Chapter 16
The Design and Implementation of a Course on Interactional Competence for Teachers: Teacher-Learning Through Video-Based Guided Discovery Tasks

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16.1 Introduction

Teacher learning is primarily a practice-based journey. This is, however, less evident in pre-service teacher education programs where university courses tend to be loaded with theory, leaving less space for practice-based teacher development. Learning how to interact with students successfully during teaching, or *classroom interactional competence* (CIC, Walsh, 2011) as it is sometimes referred to, is one of those constructs that are at the intersection of theory and practice. Focusing on the interactional competence of teachers, researchers have documented how teachers change their practices of elicitation (Carpenter, 2023), evaluation (Sert et al., 2025a), repair (Bozbıyık & Sert, 2025), and question design (Bozbıyık et al., 2021) during teacher-student interactions over time. These studies used conversation analysis (CA) to investigate the ways teachers develop interactional awareness and eventually interactional competence to support learner engagement. In addition to using CA to demonstrate change in interactional practices in teaching, these studies promoted a focus on classroom interaction in teachers' reflective practices and post-observation feedback/reflection sessions. This emerging need to incorporate interactional aspects of teaching into teacher education curricula goes beyond research on teaching practicum and extends to university-based courses (see Sert & Waring, 2025, for a collection of studies).

There are a few papers now that show how interactional competence for teaching has become a central concern in university-based teacher education programs. Based on a teacher education course at a Japanese university, Ishino and Takahashi (2025) showed how student teachers (STs) develop task preliminaries to secure the

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understandability of the incipient instructions. The researchers, who are both teacher educators, used the IMDAT framework (Sert, 2019, 2021) as an integral part of their teacher training course. IMDAT is a CA-informed teacher education framework that combines classroom-based conversation analytic findings with video-based reflective practice. In another university course that involves explicit teaching of CIC and CA-based research findings, García (2025) illustrated how STs changed their instruction giving practices over time in Spanish as a foreign language classrooms in Germany. Focusing on online teacher education, Balaman (2025) explored how a CA course for teachers helped STs in Türkiye learn "insert sequences" (Schegloff, 2007), an interactional practice STs connected to language pedagogy. Sert and Lind (2025) documented how an ST developed interactional awareness and practical knowledge of third-turn responses during a university-based classroom interaction course in Sweden. Although we have a growing number of studies that have documented opportunities for teacher-learning as outcomes of CA-based university courses, we know less on the design features of activities and tasks in these courses and how task design for developing interactional competence may lead to the development of interactional repertoires, awareness, and competence for novice teachers.

In this chapter, I will address this gap by first describing the design features of a university course that aims to develop teachers' interactional competence for teaching.[1] I will particularly focus on the design of a central task in this course: transcription and video based guided discovery tasks (TV-GDTs). I will show how cycles of guided discovery tasks help STs notice and learn about interactional phenomena that are key to teaching in the classroom. In order to showcase a learning trajectory, I will use CA to track how STs notice and learn an interactional resource used for elicitation: designedly incomplete utterances (DIUs). I argue that TV-GDTs facilitate learning opportunities for STs and can be used alone or complementary to traditional CA data sessions in university classrooms and workshops for teachers.

16.2 Course Design: Classroom Interaction in TESOL

Classroom Interaction in TESOL is a practice-based university course that aims to bridge theory and practice in teacher education and develop STs' interactional competence for teaching. The course involves (1) video and transcription-based guided discovery tasks and activities, (2) CA-informed online telecollaborative tasks, (3) school-based field studies with an observation task, (4) micro-teaching, and (5) video-based self-reflection. The course consists of six three-hour seminars, telecollaboration meetings with STs from Japan, and observations made at public upper-secondary schools in Sweden. The contents of teaching during the seminars include the overall dynamics of whole-class interactions (Sert, 2015; Walsh & Sert, 2019),

[1] Interactional competence for teaching and classroom interactional competence are used interchangeably in this paper.

group work (Sert & Amri, 2021), and between-desk interactions (Amri & Sert, 2022), with a focus on a variety of interactional phenomena and concepts like elicitations, instruction giving (Markee, 2015), responding to student utterances (Can Daşkın, 2015; Waring, 2008; Sert, forthcoming), multilingual and multimodal aspects of classroom interaction (Amir & Musk, 2013; Sert, 2015; aus der Wieschen & Sert, 2021), interactional troubles (Sert & Walsh, 2013; Sert, 2013), and interactional competence. STs regularly read classroom-based CA articles and develop an understanding of CA-based educational research through seminars, observations, hands-on tasks, and classroom teaching. Figure 16.1 depicts the course structure and timeline over a period of 10 weeks.

The guided discovery tasks take place throughout the course in all seminars in relation to the topics that are addressed during a specific seminar. The STs read relevant research articles in advance and work on these hands-on tasks in the classroom in groups and with the course lecturer, linking theory and empirical work on classroom data. After the third seminar, STs observe experienced teachers in schools (i.e., field studies) and try to notice the interactional aspects of pedagogy. To go beyond their local context and develop an intercultural understanding, the STs meet other STs from another country online after the fourth session to analyse, collaboratively, classroom videos from another cultural context. The course is completed by micro-teaching sessions conducted by each ST, who use the video or audio recording of their lesson to reflect on their interactional practices. Each component of the course is built on the previous one to develop STs interactional awareness at the intersection of theory and practice.

In what follows, I will describe each component of the course concerning the procedures and their theoretical underpinnings. I will then focus on TV-GDTs in more detail in Sect. 3.

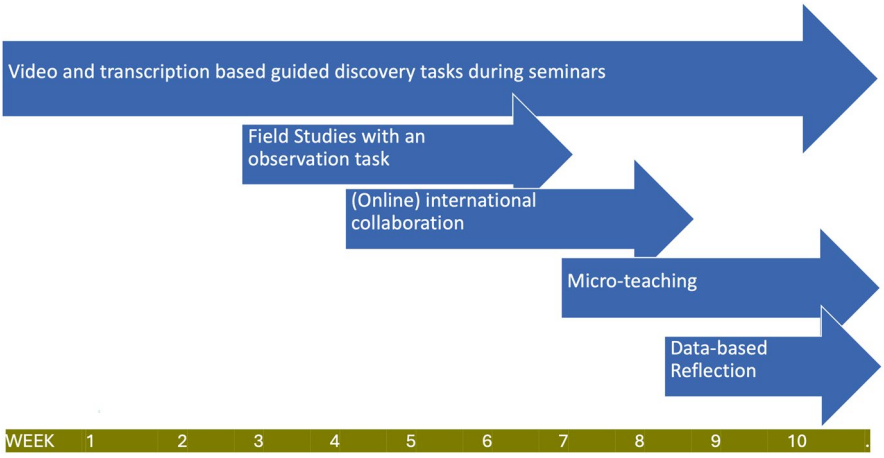


Fig. 16.1 The course content and timeline for "Classroom Interaction in TESOL"

16.2.1 Transcription and Video-Based Guided Discovery Tasks

The main reason to incorporate TV-GDTs into the course was to help STs develop the skills to analyse interactional phenomena and link it to pedagogy using videos and transcriptions so that they can bridge the theory they read with empirical data they work on. These tasks are CA data session-like activities (but see the differences from data sessions in Sect. 3), which require STs to watch videos, go through transcriptions, and share their analyses based on questions given in advance. They were designed to increase STs' awareness of different aspects of classroom interaction covered in the course syllabus (i.e., learning object(ive)s). Each session included up to eight guided discovery tasks that followed a six-step routine: (1) reading discussion questions, (2) watching a video excerpt, (3) individually going through a transcription, (4) discussing the questions and findings with peers, (5) whole-classroom discussion, (6) summarizing the main findings. The design of these tasks was influenced by research on teacher noticing and professional vision (Goodwin, 1994), longitudinal CA research on learning-in-interaction (Pekarek Doehler & Berger, 2018), CA-based pedagogical materials research (Sert, 2021), and socio-cultural theory (Lantolf, 2011). Section 3 will provide more details on each step of these tasks with reference to relevant theory and classroom practices.

