

Repurposing Modelled Items in English Grammar Teaching: Transformation of Textbook Exercises in Classroom Interaction

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While grammar instruction in a second language (L2) relies heavily on course materials, the interactional treatment of those materials at the micro-analytic level remains underexplored. More specifically, the treatment of ‘modelled exercise items’, sample exercise items whose answers are pre-provided by the textbook, requires further interactional investigation. To this end, this multimodal, collection-based conversation analytic (CA) study investigates a teacher’s orientation to ‘modelled exercise items’ in textbooks, within grammar revision talk. The data consisted of 37 classroom hours of video recordings of an EFL classroom at a state university in Türkiye. The participants comprise 30 students and one English language instructor teaching an integrated-skills course. The data were analyzed following CA procedures, including unmotivated looking, repeated viewing, detailed multimodal transcription, turn-by-turn sequential analysis, and collection building. The findings reveal that the teacher systematically transforms modelled exercise items to serve diverse pedagogical purposes. Specifically, the teacher’s turns in leveraging these items function to (i) elicit grammar explanations from the students and (ii) transform the items into an L2 grammar practice. These findings also show that the teacher’s interactional actions are contingent upon the pedagogical goal pursued *in situ*, highlighting the reflexive relationship between pedagogy, interaction and material use. Furthermore, these contingencies create space for further teaching and learning opportunities. This study contributes to CA research on L2 and classroom interaction by uncovering the micro-details of the interface between materials and classroom interaction within grammar revision episodes, with implications for teachers and teacher educators.

Introduction

Grammar instruction occupies a central place in L2 teaching (Ellis, 2006), and course materials play an indispensable role in making grammatical structures visible and accessible to learners (Guerrettaz & Johnston, 2013). Yet while much attention has been paid to the

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design and content of grammar materials (Doughty & Long, 2008), considerably less is known about how teachers actually work with those materials in the moment of teaching — and what interactional opportunities this work can create (Matsumoto, 2019). This study examines one specific and underexplored dimension of this question: how a teacher leverages modelled exercise items in a textbook during grammar revision talk.

Grammar is not merely an abstract phenomenon; it is also a systematic, structured, and rule-governed aspect of language that makes it teachable (Nassaji & Fotos, 2011). Therefore, grammar teaching in L2 contexts relies heavily on instructional materials—such as workbook or textbook-based tasks—through which learners are afforded opportunities to encounter and practice grammatical structures (Ellis, 2006). Whether taught explicitly or implicitly, support materials remain essential, as even implicit approaches depend on them to make target structures available to learners (Doughty & Long, 2008). Through exercises and teaching modules embedded in materials, grammatical structures are made salient and accessible to learners, a function that becomes particularly consequential in explicit grammar instruction.

In explicit grammar instruction, course materials typically offer learners a range of task types, such as rewriting, gap-filling, and multiple choice, each targeting different aspects of grammatical knowledge. These tasks can be cognitively demanding, particularly given that learners within any classroom vary considerably in their linguistic and cognitive readiness (Skehan, 1998). For this reason, grammar exercises in course materials typically include procedural explanations at the outset to guide learners through the task. In addition, materials typically include a modelled exercise item — a sample item whose answer is pre-provided by the book to illustrate how the task should be completed (see Figure 1).

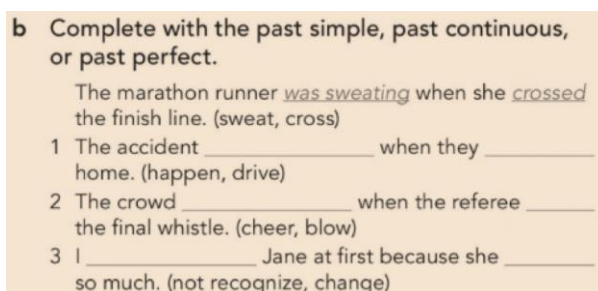


Figure 1. A modelled exercise item (Latham-Koenig et al., 2019a, p. 140)

Figure 1 is a screenshot of a grammar exercise taken from the digital version of *Oxford English File* textbook (Latham-Koenig et al., 2019a), which serves as the main course material for the instructional setting from which the data in this study have been collected. In the exercise in Figure 1, students are prompted to fill in the gaps with the verbs given in the brackets, selecting the appropriate *aspect* of the simple past tense (e.g. past continuous). The sample sentence “*The marathon runner was sweating when she crossed the finish line. (sweat, cross)*”, what we refer to ‘*modelled item*,’ functions as a guideline illustrating how the subsequent items should be completed. Accordingly, the pedagogical function of the modelled item as displayed in the textbooks is to exemplify the given instruction. However, teachers may extend this function in and through classroom interaction.

Teachers’ role in manipulating modelled items is not merely limited to reading the item aloud; rather, they can interactionally modify these items (Walsh, 2011). In doing so, teachers function as active interactional agents, shaping the pedagogical trajectory of these episodes

beyond what the material prescribes. What happens interactionally in these moments is pedagogically significant, as teachers can open up interactional space for further learning and teaching opportunities (Sert, 2015). In this study, interaction refers not only to speaking activities or student-to-student communication, but to all forms of talk-in-interaction that constitute classroom activity. As Sert (2016, p. 306) highlights, interaction is at the center of all activities in an L2 classroom — including when the teacher explains grammar rules, during whole-class work on exercises, or while checking homework. It thus encompasses verbal and no-verbal resources as well as moments of silence not limited to student verbal participation only. It is in this broader sense that the present study examines whole-class interaction around modelled exercise items.

To this end, micro-analytic investigation of the teachers' interactional practices of leveraging and transforming modelled exercise items in grammar teaching may contribute to a better understanding of L2 grammar instruction as well as the interface between material use and classroom interaction. In the data examined in this study, the teacher interactionally repurposes modelled items in the textbook during grammar revision talk. Specifically, the study makes three contributions: (i) it identifies modelled exercise items as a specific, previously underexamined material type that teachers actively transform in interaction; (ii) it uncovers the sequential practices through which this transformation is accomplished; and (iii) it demonstrates how teachers' contingent interactional decisions can create learning opportunities that go beyond the material's designed function.

