HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

A SEQUENTIAL ANALYSIS OF TASK ENTERING PRACTICES IN PAIRED ROLE-PLAY TASKS

Emir Ertunç HAVADAR

Master's Thesis

Ankara, 2022

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EŞLİ ROL CANLANDIRMA GÖREVLERİNDE GÖREVE GİRİŞ UYGULAMALARININ DİZİSEL ANALİZİ

Emir Ertunç HAVADAR

Master's Thesis

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **EMİR ERTUNÇ HAVADAR** and entitled "A Sequential Analysis Of Task Entering Practices In Paired Role-Play Tasks" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Education** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 26/05/2022 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of Foreign Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. Selahattin GELBAL

Director of Graduate School of Educational Sciences

Abstract

Assessment of L2 learners' interactional competence (IC) as part of oral proficiency has recently increased since the understanding of L2 speaking has been expanded with social-situational language use. L2 oral proficiency assessment studies have attempted to define what entails IC construct and to provide evidence to its unfolding across different assessment settings including oral proficiency interviews, group/pair discussions, and role-plays. However, there is still scant evidence to what entails IC since previous research has focused on limited interactional setting (e.g., L2 requests, Al-Gahtani & Roever, 2012; L2 refusals, Al- Gahtani and Roever, 2018) and practices (e.g., topic management, Galaczi, 2014; Kley, 2019). Examining 49 paired role-play interactions with conversation analysis (CA), this study investigates how test takers initiate telling their unfulfilled childhood dreams. The findings show that test takers either project their telling through preliminaries (n = 38) or directly launch (n = 11) their telling. Further investigation demonstrates that the test takers transform the initiation of paired role-plays into a collaborative interactional event even when the telling of a childhood dream is directly launched. Additionally, the test takers draw on a variety of preliminary sources that are sequentially consequential, namely pre-pre sequences, pre-question sequences, pre-telling sequences, and story prefaces. Varying practices at the task entrance imply that assessment protocols should start within the task initiation phase and that preliminaries as a defining feature of IC can be used within such moments for scoring. For this purpose, an evidence-based rubric built on the test takers' observed practices are offered.

Keywords: interactional competence assessment, conversation analysis, role plays, preliminaries

Öz

İkinci dilde konuşma becerisi anlayışının sosyal-durumsal dil kullanımıyla genişlemesinden beri konuşma yeterliklerinin bir parçası olarak ikinci dil öğrencilerinin etkileşimsel yetilerinin (EY) değerlendirilmesi son zamanlarda arttı. İkinci dilde konuşma yeterliğini değerlendirme çalışmaları konuşma yeterlik sınavları, grup/eşli tartışmalar, ve rol canlandırmalar gibi farklı değerlendirme ortamlarında EY yapısını tanımlamak ve onun ortaya çıkışına kanıt getirmeye çalıştılar. Fakat, EY'nin yapısına hala sınırlı bir kanıt getirilmiş durumda çünkü önceki çalışmalar kısıtlı etkileşimsel ortamlara (örnk. ikinci dilde rica, Al-Gahtani & Roever, 2012; ikinci dilde reddetme, Al-Gahtani & Roever, 2018) ve uygulamalara (önrk. konu yönetimi, Galaczi, 2014; Kley, 2019) odaklanmıştır. 49 eşli rol canlandırma etkileşimini konuşma çözümlemesiyle inceleyerek, bu çalışma sınavalanların (test taker) anlatıları nasıl başlattıklarını araştırmaktadır. Bulgular, sınavalanların anlatılarını öncüllerle (n = 38) veya hemen başlattıklarını (n = 11) göstermektedir. İlave incelemeler sınavalanların eşli rol canlandırmaların başlatımını anlatıların direkt başlatımlarında bile işbirlikçi bir etkileşimsel olaya dönüştürdüklerini göstermektedir. Ek olarak, sınavalanlar ön-öncül [pre-pre sequences], ön-soru [pre-question sequences], ön-anlatı dizileri [pre-telling sequences], ve hikaye önsözü [story preface] olarak adlandırılan dizisel olarak sonuçları olan çeşitli öncül kaynaklardan yararlanmaktadırlar. Göreve girişlerdeki farklılaşan uygulamalar değerlendirme protokollerinin görev başlatım adımında başlaması gerektiğini ve öncüllerin EY yapısının tanımlayıcı bir özelliği olarak bu adımlarda puanlama için kullanılabileceğine işaret etmektedir. Bu amaçla, sınavalanların gözlemlenmiş uygulamalarına dayanan kanıt temelli bir puanlama anahtarı önerilmektedir.

Anahtar sözcükler: etkileşimsel yeti değerlendirmesi, konuşma çözümlemesi, rol canlandırmalar, öncüller

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Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

ELT: English Language Teaching

L2: Second/Foreign/Additional language

IC: Interactional Competence

CA: Conversation analysis

OPI: Oral Proficiency Interview

IELTS: International English Language Testing System

TOEFL iBT: Test of English as a Foreign Language Internet-based Test

CPE: Cambridge Proficiency Examination

CIC: Classroom Interactional Competence

SLA: Second Language Acquisition

CA-SLA: Conversation Analysis for Second Language Acquisition

NS: Native Speaker

NNS: Non-native Speaker

MQ: Multiple Questions

TCU: Turn Constructional Unit

TRP: Transition Relevance Points

FPP: First Pair Part

SPP: Second Pair Part

CEFR: Common European Framework of Reference

EFL: English as Foreign Language

Chapter 1

Introduction

Role-plays are social events conducive to the co-construction of turns and sequences for practicing particular social actions which may stimulate and be relevant to real-world scenarios for professional training (Stokoe 2014), second/foreign/additional (henceforth L2) teaching (e.g., Barraja-Rohan 2011) and assessment (e.g., Grabowski 2013; Youn 2015). In L2 assessment settings, accordingly, role-play tasks can adjure test-takers to accomplish social actions such as requesting and offering. This makes role-plays useful assessment instruments in L2 speaking assessment because test designers create a particular context and determine particular actions for assessing test takers' L2 speaking proficiency by use of them.

In recent years, the understanding of L2 speaking proficiency has been expanded from psycholinguistic-individualistic perspective to sociolinguistic-interactional perspective (Roever & Kasper, 2018) due to the attention given to social context in which language is used. That is to say, L2 speaking is not solely seen as an individualistic skill, but as one shaped by the place, the people, and the purpose(s). With this new understanding, the assessment of interactional competence (henceforth IC) has garnered attention as it simply refers to using language for social-interactional purposes in a context-specific way with context-specific interactional resources. In assessing L2 IC, role-plays are therefore useful assessment instruments to uncover how particular context-shaped interactional actions are accomplished by test takers. The extent to which test takers perform the real-world scnearions and the target social-interactional actions are enacted in the real role-play setting can enable examiners to make judgements about test takers' L2 IC.

Regarding this, the attention paid to the use of role-plays as an assessment instrument to assessing L2 learners' IC has increased. Recent years have seen studies focusing on different social actions such as L2 requests (Al-Gahtani & Roever, 2012; Youn, 2015) and refusals (Al-Gahtani & Roever, 2018). Drawing on the socio-interactional approach to the construct definition of L2 proficiency (Purpura, 2016), this study uses a role-play in an L2

assessment setting in which test-takers are required to tell their unfulfilled childhood dreams and elicit responses from their interlocutor to achieve their dream.

This role-play setting elicits the performances of those learners who are first-year prospective pre-service L2 English teachers. They are, at least, at the upper-intermediate L2 proficiency level. This research specifically deals with how test-takers jointly enter into the task talk that, in essence, refers to the first place where the participants produce talk relevant to task instructions. This production generally occurs after a greeting and how-are-you exchange, but task talk entrances without such exchanges are also observable in the data. Such exchanges make the participants' copresence available (Pillet-Shore, 2008), but the launch of the task instructions is not taken for granted with this copresence. Therefore, this research investigates the first turns related to the task instructions as they demonstrate how the participants enter into the task. Examining these sequences, the thesis aims to show how written task instructions turn into talk-in-interaction. Likewise, this examination reveals the interactional resources deployed for entering into the task.

For this purpose, this thesis adopts multimodal conversation analysis (CA) for examining the moment-by-moment unfolding of test-taker turns with an emic stance. Examining 49 role-play tasks, I find that the participants draw on various interactional resources to initiate the first topic and hence to enter into the task. A close multimodal CA investigation into the first-topic initiations shows that the participants enter into the task in various ways. Use of preliminary turns before telling their childhood dream and direct launches of the childhood dream is the reason for this variety. After presenting the findings, the study discusses that the difference at the first-topic initiations of the role-play task can be consequential for test-takers, and therefore their interactional resources used for initiating the first topic can inform L2 IC assessment.

Statement of the Problem

L2 IC has been increasingly viewed as a part of L2 oral proficiency in the last decade along with the growing body of research including special issues (Plough et al., 2018 in *Language Testing*; Youn & Burch, 2020, in *Papers in Language Testing and Assessment*), edited books (Salaberry & Kunitz, 2018; Salaberry & Burch, 2021), and research articles (e.g., Roever & Ikeda, 2022). Proliferation of L2 IC assessment studies largely stems from the escalation of social perspective in L2 research, CA's micro-analytic contributions to the understanding of natural talk, and criticisms towards large scale language tests for being poorly authentic when measuring *daily* speaking ability of test-takers. While the former two reasons have increased the theoretical underpinnings of L2 IC, assessment studies have contributed to the conceptualization of what it entails regarding L2 learners' proficiency level.

L2 IC assessment research hitherto has focused on peer interactions (e.g., Hırçın Çoban & Sert, 2020), Oral Proficiency Interviews (henceforth OPIs) (e.g., Ross, 2018), displays of L2 IC across proficiency levels (e.g., Galaczi, 2014), raters' perspectives (e.g., Brown, 2003; May, 2009, 2011) as well as uncovering its sub-construct(s) (e.g., Youn, 2020a), and developing rubrics for measuring L2 IC (Youn, 2015). Although the growing interest has made a noticeable contribution to the conceptualization of IC, there remains several gaps to further the operationalization of L2 IC for assessment purposes. The gaps include the research focus (i.e., test-takers' performances, raters' understanding of L2 IC, developing scoring rubrics for IC), social actions uncovered as an indicator of L2 IC (i.e., actions shown to be rateable such as proposals, requests, repairs), test settings (i.e., high-stakes international standardized tests, small-scale classroom-based assessment tests) and test task designs (i.e., role-plays, peer/group interactions).

L2 IC assessment research covers a large domain of research providing evidence to what constitutes IC based on test-takers' performances (e.g., Galaczi, 2008, 2014), raters' understanding of and scoring L2 IC (e.g., Sandlund & Greer, 2020), and developing evidence-based rubrics (Youn, 2015). For this purpose, they mostly focus on eliciting test-takers'

performances to unfold how L2 IC is co-constructed and whether it differs among different proficiency levels (e.g., Galaczi, 2014). However, this research is limited in showing how L2 learners from different proficiency levels display L2 IC. Limited research on how L2 learners display their IC leads to a narrow understanding of L2 IC.

Similarly, there has been limited effort for uncovering social actions (e.g., requesting) and the extent to which they are collaboratively accomplished in L2 IC assessment settings. Previous research has so far examined L2 refusals (Al-Gahtani & Roever, 2018), proposals (Youn, 2020a), and requests (Al-Gahtani & Roever, 2012; 2014). Considering the wide range of social conduct in our daily interactions, the foci social actions are apparently scant. Therefore, micro-analytic investigation into collaborative accomplishments of different social actions in assessment settings can bring further evidence to the conceptualization of L2 IC.

As for L2 IC test settings, attempts for showing how L2 IC is displayed by test-takers in large- and small-scale tests are also limited. While early years of L2 IC assessment suffered from the caveats of OPIs to measure the authentic speaking ability (van Lier, 1989), recent research has also investigated whether IELTS (e.g, Seedhouse & Nakatsuhara, 2018) and the TOEFL iBT (e.g., Ockey et al., 2015) can elicit performances for measuring L2 IC for. However, a similar endeavor by practitioners applying L2 IC in their classrooms (e.g., Hırçın Çoban & Sert, 2020; Kley, 2019) has not gathered much attention. Therefore, assessment of L2 IC in small-scale settings remains to be explored (Pekarek Doehler, 2019). When the practicality of a micro-analytic investigation is taken into account, research from such small-scale settings can contribute to a fuller understanding of L2 IC operationalization in assessment settings and inform large-scale tests (Salaberry & Burch, 2021).