16.2.2 A Noticing Task (Preparation for the Field Study)

One of the main aims of this course was to help teachers develop interactional awareness, which involves being able to notice the nuances of interaction as it happens. Research on noticing, also known as teacher noticing (van Es & Sherin, 2002; van Es et al., 2017), has been influential in teacher education (see König et al., 2022 for a systematic review). Teacher noticing involves "making connections between specific classroom interactions and the broader concepts and principles of teaching and learning that they represent" (Sherin & van Es, 2005, p. 477). In addition to the guided discovery tasks that took place in the first two weeks, this course, therefore, included a training session in which STs tried to notice aspects of interaction in a video they had watched in the university classroom before they observed a real lesson delivered by an experienced teacher (see the next section on field studies).

In the third week of the course, prior to the STs' school visits for field studies to observe a teacher, a training session was conducted. Utilizing a classroom interaction observation checklist specifically developed for this course (see Appendix 1), a structured four-step procedure was followed:

1. STs reviewed the "whole-classroom interaction" section of the observation checklist. Necessary clarifications were provided regarding CA and classroom interaction concepts.
2. STs watched a video without subtitles, annotations, or accompanying transcriptions, taking notes as they watch. They were instructed that even minimal

notations, such as ticking boxes, were acceptable in the initial viewing. Subsequently, STs were given time to review and refine their notes.
3. STs viewed the video a second time, this time with subtitles (including CA transcriptions) and annotations. They took additional notes and are allotted time to revise their observation checklist.
4. They spent a few minutes at the end of the session to compare their notes with a peer. They write a reflective piece (See Sert & Lind, 2025, for the reflection questions) on the "noticing" process (after the class).

This exercise was intended to prepare them for their field study observations.

16.2.3 Field Studies

Following the third session (and having completed the noticing task explained in Sect. 16.2.2), the STs were assigned a field study task. Assigning pre-service teachers to observe experienced teachers is an integral part of many teacher education programs (Jenkins, 2014) and can help novices "move quickly from focusing on pedagogies to focusing on students learning subject matter content" (p.303). They also provide a platform for novice teachers to focus on classroom interactions and interactional competence if they are assigned structured observation tasks with a focus on interactional practices to train observation skills and noticing. There is research behind the successful integration of observation tasks into reflective teaching practicums (Bozbıyık & Sert, 2025; Sert, 2015). This course therefore included a field study assignment formally assessed as part of the course in which STs observed lessons in upper secondary schools and conducted a field study. This field study requires STs to observe an experienced teacher's lesson using a course-specific classroom interaction observation checklist, also used in the previous noticing task. Each ST observed at least one hour of an English lesson at an upper-secondary school, taking detailed field notes on classroom interaction. Depending on the observed lesson's structure and content, STs could focus on the teacher's instruction-giving practices, whole-class interactions between teachers and students, and pair/group work if applicable. An interview with the mentor/observed teachers was also conducted to gain insights into their classroom interaction practices. STs were instructed to observe elicitation techniques (e.g., question types), instruction-giving practices, teacher responses to student answers/questions, and feedback/repair practices (both implicit and explicit). They were required to relate their observations to "Classroom Interactional Competence" (Walsh, 2011) and language teaching and learning in their field study reports. CA guided both the observation checklist and the report, with STs discussing their findings from the observations and the interview in the context of CA studies on classroom interaction. It should be noted that integration of field studies into university courses is common practice at the institution where this course is taught. The arrangements with the schools were done by a separate administrative unit at the university, which created convenience for this

course. In almost all cases, the students were assigned to the practicum schools that they had spent time in previous semesters.

16.2.4 Online International Collaboration: Telecollaboration Tasks

Our English language teacher education program has a mission to train teachers of English that can work in international contexts, as is the case for many other programs around the globe. To address this need and to develop intercultural awareness in (teacher) education, this course has a virtual exchange component (i.e. a form of online international collaboration, also known as telecollaboration). The STs who took this course met STs from Japan online after the fourth session of the course to analyse, collaboratively, classroom videos from each cultural context (i.e. lesson videos that involve teaching sequences by teachers from Japanese and European contexts; see Sert & Ishino, 2025) using guided discovery tasks. The difference between these tasks and the TV-GDTs mentioned earlier is that the course lecturers do not get involved in the discussions and analyses. This approach fostered discussions on classroom interactions and facilitated collaborative intercultural reflections. Consequently, all participants became adept at observing and analysing classroom interaction videos using conversation analytic transcripts (e.g., Jefferson, 2004). The task followed these steps:

1. STs read through discussion/guiding questions first during their online meeting
2. They watch the English language classroom videos which come with transcriptions from two different contexts
3. They discuss the guiding questions and write their answers collaboratively on the online PowerPoint document provided by the lecturers
4. They write a reflective piece after the meeting to reflect on both academic learning and intercultural aspects of the telecollaboration experience

16.2.5 Video-Based Reflection on Micro-Teaching

In the sixth seminar of the course, STs performed micro-teaching sessions in which the other STs acted as learners. The sessions were designed for learners in English 6 or 7[2] in Swedish upper secondary level system. They were required to create an activity incorporating instructions, group work, and teacher-led whole-class instruction. STs were given the option to be observed using one of the three methods: (1) using a video annotation tool (see Fig. 16.2 for a screenshot displaying Video

[2] English 6 and 7 are the two highest level English courses in the upper-secondary schools in Sweden designed for students to obtain B2-C1 level proficiency in the CEFR.

