RESOLVING INTERACTIONAL TROUBLES IN PAIRED ORAL PROFICIENCY ASSESSMENT IN AN ENGLISH AS A FOREIGN LANGUAGE CONTEXT

İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİMİ BAĞLAMINDA EŞLİ KONUŞMA SINAVLARINDA OLUŞAN ETKILEŞIMSEL SORUNLARIN ÇÖZÜMÜ

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ACCEPTANCE AND APPROVAL

To the Graduate School of Educational Sciences,

This Master of Arts thesis titled “Resolving Interactional Troubles in Paired Oral Proficiency Assessment in an English as a Foreign Language Context” prepared by Merve HIRÇIN ÇOBAN has been approved as **Master of Arts thesis in English Language Teaching** by the members of the Thesis Committee.

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İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİMİ BAĞLAMINDA EŞLİ KONUŞMA SINAVLARINDA OLUŞAN ETKİLEŞİMSEL SORUNLARIN ÇÖZÜMÜ

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ÖZ

Son on yılda, ikinci yabancı dil sözlü yeterlik değerlendirmesini mikro analitik bir perspektiften araştıran ve bu etkileşimlerin sıralı açılımına dikkat çeken araştırmalar giderek artmaktadır (Kasper & Ross, 2007; Okada, 2010; Galaczi, 2014; Nitta & Nakatsuhara, 2014). Konuşma analizini kullanarak etkileşim üzerine mikro-analitik bir perspektifle yaklaşan çalışmaların artmasına rağmen, etkileşimin detaylı analizleri üzerinde daha fazla vurgu yapılmasına ihtiyaç duyulmaktadır (Sandlund, Sundqvist & Nyroos, 2016). Bu araştırma ve uygulama boşluğunu doldurmak için bu çalışma, sözlü yeterlik değerlendirme ortamında ikili etkileşimin Türkiye'de bir yükseköğretim kurumunda nasıl yürütüldüğünü açıklayacaktır. Bu çalışma, konuşma analizi kullanarak, etkileşimde bir durma olduğu zaman ilerleme ve birlikte öznelliği korumak için ikili test konuşmasında birlikte yapılandırılan etkileşim kaynaklarını araştırmaktadır. Konuşmanın ilerlemesi etkileşimde tercih edilir (Stivers & Robinson, 2006) ve test konuşmalarında ilerleme bir zorunluluktur, çünkü teste katılanlar yalnızca konuşurlarsa değerlendirilebilirler. Buna ek olarak, ortak öznelliği korumak veya paylaşılan bir anlayışa ulaşmak, etkileşimsel yetiyi belirlemede kilit bir unsurdur (Dings, 2007). Benzer şekilde, etkileşimsel kaynaklar etkileşimsel yeti için temel olarak düşünülür (Young, 2011). Bu amaçla, bu çalışma, bir değerlendirme ortamında öğrenci-öğrenci etkileşimini anlamamıza katkıda bulunmayı ve bu araştırmada ortaya çıkarılan etkileşim kaynakları yardımıyla gelecekteki uygulamaları etkilemeyi amaçlamaktadır. Çalışma her biri yaklaşık 4 dakika süren 100 ikili test etkileşiminin transkripsiyonlarını kullanmaktadır. Veriler Ankara'da bir yüksek eğitim ortamında toplanmıştır. Etkileşimler konuşma analizi kullanılarak satır satır incelenmektedir. İlk olarak, ikili test konuşmasında oluşan etkileşimsel problem göstergeleri hakkında daha iyi bir anlayış sağlamak için, etkileşimsel arıza göstergeleri belirlenmiş ve etkileşimsel arıza göstergelerinin sıklık dağılımları yaratılmıştır. İkinci olarak da, bu çalışmada ortaya çıkan çeşitli etkileşim kaynakları tespit edilmiştir (etkileşimsel sorunlardan sonra bir alt başlığa geçişler, etkileşimsel sorunlardan sonra oluşan anlayış

formülasyonları ve etkileşimsel sorunlardan sonra oluşan işbirliği dizileri). Bulgular, bu çalışmada ortaya konan etkileşim kaynaklarının kullanılmasının, test konuşmasının ilerlemesini korumasına yardım ettiğini göstermektedir. Elde edilen bulgular ayrıca, işbirliğe daha çok dayalı etkileşim kaynaklarının öğrencilerin ortak öznelliğe daha iyi bir şekilde ulaşmalarına yardımcı olduğunu göstermektedir.

Bulgular ışığında, çalışma, etkileşimsel yetiyi öğretmek ve test etmede gelecekteki uygulamalar için etkileşimsel yeti kavramına dair anlayışlar sağlar. Eğitmenler, müfredat geliştiricileri ve test hazırlayanlar bu çalışmanın sonuçlarından faydalanabilir.

Anahtar sözcükler: Konuşma Çözümlemesi, ikinci dilde yeterlik değerlendirmesi, ikili sözlü değerlendirme, ikili akran testi,iletişimde ilerleme, öznelerarasılık.

Danışman: Yrd. Doç. Dr. Olcay SERT, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

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ABSTRACT

In the last decade, there has been a growing body of research that investigates L2 oral proficiency assessment from a micro-analytic perspective paying close attention to the sequential unfolding of these interactions (Kasper & Ross, 2007; Okada, 2010; Galaczi, 2014; Nitta & Nakatsuhara, 2014). Despite the growing number of studies with a micro-analytic perspective on interaction using conversation analysis, more emphasis is needed on detailed analyses of interaction (Sandlund, Sundqvist & Nyroos, 2016). In an attempt to fill this research and practice gap, this study will describe how paired interaction in an oral proficiency assessment setting is carried out at a higher education setting in Turkey. Using conversation analysis, this study investigates the interactional resources that are co-constructed in paired test-talk to maintain progressivity and intersubjectivity when there is a halt in the interaction. Progressivity is preferred in interaction (Stivers & Robinson, 2006), and progressivity is a must in test-talk since test-takers can only be assessed if they speak. In addition to that, maintaining intersubjectivity or achieving shared understanding is a key element in determining interactional competence (Dings, 2007). Likewise, interactional resources are considered as basis for interactional competence (Young, 2011). To this end, this study aims to contribute to our understanding of learner-learner interaction in an assessment setting and bring implications for future practice with the help of the interactional resources that have been revealed in this research. The study draws upon transcriptions of 100 paired test interactions, each of which lasts approximately 4 minutes. The data was collected at a higher education setting in Ankara, Turkey. The interactions are examined line-by-line using conversation analysis. First, the indicators of interactional trouble are identified, and frequency distributions of indicators of interactional trouble are created to provide a better understanding on the interactional trouble indicators occurring in paired test-talk. Second, a variety of interactional resources that have emerged from this study are identified (transitions to a sub-topic following interactional

troubles, formulations of understanding following interactional troubles and collaborative sequences following interactional troubles). The findings show that the deployment of the interactional resources revealed in this study help to maintain progressivity of test talk. The findings also suggest that more collaborative interactional resources help test-takers achieve intersubjectivity in a better way.

In the light of the findings, the study provides insights to the concept of interactional competence for future practices of teaching and testing IC. Instructors, curriculum developers, and test designers can benefit from the results of this study.

Keywords: Conversation analysis, oral proficiency assessment in a second language, paired oral assessment, paired-peer tests, progressivity in interaction, intersubjectivity

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ABBREVIATIONS

L2: Second Language

SLA: Second Language Acquisition

CA: Conversation Analysis

CA-for-SLA: Conversation Analysis for Second Language Acquisition

CAIT: CA Informed Testing

CSs: Communication Strategies

IC: Interactional Competence

OPI: Oral Proficiency Interview

CLA: Communicative Language Ability

SLPT: Second Language Pragmatics Testing

CEFR: Common European Framework

MQs: Multiple Questions

FCE: First Certificate in English Examination

CET-SET: College English Test- Spoken English Test

EM: Ethnomethodology

TCU: Turn Constructıonal Unit

TRP: Transition Relevance Place

COU: Claim of Understanding

DOU: Demonstration of Understanding

ILF: Interactional Language Function

ACTFL: American Council on the Teaching Foreign Languages

1. INTRODUCTION

In this section, background of the study (1.1) will be given by introducing fundamentals of assessment and the assessment of interactional competence with reference to Conversation Analysis (henceforth CA). Then, aim and significance (1.2) of the study will be given in relation to gaps in this line of research, which will demonstrate the significance of the study by addressing these gaps. In 1.3., research context will be introduced briefly to provide an understanding of the paired test talk in this study. It will be followed by the outline of the following chapters in 1.4.

1.1. Background to the study

Testing and assessment are two inevitable constructs for language teachers and learners. Well-designed assessment tools are significant in meeting the needs of learners. Before giving detailed information on the assessment of speaking ability, it should be asserted that assessment and testing are different in nature. While testing is an administrative procedure that occurs at certain times, assessment is an ongoing process (Brown, 2004). Chapelle and Brindley (2002) define assessment as “the act of collecting information and making judgments about a language learner’s knowledge of a language ability to use it” (p.268). Assessment in a second or foreign language is very important because “assessing candidates’ knowledge, skill, or performance can be instrumental in distributing life chances” (Kasper & Ross, 2007, p.2045).

At first, language proficiency was known as knowledge of structure (grammar, lexicon, phonology) that can be measured with discrete point tests (Lado, 1961). With the communicative movement in second language teaching, there has been a growing interest in communicative language testing (McNamara, 1996). Assessing someone’s speaking ability has started to gain importance. Therefore, scholars have started to search the most effective way to assess someone’s speaking ability. According to He and Young (1998), the best way of assessing someone’s speaking ability is to get him/her speak. This notion guided this era of communicative language teaching and testing. In order to assess speaking ability, several modern language proficiency assessment tools and tests are designed

especially to assess components of communicative competence (He & Young, 1998). Here, what is meant by communicative competence should be discussed. Because the Chomskian (1965) idea of performance and competence was criticized by many applied linguists who are in favor of a communicative view (Halliday, 1970; Savignon, 1972; Hymes, 1972), an alternative to Chomsky's idealized and linguistic competence was looked for. Hymes (1972) offered the term communicative competence to address not only innate grammatical competence but also to be able to use that grammatical competence in diverse communicative situations. With the help of his view, a sociolinguistic perspective was brought into Chomsky's linguistic view of competence. Details of this model along with the others will be discussed in the literature review.

As mentioned before, communicative proficiency movement has led to the development of several language proficiency assessment tools. The most important one is oral proficiency interview (i.e., the ACTFL Oral Proficiency Interview). Because of its significance, analyzing the effectiveness of this language assessment tool has proliferated. After analyzing its effectiveness, it has been a subject to debate. In his seminal paper, van Lier (1989) found substantial differences between OPI speech event and natural conversation. Also, addressing the issue of validity has become one of the concerns (Van Lier, 1989).This has brought forth the need for empirical analysis of the features of discourse in oral assessment situations. The need to analyze the discourse turn by turn sequentially has become a necessity. Shohamy (1983) argues that outcomes of such analysis contribute to how to define the construct of speaking in oral tests in general.

Later, there have been a number of studies dealing with oral proficiency interviews by analyzing the discourse (He & Young, 1998; Lazaraton, 2002; Brown; 2003). The results indicated that there was an asymmetrical power relationship between the test-taker and examiner. As a criticism to that, the use of paired peer tests has increased since they provide more balanced interaction which is similar to everyday life conversations (Csépes, 2009). In addition to that, pair and group works have increased in classroom practices with the communicative turn. That is why, they have also started to be important in communicative based assessment (van Moere, 2013). They have also been applied in high stakes tests such as University of Cambridge ESOL examinations (Galaczi, 2008). It has also been

claimed that paired speaking tests are one of the best assessment tools to assess interactional competence (Fulcher & Davidson, 2007), which is a practice-oriented view of interaction.

Communicative competence has been criticized because talk is co-constructed (Jacoby & Ochs, 1995) and interactional abilities cannot be determined by individual performances (Kramsch, 1986; Young, 2011). When compared to communicative competence and pragmatic competence, interactional competence (henceforth IC) cannot be separated from performance (Kasper & Ross, 2013). He and Young (1988) emphasize that

> *Interactional competence is not an attribute of an individual participant, and thus we cannot say that an individual is interactionally competent; rather we talk of interactional competence as something that is jointly constructed by all participants (...). Equally, interactional competence is not a trait that is independent of the interactive practice in which it is (or is not) constituted (p.7).*

Since interactional competence cannot be assessed by individual performances, the construct of interaction has been emphasized in language testing (Young, 2000). The concept of interactional competence has been analyzed in language assessment situations (Sandlund & Sundqvist, 2011; May, 2011; Galaczi, 2014; Kley, 2015) and casual interactions (Mori & Hayashi, 2006). These empirical studies along with the others have helped to uncover what the construct of interactional competence really constitutes.

As mentioned above, the call for the need for sequential analysis of test discourse (van Lier, 1989) paved the way for discourse analytic approaches to language assessment tools. However, these notions were furthered by Firth and Wagner (1997) when they called for a reconceptualization of second language acquisition (henceforth SLA) research. This has led to the emergence of CA-for-SLA (Markee & Kasper, 2004). CA is a kind of scientific exploration, the goal of which is the discovery of previously unknown regularities of human interaction (Sidnell & Stivers, 2013). Markee (2000) defines CA as

> *a form of analysis of conversational data that accounts for the sequential structure of talk-in-interaction in terms of interlocutors' real-time orientations to the preferential practices that underlie, for participants and consequently also for analysts, the conversational behaviors of turn-taking and repair in different speech exchange systems. (p.21).*

Kasper and Ross (2013) also state that "Grounded in ethnomethodology, CA examines how participants in social interaction accomplish actions, activities,

identities, stances, and social relations together, as an ongoing shared enterprise" (p.23). CA-for-SLA aims to understand and find evidences for learning with the help of analyzing naturally occurring interactions where second language is used for pedagogical and communicative purposes (Sert, 2011, p.2). According to Markee (2000), such methodology should be

> *-based on empirically motivated, emic accounts of members' interactional competence in different speech exchange systems;*
>
> *-based on collections of relevant data that are excerpts of complete transcriptions of communicative events;*
>
> *-capable of exploiting the analytical potential of fine-grained transcripts;*
>
> *-capable of identifying both successful and unsuccessful learning behaviors, at least in the short term;*
>
> *-capable of showing how meaning is constructed as a socially distributed phenomenon, thereby critiquing and recasting cognitive notions of comprehension and learning. (p.54).*

As can be seen from the above methodology, CA is a robust tool to analyze interaction and is also fit for analyzing paired test talk. Therefore, this study adopts a conversation analytic method to look for emergent cases in turns-at-talk and look for similar occurrences across paired test talk interactions in this study. The sequential analysis of turns-at-talk in the paired test talk in this study will uncover the interactional accomplishments of students, which will hopefully feed into the concept of interactional competence.

1.2. Aim and Significance

After having realized that language proficiency is intertwined with social interaction, language testers have been looking for evidence of interactional competence. Because linguistic competence cannot alone be an evidence of being interactionally competent (Kasper, 2006), the existence of interactional resources in determining whether someone is interactionally competent or not has gained more significance. With these notions in mind, the main purpose of this study is to analyze test takers' employment of interactional resources to accomplish intersubjective meaning and to maintain progressivity of paired test-talk. The resources revealed in this research can provide insights to the concept of interactional competence. Firstly, this study investigates paired-speaking tests because highly interactive tests include extended conversations. These tests require language use, and learners need to have a pre-test planning process. They get involved in topics that interest them (Bachman & Palmer, 1996). This is

why paired speaking tests are the perfect tools to assess interactional competencies.

In order to examine the micro-details of interaction and to understand how interaction is organized to produce different candidate performances, this study adopts a CA methodology. By doing so, this study aims to bring insights into using paired speaking tests to assess second language proficiency and interactional competence. Similar to the previous research on interactional competence in SLA and CA-for-SLA, the definition of interactional competence in this study is parallel to mutual understanding, which is a concept that has been neglected by language testers so far (Kley, 2015). As this study takes a conversation analytic approach, I will look into the micro details of interaction by investigating conversational analytic constructs such as turn-taking, sequence and preference organization, and repair. Also, even though learner-learner interactions in assessment settings have been researched (Galaczi, 2008; 2014; Ducasse & Brown, 2009; Nitta & Nakatsuhara, 2014) for some time, little attention has been paid to the term referred as interactional troubles. Here it is relevant to define the term interactional trouble. According to Sert (2015), interactional trouble can be defined as "the emergence of a temporary misalignment in the unfolding of an interactional and pedagogical activity, which is oriented to by the participants as such through verbal and nonverbal means" (p.58).

With these research gaps in mind, this study aims to provide insights to the concept of interactional competence by identifying the interactional resources which bring about the interactional work of solving interactional troubles and maintaining progressivity and intersubjectivity. The findings from the conversation analysis indicate what maintaining progressivity and intersubjectivity as an interactional competence component actually involves. The interactional resources that have been identified in this study may help inform the development of descriptors for speaking exam rubrics.

1.3. Research Context & Research Questions

The study is set in an English program for students at a higher education institution in Turkey. The course aims to improve students' listening and speaking skills. As one of the course requirements, students who are enrolled in this course

have to take two speaking exams. One of the exams is conducted in the middle of the term while the other one is conducted at the end of the term. The grades students get from the speaking test is incorporated into their final course grade. The four-minute speaking exam is administered as one part consisting of paired test talk. The exam is conducted and rated by the same instructor who is also teaching this course in this institution. There is one rater for each paired speaking test. Instructors conduct the exam to their own students. Therefore, raters and test-takers are acquainted with each other. Raters assess students' speaking ability according to a rating scale, which gives importance to interactive communication and discourse management the most (see Appendix 6).

In the paired speaking test examined in this study, the students are required to perform a pair discussion about the topics they have picked right before the exam starts (see Appendix 5 for the topic cards). The interaction is recorded using the camera of the raters' laptop. Because there is both audio and video data available, the micro-details of interaction including embodied actions are carefully looked into as the interaction unfolds between the peers. Since this study investigates learner-learner interaction, it can contribute to our understanding of such tests and bring implications for future practice. Because this study aims to bring a deeper understanding to the interactional work of solving interactional troubles and maintaining progressivity and intersubjectivity, the following research questions are presented for the purpose of this study:

1. What are the indicators of interactional trouble in paired L2 test-talk?

2. What kind of interactional resources do the test-takers deploy in the event of an interactional trouble?

a) What kind of interactional resources does the test-taker displaying interactional trouble deploy to seek help?

b) What kind of interactional resources does the other test-taker deploy in order to maintain progressivity of test-talk?

3. Is shared understanding achieved after the resolution of interactional trouble?

1.4. Outline of the Study

The study is organized in six main chapters which are (1) introduction, (2) literature review, (3) methodology, (4) data analysis, (5) discussion and (6) conclusion. In this chapter, background to the study is given with its purpose and significance for paired test talk interaction and interactional competence. The following chapter will present a review of literature related to assessment of speaking in general and in Turkey, the concept of interactional competence, and interactional troubles and maintaining progressivity and intersubjectivity. Following that, 2.1. will provide an overview of testing and assessment of speaking skills. In 2.1.1., a brief history on testing and assessment of speaking skills will be given. After laying the foundation for the assessment of speaking, the issue of assessment of speaking in Turkey will be explained briefly by presenting some example research from Turkey in 2.1.2. Since this study is basically based on the notion of interactional competence, the concept of interactional competence could not go unnoticed, which will be presented in 2.2. This section is divided into two different sections. In 2.2.1, communicative competence and different models of it will be demonstrated. In 2.2.2, previous research on interactional competence in SLA, CA–for-SLA, and language testing will be presented and discussed. After the introduction of the concept of interactional competence and related research, section 2.3. will explain the assessment of oral proficiency and interactional competence in a more detailed way by explicating different assessment tools including oral proficiency interviews (2.3.1), paired speaking tests (2.3.2) and group oral assessment tools (2.3.3). This study is based on the two major constructs of conversational practices, which are progressivity and intersubjectivity. To this end, chapter 2 ends with the explanation of interactional troubles in casual and institutional settings and the constructs of progressivity and intersubjectivity in interaction.

Chapter 3 will outline the methodology of the study. Section 3.1. will revisit the purpose of the study and present the research questions. In 3.2, the participants, research context and data collection procedures will be explained. In 3.3, issues related to transcriptions and building a collection will be discussed. After addressing the validity and reliability issues in 3.4, ethical considerations will be presented in 3.5. The chapter will be concluded with introducing CA as an

approach to investigate the sequential organization of naturally occurring talk-in-interaction, which will validate my choice of CA as a methodological tool in this study.

In the next chapter (Chapter 4), data analysis and findings will be discussed by presenting sample extracts from a larger collection. It will address all the research questions in each sub-section respectively. This chapter is divided into three sections each of which deals with a different interactional resource to maintain progressivity of test-talk and intersubjectivity. In 4.1., transitions to sub-topic following interactional trouble as an interactional resource will be discussed. Under this general title, transitions to sub-topic without orienting to the trouble source (4.1.1) and transitions to sub-topic accompanied with an information seeking question (4.1.2) will be showcased. In 4.2., the second interactional resource, formulations of understanding following interactional troubles, will be illustrated. This broad title has also been divided into two sub-sections. Under the title of formulations of understanding following interactional troubles, claim of understanding (4.2.1) and demonstration of understanding (4.2.2) following interactional troubles will be explained as an interactional resource. The following section, 4.3 is devoted to the last interactional resource which is collaborative sequences following interactional troubles. Collaborative sequences will be analyzed in two different sub-sections which are word-level completions (4.3.1) and sentence-level completions (4.3.2). It should also be noted that each section will be concluded with a sub-section presenting summary of the findings revealed. The sections are labeled as 4.1.3, 4.2.3, 4.3.3. respectively. The sub-sections including summaries will provide the reader with a brief but to the point findings of the analysis that has been carried out.

Chapter 5 will critically discuss the findings that came out of the analyses which are carried out in Chapter 4. The chapter will be organized by describing the indicators of interactional trouble (5.1) and making references to literature where relevant. Furthermore, it will address the interactional resources revealed in this study and their role in maintaining progressivity and intersubjectivity (5.2). The last sub-section (5.3) proves its significance by itself because implications for paired test-talk will be offered. Namely, theoretical contributions of the study to the field of language assessment and teaching will be discussed in terms of teaching and

testing speaking and interactional competence. The thesis will be concluded with a conclusion chapter.

Chapter 6 will briefly summarize the findings presented in chapters 4 and 5. In 6.1., limitations of the study will be addressed. In 6.3., directions for future research will be given, which will hopefully trigger a change in the field of language assessment in Turkey.

2. LITERATURE REVIEW

The aim of this chapter is to review the literature regarding the history of the assessment of speaking while emphasizing the importance of assessing interactional competence. The first section will review the history of testing and assessment of speaking skills (2.1.1) while also touching upon some research on the assessment of speaking proficiency in Turkey (2.1.2). Then, the concept of interactional competence (2.2) will be reviewed thoroughly. In 2.2.1, the emergence of communicative competence will be explained by giving its definition along with different models of communicative competence. The second sub-section (2.2.1) is devoted to explicating what the term interactional competence comprises. Furthermore, its relationship with second language acquisition and conversation analysis will be reviewed to ground on the shift from theory-driven, researcher-based analyses to emic, participant-relevant analyses. Because the main research area in this specific research is assessment of oral ability, the third part of the chapter (2.3) will present a review of the assessment of oral proficiency by highlighting the assessment of interactional competence (henceforth IC). This part is divided into three different sections which describe the development of assessment of oral proficiency from oral proficiency interviews (2.3.1) to paired speaking tests (2.3.2) and group oral assessment situations (2.3.3). The fourth part of the literature review (2.4) will give detailed information about the term interactional troubles, progressivity and intersubjectivity in interaction. The chapter will be concluded with an overall review of literature.

2.1. Assessment of Speaking Skills

This section is divided into two sub-sections which are the history of assessment of speaking skills (2.1.1) and assessment of speaking in Turkey (2.1.2). Reviewing the developmental stages of assessment of speaking skills by highlighting the current practice in Turkey will inform my research about a paired speaking test in a higher education setting in Turkey.

2.1.1. History of Assessment of Speaking Skills

The history of language testing has been influenced from two defining theories and many different methodologies of teaching. The theories that were influential in the history of second language acquisition (henceforth SLA) are Lado's (1957) structuralist theory and Canale and Swain's (1980) communicative competence theory. Lado (1957) divided the knowledge of second language into five parts: the ability to understand the spoken language, the ability to speak it, the ability to read it, the ability to write it, and the ability to understand the culture of the target culture. While the fifth skill has generally been ignored, language testers have thought that someone's language ability can be assessed by testing these four skills separately. This is called discrete-point testing. Discrete point tests has caused for a decontextualized approach to language testing (Brown, 2004). Then, an integrative approach to language testing has been favoured over discrete point testing because language competence has started to be defined as a unified set of abilities rather than discrete points (Oller, 1979; Bachman & Palmer, 1982; Bachman, 1990). As the field has continued developing, there has been a new approach towards assessment which requires combining the candidate's knowledge with performance. This has brought up the issue of communicative language ability (Bachman & Palmer, 1996), and the importance of context rather than just producing appropriate language has been understood (Bachman, 1990). Therefore, Lado's (1957) purely linguistic second language knowledge idea has been broadened and paved the way for different frameworks and models for the ability to communicate in the second language.

The growing popularity of communicative language teaching has made it necessary to produce tests that measure performance rather than traditional form of tests such as pencil and paper tests (McNamara, 1996). Before the introduction of communicative approaches to language testing, oral abilities were not regarded as significant both to teach and to test (Bygate, 2009). It was the least developed area in language testing because of the need for a "clear understanding of what constitutes speaking ability or oral production" (Lado, 1961, p.239). The ability of speaking in a second language is "a subset of a learner's overall ability-or proficiency- in the language" (Young, 2013, p.16). Therefore, one needs to know what the term speaking ability comprises in order to understand what it is to know

a second language. Because communicative language teaching attaches great importance to oral production (Sayer, 2005), testing and assessment of speaking skills has become much more significant. From then on, designing tasks that assess speaking have been at the heart of language proficiency assessments.

Many different types of tests have been used to assess the speaking ability in second language so far. According to Brown (2004), there are different types of speaking (imitative, intensive, responsive, interactive and extensive) that require different types of assessment tasks. A wide range of tasks and tests have been applied to address the types of speaking mentioned above. Some of them are imitation, reading aloud, picture description, dialogue completion, interviews, role plays, paired or group discussions , presentations and so on (Hughes, 2003; Brown, 2004). Scholars in favour of communicative approach to language testing have claimed that tasks that require students to present 'real world' language use need to be used in communicative language tests instead of tests that have been adapted for second-language speakers' use (Fulcher, 2000; Fulcher & Davidson, 2007). With this notion in mind, the phenomenon of communicative language testing, in particular communicative performance has started to become at the core of language testing. Scholars have been trying to "re-humanize" the concept of assessment (Fulcher, 2000, p.485).

The Foreign Service Institute (FSI) has created the first speaking test that measures the speaking ability to create a conversation with a trained assessor (Fulcher, 2000; Bachman, 1990). Their aim is to evaluate and asses the language abilities of U.S. Department of State's employees. In order to elicit a suitable amount of speech from the candidate, FSI has both created a scale and the procedures to administer a face- to- face interview (Lowe & Liskin-Gasparro, 1982) while also conducting several familiarization workshops (Lowe, 1983). They have used a five point holistic scale (accent, comprehension, fluency, grammar and vocabulary) to assign a score (Brown, 2004). After the introduction of FSI oral proficiency interview, it has been adopted by other agencies along with agencies dealing with second language training. The Interagency Language Roundtable (ILR) produced a speaking test to test the language proficiency with the help of these guidelines and even provided better guidelines. Later, American Council on the Teaching Foreign Languages (ACTFL) refined the guidelines (Lowe & Liskin-

Gasparro, 1982) and the test started to be applied in schools and colleges (Fulcher, 2000). (See section 2.3.1 for detailed information on ACTFL-OPI).

2.1.2. Assessment of Speaking in Turkey

After the introduction of oral proficiency interviews (OPI), they have been widely accepted in Turkey in mostly higher education settings (Tanrıverdi-Köksal, 2013). It has been revealed that oral exams are the second most preferred method to assess language learners (Öz, 2014). Even though it is a relatively new phenomenon in Turkey, there has also been some research dealing with the assessment of OPI. For instance, because reliability of assessment of speaking has always been a controversial issue, some researchers have dealt with intra-rater reliability (Tanrıverdi-Köksal, 2013; Tanrıverdi-Köksal & Ortaçtepe, 2017) to see whether raters' prior knowledge of students' proficiency levels has an effect on their grading. They have concluded that in order to have more valid tests, raters' knowledge of students' proficiency levels could be controlled. Another researcher has looked into how candidates cope with the problems they encounter during OPI with a specific analysis of conversation strategies in a higher education setting in Turkey (Genç, 2017). The results of his study favour teaching communication strategies in speaking classes, which contributes to the on-going debate on whether or not include communication strategies in speaking class syllabi.

Önem (2015) has analyzed the assessment criteria for an oral interview, and his research is based on analytic and holistic scoring rubrics to see instructors' perceptions about both. His research has revealed that instructors feel more positive regarding the use of holistic rubrics. Another researcher who has dealt with perceptions is Höl (2010), whose research aim is to find out both students' and instructors' perceptions towards using communicative language testing in a preparatory class in a higher education setting in Turkey. He has found out that students are not willing to have an oral exam because of their anxiety. Lozovska-Güneş (2010) is one of the researchers who has wanted to uncover the challenges both raters and students face in testing speaking abilities while administering the tests in three different universities in Turkey.

There has also been some research regarding the improvement of speaking tests. Yıldız (2013) has analysed the final speaking exam at an English Preparatory

School in Turkey and finds out that although there was inter-rater reliability, the exam lacks content validity, which is an important finding in terms of the betterment of speaking exams applied in Turkey.

There has not been a CA-inspired research (see 2.2.2 for detailed information) into paired speaking tests in Turkey to my knowledge. Therefore, the present study fills this research gap and brings a participant-relevant and emic perspective to second language research in Turkey. Now that the history of testing speaking has been reviewed by taking a quick glance at the situation in Turkey, the concept of communicative competence and interactional competence will be defined and reviewed thoroughly in the next section.

2.2. The Concept of Interactional Competence

Even though it is constantly adapted and changed for the sake of its use, the term communicative competence (Canale & Swain, 1980) has dominated the field of second language acquisition and language testing for so many years (Bagarîc & Djigunović, 2007). This chapter will give brief information about the concept of interactional competence which has been associated with the field of SLA recently. First, the emergence of communicative competence in the field of SLA, and the evolution of its models will be discussed because Interactional Competence (IC) can be accepted as a mere "re-elaboration or extension" (Dings, 2007, p.1) of the concept of communicative competence by some scholars. However, it should also be kept in mind that interactional competence is different from communicative competence because it "attempts to account for how interactants manage communication together" (Dings, 2007, p.8) instead of seeing them as separate individuals. In the second part of the chapter, IC will be defined by stressing its relationship with CA-for-SLA (Markee & Kasper, 2004; Jenks, 2010). In addition, the potential of the concept of IC and CA-for-SLA to change assessment and testing of language proficiency will be dwelt upon. Since the research area here is an assessment context, the assessment of interactional competence merits more attention. To this end, it will be touched upon in the second part of the literature review.

