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AVAILABILITY AND MAKING SIGNIFICANT CO-SPEECH GESTURES IN L2 CLASSROOMS

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Abstract

The study describes the English as a foreign language (EFL) teachers' recurrent hand gestures and the design of co-speech hand gestures with gaze immediately in IRE and repair sequences. The primary aim is to examine the hand gestures at the TRP and co-speech hand gestures along with other semiotic resources (such as gaze, body postures, locations, movement in space, moving his head around different students) that teachers draw on when they address students to answer questions and in and after repair initiation in various classroom contexts. The study adopts the methodological framework of Conversation Analysis to investigate the teachers' hand gestures and co-speech hand gestures. The database consists of 30 video-recorded Saudi different EFL lessons from which 35 instances have been identified for the analysis. The study focuses on two embodied phenomena that are relevant to classroom participation. At first, the analysis of these hand gestures is combined with all other multimodal resources deployed by themselves and students to show their functions. One recurrent hand gesture is that the teachers insert their hands inside their pockets as they select the next speaker students for a turn and after they initiate other repairs designed for selected students. The hold of this gesture can elicit the students' next action and encourage self-selection without being in a mutual orientation with the teachers. The second recurrent hand gesture is that teachers put one hand on their chin after they ask questions and after they initiate repair. It is found that the teachers circulate while sustaining such a hand gesture to select the next speaker. The hold of this gesture can elicit the students' next action. These hand gestures pragmatically represent the teachers' availability actions as the recipient of the students' next actions which can be held until the students accomplish the next suitable interactional move. In addition, the analysis of these two hand gestures reveals that the pockets and chin are two temporary positions where another can perform various co-speech hand gestures that are deployed in a way that makes their gesture salient. Second, the study sheds light on the teachers' gaze and co-speech hand gestures as they

initiate other repairs for pursuing the students' corrections/responses. The findings show that teachers are intelligible actors who can make value for their gesticulation.

Acknowledgements

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Chapter 1: Introduction

How second language teachers (L2 hereafter) communicate with L2 students is a vital question that encourages the researcher of this study to scrutinise a variety of significant interactional patterns. When teachers speak, they often utilise their hands to deploy gestures whilst directing their eyes and orienting their bodies towards different students. In addition, they work as observants of the students' moment-by-moment actions such as their talk and embodied actions (i.e., their gaze- gesture- postures, and body orientations) at a turn. Through what is being displayed by students, teachers enthusiastically observe how their students understand, for instance, a question or an instruction of language input, and then they build their actions accordingly and appropriately.

While observing classroom interaction is a window through which we can see the actions conducted by teachers and students, the researcher collected video data from English as a foreign language (EFL), and English for academic purposes (EAP) from two public universities and one private English school in the Kingdom of Sadia Arabia (K.S.A). In K.S.A. English is taught as a foreign language from grade one and as a prerequisite for some universities' medical and engineering, and business studies. The majority of Saudi colleges and universities are offering different English-related courses, so their students can fluently communicate when they join their university studies. In addition, some private English language schools are offering different classes for those who are seeking job opportunities in large companies such as Aramco and Sabic companies. It has been noted that the growth of private language schools and the rising number of newly created English departments in Saudi colleges and universities are further indications of the importance of English in the field of Saudi education. Thus, the current study aims to examine what naturally occurs in English language classrooms to provide fruitful implications for whoever is involved in promoting teachers' and students' interaction in the Saudi context and other L2 classrooms. The analysed

teachers and students' interactions can recur in other L2 classrooms, and therefore educating teachers about practices is significant.

Eight different English language teachers from different linguistic backgrounds were recruited in this study including two Saudis, one Egyptian, one South African, and four English native speakers from different places. The recruited teachers were video recorded three to five times according to their availabilities and timetables. The data was collected from one private English school and two Saudi public universities. Thirty hours of naturally occurring data from English classes were video recorded in two phases; this will be further elaborated on in the methodology chapter. It should be noted that selecting various English classrooms from various English-related courses is due to 1) the need to measure the teachers' and students' interactional practices rather than measuring, for example, the teachers' use of the content and prelogical practices related to these courses; 2) the need to recognise similar interactional patterns that can be found in various English language courses. English courses in the Saudi context were selected due to two reasons: 1) the accessibility of those classes; 2) the lack of studies that thoroughly investigate the teachers' and students' embodied actions. This study broadens English language teachers' horizons to discern their interactional practices, which also substantially contributes to what have already known about L2 classroom interaction.

Students' participation with their teachers is one fundamental element that indicates their learning (Sert, 2015). The micro-analysis of the natural talk between the teachers and students can provide us with how participation can be achieved. Given that teachers' talk plays a vital role in leading classroom talk, the current study sheds light on how L2 teachers display some recurrent embodied actions when they elicit responses from students. It emerges from the fact that there has been a great focus on the teachers' verbal elicitation practices (Pomerantz, 1984), whereas various embodied actions that accompany these elicitation practices might have been marginalised. It is theoretically based on the recent orientation toward the multimodal

gestalts that empirically show how different semiotic resources constitute a meaningful action (Mondada, a2014). This research broadly addresses how L2 teachers coordinate their verbal and non-verbal actions while eliciting the students' turns. More specifically, the researcher focuses on how and why teachers recurrently deploy and manage three hand gestures as they elicit the students' responses. Furthermore, the study focuses on how teachers make their gestural actions salient. Different aspects regarding the broad and specific aims of the study will show its significance for the L2 classroom context and Saudi EFL contexts.

The study will show three significant gestural behaviours that recur in 1) the question-answer sequence and 2) when interactional trouble emerges. The analysed gestures are related to one specific theme which is how a teacher can make their hand gestures valuable regardless of the social action they accompany. Two teachers' recurrent hand gestures are displayed to work along with their other embodied actions to elicit responses. Through the management of the hands during the silence, the teachers can make their next gestures significant in the third turn. A third organisation of the teachers' co-speech hand gestures will be analysed to show how they should be made salient for the elicitation of the students' responses.

Throughout the observation of the data, teachers display two recurrent hand gestures during the silence and last until an adequate response is produced. Although co-speech hand gesture plays a crucial role in conveying one part of the meaning (see Kendon, 2004), this study highlights the role of teachers' hand gesture not only when they speak, but also when they are not talking. One gesture is that EFL teachers insert one or two hands completely or partially into their pockets. They regularly exhibit hands-inside-pocket gestures when they are about to complete their turns and during students' beginning of turns. The researcher asks the following research questions:

1- How do EFL teachers deploy hand-in-pocket gestures as a part of classroom interaction?

Sub-questions:

A. How are the teachers' hands-inside-pocket gestures and other embodied actions mobilised in managing IRE sequence in EFL classrooms?

B. How are the teachers' hands-inside-pocket gestures and other embodied actions mobilised in managing repair sequences in EFL classrooms?

Another gesture is that EFL teachers sometimes put their hands around their chins. They display such a gesture immediately after they ask their students. The researcher asks the following research questions:

1- How do EFL teachers deploy hand-on-chin gestures as a part of classroom interaction?

Sub-questions:

A. How are the teachers' hand-on-chin gestures and other embodied actions mobilised in managing IRE sequence in EFL classrooms?

B. How are the teachers' hand-on-chin gestures and other embodied actions mobilised in managing repair sequences in EFL classrooms?

Since the findings from the analysis of this chapter have shown methods teachers used to make their co-speech gesture salient after they display the described hand gestures (hand-inside pocket gesture- hand-on-chin gesture), another organisation of co-speech hand gestures is seen as recurrent and should be unpacked to show L2/ EFL teachers how significant hand gesture is important for elicitation sequence. Making co-speech hand gestures salient in the third turn can show that teachers' emphasis on the third turn (evaluation), whereas when the interaction is suspended, significant co-speech hand gestures should be made salient. The researcher proposes the following research question:

1.How do EFL teachers coordinate their gaze and hand conduct a significant co-speech hand gesture to elicit the EFL students' responses in repair sequence?

The presented analyses are designed to demonstrate how EFL teachers coordinate their embodied actions to elicit responses from their students by making themselves available

recipients and making salient co-speech hand gestures when evaluating and deriving the students' responses.

One should recognise whether these hand gestures are used systematically or not, whether these interactionally and successfully interplay with other embodied actions displayed by the teachers themselves and students or not, and finally whether one can reach a view of these if they are marginal or meaningful. The hand gestures that occur as the speaker completes his/her turns need to be rerecorded and micro-analysed in terms of what action they accompany and if they sustain over several turns or not, and how the teachers can manage the gesture in line with those turns. The analysis of these gestures enriches our knowledge of classroom interaction and more specifically the teachers' use of hand gestures during silence. Furthermore, if students' participation is a fundamental aspect of L2, it is necessary to understand not only the teachers' verbal turn, but also the embodied actions they deploy including gestures to boost and enable typical classroom participation.

It will be shown that the teachers' management of the gaze behaviours is important with the analysis of these co-speech/hand gestures as they elicit a response from their students. Gaze is a powerful resource for all parties in a conversation and a significant method for mobilising a response (Rossano et al., 2009; Rosanno, 2012). L2 teachers as speakers usually use their gaze to address different recipients along with the talk and with some embodied actions. Moreover, they can direct students to look at the whiteboard or the learning materials. The role of the speaker gaze, as will be discussed in the literature review chapter has been greatly examined. However, the current study seeks to measure the significance of the teachers' coordination of gaze and gesture that serve their actions in some specific interactional contexts. Specifically, at which moment gaze plays a vital role in directing the students to see the teachers' gestural action and why is that happing at a specific moment of interaction. The

current study is motivated to raise L2 teachers' awareness about the different functions of their gaze behaviours.

The present study is generally in line with the growing studies that examine both the multimodal actions of the teachers' and students' fronted interaction (e.g., Olsher, 2004, 2008; Mortensen, 2008, 2009, 2016; Kääntä, 2010, 2012; Soe and Koshik, 2010; Mortensen and Hazel, 2011;Sert, 2019; Jacknick, 2021). While teachers' hand gestures that serve a regulatory function such as turn allocation (e.g., Kääntä, 2010, 2012) and maintaining mutual understanding (e.g., Olsher, 2004, 2008; Belhiah, 2009, 2013; Mortensen, 2012, 2016) has been examined and yield fruitful findings that present how teacher combine hand gestures as they communicate with L2 students, still they teachers deploy a wide range of hand gesture and embodied action in the silence that represent a pragmatic completion of their turns and status as speakers.

This PhD thesis consists of eight chapters. In the next chapter, the researcher introduces the fundamental theoretical background and philosophical concepts of this study. Through conversation analysis (CA hereafter), the readers should be introduced to CA as a research paradigm that has been widely adopted to examine interaction (Sacks et al., 1974; Sacks and Schegloff, 1979). CA is a comprehensive method by researchers to examine the different elements of a conversation. In this chapter, two important components should be presented; these are turn-taking (Sacks et al., 1974) and repair (Schegloff et al., 1977). Different sections and sub-section concentrate on the turn and major component of a conversation, mainly the verbal and non-verbal turns of whoever is involved in a conversation. This chapter brings in the gesture and gaze and their different functions within a conversation since these embodied actions are the current study interests. Different studies that investigated the interaction between institutional and ordinary talk will be critically discussed, and throughout this chapter, the researcher develops a clear research gap where such a study is needed.

The methodology chapter focuses on CA as the research methodology adopted in this study. This will describe the origin and principles of CA and how CA can be used to highlight not only the spoken turn, but also the embodied actions of the speakers and recipients. The researcher will in detail explain how naturally occurring data was gathered and analysed from participants following the CA research paradigm.

This thesis consists of three analysis chapters. The first two analysis chapters will focus on the teachers' specific organisation of hands and other embodied actions as they elicit response from students, and how these can assist them in displaying their availabilities as the next speakers. These two chapters build on Heath (1986) notion of availability and recipiency in interaction. A third analysis chapter is designed to highlight when a gesture should be visibly seen and how? The focal for analysis for the first two analysis chapters revolves around recurrent hand gesture during silence; however, the third analysis chapters introduce how gesture can be a significant part of the interaction. This will be discussed with what Streeck (1992) found regarding the salient of gestures during the talk, throughout these three chapters, a reader will learn different ways of making the gesture more salient and emphasised. Additionally, the analysis of the participants' gaze will show how gaze plays a vital role in interaction, particularly in repair sequence.

The findings from the three chapters will be discussed in a separate discussion chapter. In the discussion, chapters contain different sections that discuss the findings concerning the studies in and outside the L2 classrooms. It is important in this section to show how the three chapters can contribute to our understanding of the teachers' use of gaze and hand gestures in L2 classrooms and the piratical implications of these in classroom talk. Following this chapter is the concluding chapter where the research summarises the main finding of the three chapters and acknowledges the weaknesses of the study.

Chapter 2: Literature Review

This chapter starts with a discussion of the main theoretical framework adopted in the present study. Conversation analysis (CA henceforth) studies have offered invaluable micro-details of what interactionally occurs in the L2 classroom. The next section describes how CA can be an appropriate research approach to analyse mundane and institutional classroom conversations and how such details can expand L2 teachers' perceptions of classroom interactive micro-details. The researcher, throughout this chapter, develops different sections to critically review and evaluate the existing findings pertinent to the present study and concludes this chapter by establishing the importance of the current study and its contribution to the existing knowledge of L2 classroom interaction.

2.1 Conversation Analysis

CA is a qualitative research method that is developed initially from ethnomethodology (Garfinkle, 1967; 1986). It emerged during the 1960s from sociologists work of Harvey Sacks, Emanuel Schegloff and Gail Jefferson (Clift, 2016). One line of CA focuses on the organisation of only talk within social actions such as the preference organisation within turn-taking, repair, and the sequence in ordinary conversations (ibid). For example, how people begin and end their conversations. Different elements of what constitutes a conversation as a social behaviour have been described and classified at a micro-detail level. CA analysts assume that a conversation is organised sequentially and is produced on a turn-by-turn basis by participants to complete a social action (Sacks et al., 1974; Sacks and Schegloff, 1979). CA adopts an emic and inductive methodology (a bottom-up approach that requires collecting data and then observing a particular research phenomenon/phenomena), which can be based on empirical evidence that involves participants' orientations (Bolden and Robinson, 2011). Primarily, CA researchers collect naturally occurring data that have not been deliberately manipulated for research by creating a set of collections of a single case of an interactional phenomenon (Schegloff, a1987).

Another CA line of research, that recently have been growing, tends to examine both verbal and non-verbal actions of the speakers and hearer in face-to-face interactions (See C. Goodwin, 1979; Mondada, 2019). The abundance of video recording technologies enables researchers from various disciplines to capture the spoken language and different embodied actions (hand and head movements, gaze, postural configuration, proximity, and facial expressions) in situated interaction. The video data, of course, provides rich knowledge and more details about interactions that were not published. It should be noted that during the early time of CA in the 1970s, video cameras were not accessible and available for researchers who recorded and analysed telephone conversations (Sacks and his colleagues). Several insightful findings have published regarding how a speaker organises his/her talk and embodied movement in ordinary settings (C. Goodwin, 1981; Haddington et al., 2014; Mondada, a2007; Rossano, 2012), such as in the workplace (C. Goodwin, 2018; Haddington and Keisanen, 2009; Heath, 1984, 1986; Heath and Luff, 2000; Mondada, 2019) and L2 classrooms (e.g., Mortensen, 2008, 2009; Kääntä, 2012; Mortensen and Hazel, 2011). This research focuses primarily on how social action is conducted by participants in specific environments (see C. Goodwin, 2018).

Within this line of research, analysts are also interested in connecting people's social actions to contextual settings that include artefacts, textbooks, and material objects (see Streeck et. al., 2011). Speakers can create meaning from each other's actions through the use of materials. Recently, CA researchers in various mundane (e.g., dinner conversations- and family telephone conversations) and institutional (e.g., classrooms-workplace- -medical consultations) settings have scrutinised how people talk and embodied actions (such as gaze, hand and head gestures, facial expressions, and movement in space, and so forth), and orient to the environment and available artefacts around them (ibid). Overall, CA does not only describe a part of the talk by

itself, but it examines how talk is contextualized in a sequence, whereby people understand each other's enactments.

It is worth mentioning that the analysis of the multimodal behaviours of participants has created a separate division and argument amongst CA researchers. It is found that a considerable number of researchers have questioned whether this is a part of CA, which initially was based on the investigation of talk, or not. The analysis of talk in CA was prioritized and distinctly received great attention other than the analysis of semiotic resources. It is crucial to notice that interaction is inherently multimodal and that different modes are interwoven altogether with talk; hence the analysis of whatever participants display gives accurate and empirical findings of a particular phenomenon. For example, if a speaker deploys a gesture as he or she asks a question, one should address how a gesture naturally interplays and functions with a question to evaluate the role of a gesture. Currently, CA multimodal studies is widely recognised as an area of CA methodology that treats all interactional modes equally (Mondada, 2019).

The present study adopts the CA research method to examine the teachers' management of recurrent embodied actions as they mobilise response from their students. All multimodal behaviours of participants will be analysed. The next section will briefly report the CA studies that distinguish between the organisation of natural conversation in ordinary and talk in institution settings.

2.1.1 CA in Ordinary and L2 Classroom Settings

While early CA researchers heavily paid great attention to mundane settings like telephone conversations, soon later researchers examined other types of talk in institutional settings (Heritage, 2005). Heritage (2005) distinguishes between CA on ordinary talk and CA on institutional talk. The former is interested in the "social institution of interaction as an entity in its own right" (Heritage, 1997, p.162). CA on ordinary talk measures whatever occurs in everyday encounters. On the other hand, the examination of the institutional talk includes the exploration of "the management of social institutions in interaction" (Heritage, 1997, p.162). In both contexts, the researchers address the question of how and why speakers produce a turn at the moment of talk (Schegloff, 2002; Seedhouse, a2004). Moreover, in both interactional seniors, CA analysts are interested in the sequential unfolding of actions (both context-shaped and context-shaping) (Heritage 1984). The findings of CA research on ordinary conversation about how people organise their talk can be found in different institutional settings, yet people use different organisations in different institutional settings. Classroom talk, for instance, differs from ordinary talk by looking at how the lessons are sequentially managed and how students and teachers react to each other actions on a turn-by-turn basis. One recurrent type of talk in the classroom is the 'Initiation- Response -Evaluation' cycle (IRE hereafter) (Mehan, 1979) in which the teachers initiate an action (e.g., a question) then students respond, and finally teacher assesses their responses. Seedhouse (a2004) argues the 'fingerprints' of an L2 classroom can be characterised by three features. One is the function of language as a medium of instruction. Another is an indexical relationship between the pedagogical objectives and the talk. A third feature is that L2 students' participation is evaluated by the teachers.

CA has been adopted to analyse classroom discourse verbally (see e.g., Markee and Kasper, 2004; Seeedhouse, a2004; Walsh, 2006 Watanabe, 2017; Hellermann, 2008) and non-verbally (see e.g., Olsher, 2004; 2008; Mortensen, 2008, 2009, 2016; Kääntä, 2010, 2012; Soe

and Koshik, 2010; Mortensen and Hazel, 2011). CA findings offer significant implications for L2 teaching (see e.g., Houck and Tatsuki, 2011). Researchers adopt CA to describe some interactional practices relevant to turn-taking (i.e., method of constructing a turn and turn allocation), sequence organisation (i.e., methods of asking and responding), overall structure practices (i.e., methods of constricting the openings and closing), and repair and correction practices (i.e., methods of dealing with trouble in, hearing, speaking, or understanding of the interaction) (Seedhouse, a2004). Notably, L2 CA studies on verbal turns including paralinguistics properties (prosodic properties of talk) outweigh the studies that multimodally examined L2 classrooms (see Walsh, 2006).

There are some attempts to disseminate the findings from CA studies and how these are significant to increase the teachers' and students' awareness of face-to-face interactional practices and competence (see e.g., Seedhouse, a2004; Sert, 2015; Wong and Waring, 2021; Jacknick, 2021). In his book, Seedhouse (a2004) generally focuses on the main interactional practices (turn-taking, sequence organization, repair and correction practices) whereas embodied actions have no room to be included in these practices. In a similar vein, Wong and Waring (2021) have intensively reported studies that offer a micro-analysis of verbal turns in L2 classrooms. Their aim is to richly educate L2 teachers with useful teaching practices from the CA perspective. As multimodality to CA research has gradually gained a great status, Sert (2015) has exclusively summarised a few studies that brought valuable practices to the teachers' multimodal behaviours (e.g., in explanation, elicitation, and claim of insufficient knowledge sequences). More recently, Jacknick (2021) concentrates on classroom participation and invents a complex matrix (including a different typology of participation like engaged participant/ disengaged participant), yet few implications to L2 teaching and learning have been provided in her book. For instance, how teachers deal with disengaged students in the classroom and how we as language teachers can benefit from those findings. However, her

book is useful in showing in detail these embodied actions of different students and their different participation statuses. Indeed, several CA studies need to be compiled together to show multimodal practices of classroom interaction and their implications for classroom.

Teaching CA findings are vital for L2 teachers as Hatch (1978) recommends that one should learn how to "do" conversation. Furthermore, Wong and Waring (2021) argue that "there is a noticeable gap between how people supposedly communicate as captured in ELT materials and how they communicate based on CA findings, and this disconnect can be detrimental to ensuring that the right learning objects are being presented in the ELT classroom." (p.3). Hence, more L2 studies should be disseminated to show how multimodal behaviours are used in interaction for both students and teachers. The current L2 research classroom must demonstrate how teachers and students manage to interact with one another through talk and various semiotic behaviours. Reporting these interactional practices can inform some implications for the L2 classroom. In order to understand how teachers and students communicate and deploy various social interactional practices, CA researchers have introduced some significant elements relevant to interaction in general and to L2 classrooms in specific. The next section will elaborate on one significant element of a conversation.

2.2 Sequential Organisation of Turns

Different types of social interaction are built via systematic sequential actions. These actions represent what occurs in the context and are interpreted by different participants (speakers in a conversation) within the conversation (Hutchby and Wooffit, 1998). This phenomenon, in which participants interpreted each other actions and create a series of actions, is called the context-shaped and context-shaping character of sequentially organized actions (Drew and Heritage, 1992). Naturally, each turn in a conversation in a particular social event is created in its sequential placement which means that a conversation is a set of systematic actions. Each action should have relevance to the prior action and the proceeding action. The same turn performs its interactional job (summon-answer- question-answer). The answer, for example, is a sequentially relevant action to a question, a response that demonstrates the speaker's understanding of the question. The turn-at-talk gives a context for the subsequent turn (i.e., kind of an appropriate next action it projects). This shows the actions in a conversation are relevant and coherent and these turns, or actions are not arbitrarily created, however, are basically connected to one another by their action content (Schegloff, 2007). The next sub-section describes one significant element of a conversation.

2.2.1 Adjacency Pairs as the Basic Sequential Structure

The adjacency pair is the most salient characteristic of conversation which is composed of a first-pair part (FPP henceforth) and also a second-pair part (SPP henceforth) (Schegloff, 2007). The FPP normally initiates an action or sequence and the SPP is a reaction to this initiation by "completing the action sequence" (Schegloff, 2007, p.13). The basic structure of sequence organization is the adjacency pair, which comprises two turns that are 'causally-conditionally related' (Enfield, 2011, p.287). There is a collection of different adjacency pairs (FPPs and SPPs) such as greeting-greeting, question-answers, and invitation-acceptation or rejection actions pairs (ibid). To put it simply, each initiating action makes the researcher

projects some type of actions that are made conditionally relevant actions. In case the next conditionally relevant action is missing, it becomes an issue of accountability (Heritage, 1984, p.254; Hutchby and Wooffit, 1998; Schegloff, 2007).

The actions arrived at by the speaker can be met either with preferred or dispreferred responses. An acceptance of an invitation, for instance, is a preferred response, whereas a rejection of an offer would be a dispreferred one. The speakers typically work in their turns to deliver specific preferred or dispreferred actions within which they sustain the mutual understanding of what interactionally occurs or to achieve intersubjectivity (Heritage, 1984, p.256). The adjacency pairs can be seen at the sequential level of organization and the turn-constructional level (Schegloff, 2007, p.58–96). While the adjacency pair (FPPs and SPPs) is the basic sequence order in talk, it is not restricted to only a two-turn order design. However, it can be stretched to include pre-expansion, insertions (e.g., in case of repair) and post-expansion (e.g., after teachers' assessment) in a way that extends the talk to accomplish a particular action (e.g., making a rejected invitation accepted) (see Schegloff, 2007).

2.2.2 The Turn-Taking System

To analyse the turns of multiple participants, one should identify the boundaries of a single turn which usually consists of the speaker's spoken and embodied actions. Turn-taking allows individuals to construct and allocate a turn in a conversation (Duncan, 1974; Goffman, 1964; Sacks et al., 1974). The turn boundary in interaction has been well documented in the ground-breaking analyses of Sacks et al. (1974). According to Sacks et al., one speaker speaks at a time, while another prepares to decrease the amount the silence and produce the relevant action. There are two significant parts here: The first is how speakers construct their turns, and the second is how a turn is allocated to the next speaker (Sacks et al., 1974).

The fundamental unit in a single turn is called the 'Turn-Constructional Unit' (TCU hereafter) (Wong and Waring, 2021, p.22). A single TCU can be a word, a phrase, a clause or

a sentence, or can even include a multimodal recourse such as a gesture, a gaze or a body movement that completes an interactive act (see Keevallik, 2013, for how an embodiment achieves a syntactic initiation of a TCU, see also Klippi, 2006; Corrin, 2010; Keevallik, 2013, 2018; Bohle, 2014). Each unfolding TCU reaches a 'possible completion point' which may, but need not, become a place for speaker transition. This point of possible completion may make the speaker's 'Transition-Relevance Place' (TRP) possible (Sacks et al., 1974). According to Schegloff (b1984), the point of possible completion does not always indicate the TRP, since "the speaker may continue or another speaker may build something onto an otherwise seemingly completed utterance so that its initiator turns out not to control fully what his utterance turns out to be" (p.45). The hearer can project the completion of a single TCU via a recognisable set of resources such as grammar, phonetics, pragmatics, and embodied actions(see Sacks et al., 1974; Ford and Thompson, 1996; Fox, 1999; Ford, 2004; Local and Walker, 2012; Clayman, 2013). The following rules dictate the selection of the next speaker:

i. Current-selects-next; that is, the current speaker selects the next speaker by using an address term (name or nicknames, a gaze; Lerner, 2003) or a gesture (see Mortensen, 2008 for embodied actions for turn allocation)

ii. If (a) does not occur, the next speaker self-selects.

iii. If (b) does not occur, the current speaker continues.

iv. Rules (i)–(iii) reapply at each subsequent TRP (Wong and Waring, 2021, p.22-23).

It is normal to occasionally observe two speakers talking simultaneously due to confusion regarding who should take the next turn. In brief, TCUs are the building blocks of turns (for more examples, see Wong and Waring, 2021).

In the present study, how turn-taking is locally managed in classroom interaction. Students' participation is based upon the teacher's turn which often consists of some

multimodal behaviour such as leaning forward and directing the gaze to a student. The next sub-section introduces one common classroom practice the IRE sequence.

2.2.3 A Prevalent Sequence

Several scholars have observed a salient use of a three-part instructional action in the classroom as a way to create teacher-front talk (e.g., Mehan, 1979; Seedhouse, a2004; Lee, 2007). Mehan (1979), who has ethnographically examined classroom interaction, shows a prevalent sequence which he terms Initiation-Response-Evaluation (IRE hereafter). It contains a teacher's initiation, of a student's response and a teacher's evaluation of the student's response. Mehan (1979) explicates the three-part sequence consisting of two adjacency pairs: initiation–response and response–evaluation pair parts. Mehan (1979) discusses that the initiation and response pair parts are not always adjacent, but there can be an inserted sequence or action such as the selection of the next speaker. The evaluation is the third part of the IRE sequence which is considered the SPP of the student's response to the adjacency part (Mehan, 1979). The teacher's evaluation can be seen under the preference organization as either a positive response or a negative response. A positive evaluation can be regarded as the preferred response. Whereas the negative response is seen as a dispreferred response. (Macbeth, 2000, p.39). The positive evaluation routinely ends the IRE sequence, or it can be followed by another cycle (see Waring, 2008). The negative response is produced to conduct a repair practice due to students' inadequate or incorrect responses which can extend until an adequate response is constructed (Seedhouse, b2004; Lee, 2007).

Overall, the IRE is a useful pedagogical practice that is conducive to learning in the classroom. Through the IRE sequence, the teacher represents their institutional role as the one who governs the speakership and allocates turns to different students to participate and then evaluate their responses. nevertheless, a student's response can be delayed which created a set

of turns when the teachers attempt to receive a response. The next sub-section will describe the major findings that describe how students are selected to take turns in a classroom conversation.

2.2.4 Selection of the Next Speakers in Classroom

Generally, turn allocation has been examined by several researchers in various sequential environments and classroom contexts, in teacher-fronted classrooms (McHoul, 1978; Mehan, 1979; Mortensen, 2008, 2009; Waring, 2013), in IRE sequence (Kääntä, 2010, 2012) in checking homework activity (Mortensen and Hazel, 2011) in small group task including topic management (Stokoe, 2000; Lee, 2017), in task openings and closings (Hellermann 2008; Hellermann and Cole, 2008), epistemic stance (Kirkham, 2011). The next paragraphs briefly discuss the significant research findings on how teachers allocate turn to students at talk in IRE sequences.

McHoul (1978) discusses the teachers' use of address terms and their positions in the teachers' initiating TCU and their function for selecting the next speakers (i.e., beginning- end of the TCU). He demonstrates that the use of address terms like students' names encourages the shape of a perfect participation framework. On the other hand, Mortensen (2008) informs that both teachers and students affect the organisation of turn-taking and allocation of the next speakers. What is unique about his study is that he successfully managed how students' attention towards the teacher by gaze and other embodied actions should be taken into an account in explicating the turn allocation as an interactional phenomenon. Establishing recipiency is the key for the students being selected as the next speaker.

Students' bidding practice is common in the classroom where students are instructed to explicitly show their willingness to participate such as raising hands (see e.g., Sahlström, 2002; Lehtimaja, 2007; Niemelä, 2008, Kääntä, 2010, 2012). Sahlström (1999) finds that students raise their hands to bid for a turn and orient their gazes to the teacher while bidding. Once a student is selected as the next speaker, other students withdraw their hands and shift their gaze.

In a similar vein, Lehtimaja (2007) demonstrates that one hand raising for bidding for a turn actively might show how many students already know the answer. Kääntä (2012) has provides empirical findings demonstrating the teachers use their gaze and point hand gesture to allocate a turn in the IRE sequence. Furthermore, students bid to take a turn by raising their hands and then received an immediate pointing hand gesture from their teachers at the TRP. These studies provide good examples of how raising hands and gaze direction are interconnected actions for turn allocation in the classroom.

Students can also self-select themselves as next speakers (see e.g., Lerner, 1993; van Lier, 1994; Sahlström, 1999, 2002; Mortensen, 2008; Kääntä, 2010; Lee, 2017). Generally, studies in the classroom have revealed that self-selection normally occurs at the TRP with or without establishing a mutual gaze with the teacher. Kääntä (2010) points out that "self-selection seems to be a more effective way of gaining interactional power and soliciting a reaction from the teacher than hand-raising because self-selection demands more interactional work from the teacher." (p.51). Unlike self-selection, students rely on the embodied actions to represent their availability which can waste the time of the lesson. Lehtimaja (2007) assumes that students' self-selection is useful in repair sequences. Looking at Mortensen's (2009) study, a researcher can observe how self-selection is created through the students' several verbal and embodied resources such as in-breaths and body movements in pre-turn position (beginning of a turn) to represent themselves as available speakers and display their incipient speakership. Similarly, Lee (2017) notes that students use a variety of embodied actions to their turns such as gesture and gaze in order to claim incipient speakership. They gaze and conduct various gestures as they are about to self-select or gaze away and shift their body to avoid taking the floor. In the present study, I will show some practices that L2 teachers use to allocate a turn such as gaze, movement in space, adjusting body postures, and deploying hand gestures. The

study builds on the findings of the teachers' and students embodied actions as they negotiate turn taking in institutional settings.

2.3 Gaze in a Conversation

One of the early studies on the gaze function of a conversation is conducted by Kendon(1967). Two main functions of gaze in interaction have been found: the monitoring function and the regulatory function (Kendon, 1967). First, the monitoring function is relevant to how the speaker uses gaze to observe and evaluate other participants' embodied behaviours whether they display engagement and attentiveness during a stream of talk or not. The recipient's actions can be observed by the gaze and thus influence the action produced by the speaker (e.g., see Heath, 1986). The second function of the gaze, the regulatory function aims to show the recipient of the talk the appreciative next action should be constructed such as the gaze selecting the next speaker and soliciting a response (e.g., see word search activity C. Goodwin, 1981; C. Goodwin and M. H. Goodwin, 1986; Kendon 1990; Lerner, 2003). The next sub-section will describe the study on the regularity function of the gaze.

2.3.1 Gaze as Regulating Turns

Kendon's (1967) ground-breaking experimental study presents the importance of gaze functions in turn transition. He demonstrates, in a dyadic conversation, that a speaker constantly monitors the gaze and body postures of the recipient as he or she is producing an utterance. The recipient gaze on a speaker's onset of an utterance is found less compared to when a speaker reaches a possible compilation or the outset of an utterance when a transition of a speaker is due. However, He reaches out that the recipient is the one who needs to look at the speaker much more than the speaker. He claims that the recipient's sustained gaze at a speaker is often associated with "interruption, short questions, and rapidly spoken phrases… which appear to function as a 'floor-claiming' device." (Kendon, 1967, p.57). Auer (2021) argues that "so that techniques of next speaker selection remained largely beyond his interests." (p.121). In another context, Rossano et al. (2009), experimentally demonstrate that speakers look at recipients at the beginning and during the question in 73% on average of cases. They

discover that the speaker's gaze during questions occurs similarly across these languages and cultures which indicates that different language speakers use similar gaze patterns. Stivers and Rossano (2010) and Rossano (2012) suggest looking at the other resources and the sequential environment in which responses are pursued by the speaker can provide a fuller picture of how the response is pursued.

In ordinary conversations, Sacks et al. (1974) argue that turn allocation can be conducted by gaze direction towards a particular recipient and address term even though the FPP can form an "explicit method of addressing whereby a current speaker selects a next speaker." (Cited from Lerner, 2003, p.179). What is observed as self-selection in Sacks et al. (1974) is seen as the current speaker selection by the gaze technique. Indeed, their observation presents the basic crucial elements relevant to the organisation of talk which later enables researchers to use video cameras to examine the role of the gaze along these elements. Rossano (2012) shows that the speaker's sustainment of the gaze on a recipient potentially can work to elicit a response. In addition, the gaze is a significant recourse during the TRP to pursue a missing response. In a similar vein, Stivers et. al. (2009) recognise that the speaker's gaze accelerates the speed of responses to the speaker's questions. However, the recipient's gaze is not considered, and it is limited to specific one type of 'yes/no questions.

More recently, in his recent paper, Auer (2021) draws on the data used by Wiess (2018) used for revising the turn-taking model and shows that irrespective of sequence structure that projects sequential context, the gaze is a ubiquitous selection technique.
In a healthcare setting, Tiitinen and Ruusovuori (2012) have revealed that the nurse addresses both parents verbally (through address term- second person pronoun 'you'), however, at the same time the nurse selects only one parent by the gaze. However, little is mentioned about the participants' body orientations toward each other. In another setting, Vranjes et al. (2018) focused on the interpreter's gaze role in large sequences. The interpreter's gaze direction plays

a significant role in the local management of turn-taking, selecting the next speaker and sequence organization. Still, the interpreters' hand gestures are another domain that needs to be investigated during turn transition.

2.3.2 Gaze Monitoring the Recipients

Going beyond Kendon's (1967) findings, C. Goodwin (1981) in detail explicates how a speaker gains access to the recipients' gaze during articulating his/her utterance. C. Goodwin (1981, p 57) offers two general rules about gaze patterns in interaction:

1) "A speaker should obtain the gaze of [her] recipient during the course of a turn at talk."

2) "A recipient should be gazing at the speaker when the speaker is gazing at the hearer."

In case the recipient is not gazing at the speaker, the speaker utilises resources (phrasal breaks, pauses, restarting the turn) to elicit the recipient's gaze. When none-gazing at the speaker, the speaker can continue a new utterance once he or she obtains the gaze from the recipient. Hence, a speaker can allow time until becoming in a mutual orientation with the recipient (see also C. Goodwin 2000 for how a speaker secures at least one recipient before taking a turn). Rossano (2013) argues that these rules imply that participants' gaze behaviours are "interrelated rather than independent … as a normative order to which participants are oriented during any turn-at-talk." (p.6). In his seminal book, C. Goodwin (1981) delineates how gaze behaviour represents engagement/disengagement in interaction. In particular, the gaze displays the type of participation framework that participants are engaged. He adds that looking away from the speaker is noticeable and can lead the speaker to sanction his/her recipient for doing so because it displays disengagement from the interaction.

Heath (1984) demonstrates, in medical consultation, that a speaker looks at the recipient and adjusts body postures to establish recipiency. This can be "sequentially implicative for an action by a co-participant; it breaks the environment of continuous opportunity and declares an interest in having some particular action occur in immediate juxtaposition with the display"

(ibid, p.253). The body movement can solicit a turn and also obtain a gaze reorientation (see also Heath, 1986). In their well-cited study of the organisation of word search activity, C. Goodwin and M. H. Goodwin (1986) reveal that the gaze toward a particular participant function as a way of eliciting aid from that participant. However, claiming that the gaze is the only way of soliciting the aid from other participants is questionable (Rossanno, 2013). Zima et al. (2019) use an eye-tracking device to examine the role of the gaze for overlap resolution in German and Dutch triadic talk. They have explored that the gaze of the winning speaker who obtains speakership averts his gaze from the competing speaker as a 'turn-holding strategy' (to maintain the floor) to the recipient. The one who withdraws from the competition over the floor keeps the gaze on the third participant during the overlap and after. Other participants continue their gaze at the winning speaker or shift their gazes to her during the overlapping talk.

2.3.3 Gaze Studies in Classroom

Students can display their willingness and readiness to be perspective next speaker through their embodied actions including gaze (see e.g., Sahlström, 1999; Niemelä, 2008; Mortensen, 2008, 2009; Kääntä, 2010). When the teachers nominate by gaze, they explicitly indicate the student recipients that are being selected. Kääntä (2010) mentions that "the teacher's gaze alongside other indicators shapes the participation framework in the class so that a primary participation framework is constructed between the teacher and the nominated student, while the other students remain ratified recipients of the emerging talk." (p.114). In his well-cited book, Mehan (1979) clearly describes that the teachers use gaze, head nods and pointing gestures to re-select a particular student who has been addressed verbally. He confirms that gaze and other resources are used for selection and a floor-holding technique for the students is already selected. His description is too general, yet he acknowledges the role of the teacher gaze for turn selection in the classroom which indeed opens the door for classroom

practitioners and researchers to closely observe the gaze as a worthwhile phenomenon for turn allocation.

Mortensen (2009) articulates that the teacher routinely observes the students embodied actions such as gaze (while entering a mutual gaze with the teacher) and pointing hand gestures when bidding for a turn. This requires two significant elements for the selection to take place; the teachers as an observer through their gaze to receive the next action and the students displaying recipiency through gaze and other embodied actions. Mortensen's (2009) findings have shown that the student's gaze at the teacher during the FPP signals their willingness to participate while the students' shift of gaze away from the teacher represents their unwillingness to participate. However, Kääntä's (2010) thesis analysis has yielded the opposite findings. She claims that the student's withdrawal of gaze from the teacher during FPP is, not always for displaying an unwillingness to participate (also in this thesis will be demonstrated some cases). Students can look for the classroom artefacts or gaze away for thinking others can help produce a relevant response (see cases in Kääntä's thesis, 2010).

In my opinion, she presents a valid argument because sometime (even in the data) students disengage from the teachers' FPP and later participate when non is willing to offer a response. One issue that needs to introduce here is the researcher certainly recognises this withdrawal from the teacher FPP as he or she is interactionally disengaged yet evaluating this as willingness/unwillingness to participate requires robust evidence. In her thesis, Kääntä (2010) presents a holistic description of different bodily conducts in the Danish EFL classroom. Her findings have shown that the teacher typically selects the student as the next speaker through the gaze and his/her name. She observes that once both students and teachers enter a mutual gaze orientation, one can evaluate the turn-allocation teachers used as successful or failure.

Furthermore, she confirms what Lerner (2003) finds that address term is more powerful than gaze or other embodied action as a turn allocation device as she stated that "in address term turn-allocations only teachers' gaze towards the class is essential; students' gaze towards teachers is not." (p.258). This implies that the teacher gaze selection requires more time for the students to conceive it as an action whereas address turn or even a pointing hand gesture is more explicit embodied turn allocation resources. Käntä (2012) manages to record different recognizable and recurrent methods of embodied actions that the teachers in the local context, but the focus on gaze, body, and hand management, as only one way to allocate a turn is absent in her study.

Mortensen and Hazel (2011) explicate how students and teachers organise homework check activities in a round-robin classroom in the Danish L2 context. It has been found that entering a mutual gaze with the next selected is not necessary, especially when the turns are priorly allocated to different students before they are carrying out homework check tasks. The pre-allocated student can perform the self-selection and provide the subsequent action without being selected by gaze or other turn-allocation techniques. This shows that turn-allocation by embodied resources such as gaze and gesture or address names becomes less important when the teacher chose a specific turn-allocation system before initiating the sequence of action. Their study is similar to other researchers who investigate the role of gaze as a part of the turn allocation as an action.

Sert (2019) provides a fruitful analysis of the gaze trajectory when both the students and the teachers enter a mutual gaze in a specific sequential position. The teacher's gaze at a specific student plays a vital role in the student's securing his turn. The teachers' orientation to specific students provides 'go-ahead' responses which can be influential in the student's subsequent participation. For instance, one clear pattern demonstrated in his study is when a student gazes at the teacher to secure a turn, this gaze lasts until the teacher provides an

embodied go-ahead by the gaze. This embodied go-ahead action leads the students to keep his/her rights on the floor. However, Sert's (2019) data reveals little about the role of the gaze and other embodied actions when the teachers and students enter mutual orientation. In the current study, some instances will be analysed to demonstrate similar cases, yet the teachers' gestures and body orientation are also accountable for the students' securing the floor. The teachers' embodied actions are all significant resources to mobilise the students' responses. Additionally, the students' gaze toward the teachers is important to mobilise a response from the teachers. Hence, embodied actions are important parts of the students' and teachers' interactional repertoires.

The above studies have revealed the role of the gaze either by itself or along with other embodied actions that form the technique of turn allocation in L2 classrooms. One aspect the present examines is the multimodal gestalt of the teachers to show the methods used to allocate a turn in the IRE sequence. The second aim is to some recurrent hand gestures and gaze roles in repair sequence; therefore, the next section will introduce repair and discuss the major findings. The present study builds on those findings in two ways. First, it investigates the role of the gaze of the speaker to select the next participants in triadic and multiparty conversation in L2 classrooms. Second, it does count gaze as the only method that selects the next speaker but acknowledges the other multimodal gestalts of participants that mobilise the selection/response.

2.4 Conversational Repair

Individuals often make corrections when engaged in many different activities, from correcting mistakes in emails to correcting everyday conversations. Within a conversation, a speaker can reiterate a spoken component in an utterance or clarify a point that suspends the progressivity of interaction. The ground-breaking study of Schegloff et al. (1977) empirically demonstrates the choices on which conversationalists can draw to maintain their interaction under the topic 'repair'. Repair happens when a speaker and a hearer attempt to address "problems in speaking, hearing and understanding" in a collaborative way (ibid, p.361). Interactants usually prefer to repair the interactional problems in overlapping turns in conversation, known as 'priority activity' (Sacks et al., 1974, p.33). The overall trajectory of a repair sequence has three components: a problem caused by a speaker, the person who indicates the trouble (could be the same speaker) or by a recipient; and a person who offers the solution (could be the same speaker or a recipient (Schegloff et al., 1977; Schegloff, 2010). The following classifications show the role of the speaker and hearer during the repair practice.

2.4.1 Self-Initiated Self-Repair

One type of repair is self-initiated self-repair (Schegloff et al., 1977). The same speaker conducts a repair in his/her turn before reaching a TRP in any given TCU. Some observable phonetical features are glottal cut off, (Jefferson, 2018; Schegloff, 2010), or stretching of a sound and a false start in which a speaker may prolong a sound (Schegloff, b1984). One type is that speakers tend to replace one word or phrase with another, insert a word, phrase or sentence, or delete and search for an item in the same turn (Lerner, 2013). Another place is at the TPR. A speaker could repair or clarify what has just been said. When there is an interactional gap, the speaker of the problematic utterance can self-initiate a repair. Thus, Schegloff et al. (1977) propose that, during the silence, one can vividly see the speakers' preference for self-initiation over repairing their turns.

2.4.2 Other-Initiated Repair

One of the most common types of repairs is initiated by another speaker that temporarily halts the ongoing action. Before the TCU, a recipient points to the speaker and makes an explicit request for urgent interactional work before completing any other action. The other-initiated repair forms a sequence on its own. This repair sometimes prevents the possible completion of 'an organised positioning' (Schegloff et al., 1977, p.374). The common withholding of Other-initiated repair "provides clear evidence that self and other-initiation are related to each other, that the relatedness is organised, and that the organisation is in repair sequence term" (ibid, p.374). Another example of other repair initiation is when the speaker of the problematic utterance and the hearer talk roughly at the same time, causing an overlap in the TRP. The speaker of disturbing utterance does not treat this action as competitive but usually drops out of the conversation, thus ending the TCU (Clift, 2016).

The other repair initiation can vary according to each function; however, there is a relationship between the prior turn and the action next that should occur. Dingemanse and Enfield (2015) assume that such actions are retrospective (before) to the preceding turn and prospective (after) to the subsequent relevant action. These two points are significant in the categorisation of other repair initiation forms. The retrospective demonstrates the difference between the 'open class repair' (for example, sorry?) and the 'restrictive' one (for example, who?), which requires specific information or response (Clift, 2016, p.249). The prospective, recipient of the TCU, requests some aspect of the prior turn and may also request some clarification. The repeat of the entire turn is a common interactional practice that people draw on when a speaker initiates an open class repair (for example, Huh?). An open class repair occurs when a recipient does not understand the prior turn and requests the speaker to repeat or clarify the previous turn (Drew, 1997). A specific request is initiated to obtain certain information about the prior turn (for example, 'who?' or 'where?'; see Benjamin, 2013). Those starting a repair in each case

claim to grasp the trouble source turn by referencing a person, place, or category-specific interrogatives in each case ('who?' and 'where?'). A restricted offer of other repair initiation, such as 'I sound happy?', is not usually treated as a problem with hearing but as a form of understanding check and a repetition of the trouble source turn (i.e., turn in which the problem occurred). One can see that the repetition of the trouble source is usually associated with rising intonation in the form of a question (Robinson and Kevoe-Feldman, 2010).

It is important to understand that repair occurs not only as a problem as hearing and understanding problem that occurs between a speaker and recipient but sometimes a repair is created for correction. The next section disuses the different perspectives of repair and correction.

2.4.3 Conversational Repair and Instructional Correction

Two different perspectives have addressed the issue of conversational repair and correction in the classroom. The first perspective is the research that concentrates on comparing the finding of repair in classroom conversation with findings from the ordinary conversation on the repair by Schegloff et al. (1977) (see also e.g., McHoul, 1990; Macbeth, 2004). The second perspective views the difference between instructional correction and repair in the ordinary setting as a problem (see e.g., Seedhouse, b2004). While the former concentrates on the empirical practices of repair, the latter focuses on the teaching methodology and their relationship to repair.

McHoul (1990) outstrips this argument to claim that the analysis and terminologies of repair in the classroom context should be different from those adopted in CA in mundane settings. McHoul (1990) suggests that other repair initiation self-repair should be replaced with other correction self-repair. However, Macbeth (2004) opposes this view and describes it as contradictive to the main tents of repair preference offered by Schegloff et al. (1977) which led him to reach unreliable findings. He further argues that correction and repair are two "co-

operating organizations" that function simultaneously. In addition, they view classroom correction as related to the teacher correcting the students' mistakes and insufficient responses. However, Seedhouse (2007) as a prominent theorist in repair in the classroom, argues that differing repair from correction sharply contradicts one fundamental assumption of ethnomethodological CA which is based on the emic perspective that is looking at interaction through how the participants' orientation to the interaction themselves rather adopting an etic perspective with the research intervention. He suggests that there is no need to differentiate repair that takes place in the classroom from mundane settings because they both target one thing dealing with the trouble and maintaining the intersubjectivity and progressivity of talk. Seedhouse (2004b, 2007) has not made a stance toward the terminological standing of Schegloff et al. (1977) but offers a detailed method of analysing the interactional task of repair (in different classroom contexts and the pedological focus). Therefore, the researcher should focus on how the repair is conducted rather than the differences, a view that the current study adopts.

In the present study, the researcher adopts the perspective on examining classroom repair similar to the perspective adopted by Seedhouse (a2004, 2007), that is, ethnomethodological CA. In the L2 classroom, Repair forms a problem of hearing or understanding, whereas, in correction, the teachers initiate repair by targeting the students' linguistic errors or other errors and prefer students to perform self-correction. The terminologies used in the present study stem from the CA repair studies which advocate an emic perspective following Schegloff et al. (1977). The focus will be on the trouble source, dealing with the trouble, and the repair solution provided with a focus on the repair initiation turn. The present study is not in line with the studies that examine repair concerning the classroom context (Seedhouse, b2004). The next sub-section will describe the trajectory of repair.

2.4.4 Repair Trajectory in L2 Classroom

Research focuses on the repairable errors (errors in syntax, selection of lexical items, pronunciation, errors related to activity or exercises), the type of classroom context (e.g., form and accuracy context or meaning-and-fluency context), and what types of repairs occur (e.g., other correction, other-initiated self-repair) (e.g., see Kasper 1986; van Lier, 1994; Seedhouse b2004; Dalton-Puffer, 2007). There have been different types of what can be repairable in L2 classrooms. Van Lier (1994, p.183) addresses three trouble sources. These are 'language', 'factual' (e.g., students missing information or response) and 'reasoning' (producing a response or narrating an event that needs to be logically organised). The trouble sources are language-related such as phonological, lexical, and syntactic errors (ibid). Dalton-Puffer (2007, p.220) classifies trouble sources into eight different types: grammar, vocabulary, pronunciation, discourse, factual, channel and processing. Dalton-Puffer (2007) finds that factual and lexical errors are repaired by other-initiated self-repair (i.e., a teacher initiates and a student offers the repair), whereas syntactic errors are repaired by other correction (the teacher is initiating and repairing the error). It should be noted that different classroom studies have different types of repairs conducted according to the classroom activity and to the pedogeological goal of that activity (Seedhouse, 2007). For example, in teacher-fronted activities, other initiations and other repairs are used more than in role-play activities. In role-play activities, teachers often initiate the repair by repeating the trouble source and sometimes with a raising intonation (ibid). van Lier (1994) examines the differences between classroom contexts and has found different types of repairs happen in the same amount in different classroom contexts (see Seedhouse b2004, 1999).

