UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

THE ORGANIZATION OF TASK SEQUENCES IN THE ONLINE TEFL CLASSROOM: A STUDENT-STUDENT INTERACTION APPROACH

TESIS PARA OPTAR AL TÍTULO DE MAGÍSTER EN LA ENSEÑANZA-APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA (TEFL)

AUTORA:
JAVIERA OSSA ARAVENA

PROFESORA GUÍA:
VERÓNICA GONZÁLEZ TEMER

SANTIAGO DE CHILE, SEPTIEMBRE DE 2021

Autorización

2021

Ossa, J.

Se autoriza la reproducción total o parcial de este material, con fines académicos, por cualquier medio o procedimiento, siempre que se haga referencia bibliográfica que acredite el presente trabajo y su autor.

Acknowledgments

Research is never easy to carry out. Before this process began, I had no idea what I was getting myself into. I took a one-way ticket into the unknown and I was not sure I was going to be able to accomplish all of this myself. I am very happy to have reached this final stage, and I hope this study contributes to the existing knowledge of Conversation Analysis (CA) and TEFL (Teaching English as a Foreign Language).

First of all, I would like to thank Verónica González Temer, my thesis supervisor, for her constant support throughout this journey. I knew I wanted to work with you even before knowing what CA was, and I cannot be more thankful for every piece of advice you have ever given me. Your passion for CA made this process even more interesting, and now that I am aware of the importance of analyzing interaction, I find myself examining everyone's talk. Learning about CA was a challenging, but fruitful instance, and I know I have a long way to go in this area, but I am sure that with your guidance I will be able to reach new heights. I hope this work is what you hoped it would be, and mostly, I hope I make you proud.

Para los que están y los que ya no, sé que van conmigo donde quiera que esté. Les agradezco por iluminar mi camino cada vez que se oscurece y se vuelve complicado. A mi papá, a mi mamá, a mi hermana, infinitas gracias por su inmenso apoyo desde que decidí convertirme en profesora de Inglés hasta finalizar este ciclo, y sé que cuento con su amparo en cada etapa de mi vida. Gracias por lo que hemos construido, por los altos y bajos, y por la paciencia. A mi Guely, que siempre ha estado pendiente de mis estudios y logros, y aunque ahora sea diferente, sé que lo sigue estando solo con mirarme. Gracias simplemente por todo. A mis amigas, que siempre están ahí para alentarme y levantarme cada vez que me caigo. No nos soltemos nunca.

To my UMCE friends, who are now my colleagues, thank you for showing me different perspectives to see life. I am so grateful that I have a community to turn to in times of trouble in the education universe.

Finally, I would like to thank every single one of my teachers at UMCE. Each of them contributed to bring me to this instance. I am beyond grateful to have had the opportunity to take this MA program in the same institution which I graduated from. I will carry my UMCE background wherever life takes me.

I truly hope to make a valuable contribution, not only to the field of CA, but also to the Chilean EFL educational context with this research work.

Table of Contents

List of Figures

List of Tables

Abstract

Research in classroom interaction has been the recent focus of Conversation Analysis (CA) when analyzing institutional talk (Goffman, 1981; Drew & Heritage, 1993). Nevertheless, the interactions that students hold between and among themselves have not been thoroughly explored, requiring further research in the field. The present study aims at examining the sequential organization of the exchanges that learners have in the TEFL classroom, which, due to the COVID-19 pandemic context, had to be online via Zoom in a video-mediated modality. The participants of this research were first-year undergraduates of the English Department at UMCE, a public university in Chile. One recorded lesson was observed, from which relevant fragments were taken and transcribed using Jeffersonian Transcription. The findings of this study describe instances of the IRE pattern usually found in classrooms (Sinclair & Coulthard, 1975; Mehan, 1979); however, the students' interactions have an embedded sequence in between, detailed as *task sequence*, in which the learners carry out the question-answer task proposed by the teacher. Results also show that the third turn of the learners' interactions, in the form of acknowledgment, is usually filled by the teacher, together with depicting the different resources students employ to take the floor when they are nominated, or they self-select to produce a new turn. This study emphasizes the importance of teaching learners about interactional competence in the TEFL classroom, as well as encouraging the use of innovative methodologies to foster interaction among students.

Keywords: conversation analysis, interaction, sequence organization, classroom interaction, student-student interaction, TEFL

Resumen

La investigación sobre las interacciones en la sala de clases ha sido el enfoque reciente del Análisis de la Conversación (AC) al analizar el habla institucional (Goffman, 1981; Drew & Heritage, 1993). Sin embargo, las interacciones que los estudiantes mantienen entre ellos no han sido estudiadas en profundidad, lo que requiere más investigación en el campo de AC. La presente investigación tiene como objetivo examinar la organización secuencial de las interacciones que los estudiantes sostengan en las clases de la enseñanza del Inglés como idioma extranjero, la cual, debido a la pandemia de COVID-19, tuvo que llevarse a cabo de manera online a través de la plataforma Zoom en modalidad mediada por video. Los participantes de esta investigación fueron estudiantes de primer año del Departamento de Inglés de la UMCE, una universidad estatal chilena. Se observó una clase grabada, de la cual se tomaron fragmentos relevantes y se transcribieron utilizando Transcripción Jeffersoniana. Los hallazgos de este estudio demuestran instancias del patrón IRE que usualmente se presenta en las clases (Sinclair & Coulthard, 1975; Mehan, 1979), no obstante, las interacciones entre los estudiantes tienen una secuencia insertada en medio, nombrada *secuencia de actividad*, en la que los estudiantes desarrollan la actividad de pregunta-respuesta propuesta por la profesora. Los resultados muestran, también, que el tercer turno de los intercambios, como confirmación, entre los estudiantes es generalmente producido por la profesora, junto con la descripción de los diferentes recursos que los estudiantes emplean para tomar la palabra cuando son nominados o se auto nominan para producir un nuevo turno. Esta investigación pone énfasis en la importancia de enseñar sobre competencia interaccional a los estudiantes, así como también fomentar el uso de metodologías innovadoras para promover la interacción entre los estudiantes.

Palabras clave: análisis de la conversación, interacción, organización secuencial, interacción en la sala de clases, interacción estudiante-estudiante, TEFL

Introduction

Talk-in-interaction is one of the most basic elements in human social life. As an area of study; however, it is rather new, emerging only in the second half of the twentieth century, more precisely, in the late 1960s. The discipline that focuses on talk and its effects in society is Conversation Analysis (herein CA), aiming at the comprehension, analysis, and description of interaction, and setting it as a fundamental aspect of social human interaction. CA examines the elements of language and interaction that people might not be aware of when speaking, such as grammar, prosody, nonverbal cues, pragmatics, linguistics, and culture (Sidnell & Stivers, 2013). Together with that, research in CA centers on three major domains: turn taking, repair, and sequence organization (Whalen & Raymond, 2000). The latter, being the focus of this research, aims at analyzing the order in which the sequences of interaction take place and the actions that the participants perform while talking (ibid.).

Interaction occurs everywhere, at any time, and it is unique to the participants and the context in which it takes place (Sidnell, 2010). Consequently, many institutions have introduced the methods of CA to analyze talk. Drew and Heritage (1993) establish that institutional talk can be classified as such when "participants' institutional or professional identities are somehow made relevant to the work activities in which they are engaged" (ibid., p. 4). Thus, the interaction and exchanges that occur in the classroom, mainly between teacher and students in school settings, have received more attention recently (Sidnell & Stivers, 2013). Additionally, classroom interaction has distinct features in relation to how talk-in-interaction occurs, since most of the time, the teacher is the one who controls turn-taking, repair, and sequence organization, which is unconventional when thinking about how natural talk unfolds (Gardner, 2013).

Moreover, as the study of natural interactions grows, researchers have turned to exploring how video-mediated interaction occurs, using different platforms to obtain genuine

data in virtual settings. Subsequently, classroom interaction using the methods and conventions of CA has focused on computer-assisted and video-mediated interaction to fit in in a technology-driven reality (Yousefi, 2014; Rusk & Pörn, 2019; Balaman, 2019).

Computer-mediated interaction in classrooms, then, differs enormously from traditional ones in terms of "the nature of the communicative process" (García & Baker, 1998); however, the current context of the COVID-19 pandemic has forced and challenged teachers to look for innovative ways to deliver their lessons in online video-mediated contexts, and students to adapt to this novel way of learning. Online lessons replaced face-to-face classes, which had to be conducted using a handful of videoconference software. Accordingly, due to the increasing demand of video-mediated interaction, it is fundamental to investigate how interaction progresses in this new setting, and how teachers and students can benefit from and make the most out of this current learning environment.

In that regard, the interaction among students on their own, in couples or groups, in online classrooms has not been a focus of attention using the methods of CA, nor has it looked at higher education students, specifically, those who are preparing to become teachers of English as a foreign language (TEFL). The purpose of this research is, then, to examine and describe how naturalistic talk unfolds in the TEFL classroom under a CA methodology, but primarily, how interaction among students is sequentially organized. Additionally, this study delves into how they acknowledge their peers' responses, and the different resources students employ when taking turns in the online classroom. To deeply tackle sequence organization and turn-taking, Schegloff (2007), and Sacks et al. (1974), respectively, are the main source of reference to identify the order that students follow when interacting among themselves.

The data used in this study was obtained from video recordings of lessons using the Zoom platform, which were then transcribed and analyzed using CA conventions. The findings

of the analysis can shed light on the importance of interaction among students in the classroom, allowing teachers to look for creative ways to enhance interaction in EFL lessons.

Certainly, in Chile, research carried out in classroom interaction using the approach of CA is scarce and has not focused on the student-student exchanges. Thus, the main contribution of this study is to portray how students interact among themselves to promote and achieve interactional competence in the Chilean TEFL classroom. Moreover, this study was carried out in the English Department at UMCE, in language lessons, which will, in turn, benefit the teachers of the department, providing them with resources to take advantage of these interactions and see how they develop. Also, this research contributes to the existing knowledge of classroom interaction using the methods of CA, by creating a collection of students' interactions regarding the organization of their sequences of talk, which will help academics who do classroom interaction research following the perspective of CA.

This research is divided into six main chapters. The first one presents the necessary literature to back up this work, providing an overview of CA as a research method, together with reviewing concepts of interest, such as sequence organization, classroom interaction, and video-mediated interaction. Then, chapter two outlines the research problem and questions, following the literature and the observations of the data. Chapter three comprises the methodology used, which details the research design, setting, participants, instruments, and data analysis chosen for this study. Next, the findings of this research are described in three analytical chapters, four, five, and six, all of them including a discussion based on them. Finally, concluding remarks are indicated in the last section, which addresses unexpected results, limitations, and further lines of research proposed from the data collection and findings.

Chapter 1:

Literature Review

This chapter examines fundamental aspects of the necessary literature to carry out this study. The first section reviews the main concepts of Conversation Analysis, the dominant approach used in this research. After that, the following segment discusses sequence organization, where some of the important elements to use in the study are highlighted. The next section deals with classroom interaction, illustrating the procedures that undergo in that context and the main areas of research on which it is focused. Moreover, since the participants of this study are first year students of a TEFL (Teaching English as a Foreign Language) degree -see further details in Chapter 3: Methodology-, it is crucial to look into the literature of CA and sequence organization in the language learning classroom, which make the following two sections. Additionally, the subsequent sections touch upon video-mediated interaction in the classroom and how vital it was during the COVID-19 pandemic, since the data for this research was obtained under these conditions. Finally, the recent literature regarding classroom interaction is reviewed, providing insights on the current research being done in the field.

1.1 Conversation Analysis

Research regarding interaction has been a focus of attention for several years. The discipline that focuses on the topic mentioned is Conversation Analysis (herein CA). CA is considered the "dominant approach to the study of human social interaction across the disciplines of Sociology, Linguistics and Communication." (Sidnell & Stivers, 2013. p. 1). CA originated with the works of Harvey Sacks, Gail Jefferson, and Emanuel Schegloff in the late 1960s as part of the studies of sociology (Whalen & Raymond, 2000). Together, they created a thorough approach in social interaction, encompassing a range of different areas to analyze communication, which go from prosody, grammar, pragmatics, linguistics, culture, to nonverbal communication (Sidnell & Stivers, 2013). The interdisciplinarity that the method

has makes it robust enough to go deep in the analysis of natural and spontaneous interaction, which, according to Sacks, Jefferson, and Schegloff, can be adjusted to a series of different conditions, personalities, and groups of people, stating that "conversation can be the vehicle for interaction between parties with any potential identities and with any potential familiarity." (Sacks et al., 1974, p. 700).

Sidnell (2010) defines CA as a method that belongs to the studies of social sciences, whose main objective is threefold: describing, understanding, and analyzing interaction, and thinking of it as an essential aspect of the social life of humans. Interaction is understood as unique to the time, place, group of people, environment, or context in which it takes place (Sacks et al., 1974), making each interaction different to another in those features, but somewhat similar in terms of the elements that can be found in them for analysis.

Further, CA is mostly a qualitative method to study language and how it works in social interaction, focusing meticulously on the different actions that participants perform while interacting with one another (Hoey & Kendrick, in press). Additionally, some of the main areas that CA examines are turn-taking, turn design, repair, and sequence organization, the latter being more thoroughly developed further on in this chapter (ibid.). The former, turn-taking, is perhaps the greater field of inquiry in CA, due to all conversations being organized in turns, and the issue most developed by Sacks et al. (1974), establishing clear rules that participants in interaction should follow, together with setting how turns are composed. On the one hand, the authors suggested that turns are constructed of one or more turn-constructional units (TCUs), which are built around sentences, clauses, phrases and lexical elements that help recognize when a turn has been completed (ibid.). On the other hand, when a turn reaches a point in which it seems to be satisfactorily concluded, a possibility of turn-transfer appears, called transition-relevance place (TRP) (ibid.). The authors arranged a set of hierarchical rules that participants should follow when they find themselves at this instance and need to take the

floor in the next turn, namely: nominating a party to hold the next turn, a party self-selects to hold the next turn, and, if neither of the previous rules occurs, the current speaker may hold the next turn (ibid).

CA uses transcription to scrutinize interaction, following the method of Gail Jefferson called Jeffersonian transcription (Sidnell & Stivers, 2013). This approach to transcription allows conversation analysts to look beyond orthography and identify basic, but significant and relevant, elements of talk, mainly drawing on how something is said, instead of what is said. Moreover, CA employs recordings as instruments for research, which could be of voices only or images and sound as in video; these will vary depending on the researcher's aims (ibid.). Together with that, recordings also deal with other issues besides the type of technology one chooses to use. They pay careful attention to the participants' relations of "trust, collaboration and partnership" (ibid. p. 38), managing "technical, social, human and ethical choices." (ibid.). Overall, CA looks at conversation as a whole rather than as separate utterances, and focuses on talk-in-interaction, which is transverse to real individuals and settings under a specific and unique context, time, and place (Hoey & Kendrick, in press).

1.2 Sequence Organization

As previously stated, sequence organization is one of the main areas of concern in the scope of CA, and it is also crucial for the grounds of this research. Schegloff (2007) states that participants in talk-in-interaction talk "singly" (p. 1), meaning they speak one at a time, one after the other. The author mentions that this routine of following a sequential order of turns at talk makes parties achieve great outcomes in conversation (ibid.). Schegloff also mentions that each of the interactions performed by the parties are subject to scrutiny from the co-participants to know "how it stands to the one that preceded", and "what sort of response it has accorded the preceding turn." (ibid.)

Furthermore, Whalen and Raymond (2000) suggest that even the fastest or troubling talks in interaction have a sort of organization. In addition to that, they characterize the turns one takes at talk, exemplifying with A and B how a series of interactions would be sequenced as "ABABAB" (p.433). They acknowledge that this sequence is only the surface of talk, and underlying there is a series of factors that characterize this course of talk. The authors mention that there are units of utterance that correlate with each other or "belong together" (ibid.), establishing a relationship between the turns or parts.

Similarly, Tanya Stivers (2013) states that "the social actions we perform in social interaction occur sequentially" (p. 191) agreeing with Schegloff's statements. Stivers goes on to describe that the actions performed in interaction are formed in relation to the utterance that came before and the one that comes next (2013). In that sense, Schegloff (2007) describes the minimal unit of sequence construction, suggesting the notion of "the *adjacency pair*." (p. 9) He points out that adjacency pairs are predictable, and their construction comes in dyads, where the form of the first element foretells the structure of the second one, allowing the possibility of absence of a second pair. The author also signals the different types of actions in interaction, such as greetings, questions, offerings, invitations, denials, among many others, and the responses these actions have, indicating that they may have different implications for the action that should come after the first one. From that point of view, the author mentions the following actions and their responses:

> If it is doing a request, it may make a granting or a declining relevant next; if it is doing an assessment, it may make an agreement or a disagreement relevant next; if it is doing a complaint, it may make an apology relevant next, or an account, or a denial, or a counter-complaint, or a remedy, etc. (ibid. p. 2)

An example of what Schegloff (2007) and Stivers (2013) state can be seen in the following extract, where one of the participants makes an offer and the other one accepts:

Example 1. (From Schegloff, 2007, p. 2)

```
(1.01) Virginia, 11:16-19
      1 Mom: = ˙hhh Whooh! It is so hot tuhnight. *Would somebody
      2         like some more ice tea. ((* = voice fades throughout
      3         TCU))
      4         (0.8)
      5 Wes:    Uh(b)- (0.4) I('ll) take some more ice.
```

The description of the actions and their responses leads Schegloff (ibid.) to move forward in detailing the characteristics of adjacency pairs, and how they are distinguished by special attributes. These features are outlined as follows:

(a) made up of two turns, as seen in example 1 above;

(b) delivered by different speakers;

(c) turns are consecutive, one coming after the other;

(d) turns are organized and distinguished in first pair parts (FPPs), the ones that initiate action, such as questions, offers, requests, invitations, greetings, among others; and second pair parts (SPPs), the ones that respond to the action, that is answers, acceptances, grants, rejections, declinations, acknowledgments, among others (ibid.).

In that same line, the author establishes the production of adjacency pairs, in which a FPP is identified, and after its completion the speaker producing it should stop, then a subsequent speaker should begin formulating a SPP of the same type as the FPP: "greeting-greeting, question-answer, offer-accept/decline." (ibid., p. 14), creating, therefore, a sequence of interaction.

Schegloff goes further, explaining that a base adjacency pair, that is to say, one that is made up of two turns, can constitute in itself a whole sequence (2007). For instance, greetings can be a minimal adjacency pair:

Example 2. (From Schegloff, 2007, p. 22)

```
(3.01) TG, 1:01—04
1                  ring
2     Ava:         H'llo:?
3     Bee: F →     hHi:,
4     Ava: S →     Hi:?
```

5 Bee: hHowuh you:?

Furthermore, the author signals that once a base adjacency pair has been defined as a complete sequence in talk-in-interaction, this basic unit can be expanded in many sequences which imply more participation by the parties in the form of additional turns (ibid.). These expansions can take place in three locations in a two-turn adjacency pair (ibid.):

(1) pre-expansion: turns that happen before the first pair part,

(2) insert expansion: turns that occur in between the first pair part and the expected second pair part,

(3) post-expansion: turns that come after the second pair part (ibid.). These forms of expansions and different elements of sequence organization will be detailed further on in the sections of analysis of this research.

1.3 Classroom Interaction

The methodology of CA is used in several fields, not only of research but also of everyday life, wherever interaction can occur. The approach can be found in different disciplines, for instance, sociology, anthropology, communication, and linguistics. Besides, CA can be used to study institutional settings such as medicine, psychotherapy, courtrooms, news interviews, and classrooms (Sidnell & Stivers, 2013). The latter has been the focus of attention of researchers in recent years, using CA to analyze the interactions that occur inside the classroom. Consequently, Seedhouse (2006) signaled that since its beginnings, CA was mainly related to “monolingual English data” (p. 111), and it had no correlation with learning. It was not until 25 years ago, approximately, that the approach began to observe and establish a relationship with second or foreign language learning.

Classroom interaction in CA, then, according to Gardner (2019), has two extensive research areas: how interaction in the classroom is managed, and how it differentiates from

free, everyday talk in other disciplines. The author outlines the interests of classroom interaction as follows, which have widened their scope to the area of learning:

> (...) how turns at talk are allocated; how sequences of talk are organized; teacher and student practices and actions; how repair and correction are conducted; how individual turns at talk are constructed by teachers and learners; extended turns at talk; instructions; classroom management and discipline (p. 212).

Together with that, and continuing with how learning is becoming a field of interest in CA, the author reckons that skills such as turn-taking, participating, performing different actions, etc., are all conditional to learning and the "development of linguistic competence" (ibid. p. 215).

Kapellidi (2013), also identifies two main fields of study in classroom interaction that have been looked at more closely, namely turn-taking and sequence organization. Regarding the latter, Gardner (2019) mentions a three-part pattern sequence that is often observed in classroom interaction which are referred to as IRE sequences (Initiation - Response - Evaluation) by Mehan (1979) and IRF sequences (Initiation - Response - Feedback) by Sinclair and Coulthard (1975). This order of talk goes as follows: the teacher asks a question, Initiation; a student answers the question, Reply; and the teacher does a follow-up, Evaluation or Feedback (Mehan, 1979; ibid.).

Studies using CA in classroom interaction, in their majority, have focused on the interaction between teacher and student. Following the ideas of Mehan (1979) in Garder (2019), and Sinclair and Coulthard (1975), Kapellidi (2013) suggests that the essence of a classroom is instruction, which involves the turns of the teacher asking a question to the students, and that he or she is the one who always initiates the process of interaction. The expected action, then, comes from a student, who might or might not know the answer to the query, but still fills in the second pair part (SPP). After that, the procedure is the same as

proposed by Mehan (1979) and Sinclair and Coulthard (1975), in which the teacher will always have the third turn as a post-expansion of the two established turns (teacher and student) even if there is no answer from the students.

Additionally, Kapellidi (2013) determined that the three-way procedure is sustained in the classroom. A teacher can ask a question to his or her students and he or she will perhaps obtain one or multiple answers, in which case, the three-part process will still be the same despite the number of SPPs there are. The author signaled that students only have turns of SPPs in classroom interaction, more appropriately, SPPs of two sequences: "question–answer and request-satisfaction of the request." (ibid. p. 201) In that regard, inside the classroom, students might not perform actions they do outside in everyday interaction, and should only limit themselves to the turns offered by the teacher.

1.4 CA in the Language Learning Classroom

Conversation analysis and language learning have been tied closely together since the emergence of CA for SLA (Second Language Learning) (Kim, 2017). Language learning, in terms of CA, occurs as the result of language use, which entails that students use the language "in situ" (Wagner, 2015, p. 77 as cited in Kim, 2017). The author also states two areas in which CA focuses on regarding language learning. One of them is learning as "the development of interactional competence" (ibid., p. 32), mentioning that turn-taking, repair, and the organization of sequences are the main fields of focus, together with storytelling and topicalization (ibid.). The other area of interest for CA in language learning deals with exploring interaction as it is and integrating it as a classroom task to analyze particular events in conversation (ibid.).

Moreover, Wong and Waring (2010) emphasize the need of teaching conversation in the second or foreign language classroom, stating that one of the aspects of language learning that students struggle with the most is engaging in conversation, and that they are expected to

learn how to communicate in the target language, signaling that "conversation is the medium through which we do language learning." (ibid., p. 2). Several authors have also highlighted the use of authentic spoken language in the design of teaching materials to use in the classroom, and in textbook writing, since pedagogical materials differ profoundly from authentic ones in terms of how natural a conversation or interaction is (Burns, 1998; Carter & McCarthy, 1997; McCarthy, 1991; Scotton & Bernsten, 1988; Thornbury, 2005, as cited in Wong & Waring, 2010).

Additionally, Pallotti (2007) states that CA could be convenient for students to know how a normal, natural conversation is structured, using it as different classroom activities in which students analyze extracts of interaction and identify certain phenomena. This could result in great pedagogical materials to make students aware of the ways a conversation is constructed and the complexity that lies underneath every interaction, allowing them, then, to use the notions of CA in their practice of the target language (ibid.).

Another conceptualization attributed to CA in SLA has to do with "learning in action" proposed by Pekarek Doehler (2012, p.1). The author states that the perspective CA has developed towards SLA refers to language learning as a "situated social practice" (ibid.) happening at a specific moment, in which some of the social practices performed in the language learning classroom are solving tasks, storytelling, and negotiating for meaning.

1.5 Sequence Organization in the Language Learning Classroom

As already touched upon, sequence organization is one of the main domains of research in CA, and in terms of classroom interaction it is no different. Seedhouse (2004) indicates that, although interactions in the target language classroom are many and various, it is possible to identify certain patterns in the sequence organization that takes place in the language-learning setting. These patterns are classified into three, and they are based around the institutional goal in the language classroom: to teach students the target language. They are explained as follows:

(1) interaction revolves around a pedagogical task, which most of the time is initiated by the teacher; however, there are instances where students might nominate some,

(2) two people, teacher-student or student-student, speak in the target language aspect being discussed as a pedagogical task,

(3) the interaction taking place includes the participants assessing the pedagogical activity and completing turns in the target language, analyzing "the evolving relationship between pedagogy and interaction." (ibid., p. 188)

Besides, Wong and Waring (2010) state that there are type-specific sequences that can be found in the language classroom, and these refer to actions that are performed by the participants, in this case, teacher and students, in a class. Most of the time, these actions are often portrayed in textbooks, the most frequent being compliments or requests (ibid.). The authors also include other types of sequence practices usually found in the language classroom, such as "agreement and disagreement, announcement, complaint, compliment response, invitation and offer, and request." (ibid., p.66).

