



UNIVERSIDAD METROPOLITANA
DE CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA
EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

PURSUING A RESPONSE: A CONVERSATION ANALYTIC STUDY IN SECONDARY
SCHOOL SETTINGS

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

AUTORES: BENJAMÍN ABARCA, JACQUELINE DIAZ, MICHELLE MUÑOZ, NICOLÁS
PALMA, JAVIERA HEVIA, MATIAS DEL VALLE, MATIAS ZUÑIGA

PROFESORA GUÍA: DRA. VERÓNICA GONZÁLEZ TEMER

SANTIAGO DE CHILE, ENERO DE 2023

Enero 2023

Benjamín Abarca

Jacqueline Díaz

Michelle Muñoz

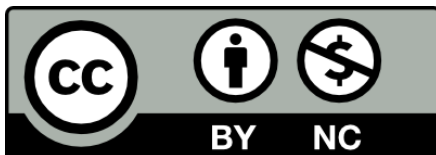
Javiera Hevia

Matias del Valle

Nicolás Palma

Matías Zuñiga

Se autoriza la reproducción total o parcial de este material, con fines académicos, por cualquier medio o procedimiento, siempre que se haga la referencia bibliográfica que acredite el presente trabajo y sus autores.



Atribución – No comercial

CC BY - NC

The authors give license to partial or total reproduction of this material, for academic purposes, by any means of procedure, as long as it is properly credited.

Acknowledgements

I would like to thank my family who has always been with me through thick and thin, especially in those moments when I doubted my abilities. To my mother Paola, who has always been and will always be a voice of reason in my head, to my father Horacio who inspires me with his perseverance, and to my sister Annays who always supports me when I need it. I would also like to thank and remember my uncle Sergio, with whom I shared talks for hours and hours, the same ones that I miss now that he is gone, the more they motivated me to keep going.

Also, I would like to thank my thesis colleagues, who even though sometimes we had our difficult moments, we did it. To our teacher and guide Verónica, for her eternal patience and willingness to answer our questions, no matter how simple they might seem. Finally, I would like to thank every one of my teachers who accompanied me on this journey from beginning to end. Thanks for everything.

- Nicolas Palma Alvarez.

I would like to thank my mom, my aunt, my goddaughter, friends, and especially myself who have supported me and constantly encouraged me to continue with the university degree process, and embraced me in the worst moments when life in general seemed like a nightmare. They have been by my side this whole time through thick and thin and those are the ones who are worth it.

I would also like to thank my non-human friends who constantly purred and cuddled me: Merlina for being so quiet and respectful when I was studying, and Katze for staying up late with me when we had to study.

- Javiera Ravello

I would like to thank all the people who have helped and supported me during this learning process. First, to my family, who have always supported me and trusted in my abilities, even when it seemed that they were not enough to achieve my goals. To my mother, Karla, who has

always been present and has given me advice when I needed it, being a fundamental pillar in my life, to my father, Mario who gave me the necessary confidence to move forward. To my brother, Ignacio with whom I could always talk and be sure of the decisions I had to make. I would like to thank my group of friends, who always trusted in my abilities and encouraged me to continue with my studies.

I also feel the need to thank all my fellow thesis and study partners, with whom, even with all the obstacles present during our work, we were able to accomplish the goals we set for ourselves. Thanks to my guiding professor Verónica, for all the work, support and how she was able to guide us in the best way during all this work, apart from her concern for it. Finally, I would like to thank all the teachers who were part of my teaching process, who helped me to forge myself as a professional, and have been a fundamental pillar for my learning.

- Benjamín Abarca Rodríguez

Success cannot be measured by how many times we triumph but how many times we stand up. I would like to thank firstly, to my seminar teammates and our teacher Verónica for guiding us throughout this whole process patiently and carefully. Secondly, to my family, friends, and pets that supported me along the way, facing different problems related to money and health (Homero, this is for you my precious little dog). Thirdly, to all my teachers who helped me and encouraged me to walk the path of pedagogy. Finally, to myself for giving me the opportunity to finish my program, to face the upcoming challenges, and to demonstrate myself that wounds heal, people change, and the strongest people are the kindest. I do not regret the decisions that I have made in life so far, because they have guided me to this very moment.

Ahora en español para amigos y familiares. Gracias a todos por apoyarme durante este año en mi proceso de cierre de carrera, especialmente a mi familia. A mi mamá, papá, hermanos, les agradezco de corazón el apoyo y cariño entregado. A mi hermana pequeña y sobrinos Diana, Diego, Fernanda y Amparo, por motivarme a ser su ejemplo a seguir; soy el primer titulado de la familia y no espero ser el único. Ahí la dejo. A mis amigos/as cercanos de toda la vida y

amigos/as de generación que salieron antes que yo, gracias por motivarme a seguir intentándolo aunque todo se venga abajo y en contra. Como dijo Shrek, “Si se pudo burro... si se pudo.”

- Matías del Valle Ulloa

I would like to thank my family for being my words of advice, my unwavering support and my endless source of love. They were there when I had to write until dawn and when I doubted myself. They were there when I did not know what to do, trying to help me, just for the joy of watching me succeed. They are the reason I am who I am and why I aspire for more. Thank you, Mauricio and Alicia.

My path through this university would not have been the same if it was not for the two best friends I made with whom I have shared long conversations and good times before going home after classes or until late at night in our homes. I adore them because when stress and doubt were almost winning the battle their support and laughter made me carry on. Michelle, thank you for listening to me even when I was all over the place and for your sincere and innocent love and thank you Jacqueline for being so enlightening with your words and caring so much for us.

I would like to thank the friends who have loved me since we were teenagers and through all the phases, experiences and changes I had to confront. I always cherish them, because even though our lives have taken different paths, we always find a way to meet again. Matías, Gabriel, Christofer, Camilo and Benjamín, what more can I ask for?

Last but not least, a huge thank you to our teacher Verónica who, with her incredible patience, overwhelming care, and enviable knowledge and professionalism has made this work possible. Thanks to all our teachers who with so much love for teaching have not only instructed us about technical understanding but valuable life lessons that will stay in my mind and heart now and in the future.

- Matías Zúñiga Toesca

Undoubtedly, the person who I have to thank the most is my mother. She has been the only one who has really supported me throughout my academic process, without her help I would not be here today. Thanks mom for being my best friend, for encouraging me to not give up when I felt defeated and for loving me unconditionally.

To the two people who have been by my side through these five years: Matias and Jacqueline. To the former, I have to thank for making me happy, for listening to me when I tell him about every single silly thing I do and for his love. To the latter, I have to thank for her friendship. I wish you the best in the upcoming years to achieve anything you want. I hope we will still be in touch once we graduate.

Finally, I have to thank our teacher Verónica for guiding us through this process, for clarifying our doubts and providing feedback everytime we needed it.

- Michelle Muñoz Pérez.

Firstly, I would like to express my gratitude to professor Verónica González, for her guidance, patience and support during this whole process.

Also, I am deeply grateful to my classmates and friends Michelle and Matias, for their unconditional support every time I needed for all of these years. I have no doubt that I would not have been able to get here without your friendship and support. I would also like to give special thanks to my siblings Daniela, Amaya and Francisco who always had faith in me and encouraged me to continue my studies.

Lastly, I would like to thank my dog Rolo, my unconditional friend, who was always by my side during these five years. His loving gaze and his paw on my shoulder, literally, gave me enough strength to continue.

- Jacqueline Diaz Flores

Table of contents

Autorización	2
Acknowledgements	3
Table of contents	7
Abstract	9
Resumen	10
Introduction	11
Literature Review	13
Conversation Analysis	13
Ordinary Conversation	14
Institutional Talk	15
Turn taking	17
Turn taking strategies	18
Preference	19
Preference organization	20
CA in classroom	22
Turn taking strategies in the classroom	23
L2 turn-taking in the classroom	25
Preference in the classroom	26
Prosody and repetition	27
Research Problem and Questions	29
Methodology	30
Setting and Participants	30
Ethics	30
Data Collection	30
Procedure and Data Analysis	31
Transcription	31
Data Evaluation	32
Analysis	32
Appealing to Students	34

Discussion.....	44
Prompts.....	45
Discussion.....	55
Conclusion.....	57
Limitations and Further Research.....	59
References.....	60

Abstract

The present study examines the pursuit of responses and reformulations done by educators in secondary schools from a conversational analysis perspective. This research contains a collection of reformulation examples provided by the educators in classes, meaning they had to reframe their original statements as they did not receive the appropriate students' response, having to appeal to a wide variety of strategies to pursue a response and foster student participation. Our data come from a variety of recordings from highschool lessons in Liceo D'halmar, and Liceo Bellavista La Florida. The collection of examples was identified utilizing a coding system, and transcribed using Jeffersonian conventions, hence, each instance of reformulation pursuing a response could be analyzed appropriately. Moreover, pauses were also identified through the use of PRAAT, a software used for the analysis of speech. In order to succeed in this goal, an in-depth examination of "CA" and different strategies to pursue a response had to be made.

This thesis contributes to obtaining factual information towards the pedagogical language used in Chilean High Schools and the effectiveness evidenced in the methods used by teachers in the classroom, as well as the different ways in which they adapt when their objectives or pedagogical intentions do not meet the expected purpose due to different factors during the class.

This thesis also inquires in the process of reformulation and how it varies from one educator to another according to the linguistic competences and strategies they manage. Hence, this research allows us to scrutinize the functional and successful methods applied by the educators to foster students' participation and obtain a response.

Keywords: Conversation Analysis, ordinary conversation, institutional talk, CA in the classroom, turn taking, turn taking studies, turn taking strategies, reformulation, pursuing a response, preference, preference in the classroom, prosody and repetition.

Resumen

El presente estudio examina la búsqueda de respuestas y reformulaciones realizadas por educadores en escuelas secundarias desde una perspectiva de análisis conversacional. Esta investigación contiene una colección de ejemplos de reformulación proporcionados por los educadores en las clases, lo que significa que tuvieron que replantear sus declaraciones originales ya que no recibieron la respuesta adecuada de los estudiantes, debiendo apelar a una amplia variedad de estrategias para obtener una respuesta y fomentar la participación de los estudiantes.. Nuestros datos provienen de una variedad de grabaciones de lecciones de secundaria en el Liceo D'halmar y Liceo Bellavista La Florida. La colección de ejemplos se identificó utilizando un sistema de codificación y se transcribió a través de las convenciones Jeffersonianas, por lo tanto, cada instancia de reformulación que buscaba una respuesta podría analizarse adecuadamente. Además, también se identificaron las pausas mediante el uso de PRAAT, un software utilizado para el análisis del habla. Para tener éxito en este objetivo, se tuvo que hacer un examen en profundidad de “CA” y diferentes estrategias para buscar una respuesta.

Esta tesis contribuye a obtener información fáctica sobre el lenguaje pedagógico utilizado en los liceos chilenos y la eficacia que se evidencia en los métodos utilizados por los docentes en el aula, así como las diferentes formas en que se adaptan cuando sus objetivos o intenciones pedagógicas no se corresponden para cumplir con el propósito esperado debido a diferentes factores durante la clase. Esta tesis también indaga en el proceso de reformulación y cómo varía de un educador a otro según las competencias lingüísticas y las estrategias que maneja. Por lo tanto, esta investigación permite escudriñar los métodos funcionales y exitosos aplicados por los educadores para fomentar la participación de los estudiantes y obtener una respuesta.

Palabras clave: análisis de la conversación, conversación natural, conversación institucional, AC en la sala de clases, toma de turnos, estudio de toma de turnos, estrategias de toma de turnos, reformulación, obtener una respuesta, preferencia, preferencia en la sala de clases, prosodia y repetición.