2.2.1. Communicative Competence

The term communicative competence emerged in the 1960s. Back then, the term "competence" was a controversial issue in the field of Applied Linguistics. In his book "Aspects of the Theory of Syntax", Chomsky (1965) clearly argued for the difference between competence and performance. He asserted that competence is the mono-lingual speaker's or hearer's knowledge of his language, and performance is how that person actually uses language in real life situations (p.4). However, applied linguists in favour of communicative view of language disapproved of Chomsky's idea (Halliday, 1970; Savignon, 1972; Hymes, 1972). Campbell and Wales (1970) were among the first to specify a stronger version of communicative competence while regarding Chomsky's view of communicative competence as restricted because it downplayed the significance of sociological and psychological factors. They claim that "by far the most important linguistic ability" is to be able to "produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made" (p.247). In contrast to Chomsky, Hymes (1972) sees language as signs that are organized in a way that cannot be independent of their communicative function. He also offered a distinction between competence and performance which disregards rules of grammar. He claimed that there is an absence of sociocultural factors in Chomskian notion of communicative competence and emphasized the importance of acculturation and sociocultural factors. Later, Hymes defined communicative competence not solely as grammatical competence rooted in us, but as the ability to use this competence in different kinds of communicative systems (whether something is possible, appropriate, and feasible). This view brought a sociolinguistic perspective into Chomsky's linguistic view of competence.

Building on this Hymesian idea, Canale and Swain (1980) defined communicative competence by drawing a distinction between grammatical and communicative approaches to second language teaching. They assert that grammatical approach is organized basing it on linguistic or grammatical forms "(i.e. phonological forms, morphological forms, syntactic patterns, lexical items)" and it stresses the ways in which these structures may be assembled to make grammatical sentences (p.2). They went on by stating that "a communicative (or functional/ notional) approach is

organized on the basis of communicative functions (e.g. apologizing, describing, inviting, promising) that a learner or a group of learners need to know" and they emphasize the ways in which particular grammatical forms may be used to demonstrate these functions appropriately (Canale & Swain, 1980, p.2). They adopted the notion that communicative competence refers to the relationship between grammatical competence (knowledge of the rules of grammar) and sociolinguistic competence (knowledge of the rules of language use). They had the idea that communicative competence and communicative performance differ in nature in that communicative performance is "the realization of these competencies in their interaction in the actual production and comprehension utterances" (Canale & Swain, 1980, p.6).

Later, Bachman (1990) coined the term communicative language ability (CLA) asserting that the term combines both language proficiency and communicative competence. He defines communicative language ability "as consisting of both knowledge, and competence, and the, capacity for implementing, or executing that competence in appropriate, contextualized communicative language use" (p.84). His approach was different from the previous models because his model treats the two dimensions of competence and performance as a whole (Bachman, 1990; Tecedor Cabrero, 2013).

The growing body of research which is conducted on communicative competence recently is built upon four different models all of which will be described briefly on the next page.

Canale and Swain's (1980) model of communicative competence is one of the first and the most influential models of all. As noted above, in their model, knowledge is combined with sociolinguistic competence. According to Fulcher and Davidson (2007), Canale and Swain's (1980) model has two components:

> *1. Communicative competence (a model of knowledge), which is made up of:*
>
> *→ grammatical competence: the knowledge of grammar, lexis, morphology, syntax, semantics and phonology*
>
> *→ sociolinguistic knowledge: the knowledge of the sociocultural rules of language use and rules of discourse*
>
> *→ strategic competence: the knowledge of how to overcome problems when faced with difficulties in communication.*
>
> *2. Actual communication*
>
> *→the demonstration of knowledge in actual language performance (p.38).*

Table 1. Canale & Swain's model of communicative competence

As can be understood from the table above, this model had great influence on language testing. The distinction between competence and performance gave the testers the idea that "tests should contain tasks that require actual performance as well as tasks or item types that measure knowledge" (Fulcher & Davidson, 2007, p.39). In addition, strategic competence in this model needs more attention because it entails the communication strategies (Færch & Kasper, 1986) undertaken to overcome communication breakdowns (Canale & Swain, 1980, p.30). Mariani (1994) claims that knowing how to use these strategies will help our students discover and improve their own strategies. Here, the communication strategies (henceforth CSs) deserve a brief description in relation to interactional resources. Canale and Swain (1980) define communication strategies as "verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (p.30). According to Færch & Kasper (1986), CSs are applied consciously to overcome language production problems. They have identified two differing approaches to solve problems which are achievement strategies and reduction strategies. CSs have been explored in many dimensions such as the question of their teachability (Dörnyei, 1995), the impact of proficiency on the use of CSs (Uztosun & Erten, 2014), and in different settings such as content and language integrated learning setting (Martínez-Adrián, Gallardo-del-Puerto & Basterrechea, 2017), and text-based and videobased synchronous computer-

mediated communication environments (Hung & Higgins, 2016). Mainly in L2 acquisition, the study of communication strategies has been approached in two different perspectives which are pscyholinugistic and interactional perspective (Uztosun & Erten, 2014; Martínez-Adrián, Gallardo-del-Puerto & Basterrechea, 2017). Psycholinguistic view sees communication strategies as an individual mental process but not a joint one. On the other hand, the interactional perspective sees CSs as a joint enterprise in which both speaker and hearer are mutually engaged (Tarone, 1977). This second perspective shares a similar ground with the term interactional resource because they both put shared attention and mutual engagement in their centers. Therefore, it can be said that while CSs may include one individual's communication behaviours to get the meaning across, we can only talk about interactional resources when there is joint accomplishment of both interactants.

After their pioneering model of communicative competence, Canale added a new category to the sub-headings of communicative competence in 1983. It is called discourse competence. He defined discourse competence as mastery of the ability to decide on ways to combine forms and meanings to create a meaningful unity of spoken or written texts in different categories (p.9).

In 1990, Bachman proposed a more comprehensive model of communicative competence. The model including the components of language ability in language use can be seen on the next page:

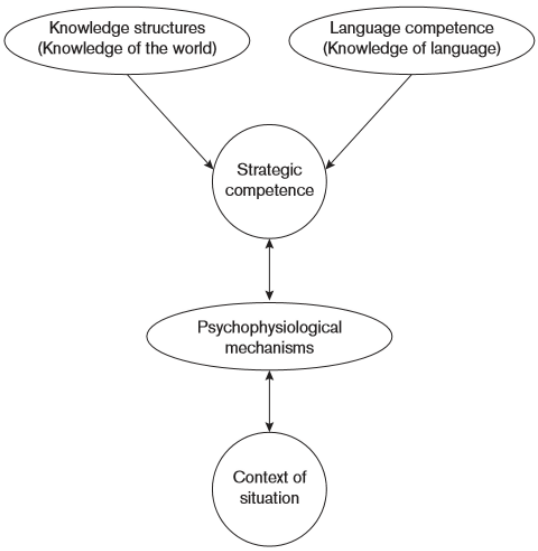

Table 2. Components of communicative language ability in language use (Bachman, 1990, p.85)

The difference of Bachman's model from earlier models is that it distinguishes between knowledge and skill. His idea of communicative competence differed from the earlier models in that he described language as a dynamic interaction which occurs in a specific social context where communication happens. Later, Bachman and Palmer (1996) developed a model they called language knowledge which shed many lights on testing and assessment area. Their model can be seen on the next page:

LANGUAGE COMPETENCE			
ORGANISATIONAL KNOWLEDGE		**PRAGMATIC KNOWLEDGE**	
GRAMMATICAL KNOWLEDGE	**TEXTUAL KNOWLEDGE**	**FUNCTIONAL KNOWLEDGE**	**SOCIOLINGUISTIC KNOWLEDGE**
-vocabulary	-cohesion	-ideational functions	-dialects/varieties
-syntax	-rhetorical or conversational organization	-manipulative functions	-registers
-phonology/ graphology		-heuristic functions	-natural or idiomatic expressions
		-imaginative functions	-cultural references and figures of speech

Table 3. Areas of language knowledge (Source: Bachman & Palmer, 1996, p.68)

They also added strategic competence as a set of metacognitive component to this model. It includes goal setting, assessment and planning. They claim that language use is only possible with "the integration of all of these components as language users create and interpret discourse in situationally appropriate ways" (Bachman & Palmer, 1996, p.70).

As can be seen above, the model 1990 was changed and adapted in Bachman and Palmer (1996) in an attempt to articulate a model for the teaching of language testing. This new model has changed in three ways which are the introduction of affective factors, redefinition of knowledge structures as topical knowledge and the acceptance and reconceptualization of strategic competence as a metacognitive strategy. With the introduction of affective factors in language use, this model helped the test developers to take the test-takers' emotional and cultural factors into account, which changed the planning of the assessment tools drastically (Fulcher & Davidson, 2007). Their model was especially influential in the assessment of language because they regarded interaction as a focal point in the issue of communicative competence.

In their model, Celce-Murcia, Dörnyei and Thurrel (1995) attempted to describe what communicative competence comprises with all its subheadings in order to

create a content based syllabus design. Their model was proposed as a criticism to Bachman's model for limiting it to the context of language testing while disregarding the objectives of language instruction (p.6). Here is how Celce-Murcia et al model of communicative competence looks like:

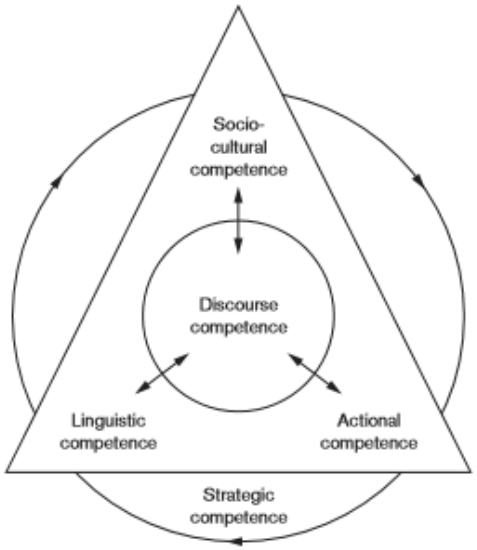

Table 4. The Celce-Murcia et al. Model of Communicative Competence (Celce-Murcia et al., 1995, p.10)

Different from Bachman's model, Celce-Murcia and her colleagues discarded affective factors from their model. They also put discourse competence at the heart of the model as Canale (1983) did. They also have a knowledge component (actional & sociocultural competence) and ability component (strategic competence) as Hymes did. They state that one model cannot be representative of all teaching contexts. Therefore, as stated in Celce-Murcia et al. (1995), by doing "a thorough needs analysis", their model could be "adapted and/or reinterpreted taking the communicative needs of the specific learner group to which it is being is applied" (p.30). This implies that a language test should match itself to the setting for which it is designed (Ghamarian, Motallebzadeh & Fatemi, 2014).

CEFR (Common European Framework) posits the last but the newest model of communicative competence. Its main aim is to develop a method for assessment and teaching purposes that applies to all European languages (Motallebzadeh & Baghaee Moghaddam, 2011; Verhelst, Van Avermaet, Takala, Figueras & North, 2009). CEFR differentiates general competencies from communicative

competence. It is claimed in CEFR that existential competence, skills, knowledge of the world and ability to learn are called individual general competencies. In order to realize the communicative intentions, users/learners combine their general competencies with “a more specifically language-related communicative competence” (Verhelst et al., 2009, p.108). Here, it is relevant to mention how CEFR describes communicative competence. It is composed of linguistic, sociolinguistic and pragmatic components (see Table 5). Linguistic competence refers to the ability of using resources of language to form structurally well-formed messages (Bagarîc & Djigunović, 2007). Sociolinguistic competence refers to the sociocultural use of language. Pragmatic competence entails the functions of linguistic resources, language functions, speech acts, and the mastery of discourse, cohesion, coherence and so on (Goullier, 2007). Space precludes to describe every construct in these models thoroughly, but references are given to guide the readers to the main resources.

	COMMUNICATIVE COMPETENCE	
LINGUISTIC COMPETENCE	**SOCIOLINGUISTIC COMPETENCE**	**PRAGMATIC COMPETENCE**
-lexical	-linguistic markers of social relations	-discourse competence
-grammatical	-politeness conventions	-functional competence
-semantic	-expressions of folk-wisdom	-design competence
-phonological	-register differences	
-ortographic	-dialect and accent	
-orthoepic		

Table 5. CEFR Model of Communicative Competence (Source: Verhelst et al., 2009)

The evolution of the different models of communicative competence is reviewed above. However, these models lack some basic components of interaction such as sequence organization and repair (Kasper & Ross, 2013). Therefore, in order to find the resources to assess participants in interaction, the term interactional competence has become fundamental and will be reviewed in more detail in the next section.

2.2.2. Interactional Competence and CA-for-SLA

Communicative competence models have emphasized an individual's language competence while neglecting the social interactionist view. Applied linguists have criticized this notion by stating that interactional abilities cannot be the responsibility of one individual. Therefore, it can be claimed that the concept of interactional competence requires interaction as the name suggests (Kasper & Ross, 2013). The term interactional competence has gained popularity among scholars who have a particular interest in how communication is understood and constructed in a specific context (Kramsch, 1986; Hall, 1995; He & Young, 1998; Young, 2000). In very rough terms, interactional competence can be defined as "the competence to participate in interaction" (Kasper & Ross, 2013, p.9). The term interactional competence is traced back to Kramsch (1986) who states that talk is co-constructed by the participants in communication, thus assigning responsibility to one individual for talk would not be right. She claims that:

> *if we agree that communication is not one-way, not the sound of one hand clapping, but a two-way negotiative effort, we must admit that accuracy can only be achieved if the students have learned to recognize and understand the process by which two speakers meet each other's interactional needs within the requirements of the situation (p.368).*

Hall (1995) also indicates that:

> *talk is comprised of interactive practices, structured moments of face-to-face interaction-differently enacted and differently valued-whereby individuals come together to create, articulate, and manage their collective histories via the use of sociohistorically defined and valued resources (p. 207-208).*

With these notions in mind, a new phenomenon which focuses on how participants construct meaning during conversation – called talk-in interaction- emerged. This model includes sequence organization, turn-taking, and repair mechanisms. The difference between communicative competence and interactional competence is that communicative competence is about what a single individual needs to know and do in order to communicate (Young, 2000, p.4-5). However, current research views that interactional abilities cannot be the output of one individual instead they are jointly constructed by all participants (Jacoby & Ochs, 1995; He & Young, 1998). In other respects, in communicative competence we have discourse, pragmatic, and strategic competences. However, when talking about interactional competence, we must add these six interactional features to the ones mentioned above:

> *a knowledge of rhetorical scripts, a knowledge of register specific to the practice, a knowledge of patterns of turn-taking, a knowledge of topical organization, a knowledge of an appropriate participation framework, and a knowledge of the means for signaling boundaries between practices and transitions within the practice itself (Young, 2013, p.18).*

Young (2011) gives a definition of interactional competence (IC) by stating that "IC is not what a person knows, it is what a person does together with others" (p. 430).

In recent years, the investigation of L2 interactional competence and development has started to be carried out with a Conversation Analysis for Second Language Acquisition (CA-for-SLA: Markee & Kasper, 2004) perspective. According to Markee (2000), CA-for-SLA is a term to identify conversation analytic examination of language learning. It is an approach within SLA which employs the methodology of CA. The emergence of this approach dates back to 1997 when Firth and Wagner (1997) called for the need for three big changes in SLA which are "(a) a significantly enhanced awareness of the contextual and interactional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base" (p.286).Their idea is groundbreaking in that they question some studies such as conversation strategies research because conversation strategy researchers see the learner/ non-native speaker as imperfect communicators (Firth & Wagner, 1997, p.291). However, they assert that meaning is a "social and negotiable product of interaction" (Firth & Wagner, 1997, p.290), which cannot be attributed to an individual phenomenon. After having published their seminal paper, it received support from scholars some of whom have a sociocultural point of view. However, writers having a psycholinguistic perspective were rather critical (see Markee & Kasper, 2004). Scholars who were supportive of this view started to offer research methods for this new sociocultural approach to SLA. They claimed that it could be possible with an analytic approach such as ethnomethodological CA (Sacks, Schegloff & Jefferson, 1974). Seedhouse (2004) asserts that there is an emic instead of etic approach to fundamental concepts in CA, which caught the attention of many scholars in this field. There has been an interest on CA methodology in SLA since then (Lazaraton, 2002; Markee, 2000). Even though CA investigation is rather new to the field of SLA, the results have been very reassuring (Seedhouse & Sert, 2011, p.4). SLA is a broad area, and CA's contribution to SLA is only in spoken interaction both in and out of the

classroom (Seedhouse, 2004, p.236). By analyzing discoursal data, CA contributes to SLA in many ways, such as showing processes of socially shared cognition and learning, drawing classifications inductively from data and so on. Markee (2000) suggested a CA-oriented methodology to help SLA gain a social interactionist approach claiming that such approach should be:

> *-based on empirically motivated, emic accounts of members' interactional competence in different speech exchange systems;*
>
> *-based on collections of relevant data that are excerpts of complete transcriptions of communicative events;*
>
> *-capable of exploiting the analytical potential of fine-grained transcripts;*
>
> *-capable of identifying both successful and unsuccessful learning behaviors, at least in the short term;*
>
> *-capable of showing how meaning is constructed as a socially distributed phenomenon, thereby critiquing and recasting cognitive notions of comprehension and learning (p.37).*

CA does not discard cognition while dealing with observable behavior, and members' conversational practices can be analyzed to uncover socially shared cognition (Schegloff, 1991; Markee, 2000). Markee and Kasper (2004) assert that learning behaviors could easily be understood by analyzing conversational practices as learning is not just in the brains of individuals. In addition to that, Pekarek Doehler (2010) states that some part of process of learning is observable and analyzable by investigating social interaction elements such as repair, turn-taking, sequence organization, gaze, gestures, body orientation and manipulation of objects (p.109). Markee (2008) presents a longitudinal approach to CA-for SLA. His approach is called longitudinal learning behavior tracking (LBT).It includes learning object tracking (LOT) and learning process tracking (LPT). The latter consists of conversation analyses of how and when learners orient to the learning objects in their interactional repertoire. In his book, Sert (2015) argues that

> *Although there is still an ongoing debate on how CA-for- SLA should exert itself in describing learning and teaching practices, it is clear that both cross-sectional and longitudinal studies of language learning and L2 interactional competence have contributed to our understanding of the ways in which these practices unfold in interaction, and all these attempts have great potential to change mainstream, cognitive understandings of SLA (p.37-38).*

With these notions in mind, it should clearly be noted that CA can be an appropriate research method to investigate interactional competence. In his book, Markee (2000) proposes a CA-oriented SLA research methodology, which is based on empirical and emic accounts of test-takers' interactional competence in

different speech exchange systems, and also based on collections of data and their transcriptions as whole communicative events. He claims that such methodology should be capable of differentiating between successful and unsuccessful learning behaviors.

Before moving on to the next section, we should also make clear that CA-informed and CA- inspired approaches to SLA are different in nature (Mori & Markee, 2009). While CA-inspired approach takes a purist stance, CA-informed approach gets help from external theories while using CA as a "technical tool" (Mori & Markee, 2009, p.2). In the next section, the assessment of oral proficiency and interactional competence will be dealt with by giving special attention to both CA- informed and mostly CA-inspired approaches to oral assessment.

2.3. Assessment of Oral Proficiency and Interactional Competence

Interactional competence encourages us to see a performance assessment as a discursive practice. Therefore, the investigation of interactional resources that participants deploy is a necessity (Young, 2000, p.11). To be able to evaluate and assess interaction, we should make sure of what successful interaction really constitutes. Kramsch (1986) claims that successful interaction is a combination of both shared knowledge of the world and the construction of shared internal context. By referring to that, Fulcher and Davidson (2007) think that assessing interactional competence is challenging as it is shared knowledge and cannot be assigned to one individual. They had the idea that a person's language ability and the ability to manage talk-in-interaction cannot be separated from each other easily. As can be understood from what He and Young (1998) assert

> *Interactional competence is fundamentally different from communicative competence. Whereas communicative competence has been interpreted in the testing literature as a trait or bundle of traits that can be assessed in a given individual, interactional competence—we wish to stress— is co-constructed by all participants in an interactive practice and is specific to that practice (p.8).*

Therefore, assessing interactional competence is still a hot debate among applied linguists. Interactional competence has many implications for language testers two of which will be discussed below:

The first implication is that close attention should be paid to what really happens at the time of performance assessments so that we know which interactional resources apply to the practice of assessment (Young, 2000). Kramsch's (1986)

idea is well worth the attention that in oral proficiency interviews, the intention behind the functions must be known because, for example, if your function is asking questions and you mean to assess interactional ability, you have to know the intention behind the question. The second implication is that even though interactional competence is local, it can provide us a way to generalize from performance. It means that different performances may share similarities, and empirical work is needed to find out these certain practices (Young, 2000).

There is a growing body of CA research on language assessment. As I mentioned above, there are both CA-inspired and CA-informed research. One example of a CA-informed research comes from Walters (2007) who gets help from CA while accounting for learners' pragmatic competence in three pragmatic actions (assessment responses, compliment responses and pre-sequence responses). These oral pragmatic prompts are delivered by the tester, and the test takers are expected to understand and respond to these pragmatic actions. Even though, it is a pilot study on CA informed testing (CAIT) in second language pragmatics (SLP), Walters has concluded that CAIT is useful in providing evidence for SLP proficiency. He has also added that pragmatic competence should be supported with an interactional foundation. In another research by Walters (2009), he has claimed that mainstream second language pragmatics testing (SLPT) has problems. By using real CA data examples, dialogues for aural pragmatic competence are written. He comes to the conclusion that using CA findings as an operational test norm in real SLPT development may have potentials to enhance validity.

The dominance of CA in language assessment is in oral proficiency assessment, though. Most researchers tend to use CA to account for language proficiency in oral tests. Most of these researchers try to investigate interactional competencies of candidates in a second language (L2). Current studies on IC have researched the ways learners deploy a range of resources to be able to "interact proficiently and participate competently" in different settings in which they use L2 (Urmeneta & Walsh, 2017, p.186). CA has shown its strength in investigating L2 speakers' interactional competencies in situated activities (Kasper & Wagner, 2011). The next chapter will mostly be dealing with CA-inspired language assessment research. This section is divided into three sub-sections which are oral proficiency

interview, paired speaking tests and group oral assessment so that the literature including different approaches to testing oral proficiency and interactional competence can be reviewed.

2.3.1. Oral Proficiency Interview

As mentioned above, oral proficiency interviews have a long history and are widely used to assess someone's speaking ability (Kasper & Ross, 2013) mostly because of its accountability and practicality (Salaberry, 2000). American Council on the teaching of Foreign Language (ACTFL) is the main institution to promote the use of OPIs as they were the pioneers of OPIs (Brown, 2004). ACTFL Proficiency Guidelines have been revised for three times (1986, 1999, 2001) since they got their latest version in 2012. The guidelines serve to assess both interactive and non-interactive parts of the OPI. Speaking guidelines in 2012 model is as follows: distinguished, Superior, Advanced (Advanced-High, Advanced-Mid, Advanced-Low), Intermediate (Intermediate-High, Intermediate-Mid, Intermediate-Low), Novice (Novice-High, Novice-Mid, Novice-Low) (Swender, Conrad & Vicars, 2012).

In this part of the literature review, I will be focusing on the oral interview part of OPI. Similar to other interviews; it consists of question- answer sequences. The interviewer asks the questions while the candidate or test-taker gives responses (Kasper & Ross, 2013, p.24).

In a general sense, according to Lowe (1983), "the oral interview is a testing procedure capable of measuring a wide range of speaking abilities from novice to native." (p.230). Kasper and Ross (2007) define OPI as "an institutional speech event designed for the purpose of spoken language assessment" (p. 2046). Seedhouse (2013) claims that "OPIs in general are intended to assess the language proficiency of non-native speakers and to predict their ability to communicate in future encounters" (p.199).

Despite the widespread use of OPIs, there has also been a debate going on about the limitations of OPIs such as lack of theoretical and empirical grounds (Kramsch, 1986; Bachman & Savignon, 1986; Bachman, 1990). Furthermore, OPI differs from ordinary conversation (Van Lier, 1989; Lazaraton, 2002), the power relationship is asymmetrical in OPI (Kasper & Ross, 2013) and it primarily focuses on the performance and proficiency of the candidate and neglects the interaction

perspective (Van Lier, 1989). Johnson and Tyler (1998) have found significant differences between OPI and ordinary conversation in terms of sequence organization, turn-taking and topic nomination. Therefore, the issue of reliability and validity of OPIs have long been questioned (Van Lier, 1989; Salaberry, 2000). Because of the asymmetry in interactions led by the interviewer, it has been questioned how one can make inferences about the candidate's interactional competence (May, 2010). Also, the interlocutor effect has been debated, and it has been claimed that interviewer's management of the interaction has an effect on the candidate's proficiency (Brown, 2005). However, it is still commonly used to elicit language samples in a practical way.

OPIs have great importance in the field of education as they are one of the examinations that provide access to universities (Seedhouse, 2013, p.199), which later will prepare students for work life (Ross, 1992, 2007). That is why many researchers felt the need to analyze this type of institutional conversation to uncover the possibilities it can bring about (Galaczi, 2014; Kasper & Ross, 2007; He & Young, 1998). It has been suggested that analyzing the nature and practices of interaction in OPIs is very significant in oral proficiency assessment tools (Kasper, 2006; Kasper & Ross, 2013). Because conversation-analytic approach to the analysis of OPI interaction has provided great insights (Ross & O'Connell, 2013), and the study of institutional talk takes up a large portion in CA, the OPIs dealt with here will be the ones analyzed using CA. Studies below will cover a range of approaches for OPI research to give the reader a general idea about the what has been done literature of OPI research so far.

Seedhouse's (2013) study takes a conversation analytic approach into investigating OPIs (IELTS Speaking Test) as a variety of interaction, and compares it to L2 classroom interaction and interaction at universities. His research reveals that classroom interaction and OPI interaction are highly different, the first being heterogeneous and the second being homogeneous. In addition to that, in IELTS Speaking Test (IST), turns are pre-allocated and "there is no requirement to achieve intersubjectivity" (p.211). He suggests that by adding role-plays, simulations etc. to OPIs, we can adapt classroom interaction to OPIs. He also claims that university interaction and OPI interaction in the ISTs he has analyzed are different in nature, and it is very difficult to provide a model for

adapting OPIs to university interaction to make them more similar. He also concludes that patterns of repair differ greatly between OPIs and the other two settings.

Since the interviewer is an important part of the OPI, the possible effects of the interviewer or rater on candidate's performance and score have also been studied (Brown, 2003; Nakatsuhara, 2007; Ross, 2007; Kasper & Ross, 2007, Winke, Gass & Myford, 2013).

Nakatsuhara (2007) has wanted to find out whether there is unfair scoring because of interviewer variation in an oral interview. She has collected data from two interview sessions with the same candidate with different interviewers. Then, the interviews are scored by twenty two different raters. She has analyzed the data using both quantitative and qualitative (CA) methods. The results of the study indicate that both interviewers have differences in questioning, developing topics and responding to student contributions which led to different scorings in pronunciation and fluency. These findings highlight the necessity for interviewer training.

Another study that investigates interviewer effect is Kasper and Ross's (2007) study which looks for the effect of asking multiple questions (henceforth MQs) in OPIs. Their aim is to discover what opportunities or problems MQs in OPIs from examiners might yield. Their first finding is that MQs could enable relevant ratable responses. The canonical question-answer adjacency pair may be inadequate in providing this. MQs can respond to candidates' problematic actions and act as other initiated repair or third position repair. MQs can also enable ratable and relevant responses as the institutional goal of OPI is to get the candidate generate answers to the questions. However, they have found out that there are differences in interviewers' styles in asking MQs, and this can affect the construct validity of the OPI. Therefore, they conclude that interviewer questions have a great influence on candidate performances, and the interviewers need to be trained on asking MQs in OPIs.

ACTFL guidelines have an important role in the assessment of OPIs. Therefore, they have caught the attention of many researchers (Adams, 1980; Salaberry, 2000; Levis; 2006; Tominaga, 2013). In her study, Tominaga (2013) investigates

the development of extended turns and storytelling in the Japanese oral proficiency interview by taking a conversation analytic approach. She aims to review ACTFL (American Council on the teaching of Foreign Language) Proficiency Guidelines for speaking to inform those guidelines. She takes a longitudinal perspective to be able to explain the developmental changes observed in L2 Japanese speakers' interactional competencies in producing extended turns in storytelling. The two students she investigated participated in summer school after their first OPIs. After the ratings of both students before and after summer school, she comes to the conclusion that the guidelines put great emphasis on grammatical accuracy and less emphasis on interactional competencies (Despite the interactional development he showed, one of the test-takers (Danny) received the same rating (Novice-High) in both of his OPI.) The findings of the study indicate that interactional contributions should be incorporated in ACTFL guidelines.

There has also been a bundle of research on the candidate perspective in OPIs (van Compernolle, 2011; Lee, Park & Sohn, 2011; Seedhouse, 2012; Kasper, 2013). Seedhouse (2012) has examined the IELTS (International English Language Testing System) Speaking Test (IST) by closely investigating turn-taking, sequence, repair and topic development and their relation with the candidate scores. He first describes the structure of IST. There are three parts in IST. In part 1, the candidates are required to answer general questions about themselves. In part 2, there is an individual long run in which the candidates is asked to talk on a particular topic after 1 minute preparation. In part 3, there is a two way discussion between the examiner and the candidate. He concludes that there are different characteristics between low and high scoring interactions in terms of ability to answer the question, repair, lexical choice, identity construction and engaging with and developing a topic coherently. He also comes to the conclusion that topic-scripted Q-A adjacency pair creates the best opportunities in differentiating between high and low scoring performances (especially in Part 1 & 3). However, he also adds that the length of turn in part 2 may be added to the score.

Lee et al. (2011) has probably wanted to uncover the occurrences of expanded responses of English-Speaking Korean heritage speakers from different oral

proficiency levels (ACTFL) during oral interviews. The participants are Korean heritage speakers speaking English. The data collected are both telephone interviews and face-to-face interviews with interviewees both from advanced and intermediate level. Their findings suggest that advanced level interviewees expand their responses more when compared to intermediate level ones. They also assert that speakers' grammatical and interactional competences are related, and they are both assessed in oral proficiency assessments (p.100).

Another researcher who studies the signs of interactional competence during a language proficiency interview (LPI) is van Compernolle (2011). He has collected data from an oral examination of a French course with intermediate-level participants. He first puts forward an initial argument that candidates' responses to questions where conditionally relevant are an indicator of IC (p.117). He then looks for evidences for his claim by analyzing 8 hours of audio recorded LPI. His findings reveal that sequentially relevant responses are demonstrations of IC in a LPI, and test-takers hardly initiate repair which is unlike ordinary conversation. His suggestions to encourage students for learner initiated repair and using CA for language teaching are worth to bear in mind.