As it was discussed earlier, there is a typical pattern of sequences that can be seen in classrooms, not only in the language one, but in several different types of classes. The IRF (Sinclair & Coulthard, 1975) or IRE (Mehan, 1979) sequences are commonly encountered by teachers and students in lessons. Additionally, Ohta (2001, as cited in Flowerdew, 2012) suggests some interesting remarks regarding the IRF-E sequences, proposing that students often produce the pattern themselves, demonstrating the potential that this arranged sequence has in pedagogical environments (ibid.). Moreover, Otsuka (2019) declared that the studies carried out by Sinclair and Coulthard, and Mehan suggest that by using these sequences, teachers are able to have more control of the interactions that take place in the classroom, since they are the ones to establish when a sequence begins and finishes. Notwithstanding, the author states that these pattern sequences do not allow learners to use communication as they please,

and agreeing with Kapellidi (2013), mentions that students are restricted to perform only a particular part of a sequence in classroom interaction, which is the SPP (Otsuka, 2019).

1.6 Video-mediated Classroom Interaction

With the exponential growth of technology, education has been able to apply different supplies to aid everyday teaching. Video-mediated classes, according to Beldarrain and Baggio (2011), are part of "cyber education", which is substituting old-fashioned methods and revolutionizing beliefs about the education system. The authors suggest that several agencies related to schooling are adopting online lessons, which are more in demand in the higher education area (ibid.). Moreover, they signal that if well-implemented, online teaching and learning could "include more learner control, flexibility, co-construction of knowledge within the learning community and facilitation on the part of the instructor." (ibid., p.183).

Furthermore, in a study carried out by Blaine (2019) which evaluated the perceptions that teachers and students had towards interaction in an online learning environment, it was suggested that teachers had more positive views about virtual lessons than students, who actually were not as comfortable as the learners themselves expected to be with the system. The results of the research demonstrated that teachers saw more favorable outcomes in terms of the social element of teaching in interaction, whereas students had opposing views on the same matter. Nevertheless, the "learning presence" (ibid., p. 39), as called by the author, had outstanding results from the students, allowing them to regulate their learning experience either individually or as groups, establishing a well-constructed web of collaborative work.

Additionally, Yousefi (2014) signals that, in terms of language learning, online teaching and learning can foster a shift towards a learner-centered classroom and provide a learning environment in which students feel comfortable, safe, and less intimidated to participate in class rather than the context in which they are immersed in a traditional classroom. The results of the study, which focused on how speaking skills could be improved using virtual technology,

state that the affective filter of students decreased, and they were encouraged to participate during class, together with being able to assess their own performance by revising the recordings of the lessons (ibid.).

In terms of CA, Balaman (2019) explores the order of sequences of hinting as a social action in an online task-oriented interaction. In the study, the author demonstrates that hinting can be considered as a social action, since the students were able to perform it in several forms regarding sequence organization and turn design, while also executing actions related to the virtual environment or "screen-based hinting", such as "describing web pages, and proposing courses of actions." (ibid., p. 528). In addition to that, the author suggests that hinting can be a helpful resource when it comes to teachers encouraging student participation in class (ibid.).

Moreover, Gibson (2009) compares the interactions held in physical classrooms and online teaching, suggesting that there were noticeable similarities between the two educational talks. The greatest meeting point the author identified has to do with sequence organization and how it does not seem to alter in face-to-face or virtual contexts (ibid.). Some instances the author signals are the use of question-answer adjacency pairs constructions, preference organization, and topic development, highlighting their contribution to the combination of pedagogy and technology.

In addition to that, Rusk and Pörn (2019) discuss how participants socially deal with lag or delay in video-mediated language teaching. The authors compare delays in virtual classrooms to outside noise or other elements that make talk hard to listen to in an actual class. The findings of the study suggest that participants in a classroom are able to cope with delay collaboratively while orienting to their roles when performing certain tasks, particularly question-answer sequences that require producer and recipient to be focused on the information received, and thus, provide a longer waiting time for co-participants to produce a response.

1.7 Video-mediated Classroom Interaction in COVID-19 Times

The rapid increase and spread of the Coronavirus have deeply affected many areas of life, and education is one of the most impacted fields. Teachers and learners have had to adapt to a new context of education, which is a virtual one, overnight, to continue with their schooling due to lockdowns and quarantine conditions. Flores and Swennen (2020) acknowledge the repercussions the pandemic has had not only on the teaching-learning process, but also on teacher education, signaling that in current times, it is crucial to observe the adaptations that teacher education has undergone and how restrictive interaction has become in the new virtual classrooms.

Besides, a study carried out by van der Spoel, Noroozi, Schuurink and van Ginkel (2020) compares the perceptions that educators had towards online teaching, and the experiences they had after a month using the technology. The results of the research suggest that teachers who had some knowledge of the use of ICTs (Information and Communication Technologies) had positive views of virtual lessons after a month had passed, and, as it might be expected, educators had negative thoughts in terms of the lack of interaction that online teaching offers. However, the authors suggest that there was some positiveness in the negative views, since introverted students were more willing to participate in the virtual classroom rather than in the physical one.

Additionally, in the case of Chile, Sepulveda-Escobar and Morrison (2020) discuss that the pandemic has brought many challenges to the education field, and similar to what Flores and Swennen (2020) point out, student teachers are among those highly affected too. Nevertheless, Sepulveda-Escobar and Morrison signal that the COVID-19 scenario also provides many learning opportunities to the educational context, allowing student teachers -in this case, EFL teachers-, and working teachers, to widen their skills and knowledge regarding the use of ICTs and online platforms to teach online (Sepulveda-Escobar & Morrison, 2020).

Moreover, the authors mention other difficulties that student teachers have had to face during these uncertain times, including, as has been pointed out repeatedly, the lack of interaction with learners, and how this affects anxiety and motivation for both teachers and students. Also, an important aspect the authors signal is the many possible distractions that working remotely can bring, since a household might not be well prepared for students to receive and participate in their virtual lessons appropriately, and which can, in turn, affect interaction, and the teaching-learning experience (ibid.).

1.8 Recent Studies in Classroom Interaction

Recent lines of research have been pursued using the approach of CA in the classroom in different ways. A study by Waring and Yu (2016) focused on the contributions that life outside the classroom could have inside the classroom. The findings demonstrated that outside interaction is enriching in two ways, to introduce essential linguistic resources and foster participation, and to build symmetry among the students, which together, make up the ideal learning conditions.

Moreover, Solem and Skovholt (2017) distinguished three types of teacher skills that perform several activities in classroom interaction: transforming, where the teacher makes students responses suitable, correcting them implicitly and making them more specific; challenging, transforming the students' opinions, and not their contributions; and summarizing, where the teacher puts together small parts of the students' responses to obtain a coherent message. Most of these performances take place in the third turn mentioned by Kapellidi (2013), portraying how complex this turn in particular is.

Two of the most recent studies regarding CA and classroom interaction were conducted by Süt (2020) and Supakorn (2020). The former explored the use of wait-time in the lessons of three different teachers. The findings shed light on the benefits of wait-time in classroom interaction, allowing students to use pauses as instruments to foster interaction, giving them

more confidence to talk and answer questions proposed by the teacher. The latter focused on CA in learning, providing an account on how teachers create and preserve a learning instance by using interaction, employing "clarification requests, confirmation checks in the form of repetitions, minimal acknowledgment tokens (strong and passive) and extensive use of pauses" (p. 34). The combination of the features mentioned creates an "interactional space" (ibid.) in which learning may occur.

Classroom interaction using the approach of CA is somewhat new in the Chilean context. Cancino (2015) investigated the opportunities of learning in classroom interaction, describing two found sequences, scaffolding and back-channel feedback (p. 13), which can promote or avoid involvement of the learners and negotiation of meaning. Additionally, Walper (2019) explored the different interactional practices that teachers employ when providing feedback to students. The author exhibited two cases which occurred in Chilean EFL lessons, signaling that teachers' turns are likely to happen due to "students' lack of uptake or pedagogically-unfit responses." (p. 27) The teachers observed in the study accompanied their feedback with gestures and eye gaze to foster responses from the learners, and attend to emerging trouble sources in their speech. The research showed that when educators implemented these aspects in the classroom, students were able to redirect their responses, even if they were not proficient at the target language. In another recent study, the author examined how teachers manage students' participation in the foreign language classroom, using incomplete TCUs to initiate a sequence, which the learners are expected to complete (Walper, 2021). Findings determined that teachers employ several non-verbal elicitation techniques to let the students know they can take the following turn, together with anticipating turn completion and reckoning the significance of teaching resources and materials (ibid.).

Likewise, and as a third current study in the area, Cancino (2020) examined eliciting techniques to increase students' participation in the EFL classroom. The research focused on

one particular phase of a lesson, called “classroom context mode”, or “CCM” (p. 66), where students are encouraged to talk about their emotions and adventures, instances which facilitate the elicitation of language from learners. The study concluded that “the effective management of closed questions, and the use of open referential questions as initiators of a CCM” (p.77) were the two identified techniques that teachers used to elicit responses in the target language from students. Besides, interactional abilities in the classroom could be evidenced by focusing on the circumstances surrounding interaction, and how teachers build on students’ responses to promote the use of the target language in different tasks.

The following chapter addresses the research problem identified after the first round of observations of the data and the literature on sequence organization, and the questions which structure this research, aiming to fill gaps in the studies about classroom interaction from a CA perspective.

Chapter 2:

Research Problem & Questions

Classroom interaction is one of the most common areas of institutional talk, and has become one of the main areas of study using the conventions of CA due to its naturalistic features (Goffman, 1981; Drew & Heritage, 1993). Nevertheless, most of the studies rely either on repair or on teacher-student interaction and the dynamics it follows, which refer mainly to a three-step process, the IRF pattern: initiation from the teacher; response from the students; and feedback from the teacher, a sequence usually portrayed in the interactions that occur in classrooms (Sinclair & Coulthard, 1975; Mehan, 1979). This process can take place several times in the classroom, where interaction is mainly unidirectional, meaning the teacher interacts with one student at a time and not with the entire classroom group; and predictable, since most of the time, the order in which these interactions occur is the same as stated above.

With that in mind, it seems that further research is necessary to fill in certain gaps in the literature regarding this specific setting, and thus, expand the scope of CA in terms of classroom interaction, mostly in the one taking place in Chilean EFL lessons. As a teacher, I believe that teaching students about the importance of achieving a great level of interactional competence is key, since these students in particular are training to become future English teachers, and are expected to become experts on the language.

Interaction in the language classroom is a fundamental piece to foster language learning; however, learners would not get the most of it if interaction only takes place between the teacher and students. The investigation of student-student interaction using the methods of CA, then, could result in valuable data to provide teachers with resources on how to take advantage of these interactions, how they are sequenced, and how students naturally respond to actions throughout the years of instruction in the language.

As an English teacher, I was interested in exploring classroom interaction further, and how the methods of CA help analyze the interactions that occur in EFL lessons. Moreover, the fact that this research used data from online lessons instead of live ones changed the perspective of the interactions that can occur between students in the classroom, since the way students interact online differs quite a lot from the exchanges they can have face to face.

After the first phase of observations and bearing in mind the literature available, I noticed that interactions between students in the classroom had not been the focus of attention in research about classroom interaction, specifically, how the interactions that students have are organized in terms of sequencing. The interactions appreciated in the data had exchanges between students, and they were organized in an interesting fashion in terms of sequencing. Also, students appealed to a variety of ways to claim turns in class, when they were either nominated, or they self-selected to participate in interaction. Furthermore, the data showed that students focused more on accomplishing the task than in interaction itself, failing to acknowledge their peers' responses.

To address the issues signaled, the purpose of this research is to deeply analyze how the interactions that students hold are sequentially organized in terms of turn-taking and acknowledgments. Thus, I intend to analyze interactions between students in the virtual classroom using the CA approach. In that regard, the queries this research proposal aims to answer are:

1. How are student-student interactions organized in the classroom?
2. What lexical, non-lexical, and sequential resources are employed in interaction to acknowledge students' responses?
3. How do students accept to take turns in classroom interaction?
4. What are the sequential elements that favor interaction among students?

Exploring how the interactions that students have in the classroom are organized could bring insights into their use of the target language and how they interact among themselves in the classroom. Accordingly, the first research question means to describe the order that the interactions between the students have, since, having the IRF pattern as reference, they might differ from the usual structure found in classroom interaction. The interactions analyzed only take the sequences between students, without considering the teacher's turns that surround their interactions. This was determined after watching the recordings of the lessons, and seeing how activities that focus on the students' interactions benefit the learners' exposure to the target language from an early stage.

The second question of this study will focus on the different means that the teacher and students use to acknowledge their classmates' replies while interacting among themselves. This question is primarily directed at addressing the different resources employed to fill the third turn in common question-answer sequences, which might be verbal, non-verbal, or sequential (Schegloff, 1968); and how a base adjacency pair continues to interact by filling in consecutive turns. Exploring this aspect might allow students to identify different forms to endorse their peers' answers in interaction, and also to recognize the importance of acknowledgments in regular talk-in-interaction.

The third question will touch upon the students' ways of accepting to produce a turn after a request from the teacher. If the learners' turns follow the pattern expected, they should immediately offer a response to the teacher's questions or requests. Therefore, this research could shed light on how students are able to play with the elements of interaction and resort to a variety of features to accept to produce a turn. This could also allow us to identify patterns in the sequences they create, which could result in the recognition of new ways in which CA could be used to explore classroom interaction.

Finally, the fourth research question aims at pointing out the different sequential elements, such as preferred or nonpreferred responses, and pauses, that foster interaction among students in the classroom, mostly in the online setting, where talk-in-interaction has increased due to the current pandemic. It is fundamental to examine how learners can contribute to and participate in the tasks carried out in the lessons, and most importantly, how they can do so by interacting among themselves.

Chapter 3:

Methodology

This research follows the guidelines of Conversation Analysis to gather and analyze data, which is a useful and appropriate method to scrutinize people's communication deeply, and examine elements of interaction that participants involved may not be aware of when exchanging thoughts. CA is a robust, thorough, and comprehensive method in the way to look at language and interaction, and the aspects that make up language, such as prosody, nonverbal cues, linguistic features, among others. Together with that, it provides the necessary tools to see how a conversation unfolds in real time.

3.1 Research Design

This research is qualitative in nature, since it seeks to comprehend the interactions the participants have in the classroom, which in this case is virtual, while using language to establish links and patterns found in the data, and occur in real time under natural circumstances. Also, the study involves the observation from video recordings, which were then transcribed to scrutinize in detail.

Moreover, a coding scheme was used to signal the fragments of interest in interactions which, eventually, were going to be used for analysis. The extracts were tabulated according to the type of sequence taking place in the classroom, the characteristics of turn taking from the learners, and the different ways the teacher and students employed to acknowledge previous turns.

Nevertheless, one of the phenomena observed in the data -Acknowledgments- was quantified in order to highlight the contrast between the occurrences of the teacher's endorsements and those coming from the students, since the difference of the incidents was a considerable amount that needed specific clarifications.

3.2 Data Collection

3.2.1 Setting

This research was implemented at Universidad Metropolitana de Ciencias de la Educación (UMCE). This institution seemed as an appropriate and comfortable place to carry out the research, since I am a student of the MA program at the entity, and also a former undergraduate, which allowed me to have thorough knowledge of the grounds. The institution, located in Ñuñoa, Santiago, Chile, is renowned for preparing future teachers of different disciplines. Additionally, UMCE had the necessary characteristics to accomplish the objectives of the study. The English Department is in charge of forming future Teachers of English as a Foreign Language (TEFL), excelling in making students experts on the target language, a valuable feature to allow for comprehensible conversations held in English. Learners are exposed to the target language from their first year of instruction, having the majority of modules taught in English, with the exception of the core teacher-training ones

The current context of the COVID-19 pandemic has made crucial changes in how education is handled now, and has made teachers look for several ways of engaging their students in the classroom. With the restrictions the pandemic provoked, the lessons were delivered through the virtual platform Zoom, which allows teachers, and learners to be online synchronically, and share materials in real time.

3.2.2 Participants

The participants of this study are first year students, and teachers of the TEFL program at the English Department at UMCE. The students' age range is between 18, and 19, who have just finished high school and entered university. The module considered for this research was Elemental Oral English Discourse, which focuses mainly on developing the learners' speaking skills, while also reviewing vocabulary and grammar aspects of the target language. The level of English proficiency the students have is around A2, or B1, elemental, or intermediate,

according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020). They can identify relevant information in the four skills, and get their messages across. The teachers' level; however, is classified as C2, fulfilling their role of training future teachers in the language (ibid.).

This study contemplated first-year undergraduates only due to their expected level of proficiency at the language. These learners are just being completely exposed to English; thus, it is predictable that their interactions show some difficulty or faults in the language. This factor, then, provides the research with an extra worthy element regarding the interactions that students are able to hold in the classroom, since they, even at the beginning of their journeys in the language, can demonstrate a certain degree of interactional competence. In addition, the lesson taken into account for this research was rich in interactions among students, providing many examples to further analyze.

3.2.3 Instruments

In the original planning stage of this research, the data gathering considered attending live lessons, and observing them as they developed in real time. This would have included the setting up of special equipment such as cameras and microphones in the classroom to record the lessons, and observing them for analysis afterwards. Nevertheless, due to the COVID-19 health crisis in 2020, lessons were cancelled, and had to be delivered via online video-mediated modality using different virtual platforms to ensure education for all students. Therefore, interaction in real time was no longer a viable option, so plans had to be modified to fit the video-mediated format of classes to see how students' interactions unfold in real time.

The platform preferred by the university to carry out lessons was Zoom, which has a recording feature to allow teachers to videotape their classes in case students have trouble attending so they can revise them later. The microphones used were the ones incorporated in each of the students' and teachers' laptops or computers, or those assembled on a headset.

Additionally, video and audio quality were dependent on the participants' devices, which, fortunately, were clear enough to see and listen adequately. The online modality that the pandemic brought about made gathering the data incredibly easier, compared to what would have been attending an actual lesson with a large equipment. However, as beneficial as it was, it also had its drawbacks, because technical or connectivity issues were out of not only my control, but also the teacher and students' (see Limitations in Conclusion for a detailed explanation on this).

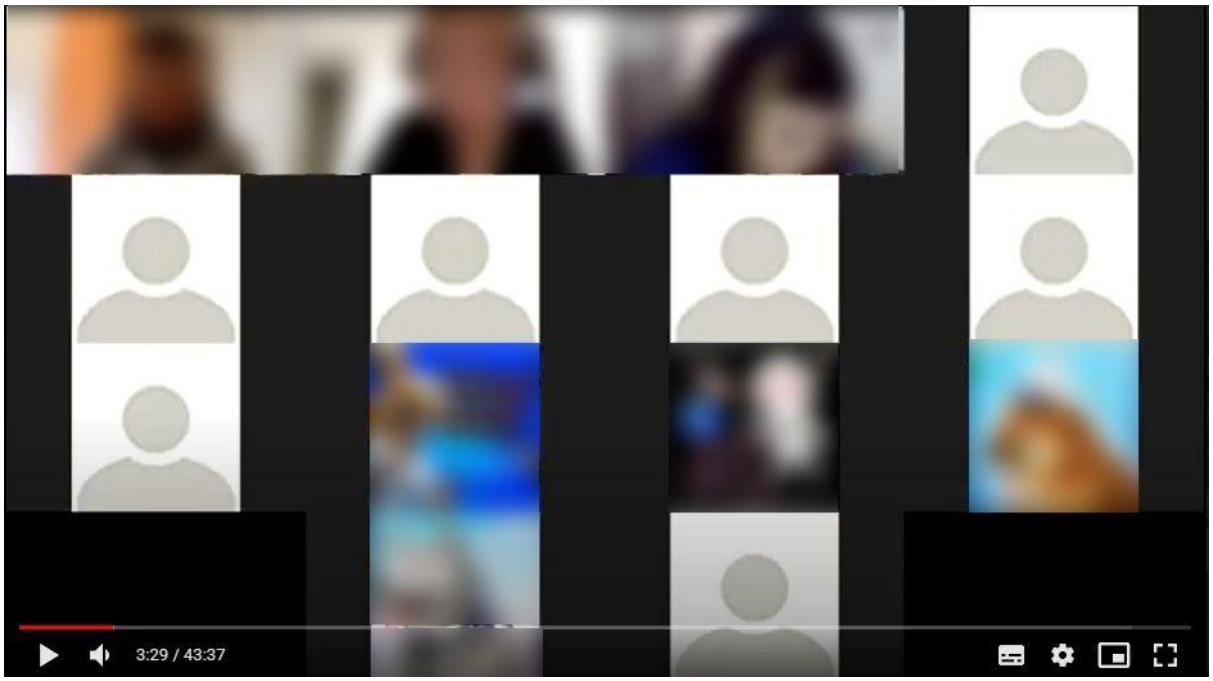
Afterwards, the participant teacher was asked to share the recordings of her lessons with the researcher to use for analysis. Moreover, all participants were informed of the objectives of this study, together with letting them know that their privacy and identities would be kept anonymous by blurring their images, and altering their voices in case examples from the data were to be used outside of the research. In that regard, the names of the students that appear in the transcriptions subject to analysis have been modified to preserve their anonymity as well.

Furthermore, since the data corresponds to video recordings, I did not have to be in the actual classroom observing the lesson, thus, the data was not intervened by external personnel, helping maintain an environment as natural as possible during the lesson, in which the students did not feel forced to participate and interact among themselves to be part of this study and meet its purposes. Additionally, even when I had access to the video recordings, I chose to use only the audio of the interactions. The decision came after seeing that, in the virtual lesson, it is not mandatory for students to have their cameras on, and in this case, the majority of them did not make use of them. Hence, analyzing eye gaze and body gestures would not have been a feasible opportunity, considering that a minimal number of students had their cameras on at the moment of speaking, and the interactions between them are the focus of attention. Figure 1 shows the online TEFL lesson from which the data was taken; the faces of the teacher and students visible in the image were blurred to preserve their anonymity, and as can be

appreciated, only two students had their cameras on, the rest of them appear as a default image provided by the Zoom platform when learners had their cameras off.

Figure 1

Online TEFL lesson used as data



Once the participants agreed to take part in the study, the participant teacher shared her lesson recordings, which were stored in a Google Drive cloud. After watching the videos available, I decided to focus on one specific lesson, which was the one with the largest amount of interactions among students in the classroom, counting up 90 minutes of footage. Notwithstanding, the data I used is part of a bigger data set, in which there are lessons from the first to fourth year of different courses of instruction in the TEFL program. The collection is composed of a total of 30 lessons, adding up to 28 hours of footage.

3.3 Data Analysis and Transcription

Since I only focused on the audio recordings of the lesson, I used the Jeffersonian Transcription System (Jefferson, 2004; Sidnell & Stivers, 2013) to transcribe the interactions of interest found in the data, which are going to be used to illustrate the findings of this research.

This type of transcription was helpful for the study, since it allowed me to pay close attention to detail in terms of the students' interactions and their organization, the turn-taking system they used in class, the pauses or gaps that exist between turns and how they affect the interactions, and how natural conversation can be analyzed from a CA perspective. Additionally, Jeffersonian Transcription allows us to note not only speech, but also body gestures, to exemplify beyond what is said, and describe how and why it is said (Sidnell & Stivers, 2013). The conventions used to transcribe the interactions chosen for this study are displayed in the Appendix section of this research.

After selecting the data to use, it was transcribed, and then analyzed with the assistance of the thesis advisor in several data sessions. Due to the fact that the main issue of concern in this study is how the interactions between students are organized sequentially, the interactions in which only the teacher and one student interact were not considered, together with other ones which were off task, and did not help to appreciate the actual exchanges of the students while they were carrying out a class task. However, as the analysis took place, other phenomena were encountered, and became fundamental elements to decipher in the study, such as explicit and implicit turn-taking, and acknowledgments.

Consequently, a collection of 33 cases was used and later examined deeply. These examples share many special features in terms of sequence organization, and other relevant characteristics in terms of CA. However, those 33 examples belong to 13 complete sequences, which are the main piece of data to use in this study. Many of the 13 interactions identified included lots of interesting fragments to analyze and describe different phenomena; thus, some sequences are used repeatedly in the form of short extracts to exemplify different elements recognized in the interactions. The cases selected match the IRF pattern (Sinclair & Coulthard, 1975; Mehan, 1979) usually found in classroom interaction, in which the teacher and one student at a time primarily interact, following a teacher-student-teacher structure. In this

particular case, though, the turns supposed to be fulfilled by a single student were completed with a whole sequence.

The data analysis process focused mainly on identifying the sequences in which students interact on their own, without interventions from the teacher, unless they were necessary to offer guidance, feedback, or repair. Then, as these observations were taking place, I noticed how students employ different ways to claim a turn. Therefore, these extracts were isolated from the main interaction and analyzed jointly with other similar events. Lastly, the interactions between the students demonstrated that in most of the occasions, they did not fulfill the last turn to show acknowledgment of their peers' replies. This turn, then, was mostly fulfilled by the teacher who appealed to different ways to do so. These interactions, unlike the ones focusing on the exchanges from the students only, did consider the turn of the teacher, accounting for the turn that was supposed to be produced by the learners.

Chapter 4:

Task Sequences

Studies regarding classroom interaction have focused on a specific sequence pattern that takes place in this institutionalized talk, the IRF or IRE pattern (Sinclair & Coulthard, 1975; McHoul, 1978; Mehan, 1979). The pattern indicated by the authors states that the teacher, as a FPP, initiates (I) the interaction, usually by asking a question that the students are expected to answer. Then, one student, as a SPP, responds (R) to the teacher's query, in a one-to-one fashion. Finally, the last turn of the pattern is produced again by the teacher, as a FPP, in which he or she provides feedback (F) to or evaluates (E) the student's reply to the question. This "teacher-student-teacher" (McHoul, 1978, p. 210) pattern can take place several times during lessons, and more than one student can participate in answering the teacher's questions. A typical question-answer sequence in classroom interaction looks like this:

Example 3. (Sinclair & Coulthard, 1975, p. 21)

```
1 T: Can you tell me why do you eat all that food
2    Yes
3 S: To keep you strong
4 T: To keep you strong. Yes. To keep you strong.
5    Why do you want to be strong …
```

Nevertheless, the sequences encountered in the data used for this research do not entirely and strictly follow said pattern, and have, then, a particular organization identified in the activity that takes place in the online lesson. The task carried out in the virtual classroom from which the data was taken, aimed at students asking each other questions about a fictitious place they had recently visited. In the instructions of the task, the teacher specified that students had to work in pairs, or groups, gather information about a city she gave each of them, and then enquire each other about those places. The task was designed in a specific way, in which the teacher would introduce a couple or group of learners, and the rest of them would ask questions about the trips they had.

