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A Conversation Analysis of Online Video Corpus of Pre-service English Teachers' Mock-teaching

Jina Lee*

Department of English Education, Sangmyung University

ABSTRACT

This study is a online based video analysis of pre-service teachers' teaching training. Adopting conversation analysis(CA) of video recorded corpus and Vygotskian view of language and cognition, this study investigated teacher talk focusing on the following issues: the way of repair mechanism and use of discourse marker(DM) revealed in pre-service English teacher interaction; and the cognitive functions of the repair sequences and 'okay.' Three sets of fifteen minute video recorded data was transcribed and sorted by the types of repair sequences and the use of 'okay.' We found that the recurrent types of repair in mock-teaching data were other-initiated self-repair(OSR: teacher-initiated student-repair), self-initiated self-repair with repetition(SSR: teacher-initiated teacher-repair), and SSR without repetition(teacher-initiated teacher-repair). As for the use of most frequently found DM, we found the multifunctional use of 'okay' especially in teacher talk. In addition to the result, this video analysis of classroom interaction is beneficial to the current online and offline teacher training program in the point that it mirrors the actual teaching performance to the self so that the pre-service teachers can finely recognize their conversational flaw and recurring patterns.

KEYWORDS: Conversation analysis, Teacher talk. Repair sequences, Discourse markers, 'okay,' Mock-teaching.

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*Corresponding author is with the Department of English Education, Sangmyung University, 20 Hongjimun 2-gil, Jongno-gu, Seoul, 03016, Korea.

E-mail address: jlee@smu.ac.kr

1. Introduction

Inspired by Vygotsky's statement that learning is increasingly being recognized as a fundamentally social process, classroom interaction has been studied in various ways for decades. However, interactional features in pre-service teacher talk has been rarely studied. Pre-service English teachers are learners to become teachers who still make mistakes and errors in their teaching and in their L2 use. Therefore it is quite meaningful to look at their mock-teaching. In order to grasp microanalytic momentary actions of talk, the data is based on online submitted video recordings of mock-teaching, as a part of course requirement. The video analysis to understand their L2 learning and teaching process is broadly adopted in the field of educational research[1]. In order to have a closer investigation of the momentary actions in the pre-service EFL teachers' talk, this study adopted online based video recorded conversation analytic framework raising three research questions as follows:

- How the repair mechanism is constructed and what are the cognitive functions of it in pre-service English teacher interaction?
- The discourse marker 'okay' is frequently used in the teacher talk, and in what interactional context did it occur?
- Is there any correlation between the pre-service teachers' teaching proficiency and their use of repair sequence and discourse marker?

2. Analytic Rationales

2.1 Classroom Interaction

Adopting Vygotsky's[2] the concept of language as a mediation in learning and teaching in scaffolding and the notion of socially distributed cognition, conversation analysis (CA) approach has been applied in second language acquisition (SLA) studies in emic perspective. For emic and micro inquiry of talk-in-interaction, video based conversation corpus was also adopted in recent studies of SLA.

Following Vygotsky's[2] and Schegloff's[3] claim that cognition is socially distributed, Markee[4] and Seedhouse[5] take a CA approach in their second language acquisition(SLA) studies. Markee[4] demonstrates how CA contributes to SLA research. He analyzes L2 classroom interaction based on features of turn-taking organization, such as repair, the relationship of power difference and speech exchange system, and the moment of collaborative learning. Seedhouse[5] focuses on the organization of turn-taking and sequence in four different types of institutional settings. Aligning with these studies, Wong and Waring[6] states that emic perspective refers a way of looking talk-in-interaction from "insider's" standpoint that walking into the concurrent conversation to understand turn taking organizations in detail. Commonly found discourse structure in discourse analysis is the three-part structure of Initiation─Reponse─Feedback (IRF) which was first put forward by Sinclair and Coulthard[7]. IRF or IRE sequences comprises three parts: a teacher 'Initiation' (called the opening move), a student 'Response' (the

answering move), and a teacher 'Feedback or Evaluation.' In the context of IRF sequences in classroom discourse, *repair sequences* and *reactive tokens* including 'okay' play pertinent role to well-woven interactional organizations. Some significant CA studies have also been done regarding IRF sequence and third turns[8-11]. Teacher's utterance of 'okay' often fills in this third turn slot having multifunctional interpretations. Therefore in the same vein, my analysis of teacher talk in mock-teaching explores *repair sequences* and the most recurrent *reactive token 'okay'* utilizing CA as an analytic tool.