Using CA in her analysis, Kasper (2013) is one of the researchers investigating how candidates and interviewers jointly construct the interaction. She first gives some information about task-based oral language assessment in peer assessment and OPIs. Her data come from candidates whose L1 is Japanese and who are rated Level 1 or Level 2 in the IRL (Interagency Language Roundtable) speaking scale in their English proficiency (See Kasper (2013) for further information). She examines the OPIs between the candidates and the examiners to explicate the ways in which interviewers and candidates jointly manage the task. She finds out that interviewers use a generic repair method (third position repair) to help the candidates stay on-task. When to intervene and how to intervene is also another issue examiners need to be careful about. Her research can pave the way to train interviewers and to see if there is any development in interviewers' way of intervention and repair.

As mentioned above, there are different methods to use in language proficiency interviews to collect samples from candidate talk. One of them is role plays. Kormos (1999) claims that role plays offer a more symmetrical interaction when

compared to interviews, and candidates have more chances to hold the floor, open and close a conversation. There has been a growing interest in analyzing role plays since it is regarded to resemble ordinary conversation more. However, one should also consider the drawbacks of role plays. First, some features of role plays are still different from ordinary conversations, such as longer gaps of silences and their sequential positioning in interaction (Kasper & Ross, 2013) and the asymmetrical relationship between the interviewer and the candidate in terms of speaking rights (Okada, 2010). Also, the candidates resist this type of examination because acting ability might be needed for communication, which is not a necessity for good communication (Van Lier, 1989). Still, role plays in OPIs merit attention because they reveal a different speech sample when compared to interviews.

Okada and Greer (2013) examine how interviewers pursue relevant responses from candidates in OPI role plays. Their analysis of OPI role plays in English conducted in Japan reveal that interviewers' strategies while pursuing a relevant response do not differ greatly. They ask multiple questions to proffer response alternatives, or keep silent to inform the candidate about the trouble in his/her course of action. This move shows that interviewers not only monitor candidate's syntactic, prosodic or pragmatic contribution but also their orientation to the context of the role play. When the candidates do not follow the instructions of the role play and simply cannot perform the role play, the interviewers have the dilemma of either to stay in character and initiate repair or break character and assign a new role play task. Their findings might be excellent training opportunities for interviewers' ability to pursue relevant responses in OPI role plays.

2.3.2. Paired Speaking Tests

It has long been accepted that being interactionally competent cannot be the output of one individual but it is co-constructed (Jacoby & Ochs, 1995). After recognizing the significance of interaction and negotiation of meaning, it has been questioned whether candidate-interviewer dialogues have any similarities with casual conversation (Ducasse & Brown, 2009, p.424). Therefore, it was not surprising to see the growing interest in evaluating the joint performances of candidates performing in paired and group oral assessments (May, 2010, p.3). Since pair and group oral assessment elicit rich and genuine speech samples,

they have gained popularity as an assessment tool (Brooks, 2009; Nitta & Nakatsuhara, 2014). They have started to be used even in high stakes tests such as University of Cambridge ESOL examinations in 1996 (Galaczi, 2008).

According to Sandlund, Sundqvist and Nyross (2016) the paired form of speaking tests gives candidates a chance to contribute to the ongoing conversation more freely, and this allows for more complex actions and meaning negotiations. It leaves a room for candidates to show a wider range of conversational ability (ffrench, 1999) and resembles natural conversation (Ducasse & Brown, 2009). It has also been claimed that peer-peer interaction reveals a wider range of interactional abilities when compared to the interviewer-led interaction (Taylor, 2001). For instance, in interviewer-led discussions, disagreements are not initiated by test-takers which is unlike ordinary conversations (Hüttner, 2014). That is the reason why the focus of this study is on the peer-peer interaction task because it provides opportunities for candidates to manage talk-in-interaction on their own without being scaffolded by someone with an epistemic authority.

Even though it is favored by many, there are some concerns regarding the use of peer-peer interaction in assessment. Most researchers claim that there are some reliability and validity problems that need consideration (He & Young, 1998; Lazaraton & Davis, 2008; Ducasse, 2010; Kasper, 2013). However, Ducasse and Brown (2009) suggest that an assessment criteria based on empirical evidence can offer great insights for the validity argument (p.427). Kimura, Mattson and Amory (2017) also argue that a conversation analytic approach can be implemented for test validation purposes, which can definitely feed into the validity issue in paired oral assessment. Some of the research done on paired speaking tests will be shown below keeping the benefits and problems of paired speaking tests in mind, and hoping to come up with solutions in my own research study.

One of the earliest studies that shaped future research on paired speaking tests is Ikeda's (1998) study. He has conducted a research on the paired learner interview to see how negotiation of meaning, intersubjectivity and scaffolding is achieved during learner-learner interaction. The candidate taking the interviewer role is given a prompt card to direct the interview, and both candidates fill in a questionnaire about their experience after the interview. He stresses that these kinds of tools both reduce communicative stress and help to elicit learner

interaction with communicative strategies such as negotiation of meaning, intersubjectivity and scaffolding.

One of the leading researchers who investigate paired speaking tests is Galaczi. After examining the interactional behaviors of high and low scorers, Galaczi (2008) comes up with four different patterns interaction in peer-peer interaction in First Certificate in English Examination (FCE). The extent to which the patterns are mutual and equal, they are categorized as collaborative, parallel and asymmetrical. In collaborative interaction both candidates attend to topics initiated by each other and also introduced new topics, which is an indicator of high mutuality and equality. In parallel type of interaction, even though candidates introduced topics, they have problems attending to topics initiated by the other. She calls it “solo” versus “solo” interaction (p.102). The third pattern of interaction is asymmetrical one where one dominant candidate contributes more to the task while passivizing the other. As can be understood from its name, in blended pattern, the candidate switches from one pattern to another. The result of this research is very promising. She suggests that we can teach our students collaborative dyadic interaction, such as “extending the prior speaker’s turn, of signaling involvement in the interaction through follow-up questions, and starting and terminating turns” (p.114).

Another study from Galaczi (2014) attempts to investigate the interaction co-constructed by test-takers from different proficiency levels to increase awareness for the conceptualization of interactional competence. She uses a conversation analytic approach to investigate micro-details of interaction in paired speaking tests, and the qualitative findings are supplemented with quantitative coding. With CEFR interaction scale in mind, she has found out some descriptive interactional features to complement these scales and constructs. She claims that interactional competence needs broader definition with turn taking management and active listening added to initiating and responding. She has also found out that general language ability and interactional competence go hand in hand and have a positive correlation. Lastly, she thinks that the role of tasks used may have an influence on the interactional patterns observed. Her research is really promising for the development of the practices regarding paired speaking tests.

The concept of “task” has also been researched in paired speaking tests (Sandlund & Sundquvist, 2011, 2013; Nitta & Nakatsuhara, 2014). One of them is Nitta and Nakatsuhara’s (2014) study on pre-task planning stage’s effect on the actual performance in paired speaking tests. They have felt that there is a research gap in pre-task planning stage in dialogic tasks. The participants are university students at a Japanese university, and their first language is Japanese. There are both males and females in the study, and the numbers of the attendees are almost equal. Their English proficiency level changes between B1 & B2 (CEFR). The speaking task includes three parts which are warm-up and two decision making tasks. In two decision-making tasks, one of them has a pre-task planning stage of three minutes while the other does not have a pre-task planning stage. In the decision making tasks, the participants are given oral and written instructions and are asked to discuss. Using a conversation analytic approach, the interaction between the pairs is analyzed by looking at how pairs manage and sustain interaction, how they agree or disagree, how they reach a decision through negotiation and so on. In one of the decision making tasks, the participants are told that they have three minutes to prepare for the discussion in any way they want. The conclusion they have come up with is worth to discuss. They claim that pre-task planning stage does not have significant effects on candidate performance. Even though in planned discussions there are long turns, in unplanned ones the candidates act more cooperatively in the design of the task. In conclusion, they state that implementing pre-task planning stage may not be advisable as unplanned ones reveal more interactional patterns.

Sandlund and Sundquvist’s (2011) study on managing task related trouble on L2 proficiency test offers great insights, too. They have analyzed dyadic talk from different interactional tests of English to uncover these subskills: overcoming difficulties in communication, interactional ability and treatment of topic. They focus on task management as task-as-accomplishment rather than task-as-workplan (Seedhouse, 2005b; Pekarek Doehler, 2010). Also, how students orient to task related trouble and the other task management practices have been analyzed. They have found that there is a correlation between students’ task management practices and raters’ grades. In addition, students who are able to

take the task-as-workplan as a starting point but have a different direction by getting freer from the instruction are graded as highly proficient by the raters.

Most studies in this field have also focused on score and its relationship with learner characteristics and pairings. While Chambers, Galaczi, and Gilbert (2012) have found the effect of test-taker familiarity to have a minimal role on performance, O' Sullivan (2002) has claimed that learner acquaintanceship is an important factor on learner performance. In addition, the effect of high or low level proficiency pairings in the speaking exam context (Norton, 2005) and in paired interactions during problem solving (Watanabe, 2008) have been researched. Norton (2005) has found out that when they are paired with high proficiency partners, low proficiency candidates scored higher. Watanabe's (2008) findings show us that no matter they are paired with a low or high proficiency partners, students prefer to work with students with whom they can share ideas regardless of their proficiency levels.

Nyross, Sandlund and Sundqvist's (2017) very recent study focuses on code-switched self-initiated repair with a Swedish discourse marker *eller* (*or* in English) located in repair-prefacing position. The data of the study come from 79 paired L2 English oral proficiency tests for Swedish 9th graders. After the conversation analytic investigation of repair practices in the data, they have found out that *eller* initiated repair serves to display trouble awareness and informs the other parties in interaction that self-repair is on the way. Their research can offer great insights into the perception of code-switches in repair sequences especially in language testing situations.

Now that the literature of paired speaking tests has been reviewed, the next sub-section deals with a relatively newer area of assessment tool which is group oral assessment.

2.3.3. Group Oral Assessment

There is also a growing interest in group oral assessment (Bonk & Ockey, 2003; Gan, 2010; Leaper & Riazi, 2014; Leyland, Greer & Rettig-Miki, 2016). Aside from being practical, it gives the candidate a great opportunity for symmetrical talk (May, 2010) and lowers candidates' anxiety (Fulcher, 1996). Many researchers have tried to uncover the characteristics of group oral assessment, such as

researching the effect of prompt in group oral assessment (Leaper & Riazi 2014), the influence of test-taker characteristics and the number of candidates on the performance (Nakatsuhara, 2011), the distribution of speaking rights on a mutual level (Ockey, 2014) and topic negotiation (Gan, Davison & Hamp-Lyons, 2008).

One of these studies that merit attention is Gan's (2010) research in which he investigates two group performances (one of them higher scoring and the other lower scoring group). The groups are assigned two different videos before they start group performances. The researcher hands in different prompts for each group and the candidates are required to discuss the videos in the light of the prompts. He takes a conversation analytic approach to analyze the group performances that are video recorded. He concludes that the higher scoring group showed a great desire for the completion of the task by competing for the floor, and there are many occurrences of overlaps. They demonstrate great skill in constructing the ongoing speech with suggestions, agreements, disagreements, explanations and challenges. In lower scoring group, even though there is some effort in each and every member in shaping their participation, there is a lack of contingent development of topical talk. The participants try to maintain the talk in a friendly environment instead of critically exploring each other's ideas, which is vice versa for higher scoring group. He concludes that group work is used in classrooms a lot, so school-based group oral assessment should be more prevalent in the upcoming years.

Another study on group oral assessment is He and Dai (2006)'s study. They investigate the validity of College English Test-Spoken English Test (CET-SET) by examining the interactional language functions (ILF) expected to arise in the group discussion. They have come to the conclusion that while disagreeing is the most common ILF, the others functions such as asking for opinions, information accounting, supporting negotiating meaning, persuading ,challenging, modifying, developing are not that common. They assert that this might be because of candidates' approach to the assessment procedure rather than seeing it as a real communication. Therefore, it can be claimed that even though group oral assessment resembles natural conversation a lot, candidates' perception of this is an assessment event.

The last study that needs to be mentioned there is Leyland, Greer and Rettig-Miki's (2016) study in which they monitor one novice teacher assistant's interactional practices during group discussion tests as a facilitator. With a longitudinal CA methodology, they track and see how the teacher assistant's choice playing the devil's advocate in interaction does not generally generate follow-up turns and how she eventually drops this interactional practice. Simply providing her response has turned out to be more successful in encouraging students to generate more follow-up turns. With the help of this study, the importance of entering the specific interactional norms of test-takers and providing contributions in a stance-aligned environment as a test facilitator have been emphasized.

This section has reviewed the literature on the assessment of oral proficiency and interactional competence while distinguishing different types of assessment tools. Since the main research concern of this study is interactional troubles, the next section will inform the readers about interactional troubles in casual and institutional settings. In addition to that, the literature regarding progressivity and intersubjectivity in interaction will also be reviewed in the next section.

2.4. Interactional Troubles, Progressivity and Intersubjectivity in Interaction

This study aims to find out how test-takers resolve interactional troubles in paired test-talk to maintain progressivity and intersubjectivity. Because of this, the term interactional troubles and maintaining progressivity and intersubjectivity are things that need deeper attention in this literature review. Thus, this section is devoted to explaining what the term interactional trouble comprises in ordinary and institutional settings and the importance of progressivity and intersubjectivity in interaction.

Before going over the term interactional trouble, one should know the affinity between a communication breakdown and interactional trouble. Clark (1996) explains the concept of breakdown as follows:

> *In conversation, [people] talk face-to-face, interactively, as they plan, transact, business, gossip, and accomplish other goals with each other. A hallmark of these activities is that they are joint activities. (...) They need coordination, and when co-ordination fails, they break down" (p.325) (as cited in Ducharme & Bernard, 2001).*

Conversational cues that signal communication breakdown can be syllable elongation, falling intonation, pausing (Ducharme & Bernard, 2001). Furthermore, in biligunal children's interaction with an interlocutor, breakdowns in communication can occur in the form of language choice, inaudible utterances and poor lexical choice (Comeau, Genesee & Mendelson, 2007). All of these cues signal a breakdown in communication that needs to be repaired.

In a similar manner, trouble in ordinary interaction can take many forms. For example, prolonged gaze, gaze aversion, gestures and missing second pair parts can be regarded as a trouble, which would require remedial action (Sidnell, 2015, pp. 365-366). In line with that, interactional trouble in an institutional setting is "the emergence of a temporary misalignment in the unfolding of an interactional and pedagogical activity, which is oriented to by the participants as such through verbal and nonverbal means" (Sert, 2015, p.58). These verbal and non-verbal means can be apparently long silences (Iwashita, Brown, Mc Namara and O'Hagan, 2008), lateral headshakes (Sert & Walsh, 2013), smiles (Sert & Jacknick, 2015) and withdrawal of mutual gaze or gaze aversion (Sert, 2013). Sert's (2015) definition of interactional trouble mainly relates to classroom interaction but applicable to other forms of institutional interaction such as oral proficiency tests, too. For instance, Sandlund and Sundqvist (2011) investigates whether there is a connection between L2 test-takers management of interactional trouble related to the managing the task and their assessed L2 proficiency. They state that:

> *From a CA perspective, 'dysfluent' characteristics of talk are not per se markers of trouble; instead the notion of interactional trouble is grounded in observations on how interactants display their noticing and management of some problem in the ongoing interaction. (p.96)(Italics in original)*

From above definitions, it can easily be understood that interactional trouble is observable in the micro moments of interaction. The term interactional trouble is interrelated with repair which is defined as sequences subsequent to problems in hearing or understanding the talk that comes before (Schegloff, Jefferson & Sacks, 1977). Therefore, it can be said that interactional trouble causes a misalignment in the ongoing interaction, which makes a repair relevant. Sert (2015) claims that:

> *Since repair is one of the mechanisms to enable shared understanding and interpersonal alignment, one can assume that an investigation into interactional troubles in general can show problems of understanding and how they are*

> *resolved, which will eventually inform our understanding of learning in L2 classrooms. (p.58) (italics in original)*

With this in mind, how interactants orient to the interactional trouble and achieve a shared understanding is one of my concerns (which has emerged from the analysis of the dataset) in this data set to shed light on the interactional resources test-takers deploy in paired test situations.

The terms misalignment and shared understanding entail a new phenomenon to dwell upon which is intersubjectivity. Intersubjectivity takes various forms among humans and other animals (Sidnell, 2015, p.364). The human form of intersubjectivity "involves joint attention and shared intentionality", which allows two or more co-interactants attend to each other and focus on the same object simultaneously (Sidnell, 2015, p.366). According to Seedhouse and Walsh (2010), intersubjectivity is "mutual understanding or interpersonal alignment" (p.128). According to Sandlund and Sundqvist (2011), "the mechanism of repair functions to maintain a shared understanding" (p.96). Thus, it can be said that a state of intersubjectivity is achieved via "repair after next turn" (Schegloff, 1992).

Conversation analytic research sees both progressivity and intersubjectivity as two major constructs that manage conversational interaction (Kuroshima, 2010, p.858). Therefore, they both have the same importance regarding conversation. Sequence and activity progressivity has always been a unit of research for conversation analysts, and there have been some researchers who analyze person references (Heritage, 2007), service encounters in restaurants (Kuroshima, 2010) and airline service calls (Lee, 2011) to see the maintenance of progressivity in those specific encounters.

Stivers and Robinson (2006) state that "interactants are concerned with advancing in-progress activities through sequences" (p.386). They also suggest that there is "a preference for sequence and activity progressivity" (p.387). The activities they mention refer to ordinary conversation. In test situations, advancing the in-progress activity, which is test-talk, becomes much more significant.

As Schegloff (2007) puts forward, "Among the most pervasively relevant features in the organization of talk-and-other-conduct-in-interaction is the relationship of adjacency or 'nextness'" (p.14). When a selected speaker does not respond to a

question, the second pair part of an adjacency pair is delayed. However, the orientation to progressivity in interaction is so prevalent that delayed second pair parts compromise the progressivity of interaction, and a non-selected speaker may respond just to maintain the progressivity in interaction (Stivers & Robinson, 2006). When we look at the relationship between progressivity and intersubjectivity, we can clearly see that sometimes progressivity is favored over intersubjectivity (Heritage, 2007; Kuroshima, 2010), which clearly compromises the mutual understanding.

In my data set, what is meant by progressivity is progressivity in interaction rather than sequence progressivity because the continuity of interaction breaks down while the test-taker is still holding the floor rights. However, maintaining progressivity is still preferred because test-takers can only be assessed as long as they speak. Therefore, resolving interactional troubles and maintaining progressivity becomes much more important in an assessment situation. Also, if test-takers manage this with or without compromising intersubjectivity is an area of research that can bring about great implications for paired test talk situations.

2.5. Conclusion

This chapter has reviewed the literature regarding the history of assessment of speaking, and has given some research examples from Turkey to give the reader an idea about the speaking assessment situation in Turkey. Then, the concept of interactional competence has been reviewed by giving attention to what differences communicative competence and interactional competence comprise. Also, the assessment of oral proficiency and especially the assessment of interactional competence has been discussed by giving examples of three different interactive speaking test types which are oral proficiency interview, paired speaking tests and group oral assessment. In the last part, the concept of interactional trouble, progressivity and intersubjectivity has been dwelt upon since they are the main concerns of my research.

The next chapter will focus on the methodology of the study which includes research context and questions, participants, data collection, research methodology, and validity and reliability issues.

3. METHODOLOGY

This chapter is related to the methodology of this research. In 3.1., while presenting the research questions, I will highlight the purpose of this study in light of the research questions. 3.2. will cover participants, research context and data collection procedures. In 3.3., transcription procedures along with constructing the collection will be shown, and background information about the analytical procedures will be given. In 3.4., validity and reliability issues will be addressed. In 3.5., ethical considerations about the thesis will be touched upon. The chapter will be concluded with a description of Conversation Analysis as a method and an approach to research paired L2 interactions in an assessment setting.

3.1. Purpose of the Study and Research Questions

The main purpose of this study is to analyze naturally occurring talk in paired second language (L2) interactions in an assessment setting to investigate the interactional resources students deploy to maintain the progressivity of talk when there is an interactional trouble. This study proves its significance and originality in that no other research in Turkey has analyzed paired test-talk by taking a conversation analytic approach. By revealing the sequential structure of paired test-talk and analyzing the micro details of this institutional type of interaction, this study aims to bring a micro-analytic lens to second language research especially in Turkey. More importantly, learner-learner interaction is not very prevalent in assessment situations in Turkey. Therefore, by investigating learner-learner interaction in a paired speaking test, this study could also inform the development of more meaningful assessment procedures and rating scales. What is meant by meaningful here is valid assessment procedures. Furthermore, this study aims to provide insights to the concept of interactional competence with the help of the interactional resources revealed. This study emphasizes the significance of collaborative dyadic talk, which requires the development of assessment procedures and rating scales stressing collaborative talk. The following research questions on the next page have been presented for the purposes of this study:

1. What are the indicators of interactional trouble in paired L2 test-talk?

2. What kind of interactional resources do the test-takers deploy in the event of an interactional trouble?

a) What kind of interactional resources does the test-taker displaying interactional trouble deploy to seek help?

b) What kind of interactional resources does the other test-taker deploy in order to maintain progressivity of test-talk?

3. Is shared understanding achieved after the resolution of interactional trouble?

All three research questions will be addressed in the sub-sections of the analysis chapter respectively. First, the sub-sections will start with the analysis of the indicators of interactional trouble. Then, the resources deployed by the test-taker displaying interactional trouble to seek help will be revealed along with the interactional resources used by the other test-taker to maintain the progressivity of test-talk. Later, after the resolution of trouble, whether test-takers have achieved mutual understanding or intersubjectivity will be clarified. As a general inquiry of this research, how the interactional resources maintain progressivity of test talk will also be covered. The details for addressing each research question will be given in the discussion chapter. After the introduction of purpose of the study and research questions, the following section will present participants, research context and data collection procedures.

3.2. Participants, Research Context and Data Collection

The study takes place at a higher education setting in Ankara, Turkey. The students take the speaking exam as a requirement for their academic English speaking and listening course in the 2015-2016 academic year spring term. The main coursebook is Contemporary Topics 2 Academic Listening and Note-Taking Skills for listening, speaking and writing skills. At the end of each unit, the book helps students notice discussion strategies such as asking for clarification, expressing agreement/disagreement, maintain discussion and so on. In order for the reading skill to develop, the book is supplemented with a course pack prepared by the instructors working at this institution and teaching this course. The

course is taught for 4 hours every week. In this course, the distribution of the percentage of grades can be seen below:

LISTENING QUIZZES	MIDTERM EXAMS (SPEAKING)	WRITING	FINAL (reading & vocabulary)
40 %	30 %	10 %	20 %

Table 6. The distribution of percentage of grades

The term lasts 14 weeks, and there are two midterms (speaking exams) throughout the term. Students get 15 % of their total grades from one speaking exam. The first midterm is conducted in the 6th week while the second one is conducted in the 12th week of the semester. The data used in this research comes from the first midterm. Namely, only the recordings from the first midterm have been used for the purposes of this research.

There are 45 sections, and in each section there are approximately 30 students. The students all passed the proficiency exam in the first year of their college education. Therefore, all students are considered to have at least B2 level proficiency in English.

There are 12 instructors who not only teach this course but also conduct this speaking exam in this institution. All instructors conduct the speaking exam in the sections they are teaching, and the same instructors also rate the students. Therefore, there is familiarity between raters and test-takers (see Tanrıverdi-Köksal & Ortaçtepe, 2017), and test-takers are also acquainted with each other because they are in the same section. While there are some researchers who dealt with test-taker familiarity (O' Sullivan, 2002; Chambers et al., 2012), this familiarity issue is not my concern for this specific research because in CA, any prior theoretical assumption cannot be made as long as it is made evident in the details of interaction (Seedhouse, 2005a, p. 167). In addition to that, familiarity is not an issue in my data.

Before the speaking exam, the instructors were asked to pair the students in the sections they are teaching. Because students had one listening quiz in the 4th week before the speaking exam, instructors paired the students with regard to the grades the students took from the listening quiz. Therefore, the students who received higher grades became partners with students who received higher grades, too (see Norton (2005) to see the effect of pairing). The time of the exam

and the lists of the pairs were shared on the department website before the exam so that students knew who they were paired with before they took the exam. On the day of the exam, if one of the pairs did not show up, the rater asked one of the students to take the exam again with the students who did not have a partner. The student who took the exam twice was assured that the rater was going to grade the exam in which s/he did better.

On the exam week, there were 274 test-takers who signed the consent form. However, there were some test-takers whose pair did not sign the consent form, and they were excluded from the research naturally. In the end, the data utilized in this research came from 200 test-takers, which means 100 paired L2 assessment interactions in total. The average duration of each paired interaction is 4 minutes, which corresponds to approximately 400 minutes of paired interaction in total. The raters recorded each pair's performance using the video camera of their laptops. The exam lasted for a whole week. Then the researcher took the videos of test-takers who signed the consent form.

During the speaking exam, there were three people present in the room, one being rater and the other two being test-takers. Raters were not supposed to get involved in the discussion as paired interaction was the construct to be measured. Therefore, all raters took a passive role behind the camera while watching the discussions (Ducasse & Brown, 2009). Students were expected to maintain a discussion between each other. Each pair was required to have a discussion on a given topic for about four minutes. The candidates were required to participate in a discussion, express their opinions generally in the form of agreement and disagreement, justify their ideas, and exchange information in a given time. Before they started the discussion, test-takers were asked to choose from the topic cards. Topics are presented as opinion statements including topics such as 'euthanasia should be legal, diet is harmful for health, military service should be compulsory and so on' (see Appendix 5 for a full list of topics). The topic cards were lined up at the table in a way that the written parts were facing the table, and they were given 1 minute to organize their ideas. At this pre-task planning time (see Nitta & Nakatsuhara, 2014), they were free to talk in their native language, but they were not allowed to take notes. They were also told that they could have the same idea or different ideas about the topic. Therefore, they could both agree or disagree.

They were reassured that it was not their ideas but their spoken production which would be evaluated.

The raters rated the candidates' speeches according to a rating scale (see Appendix 6). The rating scale gives the most importance to discourse management and interactive communication (8 points) while fluency gets the least points (2 points). Therefore, students were expected to communicate interactively and manage to move the conversation forward in order to get a higher grade. This section has presented information about participants, research context and data collection procedures. The next section will give information about the transcription, building a collection and analysis of the data.

3.3. Transcription, Building a Collection and Analysis of the Data

In conversation analysis "no level of detail is considered *a priori* to be irrelevant for the understanding of talk in interaction", which means that transcription is not only the record of the words uttered by participants in interaction (Liddicoat, 2007, p.14). Therefore, detail is a must in transcription. Also, according to Hepburn and Bolden (2013), "Conversation analytic transcripts need to be detailed enough to facilitate the analyst's quest to discover and describe orderly practices of social action in interaction (pp. 57-58). Following this logic, a hundred discussions which last approximately 4 min. each were closely watched with an unmotivated looking. For the analytic purposes of this thesis, I adopted a transcription system adapted from Gail Jefferson (Hutchby & Wooffitt, 2008) (see Appendix 4). After the representation of vocal features of interaction, I also represented visual features of interaction with a + sign in a separate line (Sert, 2011). The + sign marks the onset of nonverbal behaviour. In addition to that, I provided screenshots for a simpler way of visual representation with # sign (Sert, 2011). This provided a powerful tool to represent multimodality. In addition, English translations are provided right below the original phrases in italics.

In order to reach them easily in the Transana software, all paired discussions are given numbers from 1 to 100. Therefore, the title of each extract goes with both an extract number and a pair number in the analysis section (e.g. Extract 1: 34th pair).

While building the collections, I followed the steps that are necessary for CA analysis. First, as I mentioned above, I watched all paired discussions many times

with an unmotivated look. I had not decided on my focus until I finished doing less detailed transcriptions, which is required in conversation analytic methodology (Schegloff, 2007). A preliminary focus was established after initial transcriptions. Because it is a testing situation, test-takers' orientations to interactional trouble and how they maintain progressivity of test talk was the first thing that caught my attention. The examination of further instances with detailed transcriptions helped me shape the phenomenon. The sequential unfolding of the occurrence of interactional trouble and its resolution was the main concern for analysis. Then, I started building the collection.

While building the collection, I first looked for the indicators of interactional trouble in order to locate the instances where progressivity of test-talk halts. Then, I decided to focus on sequences in which the other test-taker obtains the turn from the one who is displaying interactional trouble. My main aim was to reveal instances in paired test-talk, where test-takers manage to progress the test-talk in a collaborative fashion. As can be understood, what kind of resources they use to progress the test-talk and how they manage the interaction was the main phenomenon to reveal. With the help of Transana software, I named the interactional resources test-takers use to maintain progressivity of test-talk and compiled each excerpt under the relevant heading. On the next page, you can find the table to show the initial findings on interactional resources along with their occurrences in the data:

INTERACTIONAL RESOURCES TO MAINTAIN PROGRESSIVITY OF TEST TALK	*Total Number of Cases*
COLLABORATIVE TURN CONSTRUCTION	39
FORMULATIONS OF UNDERSTANDING	20
TRANSITIONS TO A SUBTOPIC	28
ASKING ELABORATION QUESTIONS	5
REFERRING TO PAST	1

Table 7. Initial Findings on Interactional Resources to Maintain Progressivity of Test Talk

After finishing constructing the collection, I decided to focus on three main resources which are *transitions to a sub-topic, formulations of understanding and collaborative turn construction*. Because the occurrences of *asking elaboration questions* and *referring to past* were very rare in my data set, I decided to exclude these two resources from my research.

This collection procedure helped me shape my analytic sections. I sorted out the sections in a way that each section represents a level of collaborative dyadic talk. The first section represents the least collaborative resource. It shows instances of sequences where test- takers construct the dialogue in a less collaborative fashion. The second section represents a more collaborative resource, and the third section represents the most collaborative source respectively. Also, I presented two sub-headings for each resource to be able to label them correctly. On the next page, the last version of the representation of interactional resources used to maintain the progressivity of test-talk can be found:

INTERACTIONAL RESOURCES TO MAINTAIN PROGRESSIVITY OF TEST TALK		
	COLLABORATIVE SEQUENCES FOLLOWING INTERACTIONAL TROUBLES	Sentence-Level Completions Following Interactional Troubles
		Word-Level Completions Following Interactional Troubles
	FORMULATIONS OF UNDERSTANDING FOLLOWING INTERACTIONAL TROUBLES	Claim of Understanding Following Interactional Troubles
		Demonstration of Understanding Following Interactional Troubles
	TRANSITIONS TO A SUB-TOPIC FOLLOWING INTERACTIONAL TROUBLES	Transition to a Sub-Topic without Orienting to the Trouble Source
		Transitions to a Sub-Topic Accompanied with an Information Seeking Question

Table 8: Interactional Resources to Maintain Progressivity of Test-Talk

After deciding on the sections along with the sub-sections, I chose 15 best representative extracts (5 extracts for each section) out of this larger collection of 87 extracts to show the sequential unfolding of the interactional resources which can be seen on the chart above. The next section will give information about the validity and reliability issues.