Due to the peculiarity of these examples, the literature available does not cover this topic thoroughly. Notwithstanding, for the purposes of this chapter, the literature that allows us to exemplify, and is closest to, the interactions analyzed will be outlined, followed by the sequences to be examined, and finally by a discussion on the key aspects of this chapter.

4.1 Question-answer Sequences

Question-answer sequences are a typical pattern found in everyday interaction, and institutional talk, such as in classroom interaction. Schegloff (1968) states that the structure of this type of sequences, besides of its basic pattern of a person as a FPP who asks a question, and another as a SPP who answers a question, includes a special feature in which "the asker of a question has the right to talk again, but not an obligation to do so." (p. 1081). The author goes further to explain that the person as FPP who asks a question may fill in the next turn with another question, as teachers at times do in the classroom after a student has fulfilled the second role of this sequence.

Moreover, Drew and Heritage (1993) signal that classroom interaction consists of a series of three-part sequences, which are a special feature of this setting since they are created and developed following the management of a task, or instruction, which is the core element in this type of institutional talk. Additionally, the authors mention that it is through questions that the activity taking place in the classroom is accomplished, in which students, then, react to them and continue forming this chain of questions and answers. In that regard, the authors state that question-answer pairs are important interactional sequences, and that the role questions play in the classroom is crucial, expressing that "the force of a question *is* (on the whole) an attempt to elicit a particular kind of answer." (ibid., p. 80, cursive in original).

4.2 Side Sequences

Sequence organization, as detailed in the literature review, functions in adjacency pairs, a FPP, and a SPP. There are times in which interaction does not follow the adjacency pairs sequences by default, but rather have elements that do not feel part of the conversation. Jefferson (1972) refers to these instances as side sequences, which she describes as breaks in the sequences, and not terminations of them. The author signals that side sequences occur when an activity that is in progress gets interrupted or cut with another occurrence which is not part of the main interaction, but somehow feels relevant to the primary event. Jefferson indicates that these splits in sequences often happen when repairing part interactants' turns, which often arise as repetitions, or in the form of interrogatives, such as *what?* or *who?*. The following is an example of a side sequence:

Example 4. (From Jefferson, 1972, p. 295)

STEVEN :	One, two, three ((pause)) four, five, six, ((pause)) eleven, eight nine ten.
SUSAN :	"E*le*ven"?—eight, nine, ten ?
STEVEN :	Eleven, eight, nine, ten.
NANCY :	"E*le*ven"?
STEVEN :	Seven, eight, nine, ten.
SUSAN :	That's better.

In that regard, side sequences offer the possibility of repeating, repairing, or referring to an element in interaction which might have caused trouble in speaking, needed clarification, or emphasis, and then resume the conversation taking place before the break (ibid.).

4.3 Embedding

Goffman (1981), following Jefferson's ideas regarding side sequences (1972), establishes the notion of embedding, which describes chains of adjacency pairs that are connected to one another. The author exemplifies embedding using questions which are not followed with an answer right away, but rather include another question, and thus, another answer, creating the break, but not termination, that Jefferson discusses, as detailed in the

previous point. This, then, lengthens the interaction, and leads Goffman to explain that chains of adjacency pairs, instead of being analyzed as two-party interactions, can be seen as "stretches of talk" (p. 8).

Besides, the author suggests that a two-party chain of adjacency pairs can continue as long as one of the participants doing an SPP formulates the following utterance as a FPP. Then, the organization of such sequence will result in keeping the question$_1$ - question$_2$ - answer$_2$ - answer$_1$ pattern in the upcoming pair, proceeding with the interaction as is. Additionally, Goffman indicates that the pairs can be expanded with further questions and answers between the main dyads, which will follow the same model as signaled earlier. The interesting element of embedding, as proposed by the author, is that the chaining of adjacency pairs allows the stretches of talk breaking the main sequence to be taken out of the interaction, and in doing so, they do not alter the meaning of the main sequence. The following extract is an example of embedding:

Example 5. (From Goffman, 1981, p. 7)

A_1: "Can I borrow your hose?"
B_2: "Do you need it this very moment?"
A_2: "No."
B_1: "Yes."

4.4 Sequence Expansion

As described in the literature review, Schegloff (2007) indicates that a basic adjacency pair composed of two parties can be expanded in various sequences, which will entail more participation from the interactants. These expansions can occur in three different locations surrounding the basic adjacency pair: pre-expansions: before the first pair part; insert expansions: between the first pair part and second pair part; and post-expansions: after the second pair part. These expansions take place so that participants can fulfill different "interactional outcomes" (p. 26), since they take the form of a variety of actions in interaction.

Insert expansions, as described by Schegloff, sound quite similar to embedding, as proposed by Goffman (1981). As their name suggests, insert expansions are inserted between the base FPP and SPP; however, the FPP of the insert sequence does not respond to the base FPP, but rather opens a new sequence, which the SPP of the insert sequence will have to respond to. Schegloff (2007) details that insert expansions occur in interactions to "address matters which need to be dealt with in order to enable the doing of the base second pair part." (p. 99), thus, they delay the response of the base FPP, to rebuild the base SPP, which becomes relevant again after the insert sequence has finished. The author explains that insert expansions usually take the space to repair certain elements of interaction that might have caused some trouble, and defer the base adjacency pair to attend to such issues. The following is an example of insert expansions performing repair:

Example 6. (From Schegloff, 2007, p. 103)

(6.09) IND PD:14
1 Pol: F_b -> Is she pregnant?
2 Cal: F_{ins} -> Huh?
3 Pol: S_{ins} -> She's not pregnant is she,
4 Cal: S_b -> I don't know.

4.5 Analysis

As previously stated, the sequences encountered in the data have an atypical structure in terms of the sequence organization described in the literature above. Regardless, these interactions seem to follow the IRF pattern: the teacher introduces a couple or group of students to participate in the task, which consists of learners describing their made-up vacations; the rest of the students in class have to ask questions to the group; and finally, the teacher evaluates their contributions to the task. However, the turn that is supposed to be filled in by a student, or one at a time, is produced by two or more learners, who perform the task instructed by the teacher. In this case, students are expected to be the protagonists of the lesson, who will manage the interaction as their participation allows.

In that regard, the sequences that occur between the teacher's turns, when the students are carrying out the class task, are going to be referred to as *task sequences,* and will be analyzed in two subsections: the first one will examine two interactions with a single task sequence, and the second will explore two exchanges with multiple task sequences.

It is important to point out that, for the purposes of this analysis, turn-taking and other features of interaction found in the data will not be touched upon deeply here, since they will be covered in detail in further chapters of this research. Additionally, the task sequences found in the data are signaled with a symbol similar to the one used in Example 5 (Goffman, 1981, p.7), together with grey highlights to facilitate their recognition.

4.5.1 Single Task Sequences

This subsection describes two extracts of single task sequences held in the EFL classroom. The activity taking place in the lesson was specifically designed in a way that, after the teacher's introduction of the learners participating in the task, the rest of the classmates would immediately start asking questions about their imaginary journeys. In some sequences, the teacher will either present the students who are going to answer questions, and in others, she will nominate students to ask questions to their peers.

In extract (7), the students undergo the question-answer task, and the task sequence begins almost right away after the teacher's lengthy introduction of the team who will be in charge of answering questions. However, the task sequence is quite short, and the students only refer to the task they have to accomplish to participate in class.

(7) VGT_T1_1.2 Myanmar

```
01     T: Now we have another lonely traveler, Kevin where did you
02        go.
03    S1: I went to a very interesting country called Myanmar,
04     T: Oh:: wow wow ((leans body back)). Okay let's see what they
05        have to ask you about it. Let's see (2.0) Let's see, well
06        Fay I mean Fay, now you should be asking the questions. Go
07        ahead ask him something about Myanmar,
```

```
08          (2.0)
09      S2: Where is that
10          (2.0)
11      S1: Uhm it is located uh::m in the south east part of Asia
12          (.) around there
13          (4.0)
14       T: ((Nods)) Indeed, very good
```

The extract above describes a short task sequence in which the students perform the task instructed by the teacher. The main sequence begins with the teacher in line 1, where she nominates one student to take part in the activity, and asks him where he went on his fictitious vacation. S1, then, replies in line 3 to the teacher's question, which is followed by a lengthy turn produced by the teacher from lines 4 to 7. In her turn, and in multiple TCUs, the teacher reacts to S1's answer with assessments and body gestures, to then use *let's see* in various occasions to choose one student to participate in class. The *let's see* could come quite literally since she could have been actually looking at the screen in the Zoom platform to find one student to nominate. After a gap of two seconds, the student the teacher nominated asks a question, and thus, begins the task sequence. After S2's question, and another pause of two seconds, S1 offers a reply using uhm twice in different TCUs, which might suggest turn-taking in the first one, and turn-holding in the second (Ibraheem, 2017) (see Explicit vs Implicit Turn Taking chapter 6 for further analysis of this).

The task sequence only has two turns, a FPP, and SPP, and after a four-second pause, the teacher rejoins the interaction in line 14 to evaluate the task sequence the students produced, with verbal and non-verbal assessments, which are explained in detail in chapter 5: Acknowledgments.

The task sequence, then, is between the two turns of the teacher, which are both FPPs in the main interaction. This task sequence breaks the bigger sequence taking place in the classroom, since students could continue asking as many questions as they might want, until the teacher says they have completed the task.

A similar example of (7) can be observed in extract (8), but this time, the main sequence is longer, and there are other elements of interaction present. In (8), the task sequence begins swiftly after the teacher's first turn in line 1, in which she nominates two students to participate in the activity. Only two students participate in the task sequence, which additionally has another embedded or side sequence.

(8) VGT_T1_1.2 In Africa

```
01     T: Okay (.) uh: just Hillary or Elián (1.0) What can you ask
02        this lady.
03        (6.0)
04    S1: Where is that place
05        (2.0)
06    S2: Where?
07    S1: Where is located
08        (2.0)
09    S2: In Africa ((laughs))
10    S1: But in what part of Africa
11    S2: Is like uhm: thi:s central part you know like there's
12        this, yeah like the central part is composed by many
13        other like cities (1.0) but this like the central part
14        of Africa I guess
15        (3.5)
16     T: Good question_ good question_ interesting okay it's in the
17        middle of Africa
```

The extract above illustrates a task sequence occurring from lines 4 to 14. The interaction begins right after the teacher's turn in line 1, in which, as was previously mentioned, the teacher nominates two students to participate in the task. After a six-second pause, S1, one of the students who was called, asks a question, and thus, begins the task sequence. The long pause might suggest that either both students who were nominated by the teacher did not know who was going to take the turn, or they did not have a question prepared beforehand, and were taking the time to think of one. The interaction between the students is a clear example of a question-answer sequence (Schegloff, 1968), but inserted in the task sequence there is also an insert expansion (Schegloff, 2007). The insert expansion occurs from line 6 to 10, in which S2, the student in charge of answering questions, partially repeats the turn of S1 with the question, perhaps due to a problem of hearing. This leads S1 to rephrase the question, and after a gap of

two seconds, S2 offers a candidate answer; however, the answer does not seem to satisfy S1, who, in line 10, reformulates her question to expect a preferred response.

The base adjacency pair of the task sequence, then, is interrupted by an insert expansion which is required for students to clarify their ideas and provide appropriate and preferred responses to their classmates. After both, the task sequence and insert expansion are finished, and after a 3.5-second pause, the teacher acknowledges the answer provided by S2 with assessments, okay as a sequence closing third (Schegloff, 2007), and a partial repetition (see Chapter 5: Acknowledgments for further details on this) of the S2's reply. At the same time, the teacher evaluates the role play the students performed, and also assesses the question asked by S1, and the answer provided by S2. Moreover, in this sequence, the first FPP is produced by the teacher, who is also the one who finishes the main interaction taking place, and is, again, as another FPP.

As will be seen in the following analytical chapter, the last turn of the students' interactions is usually fulfilled by the teacher, who acknowledges the answers offered by learners, and also assesses the tasks they do. However, this does not go in line with what Schegloff (1968) proposes in his question-answer sequences, since, as it was stated before, the third turn of such sequence is supposed to come from the asker of a question, who can, in turn, rise a new question to continue with the interaction. In this particular case, students just completed the question-answer task, since the instructions of the activity did not indicate how many questions they should ask, or if they had to endorse their peers' answers. Nevertheless, the interaction as a whole does seem to follow the IRE pattern (Sinclair & Coulthard, 1975; Mehan, 1979), since it is the teacher who initiates and evaluates the sequence, but the response from the students is different than the one proposed by the authors, and it is, then, a whole new sequence in which learners perform the task.

In this section, the two examples describe task sequences, and how they can even be expanded with insert expansions when required. These examples only include one single task sequence in each of them; however, the next section portrays multiple task sequences in them, in which, at times, students simply self-nominate to participate in the class activity.

4.5.2 Multiple Task Sequences

This second subsection details two examples of interactions held in the virtual classroom which include multiple task sequences. In this case, the task sequences are those which occur right after the teacher's turns, in which at times she assesses, acknowledges, or repairs students' turns. Also, there are instances in which, as seen in the examples in the previous section, the teacher nominates learners to participate, or they either self-nominate and ask a question right away. Task sequences, then, are those in which a student implicitly agrees to take a turn (see Explicit vs Implicit Turn Taking for more details on this).

Extract (9) shows students participating in the activity proposed by the teacher, but, unlike the examples exhibited earlier, this one includes more students in the interaction, not just a couple. There are four different task sequences taking place in the main interaction.

(9) VGT_T1_1.2 Food

```
01     T: Let's see Camila, Fernanda, you've been very quiet
02        ladies
03    S1: Uhm I have a question↑ uhm: (1.0) What kind of food do
04        you like the most
05        (5.0)
06    S2: From there eh (4.0 - lost connection) Uhm well uhm I
07        think it was the bugs_ they eat bugs you know, like uh
08        real bugs and I tried them out and they weren't so bad
09        you know, they have a lot of protein so yeah I
10    S1: ((Laughs))
11     T: [((Laughs))
12    S2: [You think I'm going
13    S1: ((Laughs))
14        (2.0)
15     T: ((Laughs)) (.) Okay quite good_
```

S3: Did you see a lot of privileged people, or they were mainly poor people in there?
(5.0)
S2: Uh oh yeah >there was a lot of poverty yeah a lot of poor people< but eh:: they are Buddhist so it's not like (.) a (.) big deal for them because they believe that lection so they believe in nirvana you know all stuff and uh they don't like having too much material goods with them
(1.0) <it's really interesting>
T: ((Nods)) Mhm yeah okay, (1.0) wow any other questions,
(2.0)
S4: E:h what is the weather like
(3.0)
S2: Ah it's sunny u:hm (.) sometimes cold uhm (.) there's a lake called the: In- Inle lake uh it's like Chiloé you know it rains a lot and sometimes there's sun but still cold
(2.0)
S4: Okay
T: ((Nods)) (.) Wonderful so now we all know about Myanmar is anybody anything else you want to add_ Kevin about Myanmar
(2.0)
S2: Yeah there's a conflict between the Buddhist state and the Muslim people because they steal a portion of them who are Muslims and <they have been in war for like I don't know like a hundred years or so>
T: ((Nods)) Mhm
S2: And tourist seem to be very intimidated by that (1.0) bu::t I don't know a lot of pages in the Internet say it's fine so I- I guess it's fine
T: It's great so you went anyway, good that's the spirit that's what I like (.) you went anyway because it was such an interesting place right
(1.0)
S5: Do they have sea access_
S2: Oh [yeah
S5: [Or beaches
S2: I th- I think they do I mean I saw a lot of water but I don't think it was from the ocean or not
(2.0)
S5: Did you see any seals or seagulls
(2.0)
S2: Mhm no I don't think I did (.) some ducks were there yeah
(2.0)
T: ((Laughs)) Okay that's pretty cool_

The interaction in (9) indicates four instances of task sequences. The main interaction is quite long, but students managed to maintain a steady flow of their conversation, and most pauses last two seconds, with two five-second gaps only. The main sequence begins in line 1

with the teacher who nominates two students who apparently have not been contributing to the task as much. One of them, S1, accepts the nomination, and poses a question in line 3, which begins with an explicit self-nomination of accepting the turn and establishing a question to ask. From then on, in line 3, the task sequence begins. After a five-second pause, S2 offers a response which presents some trouble due to internet connection issues, which are identified due to the unexpected cut in speech. Then, S1 acknowledges the response from S2 non-lexically with laughter, finishing the first task sequence of the interaction.

After that, in lines 16 through 24, another task sequence takes place, which begins after a turn produced by the teacher in which she evaluates the interaction previously held by S1 and S2. The task sequence, then, starts with S3, who self-nominates and takes the turn to ask a new two-part question. After five seconds, S2 answers the question in a long turn, which includes micropauses as well, to, perhaps, allow the learner to prepare a well-structured reply. The task sequence ends with S2's answer, which is followed by the teacher's turn in line 25, who endorses the question-answer sequence, and requests for more queries from the rest of the students. In interaction, the third turn is expected to be filled by the asker, but since S3, who posed the question, did not acknowledge the response from S2, the teacher had to fill in that turn. Similar instances of this phenomenon will be analyzed in the upcoming chapter of this study.

Moreover, a new task sequence comes in the interaction in lines 27 through 34, which occurs two seconds after the previous teacher's turn inviting students to participate. This time, S4 implicitly agrees to produce the turn, and using a long *eh* as a turn-initiator particle, claims turn-taking (Vásquez, 2019). After a gap of three seconds, S2 offers a response, but seems to struggle to come up with a complete idea, and uses *uhm* repeatedly to signal that he is holding the turn, and thus, continues to elaborate on it. S4, then, following a two-second pause, acknowledges S2's answer with *okay* as a sequence closing third (Schegloff, 2007). S4's turn

closes the third task sequence of the interaction, which is followed by a turn from the teacher, in which, as has been continuously demonstrated in the previous analysis, she acknowledges the students' interaction, and evaluates their performance in the task.

Finally, the fourth and last task sequence of this interaction occurs in lines 51 through 61, which has an interesting event that has not been identified in other examinations. The question-answer sequence begins with S5 who self-nominates and asks a question as a FPP. Immediately, S2 offers a response in line 52, but S4 elaborated on the question, and in overlap with S2's turn, adds more details to the query. S2 then provides a more complete response than his former one in line 52, which was simply *yeah*. After a pause of two seconds, and as the previous examples have shown, the third turn is expected to be fulfilled by the teacher, but instead, S5 asks a new question, and in doing so, completes the question-answer sequence proposed by Schegloff (1968), which allows the task sequence to continue for a couple more turns. Another two-second pause takes place for S2 to respond, and finally, the task sequence comes to an end. The last turn of the interaction is filled by the teacher, who, once again, complying with her role in class, assesses the answer offered by S2 and the exchange held by the learners.

This example portrays how students can not only create multiple task sequences in one main interaction, but also keep elaborating on them as much as they feel like. The following example depicts other task sequences taking place in the main interaction, including one more example than in the previous extract.

Extract (10), the last example of this section, shows multiple task sequences happening in the main sequence. They are organized a bit differently than in the previous example, since in this one, there are more interventions from the teacher in terms of repair or assistance to learners' questions about the target language.

(10) VGT_T1_1.2 Kabul

T: Okay let's see, ah it's Effi and Yael you went to Kabul uff okay so what questions do we have for this pair (1.0) about Kabul in Afghanistan
(8.0)
S1: Excuse me, what?
T: What questions what questions do the others have for you [anybody?
S1: [oh
(2.0)
S2: What's the weather like in that place
(2.0)
S1: Uff [some days ar]e very sunny and hot and dry
S3: [Eh (2.0) uhm]
S1: And some others day you'll get a lot of rain and (.) humidity (.) it switches from one to the other (.) all day long
(4.0)
T: Great
(3.0)
S4: How is the demography of that place?
T: The demographics
(1.0)
S4: Yeah
(6.0)
S1: They in the city itself they ha:ve (.) some kind of mountains if you: search_ (.) uhm (.) some pictures, they have a very similar mountains to what is cordillera de Los Andes in Santiago, (1.0) they even look similar but if you see the landscape the buildings a:re it's mainly a city like with a lot of buildings_ and (1.0) houses_ and suburban areas but in comparison to Chile, the buildings are very different in architecture, but it's a very (3.0) ((whispers)) how do you say ah (4.0) ah se me olvidó (1.0) >plano es bien plano<

oh I

forgot *flat is very flat*

(1.0)
T: Very flat
S1: F[lat sorry
T: [Flat
S1: Flat yeah
(3.0)

S5: Ah [did you eat-] ah
S6: [Did you wit- oh] please go ahead_ go ahead
S5: Right, uhm did you eat something there that make you sick or had a stomach like, (.) like you were dying or something maybe? ((laughs))
(2.0)
S3: Me, I eat I eat guranipa [xxxx
T: [Woah I- I ate I ATE
S3: I eat I ate hhh gurani panjang what is what is eh: (.) eggplant wi::th yogurt (1.0) eggplant with yogurt.
(3.0)
S5: ((Nods))
T: ((Nods)) that's delicious, (2.0) exquisite, (1.0) but it made you sick anyway.
(2.0)
S3: Yeah
T: Oh oh
S6: >So did you witness any kind of conflict<, you know like I don't know a gringos attack, or a terrorist attack, or something like that?
(6.0)
S1: Uh we didn't- we weren't able to see them because they have been this like this since the two thousand one (.) and before that they were: (.) occupied no by the Soviets by the Soviet army, (1.0) a:nd even states a civil war in 1990 uh when we were there there was all peace and the whole government people were trying to rebuild the the city and the country so no we didn't_ we didn't (2.0) eh
T: You didn't see any Americans, American soldiers, you didn't see them?
(1.0)
S1: No we saw them >but we didn't see any kind of terrorist and any attack<=
T: =Ah okay okay, yeah because it's full of American soldiers okay (.) (nods)
S1: They are £[everywhere]£
T: [It's a ver]y- they're everywhere they're everywhere
S1: They're £like pigeons£
(1.0)
T: ((Laughs)) £Yes they are aren't they yes£
(2.0)
T: What else_ what else_ about this place that you would like to know. (2.0) Fay you've been quiet,
(4.0)
T: And continue to be quiet, okay (.) u:hm does anybody else have questions? Any questions anybody? (3.0) About Afghanistan Kabul?

```
90          (3.0)
91      S7: Mhm: how is the people like. Do they have any tradition?
92       T: Mhm::
93          (8.0)
94      S1: Well they seem very conservative <and: very closed about
95          their culture> (.) <they: they don't share that much with
96          (.) with strange people or foreign people,> but you can
97          tell a lot by the way they dress_ they act and they
98          communicate between them, they are very: (.) close nice
99          uh people but among themselves, (.) they are not so
100         friendly they were not so friendly with us.
101         (1.0)
102      T: Okay (.) huh
```

The last example of this section describes five task sequences in the interaction, one more than the previous example. In (10), the first task sequence begins in line 10 with S2, after the teacher requests students to ask questions in lines 8 and 9. S2, then, asks a question, which receives an answer after two seconds from S1; however, S3, another student who is in charge of answering questions, also tries to offer a candidate answer but comes in in overlap with S1's response and abandons the turn. This makes S1 elaborate further on his answer, providing more details to the former reply. The task sequence finishes, then with S1's answer, which as observed in previous analyses, is not acknowledged by S2, who asked the question. The teacher, after four seconds intervenes, perhaps expecting more students to join in the interaction.

The second task sequence in this extract occurs in lines 20 through 39. The interaction between students begins with S4 asking a question, and immediately after, the teacher intervenes to do other-initiated other-repair in line 21. After one second, S4 acknowledges the repair from the teacher with *yeah*, which is followed by a long six-seconds pause. The exchange between the teacher and S4 is an insert expansion in the task sequence, which allows the teacher to correct and give feedback not only to S4, but for the entire class. The task sequence is resumed in line 25, in which S1 provides a long response to the question in line 20. At the very end of his turn, S1, in a word search, turns to Spanish, his mother tongue, to look for a word which he apparently forgot how to say in the target language. After one second, the teacher

intervenes once again, in an insert expansion, to offer the student the word he was looking for. In a short exchange, the student repeats the word to make sure he got it, and the teacher does the same to confirm the response. The task sequence finishes with the student repeating the word provided by the teacher one last time, perhaps in an attempt to ensure the rest of his classmates that that was the right word.

Furthermore, the third task sequence occurs only three seconds after the previous one, and begins with S5 who self-nominates and asks a question right away. However, another student, S6, also self-selects to participate in the task, but soon realizes that S5 had asked a question already and grants him the floor to take the turn. S5, then, resumes his question in line 45, and after three seconds, S3, who is the other student working with S1, offers a response; nevertheless, the student's reply had a mistake regarding the tense of the verb *eat*, which had to be in the past tense. The teacher, in an insert expansion, corrects the mistake by repeating the correct form of the verb, *ate*, twice, the second one with an increment. S3, then, resumes her answer in line 51, including the correction provided by the teacher. After three seconds, S5 acknowledges the answer offered by S3 non-verbally by nodding positively, and thus, ending the task sequence. The insert expansion in this case, in contrast to the previous ones in earlier extracts, consists only of one turn, which is used by the teacher to produce repairs on the students' answers.