Literature Review

L2 grammar teaching and elicitation practices

Grammar is an abstract system, and teachers are constantly engaged in making it accessible and visible to learners. In this sense, grammar teaching does not unfold in a monolithic or linear way. Rather, it is shaped by teachers' moment-by-moment decisions and by students' displayed understandings or misunderstandings (Waring, 2009). Even in a planned grammar instruction, interactional trajectories may shift depending on how students respond. A correct answer, for instance, does not necessarily close the sequence, as teachers may still orient to the need for further elaboration or a more demonstrated understanding (Kardoust, 2024). In such cases, interactional resources such as repair, response pursuit, and questioning become central to the ongoing activity.

Conversation analytic research has shown that grammar teaching is not simply about presenting structures, but is interactionally achieved. Earlier work has demonstrated that teachers use a range of semiotic resources, including verbal, gestural, and gaze-based, to make grammatical forms observable and relevant within the unfolding activity (Majlesi, 2014, 2018; Matsumoto & Dobs, 2017; Jacknick, 2018). These resources help organize the task and support learners' orientation to grammatical structures. For instance, Majlesi (2018) demonstrates how teachers use multimodal resources, verbal and embodied, to navigate grammatical rules through what he terms '*instructed vision*,' showing how materials on worksheets become interactional '*landmarks*' during corrective feedback sequences. At the same time, more recent studies have shifted attention to the sequential organization of grammar-focused interaction (Janin, 2026; Romig, 2026), showing that explanations and understanding are built step by step through participants' contributions rather than delivered as fixed units.

Within this interactional perspective, elicitation emerges as a central teacher practice. It is commonly understood as an initiation that invites a learner response (Sinclair & Coulthard, 2013). However, in classroom interaction, elicitation is not a simple question–answer move. As a request for response, it can be interactionally delicate and may require careful management to sustain the progressivity of talk (Schegloff, 2007; Carpenter, 2023). How an elicitation is designed, and how students respond to it, can shape the direction of the ongoing sequence.

Relatedly, elicitation practices serve multiple interactional functions. It creates opportunities for student participation and makes learners' knowledge publicly available. It also allows teachers to monitor understanding *in situ*. Classroom talk may therefore develop in different ways depending on whether students respond, how they respond, or whether a response needs to be pursued further. In this sense, elicitation is closely tied to response pursuit practices and to the management of sequence expansion.

Recent studies have shown that elicitation is organized through a range of practices including follow-up questions, corrective feedback sequences (Waring, 2015) and more explicit formats such as Designedly Incomplete Utterances (DIU; Koshik, 2002). These practices are often used when initial responses are treated as insufficient, allowing teachers to push for more accurate or more elaborated answers. Elicitation may also be supported by embodied actions and by orientation to shared materials, which help participants coordinate their attention and sustain the activity (Hara, 2024).

Overall, elicitation can be seen as an interactionally demanding practice that plays a key role in grammar teaching. It does not simply prompt answers but helps shape how grammatical knowledge is displayed and developed in classroom interaction. At the same time, similar pedagogical goals may lead to different interactional outcomes depending on how elicitation unfolds within a given sequence.

Interactional implementation of course materials

The relationship between course materials and classroom interaction has increasingly drawn attention in conversation analytic research (Mondada & Doehler, 2005; Tuma & Lojdo, 2021; Mathieu, 2021), particularly as materials are now understood not as static instructional objects but as active resources that shape and are shaped by interactional trajectories. Language teachers' pedagogical choices are contingent upon the unfolding interaction *in situ* — and the materials they introduce into this interaction are central to how those choices are enacted.

In recent years, this line of research has also been discussed under the notion of materiality in classroom interaction. Here, the focus is not only on what materials are, but on how they become relevant in interaction. This draws attention to what has been described as a materials–interaction interface, where materials gain meaning through how participants orient to them in real time (Guerrettaz et al., 2021). Relatedly, the idea of materials-in-interaction highlights that materials are not separate from talk but are part of how classroom interaction is organized (Mathieu et al., 2021).

The distinction between the task as it is designed and the task as it is actually performed has also been recognized in task-based language teaching research (TBLT; Breen, 1987; Samuda, 2015). Building on this foundational insight, Mondada and Doehler (2005) develop the distinction further from a CA perspective, arguing that task accomplishment in L2 classrooms

is not a straightforward operation of a pre-designed plan but a locally and collectively accomplished activity. Their work highlights how a task is not simply executed as designed but is collectively interpreted and potentially transformed in the course of interaction. This gap between design and enactment is not incidental; it reflects the fundamentally contingent nature of classroom interaction. Hellermann and Pekarek Doehler (2010) develop this argument further, demonstrating that the actual interactional performance of language learning tasks varies considerably from their intended design due to the contingencies of face-to-face interaction. Together, these two studies provide the theoretical foundation for understanding why teachers do not simply execute the material as prescribed, but interactionally transform it in response to emerging pedagogical goals.

Within EFL classrooms, Tůma and Lojdová (2021) examine pre-service EFL teachers' correction practices, and they demonstrate how teachers orient to task formats as interactional resources — using talk, gesture, and gaze to make materials relevant during answer-check sequences. Their findings reveal, however, that pre-service teachers tend to be constrained by materials rather than agentive in their use of them, with limited flexibility in accepting responses beyond what the task prescribes. This also connects to a broader point in the materials literature. While there is a large body of work on the design and evaluation of language teaching materials (e.g. Tomlinson, 2012; Harwood, 2014), less is known about how these materials are actually used in classroom interaction. As noted in recent studies, there is still a need to examine how teachers and students work with materials in real time, and how this affects classroom discourse (Guerrettaz et al., 2021; Tarone, 2014).

Mathieu (2021) broadens the scope of materials research to digital artefacts, examining how secondary Spanish immersion students leverage the physicality of iPads as multimodal interactional resources during collaborative tasks. Her study, alongside Jakonen (2015) and Tůma and Lojdová (2021), forms part of a growing strand of CA research that treats materials — whether print-based or digital — as consequential participants in the organization of classroom discourse. Together, these studies establish that observing materials in action and studying the discourse of the task-as-process can yield significant insights into the effectiveness of materials-based language pedagogies. Taken together, the studies reviewed in this section suggest that materials are not simply instructional matters but interactional resources whose pedagogical function is ultimately determined contingently. Building on this, the present study contributes to research on materiality in classroom interaction by focusing on how course materials are used and transformed during classroom talk. In particular, it examines how teachers work with materials in interaction, and how this relates to the unfolding organization of classroom activity.