Introduction

The study of conversation analysis has had a prominent role in the analysis of the elements of daily conversation. Throughout the years (since the 60s), conversation analysis (henceforth, CA) has provided a new perspective on the words and utterances that we use, either in ordinary spaces as well as institutional spaces. Within this framework, we may appreciate the main findings that CA has brought to light regarding the different strategies that speakers use to achieve effective communication. In this regard, related to educational contexts, the analyses of the interactions that take place in the classroom have provided us with a new lens to understand the pedagogical impact that these strategies portray.

Understanding the classroom environment as an institutional context, the literature has inquired on aspects that determine the functions within the class roles in conversation, i.e., teacher and student. On the one hand, teachers are responsible for providing rules, strategies, and opportunities for interaction. On the other hand, students should provide responses to the teacher's statements in order to contribute to the development of a determined topic. In this regard, in order to achieve effective communication, these responses must occur, firstly, following the rules and strategies determined by the teacher, and secondly, taking into account the linguistic resources that students domain; otherwise, participants overlap their utterances and interrupt social interaction.

Considering the literature, the scope of our research mainly aims to delve into the topic of pursuing a response in secondary school settings. The consulted literature guided this project in the way in which this phenomenon and its implications approached a classroom in the context of Chilean education, as well as how the different variants of the mentioned phenomenon can be adapted not only based on the content delivered but also the level of mastery that teachers have regarding the English language and their ability to adapt and flexibility of the various linguistic strategies they may have to address this type of instances.

We believe that through this research it will be possible to provide a perspective on how conversation analysis works within Chilean education, and how teachers can engineer the execution of pursuing a response, complementing L2 and L1 to achieve a better understanding of the topic addressed. as well as to stimulate the participation of the students so that with that the class can continue organically and achieve the objectives proposed both by the educational institutions and by the teacher himself. Inside the phenomenon of pursuing a response, it is possible to identify sub-phenomena such as reformulation, repetition, and prompt to students, among others, all forming part of this complex scheme used by teachers in each of their classes.

Literature review

Conversation Analysis

According to Goodwin and Heritage, Conversation Analysis (henceforth CA emerged during the ‘cognitive revolution’ in the 1960s inquiring into the ‘participants’ orientation to indigenous social and cultural constructs’. This approach focuses on the study of underlying social organization analyzing its interactional rules, turns, and agreements between the participants in a conversation. (Goodwin & Heritage, 1990). According to the authors, this is possible through order and comprehensible social interaction.

Moreover, this approach shapes a context theory which connects interpretation processes to action in a reflective limited time process, and interaction sentences are perceived as a whole and never treated as isolated. Interactional sequence indicates that ‘each “current conversational action embodies a ‘here and now’ definition of the situation to which subsequent talk will be oriented’(Goodwin & Heritage, 1990).

Furthermore, Atkinson and Heritage (1984) suggested that the main objective of CA relies on the description and explanation of abilities that most speakers develop. CA’s goal relies on the description of procedures where speakers interact and behave in a particular way, according to sequences and a specific order coordinated between the participants.

According to Hutchby, conversation analysis refers to the study of talk. Specifically, it shapes ‘the systematic analysis of the talk produced in everyday situations of human interaction: ‘talk-in-interaction” (Hutchby, 1998). Then, this approach focuses on tape-recording transcriptions of ‘*naturally occurring* interactions.

Furthermore, the CA goal relies on finding the dynamics between the participants, and their respective talking turns, along with the sequences of actions generated between them. However, this approach concentrates on words as products (in terms of the different tasks

negotiated in the talk) such as suggestions, proposals, accusations, complaints, etc, rather than their semantic meaning.

The relevance of studying sequences in conversation is that throughout a conversation participants may develop a comprehension of the last turn, the authors called it ‘next turn proof procedure’.

Lastly, according to Liddicoat CA is the study of talk-in- interaction which was born from ethnomethodological tradition in sociology developed by Garfinkel. Then, ethnomethodology perceives the social structure of everyday lived experience to comprehend how everyday social structures are maintained over time. Hence, Liddicoat suggests CA focuses on the structure and order of social interaction, assuming that behavior and everyday talking are shaped as sensible and meaningful. Additionally, the conversation has a dynamic behavior as it changes over time.

Considering all of the above, we can conclude that CA is a way of understanding social and cultural constructs in conversation. Knowing the complexity of these constructs, many authors have focused on different aspects of CA. While some authors have researched the linguistic forms to consider, others have researched the actions that take place within social interaction such as taking turns, sequence, etc. and the context itself. In this sense, regarding context, CA researchers have agreed on two main social atmospheres in which interaction takes place, namely, ordinary conversation and institutional talk. These concepts will be explored in the following sections.

Ordinary Conversation

Ordinary conversation, also known as “talk-in interaction” is “the talk produced in everyday situations of human interaction” (Hutchby and Wooffitt.1998. p.21). As the authors (ibid) state, Harvey Sacks’, pioneer researcher of the subject’s hypothesis studies developed in 1964, said that “Ordinary conversation may be a deeply ordered, structurally organized phenomenon” (1998.p.25), which was the starting point of his studies. These studies, later followed by many other analysts, helped create the bases, and developed CA, which is the main method used to analyze different types of conversations today.

That being said, according to Liddicoat (2007), conversation works as a channel by which people socialize and create relationships along with maintaining them. However, conversation not only involves spoken information but also gestures, non-verbal communication, and the context itself. (Liddicoat, 2007, p.12). This means that, it is not just talk oriented to the talk between two or more individuals, but also utterances, not-verbal language present in naturally occurring social interactions, creating a more efficient way of communication between them.

Furthermore, ordinary conversation is the starting point, one of the main reasons CA was developed. The main studies around it are focused on its structure, delivered in the “two things”, which are used as the base of the CA. “For CA, the two things from which all else follows are action - broadly, the things we do with words - and sequence - a course of action implemented through talk” (Schegloff, 2007a, p.9)”. This led to the analysis of conversations around “turn-taking”, which worked around “possibility of responsiveness, one party needs to talk after the other, and, it turns out, they have to talk singly” (Schegloff, 2007, p.1).

With time, CA started to move off ordinary conversation, as it was shown by more recent studies (as shown in Sidnell, 2009 and Clift, 2016). This change helped to study more non-ordinary situations, which were more common, specially in situations where a large number of people were interacting with each other, for example, in schools, parties, etc.

Institutional talk

The studies of institutional talk had their origins with the publication of work on courts by Atkinson and Drew in 1979 which led researchers to analyze the characteristics of institutional talk (Fitch & Sanders, 2004). During following years, investigations about institutional interactions were primarily centered on institutional environments where participants’ goals were institution-specific, there were restrictions regarding interaction among participants and talk was seen in terms of institution (Drew & Heritage, 1992 as cited in Fitch & Sanders, 2004). The interest to study these type of environments was basically that “in modern society a vast amount of people's time is spent in broadly institutional or organizational contexts such as workplaces,

educational establishments and service settings like shops, banks and doctors' consulting rooms (Hutchby & Wooffitt, 1998, p.145).

Even though there is no official definition of what institutional talk is (due to the vast amount of institutions that exist), Heritage & Clayman (2010) highlight that institutional talk is not directly linked to any physical space since it can occur anywhere no matter the context the participants are in. In fact, an “interaction is institutional insofar as participants' institutional or professional identities are somehow made relevant to the work activities in which they are engaged” (Drew & Heritage, 1992, p.4). Moreover, as Arminen (2005) states, institutionalized interactions show how participants display their orientation towards the context in order to fulfill their established roles. However, not only the role of context is a crucial characteristic of what is considered as institutional talk, actually there are five distinctive features that make it different from ordinary conversation (Drew & Heritage, 1992). The first one is related to turn-taking organizations in which there are special turn-taking systems, restrictions and alterations in turns (Heritage & Clayman, 2010). The second is seen in terms of overall structural organization; it is mentioned that interactions are predetermined by the order of phases that are arranged in a specific manner (Fitch & Sanders, 2004). The third involves the way in which sequence organization establishes the roles of local and institutional identities (Heritage & Clayman, 2010). The fourth is turn-design in which context plays a role in terms of designing actions and people's turns (Heritage & Clayman, 2010). The last one, lexical choice, deals with the choice of words and/or phrases used by interactors to show their stance towards particular circumstances and contexts in which they are inserted (Fitch & Sanders, 2004).

As aforementioned, one of the domains in which we find differences between ordinary and institutional talk is turn-taking. In the following section we go deeper into this topic.

Turn Taking

Researchers agree that one of the most prominent features of conversation is that speakers take turns to talk and these change constantly and quite fluently. This is due to the fact that, generally speaking, only one person speaks at a time and turns are yielded and taken constantly with few silent gaps and little overlap between the participants' utterances (Liddicoat, 2007). Although this phenomenon is well-known, when we analyze the norms and elements that speakers take into account on every conversation, we observe a highly intricate system, subject of study of many linguists and investigators (Sidnell, 2010).

For that matter, experts state that the fundamental feature to achieve real communication in a conversation is that we (habitually) follow the “one speaker at a time” rule, not much for politeness when speaking, but in order to express and understand ourselves successfully. Any instance where this rule is not followed is denominated as “overlap” (Schegloff, 2000) and could potentially hinder the correct comprehension of the speaker's utterance. In order to achieve the “one speaker at a time” rule, we rely on the participants' ability to recognize which stretches of talk can be considered a point where a turn can be reassigned. Thus, the speakers recognize the utterances of which turns are constructed, called “turn-constructual units”. TCUs have the property of possibly constituting a turn, as they are utterances which are (potentially) grammatically complete, taking into account aspects like, syntax, prosody, phonetics and pragmatics (Clift, 2016). For this reason, after any TCU a “transition relevance place” (TRP) occurs. That is to say, a place where the current speaker can change. Although, this possible change is in no way mandatory, as the speaker can decide to continue with another TCU and maintain their turn (Liddicoat, 2007).

Regarding how we judge when a turn is completed and could possibly be taken by another participant, we use many elements. For example, what we have stated before, semantic-pragmatic completeness, but also visual parameters, syntax and prosody. It is important to note that the context of the conversation must not be omitted from the analysis (Couper-Kuhlen & Selting, 1996). However, participants not only analyze when the current turn can come to an end, but also who is going to take the next turn. In that matter, we use

“turn-allocational components”. This element of the conversation makes clear where the next turn is going to be allocated, via the current speaker selecting the next speaker or the self-selection of a participant (Clift, 2016).

In brief, turn taking involves the natural turn organization that takes place in conversation. We now move onto turn-taking strategies.

Turn Taking Strategies

As already mentioned, Conversation is organized in turn-taking, a structure in which participants talk one at a time and identify and take opportunities to speak, a process in which both listeners and speakers avoid long silences and listen when others are speaking. According to Thornbury (2005, as cited in Ibraheem, 2017) those aspects are considered main rules for turn-taking. Additionally, Ibraheem (2017) adds there are several strategies required to follow these rules:

1. Recognizing when to take a turn;
2. Signalling that you want to speak and interrupting;
3. Holding the floor during your turn;
4. Recognizing when others want to speak;
5. Yielding a turn;
6. Signalling that you are listening. (p.292)

Similarly, Stenstrom (1994) points out there are three types of turn-taking strategies which are: taking the turn, holding the turn and yielding the turn (as cited in Dewi et al, 2018) In the case of taking the turn, it refers to the opportunities and turns that speakers have during conversation (Dewi et al, 2018). Regarding the second type, holding the turn, Dewi et. al. (2018) mention that “It is about how the speaker wants to hold a chance, but they have difficulty in controlling and planning what the things have to say” (p.291) and finally, the authors also explain that yielding the turn, is when one of the participants gives the opportunity to speak to another person.