CA research in L2 classrooms has focused on the repair mechanisms and trajectories. In the next paragraph, I will briefly report the significant findings on the trajectories of repair. the interest of the present study is not to collect cases of how repair occurs in a particular

classroom context, or the method teachers use to initiate repair (i.e., repetition of the reference or paraphrasing question- negative assessment), collect a set of repairable errors, or even collect different types of repairs. The aim is explicated how the teacher designs repair initiation through various systematic recurrent multimodal actions and how the student completes the repair. Of course, the analysis will include a description of the mechanism and trajectories of repair.

2.4.5 Repair and the Role of Embodiment

Recently, the speakers' deployment of embodied actions in different parts of repair (how initiated the repair and how it is being treated by the recipient to repair) has received great attention from CA researchers in ordinary and institutional settings. In the following paragraphs, I report and evaluate the significant studies on repair and embodiment in ordinary and institutional interaction and L2 classroom interaction.

In an ordinary setting, C. Goodwin and M. H. Goodwin (1986) investigate the word search activity. In relation to repair, there are different phases of gaze and gesture during the repair in the word search activity. The speaker deploys a hand gesture before producing the searched word and at the same time, the speaker withdraws his/her gaze from the recipient while searching the word. When the speaker is about to articulate the search word, he/she returns the gaze to the recipient and completes the repair. The speaker's gaze back at the recipient represents that word search is due to be completed, thus the gaze enables the recipient to project its resolution. The speaker's gaze trajectory for the addressees during the word search exhibits some interactional junctures within the TCU through which the recipient can display their understanding or help so the recipient can be involved in the repair. For the speaker's gesture, it has been found that it helps the recipient to project the forthcoming repair and its production. The gesture in word search is produced before its lexical affiliate that can be either produced by the speaker or completed by the recipient (Schegloff, a1984). The gesture

accompanies sound stretches and stress which can index the emerging repair. Their study has paved the way for researchers to observe how interactants orient to the embodied action as meaningful resources that sequential developed in a specific activity with implications for interaction.

Haddington and Keisanen (2009) have found that repair initiation is intelligibly timed during the unfolding sequence while cars move. The trouble source that the speaker and driver make are embodied such as taking the wrong turn and turning on the indicator or even not taking the right action we needed. The passenger skilfully produces an immediate other-initiated verbal turn. The timed repair initiator is significant to notify the driver to take the proper action such as turning off the signal before arriving at the junction to not mislead the other vehicles driving behind or give inaccurate information. The initiation of repair is conducted verbally while the repair solution can be conducted by embodied actions (i.e., turning off a signal). The repair initiation and repair solution should both be produced without delay.

In a speech theory setting, Tykkyläinen (2005) provides an analysis of children's speech therapy sessions. She observes how theorist initiates repair following the children's problematic embodied response. She finds that children embodied response stirs up the therapist's repair initiation. The therapists use various multimodal practices to solicit the children's repair solutions or correct behaviour. The embodied resources used by the therapists are pointing hand gestures that accompany verbal turns while giving instruction and direction on the material being used.

More recently, Oloff (2018) skilfully uncovers some open class repair initiators (such as 'what' 'huh' 'sorry') used in international business meeting interaction at a customs post. On this site, the conversation can be either monolingual L1 where people speak the same language) or multilingual L2 where people use English as a medium of interaction. She

discovers that while trouble sources in a monolingual conversation can be hearing or understanding trouble that suspends the progressivity of the talk, in L2 multilingual conversation trouble emerges due to a lack of knowledge of the spoken language (i.e., English). Based on her analysis of these meetings, she has shown in both interactional seniors, an open class repair can be combined with embodied actions.

Recently, Lilja and Eskildsen (2022) look at the repair practices deployed by L2 Finnish speakers at dinner and coffee tables. They present an analysis of two repair cases in teasing environments (i.e., when the sequence is associated with humorous actions). It is found that a speaker can initiate a teasing action through verbal and embodied actions through head turns and tilt and gesture hold are treated as a repair initiator. In such an environment, the repair initiator is conducted for a teasing method instead of the use of formal language. However, it can be rare to find such a repair initiator in an L2 classroom and it is important to examine such repair practice inside the classroom and its implications for L2 learning. They conclude that verbal and embodied actions in the repair initiator turn are exaggerated in a way that helps the one who deals with the trouble source to pay attention to the linguistic mistake made, and therefore learning occurs.

While the above-mentioned report some embodied actions that work as repair initiation, and repair solution, the repair and embodied actions conducted in the classroom are more important because the classroom is the place where learning occurs, findings on repair and embodied actions by both teachers and students will significantly contribute to teaching and learning. The next discussed the findings on repair and embodied actions in the L2 classroom.

2.4.6 Repair and the Role of Embodiment in L2 Classrooms

The L2 researchers have reported the significant role of hand gestures in the repair practice. For example, Olsher (2005, 2008) discloses the L2 speakers' repair practices while doing a group activity. Whilst doing group activities, the participants deploy hand gestures as

an embodied compilation while offering the repair solutions, and also, they reinclude hand gestures as he called them 'gesturally enhanced repeats' for the speaker to make his prior TCU comprehendible by another co-participant. These hand gestures often emerge with or without the verbal turn due to the recipients' misunderstanding and for the speaker to promote all co-participant understanding of ongoing talk. First is the embodied completion that is pantomimed by the speaker to depict and enhance the meaning between different spoken phrases. Thus, completing a turn with a hand gesture is found a practical solution in showing the meaning of a word that seems to be troublesome for other students to understand (Olsher, 2005). The second is 'The gesturally enhanced repeats' executed in other-initiated self-repair. In this practice, the speaker either articulates a partial or complete verbal repeat of the trouble along with gesture and gaze orientation (Olsher, 2008). Repeating the prior turn with a gesture is due to a problem of hearing or understanding breakdowns. The use of the gesture in both repair practices contributes to the semantic level of the trouble turn. Therefore, the use of gestures aims to make the turn more understandable, and as a result, the progressivity of the talk ensues. Olsher (2008) suggests that the students' use of gestures in offering repair solutions might not indicate learning, but it helps researchers to understand that they are thoroughly aware of multimodal actions according to their understanding they display as sequentially produced in turns after the repair solution being provided (Olsher, 2008.).

In her second analysis chapter thesis, Kääntä (2010) concentrates on embodied repair initiation practices in ESL classrooms in Finland. It is demonstrated that English language teachers, in the third turn of the IRE, initiate repair through various semiotic resources including embodied actions and paralinguistic properties in showing that the students' turn is inadequate or incorrect (i.e., as a dispreferred action). The teachers initiate repair through different strategies such as 'repetitions', 'specification questions' and 'rejection' of the students' turn (Kääntä, 2010, p.247). However, she manages to show other actions that precede

this repair initiation such as gaze orientating to the classroom materials, teachers' cut-off of the body movement deployed along a loud in-breath, and head shake. These actions are produced as projecting the forthcoming repair, as she stated these "play a meaningful role in foreshadowing the repair work." (ibid, 247). In terms of offering the repair solution, although the teachers sometimes address a particular student to offer the repair solution, other students can interfere by self-selecting themselves as the next speakers performing peer-correction, this is tolerable in some cases, whereas in other cases the teachers prefer the solution repair is offered by the nominated speakers to perform the self-repair.

In terms of embodied repair initiators, L2 researchers have reported some recurrent embodied behaviours that function as repair initiators either by themselves or accompanying the verbal turn. Seo and Koshik (2010) manage to record recurrent embodied actions in ESL tutoring sessions. The tutoring sessions were taught by English native speaker (NS) teachers and non-English native speaker teachers (NNS) from Korea. Seo and Koshik (2010) seek to indefinity whether these English NS and NNS teachers initiate repair differently. Their data has revealed that gestures alone can function similarly as verbal open-class repair initiators. Both NS and NNS teachers are shown to perform two recurrent gestures in these tutoring sessions. Teachers initially maintain their eye gaze at the recipient student (and sometimes teachers widen their eyes) and then perform a 'sharp head turn' and 'head tilt to the side' (ibid, p.2219). Furthermore, another gesture used by teachers consists of a 'head poke forward' executed with an upper-body movement toward the recipient. These embodied actions alone are understood by the students as an undertraining problem relevant to the prior talk. Yet, the data they use is relatively small, so they suggest that their analysis is preliminary and thus researchers should record such behaviours in other L2 classrooms. Indeed, recording recurrent the teachers' embodied actions relevant to repair practices is still a large domain that needs to be further explored compared to the teachers' verbal repair practices.

In a similar vein, Mortensen's (2012) preliminarily observations of two extracts confirm the findings presented by Seo and Koshick (2010). However, he further explores other embodied actions that function as repair initiators deployed by teachers in L2 classrooms. These embodied actions, he finds, are deployed without talk function as an open class repair. The first one is 'leaning forward' when the speaker 'leans forward and torques the head'. The second he finds is 'hand to ear' when the teacher puts their hands behind their ears. A third observation is a smaller number of head pokes, which are often accompanied by raised eyebrows' (Mortensen, 2012, p.45). Yet these embodied actions are found only in two L2 classroom interactional episodes, so his observation is still preliminary and building a fair number of cases is required to validate his observation. Therefore, Mortensen (2016) later manages to build a collection of hand behind-ear gestures as a repair initiator in the L2 classroom. Using the same data, He delineates how students orient to 'a cupping hand gesture' that is deployed in TRP as an other-repair initiator (p.34). The teachers often use this gesture without a verbal turn that provokes the students to perform the repair solution. The students treat the teacher's hand behind-ear gestures as a hearing and understanding problem, so they repeat the source of trouble. Convincingly, Mortensen (2016) argues that our understating of 'hearing' as a problem that emerges in a conversation does not only relate to the recipient's failure of hearing but also the recipients' displayed engagement with the speaker of the trouble source turn. In other words, where the recipients look when the speaker of the trouble source turn is speaking represents his engagement and disengagement. He states that "hearing problems may be embedded within participants' displayed postural orientation toward coparticipants during the unfolding of specific courses of action." (p.53) Mortensen (2016) successfully contributes to our understanding of hearing problems as the coparticipants' display of engagement during the interaction.

Seo, (2011) examines the repair sequence in one-on-one ESL tutoring sessions by eight English NS teachers and eight ESL Korean students. Throughout her analysis of four extracts in these tutoring sessions, Seo (2011) reports some findings relevant to the overall repair sequence. Generally, ESL teachers resort the verbal turns and various semiotic resources such as gazing at the recipient and around the relevant materials while initiating repair and pursuing a turn from the learner, orienting the body to the learner and when indicating the trouble source in the materials, and use of relevant objects around. The teacher reinitiates repair which requires her to redesign her turn and repeat a prior deployed hand gesture. Findings are important to be reported from her study. The first is that successfully coordinated embodied actions while initiating repair 'facilitate L2 learning.' repair is motivated due to the student's lack of knowledge of the learning language (English in her data). Teachers clarify, explain, and specify the lexical meaning of words along with coordinating these embodied actions. Second, she has shown how L2 students change 'the status of lexical knowledge turn by turn (Seo, 2011, p.128). The third significant point hand gestures are negotiated as 'reciprocal means' likewise verbal utterances are negotiated (ibid). Although her analysis of single cases shows some particular embodied phenomena within the teachers' repair initiation, still more similar cases are needed to be collected to support each embodied phenomenon.

Fagan (2019) reasonably reaches a conclusion that the ESL teachers can effectively manage their embodied actions in a way that encourage their participation during troubles in small-group activities. He also delineates when the student displays his /her non-understanding with the activity content, the teachers recurrent embodied actions can "mark the path for students to work through those troubles and continue toward the activity's final product." (p. 100). The current study is likewise attempts to further explores how the teachers manages their body through some recurrent embodied actions especially when the students are relucent or an understanding trouble merges.

The present study is in line with the research that examines a particular embodied pattern with and after the teacher's other repair initiation. I argue that the teacher's other repair initiation and reinitiating repair through the redesign of the verbal turn and including a special organization of gaze and hand gesture that semantically contribute to the verbal turn (Kendon, 2004) can be a solution. Different gestures such as iconic metaphorical, and beats can add meaning to the utterance (McNeill, 2005). The next sections will define gestures, types of gestures, and structure of gestures and report studies on gestures in L2 classrooms.

2.5 Gesture

It is essential to define the term gesture in this research. The term gesture generally implies a set of visible bodily actions limited to the speaker's upper body or upper body limbs. The prominent studies of gestures (e.g., Kendon, 2004; McNeill, 2005) have mainly described hand and head movements as gestures when they occur along with the talk. The term gesture is often confined to hand movements, although there is no consensus regarding what the word gesture represents amongst researchers. The sociologist Kendon (2004, p.7-8) originally defines gestures as:

> A movement of the body, or any part of it, that is expressive of thought or feeling ... the word gesture is also not usually employed to refer to the movement of people make when they are nervous, such as hair pettings, self-grooming, self-adjustment and repetitive manipulation of rings or necklaces or other personal accoutrements.

To the extent that spoken language is expressive and understood amongst humans, gestures also can perform a similar role in interactions. However, Kendon (2004) excludes self-grooming behaviours from the category of gestures. Nevertheless, Kendon (2013, p.8) later redefines gesture as:

> Any kind of purposive action, for example, the component actions of practical action sequences, or actions that may have symptomatic significance, such as self-touching, patting the hair.... because it is also used as a way of referring to the expressive significance of any sort of action.... the word "gesture" carries evaluative implications that are not always positive; it seems better to find a new and more specific term.

Kendon (2013) stresses 'purposive action', thus allowing researchers to contemplate other visible actions that might have been disregarded as meaningless. Two valuable points are embedded in the adjective phrase 'purposive action'. The first is that the speakers produce a purposive action that can be treated habitually as self-grooming or reflexive behaviours during interactions. The self-groom behaviours are embodied actions that aim to organise the " self or bodily needs...develop or maintain prototypic interpersonal contacts" (Ekman and Friesen, 1969, p.92). These habits occur reflexively during a conversation or in a particular event. It is

sometimes difficult to describe embodied action as something related to a self-grooming behaviour or a behaviour that transmits a meaning during a conversation (ibid). Even though self-grooming behaviours may be irrelevant to the spoken utterance, several other hand gestures seem to be difficult to describe as relevant to the discourse and not treated within this category. For example, putting a hand on one's chin can co-occur after the speaker produces a question while receiving an answer from a recipient. This can be treated as nonsense and does not serve the content of the spoken utterance and the structure of the talk. The second point is the person to whom a gesture refers. Kendon (2004) and Schegloff (a1984) consider a gesture to be an outcome of the speaker's action and that a hearer witnesses the speaker's behaviours. However, 'purposive action' indicates that both execute a gesture, meaningful to the addresses (see Mondada, a2007). Kendon (2017) categorises manual actions conducted using hands under gestures. For instance, when a speaker manipulates a physical object to illustrate something to the hearer (for example, holding, rotating or picking up a cup, or handing an item; see Streeck, 2009). However, the physiologist McNeill (2016) vehemently opposes this view because speakers sometimes gesture for practical reasons. These gestures do not contribute semantically to the propositional content of an utterance. In addition, McNeill (2012, p.4) partially embraces Kendon's (2013) definition and disagrees that gestures were 'deliberate'. He defined gestures as follows:

> A gesture is an unwitting, non-goal-directed action orchestrated by speaker-created significances, having features of manifest expressiveness. A gesture is a manifestly expressive action that enacts imagery (not necessarily by the hands or hands alone) and is generated as part of the process of speaking.

Gestures are indeed ephemeral and unwitting, similar to talk. However, let us assume that a gesture is not deliberate; theoretically, this contradicts the fact that talk is intentional. Non can theoretically bring indisputable evidence that a hand gesture is not a purposeful behaviour. A person speaks, moves, and performs embodied actions because they are required to do so (this is in line with CA, see Streeck, 2002). L2 teachers gesturing for students would

be a good example. When an L2 teacher depicts a concrete physical entity like a house, they use their hand deliberately to facilitate this lexical item for learners. They also use their hand to allocate a turn for the next speaker by pointing with their index fingers (Mortensen, 2008).

There is no agreement concerning a gesture or a specific set of gestures that a speaker uses. For example, haptic actions involving physical objects and even self-grooming behaviours are considered to be gestures when they are purposive and expressive. Researchers should view the lack of agreement regarding which actions can be described as gestures (Kendon, 2004; Streeck, 2009). This research adopts Kendon's (2013) definition, which states that the speaker enacts purposive movements called gestures, using the upper part of the body. Gestures represent the speaker's utterance visually and gesture sometimes regulate the discourse. Interactants build a social understanding of the world right at the moment of the interaction (Mortenson, 2009). Speakers' actions, including gestures, are the result of what they do and speak. During interactions, individuals naturally talk and gesture on an ad hoc basis, but what they convey is deliberate at the moment of the discourse.

2.5.1 Gestures in Conjunction with Talk

Speakers synchronise their talk with gestures to perform a rhetorical action (Kendon, 1972). Kendon (2004) qualitatively describes how gestures interplay with speech in one single utterance. One field that received great attention is when gesture represents the spoken reference. For example, a speaker depicts how he/she can grate cheese in a certain way by using both hands to depict the action of the grating. The hand gesture is expressing the act of grating adds to the verb (grate), in contrast to if a speaker verbally describes the action. According to Kendon (2004), the use of a gesture in advance of a verbal component creates 'semantic coherence' (p.127). Kendon (2004) extensively demonstrates why people gesture and how gestures contribute to the meaning of an utterance (see Kendon, 2004, Chapters 8, 9 and 10). Second, and more important, speakers often time their gestures as they speak while performing

various social activities (such as explaining, asking, offering or negotiating with his/her addressee/s). According to McNeill (2005), this synchrony between spoken components and hand gesture is vital and "co-expressive for presenting a dialectic of imagery and language" (p.22). In his widely cited article, Schegloff (a1984), a prominent interactionist from a CA perspective, systematically presents how a gesture is timed precisely with a 'stressed' word during a conversation. This intelligible alignment of talk and gesture is deliberate, "not mere coincidence, that it is a product of an organised effort and not a by-product of some otherwise-focused organisation, is most readily evident in two sorts of cases" (Schegloff, a1984, p.273). Furthermore, individuals usually gesture before they talk to enable the recipient(s) in the interaction to anticipate the upcoming utterance (ibid). In general, researchers have agreed that there is a strong reason regarding the speaker's close alignment between gesture and a spoken turn (Kendon, 2004; McNeill, 2005; Schegloff, a1984).

2.5.2 McNeill's (2005) Classification of Hand Gestures

According to McNeill (2005), gesticulation, often called a co-speech gesture, can be divided into 'imagistic' and 'non-imagistic' gestures (p.60). An imagistic hand gesture is when a gesticulator portrays an object in interaction. These depictions using the hands refer to visible and concrete objects (for example, when a speaker depicts a house or tree using the hands). This hand gesture is 'iconic' (ibid, p.60). On the other hand, a 'non-imagistic' gesticulation refers to hand gestures that are executed when a speaker describes an abstract thought. Such hand gestures are labelled 'metaphoric' (McNeill, 2005, p.24). The former describes a concrete image that is visible in the world. By contrast, the latter refers to the portrayal of an abstract idea using a particular hand configuration (for example, the noun 'transparency' is an abstract noun that can be produced with a hand gesture, including various motions and shapes (ibid). Other non-imagistic gesticulations are 'deictic' and 'beat'. The first type is deictic gestures are "pointing movements which are prototypically performed with the pointing finger" (McNeill,

2005, p.80). A speaker can point at a physical object or a person using deictic verbal expressions. Pointing actions can include abstract deictic gestures (for example, when a speaker indicates a point in space when referring to an idea) and pragmatic gestures (for example, when a speaker points at someone to elicit a response). The second type is beats (Bull and Connelly, 1985; McClave, 1994). The gesturer executes a rhythmical strike as the hand travels upward and downward, precisely timed with a spoken component. These can frequently be seen in politicians giving speeches when they mark out a rhythmic speech structure using a gesture.

2.5.3 Pragmatic Hand Gestures

The types of gestures mentioned above elaborate, complement, and expressively visualise part of a single utterance. Nevertheless, a speaker can also use a hand gesture to structure the discourse. This type of hand gesture is related to the 'discourse structure' and the 'speech act' (the following action that the addressee should perform; Streeck, 2009, p.179). This category refers to hand gestures that have 'pragmatic functions' (Kendon, 1995; 2017, 2004), 'meta-pragmatic gestures' (Efron, 1972; Streeck, 2009, p.179;), 'logic discursive gestures', or 'catchment' (McNeill, 2001; 2005, p.19). These are informative and indicative of the next moves in interaction. Furthermore, hand gestures are inextricable from the 'interaction unit' such as turns, sequences and the 'process of communication' (Streeck, 2009, p.179). In order to see the meaning of this type of hand gesture, one should observe what occurs before and what follows the hand gesture sequentially. Additionally, Kendon (2004) identifies a group of pragmatic hand gestures that shared one or more gestural shapes which simultaneously represented the semantic theme. Kendon presents (1995, 2017) findings concerning gestural families, such as the Garoppolo family or 'G-family' and the 'Ring family' have shown a set of similar patterns within each family (Kendon, 2004, p.284). Streeck (2009, p.187) commented on these, stating that they "deal with abstract, intangible objects, and they often

involve less than a full expenditure of constitutional efforts by the speaker" (see Müller, 2017, 'gesture families').

The different types of gesture are generally to comprehend hand gestures per se, but not the meaning of the gesture within a sequence. Nevertheless, it would be insufficient for a researcher only to identify the type of hand gesture (that is, metaphorical, iconic, beat or deictic). In addition, one should consider classifications to be only partially valid if one examines the overall interactional context. Classifications are indeed essential to identify the properties of these hand gestures; nonetheless, an analyst can reveal more about the reality of such gestures throughout a conversation.

2.5.4 CA Studies on Hand Gestures

CA aims to describe how individuals organise their talk and other properties relevant to talk, such as hand movements. One line of research within CA focuses on the temporal coincidence between gestures with the spoken component in turn. Schegloff (a1984, p.277), for example, offers a breakthrough study that presented how a speaker's gesture was timed with a 'lexical affiliate' or a single spoken word. A speaker displays a hand gesture simultaneously as he or she utters a word or a phonetically stressed syllable. The speaker produces the spoken component precisely as the gesture becomes visible (that is when the hand configuration is a particular shape). Furthermore, the addressee can anticipate the next section of talk or "points in the production of a turn at which its recipient can recognise, and display recognition of, what is being done or said before it has been done/said, or before it has doing/saying has been completed" (ibid, p.268). A second significant line of CA research explores how a speaker's embodied action, such as a gaze, interplays with a hand gesture in a single TCU (see Streeck 1988, 1992, 1993, 2007). For instance, Streeck (1988) established how speakers temporarily avert their gazes from recipients to their own hands immediately at the commencement of the gesture. A third significant line of research concerns hand gestures within the sequence and

environment in which they occur (e.g., C. Goodwin, 1986; 2018; Mondada, a2007). An analyst can discover why and how the speaker gestures in a particular setting. For example, in ordinary conversation, C. Goodwin (1986) shows how hand gestures become a meaningful resource for achieving mutual orientation during an interaction. Hand gestures are used in specific contexts and at particular moments when a recipient is not engaged in mutual orientation with the speaker.

2.5.5 CA Studies and Co-speech/Hand Gestures

Many CA studies have begun to focus on hand gestures to provide empirical evidence about students' learning. In intermediate grammar courses, Lazaraton (2004) relies mainly on McNeill's (1992, 2005) system to classify different hand gestures within a sequence. Her findings generally have suggested that hand gestures are significant when used in conjunction with other embodied actions for teaching L2 vocabulary. Furthermore, she stresses the notion that visualisation would give the input context, contributing to the acquisition of the L2. This study, which can be considered one of the earliest studies of gestures in L2 research, showed how L2 teachers used hand gestures within an utterance in L2 classrooms.

In a longitudinal study, Eskildsen and Wagner (2013) examine some distinctive extracts to illustrate that teachers rely on certain hand gestures when teaching vocabulary. These hand gestures accompanied some particular words that learners later reuse to represent their understanding. This finding has supported by another observation of a US English as a Second Language classroom (ESL) video corpus (Eskildsen and Wagner, 2015). The occurrences of hand gestures with two specific prepositions, 'across' and 'under', are tracked. Learners reuse the same gestural shapes employed by their teachers when these two prepositions are introduced into the discourse at a later point. Therefore, this study empirically has shown a strong relationship between the learning of vocabulary and hand gestures and supported the view that learning "emerged from shared interactional space" (ibid, p.158). Nevertheless, these

two studies cannot claim that a hand gesture, per se, is significant for learning. Learning can be achieved only when one considers the overall interaction between a teacher and students by inspecting all semiotic resources that are conducive to learning. It would also be misleading to claim that the verbal turn in isolation is solely accountable and vital for learning. Taleghani-Nikazm (2008) argues that such gestures make the utterance more vibrant and "may in part compensate for difficulties with the verbal message and that it appears to modify and make teacher's verbal input more comprehensible to L2 learners" (ibid, p.238).

From another perspective, hand gestures have been examined in relation to L2 intersubjectivity (that is, the mutual understanding of participants in a conversation). Olsher (2008) analyses four instances of repair sequences within L2 classrooms. The co-use of talk and hand gestures in a single sequence occurred when learners encountered a 'hearing or understanding problem' or within a repair sequence (ibid, p.109). English beginner learners often initiated repair in conjunction with hand gestures and embodied actions that "add[s] to the referential meaning in some way, and interactional choice which seems to reflect a situated judgment that more than hearing of the lexical item" (ibid, p.125). His analysis has that hand gesture promotes "the flow of intersubjectivity and displays mutual understanding amongst speakers during a conversation" (Gardner and Forrester, 2009, p.ix). Similarly, Belhiah (2009) reviewed the functions of hand gestures used by ESL Korean learners and their American teachers by drawing on McNeill's (2005) hand gesture typologies. He identifies that hand gestures contributed to the referential meaning of the verbal utterance and displayed alignment with the hearers. This finding matched the finding proposed by Olsher (2008), namely that hand gestures are significant for interaction flow.

Furthermore, hand gestures have been examined as interactive resources for turn allocation in L2 classrooms. Mortenson (2008) discusses how selecting the next speaker in an L2 classroom was accomplished. Pointing hand gestures are significant actions performed by

teachers following a gaze towards a willing student to invite participation. Similarly, Kääntä (2010) illustrates that turn allocation was conducted by calling a student's name, by directing the gaze towards the student, head nods and, importantly, by hand gestures. L2 teachers sometimes combine the actions of the gaze, calling the students' names and pointing towards the students (Kääntä, 2012). In one case taken from a Danish L2 classroom, Mortensen (2009) describes that hand gestures are employed immediately after the teacher-initiated question and are retracted once the teacher secured the recipient student's attention. Mortenson's (ibid.) analysis focuses on embodied and verbal acts that indicate recipiency in L2 classrooms. Directing the gaze towards the willing participant represents 'an engagement framework' (Goodwin, 1981, p.508) in which the speaker can complete his/ her turn. Once a recipient is found, the teacher's hand gestures represent the teacher as the primary recipient of the next speaker's talk, or the answer suggested by the students.

Students can also display their monitoring and attention to ongoing interaction through participating and imitating their teachers' and classmates' hand gestures again contribute to the meaning of the verbal utterances. De Fornel (1992) calls this a 'return gesture' while Arnold (2012) labels this action as a "gesture lead" produced by an expert speaker then reused by novices to demonstrate their understanding 'gesture follow'. Majlesi (2015) in the L2 classroom uses the term 'matching gestures' when they are repeated by a teacher after a student has first introduced them. In addition, the students often repeat hand beat gestures, nodes, head movements, and arm movements (i.e., these are quick movements that co-occur in conjunction with talk to represent their engagement in participation (see e.g., Lantolf and Thorne, 2006) These hand gesture function to emphasize and highlight what is verbally produced (McNeill, 1992).

The studies mentioned above have delineated the role of gestures in learning an L2 (Lazaraton, 2004; Taleghani-Nikazm, 2008; Eskildsen and Wagner, 2013, 2015) for

intersubjectivity (e.g., Olsher, 2008; Belhiah, 2009) and how they operate as a social activity with other embodied actions or on their own (e.g., Mortenson, 2008, 2009; Kääntä, 2010; 2012). In general, these studies are significant for L2 teachers and L2 research into classroom interaction to enhance teaching and learning processes. Researchers and L2 experts can also see how hand gestures play a pivotal role in various social activities in L2 classrooms. In brief, the descriptive analyses of how the hands can be used in several language activities and teaching, learning, and classroom discourse management are all crucial because hand gestures give a visible form to the utterance, particularly in L2 classrooms. Language learners are observers not only of the teacher's hand gestures but also of other multimodal behaviours. Moreover, the student's language production indicates that learning is linked to pedagogy and verbal interactional practices and the teachers' management of embodied actions, including hand gestures. These CA studies neither attempt to generalise their findings nor influence L2 teachers to adapt different hand gestures while giving instruction. In addition, it would be unusual to claim that addressees are aware of the meanings of their hand gestures (Kendon, 2004). C. Goodwin and M. H. Goodwin (1986) argue that, in everyday conversations, interlocutors do not react to each action. Instead, they respond to the turns or social action to express a combined unit of meaning. In this regard, it would be challenging to claim that hand gestures alone make a difference in what the next speaker articulates.

As hand gesture has been examined in the L2 classroom, almost little has discussed the coordination between gaze and gesture for maintaining intersubjectivity in the L2 classroom, the present study introduces a method in which gesture becomes salient when the teachers are encountering an understanding problem that suspends the progressivity of talk. The next sub-section will discuss the notion of making a gesture salient in interaction.

2.5.6 The Significance of Hand Gestures

The present study adds to and builds on Streeck's (1988, 1993) findings regarding the connection of hand gestures to talk and gaze. Streeck (1992) extends the knowledge of hand gestures presented by other pioneers (e.g., Kendon, 2004; McNeill, 2005) to discuss what occurred at the moment of interaction. Streeck (1988; 1993) is motivated by Mead (1934), who made a clear-cut distinction between significant and insignificant verbal and nonverbal communication, including gestures. Streeck (1988) argues that significant gesticulation could ostensibly be recognised at the onset of the gestural turn. His empirical data shows how a speaker orderly diverts the interlocutor's attention to his hands through a gaze. In this instance, the gaze directs the addressees' attention to something crucial as part of the talk. This implies that talk alone is insufficient to enable addressees to comprehend a speaker's intention. However, still Streeck (1992) does not comment which gestural phrase, the gaze orient to the hand (e.g., preparation-stroke). In this case, a hand gesture is an important tool that can be used in interactions as a symbolic object observed by the recipients. Different gaze directions and the amount of time spent looking at the hand assist the recipient in recognising the function and significance of the hand gesture. The longer the gaze is focused on the hands, the more salient the gesture becomes.

The current study adopts the perspective proposed by Streeck (1993), who states that not all hand gestures have the same degree of value and attract the same amount of attention. Although there has been a steady flow of research that describes hand gestures in terms of their sequential and temporal placement in various interactional events, the methods whereby hand gestures become salient, distinctive and important for viewers remain largely under-researched. Although Streeck's (1993) findings are related to how the gaze plays a significant role in making the motion of hands more 'overt' in the ongoing talk, the author concluded that "two modalities of communication are linked together by yet another modality, gaze (and perhaps

others)" (p.295). The reasons that speakers make their hand gestures salient vary and depend on the speakers in various contexts. Another significant aspect that teacher can rely on to elicit a response is the gesture hold. The next sub-section reports the main findings regarding the home position and the function of the gesture hold in interaction.

2.5.7 Home Position and Gesture Hold

The home position and gesture hold are two significant phases in this current research. The 'movement of excursion' is the unit of gestural action and consists of three to four successive movements (Kendon, 2004, p.111). The concept of the 'home position' (Sacks and Schegloff, 2002, p.133) is often described as a place in which a gesture moves to act on a stage. A speaker can enact successive gestures after the hand has travelled from the home position to another location. Following this hand gesture is the retraction phase (Kendon, 2004); conversely, the hand may continue to perform another gesture stroke. Note that, when delivering speeches, politicians' hands produce different hand shapes without returning to the original place at which the hand gesture began. For example, a podium or a table can be an essential site that enables both hands to rest. In some cases, the speaker does not retract the hands to the prior home position, but a position in between the two. Imagine that a speaker is pointing by extending his/her forearm thoroughly towards a specific object, then forming a fist until the addressee sees the object in question. The pointing hand, in this case, is not retracted fully during the phase, but only partly.

Kendon (1980, as cited in Cibulka, 2014, p.5) calls this 'partial recovery'. Kita et al. (1997) consider the partial retraction of the hand to be a preparatory phase for the next gesture. In addition, Seyfeddinipur (2006, p.109, as cited in Cibulka, 2014, p.5) describes this 'partial retraction' as a movement towards a potential rest position that comes to a halt before the rest position is reached. Cibulka (2014, p.1) calls these "intermediate positions of non-gesturing between stage and home" or 'provisional home positions.', based on his multimodal analysis.

He argues that speakers used this behaviour to continue a discussion about a topic and suspended or abandoned their turns when a different speaker began another turn. Research from the CA perspective has shown how gestural holds become an elicitation tool that a speaker employs to obtain a response from recipients. One related finding is presented by Mondada (a2007), who observes the role of pointing in allocating turns in French meetings. She presents an instance when a speaker asks a question, and then maintains a pointing action after asking the question until the co-participants respond to the question, "stopping just before her [the gesturer's] acknowledgement" (Mondada, a2007, p.216). The pointing action using a pen during a TRP marks the TRP as something important to be observed because it can be sequentially relevant to what comes next.

Streeck (2007) describes some particular hand gestures that could be held until a response is initiated; for example, 'hand/palm up open or offering' that is designed with collaborative completion of turns (Streeck, 2009, p.184; see Chapter 8). Furthermore, Sikveland and Ogden's (2012) analysis shows how Norwegian speakers held their gestures beyond the completion of the turn when a problem hinders the progression of the talk. In the context of L2 classrooms, Seo and Koshik (2010) note gestures are sustained after the repair initiation and overturn/s until the problem is solved by the students. The hold of gestures, whether of hand or other bodily gestures, puts pressure on students to produce a relevant response or to perform a repair. As an element in L2 classrooms, the hold of gestures can create a learning environment in which the students participate and correct their responses. Since the present study examine the teachers' recurrent hand gestures along other embodied actions for turn-allocation in IRE sequences and repair sequences, one needs to know how students' participation display their engagement/ disengagement and alignment/misalignment. The next section will discuss the notion of classroom participation.

2.6 Participation and Engagement in Classroom

Participation is an important aspect of learning in language learning classrooms. Earlier researchers in classroom participation concluded that teachers predominate the classroom turn-taking system (Mehan, 1979). A teacher traditionally instructs, asks, designates the next speaker or the next activity and performs various tasks with their students which restricts and minimizes the students to produce or initiate turns. Jacknick (2021) defines classroom participation as co-participants perform a variety of verbal and non-verbal actions (such as eye gaze, body postures, and hand and head gestures) that contribute to the ongoing interaction. These multimodal social actions must be aligned with the interactional right and obligations and the pedagogical goals of the interactional moment. The pedagogical goal is related to whether the teacher and students are following some relevant interactional patterns that are suitable for the lessons. Classroom participation is governed by how the teacher reacts to the students' turns and evaluates them.

On one occasion, students' turn can count as non-participation as the teacher may sanction the speaking student for speaking without permission, notifying them to raise their hand. In another, the teacher typically asks students a question, projecting that one should self-select as the next speaker or select the next speaker. In such a context, speaking without bidding for a turn counts as participation provided that their turns are aligned with the teacher's pedagogical goal. Appropriate participation is contingent upon the classroom context at the moment of talk. Both Seedhouse (a2004) and Walsh (2006, 2011) agree that there is a reflexive relationship between language use and pedagogical goals. It should be noted that student participation can be conducted with more and less engagement. The student can participate, for example, with or without looking at the teacher.

Mortenson (2008) reports that students produce verbal markers (such as ehh-oh-emm) and embodied actions (such as raising hands- change of postural configuration- head gesture

raising eyebrows- sustaining gaze at the teacher) to establish recipiency (C. Goodwin, 1980) with their teacher, maintain their gaze at the teacher, raise up their hand or left their head, and adjust their seating positions. These are all embodied actions that are conducted before they initiate a turn (pre-turn position). During the course of turn delivery, students also enhance their participation through some embodied actions. Students' incorporation of spontaneous hand gestures, while they deliver a relevant next action, is also documented in the L2 classroom (e.g., responding to the teacher's query). Students can even produce a turn that is semantically obvious through hand gestures, especially during sequences of intersectional trouble (Jacknick, 2021).

The above-mentioned social practices are only a few examples of how students participate in classroom talk, still, there are enormous behaviours that represent different patterns used in classroom interaction. As an L2 classroom researcher, it is important to correlate this practice with what serves learning and second language acquisition (SLA) in general. The study of different patterns of hand gestures with speech as a part of student participation introduces to L2 teachers some invaluable implications.

2.6.1 Alignment and Affiliation

Alignment and affiliation are two aspects of cooperation that should be examined during interaction (Lindström and Sorjonen, 2012; Steensig, 2012; Stivers, 2008; Stivers et al., 2011, these are relevant in every turn and juncture of interaction). Alignment can be traced when an analyst looks at how a single turn of speaker cooperates with the prior turn of another speaker. Therefore, it is pertaining to the structural level of the cooperation. The progress of the sequence or activity is facilitated when actions are aligned with the formal design preference of the prior turn. However, if the action produced in a turn is understood as irrelevant by interlocutors, then the action misaligns with the prior turn. For example, when a teacher asks a question, the aligned action should be a student's answer to the question irrespective of

whether it is adequate or not. But if the student responds to a question by commenting on the weather and the teacher ignores his comment then his action misaligns with the teacher's question. Another example is when the students' use of mid-story telling continuers at transition relevance places (TRPs), such as mm and uh huh, treats the storytelling activity as still in progress and aligns with or supports the activity's structural preference, which is that the teller has the floor until the end of the story (Stivers, 2008). A participant's contribution to a storytelling that cut off the progress of the story presents a dispreferred/misaligned action since it is an unwelcome turn. Affiliation involves cooperation at the level of action and affective stance (Stivers et al., 2011). In order for a response to be affiliative, it should match the action preference (prior turn) and convey an evaluative stance of a certain action. While affiliative behaviours are occasionally relevant in conversation, alignment is relevant at every turn. An example would be the teachers' assessment of the student's response such as 'excellent yes yes bravo'. It should be noted that a turn that aligns with the prior utterance can/cannot affiliate with the speaker, and vice versa. In the case of storytelling, for instance, an extended comment, such as Oh my goodness, I can't believe that happened, how could he do such a thing, affiliates with the speaker's evaluative stance towards the events being narrated, as opposed to a minimal vocal continuer, such as *mm* and *hm*, uttered by a recipient in a mid-telling position, which aligns with the storytelling but does not affiliate with the speaker.

2.6.2 Students' Willingness/Unwillingness to Participate

Recently, actions conducted by students that signal their willingness to participate (WTP) and unwillingness to participate (UTP) has been well documented (e.g., Bezemer, 2008; Mortensen, 2008, 2009; Fasel Lauzon and Berger, 2015; Sert, 2015; Evnitskaya and Morton, 2017). WTP can be defined as when the student displays a set of actions that indicate their willingness to participate. UTP is when the student also performs some actions that indicate their unwillingness to participate. For example, looking at the teacher as they ask a question

and rising a hand for bidding for a turn would be counted as WTP. Averting gaze of the teachers or not responding to the teachers' questions would be counted as UTP. In the next paragraphs, I will report the significant social practices that have been found in research on WTP and UTP and state the stance taken in this study.

In his published book, Sert (2015) demonstrates that WTP can be observed when students perform hand-raising to be granted an interactional space, readjust their bodies, enter a mutual gaze with the teacher, or initiate a turn without taking permission from the teacher to speak (self-selection). These actions are all social interactional practices that students display to take a turn in question-answer pairs. WTP can result in a learning space for the students if the teacher utilises a suitable interactional pattern that serves the pedagogical goal (Walsh, 2012). According to Sert (2015), the teachers' awareness should be increased in terms of recognizing the students' embodied for being willing/unwilling to participate, so interactional trouble can be eliminated, and teachers use class time more efficiently. Sert (2015) claims that the students display UTP, especially in repair episodes when the students claim insufficient knowledge (CIK is a verbal UTP, see Sert, 2011). However, the function of the CIK does not tell that the students are not willing to participate if one adheres to the emic perspective. CIK can derive a response from the same student who produces it. The same students who display non-understanding can later participate. Therefore, UTP needs to be theoretically revised. Sert (2015) shows students display their unavailability for interaction such as verbal turns, averting gaze, change of body orientation, hand covering part of the face, head shakes, and smile.

The selection of the next available speaker is an extremely significant element in L2 classroom participation. Lauzon and Berger (2015) examine the teachers' organization of gaze to select the next speaker in question-response adjacency pairs in French L2 classrooms. The student's gaze is observed as an available resource for the teacher to observe the unwilling/willing next speaker. It is intriguing to note in this article that selecting the available

student, who enters a mutual gaze orientation with the teacher, rather than the unavailable one can be a preferred action. In cases where all students are seen as unwilling to participate, they found that the teacher recurrently selected the student "whose behaviour is the most 'noticeable' at the moment where nomination is due." (ibid, p.21). In cases where the unavailable students are selected, they should either engage in the production of the second pair part or resist their selection. They finally conclude that classroom interaction is not being controlled by the teacher and argued that the students also cooperate with their teacher in the local management of activities rather they are described as respondents to their teachers' queries (a finding that match what Mortensen find in 2008, 2009). However, more knowledge is needed in terms of how the teachers treat more than one available student at the same time. It can be problematic when the teachers are facing many available and unavailable students. Furthermore, more implications are needed to revisit new cases that raise both students' and teachers' interactional competencies about the teacher's successful management of gaze selections in L2 classrooms.

Mortensen (2009) illustrates an array of social practices such as in-breaths and body movements, and students' initiative of disfluent turn before turn beginning. This is conducted sometimes when the teacher is not in a mutual gaze with the speaking students. Therefore, these are crucial for securing the teachers' attention or the attention of the recipient. To prevent an overlapping talk, a speaker can rely on pre-begin the turn "by pre-placed appositional" (p.). These are pointed out earlier by Schegloff (1996, p.93) who mentions some social practices such as "turning the head towards ……a potential recipient, the onset of gesture deployment and often its full realization ……, incipient facial expression (e.g., smile), lip parting, cough or throat clear, (hearable) in-breath …., [and] 'uh(m)'". Additionally, a speaker can use a gesture in the transition space (see Streeck and Hartge, 1992 for how speakers in Ilokano use gestures (palm up) and a facial expression may contextualize the upcoming utterance.).

Observations have been offered by Mortensen (2009) are invaluable that raise the teachers' awareness of student social practice before they take a turn. However, the teachers' recurrent embodied actions mainly hand gestures as a recipient of the students' next actions have been seen as marginal. The teachers embodied practices as available recipients for talk should also gain the attention of researchers.

More recently, Evnitskaya and Berger (2017) illuminate the concept of WTP/UTP through their investigation of two small groups' interactions in an L2 French classroom and teacher-led whole-class interaction in a CLIL classroom. Following embodied participation framework (C. Goodwin, 2000), they discover that the students negotiate the meaning to participate and view the students' interactional trouble (CIK) as UTP, but they confirm what Sert (2015) finds that the trouble can occur regardless the students' WTP/ UTP. They contribute significantly to the WTP/UTP line of research showing how self-selection, when the student delivers an inadequate response, shows that students are monitoring the sequence, rather than being allocated a turn by the teachers.

The growing literature on the students' different participation or even the typology of students as willing/unwilling to participate (through their displayed embodied actions) has received great attention. However, the focus is on the students not on the teachers who should conduct a successful observation of the students' WTP/UTP. The focus has always been on the students' verbal and non-verbal turns immediately after the teachers' action, however, little knowledge on how the teachers organize their behaviours prior to the students' action and how the multimodal gestalts by both teacher and student sustain until the SPP is produced. Precisely, one needs to evaluate the teacher's selection of the next speaker through the embodied actions that can reinforce the students' participation in taking turns and offering repair solutions. A significant element of the current study is to evaluate the students' engagement during the teachers' questions and until the SPP is accomplished.

Participation is a broad embodied phenomenon that requires a close and delicate examination of the teachers' and students' multimodal actions sequentially and how these actions are reflexive to one another at the moment of interaction. One crucial point is the teachers' management of gaze, body position, and hand gestures as they select the next student speaker for participation. Another is the teachers' management of gaze and hand gestures while eliciting a response from a selected student. The teacher should evaluate and determine who will be the next speaker regardless of students' availability and unavailability. In my point of view that the selection of the next speaker should also be based on 1) availability; 2) a specific student (whether he or she displays willingness or unwillingness to participate.; 3) allowing all students to participate by selecting the majority (will be shown in the data). The concept of WTP is semiotic sings that student display which can project the next action, yet these do not necessarily constitute participation that is pedagogically aligned with the activity. Various actions that students perform to display their UTP shows their disengagement. Not gazing at the teacher's TCU does not represent UTP, but it displays disengagement. I will use the terms engagement/ disengagement. In the present study, I build on Lauzon and Berger (2015) to show different teachers' gaze selection practices while attending engaged and disengaged students. I evaluate the teachers' multimodal interactional resources during selection. I follow Kääntä (2010) perspective that students' disengagement during the teachers' utterance is not WTP but represents their disengagement. The following section disuses the major findings that report the methods used to elicit a response from a recipient from CA ordinary data and L2 classroom.

2.7 Elicitation of Responses in Interaction

If an addressee does not give a clear response, the speaker normally sees this behaviour as trouble that breaks the intersubjective (mutual understanding), and therefore he or she could perform some actions for pursuing a coherent response. For example, when a speaker expresses a declarative statement, he or she expects the recipient to confirm/disconfirm, elaborate, challenge, negotiate and perform various other social actions. However, if silence emerges when the recipient is hesitant to take a turn, the speaker should allocate the trouble and repair it to achieve the progressivity of the talk.

Pomerantz (1984) finds three common problems and their solutions. She mentions that "different types of problems have different solutions appropriate to them" (ibid, p.153). One is understanding the trouble of the reference which requires the speaker to review the utterance on a linguistic basis and then replace some words. A second is when a speaker talks about the subject and assumes it is known to the recipient when it is not. A speaker is required to reintroduce his utterance by adding some details to it. A third is that a recipient can be hesitant in taking a turn due to not agreeing with the speaker. A speaker is required to evaluate, negotiate, and modify his/her utterance.

In ordinary conversation, Gardner (2004) analysed three Australian speakers and three L2 speakers. His findings showed that a speaker asks a question then before the recipient produces a response, the speaker adds an increment to his/her prior turn (a speaker expands a turn before the addressee takes a turn, he calls them 'expanded questions sequences', p.247). In addition, a speaker can rephrase and modify what has been said in the question to elicit a response from the addressee. In English conversation data, Bolden et al. (2012) point out that a speaker initiates the repair of indexical, particularly when there is a problem with the referent in a single turn without informing the recipient about the trouble source. This can be carried out in the transition space when silence is prolonged due to a problem of understanding a

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reference (i.e., 01 CPO: When did it sta:rt - 02 (1.2) - 03 CPO: The drinking.) (Cited from Bolden et al., p.142). However, their transcript does not include the multimodal behaviours of the participants which can give a fuller picture of the issue. From a multimodal perspective, Keel (2015) discloses that a group of children (2-3 years old) conversation to show how they re-establish their mutual orientation, gaze, manipulating objects (redesigning their utterances to make them more intelligible and understandable), modifying their requests.

2.7.1 Mobilisation of Response

Students' response is expected when the teacher initiates a question. The questions are mobiliser responses (Stivers and Rossano, 2010). However, a researcher should consider what Stivers and Rossano (2010) discuss. They reasonably argue the importance of a perspective that combines linguists (Bussman, 1996) and sociologists (Schegloff and Sacks, 1973; Schegloff, 1986;) to observe the speaker's actions while asking a recipient. To what extent a speaker puts pressure on the recipient to answer his/her question is very curial. On one hand, sociologists privilege the thought that any social action should receive its conditional relevance. The sort of sequence of initial action that the speaker conduct requires a particular relevant sort of action. (e.g., question-answer, greeting, request, invitations). On the other hand, linguists prioritise 'lexico- morphosyntactic' properties or simply the composition of the utterance on a linguistic level (vocabulary –word order or grammar subject-verb-object). However, Stivers and Rossano (2010) challenge these two perspectives by introducing a new innovative method of looking at the degrees that a questioner elicits a response or mobilizes a response from his/her recipients. They (p.4) suggested that:

> speakers mobilize response through the combination of multiple resources employed simultaneously: through the social action a speaker produces, the sequential position in which it is delivered, and through turn-design features that increase the recipient's accountability for responding—interrogative lexico-morphosyntax, interrogative prosody, recipient-focused epistemicity, and speaker gaze In contrast with a view of response relevance as binary and discrete—either conditional or not…. We suggest that response relevance is best conceptualized as on a cline such that speakers can rely on turn- design resources to increase the response relevance of a turn beyond the relevance inherent in the action performed.

In first, interrogative morphosyntax, a speaker constructs an utterance that consists of a grammatical question of word or morpheme. This is the primary resource that mobilises a response from the recipient (e.g., what did you do at the party). The speaker of a particular language uses the linguistic resources in his/her turn design to show it is a question. A second turn design resource is through how a speaker articulates his utterance in terms of the prosodic properties like falling and rising intonations at the end of the turn (e.g., Parden?). A third is the repleted to the epistemic domain of the speaker and his/her recipient. The speaker and recipient can have equivalent access to what they know about each other. Turn can be ''about states of affairs asymmetrically within the speaker's epistemic domain (e.g., "I'm tired"), or asymmetrically within the recipient's epistemic domain (e.g., "Do you like beets?")', or one to which both interlocutors have equivalent access and no particular asymmetry in authority (e.g., "Isn't it lovely today?")." (p.9). For example, a speaker can make an utterance about the addressee's past experience (how was the course?) in which he/she has greater knowledge than the speaker or an utterance in which the speaker has limited knowledge (e.g., I have not seen you today) (see Pomerantz, 1980). The last resource is the gaze that regularly functions for turn-taking (Kendon, 1967). It is argued that gaze indicates when a speaker is due to begin producing or end his utterance and pass the speakership to another addressee in a conversation (ibid). for instance, Heath (1986) who examines medical consultation talk, found that the recipient establishes a gaze and then produces a response. In addition, the sustainment of gaze is a resource for pursuing a missing response before resorting to a verbal pursuit. (See Rossano, 2006).

Stivers and Rossano (2010) conclude that each resource of the above-mentioned contribute independently to making the addresses accountable for producing a response and including these various "incrementally increases response relevance.'' (p.9). the present study adopts Stivers and Rossano (2010) to show how the students' responses are mobilised. The

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researcher does not claim only one resource is responsible for the students' production of the SPP. The analysis will include the four aspects of interaction proposed by Stivers and Rossano (2010).