Accordingly, test task designs, the last domain, operate across different test settings such as paired and group interactions (e.g., Galaczi 2008; Gan et al., 2009; Lazaraton 2002) and role-plays (e.g., Al-Gahtani & Roever, 2012; 2014; 2018; Doyğun, 2021; Ikeda, 2017; 2021; Youn, 2020a). Despite this large variety, they use a small number of social-interactional contexts for measuring L2 IC. This gap again suggests that more research drawing on different

test contexts is necessary to understand how learners display their L2 IC and whether previously unexplored competencies emerge from these novel contexts.

Overall, L2 IC assessment studies are based on a wide range of topics and domains; however, there is still scant evidence to how L2 IC is displayed or operated across these domains. Thus, further empirical contributions for documenting L2 IC and providing practical implications for assessing it is required. For this purpose, this research focuses on test-takers' performances in role-plays to uncover how they initiate their role-play interaction and tell their unfulfilled childhood dreams.

Aim and Significance of the Study

Given that L2 IC assessment literature contains several gaps in different research domains, there remains much to discover as to how L2 IC is displayed in assessment interactions. In the pursuit of this, this study focuses on role-play interactions during which test-takers enact different social actions such as telling and offering. In specific, I focus on the test-takers' role-play task initiation practices that emerged as an interactional pattern from the dataset and that remained largely unexplored.

Limited number of L2 IC assessment studies shows that the transition from test task preparation to test task implementation does not always occur smoothly since test-takers can have understanding problems. This may pose challenges for the operationalization and practicality of role-plays (Burch & Kasper, 2021). Additionally, Hellermann and Pekarek Doehler (2010) show task designs can be turned into interactional events with slight changes and in variations emerging in and from participants' moment-by-moment practices. That is to say, the initiation moments of a conversation bear interactional ambiguities, viz. who starts first is not always predetermined since tasks generally focus on the target actions to be completed rather than on the ways helping to reach them. Task talk entrances hence require participants' interactional abilities for a smooth task-oriented opening to decrease the level of ambiguity and to avoid interactional troubles. Therefore, a research focus on the ability to initiate a

conversation may enhance the conceptualization of L2 IC for assessment purposes (Youn, 2020b) which is one of the gaps this research aims to fill in.

In addition to investing the enactment of an action, documenting its co-construction and accomplishment is another research focus of this study. Previous research shows that same actions can be enacted with different interactional resources depending on learners' L2 proficiency (Al-Gahtani & Roever, 2018). In this sense, previous cross-sectional L2 IC assessment studies have focused on task performances of L2 learners to provide solid evidence to the differential L2 IC across proficiency levels (e.g., Galaczi, 2014; Roever & Kasper, 2018). To illustrate, Roever and Kasper (2018) show that advanced L2 learners use some interactional resources to delay refusals and requests while beginners directly accomplish these two actions. The research unearths that these resources are preliminaries. Preliminaries in interaction refers to prefatory turns observed before the main action. For example, a question asking one's availability before inviting to the dinner can be considered as a preliminary resource. Roever and Kasper (2018) suggest that delaying main actions with preliminary turns can be an indicator of L2 proficiency. Here should be noted that preliminaries are action-specific interactional resources (Schegloff, 2007). In other words, they can take different forms depending on the action they precede. Therefore, accepting them as an indicator of L2 proficiency requires research that shows their displays from different task settings. With this in mind, this research also aims to document how preliminaries are deployed by test-takers for initiating a conversation for the purpose of doing telling. That is to say, this research also uncovers preliminaries as IC resources to telling practices in an L2 IC assessment setting. The implications have a direct relevance to the conceptualization of L2 IC since test-takers' performances bring further evidence to the use of preliminaries in a previously uncovered test task context.

Lastly, this thesis is significant because the data come from an IC-based oral communication course. This said, the findings of the study can contribute to designing course content that aims to teach IC to L2 speakers (Waring, 2018).

Overall, this study presents a novel role-played assessment setting to L2 IC assessment literature by examining test-takers' sequential co-constructions of task talk initiations. In doing so, it shows varying sequential practices of first topic initiations as well as the interactional resources deployed in these moments. Based on these, I argue for such differences as an indicator of L2 IC. Accordingly, this thesis aims to enhance the conceptualization of IC and enlarge the research domain of its assessment.

Research Questions

Based on its analytic focus, this study aims to seek answers to the following research questions:

1. How do the participants enter into the task talk?

    What types of interactional resources do test takers use in order to enter into a role-play task talk?

2. What types of sequential practices are deployed when the participants enter into the task talk?

Assumptions

First of all, this thesis assumes that the analytic framework of the research methodology, CA, is reliable enough for a micro-analytic investigation in assessment contexts. CA has revolutionized the understanding of social interaction since Sacks, Schegloff, and Jefferson's (1978; also see Sacks, 1992, Lectures on Conversation) earlier work. CA is now largely accepted a useful research tool for examining how natural talk is co-constructed by interactants. Related to this, the study also assumes that the data constitute the natural talk-in-interaction of test-takers who perform the end-of-term test. Thirdly, it assumes that CA's reliance on the participants' emic perspective does not conflict with the inherently etic perspective of assessment because I only uncover how test-takers' manage their assessment interaction. Lastly, the study assumes that the participants are at least at upper-intermediate proficiency level.

Limitations

The current study has some limitations due to its participants, analytic focus, and also research methodology. The first limitation is that the findings may not be generalizable to whole role-played L2 IC assessment contexts. Secondly, L2 IC is not a term used only in an assessment context. Therefore, if new features of IC are identified, they also need to be investigated in other contexts preferably with a similar analytic focus, namely first topic initiations in task talk entrances. Since this study focuses only on a small portion of the role-play interactions, the findings will be limited to local interactional practices thereof. However, the main purpose of the study is to reveal the management of such sequences, thus this limitation does not impede on the reliability. Lastly, the research methodology, CA, requires a detailed transcription system both for oral (Jefferson, 2004) and embodied (Mondada, 2018) productions of interactants to transform naturally occurring talk into a written piece to be worked on. However, there is no perfect transcript that completely pictures the rich micro-details of natural talk in its entirety. Nonetheless, technological advancements such as transcription software, high-quality audio recorders, and cameras enable researchers to include most of the details in the transcriptions.

Definitions

The study is built on four key terms, respectively CA, role-play, the construct of IC, and preliminary sequences. CA “reveals the principles by which people organize their talk in interaction, and the actions that such talk brings about” (Antaki, 2015, p.1). Role-play, on the other hand, is a social event wherein participants enact social roles in a predetermined context (Crookall & Saunders 1989). Investigating role-play interactions, this study sets out to uncover participants’ ICs for initiating role-play interactions in entering into the task talk. Wong and Waring (2010) define IC as “the ability to use the various interactional resources, such as doing turn-taking or dealing with problems of understanding” (p. 7). Likewise, the construct of IC in this study simply refers to what is understood from IC. Knowing what entails IC enables test

designers to create a valid IC assessment setting and hence to ensure the construct validity in IC assessment. In this sense, previous research that has defined the nature of IC and its display by L2 learners can be helpful for conceptualizing its construct. As this research argues, there is still a long way to fully understand how the construct of IC is displayed in assessment settings. For this reason, the construct of IC in this study simply refers to what one understands from the nature IC and how it is displayed by interactants because each feature of IC (e.g., turn-taking organization) is a part of the construct of IC. Relatedly, this research examines the participants' initiation of the role-play interaction that marks the exact moment when test-takers transform written role-play instructions into talk-in-interaction. The participants draw on various preliminary sequences to launch their role-play. According to Schegloff (2007), preliminary sequences, or pre-sequences, refer to turn or sequences that project an incipient main action. To illustrate, asking a recipient's availability before inviting to a place is the pre-sequence, while the invitation is the main action. Use of such preliminary resources before the main action is effective in several ways. For example, they contribute to the co-construction when speakers build their turns over previous ones during the interaction. Drawing on this moment-by-moment transformation process, this thesis examines how the first topic is initiated at the beginning of role-play interactions.

I now turn to the relevant literature on IC assessment in Chapter 2 and then describe the research methodology and the research context in Chapter 3. Following this, I present the findings in Chapter 4 and discuss their implications in relation to L2 IC in Chapter 5.

Chapter 2

Literature Review

1. Interactional Competence and its Assessment

There is a growing body of literature that has recognized the importance of IC over the last two decades across diverse fields such as second language acquisition (henceforth SLA) (e.g., Hall et al., 2011; Markee & Kasper, 2004; Pekarek Doehler & Berger, 2015), classroom interaction (e.g., Can Daşkın, 2015; Sert, 2015), and computer-mediated interaction (Balaman & Sert, 2017). In a similar vein, recent years have paid an increasing attention to assessing IC (e.g., Al-Gahtani & Roever, 2012, 2014; Roever & Kasper, 2018; Youn 2020b). Prior to reviewing studies with a descriptive interest towards what constitutes IC for assessment purposes, a question remains to be answered: why does IC matter? Understanding what constitutes IC may also contribute to the reason why it has been and presumably will be a hot topic for researchers from various fields in the following years.

Talk is a social and collaborative event in which participants play dual roles, being a speaker and a listener (Roever & Kasper, 2018). In doing so, they accomplish social actions. The accomplishment of social actions in and through talk, however, is not simply made through a vocal organization. It is rather composed of systematic resources. These may include prosody, body, linguistic resources, conversational structures, and social and semiotic resources for participants to take participate in any conversation to accomplish social actions. Among these resources, none of them is substitute to another; rather, they are a part of a whole that can be deployed by speakers in their social-interactional gatherings. Considering that natural interaction includes more than one speaker at a time, speakers exploit such resources available in accomplishing their actions, while at the same time these resources are reciprocated by the speakers in the same setting around the common social actions. In other words, speakers display their understanding with these resources, produce relevant responses to previous speakers, and eventually co-construct a conversation together with other

interlocutors in natural talk. Therefore, interaction is a social practice with speakers who somehow gather within a particular interactional environment, and interactional resources are the reflective practices of these speakers to shape their and others' talk to express themselves, to understand the others, and to maintain their occasion, their interaction, while they are accomplishing actions socially. With this in mind, IC turns out to be a social construct revealed in interactional events wherein talk is co-constructed and actions are co-completed. Thus, IC highly relies upon participants' use of interactional resources (e.g., taking turns, starting and ending a conversation, requesting, offering) at appropriate places in a conversation. Roever and Kasper (2018) state that *competence* does not necessarily make IC a cognitive term; rather, it includes both competence and performance, and it is situated in the social and situational talk of the participants. Therefore, IC is a social term that draws on participants' use of interactional resources as well as the way and place these resources are used.

Historical footprints of IC go back to Hymes' (1972) communicative competence defined as individuals' appropriate language use in particular settings. In his revision of communicative competence, Hymes (1992) starts defining its origin with reference to generative grammar and ethnography of communication, which shape the communicative competence as the use of cognitively associated knowledge in interaction with others. The term was later updated by Canale and Swain (1980), Canale (1983), and Bachman (1990). Canale and Swain's (1980) and Canale's (1983) communicative competence includes the components of i) grammatical competence (i.e., syntax knowledge about the language), ii) sociolinguistic competence (i.e., knowledge of social and cultural norms), iii) discourse competence (i.e., knowledge of producing cohesive and coherent language), and lastly iv) strategic competence (i.e., knowledge of conversational strategies to maintain the talk). In contrast, Bachman's (1990) communicative language ability contains i) language competence (i.e., syntactic and pragmatic knowledge), ii) strategic competence (i.e., knowledge of planning and producing talk), and iii) psychophysiological mechanisms (i.e., awareness of psychological factors affecting talk). Since the communicative competence frameworks treat speaking

proficiency as individuals' ability (Pekarek Doehler, 2019), the co-construction of meaning between the individuals together with their joint efforts for maintaining the conversation was missing in these models. To this end, Kramsch's (1986) IC made a further contribution in conceptualizing the notion of speaking proficiency as she emphasized the involvement of interactants' collaborative efforts intended to better understand each other, and thereby maintaining the ongoing interaction. She argues that interaction "entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions and arriving at the closed possible match between intended, perceived, and anticipated meanings" (Kramsch, 1986, p.367). IC, coined by Kramsch (1986), puts an emphasis on individuals-as-participants-at-talk and their socially constructed roles in daily speech events. She points out that:

> "[S]uccessful interaction presupposes not only a shared knowledge of the world, the reference to a common external context of communication, but also the construction of a shared internal context or 'sphere of intersubjectivity' that is built through the collaborative efforts of the interactional partners". (p. 367)

The collaborative efforts of the interlocutors comprise of their negotiations with intended meanings and necessitate a well awareness of speech mechanisms needed to maintain the conversation as fluently as possible in its own specific context, which is a pre-requisite of a successful interaction according to Kramsch. To illustrate, a speaker takes and produces turns, while the others are listening to them. Then, another speaker takes a turn and responds to the previous speaker in a contextually-fitting manner. Speakers' taking, allocation, and/or sharing turns, in a conversation are one of the collaborative efforts IC focuses on. Thus, IC stresses that speakers collaboratively construct their conversation by sharing their turns whose management is also a part of IC as natural talk is dynamic, contingently-evolving, and contextually-affected. Simply, it is a complex entity. It demands interactants' active participation into the ongoing interaction (Roever & Kasper, 2018) and the use of interactional resources to accomplish their social actions in and through interaction. This complex

phenomenon requires interactionally competent individuals-as-collaborators who can subtly manage both others' and their own turns while speaking so that interaction can continue with the least number of communication breakdowns- that is, without overlaps and gaps (Sacks et al., 1978).