Despite a growing body of conversation analytic research demonstrating that grammar teaching is interactionally accomplished and contingently organized (Jacknick, 2018), there remains limited understanding of how specific material-bound practices are managed *in situ* (Matsumoto, 2019). While prior studies, investigating L2 grammar teaching interactionally, have examined multimodal resources such as gesture (Majlesi, 2014, 2018; Matsumoto & Dobs, 2017) and the sequential organization of grammar explanations (Romig, 2026; Janin, 2026), to the best of our knowledge no attention has been paid to how teachers interactionally orient to modelled exercise items in textbooks to create opportunities for practicing and understanding certain grammar topics. Against this backdrop, the present study aims to investigate how a teacher interactionally repurposes modelled exercise items as resources for eliciting grammar explanations and practicing target grammar structures. Therefore, the study is guided by the following main and sub- research questions:

- (1) How does the teacher interactionally transform modelled exercise items in a textbook during grammar revision talk?
- (2) What interactional practices does the teacher deploy to transform modelled exercise items into grammar explanation elicitation sequences?
- (3) What interactional practices does the teacher deploy to transform modelled exercise items into a grammar practice?

Methodology

Data and Participants

The data came from an EFL preparatory classroom at a state university in Türkiye during the Spring semester of 2025. The program offers intensive English instruction for students enrolled in English Language Teaching (ELT) and English Translation and Interpreting (ETI) departments. The participants comprised an instructor, holding BA and MA degrees in ELT, had 20 years of teaching experience, including 3 years at the tertiary level; and 30 students aged between 18 and 21, whose proficiency levels ranged from B1 to B2 across skills according to the CEFR. A total of 37 class hours of interaction were video-recorded from an integrated-skills course, locally titled as ‘Main Course’: including listening, speaking, reading, writing, and grammar. The course followed a structured syllabus including textbook units, supplementary worksheets, assignments, and projects. The primary textbook and workbook used during the recordings were English File Intermediate (Latham-Koenig et al., 2019a, 2019b). The focal episodes analyzed in this study occurred during grammar revision activities, including grammar review sections and exercise sequences.

Data collection was carried out using two small cameras positioned at the front and back of the classroom, along with a handheld camera placed on a tripod behind the teacher’s desk and PC monitor. These arrangements were designed to minimize intrusiveness and reduce potential reactivity among participants. In terms of ethical considerations, approval was obtained from the Ethical Review Board of a state university in Türkiye. Written informed consent was secured from all participants prior to data collection. To ensure anonymity, pseudonyms are used in all extracts.

Conversation Analysis

This study adopts multimodal Conversation Analysis (CA) to examine video-recorded classroom interaction in an EFL tertiary-level preparatory classroom. CA is a qualitative research methodology that focuses on how social actions are accomplished in and through interaction, that is, how participants “do things together” (ten Have, 2007, p. 27). Its primary concern lies in the systematic analysis of naturally occurring talk-in-interaction (Hutchby & Wooffitt, 2008; Kasper & Wagner, 2011; Sidnell & Stivers, 2013), which provides access to the fine-grained organization of social life. Analytically, CA attends to the organization of interaction through such core mechanisms as turn-taking, sequence organization, preference organization, and repair (ten Have, 2007), alongside the role of embodiment (Sidnell & Stivers, 2013; Mondada, 2018). In this sense, talk is not treated as an abstract linguistic product but as a situated, sequential, and multimodal accomplishment.

A key strength of CA, which also underpins the methodological rigor of the present study, is its insistence on naturally occurring data (ten Have, 2007). In line with this principle, the data for this study were collected from an intact classroom setting, where neither the teacher nor



the students were given any instruction regarding what to say or how to act. Another defining feature of CA is its emic orientation. CA examines how participants themselves display their understandings and orientations within the interaction (Markee & Kasper, 2004; Kasper & Wagner, 2011). This perspective allows the analyst to uncover how actions are produced and made relevant moment by moment. In this regard, the strength of CA lies in its ability to reveal the methodical organization of social actions as they unfold in situ (ten Have, 2007).

Data analysis

The data analysis in this study followed a systematic procedure grounded in -CA. The analysis started with unmotivated looking (Seedhouse, 2004), where the data was approached without predefined assumptions, allowing relevant interactional phenomena to emerge from the recordings. In line with CA principles, the research questions were not predetermined prior to data engagement but rather emerged inductively through a progressively narrowing analytic focus.

At the initial stage of unmotivated looking, questions posed by the teacher in grammar-focused episodes recurrently drew analytic attention (Seedhouse, 2004; ten Have, 2007). As engagement with the data deepened, this broad interest narrowed to a more specific phenomenon: the teacher's elicitation practices oriented to displaying students' grammar knowledge. Subsequent analytic passes further refined this focus, as it became visible that a substantial portion of these elicitation practices were systematically tied to the teacher's treatment of modelled exercise items in the textbook. During this stage, moments where the teacher's interactional actions around modelled exercise items appeared to diverge from their designed function were marked as potentially significant. This iterative narrowing was supported by repeated listening and viewing as well as initial analysis, which helped develop familiarity and notice recurring interactional practices. Through this process, the teacher's interactional actions in grammar revision episodes, particularly those involving modelled items, became prominent and were identified as candidates for further analysis.

The subsequent step was transcription. In this study, we draw on the transcription conventions proposed by Jefferson (2004) for verbal interaction, and Mondada (2018) for the representation of embodied and multimodal conduct (See Appendix). The marked episodes were transcribed in detail, capturing verbal turns alongside embodied actions such as gaze, pointing, nodding, and orientations to the smartboard and textbook, all of which proved analytically relevant to how the teacher and students leveraged the modelled items. Transcription, in this sense, serves not merely as a technical step but as an analytic entry point into the organization of interaction.

The analysis is guided by the core CA question, "why that, in that way, right now?" (Seedhouse, 2004; Wong & Waring, 2010), which directs attention to the sequential relevance of actions and how participants orient to them *in situ*. Individual instances were then examined through case-by-case analysis (Seedhouse, 2004) in order to uncover their sequential environments and interactional functions. Building on this, collections of the teacher's interactional practices around modelled exercise items were assembled across the dataset to identify recurring patterns and variations (Pekarek Doehler, 2013; Hoey & Kendrick, 2017).

The collection was built by identifying all the instances where the teacher leveraged and transformed modelled exercise items in the textbook in and through classroom interaction. The four extracts presented in the analysis section were selected as representative cases

illustrating the two forms of transformation identified, while capturing the range of interactional practices through which these transformations are accomplished.