2.7.2 Question for Elicitation

There are different types of questions that teachers can ask. One common type is a display question (also known as information questions). It requires the students to demonstrate their knowledge on a particular topic which is known to the teacher (e.g., can you run?) A second is an understanding check question/episode when the teachers measure the students' input of a particular language item (e.g., can anyone tell me what the plural form of man is?). Courlay (2005) outlines checking episodes as "episodes structured around the outcomes of previously enacted activities, in which teacher and students go through the outcomes of activities in whole-class mode" (p.407, cited from Mortensen, 2008, p.55). A third frequently asked question is a referential question when the teacher does not know the answer (e.g., how was your weekend?) (Walsh, 2006). Both display and referential questions are a fundamental part of the teachers' students' talk.

Koshik (2010) explores question-answer adjacency pairs in one-on-one, L2 writing conferences again to show a common social practice. That is designed incomplete utterance (DIU) which provides a fruitful implication for L2 teachers. The DIU is a teachers' repair initiation that can be completed by students. Such a practice encourages the student to conduct self-correction in response to the teachers' repair initiation. Her study reveals how teaching and learning are constructed in verbal turns and how the participants collaboratively contribute to the pedagogical goals. Waring (2008) studies the IRE sequence and the direct impact of the positive feedback on what comes next to the positive feedback. He defines positive feedback as an utterance that belongs to the teacher who initiates a turn such as 'good, very good, excellent, perfect and the like' (p.589). He excludes the terms "matter of fact receipts such as

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okay, right receipts "such as okay, right, or correct, and implicit positive feedback, which is either embodied in carefully in- toned repetitions" (Hellermann, 2003) and other conversational terms that shows the teachers' transition to the next topic.

Willemsen et al. (2020) demonstrate how a teacher conducts 'pass on turns' in a whole-class discussion. A pass-on turn refers to the teacher's verbal and embodied actions that allow other students to take turns instead of evaluating the speaking students' turns. This is an invaluable classroom practice that increases students' contributions. Instead of making a dyadic discussion teacher-one student's conversation, intelligibly the teachers open the floor for others to participate and at the same time evaluate their contributions. Willemsen et al. (2020) state that "By means of these pass-on turns, the teachers demonstrate their attempt to realise a discussion framework in which they play a less prominent role. Simultaneously, however, they retain the role of turn-allocator that is typical for teacher-fronted classroom activities.…. Nonetheless, many pass-on turns in our data result in direct responses to the preceding student turn, as well as interesting discussions in which the students critically consider each other's contributions." (p.311). Their study reveals that the teacher combines different embodied actions and silence (such as gaze, gestures, and gaps) and repetitions of the students' turns.

Duran and Jacknick (2020) explore the teachers' elicitation practices in whole class discussion post-task discussion in English as a medium of instruction in Turkey. They focus on the teachers' action in the post-first position after the students' silence, showing that teachers reformulate the main question from being specific to general or vice versa, add increments as additional information, ask follow-up questions with embodied actions, design incomplete utterances, and use multimodal behaviours that engage students such as laughter. Nevertheless, the response pursuit practices are still a domain that needs to be explicated, especially how the teacher utilizes hands gesture and gaze that serve the response pursuit practices and that eventually lead to the production of the second pair part. Duran and Jacknick (2020) comment

on their finding that "the teacher's lack of address to a particular student might result in a nonresponse because students do not feel responsible for displaying incipiency, particularly in such large classes." (p.12).

Hall et.al. (2019) have analysed how various embodied practices are used by teachers to react to the students' turns. In their study, the teachers' management of embodied auction as the students begin their turns is implicative in terms of encouraging the students' participation. Another crucial aspect of their analysis is that they demonstrate how teachers orient to the students' turn as an 'affiliative token' or relevant response to minimize their misaligned contribution.

2.8 Research Gap

Generally, the current study emerges to reveal some interactional practices relevant and significant to L2 classrooms. The present study is generally in line with the growing studies that examine both the multimodal actions of the teachers' and students' fronted interaction (e.g., Olsher, 2004, 2008; Mortensen, 2008, 2009, 2016; Käntä, 2010, 2012; Soe and Koshik, 2010; Mortensen and Hazel, 2011; Jacknick, 2021). Two interesting phenomena are focal in this study, the use of three recurrent practices along with other multimodal behaviours deployed by the teachers as they mobilise response. The main goal of this study is to unpack the teachers' management of embodied actions as they solicit a response from their students. The study aims to show the teachers' recurrent hand gesture that is displayed during the FPP sustained within an inserted sequence until the SPP (Schegloff, 2007), is accomplished and the teacher begins his evaluation in the IRE sequence (e.g., Mehan, 1979) and to maintain intersubjectivity (Heritage, 1984). The investigated multimodal behaviour of teachers and students will be shown their strong relationship to the classroom sequence organisation (Seedhouse, a2004). The current study aims to add knowledge to the following CA domains:

1- **Other Repair Initiation**

In other repair initiation self-repair/correction, the present study introduces teachers' use of hand gesture in different EFL classrooms to show their roles for mobilising of responses. This knowledge adds to the understanding of how other repair initiation is conducted with some recurrent practices (Schegloff et al., 1977). The presented practices add to the concept of other-repair initiation and generally to the repair practice in L2 classroom. These practices expand our perceptions of how other-initiation repair can be conducted in L2 classrooms.

2- Turn Selection and Waiting Time during TRP

Since turn allocation is a significant matter in the L2 classroom, several studies (McHoul, 1978; Sahlström, 1999; Seedhouse, a2004; Lehtimaja, 2007; Mortensen, 2008; Niemelä, 2008; Kääntä, 2010, 2012) have shown the methods that show the students' selection. Still how the teachers use various semiotic resources to allocate a turn is a broad area in the IRE sequence which require further investigation. In this study, I show how the teachers' hand gestures and other embodied actions such as gaze direction, position in the classroom, and body form turn allocation form one type of turn selection. The description of these practices can provide implications for the L2 teachers' (in general) and Saudi EFL teachers' (in specific) education. The current study also questions the teachers' practices during waiting time as students about to take turns and evaluate these practices in a way that expands the teachers' perceptions of their naturally occurring actions in the TRP. This area consists of a myriad set of actions that have been marginalised.

3- Gaze Trajectories

The present study introduces some methods of the teachers' embodied action for turn allocation including the gaze as useful embodied resources. The present study draws on the research that examines all the participants' multimodal gestalts that form turn-allocation (see e.g., Mortensen and Hazel, 2011). These embodied practices are significant to be documented and recorded to have rich knowledge of L2 classrooms and practices used in them.

In terms of gaze sustainment, researchers (e.g., Rossano et al., 2009; Rosanno, 2012) agree that maintaining the gaze at the recipient can work to elicit the next action. The present aims to show how gaze and other embodied actions can function to elicit the next action as well as how gaze can be interwoven with the gesture in L2 classrooms to mobilise a response.

4- Significant Hand Movement for Mobilising Response

The present study aims to show how recurrent pragmatic hand gestures are deployed to elicit a response in an EFL classroom (Kednon, 2004; McNeill, 1992). These are deployed in sequential contexts. In L2 classrooms, it is observable that CA researchers have extensively focused on the teachers' various co-speech hand gestures (iconic-metaphoric- deictic-beat-catchments) and how their contribution to the utterance and how such a combination can contribute to the learning of L2 (e.g., Lazaraton, 2004; Taleghani-Nikazm, 2008; Eskildsen and Wagner 2013, 2015; Majlesi, 2015). While teachers' hand gestures that serve a regulatory function such as turn allocation (e.g., Kääntä, 2010, 2012) and maintaining mutual understanding (e.g., Olsher, 2004, 2008; Belhiah, 2009, 2013; Mortensen, 2012, 2016) has been examined and yield fruitful findings that present how teacher combine hand gestures as they communicate with L2 students, still they teachers deploy a wide range of hand gesture and embodied action in the TRP that represent the pragmatic completion of their turns and status as speakers. At first, the present study introduces only two of these hand gestures and how teachers use these in Saudi EFL in different classroom contexts. The present study is motivated to look at the teachers' gestural practices that serve similarly to the hand gestures with a regulatory function. Second, the current study draws attention to the teachers' gaze to make a salient hand gesture. Streeck (1988, 1993) shows this behaviour, however, the current study aims to show where such behaviour occurs in a repair sequence.

2.9 The Originality of the Study

The present study reveals how teachers use recurrent embodied actions that unfold sequentially and temporally sustained during classroom participation. One phenomenon is that the teachers display embodied actions as they are waiting for the students' subsequent actions. Another phenomenon is the teachers' coordination between two embodied modes of gaze and gesture that accompany their explanation, repetition, reformulation, and performing various actions that mobilise the response. This occurs when there is a break in the intersubjectivity between the teachers and their students. The knowledge about teachers' and students' embodied actions significantly contributes to raising the L2 teachers' awareness of classroom interactional competence. If repair studies on L2 classrooms have discussed the role of recurrent hand gestures in maintaining intersubjectivity, then the present study introduces original gestural practices and adds to our knowledge of repair construction in the L2 classroom. The embodied actions conducted by the teachers are important to be examined and evaluated in relation to the student's participation. One needs to recognise when gestures and other multimodal behaviours are utilised in a way that encourages participation. These recurrent hand gestures are often ignored and marginal in interaction. This study is original in introducing how the teachers' multimodal gestalts are constructed in the Saudi EFL context. Almost, no one has examined such a context from a multimodal perspective. The present study opens a new horizon for new research in Saudi EFL classrooms to approach interaction via the CA research method, since CA does not make claims beyond what occurs in interaction which allow researchers to reach empirical findings that have implication for L2 classrooms (Seedhouse, a2004). The Saudi EFL context is in needs to be further discovered especially if researchers are interested in students' participation. The present study collects data from three different Saudi EFL contexts to disclose some social practices that can occur in such a context and beyond this context. There is a lack of CA research on the Saudi EFL context that examines

the teachers' and students embodied actions. The finding from this study will be disseminated across this context and contribute to teachers' training. I will show the ways that teachers can benefit from this study in the discussion chapter.

Chapter 3: Methodology

3.1 Introduction

Social sciences researchers hold sharply divergent views about epistemology, ontology, and methodology (Creswell and Creswell, 2018). In this chapter, the researcher describes the main philosophical assumptions that underpin the research methods. The first aspect that should be reviewed is the ontological and epistemological viewpoint of CA. In philosophy, ontology is definaed as the nature of the 'knowable' or the nature of 'reality' (Bryman, 2016, p.28). The ontological assumption of social research falls within an objectivistic perspective, a constructivism perspective, or between the two. The objectivistic view of reality exists externally from social actors (Creswell and Creswell, 2018). Hence, social researchers seek out other consequential variables that, for instance, influence the results of research enquiries. By contrast, in the constructivist perspective, reality emanates from the social actors, as these are the individuals who can construct a reality (ibid). The choice between the two is fundamentally based on the research enquiry that the researcher seeks to address. The current research explored recurrent gestural practices in L2 classrooms. It is essential to select a methodology that enables the researcher to reach a conclusive finding according to what naturally happens during the interaction. Therefore, CA methodology is the most suitable methodology. The following section describes the ontological and epistemological principles of CA.

3.2 Ethnomethodology

It is essential to briefly describe the main theoretical assumptions of ethnomethodology (EM hereafter) that substantially constituted the CA methodology. EM refers to a set of social studies that explain the methods people share and use to "maintain a sense of order and intelligibility in social life" (ten Have, 2004, p.27). It was developed by the sociologist Garfinkel (1967), who was interested in the methods used by juries in their deliberations (see 'Studies in Ethnomethodology', 1967). In this research paradigm, researchers seek to know

how individuals make practical sense of each other's actions on various ordinary occasions and activities. EM is theoretically influenced by phenomenological philosophers such as Alfred Schutz, Aron Gurwitsch, and Edmund Husserl (ten Have, 2004). EM aims to explore 'social facts and their 'determinant' about how people's methods of accomplishing social order (such as how a judge deliverer a sentence in a court or a group of juries reach a judgment, ten Have, 2004, p.24). A researcher should exclude external factors that can influence a particular reality. For instance, the passing rate among students taking an exam may be relevant to other variations that influence their performance on the test; EM examines their activities and the methods they use to take the test (ibid). Garfinkel (2002) differentiates his work from other work aiming to reach social facts as "as building blocks in explanatory accounts" that may represent some part of the social facts (ten Have, 2004, p.26). This is supported by the argument that some methodological and practical shortcomings exist for producing an accurate result.

3.2.1 Some Basic Concepts of EM Accountability and Reflexivity

EM assumes that social actors use systematic methods in order to take action. Of course, a person should be accountable for producing his/her behaviours. The premise that one is responsible for his/her actions is key within EM (Garfinkel, 2002). EM explores the design of the methods people use to show their accountability. For example, if someone is crossing a road, he or she is liable to perform some actions before they take the risk of moving to the other side of the road. The methods people use are systematic and emerge from their understanding of social norms. The notion of reflexivity refers to "the self- explicating property of ordinary actions"(ten Have, 2004, p.29). Individuals recognise a set of actions that can be performed within an activity. Reflexivity describes how an individual reflects on the action by conducting a meaningful action within a context (ibid). For example, within a conversation, a greeting is followed by another greeting. The speaker and his/her recipients are accountable for their actions and should reflect on each other's actions.

A- Member Methods

EM focuses on the dynamic procedures that people use in their daily lives (Garfinkel, 1967). In ordinary activity, people within a particular society communicate and perform various activities through various values and norms (ibid). EM reveals the methods that are done by individuals in different occasions such as selling and buying. The EM focuses on the process of achieving an objective.

B- Indexicality

Garfinkel (1967) establishes the term 'indexicality', which refers to lexical expressions used by people in a specific situation. For example, individuals often use some deictic phrases such as 'here', 'there' and 'tomorrow' (ten Have, 2004). In interaction, speakers usually discuss an event without describing it thoroughly (e.g., yesterday' concert – the last night' guy). Indexicality refers to the context that consists of actions. Literally speaking, indexicality is often related to local situation and context (ibid). When people talk, for instance, they often index without fully describing common or shared knowledge. An indexical action is a preferred resource among individuals. Ten Have (2004, p.31) describes indexicality as "a kind of two-layered of social knowledge: the abstract layer of general knowledge, here patterns, elsewhere objective expressions... and the situated actions". The task of a researcher is to unpack this abstract level of indexicality or achievements in organised social practices of ordinary activity.

EM emerges from a phenomenological paradigm within which the social researcher should access individuals' "common-sense thinking" and "hence to interpret their actions and their social world from their point of view" (Seedhouse, 2005, p.257-258). The ontological view of ethnomethodology is related to constructionism. CA is rooted in the ethnomethodological (EM) tradition (Garfinkel, 1964; 1967). The current research adopted CA as a primary research method and data analysis. The following section outlines the

epistemological principles of the CA method, its development and offers a rationale for applying the CA methodology for the study of hand gestures within a sequence.

3.3 Conversation Analysis

CA aims to achieve "naturalistic observational discipline of social action rigorously, empirically, and formally" (Schegloff and Sacks 1973, p.289). CA aims to "describe, analyse and understand talk" in order to unfold the mechanism underlying talk in interaction (Sidnell, 2010, p.1). Although early CA researchers focus on talk, a growing number of studies focus on the multimodal behaviours of interacts and even only one mode in a conversation (Mondada, 2014). The CA research method describes social practices such as preference organisation, turn-taking, repair, and sequence organisation of ordinary conversations (ibid). CA focuses on how people organise their talk and other modes on a turn-by-turn basis (Sacks et al., 1974; Schegloff and Sacks, 1979). Because the dynamic of a conversation is sequential, researchers can examine how participants in interaction systematically conduct turn-taking or how speakers build their social actions through greeting, request, invitation, question-answers, etc. CA analysts adopt an emic and inductive methodology (Pike, 1967). The emic perspective can be constituted through empirical evidence that involves participants' orientations (Bolden and Robinson, 2011). Furthermore, it is a method of examining 'the social interaction from an "insider's" perspective' (Wong and Waring, 2021, p.6). CA is the outcome of publications in the 1960s by sociologists Harvey Sacks, Emanuel Schegloff, and Gail Jefferson (Drew, 2015). By virtue of their work, CA gained growing recognition as a qualitative social research method in many disciplines, such as anthropology, psychology, communication, cognitive science, evolutionary theory, education, clinical research and practice, and electrical engineering (Clift, 2016). Primarily, CA researchers collect naturally occurring data without any deliberate manipulation, research intervention or observer bias. This is done by creating a set of cases that informs on the methods people use to interact with one another (Schegloff, a1987). CA has

been widely employed for investigating the sequential organisation of talk and L2 classroom activities throughout the last two decades. CA researchers have been working on the multimodal social practices on interaction in the accomplishment of the turn- allocation system (e.g.,; Mortensen, 2008; Mortensen and Hazel, 2011 Kääntä, 2012) and L2 teaching vocabulary (Lazaraton, 2004; Waring et al., 2013; Watanabe, 2017) for achieving and maintaining intersubjectivity (Olsher, 2008; Belhiah, 2009; Mortensen, 2016; aus der Wieschen and Sert, 2018). This means that CA became a recognised method across applied linguistic and social science research (Seedhouse, a2004; Wong and Waring, 2021). Researchers view CA as both "informing and informed by applied linguistics" (Lew et al., 2018, p.87). The analysis method is bottom-up and data-driven. A researcher should approach the data without any previous theoretical assumptions and research variables such as power, gender or race. (Heritage, 1984).

3.3.1 Emic Perspective

An emic perspective requires the observer of a social phenomenon to examine a conversation from the participants' perspective (Clift, 2016). Within interactions, participants are able to understand and orient to each other's actions in a suitable manner. The researchers' analysis should be based entirely on what occurs in a conversation (Seedhouse, a2004). As opposed to the emic approach, the etic approach views knowledge externally from what actually happens within a conversation, such as external variables (e.g., gender, age, nationality).

3.3.2 Basic Assumptions of CA

CA seeks to reveal social practices such as turn allocations and next speaker selection, adjacency pairs, repair, preference organisation, and membership categorisation. The researcher outlines the basic concepts to recognise the structure of a conversation, as these are basic assumptions of CA. Producing turns in a conversation is "context-shaped and context-

renewing" (Heritage, 1984, p.241). All the details of interaction should not be excluded or seen irrelevant as "CA has a detailed transcription system, and highly empirical orientation" (ibid).

(1) Sequence Organisation

A central tenet of CA is that a conversation is highly structured and governed by specific organisations. The first is the sequence organisation, which is a basic assumption within the CA paradigm. A speaker produces a turn that immediately receives another turn when the same turn is completed (Heritage, 2011). Sequence organisation can be defined as the "orderly nature of talk- in-interaction" (Lester and O'Reilly, 2019). For instance, a speaker usually starts a conversation with a greeting (A: 'Hello?' B: 'Hi'). These two turns are a shared understanding governed by normative responses (Heritage, 2011). Therefore, CA analysts' fundamental argument is that people accomplish actions through organising their talk-in-interaction, which consists of several turns (Heritage, 2005; Schegloff, 2007). Researchers examine the sequence organisation in order to describe the social practices that occur at the beginning of a conversation, during, and post the topic (see Schegloff, 2007).

(2) Turn Design

Turn design refers to the speaker who produces a turn within a conversation. How a speaker produces a turn and how it is understood as social action by other participants is crucial within CA (Drew, 2013). CA is interested in recognising the method by which a speaker produces a turn within a sequence of turns to perform a particular social action (Lester and O'Reilly, 2019). There are three fundamental parts in turn design: 1) the position of a turn within a sequence, 2) the social action that the selected turn performs, and 3) the recipient of the turn or the addressee(s). Each turn in a sequence of turns must be designed according to the 'principle of continuity' (Sacks, 1987, p.54). In other words, each turn is related to the previous and subsequent turns. For two interactants to build turns, there must be intersubjectivity (mutual understanding of participants in a conversation. Intersubjectivity refers to the shared

understanding that is co-constructed by conservationists (Drew, 2013). The current research reveals how the teachers use a particular hand gesture in a specific social action and why. In addition, it demonstrates the consequence that these gestural practices might do along with other semiotic resources for turn-allocation in IRE sequence and repair sequence.

(3) Multimodal Turn :

It should be noted that early CA researchers focused exclusively on verbal data because earlier researchers were able to only record the conversation (Sacks et al., 1974). However, since the 1980s, several CA researchers who could record video data began to analyse participants' embodied actions as they interact with another. According to Neville et al. (2015), this shift during 1980s was the beginning of the 'embodied turn' (p.122). The multimodal turn refers to how a speaker construct a turn not only by a spoken component, but through the other semiotic behaviours such as hand and head gestures, gaze, and postural configuration., There has been an increasing line of CA that examines how the verbal turn interplays with other embodied actions such as gaze and gesture (Heath and Luff, 2013; Mondada, 2019). Recently, embodied actions have become central to CA analyses (Mondada, 2019). CA researchers have thoroughly observed the participants' verbal and non-verbal behaviours produced during a conversation (Streeck et al., 2011; Neville et al., 2014). This line of research examines both ordinary interactions (e.g., C. Goodwin, 2018) and institutional interactions (Mortensen and Hazel, 2011; Haddington et al., 2014) to explain how talk, embodiment and object manipulation are interwoven and coordinated for producing a social action. There is still a heated debate concerning whether if one should scrutinise the organisation of a specific mode conversation or include all the interactants' multimodal behaviours in the analysis (Mondada, 2019). Multimodal CA as a term is referred to the studies that examine sequential and temporal behaviours in a conversation. The reason for this term is due to the fact that the earlier CA studies were overwhelmingly on telephone calls (Schegloff, 1967). This also because video

recording technologies were not available at that time (Mondada, 2019). Another ongoing debate concerns whether these semiotic resources should be analytically treated as being equal to talk or as more or less significant (Deppermann, 2013; Haddington et al., 2014). The spoken language has 'no prior primacy' (Mondada, 2019, p.111) but is a semiotic means similar to other embodied actions that play a role in interactions. A semiotic resource "can be given a more or less prominent role, depending on the type of activity and the local orientations of the participants" (Mondada, 2014, as cited in Mondada, 2019, p.111).

In general, this long-standing division is indicative of some bias, as some classify multimodal CA studies as a secondary classification within CA. This happens as a result that some advocate the analysis of talk alone, and others support the view that face-to-face interaction is inherently 'multimodal' (Hazel et al., 2014, p.4). The current focus on all multimodal resources to be relevant to the analysis of the whole interactional sense. That is how hand gesture, talk, and other semiotic resources are involved in the interaction.

3.3.3 CA and Discourse Analysis

CA has been compared to discourse analysis (DA hereafter). Both are qualitative research methods that require naturally spoken occurring data. Additionally, both are recognised research methods employed to investigate L2 classroom discourse. As CA has been defined above, the following paragraphs discuss the inapplicability of DA to examine hand gesture in the L2 classroom. DA is developed from linguistic assumptions and methodologies in structural-functional linguistic terms (Wooffitt, 2005). DA aims to identify and determine different discursive moves (social actions such as greeting- request – imperatives- answer- question) within a sequence and explain the rules used in an interaction (ibid.). Seedhouse (a2004) argues that the most significant DA findings pertained to the teaching profession and the identification of the IRE circle. However, CA focuses on identifying the method of constructing social actions through the participants' understanding in a context (emic

perspective). CA has the advantage over the DA paradigm as it does not ignore the co-deployment of various semiotic behaviours during the conversation. There has been a steady flow of L2 studies that advocate the employment of CA to explore properties of L2 talk. Researchers (e.g., Markee and Kasper 2004; Seedhouse, a2004; Hellermann, 2008) bring to light L2 some fine-grained details that formerly were unavailable such as institutional goals specific to L2 classrooms, teaching methods and learner behaviours (see Sert, 2015). It is acknowledged that CA has tremendous implications, due to the empirical evidence, regarding L2 teachers' verbal educational development and for material designers to promote the quality of classroom materials (ibid). Nevertheless, DA focuses on overall social actions rather than on social practices and embodiment (ibid). Therefore, embodied actions and prosodic properties of talk are often not the primary focus of DA. In the present study, DA is not suitable for studying the participants' hand gestures. Yet, several approaches have examined participants' embodied action with text, images under multimodal interaction analysis (MIA henceforth, Bateman 2008; Jewitt 2005). The following section briefly compares MIA to CA.

3.3.4 Multimodal Interaction Analysis

More recently, CA has been compared to MIA. MIA framework was developed by Norris (2004), who assumes that various semiotic modes should be rerecorded and analysed in isolation of each other. A researcher, then, should elucidate how these separate modes function together. MIA researchers are interested in revealing how participants intelligibly communicate and comprehend each other action. This resembles one core assumption in CA (the intersubjectivity). However, MIA contrasts entirely with the emic perspective that is foregrounded in CA. CA aims to disclose the interrelationship amongst embodied resources from an emic perspective rather than examining each mode independently (Mortensen, 2012). In that regard, the notion of the emic perspective strengthens and makes the findings distinctive. However, within the MIA tradition, researchers propose that all the semiotic resources are

relevant to the analysis, including what appears in the background of the discourse. However, when dividing the analyses of each mode, a researcher would neglect to include the participants' sequential and simultaneous actions, which are core aspects of interaction. Furthermore, face-to-face interaction is at least dyadic, which may make it problematic for researchers to separate the modes of each participant, including all the background in the interactional setting. Although this would draw attention to all the modes to gain a holistic picture of the interaction, it still diverts the research attention from the social phenomena (ibid).

3.3.5 Methods to Analyse Hand Gesture

Three research paradigms have contributed significantly to understanding hand gestures in conjunction with talk. These have emerged from sociology (Kendon, 2004; M. Goodwin and C. Goodwin, 1986; Schegloff, a1984) and psychology (McNeill, 2005). Each of these traditions has its findings, which can differ sharply. The first is the well-known and conscientious work conducted by Kendon (2004). He attempts to discover ways of how a gesture semantically represent parts of the propositional content of the spoken component in a single turn. The focal of his analysis should be on the hand gesture and its synchronisation with the talk. Moreover, he explains the different phases in the analysis of gestures in a single utterance. For Kendon (2004), the focus of analysis should be on hand gestures and its synchronisation with the spoken component. In addition, Kendon (2017) also investigates a group of hand gestures that share similar gestural shapes have a similar pragmatic function. He is particularly interested in hand gestures and their conventional use. However, the sequential environment that shows where in interaction this occurs is non-present in the analyses of Kendon. Nevertheless, the work of Kendon (2004) remains significant and is the starting point for novice researchers to understand the components of gestures. The second is presented by the work of McNeill (1992; 2005). McNeill (2005) prosperes the 'Growth Points' (GP), which is defined as "a minimal unit of dialectic in which imagery and linguistic content are combined"

(McNeill, 2005, p.18). McNeill (1992) suggests an alternative theoretical framework based on the integration of gestures and talk as a starting point to investigate how a speaker presents an image of inner thoughts. In essence, McNeill stresses that there is a meaning divided into 'opposite semiotic modes' (ibid, p.18). The focus of his analyses is the organisation of the hand gesture on the gesture space. Gestural shape and its temporal synchronisation with the spoken component are the core of the hand gesture analysis. The GP is achieved by combing the hand gesture and the spoken component. McNeill (2005) correlated his analysis mainly to psychological factors and the methods used to show the meaning. The analysis of hand gesture has been conducted through quantification methods (McCafferty and Stam, 2008). Some conclude the effectiveness of hand gestures quantitatively for teaching in the L2 classroom. However, According to Schegloff (1993), quantification is considered inadequate since "[w]e need to know what the phenomena are, how they are organised, and how they are related to each other as a pre-condition for cogently bringing methods of quantitative analysis to bear on them" (p.114).

3.3.6 Rationale for CA Research Method

The present study attempts to unpack to see the L2 teachers' gestural practice within a specific social action. It informed some hand gestural practices that are organised in L2 classroom within a sequence. It is in line with the CA research tradition, which presumes that participants build their understanding of the social world through the turn they take. The embodied actions that participants construct during interaction is contingent upon the context and the need for such a combination (Streeck, 2002). The researcher's viewpoint concerning gestures is within the parameters of a sequence at the moment of the interaction. L2 researchers (e.g., Lazaraton, 2004; Taleghani-Nikazm, 2008; Kääntä, 2010, 2012; Eskildsen and Wagner, 2013, 2015) adopt CA as a primary research method to scrutinise the hand gesture produced by L2 teachers in various classroom activities within sequences of talk. CA enables the L2

researchers to explore speakers' hand gestures within a turn, their positions within a sequence, and their relationship to the social action, and to see the interlocutors' reactions to these hand gestures (i.e., the interlocutors don't need to react to a specific hand gesture with a particular action, but it is important to consider hand gestures and other embodied actions on his/her overall action). CA studies empirically showed what happens at the moment of interaction, which contradicts with claims developed by experimental studies that aimed to generalise the finding of hand gestures. It is a distinctive method used to investigate naturally occurring data from an emic perspective. The emphasis is on the organisation of hand gestures in relation to talk, and not only on their deployment and classifications. Additionally, it is a suitable research method for investigating fine-grained details relevant to comprehending how people simultaneously gesture, gaze and perform facial expressions as they talk. The L2 researchers adopting CA were influenced by researchers, such as M. Goodwin and C. Goodwin (1986) has examined the use of gesture in a word search activity (when a speaker encounters difficulty remembering a particular word during interaction). They confirm that the analysis of hand gestures could not be isolated from the other semiotic modes (like gaze) that can interplay with the hand gesture, and that may have proceeded that hand gesture. Hand gestures become meaningful only if one considers where it occurs in the sequence. C. Goodwin (2002, p.1) put some fundamental points that should be considered when examining gesture:

> "A primordial site for the study of gesture consists of a situation in which multiple participants are carrying out courses of action together while attending to 1) each other; 2) the detailed organisation of the talk in process;3) relevant phenomena in the environment and 4) the larger activities that they are engaged in. Within such a framework gesture does not stand alone as a self-contained system that can be analysed in isolation from the other semiotic resources and meaning practices that participants are using to build action in concert with each other."

In the first point, they stress that a gesturer should be examined in relation to that of the hearer(s). In the second point, the researcher obtains detailed knowledge of the conversation (i.e., what happened before and after the hand gesture) to recognise the need for its use. His third point is that a researcher should see the relevant aspect of interaction, such as a textbook

in a classroom (e.g., pointing or gesturing around the textbook). Finally, the gesture is organised as a part of the larger activity. For example, L2 teachers' gesturing when introducing different L2 tenses (present-past) is a part of giving instruction activity. Similar to a speaker gesturing to seek assistance from his/her interlocutors in recalling a word or a name is part of the word search activity. It is essential to understand that a gesture is part of the overall activity.

CA allows the researcher to record the L2 teachers' talk, hand gestures, and other embodied actions for the current research. In addition, CA enables the researcher to recognise recurrent phenomena as a part of human interaction as they occur. Therefore, this research is in line with the researchers (e.g., Lazaraton, 2004; Olsher, 2008, 2009; Taleghani-Nikazm, 2008; Belhiah, 2009, 2013; Kääntä, 2010, 2012; Eskildsen and Wagner, 2013, 2015; Mortenson, 2016). These adopt CA as a primary method to elucidate the role of hand gestures in L2 classrooms for learning and giving interaction. Although the early work of CA focused on explicating the structure of the talk, there is another line of CA that examines other modes, such as hand gestures, in relation to talk and their placement in the sequence (Mondada, a2007; Mondada, a2014). Therefore, CA is used as the primary research method for this research.

3.4. Qualitative Research Paradigm

The current research adopts a qualitative CA research design as the primary research method due to the objectives and aims of this research, which are to investigate specific hand gestures used by teachers in conjunction with talk and other embodied actions in Saudi EFL classrooms. CA emerges from ethnomethodology, which lies within the qualitative research paradigm. Qualitative research is widely employed and well known in various research disciplines of anthropology, sociology and the humanities (Creswell and Creswell, 2018). There are multiple types of qualitative research, such as phonological research, grounded theory, ethnographic research, case studies, action research (Marshall and Rossman, 2016), DA and CA. The qualitative research paradigm allows the researcher's interpretation of a particular phenomenon. It is the umbrella that covers these research methods. These are designed to allow social science researchers to comprehend the social events such as a particular group communication (Locke et al., 1987, as cited in Creswell and Creswell, 2018). Researchers in this paradigm attempt to interpret a social phenomenon via a subjective lens (Miles and Huberman, 1984, as cited in Creswell and Creswell 2018). Creswell and Creswell (2018, p.320) presented some unique characteristics of qualitative research, as follows:

1- The starting point is in natural settings where individuals act and action occurs.

2- The philosophical assumptions underlying qualitative research differ sharply from the quantitative research design regarding deductive and inductive approaches. Qualitative research does not propose a theory or hypothesis before the findings, as it is purely inductive.

3- The researcher plays a primary role in collecting the data "rather than some inanimate mechanism."

4- The data emerging from a qualitative study are descriptive. The findings are described in words and presented accompanied by some visual aids, such as pictures, rather than numbers.

5- The focal point of the analysis is participants' perceptions and experiences and how they sense their lives; "The attempt is therefore to understand not one, but multiple realities." (Lincoln and Guba, 1985).

6- Researchers are interested in exploring the processes that occur and result in a product. They are particularly interested in understanding how things occur (Merriam, 1988; Fraenkel and Wallen, 1990).

7- "Idiographic interpretation is utilised. In other words, attention is paid to particulars, and data is interpreted in regard to the particulars of a case rather than generalisations."

8- Data are interpreted at the subjective level and are not overgeneralised.

9- Qualitative research relies on the use of explicit knowledge or felt knowledge since "the nuances of the multiple realities can be appreciated most in this way." (Lincoln and Guba, 1985).

3.5 Data Collection

The selection for the research context was based on participants' availability. The researcher initially contacted three institutes where English is taught for general and academic purposes. Three contexts welcomed the researcher to collect data from different classrooms. The data was collected from the three contexts due to the research need that requires the researcher to see the gestural behaviours of different EFL teachers who come from different linguistic and cultural backgrounds. The data collected in this research consists of two phases. The researcher had to undertake some interviews with stakeholders and apply for institutes' consent forms to gain access and record video. Videography provides rich data, an irreplaceable tool for contemporary qualitative research within the social science domain (see Erickson, 2011, for a historical overview). Three different EFL Saudi institutes allowed the researcher access and collect video data. The data was collected to explore how EFL teachers' used hand gestures while communicating with students. These are Imam Mohammad ibn Saud Islamic University, Al-Jazeera EFL School, and King Faisal University (EAP students at prep year). These institutional settings are all in Al-Ahsa, Kingdom of Saudi Arabia.

3.5.1 Gaining Access and Data Collection (First Phase)

Group G and F

The first context in the first data collection phase took place in EFL classrooms at one Saudi university between February 2018 and April 2018. In this context, there two male Saudi EFL (non-native English-language speakers) who teach beginner academic EFL writing students. The two teachers agreed to be observed successively for five times (except during exam sessions) for an hour at a time. I refer to this context as EFL 1.

Groups A and B

The researcher also had the opportunity to visit a third EFL classroom in this setting as collecting data from other, non-Saudi EFL language teachers was essential to avoid limiting

the findings to one type of classroom, as well as to show that these gestural practices were not conventionally confined to a specific culture or a group. The second context in the first data collection phase took place at one Saudi EFL school between February 2018 and April 2018. Two non-native English private language classrooms welcomed the researcher to collect data from two beginner EFL classrooms. The two teachers and their students agreed to be observed successively for five times (except during exam sessions) for an hour each time. I refer to this context as EFL 2 .

3.5.2 Gaining Access and Data Collection (Second Phase)

Groups C, D, E, and F

The second phase of the data collection took place in EAP classrooms at one Saudi university between March 2019 and April 2019. Four native-English teachers were recruited. Three intermediate listening and speaking classrooms were visited three times and recorded for an hour each time. In addition, two classes were only visited once each and were recorded for an hour; these classes were an intermediate academic writing class and an intermediate academic reading class. I refer to this context as EFL 3.

In brief, The data in this research consisted of video recordings of Thirty hours of EFL classroom interactions. The first data collection phase started from February 2018 to April 2018, while the second data collection phase started from March 2019 to April 2019. The data was gathered using audio or video recording technologies, which allow for the trustworthy and accurate recording of moment-by-moment data. In addition, EFL classroom materials were gathered because these were considered relevant in the course of the interaction, particularly when the participants oriented toward them (for samples of the teaching materials, see Appendix I). The number of recordings was more than sufficient for this research, as Seedhouse (a2004) claimed that five to ten lessons were generally sufficient for reaching findings.

EFL Groups	Date of visit	Recording time	Phase of collection
Group A	12/02/2018 13/02/2018 14/02/2018 19/02/2018 22/02/2018	50:00 58:00 50:00 1:02 1:00	1st
Group B	02/03/2018 09/03/2018 23/03/2018 30/03/2018 06/04/2018	01:02 55:00 01:04 50:00 01:07	1st
Group C	06/03/2019 07/03/2019 13/03/2019	55:00 01:09 45:00	2nd
Group D	06/03/2019 07/03/2019 13/03/2019 13/03/2019	55:00 01:09 01:10 01:20	2nd
Group E	26/03/2019	01:00	2nd
Group I	11/03/2019 12/03/2019 18/03/2019	01:00 01:00 59:00	2nd
Group G	05/03/2018 12/03/2018 26/03/2018 09/04/2018 16/04/2018	59:00 50:00 55:00 01:05 01:05	1st
Group F	02/03/2018 09/03/2018 23/03/2018 03/03/2018 06/04/2018	01:02 55:00 01:04 50:00 01:07	1st

Figure Y: Summary of Data Collection

3.5.3 Data Gathering Procedures

Two video cameras and one audio recorder were mounted in different places depending on the classroom arrangement. The researcher left the classrooms when he was certain that the video cameras and audio recordings were operational and that their locations were suitable for the participants' activities. The researcher re-entered the classroom every ten to fifteen minutes to ensure that the rerecording equipment was still operational and in case some of the equipment needed to be changed. All the classrooms were recorded using two cameras, except for Group B's classroom. The students sat opposite each other in two rows with a significant amount of space between them. Mortensen and Hazel (2012, p.25) argue " For some research purposes it is beneficial to use multiple cameras, for instance to capture interaction in a classroom". The researcher determined to use three digital cameras to capture all the embodied action of participants. The cameras were mounted and fixed on a small tripod or attached to a tablet or wall near the interactional event. Furthermore, these cameras made the recording as unobtrusive as possible, thus decreasing the participants' anxiety. With regard to the audio recorder and the microphone, the researcher selected a high-quality stationary sound- recording device with built-in multi-microphone systems instead of using two wired recorders or head-worn microphones or other microphones that the learners may notice, and thus potentially affect the quality of the interaction. The researcher used a recorder, which could capture 120 degrees of the classroom environment and be placed near the interactional event. The details of the recording equipment used in the research are shown in the figures below.
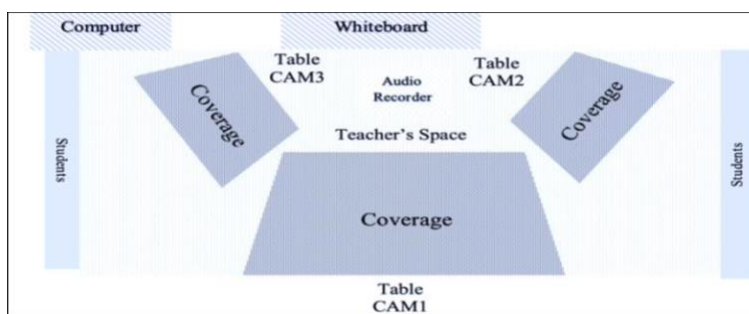
Figure Q: Classroom arrangement and recording equipment locations for Group (B)
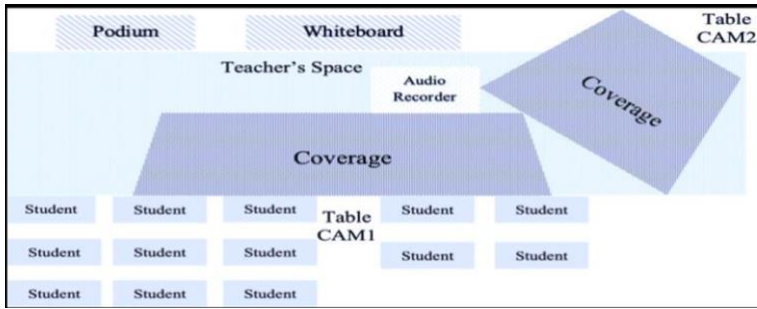
Figure R: Classroom arrangement and recording equipment locations for Group (G and F)

3.5.4 Data Storage

After each recorded session, the data was transferred immediately to two external hard drives. The first was used to store the data, while the second served as a backup copy. All the recorded data was stored in separate folders containing the videos, the audio recordings, and the classroom materials.

3.6 Data Analysis

The study adopted CA as the primary method of analysis. Thus, the social phenomena were observed and analysed according to some procedures that involved multiple observations. The researcher gathered interactional episodes then put each extracted video into different collections. The extracted instances then were transcribed and analysed.

3.6.1 Observation Stage

The data, as mentioned before, is naturally occurring data that occurs irrespective of other external factors and variables that can be seen as influential for the classroom interaction (e.g., age, gender, culture, first language). Following data collection was the observation stage, which requires a considerable amount of attention. The observation phase is "central to CA precisely because CA does not set out to prove this or that theory but rather to get a handle on, and ultimately to describe in some kind of formal language, something in the world" (Sidnell, 2010, p.85). The observation stage involves some vital steps when dealing with video-recorded data. The first step applied in this research was the 'unmotivated looking' (Wong and Waring, 2021, p.6). Theoretically speaking, the researcher should avoid any hypothetical assumptions or 'specific agenda' when approaching the data (Clayman and Gill 2004, p.590). For example, according to various hypotheses in sociolinguistics, people who belong to a particular social class behave and interact in a particular way. The researcher identified potential variables which may contribute to the knowledge of social interaction. The researcher avoided looking at a particular social practice alone (e.g., repair practice, turn-taking) should be avoided at this stage. This was to ensure that data derived from the researcher to discover new gestural practices that were not investigated before. The theories and findings of previous CA research should not influence the observational stages (Sidnell, 2010). Clayman and Gill (2004) points out that unmotivated looking is ideal for approaching data within CA methodology. It allows the researcher to observe a wide range of various social practices. The second step is the

observation of a social phenomenon via intensive exposure to the data. The researcher watched the recorded data several times, took notes on instances and made initial transcripts of cases (Sidnell, 2010). The third step taken during the observation was guided by the core question in CA, "Why that now?" (Schegloff and Sacks, 1973, p.299; Schegloff, 2007, p.2;). In this project, the researcher sought to learn why particular hand gestures are deployed in a specific moment of interaction and why they are part of the speakers' overall behaviours. This answer should, of course, be related and governed by what happens in the sense of interaction. The following section outlines the observation stages.

3.6.1.1 First Observational Phase

It was necessary to observe the data several times to identify the social phenomenon. The researcher first looked at the data, took descriptive and reflective notes, and produced a general report of each recorded lesson. The researchers initially observed all the recorded data and then excluded some lessons there was no interaction such as lessons that have quizzes and exams, and teachers giving instructions throughout the lessons. Therefore, I used only eight hours and excluded ten hours. The ten hours consisted of various interactional episodes where the teachers and students are discussing different topics related to the lessons, questions-answer sequences, different repair practices, different turn-taking and allocation strategies, and group work activities. Whereas the other data had little episodes of teachers' and students' interaction. In addition, through these ten lessons, the researcher built collections of cases that were unusable for the thesis. These observations were coded and described according to the social actions, peculiar embodiments, hand gestures and activities the participants enacted at a specific time during the lessons. Furthermore, details of the actual occurrence of specific interesting occasions were added. The observations entailed a long process that required playing the video recordings multiple times. Some extracts were selected and transcribed for analytical purposes during the observation process. Interactional extracts were taken from the

original videos as well as the collected classroom materials. The first observational phase involved the data that were collected first. In this stage, only eight of the nineteen hours collected hours were observed. The research initially identified some extract related to the non-native English-language teachers' gestural practices. As some extracts were identified as relevant to the analysis, the researcher was ready to collect another fieldwork and collect another set of data to ensure that the social phenomenon was recurrent among other native-English EFL teachers.

Initially, the researcher collected twenty cases from the observed eight hours to be used. These were relevant to the research phenomena. These were transcribed and later decisions were made to include only the cases that represent a similar pattern In addition, The research excluded some cases because the phenomenon can be identified through three extracts, analyzing more than three cases would not be suitable for presenting the extracts. This is a convention within the CA paradigm. For chapter 4, the researchers collected six cases. For chapters 5 and 6, the researcher collected four cases for each chapter. Fourteen cases in total were chosen to represent the analyses chapters in this study. The first data observation represents almost 56% of the cases presented in the three chapters. The first observation phase was on the data collected in Saudi EFL classrooms at Imam Mohammad ibn Saud Islamic University and Al-Jazeera EFL School.

3.6.1.2 Second Observational Phase

Once the second data collection was conducted, the researcher continued observing the gestural practices. This is to see if those cases are recurrent in classroom taught by English language native speakers. Therefore, the finding is representative of both native and non-native EFL teachers' practices. The same observation produces were taken in the first data observation was applied. Eight hours were observed in total. The researchers initially observed all the recorded data and then excluded some lessons had little interaction such as lessons that have

quizzes and exams, and students' doing home reading and writing. Therefore, I used only eight hours and excluded three hours. Some extracts were identified as being relevant to the first stage of analysis. At this stage, all the interactional extracts relevant to the first stage of analysis were ready to be inspected and explored. The researchers initially collected fifteen cases. Similar to the first phase, these were transcribed, and later decisions were made to include only the cases that represent similar patterns. In addition, the research excluded some cases because the phenomenon can be identified through three extracts, analyzing more than three cases would not be suitable for presenting the extracts. This is a convention within the CA paradigm.

The researchers presented four cases for chapter 4, five cases for chapter 5, and two cases for chapter 6. In total there are eleven cases were included in the analysis for the three chapters. The second data observation represents almost 44% of the cases presented in the three chapters. The first observation phase was on the data collected in Saudi EFL classrooms at King Faisal University. The first observation The EFL teachers' availability action when initiating a question became the main interest of this research project. The EFL teachers' inserting their hands into their pockets was seen as a common hand gesture when establishing availability within the IRE sequences and repair sequences. In addition, the hand-around-chin and face gesture was identified as a different gestural configuration that functions similarly to the hand inside pocket action. A third observation, the researcher observed how a co-speech hand gestures become significant through the to gaze behaviour whilst eliciting a response from students. These observations were found in both the observation of 1st data phase and 2nd data phase. The observation is a long process that consumed a great deal of time through engaging in multiple replays of video data, adding and removing extracts, making notes, and jotting down details of the selective instances. Nevertheless, the observation process not only a research-relevant practice, but it is also a process that sharpens how a researcher thought of the L2 classroom discourse.

3.6.2 Building Collections

This research consists of three analysis chapters related to the L2 teachers' gestural practices while pursuing responses from learners.

For chapter 4, the researcher selected ten extracts from the data. The ten extracts were transcribed then analysed. Three collections included different patterns and shapes of hand gestures in two specific social actions. three collections showed the deployment of a recurrent hand gesture 1) in IRE sequences; 2) it's different shape; 3) after repair initiation. For chapter 5, the researcher selected nine extracts to be analysed. Two collections showed the deployment of a recurrent hand gesture 1) in IRE sequences; 2) after repair initiation. For chapter 6, the teacher selected six extracts were selected for the analysis. Two collections were developed to show coordinating gaze and gesture 1) in repair; 2) elicitation after several attempts; 3) elicitation after adequate responses. In Each collection, extracts were added according to the similar gestural practices and multimodal behaviours deployed by both teacher and students.

The total number of the observed video data was sixteen hours. It is worth mentioning that the observation, building collection, and transcribing were interrelated, or instead, they were simultaneously developed. This is due to the researcher always needed to revisit and go back and forth to present the best example that suits each collection. In total, sixteen hours of video data were observed. It is worth mentioning that the observations, creating the collections, and the transcriptions were conducted simultaneously. This required the researcher to revisit and go back and forth to present the best representative example of each collection. The following paragraph discusses the transcribing process in this research. Following the CA research paradigm, the researcher collected a number of cases that fit into one collection. Each collection included two or three cases informing the reader about how L2 teachers organise their gestures along with the talk. Interactional instances that were irrelevant to the general discussion should not be disregarded; rather, they are to be analysed as 'deviant cases' (ten

Have, 2007, as cited in Wong and Waring, 2021. p.6). Wong and Waring (2021. p.6) pointed out that the analysis of deviant cases may find that:

(1) the deviant case becomes a basis for reworking the existing argument. (2) the deviant case turns out to fit into the existing argument upon closer analysis; or (3) the deviant case is an instance of a different interactional practice.

The deviant cases in the current research project show similar hand gestures with a difference when the hand gesture is deployed. Nevertheless, each collection represents one interactional phenomenon.

3.6.3 Transcription Conventions

Conducting a CA requires making transcripts of verbal and embodied actions. According to the Jefferson Transcription System (2004; see Appendix A), the researcher transcribed the selected extracts. This system was developed by Gail Jefferson in 1970. It is widely used in CA, primarily for transcribing audio-recorded data such as telephone conversations. Embodied actions, including the hand gestures and the participants' gazes, were transcribed using Mondada's (a2007) embodied conventions (see Appendix B). Relevant screenshots were added in the extracts to illustrate the visible behaviours of the participants. Each extract consisted of the verbal and embodied actions of the participants. During the analysis, the screenshots were presented together with the participants' verbal turn. The researcher endeavoured to ensure that these matched the actual data; however, it should be noted that transcribed data does not represent the actual data. As Sidnell (2010) argues, transcripts can never replace the actual data but attempt to represent what occurred.

The first step was transcribing the verbal and embodied actions using two software tools. The first tool the researcher used was the transcription software ELAN. ELAN was used because it presents different aspects of participants' behaviour clearly due to its vertical layout. Various actions were annotated, and initial transcripts were made using this software; for

example, each participant's embodied actions were segmented and then transcribed using ELAN. The researcher was able to annotate and describe each participant's simultaneous and sequential actions in this way and show how each participant's embodied actions, and verbal TCUs intersected with another. After the segmented TCUs with various embodied actions had been transcribed, the transcribed data was saved as a Word Document.

The second stage was adding CA symbols, including numbering the lines and delineating the boundaries of each TCU. The prosodic features were transcribed according to Jeffersonian transcription conventions and included overlaps, latches, intervals, pitch, smiley voice, stress, gaps and intra-pauses using Audacity (see the figures below). The symbol # was used to show the location of the screenshots at the moment of talk and embodiment accurately. It is worth mentioning that the transcript was produced on a selective basis to meet the current project aims. Furthermore, while transcribing, the researcher attempted to notate the events as accurately as possible and to simplify the transcripts to make them readable. As C. Goodwin (2000, p.161) states:

> Any transcription system must attend simultaneously to two separate fields, looking in one direction at how to accurately recover through a systemic notation the endogenous structure of the event being investigated, while simultaneously keeping another eye on the addressee/reader of the analysis by attempting to present relevant description as clearly and vividly as possible.

At the early stage, the researcher transcribed some prosodic properties such as rising and falling intonation contours. However, these were removed except for the rising intonational contours at the end of the utterance for the readability purposes. Word stress and sound starches were added to the transcripts.