The next task sequence of this extract is quite short and contains only a basic adjacency pair of two turns. The sequence starts in line 58 with S6, who had abandoned his turn in the previous task sequence to grant the floor to S5, who had asked a question first. S6, then, restates his question, and after six seconds, S1 replies in a long turn from lines 62 to 69. The task sequence, thus, finishes after the lengthy reply, and, in this case, the teacher does not intervene to repair or acknowledge the reply, or sequence as a whole; however, S6, the asker, does not fill in the third turn either, leaving the sequence as it is, with only two turns. Nevertheless, the

turn after the task sequence is produced by the teacher in a sort of third turn which should have come from S6, and she asks a question to S1 so he can elaborate on his answer. This type of turn is not considered inside the task sequence because the exchange is supposed to come from the students only, the ones carrying out the task, and the teacher is in charge of fulfilling the role of guide and monitor of the task.

Finally, the last task sequence of this interaction takes place from line 91 to 100. Prior to the beginning of the question-answer sequence, the teacher, in line 85 nominates a student to participate who seems to be quiet during class. After four seconds, and seeing that there is no response from the called student, the teacher endorses the absence of the learner, and requests for other students to participate in the task. Three seconds after the request, S7 self-nominates and accomplishes the purpose of the activity by asking a question, which the teacher acknowledges with *mhm* in an insert expansion. This insert expansion does not have much relevance to the task sequence taking place, since the teacher's turn does not include repair nor any other important feature that could contribute to the sequence. After a long pause of eight seconds, the longest gap in these examples, S1 offers a response. In these eight seconds the student might have been preparing the reply, which comes in a long turn from line 94 to 100. The task sequence finishes after the lengthy turn, which is followed by a brief pause and the teacher's turn acknowledging the S1's reply, and again, filling in the third turn of a typical question-answer sequence.

This subsection allows us to see that task sequences can occur on multiple occasions in a single interaction, and that they can take different forms and different participants. The insert expansions found in the two examples analyzed demonstrate the role of the teacher in this task in particular, since students are the ones in charge of the interaction, and the teacher is the one who provides guidance and corrections when necessary. The organization of the task sequences

is interesting as well, since, in the two examples described in this chapter, they occur at around the same time.

4.6 Discussion

As mentioned at the beginning of this chapter, the sequences encountered in the data have an unusual organization. Between two turns produced by the teacher, both as FPP, there is another sequence in which the students carry out the task instructed by the teacher in the first place. These exchanges, the task sequences, break the main interaction, but do not terminate it, since the main sequence is resumed after the task sequences finish.

The interactions identified in the data seem to follow the IRF pattern overall (Sinclair & Coulthard, 1975; Mehan, 1979): the teacher initiates the segments, which in this case include the introduction of the students who are going to participate in the task, or nominations of students to ask questions to their peers. Then, the students respond to the teacher's request, which comes in the form of a task sequence, and finally, the teacher evaluates or provides feedback to the interaction the students had. Nevertheless, the response from the students is not one single turn, but a whole new sequence carrying out the task that the teacher proposed, and thus, needs to be seen as such and not an isolated item.

In this specific setting, the IRF pattern seems to be a more traditional approach to language learning and classroom management, and the task sequences, together with the interactions found in the data could be classified as relatively new. In the IRF sequences, the main character of the interaction is the teacher, who is in control of the class. But in these sequences, the task accomplished in the virtual classroom has the students as protagonists: they are the ones who are in charge of the interaction and decide what questions to ask. Additionally, the fact that the learners are undergoing interaction in the target language and not their native one adds more difficulty to the task, showing a great proficiency status towards the language and its use.

As can be observed in the sequences described in this chapter, the first two were shorter and included only single task sequences, and the other two were longer, entailing multiple instances of task sequences. The fact that there is a distinction in terms of length might suggest that in the first two interactions the topic was exhausted (Button & Casey, 1984), and learners could not come up with any more questions. Whereas in the other two, the topic of the interactions did not seem to be consumed, more students joined in the interaction to ask questions, and, even if there were instances of repair or assessment from the teacher, they did not interrupt the flow of the conversation, and in those moments, the teacher encouraged learners to participate and continue asking questions. This might imply that letting students participate freely and autonomously in class can have great results in their learning and acquisition of the target language, since the interventions from the teacher were precise and did not interfere with the ongoing talk between the students.

Moreover, the rules of turn-taking, as proposed by Sacks et al. (1974), and reformulated by McHoul (1978) to fit in the classroom environment, seem to be violated in these interactions. This issue will be deeply discussed in Chapter 6: Explicit vs Implicit Turn Taking; however, it is worth mentioning it. Here, the teacher is the one who takes the first turn in every interaction described in this research, and as a FPP, the expected turn should be a SPP. However, the students who agree to produce the following turn after the teacher requests students to participate, have a double role of SPP, by agreeing to produce the upcoming turn, and as FPP, by asking a question. This demonstrates some degree of interactional competence, even in the target language, since learners act as both roles implicitly, without hindering the flow of the exchanges. Nevertheless, they fail to fill in the third turn needed in question-answer sequences, which, as proposed by Schegloff (1968), could be in the form of a new question, or a different type of action. And, in that same regard, they do not acknowledge their classmates' answers, letting the teacher fill in that turn.

Furthermore, task sequences present an interesting feature in terms of the entire sequence in which they occur. If task sequences were to be taken out of the main interaction, they, on their own, would still make perfect sense, since they have the organization of an ordinary question-answer interaction. Nevertheless, the remaining elements of the sequence would not be understood without the task sequence, due to the fact that the only turns left would be those of the teacher, initiating and evaluating the interaction. This is not a characteristic that side sequences (Jefferson, 1972), embedding (Goffman, 1981), and insert expansions (Schegloff, 2007) display, given that if the interactions between the basic adjacency pair were taken out, the rest of the sequence would still be perfectly comprehended, as seen in the examples provided in the literature. In this case, there is not a base adjacency pair that forms the basis of the task sequence, thus, this type of sequence does not fall in any of the categories described.

Another interesting element of task sequences has to do with "known information questions" (Mehan, 1979, p. 285). The author suggests that in classroom interaction, the teacher asks questions to which he or she already knows the response. Nevertheless, in this case, the students are the ones asking the questions, and since they are not fully related to a specific content in class, the teacher might not know the answers to them, which detaches this approach from traditional ones used in the classroom.

In that regard, the identification of these sequences in institutional talk, in this case classroom interaction, opens a new door to the exploration of phenomena using the methodology of CA, in light of the fact that, nowadays, education is becoming more student centered and this type of activities could be often encountered in the classroom setting.

If students were given the opportunity to be involved in tasks of this nature in the language classroom, chances are that their progress would be more evident, since they would be interacting among themselves, getting immediate feedback, and corrections when necessary.

Learners would also be able to see how the language works in natural conversation, would know when to hold their turns, and thus, would be more prepared from an early stage to move on in their years of training as future English teachers, together with being able to manage the language in different aspects of life.

Chapter 5:

Acknowledgments

As seen in the previous chapter, most of the sequences encountered finish with a turn from the teacher, usually in the form of an assessment of the interaction held by the students or as a sequence closing third (Schegloff, 2007). The task being carried out in this lesson is very particular and specific, requiring students to be involved in a sort of semi-structured role play where they ask questions to one another about a place they pretend to have recently visited. As literature suggests (Gardner, 2010; Hosoda & Aline, 2013; Aydemir et al., 2016; Belhiah, 2011; Schegloff, 1968; 2007), a question-answer sequence consists generally of three turns, a FPP in the form of a question, a SPP in the form of an answer, and an acknowledgment which is supposed to come from the person who asked the question in the first place, mostly when the sequence is carried out in a classroom setting, where the IRF-IRE pattern usually occurs (Sinclar & Coulthard, 1975; Mehan, 1979). The sequences found in the data show that, in the majority of them, the acknowledgment comes from the teacher rather than the student who asked a question as a FPP. This chapter analyzes the different forms of acknowledgments that were seen in the data: sequence closing thirds (Schegloff, 2007), assessments, and partial repetitions, and how different they are when they come from the teacher or from a student.

The findings of this chapter show that acknowledgments were performed 34 times in the interactions presented. As it was stated before, the teacher provided the most endorsements, with 25 instances, whereas the students only offered acknowledgments nine times in all the sequences. Table 1 portrays the number of assessments and the percentages in which they appear in the conversations analyzed.

Table 1

Number of acknowledgments performed by teacher and students

Total amount of acknowledgments	Teacher	Student
34	25	9
100%	73.53%	26.47%

To begin with, the necessary literature to account for the different forms of acknowledgment is presented, followed by the interactions analyzed, and finally by a discussion on the findings of this chapter.

5.1 Sequence Closing Thirds

In his book on sequence organization, Schegloff (2007) signals that sequence closing thirds are a form of minimal post-expansions (ibid., p. 118), since they add an extra, or third turn, hence their name, in a sequence after a SPP. The author goes further to explain that the word *minimal* does not entail a specific small number of turns that proceed to a SPP, but rather that its design is so that it does not foster any additional talk in the sequence (ibid.). The closing third that appears more recurrently in the data observed is *okay*, which does not occur as a standalone token in every turn, accompanied by different forms of assessment, repetitions, or elaborations of the previous turn.

Following Schegloff's statements (ibid.), *okay* may be used to "mark or claim acceptance of a second pair part" (p. 120), together with it being used after preferred or dispreferred SPPs. Moreover, Shi (2015) stated that, in the EFL classroom, *okay* has not only a relational function, but also a pedagogical one, where teacher and students would use it for different purposes. Shi identifies five different ways in which *okay* is used in classroom interaction: topic opening/shift, encouragement, acceptance/agreement, hesitation, and turn allocation (ibid., p. 7). In addition to that, Beach (1993) establishes *okay* as a token that occurs

in a variety of settings, from casual talk to institutional environments. The author suggests that okay is a resource available for participants to accomplish pertinent and precise tasks in interaction. However, Beach suggests that speakers rely on *okay* to offer "partial solutions" (p. 326) to troubles encountered in conversation, and in an attempt to resolve them, interactants use it as "reflections of what participants *initially* treat as meaningful in the course of achieving interaction." (p. 326, italics in original) This is visible in the extracts presented in this chapter, since *okay,* most of the time, is offered as a 'fill-in response' when no student acknowledges the turn of another.

Nevertheless, in terms of allocation, the sequences shown in the analysis display *okay*, being used by the teacher, not only after a second pair part, but after a whole sequence (as discussed in Task Sequences), which most of the time, is the question-answer task being carried out by the students. In the instances in which it appears by itself, it is usually in the form of a sequence closing third, finishing a sequence and filling in for an acknowledgment that should have come from a student. When it is accompanied by other TCUs, it generally demonstrates assessment, providing feedback on the question or answer offered by one of the learners participating in the exchange. The extracts analyzed illustrate this phenomenon produced by the teacher and the distinctive ways in which it occurs.

5.2 Assessments

Minimal post-expansion or sequence closing thirds (Schegloff, 2007) can also come in the form of assessments, which can also be found in the extracts previously shown, some of them accompanied by *okay*, as stated previously. According to Schegloff, assessments portray an attitude taken by the speaker, generally the one performing the FPP, concerning the turn performed by the SPP (ibid.).

Moreover, Goodwin and Goodwin (1987) state that, while in interaction, both participants, speaker and receiver, perform evaluations; therefore, assessments as actions are

not left for one or other members of the sequence, in which they can judge "persons and events being described within their talk." (p. 6). In addition to that, Pomerantz (1984) signals that when speakers perform assessment, they do so to execute a certain action, for example, "praise, complain, compliment, insult, brag, self-deprecate." (p. 63).

Also, assessments can come as non-verbal actions, as will be shown in the data analysis. In that regard, according to Jefferson et al (1987), laughter can be marked out from different nonspeech sounds in interaction, since for people taking part in conversation, laughter can be considered as a denoted activity in the sequence, which could be accounted for as acknowledgment. Furthermore, another non-verbal phenomenon present in the data as acknowledgment is nodding. Stivers (2008) suggests that when people nod in interaction, they assert certain access to what has been detailed in the conversation, avoiding interfering or hindering talk-in-interaction.

5.3 Repetition as Recipiency

Another element that can be considered as acknowledgment in conversation has to do with repetition as recipiency. Wong (2000) suggests that repetition is a social activity which belongs to our daily routines. In that regard, Greer et al (2009) signal that, in interaction, when a speaker repeats part of what another speaker has stated in a prior turn, it demonstrates that the speaker comprehends what the other has pointed out, and is "actively following the general flow of the talk." (p. 12). The authors also state that by repeating, interactants entail understanding in simpler ways than using tokens such as "*uh huh or mm.*" (ibid.). Additionally, Schegloff (1996) mentions that when a speaker performs repetition of a former turn, it is usually followed by other tokens, such as agreements or confirmation.

Besides, Wong points out the importance of repetition in language learning, stating that it is a vital part of the process which occurs both in classroom, and naturalistic environments.

Repetition, then, and as was stated before, is a human activity which second or foreign language learners need to learn to perform in social interaction (2000).

5.4 Analysis

The following sections show examples from the data gathered for this study which show different types of acknowledgments coming from the teacher and students. It is important to mention that the extracts displayed in these sections are only a sample from the entire collection used for this research, which is why the numbers exhibited in Table 1 might not match the total amount of acknowledgments produced in the upcoming extracts. Additionally, as it will be appreciated in the examples, most of the forms of acknowledgment produced mostly from the teacher include the three types of endorsements identified in the data; therefore, even if they are encapsulated in one category, the analysis will also include the inspection of the different elements encountered.

First, acknowledgments that have sequence closing thirds (Schegloff, 2007) are presented, which evidence that the preferred token to use by both, teacher and students, is *okay,* which is sometimes accompanied by the teacher's assessments or partial repetitions of previous students' turns. Also, sequence closing thirds produced by students usually appear with laughter, a non-lexical form of acknowledgment. Second, the analysis showcases examples of endorsements as assessments, which only come from the teacher, and none of them is produced by students, which might account for the institutional and pedagogical context in which the interactions occur. Finally, examples including repetitions as recipiency are displayed, which, as assessments, are only produced by the teacher, signaling her role in the classroom. The examples including partial repetitions usually include the other forms of acknowledgment signaled in this chapter.

5.4.1 Sequence Closing Thirds in Student-student Classroom Interaction

This category includes four examples of sequence closing thirds identified in the data for this study. The first two have to do with acknowledgments provided by the teacher, and how she fulfills the turns that should be completed by the students; and the other three are extracts in which students produce endorsements in the task-sequences of each other's turns.

In extract (11), the students are set to ask each other questions about a recent fictitious trip they had. This example portrays the sequence closing third *okay* being used by the teacher in particular moments of the task-sequence fulfilling specific purposes, and appearing sometimes evenly distributed. Together with that, this example displays only one instance of acknowledgment produced by a student, almost halfway through the sequence. In this extract, the student who endorses the answer provided by another one uses the token *okay* accompanied by laughter, a non-lexical form of acknowledgment. Also, the sequence closing third *okay* is employed mostly by itself, with only one turn using other resources such as partial repetitions.

(11) VGT_T1_1.2 Saudi Arabia

```
01      T: Okay let's see Camila and Fernanda where did you ladies
02         go. ((clears throat))
03     S1: Uh sole and I went to Riad [in Saudi Arabia
04   → T:                             [((Gasps)) ((brings hand to
05         chest)) Okay ((touches neck))
06     S1: ~Oh my God!~
07         (1.0)
08      T: ~Yes~
09         (3.0)
10      T: Riad in Saudi Arabia, what questions do we have about that
11         place.
12         (5.0)
13     S2: H- how do you personally feel about that visit.
14         (1.0)
15     S1: U:h[m
16      T:    [Good one
17     S1: Was: very very difficult at that place uhm but it was
18         okay. We eat a lot
19      T: We ATE_ we [ATE_           ]
20     S1:           [Ugh I'm sorry! ] we ate a lot
21      T: We ate a lot yeah
22     S1: So:: yeah
23         (3.0)
24   → T: Okay
```

S3: U:hm which was the favorite part of your travel (.) like the thing you like the most
(1.0)
S1: Uhm: we love go uhm to: uh Tresmond beach, it's a very beautiful beach, and:: we spend three days in a cabin so it was very fun
→ T: O:h (3.0) yeah that sounds like fun wow,
S1: Yeah it was very very fun
(1.0)
T: Oh (2.0) any other questions?
(4.0)
T: No more questions about Riad?
S1: No questions
T: Come on come on ladies and gentlemen, (2.0) what else do you want to know about the capital of Saudi Arabia
(3.0)
S4: I'm not sure about that place but how long was your flight,
T: ((Laughs)) Good one
S1: Uhm: ((laughs)) (1.0) uhm £very long£
T: ((Laughs))
→S4: ((Laughs)£Okay£
→ T: ((Laughs)) £Okay£
S1: £Very long£
(1.0)
S5: What are some tourist attractions like some cool activities to do there.
(1.0)
S1: U:hm (1.0) [there is]
S6: [We go to eh Prayet Zoo,] zoo_ it's very cool
T: Why, why is it so cool
S6: The Rayet [zoo]
T: [Yeah why]
S6: E:hm (.) e:hm (.) a big place, a:nd they have different ehm animals, (3.0) ehm like eh camel? (1.0) a:nd bears differents bears, is interesting and the place and it the bad is the food i don't like the food
→ T: The bad part was the food yeah okay
S6: Disgusting (laughs))
→ T: Okay ((laughs)) you don't like that kind of food
(6.0)
T: Are you with me Fernanda?
S7: How do- how do you feel about ah ah no sorry how do they feel about eating pork
(2.0)
T: M:hm
S1: U:hm we didn't actually
(1.0)
T: No but how I think the question is how do the people there the local people feel about eating pork
S7: Yeah I messed it up the first time I was referring to them the people who live in that country how do they feel about eating pork
(3.0)

S1: Uhm I don’t know
(3.0)
T: You didn’t- you didn’t have a chance to to observe anything like that about that?
S6: Yeah we didn’t have a chance
T: Oh you didn’t right
(2.0)
S1: So sorry
→ T: Oh yeah no I see I mean that can happen (.) yeah it it they probably would not like to eat pork probably they would (.) hate eating pork because they’re Muslims and very very traditional Muslims and Islam prohibits pork (1.0) just like Hinduism prohibits eating cow if you’re a Hindu you cannot eat a cow (.) right so yeah
(3.0)
→ T: U:hm okay, is there anything finally that you’d like to add about Riad?
(6.0)
S1: No I guess we didn’t,
T: [No?]
S8: [Okay.] how do they treat woman you know in that country how do they treat woman
T: Wom[en
S8: [I’m really interesting in knowing that yeah woman yeah
→ T: Okay
(4.0)
S6: Can you repeat please
S8: Of course u:hm (.) how do they uh treat woman. Am I saying it right?
T: Almost. Wo- women
S8: Women women
T: Don’t be afraid of like totally forgetting the o (.) women women women
S8: You know the culture in there so how do they treat woman women
T: Good good
(2.0)
S6: Uhm they treated uh women is is eh ehm:: (.) how do you say i::s e:hm indifferent?
T: Indifferent
S6: Indifferent e:hm so:: is this is bad for me but eh (0.1) eh (0.1) that was the e:hm the bed- the: of this place
T: Did you- were you forced to wear a veil like a veil to cover your hair did you have to go around like this?
((covers hair and mouth with hands))
S6: Uhm no no no no that’s not necessary for the: tourist
→ T: Ah okay (2.0) but the women there had to wear those things?
S6: Yes she
T: Wow
S6: She: it’s bad I don’t like this
T: Yeah I don’t like it either (.) I’m glad I’m living here where I don’t have to do that (.) yeah

131 → T: Okay time's up

As it was previously introduced, extract (11) exhibits the use of *okay* in quite a number of occasions, nine to be more precise. In the majority of the instances in which the token is used, it stands by itself, fulfilling different roles throughout the interaction. The first *okay* appears in line 1, in the teacher's first turn as turn-initiator, and as a topic shift, for a new task-sequence to begin; therefore, the function it is portraying here is not as a sequence closing third, but rather as a form of go-ahead (Schegloff, 2007). We will see more instances in which *okay* appears as a turn-initiator in a sequence, but each time, the action it performs is different. Then, the teacher employs the token *okay* in line 5, which, unlike other times, includes more use of body language, which complements the meaning of the token. Gasping, bringing her hands to her chest and touching her neck while using *okay*, might suggest acceptance of the SPP provided by S1 in line 3 due to the place the students are about to discuss, adding a sense of fear to the token.

Later, in line 24, *okay* is employed in mainly three ways: as acceptance of the answer offered by S1 in line 18, which presents a trouble source, and the teacher does other-initiated other-repair in line 19 with an increment. The *okay* in line 24, then, could also imply acceptance of the correction S1 does in line 20, which is confirmed by the teacher by a repetition of the repair in line 21. Moreover, this closing third could also be showing topic closing, since another student, S3, joins the interaction in line 25, and asks a question about a different topic.

In addition to that, this example shows a form of acknowledgment performed by a student, which, in a sequence as long as this one that has 131 lines, comes in line 45, almost halfway through the interaction, and to which no other student replicates. This time, and as will be appreciated in further examples analyzed, S4 acknowledges an answer provided by S1 in line 43 in two ways: first, a recurrent event in the acknowledgments offered by students is laughter, which might suggest agreement of the previous turn, and also, a reaction to ongoing

laughter in the former turns, since S1 laughs while answering; the teacher, then, laughs in response to the answer; and this in turn leads S4 to continue with the pattern. After that, there is *okay*, an overused token in the analyses shown in this section, which accounts for acceptance of the response given by S1.

The use of the token comes again in line 46, after S4 also acknowledges the answer proffered by S1. This *okay* is one of the few that appears just by itself, and, due to the exchange between the students being short, -short question, short answer- the teacher employs it as hesitation (Shi, 2015; Beach, 2020), which makes S1 elaborate a bit more on her answer in line 47.

After that, the teacher uses the token in line 63, which is employed as an acknowledgment of a question she asked one of the students participating in the exchange. In an insert expansion (Schegloff, 2007), the teacher asked S6 -one of the students who gets to answer questions-, a question to elaborate further on a previous turn in line 53. Therefore, this *okay* is a clear sequence closing third, in which the teacher accepts the answer provided by S6. Additionally, the token is used again in line 93, which, after a pause of three seconds, is employed as a topic shift for the students to comment further on the topic being discussed. The use of *okay* in line 102 is being used as acceptance of a question asked by S8, after the teacher had performed repair on the question in line 98.

Furthermore, the *okay* used in line 124 is very similar to the one in line 63, where the teacher takes part once more in the task-sequence as an insert expansion (ibid.). As it has been analyzed, in this turn the teacher shows acceptance, and also asks a new question as a form of encouragement for the student to develop the answer given. Finally, the last *okay* in this interaction is shown in line 131, in which the teacher produces the last turn of the sequence, but this time, it is not only acknowledging the previous interaction held by herself and S6, but she is also providing closure to the lesson with *time's up*.

In the following example, the role the teacher performs in the classroom is clearly identified, since in most of her interventions she helps the learners find the correct words to express their ideas in the question-answer task. The teacher's turns, in this case, show her using the token *okay*, and repeating words that the learners have used but with increments as a form of repair. There is one use of repetition as recipiency to account for acknowledgment. Here, *okay* is used three times with different functions; however, this time, the tokens appear closer to one another than in previous interactions. The topic of this sequence is new, and so are the students who take part in it.