Back to the question asked in the first paragraph, IC matters because language learners as social beings need to be proficient enough to produce socially, contextually, and interactionally fitting contributions to their talk. And, these contributions occur with their collaboration. To this end, IC has been explored as to how it is acquired and developed over time in SLA studies (e.g., Hall et al., 2011) using the analytic framework of conversation analysis (henceforth CA). In relation to this, Hall et al. (2011) state that CA is a factor that has affected how IC and its development are conceptualized as it investigates naturally occurring talk in its social context drawing on how interaction develops, what resources are used, and which social actions are accomplished by the speakers. In other words, since both CA and IC are informed by convergent perspectives, CA has become a useful tool for the analysis of IC, and the studies that have analysed L2 IC as part of SLA has been termed as CA-SLA (Markee, 2000).

CA-SLA studies defined language learning as a situated process embedded in and emerging from interaction, and thus it is viewed as an observable and a trackable behaviour change (Pekarek Doehler, 2012). For example, Berger and Pekarek Doehler (2018) showed how an L2 speaker's shallow storytelling practices evolved in nine months. While the participant was able to tell the past events with short resources at first, she started to produce more complex ones and became more engaged within the telling practice after nine months. In a similar vein, Hellermann (2018) provided longitudinal evidence to the change of literacy events (i.e., talking about books) over four months. He demonstrated that while the focal participant was not initially able to interactionally attend to these events and relied on peer support, he started to attend the activities more attentively (e.g., reading aloud and reading collaboratively with other peers) after five months. L2 speakers' such behaviour changes in

their mundane interactions show that the development of the ways interaction is managed by speakers is observable within the micro-details of talk-in-interaction. Thus, Markee (2008) states that such development:

> "involves learners orienting to different semiotic systems – the turn taking, repair, and sequence organizations that underlie all talk-in-interaction, combined with the co-occurrent organization of eye gaze and embodied actions – and deploying these intersubjective resources to co-construct with their interlocutors locally enacted, progressively more accurate, fluent and complex interactional repertoires in the L2". (p. 406)

Markee's definition of L2 IC development draws on various constructs including verbal and non-verbal resources as a repertoire of interaction. Thus, L2 IC development requires a variation and an effective use of one's interactional repertoire in talk-in-interaction. While CA-SLA provided solid evidence to its learning and development (see also Pekarek Doehler et al., 2018) across domains, investigation of the assessment of L2 IC has the potential to further contribute to its understanding, inasmuch as providing insights into the teaching of it. To this end, L2 IC has been the subject of studies investigating what features of L2 IC can be achieved by speakers at different proficiency levels (e.g., Galaczi, 2014) and how it can be taught (e.g., Balaman & Daşkın, 2019).

Its inclusion into assessment settings as part of speaking proficiency shows that L2 IC has been largely accepted in the field, and it has become a desired speaking outcome for L2 learners. Therefore, the assessment of L2 IC has been applied to various formats such as oral proficiency interviews (henceforth OPIs), paired and group (i.e., peer-to-peer) speaking tests, and role-plays to further understand what constitutes L2 IC and provide its distinctive features to sustain validity and reliability over the course of assessment procedures. In addition to the test formats and features of L2 IC, raters' perceptions of L2 IC as well as developing valid assessment rubrics have gathered a similar attention as they are sine qua non in any type of

assessment. To this end, the next sections will focus on studies with a specific interest to L2 IC assessment in OPIs, role-plays, paired tests, and raters' perceptions of L2 IC.

1.1. Oral Proficiency Interviews (OPIs)

There has been a reflexive relationship between the oral proficiency tests and the predominant language frameworks of the era. In this sense, the Grammar-Translation Method and the Direct Method were influential in the early forms of OPIs. Cambridge Proficiency Examination (CPE), which started certifying foreign students' English language proficiency in 1913, contained translation sections from English to French or German and vice versa as well as dictation and reading aloud sections (Weir, 2005). The paradigm shift in language proficiency due to the attention to social grounds via communicative competence necessitated an update not only in teaching pedagogy but also in testing formats. Therefore, new test types along with more communicative teaching approaches to assess oral proficiency came to the stage both as a response to traditional tests and to communicative inquiries of the era (Galaczi & Taylor, 2018) that paid attention to social and contextual factors. Van Lier (1989) calls this transformation in L2 oral tests as "the proficiency movement" (p. 491). As an example to this transformation, Weir (2005) notes that the updates in CPE's content in late 1970s and early 1980s made the test similar to contemporary Cambridge examinations that include the assessment of social or context-specific use of language. Relatedly, OPIs also reflect this transformation as candidates participate in OPIs to produce assessable samples to interviewers, who are in charge of eliciting such samples from the candidates in the OPI interaction for scoring, rather than dealing with read aloud or translation tasks.

The oral proficiency tests have mainly focused on the communicative skills of test takers. In line with this, what constitutes an oral proficiency has been mostly answered from the communicative competence perspective. For example, while Canale and Swain (1980) used the "communicative competence" framework, later updated by Canale (1983), Bachman (1990) brought up "communicative language ability" for a definition of oral proficiency. Although different researchers came up with different terminologies to define oral proficiency. One thing

is clear; that is, oral proficiency emphasizes test takers' spoken productions and takes into account the context-bound language use as well as the individuals in the speech environment. In addition to communicative competence frameworks that view the proficiency as individuals' knowledge of language use, Kramsch (1986) coined the term IC within the emerging body of the proficiency movement. She further provided IC as reciprocal actions of interactants in a mutual mode of speaking, thereby locating the notion of proficiency in a collaborative social context. This broad understanding of language competence and the widespread recognition of OPIs encouraged researchers to examine their effectiveness (Bachman, 1988; Lantolf & Frawley, 1985; Ross, 1992; van Lier, 1989; Young & Milanovic, 1992). Despite their common use, research showed that OPIs are not effective tools for assessing the ordinary conversation skills of the participants since OPI interaction is slightly different from natural talk (Lazaraton, 2002; van Lier, 1989; Young & He, 1998). Thus, they are defined as "institutional speech events" (Kasper & Ross, 2007, p. 2046) rather than natural talk.

As regards the differences between OPIs and natural talk, Van Lier (1989) explained the differences between an interview and a natural conversation and argued that OPIs (i) do not warrant an effective conversation yet entails elicited responses, (ii) consist of interactional asymmetry; that is, the interviewer has more power due to the institutionality of the interaction, (iii) may not necessarily have candidates perform their "roles" successfully; in other words, that the candidates are not good actors in role-played oral proficiency interviews may not mean they are bad speakers, (iv) do not always include test takers' mistakes but also interviewers' erroneous speech, and lastly (iv) do not always provide rateable speech for rating scales. These points indicate that OPIs are neither eligible for providing a natural environment for natural talk nor effective in eliciting rateable speech samples. Similarly, Young and Milanovic (1992) investigated native speaker (NS) and non-native speaker (NNS) discourse as well as its variation in OPIs. Their results brought further evidence to van Lier's (1989) argument regarding the power of the interviewer in turns. They found out that test takers' turns were more goal-oriented, and that interviewers were not interactionally collaborative towards test

takers. As Young and Milanovic (1992) state “the interviews often confront candidates with situations such as having to respond to rapidly shifting topics initiated by the NS, which under other circumstances we may consider of little relevance in the assessment of oral proficiency” (p.421). These findings suggest that early forms of OPIs were not effective in creating an ordinary symmetric interactional space between the participants since one of them is positioned as an assessor and elicitor of the talk. In other words, the interviewer’s institutional authority influences the OPI talk and hence threatens the construct validity of OPIs because the OPI talk differs from how interviewees use their L2 oral communication skills in mundane talk.

Kasper and Ross (2007) brought further evidence regarding the sequential organization of OPIs. Focusing on multiple questions (MQs) series in a horizontal (i.e., within the same turn) and vertical (i.e., across turns) environments, they argued that when MQs of the interviewers are sequentially extended, they are responsive to the candidate’s response as problematic or inadequate. Thus, they provide the candidates another chance for producing the relevant response after the later than the first question. Contrarily, when MQs are in the same turn, they are proactive as they elicit the relevant response in the second turn. That being the case, they concluded that the interviewers’ interactional styles (e.g., proactive or responsive) have different impacts on the candidates, and the raters’ decisions can be explicitly affected, so can the construct validity of the OPI. Additionally, Lazaraton (1992) applied the methodology of CA in order to identify the traces of natural interaction by analyzing the structural organization in oral-skills course placement interviews. The findings showed that turn exchanges were similar to an interview rather than a natural speech event except for opening sequences that were found similar to normative face-to-face daily encounters (Goffman, 1967). As a result, the OPI in Lazaraton’s study was not providing a natural conversation environment; rather, it was an institutional one.

The interviewers’ explicit impact on the test scores has a strong potential to jeopardize the test’s ability to appropriately assess its primary focus, thus its construct validity, because

what is aimed to assess, the candidates' speaking abilities, are shaped by the interviewer's goal-directed sequential formation. However, as Kasper and Ross (2007) demonstrated, such institutional formations of interaction that aim to elicit rateable speech samples of the candidates do not enable natural sequential environment – similar to ordinary conversations – to the candidates to perform their talk. In such cases, there may not be a standard interviewer effect observable in OPI conversations. For example, Brown (2003) found that the interviewer talk may show variations from one interviewer to another, and thus candidates can get non-standard results based on standard rubrics. In her study, Brown (2003) investigated two interviewers' talk with the same candidate and documented that one was more supportive than the other in terms of topic management, questioning, and feedback sequences. Unsurprisingly, the candidate was given the higher score in the supportive interviewer's OPI in comparison to the less supportive interviewer as the raters reported that the candidate was more collaborative and able to produce extended talk compared to the other interview in which the same candidate was given the lower score. The results of this study are noteworthy from several aspects:

(i) the raters judged the same candidate's interactional efforts as recognizably different in two OPI conversations,

(ii) the same candidate was given different proficiency scores in these two interviews,

(iii) the interviewers' interactional styles were different,

(iv) the interviewers' interactional styles had an impact on the test score.

Considering that talk is context-shaped and context-renewing (Seedhouse, 2005a), the interviewer's effect on the sequential organization can be understandable and acceptable. However, this also threatens the standardization of OPI tests, and their impact on the test scores necessitates an interviewer training to ensure the construct validity (Brown, 2003). Additionally, the interviewer effect is of paramount importance when assessing IC because it requires cooperative interactional actions of speakers.

IC is the joint accomplishment of the participants who produce context-specific turns in a naturally occurring interaction. In this sense, OPIs are environments where a candidate and

an interviewer collaboratively maintain an interactional work. Therefore, OPI tests cause the aforementioned reliability, validity, and authenticity problems, all of which were seen as significant facets of a language test by Bachman and Palmer (1996). OPIs in interview formats seem to lack providing a natural speech environment for test-takers for many reasons as discussed above. This raises questions as to how one can strengthen the effectiveness of such exams. An interviewer training can be a way as suggested by Brown (2003) since interviewers who are more aware of the naturally occurring talk can spend more interactional efforts for creating the candidates more opportunities to display their speaking skills. Although the field has attempted to find solutions, it should be noted that the institutionality will inevitably be a part of these exams not only because the institutional needs beget them, but the participants of the OPIs, candidates and interviewers, bring their social identities to the setting and shape their talk. Considering the social identities of candidates and interviewers, paired/group tests and role-play tasks have also been employed as an alternative solution to operate a mundane-like conversations in the assessment setting.