Figure V: ELAN Software

Figure X: Audacity Software
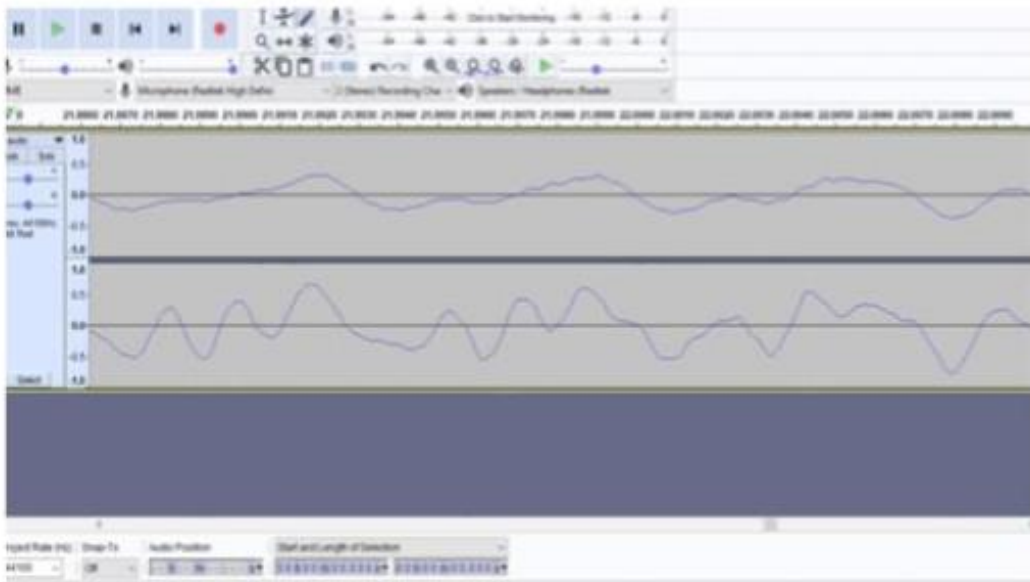
Figure W: Audacity Software

The researcher transcribed embodied actions of participants through Mondada's (b2007) Transcription. The focus was on the teachers' hand gestures, preparational strokes, holds, retractions, gaze, movements in space, head gestures and other relevant actions; the

students' embodied actions during the teachers' gestures were also transcribed. The produced transcripts were an attempt to represent the primary video data. It should be remembered that transcripts are an ongoing process that requires the researcher to achieve comprehensiveness of what originally occurred in the primary data (Liddicoat, 2011). In brief, approximately forty extracts were transcribed, but only twenty-six were used for the analysis stage.

All embodied actions carried out by participants were transcribed through the use of both Jefferson Transcript (verbal) and Mondada Transcript (embodied actions). Although the early developers of CA concentrated on transcribing only talk since filming was difficult to obtain and handle, collecting video data has recently become accessible, and it is a prerequisite for the microanalysis of interaction. The gathered video data mandatorily requires researchers to include the embodied actions of participants in the transcripts and analysis. In this research, the Mondada Transcript was adopted along with the Jefferson Transcript to assist the reader in seeing the temporality of verbal and embodied actions, yet the combination does not replace the data.

There were two significant phases when transcribing the data. Initially, the researcher transcribed the verbal turns of whoever was interactionally involved line by line through Audacity. In this early stage, the researcher intensively paid attention to the verbal turns, some salient prosodic properties such as word stress and raising intonation (which indicates that a speaker is asking questions) cut-offs, overlapping talk, and sound stretches, sound markers like *emm and eh*.Each verbal turn of each participant was transferred to the ELAN. By the use of ELAN, the researcher named the participants and made annotations of their verbal actions. Every uttered turn in the transcripts was presented equivalently to the English orthography. It should be acknowledged in one case; the researcher transcribed the phonetically uttered word to show the readers how a student mispronounced a particular. However, in a few cases when the teachers made code-switching (shift from English to Arabic or vice versa), the

presented verbal turns were transcribed according to the International Phonetic Alphabet (IPA) followed by equivalent translations under the same utterance. The second phase was transcribing the embodied actions of each participant on ELAN. This included the gaze, hand and head movements, movement in space, lean forward and backward and various other embodied actions that occurred with or without the spoken utterance (during the TRP). The transcripts consist of line numbers and arrows to help the readers see the referred action easily while reading the analysis chapter. The font of the verbal turns was put in black with a grey font to show the embodied actions under each line. Indeed, the combination of both transcript conventions is very crucial in this thesis to elaborate on the main phenomenon.

3.7 Analysis

The research described how these L2 teachers deploy hand gestures as they perform some social actions. The researcher analysed the L2 teachers' hand gestures on a turn-by-turn basis. The analysis included the moment when the speaker initiates social action that consisted of verbal turn and a hand gesture. The beginning of the hand gesture, hold, and retraction of the hand gesture were all well considered to be part of the analysis. The analysis is related to what happened retrospectively, including the teachers' questions and recipients' participations. The students' participations in the teachers' actions were observed and interpreted. In addition, the analyst examined relevant embodied actions, including gaze, walking into space, head tilt and gestures. It is important to note that the analyst examined embodied actions equally. The analyses were not conducted on the overall selected instances or evaluated how the teachers organise their inclusive behaviours. Since this would lead to a different analytical focus, the focal point is how these hand gestures are significant parts of social actions. Generally, the hand gestures were analysed according to their placement within a sequence. The analyst's role was to illustrate and report the recurrent social phenomena in line with CA principles and without violating the emic perspective.

3.7.1 Validity and Reliability

Research reliability and validity are two significant components related to the findings of social science research (Creswell and Creswell, 2018). Reliability and validity are "the technical terms that refer to the objectivity and credibility of research" (Peräkylä, 2016, p.414). Enhancing objectivity is a concrete activity that involves ensuring the accuracy and inclusiveness of research the data and testing the credibility of the analytical claims made with regard to the video recordings or the selected instances (validity).

3.7.2 Validity

Peräkylä (2011) defines validity in research as "the interpretation of observations: whether or not the inferences that the researcher makes are supported by the data, and sensible in relation to earlier research" (p.365). One type of validity is internal validity, related to researchers' claims about the data (Bryman, 2016). The internal validity in the current research is confined and linked to the emic perspective of CA, which is based entirely on the participants' perspectives. The analysis was based on what happened amongst the participants and how they treated each other's social actions in terms of the meaning of the interaction. Therefore, the researcher's role was to describe what occurred amongst the participants. Interpretation of the teachers' gestural behaviours is entirely based according to what they deployed while interacting with students. Evidence is shown through the presented transcripts with screenshots of each interactional episode. Going beyond that which is observed in the interaction can destroy the emic perspective, and "hence the whole internal validity of the enterprise" (Seedhouse, a2004, p.314). The emic CA perspective can be criticised by non-CA practitioners because CA does not describe an interaction in relation to existing theories (for example, theories in language, psychology and society). Furthermore, CA does not require details regarding the contextual properties of participants, such as gender, age and race, which may be relevant in selected instances (ten Have, 2007). However, relying solely on the emic

perspective to explain what occurs moment by moment in an interaction proves that the sequential analysis is valid and differentiates CA research from other data analysis methods. It should be noted that the aim of CA is to interpret and describe the organisation of interaction, including the co-deployment of talk and hand gestures. A researcher should seek to answer how and why the speaker deploys recurrent hand gestures as they talk.

External validity is concerned with generalisability, or "the degree to which a study can be replicated" (Bryman, 2016, p.158). According to Peräkylä (2016), CA findings develop from the study of ordinary conversation should be generalisable to the entire domain of conversation and may even cross linguistic and cultural boundaries. For example, turn-taking or repair practices are not behaviours linked to a specific group of people, as similar interactional organisations can be found across cultures and languages. The hand gestures investigated can be captured in ordinary settings and interpreted according to their sequential and contextual parameters. However, CA- based studies of institutional settings often cannot extend beyond their context. Therefore, generalisability in the current research is applicable only to the context of the EFL classroom across the settings in which the action occurred. The researcher does not claim to generalise the findings across EFL or L2 classrooms. Moreover, these practices are common in many classrooms and even in ordinary conversations.

3.7.3 Reliability

Reliability refers to "the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (Dörnyei, 2007, p.50). In other words, the results ought to be 'repeatable' or 'replicable' (Bryman, 2016, p.41). According to Peräkylä (2011), the key aspects of reliability include the selection of recordings, the quality of the video/audio recordings, and the sufficiency of the transcripts. The following paragraph discusses these considerations in relation to the current research. The first aspect was that the participants were selected for the current research based on its main objective of

investigating the recurrent gestural behaviours employed by EFL teachers. The hand gestures used by the teachers occurred while interacting with and teaching the students. Therefore, the researcher conducted video-based fieldwork to collect naturally occurring data. The number of video-recorded hours was based on the accessibility and availability of the participants. Maximising the number of video hours in the collected data was believed to be necessary for two main reasons: The first was to extract sufficient instances from the collected video data. Within the CA research paradigm, the researcher could identify numerous social phenomena investigated in other contexts; however, it was necessary to explore a social phenomenon that could contribute to the knowledge regarding how teachers used certain hand gestures in EFL classrooms and the reasons for using them. Secondly, some of the data might be excluded during the analysis phase due to technical issues and the limited number of cameras, which may not have been sufficient to capture everything relevant to the ongoing interaction. Not all the data was perfect, as there were some technological issues related to the resolution quality of some of the cameras because the settings had not been adjusted. The quantity of the selected recordings (Thirty hours of video lessons) should be linked directly to the research questions. As mentioned, the researcher only used 16 hours of the recorded data; however, this was not sufficient because CA is data driven. Thus, observations will be made regardless of the quantity of data.

In the analysis, the researcher described what had occurred before the sequence because it is important to provide readers with the context in which a sequence occurred. The focus was on the object of analysis, namely the use, sustainment and retraction of hand gestures in conjunction with other co-speech gestures and their appearance within TCUs and sequences. Moreover, the sections of these selected lessons were not intended to examine the interaction in relation to a particular language skill (receptive and productive skills, such as writing, speaking, listening and reading). Thus, the researcher selected lessons that were available and

accessible without considering the syllabus. Finally, this researcher ensured the reliability of the research by collecting Thirty hours of video recordings over three months from February 2018 to April 2018 and from March 2019 to April 2019.

The quality of the collected data is crucial in the transcription phase. Before conducting the fieldwork, it should be considered carefully, particularly by novice researchers and those who have not undertaken fieldwork previously. The researcher discussed the possible constraints that might influence the data collection, such as the types of cameras, the cameras' positions, and the locations of the cameras within the classrooms with his supervisor. The first camera was placed at the front of the class and was focused on the learners, while the second camera was focused on the teachers. The cameras were mounted and fixed onto a small tripod or attached to a tablet or wall near the interactional events. The reason for selecting these locations was to make the process of recording less noticeable and obtrusive. With regard to the audio recorder and microphones, a high-quality external multi-microphone with a built-in system was used. Nevertheless, some other issues emerged while collecting the data and examining the data at a later stage (these will be discussed in the challenges section).

3.8 Ethical Considerations

The relevant committees reviewed the project and methods of data collection, and Newcastle University approved the project. The following paragraphs discuss several ethical concerns that were considered during the data collection phase. A fundamental point is designing an informed consent document in which the participants give their consent to take part in the research. As Liddicoat (2011) states, "The first ethical issue is that participants need to give consent to being recorded, whether that recording will be done in audio or video form" (p.24). This can be achieved " by providing participants with an information sheet about the research, and then, they are asked to sign a form confirming their permission and participation" (Heath et al., 2010, p.17). This form of consent should explicitly state the respects for the rights

of the participants. In this regard, ten Have (2007, p.79) establishes the main rights of participants as follows:

1. To be recorded or to give access to the situation for recording purposes.

2. To be granted permission to use the recording for research purposes

3. To enable public display or publication of the recordings in one form or another.

In general, a consent form must include important considerations such as sufficient information about the research, what the participants are expected to do, and the participants' rights. In this research, the information sheet (see Appendix C) form contained a document in the Arabic language that explained the research in detail regarding the participants' possible language barriers (see Appendix E for a consent form document). All the participants in this research were given information sheets (Arabic translated information sheets were available upon request, see Appendix D) and consent forms before collecting data. The recorded data was stored safely, and password protected by the researcher on two hard drives. Furthermore, the participants were informed that their data would be kept confidential and used only for research purposes and CA data sessions.

The researcher explained to the participants that their faces and names and the setting would be completely anonymised to protect their identities. It is important to understand that most CA studies aim to report that interactants employ some social practices during the interaction. This research, therefore, does not aim to generalise the findings across Saudi EFL classrooms. Rather, it aims to demonstrate that EFL teachers visibly execute some hand gestures along with question and repair initiation that may also be used in other classrooms or workplaces and everyday conversation. Thus, the details of the contexts where data was collected were anonymised and not described in this chapter for two reasons. The first is that the current research seeks only to recognise and describe some gestural behaviours in L2 classrooms, irrespective of the identities or locations of the institutes, employees and teachers.

Such a study is designed for those interested in seeing the L2 teachers' common hand gestures as a part of social actions in questioning and repair initiation that represent availability and influence the teachers' next gestures. The second reason for making the names of institutes anonymous is keeping the identities of the participants confidential. It is ethically important not to reveal details of the institutes that might lead to the participants' identification. The researcher has described some details about the institutes, lessons, and teachers' common practices that can be found in other EFL/ EAP settings. This is to inform the readers of what the participants are doing in these sets and to recognise why students attend these EFL classrooms. The researchers used the pseudonym Group to refer to the classrooms taught by a single teacher. Participants faces were blurred using Adobe Photoshop (This can be found at: https://www.adobe.com). The setting and participants were cartooned to maximise their anonymity and prevent anyone from recognising them using PhotoSkecher software (this can be found at: https://apps.apple.com/us/app/photosketcher/id463633845?mt=12).Moreover, the researcher used pseudonyms for all the participants, except in some cases where a participant's first name appeared in the transcripts was crucial in order to decrease the stress that the participants might have experienced during the filming process.

3.9 Fieldwork Reflection and Challenges

A significant part of the PhD journey is the learning experience, including data collection and recruiting individuals to participate in the research. Novice researchers often expect data collection to be straightforward; however, there are some practical issues that could hinder progress during fieldwork. One is that the scheduled visits might be cancelled because the students or their teachers are absent. Other classroom activities, such as exams or speaking tasks performed in groups or pairs, can pose additional challenges as speaking tasks conducted in groups limit the video cameras to focusing only on one group, thus neglecting the data from other groups. Another issue entailed the logistics of using cameras in classrooms, which varied

depending on the space and on students' and the teachers' positions. Although video cameras easily captured the teachers, some students' data was lost as the cameras often focused on most students. In some cases, the students sitting at the sides did not appear in the video data. Nevertheless, the speaking students' data was captured in the extracts selected for analysis. Overall, the first few sessions were not satisfactory in terms of the data quality because the cameras were placed too far from the action, and the two fixed cameras were not directed correctly to cover all the actions. The researcher's immediate examination of the data as soon as it is collected is crucial to address serious matters that affect the quality negatively.

Aside from the practical issues, there were some technological concerns that the researcher needed to address. Firstly, each session lasted for one hour, but GoPro cameras split long videos that exceed eighteen minutes into smaller files. Problems occurred when attempting to combine these video files into one file, which was a lengthy process, in addition to transferring all the video and audio data. Furthermore, during the data analysis, the researcher needed to use iMovie software to create split screens for all the video sources and the audio files. The data for each session was relatively large; thus, it took more time to transfer the data to the researcher's computer and then store them on the two hard drives. Unfortunately, some files did not transfer completely due to technical problems. Secondly, one GoPro battery ran out of charge quickly, and the researcher did not have a spare battery; moreover, no batteries were available in nearby stores. It was important to have spare batteries for all the cameras because some sessions back-to-back; thus, the researcher needed time to charge the device. Furthermore, camera and sound recorder batteries sometimes went while filming in a classroom; thus, having more than one camera is essential. Finally, other video or audio problems may appear when the researcher reviews all the files.

Chapter 4: An Analysis of Hands-inside-Pocket Gestures

4.1 Introduction

In L2 classrooms, teachers often ask questions along with co-speech gestures (Kendon, 2004, McNeill, 2005). Hand gestures on the part of the question aim to visualise the turn and elaborate on the meaning of a spoken component that seems complicated for a language learner to comprehend (Koshik, 2002; Sert, 2015). Since classroom participation is essential for learning a language, L2 teachers intelligibly coordinate various multimodal behaviour to produce a coherent social action, especially when students are about to make a turn. In addition, they often gesture and other multimodal behaviours to regulate speech during turn transition (Sacks et al., 1974). L2 researchers (e.g., Seo and Koshik, 2010; Mortensen, 2016) have discovered the role of recurrent hand gestures peculiar to L2 teachers as they produce different social actions (such as turn allocation or repair initiation). Nonetheless, the orientation towards recurrent hand gestures of a teacher after a TCU and during turn transition might not have received adequate attention. The reason could be as the extensive focus on some embodied actions that have ostensible and direct implications on the interaction. Thus, some behaviours of participants might be overlooked. Therefore, the current study sheds light on hand gestures produced at the TRP (Streeck and Hartge, 1992). In addition, the analysed hand gesture is systematically produced when L2 teachers ask a question and after the repair initiator. Mortenson (2009) illustrated how students produced some embodied acts to display their recipiency and take a turn in the l2 classroom. On one hand, establishing recipiency usually occurs when the speaker attempts to establish a mutual orientation with a hearer. On the other hand, establishing availability refers to the hearer's embodied action to display his readiness to receive a particular social action from a speaker (Heath, 1986). Besides, the hold of this gesture is a useful resource to encourage classroom participation (Streeck, 2007; Mondada, 2007a). L2 teachers, when communicating, they often insert their hands into their pockets. A pocket is a

small pouch attached to clothing to allow individuals to carry small objects. It is a valuable resource for inserting, carrying, and pulling out small items (such as wallets, cards, keys, whiteboard markers, and the like). In addition, the pockets are utilised for warming hands when one feels cold. L2 teachers can insert one or two hands completely or partially into their pockets while they interact with their students for various reasons. Indeed, they frequently put their hands inside their pockets when they are about to complete their turns and during students' beginning of turns in some interactional situations. In this study, the researcher asks the following research questions:

1- How do EFL teachers deploy hand-in-pockets gestures as a part of classroom interaction?

Sub-questions:

A. How are the teachers' hands-inside-pocket gestures and other embodied actions mobilised in managing IRE sequence in EFL classrooms?

B. How are the teachers' hands-inside-pocket gestures and other embodied actions mobilised in managing repair sequences in EFL classrooms?

In this chapter, I analyse how the teachers display a variety of embodied actions with a focus on a particular hand gesture that is displayed in the TRP/ end of the FPP until the students make aligned/ preferred responses. Firstly, I will elaborate on how the teachers display a set of embodied and verbal actions to mobilise the response. Secondly, I will demonstrate one method that teachers use to display their affiliation once the speaking student provides adequate responses. There are three main collections in this chapter to show that teachers resort to some embodied actions during the TRP when pursuing a response from the student as a cohort and from specifically selected students in the IRE cycle. Finally, this chapter will address when a co-speech gesture becomes significant whilst providing affiliated/disaffiliated/aligned/ misaligned actions by the teachers. I used arrows to highlight the important lines for the

analysis with screenshots in the transcripts that were taken at the exact moment of the actions. Each case is fully transcribed in terms of the teachers' and students' embodied actions.

4.2 A Recurrent Organisation of Hands-inside-Pocket Gesture

Throughout the following excerpts, I will first examine how the teachers manage their embodied actions and display a recurrent hand gesture as they end their turn and are about to receive a response from their students. In the next three cases, I will focus on the teachers' management of their embodied actions such as movement in space, gaze, body orientation, and hand gestures and their sustainment during turn transition and how this management can accelerate the production of a relevant response in the IRE sequence (Mehan, 1979) and within different classroom contexts. I will discuss, after the analysis of the three cases, the practices that teachers should be aware of and provide suggestions for teachers for embodied actions during the waiting.

The next extract (culled from Group B) is a triadic classroom conversation taken from the end of a communicative activity consisting of three questions. Through these task-oriented questions, the teacher's role is to solicit the students' participation to achieve the activity's pedagogical goals. In this instance, the teacher resort to a gesture as he is waiting for a response. This simultaneity is conducted as he moves his location. The teacher is addressing two students as a group to answer the communicative activity question in their textbooks (see Appendix I.4.2.1). Throughout the sequence, some interactional resources mobilise the learners' participation after the teacher's completion of a repair (Stivers and Rossano, 2010). Firstly, being in the middle of the learners, suggests that the teacher includes both students to be potential next speakers. It will be shown that the turn-taking system is relevant to where the teacher is located rather than whom the teacher is facing. Secondly, removing the hands away from the 'gesture space' represents his status as not a speaker but a receiver of the next action. Thirdly, the sustainment of the gesture and overall behaviours makes the students accountable

for producing the next action based on what happens in the extract. Fourthly, shifting the gaze from a disengaged participant to an engaged participant all work well to mobilise the students' response and encourage participation. In addition, turning the body to the one who appears to produce a relevant complete turn is essential. Finally, in the extract and the following extract, in this chapter, we will see how the teacher displays his affiliation with the student's turn by pointing at the students in the third turn (assessment).

Extract 4.2.1

```
06    TEA: do you *have more things *+that @can bring a change?*
           >>-- looking at ALI-->
                  *..............,RH strikes--->*puts the textbook on the chair>*
      ALI:                                 +looks at the textbook-->
      KHA:                                 @takes off his glasses-->
           >>--looking at the TEA-->


07 →              #*(0.3)             #(0.2)             #*(0.5)
      TEA:        *..............., inserts LH inside LP,      gesture hold-->
                  *......................................,inserts RH inside RP, gesture hold-->
                  *looks at ALI-->
                  *moves to right--------------------------->*looks at ground-->
```


#fig1   #fig2   #fig3

```
08    TEA: *walahy am thinking=
           (I swear by God)
            gesture hold-->
           *looks at KHA-->

09    KHA: +=am er-
      ALI: +looks at TEA-->

10    ALI: @my house *+if i ge- *[if i get °a@ new* house=°]    *+
                     +RH ..................... . RH strikes,,,,,,,............strikes---->+
      TEA:              *orients his head to ALI------->*looks at KHA-->
                                                    RH,,,                    >*
      KHA: @....................,RH configures a grip,,,,, >@

11    KHA:                       [°if english @ is good°      ]
                                           @looks at ALI-->

12 → TEA: @=ehh             #this-                #@this man is ok.
           RH ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,pointing, gesture hold->>
      KHA: @looks at TEA-->>
           @waers his glasses------------------------>@
            ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, >@
```


#fig4   #fig5

Recruiting a student speaker especially when the students are reluctant to participate requires the teachers' effort to mobilise the response. This cannot only be done can be done verbally such as asking and producing an epistemic check token like 'do you understand?', but also through embodied actions such as gaze and body orientation as will be shown. In line 07, whilst being in mutual gaze with Ali in the TRP (Sacks et al., 1974) he moves toward the centre while both hands are travelling from the 'home position' (Sacks, Schegloff, 2002; Schegloff, 1984a) or getting ready for a gesture stroke (Kendon, 2004). He initially inserts his left hand inside his left pocket and then his right hand inside his right pocket. At this moment, he displays a hands-inside-pockets gesture which is a visible pragmatic gesture that indicates his availability for the next action. His gesture becomes explicit and seen by his recipients (McNeill, 2005; Chui, 2005). During the silence, the teacher performs a gestural hold when both hands are temporarily 'frozen' (Schegloff, 1984a, p. 272). Towards the end of the TRP, he averts his head away from Ali to look at the ground and then addresses Khalid to his next utterance.

It is noted that he is locating himself around the two students as he inserts both hands inside his pockets. Note the teacher addresses Ali through the teacher's gaze and body orientation, but due to Ali's disengagement makes the teacher shifts his selection to Khalid with a head direction in the same line (see Auer, 2021; Weiß, a2019). In line 08, the teacher constructs 'walahy am thinking' (I swear by God); Arabic speakers typically speak 'walahy' as a preface to a new topic or initiative. It is noted that before he initiates this increment, he enters a mutual gaze with Khalid, who has been looking at the teacher from the beginning of the sequence. The increment is articulated as he moves his to Khalid, addressing him due to Ali's disengagement from participation. But it is cut off by Khalid, who latches pre-position turn '=am er-' in line 09 (see Gardner, 2004 for expanded question sequences/ increments). Now Khalid produces a pre-turn position '=am er-' which aims to establish recipiency right before the teacher

completes his turn (see Mortensen, 2009; Lee, 2017). However, Ali contests Khalid's cut-off in line 09 to produce a complete TCU in line 10, 'my <u>house</u> if i ge- if i get a new house' (see C. Goodwin, 1980, 1981; Heath, 1984, 1986).

Within this single turn, Ali self-selects through a self-initiated self-repair by deleting 'my' and recycling 'if i ge-' to 'if i get'. He recycles his turn in order to achieve the teacher's visual attention or recipiency. At the start of Ali's turn, the teacher directs his head to him. Ali conducts a hand gesture that proceeds the lexical affiliate 'get', a metaphorical hand gesture that represents change (McNeill, 2005). Ali demonstrates his understanding through his gesture, which is a crucial component representing engagement in the interaction (Jacknick, 2021). Moreover, his gesture works as meaning making of his utterance (Olsher, 2004). It also resembles the gestural configuration of the teacher's hand gesture in the stressed 'more'. Different researchers describe it as a phenomenon (see gestural catchments in McNeill, 1992; De Fornel, 1992; Arnold, 2012; Majlesi, 2015). Although Khalid attempts to gain the floor again by making an overlapping turn in line 11 'if english is good' that is syntactically incomplete, Ali's TCU is quicker and offers a complete TCU that is pragmatically, semantically, and syntactically comprehensive, thereby making himself an engaged participant. In addition, for the overlapping resolution, Ali as the one who secures the teacher's visual attention maintains his gaze at the teacher as a 'turn-holding strategy' (Zima et al., 2019). As Khalid fails to secure the teacher's gaze, he looks at Ali at the end of Ali's turn and then at the teacher while he delivers his feedback. The teacher assesses Ali's response directly: '=ehh this-this man is ok' in line 12, as a positive response (Waring, 2008). Using the prosody '=ehh:', the teacher participates in Ali's talk and even makes his TCU relevant. During his assessment, he turns his head in the direction of Khalid; he then withdraws his right hand from his pocket to extend it, completely pointing at Ali. Although the response is delayed, the teacher treats Ali's response as preferred and affiliated action (Macbeth, 2000). This pointing action is

performed using his index finger accompanied by his deictic expression on 'this' and held on 'man'. His affiliated action confirms the prior turn in a way that enthusiastically encourages Ali's participation. Note that the left hand is still kept inside his pocket.

In the next classroom conversation (drawn from Group D), a quite similar bodily action was conducted by the teacher who relocated himself to the centre concurrently with his display of a hands-inside-pocket gesture at the TRP while selecting the next speaker from a particular group. The teacher commences the conversation by examining his students' knowledge of a past communicative role play exercise they carried out at the beginning of the course. This is to remind the students before he gives the topic of the discussion (see Appendix I.4.2.2). In the transcript, I only focus on the students' participants who initiate a verbal turn and their embodied actions. In this extract, a wide range of interactional resources contributes and leads to the mobilisation of a response post to the teachers' FPP. These are quite similar to the prior extract, however, the teachers' non-evaluation of a response work effectively to mobilise a response. After the TRP, the teacher first place himself in the middle and looks at a different group of students as he performs a gesture that is held during the next inserted sequence. The teacher's silence when each learner contributes a turn work well to elicit an adequate response at the end. The teacher's sustainment of gesture and gaze orientation and body orientation at different speakers represent an embodied repair initiator from Sami's turn until Ali completes the repair (Lilja and Eskildsen, 2022). It is interesting to note in this IRE sequence how the students negotiate the turns, and the teacher allows some interactional space by not interfering until the SPP is accomplished. By the end of the sequence, the teacher is extending his forearm at the speaking student to display his affiliation with the turn right before the speaking student, who provides an adequate response, completes his turn.

Extract 4.2.2

```
01    TEA: okey (.) what was          *change your mind?
              >>--moving to lecture podium>*moves four steps to the front-->
                                      *looks at the students at the front-->
                                      *..............................both hands-->
         ALI:>>--looking at TEA-->
         SAM:>>--looking at TEA-->
         TAM:>>--looking at TEA-->
         WAL:>>--looking at TEA-->

02 →              #+*                  (0.4)* @# (0.2)
           TEA:    inserts RH inside RP,,,,,,gesture hold-->
                                      ,,,,inserts LH inside LP-->
                 *head tilts to right--->*looks at left-->
                 *moves to the middle  ---------------------->
         ALI:    +looks at SAM-->
         SAM:                                 @looks at ALI-->
```



```
                 #fig1                         #fig2
```

```
03              #*(0.5)                  *#(0.3)
           TEA:   *looks at the front----->*looks at the right-->
                  gesture hold-->
```



```
                 #fig3                    #fig4
```
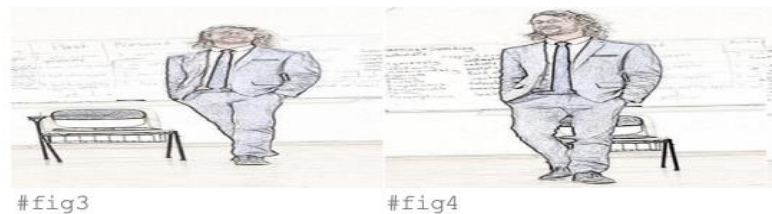
```
04    SAM: +&^@the *word @crazy@
              @looks at TEA-->
                          @smiles >@
           TEA:       *looks at SAM-->
                  RH+LH gesture hold-->
         TAM:    ^looks at SAM-->
         WAL:   & looks at SAM -->
         ALI: +looks at TEA-->>

05    ALI: & ^*no=
         TEA:    *turns his head to ALI-->
         TAM:    ^looks at TEA-->
         WAL:   & looks at TEA-->

06    TAM: *=difficult.
         TEA: *looks at TAM-->
```

```
07    WAL: ^*@if it is positive make it negative=
      TEA:  *looks at WAL-->
      SAM:   @looks at WAL-->
      TAM:  ^looks at WAL-->

08    ALI: =^+no <no=no> (0.2) *you want        to be talk        about
      TEA:                      *head turns to ALI-->>
           +..........,points upward by RH..................................................,points at his
                                                                         chest,gesture hold
                                                                                      -->
      TAM:  ^looks at ALI-->>

09 →        +something +and #he want@   #+a pas-    #idea  @    think *
            +looks away> +looks at SAM        >+looks at TEA-->
                         +......,points at SAM>+

      SAM:                            @looks at ALI-------------->@looks at TEA-->>
      TEA:                            RH,,,,,,,,,,,,,>*
```


#fig5   #fig 6   #fig 7

```
10          *about+ something        else=
            ,,,,,,,+
      TEA: *turns his body to ALI-->
           ,,,,,..RH points to ALI, gesture hold-->

11    TEA: #=*you            #*swi            tch
           .............................,RH overlaps, gesture hold -->>
           *looks at students>*looks at ALI-->>
```


#fig8   #fig9

In line 01, the teacher utters 'okay' and then pauses briefly, a preface that paves the way to his next question, 'what was <u>change</u> your mind?' (i.e., referring to an activity they had performed in the first week). This is an understanding check question that requires the students to recall the activity they performed in the first week of the English course (see Courlay, 2005). In line 02, he inserts his right hand into his right pocket right at the beginning of the TRP and then his left hand after (0.4). This co-occurs as he relocates to the centre during the TRP. At this TRP, he glances at the students who are seated in different locations in the classrooms. At first, he directs his head to those on the right for (0.4), then looks briefly at the left for (0.2), and finally redirects his head to those in the front again during (0.8). At this moment, most of the participating students are looking at the teacher except Ali, who disengages his gaze and then returns his gaze to the teacher in line 03. This head direction and gaze is a comprehensive, intelligible method to include all recipients and recruit a particular willing to participate

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student. In line 03, Sami, looking at the teacher from the front, self-selects 'the word crazy' and smiles. His smile and turn can be interpreted as an unserious attempt to address the question (i.e., Sert, 2015) delineate the student's smile without a turn as UTP). His response is not pedagogically aligned with the teacher's question as the teacher does not evaluate this response. As soon as Sami initiates his turn, the teacher moves his head to him while Ali constructs an other-initiated self-repair. Ali looks at the teacher in line 04 with the 'no', a rejection that functions as a repair initiator (Heritage, 1984). Ali's turn is immediately latched with Tameem's abrupt complaint about the question being 'difficult' in line 05 (Wong and Waring, 2021). Ali's turn does not offer a warrant, whereas Tammeem conducts an embedded request for the teacher to elaborate further on the question (see Seedhouse, 2004a; 2007). During these turns, the teacher directs his head toward the speaking student and holds his gesture without a verbal assessment. In line 06, Waleed responds, 'if it is positive, make it negative', Waleed manages to gain the teacher's attention as he directs his head to him while sustaining his multimodal behaviours. However, his response is immediately latched by Ali, who has been raising his right hand (note before he displays a crossed arm gesture) producing an other-initiated other-repair. Ali intelligibly raises his hand pointing upward at the beginning of his rejection for bidding for a turn (see Lehtimaja, 2007; Niemelä, 2008, Kääntä, 2012). This is designed to obtain the teacher's recipiency in his verbal TCU and for nominating himself as the next speaker (Kääntä, 2012). This indicates that the trouble source is within Waleed's response and that Ali is now providing another complete TCU to describe the activity. His repair initiator consists of an exaggerated rejection in lines 07-8 'no<no=no>' and a warrant after the pause 'you want to be talk about something and he want pas- idea think about something else think'. As he reaches 'talk' he points at his chest to depict what he is verbally describing. He also looks at Sami and then points at him with his right hand (during displaying a crossed arm gesture) then holds his gesture temporarily until he looks at Sami on 'he' in line

08. Once more this deictic hand gesture is performed partially before he utters the deictic pronoun 'he' as an embodied completion of his turn in line 08. This breaks off the mutual orientation and serves as his description of the activity. Thus, bodily re-enacting the event in such a way as to depict the original activity (Sidnell, 2006; Thompson and Suzuki, 2014). The teacher turns his head sharply towards Ali on 'you want' as he begins his warrant. On 'pas-' that is cut off by Ali, the teacher removes his right hand from his pocket to make a pointing hand gesture that becomes visible on 'something' in line 09. This hand gesture interactively shows stress on what Ali's producing and illustrates to the other students to look at Ali. He then prepares his hand for an iconic co-speech gesture (McNeill, 2005). In line 10, the teacher turns his right hand to face upward, a 'semantically coherent' gesture (Kendon, 2004) that visualises the intonationally stressed verb 'switch.' He fully extends his right hand with the palm facing downwards on 'something' and then sustains his gesture up until he assesses Ali's turn. This is exactly similar to the prior extract when the teacher assessed Ali's response. It is an assessment that shows the teacher's positive effective (affiliation) stance in front of the students and that shows the students' alignment with the question.

In the following extract (culled from Group I), the teacher prepares and executes the hands-pocket gesture before he reaches a possible completion in the FPP. Nevertheless, such an embodiment sustains throughout the FPP, TRP, his response pursuit until one of the students self-selects and delivers a seemingly sufficient response. The extract occurs as the teacher prompts the meaning of the noun 'infomercial' before performing a listening task (see Appendix I.4.2.3). Without a doubt that the FPP in the form of a question by itself can mobilise a response, however, looking at the next extract and the teachers' embodied action in the FPP is very crucial to see how a response is pursued. Unlike the prior extract, the teacher displays a gesture by the end of the question and then sustains it until a response is produced. The teacher looks at different students and evaluates their engagement. Being in the middle with the body

posture and holding his gesture available to all students is an interactional source and a response pursuit in a form of a question all work well to mobilise the student's response. Unlike the prior cases, in this case, the teacher retracts his gesture and continues explaining the word without showing his affiliation/disaffiliation with the speaking student's turn.

Extract 4.2.3

```
                                    #         #        #        #
01→  TEA: *anyone              *%&±kno:w Ωwhat *an ÷^info:mercialø is?
          *orient his body to left->*to the front----->* to the right-->
          *moves to the centre-->
          *..........................................,inserts LH inside LP, gesture hold-->
          *...............                             insert  RH inside RP,hold->
     TAR:>>--looking at the textbook-->
          >>--RH is placed on his head-->
     RAD:>>--looking at the textbook-->>
          >>--RH is placed on his head-->
     ABD:>>--looking at the textbook-->>
     KHA:>>--looking at the textbook ---------------------^looks at TEA-->

     MOH:>>--looking at the textbook>%looks at TEA-->
     AHM:>>--looking at the textbook->&looks at TEA-->>
     TAL:>>--looking at textbook----->±looks at TEA-->
     ALI:>>--looking at the textbook-------->Ωlooks at TEA-->

     SAM:>>--looking at TEA--->                      ÷looks at his textbook-->>
     RAS:>>--looking away-->>
     ABA:>>--looking away-->
         >>--begins drinking a bottle of water-->
     NAI:>>--looking at TEA-->                               Ølooks
                                                         at his textbook-->>
     FAT:>>--looking away-->
```

#fig1   #fig2   #fig3   #fig4

```
02            (0.7)  (0.5)                    *
         ---------------------arrives at the centre>*


03    TEA: Ω%^+ *infomercial(.) have you +heard this ±word [infomercial?]
      TAR:       +-------------------->+ looks at the TEA-->>
      KHA:    ^looks at the textbook-->>
      MOH:    %looks at the textbook-->>
      TAL:                                        ±looks at the textbook->
      ALI: Ωlooks at the textbook-->>

04    TAR:                                          [commercial ]


05→  TEA: #`like            #infomercial      #eh (.)      #yes.
          *orients towards TAR-->>
          ,,,,,,,,,,,,,,,,,,,,,,,,,raises both RH&LH..................,forward gesture-->
```

#fig5   #fig6   #fig7   #fig8   #fig9

In line 01, the teacher constructs his FPP in the form of a yes/no question 'anyone kno:w what an <u>info</u>:mercial is?' (Waring 2012) accompanied by a range of embodied actions. This FPP nominates anyone who knows the answer specifically (i.e., it is an 'individual nomination') (Mehan, 1979). He first turns to the students at the left while walking to the centre (he ceases walking at the TRP in line 02). He averts his gaze to the student on the front as he reaches 'kno:w what' and lastly, he moves his gaze and head to the right as he reaches 'an <u>info</u>:mercial is?' the end of the FPP. This gaze behaviour accompanies his movement to the centre. At the same time, his body orients to those students as he gazes at them during the FPP. Right at the FPP, the teacher prepares both hands to deploy a gesture. First, he moves his towards his left pocket and then inserts it as he reaches 'kno:w' and then holds it. Second, he inserts his right hand as he reaches the end of his FPP. He holds his gesture in silence as he ceases his movement with the students. It is observed that during the final position of the FPP, 'anyone kno:w what', he looks peripherally at the group of students at the left. On the left, there are Sami, Rashid, Aba, Naif, and Fathel. From this group, only Sami and Naif look at the teacher and later become disengaged roughly by the end of the teacher's FPP when both look at their textbooks. At the front, there are Tariq, Radi, Abd, and Khalid on the far right. These students all are unavailable from attending the teacher' FPP given that they are reading, except for Khalid, who exactly becomes interactionally involved with the teacher right before he reaches a possible completion in line 01 (both Radi and Abd by no means look at the teacher before and after the extract ends). On the right side are Mohammed, Ahmad, Talal, and Ali. Both Mohammed and Ahmad are disengaged at the start of the teacher's FPP; however, they succeed in altering their gaze to the teacher appropriately on 'kno:w'. Talal shifts his gaze at the end of 'kno:w', and Ali orients his head to the teacher when he utters 'what'. Now, most of the students sitting on the teacher's right side are interactionally engaged through gaze behaviours.

In the TRP, which briefly lasts for a second, the teacher preserves his alignment with the student on the right side while displaying a hands-inside-pocket gesture and relocating himself at the centre. However, he permits no extra time to develop in TRP and alternatively redesign his FPP 'infomercial(.) have you heard this word infomercial?'. This self-initiated self-repair begins by repeating the reference to be heard again (Bolden et al., 2012). The teacher turns to the students' one-second gap as a hearing problem, and, at the same time, his TCU constitutes a response pursuit (Pomerantz, 1984). In addition, this turn mitigates from specifically addressing those who know the answer to (general) those who have just heard the word (Duran and Jacknick, 2020). Therefore, he repeats the reference (the trouble source) and then adds a similar yes/no question. It is designed to put little pressure on the students to deal with the FPP. The preferred response to the question can be 'yes' when students should be accountable for elaborating more by describing the reference or 'no' when the teacher can produce the SPP, describing the word. In line 04, Tariq becomes engaged in the teacher's redesign of his FPP on 'heard' through his gaze at the teacher. Khalid, the only engaged student from the front group, averts his gaze to look at the textbook at the beginning of line 03. Even though Tariq cannot secure (not from the group that the teacher is facing with his body) the teacher's gaze in the same line, self-selects, and delivers a partially adequate response 'commercial' in line 4 that overlaps with the teacher's 'infomercial' in line 05 (Schegloff, 1996). His self-selection is affirmed as 'like informercial eh (.) yes', and later, the teacher elaborates on it in the post-expansion sequence (Schegloff, 2007). He retracts both hands as he assesses Tariq's response.

Thus far, the researcher has demonstrated how the teacher organises several semiotic modes that are meaningful while selecting the next speaker and mobilising the next relevant response. One typical pattern is the teachers execute a hands-inside-pockets gesture as they move to the classroom centre right before the end of the TRP. Gaze at the students is a powerful

resource, however, students without being in mutual orientation with the teacher begin their turn and later secure an interactional space. Once the teachers hear the speaking student, they turn their gaze to them. The hold of the hands- inside-pocket gesture is a resource that displays the end of the turn and students have to produce a turn.

4.3 Another Form of Hands-inside-Pocket Gesture

The teachers put their indie their pockets are found recurrent in this thesis data. However, I will continue showing another form of such a gesture and build an argument that teachers can display affiliation/ disaffiliation in the third turn similar to what is being found in Extract 4.2.1-2. The analysis will empirically demonstrate that the hands-inside-pockets gesture is systematically displayed and held not only for eliciting response with other embodied actions but also this action is relevant to the third turn.

In the next extract (taken from Group A), the teacher inserts his hand halfway immediately after initiating giving instructions. The teacher asks the students about the meaning of the compound noun 'flight attendant', which was introduced in a previous lesson (see Appendix I.4.3.1). When no one responds, he instructs his students to look up the meaning in their notes to produce the description of the word. In the following extract, the teacher inserts and holds his hand halfway inside his pockets while moving to the middle. He makes a pre-assessment through a pointing action while one hand is kept in the pocket similar to Extract 4.2.2. Gestural action in such a way displays the teachers' affiliation with the student's responses. The teachers' embodied actions in the TRP are very significant for mobilising the response form one student.

Extract 4.3.1

```
01      TEA: $what does a flight attendant do::?
              >>--looking at students on the right-->
        SAM:>>--looking at the TEA-->
        EAS:>>--looking at the TEA-->
        SAL:>>--looking at the TEA-->
        KHA:>>--looking at the TEA-->
        THA:   $looks at the textbook-->
        AHM:>>--looking on the wall-->

02                      $*(0.4)  *(0.3)
        TEA:             *looks at the ground-->
                              *moving to the right-->
        THA:           $looks at the TEA-->

03              check=$*check
                        *...........both hands--->
                        *turns his body to the student -->
        THA:            $looks at the textbook-->


04  →           ±#*(0.1)          # (0.2)  * #(0.2)   #(0.3)  *
        TEA:       *turns his body to students--------------------->*
                        stops his movement- >*
                   ,insert both hands halfway--, gesture hold-->
        KHA:       ±looks at the textbook-->
```



```
        #fig1              #fig2      #fig3      #fig4
```

```
05                   &%^+students overlapping talk
        SAM:             +..........., raises his RH index finger-->
        ESA:             ^looks at AHM-->
                         ^points at AHM-->
        AHM:         &looks at ESA-->
        SAL:          %looks on away-->>

06      TEA:    [check   ^ check &your    ^*book
                                            *looks at SAM-->
        ESA:              ^looks at TEA-->>
                    ,,, retracts pointing action>^
        AHM:                        &looks at the ESA-->>
        SAM: ---gesture hold-->


07→ SAM:   [kan feeh safert  motheft eltyran  #eljaweeh=
                    (when in travel, an airway flight attendant)
        TEA:                  ,withdraws his RH,.........,pointing RH index SAM-->>
        KHA:         ±looks at SAM-->
```



```
        #fig5
```

```
08      TEA: #=very                  #good    +
              ,raises his RH upward, gesture hold-->
        SAM:   retracts his pointing RH,,,,,,,,,,,,,>+
```



```
        #fig6                #fig7
```

In this extract, the teacher and the students are revising a list of jobs found in the textbook. In line 01, the teacher initiates the question 'what does a flight attendant do::?' stretching the sound to lengthen the question (Sahlström, 2002) to secure acritical mass of willingness to participate students. Most of the students are engaged within the FPP, except for Thawini and Ahmad. Only Ahmad is sitting on the left, whereas the others are sitting on the right, and Sami is in the middle. In line 02, the teacher, in a position between two chairs, looks down and then moves from the right to the middle of the classroom, during which Thawini shifts his gaze from the book to the teacher. Following this brief silence, he requests the students to look at their textbooks and observe their notes 'check=check' in line 03. Within this turn, he looks and turns his body and looks at the student peripherally before he ends his turn while preparing both hands to deploy a gesture (Heath, 1984). The latching of the two words suggests that the waiting time to respond is relatively short, according to the students' next action. In line 04, the teacher inserts both his hands halfway into his suit pockets after roughly half a second. Sami instantly raises his right index finger to be allocated a turn during the students' overlapping talk (Ahmad and Esa are talking softly) in line 05. Sami, during this overlap, raises his right hand and holds to be the next speaker (see Mondada, 2007a, for TRP gesture and its hold, which can project the next speaker) while looking at the teacher to secure a turn. In response to this overlapping talk, the teacher instructs the student explicitly to find a description from their textbooks 'check check your book' in line 06. Also, this means overlapping talk is sanctioned, an attempt to control the turn-taking system, or at least one should self-select to produce a hearable response. Although Sami is not granted a turn in line 07, he self-selects a turn in Arabic that overlaps with the teacher's talk in line 06, 'kan feeh safert motheft eltyran eljaweeh' (when in travel, an airway flight attendant). It is code-switching from English to Arabic in which Sami demonstrates his knowledge of a particular word (see Sert, 2015). It is projectable in such a context that the teacher sanctions such participation. In the same line, the

teacher retracts his right hand as Sami produces 'eltyran' and then points and holds his right index finger at Sami as soon as he completes 'eljaweeh' (way). He assesses Sami's turn positively as being 'very good' in line 08, then points upwards with his right hand with separated fingers.

So far, the analysis of the teacher's recurrent embodiment is found when they address a group of students to answer different types of questions, now I move to argue that such embodiment can occur also when the teachers allocate a turn to some specific students to answer a question. The next two cases will demonstrate that the teacher's removal of the hand after the hands-inside-pocket gesture is recurrent action when they express their disaffiliation with the students' turn.

In the following extract, the researcher shows the same teacher resorts to his pockets in the same way as he elicits a response from a specific student. The halfway hands-inside-pockets gesture is marked as significant because he resorts to it twice. There is an interval between the two gestures for a co-speech gesture deployment that aims to calm the students and prevent other students from claiming speakership. In the following extract, the researcher shows the same teacher resorts to his pockets in the same way as he elicits a response from a student. It will be observed that the teacher's sustained with a response pursuit, and protecting floor turn with a gesture that addresses all students can elicit a response from the selected student. Two important points will emerge. One is the teacher's deployment of hands-inside-pocket halfway gesture, and another is his disaffiliation action with the students' inadequate turn.

Extract 4.3.2

```
01    TEA: is this (0.3) a computer?
           >>--looking at THW-->
       THW:>>--looking the TEA-->
           >>-- pointing at the computer by RH index-->
       ESA:>>--looking at TEA -->
       SAM:>>--looking at THW-->>
       SAL:>>--looking at TEA-->
       KHA:>>--looking at TEA-->
       RAM:>>--looking at TEA-->

02              (0.5)

03    TEA: *thwani this is a computer          *or no::t?
           *................ ,head leans towards computer    >*looks at THW-->
                    ,taps on the computer by RH fingers>* gesture hold-->

04 →           #^*(0.5)  @*      #(0.2)                  #(0.3)
       TEA:    ,RH,,,,,,,,,,,,
                *..................,inserts both hands halfway-->
       SAL:     ^looks at THW-->
```


A

#fig1   #fig2   #fig3

```
05    ESA: @er-
           @turns his to THW-->
           ,points by RH at the computer-->
       TEA: gesture hold-->

06              *$ &^+(0.4)
       THW:           +looks at ESA-->
       TEA:     *looks at ESA-->
       SAL:       ^looks at ESA-->
       KHA:       &looks at ESA-->
       RAM:       $looks at ESA-->

07    TEA:   give+^&$  him*@some  @          time            *
           LH,,,,,,,,,,,>* ...,LH tips are joined, moves upwards and down>*
       THW:       +looks at TEA-->
       ESA:               @looks at TEA-->
                          ,,,,,,,>@
       SAL:       ^looks at TEA-->
       KHA:        &looks at TEA-->
       RAM:         $looks at TEA-->

08              $&+(0.3)(0.3)            @*(0.5)
       TEA:                              *looks at THW-->
                return LH inside his LP, gesture hold-->
                                         *smiles at THW-->

       THW:        +looks at TEA-->
       ESA:                     @looks at THW-->
       KHA:     &looks at THW-->
       RAM:     $looks at THW-->

09    THW: *yes i am

10 →  TEA: #&*yes          #i             #a:::m? (.) did i ask you?
       SAL:  *RH........................., points at THW, gesture hold-->
             looks at ESA-->
```


#figs4   #figs5   #figs6

```
11    SAM: *%yes it is= *
       TEA:  *looks at SAM-->
             RH,,,,,,,,,,,,>*
             %looks at the TEA -->

12    TEA: =yes it is::
             looks at THW-- >

13    THW: +yes °a-° it is
           +.,points by index and middle fingers at the computer-->>
```

Before the extract, the teacher predetermines different speakers to answer a yes-no questions activity 'is this (0.3) a computer?'. Now it is Thwani's turn to answer the next question. In line 01, the teacher and the student are in a mutual orientation with the student speaker. He is close to the classroom computer, and the students sit at the round desk. What is projectable is the student produces a prompt response. However, he does in the following line 02. In line 03, the teacher addresses the student by name and then changes the question to a statement with a negative form and raises the intonational contour at the end, 'thwani is this a computer or not?'. The use of addressed term, gaze, and body orientation all constitute a turn allocation or a 'tacit selection' (see Lerner, 2003, p.190). The use of the address term is an appeal for Thwani to take the next turn. He also stresses the reference which the computer. In his utterance, he breaks the mutual orientation as he leans with his head to the computer and taps several times on it by using a whiteboard marker 'this is a computer' then holds his pointing right hand till the end of his turn (Streeck, 2007; 2009). He enters a mutual orientation with the student again right before completing his turn at that end. Note he stretches 'no::t' that accompanies his rising intonational counter at the end. This turn is designed due to the missing student response, although he is interactionally engaged. As the silence begins, both hands travel to his suit pockets in line 04. The gesture is completed just before the end of the TRP. In line 05, Easa, sitting at the edge of the desk, attracts the teacher's attention with his 'er', a pre-turn position to establish recipiency as a willingness to participate in the sequence. However, the teacher sanctions this participation in the following turn (McHoul, 1978). In line 06, he retracts his left hand to perform a co-speech gesture while calming the other students and giving the selected speaker some time to respond, 'give him some time'. He executes a hand gesture in which the tips of his fingers touch each other or configures a gestural shape on 'some', then he makes an up and down movement on 'time' (compare this co-speech hand gesture to Grappolo gestures in Kendon, 1995, 2017). It is a metaphorical gesture that represents giving

time to the speaking student to participate. As he completes his utterance, he gradually reorients his left hand towards his suit pocket. In this turn, he breaks the mutual orientation with the student to sanction Esah's readiness marker 'er'. After almost half a second, he re-establishes mutual orientation with Thwani while simultaneously re-inserting his left hand into his pocket in line 08. Thwani finally produces a response, 'yes i am', in line 09. It should be noted that Esah averts his gaze to look at the speaker while the other students are looking at the teacher. By doing so he is monitoring Thwani's behaviours and also in case Thwani could not deal with the question, he joins for a turn. The teacher immediately initiates an other-initiated self-repair 'yes i a:::m? (.) did i ask you' in line 10. Immediately, he removes his right hand that travels on 'yes' and then extends it thoroughly, pointing at Thwani right as he stretches the vowel of the trouble source 'a:::m' that ends with a rising intonational counter. By repeating the trouble source, doing some prosodic properties on the trouble source, and pointing action, the teacher implicitly indicates the trouble source. He now enters another interactional trajectory to ensure that Thwani produces a grammatically and semantically accurate response. Interestingly, the co-speech gesture serving the repair initiator is highlighted by not retracting the other left hand. In the following line 11, Sami self-selects and completes the correction 'yes it is' that by the teacher's confirmation stressing on 'it' and stretching the 'is::'. As Sami produces his turn, the teacher retracts his pointing action. The teacher through this repair initiation expresses his disaffiliation which is exaggerated in the same turn by the pragmatic pointing action. This serves the prelogical aim of the activity (note the classroom context is a form-and-accuracy classroom (unlike prior extracts where the focus is on meaning and fluency, Seedhouse, 2004b).