(12) VGT_1_1.2 Kashmir

```
01      T: Just Hillary and Elián where did you go.
02         (4.0)
03     S1: We went to Kashmir
04      T: Oh::: kashmir ((claps)) that's my favorite sorry to
05         everybody else but Kashmir is actually my favorite (.)
06         ((claps)) mhm Kashmir (.) okay uhm let's see_ let's see_
07         let's see_ let's see who has any questions for the
08         Kashmiry crowd
09         (4.0)
10     S2: Uhm what language do they speak
11         (2.0)
12     S1: U:h i think they speak uh Kashmiry?
13         (3.0)
14    → T: ((Nods)) good good (.) no more questions ((pouts)) about
15            Kashmir
16     S3: You learned something about the language or you speak
17         something,
18     S1: Uhm no actually we had uh problems with the language so
19         it was kinda difficult so communicate with the people
20         there (3.0) ((clears throat))
21      T: Can you say something that's what you wanted to ask
22         right (.) can you say something ((moves hands up and down
23         and forward)) can you say something in Kashmiry
24      T: [Was your question right
25     S1: [Oh no I can't
26      T: No but I think that was Camila's question right saying
27         what she meant to say was can you say something right or
28         I'm wrong?
29         (3.0)
30      T: Camila?
31         (4.0)
32      T: ((Gasps)) Camila vanished okay well I think that's what
33         she meant but okay so you had okay (.) any other
34         questions anybody
```

S4: E::hm me did you go to city or a beach
S1: E::hm we went to a: lot of places actually ((clears throat)) I personally went to Ranjit xxxx it's like a (.) a lake or something but it's eh part of a hydroelectric project eh: (.) eh: nearby the Ravi river (1.0) so it was fun (2.0) we stayed like two days first (laughs) and then we went to (1.0) e::hm (1.0) Baramulla? (2.0) ah: it's a how do I say localidad (.) locality?

locality

T: Yeah [locality
S1: [Town?
T: Town is better yeah town is better
S1: yeah it's a town in the (.) district of Baramulla and hhhh I- I- I- their population is about one hundred and sixty seven thousand nine hundred eighty six habitants?
T: Inhabitants inhabitants
S1: Inhabitants
T: Inhabitants
(2.0)
T: [Wow
S5: [Kashmir is more a mountainous place and you can go to Gomark that is a place where you can esk- eh you can make skei skei yeah?
T: Sky sky::: ((moves hands simulating a place))
T: [Ski ((moves hands down))
S5: [Like in the snow? no like in the [snow
T: [AH:: skiing skiing
S5: Skiing yes skiing
T: Okay skiing yeah I thought you said skydiving and I'm like it's [mountains=
S5: [No
T: =It's skydiving oh skiing £okay£ ((moves flat hand back and forth)) ((laughs))
S5: Skiing and you can stay here for a few days staying in hotels and enjoy the escenary
→ T: The scenery ah: (.) wow yeah it's a nice scenery (1.0) okay wonderful does anybody else have questions for example (.) Effi_ Yael_ Kevin_ Fay_ anybody
S6: What's the religion in that place.
T: Mhm::
(3.0)
T: [Very good question
S1: [Uhm: actually I- I'm not pretty sure but it has some eh: how do I say e::hm (click) eh: Buddhist eh:: religion there because their eh: how do I say templo

temple

temples? hhh
T: ((Nods)) ((signals with index finger))
S1: Temples so one of them is Makilala Stupan eh: it's a second-century Buddhist Stupa near the village of Tope Mankiala hhhh
(3.0)
S1: So I think that their religion is eh Buddhism.

```
86          (1.0)
87      → T: Okay good (3.0) any more questions?
88          (4.0)
89        T: No we're good (.) anything you'd like to add either of
90           you Elián or just Hillary
91          (3.0)
92       S1: Mhm no? I don't think so
93      → T: No? Nothing? Okay Kashmir there you go_
```

In example (12), the first form of acknowledgment from the teacher is observed in line 14, in which she performs a non-verbal recognition and assessment. First, after a three-second pause, the teacher nods positively at the answer provided by S1 in line 12, which is followed by a double use of *good* as assessment. The repetition of the word might suggest that the first one is acknowledging the reply by S1, and the second one, the question-answer sequence held by the students. Furthermore, the first *okay* from the teacher comes into view far into the sequence in line 69, where she, as has been discussed before, offers assessment and acknowledgment in many TCUs. The first one of the turn displays a repetition of the last word S5 said, which was mispronounced, using an epenthetic *e* at the beginning of the word *scenery*. The teacher does other-initiated other-repair by repeating the word with its correct pronunciation. After that, she does an assessment on the answer provided by S5, while also repeating the mispronounced word, as if reacting to the reply. Lastly, the teacher employs *okay* to show acceptance to the answer, which is followed by a new assessment. This *okay* might also indicate explicit topic transition, since the last TCU of the teacher's turn is a question as a request nominating other students to participate in the task. The second *okay* is in line 87, and it is quite different to the previous one. *Okay* is a turn-initiator in this instance, which might only have the purpose of agreeing and accepting the previous turn. The teacher continues with *good* as an assessment and feedback on the student's reply, together with asking if any of the students have any other questions. The *okay* in the final turn of the sequence is also different, but this time it might be fulfilling a triple role of compelling, changing topic, and finishing this part of the task-sequence.

Extract (13) is the first interaction the students hold in the online class, and, thus, it is the first task sequence. It shows students producing acknowledgments before the teacher intervenes and gives her own. This is one of the few examples in which learners acknowledge each other's utterances when they are expected to, instead of having the teacher fulfill that role, as it will be observed in further examples. Also, there is acknowledgment from the teacher in the form of assessment.

(13) VGT_T1_1.2 Central African Republic

```
01       T: Fay where were you where did you go tell us.
02          (1.0)
03      S1: I went to: the: wait (.) I always forget the name (.) to_
04          to_ to_ to_ the Central African Republic
05       T: Alright, Central African Republic let's s[ee:
06      S1:                                           [Right
07       T: Uhm: group two which is one person too. Kevin (.) do you
08          have any questions to ask to your friend who just got
09          back from the Central African Republic?
10          (1.5)
11      S2: Uhm yeah eh (.) was there any white people in there many
12          white people
13      S3: ((laughs)) .hh £that's racist£
14      S1: Uhm yeah the tourists bu:t most of the people were black
15          (.) the ones who live there
16          (2.0)
17    → S2: Uh okay okay
18    →  T: Pretty good
```

In this extract, in line 17, S2 acknowledges the answer provided by S1 in lines 14 and 15, using the token *okay* twice in the same turn as a form of agreement and acceptance. Also, the first part of the turn is *uh*, which could be a form of *oh*, another sequence closing third proposed by Schegloff (2007). The author signals that *oh*, as a "free-standing particle" (ibid., p. 118), is commonly used to state "information receipt" (ibid.), and Heritage (1984) signals that with this particle, addressees can declare a state of being uninformed of something to now being informed. Nevertheless, the fact that the particle in the extract is not exactly *oh* could be understood as a cross-linguistic change-of-state token, as explained by Heinemann and Koivisto (2016). The authors suggest that the English particle *oh,* which functions as a change-of-state token may vary in different languages in terms of phonetic and prosodic features, such

as openness and roundness of vowels, and lengthening and intonation issues (p. 4). However, since the learners who participated in this study are native Spanish speakers, a different form of *oh* cannot be ruled out. In that regard, González Temer (2014) signals the particle *ah* in Spanish speakers as a change-of-state token, which is the purpose for which the element in question is being used here. This closing third is strictly endorsing the reply offered by S1, unlike other purposes that *okay* has in other sequences when the teacher produces it. Moreover, since this is the first interaction of the task, one could have expected a more predominant employment of acknowledgments from the students in the rest of them; nevertheless, as it will be appreciated in further analysis, that turn is mostly filled in by the teacher who has a double role of acknowledging not only a response, but also a whole sequence. Furthermore, the teacher also performs acknowledgment in the form of assessment, evaluating both the answer proffered by S1, and also the whole sequence of the task.

The next extract shows a short interaction in which students participate in the task-sequence. In this case, both the teacher and student acknowledge the answer provided by S2 in different ways, but S1 does so in a similar way as in the previous extract analyzed. The teacher's endorsement is also in the form of assessment and partial repetition.

(14) VGT_T1_1.2 Goats

```
01     T: Let me see, Arelí Parra now and Christián. Do you have any
02        questions for our traveler?
03    S1: Eh yes eh what is a typical food there hhh
04        (1.0)
05    S2: Uhm like a typical typical I didn't find one (.) I was
06        looking for it bu:t what they eat that is really weird
07        is that they eat goats
08        (2.0)
09     T: O:[:h
10    S2:   [That's a little- a little typical
11     T: O:[:h
12 → S1:   [Ah okay
13 →  T:   Interesting (.) okay goats alright
```

As it was formerly noted, extract (14) shows acknowledgments from the teacher and the student acting as a FPP in the task sequence, who is in charge of enquiring their classmate.

Again, the interaction begins with the teacher as a FPP nominating two new students to take part in the task. The task sequence begins in line 3 with S1, one of the students the teacher had nominated, who accepts the nomination, and in turn asks a question to introduce the activity. S2 replies to the inquiry, but elaborates before arriving at a definite answer. After a two-second pause, the teacher joins the interaction in line 9, using *oh*, as a change of state token. The use of said token makes S2, in line 10, partially repeat her answer, which is replied to by the teacher making use of the same element *oh*, reacting to the answer offered by the student. After that, the recognition of the answer provided by S2 in lines 5 through 7 comes in line 12 by S1, who also employs *okay*, similar to the previous sequences. The first TCU in the turn in line 12 is *ah*, which, as exposed in extract (2) could count as a change-of-state token as *oh* is in English, but here is employed as *ah* in Spanish, (González Temer, 2014), the native language of the learners.

Then, *okay* is used as a form of acknowledgment again, accepting the response provided in lines 5 to 7. This sequence closing third is only performing one action: recognizing the reply by S2. Additionally, the sequence is finished with the teacher ratifying the task in various TCUs: the first one, with the word choice *interesting* to assess the answer presented by S2, and the interaction as a whole; the second one, after a micropause, using *okay* as the sequence closing third acting as agreement or acceptance of the turn before; and finally, she repeats part of the reply proffered, which is followed by *alright*, orienting at agreement as well. The fact that the teacher acknowledges S2's reply and the further elaboration of the turn in line 10 with a long *oh* token twice, might suggest that she was trying to encourage students' participation in the task-sequence, showing interest in the student's responses.

The following extract is quite different to the ones presented before. As it has been seen, most of the interactions analyzed this far include *okay* in the last turn performed by the teacher. This one does not end with the token, but it is used in other parts of the sequence, fulfilling similar roles as the ones already examined. This example shows acknowledgments from the

students, which come at the very end of the sequence, in which both students, the one as a FPP, and the SPP, acknowledge each other's reply. This is a single case of a double acknowledgment, in which new words of recognition are used.

(15) VGT_T1_1.2 Osage

```
01     T: Okay let's see group four. Arelí Parra and Christián where did
02        you guys go.
03        (1.0)
04    S1: U:hm to Osage uhm OK which as far as I'm concern is- is on
05        Oklahoma in USA=
06     T: =Exactly that's what OK stands for. Oklahoma USA (.) very
07        good (1.0) so: that's where you went to that is also a very
08        interesting place
09        (1.0)
10     T: So let's see what the questions might be.
11        (4.0)
12    S2: U:hm [me? can you tell me a famous place of the=
13     T:      [Yes,
14    S2: =Of your village that uh you traveled for holiday?
15        (1.0)
16    S1: U:hm I didn't found uh that much places but something that
17        catched my attention there was
18    S1: [Some town town  buildings
19     T: [I think that CAUGHT my attention ((leans head forward))
20        something that caught caught_ caught_
21    S1: Oh okay something that caught my attention uh (.) were some
22        of the: (.) town buildings such as the town hall on the cold
23        scene, sorry for my- my doggies ((dogs howling))
24  → T: ((Laughs)) Great mhm
25        (1.0)
26    S1: So something like that also but it's kind of far but not
27        that (1.0) it's uh Canyon that it's on a (1.0) on a city
28        that is in the same state (1.0) it's called uh Wichita
29        Canyons
30        (5.0)
31    S1: [So y]eah
32  → T: [Okay] very good very interesting okay (.) cool (.) must be
33        an amazing landscape. (1.0) Does anybody else have questions?
34        about Osage OK
35    S3: Me? (.) eh what did you like about it.
36        (2.0)
37    S1: U::hm (.) I would say the landscapes (1.0) because uh that
38        place is between mountains (2.0) uhm (1.0) how it's called
39        eh (0.1) this is a famous one, (1.0) give me a second
40        (2.0) hhh uhm Rocky Mountains uh it's near the Rocky
41        Mountains (.) so (.) uhm also it's one of the: most diverse_
42        uh ecological regions of the United States with almost ten-
43        uh ten different_ uh zones,
44        (5.0)
45    S3: >Hey were you discriminated there< or you know being latino
```

```
46        and shit
47        (2.0)
48    S1: I mean uh:: one of the it's near of o sea I mean (.) it's
                                                  I mean
49        near of the state of New Mexico so:::_ I don't know- think so
50        (.) I- I- f- as far as I'm concerned (.) uh  there's a mix
51        of of people I mean (.) of race to be ((moves head side to
52        side looking up)) I would say, (.) but not I wasn't
53        discriminated or anything like that.
54        (3.0)
55  → T: Interesting okay (2.0) any other questions?
56        (5.0)
57     T: Uhm Yael_ Effi_(.) Fay_
58        (2.0)
59    S4: Me.
60     T: Uh huh
61    S4: E:h (2.0) do they have any typical food?
62        (1.0)
63    S1: U:hm yeah it's uh (1.0) it's a group of food uh typical of
64        Native American because uh that zone was uh back in the days
65        a: Indian territory
66     T: ((Nods))
67        (1.0)
68    S1: So they have food like fried chicken_ cornbread_ beans ah
69        many things uh something like that
70        (4.0)
71  →  T: ((Nods)) Good
72  → S4: ((Laughs)) Thank you,
73  → S1: No problem.
74        (2.0)
75  →  T: Very interesting very interesting
```

As it can be observed, extract (15) begins with the teacher as a FPP with *okay* as turn-initiator, giving a go-ahead signal (Schegloff, 2007). Later, in line 32, the teacher does employ *okay* as a closing third in a likely manner as it has been used in earlier interactions: followed by assessments and partial repetitions, mainly to reassure the students that they are performing according to the instructions. In this turn in particular, *okay* is used twice, the first one might suggest agreement with the answer proffered by S1 in lines 26 through 29, and resumed in line 31 after a long five-second silence. The second *okay* occurs after an assessment, and is followed by a micropause, which could suggest that the teacher is waiting for a student to also acknowledge the answer provided, but seeing that nobody attended to the signal, continued with other forms of assessment, and partial repetitions of the answer. This *okay* then, might

portray topic closing, to let the students know they can continue asking questions, as she requests at the end of her turn. The last *okay* found in the sequence is in line 55, which comes after a three-second pause and is preceded by an assessment. *Okay* here seems to portray topic closing as well, which is followed by a silence of two seconds and a request for more questions. Also, the teacher acknowledges the answer in line 68 non-verbally first, with a nod, and then with *good* as an assessment of the reply.

The acknowledgments from the students appear at the very end of the sequence. S4 in line 72 acknowledges an answer provided by S1 in lines 63 to 65, which then is resumed in lines 68 and 69. The student first recognizes the answer with laughter, which, as a different action in conversation, could be referred to as assessment or an expression of affiliation. Then, S4 acknowledges the two-part answer expressing gratitude with *thank you*. This element is not shown in any of the other interactions, and leads S1 to also perform acknowledgment of the appreciation in line 72, saying *no problem*, which could be counted as acceptance, resulting in the end of the task-sequence. The sequence is closed by the teacher who assesses the interaction the students hold from line 61 to 69 with *very interesting* used twice, two words which have been previously observed in the examinations.

The examples presented in this section show how students rely on the same token to acknowledge their classmates' responses in the question-answer task: *okay*. Learners might confide in this token to endorse each other's replies since it is a common token found in both, the target language and their mother tongue, and since they are first-year undergraduates, and are yet to feel more confident speaking in the target language, the use of *okay* might make them feel secure of their remarks.

The following category displays the second type of acknowledgments identified in the data: assessments as acknowledgments. The examples show the different words chosen by one

of the participants in the exchanges to use as assessments, and the role of these elements in the EFL classroom.

5.4.2 Assessments as Acknowledgments in Classroom Interaction

This section includes three examples of assessments as acknowledgments in classroom interaction. It is important to point out that the title of this subsection differs from the previous one since, in this category, the only participant in the interaction who produces assessments as endorsements is the teacher, fulfilling her pedagogical role in the classroom, even in an online lesson. Unlike what has been analyzed so far, the following extracts do not contain the token *okay* as a form of acknowledgment; the token appears only once in the last turn of the last interaction of this group. The minimal post-expansions as assessments are presented in the form of verbal and non-verbal assessments, together with partial repetitions.

The following extract depicts what was just indicated: verbal and non-verbal forms of assessments as acknowledgments, accompanied by repetitions to show recipiency. Also, one of the teacher's turns shows a post-expansion of a previous turn produced by one of the students.

(16) VGT_T1_1.2 UK colony

```
01    T: What else_ what else let's see, Camila and Fernanda do you
02       have any questions for our lady here? Camila and Fernanda?
03       (3.0)
04   S1: Yes eh how much money did you spend in their place
05    T: M:[hm
06   S2:   [Uhm not I mean (2.0) not that much
07       (4.0)
08   S2: Uhm (4.0) Christián wrote something
09    T: Yeah he said it was a UK colony so you were right in
10       saying that they speak english with a sexy ac[cent
11   S2:                                              [Oh
12 → T: Very good ye[ah
13   S2:             [Got it. Uhm how much money_ (1.0) not that
14       much (2.0) cause it is not too expensive to go there
15       (2.0) but uhm I tried to like give out give- give uh most
16       of- (1.0) of what I got cause it's a really poor country
17       (2.0)
18  → T: Ah::: ((nodding))
19    S2: So like either somebody gave me a ride I tried to pay
```

```
20        them twice as they asked for like something like that I
21        don’t know cause I have so much money
22        (2.0)
23  → T:  So much money and they’re so poor
24    S2: M:hm
25     T: Right_
26    S2: Well_
27  → T:  They are they are I understand, even so you didn’t spend
28        so much money even though you were doing that you did
29        not s[pend that much money
30    S2:       [Mhm
31     T:   How [poor, can they be.
32    S2:       [That much
33     T:   Right
```

As it was formerly specified, extract (16) portrays acknowledgments in the form of assessments and repetitions to account for recipiency. The first assessment comes in line 12, which, interestingly enough, is not assessing a question or answer given by either one of the students participating in the exchange, but rather it is acknowledging the *oh* offered by S2 in line 11. The use of that token comes in response to the turn performed by the teacher in lines 9 and 10, where she signals something that another student wrote in the chat of the Zoom platform (see Limitations for a further discussion on this issue). S2, then, in line 11 claims access of knowledge (Heritage, 1984), which the teacher acknowledges with an assessment.

Furthermore, a form of verbal and non-verbal assessment and acknowledgment appears in line 18, where the teacher reacts to the answer provided by S2 in lines 13 through 16, after the student is aware of the message on the chat. In this turn, the teacher nods in agreement to what S2 states, which leads the student to resume her answer in line 19. After S2 finishes her answer, the teacher does another form of acknowledgment, a partial repetition with an assessment as well. From this point onwards, the interaction is only carried out between the teacher and S2 in the post-sequence expansion, since the only question asked by a student is in line 4. After the teacher’s acknowledgment in line 23, she and the student continue assessing each of their turns, until the teacher performs another turn in lines 27 through 29, in which, once again, she partially repeats what she and S2 have been discussing so far. One possible

interpretation for this is that the teacher might have wanted to highlight this part of the sequence for other students to join in the interaction and continue asking questions; however, nobody attended the teacher's implicit request. This, then, leads S2, and the teacher to continue commenting on the same issue prior to the last turn of the teacher, who closed the sequence using *right*, which could be understood as agreement in the position of an acknowledgment.

The second extract in this section includes assessments with elaborations either from previous turns, or new turns, and also, non-verbal elements are present which have not been introduced before, and occur only in this example.

(17) VGT_T1_1.2 The population

```
01    T: And finally Santiago and María, do you have anything you
02       want to know about Central African Republic?
03       (3.0)
04   S1: Of course, uhm what is the population in your play- uhm in
05       the place that you went for holiday
06       (3.0)
07   S2: What? (1.0) I didn't get it.
08   S1: What is the population in that place_
09       (1.0)
10   S2: The population
11   S1: Yeah
12   S2: Uhm (1.0) actually I don't know
13   S1: ((Laughs))
14       (3.0)
15    T: No idea? No idea [(     )
16   S2:                  [There's_ there's_ there's_ over four
17       thousand and sixty hundred million people
18 → T: Oh:: phew! th[at's like
19   S2:              [And more
20    T: Like twenty times Chile or something,
21       (2.0)
22   S2: Ye[ah
23    T:   [Or more much more, my math don't- don't ((hand signals
24       no)) I'm not sure_ I'm not sure of what I'm sa[ying
25   S2:                                               [My math is
26       bad too
27 → T: £Yeah no£ ((laughs)) £forget it forget it£ (.) Wo::w that's
28       huge! And for such a small coun[try!
29   S2:                                [Yeah it's big
30       (1.0)
31 → T: Phew!
```

As it was introduced, in this extract, the teacher makes use of non-verbal tokens as acknowledgment that have not been presented before. The first turn of the teacher upholding an answer occurs in line 18, which begins with a non-verbal action where the teacher shows impact towards what S2 has indicated in lines 16 and 17. After that, the teacher uses a long *oh*; however, this time it might suggest astonishment and not a state of comprehension, which could be accounted for by the teacher's first reaction, which showed her as being shocked by the number she heard. Moreover, the next TCU in the turn is performed non-lexically as well, with the interjection *phew*, which, according to Jovanović (2004) is a sound generally used to express surprise (p. 23). Additionally, Goffman (1981) establishes *phew* as a type of response cry (p. 101), which is used when "entering or leaving from what can be taken as a state of marked natural discomfort." (p. 101). This is in line with the rest of the turn, in which the teacher shows disbelief. At the middle of the teacher's turn in line 18, S2, in overlap in line 19, offers a continuation of her turn finished in line 17, and then, the turn produced by the teacher is resumed in line 20. Furthermore, the teacher's turn in lines 27 and 28 also displays acknowledgment, which appears as an assessment of the turn of S2 performed in line 16. Finally, the interaction is closed by the teacher who employs *phew* again as non-lexical acknowledgment, this time, referring to the turn by S2 in line 29, but it is still responding to the original answer shown in line 16.

In the subsequent excerpt, the class is undergoing the same task as earlier; however, this time, more students join in the interaction asking questions while only one answers the queries. As the instances observed before, it portrays that the interventions of the teacher fulfill the same purpose, including non-verbal cues. The teacher also makes more use of varieties of assessments and leaves the token of concern *okay* to finish the interaction, employing it only once in the sequence.

(18) VGT_T1_1.2 The language

```
01    T: Anything else? Or just Hillary and Elián?
02       (7.0)
03   S1: Uhm what activities can you do there?
04       (3.0)
05   S2: Oh uhm I::: think the best activity you can do is like
06       visit the Temples of Bagan, I mean it's a really
07       beautiful place (1.0) and I think I just I don't know
08       like looking at the people because (.) I don't think
09       you'd be able to communicate with them but you can watch
10       them pray and meditate and it's really interesting to
11       just watch
12       (4.0)
13 → T: ((Nods))
14   S3: I have a ↑question
15    T: Yeah okay go [ahead
16   S3:              [Which is language in your country.
17       (1.0)
18   S2: Oh the language.
19   S3: Si
         Yes
20   S2: U:hm (3.0) >first I thought they spoke English because
21       they used to be an English colony<, but (.) <apparently
22       only five percent of them speak English so uh the
23       language>- the primary language they speak is Burmian
24       °something like that° it's #called#. And even so, a five
25       percent of the country is around two point four million
26       people so it's still a lot of people who speak English
27       even though the number seems #small#
28       (3.0)((teacher nods))
29 → T: Wow (0.1) interesting (0.1) uhm (.) anybody else like
30       for example-
31   S4: Me [me
32   S5:    [Me did you see
33       (2.0)
34    T: Go ahead Effi and
35    T: [Then I don't know who else spoke but-
36   S5: [°Oh there was someone else°
37    T: Oh okay
38       (0.2)
39   S4: E:h what is the official currency of that- of that place
40       (2.5)
41   S2: Oh okay you got me £there£ ((laughs)) I'm gonna have to
42       £look it up£ ((laughs))
43       (2.0)
44   S6: You can make it up
45    T: You can [make it up, (   )] nobody's been to Myanmar I=
46   S2:         [Oh yeah          ]
47    T: =[Think=
48   S2:  [Okay
49    T: =Here in this group
50       (.)
```

```
51   S2: >So yeah no< they use Chilean currency [as well=
52    T:                                        [((Laughs,
53       leans body back))
54   S2: =So you can take your pesos there. [so yeah,
55 → T:                                     [((Laughs)) Alright
56       £yeah_ yeah_ yeah_£ well make it up that was a (.) not made
57       up £of course no no£ ((laughs)) okay good one °good one°
```

For this example, the last turn of the teacher is somewhat similar to the ones formerly analyzed; nevertheless, the teacher applies other actions and forms of feedback, together with changes in volume or emphasis. The performance of the last turn appears in line 55, which begins with the teacher laughing at the answer provided by S2 in line 54. Next, she uses *alright* similarly as *okay*, showing agreement or acceptance of the turn before. This is followed by three *yeahs*, which can also be accounted for approval, and their repeated use might imply laughter that continues to happen throughout the turn. In another TCU, the teacher partially repeats a suggestion that another student proposed in line 44, since the student who was replying did not know the real answer to the question asked in line 39. In this instance, the partial repetition of that turn might occur because the answer provided in line 51 and continued in line 54, was not expected and perhaps unsatisfactory for the teacher, which can be demonstrated in the next TCU, where the teacher says the answer was not made up. The *okay* token, which has been present in the majority of the interactions examined, appears almost at the end of the turn, and this time, it could have two functions: accepting/agreeing with the previous turn, and the interaction as a whole; and as topic shift/closing, to move on into the next sequence of the question-answer task.

The extracts in this section highlight the role of the teacher in the EFL classroom. On the one hand, the teacher fills in a turn that should be completed by a student, but by doing so, she exemplifies how a FPP, in this case a question, is acknowledged, using a variety of words to accomplish the task. On the other hand, the teacher is providing feedback to her learners in more than one occasion: first, when students ask a question in FPP position; second, when a student answers a question in SPP position; and third, when students finish the interaction in

the task-sequence, assessing the entire exchange they had. This strengthens her role as educator in the classroom, supplying students with several instances of modelling and feedback, so they can then improve their performance in the target language.

The upcoming section comprises acknowledgments in the form of repetitions of previous turns performed by the students. Also, the extracts show a variety of endorsements analyzed in anterior examples.

5.4.3 Repetition as a Means of Acknowledgment in Classroom Interaction

This category covers acknowledgments as repetitions to account for recipiency of turns. There are two examples in this section; however, there is one more included in a subdivision of this segment, which shows not only repetitions, but also, the explicit role of the teacher in these kinds of interactions. It is necessary to exclaim that these examples also include other forms of acknowledgments already analyzed, since it is quite rare to encounter repetition alone in turns. Additionally, this subsection has a similar title as the previous one due to the teacher being the only participant producing this type of endorsement, thus, it is considered classroom interaction, and not specifically student-student interaction.

In extract (19), the sequence shows the students undertaking the question-answer task, which is a bit shorter than the ones analyzed in the previous category. The teacher begins the interaction by nominating students to ask questions, who then carry on with the task.

