the sequence (oka-) and gives another embodied directive (27#). She also enacts change of speakership moving her right hand from right to left. However, İdil does not undertake the preferred action, and Tchr takes the ball from İdil and extends it to the next student in order, Hasret (28#). In the meantime, Salih produces a request for confirmation in the L1 concerning the directive (pas m₁:::?). Tchr looks at Salih and confirms that it is to pass while nodding (29#). This sequence is the first in the extract that is initiated by a student, thus being the first example of a learner initiative in the setting. Considering that the request concerns the directive that is central to the activity and that has been deployed repeatedly by Tchr, Salih's initiative can be seen as a manifestation of situated learning. It is observably treated important in that Tchr takes a short break from the ongoing activity and confirms Salih's request. After Tchr attends to Salih's request, she initiates another *repeat after me* sequence by stating Hasret's name in full form and pointing to her using her index finger (30#). Hasret responds to Tchr by stating her own name with a low volume and by mispronouncing *am*. Tchr delivers the second telling and Hasret responds to this with an even lower volume, which causes a third telling by Tchr. In line 106, Hasret states her name using the same volume for a third time, and Tchr closes the sequence in an overlapping fashion. The overlap here seems to be recognitional given that Hasret does not change the way she responds to Tchr. After closing the sequence, Tchr gives an embodied directive (31#) to ensure the change of speakership, and Hasret passes the ball to the next student, Serkan. Salih makes a second entry to the interaction with an unintelligible L1 production that is hearably another request due to the construction-final question particle in Turkish (m₁:). Tchr does not show any orientations to Salih this time as seen the 0.5 second of silence in line 109, and she initiates another *repeat after me* sequence with Serkan. She states the name with the full form and delivers the name while clapping her hands once (32#). Salih participates once again and repeats the focal student's name delivered with a smiley tone of voice (\$serkanhhh\$). Tchr maintains her orientation to Serkan and latches with Salih's self-

identification in line 112. She delivers the second telling by clapping twice this time (33#). Following 1.3 seconds of silence, Serkan states his name in a very quiet and slow way and also by looking down and avoiding mutual eye gaze. Tchr delivers the third telling and cups her hand behind her ear (Mortensen, 2016) while leaning forward in a crouching position to direct her ear towards Serkan. In response to Tchr's embodied action, Serkan produces the full form in line 117, while still avoiding mutual eye gaze.

119 ^{36#}
[pass

120 Salih: [öpcen mi::↑ ^{#36} (.) ↑öpcen mi?
will you kiss (.) will you kiss

121 T-cam: Şhah hahŞ

122 Tchr: i am rüsa

123 Rüsa: i am rüsa

124 (0.4)

125 Tchr: i am (.) ↑rü:sa

126 Salih: ^{37#}↑i am rüsssa ^{#37}

127 (1.2)

128 Tchr: i am rü:sa

129 Rüsa: i'm rü- ^{38#}

130 Tchr: >i am rüsa:< ^{#38}

131 thank ↑you: (0.2) pass ^{#39}

132 (0.5)

133 Salih: pas mı::?
pass?

134 (0.6)

135 Tchr: ^{40#}pa:ss Şhah hahŞ ^{#40}

136 (0.5)

137 ^{41#}errh: i am ümit ^{#41}

138 (0.4)

139 Ümit: i am ümit

140 Tchr: i am ümit

141 Ümit: i am ümit

142 Tchr: thank you (.) ^{42#}↑pa:ss ^{#42}

36# -Tchr moves her index finger from right to left. Serkan passes the ball to Rüsa. Tchr stands up.



37# -Salih slightly stands up and leans forward.



38# -Tchr cups her hand behind her ear in leaning forward position and hold it there until #38 in line 130.

39# -Tchr moves her index finger to left and takes a step to her left. Rüsa passes the ball to Ümit.



40# -Tchr looks at Salih with a brief shift of posture and laughs.

41# -Tchr shifts her posture back to Ümit and crouches.

42# -Tchr moves her index finger from right to left.