As previously explained, in order to achieve effective communication, speakers have to use turn-taking strategies. Speakers have to follow the “one speaker at a time” rule to effectively participate in social interaction. If this rule is not followed, speakers overlap and hinder communication amongst participants. Therefore, some authors have claimed the existence of several strategies that aid social interaction. Some of these strategies depend on signals that speakers interpret in order to communicate. Considering this, CA studies have discovered that some responses are linked to others, this is called “preference” which is going to be explained further in the following section.

Preference

When communicating, a prominent feature that we can find are adjacency pairs, which are composed by an initiating turn and a responsive turn. The former is carried out in a way that the speaker could receive a preferred response. For example, a question, an offer or a greeting, whereas the latter presents the preference of the response which can be positive or negative. Expecting an answer, acceptance or a greeting, respectively (Clift, 2016; Holtgraves, 2000). This phenomenon of fulfilling an expectation or failing to do so is what the researchers have denominated as “preference”.

Preferences are not related to people’s tastes and predisposition but a structure or routine that is expected to be followed by speakers (Sacks, 1987, as cited in Pekarek & Pochon-Berger, 2015). Moreover, preferable and dispreferable answers do not respond to a psychological factor. But rather, a social and interactional system (Schegloff, 2007, as cited in Blimes, 2014). As stated before, meeting the expectations of the initiating turn would be considered a preferred response and failing to do so, as a dispreferred one. These two examples are: “the character of the course of action” and a “successful construction of the turns-at-talk”. The first concept relates to whether the respondent turn promotes (or not) what the previous speaker has requested. And the second one is oriented to a series of aspects that characterize preferred or dispreferred responses (Schegloff 1988; 2007 as cited in Sidnell 2010). Although, this preferred/dispreferred dichotomy, should not be understood as a norm, as any “deviation” from the expected answer is not

considered a “violation”. Thus, it does not interfere with the correct understanding of the current speaker's utterance (Hayano & Nishizaka, 2015).

In short, the study of CA in preference examines the link between initiating turns and responsive turns. As a matter of fact, the former predicts a disposition to the latter in certain contexts, for example, requests, greetings, etc., understanding these as adjacent pairs. This process may result in positive or negative answers. Further, these answers are not related to personal features but routines as well as structures in communication. In this sense, accomplishing communication following the pattern of these structures and routines can be understood as preferred responses and the ones that do not follow this pattern can be understood as dispreferred responses. Regarding this, there are two situations in which speakers can build preferred responses; promoting the speaker's request, and responses that foster the construction of turns in social interaction. Nevertheless, it is crucial for us to not understand dispreferred answers as wrong due to they do not hinder communication. As a matter of fact, they belong to another group of responses which is going to be detailed in the next section.

Preference organization

According to Sacks (1987, as cited in Liddicoat, 2007), there are two major structural organizations in preference: “preference for agreement” and “preference for contiguity”. The first term deals with conversations in which the preferred answer can be predicted due to construction of the first pair part design. Whereas the second term is related to how in conversations participants prefer to have first pair parts and second pair parts next to each other, in other words, without the addition of new information amid the end of the request and the answer to it.

In that aspect, generally “preferred responses are produced without delay or hesitation and the action is stated directly” (Levinson, p.112, 1983, as cited in Church, 2004). In contrast, dispreferred responses are distinguished by dispreference markers. In other words, elements that interrupt the contiguity between the question and the answer, such as “well, oh, so, I mean, etc.” (Holtgraves, 2000, p.90). Furthermore, Levinson (1983) claims that dispreferred responses can have the following characteristics:

(1) they are delayed by pauses, and/or (2) they are introduced with prefaces (... , partial agreement/ appreciations/ apologies, or qualifications); (3) they include accounts (explanations for not providing preferred response) and (4) a declination component which addresses the first pair part (p.112, as cited in Church, 2004).

It is worth mentioning that not providing a response at all is a dispreferred response on its own, for the sole absence of a preferred one (Blimes, 2014). Finally, in some cases a structure that initially seems proper of a preferred response can occur only to lead to a decline or dispreferred response. The most common example of this instance is the phrase: “Yes... but...” (Schegloff, 2007, as cited in Sidnell, 2010)

In conclusion, the study of CA has deeply researched the elements that occur in daily conversation either in ordinary and institutional contexts. In this regard, in order to carry out effective communication amongst individuals, speakers of these both social atmospheres have to apply different strategies to recognize their turn to speak; otherwise, they overlap each other and hinder conversation. Furthermore, in this context, researchers of CA have acknowledged that some responses are connected in interaction between speakers, that is to say, one predisposes another. When these responses fail to connect, they become dispreferred answers. Having understood the relevance of CA in daily conversation, we now move on to CA in the classroom.

CA in the classroom

The study of language interaction in the classroom context has resulted in understanding the class dynamic through a different lens. Various authors have researched the teacher-student interaction and have proposed interesting analyses. On the one hand, Isler et. al. (2019) pointed out the relevance of the learners' initiative to communicate in class interaction. Within their work, they defined this "initiative" as an uninvited attempt to contribute to the ongoing classroom talk (Isler, et. al., 2019). On the other hand, Gardner (2013) stated that the teachers also play an important role, as they direct and distribute the turns along with managing the class sequence; amongst other tasks. Considering this classroom dynamic, these interactions concerning students' initiatives and teachers' management are observable within turn-taking and sequence practices, along with how the teacher manages these interactions (Sert, 2019). In order for this to occur, teachers have to be aware of these interactions by using different teaching methods in their discourse and producing different interactional responses amongst the class participants (including the teacher). (Sert, 2019; Huth, 2011). In this line, through the teachers' experiences, they develop a set of skills that allow them to become aware of these interactions, i.e., teachers acquire "classroom interactional competences", which are the abilities to manage these interactions (Sert, 2019). Gardner (2013) also established that turn-taking and sequence practices vary on the pedagogical approaches to conduct a class. CA studies have shown that flexibility is a major agent to affect the students' participation because students tend to participate more in conversational environments rather than institutional rigid structures.

Understanding these analyses, we can say that Conversation Analysis (CA) in the classroom context has provided an opportunity to aid language learning. According to Sert's (2019) work, in the last two decades, research has shown that the relation between pedagogical goals and unfolding classroom interaction has improved the chances of creating learning opportunities. Along the same lines, Huth (2011) supported this idea by explaining that learning a language considers a gradual socialization between students and teachers until becoming interactional practices over time. Sert (2019) affirmed that these interactional practices facilitate the teaching of L2. Additionally, CA studies focused on particular cases have played an

important role in the classroom. They have provided evidence for language learning, as well as studies on pedagogical interactive activities regarding class interaction (Sert, 2019).

In order to create awareness of the impact of interaction in the teaching-learning process, we have to “(1) make practitioners aware of the importance of classroom interaction in relation to learning, (2) provide them with tools to integrate classroom interaction into teacher education, and (3) bring developmental evidence to illustrate change in teaching practices over time.” (Sert, 2019, p.219).

In brief, CA in the classroom has had a major role in order to understand pedagogical approaches. Along this line, we now move on to understanding the impact of turn-taking in classroom interactions.

Turn Taking Strategies in the Classroom.

In relation to turn-taking strategies in the classroom, language teachers have been trying to find ways to help students in their learning process, using different methods, hence the importance of an appropriate strategy that gives positive support to the students (Ibraheem, 2017, p. 295). Indeed, turn-taking strategies point directly to how the teacher can achieve specific objectives within the framework of the teaching and learning process, and the tools used to achieve these objectives, as well as allowing a more adequate flow with class interaction (Sari, 2020)

It is well known that within CA there is a power relationship or a hierarchy between the teacher and the students, a rule linking the former to possess a complete and indisputable faculty regarding the interaction itself, but in the same way, there are interactional mechanics between teachers and student that allows greater freedom regarding how to take and manage turns within a classroom, not only through words but also through facial and physical gestures in general, which can reveal a position or will of the students to take part in the conversational process.

It must be understood that talking corresponds to an activity that is carried out between two or more participants (Cameron, 2001) and that said process has constituents that add

meaning and characteristics to the CA process. The form that these strategies will take will depend on your context, for example, if we consider a normal or "casual" situation we will see that the strategies are surely different from those that would be presented in an organized context where the communication process is active. In the first case, we see that there is a dynamic in which turns are assigned by self-selection to the hands of the same participants who wish to be part of the process.

In the second case, we see a mechanism of control and turn distribution, for example, in a class, where it is the teacher who assigns a turn and allows the selected student to be able to speak. Similarly, it is the teacher who indicates the appropriate turn for the selected student(s) to speak. This is known as an asymmetric relationship (Garton, 2012)

Similarly, the CA requires materials that facilitate its realization; teachers also use body movements simultaneously with speech (Kääntä, 2010), which adds a new value to the interaction and role of the teacher within the classroom itself. Now, it is important to mention that, despite the marked symmetric and asymmetric instances, there are times when both can cross paths; see the case of the classroom, a completely asymmetrical context where a student can re-elect himself after having taken his turn, as long as there is permission from the teacher.

Teachers are not the only ones who can resort to physical movements to interact in the CA process; It has been seen in classes that students resort to elements such as raising their hands to express their intentions to participate in the class, which provides certain freedom although the class is considered an asymmetric process, and in fact, it continues to be since It is the teacher who considers or not that expression of the student.

To better understand this idea, as the classroom works as an organized social context, teachers provide turns as well as students take these turns within the reach of their resources, verbal and non-verbal. However, classroom interaction does not always follow the rules of institutional talk and the symmetry between speakers may vary in certain situations, namely, it will depend on the strategies that the teacher applies to achieve interaction and effective

communication. Understanding this class dynamic, we now move on to analyzing how turn-taking works within L2 teaching.

L2 turn-taking in the classroom

In relation to L2 turn-taking in the classroom, some studies have shown that student's practices for self-selecting change during the course of a year. One of these is the research conducted by Cekaite (2007, as cited in Pekarek & Pochon-Berger, 2015), which consisted in analyzing the turn-taking of a Kurdish girl of seven years old who attended a Swedish primary school.

As reported by Pekarek & Pochon-Berger (2015), initially the student, who knew a small number of Swedish words, did not participate and stayed silent during the classes and when she participated it was through greetings, calling the teacher by her name and leave-taking routines. Then, at mid-year, it was observed that her participation had increased, nevertheless, not in the most suitable way. This was reflected with the use of high volume, imperatives and the interruption of activities during the classes. However, at the end of the academic year, the student has improved in various aspects. For instance, Cekaite (2007) mentions that the girl was able to choose the appropriate time to participate during the lessons, did not interrupt, did not use summons and a loud voice anymore, despite she still had a basic level of Swedish. Moreover, Pekarek & Pochon-Berger (2015) mentioned that the previous investigation coincides with another study carried out by Pallotti in 2001, in which a Moroccan girl of five years old who attended an Italian nursery school, showed how her participation in autonomous turns increased during the research period and "often based on partial recyclings of the turns of others" (Pekarek & Pochon-Berger, 2015, p.240-241).

In brief, turn-taking strategies in L2 will vary on the language input that speakers understand and how speakers practice these strategies. In order to understand better the outcome of these strategies, we now move on to exploring preference in the classroom.

