Course Information

Course Code	Course Name	Location	Time	Instructional Modality
ELT350	**Classroom Interaction**	**G009**	**Tue 09-11**	Face to face

Course Lecturer Information

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Course objective: This course aims to introduce the basic concepts of conversation analysis and relevant findings on foreign language classroom interaction and discourse in order to equip the teacher candidates with necessary skills for getting the best out of teacher talk and to improve their classroom interactional competences ensured with increased level of awareness toward language classroom interactional realities.

Mode of Delivery:

1. Face-to-face lectures* & sample classroom video analyses
2. Group work in the classroom
3. Video-mediated group meeting (MIDTERM)
4. Listen & analyze classroom interaction (FINAL)

Course Structure:

Lectures:

Weeks 2-6: The course will initially introduce Conversation Analysis and Classroom Interactional Competence as the concepts defining the scope of the course. Subsequently, the four main fundamental structures of conversation, namely turn taking, sequence and preference organization, repair, and embodiment, will be introduced drawing on their relevance for classroom interaction. I will present these concepts with lectures followed by a sample video analysis which will hopefully lead to a discussion on how significant these interactional practices are for the interactional management of foreign language classrooms.

Weeks 8, 10, 12: In the second part of the semester, I will focus on certain interactional practices that exemplify the effective use of the fundamental structures of conversation in language classrooms. Each lecture will introduce one interactional practice with multiple examples, we will cover three central practices by the end of the semester.

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Wong, J., & Waring, H. Z. (2010). *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. Routledge.

Reflective Summaries:

Each lecture includes a reading assignment. You are expected to read (slowly, carefully, for real, and by making sure that you understand every page of it) the articles in the allocated weeks and submit your critical evaluation of the article (150-250 words) by responding to the following questions:

Q1- What are the main implications of the article for the use of teacher talk in teaching English language in the classroom?

Q2- What do you think about the importance of the focal interactional practice of the week (e.g., turn-taking) for teaching English language in the classroom?

You will find both the articles and the field to submit your reflective summaries on the LMS.

MIDTERM:

You will be eligible to take the midterm exam only after you submit all your reflective summaries. Then, you will join a MS Teams meeting with your group members. You will discuss and analyze the focal classroom interaction video (shared on the LMS) considering my lectures, sample analyses, the articles you read, the discussion questions, and with reference to turn-taking, sequence & preference organization, repair, and embodiment. No one should dominate the floor or present on behalf of entire group but should equally contribute to the session in order to ensure that the discussion questions are responded to by the end of the session. You will record each session on MS Teams and analyze each video. You are expected to discuss the video at least for 30 minutes. Once the video is analyzed, you will complete the MIDTERM assignment. The assessment criteria for the MIDTERM are as follows:

> *Task Achievement (10 points):* Timely completion of the assignment and a minimum of 30 minutes discussion
>
> *Active Participation and Disciplinary Knowledge (17 points):* Contributions to analytic discussions through references to the contents of the video and line numbers, the use of the course-relevant terminology appropriately, and reflections on good and improvable practices of the teacher in the video

Collaborative Analysis:

In the second part of the semester, you will attend the collaborative analysis sessions every other week following the lectures on certain interactional practices. You will analyze one short video clip with your groupmates and respond to the discussion questions based on your analytic discussions in the class. You will submit your responses to the LMS during the class hours. I will share the short clips before the class time. You are advised to download the videos to your phones before the class time especially if you are experiencing connection problems in the classroom. You are also advised to bring earphones for repetitive listening during your work with your classmates.

Final Assignment:

At the beginning of the final assignment, you will initially listen to a classroom interaction recording repeatedly. You are free to take notes during the listening phase. Then, you will respond

to the final exam questions based on the video clip and the transcript available on the exam document. In regular intervals, you will get to listen to the recording again. Unlike the earlier course activities, please kindly note that the final assignment is an individual task that will show your overall understanding of the concepts introduced throughout the semester.

Assessment:

	Weight
Reflective Summaries: 3 pts. each X 8	24%
Midterm	27%
Collaborative analysis: 3 pts. each X 3	9%
Final Assignment	40%
Total	100%

Grades and Grading Policy

Percentage Scores	Grade Points	Letter Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
Absent & Unsuccessful	0.00	FX

