

AN ETHNOMETHODOLOGICAL APPROACH IN EXAMINING PRESCHOOL TEACHERS' EMBEDDING ACTIONS

The purpose of the study was to contribute temporal and sequential descriptions of teachers' embedding actions during the real time daily activities and routines of preschool classrooms (e.g., *in situ*). This study addressed two main questions:

1. What do the embedding actions of teachers look like within real time settings and situations of preschool classrooms?
2. How do teachers in preschool classrooms carry out embedding as practical action within daily activities and routines?

Specifically, this study depicts embedding from an interactional perspective by providing a description of the actual language used and observable and reconstructable actions of embedding between teachers and young children during real time everyday situations and settings.

Ethnomethodology (EM) was the primary analytic perspective used to generate descriptions of the observable-describable practical actions of embedding in everyday situations and settings of preschool classrooms. Specifically, this study utilized naturalistic observation of participants during daily activities and routines of preschool classrooms to understand the practical actions of embedding. Conversation analysis (CA) was used to analyze the talk between participants and children to describe the temporal

and sequential context surrounding the participants' embedding actions. Analyzing the talk between the teacher and children made visible the properties of participants' embedding actions that provided multiple and varied learning opportunities.

Since the purpose of the study was to describe participants' embedding actions, it was pertinent that participants were knowledgeable of, and utilized embedding in their practice. Participants were three early childhood special education teachers working with preschool-aged children 3, 4, and 5 years of age of diverse abilities who have been trained in or participated in workshops on the topic of embedding.

The study resulted in temporal and sequential descriptions of the context surrounding four embedding instances whereby the participants' embedding actions and the social and physical environments are described and analyzed as opposed to coding antecedents, responses, and consequences. The descriptions and analyses of the four embedding instances illustrate the visible everyday practical actions of participants creating learning opportunities during real time preschool classroom activities and routines with young children.