Following the closing of the sequence, Tchr gives an embodied directive for the maintenance of the activity (36#), which overlaps with Salih's L1 turn. Salih treats Tchr's leaning forward and close proximity to Serkan as a signal to kiss and asks a question to check whether it is the case (öpcen mi::↑). Tchr does not answer Salih's question, which potentially indicates that she considers this as a disruptive behaviour. However, she stands up and approaches the next

student, Rüşa. In the meantime, Serkan passes the ball to Rüşa. Salih's question is oriented to by Tchr with laughter. As an indicator of Tchr's preference not to respond to Salih but to maintain the activity, she initiates a *repeat after me* sequence in line 122. Rüşa states her name with the full form in the next turn. In line 125, Tchr delivers the second telling. Salih displays his willingness to participate again, in that he stands up, leans forward (37#), and states the name of Rüşa in full form. Note that this is the first time Salih produces the correct pronunciation of *I am* although he is not normatively the current speaker, and he does not state his own name. Considering that he failed to state his name when he was given the opportunity, it seems that his active participation and the repetitive nature of the ongoing activity has facilitated the successful, yet disruptive, production. Following 1.2 seconds of silence, Tchr delivers the third telling and Rüşa responds to this with the contracted form of *I am* in line 129. However, Tchr cuts it off with the fourth telling delivered with a faster pace and accompanied with the "cupping the hand behind the ear" gesture (38#). Without waiting for Rüşa's final repetition, she thanks her and gives another embodied directive (39#) for the change of speakership. Rüşa passes the ball to Ümit, the next speaker. In line 133, Salih makes the same confirmation request that he did in line 97. Unlike his previous contributions (*will you kiss* and *i am rüşsa*), he displays understanding of Tchr's turn and request for confirmation in the following turn, thus showing recognition of the interactional unfolding of the activity as well as the structure of the interaction. His normatively expected request is responded to by Tchr with a confirmation and a subsequent laughter in line 135. She also shifts her posture to establish mutual eye gaze while responding to Salih's request (40#). Then, she changes her posture to look at the next student in order, Ümit, and crouches to initiate (41#) the *repeat after me* sequence in line 137. Following a short silence, Ümit states his name with the full form, and Tchr delivers the second telling. Ümit does the same and states his name again in line 141, and Tchr thanks him to close the sequence. She finally gives the embodied directive (42#) pass, and Ümit passes the ball to the next student, Neşe. It should also be noted that the last three students have managed to pass the ball in coordination with Tchr's embodied and verbal directives.

143 (0.6)
 144 S?: ((coughing))
 145 Tchr: i am
 146 Salih: (***) pas mı::?
 147 Tchr: neşe
 148 S?: ((clears throat))
 149 (0.7)
 150 Tchr: ^{43#} i am neşe ^{#43}
 151 Salih: [i a: neşe↑cik
 152 Neşe: [°i uh neşe° ((very silent))
 153 Tchr: ^{44#} ^{#44} pa:ss
 154 (0.5)
 155 Salih: pas mı::?
 156 Tchr: ^{45#} i am (0.3) ege ^{#45}

43# -Tchr tilts her head briefly to her right, extends both hands with palms facing upwards, and rises her left hand to cup it behind her ear.

44# -Tchr moves her index finger to left and stands up.

45# -Tchr takes a step to her left and looks at Ege.

46# -Tchr moves her index finger to left.



47# -Tchr pushes her hands towards Suhan and crouches.

48# -Tchr takes a quick look at Salih and smiles.

49# -Tchr claps repeatedly until 49 in line 178.

pass?

pass?