Preference in the classroom

Considering the different aspects of preferred and dispreferred responses, the study of preference in the classroom has led to many implications for the interactions of teachers and students. First of all, the main element to consider is alignment. Alignment in classroom interactions means that students and teachers adapt themselves according to their context in order to co-create meaning and effective communication. Considering this, preferred responses are related to alignment, and dispreferred responses are related to disalignment (Duran & Sert, 2019). In this sense, preference organization in the classroom will vary entirely on the teaching approach to interactional practices (Pekarek & Pochon-Berger, 2015).

In the study of how preference is relevant to classroom interactions, Duran and Sert (2019) have shown different analyses in order to understand it, for example:

1.- The use of silences can be marked as dispreferred interactions, i.e., long pauses or delays after a student's answer may indicate that the answer may be inappropriate or wrong.

2.- The use of repair strategies to avoid dispreferred responses includes the use of gestures, body language, gazes, etc; specially in cases of silence.

3.-The use of negative responses such as the word "no" can foster the learning experience if it is used as repair by peers.

4.- All of these elements may vary depending on the pedagogical approaches that teachers apply or not in their classroom interactions. For example, some teachers may not allow dispreferred responses in their classroom interactions, and as a consequence, students may understand errors and mistakes as problematic and threatening, resulting in avoiding them as much as they can, hindering their learning in interactional practices.

This latter point connects with Pekarek and Pochon-Berger (2015) whose study proved the effectiveness in the pedagogical use of preference organization, which relies on the teacher management of dispreferred responses in classroom interactions (Pekarek & Pochon-Berger, 2015; Duran & Sert, 2019).

In other words, the study of preference in the classroom has helped to better understand the interactions between teachers and students; more precisely, the pedagogical approaches used in class. However, there are more interactional practices to analyze regarding pedagogical structures, which will be examined further in the following section.

Prosody and Repetition

Regarding communication in the classroom, a structure known as IRF exchange (Initiation, Response, Feedback) accounts, generally, for 70% of all interactions in that context (Wells, 1993, as cited in Hellerman, 2003). This system is divided into three “steps” or turns. The teacher, usually, takes the first turn, or “Initiation”, through an elicitation, either directive or informative. The former is present when the teacher instructs the student to do something, taking a sheet out of their notebooks, for example. While, the latter is seen when the teacher is providing information about the class topic, expecting the students to take notes. These elicitations make a verbal answer from the students possible, thus the second turn, or “Response”. Finally, the teacher can assess, complement, agree or reject this turn provided by the student(s), granting the last step of this system, the feedback (Coulthard & Sinclair, 1975, as cited in Hellerman, 2003)

The aforementioned feedback given by the teacher can be provided in many ways, via verbal and non-verbal communication such as nodding repeatedly (Waring, 2008 as cited in Duran & Sert, 2019), giving positive feedback and paraphrasing students’ answers (Duran & Sert, 2019). On the other hand, teachers' reaction towards unpreferred responses can be observed in how their gaze is perceived whether shifting it or looking motionless at students (Duran & Sert, 2019). Other indicators of dispreference are silence (Hellermann, 2003; Macbeth, 2000, 2004; Margutti, 2004, as cited in Duran & Sert, 2019, p. 74) and delays between students’ answers and teacher’s response as they can show that the given answer is incorrect (Hellerman, 2003 as cited in Duran & Sert, 2019)

In addition, repetition for giving feedback is another commonly used strategy by teachers. Educators often repeat the turn provided on the response turn. However, it is not always an

“exact copy” of said turn, but a different approach regarding its prosody. The changes can be “pitch level and contour, and ... syllable duration and rhythm” (Hellerman, 2003). All these changes made on the original utterance(s) are intended to communicate to the student(s) the accuracy of their answers in respect of the class’ subject. In this regard, the teacher can repeat the intonation and contour of the previous turn, but not the lexical items of it, denominated “prosodic echoing, to provide feedback and help students’ understanding (Chafe, 1988, as cited in Hellerman, 2003, p. 82). Also, the teacher can do the opposite, mimic the lexical items (partially or completely) but rearranging the prosodic elements on the previous utterance. This last strategy, and depending on the “configuration” used, can give an insight on the teacher’s preference. For instance, if the teacher matches as closely as possible the last utterance the answer was satisfactory. On the other hand, if the tone goes down on pitch, the answer was far from the expected. Finally, if the repetition starts from a low pitch and rises as (s)he continues the answer is correct, but needs additional information (Hellerman, 2003). It is worth noting that these “prosodic configurations” can vary from different contexts, but the use of systems within repetitions is a commonly used strategy in the classroom.

In conclusion, the study of CA in the classroom has offered a new vision to understand the classroom interactions. On the one hand, teachers are responsible for creating opportunities to speak in class depending on their pedagogical strategies and their experience. On the other hand, students can participate in class regarding their conversational resources and understanding of effective communication strategies and rules. In this line, the effectiveness of achieving proper classroom interactions will rely on the participants that engage communication.

Research Problem and Questions

Thanks to our research on the analyzed texts, we have realized that it is necessary to deepen the interactions within the classroom in an EFL context. Even though there is already research on "pursuing a response" in the classroom, there is still a need to understand and complete the information about it, in order to be able to solve this type of situations properly, and thus improve active participation in the classroom, improving language development. We believe that it is necessary to carry out research in our context, to better understand the effects of interactions in the learning process.

Considering the analysis from the first observations -see methodology for further details- plus the literature review, our research focused on the strategies the teachers used to obtain a response from the students. The teachers used many different strategies to make students participate during the class i.e. they made yes/no questions to get the students attention, even sometimes in L1, before introducing the subject in question. As a result of this, most students started to pay attention to the teachers, before starting to participate themselves.

In order to understand in a better way the strategies used by the teachers, aside from a review of the literature and the revision of the data, we came up with the following research questions:

- What are the interactional and pedagogical functions used for pursuing a response during English lessons in high school settings?
- What are the linguistic and sequential features of the interactional and pedagogical functions identified in this study?
- How can these findings help to develop effective strategies and techniques that foster participation in the classroom?

To answer these research questions, we present the data and methods we used to conduct this study. The following section shows the methods with which we intend to answer the previous research questions.

Methodology

Setting and Participants

The participants chosen for the purpose of this research were students and teachers from highschool levels in Santiago, Chile. The schools that took part in our project were chosen by proximity, i.e., schools that were close to us to ask permission. After trying to contact different establishments, the schools that participated in this research project were two high schools in Santiago, Chile.

Ethics

Before gathering the data from the establishments, we had to ask for consent following the ethical guidelines from our department. That is to say, a consent for students, tutors, and school administrators. For this purpose, we used permissions from the ethical department at UMCE. In order to obtain the data, we had to modify and send different templates for school managers, tutors, and students. Our first approach to schools was directed to school managers by sending a permission letter explaining the seminar project. After that, we had to ask permission from the students' parents to record the classes, and an informative letter to students for them to know about the project. Finally, we arranged dates with the teachers and recorded the lessons.

Data collection

After obtaining all the permits to gather the data, we proceeded to record the classes. Our instrument to collect data was a video camera and an audio recorder provided by our university (UMCE). We recorded English classes from schools that took part in this research project. The video recorder was placed at the back of the classrooms in order to mostly cover the students' faces. The audio recorder was placed near the teacher to obtain a better quality of sound regarding classroom interactions. After that we analyzed the data looking for interactions between teachers and students. We filtered this information by choosing interactions according to our research objective and transcribed them using Praat software; an audio analysis program.

Procedure and Data Analysis

First of all, we divided our group in two, in order to distribute, listen and analyze the recordings we gathered. The groups consisted of 3 and 4 people who looked for cases where the teachers started their interactions with a question and did not receive an appropriate answer from their students. Therefore, teachers reformulated their original statements using different pedagogical strategies to foster students' understanding which is denominated "pursuing a response". Additionally, intending to not miss any possible instances for analysis, we proofread and discussed the instances found within our respective groups and subsequently with our supervisor. After finishing this process, we coded the data in order to filter the information according to the purpose of our research project. (see Fig. 1)

Video	Time Stamp	Name	Target line	Reformulation	Does the question get a response?	If so, after how many attempts?	Is there reformulation after a response?	Comments
VP_Recording A	1:44 - 1:55	School of life	Are you guys familiar with this specific youtube channel that is called 'the school of life'?	Are you familiar with this? yes or no?	Yes	2	No	Yes or no makes an answer more likely, it changes the preference of the original question
VP_Recording A	2:27 - 2:49	Subtitles	Would you like to have first Spanish subtitles and then we go for English subtitles?	Is that ok?	Yes	2	Yes	The answer was not clear, not enough.
VP_Recording A	6:25 - 7:08	Curriculum	So, when is asked about curriculum, do you understand that idea?	Do you know what curricula means?	No	x	Yes	The teacher has to explain a topic as the students cannot answer after 2 reformulations. After explaining the topic, students start to respond.

Fig. 1. Sample of coding scheme for analysis.

Transcription

Once we had found instances in which teachers were pursuing a response, we had to start transcribing the instances and at the same time we used "praat", an open source software that is used by linguists and phoneticians to analyze audios that would be later used on investigations like ours. In this program, we were able to measure the length of silences, pauses. Also, analyze pitch movement and overlaps and other prosody elements.

Moreover, the process of transcription consisted in writing down everything that was said either by teachers or students. We did this through the use of symbols that are specifically used for these linguistic researches, detailing features that were mentioned previously, emphases, pitch movements and pauses.

Finally, we created spreadsheets in which we compiled our results, taking into account the name of the recording, the duration of the instance, target line, the instances of reformulation, responses, etc. We did this to have a document for data collection and easy access for all the members of our group, where we can consult our instances and extract their main information.

Data Evaluation

From the very beginning of our research project, we started to notice the impact of our work. Understanding the approach of this research, we decided to record high school classes in order to obtain factual data regarding the pedagogical language and teaching performance of teachers outside advanced educational institutions, such as universities for example. For this purpose we used video and audio recorders to analyze their outcomes.

During our meetings, by analyzing the recordings obtained, we discovered that teachers use plenty of strategies to make students participate in class. In this sense, recording audio and video from the school English classes served a useful role to understand the key elements that took place in classroom interactions. In fact, the interactions that occurred with verbal and non-verbal resources helped us to better recognize CA characteristics. Regarding this, we agree that analyzing school contexts using CA methods would provide future teachers with an actual image of the Chilean educational system as well as different strategies to promote in-class interaction using L2. Despite that the results were useful for our research in terms of the quality obtained, in some cases we had to discard some recordings; firstly, due to the class noise constantly interrupted the class itself, and secondly, the teachers did not focused on teaching English, employing Spanish mostly and deviating from an actual English class.

Analysis

This section is divided into two different phenomena: appealing to students and prompt. For this analysis, audios from different teachers were used, where VP_Recording A and VP_Recording_B belong to the same teacher and recording PA_05_07 is from another educator.

In each extract, we used some notations aside the ones used on the Jeffersonian transcription. For example, arrows were used to indicate the turn where the original question was stated, simply known as target line. Besides that, they also show the reformulations of the target line each teacher decided to make in order to obtain their preferred answer. Moreover, the phenomena that will be analyzed in this segment is highlighted, plus indicating the line it is uttered by the previously mentioned arrow.

Appealing to students

One way of pursuing a response is through formulations which appeal to the students' emotions or good will. These redos include the production of terms such as "can anyone tell me?" (Examples 1 and 2), "anything at all?" "anything?" "anything else?" (Examples 3 and 4), "Can you give me examples" "I need opinions" "Can I have a couple of opinions" (Examples 5, 6 and 7).

In example 1, a class had to do an activity which consisted of answering the question the teacher provided by either standing up or sitting down depending on the position in which they already were, moving meaning they agree, and staying as they were to disagree.