2.2 Mechanisms of Repair Sequences and Discourse Markers

2.2.1 Repair Sequences

Repair consists of three components: trouble source, repair initiation, and the repairing segment[12-13]. Repair can be found in may different sequential positions relative to the trouble: (1) within the same turn as the trouble source (same turn repair), (2) in the transition space following the turn containing the trouble source (transition space repair), and (3) in the turn following the trouble source (next position repair).

Assuming this, repair is defined into four kinds: (1) self-initiated self-repair: one that is both initiated and carried out by the speaker of trouble source turn; (2) other-initiated self-repair: one that is carried out by the speaker of the troub lesource turn but initiated by the recipient; (3) self-initiated other-repair: whereby the speaker of the trouble source may try to get the recipient to repair the trouble source, for instance if a name is proving troublesome to remember; (4) other- initiated other-repair: whereby the recipient of a trouble source turn both initiates and carries out the repair closest to what is conventionally understood as 'correction'

2.2.2 Discourse Markers and 'Okay'

Discourse markers are linking words or phrases that direct the flow of the conversation or discourse, such as 'anyway, right, okay, as I say, to begin with.' Often 'okay' has been considered as a token of listener's response in discourse. In Clancy, Thompson, Suzuki, and Tao's[14] collective category, the term 'reactive token' includes backchannels, resumptive openers, reactive expressions, repetitions, and collaborative finishes. As such, reactive tokens including 'okay' have been appeared commonly in listener's turn in talk-in-interaction. In broader sense, Gardner[15] studied mono- and bi-syllabic response tokens and categorized them into eight types: continuers ('mm hm'), acknowledgements ('yeah'), news markers ('oh'), change of activity tokens ('alright'), assessment ('wow'), brief questions or repair, and collaborative completions. Similar to Gardner's notion of change of activity tokens, Schegloff and Sacks[16] and Beach[17-18] note that 'okay' and 'alright' are utilized as pre-closing moves to propose a readiness to move from the current topic or action.

However, the positioning of 'okay' in IRF

sequences in classroom settings can produce some addition to current understanding of these tokens. In his study of teacher's feedback Fagan[8] noted that 'okay' in IRF/E sequences works multifunctionally depending on the context; for example, as a positive assessment and a negative assessment in teacher's feedback.

3. Method : Focal Participants and Video Data Corpus

Three participants were chosen from a group of college students taking a teacher-training course at a college of education in Seoul, Korea. The data was fifteen minute video record corpus uploaded by each individual, which was their course requirement in preparation of their actual teaching practicum and the national teacher exam to be secondary school teachers in Korea. The video analysis is based on whole conversation data that was transcribed adopting CA transcription conventions*. This transcription of video data was then sorted by focusing on repair sequences and ise of 'okay.'

In order to observe correlation between teaching proficiency and the use of repair sequences and 'okay,' each of the participants was from three different levels of high, intermediate, low groups based on their teaching proficiency. The level was scored considering reviews from the peer evaluators and the professor at the end of the semester.

4. Analysis

In the extracted excerpts from the data, the acronyms in transcript stand for the pertinent terms as follows: T as the pres-service teacher, S(s) as student(s) in the left column; and IRF as 'initiation (I), response (R), and feedback/follow-up (F)' in the right column.

4.1 Repair Sequences

4.1.1 Other-initiated Self-repair (OSR) and IRF

* Transcription Convention

( )	Something was said but that the transcriber cannot recognize what it was.
(( ))	The non-verbal description of the speakers, such as gesture, facial expressions, etc.
___	Very Emphatic voice.
↑↓	A higher and lower pitch movement.
→	Specific parts of an extract discussed in the text.
(0.0)	The duration of silence/pause measured in tenths of a second.
(.)	A hearable silence less than two-tenths of a second
it-	A dash in the English transcript indicates an abruptly cut-off of the prior word or sound.
.	Falling tone indicating the end of a sentence.
,	A slight rise or level tone indicating continuing intonation.
?	Rising tone indicating question and others.
::	The prolongation or stretching of the preceding sound. More colons indicate a longer sound.
° °	The talk they encompass is spoken noticeably quieter than the surrounding speech.
→	Highlights point of analysis
> <	The onset and termination of a stretch of speech that is faster than the surrounding speech.
< >	The onset and the termination of a stretch of speech that is slower than the surrounding speech.