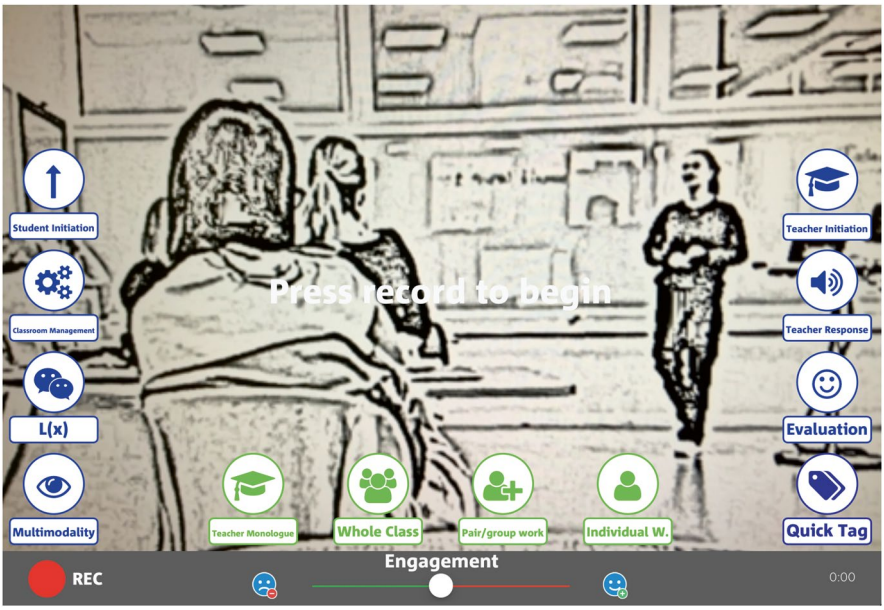


Fig. 16.2 VEO tagset used for the micro-teaching sessions

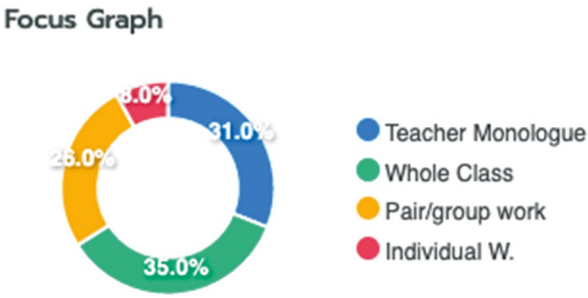


Fig. 16.3 Time spent for each mode of communication

Enhanced Observation tags derived from CA research on classroom interaction) (see Sert et al., 2025a), (2) an audio recorder, or (3) the observation checklist used during the field studies. The micro teaching is recorded and annotated by the course lecturer to provide targeted feedback. Following the recording of the micro-teaching sessions, STs wrote reflections using their videos and also received written feedback from the course lecturer via email, in addition to the audio-visual feedback from the video annotation tool, which they could utilize in their reflections. STs were able to view visual analytics based on the annotations, as is shown in Figs. 16.3 and 16.4. Overall, the reason for integrating this activity is that video-based reflective practice (Mann & Walsh, 2017) that focuses on classroom interaction (Sert et al., 2025a; Sert & Jonsson, 2024) can be an important resource for teacher development.

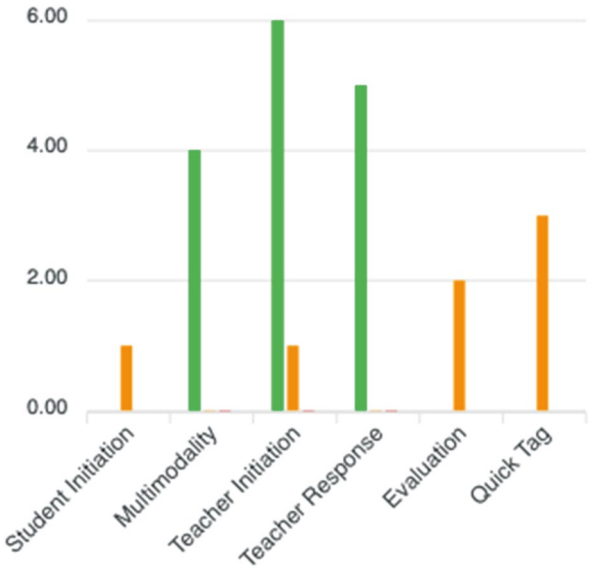


Fig. 16.4 Visual graph representing aspects of classroom interaction

STs were tasked with composing a reflective essay of approximately 1000 words on an interactional phenomenon that they observed in their own teaching that was recorded. They could choose to examine and reflect upon various aspects of classroom interaction, such as their methods of eliciting student talk, responding to learners, managing student initiatives, employing body language, monitoring student progress, or delivering instructions. These elements, among others, were explored throughout the course from a CA perspective.

In this section, I have described different components and design features of this course, each of which builds on one another to contribute to STs' knowledge of interactional competence for teaching. In what follows, I will unpack a key component of this course that helps students develop an analytic eye and an understanding of CIC: Transcription and video based guided discovery tasks. The reason for unpacking TV-GDTs is because in the analysis section I will show a learning trajectory that is observable during these tasks.

16.3 Transcription and Video-Based Guided Discovery Tasks

Transcription and video-based guided discovery tasks (TV-GDTs) are central to this course as data sessions are central to learning CA. Yet, a crucial difference between TV-GDTs and CA data sessions is that "the raison d'etre of the CA data session is not a pedagogical one" (Stevanovic & Weiste, 2017, p.2). TV-GDTs, on the other hand, purposefully start with discussion questions that direct the STs to predetermined interactional and pedagogical phenomena and thus are built on the

course lecturers' "didactic purposes" (Gleisner Villasmil et al., 2024; Gleisner Villasmil, 2024). The discussion questions, videos, and the transcriptions direct students to interactional phenomena like questions, evaluation, preference organisation, and multimodal resources which are then connected to pedagogical phenomena like teaching of vocabulary or learner engagement. TV-GDTs are theoretically grounded in teacher noticing (van Es & Sherin, 2002) and professional vision (Goodwin, 1994) research, given that students are expected to notice interactional phenomena. As discussions play a big role, sociocultural theory (Lantolf, 2011) and task-based learning theories (e.g. Ellis & Shintani, 2013) have had major influences on the design of these tasks. Figure 16.5 below depicts the pedagogical sequence and cycle of TV-GDTs.

TV-GDTs were designed to increase STs' awareness of different aspects of classroom interaction covered in the course syllabus. The six-steps in conducting TV-GDTs are as follows:

1. *STs review the discussion questions presented in a PowerPoint document.* Figure 16.6 shows a slide from the course listing the discussion questions of one of the TV-GDTs. The lecturer should clarify any CA concepts that STs are unfamiliar with.

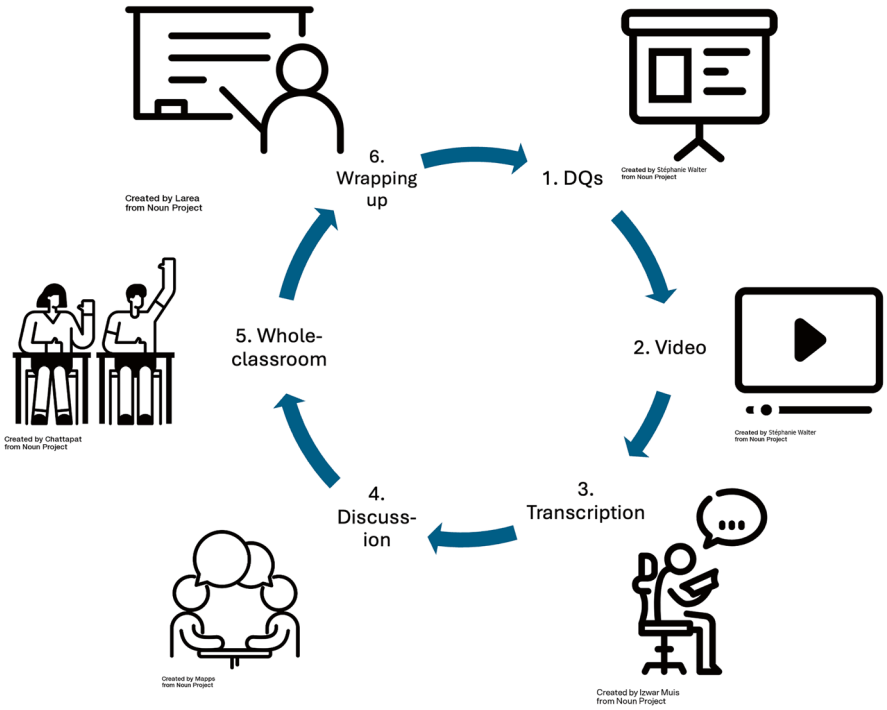


Fig. 16.5 The pedagogical cycle of transcription and video based guided discovery tasks