Example 1. VP_Recording_B_Pronunciation - Can anyone tell me?

01 T:→ Do we practice pronunciation?
02 S1: yeah
03 (2.4)
04 T: sometimes
05 (.)
06 S2: sometimes
07 T: some people do↓
08 (3.1)
09 (students shush)
10 T:→ Now I just need [to know] (2.0) what's the importance of practicing=
11 [students shush]
12 =pronunciation?
13 T:→ Can anyone tell me?
14 (.)
15 T:→ What's the importance of practicing pronunciation↓
16 (0.8)
17 S3: Si uno está hablando la gente entiende lo que uno dice
18 T: Yeah like (.) so your messages beco:me intelligible
19 (.)
20 T: intelligible means somebody understands(0.5) what I say (0.4) okay?
21 so you need to understand the difference between (writes the words
22 on the whiteboard) chip (0.5) and ship (0.9)'cause one is papa frita
23 and the other one is (0.5) barco
24 (0.5)
25 S4: (unintelligible)
26 T: so (0.7) we need to practice these things so we become: able to

In this particular example, the teacher begins this sequence with a polar question, that is, a yes or no question, which is easy to answer, as we can see in line 2, but probably stops the development of a larger sequence.

After some silence, the teacher prompts more answers with the adverb sometimes, which is then repeated by another student, and yet again, the teacher produces an expansion of the turn with “some people do” in line 7.

After 3.1 seconds, the teacher does a reformulation of his original question which is about the importance of practicing pronunciation and has the format of a wh-question in lines 10 and 12, to which he appends “can anyone tell me?” in line 13, without any pause reaching a transition relevance place, which means an answer, and a much longer answer, is due. “Can anyone tell me?” in this case works as a way to pursue a response but at the same time appeals to the students’ willingness to answer and opens up the possibility for any student to take the floor. Any answer, even an incorrect one, seems to be welcome for the sake of the progression of the class.

After a very short pause and without having gotten a response, the teacher repeats “what’s the importance of practicing pronunciation?” in line 15, which now gets a response from another student in their L1 but which proves understanding of the question. The teacher then recycles what the student has said, this time in English and goes on to provide some examples.

The following is another example in which the pursuit of a response is done through the “can anyone tell me?” formulation. Example 2 is taken from the same lesson as Example 1.

Example 2. VP_Recording_B_Is PE important?- can anyone tell me/ I need you guys to tell me

01 T:→ Do you think PE is an important part of the ↑curriculum?
02 S1: si:
03 T: yes:? (0.7) alright
04 → Why: i:s PE an important pa:rt?
05 (0.9)
06 S2: salud
07 (1.3)
08 T:→ ah: can anyone tell me? [I mean]=
09 S3: [Healthy]
10 T: = I mean it's the obvious. Yo (0.5) sé que es como un poco obvio but
11 → I need you guys to tell me(0.5)Why do you think PE or enjoying PE
12 is important?
13 (2.8)
14 T: Ignacio?
15 I: eh: para mantenerse saluda?ble
16 T: alright
17 I: eh: para: conocer (.) los límites de tu cuerpo: y superarlo:(0.5)y:
18 básicamente se supone que (.) uno al hacer ejercicio, hacer actividad
19 física se: es más fe(.) es más feliz en el momento porque se da una
20 hormona de la felicidad cada vez [que:]
21 T: [yes] of course neurotransmitters
22 dopami:ne, uh: endorphi:ns (hh.) a:nd other neurochemical processes
in
23 the brain. It helps a lot, e↑xercise helps a lot with mood
24 (.)
25 T: Okey?

The teacher initiates the turn with a polar yes/no question and after positive answers he proceeds to reformulate the question into an open wh- one. As he was receiving a “one word” answer in line 6, in line 8 he pursues a response with “can anyone tell me?” which just as in example 1, works as a way of appealing to students and welcomes any answer as long as the activity keeps progressing. In this case it also entails that the answer provided by the student in line 6 seems insufficient. In line 9, there is another single word answer which again is not acknowledged and an assessment and a reformulation of the question in line 4 are produced. The

turn from 10 to 12 also includes another appeal to students “I need you guys to tell me” which places the action sought as a personal necessity of the teacher.

After 2.8 seconds, the teacher nominates a student who answers satisfactorily. Then, the student complements his own initial answer by explaining the benefits he knows. Finally, the teacher interrupts the student's utterance, taking his turn, complementing it and finishing it. Throughout this example it might be appreciated the teacher fostering students' participation as in different opportunities he has to reformulate the initial statement in order to encourage students to participate.

The following examples present a similar pattern which includes formulations such as “anything at all?” or “anything else?”. Extract 3 is another example of the standing up/sitting down activity.

Example 3. VP_Recording_B_Enjoy studying - anything at all, anything, can anyone tell me

```
01 T:→ Now (0.5) let's continue↑ have you ever:? (0.4)have you ever:
02     enjoy:ed? studyi:ng
03     (students move around the classroom)
04     (1.4)
05 T:   good
06     (0.5)
07 S1:  Me voy a mover
08 T:→ Enjoyed↑ studying
09 T:   Anything(.) at all
10 T:   Anything
11     (students shush)
12 S2:  Por eso
13 T:→ enjoyed studying having a good time studying
14     (0.6)
15 S3:  amo estudiar
16     (0.6)
17 T:   cuando se trata de estudiar no necesariamente significa que: disfruto
18     estar tres horas pegado a un libro, sino que puede ser cualquier
19     manera de estudiar (.hh) for example I study other languages in my
20     free time(.) sometimes ok↓ a:nd↑ I enjoy↑ it
21 T:   si no (.) disfrutara estudiar [otros idiomas no] lo haría estudiaría=
22 S4:   [ah pero yo] (student gets shushed) pa
```


Example 4 is related to the standing up/sitting down activity, bound to example number 3. This shows another case of appealing to students through the use of “anything else” to pursue a response.

Example 4. VP_Recording_A_Curricula - anything else

01 T:→ So (0.5) when is asked about curriculum, do you understand
02 that idea?↑
03 (1.4)
04 T:→ Do you know what curricula means?↑
05 (1.3)
06 T: No? When it comes to CV or resume (.) that's a curriculum vitae
07 which indicates basically (0.4) what your capacities and what
08 your (.) academic achievements are↓
09 (.)
10 T:→ But, curriculum is basically the series of subjects that we study,
11 for example here at school, what are the subjects that we need to
12 study?
13 First, English (.) Anything else that we need to study?↑
14 St: E:h
15 T: Math?↑
16 (1.4)
17 T: Spanish?↑
18 St: E:h we also like e:h sciences.
19 T: Sciences, right? chemistry, biology, physics. They become more
20 specific (0.4) as we age, right?↑

The teacher begins the conversation with an opening polar question in line 1, but as he does not receive a response in 1.4 seconds, and he might have perceived the question could have been uncertain, he reformulates the question in line 4 to “Do you know what curricula means?” once more without receiving a response.

In line 6 to 9, the teacher provides a definition of CV and curriculum as he has noticed the lack of previous knowledge regarding the topic from the students. In line 10, the teacher asks a wh- question pursuing a response to inquire into the topic and continue discussing it, followed by another question with the same purpose in line 11. This question is intended to reopen "Anything else that we need to study?" after having obtained a response at the hands of the teacher "English" in line 13 appealing to students to get any response related to the subjects studied at

school. In line 17 the teacher again answers his question with "Spanish?" trying to get some confirmation or corroboration from the students. Finally, on line 18, a student mentions "Sciences" as part of the subjects to study, allowing the teacher to delve into that.

Example 5 is one more extract of the standing up/sitting down activity. This time the example begins with an appeal to the students, but the pursuit is also done with the same format.

Example 5. VP_Recording_B_Example of workshops - can you give me examples

01 T:→ Can you give me examples of your workshops of the clubs that you
02 belong to? for example I'm from the AV english club (.) like the
03 advanced english club.
04 T:→ Can you (.) have another [example?]
05 S1: [religión]
06 S2: debate
07 (The students kept answering the question)
08 T:→ so: (1.0) do you think this is beneficial for you?
09 Ss: yes
10 T:→ Do you think extra courses are beneficial for you?
11 S1: yes
12 T:→ how or why? (2.0) Lucille?
13 L: [cause]
14 T: [chiquillos] necesito más gente que participe, que sólo la Lucille,
15 la Carolina. You a:ll have great opinions, please bring them to the
16 class. Lucille.
17 L: em: becau:se it's li:ke relaxing, li:ke you: do:n't have to bri:ng
18 your boo:ks a:nd be: reading or listening the class all the time? You
19 just have fun↑
20 T: right, you can just have fun and possibly relax a little bit more
21 (0.3)
22 T: Ok

The teacher starts the interaction with a question, which even though it has the structure of a polar question, its intention is to be answered right away with the naming of the workshops the students knew or attended. This is done by giving an example of his own to promote understanding. In line 4, it is noticed that the teacher is expecting volunteers due to his utterance "Can you have another example?", which is also a partial repetition from the initial question. After that, several students answer the question starting from line 5. Subsequently, in line 8, the

teacher changed the focus asking if these courses are beneficial or not, a vast majority of students answered “yes”. However, the answer is not satisfactory, since in line 12 the teacher developed the initial question turning it into a wh- question, asking how or why these courses are beneficial to the students. Immediately, nominated Lucille, but uttered an insert on line 14, just as she was answering the question, even overlapping her and cutting her turn on the spot. Although, at the end of said insert, the teacher re-denominated Lucille and ended his turn. Finally, in line 17, the student takes the floor once again and finishes her idea. Lucille’s opinion was taken and paraphrased by the teacher, making the students understand that it was a satisfactory answer, summed to discourse markers, such as “right” and “okay” that further confirm the answer was correct.

Example 6 is also taken from the standing up/sitting down activity. This time, after several reformulations that pursue a response, “I need opinions” is produced.

Example 6. VP_Recording_B_Failing exams - I need opinions

01 T: so: (2.2) I want to ask a question about failing exams
 02 (0.9)
 03 T:→ uh: does failing↑ an exam, como fallar o básicamente reprobar en un
 04 examen↓, does it help? with anything? Do you think it’s beneficial?
 05 sometimes to fail↑ an exam?
 06 S1: [no]
 07 S2: [no]
 08 S3: [Sí]
 09 T:→ Is it beneficial? yes, no↓ Why?: **I need opinions**
 10 (0.9)
 11 T: Lucille↑
 12 L: N:o?, because, you: li:ke [um: .hh] como que te das cuenta que no=
 13 S4: [ah vo estabai sentao]
 14 L: =no: no estudiaste lo [suficiente:↓]
 15 T: [Ok] and this information is (0.3) [useless?]
 16 L: [eh: y]
 17 te pones es que uno se desanima porque[como que se esforzó se
 18 esforzó] se=
 19 T: [yeah you can come discouraged]
 20 L: =esforzó se esforzó y ya no quiere seguir haciéndolo
 (During the rest of the extract students give their opinion about failing tests.)

The teacher initiates his turn clearly stating a new discussion will be introduced. Accordingly, he introduces the situation of failing an exam followed by the translation into Spanish. In the same turn, the teacher asks about the benefits of failing, clearly stating his preference towards it with the questions provided in line 4 and 5. Moreover, the aforementioned questions have as objective to foster discussion around the topic. After a couple of yes or no answers from the students, the teacher, explicitly, asks for a thorough answer in line 9, independently if their answer is a positive or negative one by saying “yes, no” on the very same turn, replicating the answers the students have given until now that proven to be unsatisfactory. Finally to end that TCU, he restates the desire to both receive answers voluntarily from his students and for those answers to be well justified by saying “I need opinions”. After a short silence, the teacher nominates a student who wants to provide her opinion in line 11. Lucille gives her idea in an amalgamation of Spanish and English. While she provides her answer the teacher overlaps her with a complementary question in line 15, but it does not seem to be included in the utterance of the student, either because she was unable to hear or did not understand the question itself.