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WEEKLY SCHEDULE

Week	Date	Content
1.	3 Oct	**WELCOME to the COURSE** • Introduction to the syllabus
2.	10 Oct	**VISIT TO ANITKABIR** 🇹🇷🇹🇷🇹🇷 **HAPPY 100TH ANNIVERSARY** 🇹🇷🇹🇷🇹🇷
3.	17 Oct	**INTRODUCTION TO CONVERSATION ANALYSIS & CLASSROOM INTERACTIONAL COMPETENCE** • What is this course for? • Analysis of discourse vs. Discourse analysis • What type of talk is important for language teaching? **Reflective Summary 1:** Sert, O. (2016). L2 Classroom Interactional Competence. In Inan-Karagül, B. & Yüksel, D. (eds.) *The Theory and Practice of English Language Teaching* (pp. 304-317). Kocaeli: KÜV Yayınları.
4.	24 Oct	**TURN TAKING** **Lecture and sample classroom video analysis** • Turn-taking, construction, sharing, and allocation • Turn-taking practices in the language classroom **Reflective Summary 2:** Waring, H. Z. (2013). Managing Stacy: A case study of turn-taking in the language classroom. *System*, *41*(3), 841-851.
5.	31 Oct	**SEQUENCE AND PREFERENCE ORGANIZATION** **Lecture and sample classroom video analysis** • Sequence and preference organization in the language classroom • Expanding the talk-in-interaction **Reflective Summary 3:** Wong, J., & Waring, H. Z. (2009). 'Very good' as a teacher response. *ELT journal*, *63*(3), 195-203.
6.	7 Nov	**REPAIR** **Lecture and sample classroom video analysis** • Repair and correction practices in the language classroom **Reflective Summary 4:** Waring, H. Z. (2015). Promoting self-discovery in the language classroom. *International Review of Applied Linguistics in Language Teaching*, *53*(1), 61-85.
7.	14 Nov	**EMBODIMENT** **Lecture and sample classroom video analysis** • Multimodal interaction in the language classroom **Reflective Summary 5:** Sert, O. (2015). Use of multimodal resources in L2 classroom interaction. In Sert, *Social Interaction and L2*

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		Classroom Discourse (pp.87-109). Edinburgh: Edinburgh University Press.
8.	**14-24 Nov**	**MIDTERM** You will be eligible to take the midterm exam only after you submit all your reflective summaries. Then, you will join a MS Teams meeting with your group members. You will discuss and analyze the focal classroom interaction video (shared on the LMS) considering my lectures, sample analyses, the articles you read, the discussion questions, and with reference to turn-taking, sequence & preference organization, repair, and embodiment. No one should dominate the floor or present on behalf of entire group but should equally contribute to the session in order to ensure that the discussion questions are responded to by the end of the session. You will record each session on MS Teams and analyze each video. You are expected to discuss the video at least for 30 minutes. Once the video is analyzed, you will complete the MIDTERM assignment. **SUBMIT ALL YOUR REFLECTIVE SUMMARIES BEFORE ARRANGING THE MEETING TIME WITH YOUR GROUPMATES**
9.	**28 Nov**	**MAXIMIZING INTERACTIONAL SPACE FOR INCREASING STUDENT PARTICIPATION** **Lecture and sample classroom video analysis** • Focus on teacher talk, in specifically designing **TURNS** for increasing multiple participation **Reflective Summary 6:** Badem-Korkmaz, F. & Balaman, U. (2022). Eliciting student participation in video-mediated EFL classroom interactions: Focus on teacher response-pursuit practices. Computer Assisted Language Learning.
10.	**5 Dec**	**COLLABORATIVE ANALYSIS** **MAXIMIZING INTERACTIONAL SPACE FOR INCREASING STUDENT PARTICIPATION** Analyze one short clip with your group mates in class. Respond to each discussion and submit your responses to the LMS
11.	**12 Dec**	**EVALUATING AND SHAPING LEARNER CONTRIBUTIONS** **Lecture and sample classroom video analysis** • Dealing with student responses, specifically by expanding **SEQUENCES** **Reflective Summary 7:** Can Daşkın, N. (2015). Shaping learner contributions in an EFL classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, *6*(1), 33-56.
12.	**19 Dec**	**COLLABORATIVE ANALYSIS** **EVALUATING AND SHAPING LEARNER CONTRIBUTIONS** Analyze one short clip with your group mates in class. Respond to each discussion and submit your responses to the LMS

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13.	**26 Dec**	**MANAGEMENT OF INTERACTIONAL TROUBLES IN HEARING AND UNDERSTANDING** **Lecture and sample classroom video analysis** • Resolving troubles at turn and sequence levels by carefully deploying **REPAIR** mechanisms **Reflective Summary 8:** Somuncu, D. & Sert, O. (2019). EFL Trainee Teachers' Orientations to Students' Non- understanding: A Focus on Task Instructions. In H. T. Nguyen & T. Malabarba (Eds.). *Conversation Analytic Perspectives on English Language Learning and Teaching in Global Contexts: Constraints and Possibilities*. Multilingual Matters.
14.	**02 Jan**	**COLLABORATIVE ANALYSIS** **MANAGEMENT OF INTERACTIONAL TROUBLES IN HEARING AND UNDERSTANDING** • Analyze one short clip with your group mates in class. Respond to each discussion and submit your responses to the LMS **FINAL REMARKS** • Submission deadline for reflective summaries • Talking about the final assignment • Reflections on the semester • Prospects for the effective use of teacher talk in your future practices

YOUR NOTES:

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