3.4. Validity and Reliability

Reliability and validity are the terms which refer to “the objectivity and credibility of a research” (Peräkylä, 2011, p.366). Therefore, they are the basic requirements of a research. The question whether research can be "valid" and "reliable" when the old ways of assessing validity and reliability are left out has long been a matter of inquiry in qualitative research (Flick, 2014). As for the reliability, the quality of recording and the ways to document the data, standardized transcription conventions are the most important requisites for the reliability of qualitative research. (Flick, 2014, p.386-387).In addition to that, Silverman (2013) argues that transcribing all aspects of data is very significant. When it comes to CA research, its reliability is reassured in its process of data collection, transcription and building the collection steps (Sert, 2011). In the data collection process, I was not involved in the collection process because every rater recorded each speaking exam by using the camera of their laptop. All the recordings had good voice and picture quality because they were recorded with a laptop camera. According to Heath (2004) video-recorded data are very important in the field of CA (as cited in Sert, 2011), and getting video recordings was very helpful in analyzing the micro moments of interaction as a researcher, which validates my choice of video recording as data. Even though there was one angle of the camera, it was enough to capture all the multimodalities because it was a paired interaction situation, and there was nobody else involved in the interaction. Therefore, there were not any problems in my data regarding technical quality. As for the transcription, I used the Jeffersonian conventions that have been widely used and accepted in CA analyses. With additional screenshots with the sign “#”, I believe I increased the credibility of my analysis, which again feeds into the reliability issue. Because good transcription is at the center of the reliability and validity of a CA research, I transcribed each and every detail in the conversation and examined each extract with an emic perspective. In addition to all of these, I presented transcriptions in two different data sessions in HUMAN Research Center. Data sessions helped me have better skills at transcribing while at the same time gain a more general analytic view to my data with the help of researchers and students in that center. These sessions were also helpful in increasing the reliability of my analysis.

The concept of validity gets more attention when compared to reliability in qualitative research. Validity is the question of if "the researchers see what they think they see" (Flick, 2014, p.387). The issue of validation in CA has an idiosyncratic shape when compared to other qualitative research. Peräkylä (2011) offers some basic issues for validation in CA through these steps:

> *the transparency of analytic claims*
> *validation through next turn*
> *deviant case analysis*
> *questions about the institutional character of interaction*
> *the generalizability of conversation analytic findings*
> *the use of statistical techniques (p.367).*

These issues above strengthen the validity issue in CA analysis. However, one should know that not only CA but also all qualitative research methods involve "meticulous testing and consideration of the truthfulness of analytic claims" (Peräkylä, 2011, p. 378).

Keeping the importance and the issues of validation in mind, I assured the transparency of my analytic claims through next turn proof procedure. Internal validity is assured by solely reflecting the test-takers' perspective without bringing any other external claims (Seedhouse, 2005a). In addition, my research shows similarities to other paired oral assessment situations, where there is no power issue in terms of turn allocation. This also raises the generalizability of my findings into other paired assessment settings as an institutional type of interaction, which strengthens the external validity of my research. After giving information about the validity and reliability issues, the next section will give information about the ethical considerations.

3.5. Ethical Considerations

Regarding the ethics of my research, I first applied to the ethical committee in Hacettepe University to get ethical committee approval. In the application form, I gave information about the aim, scope and the method of my research. After the examination of my application, the study gained ethical committee approval (see Appendix 1). Gaining access to the research setting was not challenging for me. After getting the approval, I sent an e-mail to the head of the Academic English Unit with an enclosed permission letter letting her know that I intend to use the

paired oral assessment recordings. After getting consent from the head of the department, I had a meeting with all the instructors who were going to conduct the exam and explained them the procedure. Later, I gave copies of student consent forms (see Appendix 3) to all the instructors. In the consent form, the students are assured that their video recordings will only be utilized in this research if they have consent to do so. Also, if one of the pairs does not want to sign the consent form, their video recording will be excluded from the research along with their pair. Students were also given the assurance that their personal information will be kept confidential, and if needed, the findings will only be used by another researcher for academic purposes. The students were informed about the research by the instructors, and they were requested to sign the consent from acknowledging that they participated in this study willingly.

To provide anonymity throughout the thesis, all students in each paired discussion are labeled as *S1* and *S2.* The numbers are given by taking who initiated the discussion into account. Therefore, the first test-taker who initiated the discussion is labeled as *S1* in all paired discussions. There were some test-taker orientations to raters in my data. Therefore, they are labeled as R in all paired discussions. Also, the visuals that are used in the transcripts are all sketched and blurred in order not to reveal the identities of test-takers. As a result, all ethical considerations were taken into account during the conversation analytic examination of the data.

3.6. Conversation Analysis

One should know what ethnomethodology (henceforth EM) is before giving information on CA. It is a type of sociology which was founded by Harold Garfinkel (Markee & Kunitz, 2015). EM was born as a reaction to etic approach that was dominant in American sociology those days. Therefore, he put the behavioral analysis of human action to the heart of the analyses (Markee & Kunitz, 2015, p.426). These notions above bring us to the concept of CA. Harvey Sacks was the originator of CA, but he collaborated with Emanuel Schegloff and Gail Jefferson in the creation of CA (Goodwin & Heritage, 1990). Harvey Sack's innovation was the result of three factors. The first one was that he met Harold Garfinkel who was the key figure in EM. The second one was his desire to analyze naturally occurring talk, and the third one was the development of audio recording devices in 1970s

(Seedhouse, 2004). Now, CA is the most dominant approach to study social interaction between people (Sidnell & Stivers, 2013).

CA has the assumption that naturally occurring talk of daily life is meaningfully produced, and it is sensible (Liddicoat, 2007). CA has two principal aims (Seedhouse, 2004). One of them is to characterize the organization of interaction by analyzing the micro details of interaction. CA, also, portrays interactional organization on a larger scale. The second aim of CA is to look for the development of intersubjectivity between the participants. However, it should be noted that CA does not maintain access to participants' cognitive or psychological states. Rather, it traces how participants in interaction "develop a shared understanding of the progress of the interaction" (Seedhouse, 2005a, p.166). As Heritage (1995) puts it, "By examining the relations between successive turns of talk, conversation analysis aims at establishing regular patterns of interaction" (as cited in Peräkylä, 2011, p.369).

When practitioners started to use CA, there was only audio recording available. However, as the time went by, video recording became possible, too. It gave deeper insights to researchers to study non-verbal communication and gaze, too because they are significant concepts in communication (Seedhouse, 2005a, p.167). CA's insistence on studying real world of interaction rather than the analysis of isolated and invented sentences rises from the notion that the interaction in the real word is never treated as isolated (Goodwin & Heritage, 1990, p.287). Like all the other methodologies, CA has its own principles. According to Seedhouse (2004):

> *1. There is order at all points in interaction: talk in interaction is systematically organized.*
>
> *2. Contributions to interaction are context-shaped and context-renewing. Contributions are context-shaped in that they cannot be adequately understood except by reference to the sequential environment in which they occur and in which the participants design them to occur.*
>
> *3. No order of detail can be dismissed a priori disorderly, accidental or irrelevant. (Heritage, 1984, p.241). This principle follows from the first two and can be seen to underlie the development of the highly detailed CA transcription system, its minute analysis of the detail of naturally occurring data, and its highly empirical orientation*
>
> *4. Analysis is bottom-up and data-driven (p.14-15)*

As a methodology, CA has to analyze naturally occurring talk. It has an empirical discipline allowing the data to speak for itself. In CA, because talk is seen as

orderly, researchers work with audio or video recordings of spontaneous talk. By using spontaneous data, CA has an inclination for the employment *unmotivated looking* which requires the researcher to listen to the same data repetitively to discover the ongoing phenomenon (Liddicoat, 2007, p.8-9).

CA was first developed to study ordinary conversation. However, since its development, it has been applied in many other conversational organizations such as courtroom talk, interviews and political speeches (Goodwin & Heritage, 1990, p. 284). As can be seen above, CA did not have any connection with learning at first. But, the relationship between CA and language learning has started to be addressed in articles starting from the year 2000 (Seedhouse, 2005a, p.174). It has been claimed that institutional talk (like classroom interaction) can also be analyzed using CA, and the results can be very promising (Markee & Kasper, 2004; Sert & Seedhouse, 2011). CA is also used in second language classrooms, and according to Pekarek Doehler (2010), CA has given us the opportunity to understand the details of L2 communicative practices and actions.

While mainstream SLA research is criticized by some researchers (Firth & Wagner, 1997) (etic assumptions of researchers, idealization of native speakers, narrow database of traditional SLA), with the principles mentioned above, CA offers a groundbreaking research methodology for SLA. There is an emic instead of etic approach to fundamental concepts in CA (Seedhouse, 2004). Pike (1967) claims that etic approaches study behavior from outside the system while emic approaches study behavior from inside (as cited in Seedhouse, 2005b, p.166). By analyzing discoursal data, CA contributes to SLA in many ways such as showing processes of socially shared cognition and learning, drawing classifications inductively from the data and so on. Markee and Kasper (2004) assert that learning behaviors could easily be understood by analyzing conversational practices as learning is not just in the brains of individuals. In addition to that, Pekarek Doehler (2010) states that some part of the process of learning is observable and analyzable by investigating social interaction elements such as repair, turn-taking, sequence organization, gaze, gestures, body orientation and control of objects (p.109). In his book Sert (2015) argues that

> *Although there is still an ongoing debate on how CA-for- SLA should exert itself in describing learning and teaching practices, it is clear that both cross-sectional and longitudinal studies of language learning and L2 interactional competence have*

> *contributed to our understanding of the ways in which these practices unfold in interaction, and all these attempts have great potential to change mainstream, cognitive understandings of SLA (pp.37-38).*

Before moving on to the relationship between language assessment and CA, we should go over the interactional organizations that are closely related to CA along with quantification in CA. The first and the most important machinery at the heart of CA is the nature of turn taking. Turn-taking is a socially-constructed behavior that needs to be achieved by the participants in the interaction (Liddicoat, 2007, p.51). Turn-taking involves respective ordering of speakers, turn constructional units (henceforth TCU) and diverse types of utterances (Schegloff, 2007, p.2). What is meant by TCU needs to be clarified before going further. Clayman (2013) states that a TCU is "a coherent and self-contained utterance, recognizable in context as possibly complete", and it can take the form of "sentences, clauses, phrases or individual words" (p.151). The idea of possible completion makes a transition relevant (Sacks et al., 1974) and the term transition-relevance place (henceforth TRP) should be mentioned here. At TCUs possible completion points, a transition-relevance place (henceforth TRP) is established. TRP is the time in interaction when "a change of speakership becomes a salient possibility" (Clayman, 2013, p.151). This TRP brings about two turn allocation possibilities which are *current speaker selects the next speaker* or the *next speaker self-selects* (Schegloff, 2007) (emphasis added). It is noticeable from above descriptions that turns are always adjacently placed. Adjacency pairs are adjacent utterances which are composed of first pair parts and second pair parts. These pair types can be question-answer, greeting-greeting and offer-acceptance/refusal (Schegloff & Sacks, 1973, p.296). However, it does not necessarily mean that a second pair part always follows a first pair part. There are expansions to adjacency pairs such as pre-expansions, insert-expansions and post-expansions (see Schegloff, 2007 for detailed information).

While transitions are expected to occur with no-gap no-overlap manner (Sacks et al., 1974, p.708), the progressivity of interaction might sometimes halt (Stivers & Robinson, 2006). This causes the repair mechanism to process. Schegloff, Jefferson and Sacks (1977) claim that repair mechanism operates when there is a problem in speaking, hearing and understanding (p.361). Seedhouse (2004) defines repair as "the treatment of trouble occurring in interactive language use"

(p.34). Also, Schegloff et al., (1977) note that anything can be repairable in talk (p.363). Repair is an important mechanism to restore intersubjectivity (Schegloff, 1992) and maintain reciprocity of perspectives (Seedhouse, 2004, p.34). Seedhouse further suggests that there are four trajectories of repairs which are self-initiated self repair, self-initiated other repair, other-initiated self repair, and other-initiated other repair. As Kitzinger (2013) puts it, “repair is inextricably threaded through the texture of talk-in-interaction” (p.255). Therefore, the organization of repair should be researched in ordinary conversation as well as institutional talk (e.g. classroom interaction, assessment situations) to uncover the basic machinery of repair.

Preference organization is another key term in CA. In adjacency pair organization the first pair part requires a relevant second pair part. This relevance here brings us the issue of preference organization. It means that “the first part of an adjacency pair not only makes one of a set of type-fitted second parts relevant in next turn, but typically displays a preference for one of them” (Schegloff, 1979, p. 36) (as cited in Church, 2004, p.111). While some answers are preferred and show alignment, some answers are dispreferred and show non-alignment (see Pomerantz, 1984; Pomerantz & Heritage, 2013 for detailed information).

Quantification in CA needs to be mentioned here because my findings will be substantiated with frequencies of the findings revealed by CA. Some researchers are against quantification in CA because they think that it coding and quantification is not fit to capture the complexity of interaction (Psathas, 1995). However, there are also scholars who are in favor of quantification in CA studies (Heritage & Clayman, 2013; Galaczi, 2014; Stivers, 2015). Galaczi (2014) argues that quantification “can provide support for purely interpretation-based qualitative findings” (p.559). Because of its nature, CA is suitable for quantification. First, it requires the categorization of the interactional phenomena studied. Therefore, the focus is not on each individual instance of data, but rather on the characteristics these instances have in common. Second, distribution of patterns in data sets is a key element in CA (Stivers, 2015, p.3). While coding is not a part of the method, it can answer the research questions that CA is unable to answer alone (Stivers, 2015, p.12).

Language assessment area has been greatly influenced by CA. For instance, with the help of CA methodology, the difference between the organization of ordinary conversation and language proficiency interview was uncovered, which has left a huge impact on the development of language assessment tools (He & Young, 1998). Also, it has been asserted that CA analysis into the assessment tools can reveal the advantages or disadvantages of these assessment tools and helps to design new assessment tools in return (Schegloff, Koshik, Jacoby & Olsher, 2002). May (2010) also suggests that CA has been dominantly used in language testing area, and because the interaction is the central focus in CA, it can bring about great insights (p.22).

Because of the great influence CA methodology has on language assessment, I decided to employ CA in my research. First of all, I decided to research paired oral assessment situations to uncover the sequential organization of paired test talk because it resembles to ordinary conversation more (Ducasse & Brown, 2009). Also, because paired assessment situations have been applied in Turkey for a relatively short time, a CA analysis of the organization of this interaction would not only uncover but also inform the paired oral assessment situations in Turkey. Also, applying an emic perspective with the help of CA will increase both reliability and validity of my study. First and foremost, I tried to reveal the turn-taking mechanism for paired test-talk situation with an unmotivated look. After watching the video recordings repeatedly, I realized that turn taking system in paired test talk did not work smoothly, and there were long silences or lapses (Sacks et al., 1974), which exceeded standard maximum allowance for silence (Jefferson, 1989). Since progressivity is preferred in conversation let alone paired test talk, test-takers' ways of repairing and solving this trouble and achieving mutual understanding has become the phenomenon to look closer in my study. CA has given me a great opportunity to analyze micro-moments of interaction along with body movements and gaze so that I could find evidences for occurrences of interactional trouble. Here, it was important to see whether there was explicit or implicit search for help to see whether repair was initiated by self or the other. Lastly, the interactional resources deployed by the other test-taker to maintain progressivity of test-talk were revealed with the help of sequential analysis of turns-at-talk. Now that the phenomenon under study has been explained, next chapter will reveal the analysis

and findings of the interactional resources to maintain progressivity and intersubjectivity in paired test-talk.

4. ANALYIS AND FINDINGS

This chapter will present the analysis and research findings based on the interactional resources used to maintain progressivity of paired test talk and to index intersubjectivity when one of the test takers demonstrably orients to an interactional trouble. First, the meaning of interactional trouble should be revisited. According to Sert (2015), considering only instructed learning settings, interactional trouble is “mainly related to moments of institutional interaction in which the progressivity of classroom talk and activities is affected due to observable orientations to the timing (e.g. silences) or nature (e.g. providing a repairable candidate response) of student participation” (p.58) (See 2.4 for detailed information). Long silences or inter turn gaps (Schegloff, 2007) are dispreferred because there is preference for progressivity in interaction (Stivers & Robinson 2006). Because this is a testing situation, the progressivity of interaction even becomes much more important since the students can be assessed as long as they speak. Keeping these notions in mind, in all the extracts, what counts as indicators of interactional trouble (i.e. long silences, gaze aversion, smiles, and non-verbal cues) will be explained in detail. Then, after the occurrence of an interactional trouble, the resources deployed by the co-interactant taking the floor in the dyadic interaction will be revealed by analyzing the micro moments of interaction. 15 extracts that are representatives from a larger collection of 87 extracts will be analyzed to uncover: (1) the indicators of interactional trouble, (2) test-taker’s solicitation of help (explicit word search marker, gaze orientation, multimodal resources) if there is any, the resolution of interactional trouble and (3) the achievement of shared understanding after the resolution of interactional trouble. The chapter is divided into three sections each dealing with a different resource to maintain the progressivity of test talk (Stivers & Robinson, 2006) while addressing the research questions given in the previous chapter. In the first section (4.1), I will give a detailed description of how transition to a sub-topic in the event of an interactional trouble is utilized as an interactional resource to maintain test talk. 5 extracts will be analyzed to uncover this phenomenon. This section is divided into two parts. Section 4.1.1 will provide the analysis of sub-topic transitions in which the co-interactant obtains the floor in the dyadic interaction without showing orientation to or building upon what is being said by the test-taker

displaying interactional trouble. In 4.1.2, on the other hand, 2 extracts which show examples of a transition to a sub-topic accompanied with information seeking question will be analyzed. In the second section (4.2), the second resource to maintain progressivity of test talk, formulations of understanding will be explained. This section is also divided into two parts since formulations of understanding consist of both claim and demonstration of understanding (Sacks, 1992; Mondada, 2011). In 4.2.1, 2 extracts will be analyzed to explicate what a claim of understanding is, and how it helps as a resource to maintain the progressivity of test talk. In addition, whether claims of understanding lead to mutual understanding or not will be shown. Section 4.2.2 will be dedicated to demonstrations of understanding as an interactional resource to maintain progressivity in the event of an interactional trouble. 3 extracts will be analyzed to describe demonstrations of understanding to show how they are different from claims of understanding. In section 4.3, the most effective resource in terms of achieving intersubjectivity and creating high degree of alignment, collaborative sequences will be discussed. 5 extracts demonstrating collaborative sequences as a resource to maintain progressivity of test talk will be analyzed in detail. Section 4.3.1. will exemplify word-level completions subsequent to an interactional trouble. Whether the completion occurs after an explicit word search marker or not is also discussed in an elaborate way. In section 4.3.2, grammatically more complex collaborative sequences (sentence-level completions) will be explained. In all sections, test takers' interactional abilities in terms of achieving a shared understanding will be searched for to be able to provide deeper insights to the concept of IC by analyzing the interactional resources. All three sections will be concluded with a summary of main findings.

4.1. Transitions to a Sub-Topic Following Interactional Troubles

Topic transitions have long been researched by many analysts (Maynard, 1980; Jefferson, 1984; Holt & Drew, 2005; Riou, 2015). This section provides a microanalysis of 5 extracts to be able to account for how transitions to a sub-topic help progress the talk. I decided to call them sub-topic transitions because sub-topical talk is related to the topic of the previous turn (Sacks, 1992), which is the case for any test talk because topic of the discussion is predetermined and written on the topic cards (Seedhouse & Supakorn, 2015). There is a collection of 28

different extracts of sub-topic transitions, but only 5 of them will be shown due to space limitations.

The analysis of the following extracts will uncover the sequential unfolding of sub-topic transitions and their role in maintaining progressivity in test talk and maintaining intersubjectivity.

4.1.1. Transitions to a Sub-Topic without Orienting to the Trouble Source

The first sub-section will firstly focus on what counts as interactional trouble for the test-taker who is listening to the co-interactant. Then, the occurrence sub-topic transition along with its role in maintaining progressivity will be analyzed. In addition, the micro-analysis of these sequences will uncover the consequences of not orienting to the trouble source.

Extract 1 exemplifies two different sub-topic transitions deployed as a resource to maintain progressivity of dyadic test talk by both co-interactants in the interaction. All interactions in this data last approximately 4 minutes, and this specific segment of the interaction starts at exactly 2.16. The interaction unfolding here is a typical example of sub-topic transition in the event of an interactional trouble in this specific assessment situation. The test-takers are discussing whether private universities are better than state universities (see Appendix 5 for the whole list of topics). S2 initiates the test talk by stating that private universities are better than state universities in that they have a lot of equipment, comfortable cafes and a good campus. Then she allocates the turn to S1 with a pointing gesture (Mondada, 2007). S1 uses an agreement token and states that private universities have lots of technological opportunities. She also claims that there are many political events in state universities, but not in private universities. This is how the rest of the interaction unfolds:

Extract 1: 34th pair

```
1    S2:   erm: err i like err: this university↑=
           +looks down
2          =err because err i have erm (1.3) err: i feel err
                                                  +puts
                                              hand on chest
3          good in this school.= erm this university,=
                                          +smiles
```

4 =err

5 (3.3)

6 erm (0.6) erm:

7 (1.5)

8 ((mutual gaze)) ((averts gaze & smiles))

#1 #2

Figure 1 Figure 2

9 → S1: err also err we have err (1.2) small class classes,
+looks up

10 (0.8)

11 and (0.7) err: this↑
+mutual gaze

12 (0.5)

13 good thing (0.7) good,
+snaps her fingers & mutual gaze

14 (3.3)

15 ((S1 averts gaze & smiles))
#3

Figure 3

16 (1.2)

17 → S2: erm: (1.9) <especially:> err this university,

18 (0.3)

19 err university's lab err has (0.6) erm err very

20 equipment,=err: i erm i now err:

In line 1, S2 states that she loves her university and claims that she feels good in this university in lines 2-3 with a slightly rising intonation in the turn final position. Her last word (university,) is combined with a smile. This smile can index the initiation of an interactional trouble and her way of pursuing affiliation since progressivity of interaction is disrupted (Sert & Jacknick, 2015, p.104). In line 4, the hesitation marker she produces latches with her previous utterance, which can be an indicator that she tries to maintain the floor. However, this hesitation marker is followed by long silences (3.3 sec & 1.5 sec), which can bring forth the initiation of topic change (Maynard, 1980, p.265). There are two more hesitation markers from lines 5 to 6. These hesitation markers and silences are indicators that S2 is displaying interactional trouble (Sert, 2015, p.58) and it disrupts the progressivity of the turn in progress. What is more, in line 8, both test-takers establish mutual gaze (see Figure 1). It can be claimed that this sequence resembles a word search sequence because the recipient gazes toward the speaker in line 8 (Goodwin & Goodwin, 1986, p.54), which may demonstrate that she is seeking help. After reaching mutual gaze, S2 smiles at S1 (see Figure 2). This nonverbal behavior can also be regarded as an interactional trouble (Sert & Jacknick, 2015). After seeing all these evident signs of interactional trouble, S1 obtains the turn and

changes to a sub-topic of having small classes in this university with a hesitation marker and a discourse marker (`err also`) in a pivotal fashion (Jefferson, 1984). Her utterance adds to the benefits of private university she had already listed in the previous parts of this interaction. Therefore, it can be argued that S1 does not orient to the trouble, and there is obvious preference of progressivity of interaction over progressivity of topic and topical alignment. What she does demonstrates low mutuality because they do not attend to topics initiated by each other (Galaczi, 2014). However, it still helps the interaction moving forward. From lines 9 to 13, S1 tries to explicate why small classes are good. However, in line 13, in the turn final position, she uses a slightly rising intonation (`good thing (0.7) good,`) and reaches mutual gaze with the co-interactant while snapping her fingers, which demonstrates the initiation of a word search with an embodied non-verbal cue (Lin, 2014). In line 14, a relatively long (3.3 sec) silence follows this gesture. Then, she averts gaze and smiles (Sert, 2013; Sert & Jacknick, 2015), which clearly indexes interactional trouble with the progression of the turn. These embodied actions are followed by another silence (1.2 sec). In line 17, after the indicators of the interactional trouble (non-verbal cue, long silences, gaze aversion, smile), S2 obtains the turn and changes the topic of the conversation to the laboratories in the university, which in a way aborts S1's turn before completion.

As can be seen from this extract, test-takers display various indicators of interactional trouble such as long silences (Sert, 2015), smile (Sert & Jacknick, 2015), non-verbal cues and gaze aversion (Sert, 2013). Also, while both test-takers contribute to the maintenance of progressivity of interaction, they both have problems attending to each other's topics. Both test-takers show weak alignment because they claim little responsibility in co-constructing the conversation (Dings, 2014) and do not develop the proposition from previous turn, which results in short-lived topics (Galaczi, 2014). This weak alignment indicates poorly developed interactional competence (Dings, 2007; 2014; Galaczi, 2014).

Extract 2 that follows shows another sub-topic transition by using a personal opinion claim (Sandlund & Sundqvist, 2013). This segment of the interaction starts at 3.05. The test-takers are given the topic whether it is better to be single rather than being married. S2 initiates test talk by stating that being single is better because she would be free, and she would have no responsibility. After a relatively

short silence, S1 agrees with her and continues by adding that you have more choices. It is not needed to have a wife to talk about everything. He states that a person can find another girl, or they can talk to their best friend. Then, he starts talking about a new sub-topic, which is having children. He says that he wants to have a child, but he does not need to get married for this because he can always visit kindergarten and make them happy. This is how the rest of the interaction unfolds:

Extract 2: 1st pair

1 S1: err (1.0) (another one)= do you want to (0.4) say:
+looks at R +looks at S2

2 (1.8)

3 S2: erm (0.3) of course erm: (1.3) err married is
+looks up +closes eyes & scratches head

4 important err o- for our life,
+looks at R

5 ((S2 exhales))

6 err but(0.3) erm:: (1.1) err: (2.3) erm ((smiles))
+looks down #4

Figure 4

7 (2.2)

8 err i i don't prepare: err i am study erm
+looks at R

9 ((opens both palms))

#5

Figure 5

10 ((rubs her eyes for 2.8 seconds))

#6

Figure 6

11 erm:

12 ((puts her fingers on her mouth for 1.7 seconds))

#7

Figure 7

13 ((looks down & smiles))

14 (7.6)

15 → S1: i think married err:(0.4) big responsibility (0.4)
+looks at R

16 for me.

17 (0.7)

18 err because a- a- because (0.9)err::: you: k- err:

19 you must (.) say everything.

20 (0.8)

21 and err:: we: (.) should err: trust.

In line 1, after talking about a different range of sub-topics, S1 first gazes at the rater. Then, he looks back at S2 and allocates the turn to S2 with a return question (do you want to (0.4) say:) (Maynard & Zimmerman, 1984). After a 1.8 sec silence, which can be regarded as a little longer than usual (Jefferson, 1989), S2 obtains the turn in line 3. In lines 3 & 4, she tells that being married is important for our life. Her utterance is accompanied by intra-turn pauses (0.3 & 1.3 sec) and three different embodied actions (looking up, closing her eyes and scratching her head). In line 4, an interesting phenomenon occurs as S2 gazes at the rater[1] while uttering the word (important).This gaze movement can be a proof that the students are not only interacting with each other even if this is a paired assessment situation, and they orient to the rater in some occasions. In the turn final position in line 4, she produces the last word (life,) with slightly rising intonation, which can mean that she wants to keep the rights to the floor. After she exhales loudly, in line 6, she initiates another turn with a hesitation marker along with a clausal connector (err but). She produces three more hesitation markers two of which are elongated along with intra-turn pauses (0.3 & 1.1 & 2.3 sec.). At the end of this line, she smiles (see Figure 4), which indexes interactional trouble (Sert & Jacknick, 2015). Therefore, it can be claimed that signals of interactional

[1] Even though the rater cannot be seen from the video recordings as the camera is pointed towards the test-takers, it can be understood that the students are gazing at the rater because in all the recordings, the rater is positioned behind the laptop which is recording the test.

trouble (smile, hesitation markers, and long silences) are obvious. After a 2.2 sec silence in line 7, she continues the turn with a but- prefaced utterance. In line 8, her gazed fixed at the rater, she claims she is not prepared, and she is a student. At the end of this line, there is a hesitation marker as an indication that she wants to keep the floor. However, from lines 9 to 13, 4 different gestures can be seen, which signal an interactional trouble. In line 9, she opens both palms (see Figure 5). In line 10, she rubs her eyes for 2.8 seconds (see Figure 6). Line 11 starts with an elongated hesitation marker. However, this is followed by another gesture which is putting her fingers on her mouth for 1.7 seconds in line 12 (see Figure 7). In line 13, she looks down and smiles. She is demonstrating clear signs of interactional trouble none of which has been oriented by the co-interactant so far. Also, the silence in line 14 is extended (7.6 sec.), which can be regarded as a lapse (Sacks et. al., 1974). Now that S2's interactional trouble is obvious and the continuity of the interaction has broken down, in line 15, S1 self-selects and uses transition to sub-topic as an interactional resource to restore the progressivity in interaction. This sub-topic is related to how marriage is a big responsibility for him. This sub-topical talk (Sacks, 1992) does not build upon what S2 said. However, the progressivity of the interaction is maintained, and it helps the interaction keep going. From lines 15 to 21, S1 continues to give accounts and adds other ideas on why he thinks marriage is a big responsibility.

As can be seen above, the test-taker displays interactional trouble with diverse embodied resources (opening both palms, rubbing eyes, putting fingers on the mouth) in addition to long silences, smiles and gaze movements. This extract is very similar to extract 1 in that both students have trouble attending to each other's topics and they deploy sub-topic transitions without orienting to the trouble source. However, this extract is different from the other extract in one way because gaze orientations of both students here show that they are also not attending to the test requirement, which is speaking to their peer. Because they gaze towards the rater now and then, mutual gaze is never reached by these test-takers who show even weaker alignment. It can also be called "solo" versus "solo" interaction because they do not engage with each other's ideas (Galaczi, 2008).