Example 7 is linked with example 1, as they both pursue a response appealing to students’ emotions by using certain terms such as “anyone”, “anybody”. Example 7 also addresses the issue of whether a change in the curriculum is necessary in schools and in education itself, actively seeking student participation to generate a debate, and constantly pursuing a response.

Example 7. VP_Recording_A_Education today - can I have a couple of opinions

01 T:→ So, (.) on that sounds, can I have a couple of opinions
 02 on:ly?↑ Do we need a new curriculum when it comes to (0.6) u:hm
 03 schools?↑(0.4) and education today?↑
 04 (1.1)
 05 T: Y:es? ok
 06 T: Why would you say yes? o:r someone who disagrees, who says no?↑
 07 T:→ Would anybody like to have your saying?↑, just volunteers.
 08 T: Connie?↑
 09 (0.7)

10 C: Que (.) por alguna razón, to:do el video me recuerda a:a a
 11 1984
 12 T: Alright.
 13 C: Porque todo es muy(0.4), e:m (1.0) el sistema ideal de: educación
 14 (unintelligible) (0.4)que enseñaron a los niños (0.4), estas cosas
 para 15 que puedan (0.5) este es su trabajo (.) entonces (.), me sigue
 16 sonando mucho a: ja (0.4) lavado (.) [de mente]↓
 17 T: [Like-]Brainwashing?↑
 18 (0.5)
 19 C: Si, porque (.) dice en el video (0.9) (de eso que dice aquí
 20 mismo (.), pero en una bien? después te dice (.)e:h ya
 21 saber con que
 22 T: Ok (1.5) so it's basically like labeling people

In this extract, the teacher initiates the conversation with two polar questions (Yes or no). In the first question “Can I have a couple of opinions?” tries to get students’ attention and to make them elaborate an opinion regarding having a new curriculum in schools. In the second question, “schools and education today” introduces one of the main topics.

After 1.1 seconds without receiving a response, the teacher switches into a Wh-Question in Line 06 “Why would you say yes?” encouraging students to participate and to make them reflect towards their opinion about the topic. Immediately the teacher proceeds to make another Wh-Question pursuing a response from the students regarding the possible disagreement in opinions by the students, evidenced by “who says no?”

In Line 07 the teacher inserts a wh-question once again fostering students’ participation “would anybody like to have your saying?”. By using the adverb ‘anybody’ in the question, the teacher appeals to students’ good will to collaborate, and to even allow incorrect answers, so they may not feel pressure by providing a wrong answer.

In Line 08 the teacher proceeds to nominate a student prompting a response, and after a short silence, the student provides an answer in L1 in order to clarify a complex idea, which the teacher agrees with in Line 12, giving the opportunity to the student to keep developing his idea in L1.

In Line 17 the teacher complements the ideas given by the students “Brainwashing?” while pursuing a further response from the student in L1. Lastly in Line 22, the teacher summarizes the ideas given by the student in one sentence “Ok so it’s basically labeling people...”

Discussion

As it is possible to see, there are some different formats used to appeal to students’ emotions or good will. Some have the format of straightforward interrogative constructions such as “can anyone tell me?” , “Would anybody like to have your say?” or “can I have a couple of opinions?”. While on other occasions they have an elliptical format, such as “anything else” which can be unpacked as “is there anything else that we need to study? “ or in the case of “anything at all?”, which can be appended to the previous turn as in “Have you ever enjoyed studying?”.

As for their prosodic features, all of these formulations have rising intonation which is consistent with the question pattern of yes/no questions in English. Then, although these are designed as yes/no questions, they are seeking more developed answers, namely, providing the actual examples, opinions or experiences sought through the question.

Prompts

What we have decided to call prompts are contextual devices which help direct the attention of the students to the topic at hand, about which something is going to be asked. Therefore, after these prompts, one or more pursuits of a response are due. These prompts are usually one-word turns such as “cramming”, “sustainable” or “compost (Examples 8 and 9 and 10) or grammatically incomplete utterances such as “have a tidy folder” “enjoyed studying” (Examples 11 and 12). Furthermore, we have included a case in which there is an announcement of what is expected from the students “I want to ask a question about failing exams” (Example 13). Finally, the categorization of prompts is the only one to examine the use of intonation in terms of rise intonation, falling intonation and fall-rise intonation to study the intentions behind the use of them.

The following examples present the aforementioned strategies. In example 8, another standing up/sitting down activity appears. In this case, the interaction starts with the concept that is going to be discussed nearly after.

Example 8. VP_Recording_B_Cramming - Cramming

```
01  T:→ Cramming? (writes the word on the whiteboard)
02      (0.7)
03  S1: [Estudiai?]
04  S2: [Estudiai?]
05      (4.6)
06  T:→ What's cramming? Do you know what cramming is?
07      (2.0)
08  S3: What?
09  T:  so:↓ cramming↑
10      (2.3)
11  T:  example and context
12      (.)
13  T:  I spent a:ll night cramming for the exam
14      (.)
15  S4: estudia?ndo=
16  S5: =estudiando
17  T:  yes, but cramming is like different, because is like (0.6), yes but
18      all night
```

19 T: qué les dice eso?
 20 S4: quemarse las pestañas
 21 S5: desvelarse
 22 T: Que es como a última hora, (0,8) [ok, yes]
 23 S6: [ahhh]
 24 T: cramming↑ [a:nd]
 25 S7: [ah, el super repaso]
 26 (Student gets shushed)
 27 T: a:nd↑ and cramming is also revising
 28 T: es menos efectivo, pero de todas maneras es revisión
 29 (.)
 30 T: le:ss effective↑, but is revision anyways

In line 1, the teacher uses a prompt to introduce cramming as a new concept and writes the word on the whiteboard. The rising intonation of the word implies the teacher was asking a yes or no question. However, between the lines 2 to 5 the teacher does not receive a direct answer, therefore the teacher assumes the students are not familiar with the concept. Thus, in line 6, he fully states a question, completing the elliptical format of his first turn, but without any pause to wait for answers he self-repairs his, initially, wh-question into a yes or no question. As a result, the question changes from a definition of the concept to checking if the students have even heard the word. Besides, his assumption was confirmed in line 8 when a student directly asks “What?” when the teacher repeated the concept to the class.

After that, seeing that no one knows the term, the teacher repeats “cramming” in line 9 and takes a short pause to formulate the example that will be given shortly after to the students which highlights that it is related to studying. Then, some students started to answer using their L1 from line 15. Nonetheless, the teacher is not satisfied with what students have come out with, that is the reason why in line 17 he tries to redirect the students to a more precise definition by providing elements that characterize cramming in comparison to other methods of study. Then, the teacher asks in spanish “ qué les dice eso? ” in line 19 and students use their L1 to say what they understand by cramming according to the given information, however their ideas are still unsatisfactory. As a result, the teacher realizes that giving clues was not effective and gives up in his attempt to guide students to the correct answer, so in line 22 he ends up saying the satisfactory answer. Finally, the students acknowledge the term as “el super repaso” Finally, from

line 27 the teacher settles the discussion by stating that although it is less effective, it is a method of study anyway.

In this example the teacher initiates the conversation with a question, which is made to attract the students attention in line 1. She then utters the word “sustainable” with falling intonation and then adds the wh-question, “what is sustainable” which might expect a definition or a translation to L1.

Example 9. PA-05-07 Recording_Sustainable - sustainable

01 T:→ Despertaron ya o no?↑ Sustainable↓, what is sustainable↓
02 (5.4)
03 S1: (Unintelligible)
04 S2: Sustanc:ía?
05 S3: (Unintelligible)
06 T: Wh[at is Sustainable?]↑
07 S1: [Student shushing]
08 S2: [Student shushing]
09 S3: Sostenible?
10 T: Ah?
11 S3: Sostenible?
12 T: Y[:es]
13 S3: [con soste]nimiento?
14 T:→ Bi:en, excellent, and development?↑
15 S3: Desarrollo.
16 (0.8)
17 T:→ Very go:od (.) So, what can you understand about this idea?
18 T: (0.8)
19 S3: e:h Sostenimiento y desarrollo
20 T:→ Ok (0.8) entonces podríamos decir que vamos a hablar de cómo se
21 puede llegar a producir un desarrollo susten?↑
22 S1: table
23 S2: [table]
24 S3: [table]

In this extract, it might be appreciated that the teacher appeals to the L1 by saying ‘Despertaron ya o no?’ in order to get students’ attention to then introduce a topic when going back to the L2 and asking ‘Sustainable, What is sustainable’. Moreover, by repeating the word sustainable, the teacher might want to make sure she is talking about a new concept and she is pursuing a response towards that topic. This prompt was voiced using falling intonation, generally used for wh- questions, as it is in this case

After 5.4 seconds, in which there has been some unintelligible talk, S2 comes up with the word “sustancia” in Spanish in line 4. This intervention where the S2 student mentions "Sustancia?" It is an attempt to answer the question asked by the teacher in line 1, trying to decipher its meaning using the similarity of the word sustainable with sustancia in line 4, although without obtaining a verification or answer to this guessing from the teacher, who repeats the question on line 6.

After some requests for silence, another student offers a new candidate answer “sostenible” in line 9, the teacher initiates repair with an open class repair initiator “ah” which entails she did not hear or understand the student’s answer. The student then repeats “sostenible” in a louder voice in line 11 which is accepted by the teacher as a correct answer in line 12.

The same student offers another candidate answer in line 13, which is again accepted and assessed as correct by the teacher, both in the L1 and the L2. The teacher then proceeds to ask what word and expect an answer. The same student provides the Spanish translation in line 15, which the teacher assesses as correct.

The teacher then asks a new question, which is formulated as a wh-question “what can you understand about this idea?” and requires a more developed answer. Unfortunately, the same student who has been interacting with the teacher is only able to put the words “sostenimiento” y “desarrollo” together. Finally, the teacher uses the L1 to formulate the question to the answer she’s after with a designedly incomplete utterance.

In example 10, the teacher constantly tries to get an answer regarding the term compost, being a continuation of the previous example (Example 9).

Example 10. PA-05-07 Recording_Compost - compost

01 T:→ What do you understand about (0.4)e:h Da:ria, what do you
02 understand about e:h compost? o composta? (Unintelligible)
03 (6.2)
04 T: Ari?
05 (2.6)
06 T: No?
07 (2.3)
08 T: Compost?
09 S3: Cómo sería la definición de:?
10 (0.6)
11 T: El compost↑, para que lo entiendan todos, es

This time the teacher directs her question to a particular student, calling her name in line 1, rephrasing the question in line 2 and clarifying the concept of "Compost" to "Composta" in L1. On one hand, when the teacher appeals to L1 by saying 'or composta' her main goal is to provide the student a rapid meaning in her mother tongue which could be understandable and within her reach, so she can provide a response even though she does not manage the word in english, yet she can participate. By appealing to this strategy, the teacher may also save a considerable amount of time, as if she explained the concept as such in the L2, she might have spent more time which might not be the educator's goal. Moreover, appealing to L1 when saying 'or composta' allows the teacher as well to avoid explaining a concept which might be complex to understand in English as she would have to utilize words that students might not manage. in L2 which might not be understandable to the student, so instead she is making sure the concept is understood properly. Finally, although this prompt was uttered using a rising intonation that would usually be present on yes or no questions, but in this case, probably the intention of the teacher to translate the question into L1 resulted in her using the spanish intonation for question in both queries.