Accordingly, paired and group formats of oral proficiency assessment have gained momentum and received more empirical research attention (Galaczi & Taylor, 2018). This also implicates a movement to peer-to-peer interaction in OPIs repositioning interviewers as observers and raters. In contrast to OPIs, the availability of more than one test-taker may provide a joint interactional space, and thus a symmetrical interaction can occur between the candidates. This may help test-takers to demonstrate their interactional resources in a similar way to their daily conversations. As in daily speech events, interactants may have equal power distribution (Gan et al., 2009) over the turns, the topics, and the sequence organization in paired oral assessments.

This argument has also been supported by CA research on paired role-play talk in assessment contexts as role-plays have potential to provide a similar interactional setting to natural talk (Al-Gahtani & Roever, 2012; Doyğun, 2021; Huth, 2010; Okada, 2010). As Kasper and Rose (2002) stated, the effectiveness of role-plays in IC assessment comes from their

affordance to help learners use target speech functions in multiple turns. The participants act out the given roles in different role-play settings such as in open and closed role-plays. Here is noteworthy that the roles are not necessarily static and the participants can exchange their roles in and across turns when acting out their role-plays (Doyğun, 2021). In acting their roles, the candidates collaboratively engage in the role-play to complete a previously determined communicative act for a particular situation in closed role-plays, whereas in open role-plays they are given a situation, their roles, goals in their role cards without any predetermined outcomes (Kasper & Rose, 2002). In both types, the candidates participate in the role-plays to accomplish an authentic communicative goal, and therefore the use of role-plays in paired oral assessment may enable them to produce similar interactional resources that are also used in daily speech. The availability and extend of these resources may give an idea to raters about the degree of test takers' oral proficiency. With that in mind, the next section will focus on the use of role-plays for L2 IC assessment.

1.2. Role-plays for L2 IC Assessment

Crookall and Saunders (1989) define role-plays as "a social or human activity in which participants 'take on' and 'act out' specified 'roles,' often within a predefined social framework or situational blueprint (a 'scenario')" (p. 15-16). In language contexts, the specified roles generally include some communicative acts that need to be achieved by the participants in talk-in-interaction. While performing their given roles, the participants find opportunities to collaboratively use the target language in the predefined social settings. Therefore, role-plays can be considered as the simulations of the real-world practices in which the participants can operate a wide range of language functions in given social settings.

In role-plays, participants need to deploy their interactional resources to achieve context-specific goals (e.g., asking the use of medication to your pharmacist). Although social contexts may determine those goals, interactants need to deploy context-free resources in a context-sensitive manner (Kasper & Ross, 2013). Thus, the use of role-plays may help L2 learners to increase their awareness of interactional resources that can be used in different

scenarios. Also, the extent of language use and interactional resources may give insights to the practitioners about the necessary pedagogical steps that need to be taken further regarding language teaching and assessment.

As role-play settings enable a wide range of social settings, particular communicative goals, and multiple interactants as interlocutors, they have become practical tools for the investigation of the participants' IC. To this end, many practitioners have investigated the use of role-plays in assessing participants' oral-proficiency (Al-Gahtani & Roever, 2012, 2014, 2018; Doyğun, 2021; Kasper & Youn, 2018; Kormos, 1999; Okada, 2010; Sharrock & Watson, 1985; Youn, 2015, 2020a, 2020b, 2020c) in order to observe their interactional and pragmatic abilities in simulated-authentic (i.e., real world like) settings. In doing so, different role-play settings (e.g., open vs. closed role-plays) (Kasper & Rose, 2002) have been used with different interlocutor formats (e.g., candidate-candidate, candidate-interviewer). As previously defined, closed role-plays aim at achieving particular communicative goals in particular settings, while open role-plays only provide a necessary social framework (including the participants' roles and the situation they are in) to the participants to interact with each other. It is noteworthy that closed role-plays do not create many opportunities for the production of ordinary interaction since the communicative acts are predetermined and distributed between the candidates (Kasper & Rose, 2002). As for the participants of the role-plays in assessment settings, they can be either another candidate or an interviewer. In contrary to OPIs, the interviewer's role is not to elicit relevant answers, but to act out the assigned role, so the candidates can display their IC at the given social setting. In other cases, two candidates can simply act out their roles.

Since interaction is co-constructed by the interlocutors, the use of role-plays for assessing IC can be effective to reveal interactional abilities (Kormos, 1999). In her discourse analytic study, Kormos examined 30 non-scripted interview exams and 30 role-plays in which the interlocutors of the candidates were interviewers. She demonstrated that the interviews were dominated by the interviewers unlike the role-plays. Since the candidates in role-plays were analyzed to be more active in accomplishing actions, Kormos (1999) concluded that role-

plays can be a better choice to assess the candidates' oral proficiency. Here should be noted that the discourse analytic perspective of the study does not warrant an emic lens into the participants' actions in talk-in-interaction. Therefore, CA-informed role-play studies are necessary to discuss their effectiveness in assessment settings. In this vein, Okada (2010) investigated role-play OPIs (i.e., candidate – interviewer format) using CA and brought a counterargument to what Kormos (1999) suggested. He found that OPIs with role-play format constitutes asymmetry in turn-taking and topical organization arguing that the interviewers shape the next actions, hence next turns of interaction in role-played OPIs. That is to say, test takers inevitably respond to the next actions and turns constructed by the interviewer; otherwise, they might be treated as incompetent and given lower scores. Therefore, Okada (2010) argues against the perspective viewing role-play OPIs as a better option.

On the other hand, Okada's argument raises critical concerns over the extent to which how natural role-play OPIs can be natural (i.e., authentic). An interaction involves participants in its course of co-construction, thereby being prefixed as "co-", and considered to be a collaborative work. OPIs are already notorious for being asymmetric, and such efforts as their inclusion with role-plays do not turn them into a more naturalistic collaborative work, an apparent finding of Okada's (2010) study, because role-play OPI interactions are still constructed by a single side, and what test takers do is simply to "animate" (Okada, 2010, p. 1654) the interviewer's interactional lead. This suggests that role-play OPIs do not seem to differ from conventional ones in which an interviewer elicits answers from an interviewee. This might result from OPIs' highly institutional nature as the interviewers hinder the candidates in deviating from the task requirements. Otherwise, the candidates' turns might be treated as repairable by the interviewers (Okada & Greer, 2013) since the interviewers aim at eliciting responses relevant not only to the sequential and topical organization but to the OPI context. To avoid such problems, transitions from interview to role-play phase in OPIs are crucial since such moments can reveal test takers' task understandings, and interviewers may resolve

potential problems before starting the role-play in ways standardized by OPI protocols (Burch & Kasper, 2021).

In contrast to the standardized high-stakes OPIs with tightly controlled sequential unfolding by the interviewer, small-scale role-plays such as those in classrooms may function as a real-life like setting, and provide the participants with rights to participate in the interaction to accomplish real-life actions in role-played interaction. It is noteworthy that there can still be some interactional imbalance resulting from the participant roles; however, this may not give either of the participants the right to dominate the interactional space, and similarly the other participants with less interactional responsibility does not need to participate in the role-play interaction only by animating the other participant's turn. Instead, regardless of the predetermined roles constructed for interactional goals, the participants are equally responsible for initiating, extending, maintaining, and closing the interaction in a natural fashion.

Although role-plays are widely recognized as simulations of the real-world practices, they have also been criticized for being inauthentic. For example, Stokoe (2013) investigated both real and role-played police investigative interviews and found out that the two sets had significant differences from each other. To illustrate, while police officers deployed compound turns in identifying themselves in actual interviews, in role-plays they made use of separate turn constructional units (TCUs) for the same action (Stokoe, 2013, p. 182). Drawing on these findings, she concluded that the performances of the participants in role-plays may end up with different practices than the actual ones, and thus role-plays are inauthentic activities. On the other hand, Öztürk (2020) compared the interactional architecture of micro- and actual-teaching sessions of Teaching English to Young Learners course. She showed that pre-service teachers deployed 'designed troubles' in micro-teaching sessions as an interactional resource to prepare the focal teacher to the real classroom. She evidenced that these 'designed troubles' were observable in the actual-teaching sessions. With this comparison, Öztürk demonstrated usefulness and the effectiveness of micro-teaching in teacher training. Similarly,

Nguyen (2018) provided supportive evidence for the use of role-played interactions for professional training investigating role-played consultation and actual consultation interactions. Although there were variations in the use of interactional resources or in the functioning of the same resources between two interactional settings, the focal participant displayed developing practices in the role-played interactions that were transferred to the actual ones. Related to language assessment contexts, Huth (2010) discussed whether elicited talk in role-plays are similar to natural talk, an unelicited interaction, and concluded that the participants draw on the interactional resources observed in naturally occurring talk to produce their turns in elicited talk of role-plays. He highlights that although the structure of role-plays is consequential for the unfolding of interaction, there is not a clear distinction for the consequentiality of elicited vs. unelicited talk in role-plays. In other words, the dichotomy of elicited vs. unelicited talk remains to be inconsequential in role-plays. This suggests that role-plays, albeit their caveats regarding authenticity, have the potential to scaffold the participants for accomplishing interactional practices also seen in daily life (Youn, 2020c). Therefore, practitioners can benefit from role-plays as “a guide to practical actions in the actual situations” (Garfinkel & Sacks, 1986, p. 181).

Additionally, Okada (2010) argues that even though the interactional co-construction of role-plays in assessment contexts may differ from that of daily life, role-play and daily conversations contain common features. For example, the candidates in role-plays are required to produce contextually relevant and sequentially appropriate responses to their interlocutors. This supports that role-play settings provide a simulated, put differently, an inauthentic environment wherein the participants need to display their interactional abilities similar to ordinary environments. A close investigation of participants’ interactional resources in role-plays, therefore, can provide insights about the degree of their IC as they deploy context-free everyday interactional resources. Also, it should be noted that if role-plays do not provide an authentic interactional context to the candidates, then their context validity will be in danger. In other words, Stokoe’s (2013) argument will be a threat to the operationalization

of role-plays for language assessment purposes, which should lead the practitioners who apply role-plays for language assessment purposes to some caution about the context validity of their tests.

The concerns about the validity of role-play assessments are built around the role-play structures as to what extent they are authentic social settings and how much they offer the participants to produce authentic language use, as previously discussed. Despite limited in number, there are available studies demonstrating the availability of the context validity in relation to the authenticity in role-played language assessment tests. Context validity, according to Weir (2005), is:

> "concerned with the extent to which the choice of tasks in a test is representative of the larger universe of tasks of which the test is assumed to be a sample. This coverage relates to linguistic and interlocutor demands made by the task(s) as well as the conditions under which the task is performed arising from both the task itself and its administrative setting". (p. 19)

Youn (2020b) explored the influence of the pragmatic variables in the context on the interactional productions of the participants in two different open role-plays. Two different role-play settings, a student-student and a student-professor role-play, enabled the researcher to analyze whether the contextual factors, i.e., "interlocutors, communicative functions, and settings" (p. 97), had an impact on (i) opening sequences, (ii) interactional fluency, and (iii) linguistic resources. Youn (2020b) revealed that the participants benefitted from varying interactional resources in the three factors; used more elaborate opening sequences with preliminaries in role-plays with professors, and similarly used if-clausal formats with professor role-plays in comparison to those with classmates. The findings showed that the participants were able to interact in a context-sensitive way using context-free resources, and thus the role-play setting of the study demonstrates a strong context validity (Youn, 2020b). While the context validity reflects the contextual impact of role-play setup on assessment interactions, the results are also relevant to the construct validity as context-sensitive productions of the

participants who use context-free resources at particular moments represent the construct of IC (Young & Miller, 2004). Also, Kasper and Youn (2018) investigated how talk-in-interaction is generated from the role-play setup in which the participants were required to ask for a letter of recommendation from a professor. Their findings showed that the participants displayed different understandings of the setup, and thus this difference resulted in various sequential designs. Similar to this, the participants were observed to focus on some specific interactional points in their role-plays, indicating that "for the participants not all roleplay specifications are equal" (Kasper & Youn, 2018, p. 611). Regarding the different realizations, the authors discuss that the role-play setup does not control the interactional outcomes, and role-plays provide an authentic interactional ground to the participants. Thus, the researcher's focus should be on the sequential, also interactional, consequences to reveal how they vary.