(19) VGT_T1_1.2 In Africa

```
01    T: Okay (.) uh: just Hillary or Elián (1.0) what can you¿ ask
02       this lady
03       (6.0)
04   S1: Where is that place.
05       (2.0)
06   S2: Where?
07   S1: Where is located,
08        (2.0)
09   S2: In £Africa£ ((laughs))
10   S1: But in what part of Africa.
11   S2: Is like uhm: thi:s central part you know like there's
12       this yeah, like the central part is composed by many
```

```
13      other like cities, (1.0) but this like the central part
14      of Africa I guess,
15      (3.5)
16  → T: Good question good question interesting. Okay it's in the
17      middle of Africa.
```

In this example, the teacher initiates the interaction as a FPP using *okay*, which, since there was a previous interaction before this one, might be used as a topic shift/opening (Shi, 2015). In the same TCU, the teacher nominates two students to ask questions to another classmate about their trips, to then proceed to do a request for questions. After a long six-second pause, the task sequence begins in line 4, in which S1 produces both a SPP, by accepting the teacher's request, and a FPP by asking a question. S2 does repair on the previous turn, and partially repeats the question which might be due to a problem of hearing. S1 reformulates the question as information seeking originally uttered in line 4, and after a two-second silence, S2 provides a candidate answer while laughing, maybe because the question seemed a bit obvious since the name of the country the student is talking about is Central African Republic. Then, in what seems to have been an unsatisfactory answer, S1 produces a new reformulation based on the answer just given. Next, in line 11, the original question asked in line 4 is finally answered by S2 as a SPP; however, the student elaborates on the answer by using tokens such as *uhm, like, yeah, I guess*, as if looking for the right words to say, perhaps not to make the answer so evident. After a 3.5-second pause, in line 16, the teacher acknowledges the interaction in a multi-TCU turn. She first begins with an assessment of the inquiry asked in line 4; then, with *interesting*, she seems to assess the interaction held by the students; next, she uses *okay*, but this time it is different than the one produced in line 1, this time, it shows acceptance or agreement with what S2 said; and finally, she does a partial repetition of the answer supplied by S2 to reassure that what she has said is correct.

An interesting aspect of the use of *okay* in this case is that it seems to fulfill its purpose by being complemented with the other TCUs, since, if alone, it would not have had the same impression. Moreover, the last turn performed by the teacher seems to meet the last position in

the IRF pattern (Sinclar & Coulthard, 1975; Mehan, 1979), by providing feedback on the different elements that compose the sequence.

In the following extract, the token *okay* is used three times for different purposes, but it is still filling in the acknowledgment place of the interaction held by the students. This time, the token is employed with less elaboration, being followed or preceded by words such as *good*, *yeah*, and *cool*. Repetition comes in one lengthy turn produced by the teacher.

(20) VGT_T1_1.2 Food

```
01     T:  Let's see_ Camila, Fernanda, you've been very quiet
02         ladies?
03    S1:  Uhm I have a question↑ uhm: (1.0) what kind of food do
04         you like the most.
05         (5.0)
06    S2:  From there eh (4.0 - lost connection) uhm well uhm I
07         think it was the bugs they eat bugs you know like uh
08         real bugs and >I tried them out and they weren't so bad
09         you know< they have a lot of protein so yeah I
10  → S1: ((Laughs))
11     T: [((Laughs))
12    S2: [You think i'm going-
13  → S1: ((Laughs))
14         (2.0)
15  →  T: ((Laughs)) (.) £Okay£ quite good
16  → S3: Did you see a lot of privileged people or they were
17         mainly poor people in there?
18         (5.0)
19    S2: Uh oh yeah there was a lot of poverty, yeah a lot of poor
20         people, but eh:: they are Buddhist so it's not like (.) a
21         (.) big deal for them, because they believe that lection
22         so they believe in Nirvana you know all stuff and uh
23         they don't like having too much material goods with them
24         (1.0) it's really interesting.
25   → T: ((Nods)) Mhm yeah okay (1.0) wow any other questions
26         (2.0)
27    S4: E:h what is the weather like.
28         (3.0)
29    S2: Ah it's sunny u:hm (.) sometimes cold uhm (.) there's a
30         lake called the: In- Inle Lake uh it's like Chiloé you
31         know, it rains a lot and sometimes there's sun but still
32         cold
33         (2.0)
34  → S4: Okay
35  →  T: ((Nods)) (.) Wonderful so now we all know about
36         Myanmar_ is anybody anything else you want to add Kevin
37         about Myanmar?
38         (2.0)
```

```
39     S2: >Yeah there's a conflict between the Buddhist state and
40         the Muslim people< because they steal a portion of them
41         who are Muslims and they have been in war for like I
42         don't know like a hundred years or so,
43      T: ((Nods)) Mhm
44  → S2: And tourist seem to be very intimidated by that (1.0)
45         bu::t I don't know a lot of pages in the Internet say
46         it's fine so I- I guess it's fine,
47  →   T: It's great so you went anyway_ good that's the spirit_
48         that's what i like (.) you went anyway because it was
49         such an interesting place right,
50         (1.0)
51     S5: Do they have sea access,
52     S2: Oh [yeah
53     S5:    [Or beaches,
54     S2: I th- I think they do I mean I saw a lot of water but I
55         don't think it was from the ocean or not
56         (2.0)
57     S5: Did you see any seals or seagulls,
58         (2.0)
59     S2: Mhm no I don't think I did (.) some ducks were there
60         yeah,
61         (2.0)
62  →   T: ((Laughs)) Okay, that's pretty cool,
```

Extract (20) shows the question-answer task about a different topic: Myanmar. In this example, the teacher is not the only one to acknowledge the answer offered by S2 in line 6, S1 does so nonverbally by laughing in lines 10 and 13, which is considered a different action in interaction, sometimes attributed as assessment (Jefferson, 1987). First, this non-verbal token is used twice in a short span by the same student. The first one, in line 10 seems to be acknowledging the answer offered by S2 in lines 6 to 9; however, the second one in line 13 comes in response to the turn of S2 in line 12 which is abandoned, perhaps by the laughter.

The teacher in line 15, then, laughs at the answer as well, but also employs *okay* to show agreement, which is followed by *quite good* in the form of an assessment of the answer and the interaction performed. For this turn, *okay*, obeying at its sequence closing third purpose, led the way for another student to ask a new question, and thus, for a new task-sequence to take place; however, the shift is implicitly carried out, unlike how it is delivered in line 25. There, *okay* occurs in a multi-TCU turn, the first one being a non-verbal cue, in which the teacher nods assent to the answer provided by S2 in lines 19 through 24. Then, the teacher uses *mhm*

and *yeah*, to show agreement and acceptance as well, which are followed by *okay* as the closing third, and by *wow*, as a sign of astonishment and assessment. However, the last TCU of the turn indicates an explicit topic shift, in which the teacher asks the students if anybody has any more questions for S2 in the form of a request.

Moreover, the second type of acknowledgment provided by a student in this sequence comes further in the interaction, in line 34. Here, S4 employs *okay* as a closing third, accepting the answer provided by S2 in lines 29 to 32; nevertheless, the acknowledgment by S4 occurs after a 2-second pause, who might have used the token to fill in the -still quite short- silence.

Acknowledgment in the form of repetition occurs in lines 47 through 49, a turn produced by the teacher. In a multi-TCU turn, the teacher shows agreement at the response provided by S2 in lines 44 through 46, partially replicating the student's response, and using other tokens such as *good* to do an assessment. In the same turn, the teacher uses expressions of encouragement from her own perspective of what the learner expressed to complement her turn, and perhaps, expecting either the student acting as SPP to elaborate further, or other students acting as FPP to acknowledge her response or ask other questions. The turn finishes with *right* as a sign of agreement as well, which, this time, was strictly directed at S2, who answered the question. The intervention of the teacher in this occasion seems to have accomplished its purpose of having more students asking questions in a FPP, since in line 51 S5 asks a new question, and enhances it by adding one more query in line 57.

The sequence in (20) finishes, again, with the teacher who acknowledges the reception of the answer in line 59, and in this case, the turn is evidently shorter in TCUs as compared to the ones analyzed earlier. Similarly as in line 15, the turn is initiated with laughter, which is immediately followed by o*kay*, acting as endorsement, and as topic shift/closing. The turn finishes with the teacher offering assessment on the answer given by S2, using *that's pretty*

cool, which one could have expected to come from S5, who is the one taking the main role of the interaction.

This section has exemplified, again, how important the role of the teacher is in the EFL classroom, since, when she repeats part of the answers the students provide, she is not only acknowledging their replies, but also modelling different elements of the language, such as grammar, pronunciation and pragmatics. Also, in doing so she seems to encourage and include the rest of the students who are not taking part in the interaction to also pay attention to their classmates' exchanges, and perhaps, join in and ask questions.

5.5 Discussion

As Shi (2015) suggests, *okay* can have multiple uses in classroom interaction, some of the ones found in these sequences fall into the categories proposed by the author; however, the main use of the token by the teacher in class is as acceptance/agreement, since she was the one in charge of filling in a turn which would not belong to her, but needed to be completed in order to continue with the interaction.

The use of *okay* in these interactions is produced in several instances throughout the sequence, and each performs a different action. Moreover, as it was appreciated in the analysis, the token is mostly used with other resources, such as assessments and partial repetitions. A possible interpretation of this phenomenon is that it might suggest a sort of emphasis on the turn employing the tokens, and orient the students to perform different actions in the classroom, which in this case are related to the question-answer task.

As it was stated at the beginning of this chapter, the acknowledgments produced by the students are far fewer than the ones delivered by the teacher, who filled in that turn when she actually did not have to, the students taking part in the question-answer exchange were the ones supposed to complete that third turn of acknowledgment. Furthermore, the students only replying with *okay* accompanied by laughter, and the teacher with more elaboration could

signal the roles in the classroom: the teacher in charge of guidance and feedback, and the students the ones to fulfill certain tasks instructed by the teacher, who do not have to evaluate their classmate's or their performance. Moreover, the fact that students only used this token and not others could be subject to their early journey in the language, and the level of proficiency they have, being first-year undergraduate students.

The use of *okay* with an array of assessments, feedback, or elaborations, might be helpful for the students, since it might reassure them that they are performing appropriately in the task settled by the teacher, and are following instructions correctly. Additionally, when the teacher repeats part of the turns produced by the students, she establishes a foundation for learners to base on when using different aspects of the target language, and providing implicit feedback when doing so. This helps students to see the language being used by an expert, and allows them to improve their performance in the target language. Together with that, it might indicate that the teacher is as immersed in the task as the students, complying with her role in the classroom, and also in interaction, as the recipient of the answer provided by one of the students.

This might suggest that students are more engaged in the task than in interaction itself, only restraining themselves from asking one single question to "get the work done" so someone else can ask something else. Interaction, then, is carried out in a one-to-one fashion, where one student simply asks a question and another answers. The sequences presented in this chapter do not show the same student asking another question; if there is a double turn performed by the same student, it is as a resumption of a turn that either gets interrupted or abandoned.

Teaching students about the importance of acknowledging each other's turns could help them improve their performance in the target language, especially for these students who are training to become future teachers of English, and experts on the language. In addition to that,

exposing learners to normal, naturalistic data could be beneficial for them in their daily life, whenever they encounter someone who is an English speaker.

Consequently, the fact that students show a tendency not to acknowledge their peers' replies could be the result of them being first year students, and having been exposed to unauthentic teaching materials in previous years of English lessons at school. Besides, the instructions for this particular task did not include the filling in of the closing third turn; therefore, students might have relied on the teacher to perform that role.

Chapter 6:

Explicit vs Implicit Turn Acceptances

After having observed the analyses of the previous chapters, it could be appreciated that there was a distinctive phenomenon regarding the way students held their turns-at-talk. The interaction that takes place in the data of this study is context specific: an institutional conversation in a classroom. Nevertheless, this time, the classroom is virtual, and lessons are delivered through the Zoom platform, restraining students from performing a normal physical action such as raising their hand to claim a turn, provide a reply, or participate in certain classroom tasks.

As it has been stated previously, the task-sequences that are shown in the data begin after the teacher's request for students to ask each other questions regarding the places they fictitiously visited. With that in mind, the following chapter shows the analyses of the ways that students respond to that request: explicitly, as a self-nomination for which they ask the teacher to confirm their right to speak; or implicitly, by responding to the teacher's request with a self-nomination in which they do not ask for permission and simply respond by asking a question directly, following the instructions of the task.

The sequences that this chapter analyzes have been cut short to focus only in the sections that evidence the phenomenon being discussed. Additionally, in terms of sequence, the SPPs in these extracts perform a double purpose: they are a SPP, since they reply to the FPP carried out by the teacher; but at the same time, they are a FPP, because they ask a question to a fellow classmate, who then becomes a SPP.

In this chapter, the examples of explicit and implicit self-nominations are examined separately, the former being at the beginning. First, the chapter presents the required literature to analyze the extracts, then, it shows the analyses of the extracts independently, and finally, there is a discussion regarding the observations detailed in the examination of the excerpts.

6.1 Turn-taking

Turn-taking is perhaps the most fundamental element in CA (Sidnell, 2010). All interactions have guidelines, and systems that build turns-at-talk: who can speak, and when; how long they can speak for, and what they can say in conversation (Ingram, 2016). Consequently, Sacks et al. (1974) established a set of hierarchical rules for speakers to follow when they encounter themselves in interaction, and need to decide how to proceed:

- A party that has arrived at a TRP can nominate another to hold the following turn by verbally selecting somebody, asking a question, or gazing directly at a person.
- If there is no nomination of another party, somebody else can self-select and hold the next turn.
- If any of the two previous rules to hold the following turn do not happen, the current speaker can self-select and continue performing the turn (ibid).

Furthermore, the authors mention that the turn-taking system in talk-in-interaction is "locally-managed" (Sacks et al. 1978), that is to say, in a turn-by-turn fashion, focusing on the now and not what will take place in the following minutes; and, it is "party-administered", meaning that the conversation is controlled by the participants taking place in the interaction, not by an outsider (ibid.). Nevertheless, not all conversations are designed as such, Sidnell (2010) states that for classroom interaction, the teacher is the one who decides the order of the speakers, that is, the students who will speak next.

In that regard and similarly as Sidnell, Nomlomo (2010) states that turn-taking in a class context is generally produced by the teacher, who gives instructions, or asks questions; and students are in charge of attending to the teacher's directions, and answering queries. Moreover, as it has been previously discussed, the most common pattern of turn-taking that can be identified in classrooms is the IRF-IRE sequence (Sinclar & Coulhard, 1975; Mehan, 1979). Nomlomo suggests that this model of interaction in the classroom restricts learners from

expressing themselves freely, since most of the time they have to repeat what the teacher has explained (2010). Also, the author states that learners might self-select to speak in class; however, it will solely depend on how immersed they are in the interaction.

Turn-taking in classroom interaction was explored by McHoul (1978), who developed the rules Sacks et al. had established for them to fit the classroom context, and to evidence the roles of the teacher and students in a lesson. The author reckons that the classroom is a formal context, and the rules of turns-at-talk differ from the ones established by Sacks et al. (1974), since those are set to occur in more informal conditions. The following set of rules are described by McHoul:

- When the teacher is speaking, and arrives at a TRP, he or she can nominate a student to hold the next turn.
- If the teacher is speaking, and does not select another student to speak, he or she must continue holding the turn.
- If a student is speaking, and arrives at a TRP, he or she can nominate a next speaker, and the teacher is the one who takes the turn.
- If a student is speaking, and does not select someone else to take the turn, another student might self-select, but the teacher will be the first one in line.
- If a student is speaking, and neither the teacher nor another student self-selects to hold the next turn, he or she must continue.

It is important to mention that this system of rules is not entirely fixed, and it can be adapted to specific contexts of classroom interaction; however, most of the time, the teacher is the one in charge of assigning turns to students, unless they are carrying out a certain task.

6.2 Nomination and Self-nomination

One of the requirements to be involved in conversation is to get acquainted with how turn-allocation is coordinated in talk-in-interaction, how members are introduced to a

conversation, when the right moment to take a turn is, and how to proceed in interaction (Krug & Otsu, 2011).

Following the ideas by Sacks et al. (1974), turn-allocation procedures are categorized in two groups: (1) those in which a turn is assigned by a current speaker nominating a next speaker, and (2) those in which a turn is attributed to by self-selection. The authors state that the fundamental technique for self-selection is "starting first" (ibid., p. 718), and also, to begin as early as possible at a close or following TRP. Moreover, it is common for self-selection to begin with certain words such as *well, but, and, so, yeah,* among others (ibid. p. 719). These are called by the authors as "turn-entry devices" (ibid.), which are used by participants in conversation as early starts.

6.3 Participation Framework

Besides turn-taking, another fundamental aspect to have in mind regarding conversation is the participation framework (Goffman, 1976; 1981). According to the author, when people interact, sometimes there are more than two participants involved in conversation, some of which do not necessarily take part in the exchanges. Goffman establishes the notion of the ratified participant, who can be addressed or unaddressed in conversation (ibid.). In a two-party interaction, one of them will continuously be addressed, from whom the speaker will expect a reply; however, in multiparty interactions, one party may be addressed leaving others unaddressed in repeated periods of time (ibid.). In classroom interaction, the teacher will address one student at a time, leaving the rest of them unaddressed. And, in this particular case, students will direct the conversation at each other to complete a class task; nevertheless, every student present in the lesson will be a ratified participant, being able to contribute to the interaction when the teacher either calls them or they decide to join in the activity.

6.4 Intersubjectivity

In conversation, the understanding of the interactions shared by participants is key to maintain fluent and coherent exchanges, and, thus, it is a fundamental element in both ordinary and institutional talk, in this case, classroom interaction. Goodwin (2018) defines intersubjectivity as a property inherent in any two, or more people, interaction, where participants share experiences, interchange different practices, and supplies they can refer to when needed. Additionally, Enfield and Sidnell (in press) signal that intersubjectivity emerges from human social action, in which interactants have mutual aspirations, and their involvement in interaction is visible by the participants. The authors also mention that intersubjectivity is merged with language, which accounts for the mere fact of people being able to understand one another's different utterances (ibid.).

6.5 Analysis

To begin with, in the data presented in this chapter in particular, the two events described above are displayed. On the one hand, the teacher is the one who nominates students to participate in the question-answer task, since she is guiding the interaction, and thus, the activity. When the teacher nominates students to get involved in the interaction, they tend to respond with a turn-entry device (ibid.), and then proceed to ask a question.

Nevertheless, at times, there are no nominations, but rather a request for students to participate, usually in the form of a question. In that regard, when the teacher does not nominate students to take part in the conversation, they react with the object pronoun *me*, asking the teacher if they can join the interaction, and, thus, hold the next turn. The issue of concern in this section; however, is how students accept to produce the next turn when they are either nominated or they self-select. On the other hand, there are times of self-selection in which, similar as to when the teacher does not nominate students, but rather makes a request, the students reply with a question immediately, usually beginning with a turn-entry device.

Nonetheless, it is important to highlight that the task carried out in the online lesson is designed in such a way that the responding turn from the students should be a question addressed to the classmate participating in the interaction at that moment. Still, they do not show signs of explicit acceptance of the turn.

For a simpler analysis of the phenomena described in this chapter, the relevant fragments of the interactions that portray this matter are presented, which in most cases only include the first turn of the interaction, generally from the teacher, and the reply from a student. Every example is detailed as *(extract)* to signal that they belong to a larger sequence, as stated in Chapter 3: Methodology. Some extracts include more participants, which account for the appearances of overlap between turns. The analysis is divided in two main sections, which will be explained further. Both of them include extracts analyzed in the previous chapters of this research. The first main subdivision depicts how students explicitly agree to produce the following turn, after being nominated, and employing different tokens to do so. The second main category describes the opposite of the former, the implicit turn-taking from the students, in occasions in which either the teacher nominates learners or they self-nominate to take part in the activity. As in the former section, this one also delves into the use of specific devices and forms of students' turn taking, which are detailed in three subsections.

6.5.1 Explicit Turn Taking

The first category of analysis shows the explicit acceptance of turns from the students, in which usually the teacher nominates students to participate in the question-answer task. This section is subdivided into four groups, where different particles and ways of turn-taking are examined.

6.5.1.1 *Uhm* as a Turn-entry Device.

The first subsection portrays explicit acceptance of turn nominations produced by the teacher, in which can be found a turn-entry device, *uhm*, followed by the acceptance of the

nomination by a student, and then by the question they are required to ask to participate in the task. These first three examples share one distinctive characteristic: the teacher nominates students to participate in the question-answer task.

(21) (extract) VGT_T1_1.2 Central African Republic

```
01     T: Uhm group two which is one person too, Kevin (.) do you
02        have any questions to ask to your friend who just got
03        back from the Central African Republic?
04        (1.5)
05  → S2: Uhm yeah eh (.) was there any white people in there_ many
06        white people
```

(22) (extract) VGT_T1_1.2 The population

```
01     T: And finally, Santiago and María, do you have anything you
02        want to know about Central African Republic?
03        (3.0)
04  → S1: Of course, uhm what is the population in your play- uhm in
05        the place that you went for holiday.
```

(23) (extract) VGT_T1_1.2 Food

```
01     T: Let's see Camila, Fernanda, you've been very quiet
02        ladies,
03        (1.5)
04  → S1: Uhm I have a question↑ uhm: (1.0) what kind of food do
05        you like the most.
```

In (21), the teacher requests for one student to join in the task, signaling that since he is the only one in his group, and, in this case, there is a single student in charge to answer the questions, the teacher puts them at the same level of participation: one to one. In terms of the use of *uhm*, this time, it is employed as a turn-taking device at the beginning of the turn (Ibraheem, 2017).

However, in extract (22), the teacher proposes two students as possible candidates, of which, only one asks a question; therefore, one does not participate in the sequence. This might suggest that the students in charge of asking the questions in (22) had thought about which one of them would take part in the task, which might be evidenced with *of course* at the beginning of the turn, insinuating that they had a question and spokesperson already prepared. And, regarding *uhm*, in this turn it is used as a turn-holding device (ibid.).

Moreover, something similar occurs in extract (23), where the teacher also picks out two students to perform the task, although the nomination this time is a bit more implicit, naming two students who simply have been quiet during their classmates' contributions. One of them accepts the nomination after one and a half seconds, and begins with *uhm* as turn-taking (ibid.). S1 states that she has a question to ask, which is followed by *uhm* again, this time, as turn-holding. The rising intonation at the end of the word *question* might suggest that the student is waiting for the teacher's confirmation to proceed with the task, which she might have gotten since, after a full-second pause, she completes the task by asking a question. Nevertheless, the particularity of the turn design by S1 might suggest that the learner was preparing the question to comply with the task on the spot, which could account for the pause between the teacher's and her turn, and the use of the token *uhm* twice, the second being longer than the first one.

The following example shares the same characteristic in the turns performed by the students as the ones previously analyzed; nevertheless, *uhm* appears as a more Spanishized *ehm*. In this case, the teacher does not nominate students to participate, but rather requests if anybody has questions to ask in the activity.

(24) (extract) T1_1.2 Kashmir

```
01     T: ((Gasps)) Camila vanished okay well I think that's what
02        she meant_ but okay so you had- okay (.) any other
03        questions anybody?
04  → S4: E::hm me, did you go to city or a beach.
```

Since the students participating in the study are first-year undergraduates of the TEFL program, it is quite common and expected to see *ehm* instead of *uhm*, for they are only at the beginning of complete exposure to the language, and are; therefore, just acquiring these elements of discourse that are more native to apply in conversation. Some students; however, show a greater proficiency in the language and implement *uhm* naturally.

Extract (24) depicts *uhm* in a Spanish version; however, its purpose is the same as the one shown in extracts (21) and (23): turn-taking, since it is being employed at the very beginning of the turn (Ibraheem, 2017). In this example, since the teacher requests students to ask questions, any of them is a ratified participant to attend the request (Goffman, 1976; 1981), thus, the student who consents to perform the petition uses the object pronoun *me* to signal that they have a candidate question, which they immediately execute after calling out the turn.

6.5.1.2 *Yeah* and *Yes* to Show Consent to Participate.

The second subdivision of this section shows extracts using the words *yeah*, or *yes* to show consent to produce the next turn. In these examples, the teacher either nominates students to interact, or requests for questions from them to take part in the task.

(25) (extract) VGT_T1_1.2 Goats

```
01     T: Let me see, Arelí Parra now and Iván, do you have any
02        questions for our traveler?
03  → S1: Eh yes_ eh what is a typical food there. hhh
```

(26) (extract) VGT_T1_1.2 UK colony

```
01     T: What else what else_ let's see Camila and Fernanda. Do you
02        have any questions for our lady here? Camila and Fernanda?
03        (3.0)
04  → S1: Yes eh how much money did you spend in their place
```

(27) (extract) VGT_T1_1.2 Food

```
01     T: ((Nods)) (.) Wonderful so now we all know about
02        Myanmar_ is anybody anything else you want to add Lucius
03        about Myanmar?
04        (2.0)
05  → S2: Yeah there's a >conflict between the Buddhist state and
06        the Muslim people< because_ they steal a portion of them
07        who are Muslims and they have been in war for like <I
08        don't know like> a hundred years or so_
```

In extract (25), the teacher selects two new students to engage in the task, with only one of them responding to the choosing. S1 endorses the nomination by using *eh*, the Spanish version of *uh*. Vásquez (2019) suggests that one of the multiple uses of *eh* as an interactional particle in Spanish conversation, is turn-taking, and turn-holding, which seems to be the case

in this example. The student uses *eh* as turn-initiator, which is used as turn-taking to signal to the rest of the students, and the other chosen learner, that the turn has been held. This, then, is followed by *yes*, which shows the acknowledgment of the teacher's nomination. After that, a second *eh* is employed, in this instance as a turn-holding device, which is finally followed by the requirement of the activity, a question. The fact that the students employ *eh* in their utterances is expected, since, as it was formerly stated, this group of learners is experiencing the target language this close for the first time; therefore, they might not realize they are using the particle in their native language, and have not made the complete switch to English.