Nominating a student has the purpose of making her participate, thus seeking an answer (correct or wrong) or interaction with the teacher and the classroom according to the context and the content studied, in the same way appealing to any previous knowledge that may exist regarding the understanding of "Compost" by the student.

Then, a long pause happens without a response from the selected student. In line 4 the teacher tries again but still doesn't get an answer while trying to appeal to another student by her name in the same line, and after 2.3 seconds in line 08 she repeats the initial concept of "Compost" which is answered in line 9 by S3 asking in L1 for the definition of said concept, which in line 11, the teacher starts clarifying to the rest of the class.

Example 11 shares context with the standing up/sitting down activity. In this instance the teacher uses a “prompt” on two occasions with the intentions explained shortly after.

Example 11. VP_Recording_B_Tidy folder - have a tidy folder

01 T:→ have a tidy folder:↓ (.)a folder↑ that everything is in order,
 02 everything is organized
 03 (Students started to sit and stand up to answer the question)
 04 S1: um: qué es [eso?]
 05 T: [good] Luci:lle, [Roxanna]
 06 S1: [qué eh eso↑]
 07 T:→ [¿Tidy folder? what's a folder?]
 08 S2: [ordenadito una carpeta ordenadita]
 09 (students shush)
 10 S3: Estar orde estar ordena↑do:(.)tar organizado?
 11 (students shush)
 12 T: yes (unintelligible)(nominates Roxanna, although unintelligible)
 13 R: Pero está hablando solo(.) necesariamente de cosas del liceo↑
 14 (0.7)
 15 T: not necessarily, (1.1) like for example if you're (.) if you're (.)
 16 an artist if you draw: things
 17 (several students speaking at the same time)
 18 S2: carpeta con dibujoh terminaos carpeta co:n (.)cuestioneh
 19 (students shushing)
 20 T:→ A:ll right? (0.4) so: some people have moved already (1.3) I:'d like
 21 to know: (1.0) I'd like to know (0.3) what are the benefits? of
 22 having a tidy folder (.) versus a (.)disorganized (.) folder?
 23 Lucille

24 L: you can: fin:d easily: what there you searching for (.) like a
 25 drawi:ng or ah: an exam or sometin'
 26 T: or a document (.) yes
 27 T: I recommend that you: develop this habit

In the first line the teacher starts the interaction by using the concept of “tidy folder” as a prompt, in other words, presenting the subject of the subsequent discussion via naming the concept directly, giving the student the underlined task of decoding the idea with their previous knowledge. This first interaction was said using falling intonation, usually used for wh-questions, that would describe the teacher’s intention to start a discussion regarding said concept. Besides, the teacher explains the concept of “tidiness” by using synonyms as “in order” or “organized” for better understanding. However, a student expresses that they do not know the concept in their L1. Later, in line 5, the teacher gives a positive answer to the students moving and responding to the question according to the rules of the activity and uses this instance to nominate students who seem to be having questions. On one hand, a student asks “Qué es eso?” on two occasions out loud in lines 4 and 6, but ended up being responded to by another student in line 8, who also uses her L1 to respond to her classmate. On the other hand, the teacher nominates Roxanna as she had a doubt, but before answering the question, he once again uses a prompt, now a partial repetition of the first one. In line 7, the teacher says “Tidy folder, what’s a folder?” asking at the end of his turn for the definition of the word folder, as he already has given characteristics of the word “tidy” in his previous turn. All this utterance was done by lowering the tone up until the last syllable of “Tidy folder” where the tone rose up, this was probably done to present once again the concept and catch the students’ attention for the question that is coming. Then, in line 10 a student provides his understanding of the introduced concept and is immediately confirmed by the teacher to be correct in line 12. In the aforementioned line, the teacher also nominates Roxanna, who asks about whether folders are only used in schools in line 13. From line 15 to 16, the teacher mentions an example in which a folder can be used in a non-academic setting. Finally, during the rest of the extract, line 17 to 27, the topic of the discussion is changed.

The following example is also taken from the standing up/sitting down activity. As stated before, this instance presents a prompt used to pursue a response, in this case on two occasions.

Example 12. VP_Recording_B_Enjoy studying - enjoyed studying

01 T: Now (0.5) let's continue↑ have you ever:?(0.4)have you ever:
 02 enjoy:ed? studyi:ng
 03 (students move around the classroom)
 04 (1.4)
 05 T: good
 06 (0.5)
 07 S1: Me voy a mover
 08 T:→ Enjoyed↑ studyi:ng↓
 09 T: Anything(.) at all
 10 T: Anything
 11 (students shush)
 12 S2: Por eso
 13 T:→ enjoyed↑ studying↓ having a good time studying↓
 14 (0.6)
 15 S3: amo estudiar
 16 (0.6)
 17 T: cuando se trata de estudiar no necesariamente significa que: disfruto
 18 estar tres horas pegado a un libro, sino que puede ser cualquier
 19 manera de estudiar (.hh) for example I study other languages in my
 20 free time(.) sometimes ok↓ a:nd↑ I enjoy↑ it
 21 T: si no (.) disfrutara estudiar [otros idiomas no] lo haría estudiaría=
 22 S4: [ah pero yo] (student gets shushed) pa
 23 que po no se vale
 24 T: =otra cosa ok

This extract has been analyzed with a different focus in Example 3. This time, our lines of interest are the ones in which a prompt is present. In example 12, the teacher starts the interaction with a polar question. It is clear the students started to move as intended to the exercise, showing their dislike towards studying. In line 5, the teacher acknowledges the class position about studying with the use of an acknowledgment token. From line 8, he uses a prompt with which the teacher implies that the preferred answer is a positive one. This turn was voiced using a falling intonation that generally means the speaker asks a wh- question. In this case, despite the phrase “enjoyed studying” implies a yes or no question, the teacher wants to commence a conversation

with this prompt, the usual characteristic of the wh- questions. Later, the teacher uses “anything at all” and “anything” in line 9 and 10 respectively, this way asking directly for the students participation. While in line 13, the teacher uses another construction which serves as a prompt, a synonym to broad the meaning of “enjoy” when they study. In the previously mentioned line he uses a falling intonation on two occasions, in order to be very clear on the subject at hand and refreshing the idea in his students’ minds. Moreover, in line 17 until line 24 an extensive explanation, in Spanish and English, in order to make them understand that studying is something that they can do in other contexts than the academic.

Example 13 is one more extract of the standing up/sitting down activity. In this case a prompt with a complex structure is present as the teacher utters explicitly his intention towards the topic at hand.

Example 13. VP_Recording_B_Failing exams - I want to ask a question about failing exams

01 T:→ so: (2.2) I want to ask a question↓ about fai?ling exams↓
 02 (0.9)
 03 T:→ uh: does failing↑ an exam, como fallar o básicamente reprobar en un
 04 examen↓, does it help? with anything? Do you think it’s beneficial?
 05 sometimes to fail↑ an exam?
 06 S1: [no]
 07 S2: [no]
 08 S3: [Sí]
 09 T:→ Is it beneficial? yes, no↓ Why:? I need opinions (0.9) Lucille↑
 10 L: N:o?, because, you: li:ke [um:(.hh)] como que te das cuenta que no=
 11 S4: [ah vo estabai sentao]
 12 L: =no: no estudiaste lo [suficiente:↓]
 13 T: [Ok] and this information is (.) [useless?]
 14 L: [eh: y]
 15 te pones es que uno se desanima porque[como que se esforzó se
 16 esforzó] se=
 17 T: [yeah you can come discouraged]
 18 L: =esforzó se esforzó y ya no quiere seguir haciéndolo

During the rest of the extract students give their opinion about failing tests.

The teacher initiates his turn clearly stating a new discussion will be introduced. This is done by stating his intentions audibly, using falling intonation in two main points in the clause. The first one is done on the word “question” and later on the words “failing exams”, making evident the next topic of discussion and how it is going to start the debate through a question. Besides, the aim of this interaction can be to engage the students’ attention, presumably by the change of tones and emphasis used throughout one single clause. Added to prepare the students to think on said topic, even if they do not know the question that comes right after. Accordingly, in line 3, he introduces the situation of failing an exam followed by the translation into Spanish. In the same turn, the teacher asks about the benefits of failing, clearly stating his preference towards it with the questions provided in line 4 and 5. Moreover, the aforementioned questions have as objective to foster discussion around the topic. After a couple of yes or no answers from the students, the teacher, explicitly, asks for a thorough answer in line 9, independently if their answer is a positive or negative one by saying “yes, no” on the very same turn, replicating the answers the students have given until now that proven to be unsatisfactory. Finally to end that TCU, he restates the desire to both receive answers voluntarily from his students and for those answers to be well justified by saying “I need opinions”. After a short silence, the teacher nominates a student who wants to provide her opinion in line 10. Lucille gives her idea in an amalgamation of Spanish and English. While she provides her answer the teacher overlaps her with a complementary question in line 13, but it does not seem to be included in the utterance of the student, either because she was unable to hear or did not understand the question itself.

Discussion

As we could see there are different ways to introduce a topic with the use of prompts. On one side, examples 8 and 9 have one-word prompts that after not receiving a response are changed to a wh-question such as “what is cramming” in example 8 and “what is sustainable” in example 9. This is also possible to be done in reverse order as in example 10, in which the first turn begins with a wh-question construction “what do you understand about eh compost?” followed by the concept in spanish “o composta?”. The use of these constructions has the objective of reiterating the concept to the student for them to have it in mind when they try to find a definition of the word by using their knowledge both on their L1 and L2.

Furthermore, prompts are also present as incomplete grammatical constructions where the teacher would utter a clause which through ellipsis resembles a question but omitting the structure, leaving only the concept they are discussing. In other words, the syntax of the utterance does not belong to a question but pragmatically the teacher is expecting an answer from the students. This strategy is used to, as stated before, introduce a concept that will be discussed shortly after and assist the students' understanding by providing synonyms that would help them grasp an idea they probably have not seen. In order to illustrate the aforesaid, these types of prompts are observed in examples 11 and 12 where the remark “tidy folder” belongs to a larger grammatical structure, in this case, the teacher probably wanted to say “Do you have a tidy folder?” or “Do you think having a tidy folder is important?”. Additionally, the possible full-length utterances “enjoyed studying” and “having a good time studying” are “Have you ever enjoyed studying?” and “Is it possible having a good time studying?”, respectively. Parenthetically, the reason that the latter utterance demonstrates a present progressive tense, although grammatically debatable, is the closest to the original utterance done by the educator.

Moreover, example 13 is the only instance where a teacher communicates his intentions to the class. In this case, he presents the topic at hand, “failing exams”, along with the purpose of asking a question about it. Even though the student could not possibly know the subsequent question, they already know the topic they will be discussing in this part of the class, helping them to adjust to the situation in advance.

In general terms, intonation was a fundamental part of the phenomena, thus we spotted the prosodic elements throughout all our instances, as they suggested a function implicitly depending on the case.

For this reason, all the prompts of this section were grouped into categories: rise intonation seen in examples 8 and 10, where on the former example an indication of a yes or no question is provided, but on the latter an intromission of the L1 on the educator's speech resulted on the teacher using the spanish intonation when asking something, instead of the usual english intonation; falling intonation identified on examples 9, 11, 12, 13, in which is used to present a wh-question, but is mostly utilized to state a concept that would be the main focus of the conversation or refresh the very same idea in the middle of the debate; and fall-rise intonation, as in the case of example 11, where the teacher insinuated his utterance was not finished and another one would come right after just by using his tone.