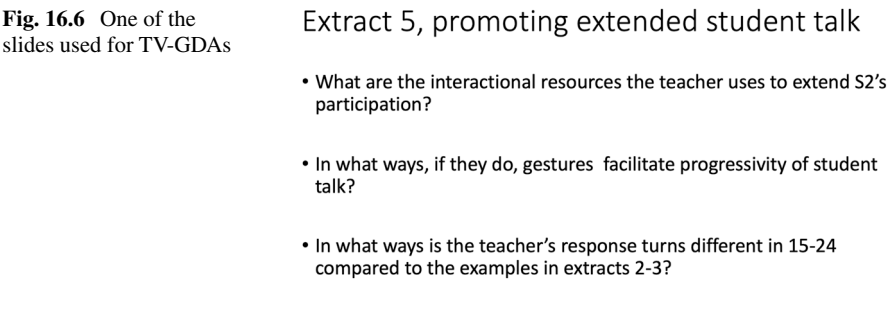


Fig. 16.6 One of the slides used for TV-GDAs

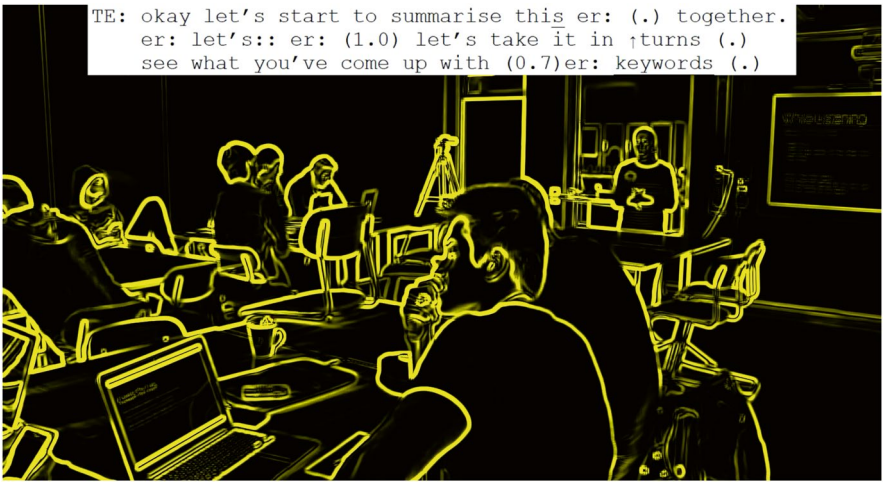


Fig. 16.7 Screenshot from one of the videos embedded in the slides used by the lecturer

2. *STs then repeatedly watch a video of classroom interaction*. Depending on the video's length, it can be viewed twice. Ideally, the video should not exceed 2 min and should include subtitles, possibly in the form of CA transcriptions to help develop literacy in reading and understanding transcriptions. See Fig. 16.7 for a screenshot of an extract.
3. STs are encouraged to individually review the extract and take notes. This process encourages a close focus on the transcription in light of the discussion questions and is planned to help STs notice aspects of interaction and teaching.
4. STs discuss the questions in pairs or groups within a set timeframe. This phase can enable STs to exchange ideas, compare findings, and engage in collaborative noticing (see Sert & Ishino, 2025; Sert et al., 2025b)
5. Each group presents their observations and analyses to the entire class. The whole-classroom interaction works for the accumulation of findings and lets STs learn from the perspectives of other students. It also enables the whole class to be on the same page.
6. The course lecturer summarizes the groups' responses, sometimes using a slide prepared in advance which helps STs gather the main points and add to them where possible.

Unlike a typical CA data session, the guided discovery tasks direct STs to specific aspects of interaction, encouraging them to make pedagogical evaluations and propose alternative scenarios. This approach, intentionally different from a traditional CA data session, reflects the didactic choice of the course lecturer (Gleisner Villasmil et al., 2024) to build knowledge of classroom interaction. Nevertheless, it retains a CA mentality by (a) exposing STs to multiple viewings of naturally occurring classroom interaction videos, (b) utilizing CA transcriptions and encouraging "Why that, right now" questions, and (c) scaffolding discussions with a "next-turn-proof-procedure" lens.

In order to show the learning potentials (Hellermann & Pekarek Doehler, 2010; Sert & Amri, 2021) afforded by TV-GDTs, we will track the learning of an interactional phenomenon (DIUs, Koshik, 2002) that is related to teachers' interactional competence (e.g., effectively eliciting student responses). In what follows, I will unpack the research methodology I employed and will provide some background information on the participants, data, and context.

16.4 Data and Method

The data of this study is based on video and audio recordings of transcribed classroom interactions that took place in a final year undergraduate course at a Swedish university. In addition to video and audio recordings of five 2.5-hour teaching sessions and nine micro-teaching sessions, all TV-GDT interactions (held in pairs and groups of three) that took place during the sessions were audio-recoded using separate voice recorders for each of the groups throughout the course. The participants include a lecturer with 19 years of higher education teaching experience and nine STs who are in their fifth year of undergraduate studies, studying to be teachers of English and Swedish. The recordings were done as part of a project on higher education teaching, teacher education, and professional development. The participants, having provided informed consent, were informed of their right to withdraw from the study at any point. They were thoroughly briefed on the intended use of the data and received comprehensive information, both orally and in writing, regarding the storage, processing, and analysis of the data. To ensure adherence to ethical standards, the research strictly complied with the guidelines set forth by the Swedish Research Council and the General Data Protection Regulation (GDPR).

All the teaching sessions have been watched, and the first half of the data were initially transcribed using a modified version of the Mondada transcription system (Mondada, 2022). I particularly focused on group interactions during TV-GDTs and started with an unmotivated look as it is common practice in CA (Sacks et al., 1974) research. Upon identifying a "learnable and teachable" (Eskildsen & Majlesi, 2018), namely designedly incomplete utterances (Koshik, 2002) I went through the entire dataset retrospectively (Jakonen, 2018) and by taking a (micro-)longitudinal approach (Greer, 2016; Jakonen et al., 2025; Sert, 2017). A DIU is an interactional resource that includes a participant (e.g., a teacher) produce part of a turn or utterance in a way that projects completion from the listener. They are used for a variety

of pedagogical purposes, for instance when a teacher wants to provide a hint and elicit participation[3] (see Sert & Walsh, 2013). I identified all the sequences in which there was evidence for participant orientations to this learnable in the whole classroom and group interactions, hence following a longitudinal approach. As is the case in conversation analytic research, procedures for transcribing linguistic, prosodic, temporal, and multimodal aspects of interaction have been followed (see Sert, 2022 for detailed procedures for classroom research). I analysed the data with respect to turn taking as well as sequence, preference, and repair organisation.

16.5 Analysis and Findings

In this section, I will describe how STs' engagement in TV-GDTs has developed their understanding of designedly incomplete utterances (DIUs), an interactional resource used to elicit responses from learners (see Sert & Walsh, 2013; Sert, 2015; aus der Wieschen & Sert, 2021). I will present extracts from two consecutive TV-GDTs that depict how various stages of the tasks and lecturer guidance help STs understand DIUs as an interactional and pedagogical resource.