Analysis

In this section we present the analyses of the extracts, examining how the teacher interactionally transforms the items that are contingent upon her pedagogical goals *in situ*. In the first two extracts, the transformation is employed through the teacher's eliciting grammar explanation practices. The latter two extracts demonstrate how the teacher transforms modelled items into grammar practice opportunities, repurposing them beyond the pedagogical agenda prescribed by the textbook.

Using Modelled Exercise Items to Elicit Student Grammar Explanations

Prior to Extract 1, the class works on a page from the workbook and make a transition to the next grammar activity. Extract 1 marks the beginning of this grammar exercise, which consists of multiple-choice items with three options, each containing a verb conjugated in a past tense.

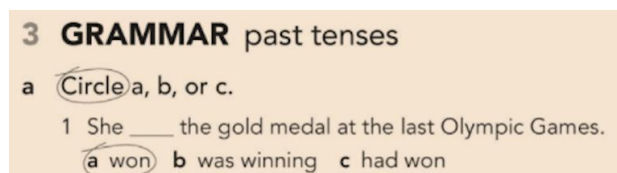


Figure 2. Modelled exercise item 1 (Latham-Koenig et al., 2019b, p. 33)

In the subsequent items, students select and circle the correct option. As is typical, the first item is modelled—its answer is already provided. TEA initiates this episode by discussing the modelled item (Figure 2).

Extract 1. Why don't we use was winning?

- 1 **TEA** ↑now we continue with grammar agai::n. as you know,
 2 we revised how to use simple past, (0.3)
 3 past continuous, (.) past perfect,
 4 and a bit of past perfect no &continuous.&
 per &---nods---&
 5 **TEA** you remember the rules with ↑them?
 6 (0.5)
 7 **PER** [yes]
 8 **TEA** [>okay<] it's time to revise what you remember.
 9 .hhh +the first says she won the gold medal
 tea +turns to the smartboard and reads
 the modelled exercise-->
 10 **TEA** at the last olympic (0.4) ga::↑mes.+
 tea -->+ line 11
 11 **TEA** (0.2) okay .hh ↑why don't we use wa+s win+ning
 tea +--1--+
 1: orients to the class

12 + (2.8) + \$ (0.7) \$
 tea +---2---+
 tea \$--3--\$
 2: scans the class
 3: orients to KER

13 **TEA** KE↑REM * (0.3) why don't we use was winning
 ker *mutual eye gaze with tea--> line 14

14 **TEA** for the first blank.*
 ker -->*

15 * (5.7) * \$ (2.1) \$
 ker *--4--*
 ker \$--5--\$
 4: gaze aversion
 5: mutual eye gaze with TEA

16 **TEA** +anyone %in the classroom can answer the question?%+
 tea +-----scans the class-----+
 ays %-----raises hand-----%

17 + (0.6) +
 tea +---6---+
 6: nods to AYS

18 **STX** ()
 19 **AYS** errrm because err sentence is used (0.5)
 20 err specific time.
 21 **TEA** specifi[c *ti]me,
 per *nods--> line 23

22 **AYS** [%uh huh%]
 ays %-nods-%

23 **TEA** there's a specific ti*me.
 per -->*

24 **AYS** err but err was winning is err continuous.
 25 **TEA** some*thing continuous, ongoin[g ac*↑ti]on
 per *-----nods-----*

26 **AYS** [%uh huh%]
 ays %-nods-%

27 **TEA** we don't need an ongoing action, .hhh we
 28 ↑ju:st introduce (0.4) a (0.3) err information
 29 an informa↑tio:n .hhh \$to the speaker, # (0.3) \$
 rum \$-----nods-----\$
 ary #nods-->line 30

30 **TEA** so it's simple ↓pa#st.
 ary -->#

31 **PER** *uh huh*
 per *-nods-*

32 **TEA** that's the rea↓son. what about the second one

TEA initiates this episode by informing the students about the grammar topic of the activity. She deploys an 'as you know' indexing that the grammar structures she is about to list are already available to the students. TEA then lists the structures they have previously covered in lines 2-4, accompanied by PER's affirmative orientation through nodding in line 4. Following TEA's remember recognition check (You, 2015) (you remember the rules with ↑them?) in line 5 and 0.5s of inter-turn silence in line 6, PER produces a confirmation token in line 7, which overlaps with TEA's subsequent disjunctive topic shift marker (>okay<) produced at a faster speech rate in line 8. TEA then deploys an instruction-preface (it's time to revise what you remember.) to launch the upcoming review activity.

TEA then begins reading the ‘modelled exercise item’ from the designated part of the book in lines 9 and 10. Typically, in a modelled exercise, the course material provides a sample item that guides students on how to complete the task to demonstrate the instruction. The correct answer is ‘won’ which is already circled. The other two options are ‘was winning’ and ‘had won’. In line 11, TEA initiates an elicitation sequence by asking about why one of the other two options (i.e. was winning) is not used in the modelled item (*↑why don’t we use was winning*). In doing so, she employs first person plural pronoun (we) which displays an orientation to the grammatical reasoning asked as the shared knowledge of the class. After a 3.5s of silence in line 12, accompanied by TEA’s classroom scanning and orienting to KER, TEA employs an individual nomination (KE↑REM (0.3)) and echoes her previous turn, reminding students of the question in lines 13-14. After a 6.8s of extended wait time, KER deploys gaze aversion—initiated in line 13—and re-establishes mutual eye-gaze with TEA. As the interrogative receives no uptake, TEA’s subsequent turn in line 16 redirects the question to the whole class, which can be understood as a response to the absence of a student reply. During TEA’s turn in line 16, AYS bids for incipient speakership by raising hand, followed by TEA’s embodied turn allocation (nodding). After STX’s inaudible turn in line 18, AYS takes the turn and shares her reasoning with TEA in lines 19 and 20. TEA next confirms AYS’s candidate response with a repetition in line 21 and a confirmation token in line 22 (*uh huh*). Alongside AYS’s alignment displayed through nodding, PER’s nodding from line 21 to line 23 becomes visible as a peer confirmation. TEA repeats AYS’s response once again in line 23 which is followed by AYS’s continuation of her account. In lines 25-30, TEA reformulates AYS’s account accompanied by several students’ nodding and use of the confirmation token ‘uh-huh’. In line 32, where this sequence concludes, TEA wraps up by marking the reason and then transitions to the next exercise.