157 (0.6)
 158 Ege: >i am ege<((creaky voice))
 159 Tchr: i ↑am ege
 160 Ege: i am ege ((creaky voice))
 161 Tchr: oka::y (.) pass ^{46#} ^{#46}
 162 (0.5)
 163 Salih: ↑pas mı::?
 ↑pass?
 164 Tchr: i am suhan
 165 (1.3)
 166 Suhan: i'm sua-
 167 Tchr: ^{47#} i am (0.4) i am suhan ^{#47}
 168 (0.6)
 169 Suhan: i am /sujan/
 170 Tchr: i am Suhan (.)
 171 okay↓ thank you (.) ↑pass
 172 (0.6)
 173 Salih: pas mı:?=
 pass?=
 174 Tchr: =i am hasret (.) ^{48#} ^{#48}
 175 Hasret: i am hasret
 176 Tchr: i am hasret
 177 Hasret: i am hasret
 178 Tchr: o:w ^{49#} thank you very [much ^{#49}
 179 T-cam: [maşallah
 wonderful
 180 Tchr: oka:y
 181 ((Tchr turns her back and starts walking to the desk))

After Ümit passes the ball to Neşe, Tchr initiates another *repeat after me* sequence in line 145. Her initiation is disrupted by Salih's confirmation request for a third time. However, Tchr does not orient to him, similar to how she reacted to his previous disruptions. Therefore, thus far in the unfolding interaction, Tchr has only oriented to Salih's active participation when it is normatively expected. In line 147, Tchr completes the initiation of the sequence. However, possibly due to Salih's disruption, the coughing (line 144), and throat clearing sounds (line 148), she delivers a second telling in line 150, also embodied with a head tilt, hand gesture, and the cupping the hand behind the ear gesture (43#). Tchr's second telling is followed by Neşe's very silent self-identification in overlap with Salih's statement of her name with some elements of mocking in it (i.e. neşe↑cik, cik is a solidarity marker in Turkish added to the final position of names mostly by adults addressing children). Although Neşe's response is delivered in overlap

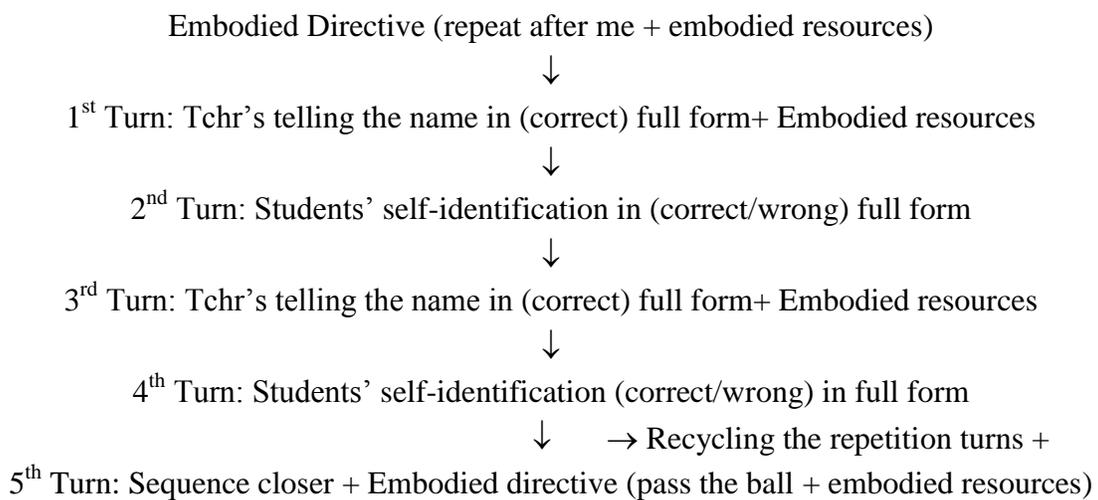
with Salih, Tchr accepts it and closes the sequence with the embodied directive, *pass* (44#), and stands up. Neşe passes the ball to Ege, and Salih makes the same confirmation request for a fourth time. Despite the normativity, Tchr does not orient to Salih this time either and maintains the activity, which is perhaps because of Salih's ongoing disruptive behavior in the previous lines. Tchr takes a step to her left and initiates the *repeat after me* sequence by stating Ege's name in line 156. Ege responds by stating his name in full form with a creaky voice and a fast pace. Tchr delivers the second telling, and Ege does the same in response. In line 161, Tchr closes the sequence (oka:y) and gives the embodied directive *pass* once again. Ege passes the ball to Suhan, and Salih again repeats his confirmation request by taking the turn at a transitional relevance place in line 163. Tchr does not orient to Salih and initiates the *repeat after me* sequence by stating Suhan's name in full form. Following the long silence in line 165, Suhan starts stating her name, but her turn is disrupted by Tchr who starts delivering the second telling in line 167. She undertakes a same-turn self-repair and restarts while also deploying an embodied resource (47#). Suhan responds by stating her name in full form in line 169. Tchr echoes her contribution and delivers the third telling; however, she does not wait for Suhan's final contribution and closes the sequence by thanking her and giving the directive. Salih shows his willingness to participate in the same way as earlier in line 173. Although Tchr initiates the final *repeat after me* sequence oriented to Hasret (note that there are two Hasrets in the room), she takes a quick look at Salih and briefly smiles and then returns to Hasret. Hasret states her name in full form in line 175, and Tchr delivers the second telling subsequently. Hasret states her name again, and her production is evaluated positively both by the Tchr and T-cam. Finally, Tchr closes the sequence (oka:y) and the activity by turning and walking to the desk.