The validity of role-plays in IC assessment also focuses on the description of L2 IC and its realization among learners at different proficiency levels. Conceptualizing what constitutes L2 IC in assessment interaction and its salient features among different proficiency levels can contribute to measuring the validity of role-plays and help raters score test takers' IC appropriately. To this end, Youn (2015) investigated (i) role-plays' application to L2 pragmatic competence, (ii) the use of data-driven rating criteria and the appropriateness of rating categories (i.e., content delivery, language use, sensitivity to situation, engaging with interaction, turn-taking organization) in assessing L2 pragmatic competence, and (iii) the raters' employment of the data-driven rating criteria in assessing role-play interaction using mixed-method research. Although the research focused on the assessment of L2 pragmatic competence, the data-driven rubric investigated in the research comprised IC-related categories such as engaging with the interaction and turn-taking organization. While qualitative analysis with CA revealed a normative unfolding of role-play interaction, the quantitative findings supported the validity of the rating categories and the reliability of the raters' scoring behaviour. The role-plays and the data-driven rubric used in the research do not only enable authentic interaction, but they also represent the construct validity of L2 IC with the qualitative

findings based on CA. Higher-level participants use preliminary turns (i.e., pre-requests) prior to the main actions, (see section 2 below for a detailed review of preliminaries) and produce more complex turns using various verbal contributions such as acknowledgement tokens, displays of understanding, and contingent responses. Although her research provides significant findings for the use of valid rating criteria for the assessment of L2 pragmatic interaction, it should be noted that the rubric mainly draws on the main constructs (e.g., turn-taking organization), and it lacks some other components of IC (e.g., opening a conversation).

Given that role-play contexts are simulated interactional settings in which participants act out their roles using context-free resources to accomplish specific actions in a context-sensitive manner, they seem instrumental for assessment purposes. For this purpose, previous research investigated whether role-played settings enable natural interactional opportunities to the participants, and whether they include an authentic talk setting (Kasper & Rose, 2002; Huth, 2010; Stokoe, 2013). As previously discussed, role-play settings are not completely authentic settings; however, they are still capable of enabling participants to perform authentic language use (Huth, 2010; Kasper & Youn, 2018; Youn, 2020b).

IC may require various interactional abilities to accomplish various social actions. Thus, investigating it in its sequential context is a necessity. Examining the social role enactments of Chinese L2 learners, Roever and Dai (2021) found that interactants' shared knowledge can be exploited by the participants to accomplish the target social actions in role-plays. Youn (2020a) also analyzed the management of proposal sequences by participants at various proficiency levels and revealed critical differences between higher and lower proficient participants' accomplishment of social actions in proposal sequences. To illustrate, higher-level participants produced pre-expansions establishing a mutual understanding between the interlocutors prior to the proposal, while lower-level participants directly launched the proposal. Additionally, higher-level participants produced more extended turns and wide range of topic-shift markers. Showing that higher and lower proficiency learners manage the interactional organization of proposal sequences in different ways, Youn (2020a) provided validity evidence for the

assessment of L2 IC in and through proposal sequences. Related to cross-sectional differences (i.e., the difference between higher and lower proficiency learners) of IC, Al-Gahtani and Roever (2012, 2014) showed variance in the sequential organization and learners' orientation to preference organization as lower-level learners used fewer pre-expansion moves and directly launch the main action (Al-Gahtani & Roever, 2012). Additionally, longitudinal data revealed that lower-level learners showed a dramatic increase in their use of preliminary sequences prior to the main action (Al-Gahtani & Roever, 2014). The documentation of such cross-sectional variance between lower- and higher-level learners may contribute to the descriptions of the interactional events in L2 IC assessment context, and this can provide validity evidence for L2 IC as "[w]ithout an empirical description of what an intended language construct constitutes, valid and reliable assessment is simply not possible" (Youn, 2020a, p. 94).

Additionally, the assessment method of L2 IC (e.g., Youn, 2015) is another domain that has drawn empirical attention as rubrics and their use in role-play settings are inseparable from the L2 IC assessment procedures. While attention to the features of L2 IC among various proficiency levels can contribute to describing the construct, the description of the construct needs to be represented in rubrics as rateable categories. In this sense, the analytic framework of CA can also be useful for developing thick descriptions, rating categories, and valid rubrics for the assessment of L2 IC (Youn, 2015). To this end, the next section will discuss the findings of previous research on the construct of L2 IC and its validity in paired speaking assessment, thereby providing its salient features at different proficiency levels.

1.3. Paired Speaking Assessment for L2 IC

Various formats to L2 IC assessment may contribute to unearthing their interactional consequences (Ross & Kasper, 2013). Paired or group oral proficiency tests, useful tools for the assessment of L2 IC, can provide a symmetrical interactional setting to the candidates compared to OPIs (Galaczi & Taylor, 2018) that have been often criticized for the lack thereof (Kormos, 1999; Lazaraton, 1992, 1997, 2002). They are also economical (Greer & Potter,

2015). Additionally, they can enable test takers to display wide range of interactional skills (Kasper & Rose, 2002) that are similar to those observed in natural conversations (Ducasse & Brown, 2009). The peer-to-peer format can turn this IC exhibition into a joint event with more opportunities to contribute to the unfolding interaction (Sandlund et al., 2016). Therefore, these assessment settings can ensure reliable and data-driven evidence in relation to the test takers' IC (Fulcher & Davidson, 2007). With that being said, paired interactions can reveal the features of L2 IC as co-constructed in and through interaction and provide rateable samples to the practitioners assessing L2 IC. These interactional settings may comprise one (i.e., paired speaking) or more peers (i.e., group speaking) without having any test examiner or interviewer actively participating in the interaction. When such formats include an interviewer as a peer, the nature of talk may be overshadowed by the interviewer's availability as, according to Brook (2009), this format results in an asymmetric interaction similar to conventional OPIs. With this in mind, peer-to-peer format in this section refers to settings where two or more learners interact with each other.

In such settings, while the features of L2 IC emerge from "*jointly* constructed interaction by *all* participants" (Young & He, 1998, p.5, original emphasis), the degree of co-construction between the peers is also shown to vary between high- and low-level participants (Galaczi, 2008; 2014). To illustrate, learners with higher proficiency orient to and extend the previous topics, whereas lower-level learners initiate their own topics instead of showing orientations to the ones previously initiated (Galaczi, 2008). Therefore, the difference in the management of peer-to-peer interaction makes apparent that such interactions, similar to daily life, do not unfold easily. Rather, they require interactional efforts of the participants, which recognizably reflects their IC. The difference between the performances of learners at various proficiency levels is not limited to topic development sequences. Galaczi (2014) also described IC of learners at different proficiency levels based on Common European Framework of Reference (CEFR) and furthered the key features of IC across proficiency levels to listener support moves and turn-taking organization of the participants. She found that lower-level learners showed

minimal listener support and produced longer gaps, while higher-level learners displayed diverse listener support moves such as backchannels and comprehension tokens and developed the interaction in a no-gap no-overlap manner (Sacks et al., 1978). The findings highlight that learners can engage in interaction in a more active way by supporting their interlocutors, drawing on the previous topics with topic extensions as their proficiency increases. Therefore, they can display wide range of interactional resources when necessary. This argument aligns with Hall's (2018) IC definition as she explains IC as "the underlying competence of learners on which they draw to participate in their interactions, their interactional competence" and as "the diverse language-specific linguistic forms and other resources that learners develop from their participation in diverse social contexts over time" (p. 25). Hall's definition of IC emphasizes participation to interaction (Ross & Kasper, 2013), thus it focuses on both speaker and listener roles (see Roever & Kasper, 2018 and Roever & Dai, 2021 for the reciprocity of two roles and their conceptualization in language testing). In this sense, learners need to demonstrate that they are listening to their interlocutors in their turns and that they contribute to the development of the talk with extension moves, referred to as interactive listening (Burch & Kley, 2020) or active listenership (Sert, 2019). Sert (2019), for example, evidenced the diversification of L2 learners' active listenership through turn completions and candidate lexical item offerrings. Participants as co-interactants are accountable for such efforts in peer-to-peer speaking assessment tests since their ability to collaboratively talk will be assessed, and more importantly the ways of achieving these efforts will indicate the level of L2 IC competence.

Considering that collaborative oral productions of learners as interlocutors in speaking assessment tests are related to IC, investigating the ways of co-construction in various task designs with different interactional purposes can enrich its concrete description across proficiency levels. To this end, many researchers have attempted to reveal the interactional resources test takers utilize in peer-to-peer assessment interactions as to, albeit not limited to, how they achieve intersubjectivity (Burch & Kley, 2020) and maintain progressivity of the

interaction (Hırçın Çoban & Sert, 2020; Kley et al., 2021), manage troubles emerging during the interaction (Sandlund & Sundqvist, 2011) and turn-taking organization (Greer & Potter, 2015; Barth-Weingarten & Freitag-Hild, 2021) as well as maintaining contingency with responses to previous turns (Lam, 2018). To illustrate, Hırçın Çoban and Sert (2020) found that peers mark interactional troubles through various verbal and nonverbal resources (e.g., hesitation markers, gaze aversions, smiles), and they resolve these troubles through sub-topic transitions (i.e., brings a new sub-topic to the focal discussion pivoting the previous talk, thereby the new sub-topic contributes to moving the interaction forward), formulations of understanding (e.g., claim of understanding and demonstration of understanding), and collaborative sequences (i.e., attending to the co-interactant's topic and offering candidate completions). Their findings highlight that the management of interactional troubles may include a wide range of ways and resources, and thus assessment of L2 IC needs to include the management of such interactional moments as they are crucial for maintaining the natural flow of the talk. Similar to this, Burch and Kley (2020) investigated how peers achieve intersubjectivity, a key feature of L2 IC (Galaczi & Taylor, 2018), in their assessment interaction. They showed that peers display intersubjectivity in and through turns with (i) reformulations of the previous turns, (ii) facial expressions, (iii) intonational resources, (iv) minimal verbal responses, and (v) repairs. The authors highlight that such resources are produced in a contingent way while also treating the interaction as part of an assessment. As the maintenance of intersubjectivity is a common goal for interactants to accomplish a meaningful and purposeful conversation, Burch and Kley (2020) call for a closer look at the achievement of intersubjectivity for a better IC assessment.

More on intersubjectivity, recipients' responses to previous turns have drawn further attention as natural talk unfolds through the succession of turns whose relevance to the previous ones and to the current topics is essential for maintaining intersubjectivity and preventing interactional troubles. For this purpose, Lam (2018) investigated contingent turns in response to previous ones in a group L2 IC assessment setting and reported that responses

contingent on the previous speaker's turn include (i) formulations of the previous response, (ii) accounts for agreeing or disagreeing, and (iii) extensions of the previous topics. Such response types demand attending to the others' turns (Lam, 2018), hence requiring high level of engagement with the ongoing interaction, which aligns with the raters' perspectives while scoring L2 IC because they reportedly view such collaborative engagements as authentic interaction (May, 2011). Lam (2018) therefore contends that L2 IC constitutes the speakers' ability to produce responses contingent on the previous speaker's turns, and further argues that such responses can align with other features of L2 IC such as interactive listening. Similarly, Gan (2010) compared two sets of group discussions, namely higher and lower proficient learners, to view whether there is a difference of engagement. The findings showed that higher level learners engage with each other's talk through topic extensions, floor competitions, and overlaps, whereas the participants in the lower-level group display limited achievement for producing contingent responses using minimal response tokens, although they were still able to support each other, indicating that the primary aim is to maintain the talk rather than extending each other's ideas. Higher level participants, on the other hand, demonstrate a substantive and genuine interaction drawing on each other's talk with various interactional functions such as expansion, agreement, disagreement, and clarification. Both Lam (2018) and Gan (2010) showed that L2 IC requires producing turns aligning with and related to the previous turns to extend the topic, and thus they can be considered as part of IC.