A sequence of other-initiation of repair was observed in typical IRF structure that specifically locates a source of trouble in a prior turn and characterizes the trouble as one of 'accuracy'—the trouble source is treated as an 'error'—is other or self correction of the error. Description of repair is noted in the left column of transcript and for the convenience of CA analysis, acronyms are used in describing OSR sequence: 'T' stans for trouble source; 'OI' for other-initiation; and 'SR' for self-repair.

Excerpt 1 shows a very good example of other-initiated self-repair sequences, i.e.) the teacher-initiated student's-repair completion. This other-initiated self-repair sequence occurs in typical type of IRF: firstly, a teacher initiates (I) the interaction; secondly, a student responses (R) to the teacher's initiation, and finally the teacher giving a feedback (F) for the student's response. Here in excerpt 1, utterances from line 1 to line 9 display two sets of IRF marked in squared bracket at the end of the sentence, as indicated in the right column.

Excerpt 1. Lee: Repetition of student's response

1		T: who wants to try number two? okay Joomi?	[I]
2	T →	S: let's do swimming together.	[R]
3	OI →	T: oh, let's DO swimming together?	[F]
4		can you think about it again? (asking	
5		nicely)	[I]
5	OI →	let's DO swimming together?	
6	SR →	S: mhm (0.4) let's GO?	[R]
7	→	T: great job. let's GO swimming	
8		together. we should use GO with	
9		swimming. okay?	[F]

4.1.2 Self-initiated Self-repair (SSR)

Most of SSR in our pre-service teacher's data appeared in the pattern of same-turn repair. Same turn repair with repetition comes with repetition of syllable(s), word(s), and phrase(s) at the possible transition-relevance-place (TRP) as shown in our pre-service teacher's excerpts 2.

Excerpt 2. Jeong

1	SSR_1 →	T: ther- there are many pictures on
2		the paper. These pictures are words
3		that we learned today, okay?
4	SSR_2 →	and corre- ah write down correct
5		answer.
6	SSR_3 →	they, which matched this picture on
7		this picture: okay? (0.5)
8	(T) →	T:for example, look at the number one.

The teacher (Jeong)'s first SSR among three series of SSR_1 begins with repetition of a syllable in line 1. All three sequences occurred as same-turn SSRs. One of peculiar points here is that Jeong uses abrupt cut-off (signaled '-') with or without repetition in line 1 and line 4. In line 1, the partial repetition with cut-off 'ther-' becomes a trouble source to herself and an initiation of repair at the same time. More precisely, the cut-off can be recognized as a self-initiation, and then she completes the repair by correcting her sentence with vocalization of 'there ... .' In line 4, SSR_2 again begins with partial repetition and an abrupt cut-off 'corre-' signaling that a trouble source is realized by Jeong her self. Then in the same turn beginning with vocalization of 'ah,' she starts self-repair completion deploying 'write down correct answer.'

Interestingly, the pre-service teacher, Jeong made another grammar error ‘‘a’ correct answer’ that was not realized by herself. Then one more interesting point in Jeong’s utterance is that a tentative candidate of a trouble source, ‘the number one’ that should be ‘number one’ without the definite article, was not even noticed by herself. This kind of grammar error can be an indicator of Jeong’s English proficiency. She actually received a very poor score in her mock-teaching performance, and showed a fair amount of uncorrected grammar errors in her utterance, which leaves a speculation of relation between the proficiency of mock-teaching and tendency of SSR sequences.

4.2 Multifunctional ‘Okay’

Among 620 utterances in total, we found 161 times of ‘okay’ use. This analysis identified four kinds of functions and interactional distribution of ‘okay’ with gestural movements and various pitch contour in mock-teaching teacher talk. The pre-service teachers in our data corpus did not only orient ‘okay’ use as sequence-closing and transition between class activities, but also went on to elicit more information of his or her own explanation and more information from the students regarding the teaching contents. Excerpt 3 displays three different functions of teacher’s ‘okay.’