16.5.1 Phase 1: Task-Guided Noticing of Elicitations

As Fig. 16.5 shows, TV-GDTs start with students' viewing (discussion) questions on the PowerPoint document. Before this second session of the course, before the task began, STs had been familiarised with initiation-response-feedback/follow-up (Sinclair & Coulthard, 1975; Mehan, 1979) structure and instruction giving sequences (Markee, 2015). This task partly aimed at helping STs develop an understanding of different ways teachers elicit responses in English language classrooms, as discussion questions 1, 3, and 4 show. Question 4 aimed at encouraging the STs to notice, analyse and discuss a particular form of elicitation (DIUs), as will be revealed in extract 4.

Group discussion questions

1. How does the teacher elicit responses from the students? Pay attention to the "I" turns (e.g. question types).
2. How does the teacher respond to student answers when the answer is "correct" and "incorrect"?
3. How are student turns evaluated/assessed in the third turn?
4. In what ways is the elicitation in line 14 different than the other elicitations?
5. What would you have done differently during this activity?

[3] It should be noted that although DIUs were found to be useful for elicing student participation in many studies, Koshik (2002) argued that the learning opportunities they create might be limited.

08 it introduces you to what else it's going to be about, right?
09 +intro-duction(.)ehm: and then you ha:ve the ( )paragraphs.
+writes on the board

Fig. 16.8 screenshot of the video used during the TV-GDT

After the students had seen the discussion questions, they watched a short video (see the screenshot in Fig. 16.8 below) twice. The video, based on a secondary school English lesson in Sweden, was sketched for purposes of anonymity and was accompanied with subtitles. The students also had transcriptions (extract 1 below) available to them both online in PDF, printed, and on the PowerPoint document.

Extract 1: sample DIU in the lesson video

```
01 T1: +>one two three four five paragraphs<, +right?=
                                                +looks at the students
       +((taps the board, showing the paragraphs))
02 SX: =yeah.
03 T1: er: (.) in the beginning what do you write?
04     what do you (call) what you write?
05 Sx: (   )
06 S1: introduction.=
07 T1: =introduction. ((starts writing on the board))
08     goo:d (.) it introduces you to what else it's
09     going to be a↑bout (.) right? +int-ro-duction.
                                    +spells out while writing on the
                                                                board
10     .hh eh:m(.)and then you ha:ve the(.)+(    ) parag↓raphs.
                                              + highlights on the board
11     do you know what ↑they are ↓called (.) (0.5)yes?
12 S1: arguments (   )
13 T1: argu↑ments(.)>it could be arguments<i-if it's an argumentative
       es↑say.
14 T1: er: (.)but [it's also calle:d? ((points at S2))
15 Sx:            [((unintelligible talk))
16 S2: body (.)<pa-ragraphs?>=
17 T1: =+body paragraphs (.) goo:d. ((writes on the board))
        +nods
```

Extract 1 was available to all students in the form that we see here, which was simplified for teaching purposes. Following the task cycle, the STs watched the video twice, went through the transcription individually, and finally analysed this extract using the discussion questions. As will be shown later, the students were guided to notice the DIU in line 14 through the fourth discussion question. I will show, using transcriptions of group interactions, how STs identified line 14 as an elicitation and prompt and discussed its unique features compared to other elicitations in the extract.

Extract 2 starts 53 minutes after the second session has started and the STs are at the fourth stage of the TV-GDT. Line 01 is a "noticing"[4] (Schegloff, 2007) by JS, who announces that one of the turns (i.e., line 14) is different from the others, pointing at the transcription in front of her. Following an unintelligible response from DV, JS shares her analysis of line 14, which is questioned by MA in line 06 (`[(is that) how it is?`).

[4] Noticing here is different from 'teacher noticing' explained earlier. It refers to an action of calling joint attention to an observation (Schegloff, 2007).

Extract 2: JS-DV-MA group work (53:30) /group work during the first TV-GDT

```
01 JS: there is: (.) >i mean< you have >a a< (0.7) a- a- turn (.) +here (.)
02     which differs from here.
03    (1.9)
04 DV:(       )(0.5)
05 JS: like (0.6) she asks a question [#9here,
06 MA:                               [(is that) how it is?
07     (0.6)
```

Figure 9 the group looks at the transcription

```
08 MA: >initiation response feedback, (.)[initiation] response feedback(.)=
09 JS:                                  [°exactly°]
10 MA: =initiation response feedback<=
11 JS: =yeah (.) that's what i was [thinking]
12 DV:                            [ yeah   ]
13 MA: huh=
14 JS: =yeah (.) because i- the first (0.9) i r f: sequence,
15     she e↑valuates (.) and just continues, (.)whereas in the (.)
16     se↑cond, (0.8) she doesn't say ↑much (.) but asks them to:
17     eva- er (.)de↑velo[p ] (things).
18 MA:                   [hm]
19 DV: <she also doesn't say> it's wrong.
20 JS: no.
21 MA: ↑yeah.
22 JS: that's when we were talking about (         )
23 MA: "it could be arguments", (.)"but it could also be called",=
24 JS: =°yeah° (.)so she doesn't ↑say (0.9) go- this is the wa:y
25    (1.2)
26     for her to continue conversation.
27 MA: yeah.
28 DV: hm.
29     (6.5)
30 JS: (   )
31 DV: there is an (.) elici↑ta↓tion (0.6) saying well
32     (       ) it can also be ca:lled,
33 JS: and that's ↑what (.)what was his name, talking a↓bout(.).hhuhhh
34     was it waring? +(          ).
                      + T explains something on the board to one of the
                        Groups
```

In order to share his understanding of the extract and respond to JS's analysis, MA points to the IRF sequences between lines 08-10, which is aligned by JS with an overlapping agreement formulation in line 09 (exactly). JS then upgrades (line 11) her agreement with another formulation, joined by the third group member, DV, in line 12. Between lines 14-17, JES pursues her analysis drawing a distinction between lines 8 and 13 in the transcript that they are using for the task, accounting for the lack of evaluation in the second one. This is reiterated by DV as he announces the lack of negative evaluation, in line with the subsequent observations. This is followed by alignment markers from JS and MA in lines 20 and 21. In line 23, MA

quotes line 14 in the transcript, a turn that the fourth discussion question on the slides had put under the spotlight. In line 24, JS identifies this turn as the teacher's intention to continue the conversation, an observation confirmed by MA in line 27. In line 31, DV uses the term elicitation to describe line 14, a term that JS has read in a research article assigned for the lesson. The analysis of Extract 2 has documented how guiding discussion questions help STs focus on parts of the transcripts and how aspects of classroom interaction are noticed collaboratively as part of the group work. In what follows, I will demonstrate how the course lecturer establishes the elicitation technique the STs highlighted in their discussion, specifying it as a DIU and highlighting it as a learnable and teachable.

16.5.2 Phase 2: Establishing DIU as Learnable

Extract 3 that follows takes place 8 min after the previous extract, after the students finished their discussions. This is the fifth phase of the TV-GDT when the lecturer elicits responses from the groups in a whole-classroom interaction format. Before the extract starts, the class has been discussing the first part of the extract. In line 01, the lecturer (LC) initiates a new sequence by asking the students to specify what the teacher in the video does starting from line 13 in the transcript (extract 1).