The following extract (from Group B) is taken from a communicative speaking activity. The teacher asks the students about 'an unusual activity they did in the Kingdom of Saudi Arabia' (see Appendix I.4.3.3). He verbalises the textbook question, and then waits for the students to respond. The teacher displays a similar action when one student self-selected

abandons his utterance. In a similar vein, the teacher puts his hands innside his pockets in the same as the prior extract and similar action occurs as he expresses his disaffiliation with the students' turn.

Extract 4.3.3

```
01    TEA: +what are three unusual (.) things *you can do here?
           >>--looking at AHM and SAL direction     >*looks away-->
      AHM: +looks at TEA-->
           >>--LH around his chin-->
      HAS:>>--looking at the textbook-->

02               (0.6)*(0.4)
      TEA:            *directs his head to AHM-->

03    TEA: or in ksa in general=

04    AHM: @=see people
      HAS: @looks at AHM-->

05               (1.0)

06→   TEA:  @+see *people ye:s.
                  *.........-->
      AHM:   +looks at his textbook>>
      HAS:   @looks at the textbook-->

07               #@*(0.3)        #+ (0.3)      #(0.4)      #(0.2)
      TEA:           *inserts both hands into his pocket, gesture hold-->
      AHM:                           +leans towards the textbook-->
                 retract LH--->+
      HAS:         @looks at AHM-->
```

```
           #fig1          #fig2          #fig3          #fig4
```

```
08    AHM: fire +working.
                +looks at the TEA-->

09               @+(5.0)      *(0.7)
      AHM:         +looks at his textbook-->
      TEA:                    *turns his head to the left-->
                             *twists his body slightly to the left-->
      HAS:         @looks at the TEA-->

10    AHM: +[eketar?
           (do I choose?)
           +looks at the textbook-->
           +....,LH points at the textbook-->
```

```
11 → TEA:  #[no          #my          #*+friend                #(.)
                           *looks at AHM-->>
                ,,,,,,,,,,,LH points , gesture hold-->>
     AHM:  gesture hold-->>
                           +looks at TEA-->>
```

```
                #fig5          #fig6          #fig7          #fig8

12         no we are  @talking about    ksa now.
                        gesturing ---->>
     HAS:               @looks at AHM-->>
```

In line 01, the teacher initiates the FPP 'what are three unusual (.) things you can do here?'. Following this is a pause in line 02 and then an increment that is missing from line 03 'or in ksa in general'. This is an 'expanded questions sequences', (see Gardner, 2004, p.247). By doing so the teacher clarifies another element to the FPP that is not stated in the textbook. Within this FPP, there are Ahmad, who looks at the teacher at the beginning of the FPP, and Hassan who looks away during the FPP. During the FPP, the teacher looks in the direction of both students but shifts his gaze away as he is about to complete his turn. In line 02, the teacher becomes in a mutual gaze with Ahmad, and his head turns to Ahmad. As he adds his increment in line 03, Ahmad instantly latches his talk to this increment by producing an incomplete turn 'see people' in line 04. Ahmad sustained gaze at the teacher can project his self-selection which also can indicate his willingness to participate as a 'floor-claiming' device." (Kendon, 1967, p. 57). In line 06, the teacher prompts Ahmad to complete his response 'see people', repeating his incomplete turn proceeded by a go-ahead verbal token 'ye:s' (Schegloff, 2007). This is because Ahmad cases his talk in line 05, resulting in a roughly one-second silence. The turn is a designedly incomplete utterance (DIU) or an incomplete verbal phrase that targets Ahmad's completion (Koshik, 2002, 2010). This other-initiated repair targets Ahmad's incomplete turn (self-repair). Within this turn, Ahmad averts his gaze to look at his textbook, which represents his disengagement from the interaction. At the beginning of the TRP in line 07, the teacher's

hands are inserted halfway into his pockets. In line 08, Ahmad constructs his turn 'fire working' by selecting one activity from the list (some unusual activities with images are presented in the textbook, such as skiing, fire working, and sky diving). Ahmad's response is immediately treated as irrelevant, as evidenced by the teacher's next action within the TRP. In line 09. the teacher first tilts his head to the left and then withdraws only his right hand from his pocket. He also twists his body slightly to the left (a similar embodied action found in Kamunen, 2019, and head turn Lija and Eskildsen, 2022). These embodied actions, head turn and torso twists slightly to the left, project the following repair initiator that targets Ahmad's correction. Now for his gestural stroke action begins in 'no my' and sustains over 'friend (.)' as he twists his body suggesting his disaffiliation with what has been said. Note that his left hand is still inside his pocket while his right hand is pointing at Ahmad. This is an other-initiated self-repair that emerges due to Ahmad's misunderstanding of the question. It is an explicit request that Ahmad addresses the question by clarifying it in his repair initiator. Overall, The DIU turn and the teacher's sustained embodied actions such as gaze and halfway hand gesture all work together to mobilise his incorrectly dispreferred response 'fire working'.

The hand gesture in the following extracts (culled from Group I) is executed as the teachers examine the students' lexical knowledge of words inferred to be hindering their comprehension while engaged in textbook activities. The epistemic check or understanding check questions about language items is a fundamental part of L2 classroom practice. This classroom practice aims to ensure that the students are cognitively equipped with sufficient knowledge of a word and its meaning in a context. In this extract, The teacher, who is in a particular position, insert only hand inside his pocket, while gazing at available and engaged students. This extract is analysed to present one example that the hands-inside-pocket gesture is recurrent even when the other hand is holding a classroom object.

Extract 4.3.4

```
            #                         #              ± #
01→ TEA: *^probably            no::t ø@&%+*shortened?
        >>--reading on the textbook-------------->*looks at the left-->
         *RH......................................................,inserts his RH inside his RP-->>
    ABD:>>--looking at the textbook----------->+looks at TEA-->>
    RAD:>>--looking at the textbook--------->@looks at the TEA-->>
        >>--RH is placed on his chin-->
    TAR:>>--looking at textbook-->          ølooks at TEA-->

    FAT:>>--looking at the windows-->         ±looks at TEA-->
        >>--his RH is on his chin-->
    NAI: ^looks at the windows-->
        >>--RH is placed on his head-->
    ABA:>>--looking at away-->                %looks at the textbook-->>
    RAS:>>--looking at the windows---------->
    SAM:>>--looking at the textbook--------->>
```

#fig1   #fig2   #fig3

```
02       #(0.3)±*^what is      $sho:rtened?
              *looks at the front-->
    NAI:        ^looks at TEA
```

#fig4

```
03            (students overlapping talk)

04→ TAR: ±make * [it$      short]
          ,,,,,,,,,,,,>$

05   RAD:           [make it short]=

06   TEA: +@*=make it sho:rter.
            *looks at TAR-->>
    TAR:  @looks at TEA-->>
    RAD: +looks at the textbook-->>
```

In the next extract, the teacher encourages a group to participate while articulating the FPP through his eyes, gaze, and head direction. Initially, the teacher and his students have been doing a true-or-false listening exercise (see Appendix I.4.3.4). While the students are reading the statements in their textbook, the teacher asks an understanding check question if one can uncover the meaning of the passive verb 'shortened' in one statement located in the exercise. This is to examine the students' existing knowledge of a language item. In lines 01-02, the

teacher discloses his FPP through reading 'probably no::t <u>shortened</u>?' and then directly asks them 'what is sho:rtened?'. In this classroom, students are arranged in a U shape. The teacher's focus is exclusively on two groups. The first group from the left are Sami, Rashed, Abas, Naif, and Fathel (see figure below). The second group from the front comes Tariq, Radi, and Abd. In line 01, he looks at the textbook and then raises his head to look at the students on the left swiftly when he emphasises '<u>shortened</u>?' with a rising intonational contour at the end. At the beginning of line 01, most of the students on the left are disengaged, except Father, who looks at the teacher by the end of line 01. Naif also becomes engaged as the teacher begins his FPP in line 02. AAs he reaches the brief pause '(0.3) what is sho:rtened',he directs his gaze to the students ahead. He addresses the students on the left at the beginning of his utterance but selects the group from the front as he completes his TCU (Tiitinen and Ruusovuori, 2012; Vranjes et al., 2018, Weiß, b2019). Until now, three students at the front are looking at the teacher as well as Naif. Right before the teacher completes his question, he inserts his right inside his right pocket while his left-hand holds the classroom material. He sustains his gesture, gaze and head orientation to the front, and posture that seems to be available to all the classroom during the students' next overlapping talk. In line 03, students in the front start their inaudible talk. In lines 03-04, Tariq and Radi produce overlapping responses to make it short' (Tariq delivers first, then Radi) as they both are looking at the teacher. In the fowling line 06, the teacher instantly authenticates their responses by replacing the adjective with a comparative adjective, 'make it sho:rter.' as he looks to Tariq. In his turn, what the teacher does in his assessment is other-initiated self-repair. It is an implicit way of correcting the prior student's turn without explicitly informing them. The teacher's turn stress on making a long object shorter rather than making it short for no reason.

4.4 The Hands-inside-Pocket Gesture in Repair Sequence

Different forms of the hands-inside-pockets gesture are organised systematically in conjunction with the other semiotic resources surrounding the question and during the TRP. In the next extracts, I analyse instances when the teachers, in mutual orientation with the speaking students, deployed hands-inside-pockets gestures immediately after other-initiated self-repair. This section explores how the hands-in-pockets gesture, as an embodiment, operates to constitute a part of the other-initiated repair. Typically, L2 teachers' initiation of repair is routine practice in L2 classroom environments and constitutes a substantial part of the learning and teaching process (Seedhouse, 2004b).

In the next extract (taken from Group A), the teacher displays the hands-in-pockets gesture immediately following a negative assessment. He selects one student to create a meaningful sentence using a particular word from a set of vocabulary in the students' textbook (see Appendix I.4.4.1). However, the selected student mispronounces the word 'secretary' as 'security'. Therefore, the teacher initiates a repair (other-initiated) to allow the student to self-repair and pronounce the word correctly. His repair initiation is followed by the hands-inside-pocket gesture which is held with the gaze at the speaker of the trouble source which all work to encourage another learner to perform the correction.

Extract 4.4.1

```
01     TEA: *wh- what (.) is the next?
            >>--both hands are rested on the table-->
            *looking at AHM-->
      AHM: >>--looking at textbook-->
      ESA: >>--opening textbook-->
            >>--looking at textbook-->
      ALI: >>--looking at TEA-->
      KHA: >>--looking at TEA-->
      KAM: >>--looking at TEA-->
      RAM: >>--looking at TEA-->


02        %^&$    (5.0)(0.3)
      ESA: *grabs two pages-->
      ALI:  ^looks at the textbook-->
      KHA:   &looks at AHM-->
      KAM:     $looks at AHM-->
      RAM: %looks at TEA-->


03     AHM: &+sec$urity
            looks at TEA-->
      KHA: &looks at the textbook-->
      KAM:        $looks at AHM-->


04        %^     (0.4)
      ALI:  ^looks at AHM-->
      RAM: %looks at AHM-->


05     TEA:  no^:::+  it is not *security.
                            *removes both hands away......-->
      AHM:          +looks at the textbook-->
      ALI:     ^looks at TEA-->




06→       ^&@+$ #(0.1) # (0.2)          # (0.3)         #*(0.1)
      TEA:      ,inserts both hands inside his pockets--> gesture hold-->>
                                                         *leans to the right-->
      ESA: @ silently reads the word-->
      AHM:   +looks at TEA-->
      KHA:  &looks at TEA-->
      KAM:     $looks at AHM-->
      ALI: ^silently reads the word-->>
```


#fig1   #fig2   #fig3   #fig4

```
07     ESA: *@secre*tary.
            @looks at the TEA-->
      TEA:       *turns his torso to ESA-->


08     TEA: VERY go$od &master esa *secretary that is very good.
                                    *looks at AHM-->>
                                    *leans to AHM-->>
      KAM:           $looks at TEA-->>
      KHA:              &looks at textbook-->>


09 →      *er:       #is it       #the      #same      #as      #wazeer?
          *gaze to students at the front-->      (minister)
              ,,,,,,retracts both hands for gesturing-->
```


#fig5   #fig6   #fig7   #fig8   #fig9

Before the extract, there is a list of words in the textbook that the teacher has been revising with his learners. The teacher typically asks each learner to read the word and then provide a meaningful example of it. The purpose of such interactional activity is to check the students' prior knowledge before moving to the next lesson. In line 01, the turn is already allocated to Ahmad because the other students have completed their turn, and the teacher addresses him by gaze. However, as he is fully aware that he is about to be selected, he has been reading the textbook. This gaze at the textbook is interactionally aligned with the activity as each student should pronounce the word; thus, mutual body orientation is not necessary at the beginning of students' actions. At the beginning of this FFP, one can observe that Esah is also looking at the textbook, which later explains his readiness for interference in the speakership. In line 03, Ahmad withdraws his gaze to look at the teacher as he utters the words 'security' when both become in a mutual body orientation. The following half-second pause, in line 04, belongs to Ahmad, who should create a self-initiated self-repair as he mispronounces the word. This is because Kamal, Rami, and Ali are looking at him, considering that Ahmad still should complete the turn. The teacher does not allow additional time for Ahmad, as he performs an other-initiated by stretching the negation 'no:::' that indicates that potential trouble is due to arise (Jefferson, 2018; Schegloff, 2010) and then elaborates that his pronunciation is incorrect 'it is not security.'. This targets Ahmad to perform the correction (McHoul, 1990; Seedhouse, 2004b, 2007; Macbeth, 2004). The trouble source emerges due to a problem of mispronouncing a particular word (Dalton-Puffer, 2007).

As the TRP in line 06, one can observe the stroke of his hand gesture becomes to be visible as he inserts both hands inside his pocket. This is prepared within his repair initiation. Consequently, Esah produces the repair solution of the noun 'secretary' in line 07. This self-selection emerges as a peer correction which is useful because Ahmad seems reluctant to perform the correction (Lehtimaja, 2007), and Esah become accountable for producing the

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corrected form as he knows (Lerner, 1993). Although sustainment of body, gesture, and gaze can elicit Ahmad's correction (Rossano, 2012), the teacher breaks off this mutual orientation the relocates his torso to be in mutual orientation with Esah after he utters the first syllable of 'secretary'. The teacher immediately assesses Esah's turn enthusiastically and positively in line 08 'VERY good master esah secretary that is very good.', in n which he expresses his affiliation.During this assessment, the teacher leans horizontally in Ahmad's direction then retracts his gesture for asking a question in line 09.

The next episode in the section shows the teacher producing a hands-in-pocket gesture as he is within a mutual body orientation with the selected students. However, a non-selected student interferes after the teacher provides the second attempt for the selected student to perform the correction part. The next instance (taken from Group C) takes place in a writing lesson. Students present written paragraphs, which they composed in order to receive comments and recommendations concerning any linguistic errors and inappropriate words. The extract begins with Kareem reading the topic sentence aloud. However, the teacher initiates an overt request for correcting by using a more suitable academic word in the topic sentence.

Extract 4.4.2

```
01    KAR: +there are many things +to be happy.
           +reads---------------------->+ looks at TEA-->
      TEA: >>--looking at KAR-->
           >>--LH holding the RH-->
      YOU: >>--looking at his writing-->
      JAM: >>--looking at TEA-->
      MAL: >>--looking at KAR-->
      ABD:>>--looking at his writing-->

02         @^     (0.3)
      YOU: @looks at TEA-->
      JAM:    ^looks at TEA-->

03    TEA:   na::    that  is not #a sentence.
```

#fig1

```
04 →          # ^(0.6) #*^(0.2) #(0.3)              #(0.3)
      TEA:                 *................,insert both hands, gesture hold-->
      YOU:           ^.................^ scratching his beard-->
```

#fig2   #fig3   #fig4   #fig5

```
05    TEA: $there are  $ many th:ings to be happy=*things?=   *
      ABD: $looks at KAR>$ looks at TEA-->
                                                    *shaking head>*

06    ABD:  =to do.            @
      YOU:   scratching his beard>@

07    TEA: *what would  be a better  *way to phrase that?=
           *turns his head to students on the left->
      KAR: +looks at his writing-->

08    TAM: =ways.
```

```
09→ TEA: #+*wa:                 #*::y              #*s.*
           *looks at TAM----------------------------*looks at both-->
           *torso moves to left-->>>
           ,,*.......................................LH points at TAM--------, gesture hold-->
      KAR: +looks at TEA-->>>
```

#fig6   #fig7   #fig8

Before the extract, the teacher and the student were doing a writing review task. This is a writing task where each pair of students present their composed paragraphs in front of the class, so teachers assess their writing and provide changes needed. In this extract, the teacher insists that the speaking student offer the repair solution. The selected student is Kareem, who

is sitting next to Yousef. Both are facing the teacher and the other students. The teacher is standing beside them, facing the other students, and his head is oriented toward them. He reads aloud the topic sentence, 'there re many things to be happy.'. He withdraws his gaze and becomes in a mutual body orientation with the teacher at the end of his TCU. Although the turn is syntactically and semantically complete, the teacher initiates a repair (other-initiated) 'na:: that is not a sentence.' in line 03 (similar to the prior Extract 4.5.1) after a very brief gap of 0.3 seconds in line 02. As the teacher initiates his repair, Kareem looks at his writing immediately. This part is relevant to the method he uses to repair his sentence by looking at his topic sentence again to allocate the trouble. But as he could not find the trouble source, he averts his gaze to seek assistance from his colleague Yousef who does not exchange the gaze but keeps his eyes on the teacher. Similarly, to the prior extract, the repair initiator consists of negation and overt request that there is a problem in using this sentence (generally, the trouble source has to do with the topic sentence itself) without informing the students about the problem. In line 04, the teacher instantly prepares for a gesture after half a second and then inserts both hands inside his pockets before the end of the TRP.

Note that Kareem is now looking at the teacher in line 04. In line 05, he overtly disclosed the trouble source by repeating their sentence and stressing the 'there are many th:ings to be happy things?', then his TCU latches to the trouble source by his raising the pitch and stressing it 'things?'. Furthermore, he also makes a head shake on the stressed trouble source 'things', which indicates a problem with this word, and a substitution of a word is demand. In line 05, the teacher treats the prior silence as the students are unaware of the part that needs to be corrected, so he works to disclose the trouble source. Through some prosodic properties and a head shake gesture twice. In his design of the repair initiator, he repeats their topic sentence, 'there are many th:ings to be happy' in line 05. Note that 'th:ings' is intonationally stressed on the first syllable and it has a sound stretch. In addition, before

completing his repair initiator, he explicitly lathes his turn to the trouble source 'things' that is accompanied by his head shake (like data presented in Kääntä, 2010). In the first repair initiator, he does not allocate the trouble source. In contrast, the second repair initiator consists of a repetition of Kareem's spoken turn and articulation of the trouble source with a head shake. The prosodic feature and head gesture work together to stress the trouble source. These resources all work well to mobilise their repair solution whilst the hands are within his pockets. This all happens the two students and the teacher are looking at each other. However, in line 06, Abdullah delivers his repair solution by latching his turn onto the teacher. He understood what is required as changing the adjective happy to an infinitive verb form as he responded, 'to do.' Abdullah's self-selection has not been seen as someone violating the speakership. Still, it indeed contributes to making the teacher address other learners who offer the repair solution that has not been obtained in previous subsequent attempts. In line 07, the teacher shifts his gaze and torso towards the other students sitting on the left hen asks them, 'what would be a better way to phrase that? =' as he sustains his hands-in-pockets gesture. At the start of this turn, Kareem looks back at his writing again, which can be a second attempt to deal with the trouble source. However, Tameem is quicker as he latches his turn by the teacher's replacing 'things' with the more appropriate word 'ways' in line 08. In line 09, the teacher immediately directs his head towards Tameem, then assesses his response by extending the vowel in'wa:::ys.' with his left forearm and pointing completely at Tameem. He returns his head toward the two students as he reaches the point of possible completion. The repair has been corrected by other students, so it becomes an other-initiated /other-repair instead of an other-initiated self-repair. The teacher's three consecutive repair initiators' disclosure of the trouble source with some prosodic properties, hands-in-pockets gesture and posture all encourage not only a non-selected student to participate and the teacher to initiate a question within this repair inserted sequence to find the corrected form of the topic sentence.

In this sequence, there are two attempts two of which the teacher makes mobilise a response. the first from the speakers of the trouble source and the other from the other students when the speaker of the trouble source failed to provide a response. His hands-inside-pocket gesture is conducted similarly after the negative response/other-repair initiation and then held for the teachers' first and second attempts after his repair initiation. The teacher's gaze shifts while his gestural hold towards other students certainly mobilises a response. The teacher expresses his affiliation verbally 'wa:::ys' and bodily through his pointing action toward the students who provide the repair solution. In this example, the teacher purposefully initiates a correction or an inserted sequence that serves the goals of the writing activity students are performing. The repair initiator is followed with some embodiment that plays a role in boosting the existence of the repair solution sustained along with the second attempt to repair until the repair solution is delivered. The hands-inside-pocket gestures after the repair initiator attempt to accelerate the production of the repair solution. In particular, the sustainment of a hand gesture after the repair initiator functions as an embodied elicitive tool that is retracted once the repair solution is accomplished. Overall, recording such an enactment aids the L2 teacher in considering their gestural behaviour as they request the selected student to repair their turn. That does not mean students would take turns unless they observe the teachers' embodied action, but this is to observe the teachers' multimodal turn that can influence the classroom discourse.

Similarly, in the next extract (taken from Group A), the teacher offers a student an opportunity to do the correction and repronounce the word 'excuse', which he pronounces as 'secuse' while reading the exercise statement (see Appendix I.4.4.2). The negative assessment is a direct request for the speaking student to perform the correction.

Extract 4.4.3

```
01    KAS: se- secu::se me.
           >>--looking at his textbook-->
      TEA: >>--looking at KAS-->
      ESA: >>--looking at TEA-->
      ABD:>>-- looking at the textbook-->

02    TEA: not $correct pronunciation $@i wants to you to give me

      KAS:       $looks at TEA-------------$ looks at the textbook-->>
      ABD:                                  @looks at TEA-->>
03         correct *pronunciation.
                   *............-->
```

```
04→               #*(0.2)            # (0.3)
      TEA:         *inserts both hands, gesture hold
```

#fig1   #fig2

```
05    TEA: we as- *ask  help from esah or abdulrahman.
                  *look at ESA-->>
```

```
06    ESA: +excuse me.
           +looking at the textbook-->
```

```
07→ TEA: #v: +                #:ry            #good.
          looks at the textbook-->>
      ESA:      +looks at TEA-->>
```

#fig3   #fig4   #fig5

In line 01, Kasem mispronounces 'excuse' as 'secu::se'. in response, the teacher immediately initiates an assessment and requests correction 'not <u>correct</u> pronunciation (.) i want you to give me correct pronunciation.' in lines 02- 03. Following this, he inserts his hands into his pockets at the TRP in line 04. He allows only a short time for the student to respond before asking two specific students for assistance: 'we as- ask help from esa or abdulrahman.' in line 05 while keeping both his hands in his pockets. Esah readily responds with 'excuse me' in line 06. At the end of this sequence, the teacher retracts both hands as he assesses Esa's turn in line 07 as 've::ry good'. In this extract, one can see that the teacher produces a negative

assessment and requests the speaking student to amend his response. The teacher gives the speaking student little time to do so before breaking off his mutual orientation to obtain a correct response from two other students as a serious attempt to mobilise a response.

In summary, it can be seen that the repair initiator is linked to some embodied action semiotic sign while providing another opportunity for the speaking student to suggest a repair solution or correction. The hands-inside-pocket gesture can inform the speaking students about the teacher's current status as a recipient willing to receive a corrected response as soon as possible. Although the speaking students fail to suggest a repair solution following the negative responses, other non-participating students can intervene to provide a repair solution. It is evident in Extract 4.4.1-2 that the speaking student may not be able to respond, which motivates other students to provide the repair solution. The teachers initiate a repair and then perform a gesture to establish their availabilities for the next action. At the same time, the sustainment of this behaviour can be seen as a resource for eliciting a response from the other students. The repair initiator and hands-in-pockets gesture, and teacher gaze sustainment on the speaker is designed to mobilise response and this varies from one case to another.

Chapter 5: An Analysis of the Hand-on-Chin Gesture

5.1 Introduction

In L2 classrooms, teachers sometimes put their hands around their chins as a temporary home position for another co-speech gesture. In this chapter, I will unpack a recurrent hand gesture that similarly functions as the hands-in-pockets gesture (Seo and Koshik, 2010; Mortensen, 2016) in terms of sustainment over the FPP and SPP. These are deployed when the L2 teachers complete their questions as they select the next speakers, particularly during the TRP transition (Streeck and Hartge, 1992). These are constructed as a bridge for other co-speech gestures. I will explicate their organisations in a sequence at the talk and conjunction with the teachers' other multimodal actions. From the previous analysis, the researcher assumes that if the teachers' pockets are the anchor for other salient hand gestures, then what other methods do the L2 teachers use to display their availability as they select the next speakers? In addition, this chapter aims to show how recurrent hand gestures are held as a useful resource to elicit classroom participation (Streeck, 2007; Mondada, 2007a). These hand gestures have not been examined in their context of sequential organisation of talk, so the researcher examines these gestures along with the teacher's multimodal gestalts they display as the teachers communicate with their students. Thus, this analysis will describe the use of these gestures in a specific context when selecting the student for the next turn and after the repair initiator. The researcher asks the following research questions:

1- How do EFL teachers deploy hand-on-chin gestures as a part of classroom interaction?

Sub-questions:

A. How are the teachers' hand-on-chin gestures and other embodied actions mobilised in managing IRE sequence in EFL classrooms?

B. How are the teachers' hand-on-chin gestures and other embodied actions mobilised in managing repair sequences in EFL classrooms?

5.2 Hand-on-Chin Gesture the IRE Sequence

The next three extracts are selected to illustrate how the teachers display hand gestures immediately after a question. The next collection will empirically demonstrate the teachers' coordination between gaze and hand gesture to mobilise a response. I argue that the display of these hand gestures is designed to serve the next gestural phrase that accompanies the teacher's third turn in the IRE sequence.

This next episode is taken (from Group D) from the beginning of the exercise as the teacher attempts to check the students' understanding of some English language terms (see Appendix I.5.2.1). The teacher asks the students to read the term prefix found in a box in the textbook and then begins the IRE sequence. Initially, by his gaze, the teacher addresses the students in the front by the end of his FPP to the right. His head moves gradually as it scans all students who sit on the right by the end of the FPP until he establishes a mutual body orientation with Ali who self-selects by the end of the TRP. The chin will be seen as a temporary home position when a hand can rest for some time until the SPP is received. It will be shown that the teacher initiating a question that accompanies a hand beat gesture, hand-on-chin gesture, and scanning the students with a head movement all mobilise a response. Adjusting his sitting position in the TRP works as a semiotic sign that the teacher does not observe. The same gesturing hand is used by the teacher to depict a gestural stroke that serves his explanation in the third turn.

Extract 5.2.1

```
01    TEA: yeah(.) it is the opposite.
          >>--looking at students on the front-->
          >>--LH is holding the textbook-->
      TAL:>>--looking at the textbook-->
      KHA:>>--looking at TEA-->>
      SAL:>>--looking at TEA-->
      ALI:>>--looking at TEA-->>
      SAM:>>--looking at the textbook-->>

02                (0.6)

03    TEA: $%pre::              %      :fix
      KHA: $looks at his textbook-->
      SAL:  %looks at his textbook>%looks at TEA-->>

04            *(1.0)
      TEA:      *moving to the front two steps-->

05    TEA: *just li- ap-  *$what is @*a preview?
          *.........................., strikes by RH-----,.............-->

          stop at the centre>*
      KHA:                    $looks at TEA-->>
      TAL:                            @looks at TEA-->

06 →      #@*(0.2)+              #(0.4) #(0.4) +      # (0.5)
      TEA:      ,puts his RH on his--,gesture hold-->
              *moves his head from the front to right-->
      ALI:          +sits back---------------->+
      TAL:    @looks at his textbook-->>
```


#fig1   #fig2 #fig3   #fig4

```
07    ALI:_#+before.
          +...,RH forearm moves toward his face-->
      TEA: looks at ALI-->
```


#fig5

```
08→ TEA: #*[befo    +          #::+re]
          ...,extends his RH-----,gesture hold-->
          *looks at the students in the front-->
      ALI: ,,,,,,,,,,,>+
```


#fig6   #fig7

```
09    SAL:  [again                ]
      TEA:,,,,,,,,,,,,>*.........-->>

10    TEA: *yeah.
          *looks at ALI-->>
```

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In line 01, the teacher evaluates one student's response, 'yeah(.) it is the opposite.' referring to a prefix that is the opposite of the suffix. During this assessment, most students keep their gaze on the teacher until the extract's end, except Sami, who is looking at his textbook. In line 02, the teacher shifts his gaze from looking at the students on the right to those on the front until reaching the final position of his FPP. In line 03, he continues his confirmation that the opposite of a suffix is 'prefix'. His movement to the centre follows with this. He ceases into a central position as he produces the first bit of his FPP, precisely when cutting off twice 'just li- ap-' in line 05 (false start/ self-initiated self-repair). He manages to produce his question, 'what is a pre<u>view</u>?' with a visible beat gesture (McNeill, 1992). At the start of the FPP, his right hand, wide open and the palm facing the student, moves to his face level and strikes forward on 'what is'. On the final position of his FPP, another gesture of preparation ensues. More relevant is the next hand gesture accompanying his selection during the TRP. He brings his right hand up against his chin (I call this gesture as a hand-on-chin gesture). This is completed the sustained roughly at the beginning of TRP in line 06. In terms of whom his utterance addresses, he addresses the students at the front at the beginning of his FPP but gradually shifts his head from the right by the end of his FPP and the TRP. The gradual gaze to the left continues during the TRP for a second half until Ali secures his gaze; when both gaze, Ali and the teacher reach with one another (C. Goodwin, 1981). In line 07, Ali contributes a turn 'before'. As Ali is about to complete his turn, the teacher prepares his right hand as it configures a shape of separated fingers. He extends his right arm halfway, then switches his right palm to face upward. This gesture is complete right at the end of the proposition 'befo::re' in line 08. This metaphorical hand gesture semantically elaborates on his spoken proposition 'before' (Kendon, 2004). Note Ali represents his availability as he changes his posture, which can be delineated as he sits back; although the teacher notices it during the mid of the TRP

(Mortensen, 2009). Additionally, Ali is an interactionally engaged participant from the beginning until being selected, producing the SPP.

In this extract, the teacher immediately puts his right hand on his chin after he initiates a question then moves his head horizontally towards different students until his gaze reaches Ali in the TRP. Such an action is significant to mobilise the students' responses without allocating a turn to a specific student. In addition, his gesture hold plays an important role in deriving Ali's participation. It is interesting to notice how the same gesturing hand is shortly held and then moves to deploy another metaphorical gesture that semantically elaborates the proposition 'before'. Such a gesture and its hold by the end of the sequence mobilises Saleh's confirmation.

The next extract (culled from Group F) is from an Academic writing lesson. It occurs as the teacher revises the exam the students took in the previous academic writing lesson. (see Appendix I.5.3.3). He addresses students as a collective group to define one type of academic writing organisation, 'block organisation'. In this instance, the teacher displays a hand on the chin gesture then holds it immediately after the question and during the silence. In this case and in the prior one, teachers use the same hand from the chin to deploy pointing actions and metaphorical hand gestures. The teacher's moving gaze whilst holding his gesture and hand ready in the TRP are two powerful resources for classroom interaction and mobilisation of a response.

Extract 5.2.2

```
01    TEA: *hatha                              point by point.
          (this is)
           *......, points at the students by RH, gesture hold-->
          >>--looking at the students on the right -->
          >>--LH holding exam paper-->
      KHA:>>--looking at the textbook-->
          >>--scratching his forehead-->
      SAL:>>--looking at TEA-->>
      AHM:>>--looking at the textbook-->
      MOH:>>--looking at TEA-->

02        +(.)bloc                             +@wesho?
                   (what is bloc?)
                                    ,.................. -->
      KHA: +looks at TEA---------------->+ looks at the textbook-->
      AHM:                               @looks at TEA-->

03->      #+*(0.5)         #(0.3)          #(0.2)            #(0.5)  +
      TEA:  ,puts his RH on his chin-->gesture hold
           *gradually moves his head from right to the left-->
      KHA:  +looks at TEA-->
           +...........................................,raises his RH,,,,,,,,,,,,>+
```


#fig1   #fig2   #fig3   #fig4

```
04    TEA: +ahad  #*yakder      #*yaque+        #ly?
          (can anyone tell me?)
                   ,,...........,points at KHA by RH,,,...
                          *orient his body to KHA-->
                   *looks at KHA-->
      KHA: +.........,RH is raised,,,,,,,,>+
```


#fig5   #fig6   #fig7

```
05    KHA: $+dedicating a whole paragraph for the
          +looks at the textbook-->
          +,,,,puts his RH around his head-->
      MOH: $looks at KHA-->
      TEA: .........,return his RH on the chin-->


06        *similarities* +and the second #for      #*differences.*
                   +looks at TEA-->
          *nodes his head>*                      *nodes his head>*
                   *looks down-->                *looks to the right-->>
```


#fig8   #fig9

```
07-> TEA: #*$ahs                #anet
          (excellent)
          *......, both hands strike forward, gesture hold-->>
      MOH:  $looks at TEA-->>
```


#fig10   #fig11

In line 01, the teacher addresses the students on his right-hand side with his gaze simultaneously as he confirms what he has already explained 'hatha point by point.' While holding the exam with his left hand, he executes a pointing action with his right hand that works as a beat gesture that strikes on (this) 'hatha' (Note beat movement that is usually constructed with the rhythm of the spoken expression, see McNeill, 1992). Line 01 marks the end of one exam component, 'point by point' essay writing, and a transition to the 'bloc' origination. In line 02, he briefly pauses and then continues his TCU (be aware that lines 01-02 are all one TCU) or his FPP in Arabic, 'bloc wesho?' (What is bloc?). This is an understanding check question that appears from a series of FPPs, relevant to the overall aim of the exam revision. Right before the FPP, his right-hand starts travelling to his chin area. Note that only Saleh and Mohammad are engaged in the teacher's FPP, while Khalid only looks at the teacher as he produces the first bit of his question and then disengages by looking at the exam paper (reading what he has written). Also, Ahmad becomes engaged before the teacher reaches a possible completion. In line 03, he thoroughly covers his mouth and then holds it for roughly a second. Besides, he performs a slow, gradual look from the right to the left to secure a willing next speaker, during which Khalid moves his gaze back to the teacher and raises his right hand. Khalid's hand gesture is made to be allocated a turn, and he determines to remove this gesture before the end of the TRP (perhaps estimating that the teacher requires a response only from a particular student on the right). In line 04, Khalid anticipates that the teacher's gaze is still moving towards the left; therefore, he raises his hand that the teacher sees, precisely amid his response pursuit designed as no one self-selects in 'ahad yakder yaquely?' (Can anyone tell me?). By this TCU, he invites the learner to respond to the FPP (Mehan, 1979). Still, the gaze is problematic for turn selection since the teacher cannot observe all the students simultaneously (Kendon, 1967; Lenrer, 2003).

Before the teacher ends his response pursuit (other-initiated self-repair), he points with his right index finger at Khalid allocating him a turn, then orienting his body to him before he ends his turn. As soon as Khalid secures his turn, he removes his raised hand before the teacher reaches possible completion. At the end of the teacher pointing action, he prepares his right-hand, moves it again toward his chin, and then places it in the next Khalid's turn. In line 06, Khalid looks at his exam paper, then reads what he has written, 'dedicating a whole paragraph for the similarities', then gazes at the teacher before he ends his description 'and the second for differences.' During this turn, the teacher represents himself as an active listener through his multimodal actions. At first, he nods twice on the nouns 'similarities' and 'differences' because these are two keywords in the bloc organisation that aim to show the similarities and differences between two objects. Moreover, he looks down the moves his gaze to the right to show that he is evaluating Khalid's response by listening to it. In line 07, the teacher positively evaluates his response 'ahsanet' (excellent), performed with a beat hand gesture that becomes visible amid his turn. The beat gesture and his verbal turn display his affiliation with the student response.

In this extract, one can see that the teacher puts his right hand on his and then moves his gaze to different students until he looks at the willing participant student, the one who has been raising his right hand. Similar to the prior extract, the gesture and its hold and the gaze trajectory altogether work well to mobilise the student's participation. The same hand returns to the chin position and then the retraction comes as he evaluates the student's response and produces another pragmatic hand gesture.

The next extract (drawn from Group G) shows a similar hand gesture in the academic writing classroom. A Saudi EFL teacher also deploys this hand gesture. He explains the use of the adjective clause 'that' to combine two separate sentences with the same subject, 'the boxing

day' (see classroom textbook Appendix I.5.5.4). The teacher's gaze behaviour as he puts his hand around his mouth is a similar action found in the prior two extracts.

Extract 5.2.3

```
01     TEA: we write a sentence here (0.1) then we use a pronoun
            >>--looking at the whiteboard-->
            >>--LH pointing at the sentence on whiteboard-->
        KAM:>>--looking at TEA-->>
        KAR:>>--looking at the textbook-->
        SAM:>>--looking at TEA-->

02          that (.) then we use the *sentence that *describes
                                      *gaze at students>* moves to whiteboard>>

03          er::  the subject. (.) and *what else?
                                        *LH travels to mouth area…-->

04→         #*(0.3)      #(0.4)      #(0.2)      #(0.4)      # (0.5) *
                ,LH reaches his mouth, gesture hold-->|
        TEA:    *moves his head to the right------------------------------->*
```



```
        #fig1        #fig2        #fig3        #fig4        fig5
```

```
06→ TEA: #we          #have          #to complete the       #sentence.
         LH………………………………………………………………………………pointing at the sentence, hold->>
```



```
    #fig6        #fig7        #fig8        #fig9        #fig10
```
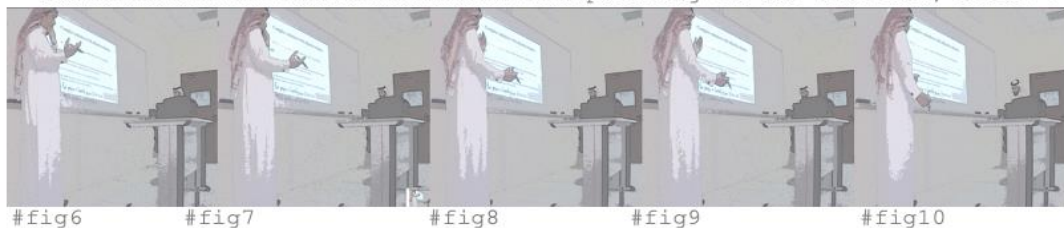
Prior to the extract, the teacher writes two separate sentences related to the subject 'the boxing day' with the adjective clause needed to combine both sentences. Hence, it becomes one complex sentence 'boxing day that people in Canada, Great Britain, and many other English- speaking countries celebrate is unknown in the United States.' From lines 01-03, he illustrates what changes have been made to these two sentences as he utters 'and what else?', his left-hand travels to cover his mouth. The teacher initiates this question to see if students have a suggestion to the combined two sentences. At the following TRP, he covers his mouth. He holds his gesture as he gazes at different students during the approximate two-second

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silence. He retracts his left hand as no one takes a turn, precisely in line 06. Toward the end of this extract, he points at the whitebeard sentence and then explains it further to the students. Note the pointing action is done with the same hand that covers his mouth. It is noted that the teacher here executes a similar embodied actions that teachers in the prior extract perform, particularly the gaze behaviours and hand gesture within the TRP. However, as no one produce a response, the teacher continues his explanation.

In the prior extracts, gaze and hand gesture work together to mobilise a response when teacher is inviting students to participate in their FPPs, the next sequence culled from (culled from Group F) shows a teacher employ the same hand gesture as he becomes in mutual orientation with a selected student for the next turn. The sequence is initiated as the teacher has just explained the difference between coordinating conjunctions 'but' and 'yet'. The teacher requests the student to construct an example of 'but' (see Appendix I.5.2.2). In this extract, the teacher keeps his hand on his chin as he ask the students a question. The hand-on-chin gesture and other similar gestural behaviours around the face immediately after the question should not be observed differently. Other gestural forms can represent the recipient's availability and eagerness to hear a response, especially as the hearer is within mutual orientation with the speaker. Although they vary in shape, they share a similar pragmatic function considering the context in which these occur. What mobilises the student's response is the repetition of the FPP solving the student's hearing trouble, sustainment of the hand-on-chin gesture and gaze on the student which all work to elicit a response.

Extract 5.2.4

```
01    TEA:   <watheha elfekerah?> thats it.                              *
              (Is the idea clear?)
              >>-- looking at the students in the front-->
              >>-- both L&R index fingers pointing at the students in the front>*
       SAL:>>-- looking at TEA-->
       KHA:>>-- looking at TEA-->>
       ALI:>>-- looking at TEA-->>

02                    *(0.4)
       TEA:           *turns his body and moves to the lecture podium-->

03     SAL: +eh er-                        *
             +......,raises his RH index finger-->
        TEA:         halts his position>*

04     TEA: *ateni methal but?
             *looks at SAL-->
             ,,,,,,,................-->

05→    SAL: *but?
             ,puts his LH on his chin-->
             *turns his body to face SAL-->
             *looks at SAL-->
```

```
                #fig1                    #fig2
```
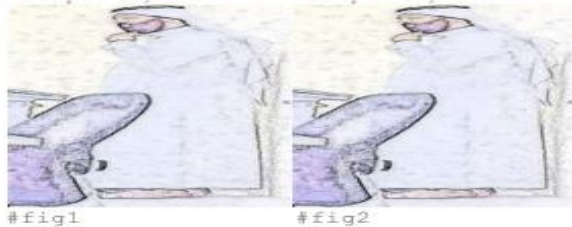
```
06     TEA: #ayeh.
             (yeah)
             gesture hold-->
```

```
                #fig3
```

```
07                    *(0.5) (0.5)
       TEA:           *touches his beard-->

08→    SAL: +i did no:t #*visit+  riyadh #but*i #visit *kohbar.
       TEA:                ,,,,,,,,,,,,,,,,,>*
                          *orients his body to the whiteboard>* writes-->>
       SAL: +flips over his RH -->+gesture hold-->>
```

```
                #fig4              #fig5              #fig6
```

From line 01-03, the teacher, addressing all the students with his gaze, produce an understanding check question relevant to what has been explained prior to the sequence about the differences between the two coordinating conjunction words 'but' and 'yet'. In line 04, he reaches the lecture podium. As he is approximately in the middle of the classroom, he asks

Saleh' 'ateni methal but' in line 04 ('give an example of but',) (Note the teacher speaks Arabic in this sequence, The extract has been transcribed according to the International Phonetic Alphabet (IPA), and under each line, the English translation equivalent is provided in grey font and brackets.). This question addresses and selects only one participant Saleh who asks the teacher to explain the differences (see Sert, 2015 for code-switching practice). Note that Saleh in line 03 produces a pre-turn position through 'eh er' while maintaining his gaze at the teacher and raising his right hand up (Niemelä, 2008). Right on 'methal,' he turns his body to face students, including Saleh (C. Goodwin, 1980). Now his left hand is placed around his chin area. Unlike the prior extract, this episode shows the teacher displays the hand-on-chin gesture by turning his body to the speaking student before he completes his TCU. He places his left thumb under his chin, and the other fingers are attached to the front chin bone. Immediately, Saleh, in line 05, initiates a respective (an other-initiated repair) 'but?' (See Oloff, 2018; Clift, 2016). It is a try-marked confirmation that requires the teacher's go-ahead sign to produce his action. This is an other-initiated repair that requires self-repair. It emerges as a hearing problem of the teacher's turn. The teacher confirms 'Ayeh' ('yes') in line 06. During these two turns, the teacher retains his hand-on-chin gesture. However, in the following line 07, during the one-second gap, he begins another gestural behaviour. At first, his left thumb and index finger move down to hold the tip of his beard chin hair. He then rubs the beard with the left thumb and index finger while the other fingers remain in their position. Now he is rubbing his beard with two fingers. This gestural shift in the same position can be an idiosyncratic behaviour that occurs when the students' next action is delayed compared to students' responses in the prior two extracts.

Nevertheless, the position of the gesture is still within the boundary of the chin. One should imagine if the teacher continues his hand-on-chin gesture, this might suggest the teacher's impatience in receiving the response, making the student speed up his response. He

maintains his rubbing beard hair action until Saleh produces the first portion of his response in line 08. More precisely, he retracts his gesture until Saleh reaches 'visit' in 'i did no:t visit riyadh but i visit kohbar.'. Toward the end of the sequence, Saleh manages to offer an example of 'but'. The teacher then turns his body to write his response on the whiteboard.

So far, It is observed that the gesturing hand is still active in the gesture space so that recipients can observe this activeness on the hand around the face area. Another is that the next co-speech gesture (that accompanies the teacher turn allocation by pointing action/ assessment) is executed on the chest level, giving the gesture a sort of saliency during the interaction. Note the process of questioning and offering feedback and assessment in the classroom is a crucial social practice, and thus this requires projection and readiness for what comes next. In the hand-on- chin gesture, one can project that the hand being in the gesture space (McNeill, 1992) would perform another co-speech gesture. The teachers are intelligible actors who prepare and project what comes next, so the hand is reading for the next actions. For instance, in Extract 5.2.1, as the teacher corrects the student's ungrammatical utterance, he executes a co-speech gesture with his index finger to notify the student of the error as he initiates other-initiated other-repair (the teachers produce the repair and corrects it). Nevertheless, even the hand-on-chin gesture, for certain, may slightly vary mainly according to where the thumb is placed.

More important is that all share one pragmatic function. Note the same hand that deploys these two different hand gestures deploys another co-speech gesture that serves the teachers' next utterances. Of course, the students in this set of data would not react to these hand gestures as a separate action (C. Goodwin, 1986). However, this is to show the meaning of hand gestures in their context, and that recipients would not react to the gestures but to the various semiotic resource and according to the next appropriate move. The teachers' questions and rising intonational counter at the end and what the teachers display, such as gaze and head directions, sustainment of the gaze, and gesture and its sustainment, all lead to the students'

production of the SPP. Therefore, no one could claim whether orientation to the face in this situation is arbitrary. It is important to see the hand around the chin as a gesture and one resource to elicit the response and motivates the students to self-select. In this collection, the retraction phase of these gestures becomes visible when the speaking student completes his turn.

5.3 Hand-on-Chin Gesture and Repair Initiation

The analyst has hitherto provided examples of how the teachers ask the students some questions and select the next speakers through their gaze and head while performing and holding a hand gesture. They display recurrent hand-on-chin gestures which can serve as an eliciting tool along with the other multimodal behaviours. First, the hand on the chin itself can work as an embedded elicitation tool as it is held until the SPP. The selected next speaker students wait until they secure the teacher's gaze then they take a turn. Second, the placement of the hand around the chin aids the hand in performing the teacher's next action. The next two instances demonstrate the teacher purposefully orients to hand-on-chin gestures in the repair initiations.

In the next extract (culled from Group D), the teacher asks the students about some of the vocabulary in the listening activity they completed in the previous listening lesson. The listening is about a woman narrating her relationship with her neighbour as 'chilly' when she moved into the neighbourhood. The teacher, near the whiteboard, addresses all students if they know an antonym of the adjective 'chilly' (an adjective listed along with other vocabularies on the whiteboard). They manage to describe the word, but no one can offer an antonym of the word. The teacher, therefore, taps on the adjective 'fond of' on the whiteboard, indicating that it is from the vocabulary they learned this week (see Appendix I.5.3.1). In this extract, some students shift their gazes back and forth between the book and the teacher; however, Naif sustains his gaze on the teacher during the whole sequence. He is an engaged participant who

only recalls the example that the teacher corrects. His engagement is shown in line 05, which can represent his listening he recognises the word while the teacher is looking and tapping at the whiteboard due to the students' no response, which is treated as an understanding problem or might be due to their insufficient knowledge of the vocabulary (Oloff, 2018). Through the teacher's repair initiation, he confirms and corrects the grammatical error with a gesture. The teacher deployed various embodied actions such as pointing at the word, nodding twice, and orientating his body to face the whiteboard and then to the students. In addition, the teacher completes the repair initiation by a verbal turn that explicitly requests the students to correct one student's incorrect turn. Putting and sustaining his hand on his chin works along with the gaze at a particular group of interactionally engaged participants mobilise the student response. In addition, the pointing at the trouble source maintains, as will be shown, the students' attention toward the word on the whiteboard.