While producing extended turns are indicative of L2 IC, the management of turn-taking organization may also play a role in displaying IC as learners make their contributions based on this organization. Investigating the group discussions of novice English learners, Greer and Potter (2015) revealed that the participants draw on fixed turn-allocation devices (e.g., how about you?) during the course of assessment interaction, and such devices may help participants prepare for their incipient turns. Additionally, more proficient learners in the group may perform as a turn allocator to elicit group members' contributions, especially from non-

active ones. Unlike authentic interactional settings, the use of such a fixed turn-allocation device may contribute to eliciting relevant responses from each member of the assessment group (Greer & Potter, 2015). This indicates that assessment interactions are still constrained by the institutional needs, and as a result, the participants develop specific ways for managing their interaction. Similarly, Barth-Weingarten and Freitag-Hild (2021) demonstrated that learners may benefit from a wide range of turn-holding devices such as elongation and conjunctions. Related to this, Sandlund and Sundqvist (2011) emphasized that learners may show particular task management styles depending on their proficiency levels. In their study, learners with higher proficiency levels based their task management styles on the task instructions, but managed the task without relying on the instructions, whereas low-level learners displayed lack of understanding of the task. Consequently, the authors argued that learners' task management and raters' assessment styles may be connected with each other.

To conclude the section, peer-to-peer format (i.e., two or more learners interacting with each other) is effective for eliciting various interactional features and can demonstrably reveal test-takers' proficiency levels with reference to the features of L2 IC for particular levels (Galaczi, 2008; 2014). Additionally, the recognizable features of higher-proficient learners' talk include attending to previous speaker's turns with extension and elaboration moves (Brooks, 2009; Gan, 2010; Galaczi, 2014; Lam, 2018). Therefore, L2 IC requires the ability to, first, display an understanding of previous turns, and then produce turns not only relevant to previous ones but effective for enriching the topic being discussed. When the topic cannot be furthered, it is peers' responsibility, as part of their L2 IC, to resolve the trouble. Relatedly, Hırçın Çoban and Sert (2020) reveal the availability and diversity of resources that may contribute to the maintenance of interaction. What is common to the overall body of research discussed in this section is that learners as test-takers do not have a chance to lean their back against their chair during the assessment interaction leaving the floor to their interlocutor (i.e., their peer). They are required to contribute to ongoing interaction contingently and attentively to provide rich data to raters as L2 IC is embedded within and across turns. Sandlund et al.

(2016) note that although peer-to-peer test formats are close to daily interaction and offer authentic rateable speech samples, and rich data offered by such formats are necessary for developing valid rating criteria that include as many L2 interactional patterns as possible, peer-to-peer formats come with other problems such as standardization of the tests, interlocutor support (McNamara, 1997), or non-representative rating scales (Brooks, 2009). The proficiency level of each peer, especially, is considered to be a significant factor in rating pairs' performances (Kot Artunç & Ortaçtepe Hart, 2020) and developing data-driven rubrics (Kley, 2019; Youn, 2015). In addition, Brooks (2009) underscored that interactional features of paired format tests are richer than those of individual format in which test-takers interact with an interviewer, thus calling for the development of more inclusive rating scales. With this in mind, the next section will present a review of the raters' understanding of what constitutes L2 IC as it is as significant as test takers' displays of it.

1.4. Raters' Perspectives and Rating Scales in Assessment of L2 IC

L2 IC cannot be fully understood without revealing raters' perceptions of it as they are the party deciding on the level of L2 IC each test taker has benefitting from descriptors and rating scales. Therefore, raters need to be provided with rich L2 IC assessment data (Kley, 2019) to help them conceptualize the salient features of L2 IC (Hırçın Çoban & Sert, 2020). In this sense, investigating the ways raters ascribe the level of L2 IC to test-takers can contribute to discovering vague points in IC assessment rubrics (Sandlund & Sundqvist, 2019), which would in return strengthen the validity and reliability of IC assessment tasks. Accordingly, the construct of L2 IC and the data-driven rubrics that are developed from micro-analytic investigations (e.g., CA) and gathered from test takers' assessment interaction can be further supported.

To this end, Ducasse and Brown's (2009) influential study investigated the points on which raters focus in two paired formats in which test-takers interact either with another test-taker or an interviewer. Relying on the raters' verbal reports, they reveal that raters praise (1) effective use of gesture and body language, (2) test-takers' ability to play dual roles attentively

(i.e., listenership and speakership) displaying understanding and providing verbal backchannels, and (3) producing turns contingent on previous ones and topics linked to each other. Additionally, investigating raters' reports to view salient features, May (2011) argued that the most salient features are working cooperatively, conversation management, assertiveness, use of body language, and interactive listening. Similarly, Vo (2021) showed verbal and nonverbal features noticed by the raters. Connecting and expanding topics, confirming comprehension, response time, topic initiation, responding with adequate information are some of the verbal features, while hand gestures, body posture, eye contact, head nod and facial expressions are the nonverbal features identified by the raters. Additionally, raters' reports emphasize that these resources should be employed in sufficient amounts in order for them to be considered as appropriate. For example, test-takers who could not develop their ideas and produce linked topics were rated low although they asked for their interlocutor's opinion. Vo's research is key to understanding the construct of L2 IC with the inclusion of nonverbal interactional resources perceived by the raters (also see Plough, 2021 for inclusion of nonverbal behaviours into L2 speaking assessment). Also, Vo's research highlights, as do Ducasse and Brown (2009) and May (2011), that peer-to-peer format "may provide more opportunities for test-takers to perform their interactional ability, although the individual scripted interview task may also be used to assess test-takers' IC performances" (p. 15). Moreover, raters' judgements in all three studies are, to a large extent, similar, and thus their findings are helpful for providing empirical evidence to what features of L2 IC can be included in rating scales and for ensuring rater validity. Nonetheless, one caveat is that, albeit reportedly similar, such features require thick descriptions of the target performances since raters may face troubles in using pre-determined rating scales for scoring IC that is dynamic and constantly evolving (Sandlund & Sundqvist, 2019). In this regard, rating scales with tangible descriptions can lead to a consistent scoring (Youn, 2015). Also, rater trainings can enhance the standardization of IC assessment as each rater may have different norms and practices for scoring test takers' IC (Sandunlund & Sundqvist, 2021; Youn & Chen, 2021).

Needless to say, investigation of test-taker performances and raters' perceptions are pre-requisite of developing data-driven rubrics with well-defined rating scales. To provide validity evidence for a data-driven rubric that includes five rating categories (content delivery, language use, sensitivity to situation, engaging with interaction, turn-takin organization) in L2 pragmatic competence, Youn (2015) examined (i) the test-takers' performances to view whether the task reflects genuine language use, (ii) the rating criteria for revealing varying performances across proficiency levels, and (iii) the raters' performances in evaluating test-takers' performances using the data-driven rating criteria. She showed that learners deploy diverse interactional resources as per their proficiency level and brought supporting evidence to the first aim. As for the other two, she used CA and FACETs analysis provide evidence for the inclusion of ordinary interactional features to rating scales and raters' consistent and predictable scoring behaviours. Youn's study validated findings for the construct of L2 IC, and more importantly demonstrated seminal ways for investigating the reliability of data-driven rubrics and their alignment with the raters' scoring behaviours. In a similar vein, Kley (2019) developed a data-driven rubric for topic management strategies based on paired performances in classroom assessment. Learners' performances revealed four salient actions for topic management, which are (1) initiation of new topics, (2) reciprocation of the interlocutor's talk/question, (3) expansion on topics, and (4) topic shifts. When the participants initiated new topics, they highly drew on asking information-seeking questions, but setting the talk was another method, albeit low in numbers, to initiate the topic. In addition to these, Kley noted that the reciprocation of questions threatens the progressivity as the recipients direct the same question to the speaker rather than expanding on it, and thus suggested grading their use with low scores. Contrary to such questions, she emphasized that expansions contribute to the development of topics and avoid topic shifts, and they can be graded with high scores. Lastly, she evaluated stepwise topic shifts with higher grades whereas disjunctive topic shits are graded low. Kley's recommendations for scoring certain IC features underline the co-constructed nature of interaction as test-takers need to attend to each other's turns and talk with supporting moves extending and detailing the topic being discussed, while, at the same

time, developing the topic incrementally. Considering this broad perspective, to the extent that learners can achieve and raters can conceptualize, rubrics that are easy for learners and raters to understand and, more importantly, inclusive of the construct of IC need to be fed with micro-analytic data so that higher numbers of constructs of IC can be placed in the rubrics. May et al. (2020) also developed a checklist with descriptors of L2 IC not only for teachers but also for learners as a means of feedback resource. For this purpose, the researchers conducted two-stage research in which they first collected examiner reports to develop a draft checklist, and then piloted the draft checklist with the same examiners in order to reveal the features of IC on which examiners focused on so as to eventually provide a learning material for teachers and learners. While IC features marked by the examiners align with the previous findings in the literature (e.g., maintaining and developing topics, interactive listening, effective body language), the checklist developed from the research contributes to learning and teaching IC. It also shows learrners the expected performances during the assessment interaction and the points they should develop regarding their IC skills. May et al.'s (2020) research is fourfold as it provides (1) validity evidence for the construct of IC aligning with previous research, (2) a teaching material with rich IC descriptions that are based on performance-based interactions and examiner reports, thereby also setting the objectives for teaching IC, (3) a learning material for learners offering detailed information about IC features, and (4) a training material for raters. These findings also promise that the turn of the understanding IC journey since early 80s is close to be passed to learners from researchers.

While the development of data-driven rubrics benefits from the unfolding of L2 IC in assessment interaction and raters' perceptions of it, a particular area has remained to be fulfilled; that is, how can raters who are not trained with CA understand such rubrics? Although May et al.'s (2020) checklist can support rater training as to what constitutes IC, there is a need for further empirical evidence to view whether raters can identify features of IC with reference to evidence-based rating scales. Sandlund and Greer (2020) set out to find answers to this question. They compared two rater groups none of whom had been trained in CA. Providing

one of the groups with a CA-informed (i.e., data-driven) rubric and a traditional rubric to the other, the researchers aimed to understand whether the raters of CA-informed rubric can elicit appropriate references about engagement features during the task. The results showed that raters with CA-informed rubric made slightly different judgements than the other groups. For example, the groups with the traditional rubric sometimes focused on topical content and individual achievements when assessing engagement in interaction disregarding the co-constructed features of interaction. Given that neither group were knowledgeable about CA, CA-informed rubric, apparently, scaffolded the raters, and they could base their judgements on a truly interactional ground. Therefore, without ignoring the significance of rater training, it can be argued that the use of CA-informed rubrics can even make slight contributions to the micro-level assessment of L2 IC, thereby to the practicality problem (Huth, 2020) to some extent. In a similar vein, Youn and Chen (2021) investigated raters' scoring decisions and strategies in paired speaking tasks and showed some differences between pre-training and post-training sessions. Among others, a crucial difference is that in the pre-training session the trainees did not concentrate on any interactional or pragmatic use of language, but they rather focused on conventional parts such as fluency, pronunciation, and grammar accuracy. This suggests that there is a need for explicit training for the conceptualization of interactional features of talk. On the other hand, considering that test-takers deploy their interactional resources in a context-sensitive way (Kasper & Ross, 2013), there remains to be much discovered regarding raters' perspectives and unfolding of IC features in various task settings (May et al., 2020).

To sum up the section, understanding raters' perspectives is as vital as revealing test-takers' performances in paired assessment interaction rather than OPIs to define the construct of IC. Paired assessment tasks seem to be more eligible for unearthing salient IC features (Ducasse & Brown, 2009; May, 2011; May et al., 2020), and thus rubrics can be more inclusive and valid as they are informed not only by actual test-taker performances, but also raters' understandings of what constitutes IC, which is again developed by test-taker performances.

In this sense, development of rubrics involves a cyclical process that includes the investigation of salient IC features and their conceptualization by raters, and then the reflection of these findings on the rubrics to test whether they pinpoint the reality of IC. Despite low in numbers, there has been a growing effort to understand this cyclical process by researchers. Regarding that, this section has shown that some of the features noticeable to raters are effective topic management by initiating, extending and connecting topics, interactive listening by supporting the interlocutor with embodied resources (gesture, eye contact, body language), producing responses that are contingent on the previous turns and topics, and effective body language including gestures and eye contact (Kley, 2019; May, 2011; May et al, 2020; Vo, 2021). Despite these, highly context-sensitive nature of IC requires more and more research in various task designs to reveal and identify task-specific IC constructs (May et al., 2020). In this sense, the next section will review the use of preliminaries (i.e., turns that announce incipient turns and/or topics) in L2 IC assessment tasks as a salient and rateable feature of IC.