Extract 1 showcases how the teacher uses the interaction to leverage the modelled exercise item in the textbook which is originally displayed to exemplify and demonstrate the given instruction on the exercise. In doing so, she transforms the modelled item into an elicitation practice whereby she asks for a grammar account in comparison with an incorrect option, particularly the one closest to the correct response (simple past vs. past continuous). She does not simply read the modelled item or let it go unnoticed but exploits it in ways that create an interactional space for student participation and a pedagogical opportunity for checking students’ grammar knowledge in connection with what they have studied earlier.

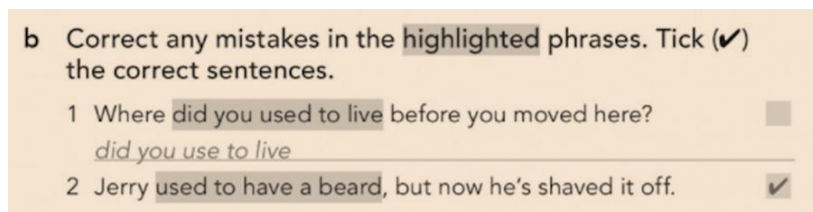


Figure 3. Modelled exercise item 2 (Latham-Koenig et al., 2019b, p. 35)

Prior to Extract 2, the students have just completed a grammar exercise on present and past habit structures, circling the correct tense forms (e.g., ‘used to’). Extract 2 comes from the immediately following section of the workbook, which similarly targets present and past habit structures. As in Extract 1, this section begins with a modelled item (Figure 3), and TEA initiates the activity by reading the title of the exercise aloud, which simultaneously functions as the instruction for the following items.

Extract 2. Explain it explain why...

```

1  TEA      *correct the mistakes in highlighted phrases.*
    tea      *----reads the instructions from the SB-----*
2  TEA      it says .hh oka- *what's wrong with it?
    tea      *points the SB--> line 8
3  TEA      (.) what's *wrong with* it?
    tea      *-----1-----*
    1: turns head to the class
4      (0.6)
5  ADA      used to
6  TUR      used -ed=
7  ADA      =-ed
8  TEA      u(h).- explain it explain
9      [why* huh?]
    tea      -->*
10 SON      [there is]* two auxiliary verbs
    tea      *orients to SON -->line 12
11 SON      $two aux$iliary verbs
    son      $---2---$
    2: shows two with fingers
12 TEA      there are two [auxiliary %[here ]%*
13 SON      [auxiliary (verb)]
14 SEY      [ yes ]
    ada      %-nods-%
    tea      -->*
15 TEA      *here the first
    tea      *turns to the SB and points-->
16 TEA      +and then the second one+ we just use it once
    sey      +-----nods-----+
17 TEA      so:* (0.2) a:nd what about the next?
    tea      -->*

```

Extract 2 starts with TEA reading the instructions of the modelled exercise aloud from the book, which is also displayed on the smartboard. The modelled item includes a grammatically erroneous verb conjugation (Where did you used to live before you moved here?). In line 2, after a deep inbreath, TEA cuts off “okay,” which functions as a disjunctive marker, and deploys a ‘what’ interrogative as a display question (Mehan, 1979) seeking the erroneous part, which is followed by a teacher echo in line 3, accompanied by TEA’s head movement toward the class. After 0.6s of silence, ADA, in line 5, self-selects to take the turn and produces a candidate response, locating the incorrect form (*used to*). In the next turn, TUR also refers to the problematic form, emphasizing the incorrect morpheme (*-ed*) which is followed by ADA’s latching turn in which she produces the incorrect morphological item (*-ed*) once more. In lines 5 to 7, both ADA and TUR correctly address TEA’s question in line 3 (*what’s wrong with it?*), as the wrong part is the incorrect morpheme use; their responses identify the erroneous form without accounting for why it is erroneous. TEA’s turn in line 8 displays her pedagogical goal as eliciting student grammar explanation beyond locating the incorrect use. SON’s subsequent overlapping turn beginning in line 10 prompts TEA to orient to SON and is followed by a recycled turn in line 11, which is accompanied by SON’s ‘two finger’ hand gesture. In line 12, TEA ratifies SON’s candidate response through a

repetition (there are two auxiliary here), where TEA emphasizes ‘two,’ which is the keyword in explaining the grammatical error, as the modelled sentence has two auxiliary morphemes (‘did’ and ‘used to’). SON’s subsequent overlapping turn in line 13, produced over TEA’s repetition in line 12, displays mutual orientation between TEA and SON. What follows are two students’ confirmatory turns: SEY’s confirmation token (yes) and ADA’s nodding. In lines 15 and 16, TEA directs attention to the relevant morphemes on the smartboard through pointing. Finally, in line 17, TEA employs a disjunctive topic shift marker (so:) and closes this sequence by transitioning to the next item.

Extract 2 shows that the teacher interactionally transforms the modelled exercise into a resource for student grammar explanation. Even though the material does not aim to elicit grammar explanations from the students, TEA interactionally pursues such an explanation by involving the students and checking their grammar knowledge. TEA’s elicitation practice initially appears successful as the students locate the erroneous part; however, TEA orients to these responses as sequentially insufficient, upgrading the epistemic demand beyond mere identification. She treats correct student responses as insufficient and transforms her ‘what’ interrogative into a ‘why’, thereby eliciting grammar explanation.

Extracts 1 and 2 demonstrate that in both cases the teacher transforms modelled exercise items into opportunities for grammar explanation elicitation, regardless of whether the item contains a pre-given correct answer or a pre-given error. In both cases, TEA interactionally repurposes the material’s pedagogical agenda into a higher-order epistemic demand. While in Extract 1 TEA elicits an account for the incorrect alternatives and expands the interaction into a revision of the target structure, in Extract 2 she upgrades her ‘what’ interrogative into a ‘why’ interrogative, treating students’ correct identification of the erroneous form as sequentially insufficient. Across both extracts, TEA’s grammatical elicitation practices open interactional as well as pedagogical space for revisiting and elaborating target structures beyond what the course material prescribes. In doing so, they create opportunities for students to display their (un)knowing, allowing TEA to proceed the subsequent exercise items with an interactionally grounded sense of what students already know about the target structure. In the next section, we show another form of transformation of modelled exercise items, through which students engage in an active grammar practice.