Extract 3 But what does this teacher do then? 61-32_09-11

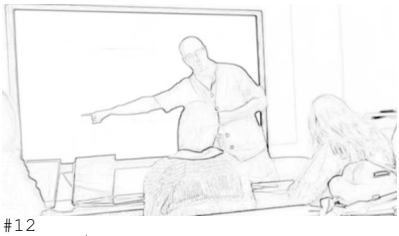
```
01 LC: but ↑what does this teacher do: then.
       …
10 ZY: we discussed that, er: (.) she's also looking for anothe:r
11     >answer< and she's adding more ↑context to it (.) by saying also,
12     if it's an argumentative es↓say (.) she is guiding the students
13     to look for another answer.
14     +(2.0)
       + LC nods
15 LC: +DV.
       +LC points at DV with open palm
16 DV: she almost (.)i feel when she repeats or echoes arguments,
17     she ↑asks herself the question if that ↑be: correct,
18     and then answers the question with (.)well >"it could be if
19     it's an argumentative essay"<.
20 LC: uh huh.
21 DV: and then goes ↓on (0.6) "but it's also ↑called".
22 LC: #10h↑m:::#11
```

#10

#11

```
23 DV: and (.) e↑licits an answer.
```

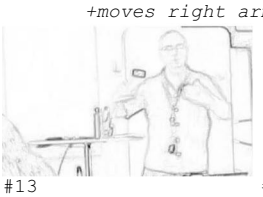
24 LC: yes (.) and that's the line 14 that er: we are after right?
25 so +here it's interesting (.)as you: #[12]noticed from the beginning,
+points at line 14 on the board



#12

26 there's like a+↑rising intonation or a+qu↑estioning intonation
+lifts arm & finger up +draws a quest. mark in the air
27 ↓there (.)"+ar↑guments". +(1.2) "it could be arguments"
+rises hand up +withdrawal gesture
…
30 and then what she does in line 14, do you remember what?
31 +what this ↑is (.) exact↓ly (.)"it's also ca:lled?"
+points to the transcript with the remote laser pointer
32 so the teacher starts (1.5)a sentence but doesn't finish it.
33 +(4.4)
+scans the classroom
34 AR: it's the prompting.

35 LC: it is prompting (.) absolutely (.) so: it's like you have
36 *+prompts or you have +recasts, right? So you #[13]prompt #[14]the#[15]student*
+moves right arm +moves left arm



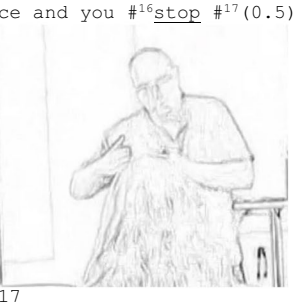
#13

#14

#15

37 LC: to say (.) the correct answer (.) >and then< within ↑prompts
38 there was this +subcatego↓ry (.) you say the beginning of: (.)
+kneels down and gestures sub with hands
39 er: (1.0) an utterance and you #[16]stop #[17](0.5) and then

#16



#17

40 #[18]the students actually complete it#[19].

#18

#19

41 because it helps them +remember (1.2) or it helps them think
+circular action around head
42 °in this case°.
43 (2.5)
44 because if this- would have been a ful- comp↑lete sentence (.)
45 the teacher would have said "it's also called body paragraphs".
46 but she said "it's also called?" and stopped there,
47 so it's incomplete and it's known as a <designedly incomplete
48 utterance>.

Writes (figure 20) on the white board: Designedly Incomplete Utterance (Koshik 2002).

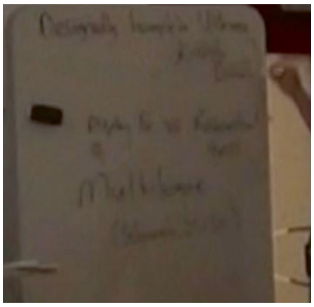


Figure 20
LC goes on to explain the forms and functions of DIUs (hinting, giving a clue, prosodic qualities)

From line 10 to 13, ZY reports the group discussion (we discussed that) stating that the teacher guides the students to an alternative answer. Acknowledging this response with a nod, LC allocates the turn to DV in line 15 who has been bidding for a turn. Between lines 16 to 19, DV formulates a personal analysis, followed by an acknowledgement by LC in line 20. In line 21 DV quotes the teacher's DIU ("but it's also ↑called"), followed by LC's hand gestures that depict an act of "completion" in line 22. Subsequently, in line 23, DV completes his analysis by indicating that the teacher elicits an answer, which is confirmed by LC in the next turn. In this turn, LC orients to the transcription and the discussion question that refers to line 14 in extract 1 (and that's the line 14 that er: we are after right?). He highlights how this is formulated by pointing at the relevant space on the board (figure 12) and refers to the suprasegmental features of the turn. He visualizes the format of the DIU by drawing a question mark in the air, and this action embodies his explanation in line 26. He goes on to quote what the teacher says in that particular turn in line 27, therefore orients to the transcript as a resource in his explanation. Between lines 30-32, LC initiates a recognition check (the same group of students encountered DIUs briefly as part of another course more than 2 years ago) by pointing to the relevant space on the board with the laser pointer. He finishes his recognition/knowledge check by providing a description of the turn (the teacher starts (1.5) a sentence but doesn't finish it) in line 32.

LC scans the class for more than 4 s until DV volunteers for a candidate response in line 34 (prompting). The answer is confirmed in the subsequent line with repetition and explicit positive assessment (it is prompting (.) absolutely). After referring to the terminology of corrective feedback, LC elaborates by

specifying the turn as a subcategory of prompts and elicitations, describing the turn delivery and response features of DIUs using gestures that depict the actions of starting, stopping, and completing. In line 41 LC formulates the function of a DIU. Between lines 44-48 LC further describes DIU this time by also using the terminology (`it's known as a <designedly incomplete utterance>`) and writing it on the board, therefore highlighting it as a learnable. He goes on to explain the forms and functions of DIUs (hinting, giving a clue, and prosodic qualities), which is not shown in this extract due to reasons of space.

The analyses have shown that the students have identified and discussed teachers' actions and resources like elicitations and prompting through discussion questions, without knowing the more nuanced terminology first. This discovery is complemented by the lecturer, as seen in extract 3, through embodied explanations and the use of terminology, highlighting these terms and teacher resources as learnables and teachables (see Berger & Horlacher, this volume, for similar observations). In this classroom and elsewhere, it is expected that these learning objects are recycled and noticed by students in the following tasks. This is what happens indeed, as we will show in the forthcoming analysis.

16.5.3 Phase 3: Noticing DIUs during Guided Discovery Tasks

After completing the TV-GDT analysed above, the students worked on two more TV-GDTs. They then watch another video and start a new TV-GDT based on the following discussion questions in the next session.

- What are the interactional resources the teacher uses to extend S2's participation?
- In what ways, if they do, gestures facilitate the progressivity of student talk?
- In what ways are the teacher's response turns different in 15–24 compared to the examples in extracts 2–3?

The extract in the TV-GDT comes from an upper secondary school English lesson in Sweden and includes, among other things, different forms of elicitations. There is also an example of an embodied DIU (figure 21, line 15) in the extract that becomes the focal point of analysis here.

```
15 TE: °yes° when it comes +to:
   teH:                    +-> gesticulates--
16    (0.8)
17 S2: °work°.
```

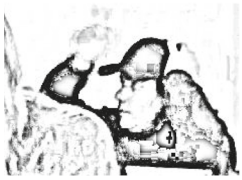
Fig. 21 Part of the extract analysed during the TV-GDT

Extract 4 is based on an interaction that takes place during the group work phase of the TV-GDT. The interaction turns into a between-desk encounter (Amri & Sert, 2022, 2025) as the teacher walks in the classroom. When extract 4 starts, the students make a transition from the third step of the TV-GDT to the fourth, as one of the students, AR, initiates a noticing. In line 01, AR formulates an understanding while looking at line 15 of the transcript. His noticing is minimally oriented to with a brief look by LE who is sitting next to AR and with a minimal verbal

acknowledgement in line 05. Between lines 06 to 25, AR focuses on the text, takes notes, and looks at the text on the board.