Lastly, as we stated at the beginning of the chapter, VP_Recording A and B belong to one teacher, whereas the recording PA_05_07 was taken from another educator. For practical reasons, the former teacher will be denominated "Teacher 1" and the latter will be "Teacher 2". In this analysis was observed the difference regarding their linguistic competence, which led to pursue for responses that were more or less effective. On this subject, Teacher 1 was capable of reformulating his turns with complex grammatical structures, such as elliptical constructions; changing the structures of questions when necessary, until he received a preferred answer; the use of synonyms, words in context, and everyday examples for concepts that he presumed to be unfamiliar for his students; and the feedback he provided was complementary and not only a positive response towards a student answering his preferred response. On the other hand, Teacher 2 only used wh-questions and her strategy to pursue for a response was repeating her original enquiry with a different intonation presumably for her struggle of reformulating on the spot. In other instances, she repeats the concept presented just before, but even though she realizes the student does not understand the concept, she does not present it from another angle, namely using synonyms or presenting a situation where they could deduce the meaning via context. On the contrary, if a student did not provide the preferred response on a couple of attempts she would resort to explaining it by using the class's L1.

Conclusion

In this thesis, we were able to study and peruse the different processes that revolve around conversation analysis, and how teachers can integrate these processes into their repertoire. Different processes within the same conversational analysis were the fundamental focus, which also allowed us to understand the threads that shape the interactions within the classroom, such as turn-taking practices exercised by teachers with their students to achieve an appropriate and desired progress.

In the same way, instances were analyzed where said processes could not find their maximum development or not in the way in which the teacher in charge may have planned, referring to new instances for the integral analysis, such as the reformulations of the questions at the hands of the teachers. to be able to capture the attention of the students and encourage their participation, as well as reflect the preference and organization of the same practices used by the teacher.

The different communication strategies such as reformulation, which foster students' participation are subordinated to the linguistic competences the educators develop in the classroom. Accordingly, the reformulation method to pursue a response may vary from one educator to another.

The first discussion of our methodology, regarding reformulations and appealing to students, is that teachers must constantly resort to strategies such as reformulation to pursue a response, appealing to students' emotions and willingness to get their attention when it is dispersed during the activities carried out by the teacher. Terms such as 'anybody?', 'anything else?' or 'anyone' exemplify the appeal to willingness as the educator engages sympathy towards themselves within the educational circumstance, even if it is one student, or if there are incorrect answers to encourage the minimum of participation and thus be able to continue with the topic of the class. Regarding the prosodic aspects, we could appreciate a rising intonation in polar questions spoken in English. Furthermore, despite the use of some polar questions in some extracts, they foster more developed responses, reformulating the original statements afterwards.

As for their prosodic features, all of these formulations have rising intonation which is consistent with the question pattern of yes/no questions in English. Then, although these are designed as yes/no questions, they try to get answers or at least be able to motivate students to generate those answers and communicate them to the teacher.

Considering the examples taken from the prompts section, we have reached an agreement on the strategies that educators use, and we can observe that the teachers pursue a response according to their linguistic resources. Although, in some instances, they resort to applying L1 to explain some concepts, the scaffolding takes place in L2 using strategies such as repetition, self-repair, rising intonation, wh-questions, etc. Along these lines, we can distinguish that after a one-word prompt comes a wh-question as we may appreciate in example 8 and 9, and it may also appear reversed as in example 10, when the educator begins with a wh- question followed by the prompt.

Furthermore, we have also observed that prompts may also appear as incomplete grammatical structures providing a short clause through ellipsis which may be similar to a question without having the structure. Syntactically, the utterance does not shape a question, yet pragmatically does, as the educator is expecting students' response.

However, even though there are plenty of strategies to use in order to pursue a response, the main linguistic mechanism will vary depending on the pedagogical approach that teachers use, as well as their objective, whether to understand the prompts or directly translate them into L1.

In light of the aforementioned, the examples of the prompts showed us that the main strategies that teachers use relate to repetition, intonation, wh-questions, and self-repair, however, the use in class interactions will depend on the teacher's class methodology and objective. Thus, our research questions were answered regarding this topic.

Limitations and Further Research

One of the first hindrances we faced when gathering data was the fact that the demographic analyzed in this research were underaged, meaning several consents and assents were due to school administrators, teachers, tutors and students. All this paperwork meant the schools were reluctant to let us record their students. As a consequence, we were only able to record one lesson in Liceo Bellavista and in order to gather more data, we had to analyze two recordings provided by another researcher which were collected in 2019 at Augusto D'halmar school. For this reason, even though our collected data was sufficient to study our topic of investigation, it was also limited in many aspects, such as the variety of teachers, establishments or educational stages. The fact that we only studied two schools meant our research represented a small portion of teachers and students in highschool contexts, hindering the generation of conclusions that show the linguistic reality of the Chilean education system, regarding EFL.

Regarding the scope of our research, we agree on these suggestions for future study. First, in terms of sample, a further study should consider a larger sample in terms of teachers observed longitudinally over time to see how these strategies evolve or remain static as the class unfolds. It was verified during the study and analysis of the classes and the participating teachers, that preference was given to certain strategies and linguistic phenomena over others, but it is unknown if this was due to the level of mastery of the teacher or some external conditioning to this, such as the activity of the students and the way in which they responded to certain stimuli given by the teacher during classes. Considering this, the study may focus on a case study or a comparative analysis regarding the teachers that participate in the research.

Additionally, further study may consider expanding the amount of teachers regarding their educational levels, whether primary or secondary schools, to differentiate the effectiveness of the different strategies that teachers use with children and teenagers. In this sense, future research could work with a quanti-qualitative paradigm to analyze results in a wider criteria such as teaching experience, quantity of interactional strategies used, quality of said strategies, students' responses, students' silences, etc. The scope could work in a comparative way to determine any contrast between private and public contexts.

References

- Arminen, I. (2005). *Institutional Interaction: Studies of Talk at Work*. Ashgate.
- Atkinson, J. M., & Heritage, J. (Eds.). (1984) . *Structures of social action (studies in conversation analysis)*. Cambridge University Press.
- Auer, P. (1996). On the prosody and syntax of turn-continuations. In E. Couper-Kuhlen & M. Selting (Eds.). *Prosody in conversation, Interactional studies* (pp. 57-100). Cambridge University Press.
- Blimes, J. (2014). Preference and the conversation analytic endeavor. *Journal of Pragmatics*, 64, 52-71. <https://doi.org/10.1016/j.pragma.2014.01.007>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Cekaite, A. (2007). A child's development of interactional competence in a Swedish L2 classroom. *The Modern Language Journal* 91(1). 45-62. <https://doi.org/10.1111/j.1540-4781.2007.00509.x>
- Church, A. (2004). Preference revisited. *RASK: International Journal of Language and Linguistics*, 21, 111–129.
- Clift, R. (2016) Interaction in time: The centrality of turn-taking. In P. Austin , J. Bresnan , B. Comrie, S. Crain, W. Dressler, C. Ewen, R. Lass, D. Lightfoot, K. Rice, I. Roberts, S. Romaine & N.V. Smith. *Conversation Analysis* (pp. 95 - 139). Cambridge University Press.
- Drew , P. & Heritage, J. (1992). Analyzing talk at work: An introduction . In P. Drew & J. Heritage (Eds.), *Talk at work: Interaction in institutional settings* (pp. 3– 65). Cambridge University Press.

- Dewi, R. F., Suharsono & Munir, H. (2018). Turn taking strategies and its relation to EFL learners' personality and power in the interaction of English conversation class. *ETERNAL (English Teaching Learning and Research Journal)* 4(2). 288-305.
- Duran, D. & Sert, O. (2019). Preference organization in English as a Medium of Instruction classrooms in a Turkish higher education setting. *Linguistics and Education*, 49, 72–85.
<https://doi.org/10.1016/j.linged.2018.12.006>
- Gardner, R. (2013). Conversation Analysis in the Classroom. In J. Sidnell & T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp. 593-611). Blackwell Publishing.
- Garton, S. (2012). Speaking out of Turn? Taking the Initiative in Teacher-Fronted Classroom Interaction. *Classroom Discourse*, 3, 29-45.
<http://dx.doi.org/10.1080/19463014.2012.666022>
- Goodwin, C. & Heritage, J. (1990). Conversation Analysis. *Annual Review of Anthropology* 19, 283-293. <https://doi.org/10.1146/annurev.an.19.100190.001435>
- Hayano, K. & Nishizaka, A. (2015). Conversational Preference. In K. Tracey, C. Ilie & T. Sandel (Eds.). *The International Encyclopedia of Language and Social Interaction*. John Wiley & Sons, Inc.
- Hellerman, J. (2003) The interactive work of prosody in the IRF exchange: Teacher repetition in feedback moves. *Language in Society* 32, 79–104.
<https://doi.org/10.1017/S0047404503321049>
- Heritage, J. (2004). Conversational analysis and institutional talk. In K. Fitch, & R. Sanders (Eds.). (2004). *The Handbook of Language and Social Interaction* (pp. 103-149). Lawrence Erlbaum Associates.

- Heritage, J. & Clayman, S., (2010). *Talk in action: interactions, identities and institutions*. Willey-Blackwell.
- Holtgraves, T. (2000). Preference Organization and Reply Comprehension. *Discourse Processes*, 30(2), 87-106. http://dx.doi.org/10.1207/S15326950DP3002_01
- Hutchby, I. & Wooffitt, R. (1998). *Conversation Analysis : principles, practices and applications*. Polity Press in association with Blackwell Publishers Ltd.
- Huth, T. (2011). Conversation Analysis and Language Classroom Discourse. *Language and Linguistics Compass*, 5(5), 297–309. <https://doi.org/10.1111/j.1749-818x.2011.00277.x>
- Ibraheem, S. J. (2017). Turn-taking strategies in English language teaching (ELT). *Dirasat Tarbawiya: Journal of Educational Studies*, 10(40). 291-308.
<https://iasj.net/iasj/pdf/53b8688134c20978>
- İşler, N. K., Balaman, U. & Şahin, A. E. (2019). The interactional management of learner initiatives in social studies classroom discourse. *Learning, Culture and Social Interaction*, 23. <https://doi.org/10.1016/j.lcsi.2019.100341>
- Kääntä, L. (2012). *Teacher Turn-Allocation and Repair Practices in Classroom Interaction: A Multisemiotic Perspective*. University of Jyväskylä.
- Liddicoat, A. J. (2007). *An introduction to conversation analysis*. Continuum.
- Pekarek, S.P. & Pochon-Berger, E. (2015). The development of L2 interactional competence: evidence from turn-taking organization, sequence organization, repair organization and preference organization. *Usage-based perspectives on second language learning*, 30, 233-268. <https://doi.org/10.1515/9783110378528-012>

- Sari, C.C. (2020). Conversation analysis: turn-taking mechanism and power relation in classroom setting. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, 7(2), 118-136. <https://doi.org/10.22219/celtic.v7i2.12598>
- Schegloff, E.A. (2000). Overlapping talk and the organization of turn-taking for conversation. *Language in Society* 29, 1–63. <https://doi.org/10.1017/S0047404500001019>
- Schegloff, E.A. (2007). *Sequence organization in interaction: A primer in conversation analysis I*. Cambridge.
- Sert, O. (2019). Classroom Interaction and Language Teacher Education. In S. Walsh & S. Mann (Eds). *The Routledge Handbook of English Language Teacher Education* (pp. 216-238). Routledge.
- Sidnell, J. (Ed.). (2009). *Conversation analysis: Comparative perspectives*. Cambridge.
- Sidnell, J. (2010). *Conversation analysis: An introduction*. Wiley-Blackwell.