Using Modelled Exercise Items for Practicing Grammar Structures

Prior to Extract 3, TEA has just revised the ‘*first conditionals*’ structure in the grammar section of the textbook, titled ‘*first conditional and future time clauses + when, until etc.*’ The students have just been introduced to concepts including tense and aspect in conditionals, the distinction between ‘*if*’ and ‘*unless*’, and future time clauses etc.

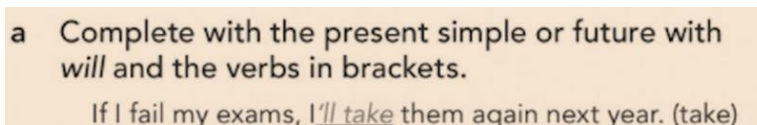


Figure 4. Modelled exercise item 3 (Latham-Koenig et al., 2019a, p. 144)

On the same page there are two conditional exercises sections; in the first, students fill in the blanks with the correct tense forms (will vs. present simple), and in the second they circle the correct word or expression (e.g., if, unless, until, when). Extract 3 comes from the moment TEA transitions to the first of these exercise sections.

Extract 3. How can you turn this sentence into an unless sentence?

```

1  TEA  okay (.) if i fail my exams,
2      i'll take them again (.) next year
3      ↑how can ↑you turn this sentence
4      unless sentence?
5      (1.3)
6  IST  which one?
7      (0.5)
8  TEA  *the sample* (.) $if i fail my exa::ms,
      tea  *points SB-*
      tea                                     $reads the item from SB-->
9  TEA  .hh i'll take them again next$ year
      tea                                     -->$
10 TEA  $how can you turn this sentence into
      tea  $scans the class-->
11 TEA  +an unless$ *sentence?+*
      tea  -->$
      ist  +,,,,raises hand,,,----+
      tea  *nods to IST*
12 HED  i will take=
13 IST  =e:rr
14      +%(0.9)%+
      ist  +---1---+
      hed  %--2--%
      1: looks at hed and smiles
      2: looks at ist and smiles
15 IST  s(h)en söyle
      you tell
16 HED  huhuhu tamam sen
      okay you
17 IST  s(h)en s(h)öyle
      you tell
18 HED  i will take th- e::rr them again
19      next year unless i °pass my exam°
20 TEA  <unless (.) i pass (.) my exams>
21      so you just change the?
22 HED  ( )
23 TEA  verb (0.2) verb (0.6) fail says something negative
24      (0.2) pass says something?
25 IST  [positive]
26 TEA  [positive] (.) with unless (0.2)
27      it makes, nega[tive]
28 IST  [nega]tive
29 TEA  okay negative negative makes (0.2)
30 TUR  [pos- ]
31 TEA  pos[itive] be careful with it.
      ((TEA transitions to the next item))

```

Extract 3 starts with TEA reading the modelled exercise item (Figure 4) aloud from the book displayed on the smartboard in lines 1 and 2. In the following lines (3 and 4), TEA deploys a display question that goes beyond the pedagogical aim of the modelled item and the subsequent items in the same sections; instead, she asks students to reformulate the sentence with the 'unless' form (↑how can ↑you turn this sentence unless sentence?). Following 1.3s of silence, IST asks which question they will be answering in

line 6, as the regular exercise procedure would begin with the first item. After 0.5s of silence, TEA clarifies that they are working on the modelled item (the sample), this reveals how TEA herself conceptualizes the modelled item, as ‘the sample’. However, her interactional orientation to the item transforms it into a grammar practice opportunity, through which the students engage with the target structure. In lines 10 and 11, TEA repeats the initial interrogative accompanied by scanning the classroom. IST bids for speakership by raising her hand, upon which TEA allocates the turn to her through nodding. HED, however, self-selects, which results in a turn taking negotiation between IST and HED that extends until line 17. HED finally takes the turn in line 18 and produces her candidate response in lines 18-19, substituting the main verb in the subordinating clause along with an ‘if’ and ‘unless’ shift. TEA orients to HED response as preferred, repeating the response in line 20 in an unmarked turn shape, without any delay or hesitation. What follows is analytically significant; TEA accepts the answer, but she asks for an explanation of the offered change in the sentence with a DIU (Koshik, 2002) (so you just change the?). In line 22, HED’s inaudible response is treated as insufficient, as TEA responds with greater emphasis on the word ‘verb’ and repeats it at the very beginning of line 23. Then TEA employs a further elaboration question with another DIU in lines 23 and 24, contrasting the substituted verbs in the subordinating clause of the modelled exercise (fail vs pass), which is answered correctly in IST’s overlapping turn in line 25. TEA further elaborates the role of ‘unless’ in lines 26 and 27, accompanied by IST’s overlapping turn in line 28, which displays IST’s orientation to TEA’s ongoing elaboration. TEA pursues eliciting the structure through a ‘formula-based’ DIU (negative negative makes?) in line 29, which does not receive a prompt response; TUR’s delayed and incomplete TCU in line 30, however, displays her orientation to TEA’s ongoing explanation. TEA closes the sequence by a suggestive directive in line 31 (be careful with it.) before transitioning to the next item.

Extract 3 demonstrates how the teacher interactionally transforms the modelled item into a grammar practice opportunity. Rather than treating the item as a sample demonstrating the given instruction, the teacher’s treatment is contingent upon her own pedagogical choice: repurposing it to practice a further structural aspect of the conditional clauses. Although sentence construction using ‘unless’ is not the focus of the exercise and what students are expected to do in the upcoming items, the teacher creates an opportunity for a rather different grammar practice by upgrading the requirements from ‘filling-in the blanks’ to ‘sentence reformulation’. In the preceding section in which the teacher instructs on the conditional clauses, the distinction between ‘unless’ vs. ‘if’ has already been highlighted. The subsequent exercise similarly targets the adverbial conjunctions, including *until*, *when*, *unless*, *if* etc. Positioned between these two sections, the teacher’s repurposing of the modelled exercise creates a coherent learning trajectory for practicing the target structure and a meaningful connection between the pedagogical events. Overall, Extract 3 illustrates how the teacher’s interactional and contingent decision making transforms the focal item *in situ* and creates an opportunity to check student grammar knowledge. As in the first two extracts, we again see the teacher’s orientation to displays of linguistically correct student responses as inadequate as she follows up on these responses by eliciting student explanations for their responses. So, the displayed correct answers both in the modelled items as well as in student responses are usually subject to an extension by the teacher who displays a preference for account-giving to elicit demonstration of grammar knowledge.