2. Pre-sequences in the Assessment of L2 Interactional Competence

Interactants accomplish social actions in and through talk, which is systematic, normative, and co-constructed. The members of a natural talk may mark their forthcoming actions prior to revealing them to their interlocutors. For example, a speaker can say “Can I ask you a question?” to his or her interlocutor before asking the main question. Related to this, Schegloff (1980) poses the following questions:

> "If the speaker has a question and has the floor and a turn to talk, why doesn't he or she ask the question instead of asking to ask? Why is the question itself "displaced"? What are speakers doing in doing this?" (p.104)

Indeed, this is an interesting point to discuss. Why does the current speaker who has the floor, hence right to tell anything, disregarding preference/dispreference organization, ask a question, which is incipient, in order to ask another question? A conversation analytic lens into natural interaction reveals that participants draw on such preliminary turns to project their main

actions. Projecting the main action, preliminary turns also inform the recipient(s) about what will be followed in the next turns. These preliminary turns are called pre-sequences or pre-expansions. As their name suggests, they precede the base sequence in talk-in-interaction and can be observed in various sequential organizations. Speakers may pre-mention, pre-tell, pre-offer, or even pre-invite their recipients. What they all have in common is the projected action by these preliminary sequences. Schegloff (1980) states that "[t]he utterances that immediately follow the action projection can be characterized as 'preliminary' or 'prefatory'" (p.113). However, all preliminary utterances do not immediately follow the projected action; rather they are intervened by some other utterances. These sequences are called 'preliminaries to preliminaries', or put differently 'pre-pre' sequences (Schegloff, 2007). In contrast to pre-sequences that project the main action, pre-pre sequences project the pre-sequence. Therefore, one cannot understand the main action to be delivered simply looking at the pre-pre as it only prefaces the pre-sequence in which the main action is projected.

Although preliminary sequences seem to be a natural facet of daily interaction, they can be treated as an additional work by L2 learners (Al-Gahtani & Roever, 2014) since the projected actions still have the potential to be accomplished without employing preliminary sequences. Consider, for example, some news that will be announced by a speaker. Knowing that it is the main action, the speaker may either pre-announce the news to check if it is newsworthy for listening to the interlocutor, or directly announce the news, producing fewer turns and hence spending less effort. Pre-sequences can also reveal the stance of the interlocutor towards the projected action. However, the point here is that any speaker may have the aforementioned rights in telling the main action, accomplishing it without deploying pre-sequences. Accordingly, Nguyen (2018) showed emerging and developing use of pre-sequences in role-played pharmacist-patient consultation interactions. The novice pharmacist's developing ability of a normative sequential organization through time in role-played interactions suggests that they can be useful for IC purposes (Nguyen, 2018). This is relevant to L2 interaction settings where pre-sequences appear to be a descriptor among

proficiency levels for L2 speakers. That is to say, previous L2 IC assessment research shows that the use of pre-sequences increases as does the proficiency level (Al-Gahtani & Roever, 2012, 2014; Roever & Kasper, 2018). However, this does not necessarily suggest that learners cannot achieve the target actions; in fact, they can do so excluding pre-sequences. Roever and Kasper (2018) highlighted that pre-sequences, among other methods such as accounts and explanations, normatively delay the main action. The delay caused by pre-sequences requires linguistic, pragmatic and interactional competence for speakers as they have to utter preliminary turns until the main social action has been reached. It needs linguistic competence as speakers simply have to talk within the pre-sequence, and pragmatic competence for mitigating or hedging social actions (e.g. requests), and interactional competence for sequential design of the turns and adjacency pairs. Considering these, pre-sequences may certainly be a burden for low proficiency L2 learners as they are required to display different competencies at a time.

In this vein, recent years have seen research on, despite limited in numbers, investigating the use of pre-sequences in L2 requests in English and Arabic, L2 refusals, and in L2 proposals. Previous research evidenced pre-sequences as a meaningful variation among proficiency levels. For example, Al-Gahtani and Roever (2014) investigated L2 Arabic learners' treatment of preference structures in L2 requests by drawing on the use of preliminary sequences prior to requests, a kind of dispreferred action (Al-Gahtani & Roever, 2014). They found that the more L2 learners are proficient, the more they can deploy pre-sequences. Based on a period of 5 months, 21.4% of the beginner level learners' interaction contained pre-sequences, whereas that number was 46.4% in low-intermediate learners' interaction and 78.1% in high-intermediate learners' interaction. Also, 95.6% of the advanced learners' interaction included pre-sequences before requesting. On the other hand, this cross-sectional variation was also seen in a developing manner over a five-month period. After a five-month period of L2 Arabic instruction, the percentage of pre-sequence deployment reached from 7% to 36% by the beginners, from 28.5% to 64.2% in low-intermediate level students' interactions,

from 75% to 81.2% in high-intermediate level students' interactions, and lastly from 100% to 91.3% by the advanced speakers. Overall, the rise in the number of pre-sequences prior to requesting, except the advanced speakers, was in parallel to the learners' developing L2 Arabic in the long run. These results highlight that there can be a strong relationship between the proficiency level and the treatment of preference structures as well as the use of pre-sequences in L2 speakers' interaction.

Additionally, Al-Gahtani and Roever (2012) focused on exploring the relationship between L2 proficiency and the sequential organization of L2 requests across proficiency levels in role-play interactions where L2 learners carried out role-play tasks with a highly advanced L2 interlocutor. In their study, pre-sequences were observed only in 3 role-play interactions in beginner role-plays, whereas low-intermediate role-plays included only 4 pre-sequences out of 15. As for high-intermediate role-plays, 23 out of 24 role-play interaction contained pre-sequences. The occurrences of pre-sequence across proficiency levels underline the role of proficiency levels. Given that beginner level students, albeit in small numbers, are able to produce pre-sequences, the authors concluded that such interactional resources can be available to beginners, but learners' proficiency levels can be a strong facilitator for increasing the deployment of pre-sequences. In addition to pre-sequences, the proficiency levels of the learners had a direct effect on the sequential design of the role-plays as the interlocutors used fewer insert-expansions, which elaborate on the previous turns, and role-plays of the lower-level students had more first-pair parts compared to those of the higher-level students. The sequential design demonstrates that the interlocutors explicitly recipient design their turns according to the proficiency level of the participants. In line with this, the authors highlighted that CA's role in the comprehension of proficiency effect on sequential design is critical. Not only does their study bring robust evidence to the variation of pre-sequence across proficiency levels, but it also marks the interlocutor effect that shapes the sequential design according to the proficiency levels. The lack of insert expansions and more first-pair parts in lower-level role-plays shows that the interlocutors were, to some extent,

cooperative interlocutors (Al-Gahtani & Roever, 2012). Thus, the listenership roles of the test-takers remain to be uncovered due to the role-play format.

However, a paired role-play format may bring further evidence to the sequential design of L2 learners as well as to L2 IC since both pairs are assessed at the same time within the same role-play. In this sense, Youn (2020b) investigated conversation openings of role-plays, in which learners interact with a friend and a professor, and found that high-level learners mostly deploy preliminary turns (e.g., account giving prior to a request) in the opening sequences before they reach to main action, which is requesting. Additionally, she reported that opening sequences in professor role-play are built in more detailed ways such as using pre-requests by the learners. Context-sensitivity is apparently reflected within the sequential formation of role-play interaction as learners produced more elaborate turns before accomplishing the main actions (i.e., requesting a recommendation letter to a professor). Moreover, the use of preliminary sequences for that aim (i.e., pre-requests) indicated their saliency as an IC construct since they are exploited as a resource by high-level interactants. Saliency of preliminaries are also displayed in Al-Gahtani and Roever's (2018) study in which they investigated refusals of English learners at different proficiency levels and compared their performances to English native speakers. In their study, refusals were initiated with a direct 'no' by beginner level learners. In contrary, intermediate and advanced learners made sequential adjustments to their interactions using pre-sequences and insert-expansions. The authors argued that "[w]hile neither was particularly common in Intermediate learner interactions, their utter absence among Beginners and further refinement among Advanced learners indicates that the introduction of preliminaries constitutes a qualitative step up in interactional competence" (p. 150). Their research, therefore, points out that interactional resources get diversified as the proficiency level of the interactants increases (Al-Gahtani & Roever, 2018), which is a characteristic feature of IC development (Pekarek Doehler & Pochon-Berger, 2015). Therefore, the characterization of preliminaries in higher proficiency levels is noticeably marked as a salient feature of IC.

Roever and Kasper (2018) emphasize that “[s]peakers always speak to and for others, and in the most fundamental form of speaking, they speak with others – they talk” (p. 333). A natural talk requires to listen to the speakers and then produce relevant responses to what was previously told. This reciprocal and natural position in everyday talk is subject to being assessed from the very beginning, and every interactional resource observable within the talk is connected to IC as well as its assessment (Roever & Kasper, 2018). Regarding this, research shows that preliminaries are a necessary and distinguishing feature of IC as they inform the listeners about the incipient turns (Youn, 2020c) or mitigate dispreferred actions (Al-Gahtani & Roever, 2018). Remembering the calls for more research on unearthing the construct of IC (May et al., 2020; Youn, 2015) and considering their efficiency in particular settings, preliminaries do not seem to have gathered sufficient empirical attention. It should be again highlighted that any learner contributions, either oral or embodied, are pertinent to evaluation within assessment context such as in role-plays, and thus test takers’ use of context-free (interactional) resources in a context-fitting manner within role-plays cannot be delimited to and investigated around the target social actions presented by the role-play instructions since test-takers accomplish more actions than the target one in an assessment setting. For example, Al-Gahtani and Roever’s (2012) study included the L2 requests as the target action, and the participants in their study did not only request but they also opened their conversation, developed it, accomplished the request, and finally ended the conversation. In other words, every minute detail within these steps is relevant for the assessment of IC (Roever & Kasper 2018). Then, another question regarding the pre-sequences in the assessment of IC remains to be answered: Can pre-sequences observed in the conversation openings be a feature of IC? While setting out to find answers to this question, this research is also motivated to focus on their varieties and impact on the sequential unfolding of assessment interaction since the variety of L2 IC resources is considered to be a part of development (Pekarek Doehler & Pochon-Berger, 2015).

Chapter 3

Methodology

In this section, I will present detailed information about the research methodology of the study. For this aim, the setting and participants will be explained. Following this, I will give information about the data collection procedure and the tools that are used to collect the data. Then, I will present the research methodology of the study, namely conversation analysis. I will conclude the chapter by explaining the analytic procedures followed to examine the collected data.

Setting and Participants

The participants are undergraduate students (i.e., prospective pre-service L2 English language teachers) at the department of English Language Teaching at a Turkish state university. They take language proficiency-oriented courses such as advanced reading, writing, and oral communication skills in their first years. The data for this study were collected from the final exam of an oral communication skills course, taught at the first year of the program. During the course, the students are trained with a CA-informed IC instruction based on Huth et al. (2019) (see Balaman & Daşkın, 2019 for the details of the course) that aims to increase the students' awareness about interactional mechanisms, and also to develop their interactional competence. In this regard, the students were introduced with (i) turn-taking and (ii) sequence organization concepts in the first semester. At the end of the first semester, the students had the exam from which the data come. Here should be noted that they were not trained with the topic management strategies prior to the data collection. That is to say, learners were not instructed with how to initiate topics in a conversation. The exam consisted of two parts. The first part was a question-answer session. The instructor invited a pair of students and directed some questions to each student individually. The questions were about some conversation analytic terms such as 'what is a TCU?, what is an overlap?, what is an

adjacency pair?'. Upon the completion of the first part, the students, as a pair this time, moved to the second part of the exam.

The second part required the students to act out a role-play. The data of the study come from this part, and thus the details regarding the second part of the exam is explained in the next section. The participants' proficiency levels were not tested before the role-play interactions as the role-plays were a part of the end-of-term classroom assessment. On the other hand, since the participants are pre-service L2 English teachers, they take a proficiency exam before they start their program. They need to get at least 65 (general score) from the exam to attend the English Language Teacher Education program, and it equals to 85-89 TOEFL iBT score (Hacettepe University School of Foreign Languages, Foreign Language Test Equivalences, p.2). In terms of the CEFR levels, the minimum score is in concordance with B2 proficiency level. Based on this, the participants of the study are accepted as an upper-intermediate EFL speakers of English for the study.

Data Collection

The data of this study consist of almost 5h of audio- and video-recordings of role-plays conducted in the second part of the final exam. The second part of the exam starts with the teacher's sharing role cards (see Figure 1). The role cards complement each other. In other words, the roles of the students are designed in a way that while one is talking about their childhood dream, the other student can contribute to his or her partner's telling accordingly. Therefore, the participants should act out harmoniously and collaboratively during their conversation similar to daily conversations.