The following extract demonstrates how sub-topic transition is taken up by the co-interactant. This segment of the interaction starts at 01.46. The pair is required to

discuss the topic whether military service should be compulsory or not. At the beginning of the interaction, S1 states that military service should be compulsory because everybody should learn basic fighting skills. Then, S2 disagrees with S1 by saying that not everybody likes to fight with people and harm them or even kill them. She goes on by saying that countries also should not fight with each other. After a short silence, the rest of the interaction unfolds like this:

Extract 3: 72nd pair

```
1     S2:   erm why do you think (.) that we (.) must (.) [learn

2     S1:                                                 [erm

3           because err you said err no:body (0.5)want to kill
                                                  +mutual
                                                   gaze
4           (0.3)

5           someone err but as you know err: (2.6) some (1.2)

6           err (0.4)dangerous events (2.5) occur (.) nowadays
                                 +mutual    +S2 nods
                                  gaze
7           err for example (3.7) °sunday?°
                                 +looks at S2

8           ((S2 smiles))

                 #8
```

Figure 8

```
9           ((S1 looks at R))

                 #9
```

Figure 9

10 ((S1 looks back at S2 & smiles))

#10

Figure 10

11 (4.5)

12 → S2: maybe we err: we can engage err: (0.8) some people

13 like paid professional soldiers err to fight err

+looks at S1

14 other countries, (1.2)

15 erm:=

16 S1: =i have an object- an objection err (0.6) your

17 (1.8) senten↑ce err because (0.4) err paid (0.7)

18 professional soldiers (.) only fight for (.)

19 money↑

The extract starts with a wh-question from S2 upon S1's completed turn constructional unit (henceforth TCU). This a collaborative move because it invites joint topic development. In line 2, S1 obtains the floor with a hesitation marker which overlaps with the word (l`earn`). Even though S2's question has not reached a syntactic completion, maybe because of the projectability of the question, S1 steps in. In line 3, S1 provides the second pair part of the question-answer adjacency pair (Sacks, 1992). How he does this is quite interesting as he refers to what S2 said in the previous sequences of the interaction with a pronoun referent (`you said`) before he gives the reasons. He then rephrases what S2 said in the previous parts of this interaction, which is (`no:body (0.5) want to kill (0.3) someone`). This demonstrates that S1 engages with S2's ideas and builds his reasons upon S2's explanation, which is an indicator of high mutuality (Galaczi, 2014). Then, in line 5, with a but-prefaced utterance, he tries to give an account for his disagreement. Also, with the use of *as you know* as an ascription of knowledge, he wants to assure her epistemic stance about the topic he is going to explain. In lines 5, 6 & 7, S1 talks about the dangerous events that occur nowadays. In line 5, the continuity of his talk is interrupted by two long pauses (2.6, 1.2 sec). In addition, in line 6, he places emphasis on the last syllable of the words (`dangerous`) and (`events`) while reaching mutual gaze at the last syllable of (`events`). He then waits for (2.5 sec). The pauses here serve to indicate the interactional trouble S1 is displaying. After this silence, he utters the word (`occur`), which is accompanied by S2's nod. This shows that S2 is displaying listenership. In line 7, S1 wants to give the example of Sunday. However, again a 3.7 silence can be seen, and he utters the word `(°sunday?°)` with soft voice while gazing towards S1. The rising intonation at the end is marking his uncertainty. In line 8, S2 smiles (see Figure 8), and this can mean that she is acknowledging his interactional trouble and tries to maintain affiliation (Sert & Jacknick, 2015). In line 9, S1 gazes towards the rater (see Figure 9), and immediately looks back at S2 and smiles in line 10 (see Figure 10). There is a very long silence of 4.5 sec after all these multimodal actions. All these smiles, gaze orientations and silences are clear indicators of the interactional trouble S1 is displaying.

In line 12, S2 obtains the turn and initiates sub-topical talk which is about engaging paid professional soldiers to fight with other countries. This is the sign that she is using the interactional resource of transitions to a sub-topic to help the interaction progress. In line 13, they establish mutual gaze. In the turn final position of this sentence, in line 14, she utters the word (countries,) with a slightly rising intonation, which can mean that she wants to keep her rights to the floor. However, there is 1.2 sec silence and a hesitation marker in line 15. At the transition relevance place (henceforth TRP), S1 obtains the turn and disagrees with S2's idea by saying (=i have an object- an objection) in line 16. It can be clearly seen that S2's move not only helped the progressivity of the interaction but at the same time helped both interactants to achieve mutuality again by attending to topics initiated by other. From lines 16 to 19, S1 gives an account for why he is objecting S2's idea and states that paid professional soldiers only fight for money.

Similar to the extracts above, there are long silences (Sert, 2015), gazing towards the recipient (Goodwin & Goodwin, 1986) and smiles (Sert & Jacknick, 2015), which all serve to index interactional trouble. Nonetheless, this extract is slightly different from the other two extracts above in that after S2's sub-topic transition, S1 orients to this new topic and builds on this. While S2's sub-topic transition seems weak in creating mutuality (because she does not orient to S1's trouble source) , S1's orientation to this turn is a clear indicator of his interactional competence (IC) as he had no problems in developing this other initiated topic (Galaczi, 2014).

All three extracts above explicate the use of sub-topic transitions to maintain progressivity of interaction without orienting to the trouble source. First of all, the indicators of interactional trouble are similar in all cases. Test-takers display interactional trouble via long silences (Extracts 1, 2, 3), hesitation markers (Extracts 1, 2), gazing towards the co-interactant, (Extracts 1, 3) gaze aversions (Extract 1), smiles (Extracts 1, 2, 3) and diverse non-verbal cues (Extracts 1, 2). In all the above examples, there is weak alignment (Dings, 2007; 2014) and weak mutuality between test-takers because they have problems extending topics initiated by other, which results in short-lived topics (Galaczi, 2014). Therefore, the

extracts above indicate test-takers' poorly developed interactional competence in terms of topic development.

The next sub-section will present transitions to sub-topic along with an information seeking question (Mehan, 1979). This sub-section is different from the sub-section above because the deployment of information question after sub-topic transition invites jointly constructed performance. This helps co-interactants establish higher alignment while maintaining the progressivity of interaction at the same time.

4.1.2. Transitions to a Sub-Topic Accompanied with an Information Seeking Question

The second sub-section will firstly focus on the signs of interactional trouble similar to the first sub-section. Then, sub-topic transitions will be analyzed sequentially, and test-takers' deployment of information seeking questions after sub-topic transitions as an interactional resource to maintain the progressivity of test talk will be examined with a micro analytic lens.

The first extract in this sub-section is a clear example of how progressivity is achieved through an information seeking question after a sub-topic transition. This segment of the interaction starts at 02.25. They are given the topic whether being highly motivated is good for individuals or not. After both students first tell their names, S1 initiates the test talk by stating that being highly motivated is good because it makes you more self-confident and successful. Then S2 obtains the floor. He says that even if motivation increases competition and brings success, it may hurt our relationships with our friends because you cannot think logically. S1 partly agrees with him and uses an interesting metaphor here. He says that when you are at the peak of a mountain, you are alone. Then, S2 states that in order to reach the peak of the mountain, you need friends, and it is more important than motivation. Here is the rest of the extract:

Extract 4: 13th pair

```
1    S1:  but it's not all about the friends you know= err

2         we have to (.) we have to err: (0.6) >be

3         successful in our lives< to gain more money and
                                                  +S2
                                                  nods
4         gain more repute- repute- reputation to ourselves,
                                                +S2 nods
```

5 (0.9)

6 so err: (1.9) some-how we need to (.) overcome

7 this o- odds to (.) makes ourself more (0.5) err

8 powerful let’s say.

9 ((S1 looks at S2))

10 (1.2)

11 err (1.3) i think like that.
+averts gaze

12 (6.4)

13 ((S2 does a thinking face for 10.5 sec))

#11

Figure 11

14 (1.0)

15 S2: °°((incomprehensible talk))°°
+looks down

16 (5.1)

17 → S1: so let's talk about the some err (.) psychology
+mutual gaze

18 about motivation ↑what's the motivation meaning in

19 err psychology.

20 (1.0)

21 S2: motivation means err you (.) /konsentres/ something very
+S1 nods

22 err

```
23          (1.5)

24          ((S2 claps hands))

25          a lot [concentrate something a lot,

26    S1:         [°yeah yeah yeah°
                    +nods
```

S1 starts his turn in line 1 with a turn initial but, which can indicate his disagreement with S2's previous turn in a downgraded manner (Pomerantz, 1984; Pekarek Doehler & Pochon-Berger, 2011). From lines 1 to 4, S1 claims that it's not about friends, but we have to be successful to gain money and reputation. S2 displays listenership throughout this turn with two separate nods. In line 5, there is a 0.9 sec silence. In this transition relevance place, S2 could have obtained the floor. However, he does not obtain the floor, and from lines 6 to 8, S1 starts giving his reasons for what he said previously by saying that one has to overcome the difficulties to be more powerful. In line 9, S1 gazes towards S2. This can be a sign that S1 is trying to allocate the turn to S2. In line 10, there is a 1.2 sec silence. Seeing that the floor rights are still his, S1 first produces a hesitation marker while averting his gaze. After a 1.3 sec silence, he adds a personal opinion claim (`i think like that`) (Sandlund & Sundqvist, 2013). Because there is preference for progressivity in interaction, we can understand that S1 is trying to help the interaction progress by adding more utterances, which in a way fills the silence. Then there is a very long silence of 6.4 sec. in line 12. In line 13, S2 does a thinking face (Goodwin & Goodwin, 1986) (see Figure 11) for 10.5 sec, which can be an indicator that he is having trouble in maintaining the test talk but wants to contribute. He then takes his hand off his chin. After another 1.0 sec silence, he looks down while murmuring something in silence in line 15. Then, there is 5.1 sec of silence in line 16. After all these indicators of interactional trouble, S1 changes the topic of the interaction with a discourse marker and an explicit cue (Sukrutrit, 2010) (`so let's talk about`) in line 17, which is rare in mundane talk but sometimes occurs in institutional talk (Jeon, 2012, p.64). This explicit move for this marked topic transition demonstrates S1's interactional ability (Gan, Davison & Hamp-Lyons, 2008). They reach mutual gaze in the same line. After a so-prefaced sub-topic transition, in line 18, S1 asks an information question to S2 (`↑what's the motivation meaning in err psychology.`). After a 1.0 sec silence,

S2 gives the second pair part of this question, which gives the definition of motivation. S1's interactional resource of asking an information question helps the interaction move forward and helps S2 retain the turn. In lines 23 & 24, there is a pause (1.5 sec) along with S2's gesture of clapping hands which may indicate an interactional trouble. However, in line 25, he solves the trouble and continues his turn which overlaps with S1's agreement marker (yeah yeah yeah) and nodding. This indicates that S1 is displaying listenership by using a minimal listenership token.

This extract does not seem very different from the other 3 extracts that are analyzed above because it also helps maintaining the progressivity of test talk with a sub-topic transition. Also, indicators of interactional trouble such as long silences and gaze aversion are similar. Nevertheless, one embodied action called thinking face is deployed here for the initiation of a word-search sequence, which is different from other extracts. It can be clearly seen that asking an information question after the deployment of sub-topic transition not only helps the interaction progress but also helps the test-taker who is having the trouble retain his turn and achieve mutual understanding. That is why it can be claimed that asking an information question enables both intersubjectivity and progressivity.

In the following extract, another example of sub-topic transition along with an information seeking question is analyzed. This part of the interaction starts at 1.10. Test-takers are given the topic whether arranged marriage is better than love marriage. At the beginning of the interaction, S1 asks S2 what she thinks about this topic. S2 tells that arranged marriage is not good. Then, S2 explains that one should be friends with who they marry so that they can share their secrets with them. Then, she asks a confirmation question to see whether S1 really thinks love marriage is better. S2 confirms this. The rest of the interaction unfolds like this:

Extract 5: 17th pair

```
1     S2:   for example (.) err: if you marriage (0.4)
                                              +mutual gaze
2            err:: (1.3) pers- marriage person err which
               +S1 nods                      +S1 nods
3           you love↑ (1.0) who (.) you love↑ erm err you
                                               +looks up
```

4 (0.5) s- you can speak everything and err: you can
+S1 nods

5 do everything (0.5) err with (.) him. =or her.
+mutual gaze & S1 nods

6 (0.5)

7 ((S1 nods))

8 erm
+looks down

9 (3.4)

10 → S1: erm so according to the research err:: divorce
+S2 smiles +mutual gaze

11 rate is lo↑wer↓ when a person has arranged

12 marriage.=

13 =>what do you think about that<
+points S2

14 S2: erm::

15 ((S2 looks down & does a thinking face for 2.3 sec))
#12

Figure 12

16 i agree↑
+mutual gaze

17 ((S1 nods))

18 ((S2 leans forward to read the topic card for 1.2 sec))

```
19          ya asl- erm: i don't agree.=

            ah act-
            +leans back              +mutual gaze
20          ((S1 nods))

21           =erm: (1.4) because,

22          (2.5)

23          ((S2 leans forward for 2.2 sec))

24          ((S2 leans back))

25          arranged marriage, arrang- arranged marriage↑ err
                                                      +S1 nods
26          include err: (1.3) who or h- h- him or her err (0.3)
             +looks  +averts gaze                      +looks at S1
              at S1
27          family↑
```

S2 initiates her turn with (for example) to give examples. Both test-takers reach mutual gaze at the end of line 1, when S2 utters the word (marriage). Then, there is a 0.4 sec silence, and she continues with her if/then structure with a hesitation marker. From lines 2 to 5, S2 tries to construct the turn with if/then structure. There are two separate nods in line 2 from S1, which shows that she is displaying listenership. In line 3, S2 self-repairs (Seedhouse, 2004; Kitzinger, 2013) the adjective clause pronoun she uses (which you love↑ (1.0) who (.) you love↑). After self-repair, she looks up while producing a hesitation marker (erm). Then, without a pause which could break continuity, her turn comes to a syntactic completion. At the same time, gaze orientations (mutual gaze in line 5) and two separate nods from S1, shows that they are both attending to each other while speaking and listening. In line 6, there is a very short pause of 0.5 sec. This pause is followed by S1's nod in line 7. Then, in line 8, she produces a hesitation marker while looking down at the same time. There is 3.4 sec silence after that. The hesitation marker along with gaze aversion (Sert, 2013) and a long silence can be interpreted as signs of interactional trouble. In line 10, S1 obtains the floor first with a hesitation marker. S2 smiles while S1 produces this hesitation marker. This can mean that S2 acknowledges her trouble and tries to mitigate the problematic action (Potter & Hepburn, 2010) to save face. S1 changes to a sub-

topic with a so- prefaced utterance and presents a research fact. Upon completion of the word (research), they reach mutual gaze. From lines 10 to 12, she claims that divorce rate is lower when people have arranged marriage. At the end of line 12, her utterance latches with her information question (=>what do you think about that<) in line 13, which invites S2's contribution. While asking the question, she also uses a pointing gesture at the beginning of her turn to allocate the turn to S2 (Mondada, 2007; Kääntä, 2012). In line 14, S2 obtains the turn without a delay with an elongated hesitation marker. Then, for 2.3 sec, she looks down and does thinking face (see Figure 12) (Goodwin & Goodwin, 1986). In line 16, she uses an agreement token with rising intonation (i agree↑), which gives the second pair part of the question. In line 17, S1 nods, which is an indicator that she displays listenership. In line 18, S2 orients to the testing artifact that is the topic card for 1.2 sec. Interestingly, after this orientation, she first initiates her turn in Turkish language (translates: ah act-) while leaning back. There is a cut-off after the first syllable of the second word, which demonstrates that she is orienting to the testing requirement to speak in L2. She repairs herself. Then, after a hesitation marker, she uses a disagreement marker (i don't agree.=) at the end of which both co-interactants reach mutual gaze. In line 20, S1 nods again. S2's utterance in line 21 latches with her utterance in line 19. From lines 21 to 27, S2 tries to give account for why she disagrees with the research finding S1 presented in the previous sequence. Even though she still shows signs of interactional trouble like long pauses (2.5 & 2.2 sec) along with body orientations (leans forward & back), her turn comes to a syntactic completion at the end of line 27.

This extract includes similar occurrences of signs of interactional trouble such as long silences and gaze aversion. In addition to that, in both cases test-takers initiate the sub-topic with a pre-closing utterance so which secures the termination of topic in progress (West & Garcia, 1988) and signals marked topic shifts (Holt & Drew, 2005). Another similarity of this extract to extract 4 is that asking an information question after a sub-topic transition helps the test-taker displaying interactional trouble retain the floor. Therefore, asking an information question as an interactional resource not only maintains the progressivity of the talk but also helps students to be able to contribute to the test-talk by building upon other

initiated topics. This results in more jointly constructed dialogues between test-takers (Jacoby & Ochs, 1995) and interpersonal alignment, which feeds into the concept of intersubjectivity (Seedhouse & Walsh, 2010) and IC (Dings, 2014) in return.

The two extracts above explicate the deployment of information seeking questions in addition to sub-topic transitions to maintain progressivity of interaction in the event of an interactional trouble. First of all, the signals of interactional trouble are similar. Test-takers display interactional trouble via long silences (Extracts 4, 5), gaze aversions (Extracts 4, 5), hesitation markers (Extract 5), and a thinking face (Extract 4). In both extracts, asking an information question helps test-takers achieve shared understanding, and this consolidates asking information questions' effectiveness as an interactional resource to maintain both progressivity and intersubjectivity.

4.1.3. Summary of the section

The extracts analyzed in this section explicate the sequential analysis of sub-topic transitions after the occurrence of an interactional trouble to maintain progressivity of paired test talk. As mentioned at the beginning of the section, maintaining progressivity is a key element in a speaking test in addition to other conversational organizations because test-takers can be assessed as long as they speak. Therefore, signs of interactional trouble which break the continuity of the interaction are and should be carefully analyzed by the co-interactants to be able to resolve them. In the examples above, different signs of interactional troubles are evident. In extract 1, gaze orientations (mutual gaze or gaze aversion), hesitation markers, smiles and long silences indicate interactional trouble. In extract 2, the test-taker demonstrates various signs of interactional trouble such as hesitation markers (err, erm), long silences, gestures (opening both palms, rubbing eyes, putting fingers on the lips), gaze aversions and smiles. There are also some obvious signs of interactional trouble in extract 3 such as gazing towars the rater, gazing towards the co-interactant, smile that comes from the co-interactant and a long silence. In extract 4, we can see a long silence and a gesture (thinking face). After that, S2 utters something in a whispering voice. In extract 5, a long silence along with a gaze aversion is visible. Therefore, it can be claimed that as signs of interactional trouble long silences and gaze aversions are evident in all of the

extracts above while smile is also evident in most of them, which bear similarities with other institutional settings such as classroom interaction (Sert, 2013; Sert, 2015; Sert & Jacknick, 2015).

We should also check whether the test-taker displaying interactional trouble seeks help or not. In extract 1, after a long pause, co-interactants reach mutual gaze. Gazing towards the co-interactant here is a clear sign of seeking help even though it is not done explicitly. In extract 2, we can see a number of different signs of interactional trouble. However, there are no signs of invitations for help. In extract 3, after the test-taker has an interactional trouble, he looks at the rater who is behind the camera and not visible in the recording. This might mean that he is seeking help from the rater but not from his peer, which is not expected regarding the policy of a paired test situation. Extract 4 is a little different from the others in that, the incomprehensible talk in line 14 might be an explicit invitation for help even if gaze is not oriented towards the other test-taker. However, because it is delivered in very soft voice and inaudible, nothing can be claimed for sure. Lastly, in extract 5, there is also no clear evidence to be able to say that test taker is seeking for help.

Because the co-interactant obtains the floor, the speakership changes in three of the extracts in the first sub-section (4.1.1). Therefore, it can be claimed that in the event of an interactional trouble, if the co-interactant changes to a sub-topic, s/he obtains the floor resulting in speakership change. However, the second sub-section (4.1.2) is different from the first sub-section in that after the co-interactant obtains the floor in the event of an interactional trouble, s/he allocates the turn to the test-taker having the interactional trouble with an information question. Therefore, it can be said that the test-taker displaying the interactional trouble is able to reclaim the floor. The analysis of sub-topic transitions reveal that while they maintain progressivity of test-talk, sub-topic transitions accompanied with information seeking questions result in more jointly-constructed dialogues, and assures the maintenance of topics along with test-talk. This move as an interactional resource indicates a better developed IC and a strong indication of intersubjectivity when compared to sub-topic transitions only.

The following section will present how formulations of understanding are used as an interactional resource to maintain progressivity of test-talk. With the same

research questions in mind, what a formulation of understanding is will be defined while analyzing the micro-moments of interaction.

4.2. Formulations of Understanding Following Interactional Troubles

In the second section of the analysis chapter, formulations of understanding to maintain the progressivity of test-talk will be analyzed in detail. This section provides a microanalysis of 5 extracts to be able to account for how formulations of understanding help progress the talk. There is a collection 20 different extracts of formulations of understanding, but only 5 of them will be shown due to space limitations. As mentioned above, this section consists of two subsections, which are “claim of understanding (COU henceforth)” and “demonstration of understanding (DOU henceforth)”. Here it is relevant to distinguish between the COU and DOU. While COU can include a mere repetition of the previous turn or just a claim of understanding (i.e. i understand you), in a DOU, the speaker re-references, rephrases or re-describes it (Heritage, 2007; Mondada, 2011). The analysis of the following extracts will uncover the sequential unfolding of formulations of understanding and their role in maintaining progressivity and indexing intersubjectivity in test talk.

4.2.1. Claim of Understanding Following Interactional Troubles

In this sub-section, 2 extracts will be analyzed to uncover what constitutes as interactional trouble, what a COU is and how it helps to resolve the interactional trouble and maintain the progressivity of test talk.

This segment of the interaction starts at 2.46. The extract below is an example of a typical COU. After the occurrence of an interactional trouble, the co-interactant claims understanding to maintain progressivity. It advances the test-talk temporally. This pair’s topic is “advertisement is harmful”. At the beginning of the test-talk S2 starts the interaction by stating that advertisements are popular nowadays and a lot of people watch TV, see the advertisements and buy the products. That is why it is an important thing. Then, S1 obtains the floor and states that advertisements are important for films, but poor people’s psychology is affected badly. S2 agrees with her and goes on by stating that people consume a lot these days because of advertisements. The rest of the interaction unfolds like this:

Extract 6: 77th pair

```
1     S2:   too much consumption is very bad.
                                          +looks at S1
2           ((S1 nods))

3           (4.0)

4     S1:   °err true i err i agree,°
              +looks down

5           (3.1)

6           ((S1 looks at the rater for 0.5 sec))

7           ((S2 looks at S1))

8           ((mutual gaze & S1 smiles))

              #13
```

Figure 13

```
9           (1.6)

10 →  S2:   £okay (0.5) i understand you,£

11          ((S1 looks at the rater & smiles for 0.8 sec))

12          err: (2.4) advertisement err

13          ((S2 coughs))

14          (2.0)

15          i: want (0.4) say about (0.8) /advertaɪmenzt/
                                          +looks at R
16          advertisements (.) disadvantages,
           +averts gaze
```

In line 1, S2's utters a complete TCU (too much consumption is very bad.) with a falling intonation contour. This makes a transition relevant. In this TRP, S2's gaze orientation towards S1 is a clear indicator that S2 is trying to allocate the turn to S1. In line 2, S1 nods and there is a 4.0 sec silence. She then uses an agreement marker (°err true i err i agree, °) in sotto voce along with two hesitation markers in line 4. Also, at the beginning of her utterance she looks down and avoids mutual gaze with S2 in the same line. The slightly rising intonation marker at the end can be evidence that she wants to keep the rights to the floor. However, there is a 3.1 sec silence after that, which signals an interactional trouble. In line 6, she looks at the rater for a very short time (0.5 sec). This may be because she is seeking help from the rater. Then S2 looks at S1. In line 8, they reach mutual gaze while S1 is smiling (see Figure 13). Long pauses and gaze orientations towards the rater and S2 demonstrate the signs of interactional trouble S1 is displaying. After another 1.6 sec silence, S2 claims understanding with a COU (£okay (0.5) i understand you,£) formulation with a smiley voice. The COU here is not used regarding its real meaning because S1 did not produce anything which makes a claim of understanding relevant. However, it can be argued that S2 claims understanding to mean that he acknowledges S1's trouble, and he will obtain the floor again to resolve the trouble. In line 11, S1 looks at the rater again with a smile, which might indicate that S1 is trying to mitigate the trouble she is displaying to maintain affiliation (Sert & Jacknick, 2015). What happens in line 15 is interesting because S2 starts his turn as if he were going to talk about something new by saying (i: want (0.4) say about (0.8) /advertaɪmenzt/ advertisements (.) disadvantages,). However, before he tried to allocate the turn to S1 in line 1, he was talking about the disadvantages of advertisements one of which is consumption. Therefore, it can be said that the topic he has already initiated is maintained by him for the sake of progressivity. There is also an example of self-initiated self-repair (Seedhouse, 2004) in which S2 repairs the mispronounced word (/advertaɪmenzt/).Furthermore, gazing towards the rater in line 15 might indicate that S2 does not orient to paired interaction as they were supposed to maybe because of S1's failure to do so.

In this extract, long silences, gaze aversion, gazing towards the co-interactant and smile are all indicators of interactional trouble S1 displays. Because S2's attempts to select S1 as next speaker have not been successful, he claims understanding with *i understand you* formulation. This claim acts as an interactional resource to maintain the progressivity of test talk. Also, it is used as a tool to acknowledge S1's interactional trouble. It can be claimed that S1 had trouble extending the prior speaker's turn, and it shows her lower conversation management skills (Galaczi, 2008), which results in weak alignment for both parties in the interaction. This is an indicator of weaker intersubjectivity (Dings, 2014).

The next extract is very similar to the extract above in terms of the sequential order and the wording of COU. However, the co-interactant here who claims understanding shows greater alignment when compared to the extract above because she is able to extend the topic initiated by other test-taker. The segment of the interaction in the next extract starts at 0.37. Test-takers are given the topic "Physical appearance is more important than intelligence". S1 opens up her sequence by stating that physical appearance is more important than intelligence because first sight effect is important. Here is the rest of the interaction:

Extract 7: 88th pair

```
1    S2:  err (0.6) i appreciate your err: idea but

2         (0.7)

3         yes err physical appearance is important some err areas
                                      +S1 nods
4         some fields,

5         (0.5)

6         err: and err i know err physical appearance err:

7         (1.9)

8         contribute to err good first sight effect,
                                       +S1 nods
9         but err on the other hand intelligence is err mo↑re

10        important than physical appearance= because err
                    +mutual gaze          +averts gaze
11        intelligence err: (1.3) represent err the people and

12        people's life status,
```

```
13          (1.0)

14          err: when people err: (2.0) erm (2.1) err: when people
                                          +puts hand on mouth

15          get err: (0.4) better (.) working or better err life
            +S1 nods      +mutual     +S1 nods              +averts
                           gaze                              gaze
16          status,

17          (1.0)

18          err: they err: (1.4) erm: (1.4) he or she,

19    S1:   huh huh
            +nods

20    S2:   err:

21          (1.8)

22          ((looks down & does a thinking face 1.0 sec))
```

#14

Figure 14

```
23 → S1:   >i understand you,<

24          (0.3)

25          but err i think err (0.4) for example love when you
             +S2 laughs                              +mutual gaze
```

#15

Figure 15

```
26        love somebody↑ err at the firs:t step you look how look
                                                    +looks away &
                                                    hand gesture
27        is he or she >doesn't matter<.= err firsts sight affect
28        you directly.
```

In line 1, S2 starts with an assessment (`i appreciate your err: idea`). Then, she uses the connector “but” which demonstrates her disagreement with S1’s previous turn (Pomerantz, 1984; Pekarek Doehler & Pochon-Berger, 2011). But, the assessment at the beginning is used as a hedging device for this disagreement. From lines 3 to 8, S2 reformulates what S1 said in the previous sequences of the interaction, which is a strong indicator of alignment (Dings, 2014). This reformulation also works as a format tying device which is seen in advance level learners (Pekarek Doehler & Pochon-Berger, 2011). In line 9, she presents her own idea with a *but* prefaced utterance. From lines 9 to 12, S2 states that intelligence is more important than physical appearance because it represents people’s life status. At the end of this utterance, there is a slightly rising intonation marker which shows that S2 wants to keep rights to the floor. There is 1.0 sec silence after that. In line 14, S2 initiates another turn with an elongated hesitation marker in the turn-initial position. She then tries to give the subordinate clause part of a sentence with (`when people err:`) . However, there are two hesitation markers along with two long silences (2.0, 2.1 sec) in the same line. Also, while producing one of the hesitation markers, she puts her hand on her mouth. She then repairs herself and repeats the subordinate clause structure one more time by adding a verb this time (`when people get err:`) . Interestingly, in line 15, S1 nods at the same time S2 utters the verb. This might show that S1 is displaying

listenership. In the same line, there are two intra-turn silences one of which is a micro-pause. Also, both test-takers reach mutual gaze and S1 nods again. In line 16, S2 finishes the subordinate clause with a rising intonation. Then there is a 1.0 sec silence. Then, in line 18, S2 initiates the main clause part of her sequence. There is an elongated hesitation marker at the beginning and she uses the pronoun (they). After another hesitation marker, there are two long silences (1.4, 1.4 sec) with two more hesitation markers. She then self-repairs her pronoun usage with (he or she,). In line 19, S1 shows listener support through an acknowledgement token (huh huh) (Gardner, 2001) along with a nod (Galaczi, 2014). Because the interactional trouble S2 displays is obvious, S1 might be using this acknowledgement token to obtain the floor. In line 20, S2 produces another hesitation marker which is followed by a 1.8 sec silence. Then, S1 looks down and does a thinking face (see Figure 14) (Goodwin & Goodwin, 1986) for 1.0 sec. After showing clear signs of trouble, S1 claims that she understands her with the same COU formulation (>i understand you,<) deployed in the extract above. This COU here acts as hedging device for the upcoming disagreement. In line 25, she utters a *but*-prefaced utterance as a demonstration of disagreement. This turn initial but is accompanied with S2's laugh (see Figure 15). This may be because she wants to save face and mitigate the trouble she is displaying (Petitjean & Gonzalez-Martinez, 2015). S1 then uses a personal opinion claim (i think) (Sandlund & Sundqvist, 2013) and continues to present her idea.

As can be seen above, while this extract is similar to extract 6, these test-takers show greater competence interactionally because they develop their ideas by building upon the other test-taker's ideas. Also, it can be claimed that S1's COU not only resolves the interactional trouble but also performs other actions. When COU's sequential position checked, it can be seen that S1's claim of understanding acts as a mitigation for her disagreement in her but-prefaced next turn (Pomerantz, 1984; Pekarek Doehler & Pochon-Berger, 2011). Therefore, this COU not only resolves the interactional trouble and maintains the progressivity of test-talk but also creates high mutuality and alignment between the test-takers.

The two extracts above explicate the deployment of COU to maintain progressivity of interaction in the event of an interactional trouble. First of all, the indicators of interactional trouble are similar to the ones explained in the first section. Test-

takers display interactional trouble via long silences (Extracts 6, 7), gazing towards the co-interactant, (Extract 6), gaze aversions (Extract 7), smiles (Extracts 6, 7), hesitation markers (Extracts 6, 7), gazing towards the rater (Extract 6) and a thinking face (Extract 7). While Extract 6 displays a segment when there is weak alignment, in Extract 7 test-takers show greater alignment because test-taker presents a disagreement sequence by building on what S2 said. Therefore, there is stronger alignment and mutuality between test-takers in Extract 7 (Dings, 2014). Thus, it can be claimed that while COU may not be an effective resource to maintain intersubjectivity by itself, it can be an effective tool if there is topical alignment with the co-interactant's previous contributions. Because maintaining progressivity and mutuality are both significant in interaction, the next-subsection will present extracts to show how a DOU can maintain progressivity while securing mutuality and alignment.