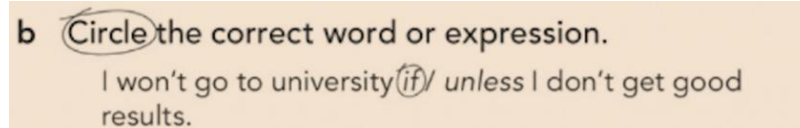


Figure 5. Modelled exercise item 4 (Latham-Koenig et al., 2019a, p. 144)

Extract 4 immediately follows Extract 3, where students have already completed the gap filling activity. In this part of the lesson, students are asked to circle the correct option from two alternatives provided in each item. The options consist of adverbial conjunctions including unless, if, as soon as, when and so on. As with the previous section, this part of the book begins with a modelled item. The extract captures how TEA interactionally treats this modelled item (Figure 5).

Extract 4. How can you use unless in this sentence?

```

1  TEA  *a:::nd let's continue*
    tea  *---looks at the SB---*
2  TEA  $corre- circle the one that's suitable
    tea  $reads the item and instructions from the SB-->line 6
3  TEA  with the sentence (.)
4      i won't go to university if
5      i don't get good (.) results
6      how can you (.)$ use unless in the sentence?
    tea  -->$
7      in this sentence?
8      *(3.1)*
    tea  *--1--*
    1: scans the class
9      $(0.3)$
    gul  $--2--$
    2: raises hand
10     *(0.2)*
    tea  *--3--*
    3: gazes at GUL and nods
11  GUL  unless i get good results,
12      i won't go to the univer[sity]
13  TEA  [univ]ersity (0.5)
14      huh that's okay (0.3)
15      what about the next?
      ((TEA transitions to the next item))

```

Extract 4 starts with TEA deploying a disjunctive marker (a:::nd) to initiate a topic shift, accompanied by a 'we'-inclusive instruction (let's continue...) in line 1. In the following lines (2 and 3), TEA reads the instructions for the relevant exercise. TEA, then, reads the modelled item from the course book displayed on the smartboard in lines 4 and 5. In line 6, TEA initiates an interactional transformation of the modelled item, repurposing it into an active grammar practice activity (how can you (.) use unless in the sentence). The focal structure in this exercise is to choose between 'if' and 'unless', the former is already circled in the book. However, TEA directs the class to paraphrase the focal sentence by substituting 'if' with 'unless'. After 3.1s of extended wait time, during which TEA scans the classroom, GUL raises her hand in line 9 and TEA selects her as the next speaker, through an embodied action of gazing and nodding in line 10. GUL takes the turn

and produces the reformulated version of the modelled exercise item using ‘unless’ in lines 11 and 12. At GUL’s turn completion point in line 12, TEA produces an overlapping repetition, which displays acceptance. After 0.5s of silence, TEA confirms GUL’s response, after which TEA closes the sequence by transitioning to the next exercise item.

Extract 4 reveals TEA’s contingent decision-making practices in her interactional treatment of the modelled item. In both extracts, the modelled items aim to exemplify the upcoming task. However, TEA’s interactional treatment transforms the modelled item into a qualitatively different task; one that the subsequent exercise items do not require, as they ask only for students to circle the correct expression. This transformation upgrades the epistemic and cognitive demands of the task, from simply circling the correct expression to reformulation, an action that requires lexical and morphological modification of the focal item. Overall, Extracts 3 and 4 demonstrate how TEA’s in-situ, contingent decision-making systematically repurposes modelled exercises into grammar practice opportunities that go beyond the pedagogical agenda prescribed by the course material. TEA shapes this agenda using the affordances of classroom interaction by engaging students in a grammar practice she constructs based on the modelled item. Different from the first two extracts, students are asked to do something with the modelled items by making changes rather than only accounting for the marked correct responses. Once again, she uses this moment to create an interactional space for student participation as well as a pedagogical opportunity to check students’ grammar knowledge

Discussion and Conclusion

In this study we examine how a teacher interactionally transforms modelled exercise items in a textbook during grammar revision talk in a tertiary-level EFL classroom. The analyses reveal two recurrent forms of transformation: (i) the teacher repurposes modelled items into occasions for eliciting grammar explanations, pedagogically upgrading them beyond mere identification; (ii) the teacher transforms modelled items into grammar practice opportunities through reformulation tasks, elevating the cognitive and linguistic demands of the activity beyond what the course material prescribes. Across all four extracts, these transformations are shown to be contingent upon the teacher’s pedagogical goals *in situ* rather than the textbook’s designed function.

A central contribution of this study is its identification of the modelled exercise item as a specific, previously underexamined material type that teachers actively orient to and transform in and through classroom interaction. Prior research has established that course materials are not static instructional objects but active resources that shape and are shaped by interactional trajectories (Guerrettaz & Johnston, 2013; Matsumoto, 2019). With the present findings, we extend this line of inquiry by demonstrating that even a single, procedurally unique element of a grammar exercise, the modelled item, can become a point of consequential interactional actions. In this sense, the study confirms and specifies the broader claim made by Matsumoto (2019) that materials use is recontextualized through collaborative interaction, showing precisely how and through what interactional practices this recontextualization occurs. This also resonates with recent work on materiality in classroom discourse, which emphasizes that materials gain their pedagogical relevance through participants’ situated use of them in interaction rather than through their design alone (Mathieu, et al., 2021; Guerrettaz, 2021).

The findings also speak to the theoretical distinction between *task-as-workplan* and *task-as-*

process, a distinction with roots in TBLT research (Breen, 1987; Samuda, 2015), whose application to naturally occurring L2 classroom interaction has been significantly expanded by Mondada and Doehler (2005) and Hellermann and Pekarek Doehler (2010). In all the extracts, there is an observable gap between the modelled item as designed and the modelled item as enacted, which becomes an occasion for grammar elicitation or practice. Crucially, this gap is not incidental or the product of misperception; it is the result of the teacher's deliberate, contingent and interactional choices. The modelled item, in other words, serves as a resource that the teacher draws upon and transforms, a finding that contributes to the growing body of CA research treating materials as consequential resources in the organization of classroom discourse (Jakonen, 2015; Tůma & Lojďová, 2021; Mathieu, 2021). The analysis supports this body of research by uncovering the material-interaction interface in an L2 grammar instruction setting where materials are not simply used to present rules and exercises but are leveraged to create opportunities for student participation by means of which their grammar knowledge is checked. The classroom interaction and the textbook shape each other in ways that elicit demonstration of student grammar knowledge necessary to mark the transition to the next pedagogical practice. In this sense, the findings also speak to the reciprocal relationship between materials and discourse, showing how discourse reshapes the pedagogical function of a material while the material simultaneously structures the unfolding interaction (Marcos Miguel, 2021; Tůma & Lojďová, 2021).