Extract 4 group work diu arv (25:13-27:12)

```
01 AR: hhh here it's: (.) guiding the student through the(re)- (0.9)
02     and, (.) requesting (1.0) +°to fill that°.
                                 +LE looks at AR
03     (1.0)
04     >requesting the student to fill in?<
05 HA: hmm.
06     (+2.4)
        +LE looks away and to the text
07 AR: (+>---   3.9---    <+)
        +looks at the board+
08 AR: (+---------->          11.8         -------->+
        + looks at the transcription and takes notes+
09      +.tch °yes:° (1.3) <d: ai yo+u:>
        +looks at the board         +looks down
10      (1.4)
11 AR:  (+>---        8.4          [                          ---<+)]
         +takes notes
12 LE:                               [looks at the board for 2.5 sec ]
13 AR   ((looks at the board for 1.4 sec.))
14 AR:  ((takes notes for 4.8 seconds))
15 AR:  ((looks at the board for 1.1 seconds))
16 AR:  ((writes for 2.3 seconds))
17      ((looks at the board for 1.5 seconds))
18      ((writes for 1.3 seconds))
19        ((looks at the board for 0.9 sec))
20      ((writes for 5.5 seconds))
21      ((looks at the board for 1.1 second))
22      ((writes for 3.7 seconds))
23      ((briefly looks at the board for 0.6 sec while writing))
24      ((looks at the transcription for 13 seconds))
25      ((both AR and LE look at the board briefly))
26      (9.8)
27 LE: °she's also +(using) #22<designed#ly:°>=
                                    #23LE points at the board
                    + AR looks at LE
```



#22

#23

```
28 AR: =+yeah (0.4) d ai- (.) +<d  i  u:>.
        +looks at the text
                                + AR and HA establish mutual gaze
29      (+>---              1.6          --<+)
         +      AR looks at LE and nods    +
30 HA: +°t i u°?=
       + AR and LE establish mutual gaze
31 AR: = d i u: (.) +(dis)- designedly +incomplete utterances=
                    +points at his notes
                                    +LC looks at the board while
                                     walking towards the group
32 LC: =yes:.=
33 HA: =ah $huh$.
```

```
34 AR: +ye:s (.) +is that the correct way of-?
       + AR and LC establish mutual gaze
                 +LC nods repeatedly while walking towards AR
35 LC: +yes: (.) d i ↑u.
       +AR looks down to the text
36 AR: +d i u: ↓yeah (.) dee ou ↑ai: is $something else$.
       + looks at LC
37 LC: yes.=
38 AR: =yeah.
39 HA: $hhu[h$
40 LC:    #[d i ↑u: (.) designedly incomplete utterance.
```

In line 27, LE delivers a noticing looking and pointing at the board, claiming that the teacher uses a DIU, but only produces the first part of the term with a cut off (designedly). In the subsequent turn, AR confirms this in turn initial position by looking at the text and then formulating the abbreviated form of the term with a restart, during which he establishes mutual gaze with the third ST in the group, HA. He then looks at LE and nods continuously. In line 30, HA initiates a confirmation check (`+°t i u°?`), repaired with the correct form of the term by AR first with the acronym, and then with its full form (`+dis- designedly +incomplete utterance`) while he is also pointing at his notes. While AR is producing the term, LC overhears and looks at the space where the term is written on the board, and he eventually initiates a strong agreement in line 32. This is first oriented to by a change of state token (Heritage, 1984) delivered with a smiley voice by HA and a confirmation by AR. As AR and LC establish mutual gaze in line 34, AR requests confirmation. LC responds with a confirmation and an abbreviated formulation of the term in line 35. In line 36, AR repeats the abbreviation and then produces what seems to be a joke, evidenced by the laughter from other participants. LC closes the sequence in line 40 repeating first the abbreviated and then the full form of the term, which denotes the action and practice in the analysed extract.

Extract 4 has shown that the previous TV-GDTs in which elicitations and prompts have been discovered and DIU has been oriented to as a learnable have been effective in helping STs discover another DIU in another context. There is further evidence in the following exchange between another group of students in the classroom. In extract 5, like extract 4, one of the STs (JS) delivers a noticing (`<°designedly incomplete + utterance°>`) while looking at her computer screen and looks down and writes in turn-final position. Walking towards the back of the classroom, LC overhears JS and engages in interaction with the group, first by producing a confirmation and then an assessment indicating that JS is on the right track (`you are +on to +something`). During this turn, DV, who is sitting next to JS, looks at her and points at her using his pen in agreement with her noticing, while JS and DV then both look at LC. Both STs laugh first and then engage with the texts in front of them.

Extract 5 you're on to something 24-14_

```
01 JS: +<°designedly incomplete + utterance°>.
       +looks at her computer screen
       +LC is walking towards the group
                                  + looks down and writes
02 LC: uh ↑huh (.) +you are +on to +something.
                   + DV looks up at JS and points at JS using his pen
                            +JS looks at LC
                              +DV looks at LC
03     ((both JS and DV laugh))
       ((both JS and DV look at the transcription on their desk))
04 LC: is it?
05     (0.5)
06 JS: ye:s.=
07 LC: =>which on[e?]<
08 JS:           [i ]think ↓so: (.)
09     eh:m (0.4) of course she's #24like, (.) prompting them to con↑tinue.
```

#24

```
10 LC: ye[::s.
11 JS:   [eh:m.
12     (1.8)
13 DV: line fifteen >is a good exa[mple<.
14 LC:                           [yeah.
15 JS: yeah, +here::.
            +points at the transcription
```

In line 04, LC formulates a confirmation check that receives a positive response by JS in line 06. This is followed up by LC as he asks an elaboration question, at the end of which JS produces what seems to be an epistemic downgrade. Yet, in line 09, JS elaborates on the turn and demonstrates her analysis claiming that what she sees is a prompt while both LC and DV physically engage with the text (figure 24). JS's formulation of understanding is confirmed by LC in line 10. Following almost a 2-second silence, DV points to the exact line (15) where there is a DIU and makes a positive assessment of the example, followed by JS's utterance which includes a deictic linguistic marker and gesture in initiating an alignment with DV's analysis.

The last two excerpts have illustrated that TV-GDTs successfully scaffold students into discovering and understanding interactional phenomena as complex as DIUs. In both extracts, the STs were able to identify and analyse interactional dynamics in the lesson videos they watched. Their demonstration of knowledge is not limited to individual and student-group analysis of the transcripts and videos, but they also could publicly display their learning. We have evidence of ST-learning 5 min after the exchange in extract 5 was finished.

16.5.4 Phase 4: Displaying Knowledge of DIUs during Whole Classroom Interactions

Extract 6 below exemplifies how the learnable is recycled by the participants during whole classroom interaction, evidencing their learning trajectory. The extract represents the final 2 phases of the TV-GDT cycle and follows the whole class analysis of the first half of the video and the extract. In line 01, LC asks an open question by looking at the transcription on the board. After briefly looking at the students, he looks at the board again and then starts walking. After long silences, he attempts to pursue a response in lines 05 and 06 referring to a strategy STs talked about in their groups in the earlier phase of the task (i.e., refers to the exchanges in the previous two extracts).