Next, in extract (26), which is much alike to (25), the teacher nominates two students after a quick browsing of all the students present on the video call. The teacher names the same two students twice in the same turn, perhaps to make sure that they are listening to her, and are going to participate. Even when the teacher singles them out twice, one of the students responds to the selection after three seconds, which is a long gap to pick up a turn. S1, then, endorses the turn with *yes*, directly answering the teacher's question: *do you have any questions for our lady here*. After that, the student uses the particle *eh*, again, in Spanish, establishing turn-holding (Vásquez, 2019), which is immediately followed by the required question. The silence of three seconds between the turns could be interpreted as the nominated students talking between themselves, and compromising to see who would ask the question. This is worth mentioning due to the fact that in the previous extract, (25), one of the students selected by the teacher does not hesitate to perform the following turn. Nevertheless, connection issues or problems related to the Zoom platform cannot be ruled out to account for the long pause.

Then, example (27) is quite different from the extracts that have been appreciated thus far. In this extract, the teacher's nomination is directed at the student who is answering the questions; therefore, there are no requests for new queries, but rather for further elaborations on the same topic. Nevertheless, the teacher's turn seems to be designed to actually encourage

students to participate. As it can be observed in line 2, the teacher, in a second TCU, asks *is anybody* implying that she is going to request more students to take part in the task, but abandons that TCU, and resumes asking the student who is replying if he has anything else to add about the same issue. After a two-second gap, S2 acknowledges the request and complements what he had previously said, which is not seen in this extract. The student does so using *yeah* to accept performing the turn. This extract does not display the use of *uh*, *uhm*, or *eh* to take or hold a turn, which might be interpreted as the student being prepared beforehand, and thus does not delay his performance using one of these particles. However, the two-second silence might account for the lack of those elements.

6.5.1.3 *Me* to Claim Turn-taking.

Furthermore, the upcoming subsection shows three extracts which depict two main features: no direct nominations from the teacher, and the use of the object pronoun *me* to claim the next turn.

(28) (extract) VGT_T1_1.2 Osage

```
01     T: [Okay] very good very interesting_ okay (.) cool (.)
02        must be an amazing landscape (1.0) does anybody else
03        have questions? about Osage OK
04  → S3: Me? (.) eh_ what did you like about it.
```

(29) (extract) VGT_T1_1.2 Osage

```
01     T: Interesting okay, (2.0) any other questions?
02        (5.0)
03     T: Uhm Yael_ Effi_ (.) Fay_
04        (2.0)
05  → S4: Me.
06     T: Uh huh
07  → S4: E:h (2.0) do they have any typical food?
```

(30) (extract) VGT_T1_1.2 The language

```
01     T: Wow (1.0) interesting, (1.0) uhm (.) anybody else like
02        for example_
03  → S4: Me [me
04  → S5:    [Me did you see
05        (2.0)
06     T: Go ahead Effi and
```

```
07     T: [Then I don’t know who else spoke but-
08    S5: [Oh there was someone else
09     T: Oh okay
10        (2.0)
11  → S4: E:h what is the official currency, of that of that place.
```

As it was mentioned before, these examples differ a bit from the ones presented earlier in that they do not have direct student nominations. In (28), the teacher’s turn begins with an assessment from a previous question-answer sequence, and a partial repetition of the same interaction, which is followed by a question requesting more participation from the students, without nominating any learner. As the teacher finishes her turn, a student self-nominates, which is one of the principles of self-nomination, taking the turn as soon as the other participant reaches a TRP (Sacks et al., 1974). S3, then, begins her turn with the object pronoun *me* in rising intonation, as in asking a yes-no question, which, in terms of intersubjectivity, could represent the relationship and the roles that teacher and students have in the classroom; students know how to request certain elements, in this case, a turn, and how to show respect for each other. The student’s request for self-nomination is followed by a micropause, and *eh*, a particle that has appeared quite repeatedly in the examples analyzed. *Eh* is being used as a turn-holding device (Vásquez, 2019), since, as the teacher concedes the student’s turn, she then proceeds to ask the question required to fulfill the task.

Additionally, extract (29) displays other interesting characteristics that have not been observed in other examples. The extract begins with the teacher assessing a previous interaction, and after a two-second silence, she requests more questions from the learners. A long five-second pause follows the previous turn, which is acknowledged by the teacher, who, seeing that no students are self-nominating, proceeds to nominate a few. This turn in line 3 begins with *uhm*, a particle that, up to now, has been observed coming mainly from the students. In this particular instance, *uhm* might suggest trouble in speaking (Schegloff, 2010), since the teacher notices that no students are joining in the interaction, and, thus, selects three to participate. After two seconds, S4, self-nominates using *me*. However, the intonation of the

object pronoun in this turn is falling, as illustrated with the full stop symbol, marking a different stance towards the task from the rest of the students who have employed *me* to claim a turn. Immediately after the turn-grabbing, the teacher concedes the self-nomination with *uh huh*, which makes S4 proceed with the aim of the task. The student's turn in line 7 begins with a long *eh*, a popular device used by this group of students, which is employed as a turn-taking tool (Vásquez, 2019). After a two-second gap, the student finally carries on with the class activity.

Accordingly, extract (30) illustrates some of the issues that have been appreciated so far, with one feature that has not been described in other extracts: overlap. The example begins with the teacher assessing a previous interaction in several TCUs. One of them, similarly as the extract analyzed above, includes *uhm*, which in this case is being employed as turn-holding (Ibraheem, 2017). The teacher then proceeds to request someone else to join the interaction and ask a question, and as she is approaching to nominate someone, S4 in line 3 self-nominates using *me* twice. The second *me* comes in overlap with another self-selection in line 4; S5 also uses *me* to self-nominate and immediately starts asking a question. After a two-second silence, which suggests that both the students, and the teacher realized that the learners spoke at the same time, the teacher intervenes and names one of the students, giving her the chance to take the next turn. Also, the teacher displays non-recognition of the voice of the other student, which might account for the nomination of only one of them. However, S5 did realize that someone else wanted to claim the turn in line 8, which comes in overlap with the previous turn of the teacher. At the same time, the teacher acknowledges S5's turn-yielding, and after a two-second silence, S4 finally takes part in the question-answer task. This student's turn also begins with the particle *eh*, representing turn-taking (Vásquez, 2019), and then moves to fulfill the purpose of the task, asking a question.

6.5.1.4 Explicit Self-nomination.

The last two examples of this first section of analysis show unique properties that have not been appreciated in other examples. These extracts exclude nominations from the teacher, and embrace self-nominations from the students.

(31) (extract) VGT_T1_1.2 Saudi Arabia

```
01      T: U:hm okay is there anything finally that you'd like to
02         add about Riad?
03         (6.0)
04     S1: No I guess we didn't
05      T: [No? ]
06  → S8: [Okay] how do they treat woman. You know, in that country
07         how do they treat woman.
08      T: Wom[en
```

(32) (extract) VGT_T1_1.2 The language

```
01     T: Anything else, or just Hillary and Elián?
02        (7.0)
03    S1: Uhm what activities can you do there?
04        (3.0)
05    S2: Oh uhm I::: think the best activity you can do is like,
06        visit the Temples of Bagan I mean it's a really
07        beautiful place (1.0) and I think I just- I don't know
08        like looking at the people, because (.) I don't think
09        you'd be able to communicate with them but you can watch
10        them pray and meditate and it's really interesting to
11        just watch.
12        (4.0)
13     T: ((Nods))
14  → S3: I have a ↑question
15     T: Yeah okay go [ahead
16  → S3:              [Which is language in your country.
```

Extract (31) exhibits a special case of self-nomination. The interaction begins with the teacher assessing a previous turn, using *uhm* as turn-taking (Ibraheem, 2017). In another TCU, the teacher asks the student who is acting as SPP if she wants to complement her previous response. After quite a long gap of six seconds, S1, the student answering, reckons that neither she nor her classmate, -the one working with her providing replies-, has anything else to add to their prior response. In line 5, the teacher, to make sure they will not elaborate further, asks one more time with *no?* In overlap with the turn in line 5, S8 self-selects to ask a new question, and does so in a particular way. In line 1, the request from the teacher is directed at the students

who are answering their classmates' questions about Riad, the place they fictitiously visited; the teacher does not request for more learners to enquire again. S8, then, might have misunderstood the request, and using *okay* at the beginning of the turn, accepts a request that actually never took place. As seen in Chapter 5: Acknowledgments, *okay* here is used as a turn-initiator and topic shift, to open a new task-sequence (Schegloff, 2007). Another interpretation of this phenomenon could be that the student realized that this interaction was coming to an end, and seeing that he would no longer be able to participate, rushed to ask a new question he might have been interested to know about. In line 6, then, the student accepts taking the turn, and immediately raises a new question, which he repeats twice, perhaps to ensure that his inquiry was heard. The extract finishes with the teacher who spots a mistake in the formulation of a specific word in S8's turn, *woman*, and performs other-initiated other-repair in line 8 to correct the pronunciation of *women*.

Then, extract (32) has also a distinctive form of self-selection. The sequence begins with the teacher requesting more interventions by nominating two students to participate in the conversation. After a seven-second pause, S1 attends the teacher's request and self-selects implicitly (which will be analyzed further on in the chapter) with *uhm*. Then, the interaction continues with the teacher nonverbally assessing the lengthy turn produced by S2 in lines 5 to 11 (see Chapter 5: Acknowledgments for further details), by nodding positively. Right after the non-verbal evaluation, S3 self-selects to perform the following turn. In rising intonation, S3 states having a question to continue the task, which the teacher acknowledges and confirms in line 3. In her turn, the teacher shows endorsement with *yeah*, a particle that students have used in other examples, together with *okay*, suggesting acceptance of the student's request (Schegloff, 2007). Next, the teacher explicitly concedes the next turn to S3 using *go ahead*, which comes in overlap with the beginning of the student's turn, in which she produces the

question required. S3 only needed to hear the first part of the teacher's turn to proceed with the question, since a *yeah* seems to have been enough confirmation to move forward.

This section exemplified how students explicitly agree to produce turns after the teacher nominates them to participate in class, or they self-nominate to do so. As it was seen, learners employ a variety of ways to take, hold, and produce turns, using particles such as *uhm, mhm,* and *ehm*; or simply avoiding said elements and producing a question right away. The next section details how students, on the contrary, implicitly accept to take turns when the teacher either nominates them, or they self-nominate. The interesting issue in the following section is the double role that learners have when they produce turns implicitly.

6.5.2 Implicit turn taking

The second main subdivision of this section includes how students implicitly agree to take turns. Up to now, students have explicitly agreed to perform the turns they have been chosen to, or they self-nominate using the object pronoun *me* to let the teacher and the rest of the class know they want to hold the following turn. In this part of the analysis, the teacher also nominates students to join in the sequence, or performs requests for questions; nevertheless, students reply to the nominations or petitions with a question immediately, there is no *yes*, *yeah*, or non-verbal acceptance of a turn, which makes students perform a double role: as an implicit SPP, by fulfilling the next turn; and as a FPP by asking a question. Another significant component observed in these interactions is long pauses between the teacher and the students' turns. This category is separated into two groups, which are the main elements of focus: students' turns which use *uhm*, *mhm*, or *eh*, as an interactional particle; and students' turns which employ a question only.

6.5.2.1 *Uhm, Mhm,* and *Eh* as Turn-entry Devices.

To start with, these examples depict the use of the particles formerly introduced in the students' turns, together with nominations from the teacher, or requests for further questions.

(33) (extract) VGT_T1_1.2 African accent

```
01     T: All right what about the Russian cosmonaut or Effi.
02        (6.0)
03 → S1: Uhm what what language they do speak.
```

(34) (extract) VGT_T1_1.2 Food

```
01     T: ((Nods)) Mhm yeah okay, (1.0) wow any other questions?
02        (2.0)
03 → S4: E:h what is the weather like,
```

(35) (extract) VGT_T1_1.2 Kabul

```
01      T: What else, what else about this place that you would
02         like to know. (2.0) Fay you've been quiet,
03         (4.0)
04      T: And continue to be quiet okay, (.) u:hm does anybody
05         else have questions? Any questions anybody? (3.0) About
06         Afghanistan Kabul,
07         (3.0)
08  → S7: Mhm: how is the people like? Do they have any
09         tradition?
```

Extract (33) begins with the teacher nominating two students to participate in the question-answer activity. First, the turn starts with an assessment of an earlier sequence, which is followed by the teacher's selection of the learners. After a significantly long six-second gap, one of the students selected responds to the teacher's nomination. S1 begins the turn with *uhm*, depicting some epistemic degree towards the use of the target language. In this case, the particle is acting as a turn-taking device (Ibraheem, 2017), which leads the student to finally ask the question as part of the task. The formulation of the question; however, seems to present some trouble, since the learner produces *what* twice, suggesting she might have attempted to ask a different query which was abandoned and replaced for the one uttered.

Moreover, some of the same elements previously identified are observed in extract (34). The interaction begins with the teacher, again, who is closing a previous sequence, and non-verbally acknowledges an earlier turn; also, she shows agreement towards the turn with *mhm*, *yeah*, and *okay*, all also tokens of acknowledgment (Schegloff, 2007; Jefferson, 1984). After a second, the teacher reacts again with *wow*, and proceeds to request more questions from the

learners. S4, after a two-second silence, accepts the request implicitly, and begins her turn with *eh*, a common particle found in the turns performed by students, which is being employed as a turn-taking device (Vásquez, 2019). Then, she proceeds to pose a query to complete the activity.

The last example of this section is considerably different from the other four regarding turns and pauses. Extract (35) begins with the teacher requesting students to collaborate with more questions. A two-second silence occurs after that TCU, so seeing that nobody is accepting her request, she nominates one student who apparently has not contributed much in the task, and has been quiet during the interaction. A long four-second silence goes on after the teacher's request, suggesting that she was waiting for the selected student to join in. After noticing and acknowledging that the chosen learner has not attended the teacher's call, she requests, twice, for any other student to get involved in the sequence; however, three seconds pass, and she has to repeat the place they are talking about to pursue a response. Another three seconds go on, and S7 finally fills in the turn, and accepts the teacher's request implicitly. It is unclear if S7 is the same student who the teacher called insistently. The student begins the expected turn with *mhm*, establishing "passive recipiency" (Jefferson, 1984, p. 206), stating that she is the current speaker, and can continue her turn. Then, she moves on to fulfill the aim of the task, and asks two questions in two TCUs.

6.5.2.2 Asking a Question to Show Turn-taking Acceptance.

This subdivision exhibits the extracts in which the learners implicitly accept the teacher's requests for more participation by simply asking a question, and avoiding any acknowledgment tokens (Jefferson, 1984; Schegloff, 2007). Here, learners have a double role of SPPs when accepting to take the turn, and as FPP when asking a question. The following examples are quite similar in their structure, and characteristics, evidencing a teacher's turn, a silence, and a student's turn; however, the last two examples do not follow said pattern, and do

not include a silence between the turns. Also, students' nominations, self-selections, and teacher's requests are described.

(36) (extract) VGT_T1_1.2 Myanmar

```
01     T: Oh:: wow wow ((leans body back)) okay, let's see what they
02        have to ask you about it let's see_ (2.0) let's see_ well
03        Fay I mean Fay now you should be asking the questions. Go
04        ahead ask, him something about Myanmar.
05        (2.0)
06  → S2: Where is that.
```

(37) (extract) VGT_T1_1.2 Kabul

```
01     T: What questions_ what questions_ do the others have for
02        you. [anybody?
03    S1:      [Oh
04        (2.0)
05  → S2: What's the weather like in that place.
```

(38) (extract) VGT_T1_1.2 Saudi Arabia

```
01     T: Riad in Saudi Arabia, what questions do we have about
02        that place.
03        (5.0)
04  → S2: H- how do you personally feel about that visit.
```

Extract (36) depicts the teacher selecting a student to participate in the question-answer interaction. In this instance, though, the teacher chooses a particular student that had just finished being the one in charge of answering questions, so the teacher decides that she should be the one asking questions now. After a two-second pause, S2 consents to produce the turn, and directly asks a question, fulfilling both roles in a sequence, SPP, by granting the request implicitly; and FPP, by asking a question to a fellow classmate.

Additionally, examples (37) and (38) follow the same pattern: teacher's turn - pause - student's turn. In (37), the teacher is clarifying what the activity is about to S1, since she did not understand at first, and in doing so, she requests students to ask questions to accomplish the aim of the activity. At the end of the teacher's turn, S1 comes in overlap with *oh*, a change of state token, implying moving from an uninformed situation to an informed one (Heritage, 1984), suggesting that the student now understands her role in the interaction, which is

answering questions posed for her. After that, and a two-second silence, S2 joins the interaction and agrees to perform the request settled by the teacher by asking a question.

Then, in extract (38), the teacher begins with a request once again for students to inquire their classmates about a certain place. Just as the previous sequence, there is no specific nomination of students to participate; therefore, any student is a ratified participant to access the interaction (Goffman, 1976; 1981). A long silence of five seconds occurs before a student enters the conversation. Subsequently, S2 accepts the teacher's request, and thus, performs the following turn by asking a question, which presents some trouble at the beginning, where the student cuts himself off before producing a complete utterance.

Finally, the last two examples analyzed in this chapter differ from the rest in that there are no gaps of silence between the turns, which makes the interaction flow more smoothly than in the other extracts. Together with that, both of these sequences belong to the same interaction, thus, both discuss the same topic, but are separated by a few minutes.

(39) (extract) VGT_T1_1.2 Kashmir

```
01     T: ((Nods)) Good good_ (.) no more questions, ((pouts)) about
02        Kashmir?
03  → S3: You learned something about the language, or you speak
04        something,
```

(40) (extract) VGT_T1_1.2 Kashmir

```
01     T: The scenery ah: (.) wow yeah, >it's a nice scenery< (1.0)
02        okay wonderful. Does anybody else have questions for
03        example_ (.) Effi_ Yael_ Kevin_ Fay_ anybody,
04  → S6: What's the religion in that place.
```

First, in extract (39), the teacher begins assessing a former task sequence verbally and nonverbally, and makes a gesture of displeasure at the view that no more students are contributing to this sequence in particular. Right after the teacher expresses dissatisfaction at the lack of partaking from the learners, S3 self-nominates to play a part in the conversation. The student's turn is composed of two TCUs, which are two different questions that are linked to one another. The queries; however, are indirect, but they still accomplish the purpose of the

task. Nevertheless, since these are first-year undergraduate students, these kinds of statements posing as questions might bring trouble to the interaction due to the learners not being proficient enough yet to answer appropriately (see Findings & Discussion: Embedded Sequences for a more detailed analysis on this).

Second, the succeeding example in the sequence occurs a few moments after extract (40), and thus involves a different student performing as a FPP. In this extract, the teacher first is observed finishing a previous sequence, and repeats a part of the answer that the student acting as SPP provided earlier. After that, she requests more questions from the students, and after a micropause, she starts nominating a few learners to participate; however, leaves the request open for any student to join in the sequence. In line 4, S6 self-nominates, and agrees to collaborate implicitly by directly asking a question. Unfortunately, since this lesson was carried out on a virtual classroom or platform in which the majority of the students have their cameras off, it is impossible to say if any of the selected students was the one who accepted the teacher's nominations, and requests.

This section displayed students tacitly accepting to take turns, and the different elements they employed to do so. It is important to highlight that, even when students did implicitly take turns, the task is specifically designed to be carried out in such a way, for students to be in control of the interaction and let it flow as they wish. The emphasis of this division was how learners perform a double role when accepting turns implicitly, how they employ certain interactional particles differently than as evidenced in the previous main section, and how they take advantage of time when asking a question.

6.6 Discussion

As it was previously introduced at the beginning of the analysis, two phenomena of turn-taking are presented in the data: nominations from the teacher, or requests for more participation from students; and self-selection from students to take part in the interaction.

Some of the key aspects that this chapter discusses are related to how students respond to the teacher's nominations, or requests; how they self-select; what tokens they employ to signal turn-taking, or turn-holding, and the epistemic stance displayed through their use; and how long it takes learners to take a turn.

The fact that these exchanges occur in institutional talk, in this case, a classroom, and that this task is quite special in nature, implies that the rules of interaction differ a bit from the ones proposed by Sacks et al. (1974), and are perhaps more related to the modifications made by McHoul (1978); nevertheless, they still do not seem to suit all the guidelines suggested by the authors. These rules differ especially in terms of turn-taking, nominating, and self-selecting, together with how students respond to nominations. This question-answer task is specifically designed for self-selection, since the students themselves are the ones in charge of the conversation, and the teacher intervenes whenever necessary, particularly when there is no self-nomination from students to ask a question to participate in the interaction. As it could be observed in the last two examples analyzed, the fact that there are no gaps between the teacher's and student's turns makes the interaction seem more fluent and natural, since turn-yielding and holding are less marked. This might suggest that the design of the task was such, and that the first part of this analysis, Explicit Turn Taking, was not the ideal scenario the teacher might have expected to have, since she had to intervene on several occasions to foster the students' participation.

Nevertheless, an issue of concern arises regarding preference in the requests made by the teacher. This time, most of the preferred responses in the extracts are out of the ordinary: the teacher performs a request for students to take part in the conversation, and thus, in the task. However, said request is not replied to with acceptance or disagreement, but rather it is with a question, complying with the instructions of the task. Students, then, accept these requests implicitly, or indirectly, since they do not use tokens of agreement such as *yes, yeah, of course,*

among others, in all instances, only when they are nominated. This, in turn, makes students perform two roles in interaction: as respondents by accepting the nominations, or requests for the mere fact of speaking; and as initiators by following the directions of the task, and asking a question to one of their peers.

Moreover, the fact that students do not show explicit agreement towards the teacher's requests might suggest that, somehow, they know that they are entering their own conversation, and, in a way, are aware that the teacher's turn is not part of the interaction they are going to hold. Notwithstanding, if this were the case, they should be able to manage the interaction all by themselves, and only follow the teacher's instructions at the very beginning of the lesson, when she introduces the task, and the teacher's interventions should be kept to correct mistakes when they appear, or offer suggestions.

Nonetheless, most of the questions proposed by the learners are wh-questions, even though the type of questions they needed to ask was never specified in the instructions. This could allude to the students being conscious that these types of questions are the ones that provide more details, and; therefore, more interaction and longer answers. Additionally, some students show a great epistemic stance towards the use of the target language, since native English-speaking tokens, such as *uhm*, *mhm*, *uh*, are used correctly, even when these are first year students. Instances in which a Spanishized token *eh* appeared were fewer, which demonstrates the students' level of proficiency in the target language. However, even when students accomplish the task, the fact that they use the tokens mentioned after pauses of different lengths, might suggest that learners are preparing their questions on the spot, and thus, take a bit of time and hesitate to reply to the teacher's requests.

Furthermore, online teaching has changed the way classes are carried out nowadays, mainly in terms of students' participation rates. In this particular occasion, the fact that some students do not have their cameras on during the entire lesson makes it quite difficult to know

who speaks when the teacher nominates someone to join in the conversation. The only recognition of speakership comes in the form of gender due to the high or low pitch of their voices. Thus, when the teacher nominates a few students to participate in the activity, chances that one of the selected students responds to the request are high; nevertheless, it will never be one hundred percent possible to ensure who takes the following turn, especially when students have similar voices.

Subsequently, in this online teaching-and-learning context, students have had to create a way of letting the teacher know they want to participate in class. Raising their hands, an attention-getting device (Schegloff, 1968, p. 1080) is possible to do in a virtual platform, but it is not used, and with their cameras off, it is not a feasible possibility. The most common feature that students use to call the teacher's attention is employing the object pronoun *me* when they are not selected to hold the next turn, and want to take the floor. *Me,* in a way, has become the new hand rising in online teaching, and in circumstances in which students self-select, *me* is done by the mere fact of speaking.

Overall, this chapter aimed at describing how task sequences are organized in student-student classroom interaction. In the first section we could see that task sequences have an unusual organization, since when looking at them as a whole, they seem to follow the IRE model typically found in classroom interaction. However, when observing them in detail, we appreciate that the response turn is achieved with an entire new sequence, which, if taken out of the main sequence, the remaining would not make sense, unlike what the literature suggests.

Moreover, in the second section, the analysis of acknowledgments shows that the teacher is the one fulfilling a turn that should be taken by the learners. In doing so, the teacher employs three different resources, namely sequence closing thirds, assessments, and partial repetitions. On the contrary, students only rely on sequence closing thirds or non-lexical forms

of endorsement such as laughter, which could be interpreted as both characters, the teacher and students, are complying with their roles in the classroom.

Finally, in the third section, we appreciated how students agreed to produce upcoming turns when nominated, and how they self-selected to hold turns. The object pronoun me was an interesting way that learners used to catch the teacher's attention, since they did not use hand raising to produce the same action. Additionally, in this particular case, the teacher is not fully in charge of turn allocation, since the students are the ones in control of the interaction, mostly when they decide to self-nominate and directly ask a question.

Conclusion

This study aimed at examining task sequences in classroom interaction, how they are organized, and how they affect the flow of the lessons. While analyzing the extracts that had task sequences, two other elements were identified, which were acknowledgments and how the teacher is the one who mostly fulfills that role in the classroom; and the way students take turns in classroom interaction, which can be accomplished by explicitly or implicitly agreeing to produce a following turn. To achieve said objectives, this research proposed four questions at the beginning, which would help to outline the analysis of the fragments of interest.

In this section, I present an overview of the results of this research, together with describing unexpected findings identified while analyzing the extracts. Also, the limitations this study presents and further lines of research according to the findings are specified. Additionally, I will summarize the contributions this study could put forward in terms of the institution on which this research was based, and the community of conversation analysts who focus on classroom interaction.

Overview of Findings

In regard to task sequences, it could be appreciated that they follow a particular organization in the interactions found in the lesson observed. The complete interaction seems to be in line with the IRE pattern described by Sinclair and Coulthard (1975) and Mehan (1979); nevertheless, the turn in which a student replies to the teacher's initiation is completed using an entire new sequence in which the class task is carried out by the learners. This causes a break in the sequence, but not an ending, since after the students finish their interaction, the main sequence returns to its original timeline.