Excerpt 3. ‘Okay’

1 T: it’s easy, right?
2 so, who wants to try number two?
3 *((Yuna raises her hand to volunteer, and the*
4 *teacher eye-contacted with Yuna.))*
5 → T: >okay<. Yuna, what time will we [I]
6 meet?
7 Yuna: let’s meet at two (.) uh (.) [R]
8 *((T is waiting for the student’s answer))*
9 T: two:::? [F]
10 Yuna: uh:: two:: thirteen? [R_1]
11 → T: oka↑::y, is it thirteen? or thirty? [F_1]
12 Yuna: ah, thirty! [R_2]
13 → T: ye↑::s, so, make it in a full
14 sentence plea:se, [F_2]
15 Yuna: let’s meet at two thirty. [R_3]
16 T: great job. let’s meet at two thirty.[F_3]
17 *((The teacher moves the eye contact with the*
18 *S to the screen))*
19 → T: okay. let’s move on to the next
question and answer.

In excerpt 3, the teacher’s utterances of ‘okay’ in line 5 involves eye contact to the volunteer student, and projects falling pitch of ‘okay’ in somewhat fast vocalization prior to calling the speaker’s name in continuing tone. This use of turn initial ‘okay’ plays as a speaker designation that gives a chance to take turn, more precisely a right to say the answer of the teacher’s previous question turn.

Differ from the previous ‘okay’ in line 5, ‘okay’ in line 11 is the first turn in other-initiated self-repair (teacher-initiated student-repair) and functions both as a negative feedback triggering student’s self-repair completion. In this repair sequence, the teacher turn displays her response with a upward intoned and prolonged acknowledgement token of ‘okay’(line 11). This ‘okay’ invites further talk of the student that

actually initiates the student's other-initiated self-repair completion.

The third function of 'okay' shown in line 19 displays readiness for movements to next-positioned matters as noted in Beach[17-18], Lee[19], Schegloff[20]. In classroom discourse, Sinclair and Coulthard[7] noted that 'okay' could appear at the boundary of two activities, signaling to the students that a new activity was about to begin. After receiving a correct answer from the student, the teacher prompts to move on to the next question by displaying turn initial 'okay' in line 15. This is the very typical example of 'okay' functioning not only opening but also attention getting.

4.3 Relevancy between Teachers' Use of Repair and Okay and Their Teaching Proficiency

As noted above, it was also meaningful to compare tendency of teachers' repair and 'okay' to the proficiency level of the teachers' mock-teaching performance. Although it may not be firm enough to generalize the result due to the limited data corpus, there was quite a big difference among each of three participants' use of repair.

The repair mechanism was summarized as the quantification of the total data in <Table 1>. All occurrence of SSR was teacher-initiated teacher-repair pattern, which elicited the teachers' monitoring of their own utterances as well as teaching procedure.

Table 1. Frequency of Teachers' use of 'Okay,' IRF, and SSR

Name of Participants	Lee	Yang	Jeong
Score of Mock-teaching	High	Mid	Low
Total utterances	236	254	130
Frequency of 'Okay'	93	47	21
Frequency of IRF	43	28	12
Frequency of Repair Sequence	13	27	44

In <Table 1>, Lee who got a high score shows high frequency in IRF (43), whereas Yang, mid score, deploys relatively low (28), and Jeong, low score, shows even lower (12). More frequent occurrence of SSR was observed in low level pre-service teacher: Jeong (44), Yang (27), and Lee (13). This result then had us surmise that there is a correlation between the proficiency of mock-teaching and occurrence of SSR.

In terms of 'okay' use in pre-service teachers' talk, among 620 utterances in total, we found 161 times of 'okay' use, as shown in table 1. In the extracted excerpts from the data, the acronyms in transcript stand for the pertinent terms as follows: T as the teacher, S(s) as student(s) in the left column; and IRF as 'initiation, response, and feedback/follow-up' in the right column. The result of the limited data reveals that the frequency of 'okay' usage may reflect the proficiency level of mock-teaching: Lee who belongs to a group of high score used 93 times, Yang in a group of mid score used 47 times, and Jeong in a group of low score used 21 times in use of 'okay' during their mock-teaching.