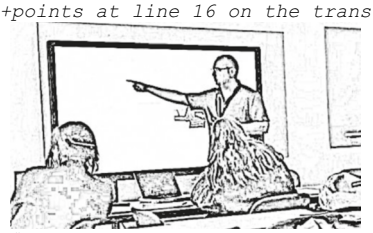
Extract 6 whole class

```
01 LC: +and ↑then (0.6) +what else?
       +looks at the board
                          +looks at the students
02     ((looks at the board for 3 seconds))
03     ((looks at the students and starts walking))
04     (1.7)
05     some of you talked a↑bout (1.6) a strategy, (0.7)
06     that we recently covered.
07     (1.8) ((LC walks towards the back of the class))
08 DV: >that's +you:<.
09             +JS looks at LC
10 JS: +what?
11     +looks at DV
12 AR: yeah.
13 JS: +>what did I think<.
       +looks at her notes
14 LC: a strategy for er:,
15 JS: oh designedly incomplete utterance.
16 LC: yes: (.) where is that exactly?
17     can you direct us to a specific line?
18     (+-->  1.0--  <+)
        +DV looks at JS
        +JS leans towards the desk and looks at the transcription
19 JS: fiftee+n?
20           +DV starts nodding repeatedly
21 LC: ↑yeah (0.8) so if you look at the +#[25]↑bo:ard (.)
```

#25

```
       +Ss look at the board as LC
        uses the pointer
22     now=it's e↑xactly +this.
                         +pushes the button of the pointer
```

```
23     (0.7)
24 AR: °em↑bodi[ed°.
25 LC:         +["when it comes to:" (.) and she stops ↓there right?
               + starts walking back
26       (1.5)
27     and it's a de↑signedly incomplete ↑utte↓rance (.)
28     and then when you ↑do it with a gesture, (.)
29     it's em↑bodied (.)you do it with your ↑bo↓dy (.) er::
30 DV: a ha.
31 LC: and it ↑works (0.6)so: (.) ↑how we unders↑tand that it works?
32     always, we look for the evidence in the next ↑turn.
33     so the +#[26]students actually produce ↑more (.) so it shows us that
               +points at line 16 on the transcription
```



#26

```
34     at least in these cases, (.) the strategy works.
```

As LC makes rounds in the classroom (Jakonen, 2020), he walks towards the back of the room where JS and DV, featured in extract 5, sit. While LC is walking by, DV recruits JS (>that's +you:<), ascribing epistemic authority to her. JS does not immediately orient to the ascription of K+ (Heritage, 2012; Sert, 2013) status (see lines 10 to 13) until LC uses the word strategy. In line 15, JS first produces a change of state token and then formulates the learnable (designedly incomplete utterance). In line 16, LC first confirms and then asks the STs to specify where DIU is on the extract (can you direct us to a specific line?), a common practice in CA data sessions. In line 19, JS refers to the specific line (15) oriented to by DV with repeated nods in agreement. Subsequently, LC produces a confirmation token and then directs the students' attention to the board both verbally and by also using the remote pointer. As LC respecifies the place of the DIU (it's e↑xactly +this), AR, sitting in front of JES, quietly delivers the word "embodied". This is because the slide is annotated with the phrase embodied designedly incomplete utterance. From lines 25 to 29 LC described what an embodied DIU is, followed by an information receipt token (a ha) by DV, which may well be an indication of understanding. LC closes the sequence by describing DIU based on the basic procedure for bringing evidence to claims in CA: next turn proof procedure.

The STs were able to find DIU in another extract during this lesson and another extract 1 week after this lesson. However, I will not present the analyses of those extracts here due to reasons of space. Throughout the analysis, I hope to have shown how TV-GDTs can be a catalyst for STs to notice, discover, and learn interactional phenomena that have professional relevance. I have shown this in three phases as the students discovered elicitations and prompts in group work first, which was then

specified as DIU and was established as a learnable by the course lecturer. The remainder of the analyses have illustrated how the students noticed DIUs in another video and learned it, demonstrated through their group and whole class interactions.

16.6 Discussion and Conclusion

In this chapter, I demonstrated learning of a pedagogy related interactional phenomenon, namely a DIU, by tracking STs' noticing and understanding of it as they engage in TV-GDTs. These tasks play a central role in the classroom interaction course as they facilitate noticing and discussions around interactional phenomena through the use of CA transcriptions and lesson videos. The structured nature of TV-GDTs, with specific discussion questions and repeated viewings, enabled STs to notice and understand the pedagogical functions of DIUs. This discovery process was further supported by the lecturer's guidance, which provided the necessary theoretical and practical context. The course design also highlighted the importance of multimodal materials in teacher education courses, as argued earlier by Sert (2021). The use of video recordings allowed STs to observe and analyse not only verbal interactions but also non-verbal cues such as gestures and body language. This multimodal approach is crucial for developing a comprehensive understanding of classroom interaction, as it reflects the complexity of real-life teaching experiences.

Although TV-GDTs have been central in the course described, I argue that the inclusion of field studies, telecollaborative tasks, and video-based reflection on one's own teaching can also enrich the learning experience by providing STs with opportunities to apply their knowledge in action. Although the present chapter does not show whether the STs can actually apply their knowledge of DIUs in teaching, there is evidence from other studies based on the implementation of this course that STs put their theoretical knowledge into practice (see Sert, 2026; Sert & Lind, 2025). STs have also developed a metacognition and reflexivity about classroom interaction practices which has possibly an impact far beyond the mere application of such concept to practice, contributing to reflexivity about practices in their future work (E. Berger, personal communication, January 31, 2025). We therefore need to keep in mind that learning different aspects of interactional competence is one thing, however, "showing" interactional competence in teaching is another thing. In order to argue that the STs examined in this study have developed CIC, we do need to analyse their interactions when they are actively teaching. Nevertheless, as argued in many studies (Bozbıyık et al., 2021; Walsh, 2003; Sert et al., 2025a) developing interactional awareness is a crucial step in developing interactional competence in training and in the workplace. Future research should explore the long-term impact of such courses on teachers' professional development and classroom practices. We also need to explore more closely the affordances of different task types, videos, and other emerging technologies (see Sert, 2025, for AI-assisted reflections on classroom interaction) that bridge classroom interaction and reflective practice.

Appendix 1. Observation Checklist

INSTRUCTIONS	Notes:
The content of instructions Has the information on what will be done, "how", and "why" been provided? (see Markee, 2015, 6 elements of instructions)	
Delivery of instructions Use of discourse markers (e.g., so, now, first, then)	
Prosody (stress, loudness, intonation)	
Silences and pace	
Gestures and visuals	
Comprehension checks	
Space for interaction	
IN-BETWEEN DESK INSTRUCTIONS	Notes:
Monitoring students (desks visited, space covered, scanning of the class)	
Checking comprehension	
Responses to student questions	
Explanations, descriptions, follow up questions	
Dealing with non-understanding	
WHOLE-CLASS INTERACTION	Notes:
Activity types (review activity, speaking, task, language focus, reading…)	
Question types (open/close, knowledge check questions, elaboration questions etc.)	
Student initiations (e.g., students' questions)	
Corrective feedback (implicit, explicit correction)	
Response (repetition, evaluation, extending student talk, learner initiatives)	
Visuals (the use of board and other visuals, gestures, gaze)	
Interactional troubles (very long silences, unwillingness to participate, classroom management, Dealing with non-understanding)	
Multilingual resources (i.e., the use of languages other than English)	
Notes:	

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