4.2.2. Demonstration of Understanding Following Interactional Troubles

This sub-section consists of 3 extracts to uncover what an interactional trouble consists of in a paired assessment situation and how a demonstration of understanding helps to resolve the trouble and further the test-talk.

The extract below demonstrates a successful implementation of a DOU both to resolve the interactional trouble and to create high mutuality between the test-takers. This segment of the interaction in this extract starts at 1.59. In Extract 8, the pair is given the topic "arranged marriage is better than love marriage". S1 initiates the test-talk by stating that arranged marriage is bad for couples, and couples may separate because of arranged marriages. He then asks a return question to S2 to learn about her ideas on the topic. S2 also states that love marriage is better. Parents cannot affect the couple's relationship negatively and create a problem because the couple is happy. Then S1 obtains the turn to agree with S1's opinion. This is the rest of the interaction:

Extract 8: 44th pair

```
1     S1:   err (0.6) some (.) s- for example err father or
            +looks up                              +mutual gaze

2           (0.9) mother yani so err (1.3) parents are >affected

3           the couple and then< err will (.) it will be a problem.
```

4 (0.9)

5 S2: yes

6 S1: what about you↑

7 (1.9)

8 S2: generally err: (2.8) you idea↑ is err:
+mutual gaze+S1 smiles +S1 looks at R

9 ((S1 looks back at S2))

10 (0.9)

11 right,

12 (1.5)

13 S1: °why°

14 S2: err:
+looks down

15 (1.8)

16 if
+looks at S2 & brings hands together

17 (1.5)

18 all the=
+hand gesture

19 S1: =huh huh
+nods

20 S2: err (2.7) life↑
+mutual gaze

21 S1: huh huh
+nods

22 S2: °err:°

23 (4.2)

24 ((S2 shakes her head laterally))

25 → S1: so you say err you mean (0.5) err: life will (.)
+mutual gaze

26 >will be better< err if they the couple make a (0.2)

```
27          love marriage (.) right?

28          (0.6)

29    S2:   °yes°=

30    S1:   =didn't you?

31    S2:   °°true°°
              +nods

32          (2.4)

33    S1:   do you↑ (.) add an (.) another idea?

34          (0.9)

35    S2:   err i think that love marriage (1.3) err (2.8)
                                                  +exhales loudly

36          most (.) impor↑tant↓ because (1.0) err: if you: don't
                                  +S1 nods

37          love marriage↑ (0.9) err a lot of problems,
```

From lines 1 to 3, S1 states that it will create a problem when parents affect the couple. After a 0.9 sec silence, S2 confirms this by saying yes in line 5. Then, S1 asks a return question (`what about you↑`) to invite S2's contribution (Maynard & Zimmerman, 1984). Also, Çimenli (2017) refers to actions performed through such questions as "Rolling the ball back" and has shown that they contribute to the topical progressivity in paired L2 interaction, which is also the case in this extract. Because this question invites contribution on the same topic, S2 is expected to display topical alignment. There is a 1.9 sec TRP after the question. Then, she S2 obtains the turn in line 8. However, the hesitation marker along with a long intra-turn silence (2.8 sec) is regarded as a trouble by S1 because he smiles and looks at the rater while S2 is using a pronoun referent (`you`) to address S1's idea. S1 gazes back at S2 quickly and after a 0.9 sec silence, S2 completes her agreement turn with rising intonation in line 11 (`generally err: (2.8) you idea↑ is err: (0.9) right,`) despite the clear indicators of interactional trouble. In line 12, a 1.5 sec silence follows the turn. Because of the rising intonation at the end, S2 is expected to continue talking. However, she fails to do so. Therefore, in line 13, S1 asks an elaboration question (`°why°`) in soft voice to invite S2 contribute more on the topical talk. S2 regains the floor with an elongated hesitation marker

while looking down. There is a 1.8 sec silence. In line 16, she continues with her turn using (if) while her gaze is oriented towards S1. She also brings her hands together. However, she has a trouble progressing with her turn because there is another 1.5 sec silence subsequent to this contribution. In line 18, she tries to continue with her "if" construction using (all the =). Latching with the previous turn, S1 uses an acknowledgement token (=huh huh) (Gardner, 2001) to display listenership in line 19. In line 20, S2 still continues with the first part of the "if construction" with a hesitation marker and uttering the word (life↑) in rising intonation. Both test-takers reach mutual gaze at the end of this line. In line 21, S1 again displays listenership through an acknowledgement token and nodding. In line 22, trying to construct her turn, S2 produces an elongated hesitation marker with soft voice which is followed by a 4.2 sec silence. She then shakes her head laterally which can indicate display of insufficient knowledge (Sert & Walsh, 2013), and she aborts her turn. After all these signals of interactional trouble, S1 obtains the turn in line 25. First, he wants to confirm his understanding with a DOU formulation (so you say err you mean). This is a repair initiation for the previous bit of talk because S1's move is undertaken in order to repair any possible misunderstanding (Schegloff, 1992). From lines 25 to 27, he demonstrates his understanding by reformulating what S2 told before, which indicates high alignment (Dings, 2014). At the end of line 27, S1 allocates the turn to S2 to resolve the problematic understandings if there is any with a confirmation check *right*. Therefore, by demonstrating his understanding through a reformulation he not only helps the interaction progress but also achieve mutual understanding via the repair sequence. In line 19, S2 confirms S1's understanding with a sofly spoken (°yes°=). This confirmation token is subsequent to the confirmation check S1 uses (=didn't you?). Because the confirmation token in line 29 was in soft voice, it can be claimed that S1 didn't hear S2's confirmation token and he uses another confirmation question to check his own understanding of the co-interactant's position again. Latching between the confirmation and the question can be also an evidence for the hearing problem. In line 31, S2 again confirms S1's understanding in a whispering sound (°°true°°) along with a nod. A 2.4 sec silence follows this confirmation token. In line 33, S1 uses an elaboration question (do you↑ (.) add an (.) another idea?). This

clearly shows that while trying to maintain the progressivity of test-talk, S1 also tries to help S2 regain the floor. After a 0.9 sec silence, from lines 35 to 37, S2 gives the second pair part of this elaboration question.

In the extract above, some indicators of interactional trouble are similar to the other extracts such as long silences, hesitation markers and gazing towards the co-interactant. However, there is also a lateral headshake along with other indicators of interactional trouble, which resulted in aborting the turn. In addition to that, it is clear that the deployment of a confirmation check subsequent to a DOU helps the co-interactant displaying interactional trouble regain the floor while maintaining the progressivity of test-talk. In addition, the interactional resources used in the extract above develop mutuality between two test-takers because the questions he asked were designed to help extend the topic under development, which in the end helped S2 to resolve the trouble.

In the following extract, two different DOUs from the same test-taker will be analysed to uncover their usefulness in resolving interactional troubles. This specific segment of the interaction starts at 1.33. The test-takers are given the topic “zoos should be banned”. S1 initiates test-talk and after making an introduction about what they will discuss, he allocates the turn to S2 with a wh-question to ask about her opinion. S2 says zoos are difficult and people enjoy them. She then allocates the turn to S1 with a return question. S1 obtains the turn and states that zoos are enjoyable places and people have the chance to see the animals they normally will not be able to see. The rest of the interaction unfolds like this:

Extract 9: 69th pair

```
1     S1:   when i'm think about (0.2) all about err: all of this,
                                          +mutual +averts gaze
                                           gaze
2           (0.5)

3           zoos (0.5)↑absolutely shouldn't be (1.0) banned.

4           (2.3)

5     S2:   erm but err: (1.2) people err say (0.5) anim- err
            +looks down                                +looks
                                                        up
```

```
6          ↑nature area err: (3.2) animals err (2.2)
           +hand gesture
7  → S1:   i think you say err >animals are not well cared< in
           +S2 covers   +S2 looks at S1     +mutual gaze
            her face with hands
8          zoos.
9          (3.2)
10         ((S2 smiles & shakes her head laterally))
11   S2:   err=
            +opens both palms
12 → S1:   =yeah i mean that err: (0.6) you think that animals is
13         not safe (1.2) in the zoos (0.3) area.
14         ((S2 averts gaze & sighs))
15         (1.3)
16   S2:   erm=
17   S1:   =because err (2.3) err when the animals err go back
            +S2 looks at S1
18         (1.2) its err nature, err they can't survive (0.8) may
19         be.
20         (1.2)
21   S2:   err: i think animals (0.3) err (0.9) erm (1.4) don't
22         have been err (1.4) benefits.
           +mutual gaze
```

From lines 1 to 3, S1 marks his stance about banning the zoos by giving reference to what he said before. The falling intonation contour as unit final intonation marker at the end of this turn indicates that S1's turn has come to a completion. Then, there is a 2.3 sec. silence which can be regarded as long for a TRP. In line 5, S2 obtains the turn. However, in lines 5 and 6, her utterance is filled with hesitation markers, a cut-off, gaze aversions and a hand gesture. Also, very long intra-turn silences are evident (1.2, 3.2, 2.2 sec.). Seeing the signals of interactional trouble, S1 claims the turn with a turn initial personal opinion claim (`i think`). After that, he checks his own understanding of the co-interactant's position with a

pronoun referent and rephrase (you say err >animals are not well cared< in zoos), which is a repair initiation for his understanding. Now that S1 initiated repair on behalf of his understanding, it is expected for S2 to obtain the turn and repair the repairable. However, S1's DOU is accompanied with S2's covering her face with her hands and gazing towards S1. Then, there is a 3.2 sec silence. At this transition relevance place, S2 fails to obtain the turn. In line 10, S1 smiles and shakes her head laterally (Sert & Jacknick, 2015; Sert & Walsh 2013). After these embodied actions, S2 produces a hesitation marker while opening her palms to the sky. S2 again fails to contribute to the ongoing interaction as the difficulties she faces are visible. Latching with S2's hesitation marker, in line 12, S1 marks his position of understanding with (yeah i mean). Following this, he uses a stance marker with the pronoun you (you think) to mark S2's stance and demonstrate his understanding. Then, he rephrases his understanding one more time (animals is not safe (1.2) in the zoos (0.3) area.) in an attempt to help S2 obtain the floor. Both these demonstrations of understanding can help boost the co-construction of interaction, which is a desired outcome of a paired speaking test. Nevertheless, in line 14, S2's gaze aversion is accompanied with a sigh. There is 1.3 sec silence in line 15. In line 16, S2's initiation with a hesitation marker latches with S1's utterance which is giving reasons for his previous turn. From lines 17 to 19, S1 gives his reason and completes the turn with a falling intonation contour at the end. After a 1.2 sec silence, S2 obtains the floor and delivers a syntactically complete TCU.

This extract is different from the other extracts above as one of the interactants show a lot of signs of interactional trouble (gaze aversion, non-verbal cues, lateral headshake, smile, sigh, gazing towards the co-interactant) and she constantly has trouble obtaining the floor. She aborts her turn so many times. However, the other interactant is able to manage these problems and maintain the progressivity of test talk with the help of demonstrations of understanding. What is more, with the help of these resources, S2 has been able to produce one syntactically complete unit in lines 20 and 21, which is a result of S1's continuous attempts to resolve the troubles.

Extract 10 below illustrates a successful implementation of a DOU to resolve the interactional trouble and secure mutuality (Galaczi, 2008). This example comes

from the same pair (17th pair) in extract 5. The pair is discussing the topic "arranged marriage is better than love marriage. First 3 lines are exactly the same lines from 25 to 27 in extract 5 because the sequential unfolding of the DOU could only be understood in the light of the previous turns. Therefore, they could not be ignored here. (see Extract 5 for a detailed analysis of the previous lines).

Extract 10: 17th pair

1 S2: arranged marriage, arrang- arranged marriage↑ err
+S1 nods

2 include err: (1.3) who or h- h- him or her err (0.3)
+looks at S1 +averts gaze +looks at S1

3 family↑

4 ((S1 nods))

5 (0.5)

6 and err:: if err families↑ (0.3) err: enter

7 ((S1 nods for 0.9 seconds))

8 life↑ enter her or hir- his life↑ erm (0.7) they erm::
+thinking face
#16

Figure 16

9 (4.9)

10 [ya or

ah

+hand gesture

11 → S1: [you think err: they the family may interfere in your
+S2 looks at S1 +mutual gaze

12 personal life.

13 (1.1)

14 S2: yes.
+looks down

15 (0.4)

16 S1: with your soulmate °maybe°

17 S2: oh yes yes erm maybe↑ (0.4) err: (2.2) husban- hus-
+looks at S1

18 err: husband's mother err li- lie live err with live
+S1 nods

19 with err they them they.

From lines 1 to 3, S2 tries to give account for why she disagrees with the research finding S1 presented in the previous parts of the interaction. Even though she shows signs of interactional trouble like long pauses (2.5 & 2.2 sec) along with embodied actions (leans forward & back), her TCU comes to a syntactic completion at the end of line 3. However, the rising intonation at the turn final position could indicate S2's willingness to keep her floor rights. In line 4, S1 nods and after a 0.5 sec silence, S2 marks continuation in turn initial position *and* (Nevile, 2006), which helps S2 keep the rights to the floor. Right after that, she produces an elongated hesitation marker. From lines 6 to 8, she builds up the first part of an "if" construction with cut offs and hesitation markers, which signals interactional trouble. When starting to build up the second part of the "if" construction with a pronoun (they), she does a thinking face (see Figure 16). Then, there is a 4.9 sec silence. The thinking face and a very long silence are clear indicators of an interactional trouble. Seeing the indicators of interactional trouble, in line 11, S1 uses a stance marker with the pronoun you (you think) to mark S2's stance and demonstrate her understanding and it is followed by a reformulation of S2's contribution (err: they the family may interfere in your personal life.) This DOU is uttered in an overlapping fashion with S2's initiation of another turn, which she drops out upon hearing S1's contribution (Lerner, 1989, p.170). S1's DOU initiated with *you think* is not only a confirmation check for her understanding but also by reformulating what S2 said from lines 6 to

8, it displays a high degree of alignment between the co-interactants (Dings, 2014). Therefore, it not only helps for the progression of the test talk but helps co-interactants reach mutuality and intersubjectivity. Because this DOU acts as a repair initiation, it makes a confirmation or repair relevant. After a 1.1 sec silence, S2 confirms S1's understanding by saying (yes). Even if there is a very short transition relevance place (0.4), in line 16, S1 again obtains the floor and adds an increment (a prepositional phrase) which completes her previous turn. Without a delay, S2 regains the floor and confirms S1's understanding with two (yes)s. From lines 17 to 19, S2 extends the topic they have been discussing while constructing her own turn. Even though S2 has some difficulties in constructing the turn because there are cut-offs and hesitation markers, S1's nodding acts as a continuer (Gardner, 2001; Mondada, 2011), and S2's turn becomes syntactically complete in line 19.

Similar to the extracts above, long silences and hesitation markers are evident in this extract as an indicator of interactional trouble. Thinking face has previously been associated with word-search sequences (Goodwin & Goodwin, 1986), which is also the case in my research. However, because the progressivity of interaction halts, it is regarded as an interactional trouble by the co-interactant. That is why, I will refer to thinking face gesture as an indicator of interactional trouble in my research. It has also been illustrated in this extract that a demonstration of understanding with a reformulation (rephrase) not only manages to help maintain the progressivity of test-talk but also help both students reach mutuality and develop topics initiated by other (Galaczi, 2014). It also is a strong indication of intersubjectivity (Dings, 2014).

The three extracts above explicate the deployment of DOU to maintain progressivity of interaction in the event of an interactional trouble. First of all, the indicators of interactional trouble need to be mentioned here. Test-takers display interactional trouble with long silences (Extracts 8, 9, 10), gazing towards theco-interactant, (Extract 8), gaze aversions (Extracts 8, 9, 10), smiles (Extract 9), hesitation markers (Extracts 8, 9, 10), non-verbal cues (Extracts 8, 9), a thinking face (Extract 10) and a lateral headshake (Extract 9). In all the extracts above, a DOU formulation (you say, you mean, you think) is accompanied with a reformulation of co-interactant's previous contributions, which is a display of high

alignment (Dings, 2014). Therefore, it can be claimed that DOU's are effective resources in terms of achieving intersubjectivity.

4.2.3. Summary of the section

The extracts analyzed in this section have shown the sequential analysis of formulations of understandings used as an interactional resource when there is an interactional trouble to maintain progressivity of test talk in a paired speaking test. The signals of interactional trouble show great similarities to the first section. For instance, in extract 6, long silence, gaze orientations (looking at the rater) and hesitation markers are evident signals of trouble. In extract 7, multimodal actions (thinking face), hesitation markers and long silence are indicators of trouble, while smile is also deployed to save face. In extract 8, the test taker demonstrates a different sign of display of insufficient knowledge which is a lateral headshake (Sert & Walsh, 2013). Then, there is also silence and hesitation markers. In extract 9, we can see a lot of signals of trouble such as silence, hesitation marker, a hand gesture, smile (Sert & Jacknick, 2015) and a lateral headshake. In extract 10, the test taker does a thinking face, which can be an evidence for trouble in this specific assessment setting. Also, there is silence and hesitation markers. As can be seen, all these signals of interactional trouble are also evident in the first section apart from lateral headshake. Furthermore, it can be claimed that in all the extracts a long silence along with a hesitation marker indicate trouble.

Regarding my second research question, it should also be checked whether the test-taker having the trouble seeks help or not. In extract 6, gaze orientation towards the rater and the other co-interactant can demonstrate that S1 is seeking help first from the rater and from the other co-interactant even if it is not done explicitly. In extract 7, because of the thinking face gesture, it can be claimed that the test-taker was not seeking help but searching for a word to complete her turn. In extract 8, lateral headshake is an indicator that the test-taker will not continue constructing her turn while there is still no explicit marker to seek help. In extract 9, we see another lateral headshake which aborts the turn. Because claims of insufficient knowledge (Sert, 2015, p. 67) and unwillingness to participate (Sert, 2015) can be accompanied by lateral headshakes, it can be said that while there is no explicit marker to seek help, these headshakes may be regarded as gestures

seeking help from the co-interactant. In extract 10, similar to extract 7, there is a thinking face gesture, which clearly indicates that test-taker was not seeking help.

When it comes to the achievement of shared understanding issue, both sub-sections have different results. In the first sub-section, where claims of understanding are analyzed, after the COU, the speaker changes and the test-taker resolving the interactional trouble takes the floor. However, in the second sub-section, the utterance of a DOU makes a confirmation relevant. Therefore, the test-taker having the interactional trouble is able to regain the floor. This helps co-interactants achieve intersubjectivity and mutual understanding. Therefore, it can be claimed that DOUs help test-takers achieve shared understanding in a better way when compared to COUs while also maintaining the progressivity of interaction.

The last section will document collaborative sequences as an interactional resource to maintain progressivity of test-talk. With the same research questions in mind, collaborative sequences will be analyzed with a micro-analytic look on turn completions at word and sentence level. Interactional Competence (IC) is related to how interactants manage communication together (Dings, 2007). With this in mind, collaborative sequences in these extracts not only maintain the progressivity of test talk but also are moves that result in higher alignment and better intersubjectivity in return.

4.3. Collaborative Sequences Following Interactional Troubles

In the third and final section of the analysis chapter, collaborative sequences to maintain the progressivity of test-talk will be analyzed in detail. Collaborative sequences can also be called joint turn construction where “participants engage in talk and build a conversation together by producing utterances in concert with one another” (Taguchi, 2014, p.521). According to Lerner and Takagi (1999), continuations to other participant’s turn can occur when the progressivity of the interaction halts (as in word-search sequences), after a TCU comes to a possible completion (by adding the next increment to it) or after projecting an emerging turn’s possible completion. In our case, all completions occur when there is a halt in the progressivity of test-talk. This section provides a microanalysis of 5 extracts to demonstrate how collaborative sequences help progress the test-talk. There is a

collection of 39 different extracts of collaborative sequences, but only 5 of them will be shown due to space limitations. As mentioned before, this section consists of two subsections, which are “word-level completions” and “sentence-level completions”. Also, the extracts will be analyzed in detail giving special attention to the occurrences of explicit markers to seek help and the receipt of the completion.

4.3.1. Word-Level Completions Following Interactional Troubles

The extracts in the first sub-section will present the sequential unfolding of word-level completions when there is a halt in the progressivity of interaction, and the receipt of the completion by the co-interactant will also be discussed. First, the meaning of word-level completions should be clarified. Word-level completions are also called mono-clausal units, and they occur in word or phrase level. The formats include “[Subject + Predicate], [Predicate stem + affix], and [Modifier + Head]” (Kim, 2002).

In the first segment of this sub-section, we will see the employment of explicit word search marker (Brouwer, 2003) during a word-search sequence. Also, the co-interactant’s orientation to the word-search has implications for paired test-talk. This part of the interaction starts at 2.07. To start with, in extract 11, test-takers are discussing the topic “vegetarian eating is harmful to body”. S2 initiates test-talk and states that vegetarian eating is harmful to body because people cannot get enough vitamins and minerals. She then allocates the turn to S1 with a return question. S1 agrees with S2’s ideas. He also claims that they would be more vulnerable than other people. After a short TRP, S2 obtains the turn, and the rest of the interaction is on the next page:

Extract 11: 9th pair

```
1     S2:   that's why erm:
                        +looks up & pouts lips
                         #17
```

Figure 17

```
2          (1.3)

3          that's why more
            +looks at S1

4          (2.1)

5          ((S1 looks at S2 & smiles))

6          i think err:: (1.4)  err people love animals but

7          (1.3)

8          err people↑ (0.8) err:  more (.) than (.) love

9          (0.9)

10         >people more than< people love more than (.) body.

11         (0.5)

12         i think err people must be: must be love= must love body↑

13         (1.1)

14         ((mutual gaze))

15         their body.=

16         =err that's why err:

17         ((averts gaze for 1.7 seconds))
```

```
18        err if err: (1.9) if your err:
                +looks down   +looks at S1

19        (1.2)

20        °°zarar vermek ne demek zarar°°

             to give damage what does damage mean

            +mutual       +S1 squints

             gaze

21        (0.5)

22        HAH if your im-/madʒ/
          +averts gaze +looks at S1

23        (1.3)

24 →S1:   °/dæm.ɪdʒ/°
            +nods

25   S2:  dama- /dimadʒ/ damage yani  if your if they err damage

                                    so

                          +looks at R              +claps hands
                            &leans forward          orients gaze
                           with a smile             towards S1

                           #17
```

Figure 18

```
26        your body↑

27        (2.6)

28        they err they: (0.7) they cannot choo:se (.) vegetarian.
                                                      +mutual gaze
```

The extract starts with S2's turn initial conjunction (that's why) which signals the upcoming reasons she will present. At the end of the first line, she produces a hesitation marker accompanied with embodied actions such as a gaze aversion

and pouting lips (see Figure 17), which signals interactional trouble. She ends her turn with an incomplete utterance (that's why erm:). Then, there is a 1.3 sec silence. In line 3, she repeats what she said in line 1 with the inclusion of a new word (that's why more). She aborts her turn one more time, and there is a 2.1 sec silence. In line 5, S1's gaze orientation and smile can indicate that upon seeing the signals of interactional trouble, S1 is trying to mitigate the problematic action (Potter & Hepburn, 2010). The smile acts as a go-ahead as S2 continues with her turn with a personal opinion claim (i think) and aborts her previous turn. From line 6 to 12, S1 produces various TCUS along with inter-turn silences, hesitation markers and stressed syllables. In the turn final position of line 12, S2 utters the last word in rising intonation, which indicates her willingness to continue. After a 1.1 sec silence, test-takers reach mutual gaze. In line 15, she initiates a self-repair and utters the last word (body↑) in line 12 with the inclusion of a possessive marker (their body.=). Even though there is a falling intonation contour in the turn final position, she initiates another turn latching with the previous one. Therefore, there is no TRP for S1 to claim the floor rights. In line 16, an interesting thing occurs as S2 repeats her incomplete turn (err that's why err=) which she aborted in lines 1 and 3. It can be claimed that several TCUs from lines 6 to 15 are used as an insert sequence so that S2 could revisit her aborted turn after resolving the trouble herself. In line 17, she averts gaze, which initiates a word-search sequence. While her gaze is still not oriented to S1, In line 18, she initiates another turn with a subordinate clause constructed with if (err if err:). After producing an elongated hesitation marker, she waits for 1.9 sec and there is another self-repair from her. She adds a possessive marker to her subordinate clause while gazing towards S1 and produces an elongated hesitation marker at the end of the same line (if your err:). Then, there is a 1.2 sec silence. All these intra-turn silences indicate interactional trouble. In line 20, an explicit word search marker in the Turkish language is deployed by S2 in a whispering voice (translates: °° *to give damage what does damage mean* °°). While the explicit word-search marker makes the process of seeking help obvious, gazing towards S1 also indicates that S2 is seeking help from S1 (Goodwin & Goodwin, 1986). While constructing the explicit word search marker, S1 squints in the middle of it, which might be an indicator of a hearing trouble.

After a very short inter-turn silence, S2 utters a change of state token (Heritage, 1984) in loud voice (HAH) while averting gaze in line 22. This could indicate that S2 was able to solve the trouble without any help. Immediately after the change of state token, she reformulates her subordinate clause one more time by adding a new word (HAH if your im-/madʒ/). However, in the middle of producing the utterance, there is a cut-off (im-/madʒ/), and she looks at S1. This could be because she wants to get confirmation from S1. Immediately after, she aborts the turn totally. There is a 1.3 sec silence. The confirmation S2 was seeking for comes from S1 in line 24 in sotto voice (°/dæm.ɪdʒ/ °) in a fashion that completes the preliminary component of the subordinate clause. This completion is accompanied with a nod.

The receipt of completion is also interesting because S2 repeats it with a cut off and by pronouncing it slightly wrong this time (dama- /dimadʒ/). Even though she accepts the completion, she has trouble incorporating it to her utterance. Then, she repeats the candidate completion (Lerner, 2004) one more time while her gaze is fixed towards the rater and leans towards him/her with a smile (see Figure 18). This might show that even though the rater is not the active participant in the interaction, test-takers orient to them as an epistemic authority and try to seek help from them in the event of a breakdown in communication. Also, the smile towards the rater might be an indicator of mitigating the trouble (Petitjean & Gonzalez-Martinez, 2015). How rater orients to it is not visible, because s/he is behind the camera. However, right after that S2 initiates her subordinate clause with “if” one more time which is accompanied with a clap and gazing back at S1. At the end of line 26, she completes the preliminary part of the “if” construction. Even though, there is a 2.6 silence after that, line 28 produces the final component of the subordinate clause with “if”. The falling intonation contour at the end of the line indicates that her turn is completed after the resolution of the trouble.

This extract is a clear example of how test-takers may solve interactional troubles in a collaborative fashion. Since collaborative completions are one of the high alignment moves (Dings, 2007; 2014), it can be claimed that test-takers here show strong alignment and index a shared understanding. However, there are some divergent actions from the rules of the paired test-talk. First of all, S2’s explicit word-search marker is uttered in Turkish language even if they were instructed to

speak only in the target language beforehand. Furthermore, S2's gaze orientation towards the rater should be touched upon because it indicates that when there is an interactional trouble, test-takers may orient to raters as an epistemic authority.

The following extract is another example of a word-level completion when there is an interactional trouble. This segment is different from extract 11 in that there is no explicit word search marker while we still see a code-switch to L1 during the word-search sequence (which occurs in 4 of the collaborative sequences in my data). This part of the interaction starts at 02.27. Test-takers are discussing the topic "physical appearance is more important than intelligence". S2 initiates test-talk and states that it is not more important than intelligence. However, if you are a model, you need to be beautiful. If you are a scientist, you do not need beauty. S1 agrees with this idea, but he states his girlfriend wants him to be handsome not intelligent. S2 disagrees with this idea and asks S1 if he has any other things to add. Below is the rest of the interaction:

Extract 12: 28th pair

```
1     S1:   erm i (.) think (1.3) erm (1.6) intelligence↑
                        +looks at the topic card

2           (0.4)

3           is very complicated,
                      +looks away from the topic card

4           because

5           (0.7)

6           err i think
             +looks down & smiles
              #19
```

Figure 19

7 (0.9)

8 err: this is,
+hand gesture

9 (2.5)

10 geliştiriebilir gene- err ((smiles))
developable
+ looks down & hand gesture
#20

Figure 20

11 → S2: developing [improving
+looks at S1

12 S1: [developing developing in (0.8) in this

13 in the skills↑

14 (1.2)

15 err when i (0.8) student (0.9) any department for

```
16          example  indus- industrial enginee[ring
                              +mutual gaze      +averts gaze
17    S2:                                      [yeah ((nods))
18    S1:   i am study an industrial engineer,
19          (0.9)
20          in the future i
21          (1.1)
22          i'm develo- developing myself,
23          (1.3)
24          yani o- for example math= mathematics.
```

The extract starts with S1's ideas about intelligence. In line 1, he initiates his turn with a hesitation marker and a personal opinion claim (`i think`). There are two long silences (1.3 sec & 1.6 sec) which may indicate trouble. Without reaching mutual gaze throughout the sequence, he ends his turn in line 3. The slightly rising intonation in the turn final position demonstrates that S1 is willing to keep the floor. In line 4, he starts giving reasons with a clausal connector (`because`). After a short silence (0.7 sec), he uses another personal opinion claim (`i think`) accompanied with looking down and a smile in line 6 (see Figure 19). Smile here can foreshadow trouble. After another short silence (0.9 sec), he continues with his turn. However, he utters an incomplete utterance with a slightly rising intonation at the end of line 8 (`err: this is,`). Then, there is a 2.5 sec silence. In line 10, he utters a phrase in Turkish language (translates: `developable`) while his gaze is fixed down and swirls his hand (see Figure 20). This is a clear sign that he is searching for a word, but he does not seek help from S2 because there is no explicit word search marker, and his gaze is not oriented towards S2. He cuts off his second attempt to find the word and produces a hesitation marker. Then, he smiles right after that. Upon seeing the signals of interactional trouble, in line 11, S2 obtains the turn and presents two candidate completions (`developing [improving`) while looking at S1. As soon as hearing the first candidate completion, S1 immediately repeats it by stressing, and it overlaps with S2's second candidate completion. Maybe because of the overlap, S1 repeats the completion one more time and completes this turn with the help of the candidate

completion in line 13. The rising intonation in the turn final position is a clear indicator that he wants to keep the floor. After a 1.2 sec silence, he initiates a new turn with a time clause “when” which requires a main clause. The topic of this turn is about his being an industrial engineer. When he utters the word industrial, test-takers reach mutual gaze, and S2 utters a minimal listenership token right after they reach mutual gaze. In line 18, he initiates self-repair and reformulates the preliminary component of his utterance. At the end of line 18, the time clause with “when” comes to an end with slightly rising intonation. Then, there is a 0.9 sec silence. In line 20, he starts the final component of his “when” construction with a reference to the future (in the future i). After a 1.1 sec silence, another receipt of completion is seen. After S1 repeats the candidate completion in line 12, he shows a greater alignment move by incorporating it into a new utterance (i’m develo- developing myself,). In line 24, he ends his turn by saying the area in which he will develop himself.