5. Conclusion

The findings of the online based video recorded data can be summarized as follows. The recurrent types of repair in mock-teaching data were other-initiated self-repair (teacher-initiated student-repair), self-initiated self-repair (teacher-initiated teacher-repair) with repetition, and SSR (teacher-initiated teacher- repair) without repetition. The most significant self-repair operation was repair with repetition, and minor operations were initiated by pauses, abrupt cut-offs, hesitations and fillers, as they may be employed together within the repairing segment.

As for the interactional structure and the function of 'okay,' the findings are: First, the teacher talk data involved salient distribution of turn initial 'okay' to signal a speaker selection in fast vocalization with falling pitch in context of calling the volunteer student's name who volunteered. Second, 'okay' appeared in other-initiated repair sequences, such as teacher-initiated student-repair in forms of self-correction and teacher-initiated teacher-repair in forms of teacher's recast or elicitation. In this case 'okay' functioned as a negative feedback as an invitation of students' error correction. Third, 'okay' was uttered in closing the current action or class activity and opening the next action or teaching points marking transitions between class activities. Moreover, another function of 'okay' that was not described in the excerpt was to check student(s)'s comprehension and encouraging of class participation in question-answer sequence or in turn final displaying elongated rising tonal contour.

The quantification of teachers' use of SSR and 'okay' resulted that there may be a correlation between the proficiency of mock-teaching and occurrence of SSR and 'okay,' although may be improper to generalize the result with this limited data. Analysis of only the teacher talk might not capture the full complexity of the interaction and how teachers and students communicate.

However, as aforementioned in introduction and throughout the analysis, teacher talk especially in foreign language learning and teaching context is important in the point that teacher's language is not only the object of the course, but also the medium to achieve the teaching objectives. Furthermore, despite the narrow context of our video data, this close analysis of micro-teaching performance holds pedagogical implication in the way that it can at least be used as helpful resources for both teacher trainers and pre-service teachers, as stated in existing CA studies of classroom interaction. The outcome of this video analysis of classroom interaction is beneficial to the both current online and offline teacher training programs in the point that it mirrors the actual teaching performance to the self so that the pre-service teachers can finely recognize their conversational flaw and recurring patterns.

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예비영어교사 수업시연의 온라인 비디오 코퍼스 기반 대화분석

이진아

상명대학교 영어교육과

요 약

본 연구는 online 기반 비디오분석을 이용한 예비영어교사의 교사담화 분석 연구로, 데이터에서 가장 많이 사용되었던 예비교사의 담화 특성 두 가지—repair sequences와 'okay'의 사용—에 초점을 두었

다. 연구결과 예비교사는 주로 자가시작 자가수정(self-initiated self-repair)를 다양한 구조상에서 사용하였으며, 이러한 자가수정은 결국 Vygotsky의 자기통제 및 자기 모니터링의 기능으로 사용되었음이 파악되었다. 타자시작 자가수정(other-initiated self-repair) 역시 나타났는데 이는 교사의 IRF 사용에서 학생의 잘못된 대답에 대한 교사 피드백 그리고 이에 대한 학생의 자가 수정으로 나타났다. 교사의 데이터에서 나타난 'okay' 역시 네 가지의 다양한 자질과 기능을 보였으며, 이러한 repair와 'okay' 예비교사 수업시연의 숙달 정도와도 연관성을 보였다. 또한 이러한 비디오 분석을 바탕으로 한 대화분석은 실제로 본인의 교수 상황에 대한 언어 및 행위분석에서 자기 피드백 및 동료 피드백 을 용이하고 명확하게 할 수 있다는 점, 그리고 offline 및 online 상에서의 예비교사 훈련 프로그램에 도입이 수월하다는 점에서 매우 효과적인 방법이라고 보여진다.

Jina Lee has worked as an associate professor in Sangmyung University since 2007. She received the Ph.D. degree in Second Language Acquisition in English department at University of Wisconsin, Madison in 2006. From 2006 to 2007, she was an assistant professor at Indiana University, Bloomington. Her current research interests include video-recorded classroom interaction, discourse and conversation analysis, and intercultural communication. She is a full member of the KKITS.

E-mail address: jlee@smu.ac.kr