A key sequential feature of the teacher's transformation practice is what the analyses reveal as systematic pedagogical upgrading; the progressive raising of the pedagogical and interactional demand placed on students within and across elicitation sequences. In Extracts 1 and 2, this upgrading is clearly visible. In Extract 1, the teacher does not simply confirm the pre-given correct answer but instead pursues an account for the incorrect alternatives, deploying response pursuit practices including individual nomination, extended wait time, and classroom redirection before eventually answering her own question. In Extract 2, students' correct identification of the erroneous form is treated as sequentially insufficient, and the teacher shifts from a 'what' interrogative to a 'why' interrogative, pursuing a grammar explanation rather than mere error identification. Extracts 3 and 4 also show upgrading but of a type that involves not just pedagogical upgrading but also a pedagogical one that requires students to do something with the modelled item in a further grammar practice.

DIU (Koshik, 2002) emerge as a central elicitation tool across the extracts, particularly in Extracts 3 and 4, where the teacher deploys them to pursue further elaboration following an accepted student response. This is consistent with Koshik's (2002) foundational account of DIUs as pedagogical practices for eliciting knowledge displays, and with Hara's (2024) more recent finding that explicit elicitations, including DIUs, tend to emerge when prior implicit attempts fall short. What the present study adds to this phenomenon is the specific sequential setting in which DIUs are deployed: not in error correction sequences, as in Koshik (2002), but in the context of material transformation, where the teacher has already accepted a response and is using the DIU to expand the interactional space beyond the material's designed stopping point. This suggests that DIUs serve a broader range of pedagogical functions than previously documented, functioning here as tools for transforming a closed exercise into an open interactional opportunity.

Throughout these elicitation sequences, students' verbal and embodied uptake displays such as nodding, confirmation tokens, overlapping turns, and gesture, consistently confirm their orientation to the transformed task. These multimodal displays are not merely incidental; they constitute the sequential evidence that the teacher's transformation has been interactionally

registered and ratified by the class, not only by the student who produces the verbal response. This aligns with line of inquiry showing that materials are engaged with through coordinated verbal and embodied actions, where participants' orientations make the material consequential within the unfolding activity (David & Cole, 2021; Jakonen & Jauni, 2021).

Overall, the findings make a strong case for understanding the teacher as an active interactional agent whose contingent decisions shape the pedagogical trajectory of classroom episodes in ways that go significantly beyond what the course material prescribes. This teacher agency is not random but systematically orients to the pedagogical goals that emerge and shift during interaction, what Waring (2016) identifies as the principle of contingency: the idea that teaching requires being responsive to the moment, with teachers' behaviors converging with the pedagogical goal of the unfolding lesson.

A further contribution of the present findings concerns the relationship between the modelled exercise and the broader instructional sequence in which it is embedded. In Extracts 3 and 4, the teacher's transformation of the modelled item into an active grammar practice opportunity is not isolated but positioned strategically between related instructional segments. In Extract 3, the reformulation task is situated between a preceding grammar explanation on conditional clauses and a subsequent exercise targeting the same adverbial conjunctions, creating a bridge between these two instructional moments that the material itself does not provide. This suggests that the teacher's repurposing of the modelled exercise is not only a local interactional decision but part of a broader pedagogical architecture. This finding resonates with Lee's (2007) account of contingency in the third turn position, which demonstrates classroom teachers come to terms with far more local and immediate contingencies than what blanket terms such as 'evaluation' or 'feedback' project, and that even for correct answers, teachers often pursue elaboration, reformulation, or defense of those answers (p. 182). In the present data, the teacher's post-expansion sequences following accepted student responses — particularly in Extracts 2 and 3 — demonstrate that an accepted answer does not necessarily close the sequence but can open further pedagogical sites. The modelled exercise item, in this sense, functions less as a procedural material and more as an interactional resource that the teacher draws upon to extend and deepen the grammar revision episode.

The findings carry implications for language teacher education and materials-based pedagogy. Most directly, the analysis suggests that modelled exercise items can serve as interactional resources, rather than simple procedural guides, and that teachers could draw on them to enrich grammar instruction. The modelled items can serve as potentially rich materials for elicitation, elaboration, and practice, but only when teachers are equipped with the necessary interactional skills to recognize and exploit this potential during teaching.

As a final point, the data come from a single EFL classroom with a single teacher at a state university in Türkiye. Therefore, the findings are not generalizable. However, consistent with the CA principle of analytic generalizability, the sequential patterns identified in this study may be recognizable and relevant across similar instructional contexts. Future research could examine whether comparable transformation practices occur across different teacher profiles and whether similar practices emerge in other subject areas where materials play a central instructional role.

Declarations

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Conflict of Interest: The authors declare no conflicts of interest.

Informed Consent: Participants gave their full consent to join the study, having been informed of their right to withdraw at any stage of the process.

Data availability: Due to the nature of the data (video recordings) and the lack of explicit participant consent for sharing, these materials are not available for public access.

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Appendix

Transcription Conventions

Symbol	Meaning
[]	the start and end of overlapping speech.
WORD	speech that is noticeably louder than surrounding talk
<u>word</u>	empathic intonation
(.)	a micropause lesser than 0.2 milliseconds
(0.6)	a micropause longer than 0.2 milliseconds
.	slightly falling intonation
↑ ↓	marked up or down shift in pitch
,	slightly rising intonation
(word)	inaudible or incomprehensible speech, plausible candidate within
((comment))	the transcriber's additional comments
()	inaudible or incomprehensible speech, no plausible candidate
<	Hurried start of an utterance
Co: lons	elongation of the previous sound, the more colons the more elongated the sound
Hyphen-	a cut-off
> <	utterances in between greater-lesser symbols are produced at a faster pace than the surrounding utterances (and vice versa for < >)
=	immediate latching
\$word\$	smiley voice or suppressed laughter
° °	lower and less audible sounds in between
%action%	onset and offset of embodied actions (actions described either between the symbols or separately), symbols may vary depending on participant or action
\$--->line 12 --->\$	onset and offset of embodied actions that continue until the specified line