While resembling a lot to extract 11, this segment of the interaction has different things to offer. First of all, even though S1 does not show an inclination towards an explicit word-search, his code-switch makes his trouble source explicit. S2 sees the signs of interactional trouble along with the trouble source being explicit. Since there is preference for progressivity in interaction, she helps S1 by completing his utterance. With the help of this completion, S1 was able to keep the floor and end his sequence. In addition, the receipt of completion is also interesting here because S1 not only repeats the candidate completion and ends his sequence, but also incorporates it into a new utterance (Lerner, 2004). This is an indicator of high alignment between test-takers.

The next extract demonstrates a word-level completion after the occurrence of an interactional trouble, too. However, the difference of this segment from the other two extracts is that test-taker does not use Turkish language during the word search sequence. Therefore, there is clear evidence that the test-taker giving the candidate completion is displaying high listenership and is able to project the upcoming turn. This part of the interaction in this extract starts at 2nd minute. The pair below is discussing the topic “vegetarian eating is harmful to body”. At the beginning of the interaction, they both agree that vegetarian eating is harmful to body. S1 also states that being a vegetarian or vegan is very difficult in Turkey

because there is food of animal origin in every kind of food. She claims that she tried to be a vegan but did it only for one month because she could not find anything to eat. However, she also states that she felt better after eating vegan foods. Here is the rest of the interaction:

Extract 13: 80th pair

```
1    S2:  = i thi:nk the reason that you didn't get sick is because
            +itches her chin
2           you did it like for a month = you know [if you will be
                          +mutual gaze
3    S1:                                           [yes yes
                                                    +nods
4    S2:  a vegetarian, for >i don't know like< ten years i think
                                                         +S1 nods
5         it would definitely↑
6         (0.4)
7         have a [err:
          +looks
           down
          #21
```

Figure 21

```
8 →  S1:          [consequences
                              +mutual gaze
9    S2:  yes it will have consequences= it will have a effect on
10        your body.
```

11 S1: [yes
+nods

12 S2: [and i don't think that(.) that effect will be positive

13 at first↑= but i think it will

14 (0.3)

15 cause many diseases

16 (0.3)

17 in the long run.

18 S1: you need to /bo-/ be patient for that.
+S2 nods

The extract starts with S2's personal opinion claim (i think). S2 claims that S1 did not get sick because she did it for a short time. They reach mutual gaze towards the end of this turn. In line 2, latching with her previous utterance, S2 invites recipient recognition (Heritage, 2007) with a personal pronoun (you know) to refer to S1. Then, she initiates turn with "if" in an overlapping fashion with S1's consecutive agreement markers in line 3. S2 has no trouble in finishing the preliminary part of her "if" construction. She hypothesizes the condition in which S1 was a vegan for about ten years. Towards the end of line 4, she uses another personal opinion claim and initiates the final part of her "if" subordinate clause (it would definitely↑).The rising intonation marks the incompleteness of the utterance. There is a short silence (0.4 sec) after that. After this short silence, S1 furthers her sequence with the verb (have) which is accompanied by gaze orientation towards the topic card in line 7 (see Figure 21). She then utters a hesitation marker. Gaze orientation towards the testing artifact and the hesitation marker right after the verb marks the initiation of a word-search sequence and signal interactional trouble. Interestingly, her hesitation marker overlaps with S1's candidate completion ([consequences) in line 8, at the end of which test-takers reach mutual gaze. It should be noted here that there is a mismatch regarding plurality of the candidate completion because it is preceded by a/an article. In line 9, S1 first receives this completion with an agreement marker (yes) without a delay. Then, she incorporates the candidate completion into the final part of her turn (it will have consequences) while also eliminating the mismatch by

revising her sentence with the exclusion of article a/an. What needs deeper attention here is that S2 reformulates the final component by replacing the word *consequences* with *effect.* She not only claims her understanding but also demonstrates understanding (Mondada, 2011) by reformulating the candidate completion in the previous turn. In line 10, her turn comes to a completion, and this quickly receives an agreement marker from S1 to display listenership. S1's agreement marker overlaps with S2's continuation marker (`and`) in line 12. She then uses a negative personal opinion claim (`i don't think that`). There is a micro pause followed by the repetition of the last word *that*. After the repetition, she states that the effect can be positive at first. Then, with a *but*-prefaced utterance, she adds a contradictory idea from lines 13 to 17 by stating that it could cause diseases in the long run. In line 18, S1 obtains the turn and states her opinion about being patient for that (that referring to being vegan for 10 years).

This segment of this interaction is very rich in terms of collaborative peer talk. First of all, it is different from the other two word-completion extracts because there is no use of Turkish language here to help the co-interactant project what is being searched for. Therefore, co-interactant giving the candidate completion shows higher alignment when compared to the others because she was able to project the upcoming utterance without any difficulty. This also shows her high listenership skills. The second thing that needs attention in this extract is the receipt of the completion. S2 not only uses an agreement marker and incorporates the completion into her utterance, but also reformulates it with a synonymous equivalent. It is a clear evidence for intersubjectivity because S2 displays understanding. This also shows how interactionally competent both these test-takers are because they both attend to each other's contributions skillfully. In addition, line 18 is another example of how both students attend to topics initiated by each other and develop the dialogue in a collaborative fashion because S1 provides additional information which is in harmony with S2's previous turn. All of the moves mentioned above are high alignment moves (Dings, 2014).

The three extracts above demonstrate word-level completions to maintain progressivity of interaction when there is an interactional trouble. First of all, the indicators of interactional trouble are similar to the ones seen in the extracts above in addition to some new ones. Test-takers display interactional trouble with long

silences (Extracts 11, 12), gazing towards theco-interactant, (Extract 11), gaze aversions (Extracts 11, 12, 13), smiles (Extracts 11, 12), hesitation markers (Extracts 11, 12, 13) non-verbal cues (Extracts 11, 12), gazing towards the rater (Extract 11), a code-switch (Extracts 11, 12) and an explicit word search marker (extract 11). As I have claimed before, all word-level completions secure mutual understanding and progressivity of test-talk, and the receipt of completion in all the extracts above demonstrate test-takers' ability to index intersubjectivity. The next and the last sub-section will present sentence-level completions subsequent to displays of interactional trouble.

4.3.2. Sentence-Level Completions Following Interactional Troubles

The last sub-section of the analysis chapter will present the sequential unfolding of sentence-level completions when the progressivity of test-talk halts. Also, how the co-interactant receives the candidate completion will be discussed. Before moving on with the extracts, what is meant by sentence level completions should be made clear. They are also called multi-clausal sentential units. Co-construction of a sentence-level completion is usually in the form of "[First/Preliminary Component + Second/ Final Component]". The first components generally have clausal connectors to help the co-interactants foresee the second or final component (Kim, 2002). Therefore, they provide opportunities for collaboratively produced turn constructional units (Lerner, 1991, p.445).

The next extract demonstrates an example of sentence level completion right after the clausal connector "*so"*. This segment of the interaction in the next extract starts at 0.40 sec. The pair is discussing the topic "vegetarian eating is harmful to body". S1 initiates the test-talk and says that vegetarian eating is not harmful to body especially for sports people. Then, after a halt in the progressivity of the interaction, he allocates the turn to S2 with a return question to ask her opinion. Here is how she responds:

Extract 14: 69th pair

```
1     S2:   err (0.4) i agree (.) with you↑ err:
                      +points S1 & nods

2           (2.6)

3           err generally people err don't (.) eat (0.8) err
```

```
4           (0.9) vegetarian eating but err:
                                    +claps hands
5           ((looks up for 3.5 seconds))

6           need to (.) err vegetarian eating,
                          +looks at S1    +averts gaze

7           (0.6)

8           hh. err: so↑

9           (0.8)

10 →  S1:   err it can be balanced
            +mutual    +hand gesture
             gaze      #22
```

Figure 22

```
11    S2:   balanced yes erm (1.8) err reduce the risk of many
            +hand gesture& nods
            #23
```

Figure 23

```
12          diseases= hearth err cancer (.) maybe.
```

In line 1, she uses an agreement marker (`i agree (.) with you↑`) to mark her stance on this topic. At the end of this line, she produces an elongated hesitation marker to keep the floor. However, there is a long silence (2.6 sec.) after

that. In line 3, she produces another hesitation marker and initiates her turn. In lines 3 & 4, she builds up the first part of her turn which has two intra-turn pauses (0.8, 0.9 sec) and a micro pause. Then, in line 4, she uses a clausal connector "*but*" accompanied with a clap and continues with the second part. However, she produces an elongated hesitation marker just after the clausal connector. Then, she looks up for 3.5 sec, which indicates the initiation of a word-search sequence and an interactional trouble. In line 6, she continues with her turn even though it is syntactically wrong because there is no subject before the predicate (`need to (.) err vegetarian eating,`). However, it is still predictable that she is referring to the subject *people* she used in the previous turn. Also, she looks at S1 and averts gaze immediately towards the end of line 6. The slightly rising intonation marks her willingness to keep the floor. After a 0.6 sec silence, she inhales loudly, and produces an elongated hesitation marker. Then she uses another clausal connective "*so"* with rising intonation. Then, there is another 0.8 sec silence. Even though the silences are not very long, hesitation markers and gaze aversions clearly mark some kind of interactional trouble. The test-taker displaying the interactional trouble does not seek help explicitly. However, in line 10, S1 obtains the turn and completes S2's incomplete utterance with the final component that comes after the clausal connective. This is most probably because progressivity is prioritized in interaction (Kuroshima, 2010) by the co-interactant. What also caught my attention here is that S1's candidate completion (`err it can be balanced`) is embodied with a hand gesture (see Figure 22). The receipt of completion is something that needs attention too because she uses four different resources to accept the completion, which are *acceptance with yes*, *repetition of the candidate completion*, *nodding* and *imitation of the embodied action* (See Figure 23). The resources she utilizes shows that intersubjectivity is achieved after the completion. After the resolution of the trouble, there is a 1.8 sec silence. Then, S2 continues with her turn by talking about the health benefits of vegetarian eating. This also shows that they develop the topics in a collaborative fashion.

The above extract is a great example of a sentence level completion that resolves an interactional trouble. While resolving the trouble, how the test-takers make use of embodied actions is also an interesting thing to look at, and it can have

implications for the interactional resources test-takers utilize during paired- test talk. Test-takers in this case co-construct the interaction using a range of interactional resources. These resources account for the existence of IC that both test-takers have because IC tries to describe how co-interactants manage communication together (Dings, 2007).

The segment below explicates another sentence-level completion subsequent to an interactional trouble. Although the candidate completion does not help the test-taker having the trouble regain the floor and develop the turn, it should still be analyzed in terms of helping the interaction progress and finding evidences for S2's developed IC. The part of the interaction in the last extract starts at the minute of 1.36.The pair is discussing the topic "censorship should be applied in media". S2 initiates the test talk and states that censorship is beneficial even if it is criticized by some people. She then asks S1 her opinion on the topic. S1 states that censorship must be applied in media because of our cultural and social values, and girls are not relaxed in our culture. Here is the rest of the interaction:

Extract 15: 27th pair

1		S1:	erm another example is a err children↑ (0.4) erm +looks at the topic card
2			(0.5) erm
3			((S1 leans forward & reads topic card for 1.0 sec))
4			children err is a (1.1) children watch the tv.
5			and (2.0) err tv↑
6			(1.7)
7			((S1 shakes head laterally & claps hands))
8	→	S2:	and uses twitter facebook huh?= +looks at S1
9		S1:	=yeah (.) °i agree°.
10			(1.2)
11		S2:	yes err exactly i (0.4) agree with you↑

```
12        err: censorship should be applied because erm
                                  +looks up       +looks at
                                                 topic card
13        (2.7)

14        under eighteen err age,

          +hand gesture & mutual gaze

15        (0.5)

16        ((S1 nods))

17        err: (1.2) always err: of- often use in (.) media,=
                               +looks up

18        =twitter facebook instagram another social (.) media,
```

After terminating the topical talk about *girls,* in line 1, S1 initiates another topical talk which is about children. It should be noted that her gaze is oriented to the topic card on the desk and her gaze orientation changes only in the last lines of this extract. After the announcement of the new topical talk which is children, she leans forward and reads the topic card for 1.0 sec in line 3. She initiates her turn in line 4 and utters a grammatically wrong sentence (`children err is a`). Upon noticing her mistake, she keeps silent for 1.1 sec and repairs herself by changing "verb to be" with an action verb (`children watch the tv`). Her turn comes to a completion at the end of line 4. At the beginning of line 5, she signals an expansion with the conjunction *and*. Then, there is a long silence (2.0 sec). After producing a hesitation marker, she utters the last word of her completed TCU with rising intonation (`tv↑`). There is another long silence (1.7 sec) after that. She then shakes her head laterally (Sert & Walsh, 2013) and claps her hand, which indicates her interactional trouble. Seeing the obvious signals of interactional trouble, in line 8, S2 initiates her turn with turn-initial *and*, which is in harmony with S1's first completed TCU in line 4. S2's choice of the clausal connector "and" here needs attention because she repeats the same clausal connector S1 used but failed to complete in the previous utterance. Therefore, it can be said that S1's use of "and" helped S2 anticipate the final component and make a sentential unit. Also, S2's request for confirmation (`huh?`) at the end of the candidate completion leaves the floor to S1. In line 9, S1 accepts the completion (`yeah`) and uses and agreement token (`°i agree°`.) in a latching manner. The agreement token is delivered in soft voice and with falling intonation. This prosodic feature makes a

speaker transition relevant. However, there is 1.2 sec silence in line 10, which is longer than “a standard maximum allowance for silence” (Jefferson, 1989). S2 then obtains the turn in line 11 and utters a strong assessment marker (exactly). In line 12, S2 rephrases and reformulates what S1 said in the previous parts of this interaction, which is a high alignment move (Dings, 2014). Then, she starts to give reasons for her idea with a clausal connector (because). After this connector, she demonstrates signs of interactional trouble and waits for 2.7 sec. However, her interactional trouble is not oriented by S1. Then, from lines 14 to 18, S2 talks about how people under the age of eighteen use social media. This utterance is important in that it helps test-takers reach mutual gaze, and S1 displays listenership with a nod.

As can be seen from these two extracts, sentence-level completions pave the way for dialogues that are constructed in a collaborative fashion. When we look into the indicators of interactional trouble, we can see similar occurrences. Test-takers display interactional trouble via long silences (Extracts 14, 15) non-verbal cues (clapping hands in this case) (Extracts 14, 15), gaze aversion (Extracts 11, 12, 13 14), hesitation markers (Extracts 11, 12, 13, 14, 15), gazing towards the co-interactant (Extract 14) and lateral headshake (Extract 15). Test-taker who completes the turn after the clausal connector shows high degree of alignment with her/his active listener role. Nevertheless, not only the completion but also the receipt of completion is important to reach a shared understanding while maintaining the progressivity of test-talk. In extract 14, the receipt of completion occurs in multiple ways which indexes intersubjectivity. However, in extract 15 receipt of completion occurs in the form of an agreement marker, after which she fails to contribute to the topical talk.

4.3.3. Summary of the section

The segments analyzed in this section have shown the sequential analysis of collaborative sequences deployed as an interactional resource to maintain progressivity of test talk in a paired speaking test when there is an interactional trouble. Collaborative sequences are known to ‘maintain the progressivity of the utterance from an opportunity space’ (Lerner, 2004). It is also a move that secures shared understanding and in a way develops intersubjectivity (Dings, 2014). In the

examples above, the characteristics of collaborative sequences that I mentioned above are confirmed.

When compared to the other two sections above, the signs of interactional trouble in this section are very much alike. However, in this specific section, we see examples of explicit word search markers during the word-search sequence. To illustrate, in extract 11, we see an example of explicit word-search marker (translates: *to give damage what does damage mean*) in Turkish language along with a long silence, hesitation markers, and gazing towards the co-interactant as sings of interactional trouble. In extract 12, we see another code-switch (translates: developable) to Turkish language. Nevertheless, it is different from extract 11 because the test-taker does not employ the code-switch to seek help from the co-interactant because his gaze is not oriented towards the co-interactant. It is still clear that he is having trouble in finding the right word to complete his turn. This process could be called as "thinking aloud". Hand gesture, hesitation marker and smile are other indicators of interactional trouble. Extract 13 has similar indicators of interactional trouble such as gaze aversion (orientation to the exam artifact) and hesitation marker. In extract 14, gaze aversion and hesitation markers mark interactional trouble. In extract 15, hesitation marker, long silences and lateral headshake indicate the interactional trouble.

Different from the other two sections above, we can see examples of explicit markers to seek help. Also, all through the collection of 87 segments in my data, there are only 5 examples of explicit word search markers all of which fall into the category of collaborative turn sequences. This could have a potential implication for the collaborative nature of talk during paired-test talk. All the other resources test-takers deploy are code-switch, gazing towards the co-interactant and lateral headshake. Even though one cannot claim these resources are explicit markers to seek help, they make the co-interactant's candidate completion relevant in order to maintain the progressivity of test talk.

As mentioned above, collaborative sequences are the most effective resources to reach intersubjectivity and maintain progressivity. With this in mind, in nearly all of the extracts above, a shared understanding is maintained while resolving the interactional trouble which helps the test-taker having the interactional trouble regain the floor. This is also because collaborative completions make next actions

(receipt of completion) relevant (Lerner, 2004). For instance, in extract 11, the test taker first initiates a word-search sequence with an explicit word search marker and is able to complete her turn after the resolution of the trouble. The receipt of completion is done through repetition (damage). Also, in extract 12, test-taker's thinking aloud in Turkish language is regarded as an initiation of repair and after the other-repair, he is able to take the floor. The receipt of completion is done in two ways that are repetition and incorporation into a new utterance. Extract 13 is different from the other two extracts in terms of the projectability of the turn in progress as the co-interactant manages to complete the other's turn with a candidate completion even in the absence of the code-switch or explicit word search marker beforehand. The receipt of this completion is also interesting because it is accepted directly, repeated and rephrase by using a synonymous word. In extract 14, we see an example of sentence level completion that is received with repetition of the candidate completion and imitation of the embodied action, which stresses the significance of embodied actions in interaction. Extract 15 is the only segment of interaction here in which the collaborative sequence fails to help the test-taker regain the floor. After the receipt of completion with "yeah", there is a 1.2 sec silence which indicates that test-taker is having trouble continuing with her turn. Therefore, the other co-interactant obtains the floor. However, it still does not make the success of collaborative sequences in achieving intersubjectivity insignificant.

4.4. Conclusion

The analysis chapter explicates the different interactional resources test-takers deploy when the co-interactant displays signs of interactional trouble. In addition, it analyzes their role in maintaining the progressivity of test-talk while securing mutuality and intersubjectivity. The overall findings will be discussed in the next chapter. Also, because each section and sub-section is concluded with a summary of main findings, this section will only revisit the findings in the sections above.

The research questions which are addressed in each section respectively are:

1. What are the indicators of interactional trouble in paired L2 test-talk?

2. What kind of interactional resources do the test-takers deploy in the event of an interactional trouble?

a) What kind of interactional resources does the test-taker displaying interactional trouble deploy to seek help?

b) What kind of interactional resources does the other test-taker deploy in order to maintain progressivity of test-talk?

3. Is shared understanding achieved after the resolution of interactional trouble?

Firstly, the indicators of interactional trouble in each section have been uncovered. It has been found out that there are similar occurrences of displays of interactional trouble. They are long silences, gazing towards the co-interactant or the rater, smiles, gaze aversions, hesitation markers, non-verbal cues (snapping fingers, pouting lips, clapping hands, opening both palms, rubbing eyes, putting fingers on the mouth), lateral headshake and thinking face. Because the lateral headshakes and thinking face have been researched separately in the literature, they are also addressed separately in my data. The frequencies of interactional trouble indicator occurrences will be given in the discussion section.

Regarding my second question, I first looked at whether the test-taker displaying interactional trouble seeks for help. The findings suggest that while there is one explicit word search marker (Extract 11), which makes test-taker's seeking help explicit. There were also other non-verbal orientations to seek help such as achieving mutual gaze to invite co-interactant to participate (Goodwin & Goodwin, 1986), gazing towards the rater, and a lateral headshake (implicit gesture to seek help).

The second part of my second research question is related to test-takers' interactional resources to maintain progressivity of test-talk. The interactional resources uncovered in this analysis chapter are "transitions to sub-topic following interactional troubles (transitions to sub-topic without orienting to the trouble source, transitions to sub-topic accompanied with an information seeking question), formulations of understanding following interactional troubles (claim of understanding, demonstration of understanding) and collaborative sequences following interactional troubles (word-level completions, sentence-level completions).

The effectiveness of these resources in indexing shared understanding is what my third research question is trying to find an answer for. It has been found out that while sub-topic transitions without orienting to the trouble source indicate weak alignment, their effectiveness increases when accompanied with an information seeking question. In addition, COU results in weak alignment, too. However, when the test-taker shows topical alignment after a COU, it can demonstrate his/her IC in maintaining topical development. Different from COUs, DOUs offer greater alignment because a DOU formulation is always followed with reformulations of the previous utterances of the co-interactant. As I claimed at the beginning of this chapter, word-level completions and sentence- level completions both index intersubjectivity because they make a confirmation/ receipt of the completion relevant. In the next chapter, I will discuss and summarize my overall findings.

5. DISCUSSON

This chapter will discuss the findings from the previous chapter in relation to the research questions and with reference to previous literature where relevant. In line with my first research question, in 5.1., general findings on the indicators of interactional trouble will be given while comparing my findings with the same or different institutional settings (such as classroom interaction) or casual interaction settings. In line with my second and third research questions, in 5.2., interactional resources that have been uncovered with the help of this research will be summarized, which has great significance in their potential contributions to teaching and testing interactional competence (5.3). In addition, the interactional resources' effectiveness in maintaining progressivity and intersubjectivity will be discussed.

5.1. Indicators of Interactional Trouble

While forming the collection, I analyzed 100 paired discussions. Out of 100 discussions, there were not any indicators of interactional trouble in 5 of them (pairs: 10, 12, 32, 37, and 89). In addition to that, while there were evident indicators of interactional trouble in 8 of the discussions, the test-takers of the trouble source were able to resolve the trouble by themselves. Therefore, they have also been excluded from this study. In the collection of 87 extracts, it has been revealed that test-takers indicate interactional trouble in various ways. The indicators of interactional trouble that have emerged from this study are as follows: long silences, hesitation markers, gaze aversion, smiles, non-verbal cues (i.e. snapping fingers), gazing towards the co-interactant, lateral headshakes, thinking face and gazing towards the rater. Below, the frequencies of the occurrences of indicators of interactional trouble will be given. However, before that, the issue of quantification in CA should be revisited. While some scholars argue that coding in CA reduces complex human behavior to simple codes, Stivers (2015) asserts that "interaction coding can be done in ways that do not sacrifice a CA sensibility and that are true to CA principles" (p.1). Therefore, coding and quantification of the indicators of interactional trouble in this study may help build on the basis of CA method. Later, the findings will be compared with other institutional and casual

settings to see whether there are any resemblances when compared to my findings.

In my collection, long silence which is more than 1 sec. (Jefferson, 1989) is the most frequent indicator of interactional trouble. Out of 87 extracts that forms my collection, silence accompanies forthcoming interactional trouble in 82 of them, which corresponds to 94. 2 %. Nevertheless, gazing towards the rater is the rarest indicator accompanying forthcoming interactional trouble, which is 14 times. In order to give the readers a clearer picture on the frequencies of interactional trouble indicators, the table below will present the percentages of the occurrences of interactional trouble indicators which accompany forthcoming interactional trouble in my collection:

Indicators of Interactional Trouble	***Percentages***
Long silence	94.2 %
Hesitation marker (err, erm)	86. 6 %
Gaze aversion	73.3 %
Smile	53.3 %
Non-verbal cues (i.e. snapping fingers)	46.6 %
Gazing towards the co-interactant	40 %
Lateral headshake	20 %
Thinking face	20 %
Gazing towards the rater	16 %

Table 9: The frequencies of occurrences of interactional trouble indicators

As can be seen above, long silences and hesitation markers are the most evident indicators of interactional trouble in this paired test talk situation. Similar to this finding, Iwashita, Brown, Mc Namara and O'Hagan (2008) have found out that unfilled pauses and hesitation markers are very common in English for Academic Purposes speaking tasks in TOEFL-IBT. Furthermore, Sert (2015) argues that, in instructed learning settings, silence is one of the orientations of participants in interaction when there is a misalignment in the interactional or pedagogical activity, which can also be referred as interactional trouble (p.58). When it comes to an assessment setting, Nyross, Sandlund and Sundqvist (2017) have also asserted that pauses and hesitation markers indicate a possible trouble in paired test-talk situations (p.3).

The next indicator of trouble, which is the third most frequent indicator in my data, is gaze aversion. Gaze aversion has also been found as a display of insufficient knowledge in a classroom interaction setting (Sert, 2013). Also, gazing away from

the recipients has been associated with solitary word-search (Goodwin & Goodwin, 1986). In my data, test-takers' gaze aversion from the co-interactant occurs in solitary word-search sequences which halts the progressivity of the interaction. Therefore, it has been oriented to by the other test-taker as an indicator of interactional trouble which needs to be resolved.

Smile, which is the fourth most frequent indicator of trouble in my data, has been associated with managing interactional troubles and maintaining affiliation in a classroom interaction setting (Sert & Jacknick, 2015). Furthermore, smile and laughing have been shown to pre-empt, solve and assess a problematic action in a French language classroom interaction setting (Petitjean & Gonzalez-Martinez, 2015). In the extracts explicated in the analysis chapter, smiles accompany other repair initiators and occur a device for maintaining affiliation after a halt in the progressivity of interaction (Extracts 1, 2, 3, 6, 9, 12) and to save face and mitigate the trouble after its resolution by the other co-interactant (Extracts 7, 11).

Non-verbal cues / gestures also occur frequently in my data as indicators of interactional trouble. Gestures that occur as displays of interactional trouble and engender repair have been researched with a conversational analytic methodology in English as a Second Language conversational tutoring sessions (Seo & Koshik, 2010). While Seo and Koshik (2010) claim that gestures engender both self-initiated and other-initiated repair, in my data, non-verbal cues act as self-initiated repair because they are initiated by the test-taker displaying trouble.

Gaze has a lot to offer because it can convey a great deal of information. For instance, it has been studied in terms of its relationship with turn-taking. Kendon (1967) has claimed that when speakers produce long utterances (5+ seconds), they look away from recipients. However, when they approach the end of such utterances, they gaze back towards the recipient (as cited in Clayman, 2013, p.157). Sert (2015) also argues that in a classroom interaction context, when teacher gazes towards the students, it can mark speaker transition. In addition to that, lacking mutual gaze at turn beginning can endanger the establishment of recipiency, which can result in claim of insufficient knowledge (p.67). Furthermore, Goodwin and Goodwin (1986) and Laursen (2002) have found out that recipients tend to gaze towards the speakers during a word-search sequence, and they invite the other parties in interaction to participate in the search. Similar to the findings in

these studies, I have found out that the test-taker displaying trouble tends to reach mutual gaze with the co-interactant when she/he is displaying interactional trouble in order to seek help or allocate the turn to the co-interactant.

Even though lateral headshakes are not very common phenomena (20%) in my data, they still need consideration because they have been associated with displays of insufficient knowledge (Sert & Walsh 2013), an unwillingness to participate (Sert 2015) in institutional settings and difficulties in comprehending an explanation (Mori & Hayashi, 2006) in a casual interaction setting. In my data, lateral headshakes are subsequent to halts in the progressivity of interaction, where the test-taker deploys a lateral headshake in the middle of a not-yet-complete turn (Extracts 8, 15) or as a second pair part to a DOU confirmation check (Extracts 9), which verifies the interactional trouble the test-taker displaying.

Because of its distinct characteristics as a gesture, *thinking face* requires special attention. Goodwin and Goodwin (1986) assert that when speakers are involved in word-search, they produce a thinking face gesture (p.57). Similar to this finding, the occurrences of thinking face in my data occur in a word search sequence, where test-taker's gaze is averted from the co-interactant.

The last indicator of interactional trouble in my data set is gazing towards the rater. Normally, test-takers are supposed to interact only with each other because this is a paired test-talk situation, in which the rater does not have an active role. In only three extracts above (3, 6, 11), test-taker of the trouble source gazes towards the rater. This can mean that test-takers might orient to raters as an epistemic authority even though it is not very common.

Teaching and testing implications of the findings on the indicators of interactional trouble will be given in section 5.3 along with a sample activity and the revised form of the rating scale used in the speaking midterm. In the next sub-section, the interactional resources test-takers deploy in the event of an interactional trouble will be summarized and discussed.

5.2. Interactional Resources and their Role in Maintaining Progressivity and Intersubjectivity

In this subsection, test-takers' deployment of interactional resources to maintain the progressivity of interaction will be revisited. In addition, whether test-takers

achieve shared understanding or not after the resolution of trouble will be discussed. As mentioned in the methodology section, the motive to analyze interactional resources to maintain the progressivity of test talk has emerged from my data set. At first, it has been found out that five interactional resources were deployed by test-takers (see Table 7 in Chapter 3). Then, the resources were gathered under three general sections because of the rare occurrences of *asking elaboration question* and *past referencing*. Later, each section was divided into two different sub-sections (see Table 8 in Chapter 3).

The first interactional resource or phenomenon to be mentioned is transitions to a sub-topic following interactional troubles. The construct of topic has been researched in language assessment settings (Gan, Davison & Hamp-Lyons, 2008; Seedhouse & Supakorn, 2015). Gan et al., (2008) claim that "The ability to stay on topic, to move from topic to topic and to introduce new topics appropriately is at the core of communicative competence."(p.315). In addition, it has been claimed that "the focus on the contexts constructed during the interactions can develop interactional competence" (Jeon, 2012, p.11). With these notions in mind, the effectiveness of sub-topic transitions in maintaining progressivity and intersubjectivity has been analyzed. Among the paired discussions in my collection in which there were interactional troubles, test-takers oriented to sub-topic transitions 28 times to maintain the progressivity of interaction when there was a potential trouble. The use of sub-topic transitions has shown their effectiveness in maintaining progressivity because they help break the silence during test-talk. When it comes to the concept of intersubjectivity, it should be stated that sub-topic transitions without orienting to the trouble source bring forth weak topical alignment and low mutuality because test-takers do not engage with each other's ideas (Galaczi, 2008). Therefore, a common ground for shared understanding may not be achieved. However, it has been found out that when sub-topic transitions are accompanied with information seeking question (Mehan, 1979), they invite jointly constructed performances (Jacoby & Ochs, 1995) and assure the maintenance of topics along with test-talk, which results in mutual understanding and intersubjectivity (Seedhouse & Walsh, 2010). It also demonstrates a more developed IC (Dings, 2014) because some studies analyzing the development of

learners' IC have claimed intersubjectivity to be an evidence of IC (Young, 2011, p.431).