These sequences, then, can occur in particular instances in the classroom, when the tasks developed are specifically designed to foster students to interact among themselves, as seen in Chapter 4: Task Sequences, and, thus, demonstrate that interaction among learners in

the language classroom is possible when the activities proposed favor communication. Extracts (9) and (10) show how students can join in interactions when the environment benefits their exchanges and students are engaged in the task, differing from examples (7) and (8), in which students only appeal to accomplish the task and proceed to ask just one question.

Task sequences, as signaled in the results, are organized in a peculiar way. They seem to be independent from the main sequence, but at the same time, they are fundamental to understand the rest of the interaction, unlike what has been described in previous findings, such as the IRE sequences in classroom interaction (Sinclair & Coulthard, 1975; Mehan, 1978), or side sequences (Jefferson, 1972), embedding (Goffman, 1981), and insert expansions (Schegloff, 2007) in CA. For the instances provided in the literature, sequences that are embedded in others can be taken out of the main interaction and the rest would still make perfect sense. On the contrary, if task sequences were to be taken away, the main sequence would not be comprehended, since the only turns left would be those from the teacher, in which she nominates students to participate, or acknowledges and assesses their contributions to the class.

Another difference that task sequences present regarding the aspects available in the literature in terms of classroom interaction, is the stance of the teacher towards the questions students ask in the tasks. Mehan (1979) suggests that in the classroom, and as seen in IRE sequences, teachers ask questions to which they already know the answers, called "known information questions" (p. 285). In the case of the task sequences found in the data; however, the students were the ones posing questions, to which the teacher might have not known the answers, due to the fact that they were not queries about classroom contents, but about regular topics in conversation.

Concerning acknowledgments, it was observed that the teacher was the one who fulfilled that third turn in task sequences, when the students were supposed to do so. Table 1

depicted that of a total of 34 cases, the teacher completed 25 of them, which account for 73.5% of the cases. The endorsements provided by the teacher seemed to play a double role when used. On the one hand, the teacher filled in the third turn, which should be accomplished by the asker of a question (Schegloff, 1968), in this case, a student carrying out a task in the task sequence. The teacher did so employing three different resources: sequence closing thirds, such as the token *okay* (Schegloff, 2007; Beach, 1993), which was used most of the time; assessments; and partial repetitions of previous students' turns. On the other hand, the teacher used the same means to acknowledge the complete task sequences the students held between one another; however, in this case, assessments were the main tool used, preserving her role in the classroom of monitoring, providing feedback, and corrections when necessary.

Moreover, there were only five examples, extracts (11), (13), (14), (15), and (20), that displayed acknowledgments coming from students, in which they used the sequence closing third *okay* (ibid.) to endorse their classmates' responses, together with employing non-lexical forms of acknowledgments such as laughter. Students, as well as the teacher, fulfilled their role in the classroom by executing the tasks designed by the teacher, since they did not assess or repeat their peers' responses, which is not their typical role in the classroom.

The fact that students do not endorse their classmates' answers might suggest that learners do not have enough interactional competence, which, as they are expected to become experts on the language, they should acquire to perform outstandingly in the target language. Besides, the teacher acknowledging the interactions helped keep the flow of the lesson, but it prevents the learners from knowing how to fill in that third turn. Additionally, the teacher endorses most of the responses produced by the students acting, in a way, as the third turn in the task sequence. However, that turn is not a preferred response in the task sequence, but it is in the main sequence, and is appropriate for the setting and context in which these interactions occur.

Referring to how students accept turns at talk, they did so in two ways, by explicitly accepting the teacher's nominations, or implicitly by self-selecting. In light of the fact that this study was carried out using lesson recordings, and video-mediated interaction, students were able to have their cameras off during class, and thus, hand raising was no longer a feasible possibility to catch the teacher's attention and claim a turn. Therefore, learners had to figure out a new way of doing so, and appealed to using the object pronoun *me* as an attention-getting device (Schegloff, 1968) to let the teacher know they wanted to take the upcoming turn.

Additionally, since these interactions occur in institutional talk, the rules of turn taking vary a bit from the ones suggested by Sacks et al. (1974), and seem to match the modifications to those rules proposed by McHoul (1978). Nonetheless, the process of turn taking in this context still does not fully resemble the ones depicted by the authors, especially in terms of self-selection. Sidnell and Stivers (2013) suggest that, in classroom interaction, the teacher is the one in charge of allocating the turns of the students, and the possibilities for learners to self-select are minimized. However, this task was particularly designed for students to self-nominate, and be in control of the interaction, which at times they failed to accomplish, and the teacher had to nominate students to participate anyway. Allowing the learners to self-nominate in this task gave them more freedom to join in interaction, and also, help the task to flow smoothly in those instances in which more than one student asked questions in the same task sequence.

In addition to that, and as well as the teacher had to play a double role when acknowledging students' replies, learners also portrayed a twofold part in terms of sequencing. They produced an SPP when agreeing to produce the following turn, but immediately after that, they switched to a FPP when asking a question to accomplish the purpose of the task. This issue also interferes with preference when learners implicitly accept to produce the following turn, since, after the teacher's nomination of a student, the preferred response would be

agreement with tokens such as *yes*, or *yeah*, but instead, they respond with a question right away, creating a dispreferred answer in terms of sequence organization, but a preferred response in terms of the context in which these interactions take place.

Unexpected Findings

The research questions proposed at the beginning of this study helped frame the analysis of the extracts, but even so, there were unexpected findings in the examples that were not accounted for in the research questions. The first one is the use of the object pronoun *me* that students used to self-nominate and take the following turn to begin a new task sequence. This attention-getting device (Schegloff, 1968) was unique to this context, since the lesson was delivered online. And even when Zoom, the platform favored by the university to carry out classes, has a feature in which students can virtually raise their hands, they appealed to the object pronoun to claim turns and catch the teacher's attention so she could confirm the allocation of the turns.

Additionally, they might have turned to this resource to let everybody in class know that they were the ones who wanted to hold the next turn, and when doing so, there were some students that came in in overlap with others self-selecting, as displayed in extract (30). Besides, there were two instances of me with different intonations. One, (28), had rising intonation, which could imply that the student was performing her role in the classroom and waiting for the teacher's confirmation of allocation. And, (29), another with falling intonation, which might suggest that the learner felt the topic was exhausted, and she self-nominated to comply with the task, since the teacher had previously nominated a few students to participate.

The second unexpected finding is related to the epistemic status (Heritage, 2012) that students had towards the target language. The learners that participated in this study were first-year undergraduates, thus, it was expected for their proficiency level to be not as high. Nevertheless, when taking turns, they used turn-taking or turn-holding tokens such as *uhm*, or

uh (Ibraheem, 2017), which are proper of the target language. This stance was clearly identified in some students and not in others, since some learners used a typical token found in native Spanish speakers, which is *eh* (Vásquez, 2019). However, both tokens fulfill the same purpose, and are used interchangeably by the learners.

The last unexpected event that was encountered in the analysis was the avoidance of the use of the learners' mother tongue or L1, which is Spanish. Out of all the examples analyzed in this research, there was only one instance in which one student relied on his L1 not to lose track of what he wanted to describe, which was in example (10). This created an opportunity for the teacher to initiate repair on the student's turn, in which she translated what the learner was trying to say. The lack of use of Spanish in this lesson demonstrates how involved and engaged students were in class, which enabled the interaction among the students. This entails that, even at the beginner stage these learners are expected to be at, they seem to feel comfortable enough to speak freely in the target language and take advantage of the resources they have to use the language, which include the repair and feedback that the teacher provides.

Limitations and Further Lines of Research

The analysis of the extracts used in this research allowed me to answer the research questions set at the beginning; however, and as I explained in the Methodology chapter, I only used one lesson to explore task sequences and their organization. Therefore, it is fundamental to increase the number of recordings to explore task sequences and their occurrence in classroom interaction, and thus, create a larger collection of data to explore this phenomenon.

Additionally, technical difficulties caused by Internet connection issues during class hindered some of the turns produced by the students, since they were cut off without warning and, thus, speech was unavailable to be retrieved. Access to a stable Internet connection, then, is fundamental to carry out research using a video-mediated modality, which is currently increasing due to not only the COVID-19 pandemic, but the growth of technology and its use

in the classroom. Besides, the Zoom platform has an integrated chat which participants can use to intervene without interrupting the lesson, or put comments in. There were instances in which students took advantage of this feature and commented on the topics discussed in class. I did not have access to these chats, thus, there were some crucial elements of conversation, which would have been valuable to see in speech, that I could not take into account.

Together with that, the fact that students were allowed to have their cameras off during class prevented examining eye gaze and body gestures, and the ones appreciated in the extracts were the only ones that I was able to see in the recording of the lesson. Including these elements in the analysis would have brought more insight into the interactions that students had among them, and see how they employ these resources in their exchanges.

Taking these limitations into account, it seems fundamental to further explore task sequences in classroom interaction and how they are sequenced. Question-answer exchanges are not the only types of tasks students can undertake in the classroom, thus, exploring student-student interaction in the classroom would be beneficial to both the language learning field and CA. Moreover, considering that this study was carried out using video-mediated interaction, it would be favorable to replicate this research in a regular physical classroom to see how students interact among them in an actual lesson. The fact that students can get into groups and be monitored by the teacher physically might alter the interactions they hold, thus, carrying out this study in a live session might bring different and interesting insights.

Nevertheless, and as stated previously, technology has become a useful tool to observe talk-in-interaction. Thus, exploring task sequences in an online, video-mediated modality with different types of students would provide a variety of results depending on the level of proficiency students have in the target language. In that regard, further research which includes facial and body gestures, together with eye gaze would be propitious for the field of CA, since

different types of transcriptions and instruments could be used to analyze these elements, which go hand in hand with speech.

Contributions to the Field of Classroom Interaction and CA

This research highlighted the importance of interaction among students in the language classroom. Letting learners have more freedom while performing tasks allows them to be more engaged in the lesson, and encourage themselves to participate more, knowing they are being monitored by the teacher, who will intervene when necessary to provide feedback or guidance. This aspect also allows us to detach from traditional approaches to use in the classroom, such as the IRF model (Sinclair & Coulthard, 1975; Mehan, 1979), and find innovative methodologies which foster interaction among learners in the classroom, especially in the language learning context.

Additionally, as shown in the analyses and discussions, it could be seen that it is fundamental for these students in particular to achieve a certain level of interactional competence. These learners are set to become English teachers, and experts on the language, thus, teaching them about the significance of interactional competence would allow them to acquire extra skills in the language, which then, they could teach to their own students.

Finally, the results of this research are favorable, since learners seemed to have a high epistemic status regarding the use of the target language. As Gardner (2013) points out, language learners have an extra task to carry out while in classroom interaction: the language they are learning is also the medium through which the task is carried out.

References

Aydemir, M., Kurşun, E., & Karaman, S. (2016). Question-Answer Activities in Synchronous Virtual Classrooms in Terms of Interest and Usefulness. *Open Praxis, 8*(1). http://dx.doi.org/10.5944/openpraxis.8.1.226

Balaman, U. (2019). Sequential organization of hinting in online task-oriented L2 interaction. *Text&Talk, 39*(4). https://doi.org/10.1515/text-2019-2038

Beach, W. (1993). Transitional regularities for 'casual' "Okay" usages. *Journal of Pragmatics, 19*.

Beldarrain, Y., & Baggio, B. (2011). *Anonymity and Learning in Digitally Mediated Communications: Authenticity and Trust in Cyber Education.* IGI Global.

Belhiah, H. (2011). You Know Arnold Schwarzenegger? On Doing Questioning in Second Language Dyadic Tutorials. *Applied Linguistics, 1*(22). DOI: 10.1093/applin/amr030

Blaine, A. M. (2019). Interaction and presence in the virtual classroom: An analysis of the perceptions of students and teachers in online and blended Advanced Placement courses. *Computers & Education, 132*. https://doi.org/10.1016/j.compedu.2019.01.004

Button, G., Casey, N. (1984) Generating the topic: the use of topic initial elicitors. In: Atkinson, J. Maxwell, John Heritage (Eds.), *Structures of Social Action: Studies in Conversation Analysis*. Cambridge University Press. 167-90.

Cancino, M. (2015). Assessing learning opportunities in EFL classroom interaction: What can conversation analysis tell us? *RELC Journal, 46*(2).

Cancino, M. (2020). Increasing EFL learner participation through eliciting language: Insights from conversation analysis. *Journal of Language and Education, 6*(2), 66-80. https://doi.org/10.17323/JLE.2020.10304

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. www.coe.int/lang-cefr

Drew, P., & Heritage, J. (1993). *Talk at work: Interaction in institutional settings*. Cambridge University Press.

Enfield, N. J., & Sidnell, J. (in press). Intersubjectivity is activity plus accountability. In N. Gontier, A. Lock, & C. Sinha (Eds.), *The Oxford Handbook of Human Symbolic Evolution*. Oxford University Press.

Flores, M. A., & Swennen, A. (2020). The COVID-19 pandemic and its effects on teacher education. *European Journal of Teacher Education, 43*(4). https://doi.org/10.1080/02619768.2020.1824253

Flowerdew, J. (2012). *Discourse in English Language Education.* Routledge.

García, A., & Jacobs, J. (1998). The interactional organization of computer mediated communication in the college classroom. *Qualitative Sociology, 21*(3).

Gardner, R. (2010). Question and Answer Sequences in Garrwa Talk. *Australian Journal of Linguistics, 30*(4). DOI: 10.1080/07268602.2010.518554

Gardner, R. (2013). Conversation analysis in the classroom. In J. Sidnell & T. Stivers (Eds.), *The handbook of conversation analysis*. John Wiley & Sons.

Gardner, R. (2019). Classroom interaction research: The state of the art. *Research on Language and Social Interaction*, *52*(3), 212-226. https://doi.org/10.1080/08351813.2019.1631037

Gibson, W. (2009). Negotiating Textual Talk: Conversation Analysis, Pedagogy, and the Organisation of Online Asynchronous Discourse. *British Educational Research Journal, 35*(5). https://discovery.ucl.ac.uk/id/eprint/10003297

Goffman, E. (1978). Response cries. *Language*, *54*(4).

Goffman, E. (1981). *Forms of talk*. University of Pennsylvania Press.

Goodwin, C., & Goodwin, M. H. (1987). Concurrent Operations on Talk: Notes on the Interactive Organization of Assessments. *IPRA Papers in Pragmatics, 1*(1).

Goodwin, C. (2018). *Co-operative Action* (1st ed.). Cambridge University Press.

González Temer, V. (2014). *The First Postgraduate and Academic Researchers in Linguistics at York.*

Greer, T., Bussinguer, V., Butterfield, J., & Mischinger, A. (2009). Receipt through Repetition. *JALT Journal, 31*(1).

Heinemann, T., & Koivisto, A. (2016). Indicating a change-of-state in interaction: Cross-linguistic explorations. *Journal of Pragmatics*.

Heritage, J. (1984). A change-of-state token and aspects of its sequential placement. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action*. Cambridge University Press.

Heritage, J. (2012). The epistemic engine: Sequence organization and territories of knowledge. *Research on Language and Social Interaction, 45*(1).
DOI: 10.1080/08351813.2012.646685

Hoey, E. M., & Kendrick, K. H. (in press). Conversation analysis. In P. Hagoort & A. M. B. De Groot (Eds.), *Research methods in psycholinguistics and the neurobiology of language.* Chichester, England: Wiley-Blackwell.

Hosoda, Y., & Aline, D. (2013). Two preferences in question–answer sequences in language classroom context. *Classroom Discourse, 4*(1).
http://dx.doi.org/10.1080/19463014.2013.783497

Ibraheem, S. J. (2017). Turn-taking strategies in English language teaching (ELT). *DIRASAT TARBAWIYA, 10*(40). https://www.iasj.net/iasj?func=fulltext&aId=135181

Ingram, J. (2010). The affordances and constraints of turn-taking in the secondary mathematics classroom. *Informal Proceedings, 30*(3). bsrlm.org.uk

Jefferson, G. (1972). Side sequences. In D. N. Sudnow (Ed.), *Studies in social interaction*. Free Press.

Jefferson, G. (1984). Notes on a systematic deployment of the acknowledgement tokens "Yeah"; and "Mm Hm";. *Paper in Linguistics*, *17*(2), 197-216. https://doi.org/10.1080/08351818409389201

Jefferson, G., Sacks, H., & Schegloff, E. A. (1987). Notes on laughter in the pursuit of intimacy. In G. Button & J. R. E. Lee (Eds.), Intercommunication series, 1. *Talk and social organisation* (p. 152–205). Multilingual Matters.

Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. H. Lerner (Ed.), *Conversation Analysis: Studies from the first generation*. John Benjamins.

Jovanović, V. (2004). The form, position and meaning of interjections in English. *Linguistics and Literature*, *3*(1).

Kapellidi, C. (2013). The organization of talk in school interaction. *Discourse Studies, 15*(2), 185-204. https://doi.org/10.1177/1461445612471466

Kim, S. (2007). *Conversation Analysis and Second Language Acquisition*. Kate Forum (pp. 32-35).

Krug, N. P., & Otsu, T. (2011). Becoming next speaker: Learners' self-selection in group talk. *Computer Science*.

Mehan, H. (1979). *Learning lessons: Social organization in the classroom.* Harvard University Press.

Mehan, H. (1979). "What time is it, Denise?": Asking known information questions in classroom discourse. *Theory into Practice*, *18*(4). https://doi.org/10.1080/00405847909542846

McHoul, A. (1978). The organization of turns at formal talk in the classroom. *Language in Society, 7*(2). https://doi.org/10.1017/S0047404500005522

Nomlomo, V. (2010). Classroom interaction: Turn-taking as a pedagogical strategy. *Per Linguam*, *26*(2). https://doi.org/10.5785/26-2-21

Otsuka, K. (2019). Organization of Question-Answer Sequence in Japanese Elementary School English Classroom Conversation. *Collection of International Japanese Studies, 9*(2).

Pallotti, G. (2007) "Conversation Analysis: Methodology, machinery and application to specific settings". In H. Bowles & P. Seedhouse (Eds.) *Conversation Analysis and Language for Specific Purposes*. Bern: Peter Lang.

Pekarek Doehler, S. (2012). *Conversation analysis and second language acquisition: CA-SLA. The Encyclopedia of Applied Linguistics.* https://doi.org/10.1002/9781405198431.wbeal0217

Pomerantz, A. (1984). Agreeing and Disagreeing with Assessments: Some Features of Preferred/Dispreferred Turn Shapes. In M. Atkinson, & J. Heritage (Eds.), *Structures of Social Action: Studies in Conversation Analysis* (pp. 57-101). Cambridge University Press.

Rusk, F., & Pörn, M. (2019). Delay in L2 interaction in video-mediated environments in thecontext of virtual tandem language learning. *Linguistics and Education, 50.* https://doi.org/10.1016/j.linged.2019.02.003

Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A Simple Systematic for the Organisation of Turn Taking in Conversation. *Language*, *50*(4). http://links.jstor.org/sici?sici=0097-8507%28197412%2950%3A4%3C696%3AASSFTO%3E2.0.CO%3B2-R

Sacks, H., Schegloff, E., & Jefferson, G. (1978). A Simplest Systematics for the Organization of Turn Taking for Conversation. In J. Schenkein (Ed.), *Studies in the Organization of Conversational Interaction* (pp. 7-55). Academic Press.

Schegloff, E. (1968). Sequencing in conversational openings. *American Anthropologist*, *70*(6).

Schegloff, E. (1996). Issues of Relevance for Discourse Analysis: Contingency in Action, Interaction, and Co-Participant Context. In E. Hovy & D. Scott (Eds.), Computational and *Conversational Discourse: Burning Issues - An Interdisciplinary Account* (1st ed.). Springer.

Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis.* Cambridge University Press.

Schegloff, E. (2010). Some Other "Uh(m)"s. *Discourse Processes*, *47*(2). https://doi.org/10.1080/01638530903223380

Seedhouse, P. (2004). The Organization of Language Classroom Interaction. *Language Learning*, *54*(S1), 181–222. doi:10.1111/j.1467-9922.2004.00272.x

Seedhouse, P. (2006). Interaction in Second Language Classrooms. *Revue française de linguistique appliquée, 11*(2). https://www.cairn-int.info/article-E_RFLA_112_0111--interaction-in-second-language-classroom.htm

Sepúlveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, *43*(4). https://doi.org/10.1080/02619768.2020.1820981

Shi, J. (2015). Okay as an Embodied Backchannel in Classroom Interaction. *ELT Voices-International Journal for Teachers of English, 5*(5).

Sinclair, J.M., & Coulthard, R.M. (1975). Towards an analysis of discourse: The English used by teachers and pupils. Oxford, UK: Oxford University Press.

Sidnell, J., & Stivers, T. (Eds.). (2013). *The handbook of conversation analysis.* John Wiley & Sons.

Sidnell, J. (2010). *Conversation analysis: An introduction.* John Wiley & Sons.

Solem, M. S., & Skovholt, K. (2017). Teacher formulations in classroom interactions. *Scandinavian Journal of Educational Research, 63*(1), 69-88. https://doi.org/10.1080/00313831.2017.1324904

Stivers, T. (2008). Stance, Alignment, and Affiliation During Storytelling: When Nodding Is a Token of Affiliation. *Research on Language & Social Interaction, 41*(1). http://dx.doi.org/10.1080/08351810701691123

Supakorn, S. (2020). A conversation analytic study of classroom interactional competence. *LEARN Journal: Language Education and Acquisition Research Network Journal, 13*(2).

Süt, A. M. (2020). Wait-time in an English for academic purposes (EAP) context: A conversation analytic perspective. *Language Teaching and Educational Research,* 149-162. https://doi.org/10.35207/later.698861

Van der Spoel, I., Noroozi, O., Schuurink, E., & Van Ginkel, S. (2020). Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. *European Journal of Teacher Education, 43*(4). https://doi.org/10.1080/02619768.2020.1821185

Vásquez, A. (2019). The Spanish particle eh in talk-in-interactions. *The Linguistics Journal, 13*(1).

Wagner, J. (2015). Designing for language learning in the wild: Creating social infrastructures for second language learning. In T. Cadierno & S. W. Eskildsen (Eds.), *Usage-Based Perspectives on Second Language Learning* (pp. 75-101). De Gruyter.

Walper, K. (2019). An exploration of Chilean EFL teachers' interactional practices in feedback provision. In I. Galhano, E. Galvão, & A. Cruz (Eds.), *Recent perspectives on gesture and multimodality* (pp. 19-30). Cambridge Scholars Publishing.

Walper, K., Reed, D., & Marsden, H. (2021). Designedly incomplete elicitations: teachers' multimodal practices to mobilise student-next action in Chilean secondary EFL classrooms. *Classroom Discourse.* https://doi.org/10.1080/19463014.2021.1920997

Walsh, S. (2003). Developing interactional awareness in the second language classroom through teacher self-evaluation. *Language Awareness*, *0*(0).

Waring, H. Z., & Yu, D. (2016). Life outside the classroom as a resource for language learning. *The Language Learning Journal, 46*(5), 660-671. https://doi.org/10.1080/09571736.2016.1172332

Whalen, J., & Raymond, G. (2000). Conversation analysis. In *The Encyclopaedia of Sociology* (2nd ed.). Macmillan.

Wong, J. (2000). Repetition in Conversation: A Look at "First and Second Sayings". *Research on Language and Social Interaction, 33*(4).

Yousefi, S. (2014). Comparison of Traditional and Video Mediated Learning of English: Tracking a New Approach. *Procedia - Social and Behavioral Sciences, 98*. doi:10.1016/j.sbspro.2014.03.626

Appendix

Appendix A: Transcription Conventions

Jeffersonian Transcription System (Jefferson, 2004)

Symbol	Description
[yeah] [okay]	Overlapping talk.
=	End of one TCU and immediate beginning of next with no gaps or pauses in between. It can also be used when a TCU continues on another line in the transcription.
(.)	Micropause, a pause of no significant length.
(1.8)	Time in absolut seconds between the end of a word or turn and beginning of a new one. Used when the pause is longer than 0.2 seconds.
word	Underlining shows emphasis on the syllable or word underlined.
wo::rd	Colon depicts a prolonged vowel or consonant. The longer the use of colons, the longer the duration of sound.
↑word ↓word	Arrows indicate shifts in pitch. Up (↑) or down (↓). Double arrows can be used for extreme pitch shifts.
.,_¿?	Punctuation markers show final pitch direction at TCU boundary: Final falling intonation (.) Slight rising intonation (,) Flat intonation (_) Medium rising intonation (a dip and a rise) (¿) Sharp rising intonation (?)
WORD	Uppercase indicates louder syllables or words compared to surrounding speech by the same speaker.
°word°	Degree signs show quieter syllables or words compared to surrounding speech by the same speaker.
word-	A dash indicates a cut-off. Phonetically, this is typically a glottal stop.
>word<	Right/left carats show increased speaking rate.
<word>	Left/right carats show decreased speaking rate.
.hhh	Inbreath. Three letters indicate normal duration. Fewer or more letters indicate shorter or longer inbreaths.

hhh	Outbreath. Three letters indicate normal duration. Fewer or more letters indicate shorter or longer outbreaths.
whhord	Aspiration/breathiness within a word.
w(h)ord	Breathiness or plosiveness while talking, can be associated with laughter or crying.
£word£	Pound symbol represents smiley voice, or suppressed laughter.
#word#	Hash sign indicates creaky voice.
~word~	Tilde sign represents shaky voice, as in crying.
(word)	Parentheses indicate uncertain word, no plausible candidate if empty.
xxx	Unintelligible talk.
(( ))	Double parentheses show comments or descriptions from the analyst.