Extract 5.3.1

```
01     TEA: *>at first< she was chilly                    (.)
            >>--looking at the whiteboard-->
            *_____,RH index points chilly--> gesture hold-->
       KHA:>>--looking at TEA-->
       TAL:>>--looking at TEA-->
       MOH:>>--looking at TEA-->
       NAI:>>--looking at TEA-->
           >>--arms are crossed-->
       RAH:>>--looking at TEA-->
       ALI:>>--wiring-->

       WAL:>>--looking at TEA-->>
       AHM:>>--looking at TEA-->>
       FAT:>>--looking at TEA-->>

02          *and now how does &she feel >about *her neighbour?<
            *returns his to the student in the front-->
            ,,,,,,,,,,,retracting pointing gesture-->*
       MOH:                      &looks at the textbook-->

03              (1.0)

04     RHA: *°insufferable°=
       TEA: *looks at RHA-->

05              +*(5.0) & (4.0)                        *+
                *looks at the word in the whiteboard-->
       TEA:     *..............,RH index finger taps at word >*
                *nodes his head twice                >*
       MOH:                & looks at TEA-->
       NAI:     +nodes                               >+

06     TEA: $*as        a                          sentence?
            *looks at students on the right-->>
            *.......,RH index finger points closely at whiteboard, gesture hold-->
                                                        *LH ................-->
       TAL: $looks at the textbook-->

07→             #(0.1)                    #(0.4)         #(0.4)
       TEA:     ,puts his LH on his chin, gesture hold-->
```


#fig1   #fig2   #fig3

```
08     NAI: eh (.) &*now i +fond of her.
                           +slightly leans his head to the left-->
       TEA:        *looks at NAI-->
                                  LH,,,,,
       MOH:        &looks at NAI-->

09→    TEA: #&*i          #AM            #fond        *#of her.
            *looks at the whiteboard-------------------->*looks at NAI-->>
            .......,LH index finger strikes forward------------,gesture hold-->>
       MOH: &looks at TEA-->>
```


#fig4   #fig5   #fig6   #fig7

In this sequence, the teacher asks a series of understanding check questions about some vocabulary listed on the whiteboard since the last listening activity performed, which was about a woman narrating her relationship with her neighbour. In lines 01-02, the teacher asks the students if they recognise the antonym of the adjective 'chilly' by speeding up his first bit and then stressing the adjective '>at first< she was chilly'. This is articulated as he is facing the whiteboard and pointing with his right index finger as he reaches 'chilly', while most students are looking in his direction, except Ali is writing down. In line 02, he completes his FPP 'and now how does <u>she</u> feel >about her neighbour? <' as looking at the front and retracting his pointing action. Note that he slowed down by the end of his FPP. The FPP aims to measure how students can recall a specific word that is the opposite of chilly in the audio file they previously listened to. Although students in the front are looking at the teachers, no one self-selects in line 03. In line 04, Raheem from the right produces an irrelevant response, 'insufferable' a word that is also written on the whiteboard. The teacher in the following line 05, ignores Raheem's response but delivers the SPP by tapping on the adjective 'fond of' on the whiteboard and nodding his head twice as a suitable antonym for 'chilly' (Martin, 2004). In line 06 is an extended sequence of another FPP that requests students to offer a meaningful example of the word. The teacher's right index finger has already been fully extended within his request, pointing and touching the side of the written adjective 'fond'. While pointing at the word, he brings his left hand up against his chin area when he begins his question 'sentence?'. In the following TRP, he holds his hand around his chin for a second until Naif self-selects and produces a response, 'eh (.) now i fond of her'. Once Naif completes his response, the teacher first looks at the adjective on the whiteboard and then corrects 'i AM fond of her' with an emphasis on the 'AM' that is loud. Retracting his left hand for another hand gesture comes while Naif produces the final position of his turn. Note this gesture is conducted on his chest's upper level (Taleghani-Nikazm, 2008). As he reaches 'AM', his index finger strikes forward a

beat gesture that aims to emphasise the missing verb to be that needs to be added in Naif's turn. This is an other-initiated other repair (initiated by the teacher and corrected by the teacher because of the student's ungrammatical TCU) (Van Lier, 1994). In line 05, the teacher tapping is an embodied other-initiated repair in response to Raheem's irrelevant response. This is followed by a request that all the students should make a correction by producing a relevant response. It is an other-repair other-correction because the teacher looks at the students peripherally.

It is noted after initiating a repair that aims to check the student's understanding, the teacher puts his left hand on his chin and then hold it. His gaze is sustained on a particular group of students while holding one hand on the chin and one is pointing at the word. The hold of the gaze and gestures all mobilise Naif's participation.

The following extract (culled from Group E) shows the teacher displays the hand-on-chin gesture and then retracts it for another parsing pragmatic hand gesture (Kendon, 2017). It is culled from a reading comprehension lesson (see Appendix I5.3.2). The teacher addresses all students to answer a question written on the whiteboard. However, the students seemed reluctant to initiate a response. He, therefore, determines to decompose the question by guiding students to look at the subject pronoun 'their' in the paragraph they read and see to whom it refers. He attempts to simplify the complexity of the question so that students can offer a response. The teacher is holding a whiteboard marker, he put his hand on his chin which coincides with a pointing gesture that maintains students' concentration on the pronoun on the whiteboard. The teacher repeats his other-initiated repair while holding his gesture (due to understanding the problem) in which he offers choices that all mobilise a relevant response/correction. This is similar to what the teacher does in the previous extract once he offers the SPP and asks the students to offer a sentence of 'fond of'. What mobilises the student

response is the teacher's sustained of his pointing action and sustained hand on his chin and

gaze on the left all work to encourage the student's participation from a particular group.

Extract 5.3.2

```
01     TEA: *how was their giant? *(.) lets pick out
            *looks at the whiteboard-->
                          *............,points by LH, gesture hold-->
       SAL:>>--looking at TEA-->>
       KAM:>>--looking at the textbook-->
         >>--RH is placed on his chin-->>
       KAT:>>--looking at the textbook-->
       WAL:>>--looking at TEA-->

02        how their *is?
                     *looks at the students on the left-->

03             (0.7)

04     TEA: *okay:(0.1) so this      $their this   $=*this thier the word
            *looks at the whiteboard ------------------->*looks at the left-->
            ,,,,,,,, ..................., points on the whiteboard by LH, gesture hold-->

       KAT:                              $looks at TEA>$looks at the textbook-->>

05        their>(0.4) talks about (.) %what  subject?
                                        ,,,,,,...............-->
       WAL:                              %looks at the textbook-->

06→    #(0.1)                        #(0.4)   #(0.4)
       TEA:         ,puts his RH on his chin, gesture hold-->
```



```
            #fig1              #fig2              #fig3
07     SAL: to be=

08→    TEA: #*=he:          #she:     @[ #or          %#it? ]
            *looks at SAL-->
            ...,strikes by RH spirited fingers-->
       KAM:                           @looks at TEA-->
       WAL:                                      %looks at TEA-->>
```



```
            #fig4              #fig5              #fig6              #fig7



09     KAT: *                    [°they are°]
       TEA: *looks at KAM-->
                          ,gesture hold-->

10     WAL:                      [    they    ]

11     TEA:   TH::EY
              ,,....,points by RH-->>
              *looks at the whiteboard-->>
```

In lines 01-02, the teacher begins his FPP by asking students to answer a written question 'how was their giant? (.) lets pick out how <u>their</u> is?' relevant a paragraph they read (about who influence scientists and their extraordinary achievements). He points at the object pronoun '<u>their</u>' with his forefinger immediately after he pauses and shifts his gaze to the students on the left as he completes his FPP. On the left, only two students look at the teacher while the other two are still reading. However, the students seemed reluctant to initiate a response. He, therefore, determines to decompose the question by guiding students to look at the subject pronoun '<u>their</u>' in the paragraph and to see to whom it refers. In line 04, the teacher decomposes the question by asking learners about the possessive pronoun in the reading paragraph 'okay (0.1) so <u>this</u> <u>their</u> this =this their the word their talks about (.) what subject?'. Instead of asking about the topic sentence they could not answer before the extract, he specifies the question (Käänta, 2010). In the same turn, he conducts self-initiated self-repair (trouble might be to make sure that student hears the pronoun again, or it could be speaking trouble) that is resolved by repeating (Schegloff, 2013). At first, he looks at the whiteboard, then as soon as he reaches the first 'this' he points at the 'their' again with his left hand and then holds it in line 04. Once more, he looks at the student on the left at the third 'this' in line 04. During this Kamal becomes engaged and disengaged as he withdraws his gaze from the teacher to the textbook. At the end of his repair initiation, his right hand holding a whiteboard marker travels to his chin area. In the following TRP, the teacher already puts his hand on his chin and then holds it during the TRP. So far, the teacher retains all his behaviours, pointing actions, and hand-on-chin gestures. In line 07, Saleh, looking at the teacher from the beginning of the extract, produces a response 'to be'. In line 08, the teacher immediately addresses Saleh through his gaze and then initiates an other-initiated self-repair. This indicates that his response is problematic and, therefore he must repair it. This repair initiation is conducted by parsing pragmatic/beat hand gestures designed to match each of the teacher's pronouns (Kendon,

2017). It can also beat as each gesture is rhythmically intended with each of the choices he offers. This works as a follow-up question that can drive the students' relevant responses (Duran and Jacknick, 2020). This can be described as he lowers his fist hand from his chin to his middle abdomen level, then releases the thumb on 'he:', then the index finger on 'she:', and finally the middle finger on 'it', all pointing upward. Toward the end of the extract, two students competitively offer correct responses. Precisely, when he utters 'or it', Kathem produces °they are° that simultaneously overlaps with Waleed's turn 'they' in lines 09-10. These two students utilise the textbook to answer the question as their gaze suggests in the teacher's second repair attempt. These become engaged by gazing at the teacher is about to complete his repair initiation.

In this sequence, Saleh produces a response as he witnesses the teacher's hold of gesture and gaze at the group he sits with. The teacher's repair initiation is followed by these embodied actions that mobilise such an irrelevant response. One should see how the same hand gesturing hand is utilised to deploy another gesture that further pursues an adequate response.

The next extract shows the same teacher doing the same action. The teacher displays the same gesture after a question. This begins as students have just completed reading paragraphs (see Appendix I.5.3.3). The teacher asks one student to identify the main idea in one of the paragraphs they read. While the teacher is in the middle of the classroom, he addresses both groups engaged and disengaged to his FPP but directs his only head and gaze towards those disengaged from the interaction. He deploys a gesture that appears right at the start of the TRP, which functions pragmatically to elicit a response. While sustaining his head directed and hand gesture to those unavailable students, he reorients his head towards the front to recruit those engaged students from the front. What mobilises the student's response is the teacher's sustained gaze behaviour in the TRP and the sustained hand gesture. Both the speaking student and the teacher cooperatively work together to reach the SPP through the

repair inserted action that occur at the end of the sequence, which is evaluated as a preferred

response.

Extract 5.3.3

```
01    TEA: >remember what main idea does< right?
            >>--looking at the students in the front-->
      ADN:>>--looking at TEA-->>
            >>--hand on chin gesture-->>
      MOH:>>--looking at the textbook-->
      RAD:>>--looking at TEA-->
      SAM:>>--looking at the textbook-->>
      ALI:>>--looking at the textbook-->
      KHA:>>--looking at the textbook-->
      AHM:>>--looking at the textbook-->

02                  (1.0)

03            what @is the job    *of *the main idea?
                                    *moves his head to the left-->
                                 *RH..................-->
      RAD:        @looks at the textbook-->

04→        #(0.8)         #*(0.7)       #(0.9)
      TEA:                  *looks at the front-->
                  ,puts his RH on his chin, gesture hold-->
```



```
      #fig1           #fig2           #fig3
```

```
05 →        #@+*(0.1)       #(0.4)          #*@+(0.5)
      TEA:    *moves head to right--------->*looks at ADN
                                      ,,,points at AND by RH-->
      ADN:         +looks at MOH--------->+looks at TEA-->>
      RAD:                               @looks at TEA-->
```



```
      #fig4           #fig5           #fig6

06    ADN: ^&+°shoulder           +of giant°
                +looks at the textbook>+then at the TEA-->
      TEA:    gesture hold            ,,,..........................-->
      MOH:    &looks at TEA-->
      ALI: ^looks at TEA-->>
      KHA:                            %looks at TEA-->>

07    TEA: *huh?
           *approaches AND-->
           *puts his RH behind his right ear-->

08    ADN: shoulder       * of giant.
      TEA: halts his position>*
           ,,,,,,,,,,,,,,,,,,>*

09    TEA: *ye:s.
           *turns his body to the board then moves-->>
```

In line 01, the teacher goes back to his students by requesting the characteristic of the main idea. This is due to the students no one is answering the prior question in which the teacher explicitly requests them to allocate the main idea of one paragraph. Therefore, he initiates an other-initiated self-repair '>remember what main idea does< right?' articulated quickly before reaching a possible completion. A pre-question or prelude paves the way for the main FPP. The FPP is constructed while facing the students at the front. Four students are sitting in the front. These are from the left Adnan, Mohammed, Sami, and Radi on the right side (see figures below). Now, only Adnan and Mohammed look at the teacher while the other students look at their textbooks. In line 02, there is a one-second pause which is deliberately designed to encourage the students' establishment of the recipiency (averting their gaze from the textbook to look right at the teacher). In line 03, the teacher continues his repair initiation 'what is the job of the main idea?' seeking the students to offer a description of the main idea. However, just before coming to a possible completion, he orients his head to the students on the left, 'the main idea?'. On the left group, there are Ali, Khalid, and Ahmad. He addresses the two groups to respond to his FPP yet selects the next speaker from the left group as he turns his head, and simultaneously he prepares his right hand for a gesture. At the time of the FPP, one can see that Mohammed shifts his gaze to look at the textbook while the left group is all unavailable and disengaged. Their disengagement can be interpreted as still searching for the main idea in the paragraph. Despite this, Adnan is still gazing at the teacher from the front. At the TRP in line 04, it is discovered that the teacher shifts his head to the students in the front, although none has indeed self-selected after almost a second and a half. He also displays a hand-on-chin gesture with his right hand in the TRP. While looking in the front, he enters a mutual gaze orientation with Adnan and then selects him as the next speaker. This is done by moving his gestural shape on his chain forward as a pointing action while looking at Adnan in line 05. Before the teacher turn allocation, Adnan appears perplexed in interpreting the teacher's gaze

because he shifts his gaze to Mohammed (for half a second), who is now looking at the teacher and could be a potential next speaker. In the same line, Adnan emerges in a mutual orientation with the teacher and then produces his soft TCU' ° shoulder of giant °' in line 06. However, he shifts his gaze as he reads the main idea in his textbook on ' ° shoulder'. Adnan treats the teacher's repair following the main task as he expresses what he comprehends from reading the paragraph rather than offering a description of 'the main idea'. During his utterance, Mohammad, Ali, and Khalid look at the teacher, demonstrating their engagement right into the interaction. In line 07, hearing trouble arises as the teacher initiates an other-initiated via 'huh?' (an open class/other-initiated repair, see Drew 1997) with a rising intonational contour at the end (Robinson and Kevoe-Feldman, 2010), and with a cubbing of his right hand behind the ear gesture (Mortensen, 2012; 2016). Adnan repairs this by repeating his response in line 08 'shoulder of giant.' That is immediately assessed by the teacher's approval 'ye:s' in line 09.

The following extract (culled from Group D) is the teacher negotiating with his students about the meaning of some vocabulary listed on the whiteboard (also see I.5.3.1 for word list). As he initiates the FPP and one student, he initiates an other-repair correction that the student should complete. As he completes his repair initiator, he displays a hand-on-chin gesture that sustains it until one student completes the repair. What mobilises a response is the teacher's initiator of repair explicitly, head scanning the students to select the next speaker and the hand-on-chain gesture that is pragmatically held to elicit the response from the student. In the next extract, the teacher initiates another other-repair due to Saleh incorrect response. Immediately after the repair initiator, he put his hand on the chin as he looks at the students. What mobilises a response in the next sequence is the teacher's initiator of repair, head scanning the students to select the next speaker, and the hand-on-chain gesture that is held to elicit the response from the student.

Extract 5.3.4

```
01    TEA: *radically (.)            ra::dical.
           >>---looking at the right-->
       SAL:>>---looking at the TEA-->>
       JAM:>>---looking at the textbook-->
       MOH:>>---looking at TEA-->
       ABD:>>---looking at TEA-->
       RAM:>>---looking at the whiteboard-->
       ALI:>>---looking at the textbook-->
           >>---RH is fisted on his mouth -->

02              *(2.0)
       TEA:      *moves to the centre--->

03    SAL:  ^ext            *remely.
       TEA:                  *looks at SAL-->
             stops at the centre>*
       JAM:  ^looks at TEA-->

04    TEA: &*yea:h            * er::-   (.)
            *nodes his head twice>*
                                *turns his head to the whiteboard-->
       RAM: &looks at TEA-->

05        *&$%@not                    %$to @say with extremely.
          *looks at the students in the front-->
          *............................            ,rotates his LH,
       JAM:    @looks at the whiteboard --------->@looks at TEA-->>
       MOH:   $looks at the whiteboard--------->$looks at TEA-->>
       ABD:    %looks at the whiteboard------->%looks at TEA-->>
       RAM:  &looks at the whiteboard-->

06        +but what other part that comes with it?
           ,gesture hold------------------------,,,,,,………-->
       ALI: +looks at TEA-->>

07➔       #*(0.1)#(0.1)#(0.2)  #(0.1) #(0.1)#(0.1) #(0.2) #(0.2)
       TEA:     ,puts his LH on his chin, gesture hold-->
                *gaze moves from the left to right-->
                #figs7-16
```



```
#fig1    #fig2    #fig3    #fig4      #fig5  #fig6    #fig7    #fig8
```

```
08    ALI: #*big      #ch     * #an *      #ge.*      +
       TEA:   *looks at ALI-->
                                RH,,,>*
                                *........., extend his left forearm-->
```



```
#fig9       #fig10       #fig11       #fig12
```

```
09➔ TEA: #&*ch::ange.
            *looks towards the students in the front-->>
            gesture hold-->>
       RAM:     &looks at TEA-->>
```



```
#fig13
```

Before the extract, the teacher and his students have been revising a list of vocabulary that is written on the whiteboard. The teacher typically addresses the students as a cohort group to describe each word with a meaningful example. As the extract begins, he asks them about the adverb 'radically'. Students before the extract usually participate by describing the meaning of the word and providing some meaningful examples from their textbooks. In line 01, the teacher moves to the centre of the classroom as he reads the next word, 'radically'; the FPP then pauses and adds a common frequently used form of this word as an adjective ra::dical.'. However, one can project a repair inserted sequence through the following silence. He addresses by his gaze the students on his right-hand side. In the TRP, line 02, he moves while sustaining his gaze on the right until Saleh, who sits in the front, produces a synonym of the adverb 'extremely' in line 03. He looks at Saleh by gaze instantly as he is about to end his SPP. In the teacher's third turn, he confirms 'yeah' that is emphasized with his head nods twice, then becomes reluctant 'er-' in which he averts his gaze from Saleh to look at the whiteboard again (Tiittula, 1985; Kääntä, 2012). This project is the next disagreement that will be about to happen. He seeks a more accurate response as he initiates an other-repair other correction according to what occurs in the following line 05-06. In line 05, he moves his gaze to the students in the front and then addresses them to deal with the repair he constructs 'not to say with extremely', he makes a negation then argues that the adverb has nothing to do with extremely orienting to the trouble as an understanding problem due to lexical item error choice (Seedhouse, 2004b; Smit 2007). He explicitly allocates the trouble source and then designs his repair initiator as a question that purses an adequate response 'but what other part comes with it?'. Ali, who sits one right, becomes engaged as he now looks at the teacher when he initiates the repair. In his repair initiator, he carries out a beat gesture by rotating his left hand with joined fingers on 'extremely' that is held until he prepares for his hand-on-chin gesture by the end of his TCU on 'it?'. Preferably, Saleh should perform the correction, but the teacher returns

his gaze to him again but looks at the whole class peripherally as a group. Immediately after his repair initiator, he conducts his hand on the chin gesture that is held. In 07, the teacher scans all students in the classroom as his gaze and head move from the left to the right until Ali again secures his gaze and initiates a response in line 08 'big change.'. The teacher's next turn immediately approves this (in line 09) starching 'ch::ange.' a partial repetition of what Ali articulates. The stretch of the sound works to emphasise the correct response. However, as he retracts his hand gesture from his chin, he executes a pointing hand gesture at Ali that can be described as the right hand extending his right forearm thoroughly toward Ali. Here Ali is an engaged participant who sustains his gaze from the beginning of the teacher's repair initiator until the teacher moves his gaze to him. However, Sami, who sits next to Sami, does not receive the teacher's gaze due to his position; thereby the seating arrangement is a factor that can leave out some students from taking the next turn only when the teacher chooses such a method.

Ali performs the correction by not describing the word but referring to its occurrence with the word 'change', but this is treated as correction is now completed according to the teacher's turn.

Chapter 6: An Analysis of Gaze and Co-speech Gesture in Elicitation Sequence

6.1 Introduction

In the previous two analysis chapters, the researcher has described how the L2 teachers organise their embodied actions with two recurrent hand gestures In IRE and repair sequence. One is the hands-inside-pocket gesture. A systematic pattern is found during the teacher's assessment. It is shown that the teachers' next gestural action (after retracting the hands-in-pockets gesture) is made salient through one hand gesturing that worked to show the teachers' affiliation/disaffiliation with the students' turn. Another gesture is delineated to show another method that the teachers to make their gestures salient. They sustained their hands temporarily around their chin and mouth to be seen by their students as the chin and mouth became an anchor. Gesturing at this level, where recipients are looking at the speaker face, is highlighting the hand that is placed on the chin. Hands resorting to the chin and then depicting (descriptive) co-speech gestures afterwards make the gesturing hand salient during the interaction. These hand gestures are not co-speech gestures that contribute to the meaning of the verbal turns but are related to ongoing sequence and the context in which they occur.

This chapter continues to record a third method that has been discovered by Streeck's work on dyadic interaction (1992, 1993). The next chapter records the teachers' management of the gaze when they are initiating other-initiated repairs that require the students to respond or correct their response during the interaction. The next chapter focuses on how descriptive co-speech gestures become salient for maintaining intersubjectivity maintaining mutual understanding (Heritage, 1984; Olsher, 2004, 2008; Belhiah, 2009; Kääntä, 2010, 2012; Mortensen, 2012, 2016). The researcher proposes the following research question:

1. How do EFL teachers coordinate their gaze and hand conduct a significant co-speech hand gesture to elicit the EFL students' responses in repair sequence?

6.2 Gaze and Hand Gestures to Solve Understanding Problems

In the following two extracts, the research observes a particular pattern that EFL teachers use when the intersubjectivity is broken between the teachers and the students. In the next two episodes, the students do not follow the teachers' questions and produce irrelevant responses. So, the teacher initiates a repair to elicit relevant responses. However, the analysis will demonstrate a particular organisation of the teacher's hand gesture, gestural hold, and gaze at the gesturing hand when the teacher elicits a response from the speaking student.

The first episode (culled from Group B) takes place in a communicative activity; the teacher follows the guidance which states that students should describe their neighbourhood so they increase their English-speaking fluency. The teacher asks each student a couple of questions about where they live and what they like and dislike about their neighbourhoods. The extract begins as the teacher addresses and selects a particular student. It is observable that the teacher implicitly indicates to the learner where he should look or at least makes his next action salient through the gaze in the preparational phase of the gesture. The hold of the gesture over the TRP is a powerful resource to maintain the students' attention to understand a key part of the question. The repetition of the question and the enhanced hand gesture (see Kendon, 2004), the gesture hold, and the gaze at hand are accountable for mobilising Saud's response. The design of the gaze and gesture in a specific sequential position entirely depends upon what retrospectively occurred.

Extract 6.2.1

```
01    TEA: +yea::h (.)        * >something you like<
           >>--looking at SAU-->
                              *.................................................................-->
     SAU:  +looks at TEA-->>
        >>--putting his LH index finger around his chin-->
     MOH:>>using his phone-->
     ABD:>>--looking at TEA-->

02         mo:st    about                        your neighbourhood?
                ,placed both hands behind his back, gesture hold-->

03    SAU: er:::

04           (1.1)

05         er=there is +@no services           @in  + a::
                         +.......,points at TEA by LH,,,,,,,,,,,,>+
     MOH:                     @puts his phone on the table>@ looks at TEA--
>>

06    TEA: no=no something you &li:ke
           ,,,,,,.......................................,points by both hands upward by indexes,
     ABD:                          &looks at SAU-->>

07           (0.4)
     TEA:       ,gesture hold-->

08         @most (.) maybe    *some*thing you hate most about your
            retracts his LH,,,,>*
                               *points at SAU by RH, gesture hold-->
     MOH:  @...,covers his his mouth by RH,gesture hold-->

09         neighbourhood. @*
            retracts his RH,,,>*
     MOH: ,,,,,,           >@

10    SAU: aha::

11           (1.5)
```

12→   TEA: #*something   #you   *   #li: #:ke?
            *looks at his hand----->*looks at SAU-->
            *.......................................,both hands perform a thumb-up gesture-->

#fig1   #fig2   #fig3   #fig4

13→   #(0.3)   #(0.4)   #(0.3)*
      TEA: gesture hold,,,,,,,,,,,,,,,,,,>*

#fig5   #fig6   #fig7

```
14    SAU: +its quiet
            +......,configure a cup shape then fist-->>

15    TEA: @quiet (.) okay.
       MOH: @............, puts both hands inside his pockets-->>
```

In lines 01-02, the teacher is already in a mutual body orientation with Saud, the next selected speaker whose turn is about to begin and whose gaze is placed on the teacher. The teacher begins his utterance with 'yea::h', which signifies his completion of assessing a speaker and moving to another speaker. He then abbreviates and makes a repaired version of the main

FPP '>something you like< mo:st about your neighbourhood?', requesting Saud to express what he likes the most about his neighbourhood. He directs his gaze and then orients his body to Saud. As he reaches 'something' (in line 01) he removes both hands and then places them behind his back on 'about' (in line 02). He holds his hands behind his back during the final position of the FPP, TRP, until Saud produces his SPP (retracts his hands in line 06). One can observe that the teacher speeds up his talk when producing '>something you like<'. In line 03, Saud hesitates a little with 'er::::' then ceases his speech for almost a second in line 04. Then he stutters again 'er=' then produces 'there is no services in a::' in line 05 that is not fully completed. Immediately, the teacher rejects his response with 'no=no', then provide another attempt for the student to correct his response by creating an other-initiated repair 'no=no something you li:ke' in line 06. This rejection 'no=no' coincides with his retraction phase and preparation of a new hand gesture that becomes visible as he reaches 'li:ke' and then holds on to the following pause. Both index hand fingers are brought against his head. This is classified as an emblematic hand gesture (McNeill, 2005). it is implemented as a Waring sign that accompanies his repair initiator (other-initiated self-repair). In line 07, he shortly pauses for almost (0.4) and then offers an account of why he rejects this response 'most (.) maybe something you hate most about your neighbourhood.' in lines 08-09. Once he begins his warrant, he retracts his left hand and then points at Saud with his right hand on 'you' that is retracted before he completes his TCU. Thus far, the trouble source has to do with Saud's response in line 05 and that Saud is the one responsible for repairing his turn following the original question. Following this, Saud confirms 'aha::' in line 10 yet does not respond in line 11. In line 12, the teacher continues his response pursuit (Cancino, 2020). Repeating the trouble source and conducting a hand gesture which works as an implicit request for Saud to repair the trouble source. He conducts two significant behaviours compared to the original utterance. First, he stretches and stresses the word 'li::ke?', focusing on the key verb of his utterance or

the word that seems problematic to the addressed student. This behaviour is executed with a hand gesture displayed with both hands. These are the common thumbs-up metaphorical hand gestures with both hands that symbolise a positive concept or stand for the verb 'like'. Both hands prepare to raise up almost simultaneously when each hand mirrors one other (see Kendon, 2004). They then make a thumbs-up shape before the teacher reaches its lexical affiliate 'li::ke' (Schegloff, 1984a). Right at the preparation phase of the gesture, the teacher breaks off his mutual orientation with Saud to look temporarily at both hands. The gaze at his hands sustains during the gesture preparation and gesture configuration. However, before the gesture reaches the stroke, he removes his gaze to look at Saud and raises his thumbs-up hands until he reaches possible completion. He returns his gaze to Saud as the stroke becomes visible on 'li::ke?' that is intonationally stressed and stretched. The co-deployment of metaphorical hand gestures has a semantic relevance to the propositional content 'li::ke?'. The thumbs-up gesture appropriately visualises and facilitates the reference 'li::ke?' to Saud. In line 13, the teacher holds his gesture until Saud begins his turn in line 14 'its quiet' which is approved of the teacher's repetition in line 15 'quiet (.) okay.' This is also an example of an embodied completion of the turn (Olsher, 2004).

In the next extract, the same teacher asks the students (one by one) about their favourite vegetables. However, when one student's turn comes, he seems reluctant to offer a turn. Therefore, the teacher redesigns his turn twice. The redesign of the question consists of a hand gesture relevant to the reference, likewise the prior extract. Once more, the gaze and hand gesture interplay can occur when the teacher encounters trouble in eliciting a response. The extract commences as Waleed completes his turn, and it is time for Ali to inform the class about what vegetables he eats often. The teacher's second attempt is regarded as a successful attempt as he redesigns his utterance by adding an adjective that facilitates the meaning and an iconic hand gesture that is held until the end of his utterance. The hand gesture is highlighted by the

gaze at the preparational phase. The teacher redesign of a verbal turn, gesture, gaze at the gestural hand, and gestural hold all work well to mobilise the student's response. In both extracts, the same teacher looks at his hand during the preparation phase before configuring a shape and reaching a stroke phase.

Extract 6.2.2

```
01    WAL: i like lettuce.
           >>--looking at TEA-->
      TEA:>>--looking at WAL-->
           >>--holding teaching material-->
      ALI:>>--writing -->
      KHA:>>--looking at TEA-->
      WAL:>>--looking at TEA-->

02    TEA: +oh lettuce (.)*interesting.
                             *turns his head to ALI-->
      ALI: +looks at TEA-->

03              (0.3)

04    TEA: @$how about you?
      WAL: @looks at the textbook-->
      KHA:  $looks at the textbook-->

05              (0.5) $(0.4)
      KHA:            $looks at ALI-->

06    TEA: you know vegetables?

07              @ (1.4)
      WAL:      @looks at ALI-->

08    ALI: +yaani::: moghba        lat=   +
           (it means like dinner appetizers)
           +................,RH strike forward,,,,,,>+

09→   TEA: =no*#@=no        #*gree_____#:n        #veget    #ables.
           *................................,RH configures a ball shape, hold-->
           *looks at his hand>*looks at ALI-->
           @looks at TEA-->
```



```
      #figs1      #fig2      #fig3      #fig4      #fig5
```

```
10→         #@*(0.3)      #$(0.4)
      WAL:  @looks at ALI-->
      KHA:            $looks away-->
```



```
      #fig6      #fig7
```

```
11    ALI: $*i            *do not have one.
      TEA:  *looks away>*looks at ALI-->>
      KHA: $looks at ALI-->>

12    TEA: *@more than one (.)         like me.
           *............., moves his RH laterally, gesture hold-->>
      WAL:  @looks at the textbook-->>
```

In line 01, Waleed has just delivered a turn (the vegetables he likes to eat) that is positively evaluated in line 02. By the end of line 02, the teacher averts his gaze to Ali as the next speaker. Ali turns his gaze to the teacher right at the beginning of line 02. In line 04, the teacher directly asks Ali 'how about you?' as now Ali should contribute a turn. Gaze and body availability to the speaking student and the question all select Ali as the next speaker (Kääntä, 2010). However, Ali maintains his gaze without producing a response in line 05. The one second of silence in line 05 is treated as understanding the trouble that Ali is encountering. Therefore, in line 06, the teacher produces an inserted repair, inserted FPP 'you know vegetables?' that aims to measure his understanding of the question, so he could deliver the missing SPP. It is a follow-up question that targets Ali's missing response (Duran and Jacknick, 2020). After the gap in line 07, Ali responds 'y 'aani::: moghbalat' (it means like appetisers) in line 08, which is also an insert SPP to the teacher's inserted FPP. Now the teacher identifies that Ali does not understand the noun vegetables. He objects to his response by '=no=no' and then adds 'gree:n vegetables' in line 09. Adding the adjective '<u>gree:n</u>' facilitates the reference or noun 'vegetables' and adding the adjective 'gree:n' facilitates the reference or noun 'vegetables' and provides a context Ali that vegetables are green in colour. It is an assessment and repair initiator that targets Ali's SPP that is missing so far. Within this repair initiator, the teacher conducts an iconic gesture with his right hand that is prepared as soon as he utters the first 'no', then configured its shape as someone garbing an apple or object with the fingers separated on the adjective 'gree:n'. He looks at his hand as he articulates his second 'no'. During the preparational phase, he returns his gaze quickly to Ali on '<u>gree:n</u>'. The gestural stroke becomes visible before producing the intonationally stretched 'gree:n' then held until the first syllable of the noun 'vegetables'. Ali. Finally produces 'i do not have one', an SPP that suggests his understanding of the noun 'vegetables'. The sequence is expanded, and Ali's response is treated as partially adequate.

In the following two extracts, the research observes a particular pattern that EFL teachers use when the intersubjectivity is broken between the teachers and the students. In these episodes, the students do not follow the teachers' questions and produce irrelevant responses. So, the teacher initiates a repair to elicit relevant responses. The first episode (culled from Group B) takes place in a communicative activity; the teacher follows the guidance which states that students should describe their neighbourhood, so they increase their English-speaking fluency. The teacher asks each student a couple of questions about where they live and what they like and dislike about their neighbourhoods. The extract begins as the teacher addresses and selects a particular student.

Extract 6.2.3

```
01    TEA: where and what is a subject?
           >>--looking at ABD-->
           *………,points at the whiteboard by the LH index-->
        ABD:>>--looking at TEA-->>>
           >>--LH is on his chin-->
        MOH:>> looking at TEA-->

02             +(0.5)
        ABD:      +…………-->
        TEA:      gesture hold-->

03    ABD: +@he      she it              thameer.    +
           +…,raises his RH then strikes three time,,,,,,,,,,,>+
        MOH: @looks at ABD-->

04                 (1.0)

05    TEA:  @*these are thameer he *she it=
                     (pronouns)
              ………………,points at the whiteboard by LH-->
           *looks at the whiteboard >*looks at ABD-->
        MOH: @looks at TEA-->

06    ABD: =yes.
        TEA: gesture hold-->

07    TEA: but i *mean              @the subject.
        MOH:                        @looks away-->

08             (1.0)               *
        TEA:      ,retracting LH,,,,,,,>*

09    TEA: *the *subject       *is              the one
           *looks at the whiteboard  >*looks at ABD-->
            *………………………………,points at whiteboard by LH index, hold->
                        *looks at his LH-->
           ,,,rests RH on the chair-->>>

10         who does the @action.
           ,,,,,,,,,,………..,LH falls downward,
        MOH:           @looks at TEA-->

11             *(1.3)
        TEA:      LH gesture hold-->
                *looks at ABD-->
```

```
12→  TEA: #*he           #is the      #do::      #:er
                     ,………..,LH falls downward-->
           *looks at his LH
```



```
A
#fig1        #fig2        #fig3        #fig4
```

```
13→        #*of the       #action=
           ,gesture hold
           >*looks at ABD-->
```



```
#fig5        #fig6
```

```
           @
14    ABD: =fáal.       @
        (doer)
        MOH:   @looks at ABD>@

15    TEA: @tha:t is it.
           ,,,,,………,LH strikes downward-->
        MOH: @ looks at TEA-->>>

16    ABD: +aha:   *
           +looks at the textbook-->>>
        TEA: ,,,,,,,>*
```

In line 01, both the teacher and Abdullah are in a mutual body orientation. In the same line, the teacher addresses Abdallah, who just sat on his chair, 'where and what is a subject?' while pointing at the written sentence on the whiteboard before the extract begins. Abdallah shortly after half a second gap, responds, 'he she it thameer.' (i.e., Thameer means a pronoun in Arabic). This accompanies his right hand striking three times with each of the pronouns he utters (a parsing pragmatic hand gesture see Kendon, 2004) with a gestural hold in line 03 (Streeck, 2007). In line 05, the teacher initiates a repair that Abdallah should amend, though he gives some examples of pronouns that can be a subject. He produces 'these are thameer <u>he she it</u>' during which he points to different pronouns on the whiteboard. In the following line 06, Abdullah expresses his understanding by latching his talk to the teacher, '=yes', interpreting the teacher's construction of other-initiated repair. Nevertheless, the teacher completes his repair request in line 07 'but i mean the subject', giving a warrant why he initiates a repair, and Abdallah should describe the subject rather than giving some examples of pronouns that can be a subject. Yet, Abdullah does not produce a response in line 08. In response, the teacher scaffolds the question by describing the subject 'the subject is the one who <u>do:es</u> the action.' in lines 09-10. At the start of line 09, he points with his left hand at the whiteboard at the beginning of a sentence written on the whiteboard as he reaches 'is' while his right-hand travels from the chair. When he reaches 'the action.' his left conducts a hand gesture. As he stretches the verb '<u>do:es</u>', his left-hand travels from his chin area and then falls to his lower abdomen then keeps it during the next TRP. This can be delineated as his left palm falling, facing the ground near his lower abdomen. It is an enactment (Kendon, 2004). This enactment represents a particular action as it portrays the doer of something. During lines 09- 10, the teacher's gaze averts shortly to the whiteboard and then back to Abdallah as soon as he refers to the 'subject'. This semiotically emphasizes the reference rather than indicating the 'subject' verbally. Also, looking at the beginning of the sentence on the whiteboard would enhance the repair initiator.

In line 12, the teacher takes another turn treating the gap in line 11 as Abdullah needs further explanation. He redesigns his previous description, 'he is the do:::er of the action=' as a third attempt to pursue a response. The second and third attempts are semantically similar, except for the syntactic change, the adjective clause with the verb 'do:es' to the noun 'do:::er'. Right at the start of line 12, he raises his left hand to his head level, then falls it on 'do:::er' then holds on 'of the action' until Abdullah latches his turn '=fáal.'. It is observed that as he conducts his preparation and stroke phases, he keeps his hand on the gesture, then he holds his gesture (Note this practice is similar to what Seo, (2011) finds in her data, the speaker repeats a prior turn and a gesture) Unlike the prior two extracts, the teacher only looks at the moving hand in the preparation phase, and during the stroke, he averts his gaze to his recipient. The more sustainment of the gaze on the gesturing hand, the more he wants the student to pay attention to the gesture being deployed. The redesign of his gestural enactment for the second time does not fundamentally change. However, his gaze makes a unique attempt to draw Abdullah's attention to the gesturing hand. Observe that he stretches the vowel in the word 'do:::er' as the stroke is visible; a similar behaviour occurs in the previous extracts.

All these attempts demonstrate that teachers need to redesign their verbal utterances by paraphrasing or repeating with a relevant hand gesture. In this extract one can find there are two enactments and the design of the two turns are extremely similar. The teacher manages the preparation of the gesture phase in conjunction with the gaze that is returned to the recipient once the stroke is completely visible and as he holds his gesture by the end of the utterance in line 13. Furthermore, the stretch of the vowel sound plays a role in making the indexed word more salient and offers time for the gesturing hand to be in the 'gesture space'. Line 12-13, the teacher's prosodic properties of the word, and hand gestures, and its hold, and the gaze at the gesturing hand during the preparation and stroke phase are significant to mobilising the students' missing relevant responses. On the above interactional occasions, the hand gestures

elaborate and visualise the spoken utterance's meaning, a significant component that recipients should observe. In the next conversation (culled from Group B), the teacher introduces the topic of people changes and common phrases expressed in English from the textbook. He selects the next speaker and then asks the meaning of a particular phrase, 'get a raise'. He promptly creates a context of this word through a new utterance and a co-speech hand gesture which enables the speaking student to deliver a relevant response that the teacher accepts.

Extract 6.2.4

```
01    TEA: eh eh                        *
           >>--looking at the textbook>*
           >>--both hands holding the textbook-->
      KHA:>>--looking at the textbook-->
      ALI:>>--looking at TEA-->>

02         *get          *     @a ra::ise.
           *looks at ALI>* looks at KHA-->
                               @looks at the textbook-->

03              (0.4)

04         @what does mean get a rise?
      ALI:  @looks at TEA-->

05              (1.0) @(0.7)
      ALI:            @looks at the textbook-->

06    TEA: *get a +ra:ise (.)
           *turns his body and looks at ALI-->
      KHA:        +looks at TEA-->

07         *@+huh?
           *turns his body and looks at KHA-->
      KHA:   +looks at the textbook-->
      ALI:  @looks at TEA-->>

08         you can expect it *abu              *+amer?
                             *looks at the ground>*looks at ALI-->
      KHA:                                       +looks at TEA-->>

09              *(0.7)
      TEA:      *turns his body completely to KHA-->

10→   TEA: #*if                   #*+you #get     #a ra:ise=
           *swiftly looks at his RH>*looks at KHA-->>
           *.....................................,RH moves upwards, gesture hold-->
           *leans to the left ----->*
      KHA:                            +turns his head up -->.
```

#fig1   #fig2   #fig3   #fig4

```
11    KHA:  #+=aha tar      qeh=   *
            (promotion)
            +............,LH moves upward-->>
      TEA:                 RH,,,,,,,,,>*
```

```
            #fig5
12    TEA:  =yeah+(.)
      KHA:  ,,,,,>+
```

Before the extract, both students are engaged in reading a list of vocabulary in their textbooks. While doing so, the teacher begins his starter 'eh' one method of establishing recipiency and gaining the students' attention of his audience. In line 02, he looks at Ali, who also gazes at him, but he selects Khalid as he completes his turn 'get a ra::ise.'. This is done while Khalid's gaze is on the textbook. In line 03, the teacher pauses for (0.4) and then adds his question, 'what does mean get a raise?' (i.e., in the form of an increment which means if he stops in line 02, his TCU is pragmatically completed as a question) addressing and selecting Khalid. He maintains his gaze at Khalid during the TRP for one second and a half in line 05. In line 06, he repeats the reference in 'get a ra:ise' as he changes his selection. But sooner, he moves his gaze to Khalid as he produces his explicit elicitation verbal expression' 'huh?' given that Ali could not deliver a turn an instant response. In line 08, he addresses Khalid by the second person pronoun plus and his nickname, 'you can expect it abu amer?' to ensure he is the preferred speaker. This is also an other-initiated self-repair or an attempt for Khalid to give an account of his FPP, considering the prolonged gap of silence. During this eliciting attempt, Khalid averts his gaze from the textbook to look at the teacher, precisely amid line 06. In line 09, the teacher allows only half a second which is a short period after his first eliciting attempt. However, he turns his body completely to face Khalid. In the first attempt line 04, the teacher initiates an other-repair due to Khalid missing response in 03. As no response is produced, the teacher reinitiates repair 06 until line 08. By doing so, the teacher orients to the problem as understanding the trouble that Khalid is facing in the first attempt. In line 06, he addresses Ali,

who does not offer a response, and at the same time, the teacher displays his preference for the next selected speaker by orienting his body to Khalid and completing the turn (lines 07-08).

The mutual body orientation with the selected next speaker who faces trouble comprehending the reference is vital for making the gesture visible rather than making the gesture in a way that is seen by the selected student (Olsher, 2008). This requires some embodied actions that can be, for example, adjusting oneself postural configuration or becoming aligned with an addressee/s. The study of a gesture's temporal phrases (e.g., preparation-stroke-retraction) can sometimes exclude other pre-embodied actions that can be executed before the gesture. One can contemplate this action in this example to serve his next gesticulation. In line 10, he first looks at his right hand on 'if' which is now in the preparational phase. He swiftly glances at his left-hand palm open, facing up, then leans to the left side (gesture shape is visible at the start of 'you'). In addition, he raises his head slightly while his hand starts to move up on 'you' while he looks back at Khalid. The moving hand action is in the stroke phase. It is a metaphorical hand gesture that is semantically coherent or co-expressive with the spoken 'raise' (Kendon, 2004; McNeill, 1992). It aims to facilitate the meaning and elicit Khalid's response. Immediately, Khalid latches his turn to the teachers' turn '=aha tarqeh=' (promotion), expressing the meaning in Arabic in line 11. The latching talk occurs as the teacher retracts his right hand. This is treated as a relevant and adequate response by the teacher 'yeah (.)' in line 12.

Overall, the teacher makes three successive attempts to pursue a response and make Khalid an engaged participant. The teacher's three attempts, including the sound stretch of the trouble source and hand gesture coordinated with the gaze (at the preoperational phase), all mobilise Khalid's response. Note there are embodied action such as the full body turn is designed to serve the next upcoming actions. Most importantly, the hand gesture plays a significant role in deriving the student's response, especially if it is made salient by the gaze. The next two extracts are selected to show how the teacher successfully recruits the gesture made salient by the gaze when the students offer it when the teacher attempts to elicit a specific answer.

6.2 Coordination between Gaze and Hand Gesture for Adequate Responses

Repair in L2 classrooms is often initiated not due to hearing or understanding problems but also due to the insufficiency of an SPP. The students can create a relevant next action that is syntactically, semantically, and pragmatically complete; however, the teacher can acknowledge their contributions but request an adequate response (Pomerantz, 1984). The last two extracts show a similar organization of gaze and hand gesture while the teacher attempt to elicit adequate responses from learners. Rather than evaluating students as irrelevant, the teacher pursues a response by asking a question and recruiting a co-speech hand gesture made salient by the gaze. Note that no claim that the gaze makes the gesture salient is accountable for the students' SPPs, but the whole design of the teachers' turns.

What is observed in the next extract (culled from Group D) is that the teacher immediately upgrades the initiated question by creating a gestural context for students to make students participate in completing the SPP that Waleed first initiates. In this sequence, the gazes at the hand on the preprational phase and returns the gaze to his students as he continues executing the other two stroke phases and gestural hold and the verbal turn in 14-15-16 are accountable for mobilising the adequate response.

Extract 6.3.1

```
01      TEA: *what (.) are we adding *@to %the brown
             >>--looking at the textbook-->*looks at the students in the front-->
             *..........,rotates his LH over the page,,,,,,,,,,>*
        WAL:>>--looking at the textbook-->
        MOH:>>--looking away-->
        AHM:>>--looking at the textbook-->>
        RAM:>>--looking at the textbook-->
        ABA:>>--looking at TEA---------------->%looks away-->
        RAM:>>--looking at the textbook-->
        ALI:>>--looking at the textbook--->@looks at TEA-->

02           *&box?
             *looks at the textbook-->
        RAM:  &looks at TEA-->

03               @%(0.6)*(0.5)
        TEA:                 *looks at the students in the right-->
        ABA:       %looks at the textbook-->
        ALI:       @looks at the textbook-->

04      ALI: +&^*a %suffix            @a- adjective suffix=
             +looks at TEA-->>
        TEA:    *looks at thee textbook>*looks at ALI-->
        WAL:                           @looks at ALI-->
        AHM:   ^scratches his forehead-->
        ABD:      %looks at TEA-->
        RAM:   &looks at the textbook-->

05      TEA: *@=a- suffix (.)                      ehum, es-
             *looks at the students in the front-->
             *......, strikes forward by his separated LH fingers, gesture hold-->
        WAL:  @looks at the textbook -->

06      TEA: *what %is a (.) suffix?
             *looks at ALI-->
        ABD:       %looks at the textbook-->

07            *(1.0) *(0.5)
        TEA:    *looks at the student in the front-->
                ,,,,,,,>*

08      WAL: *change @the word.
                   @looks at TEA-->>
        TEA: *looks at WAL-->

09               (0.2)

10      TEA: *$to change the word        *emhum (.)
                                         *looks at ALI-->
             *..................,points at WAL by LH, gesture hold-->
        MOH:  $looks at TEA-->>


11       TEA: %*and where
              *looks at the students in the front-->
              *.......................-->
         ABD:  %looks at TEA-->

12          *does it go <on                the word?>

13               (0.5)

14→         %*#in the       *#beginning
            *looks his LH   >*#beginning
            ......,strikes at the left by LH separated fingers,
         ABD: %looks at the textbook-->
```


#figs1   #fig2

```
15→         #in the        #middle        #in the       #end?
            ..........,strikes at the middle,.........strikes at the right-->
```


#fig3   #fig4   #fig5   #fig6

```
16→ ALI: #in [the *end in the end
       TEA:        *looks at ALI-->>
              gesture hold -->
```


#fig7

```
17    WAL:      [in the end-


18    TEA: %±*&in the end.
           *looks at ALI-->>
           ,,,,,points by LH index-->>
     RAM:  ±looks at TEA-->>
     ABD: %looks at TEA-->>
     RAM:    &looks at TEA-->>
```

Before the sequence, the teacher requests his students to at an exercise about suffixes in the textbook. When he begins his utterance in line 01, most of the students have been looking at their textbooks. In lines 01-02, the teacher makes a pre-sequence or a pre-FPP by asking his student, 'what (.) are we adding o the brown box?' addressing and selecting students in the front. After almost a second in line 03, Ali responds 'a suffix a- adjective suffix', making a premature start, then conducts a self-initiated self-repair in line 04. Ali exploits the TRP time to look at the textbook and then delivers his SPP. The teacher confirms Ali's contribution by 'a- suffix' in line 05. In line 06, the teacher initiates the main FPP 'what is a (.) suffix?'. This suggests that the pre-sequence part ends, and now the teacher produces the main FPP. This question addresses Ali; however, as the TRP begins, he changes his gaze to look at the students in the front. After almost a second and a half in line 07, Waleed describes only characteristics of the suffixes 'change the word.' In line 08. This is treated as a part of the SPP as the teacher further interrogates all the students if they can elaborate more on the suffix in the following line. From lines 10-12, the teacher first confirms and then examines the student's knowledge of the location of the suffix 'to change the word emhum (.) and where does it go <on the word?>' treating Waleed's response as relatively inadequate, but further elaboration is needed. The question, combined with his assessment, is an inserted FPP that is relevant to the main FPP. He then allows a half-second and adds an increment relevant to the prior TCU in line 13. Following this is an increment that elaborates on the inserted FPP 'in the beginning in the middle in the end.' In lines 14-15. During this elaborative increment, he conducts a gesture and breaks off his mutual gaze with the students in the front. As he utters 'in', he looks at his moving left hand while it is

performing its gesture. He conducts iconic hand gestures/catchments to depict the different locations of a suffix on a word three times in front of the students (McNeill 2000; McNeill et al., 2001). He strikes with the separated left-hand fingers with 'beginning', on the middle with 'middle', and finally on the right with 'end' (Jefferson, 2018). His speech intonationally emphasises these three locations in space. The gesture limits the potential responses to only three choices and facilitates the initiated question. Toward the end of the sequence in lines 16-17, two students compete and produce two similar responses, Ali's 'in the end in the end' that overlaps with Waleed's 'in the end-' without delay (Zima et al., 2019). However, Ali secures the teacher's attention as he speaks first and gains the floor. The Teacher looks at Ali as he is about to complete his SPP in line 16 the assesses his response in line 19 'in the end', which accompanies his pointing at the students in the front action with his left index finger. This marks the end and the completion of the SPP.

In the last extract, the same teacher revises a list of vocabulary on the whiteboard. He creates an example for the adverb 'utterly' with the student to show its proper usage. As he desires to obtain a specific response, he receives an insufficient response and therefore, he redesigns the question into a gesture that is made salient by his gaze. The teacher, thus, brings an example whereby he simplifies the meaning. The extract commences as he illustrates the example, and then he asks about the grade they obtain when failing an exam. The teacher's design of the turn that aims to solicit a response should be observed including the embodied actions that are also important in mobilising the students' relevant responses.