5. Discussion and Conclusion

The interactional unfolding of the *repeat after me* and *pass the ball* activity oriented to the repetition of the full form construction *I am X* consisted mainly of a recurring sequential format. There were 16 students actively present in the classroom, which also means that Tchr initiated the same activity 16 times. Similar to previous research findings, Tchr managed the activity by turning the target form into an interactional routine based on repetitions (Kanagy, 1999; Cekaite & Aronsson, 2004; Björk-Willen, 2008; Watanabe, 2016; 2017; Cekaite, 2017). Using this routine, Tchr created opportunities for all students to participate in the activity despite their limited L2 resources. Considering that it was the first instructional exposure of the students to an L2, such an activity design was also mediated by the round robin format as the seating arrangement (Mortensen & Hazel, 2011). The predictability of the next relevant action made it observably easier for the participants to orient themselves to the unfolding of activity (Kanagy, 1999).

In most cases, Tchr initiated the activity by giving a *repeat after me* directive also marked with embodied resources (aus der Wieschen & Sert, 2018; aus der Wieschen, 2017; Cekaite, 2010; Goodwin & Cekaite, 2013; Stukenbrock, 2014; Zemel & Koschmann, 2014) such as extending hands and/or pointing with an index finger to allocate the turn to the student next in order (Kanagy, 1999; Sert, 2011; 2013, 2015; Sert & Walsh, 2013; Käätä, 2010; 2012; Watanabe, 2016). Following the embodied *repeat after me* directive, Tchr delivered the first telling to demonstrate the expected response to the focal student, thus modelling for L2 production (Kanagy, 1999; Cekaite, 2013; Watanabe, 2016). Her first telling preceded the students' self-identifications in the subsequent turn. Tchr delivered a second telling in the third turn in almost

all cases even if the students' first telling in the second turn was a normatively expected production. This was followed by the students' second telling in the fourth turn. This sequential unfolding initiated with the repetitive turns was closed with a sequence closer *okay* and a subsequent directive telling the students to pass the ball. The closing of the *repeat after me* sequences was embodied in nature too in that the *pass the ball* directives were marked with moving an index finger or a hand from right to left, which also marked the transition to the next speaker (Watanabe, 2016). It should also be noted that these sequences were expanded when there was a mispronunciation of the focal full form or a failure to display understanding in the second or the fourth turn. Therefore, deviations from the locally co-constructed routines raised troubles in the unfolding of the activity (Björk-Willen, 2008). The following presents an overview of the sequential structure of the activity:



The transition from one student to another was also bodily demonstrated in addition to the hand/finger movement as Tchr took a step to her left towards the next student in order, leaned forward, and crouched. The extract was quite rich in embodiment through the repeated deployment of resources such as pointing with an index finger, moving an index finger or a hand in a rolling fashion, leaning forward, crouching, shifting posture, walking toward the students, using head movements, using hand movements, clapping, and cupping the hand behind the ear (Mortensen, 2016). Although these resources targeted the mutual accomplishment of various actions, they were all oriented to the maintenance of the progressivity of the classroom interaction for the purpose of successful completion of the activity. Of all the resources, Tchr used finger and hand movements most to initiate, to engage in embodied allocations (Kääntä, 2012), and to close sequences in the form of embodied directives (aus der Wieschen & Sert, 2018; aus der Wieschen, 2017; Cekaite, 2010). Therefore, embodied directives proved themselves as integral resources for accomplishing the *repeat after me* activity in the focal preschool L2 classroom.