The second interactional resource is formulations of understanding following interactional troubles. It has been divided into two sections, which are claim of understanding (COU) and demonstration of understanding (DOU) (Sacks, 1992; Mondada, 2011). Among the paired discussions in my collection in which there were interactional troubles, test-takers claimed or demonstrated understanding 20 times to maintain progressivity of interaction. The use of formulations of understanding has helped maintain the progressivity of test-talk, which is a desired outcome. The achievement of intersubjectivity should also be mentioned here. It has been found out that COUs (i.e. I understand you, I agree with you, I do not agree with you, that is true) usually act as an assessment for the previous turn of test-taker of the trouble source. It generally closes the topical sequence (Goodwin & Goodwin, 1992; Button, 1991), and the test-taker claiming understanding initiates a sub-topic transition after that. This indicates weak topical alignment. Nevertheless, if test-takers open a disagreement sequence after the COU (i.e. I understand you but, I agree with you but) (Pomerantz, 1984; Pekarek Doehler & Pochon-Berger, 2011), they demonstrate greater alignment because of the topical alignment disagreement sequence presents. This shows that when COUs are deployed as a hedging device for the upcoming disagreement, they result in greater alignment and shared understanding. DOUs have also shown their effectiveness in maintaining progressivity of interaction because they help the test-talk progress. In addition to that, they have resulted in greater alignment and achievement of shared understanding because they nearly always require a reformulation of the previous contributions of the producer of the trouble source (i.e. you mean +reformulation, you think + reformulation, you say + reformulation). This helps test-takers achieve stronger alignment and index intersubjectivity (Dings, 2014).

The last interactional resource that will be mentioned here is collaborative sequences following interactional troubles. Many researchers examined collaboratively built sentences in different conversational settings. Their research on co-construction, or collaborative turn completion, attempted to delve into the complex processes in which the participants develop each other's talk

collaboratively in talk-in-interaction (Lerner, 1991; 1996; Lerner & Takagi, 1999; Ono & Yoshida, 1996; Taguchi, 2014). The study of collaborative sequences can help determine individuals' IC. According to Taguchi (2014), collaborative sequences serve the purpose of developing a shared understanding and are actually indicators of IC. The findings in my research go hand in hand with this claim.

Among the paired discussions in my collection in which there are interactional troubles, test-takers completed each other's utterances for 39 times. Similar to the other sections, this section is also divided into two sub-sections which are word-level completions and sentence-level completions. As has been mentioned before, collaborative sequences are the most effective moves to maintain progressivity and intersubjectivity. Regardless of being in word or sentence level, they help the interaction progress. Furthermore, they help test-takers reach a shared understanding because they make a receipt of completion relevant (Lerner, 2004). Therefore, collaborative sequences help determine IC of both test-takers. In my data, all collaborative sequences occur after word search sequences (with or without explicit word search markers) (see Brouwer, 2003), which can be observed in a simplified version of Extract 12 below:

1 S1: this is (2.5) geliştirilebilir → Word-Search

developable

2 S2: developing improving → Candidate Completion

3 S1: developing developing → Receipt of Completion

According to my findings, word search sequences can be solitary (gaze aversion, code-switch), it can be initiated with an explicit word search marker (i.e. with a code-switch), or with embodied actions (i.e. lateral headshake, clapping hands). Then, a candidate completion is uttered by test-taker, which displays his/her interactional accomplishment. The candidate completion can occur in word level (Extracts 11, 12, 13) or in sentence level (Extracts 14, 15), and it can even be presented along with an embodied action (Extract 14). Also, the receipt of completion occurs in multiple ways such as "acceptance with yes/ yeah, nodding, repetition, reformulation, repetition and reformulation, repetition of candidate

completion accompanied with the imitation of embodied action". The receipt of completion in each case indexes shared understanding, and test takers can demonstrate their understanding of the candidate completion in multiple ways.

Below can be found a summary of all findings regarding the interactional resources revealed in this study, and how each resource maintains progressivity and intersubjectivity. Two major constructs that manage conversational interaction (Kuroshima, 2010) and form the basis for my study 'intersubjectivity and progressivity' will be revisited by making connections to the findings in my study.

Kuroshima (2010) asserts that the principle of progressivity "embodies an orientation to the temporal advancement of talk within turns and sequences" (p.858). According to Stivers and Robinson (2006) progressivity is prioritized in that providing an answer to a proposed question is preferred over the next-speaker to respond because there is pressure to provide an answer and advance in progress activities through sequences. In addition to that, if interactants have difficulty to further the progress of activity, non-selected recipients take initiative to promote progressivity (p.387). In my data, the progressivity that is under research refers to the continuity of interaction, i.e. test talk. Because all the resources revealed above have shown their success in resolving silences, deployment of these resources can provide the advancement of turns and sequences, i,e. progressivity in interaction.

Intersubjectivity is the other major construct that manages conversational interaction (Kuroshima, 2010). Sidnell (2015) asserts that intersubjectivity "as manifested in dyadic, mutual involvement and attunement is obviously not restricted to humans" (p.365). However, humans have a culturally transmitted system of arbitrary signs forming language, which makes the notion of intersubjectivity more accountable. The structures of talk-in-interaction including "turn construction, action sequencing and repair" constitute the architecture of intersubjectivity (p.364). Interaction, i.e. any form of being together, comprises a kind of shared attention and mutual engagement (p.365). According to Nyross et al., (2017), "continuous negotiation of shared understanding of ongoing talk is key to all human interaction" especially in repair practices (p.1). Interlocutors demonstrate intersubjectivity by showing that they understand each other, and they are also being understood (Dings, 2014, p.744). Therefore, it can be stated in

other words that my third research question about shared understanding has looked into the ways how interactants achieve intersubjectivity. Acknowledgement tokens (Gardner, 2001), assessments, formulations, collaborative completions (Dings, 2014) and extending prior speaker's turn (Galaczi, 2008) are known to index shared understanding. Thus, they present evidences for intersubjectivity. These alignment moves refer to the ways interactants show intersubjectivity (Dings, 2014, p.744). My findings show similarities to the alignment moves mentioned above. For instance, transitions to sub-topic can be a great tool to index shared understanding when they are accompanied with an information seeking question because it shows test-taker's interactional accomplishment to develop other initiated topics. However, when test-takers resort to sub-topic transitions without orienting to the trouble source, it demonstrates test-taker's difficulty in extending prior speaker's turn, which presents a weaker version of intersubjectivity. Both claim and demonstration of understanding are devices to achieve shared understanding. However, when COUs precede disagreement sequences, it presents a higher topical alignment and intersubjectivity in return. DOUs almost always present higher alignment and shared understanding because they require a reformulation of the previous turn. Therefore, it can be claimed that DOUs help to maintain intersubjectivity. Lastly, collaborative sequences are known to be high alignment moves (Dings, 2007; 2014), and they help to maintain shared understanding (Taguchi, 2014) because they make a confirmation relevant (Lerner, 2004).

5.3. Implications for Paired-test talk

In the last decade, learning English for communicative purposes has gained more importance, and this brings up the need to assess speaking. In addition to that, a type of competence which verifies its difference from communicative competence, interactional competence has emerged (Kramsch, 1986). When Firth and Wagner (1997) called for an increased awareness of interactional practices in language use and participant-relevant research in SLA (p.286), this triggered a new era in SLA research to be able to understand the dimensions of interactional competence and the ways to assess it. While there are many debates on how to assess speaking and specifically interactional competence, most researchers claim that interactional competencies are best assessed by paired or group

speaking tests (Galaczi, 2008; Okada, 2010; Gan, 2010). Paired speaking tests and group tests have become popular, and a new area of research has opened for researchers dealing with foreign language testing.

The notion above calls forth the question of what interactional accomplishments can be an evidence for interactional competence. The concept of interactional competence contributes to a more thorough understanding of competence in second language, which emphasizes the significance of collaboration and co-construction of meaning during deployment of specific interactional practices (Tecedor Cabrero, 2013, p.235). Young (1999) wrote that "We have, as yet, very few detailed descriptions of the configuration of interactional resources that constitute the interactional architecture of a given practice" (p. 119). With this in mind, this study aims to bring insights to the concept of interactional competence by revealing the interactional resources which maintain progressivity and intersubjectivity in paired test-talk. The interactional resources revealed in this study stress the importance of collaborative dyadic talk in creating intersubjective meaning. A more comprehensive understanding of the construct of interactional competence can be achieved in the light of the emergent interactional resources. Namely, it can be stated that interactional resources that maintain both progressivity and intersubjectivity are strong indicators of interactional competence. Knowledge about the interactional resources that have been revealed in this study can inform the development of rubrics and rating scales for the assessment of paired test talk and interactional competence. Because interactional competence does not deal with individual performances but co-construction and collaboration, collaborative nature of talk should definitely be assessed. As an example, I made some contributions to the rating scale already used in this assessment setting (see Appendix 8). Because of the importance of resolving interactional troubles to maintain the test-talk, I personally believe that it should be a construct to be measured in the assessment of speaking. Resolving silences is an important interactional accomplishment, which needs recognition in rating scales designed for assessing IC. Also, listening closely and expanding on the other-initiated topic are found to be indicators of interactional competencies (Gan et al., 2008; Jeon, 2012). In my data, while sub-topic transitions without orienting to the trouble source indexed the least shared understanding, when

transitions were accompanied with information seeking questions, the result was more promising in terms of shared understanding between test-takers. It was because the test-taker resolving the trouble managed to expand on the topic which was initiated by the other. Therefore, I claim that topic expansion as an interactional accomplishment should also be added to the rating in order to be able to assess interactional competencies.

One important thing CA can offer is materials design (Seedhouse, 2004; 2005a). According to Sert (2009), "The motive for a CA-driven materials design and development emerges from the necessity to expose learners to naturally-occurring, authentic, real conversations that can be invaluable resources of audio-visual input in order to develop their interactional competence" (p.24). With this in mind, I propose that interactional resources that were revealed in the paired test-talk in this study can also be utilized in teaching. For instance, instructors may show students the interactional resources that have been revealed to achieve shared understanding so that students can also make use of them during paired test-talk to maintain progressivity and intersubjectivity. Heritage and Clayman (2010) claim that "Showing participants recorded data and pointing out the relevance of particular interactional practices . . . could be revelatory for participants and introduce new potentials for institutional reflexivity and organizational change" (p.281). These notions guided me as a researcher to design a model activity in the light of the findings above (See Appendix 7). In this model activity, it is aimed to raise students' awareness on their language use and on the interactional resources to maintain progressivity and co-construct meaning. Students' own language samples can be great tools for teaching (see Emami & Santos, 2016). While raising students' awaress on their language use, their own language samples may also guide students to understand and acknowledge the interactional resources, which will eventually feed into their interactional competencies.

Because low ability level learners are not necessarily interactionally incompetent (Firth & Wagner, 1997; Kasper, 2006), this study stresses the significance of being interactionally competent, which offers deep insights into the notion of second language teaching and testing especially in Turkey. This section has provided a

critical discussion of the findings of this study with reference to, where relevant, previous literature. The next section will present the concluding remarks.

5.4. Conclusion

This chapter has discussed the findings of the microanalysis conducted in the previous chapter in relation to the research questions. In the first section, the indicators of interactional trouble have been revealed with their frequencies of occurrences. Then, they have been compared with the same or different institutional settings and casual settings. This has been followed with the findings about the interactional resources that emerged from this data set. Maintaining progressivity and intersubjectivity with the help of the interactional resources has been discussed, which can offer great insights for teaching and testing IC. In the third section, implications for paired test-talk and teaching have been given, which will hopefully contribute to teaching and testing interactional competence in a broad sense. The findings of the study revealed a variety of interactional resources to maintain progressivity of test-talk and to achieve shared understanding.

6. CONCLUSION

This study has investigated interactional resources to maintain progressivity of test-talk and to maintain intersubjectivity after the occurrence of an interactional trouble in paired test-talk in a higher education setting in Turkey. The study has aimed at providing insights to the concept of interactional competence in a paired speaking test setting by focusing on interactional resources to maintain progressivity and intersubjectivity. Throughout the analysis, micro-analytic details of the ways interactional troubles unfold and the interactional resources deployed by test-takers to maintain progressivity and intersubjectivity have been explored, and implications have been given for paired test talk situations. The thesis will be concluded by addressing the limitations of the study (6.1) and directions for future research which calls for future research on interactional resources (6.2.).

6.1. Limitations of the Study

Although the quantity of paired test-talk videos was enough, not all of the students were willing to sign the consent form. Therefore, the number of videos included in the research had to be limited to only 100 paired test-talk interactions. A broader collection of data could have provided better insights into the construct of interactional competence. In addition to that, more diverse interactional resources could have come up, which would enrich my findings.

Another potential limitation could be the presence of a rater during test-takers' conversation. As can be seen from the data analysis and discussion parts, some students oriented to rater in the event of an interactional trouble. Therefore, rater's presence affected test-takers' attitudes during the exam. Furthermore, another limitation that is relevant to the previous one is that test-takers should have been seated facing each other. Because of the seating arrangement, test-takers gazed towards the rater now and then. This also limited the collaborative nature of paired test-talk. As a technical limitation, some laptops were placed far away from the students which sometimes made it difficult to hear test-takers when they speak very silently. An extra voice recording device placed next to test-takers could have solved this problem.

Finally, I personally believe that pre-test planning process should also have been recorded for the purposes of this research. If I had access to these interactions, it

would definitely enrich my findings. Seeing the topical development starting from the pre-test planning process could offer great insights about test-takers interactional competence.

6.2. Directions for Future Research

This study described the use of interactional resources to maintain intersubjectivity and progressivity in the event of an interactional trouble. As a suggestion, not only interactional resources that are deployed after an interactional trouble but also salient interactional resources which allow for a smooth interaction and mutual understanding could be described in future research.

Furthermore, interactional competence is known as context specific and local, but similar interactional resources may be used across different practices (Young, 2000; 2013). Therefore, a comparative study on paired test-talk situations versus paired interactions in every day conversations can inform the concept of interactional competence in different contexts. A similar comparative study can also be conducted across different languages (i.e. Turkish vs. English) to reveal the similar and different practices deployed to maintain shared understanding.

McNamara, Hill & May (2002) have presented a survey about oral test discourse studies. They assert that the number of studies dealing with test discourse has increased. However, there are not many studies to examine the relationship between test-taker performance and the scores they were given by raters. Therefore, as a future research, it could be a nice idea to examine the relationship between test-takers' interactional accomplishments and the scores they have been given. The results could inform the rating scales and rater training. One suggestion could be that testers can be trained using already recorded and analyzed paired test interactions, which would definitely feed into the validity and reliability of oral assessment procedures.

The issue of motivation (willingness to participate) has been analyzed in classroom interaction with a conversation analytic approach very recently (Evnitskaya & Berger, 2017). Evnitskaya and Berger's (2017) research has revealed that learners display various multimodal actions to display their willingness to participate in the ongoing interaction. A similar study taking a conversation analytic approach can be conducted in assessment situations to

uncover test takers' willingness (Mortensen, 2008) and unwillingness (Sert, 2015) to participate in the assessment interactions.

A last suggestion which is in line with CA-for-SLA approach to interactional development would be to observe students' paired speaking exams for a whole semester or a whole year to see the development of interactional competence. A longitudinal approach to the research on IC, could also inform the construct of interactional competence. The domain of IC is a relatively new phenomemon and is still largely understudied. With the help of this study, I only expect to trigger IC studies and teaching and testing IC especially in Turkey in the long run.

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APPENDICES

APPENDIX 2. ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞI'NA

Tarih: 16/10/2017

Tez Başlığı: İngilizce'nin Yabancı Dil Olarak Öğretimi Bağlamında Eşli Konuşma Sınavlarında Oluşan Etkileşimsel Sorunların Çözümü

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Gereğini saygılarımla arz ederim.

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APPENDIX 2. ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING.

Date: 16/10/2017

Thesis Title : Resolving Interactional Troubles in an English as a Foreign Language Context

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ADVISOR APPROVAL

Assist. Prof. Dr. Olcay SERT APPROVED

APPENDIX 3. SAMPLE CONSENT FORM

Değerli Katılımcı,

Öğrencilerin dönem içi veya dönem sonu konuşma performanslarını ölçmede kullanılan en yaygın değerlendirme aracı konuşma yeterlik sınavıdır. Hacettepe Üniversitesi Etik Kurulu Komisyonu tarafından onaylanan ve yüksek lisans tezimin bir parçası olan bu araştırma kapsamında, katılımcılar dönem ortasında ve dönem sonunda bir konuşma becerisi değerlendirme yöntemi olan konuşma yeterlik sınavına tabi tutulduklarında konuşma performanslarının notlandırıcılar tarafından video kayıtları tutulacaktır. Katılımcılar bu video kayıtlarını ancak kendileri gönüllü oldukları takdirde araştırmacıyla paylaşacaklardır. Kaydınızı paylaşma ya da paylaşmama yetkisi tamamen size aittir. Eğer konuşma yeterlik sınavı esnasında tutulan video kaydınızı paylaşmak istemezseniz, sizinle etkileşimde bulunan diğer katılımcı ile beraber sizin kaydınız araştırmanın tamamen dışında tutulacaktır. Sizi temin ederim ki, araştırmacıya gönderdiğiniz hiçbir kayıt üçüncü kişilerle paylaşılmayacaktır. Bu araştırmadan elde edilen verinin herhangi bir parçası yazılı ya da çevrimiçi akademik bir belgede kullanılırsa kişisel bilgileriniz kesinlikle saklı tutulacaktır. Elde edilen kayıtlar, araştırmacı ya da gelecekte bu konuya katkıda bulunacak başka bir araştırmacı tarafından sadece akademik amaçlar doğrultusunda kullanılacaktır. Bütün bu süreci onaylıyor ve konuşma yeterlik sınavı esnasında tutulan video kaydınızın araştırmacı ya da araştırmacılar tarafından kullanılmasına rıza gösteriyorsanız lütfen gereken bilgileri doldurup belirtilen alanı imzalayınız.

Saygılarımla.

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APPENDIX 4. TRANSCRIPTION CONVENTIONS

Adapted from Hutchby and Wooffitt (2008)

(1.8)	Numbers enclosed in parentheses indicate a pause. The number represents the number of seconds of duration of the pause, to one decimal place. A pause of less than 0.2 seconds is marked by (.)
[ ]	Brackets around portions of utterances show that those portions overlap with a portion of another speaker's utterance.
=	An equal sign is used to show that there is no time lapse between the portions connected by the equal signs. This is used where a second speaker begins their utterance just at the moment when the first speaker finishes.
::	A colon after a vowel or a word is used to show that the sound is extended. The number of colons shows the length of the extension.
(hm, hh)	These are onomatopoetic representations of the audible exhalation of air)
.hh	This indicates an audible inhalation of air, for example, as a gasp. The more h's, the longer the in-breath.
?	A question mark indicates that there is slightly rising intonation.
.	A period indicates that there is slightly falling intonation.
,	A comma indicates a continuation of tone.
-	A dash indicates an abrupt cut off, where the speaker stopped speaking suddenly.
↑↓	Up or down arrows are used to indicate that there is sharply rising or falling intonation. The arrow is placed just before the syllable in which the change in intonation occurs.
<u>Under</u>	Underlines indicate speaker emphasis on the underlined portion of the word.
CAPS	Capital letters indicate that the speaker spoke the capitalized portion of the utterance at a higher volume than the speaker's normal volume.
°	This indicates an utterance that is much softer than the normal speech of the speaker. This symbol will appear at the beginning and at the end of the utterance in question.
> <, < >	'Greater than' and 'less than' signs indicate that the talk they surround was noticeably faster, or slower than the surrounding talk.

(would)	When a word appears in parentheses, it indicates that the transcriber has guessed as to what was said, because it was indecipherable on the tape. If the transcriber was unable to guess what was said, nothing appears within the parentheses.
£C'mon£	Sterling signs are used to indicate a smiley or jokey voice.
+	marks the onset of a non-verbal action (e.g. shift of gaze, pointing)
italics	English translation

APPENDIX 5. TOPIC LISTS

TOPIC LIST 1

1. Topic: Telling white lies is acceptable.

For:	Against:
- Protecting others' (a friend, mother, sister, wife etc.) feeling - Saving others from minor embarrassment, hurt and shame	- Being dishonest - Disappointing your close friends or family members

2. Topic: Animals should be used for scientific testing.

For:	Against:
- Contributing to many life-saving cures and treatments - No other alternative to test on a living, whole-body system	- Being cruel and inhuman - Being different from human beings and therefore making poor test subjects.

3. Topic: Nuclear power is a safe source of energy.

For:	Against:
- Being a great alternative to petroleum and coal - Being clean (it does not produce greenhouse gases)	- Being harmful for people (It produces radioactive wastes) - a Chernobyl-type accident could create a disaster

4. Topic: Examinations are not good for education.

For:	Against:
- putting pressure on students - not being sufficient to evaluate the real capabilities of students	- being a good way to judge if students have understood - helping students understand pressure which he/she will face in their professional lives.

5. Topic: Arranged marriage is better than love marriage.

For:	Against:
- The divorce rate is lower - They get more support from family members in case of a problem	- You may not get on well with the 'arranged person' - Life will be better with someone you 'love'

6. Topic: Class attendance should be optional to university students.

For:	Against:
- students are mature enough to make their own decision - books and other sources are enough to keep up with the courses	- learning is better thanks to teachers - students learn from each other

7. Topic: Zoos should be banned.

For:	Against:
- animals are not well cared - they are away from nature	- zoos save animals - people enjoy different animals

8. Topic: People should be allowed to carry guns.

For:	Against:
- may be a life saver when in danger - feeling safer and more powerful	- dangerous and risky - may create chaos

9. Topic: Having a pet at home is good.

For:	Against:
- they are good friends - they reduce stress	- animals should live in the nature - they may pass diseases to you

10. Topic: Hunting for sport is wrong.

For:	Against:
- destroying the balance of the ecosystem - making an animal suffer unnecessarily	- eating meat is healthy for people both enjoying nature and exercising

11. Topic: Advertisement is harmful.

For:	Against:
- Bad for psychology of poor people - Too much consumption	- Learning about new products - Chance to choose

12. Topic: Women can't do the same jobs with men.

For:	Against:
- Physical differences - Unemployment of men	- Equality - Successful women examples

13. Topic: It is not possible for parents and children to be friends.

For:	Against:
- Generation gap - Individual secrets	- Reliability - Better advice

14. Topic: It is better to be single rather than being married.

For:	Against:
- Freedom - No responsibility	- Being alone is boring. - Having children

15. Topic: Being highly motivated is good for individuals.

For:	Against:
- Way to success - Competition	- Problems caused by failure - Seeing friends as rivals

16. Topic: It shouldn't be allowed to the immigrants to come our country.

For:	Against:
- High rates of crime - Social & economic problems	- Living in better conditions - Giving chance to adopt into new culture

17. Topic: People should help animals, not poor people.

For:	Against:
- Worse environmental conditions - Need protection by people	- Animals can survive naturally. - Human beings are more important.

18. Topic: Military service should be compulsory.

For:	Against:
- Protection of country is everbody's responsibility. - Necessary to learn basic fighting skills	- Some people may not want to learn fighting. - Paid professional soldiers may fight better.

19. Topic: People may have cosmetic surgery.

For:	Against:
- Necessary for social status - Necessary for better appearance	- Destroying natural beauty - Turning into a habit for unnecessary changes

20. Topic: Physical appearance is more important than intelligence.

For:	Against:
- First sight effect - More self confidence	- Appearance is temporary. - Providing better working life/status

TOPIC LIST 2

1.Topic: Motor vehicles have improved life.

For:	Against:
*Giving freedom-traveling faster and further *Nice to own a car-visiting friends, holidays, picnics	*Spoiling our cities and the countryside-air pollution by the exhaust gases, noise, traffic jams *Dangerous-accidents

2.Topic: All public transport in our cities should be free.

For:	Against:
*Affordable for poor people *Safer, cleaner cities	*Increased number of buses causing traffic jams *Increased tax rate to finance free public transport

3.Topic: Online shopping is the best way to shop.

For:	Against:
*Time saving *More choices	*No chance to see the quality of the product * No chance to try the product.

4.Topic: Robots are better than human beings.

For:	Against:
*Making fewer mistakes *Working faster	*Having logical thinking ability *Having feelings

5.Topic: Eating at home is much better than eating outside.

For:	Against:
*cheaper *more reliable	*Difficult to prepare *Time consuming

6.Topic: Children should not own mobile phones.

For:	Against:
*Interfering with their studying habits *being unhealthy	*necessary for parental control. *Easy communication

7.Topic: Teenagers should talk about their problems with their friends, not their families.

For:	Against:
*Being nearly in same ages *Having experienced the same situation	* Generation gap * Getting easily angry if you have done something wrong

8.Topic: Euthanasia should be legal.

For:	Against:
*Effects the psychology of patients' family *Economic reasons (hospital rooms and medicines are expensive)	*There is always a hope *No one has right to kill themselves

9.Topic: Living in the twenty-first century is disadvantageous.

For:	Against:
*Polluted environment *Weaker human relationships	*The high standard of living. *Longer life expectancy.

10.Topic: Censorship should be applied in media.

For:	Against:
*preventing children from harmful materials. *protecting cultural and social values.	* limiting and also controlling the way people feel and think *Not a solution for stopping harmful materials.

11.Topic: Adoption is beneficial for both children and parents.

For:	Against:
- Rescuing children in bad conditions - The opportunity of having a child	- Long and challenging process - Adaptation problem for both family and children

12.Topic: Learning a second language is necessary for university students.

For:	Against:
- Helping students to get a better job - Helping students to do research in any field easily	- Waste of time and effort - No need to use it at work

13.Topic: Private universities are better than state universities.

For:	Against:
- Better environment (smaller classes, better use of technology) - Positive attitude of academicians towards students	- Cost of tuition - Less variety of departments

14.Topic: Diet is harmful for health.

For:	Against:
- Unable to get enough minerals, proteins and vitamins - Resulting in problems like muscle loss	- Weight Control (obesity) - Preventing diseases like heart diseases, low blood pressure

15.Topic: Social media should be banned for young children.

For:	Against:
- A kind of addiction - Lacking face to face interaction	- A learning tool - A way of making friends

16.Topic: Smoking should be permitted in public places.

For:	Against:
- Freedom to smoke - No need to change habits for other people	- Affecting health negatively - Bad smell of cigarette in closed areas

17.Topic: Texting while driving should be illegal.

For:	Against:
- Causing lack of attention of the driver - Causing serious accidents	- Not the only cause of accidents - In case of emergencies

18.Topic: Online dating is a good way to find girlfriend/boyfriend.

For:	Against:
- Having many options to choose - No need to spend too much time	- Being not reliable - Getting disapproval from family and friends

19.Topic: Parents should homeschool their children. (Homeschool: to educate a child at home, not in a school)

For:	Against:
- Educational freedom - Flexible schedule	- Lack of social development - Having many things to do at a limited time (teaching, housework, personal work etc.)

20.Topic: Vegetarian eating is harmful to body.

For:	Against:
- Loss of important vitamins and minerals - Hard to get enough protein	- Reduced risk of many diseases - Saving animals

APPENDIX 6. SPEAKING MIDTERM RATING SCALE

Speaking Midterm Rating Scale

Name& Surname: _____ Section:_____ Date: _____

Discourse Management	**NA**	**Rarely**	**Sometimes**	**Frequently**	**Almost always**
The utterances are relevant to the topic.	0		0.5		1
Content is rich; ideas are developed with elaboration and detail.	0	0.5	1.5	2.5	3
Interactive Communication					
Moves conversation forward by listening closely and commenting by taking turns	0	0.5	1	1.5	2
Uses appropriate discussion strategies to maintain interaction at an appropriate level	0	0.5	1	1.5	2
Fluency		**Frequently hinders the communication**		**Clear with some mistakes**	
Grammar use	0	0.5		1	
Vocabulary use	0	0.5		1	
				Total :_____/10	

APPENDIX 7. SAMPLE VIDEO-CLIP ACTIVITY

Aim: to raise students' awareness of interactional resources to maintain progressivity and co-construct meaning

Level: B1-B2

Material: Already recorded paired speaking test video clips

Procedure:

Ask the students to watch an already recorded paired speaking test video-clip.[2] Then, ask them to study in pairs and transcribe the video-clip. During the transcription process, do not expect your students to transcribe every detail. Knowledge of CA is not required for this process. However, it is important to remind your students to devote close attention to long silences, gestures and gaze. Therefore, it would be a nice idea to teach them how to represent silences in the transcriptions beforehand. Do not explicitly lead them into the sequences that include interactional troubles, but ask them to discuss the strengths and weaknesses test-takers demonstrate in each paired test-talk. For instance, you can choose a video-clip which includes the interactional resource of "sub-topic transitions accompanied by an information seeking question (as in Extract 5).

After you ask your students to transcribe the video-clip, you can have a class discussion about the resolution of interactional trouble. You may lead the discussions by presenting questions such as "Are the test-takers able to expand on each other's contributions?, "Do they show active listenership and speakership?" and so on. This can help the students to evaluate the sequences that include interactional troubles critically.

As an expansion to this, you can pair your students up, give them a topic to discuss and ask them to video-record their discussions outside the classroom. Then, enquire them to transcribe their discussions similar to what they have done above. Later, you can ask them to reflect on their own dialogues and ask them the following questions: "Do you think interactional troubles are resolved successfully in your discussions? If not, what could you have done differently when the progressivity of interaction halted?, and "Would it be more successful?".

Outcome:

Using authentic language samples in teaching language has been favored (Seedhouse, 2004; 2005a). However, not until very recently, students' own language samples have

been regarded as tools for teaching (see Emami & Santos, 2016). The use of real samples from assessment situations can increase students' awareness on their language use and help them manage their conversations in a better way. Making students aware of the interactional resources to resolve interactional troubles can develop students' interactional competence.

APPENDIX 8. REVISED RATING SCALE

Speaking Midterm Rating Scale

Name& Surname: _____ Section:_____ Date: _____

Discourse Management	**NA**	**Rarely**	**Sometimes**	**Frequently**	**Almost always**
The utterances are relevant to the topic. Content is rich; ideas are developed with elaboration and detail.	0	0.5	1	1.5	2
Interactive Communication					
Contributes to the conversation by being an active speaker and listener	0		0.5		1
Takes the floor on his own initiative and tries to resolve interactional troubles	0	0.5	1	1.5	2
Uses appropriate discussion strategies to maintain interaction at an appropriate level	0		0.5		1
Expands on the topic by commenting and asking questions, and develops other initiated topics with ease	0	0.5	1	1.5	2
Fluency		**Frequently hinders the communication**		**Clear with some mistakes**	
Grammar use	0	0.5		1	
Vocabulary use	0	0.5		1	
				Total :_____/10	