Extract 6.3.2

```
01    TEA: how we meant to use utterly?
         >>--looking at the students in the front -->
         >>--both hands are clapped together -->
      AHM:>>--looking at TEA-->
         >>--two hands palm are joined-->
      KHA:>>--looking at TEA-->>
         >>--RH is placed on his left chin -->
      MOH:>>--looking at TEA-->
         >>--hands are combined-->>
      JAM:>>--looking at TEA-->>
      RAM:>>--looking at the textbook-->
      JAF:>>--looking at TEA-->>
         >>--crossed arms gesture-->


02                 (1.5)

03    TEA: *&a::              *&+if you::    *: &fail
         *looks to the left--->*up to the right>*looks in the front->
                          *…,points by both hands-->
      AHM:                    +looks away-->
      MOH: &looks away ----------->&looks at TEA------>&looks away-->

04       *in* the exam (.)
          *turns his head to the left-->
         ,,>*…,both hands are combined-->

05       *what &  grade              *   +do* you get?*
         *turns his head to the front------>*to the right----->*
         ,,,…………,RH writes laterally in space-->*both hands are combined-->
      AHM:                                 +looks at TEA-->>
      MOH:      &looks at TEA-->>

05    KHA: *f.
      TEA:

06    TEA: *#but  (.)      *#what      # percentage *#to fail?
          *…….bends and moves his LH vertically, gesture hold,,,,,,,,,-->
          *looks at KHA-->*looks at his gesturing hand    >*looks at KHA-->
```


#fig1   #fig2   #fig3   #fig4

```
07          #(0.2)(0.6)
    TEA:                 ,,,,,,,>*
```

#fig5

```
08    AHM: *sixteen or under sixty.
      TEA: *looks at AHM-->

09    TEA: *okay ^under sixty you fail.
            *looks at the students in the front-->>>
      RAM:      ^looks at TEA-->>>

10          (.)*you did utterly    horr:::ible in the exam.*
            *…………….,both hands strike twice-------,,,,,,,,,,,,,,,,,,>*
```

In line 01, the teacher produces the FPP 'how we meant to use utterly?' addressing the students in the front. This occurs as most of the students are looking at the teachers. The TRP develops for about a second and a half in line 02. As no one self-selects, he creates a realistic example whereby the students can understand the adverb 'utterly'. In lines 03-04, he starts with the conditional if 'if you::: fail in the exam (.) what grade do you get?' stretching the pronominal, which also addresses all students for the next turn. Through this example, the teacher alters the end of the sequence by engaging the students to participate in the example, and then he provides the SPP; thereby, he makes the students active in the sequence instead he offers the SPP after the prolonged silence. This is an inserted FPP that requires another inserted SPP, which targets the production of the missing SPP. In his utterance, he addresses students in different locations, from the beginning to the left, to the right amid his TCU, to the front at the end of his TCU, and finally, he moves his gaze to the left to address the next speaker from this area. Instantly, in line 05, Khalid produces an 'f' which is equivalent to fail. Although this is considered a relevant response, the teacher treats it as insufficient according to his following assessment and redesign of his inserted FFP, narrowing what the students precisely shouldproduce next. In line 06, he begins with, 'but' which implies that Khalid's response is accurate, but he needs a different response, then he re-asks, 'what percentage to fail?'. This is an other-initiated repair addressing

and selecting Khalid to perform the repair(self-repair). Right at the beginning of his utterance, he looks at his right hand on 'but what'. He then breaks this gaze to look back at the students. He depicts an iconic hand gesture creating a vertical scaling on space in front of himself, then moving gradually upward with 'percentage'. He looks at his gesturing hand after a brief pause on 'what percentage' during the stroke becomes visible. He retracts this gesture as he completes his utterance. Finally, after almost 0.8 seconds in line 08, Ahmed, in line 09, produces a relevant response,' sixteen or under sixty.'. In lines 09-10, the teacher first approves of Ahmed's response okay under sixty you fail (.)' then produces the example 'you did utterly horr:::ible in the exam.'

In this extract, the teacher reiterates his utterance not because students could not answer his question but because he needed another adequate response. Khalid thought he needed the letter equivalent to fail, whereas the teacher needs the percentage, although they mean precisely the same. More importantly, when he redesigns his question again, one can notice how the gaze is recruited effectively to serve the hand gesture he performs.

The prior extracts have all shown one significant phenomenon relevant to elicit a response within the insertion sequence or repair practice. Looking at the hand gesture is a systemic behaviour in all of these extracts. The gaze on their hands begins at the preparation phase of a gesture and ends on the gesture stroke become ostensible. The hold of the gesture after the stroke become visible is a recurrent action teachers employ especially when the intersubjectivity is suspended. A gesture stroke shows a visible shape of the hand and serves the speaker's reference or the spoken component the hand gesture is expressing. Considering this behaviour, one can notice the time amount of the gaze on the hand is not maintained throughout the whole gesture phrase or until the gesture stroke is complete. These hand gestures should be understood as parts of the turn redesign that encourage the students' production of the SPP. This is because teachers use various eliciting techniques besides hand gestures, such as rephrasing or repeating the trouble source. In the above two cases, the teacher establishes a mutual gaze with

the students before reaching the point of possible completion (the turn that includes metaphorical

hand gestures).

Chapter7: Discussion

7.1 Introduction:

In three prior chapters, It has been found there are three systematic and interactional patterns that EFL teacher display while eliciting a response. The main theme that emerges is that EFL teachers manage various embodied actions simultaneously and sequentially in a way that serves classroom participation. The current study rigorously investigated not only the deployment of hand gestures, but also the teachers' and students' management of their multimodal actions such as gaze behaviour, body adjustment, and the use of space. Prompting a response requires a verbal behaviour or a question that is verbalised with some prosodic properties such as a rising intonational contour at the end of a turn. However, it would be misleading if one only looks at the FPP and SPP and the inserted sequence occurring between them, leaving out various embodied actions that interactants display. The response within a sequence and retrospectively proceeds it within the TRP are accountable for its existence. One significant finding is the teachers' hold of gesture and different management of the gaze such as gaze sustaining or directing on students mobilise a response. This is a recurrent theme that can be found across the three chapters. The hold of the embodied actions including a gesture constitutes a pragmatic illocutionary force on the recipient to perform an action in a conversation. Another crucial finding is relevant to the gestural phase and where hands can be rested during the interaction. The teachers can make their co-speech gestures salient as they communicate with their students (e.g. when they give an assessment or offer an explanation). In this study, there are some methods that teachers resort to to make their gestures salient.

In Chapter 4, the researcher asked whether hands-in-pocket gesture has a role in mobilizing a response in the IRE and repair sequences. First, the researcher argued that these are deployed systematically as the teacher completes their turns and pass the floor to the students. Hand gestures were retracted when the speaking students produced the SPPs, which

confirms that the hold of the gesture targets the students' production of responses. Such a hand gesture is meaningful in these contexts, coordinated with the gaze that selects the next speaker. In the second sub-question, the researcher asked whether the hands-in-pocket gesture influences the repair sequence. It is a post-other-initiated repair that aims to elicit a response. Hand-inside pocket gestures were one embodied resource that can encourage peer correction. It expresses the teacher's end of other-repair s that can overtly/covertly indicate the trouble. Students would not react to this gesture independently, but they react to the teachers' whole embodied actions. Teachers' removal of their hands from the gesture space, students become accountable for the production of responses as shown. One should make no claim about these gestures alone being the result of the students' next actions.

In Chapter 5, the researcher asked whether hand-on-chin gesture has a role in mobilising a response in the IRE and repair sequences. By placing the hand on the chin and its hold, teachers aim to speed up the production of responses. These are systematically deployed after the question and sustained until one student produces responses. Within hand-on-chin gestures, gaze plays a significant role in selecting the next speaker. The gesture notified the students that holding the hand is temporary, and students can project the next action to include a gesture with the same hand. The hold of the hand on the chin works to solicit responses after the repair initiation, especially the teachers' movement of their gaze to find who can offer the repair solution or correction. Such a gesture makes the students responsible for producing the next interactional move. In the third sub-question, the researcher asks how the students react to this gesture. Similar to Chapter 4, the students would not react independently to those gestures but to the teachers' overall actions. Therefore, no claim should be made that those gestures alone result from the students' next actions.

In Chapter 6, the researcher asked the question of whether the gaze is used to serve as a co-speech gesture when the teacher redesigns, explains, and repeats their turn that aims to

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elicit a response from the selected students or when addressing the students as a group. Gaze at the preparational phase for the co-speech gesture is found recurrent to make the gesture salient. It can continue until the hand is retracted or held. For the second research question, the researcher asked how the teachers can deploy significant co-speech hand gestures in a repair sequence. Significant co-speech gestures were deployed to maintain mutual understanding and elecitive methods for students' correction. The co-speech gesture is a powerful interaction resource in eliciting the students' responses, but they do not share the same value. It is demonstrated that the gaze plays a significant role in directing the student's attention to the gestures. Yet there is no evidence of students looking specifically at the hand when the teacher is looking at his gestural hand. No claim that the teachers' co-speech gestures resulted from what interactionally happens after their deployment. However, the results confirm their role as embodied actions that elicit repair correction/ solution.

In this chapter, I will discuss the findings of the current study with the related literature in the following domains: multimodal behaviours of participants and tur-taking, teachers and students' gaze in the IRE sequence, embodied repair, significant hand gesture, gestural hold, the teachers' embodied action practices and their implications on Saudi EFL classrooms and beyond.

7.2 Classroom Turn-Taking

The analysis is in line with empirical research that has investigated the organisation of embodied actions within a sequence (e.g., C. Goodwin, 1980; C. Goodwin and M. Goodwin, 1986; C. Goodwin 1986; Heath, 1984, 1986; Schegloff, 1984a; Streeck, 1992) and during periods of silence (e.g., Streeck and Hartge, 1992; Mondada, 2007a). The study highlights how L2 teachers make themselves available for their students' next actions what they employ. Although all learners were within mutual orientation with teachers, L2 teachers displayed recurrent hand gestures as a part of their next gesticulation. The present analysis of the hand gestures added knowledge regarding why a particular hand gesture recurs in L2 classrooms and forms a part of a particular action (Mortensen, 2009; Seo and Koshik 2010; Mortensen, 2016). Throughout these cases (Chapters 4-5), the study significantly built on the availability for receiving the required action in face-to-face interaction (Heath, 1986). This occurred when the teachers addressed all students and when the teachers were already within mutual orientations with the allocated students in repair and IRE sequences.

Selecting the next speaker is a fundamental component of talk (Sacks et al., 1974). Therefore, the present study sheds light on the teachers' embodied action when they select the next speaker student in EFL classrooms. It was found that different teachers from different linguistic backgrounds display three recurrent behaviours to address and select a different speaker in IRE sequences. Researchers have explained the role of hand gestures and pointing gestures (e.g., Mehan, 1979; Kendon, 1980, 2004; Sahlström, 1999, 2002; Lerner, 2003; McNeill, 2005; Streeck, 2007, 2009; Mondada, 2007a, a2014; Mortensen, 2008; Kääntä, 2010, 2012; Lee, 2017). These have empirically shown how pointing hand gestures are powerful in selecting the next speaker and as only one turn allocation method. These pointing actions vary in their gestural shape and could be displayed with or without talk. Streeck (2009), for instance, introduced an open-palm hand gesture that is held until the next speaker begins and completes

a turn. Similarly, Mondada (2007a) demonstrated that the speaker uses a pen pointing at the desk for pointing before the speaker completes to indicate self-selection/claim of the incipient speakership. However, there is a strong bias toward the speakers' other gestural practices within turn at a talk, such as those investigated in the present study. The reason for this could be that these gestures have no direct implications for selecting the next speaker by themselves as they do not enforce what occurs next, unlike hand-pointing gestural actions, which many agree on their roles and functions. The findings from the research on pointing movements were important to show their use in human face-to-face communication. Yet, the present study confirmed other gestural practices that are also important to be a part of the face-to-face interaction, which has a function not similar to those pointing actions.

In the extracts, I noted that teachers in the most analysed cases display this gesture after producing the questions without addressing the terms that select the next speakers (except for repair cases in chapter 4). Indeed, this might delay the production of the subsequent actions by the students, however, the teachers embodied actions are significant to be observed in relation to turn-taking (Kendon, 1976, C. Goodwin, 1980). It was seen in the extracts (4.2.1- 3, 4.3.2 and 4, 5.2.1 and 3,4) that teachers did not select using address terms, but they were readjusting to their position, displaying gestures, and directing gaze and head to the students. In addition, students negotiate and take their turns according to the teachers' embodied actions. Turn-taking is not only relevant to the question as an FPP that conditionally requires an SPP but also what the teachers show as recipients and students as the next speakers. Turn-taking is a negotiable process and is locally managed in an L2 classroom rather than by the teacher (Mortensen, 2009). While Mortensen (2009) discussed the students' actions as they establish recipiency and claim of the incipient speakership, the present study introduced that not only do students initiate action relevant to their recipients for a pre-position turn, but teachers also reorganise their all-multimodal gestalts as they are recruiting the next student speaker who displays a willingness

to participate actions (Jacknick, 2021). It is observed that the selection of the next speakers in those interactional episodes is performed by the teachers' tacit methods such as gaze and body orientation (Lerner, 1993, 2003). In other cases, teachers display and hold their gestures after a repair initiation action, the gesture hold plays a significant role in encouraging the speaker of the trouble source and other students to participate and perform the correction/ repair.

While some researchers have examined the role of the teachers' verbal utterance for turn allocation (McHoul, 1978; Thornborrow, 2002; Seedhouse, 2004a), some others investigated both verbal and embodied actions that constitute turn allocation (Lerner, 1993; van Lier, 1994; Sahlström, 1999;2002; Mortensen, 2008; Kääntä, 2010; Lee, 2017). More Relevant is the finding emerged by Kääntä, (2010), who has shown some recurrent embodied behaviour used, such as pointing action and gaze to allocate a turn at the talk. Yet, the present findings have not shown that turn allocation is constructed by one or combining two methods but considering all the teachers' multimodal behaviours that are introduced. Kääntä (2010) has not observed new gestural and recurrent practices that are not found outside the boundary of the classroom. Still, she managed to be the one who extensively explored such a phenomenon. Whereas in the present study, new embodied actions were observed and had some implications for the turn-taking in the classrooms only when considering other multimodal gestalts of the teachers. The next paragraph discusses the teachers' multimodal gestalt while selecting the next speakers in this study.

In Chapter 4, the teachers (collections one and two) addressed the student by only gaze and head direction while sustaining the hands-inside-pocket gesture. Their questions addressed whoever was available to take the next turn by entering a mutual orientation with the teacher. However, the teachers' location and hold of the hand gesture emphasised the idea that teachers were in the recipient status rather than speakers. Being in the middle of the learners without officially allocating the next speakers and without the teachers' interference creates

interactional space for learners to reach an adequate response. The teachers' authority over the floor becomes weak. The hold of a gesture in the repair sequence encouraged other students to participate, although they were not allocated a turn which informed us that the teachers' verbal and embodied actions are all coordinated to show their eagerness to hear the correct form that the speaking students should produce. In Chapter 5, the chapter revealed a distinctive behaviour of addressing the next speaker. This can be described as the teachers circulate their heads and gaze until the speaking student enters a mutual orientation with them and then participates. In both chapters, the hand gestures worked as an elecitive tool to encourage the next speaker selection considering its occurrence with the gaze and its sustainment on the next speaker or movement to the student who self-selects. It should be noted that the teacher's position in the classroom, without allocating a turn to the student, sustainment of gesture and gaze on a particular student does not entail participation from that person. Still, other students can self-select (see, e.g., Extracts 4.2.1-2). Students produced turns without being in a mutual orientation, and sometimes they initiated pre-position turn and readiness markers which is similar to the finding of Mortensen (2009). In Mortensen's (2009) data, the teachers tolerated the students' participation which is important if we desire to increase their self-selection. In Chapter 6, what encourages the speaking students to reform and produce a relevant response can be the teachers' coordination of embodied actions such as sustaining their mutual orientation, gazing at the gesturing hand before and after the stroke becomes visible, and the hold of a gesture.

Although Kääntä (2010) presented some cases in which the students can self-select in IRE sequence, details of the teachers' position and body orientation and hand gestures deployed are missing in her study and also from other studies that claim self-selection in the classroom. In this study, being in the middle is one interactional resource that encourages self-selection and encourages students' overlapping talk to compete for a turn (see e.g., Extracts 4.2.1-2-3,

Extract 4.3.1,4). As they were about to receive the SPP, the teachers' sustainment of gestures is an interactional resource that encourages the students' self-selection. In the present study, it was found that in a few cases, students raised their hands to bide for a turn while the teachers displayed hand-in-pocket gestures/ hand-on-chin gestures. In Extracts 4.2.2, 4.3.1, and 5.2.3, the student's hand-raising gestures were common classroom practices to be allocated turns (Sahlström, 1999, 2000; Niemelä, 2008, Kääntä, 2010, 2012). The teacher retracts their hands from their chins once they notice the raising hand of the students to perform a pointing hand action for allocating a particular student. This matched Kääntä's (2012) analysis of the EFL students in upper secondary schools in Finland. Lastly, in many cases where self-selection occurred, the teachers' bodies were oriented to the students addressing them as a collective group, not relying on the gaze, thereby involving all students in providing the next action. This matches what Niemelä (2008) found that a useful turn allocation practice is when the teachers direct their bodies to the whole class collectively, rather than gazing at a particular student. The next section discusses the teachers' and students' gaze and head actions in the three analysis chapters. Overall, this study has stressed looking at the teachers' use of hand gestures in the TRP and the redesign of co-speech gestures which encourage the student's participation in the classroom and students' self-selection. The teachers' other embodied actions should be also considered equally as deriving the students' responses like gestures such as gaze and body movement in the classrooms.

7.3 Some Implications of the Gaze

As mentioned in the literature, gaze has two main functions in mundane and classroom interaction: a regulatory and an observational function. For the teachers' elicitation, one should scrutinise how the teacher simultaneously manages to observe students' embodied behaviours and regulate turns through the gaze. This study has yielded some findings that should be disseminated among language teachers and educators regarding how the gaze should be managed in L2 classrooms. In the next paragraphs, I will discuss the role of the teachers' and students' gaze in L2 classrooms mainly for observing and regulating students' turns.

The teacher's gaze is a powerful interactional resource for selecting the next student speaker. Teachers, therefore, should utilise this resource in a way that serves the elicitation as a key competent in L2 classrooms; especially when a student is not officially addressed to be the next speaker. While studies on ordinary settings (see e.g., Auer, 2017; 2021) and institutional settings (e.g., Tiitinen and Ruusovuori, 2012 Vranjes et al., 2018) and classrooms (Lernner, 2003; Kääntä, 2010, 2012) have shown the role of the gaze for turn allocation, the current study presented how teachers' head and gaze can be managed to a group of speakers that are interactionally engaged. Some studies have examined only the role of a gaze in triadic conversations as it is feasible (e.g., Auer, 2017; 2021). It was demonstrated that the gaze at a specific student/s was based on the teachers' observations of their gaze actions which represent their engagement/disengagement and their willingness to participate (Bezemer, 2008; Mortensen, 2008, 2009; Fasel Lauzon and Berger, 2015; Sert, 2015, 2019; Evnitskaya and Morton, 2017). Rossano (2013, p.6) argued that participants' gaze behaviours are "interrelated rather than independent..." " The teachers' peripheral gaze at a group of (when none is officially selected) students is an effective means to engage whoever is interactionally available. However, the time given to engaged students was exaggerated by the teachers and this would not necessarily entail participation (see the teachers' gaze in Extracts 4.2.1- 4.3.4). Whilst

teachers can notice and comprehend that there were some engaged students who were willing to participate, they could not provide a response which later was produced by those who were waiting for their teachers to return a look. Students were intelligible speakers who had sufficient interactional competence as they produced a response even without securing the gaze. The gaze at the final position of the question (Rossano et al., 2009) and in the TRP should be delicately managed by teachers in a way that includes every participant even disengaged students (The extracts showed that disengaged students can be engaged at the end of the FPP or the TRP). This does not mean that disengaged students cannot be selected, but the preference of who takes a turn is for the one who is interactionally available. What is found is parallel to what Lauzon and Berger, (2015) that the teacher recurrently selects the student "whose behaviour is the most 'noticeable' at the moment where nomination is due." (ibid p.21). Both the findings of this study on the gaze and Lauzon and Berger's (2015) study are congruent in that turn-taking is not being controlled by the teacher and that the students also cooperate with their teachers in the local management of activities rather, they are described as respondents to their teachers' questions (also Mortensen 2008,2009). However, this study is unique in demonstrating how the teachers orient by gaze to more than one available student by the peripheral gaze.

The teachers' gaze at a particular student or a group of students not only performs the selection but also its sustainment with other gestural behaviours and embodied actions can lead to the student's participation even though a response emerged from the students who were not in mutual orientation with the teachers. However, when eliciting a response from specific students, the teachers maintained their mutual gaze with speaking students who became very necessary for the repair practice and eliciting response. Rossano's (2012) findings suggested that the gaze of speakers on recipients during the FPP influences the production of a response and its timely delivery. The speaker's sustainment of the gaze on a recipient can potentially

work to elicit a response. This study demonstrated how gaze and recurrent embodied actions such as hand gestures and their hold, body postures, and teachers' use of space around them designed by the teachers could encourage the SPP. The claim that only the gaze of the recipient performs the selection and elicits a response is inadequate. It is always necessary to examine the multimodal package of participants in interaction, whether in an ordinary setting or an institutional setting such as the classroom.

In the third analysis chapter, the turns were allocated by gaze and the question that tacitly consisted of 'you' and body orientation to the next speaker students at talk (see Extracts 6.2.1-3, 6.3.1). Sustainment of gaze at the speaker on three episodes occurred with the repair initiator's attempts form a selection along with the gaze. The address names in the utterance varied, occurring in the beginning (Extract 4.3.2) and at the end (Extract 6.3.2, 4.5.3). In two Extracts (4.3.2 -6.3.2), the use of the students' names was not for selecting the students as it occurred in repair initiation but to appeal to the speaking student to take the next turn in both interactional scenarios. The use of students' names at the end position of the teachers' turn can encourage the shape of a perfect participation framework (McHoul, 1978), yet not by itself.

In Chapter 6, another function of the gaze is noticed. One can see that not only teachers can highlight and emphasise verbal actions like stressing a syllable of a word or stretching some sounds, but also in this study they can use gaze to highlight their co-speech gestures that were designed to serve the elicitation process. Gaze at the preparation phase of a gesture on the hand was common when the teachers were prompting the students to speak. This gaze endured until the gestural stroke became visible and could continue until the gestural hold. The break of the mutual ordination by gaze occurred to serve the elicitation sequence.

One significant pattern of gaze in this study is when the teachers moved their gaze gradually from one student to another to elicit a response. Such a practice should be introduced to language teachers in case they have no preference for who takes the next turn. Although this

could take the time of the lesson, but this entitles every student the right to be the next speaker. Compared to other gaze practices when selecting students for the next turn, this behaviour is one of the effective patterns that should be maximised in L2 classrooms. The current study built on Sert (2019) fruitful analysis of the gaze trajectory when both the students and the teachers enter a mutual gaze in a specific sequential position in classroom, when a student gazes at the teacher to secure a turn, this gaze lasts until the teacher provides an embodied go-ahead by the gaze. This study empirically demonstrated one pattern when the teachers moved their heads and gaze gradually around the students until they entered a mutual orientation with one student which constituted an embodied 'go-ahead' for the student to produce a turn and maintain the speakership/floor.

In terms of the students' gaze during participation, it was found that students can look at their teachers before they take a turn. Through the gaze, they observed the teachers' behaviours and whether they would orient to them or not. Some examples can be found in Extract 4.2.1-3, the students looked at their teachers first, but as they could not obtain the gaze back, they performed self-selection. In some of the presented cases, students self-selected when the silence was prolonged and heard inadequate responses while observing the teachers' multimodal behaviours. Other crucial examples showed that the students, during overlapping talks, maintained their gaze on the teachers and the one who spoke first obtained the teachers' gaze (see Extracts 4.2.1, 4.3.4, 5.2.1). This indeed confirmed what Zima et al., (2019) found that the winning speaker who obtains the speakership averts his/her gaze from the competing speaker as a 'turn-holding strategy' (to maintain the floor) to the recipient. The one who withdraws from the competition over the floor keeps the gaze on the third recipient(in our data, the teacher) during the overlap and after. It was observed that the teachers' and students' gaze or head direction influenced who took the next turn but not independently.

It is important to observe the participants' multimodal gestalt during interaction (Mondada, 2014) that mobilise responses (Stivers and Rossano, 2010). The FPP (teachers' question), body orientation, position in the classroom, hand gestures, and sustainment of gestures were interplayed and coordinated intelligibly with the gaze at a given moment in the talk. Gaze is not a reliable resource in cases where participants were devoted to other interactional tasks (Lerner, 2003). Kääntä (2010) pointed out that what shapes participation is the gaze, along with other semiotic behaviours such as head nods and pointing hand gestures, Still, the classroom is where other embodied actions should be examined concerning turn-taking. The present study and prior studies on the teachers' and students' embodied actions and turn allocation revealed only a few practices. Still, there is a need to explore the methods that teachers execute as they hand over turns from a multimodal perspective which gives a deep holistic picture. The findings and observations of the present study confirmed what Mortensen (2009) found that the teachers can exclude students who display their unwillingness to participate during the interaction. However, the students could be doing other activities. In addition, looking away or searching for a word in their textbook does not represent their unwillingness to participate but communicates their disengagement at the moment of being selected as the next speakers (see for examples Extracts 4.2.1 and 3, the ones who are disengaged during the FPP later participate). Jacknick (2021) analysed in detail classroom participation and invented a complex matrix that is not adopted in the present study. Still, in one of his cases, she clearly shows that students' participation can happen with engagement (i.e., when a student produces a turn while looking at the textbook).

7.4 Sequence Organisation

The present study did not investigate the sequential trajectory of talk in the IRE sequence (Mehan, 1979). However, the teachers' recurrent hand gestures as they select and after they initiate repair, were mainly for eliciting responses from their students. The extracts varied in terms of what sequentially occurs in each case, and researchers have already described the different patterns of the IRE sequences and mainly the inserted phenomenon that occurs between the FPP and SPP. What I explicated in this study was that the teachers' three recurrent hand gestures post to the FPP (in a few cases at the end of the FPP), and after repair initiator and their sustainment over time. Gesture and gaze were coordinated with the aim of eliciting students' SPP. These analysed extracts showed the teachers' management of embodied actions as they elicit a response. In some cases, the teachers added response pursuit in the forms of follow-up questions, repeating the reference, and rephrasing the question again. It was shown that the teacher's evaluation could be seen under the preference organization as either a positive response (Waring, 2008) or a negative response/ preferred or dispreferred response (Macbeth, 2000). There were practices where the teachers pursued a response immediately after an incorrect or inadequate response that is typically found in other language classrooms and even described by researchers (see e.g., Seedhouse, 2004b; Lee, 2007). The study confirmed that teachers' initiating IRE sequences in various classroom contexts (meaning-and-fluency or form-and-accuracy contexts) that can useful pedagogical practices and conducive to learning in the classroom. Through the IRE sequence, the teacher represents their institutional role as the one who governs the speakership and allocates turns to different students to participate and then evaluate their responses or initiate a repair until the students offer another preferred response.

7.5 Teachers' and Students' Embodied Practices

Generally speaking, the teachers' initiatives, as they are accountable for managing the turn-taking system, can create an interactional space for learners to speak and contribute to a talk. Questions can be checking understanding, warm-up, and scaffolding questions for introducing new language items. More relevant is the teachers' embodied practices when asking students questions and until the teachers evaluate their turns. In this study, I focused only on the embodied practices of the teachers and students in question (FPPs) and the inserted sequence (repair practice), students' different responses,(SPP) and in the teachers' assessment(third turn). Language teachers and educators should be aware of the embodied practices that assist teachers to prompt responses from the students. It should be acknowledged that this study showed three embodied practices, yet some other embodied actions were salient in some of the analysed cases which confirmed and added to what has been previously found.

One crucial aspect that the current research emphasised is how L2/ EFL teachers should visualise their turns. Language teachers should comprehend the language level of the learners and the importance of executing co-speech gestures that depict the meaning and the content of the questions (metaphoric/iconic) and also the co-speech gestures that are coordinated with some prosodic features as they speak such as stressing on the trouble source and stretching the trouble source (see Chapter 6). One should also recognise how gestures accompany the prosodic properties such as stress and stretch within an utterance, especially in a repair sequence. Schegloff (a1984) indirectly showed how significant the use of a gesture that is coordinated timely with a 'stressed'. Taking this into account, Kendon (2004) pointed out that both gestures and spoken stressed words would elaborate the meaning. Thus, teaching beginner language students requires teachers to deploy co-speech gestures with some prosodic features especially in repair sequence (Lazaraton, 2004). The current study confirmed what other research (Belhiah, 2013; Olsher, 2008) has shown in terms of the importance of deploying

gestures by students who could not express themselves and mainly for maintaining the intersubjectivity (see e.g., Extract 4.2.2).

Another aspect is related to how teachers should understand the students' embodied practices in the classroom. Those interactionally engaged learners can indeed participate in the teachers' questions, but teachers should address disengaged ones who can return the gaze and secure a turn (see e.g., Extracts 4.2.1-3). The study matched the notion that students' willingness to patriciate can observed through their embodied actions such as raising their hands, adjusting their positions, and by the use of other hand/co-speech gestures (Lee, 2017; Mortensen, 2009). However, students can time their contribution of turns once they enter a mutual orientation when their teachers can move their gaze to different students. Furthermore, the study confirmed what Kääntä (2010) found that the student's withdrawal of gaze from the teacher during FPP is, not always for displaying an unwillingness to participate. The study validated that not only the student could self-select in the IRE sequence when no one was officially selected or in the repair sequence, but also focused primarily on the teachers' embodied action and use of space while initiating an action. It enables teachers not only to see the usefulness of allowing the students self-selection but also what embodied actions were displayed by teachers when students self-select (Lehtimaja, 2007). The students, in this study, seemed enthusiastic to take turns even without establishing mutual origination with their teachers. Whereas in other classrooms, establishing recipiency might require the students to produce embodied and verbal actions (even in this study we have seen cases when students produced embodied actions to secure the teachers' attention).

The third aspect is the teachers' embodied actions that accompanied their the third turns which is designed either for evaluating students positive and negative responses. The teachers' assessment in the third that can display some affiliated and disaffiliated actions as shown in the analysis. Three significant embodied actions were highlighted. One is the pointing action at the students within the students' adequate response or that followed the teachers' assessment. Teachers not only evaluate the students' responses, but they point to the students. The pragmatic pointing action as an embodied affiliated action can create a positive atmosphere in the classroom and encourage the assessed students to elaborate more and participate later with their teachers. The teachers can use the same pointing action such as pointing at the students or pointing upward to show their disaffiliation. This would stress their rejection of the students' responses and can demotivate students to repair their turns. From the analysis, co-speech gesture can present affiliated/ disaffiliated actions in the assessment. Researchers who examined the speakers' affiliated and disaffiliated actions (e.g., Lindström and Sorjonen, 2012; Steensig, 2012; Stivers, 2008; Stivers et al., 2011) demonstrated how verbal and some other non-verbal actions could have implications on the recipients' next actions. However, it should be acknowledged that the current study showed how the teachers expressed their affiliation/ disaffiliation through the use of co-speech hand gestures.

Finally, the sustainment of gaze on the selected speaking student after the question or verbal pursuits is a powerful embodied resource that can mobilise a response. Furthermore, the sustained gaze and gestural hold pragmatically hold the students accountable for the next turns and enforce the students' participation. The teachers' sustained gaze until the response is achieved is recurrent and students are intelligible speakers to comprehend the meaning of the gestural hold that retraction occurs only when they produce a relevant response. The teachers' gaze, in this study, plays a vital role in the students' securing their turns for the students to

provide 'go ahead' responses, however, one should understand how the teachers gaze can perform an implicit selection (Sert, 2019).

7.6 Teachers and Students' Repair Practices

The present study showed practices related to the repair sequence (Schegloff et al., 1977). One form that occurred in the study is self-initiated self-repair in the same turn conducted by both teachers and students to maintain intersubjectivity or mutual understanding (Heritage, 1984). This was done by recycling/ partially rerepeating the turns due to speaking problems or to gaining a mutual orientation (e.g., see Extract 4.2.1) with the recipients (C. Goodwin, 1981). Students can produce CIK as an other-initiated self-repair (see Sert, 2011, 2015) due to an understanding problem, and the teacher rephrased or redesigned the question. The teachers sometimes repeat, paraphrase, and design the question because of the students' missing response (self-initiated self-repair) or because of the students' inadequate responses (in the third turn) or incorrect responses (other-initiated other-repair) (Lerner, 2013). These actions are conducted to pursue a response (Pomerantz, 1984).

In the present study, it was found that the teachers initiated an other-repair-initiated self-repair by repeating and stressing the trouble source (see Extract 4.4.2, 6.2.1,) and by producing a negative assessment with a sound stretch on the negation form (see Extract 4.5.1-2) and making a sound stretch on the reference (see Extract, 6.3.1). These prosodic properties that came in other-initiated self-repair also occurred outside the boundary of the classrooms (Schegloff, 1984b, Jefferson, 2002; Schegloff, 2010). In the other-initiated repairs, the teachers and students used a restrictive case 'but?' (In Extract 5.2.1) and an open class repair case ('huh?' in Extract 5.3.3) (Dingemanse and Enfield, 2015). The Open class repair occurred due to a hearing problem that required the speaking student to repeat the prior turn (Drew, 1997), while the restrictive repair also targeted a hearing problem and required the teacher's

confirmation. It is observed that other-repair initiated by the teacher was formed by a question or repetition of the trouble source as associated with rising intonation in the form of a question (see Extracts 4.3.2 -4.5.2-5.3.2 -5.3.4, 6.2.1, 6.2.2) (see Robinson and Kevoe-Feldman, 2010). It was observed that the repair trajectory in the analysis of the three chapters varies according to the problem and the method the teacher and student used to deal with the trouble. An other-initiated self-repair is common in the presented extracts (see Extracts 4.4.1-3, 5.3.1-3). Commonly, the teachers pursued the students' correcting their errors by themselves (McHoul, 1990; Macbeth, 2004; Seedhouse, 2004b, 2007). It was observed through the third turn as a window into creating the correction through a repair sequence. If the correction sequence takes place at the third turn, then a problem related to the language item is targeted by the teacher as seen in those extracts. The teachers initiated other-repair due to the students' mispronunciation of a particular word (Extracts 4.5.1-4.5.3) by initiating negative assessments requesting the correction. They also targeted students' errors when they misused lexical items by repeating and stressing the trouble source (Extracts 4.5.2) and asking follow-up questions (Extracts 5.3.1). Some Follow-up questions targeted the students' missing responses (Extracts 5.2.2-3). A negative response was followed by a question that targeted the students' incorrect answers (Extract 5.3.4). These practices were found and documented in the research that investigated the trajectory of the repair in the classroom (e.g., Dalton-Puffer, 2007) and in different classroom contexts (Seedhouse, 2004b). In a form-and-accuracy classroom, the teachers encouraged the students to use accurate grammar and pronunciation as they spoke English. Whereas in a meaning-and-fluency context, the emphasis was on how the students convey what they already know, thereby representing their understanding, so teachers tolerated the students' misuse of grammar.

It was interesting to find in this study that there is a distinctive coordinated embodied action conducted by the teachers as they initiated other-initiation students' self-repair. During the teacher's verbal attempt, they deployed co-speech hand gestures that were made salient by the gaze oriented to it. The gaze at the gesturing hand was temporary behaviour when the teacher broke off his mutual orientation with the speaking student to look at the hand. The gaze at hand began in the gesture preparation phase and returned to the speaking student in the stroke phase (Extracts 6.2.1-2, 6.3.2) or continued until they reached the gesture hold phase at the end of the turn (Extracts 6.3.1, 6.4.1) or even before the gesture was retracted (Extract 6.4.2). The more gaze at the hand the more emphasis is given to the gesturing hand. The co-speech hand gesture made salient by the gaze action is one of the embodied resources designed in a verbal turn for mobilising a response in an L2 classroom, though one should look at what happened retrospectively as the teachers attempted to solicit responses. While eliciting a response, the break of the student-teacher mutual orientation was permitted in those cases and served the progressivity of talk in the L2 classroom. In some presented cases, the hand gestures were produced before their lexical affiliates that are produced by the speaker (Schegloff, 1984a).

In their well-cited article, C. Goodwin and M. H. Goodwin (1986) examined the word search activity to show there are different phases of gaze and gesture during the repair of the word search activity. The speaker deployed a hand gesture before producing the searched word, and at the same time, the speaker withdrew his/her gaze from the recipient while searching the word. Withdrawing the gaze can inform the recipient about something in interaction that they should offer help looking for the searched word. Similarly, the teachers' break of their gaze to look at the hand indirectly informs the recipient to pay attention to the gesture and provide the relevant response. While the hand is doing an action, the gaze simultaneously is doing another action that should have an independent meaning. The speaker's gaze trajectory for the addressees exhibits some interactional junctures within the TCU through which the students

should display their understanding and offer the repair correction/ solution. Olsher (2008) introduced 'gesturally enhanced repeat' when the teacher repeats a prior turn with a gesture due to a problem of hearing or understanding breakdowns. He showed that the use of the gesture in both repair practices contributes to the semantic level of the troubling turn. But never show how gesture and gaze can be coordinated in the same repeated turn. In this study, the teacher's gaze was analysed along with gesture which showed the teacher's methods in making his gesture salient.

The teachers' actions could project repair sequences in many of the presented extracts. However, those extracts varied regarding what actions each teacher used to solicit a response. For example, sustaining hands-inside-pocket and the teacher being salient pragmatically worked as a repair initiator (in Extract 4.2.2) while receiving the students' different turns with no verbal assessment from the same teacher (see teachers' sustainment of hand gestures in Extract 4.2.1- 3, 4.3.1-2). While Haddington and Keisanen (2009) showed that the timed repair initiator is significant to notify the driver to take the proper action, in a classroom sustaining behaviour can cause the teacher to receive a response, but with a delay which can waste the lesson time. Nevertheless, such a practice in Extract 4.2.2 can lead to the students' collaborative participation in the sequence (this showed that students are monitoring the sequence and entering the proper turn that leads to the preferred response). It was shown that a repair initiator preceded by embodied actions such as a head turn away and twisting torso slight movement away from the speaking students (see Extract 4.3.3 see, Kamunen, 2019). One form was tapping on the whiteboard as a repair initiator can project there is a verbal completion of the repair initiator that the teacher was about to perform (see tapping than a request in Extract 5.3.1, which matches what happens in a psychotherapeutic talk, see Martin, 2004). Another form was removing the hands away from the table which projects a repair is forthcoming (see Extract 4.5.3). The teachers' embodied actions that foreshadowed the repair sequence and within the

repair sequence confirmed that repair is multimodal rather than verbal (Tykkyläinen, 2005). The students' various interactional troubles can be attributed to both a lack of knowledge of the L2 and an understanding of trouble similar to what happens in repair in everyday conversation. This view contradicts what Oloff (2018) claimed that in an L2 multilingual conversation, trouble emerges due to a lack of knowledge of the spoken language. From an emic perspective, researchers only look at how speakers orient to a hearing, speaking, or understanding problem. Classifying the problem of understanding as a lack of knowledge of the L2 requires evidence unless the teachers in a conversation treat the problem as a lack of knowledge of the L2.

Different co-speech hand gestures and pointing actions accompanied the repair initiator constructed by the teachers in this study that elaborate on the meaning of the utterance (see chapter 6 for metaphorical – iconic hand gestures that accompany repair initiator) and pointing action on classroom objects and the whiteboard. In addition, one case showed the occurrence of open class (other-initiated repair) emerges due to hearing trouble by the teacher with a hand cupping behind ear gesture (see Extract 5.3.3 hand behind ear gesture that Mortenson, 2012, 2016 examined). These embodied practices in repair have already been documented, but in this study, the researcher presented hand gestures after the teachers initiated a repair; these practices have implications for interaction and for pursuing a response in the L2 classroom. This demonstrated that teachers not only initiated verbal and embodied repair but also produced some embodied actions as they were about to receive the students' correction/ repair solution. The next section discusses the findings of the present study with the L2 classroom repair findings.

Researchers on repair initiator and embodied actions (e.g., Olsher 2005, 2008; Kääntä, 2010; Seo and Koshik, 2010; Seo, 2011; Mortensen, 2012; 2016) presented significant findings relevant to the L2 classrooms. However, the focus was only on the repair construction and its

trajectory. Furthermore, this left various recurrent embodied actions that influence the repair sequence unexamined. This study presented two recurrent hand gestures that are deployed by the teachers immediately after repair initiator that target different students' language-related errors (e.g., mispronunciation- lexical word choice- incorrect/inaccurate description of a word). In initiating repair, Olsher (2008) contributed to the existing knowledge of repair conducted in L2 classrooms by showing how gesture is significant when repeating a turn that seems to be difficult for the students. He persuasively argued for the importance of the gestures to be used to maintain the intersubjectivity of the classroom in repair (for teachers while initiating repair 'gesturally enhanced repeat' and for students to display their understanding of 'embodied completion'). However, how the teacher organises his multimodal behaviours after the repair initiator is missing in his data. In a similar vein, Kääntä (2010) demonstrated that initiating repair through various semiotic resources, including embodied actions and paralinguistic properties, showing that the students' turn was inadequate or incorrect through 'repetitions', 'specification questions' and 'rejection' of the students' turn (p.247). This knowledge enriched teachers about these practices. What was more important in her thesis was how the verbal and embodied actions foreshow the repair initiator, such as gaze orientating to the classroom materials, teachers' cut-off of the body movement deployed along a loud in-breath, and head shake.

Similarly, Seo (2011) successfully presented the role of embodied action during the repair. ESL teachers resort the verbal turns and various semiotic resources such as gazing at the recipient and around the relevant materials while initiating repair and pursuing a turn from the learner, orienting the body to the learner and when indicating the trouble source in the materials, and use of relevant objects around and repeat a prior deployed hand gesture. These actions were important practices relevant to the repair, but the teachers' hand gestures examined in this study were interactional resources for pursuing a response. This stressed that the gesture would not be retracted as long as the repair is not complete, or one takes the next turn as shown in the analysis. Therefore, the current study contributed to the line of CA repair research.

It remained unclear what teachers did during the waiting time post the repair initiator. In the present study, the hands-in-pocket gesture worked to elicit the repair correction/ solution from learners who had not been selected. Although teachers were in a mutual orientation with the speaking students, other students interfered to perform peer correction which in most cases was tolerated by the teachers. The hold of the gesture worked to speed up the production of the repair correction/solution (see e.g., Extract 4.3.2). Whereas as in the hand-on-chin gesture, the repair initiator addressed (no one is verbally/officially selected) all learners due to the missing response and selection within the repair sequence take place. The presented cases showed how teachers used a gesture after the repair initiator to elicit a response and also to accelerate the missing SPP by moving their heads and gazing from side to side. In the analysis of these two hand gestures, the researcher concluded that the knowledge of the repair its trajectory is not complete as long as we miss embodied actions occurring before the repair is complete. The researcher did not claim that these gestures by themselves mobilised the response/ repair correction, but these and their hold speeded up the production of the next action. These were only two methods, but still, many hand gestures could function in a similar way (such as outing hands behind- crossed arms) that did not exist in the data collected for this study.

7.7 Hands-inside-Pocket/ Hands-on-Chin Gestures

The examination of the hands-inside-pocket/hand-on-chin gestures within a sequential context revealed more than expected, particularly concerning how the pockets became a position in which the teachers hid their hands and then retracted them for the next gestural actions. The next gestural actions were parts of the next assessment and turn allocation. For the hands-inside-pocket gesture, the next gestural phase was conducted with only one hand, which made the next co-speech gesture salient in interaction (see Extracts 4.2.1-2, 4.3.1-3). The hand-on-chin gesture was placed on the chin as it prepared for the next interactional move. The chin was a position where the preparation for the next gesture began. The next gesture became significant since it was deployed on the upper chest level. Taleghani-Nikazm, (2008) argued that the teacher gesturing on the upper chest part was important, and the gesture could be visible to everyone to notice. The L2 teachers, in these instances, deliberately made their hands ready for the next gesture that accompanied the next verbal turn. Furthermore, compared to the hand gesture that is often launched when the hands are extended downward as the teacher faces students, this would take time to raise the hand again to execute a gesture. The gesturing in this manner provided an insightful finding of how L2 teachers, in this context, utilised their hands well while delivering questioning and receiving responses. This is a method where the teachers notify the student that the hand is about to conduct another action for assessment and turn allocation. This allows the L2 researchers to record other methods where the co-speech hand gesture becomes salient (Streeck, 1992).

The analysed gestures (hands-inside-pocket gesture and hand-on-chin gestures) might have been overlooked, considered to be arbitrary, or seen as passive behaviour in face-to-face interactions. One reason is the interest in research on hand gesture that resembles the spoken component or rather on the speaker's co-speech gesture. Hand gestures and verbal turns together have been examined to show how they contribute semantically to the meaning of a

single utterance (e.g., Kendon, 2012, 2017; McNeill, 2005) and how they are temporally organised with the lexical affiliate (Schegloff, 1984a). Of course, this offers ways for speakers to recruit their hands to depict a meaning when the gestural stroke coincides with spoken components. The hands' removal from the speaker's space is a semiotic sign that communicates the end of a turn along with the talk and other embodied actions produced by the speaker. It is noted that the hand gesture and other embodied actions deployed by a hearer at the TRP received little attention. The focus usually is on gestures as parts of FPPs or FPPs themselves. However, these gestures occur for a reason at the TRP and are embodied turns that have no direct relation to the social action or the L2 teachers' questions but an action relevant to the mutual orientation between speakers. It is important to inform and observe a wide range of embodied actions that the speaker systematically resorts to display their availability after the FPP. L2 teachers, through this embodiment as hearers, can draw the attention of students and also via other bodily adjustments to communicate their availability after the FPP. In addition, representing oneself as a hearer is highly multimodal, and the researcher's role is to figure out what methods speakers use to display this availability in interaction. Researchers need to consider the speaker's end-of-turn gesture because they might influence or speed up the interlocutors' next actions. It is crucial to observe the teachers' gestures as they are sustained until they regain speakership. Ignorance of the hearers' embodiment might impinge upon the image of the evaluation of the interaction. Sociologists such as Condon and Ogston (1966, 1967) emphasised the observation of the speaker's and hearer's bodies since they are dynamically in synchrony. This means that irrespective of the interactants' social actions they carry out, they also coordinate their bodies with one another and create a situation they act on.

Following Heath's (1986) notion of availability in face-to-face interactions, the occurrence of hand gestures at the TRP reflected a visual indication of readiness for the next interactional moves. Heath (1986) empirically showed how patients secured a doctor's

attention at the beginning of their interactions. In contrast, the current study showed how L2 teachers present themselves as available recipients for the students' next actions by removing their hands for the gesture space and by putting their hands on their chin as they are looking at the students. The teachers' gestures, body posture, position, and gaze/head moment at different students represented their readiness and availability, thus giving the students a free opportunity to speak. In addition, the analysis of these gestures in sequence confirmed that the representation of hearership in L2 classrooms is inherently multimodal. The gestures in this study, including their various shapes, were shared visible bodily actions conducted with the upper body. One could argue that since these gestures are not designed for verbal turn, they should be excluded as gestures. However, Kendon (2004) argued that researchers had not reached a consensus regarding what a gesture is and what it is not. Thus, a movement called gesture is not limited to a particular category, and these still are gestures. Amongst the multimodal behaviours in this study still communicate that the teacher is available; they are 'environmentally coupled' hand gestures (C. Goodwin, 2007). Although they are not part of the spoken utterance (Kendon, 2004), one should see them as part of the sequence in which they occur. Such gestures can have a pragmatic function (Streeck, 2009; Kendon, 2017). One can observe how this gesture operates when accompanying a question, such as when the teachers are about to secure a participant. They acted as an illocutionary force to encourage recipients to perform the next course of action.

Different gestural shapes were recorded in the various activities and classroom contexts. In the presented cases, these gestural shapes represented one semantic theme (Kendon, 1995, 2017, see also Streeck, 2009, Chapter 9). The aim of presenting these gestures was to show that the teachers orient towards their pockets/chin differently. Pockets play a significant role as objects during teachers' and students' interactions, and the chin is likewise an important body part. In L2 classroom interactions, various hand gestures might be used to

indicate availability, such as folding one's forearms, putting one's hands behind one's back or crossing one's hands, which can all be observed while a teacher is waiting for a student's response. C. Goodwin (2016, p. 69) pointed out, "the multimodal frameworks for the organisation of attention, cognition, and action they create make it possible for actions, such as environmentally coupled gestures, to be constructed that integrate diverse semiotic modalities.".

Overall, the study contributed to the research within the applied linguistic domain that seeks knowledge of how language, including non-verbal communication, is used within L2 classrooms. Eventually, the analysis of these hand gestures demonstrated that these are meaningful gesture actions within the context and the sequence in conjunction with other multimodal behaviours.

A significant characteristic of these analysed gestures is the hold immediately following a question and repair initiator. The gesture held in the majority of the extracts shows that the L2 teachers sustained their behaviours until the SPP was achieved. When the speaking student produced a relevant response, the teachers retracted the gestures for gesturing with the next assessment of the students' turn. Researchers on gestures (e.g., Selting, 2000; Mondada, 2007a; Streeck, 2007; Seo and Koshik, 2010; Sikveland, 2012, Lilja and Eskildsen, 2022) agreed that the hold of a gesture functions as an interactional tool that forces a recipient to produce a response/ offer the repair solution correction or even taking a turn (hand-on-chin gesture is held sometime until one self-selects). The hold of the gesture was an interactional resource that motivated the students to produce a relevant action. Seo and Koshik (2010) demonstrated a similar finding in that the teachers hold a recurrent head tilt gesture to initiate a repair sequence. The hold of a sharp head tilt had an explicit result in terms of triggering the students' repair solution (also see Mortensen, 2016). Nevertheless, the display of these gestures had an

illocutionary force that held students accountable for producing the next action while the teachers were waiting 'for something to be given in return' (Kendon, 2004, p. 264).

Streeck (2009) proposed that the speaker's hold of a gesture "may require that something- a response token of reception – is given in return.... listeners may take the "giving" gesture as a sign that the turn is now complete" (p. 185). The longer the time that passes as the gesture is held after the speaker completes his turn, the greater the demand on the recipient to perform the next action (Streeck, 2007a). Moreover, the hold could be substituted for initiating a repair. The hold became a meaningful resource for assisting learners in reaching the SPP. This finding is consistent with Sikveland (2012), Seo and Koshik (2010) and Mortensen (2016), who documented that the gestural hold continues until the interactional difficulty is eliminated. This is also congregant with McNeill's (2005) notion concerning the retraction phase representing the end of the speaker's task and movement to another. Sikveland (2012, p.194) clearly mentioned that the hold of a gesture "provide[s] a visible means for marking something out as not yet quite dealt with, and their retraction as a way of displaying (literally) that the issue has been resolved". The current study expanded the horizons of English-language teachers and allowed them to observe these gestural behaviours as part of their communicative strategies and certainly not as negative behaviours. This did not suggest that teachers should use this gesture in specific situations but they should consider how such gestures could be used to encourage students to participate.