Embodied directives emerged from the single case analysis as the main finding of the current study focusing on a *repeat after me* activity. Another intriguing phenomenon occurring over the course of three minutes was the increasingly active participation of Salih (Skogmyr Marian & Kunitz, 2017). Although he failed to respond to Tchr with the correct form when he was the

focal student, his participation framework gradually increased throughout the activity, potentially because of the interactional routines established by the teacher (Kanagy, 1999; Cekaite & Aronsson, 2004; Björk-Willen, 2008; Watanabe, 2016; 2017; Cekaite, 2017). His initial contribution was based on his recognition of the directive *pass the ball*. He directed a confirmation request to Tchr using the Turkish (L1) equivalent of the verb *pass* as a possible extension of his limited resources in the L2 (Watanabe, 2016), and Tchr confirmed its validity in the subsequent turn. Tchr replaced the directive throw with *pass* (a cognate verb) following an emergent failure to undertake the expected action at the beginning of the activity. Although most of the students enacted the action successfully and maintained the progressivity of the activity, Salih was the first student to demonstrate understanding with an observable learner initiative (Waring, 2011). He repeatedly displayed his knowledge of the cognate directive also by orienting to the normativity of the ongoing interaction (Cekaite, 2007; 2008; 2017; Watanabe, 2017). He also produced a full form self-identification before the conditionally relevant student did so, thus entering a turn addressed to someone else (Pallotti, 2001; Watanabe, 2017). Although he failed to respond with the correct form when he was selected by Tchr as the next speaker, he managed to provide it on behalf of Rūsa. Also note that he embodied this initiative by standing up and leaning slightly forward towards Rūsa. Based on his repetitive confirmation requests oriented to the directive *pass* and his full form production after his initial failure, it seems that he demonstrated an instance of learning in interaction. His participation behavior in the focal L2 setting seemed to align with L2 interactional development trajectories described earlier based on longitudinal data (Cekaite, 2007; 2017; Watanabe, 2016; 2017). Given that he showed a similar change over the course of three minutes, it is possible to claim that repetition activity and surrounding routine organization along with rich embodied resources also create learning opportunities in the short term as well. This also highlights the importance of the *repeat after me* activity implemented with a group of learners who receive L2 instruction for the first time. It indeed lays the ground for participation in L2 thus providing affordances for displaying and achieving situated learning in spite of limited resources in the target language.

All in all, the current study highlighted the crucial role of embodied resources for the management of the focal activity. Both the teacher and the students showed interactional competencies demonstrated with their participation (Watanabe, 2016; Cekaite, 2017) despite the fact that it was the first time that they adopted the relevant roles in an L2 setting. It should also be noted that the implications for pre-service education has been beyond the scope of the current study with an exception of the findings on the observable role of classroom interactional competence on the teacher's management of activity. Tchr maximized the interactional space by modelling the focal form, used elicitation effectively by repeating the activity with every student, and most notably deployed gestures effectively (Sert, 2015). Therefore, future research can bring further insights into the professional development aspect of the project possibly by linking the initial training on classroom interactional competence with the actual teaching. The dataset also seems promising for longitudinal tracking of how participant frameworks change over time. Nevertheless, the findings of the current study align with previous research in preschool L2 classrooms and contribute to the overall understanding of affordances provided by the repetitive nature of the activity. The findings also provide implications for teaching English to very young learners and research on L2 classroom discourse, embodiment, and multimodality through the detailed description of an activity. The study has provided an example of how a focal teacher can manage a young learner classroom by attending to emergent learner contributions drawing on a

number of L2 interactional resources enriched with the repetitive deployment of embodied resources.

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