I argue that the pragmatic hand gestures analysed, while selecting the next speaker and after repair can be grouped into one gesture family, regardless of implications for the next gestural actions. Kendon (2004) identified a group of pragmatic hand gestures that shared one or more gestural shapes that simultaneously represented the semantic theme. Crossing and holding arms, for instance, can be grouped with these hand gestures to represent availability. Kendon presented (1995; 2017) findings concerning gestural families, such as the Garoppolo

family or 'G-family' and the 'Ring family' have shown a set of similar patterns within each family (Kendon, 2004, p.284). The present study encouraged other researchers to record and collect the teachers' hand gestures during the waiting time and make the group of gestures that represent availability in L2 classrooms.

The concept of the 'home position' (Sacks and Schegloff, 2002, p. 133) or the rest position (Kendon, 2004, p. 111) is often described as a position from which a gesture moves to act on a stage. In this study, the pockets and chin were not a home position for another gesture, but a temporary position that functions similarly to what Cibulka (2014, p. 1) described as "intermediate positions of non-gesturing between stage and home" or 'provisional home positions.', based on his multimodal analysis of the teacher in many cases. Cibulka (2014) assumed that speakers use this behaviour to continue a discussion about a topic and suspend or abandon their turns when a different speaker begins another turn. The present study contributed to the knowledge of how speakers can utilise body parts and clothes to be intertwined in face-to-face interaction.

7.8 The Teachers' Co-speech Hand Gestures

Throughout the three analysis chapters, the teachers deployed different co-speech hand gestures in the third turn in the IRE sequence in repair initiation- repair solution turns, in allocating a turn and when the teachers provided assessments. In repair solution, the teachers attempted to include metaphorical gestures that aimed to visualise the image of spoken components (see e.g., Extracts 4.2.1- 5.2.1); although metaphorical gestures did not represent the spoken component as an iconic imagistic gesture, it showed the teachers' method of including a gesture within the utterance. The teachers asked the students a question and conducted a pointing at the whiteboard that was held with the hand on the chin gesture to elicit responses from the students (see Extracts 5.3.1-2). One of the current embodied actions that teachers performed was a pointing action while they give assessments (see Extracts 4.2.1-2-,

4.3.1- 4.3.4, 5.2.2,5.3.4). In many of these cases, the teachers looked away or directed their heads to other students. This is a pragmatic pointing action that indicates the correct response and emphasises to the students that one has produced the correct or adequate response. A teacher could utilise the pointing action in the assessment turn to deploy an iconic hand gesture relevant to the spoken component (see Extract 4.2.2). Beat hand gestures were recurrent (see Extracts 4.2.1, beat and pointing 4.3.1, 5.2.1, 5.2.3 and beat gesture inn repair initiator in Extract 5.3.4, also see 5.3.2 for parsing/ beat hand gestures Extract 5.3.2) and useful bodily component that created a positive classroom atmosphere. Not only could teachers include hand gestures in the design of their utterances, but they also produced some prosodic components. Teachers deployed iconic hand gestures with stress on the reference (see Extracts 6.2.1-2, 6.4.1, 6.4.2, and 6.3.1 consisting of an enactment/ pantomime action that involves torso and stress and sound stretch of the vowel on the reference sound stretch). They also made a sound stretch and produced a metaphorical hand gesture (Extract, 6.3.2).

The students performed a wide range of hand gestures for embodied completion that depicted the meaning as a pointing action when narrating an event (see Extract 4.2.2) or a striking forward as a metaphorical gesture (see Extract 4.2.1). They raised their hand to be allocated a turn (see Extracts 4.2.2- 4.3.1, 5.2.3, 5.3.3), and in response, they received the teachers' pointing actions. Moreover, a student could display understanding by initiating a turn in the repair sequence by repeating the teacher's gesture (see gestural catchments in McNeill, 1992; De Fornel, 1992; Arnold, 2012; Majlesi, 2015). The use of the hand gesture in those utterances semantically contributed to the meaning of the utterance and visual of the TCU. The use of different types of hand gestures for different classroom actions, turn allocation, repair sequence, elaborating a turn visually, and eliciting responses had positive implications that teachers can recognise in the classrooms especially novice language teachers (McCafferty and Stam, 2008). It should be noted that classifying gestures as iconic or metaphorical can be

difficult and challenging because they can overlap and even be seen within the two typologies. Krauss et al. (2000) sensibly proposed that "it makes more sense to think of gestures as being more or less iconic rather than either iconic or metaphoric (or non-iconic)" (p. 276).

The present study introduced new findings related to the teachers' and students' classroom interactions. This emerged due to the little multimodal research on L2 classrooms. Researchers delineated the role of gestures in learning an L2 (Lazaraton, 2004; Taleghani-Nikazm, 2008; Eskildsen and Wagner, 2013; 2015) for intersubjectivity (e.g., Olsher, 2008; Belhiah, 2009) and how they operate as a social activity with other embodied actions or on their own (e.g., Mortenson, 2008; 2009; Kääntä, 2010; 2012). Yet, more research should include various embodied actions in order to evaluate the use of hand gestures. That meant the sequential position and recipients' behaviours should be included in the analysis.

The present study built on Streeck's (1988, 1993) findings regarding the connection of hand gestures to talk and gaze. Streeck (1992) extended the knowledge of hand gestures presented by other pioneers (e.g., Kendon, 2004; McNeill, 2005) to discuss what occurred at the moment of interaction. Streeck (1988) argued that significant gesticulation could ostensibly be recognised at the onset of the gestural turn. Throughout his data, he demonstrated how a speaker orderly diverted the interlocutor's attention to his hands through a gaze. However, the study presented other examples that can be salient during the interaction. For example, gesturing with only one hand while the other is inside the pocket (see chapter 4). Putting the hand in the gesture space (McNeill, 1992) while putting the hand on the chin notifies the recipient of the next gestural move, and the hand is in the prerational mode (Chapter 5). Streeck (1992) solely mentioned that the gaze could be directed at the hand at the gesture onset. Gesturers indeed look at their hand in the preparational phase, but this may continue to accompany the stroke, and gestural hold, until the gesture is completely retracted. (See chapter 6).

However, still, the findings from Chapter 6 could not specify if the teachers' gaze influenced the recipients' gaze as the students were looking at the teachers peripherally. Nevertheless, responses/ repair correction is completed immediately after the teachers' gestures. This was not to claim that gestures only had a direct implication on the students' competition of the next action but to show that the gesture plays a significant role in maintaining intersubjectivity besides what retrospectively occurred in each case. To overcome the challenge of the students' gaze during such a moment, one needs to put an eye tracker device on the student to make precise and accurate findings. The placement of the camera on a specific student is a daunting task and requires multiple cameras, yet it would be easier to observe where the gaze of the student is looking during such interactional events. In this case, a hand gesture is an important tool that can be used in interactions as a symbolic object observed by the recipients. Different gaze directions and the amount of time spent looking at the hand assisted the recipient in recognising the function and significance of the hand gesture. The longer the gaze is focused on the hands, the more salient the gesture becomes.

7.9 Practical Implications for EFL in Saudi Arabia and Beyond

The study of L2 classroom interaction could bring mymarid implications that can benefit whoever is involved in such a context (e.g., experts, teachers., novice teachers, L2 teachers' education, and students as a learner of the language) (Waring, 2021). In the present study, the focal phenomenon was the teachers' deployment and organisation of hand gestures along though other multimodal behaviours. Yet, each mode showed its independent role, contribution, and function in the teachers-student front talk. The implication of the current study is not limited to the teachers' gestural practices but also acknowledges what previous research described as successful methods that L2 teachers should increase their awareness of their talk and embodied actions. The management of semiotic resources such as hand gestures gaze at different speakers, and language significantly increases our knowledge of CIC (Markee,

2008), especially the interrelationship between various semiotic resources in shaping repair or turn-taking practices in L2 classrooms (Young, 2003; Walsh, 2011). In this next paragraph, I will discuss the findings of this study about the classroom teachers' selection of the next speaker and repair practices.

The teachers' questions are central to providing an interactional space for the students to participate and practice the use of the language in the classroom. They should consider how they elicit a response from students. They should reformulate the main question from being specific to general or vice versa, add increments as additional information, ask follow-up questions, employ co-speech gesture, design incomplete utterances DIU, and use multimodal behaviours that engage students, especially when the delay emerges (Duran and Jacknick, 2020). These practices are very useful and can elicit a response.

Removing their hand during turn selection is a way that establish their availabilities as waiting for the next to be produced. Putting a hand on the chin show that the hand is waiting for the next action. These are tools besides being in a specific location. Being in the middle of the classroom and holding hand gestures are tools that derive responses from the learner. Students compete and talk simultaneously until an adequate response is produced. In one case, one teacher abandons the speakership completely as they hold their hands inside his pockets, which reveals how students initiate different social actions until a response is produced. Silence while addressing different speakers is a powerful resource that can make the students accountable for the next interactional move. By addressing the whole class, the teachers are inclined to make the learners involved in the interaction and at the same time make each student less accountable for self-selection thinking others may self-select. This creates an interaction silence that also works to elicit a response. The body orientation to students, locations, and holding their gestures work well to mobilise responses. Besides holding their gestures, teachers should manage their gaze/head direction to different students in a way that the gaze does not

focus on a specific student/ group of students. The students should recognise that disengagement from the teachers' questions can exclude them from being selected when they monitor their actions as they produce their TCU. In response, students' temporal derangement from the FPPs cannot prevent their self-selections.

Students can allow time for other students to produce a turn, but when these students become reluctant, they join the speakership without hesitation by performing self-selection. They allow time due to the teachers' sustained gaze on those supposedly about to produce a turn. This is not to suggest that teachers should not keep their gaze on a specific student, but they should determine the preference of who takes the next turn. For instance, the focus is on students who participate less in the classroom. However, if they prefer anyone to produce the next turn, they should act in a way that accelerates the speed of the response so the lesson time is exploited effectively. In many episodes in this study, I show how the teachers deploy hand-on-chin gestures and move their heads to different speakers until they enter a mutual orientation with the students, who either produce the relevant response selection or wait until the teachers confirm their selection with the pointing hand gestures. In this way, the students do not initiate a turn immediately after the FPP; although the questions address whoever is available, they allow other students to participate, and when there is no one willing to participate, they produce a turn. These are some original practices that have not been observed, and teachers should consider them as they communicate with their students.

As for other-initiated repair, the teachers display two recurrent gestures post to the repair initiator. Teachers should determine how gestures can implicate who will take a turn in repair. In one collection, the use of hands-in-pocket gestures after other-initiated repair can encourage the students' interference either immediately or after the teachers' response pursuit turn or request for the speakers or the trouble source to perform the correction. If they only remove their hands away from the gesture space, it can pragmatically show other students that

contribution would be governed until the speaker of the troubling turn performs the correction. Thus, they interfere in doing peer correction. I recommend that teachers should determine whether they prefer the correction to be performed with the same speaker students or other students because this can waste the time of the classrooms. If they desire that other students prefer correction, they should act in a way that increases the production of the correction from other students. There are cases when the teachers prefer other corrections than self-repair by moving their gaze around other students while their hands are held around their chin to speed up the emergence of other corrections. However, when they desire that the same speaker of the trouble do the correction, then putting both hands in their pockets is not ideal. Teachers should secure the turn for the one who performs the repair by pointing action or other gestures that limit the interference of other speakers to do the correction.

As for maintaining intersubjectivity, it is not new that depicting something with the hands can elaborate the spoken utterance. Co-speech gesture is a powerful resource that can visualise the utterance in many different social actions, such as in asking, clarifying, explaining, and eliciting responses. These gestures can be conducive to learning, a physical act that can maintain mutual understanding between the teachers and their students. Besides these gestures, they can articulate their turns with some prosodic properties such as word or syllable stress, sound stretch, and intonation rising contour at the end, showing the action is a question. However, in this study, the gaze gives the gesture a status that is designed for other spontaneous gestures. L2 teachers should consider using the gaze while eliciting response/ repair correction and adequate responses. The gaze at least begins as the gesture prepares to be deployed, and more gaze sustainment on stroke and gesture hold would give the gesture a highly significant role to be noticed by the students/ recipient. It is as similar to when the teacher stresses a particular word (trouble source) to make it noticed by the students. The study confirms that gestures can be significant.

The present study found that teachers from different linguistic and cultural backgrounds display these recurrent hand gestures. The participants in this study were two native English language teachers from the U.S.A. and Ireland, two non-native Arab English language teachers from Egypt, and Sudan, and two English language teachers from the Kingdom of Saudi Arabia. The Saudi teachers did not display hands-inside-pocket gestures as they wore a transitional male dress which can be difficult for them to insert both in this tight dress (the Thawb a traditional robe worn by Saudi males, usually white in summer and coloured in winter). The non-Saudi EFL teachers wore shirts and trousers or suits. Native and non-native English-language teachers were recorded in three Saudi Arabian EFL contexts to support the claim that these gestural practices were shared in L2 classrooms. The hand-on-chin gesture was common to be by most of the teachers. This finding strengthened the study in a way that those hand gestures were related to a specific culture, but these were practices in EFL/L2 teachers-student interaction.

This study was similar to Seo's and Koshik's (2010) findings; some recurrent hand gestures and embodiment were peculiar to the L2 classroom interaction. That does not mean they cannot be recorded outside the classrooms, but these can recur in the classroom. Hand cupping behind the ear gesture functions as an open class repair initiator and can be found in and outside the classroom (Mortensen, 2012, 2016), though it is an embodied action that is peculiar to the classroom. One limitation of the current study was that all participant teachers were male. Therefore, there was a need to observe these recurrent hand gestures in L2 classrooms taught by female teachers. The study opened the door for other researchers to rerecord and observe this social phenomenon. The researcher only collected data from male teachers and students because these institutional contexts were organised according to the Saudi educational system, which segregates males from females in all Saudi educational settings.

In conclusion, such a study presents several implications that should be taken into consideration by those in charge of teacher training inside and outside the Kingdom of Saudi Arabia. These are:

1- The teachers' deployment of two recurrent gestures can help the teacher highlight their next gestations (in assessment and repair initiation practice).

2- The gesture can be highlighted by the gaze when intersubjectivity is suspended.

3- Some of the significant behaviours related to the teachers' embodied practice in the elicitation sequence.

Chapter 8: Conclusion

The investigation of multimodal behaviours in classrooms yields invaluable knowledge about how teachers and students communicate and use a variety of embodied actions. There is growing research within and beyond the CA research domain that continually promises to further examine the interrelationship between students' and teachers' social actions. CA is only one method that aims to explain how individuals build their social actions. CA is backed up with its solid empirical view of interaction; the emic perspective that does not allow the researcher to influence the data and only outlines how interactants build their actions through turns. In this study, the researcher significantly contributed to the line of research that aims to examine verbal and embodied actions in the classroom as one type of interaction that has its own distinctive properties. This study managed to unpack the role of some recurrent hand gestures in the elicitation sequences and how the hold of the gesture is relevant to the student's actions. The micro-analysis led to the conclusion that not all gestures have the same value not all gestures are spontaneous, but interactants can highlight their actions when needed using some interactional patterns explained in this study. Nevertheless, the current thesis, similar to other theses, has some limitations and implications for future studies. In the following paragraphs, I will discuss some of the limitations of this study and its implications for future studies.

The current thesis emerged to address the use of multimodal behaviours in Saudi EFL classrooms. The findings, therefore, have implications for researchers to investigate the other coordination between verbal and embodied actions practices and patterns in L2 and Saudi EFL classrooms. Such a study generally increases the researchers' awareness of the multimodal behaviours in Saudi EFL classrooms. More precisely, if studies on hand gestures/ co-speech gestures have provided L2 teachers and educators with some seminal findings, making gestures significant within the sequence is an important topic that should be further scrutinised. The

other method employed for making embodied actions is highlighted with the verbal content of the utterance. Other embodied actions such as pointing at classroom objects can be examined because no co-speech gesture (like iconic or enactment) can be highlighted, yet pointing action can be highlighted by the gaze. The researcher of this study would highly recommend the prospective research on how pointing action becomes highlighted by the gaze action especially when the intersubjectivity is suspended. This study could not collect a sufficient collection of such a behaviour, but there is always a special organisation and coordination between the gaze at the gesturing hand in the pointing action, mainly when the speakers repeat their actions. While the first two analysis chapters confirmed that the teachers can create their co-speech gestures significant in giving assessments, co-speech gestures become more valuable when both the teachers and students are facing interactional trouble.

The researcher encourages future studies to examine the length of the gaze on the gesture phrase. The only deviant case showed that teachers began to look at the hand during the preparation phase which lasted until the gesture was held. Elaboration on the gaze role of the gesturing hand requires more data and collection to be gathered. One needs to see what makes the speaker continue his gaze on the gesturing until it is held and how the recipient reacts to such an action. The study encouraged other researchers to observe embodied actions that foreshow the next actions and the teachers' recurrent embodied actions after question while allocating turns and repair initiator. Many recurrent hand gestures function in a similar way as those investigated in this study, such as putting hands behind, crossing arms gestures, and covering the mouth gesture. This is to group them as a gesture family (Kendon, 2017) if they occur in a similar context and same sequential manner. It is suggested the next research on this matter investigate female L2 in order to provide a comparison and to see what gestures can be deployed by female language teachers during the TRP. The focus on the teachers' hand gestures is significant since the teachers are the ones who guide interaction, although turn-taking can be

locally managed on some specific occasions. The researcher recommends interactionists examine specifically how recipients in ordinary settings react to the speakers' hands-in-pocket gestures and what social actions they accompany. It is crucial to examine how gestures are used in face-to-face interaction. At least the current study introduced new recurrent hand gestures that have never been introduced in the classroom and beyond the classrooms from a CA emic perspective. The researcher recommends more research on this domain for the co-speech hand gesture in L2 classrooms.

The study contains some limitations that should be acknowledged. One of the limitations is the few amounts of collections and the video-rerecorded data. Although the researcher managed to elaborate on the phenomenon of study, yet the presented analysis needed more collections to provide a more holistic analysis. I would suggest more than 30 hours to gathered for future studies, so they can build enough collection. It should be noted that cases presented in this study can be further investigated and the research focused on the phenomenon, there might be other embodied phenomenon which is open for other researchers to examine including gesture, gaze, body orientation, and use of space. A third limitation is relevant to Chapter 6, it was a daunting task to comprehend the students' gaze. Students were looking at the teachers' faces and whether they averted their gaze to the gesturing hands during the preparation phase or not is important to be addressed. I believe that using an eye-tracking device will help the researchers to unpack the students' gaze more accurately and consistently.

Appendices

Appendix A (Jeffersonians Transcription Conventions)

Talk has been transcribed according to conventions designed by Gail Jefferson (adopted from Sidwell, 2013).

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[ ]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh)	These are onomatopoetic representations of the audible exhalation of air).
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.

↑↓	Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
Under	Underlines indicate speaker emphasis on the underlined portion of the word.
CAPS	Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.
> <, < >	Greater than' and 'less than' signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.
o	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
£C'mon£	Sterling signs are used to indicate a smiley or jokey voice.
+	Marks the onset of a non-verbal action (e.g. shift of gaze, pointing).
italics	English translation

Appendix B (Embodied Conventions)

Embodied details have been transcribed according to conventions designed by Mondada (2007, adopted from Mondada, 2016, p. 75). Arabic translation is presented in italic.

* *	each participant's actions are delimited by the use of the same symbol.
*-- >	action described continues across subsequent lines.
*-->>	action described continues until and after excerpts' end.
--->*	action described continues until the same syllable is reached.
>>--	action described begins before the exempt's beginning.
…..	action's preparation.
,,,,,,	action's retraction
K	participant doing the action is identified in small characters when he is not the current speaker or when the gesture is done during a pause.
fig	image, screen shot.
#	shows the exact moment at which the screen shot has been recorded.

Appendix C (Information Sheet)

Newcastle University
School of Education, Communication & Language Science

Information Sheet

You are being asked to participate in the audio-visual recording of a particular activity for the researchers' own study purposes. This information sheet describes the study you are participating in, how the recordings will be made, and how the data will be used and stored after the recordings are completed.

Please read this document carefully and ask any questions you may have before agreeing to take part in the study.

- The study is conducted by Ahmad Almulla, a PhD candidate from Newcastle University.

- This study is supervised by Dr Spencer Hazel, Senior Lecturer in Applied Linguistics and Communication from the School of Education, Communication & Language.

- The study aims to video-record you as English language learners and tutors to explore the organisation of interaction.

- You have been invited to take part in this study because you are the target participants of the current study (teachers and learners of English as a foreign language).

- If you agree to take part in this study, you will be asked to sign the informed consent form, and the researcher will sign the information sheet as a right of agreement between the researcher and the participants.

- Your participation in this study will take approximately 60 minutes each visit (for five-six visits total).

- You are free to withdraw your consent for the materials to be used at a later stage.

- All materials gathered during the study will be securely stored and treated as confidential.

- The records of this study will be kept secure and private in two external hard drives.

- All files containing any information you give will be password-protected and/or locked. In any research report that may be published, no information will be included that would make it possible to identify you individually.

- There will be no way to connect your name to your responses at any time during or after the study.

- This means that in subsequent use of the material, your name will be removed and, if relevant, your comments will be adjusted so they cannot be attributed to you.

How are the recordings made?

- The procedure of the recordings is very simple. The researcher will set up a number of microphones and three video cameras in the setting where you are carrying out the activity to be recorded, and you will simply go about your business as usual.

What happens to the recorded material?

- *Audio files*: The audio files will be archived and transcribed for the researcher's study.

- *Video files:* Video files are archived and will be made available only to the researcher and his supervisors. With your explicit permission, excerpts may be shown to other bona fide researchers (e.g. at conferences), and anonymised screen shots may be used in publications.

- *Online database:* We would like to make the audio files and transcripts available for research purposes via an online database. On the consent form, you should indicate whether or not you agree to your material being used in this way. Feel free to contact me should you have any further questions.

- *The data obtained*: Data will be completely stored until 2030, then destroyed.

If you have any questions, requests or concerns regarding this research, please contact me via email at a.almulla1@newcastle.ac.uk, or by telephone at 09660591366663.

I, the principal researcher, agree to these conditions:
Ahmad Almulla
Ph.D. Researcher
Department of Communication and Applied Linguistics
Newcastle University

Signature: Date:

Appendix D (Arabic Information Sheet)

ورقة التعريف بالدراسة

عزيزي المعلم /الطالب

هذه بطاقة تعريفية تتضمن التعريف بالدراسة وآلية جمع البيانات وما ينبغي على المشاركين معرفته قُبيل القبول بالمشاركة في هذا البحث.

أولاً: الباحث والدراسة:

أنا الباحث أحمد الملا أقوم بجمع معلومات تخص بحثي في جانب التفاعل بين المعلم والطلاب في قاعات اللغة الإنجليزية في المملكة العربية السعودية

ثانياً: أدوات التسجيل المستخدمة من قبل الباحث لجمع هذه البيانات:

أرغب في جمع بيانات من خلال تصوير فيديو للقاعة الدراسية، وسأقوم باستخدام كاميرتين لتسجيل القاعة الدراسية بالإضافة إلى استخدام جهاز تسجيل صوتي لأخذ البيانات المطلوبة.

ثالثاً: عملية التصوير الفيديو والتسجيل الصوتي داخل القاعة الدراسية:

عملية تصوير الفيديو والتسجيل الصوتي هي عملية بسيطة.

سيقوم الباحث بوضع عدد كاميرتين فيديو صغيرة الحجم، وجهاز تسجيل صوتي في الأماكن التي يراها مناسبة قريبة من الأنشطة الصفية داخل القاعة الدراسية، مع مراعاة عدم تأثيرها على سير الأنشطة القاعة المعتادة، كما ستكون هنالك أربع زيارات مستقبلية وسيتم التصوير فقط لمدة ستون دقيقة.

رابعاً: حقوق المشاركين في الدراسة:

جميع ما سيتم جمعه لغرض هذه الدراسة من تصوير فيديو وتسجيل صوتي وصور من أجزاء المقررات الدراسية سيتم حفظها في مكان موثوق وآمن يكلفه الباحث وذلك من خلال تخزينها في ملفات يتم تخزينها في حاسوب الباحث الشخصي، وأن جميع أسماء ووجوه المشاركين لن تظهر في الدراسة وإنما سيتم استبدالها بأسماء وحروف مغايرة، كما أن الصور التي تخص الجانب التحليلي في البحث سيتم استبدالها بصور كرتونية للحفاظ على هويات المشاركين وخصوصياتهم.

على المشاركين معرفة أن المشاركة في الدراسة هو أمر تطوعي ولهم كامل الحق في القبول بالمشاركة أو الرفض سواء قبل الشروع في جمع البيانات أو ما بعد هذه المرحلة، وذلك من خلال التواصل مع الباحث.

خامساً: مرحلة ما بعد جمع البيانات والبيانات المسجلة:

سيقوم الباحث بدمج كل ملف صوتي مع ملفات الفيديو المسجلة ليكون مقطع فديو واحد، ومن ثم ستجزئ بعض المقاطع التي تخص الظاهرة البحثية المراد دراستها. هذه المقاطع سيتم تفريغها وتدوينها لغرض التحليل بجانب الرسوم الكرتونية.

ملفات الفيديو المسجلة سيتم أرشفتها وستتوفر للباحث ومشرفه الدراسي لأغراض هذا المشروع والمشاريع البحثية المستقبلية إلى عام ٢٠٣٠م، وكذلك عرض بعض هذا البيانات ومشاركتها في المؤتمرات وورش العمل والدورات العلمية مع حرص الباحث على الأمانة العلمية بعدم إفشاء ما يتعلق بالمشاركين وهوياتهم وخصوصياتهم وجميع ما يتعلق بهم.

<u>للتواصل مع الباحث ولمزيد من المعلومات يرجى التواصل عبر البريد الإلكتروني أو الجوال.</u>

شكراً لتعاونكم...

أحمد محمد الملا
جامعة نيوكاسل أبون تاين

Appendix E (Declaration of Informed Consent)

Newcastle University

Newcastle University
School of Education, Communication & Language Science

Declaration of Informed Consent

• I agree to participate in this study.	YES/NO
• I have read the participant information sheet and understand the information provided.	YES/NO
• I have been informed that I may decline to answer any questions or withdraw from the study without penalty of any kind.	YES/NO
• I have been informed that data collection will involve the use of recording devices.	YES/NO
• I have been informed that all of my responses will be kept confidential and secure, and that I will not be identified in any report or other publication resulting from this research.	YES/NO
• I agree to extracts of the *video files* (in accordance with conditions outlined above) being shown	YES/NO
to bona fide researchers (e.g., at conferences).	YES/NO
• I authorise the researcher to blur my face and edit the screenshots for research purposes.	YES/NO
• I have been informed that the investigator will answer any questions regarding the study and its procedures.	YES/NO
• I wish to be provided with a copy of this form for my records.	
• I agree to screenshots from the *video files* (in accordance with conditions outlined above), in anonymised form, being reproduced in scholarly publications.	YES/NO

Any concerns about this study should be addressed to the School of Education, Communication & Language Sciences Ethics Committee, and Newcastle University via email at ecls.researchteam@newcastle.ac.uk

I, the respondent, agree to these conditions:
Name: email:
(Please use capital letters)
Signature: Date:
Nationality: Age: Languages:

I, the principal researcher, agree to these conditions:
Ahmad Almulla
Ph.D. Researcher
Department of Communication and Applied Linguistics
Newcastle University

Signature: Date:

Appendix F (Samples of Approval for Data Gathering)

King Faisal University
Deanship of Scientific Research
Research Ethics Committee (REC)

جامعة الملك فيصل
عمادة البحث العلمي
لجنة أخلاقيات البحث العلمي

Memorandum
Research Proposal Review

REC REF NUMBER	KFU-REC/2018 - 11 - 03
INSTITUTION	Newcastle University
PROJECT TITLE	Video recorded data of English language classroom interaction and English language resource centres
PRINCIPAL INVESTIGATOR	Ahmad Almulla
SUPERVISOR	Ph. D. Spencer Hazel
APPROVAL DATE	G 11/20/2018 · H 03/12/1440

Dear Ahmad Almulla

You are hereby informed that the Research Ethics Committee (REC) at King Faisal University has approved your subject proposal. Following a thorough review by the REC of the ethical aspects of the proposal, your research has been approved for one year from the approval date, under the following conditions:

1. **Approval Duration:** Twelve (12) months from the approval date.
2. **Amendments to the approved project:** Changes to any aspect of the project require resubmission of Request for Amendment to the Research Ethics Committee (REC).
3. **Future Correspondence:** Please quote reference number and project title above in any further correspondence.
4. **Safety:** the safety and well-being of all participants must be protected in accordance with the relevant research ethics guidelines of King Faisal University and the National Committee of Medical & Bioethics. Where required, **signed consent form** must be obtained from all participants.
5. **Monitoring:** Projects may be subject to an audit or any other form of monitoring by the Research Ethics Committee (REC) at any time.
6. **Retention and storage of data:** The Principal Investigator is responsible for the storage, retention, and security of original data pertaining to the project for a   minimum period of five years.

Please be aware that **this memorandum constitutes ethical approval only**. If the research project is to be conducted at another site or under auspices of another organization, approval must be obtained from the appropriate respective authorities before the project may commence.

Dr. Abdullah M Alzahrani

Dean Scientific Research
Chair of Research Ethics Committee (REC)

KINGDOM OF SAUDI ARABIA
Ministry of Education
Al-Imam Muhammad Ibn Saud
Islamic University
College of sharia and Islamic studies
In AL-AHSAA

بسم الله الرحمن الرحيم

المملكة العَـرَبيّـة السّعوديّة
وزارة التعليم
جامعة الإمام محمد بن سعود الإسلامية
كلية الشريعة والدراسات الإسلامية في الأحساء

إلى من يهمه الأمر ...

يفيد قسم اللغة الإنجليزية بكلية الشريعة والدراسات الإسلامية بالأحساء (فرع جامعة الإمام محمد بن سعود الإسلامية) بأنه لا مانع لديه من قيام الباحث أحمد محمد الملا بإجراء دراسته الميدانية على مستوى قسم اللغة الإنجليزية وزيارة الفصول التي يدرس بها قواعد اللغة الإنجليزية، والتي تتعلق بمجال بحثه لمرحلة الدكتوراه بالتحليل الدقيق للإيماءات الجسدية في تدريس قواعد اللغة الإنجليزية، وذلك من تاريخ 15 / 05 /1439 هـ إلى 14 /08/ 1439 هـ.

وقد تم تزويد الباحث بهذه الإفادة بناءا على طلبه، وذلك لتقديمه إلى الملحقية الثقافية السعودية بلندن.

سائلين المولى له التوفيق والسداد.

والله يحفظكم ويرعاكم

رئيس قسم اللغة الإنجليزية

د. فهد بن خليفه الملحم

Appendix I (Classroom Materials)

I.4.2.1

16 A change for the better!

1 SNAPSHOT

Things That Bring About Change in Our Lives

Turn 18
Study abroad
Get a driver's license
Graduate from school
Get a part-time job
Fall in love
Move to a new city
Get married
Have children
Change schools

Source: Based on interviews with people between the ages of 16 and 50

Which of these events are important changes? Which are small changes?
Have any of these things happened to you recently?
What other things bring about change in our lives?

2 CONVERSATION Catching up

A ▶ Listen and practice.

Diane: Hi, Kerry. I haven't seen you in ages. How have you been?
Kerry: Pretty good, thanks.
Diane: Are you still in school?
Kerry: No, not anymore. I graduated last year. And I got a job at Midstate Bank.
Diane: That's great news. You know, you look different. Have you changed your hair?
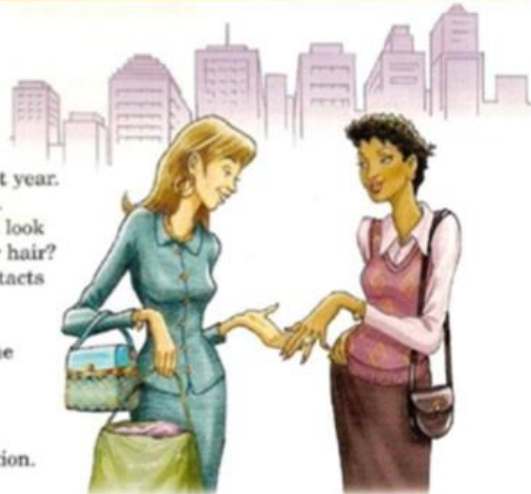Kerry: Yeah, it's shorter. And I wear contacts now. Oh, and I've lost weight.
Diane: Well, you look fantastic!
Kerry: Thanks, so do you. And there's one more thing. Look! I got engaged.
Diane: Congratulations!

B ▶ Listen to the rest of the conversation. How has Diane changed?

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I.4.2.2

4. Noor (talk) *has been talling* to Huda for at least 30 minutes. Do you think they will be done soon?

5. Salman (meet) *met* his American cousins last year.

6. Doctors at the Hastings Center (study) *have been studying* longevity for many years and plan to continue for many more years.

7. Professor Al Hamaidi doesn't believe that scientists should continue working on extending lifespans until they (figure) *have figured* out the ramifications longer life will have for society.

8. The conference that Faris Ahmed (attend) *attends* last August dealt with the impact on marriage of a society with prolonged lifespans.

9. Abdullah Al Nasser (do) *has been did* research concerning family relationships of siblings born 40–50 years apart. He expects to finish his research next year.

10. Although it is only March, Professor Al Hamaidi (write) *has written* four papers on how increased lifespans can decrease healthcare costs. He is expecting to write at least two more papers before the end of the year.

FINAL WRITING TASK

In this unit, you read about how people are living longer nowadays and how this trend is likely to continue into the future. Imagine you are a 100-year-old man or woman living in a modern city. What is your life like? What jobs have you had? What friendships have you had? Who have you married? What is your family like? What advice would you give to younger people? What have been the advantages of living so long? What have been the disadvantages?

You are going to *write a descriptive essay about the positive and negative aspects of your life as a 100-year-old man or woman*. Use the vocabulary and grammar from the unit.*

I.4.2.3

PREVIEW

An infomercial is a commercial that provides information about a product in the style of a radio or TV report. In this presentation, you will hear an infomercial for a book that summarizes research on longevity. The book synthesizes information from a study started long ago with new research.

🎧 **Listen to the two researchers. Then make predictions.**

Some of the subjects, the children in these studies, lived longer than others. Predict what factors might have made the difference.

_____

_____

MAIN IDEAS

1 🎧 Listen to the whole report. Look again at your predictions from Preview. How did your predictions help you understand the interview?

2 Check (✓) the items that are myths, according to the listening.

_____ **a.** By following a lot of steps, you can probably live a long life.

_____ **b.** Stress at work should be avoided whenever possible.

_____ **c.** A healthy diet is key to living a long life.

_____ **d.** Genes and heredity have nothing to do with who lives longest in these studies.

_____ **e.** People who are the happiest live the longest.

DETAILS

🎧 Listen again. Write **T** (true) or **F** (false) for each statement. Correct the **false** statements. Then discuss your answers with a partner.

_____ **1.** The subjects of this study were 1,500 boys, and no girls.

_____ **2.** Subjects were followed for more than 80 years.

_____ **3.** This presentation is the product of a group of studies following the same subjects.

I.4.3.1

2 How do you spend your day?

1 SNAPSHOT

Work and School Days

	Brazil	the United Kingdom	South Korea	the United States
Average number of working hours per week	44	44	48	40
Average number of paid vacation days per year	20–21	27	20	12
Number of national holidays	10	8	10	11
Number of school days per year	182	192	222	178
Hours of instruction in school per day	4.5	5	4.5	5.5

Information compiled from *The New York Times*, *Digest of Educational Statistics*, and interviews.

Talk about these questions.
Which country would you like to work in? Why?
Where would you like to be a student? Why?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.

architect
receptionist
company director
flight attendant
supervisor
engineer
salesperson
secretary
professor
sales manager
security guard
word processor

Professionals
architect.....................

Service occupations
flight attendant.............

Jobs

Management positions
company director..........

Office work
receptionist.................

B Add two more jobs to each category. Then compare with a partner.

8

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I.4.3.2

7 CONVERSATION *How's it going?*

▶ Listen and practice.

Sun Hee: Hey, David. How's it going?
David: Fine, thanks. How are you?
Sun Hee: Pretty good. So, are your classes interesting this semester?
David: Yes, they are. I really love chemistry.
Sun Hee: Chemistry? Are you and Beth in the same class?
David: No, we aren't. My class is in the morning. Her class is in the afternoon.
Sun Hee: Listen, I'm on my way to the cafeteria now. Are you free?
David: Sure. Let's go.

8 GRAMMAR FOCUS

Yes/No questions and short answers with be ▶

Are you free?	Yes, I **am.**	No, I'm **not.**
Is David from Mexico?	Yes, he **is.**	No, he's **not.** / No, he **isn't.**
Is Beth's class in the morning?	Yes, it **is.**	No, it's **not.** / No, it **isn't.**
Are you and Beth in the same class?	Yes, we **are.**	No, we're **not.** / No, we **aren't.**
Are your classes interesting?	Yes, they **are.**	No, they're **not.** / No, they **aren't.**

A Complete these conversations. Then practice with a partner.

1. A: .....*Is*..... Ms. Gray from the United States?
   B: Yes, she .... from Chicago.

2. A: .... English class at 10:00?
   B: No, it .... at 11:00.

3. A: .... you and Monique from France?
   B: Yes, we .... from Paris.

4. A: .... Mr. and Mrs. Tavares American?
   B: No, they .... Brazilian.

B Answer these questions about yourself. If you answer "no," give the correct information. Then ask your partner the questions.

1. Are you from the United States? ....
2. Is your teacher from Canada? ....
3. Is your English class in the morning? ....
4. Are you and your best friend the same age? ....

C *Group work* Write five questions about your classmates. Then take turns asking and answering your questions.

> Are Cindy and Brian from Los Angeles?

Please call me Beth. • 5

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I.4.3.3

10 Have you ever ridden a camel?

1 SNAPSHOT
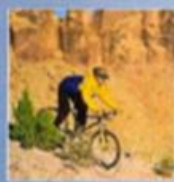
A Guide to Entertainment   Fun things to do

sing in a karaoke bar | go to an Internet café | try mountain biking | go ice-skating | see a live concert

Source: Time Out Magazine: The Obsessive Guide to Impulsive Entertainment

Which activities have you tried?
Which activities would you like to try? Why?
Make a list of other activities you would like to try. Then compare with the class.

2 CONVERSATION A visit to New Orleans

A ▶ Listen and practice.

Jan: It's great to see you, Todd. Have you been in New Orleans long?
Todd: Just a few days. I'm really excited to be here.
Jan: I can't wait to show you the city. Have you been to a jazz club yet?
Todd: Yeah, I've already been to one.
Jan: Oh. Well, how about a riverboat tour?
Todd: Uh, I've already done that, too.
Jan: Have you ridden in a streetcar? They're a lot of fun.
Todd: Actually, that's how I got here today.
Jan: Well, is there anything you want to do?
Todd: You know, I really just want to take it easy. My feet are killing me!

B ▶ Listen to the rest of the conversation. What do they plan to do tomorrow?

I.4.3.4

PREVIEW

An infomercial is a commercial that provides information about a product in the style of a television TV report. In this presentation, you will hear an infomercial for a book that summarizes research on longevity. The book synthesizes information from a study started long ago with new research.

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_____

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Listen to the whole report. Look again at your predictions from Preview. How did your predictions help you understand the interview?

Check (✓) the items that are myths, according to the listening.

_____ a. By following a lot of steps, you can probably live a long life.

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DETAILS

Listen again. Write **T** (true) or **F** (false) for each statement. Correct the false statements. Then discuss your answers with a partner.

_____ 1. The subjects of this study were 1,500 boys, and no girls.

_____ 2. Subjects were followed for more than 80 years.

_____ 3. This presentation is the product of a group of studies following the same subjects.

_____ 4. Stress at work will probably not shorten a person's life.

_____ 5. At least forty minutes of a strenuous exercise every day will improve longevity.

_____ 6. People who live the longest don't necessarily have healthy diets.

_____ 7. People who take risks and have the most exciting lives live the longest.

_____ 8. Divorced men who marry again increase their chances of living longer, but divorced women do not.

_____ 9. People who do physical exercise at the same time every day live the longest.

_____ 10. People who live the longest start school before age five.

GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES

UNDERSTANDING THE MEANING OF STRESSED WORDS

Speakers stress, or emphasize, particular words, to convey extra meaning.

Read the sentence. Notice which words you naturally stressed. Then listen to the sentence from Listening One and answer the questions.

Example

HOWARD S. FRIEDMAN: One of those that amazed me the most was that hard work, and even stressful hard work, was not harmful.

1. Which words does the speaker emphasize most?

2. Based on the speaker's choice of word stress, which of the following statements would he be likely to say?

   a. "Before this study, most people probably believed that any hard work was harmful."

   b. "Before this study, most people probably believed that stressful hard work was more harmful than non-stressful hard work."

Answers: 1. The speaker stresses *stressful*, and *not*. 2. a. He thinks most people assume that any kind of stress is bad for living a long life. He emphasizes these words so the listener will take special notice as to rely on earlier assumptions.

I.4.4.1

2 How do you spend your day?

1 SNAPSHOT

Work and School Days

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Where would you like to be a student? Why?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.

architect
receptionist
company director
flight attendant
supervisor
engineer
salesperson
secretary
professor
sales manager
security guard
word processor

Professionals
architect

Service occupations
flight attendant

Jobs

Management positions
company director

Office work
receptionist

B Add two more jobs to each category. Then compare with a partner.

8

I.4.4.2

⑤ **Choose the correct words.**

1. They're my classmates. _*Their*_ names are Noriko and Kate. (They / Their)
2. We're students. _____ classroom number is 108-C. (Our / We)
3. Excuse me. What's _____ last name again? (you / your)
4. That's Mr. Kim. _____ is in my class. (He / His)
5. _____ name is Elizabeth. Please call me Liz. (I / My)
6. This is Paul's wife. _____ name is Jennifer. (His / Her)
7. My parents are on vacation. _____ are in Korea. (We / They)
8. I'm from Venice, Italy. _____ is a beautiful city. (It / It's)

⑥ **Complete this conversation with am, are, or is.**

Lisa: Who _*are*_ the men over there, Amy?

Amy: Oh, they _____ on the volleyball team. Let me introduce you.
Hi, Surachai, this _____ Lisa Neil.

Surachai: Pleased to meet you, Lisa.

Lisa: Nice to meet you, too. Where _____ you from?

Surachai: I _____ from Thailand.

Amy: And this _____ Mario. He _____ from Brazil.

Lisa: Hi, Mario.

Please call me Beth. = 3

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I.5.2.1

COMMON ADJECTIVE SUFFIXES

-al	-ous	-ful	-able	-less	-ive
-ed	-ing	-ant	-ic	-ent	-ial
-ible	-ar	-en	-ical	-y	-ary
-ese	-ish	-some			

Adjective suffixes can be added to nouns or verbs.

adventure (n.) → adventurous   fascinate (v.) → fascinating

care (n.) → careful

Suffixes can also be added to base/root words. Sometimes there are spelling changes when a suffix is added.

• Leave out the final e.   • Double the final consonant.

measure → measurable   sun → sunny

• Leave out the final s before -al.

politics → political

Complete the chart with synonyms from Reading One (R1) and Reading Two (R2) that have the suffixes listed. Then think of your own example of an adjective with the same suffix.

PICKING UP SPEED (R1)			
SUFFIXES	**EXAMPLE FROM TEXT**	**DEFINITION OR SYNONYM**	**EXAMPLE OF A NEW ADJECTIVE WITH THE SAME SUFFIX**
Paragraphs 1–2			
-ing	*shimmering*	sparkling	*speedy*
-ive	impulsive	impetuous	active
Paragraphs 3–5			
-able	*insufferable*	intolerable	*comfortable*
-al	*ideal*	perfect	*traditional*
Paragraphs 6–15			
-ent			
-ous	*ancient*	very old	*different*
	serious	sincere	*curious*

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I.5.2.2

Compound Sentences with *yet*, *for*, and *nor*   You remember from Chapter 2 that a compound sentence is composed of two simple sentences joined by a comma and a coordinating conjunction. There are seven coordinating conjunctions in English. In that chapter, you practiced using *and*, *but*, *or*, and *so*. In this chapter, you will learn to use the other three: *yet*, *for*, and *nor*.

Coordinating Conjunctions

Coordinating Conjunction	Example
Yet has approximately the same meaning as *but*; that is, it shows contrast or joins opposites. Use *yet* when the second part of the sentence says something unexpected or surprising.	I was scared, yet I was also curious about the old lady. The weather is beautiful, yet it is supposed to rain today.
For has the same meaning as *because*; use *for* to introduce a reason or cause.	It is not easy to get there, for you have to hike down a long, hot trail.
Nor means "not this and not that"; use *nor* to join two negative sentences.	She didn't talk, nor did she move. (She didn't talk. She didn't move.)
Note: Use question word order after *nor*. Place helping verbs (*is*, *does*, *did*, *can*, *will*, etc.) before the subject.	The book isn't very long, nor is it difficult to read. (The book isn't long. It isn't difficult to read.)

PRACTICE 5

Compound Sentences with yet, for, and nor

A. Underline five compound sentences in the model paragraph on page 68. Circle the coordinating conjunctions.

B. Join the two sentences in each of the following pairs by using a comma and one of these coordinating conjunctions: *yet*, *for*, *nor*.

1. Muslims do not drink alcohol. They do not eat pork.

   _____

2. Some Christians do not work on Sunday. Sunday is their day to worship.

   _____

3. People who believe in the Hindu religion do not eat beef. They believe that cows are sacred.

   _____

4. Muslim men are permitted to have four wives. Few of them have more than one.

   _____

5. Buddhist monks do not marry. They do not own property.

   _____

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Shortly speaking, raster graphics (and respectively, Photoshop) is better to use when working with photos; vector graphics, on the other hand, is required when you need to create an illustration from scratch (PsPrint).

Both Adobe programs—Photoshop and Illustrator—are the most convenient and essential tools for any graphic designer. The main difference between them lies in the principles they work with: Photoshop operates with raster graphics, and Illustrator utilizes vector graphics; based on the advantages and shortcomings of these principles, the purposes these programs are used for also differ: Photoshop is mainly used for editing and image post-processing, and illustrator is great for drawing, creating images from scratch. A skilled designer uses both of these programs to achieve incredible results.

Q1) Answer the following:

1. Add a title to the essay. (1/...A...)

....

2. What type of attention getting introduction did the writer use? (1/......)
   a) Dramatic, interesting or funny story.
   b) Surprising statistics or facts.
   c) Historical background.
   d) Chain organization.

3. What type of Comparison and contrast organization did the writer use? And what is the difference between them. (4/......)

   a) Point- by- Point organization.
   b) Bloc organization.

   - In point by point: the way is to choose one feature, then talk about both differences as similarities in that particular feature.
   - Block organization: if the essay has five paragraphs, but body would mention one difference, second another difference paragraph, first body would mention one difference, second another difference third, one similarity.

I.5.2.4

Subject Pronouns: *who*, *which*, and *that*

When a relative pronoun is the subject of an adjective clause, choose a subject pronoun: *who, which,* or *that.*

	People	Things
Extra Information	who	which
Necessary Information	who that (informal)	which that

- *Who* is used for people.
- *Which* is used for things.
- *That* is used for people and things. Using *that* for people is informal.
- Use *that* in necessary clauses only.

Extra Information

The Nobel Prizes are named for Alfred Nobel. + **He** was a citizen of Sweden.

The Nobel Prizes are named for Alfred Nobel, **who** was a citizen of Sweden.

April Fool's Day is a day for playing tricks on your friends. + **It** is on April 1.

April Fool's Day, **which** is on April 1, is a day for playing tricks on your friends.

Necessary Information

The student is from Thailand. + **She** got the best score on the last test.

The student **who** got the best score on the last test is from Thailand.

The student **that** got the best score on the last test is from Thailand.

Leap Day is a special day. + **It** happens only every four years.

Leap Day is a special day **which** happens only every four years.

Leap Day is a special day **that** happens only every four years.

PRACTICE 4

Adjective Clauses with Subject Pronouns

A. Make an adjective clause from the sentence in parentheses in each of the following pairs. Write it on the line to make a complex sentence. Add commas if they are needed.

1. Many religions have rules about food <u>that were developed for health reasons</u>. (The rules were developed for health reasons.)

2. Judaism _____ has very strict rules about food. (Judaism is the oldest major religion in the world.)

3. Christians _____ do not eat certain foods during the six weeks before Easter. (Some Christians practice fasting.)

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Purple Book - Vocabulary Unit 5

Reading and Writing

ENGLISH	DEFINITION
1. vigorously	doing something with a lot of energy
2. punctually	being on time
3. immeasurably	Incredibly; being so extreme that it can't be measured
4. disparate	having different characteristics
5. utterly	completely or entirely
6. awesome	impressive
7. impetuous	doing things quickly without thinking
8. insufferable	annoying or bothersome
9. chilly	very unfriendly
10. presumptuous	rude or arrogant
11. ultimately	in the end
12. radically	extremely; in a significant way
13. emphatic	done in a strong way to show importance
14. fond of	feeling love or affection for
15. inevitably	as one would expect; unable to be avoided
16. tolerable	something that isn't enjoyable but can be tolerated
17. worrisome	something that causes worry or concern
18. loveless	without love

I.5.3.2

You are going to read an article about Ibn al-Haytham, an Arab scientist from the 10th Century. Before you read, look at the statements below. Check (✓) three things about Ibn al-Haytham that you think you will read in the story.

_____ 1. He invented the first ever camera.

_____ 2. He discovered electricity.

_____ 3. He made the first combustion engine.

_____ 4. He was a great scientist, but an even better athlete.

_____ 5. He formulated the modern scientific method.

_____ 6. He figured out how the human eye functions.

Now read the Ibn al-Haytham article.

IBN AL-HAYTHAM
The First Giant of Science

1 "If I have seen further it is by standing on the shoulders of giants," said Isaac Newton in 1676. As well as being one of the most influential scientists of all time, Isaac Newton was a humble man. With those words, he was acknowledging that his many civilization-changing achievements would not have been possible were it not for the discoveries of other scientists that went before him – the 'giants' of science.

2 But who were Newton's giants? One of them was surely the fifteenth century Polish mathematician and astronomer Nicolaus Copernicus. He was the first to suggest that the Sun—not the Earth—was at the center of the universe. It seems strange now, but that was a big discovery at the time.

3 And then there was the German mathematician and astronomer Johannes Kepler. His discoveries about planetary motion were the building blocks for Newton's discoveries about universal gravitation. Kepler was another of Newton's giants.

4 And, of course, there was Galileo, the Italian physicist, mathematician, engineer, astronomer, and philosopher, sometimes called the father of modern physics. Galileo is rightly regarded as one of the greatest minds of all time. He, too, was one of Newton's giants.

5 But who was their giant? On whose shoulders were Kepler, Copernicus, and Galileo standing? Was there anyone? Well, yes, there was. Strangely, though, he is not as well known as these other scientists.

6 Born more than 1,000 years ago in Basra, Iraq, his name was Ibn al-Haytham (sometimes known as Alhazen). And, whether they know it or not, every scientist since then has stood on the shoulders of this great **savant**. And his story should inspire today's scientists to aim high."

7 Ibn al-Haytham lived during the Golden Age of Arabic Science, a time when great

UNIT 1

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