Figure 1

Role Cards

Card 1

- While talking to a friend, you remember that you had a childhood dream that you could never make it true.
- Give the details of this dream to your partner and try to elicit an offer.
- When you manage to elicit the offer, thank your partner and end the conversation.

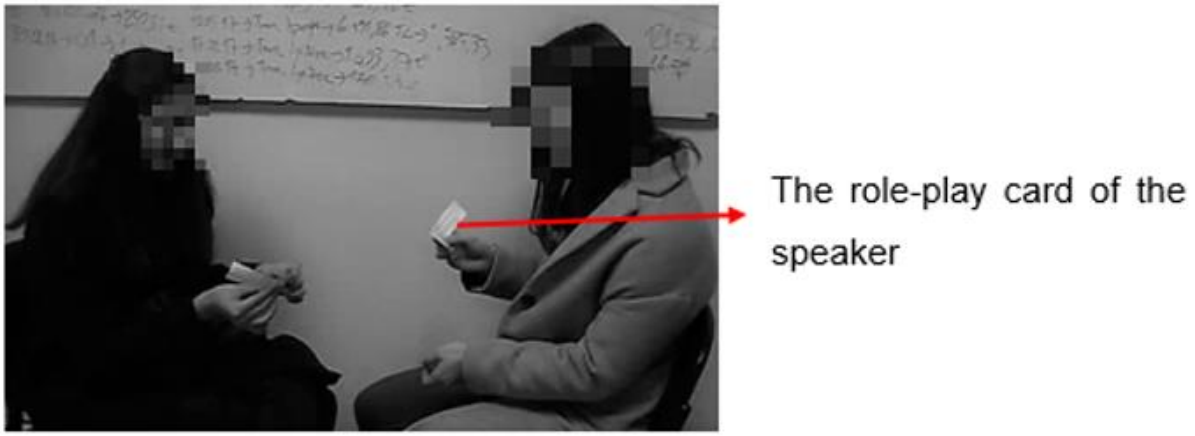
Card 2

- Your partner will talk about her/his childhood dream.
- Ask for details when you can take the turn.
- Give signals to your partner that you can help her/him make this dream come true.
- Make an offer when you think your partner's interactional efforts are good enough ☺

After the instructor shares the role cards, the students spend some time by looking at the role cards presumably for reading the instructions. They also ask questions to the instructor if there is anything they did not understand. Then, the instructor explains how the students will implement the task instructions. That is, the instructor starts the chronometer, gives the go-ahead (e.g. you can start), and the students play their roles in three minutes. The chronometer beeps at the end of three minutes, and the task ends. The students face each other while implementing the task (see Figure 2).

Figure 2

The students are implementing the task.



The next section presents detailed information about Conversation Analysis as a research methodology with reference its methodological tools and procedures.

Conversation Analysis

Humans have been communicating since they came into being regardless of what means have been used for that purpose. However, it was not until 1960s that communication was understood as a systematic phenomenon based on the ground-breaking work of Harvey Sacks and his colleagues Emmanuel A. Schegloff and Gail Jefferson (see see Sacks, 1992; Sacks et al., 1978). The strongly held idea of the time would view conversation as chaotic (ten Have, 2007), without any order in their conversation. Thus, this view was a prescriptive one with an emphasis upon how one should speak. In contrast, what Harvey Sacks achieved to describe conversation as a systematic and highly orderly entity. This view has necessitated a descriptive approach to the way that people talk and stressing the idea that interaction is orderly: one follows what others previously said to design what to say next. This orderliness of interaction is co-constructed by and for the participants of interaction, and it is situated in "the methods (practices/procedures) that social members recurrently and systematically use to achieve, maintain, and restore intersubjectivity in their practical activities" (Kasper & Wagner, 2011, p. 118). The orderliness of interaction highlights that turns at talk are bound to each other. In other words, that the order of talk lies in the members' (of interaction) methods as it is the interactants who make it orderly in each moment of talk

Given that talk is orderly, and that this orderliness is embedded within the members' methods in talk-in-interaction, participants, accomplishing their social actions in interaction, construct their actions collaboratively, socially and orderly within turns at talk. As such, conversation analysis (CA) focuses on how social actions of participants are co-constructed in a naturally occurring talk capturing every minute detail at talk. To this end, CA applies a special treatment to naturally occurring talk; that is, it takes an emic stance (Markee & Kasper, 2004) to investigate natural talk. An emic perspective is a participant-oriented approach to data analysis in which the researcher is restricted to the orientations of participants in the data rather than to external theories, hypotheses, experiments or predetermined ideas. Therefore, CA researchers should bear an unmotivated looking (ten Have, 2007) to the data treatment to

prevent any pre-conceptions. This points out that the researchers approach to naturally occurring talk without any pre-defined problems and apply the analytic procedure of CA, thereby sustaining the emic stance during the research. Thereupon, the emic perspective may reveal specific cases embedded within the natural talk. With this emic stance, CA is a bottom-up approach to data analysis through which the researcher finds patterns in the data and these patterns bring the researcher into potential cases of the interactional organization co-constructed by the participants. In doing so, the researcher works in an evidence-bound way. The evidence is embedded between and within the turns, in the social interaction of the participants, and the CA researcher can rely only on the turns and sequences of talk to reach potential cases in the collected data, thereby excluding theories or pre-defined questions out of the analytic procedures. Since the evidence comes from the talk-in-interaction in CA, it is of utmost importance to capture every possible detail in interaction. Talk comprises rich details such as pauses, delays, pitch, pace, gestures, gaze, etc. Heritage (2013) highlights that no detail can be missed in talk-in-interaction. That being the case, all details of talk-in-interaction should be available to the researcher so that the evidence that comes from the talk can be valid and reliable. In this vein, CA researchers employ detailed transcriptions system both for oral (Jefferson, 2004) and multimodal actions (Mondada, 2018).

CA draws on interactional mechanisms such as (i) turn-taking, (ii) sequence organization, (iii) overall structural organization, and (iv) repair practices (Wong & Waring, 2010), and bodily details of interactants. Taking the interactants' positions (i.e. emic stance) in the data, it aims to unfold how these mechanisms collaboratively and socially are "talked into being" (Heritage, 2013) by the interactants. They are co-constructed as the interactants conduct dynamic and reciprocal social actions in talk-in-interaction. Each speaker produces their talk in such a context-bound way that they contribute to what's previously said, and in doing so, each speaker also renews the context as the possible next speakers will produce their turns depending on the previous ones. Thus, each turn is both context-shaped and context-renewing. CA researchers, then, follow a next-turn proof procedure treating next turns as the source of evidence.

Participants take, share, hold and leave turns to accomplish their actions in talk. They recognizably follow social and interactional norms to achieve this goal. The participants attend to what's being currently talked so as to produce potential next turns accordingly (Levinson, 2012), and presumably the potential next speakers plan their talk due to the limited time before the current speaker comes to an end within their turn. Each turn hosts turn constructional units (TCUs) in which the current speaker accomplishes their actions using any available resource (e.g., linguistic, paralinguistic, embodied), and the end of the TCUs are potentially the relevant places (transition-relevance places; TRPs) for speaker change (Clayman, 2012). The participants collaboratively share or exchange their turns while the speaker A produces their turn (turn 1), and the speaker B contributes to the previous one (A's turn) in the following turn (turn 2). Although all conversations do not go in such a smooth and trouble-free way, it is clear that they are constructed in a sequential manner. As turns are constructed sequentially, the actions within the turns are also accomplished in a sequential manner (Stivers, 2012). One, thus, might suggest that the relationship among a sequence, an action and a turn design is reflexive (Drew, 2012).

Turn-taking is at the heart of talk-in-interaction due to the role it plays for participants. They achieve their actions collaboratively sharing their turns, and turn-taking makes this collaboration available for all the participants in the interaction. This also highlights that participants share their turns to contribute to the ongoing interaction in an orderly fashion. This order, thus, requires the participants to allocate turns in such a way as to construct their turns for maintaining the interaction with as little trouble, gap, and overlap as possible between the turns. Following the end of the current speaker's turn, the participants may employ techniques regarding who speaks next: (i) the current speaker may select the next speaker, and the selected next speaker has the rights to take the floor, (ii) the next speaker may self-select, if this technique is used, the first speaker, having attempted, has the right to take floor as the next speaker, and (iii) the current speaker may continue if no other two techniques are used (Sacks et al., 1978). These techniques are refreshed after the completion of each turn.

The completion and construction of turns occur sequentially. That is to say, each new turn is a part of a sequence of talk. The order of interaction may, thus, start with TCUs which form turns, and turns lead to sequences. Overall, they include actions of the participants. Thus, social actions in interaction develop sequentially as do turns (Stivers, 2012). Participants either initiate a new sequence for an action or respond to the previous actions in their turns. Thus, the sequences of actions are adjacently constructed. An action in a turn makes its adjacent conditionally relevant in the next turn. To illustrate, the relevant next action of a greeting is adjacently a return greeting in the next turn. This pair of actions constitute a sequence of actions. In fact, most of the social actions in talk-in-interaction develop in this way, adjacently (Schegloff, 2007). There are first pair-parts (FPPs) and second pair-parts (SPPs), the latter of which is made relevant by the former. In the example of '*a question requires an answer'*, the question is the FPP while the answer is the SPP that is made adjacently relevant by the FPP. Schegloff (2007) defines the features of adjacency pairs as (a) composed of two turns, (b) uttered by different speakers, (c) adjacently placed in the interaction (i.e., the second pair follows the first one), (d) relatively ordered; that is, they are composed of first and second pairs parts, (e.g., turns with the first pair actions may include questions, invitations, whereas the second pairs may have answers to questions, acceptance to invitations), and lastly (e) pair-type related; more clearly, the same pair of actions always follows one another (e.g., greetings with greetings, farewells with farewells, questions with answers, etc.). As adjacency pairs are composed of the first and second pair parts, one can suggest that the construction of a first pair part makes the second pair conditionally relevant, and thus its absence may be observable in the interaction.

FPPs and SPPs as adjacency pairs are produced for accomplishing actions (e.g., requesting). In this case, the action for which FPPs and SPPs are produced becomes the base action. This suggests that a base action constitutes a FPP and a SPP. Considering a request as a base (i.e., main) action, while making a request to a recipient is the FPP, responding to the request remains as the SPP. I will explain the base action by giving an example from the data. The interaction is between YE and GI:

FPP

01 YE okay how are you →
02 GI fine you and you → SPP } the base action

As in the example above, YE takes the turn with okay and then asks a question (*how are you*) to her interlocutor in line 1. This question needs an answer from the interlocutor. In other words, the FPP makes the SPP conditionally relevant. In line 2, GI says she is fine and hence also gives the answer. In lines 1 and 2, YE and GI collaboratively accomplish a social action, namely an exchange of how-are-you. Although we enact social actions (i.e., base actions) at talk in and through FPPs and SPPs, the base actions are not always so bare. Interactants often expand the base actions with preliminary turns (i.e., pre-expansions), by inserting some other turns between the FPP and SPP (i.e., insert expansions), or expanding the base action after the SPP (i.e., post-expansions). An expansion of a base action with a preliminary turn occurs with pre-expansions, also called as pre-sequences. A preliminary turn is one that preceds the main action. Therefore, preliminaries prepare the recipients to the main (i.e., base) actions in talk-in-interaction. A typical pre-expansion occurs in the following way:

01 FPP } pre-pre
02 SPP }

03 FPP } pre-expansion
04 SPP }

05 FPP } the base action
06 SPP }

In the example above, the base action (e.g., a request) occurs in lines 5 and 6. Preliminary sequences pre-expand the base action before the participant arrive it. In pre-pre sequences, the base action is projected with the FPP of pre-pre (line 1), but another pre-sequence intervenes in the pre-pre and the base action (lines 3 and 4). In other words, the base action is not immediately enacted after the pre-pre sequence. As seen in the example, a second pre-sequence is produced after the pre-pre and before the base action. In pre-sequences, the base action is pre-expanded with a single pre-sequence (line 3 and 4). That is to say, the FPP of the pre-sequence (line 3) projects the base action. Action projections through pre-pre and pre-

sequences can enable speakers to make the base actions recognizable to the recipients. In doing so, interactants can co-construct the target actions and collaboratively accomplish them. This also highlights how turns and actions are sequentially connected to each other.

Sequentiality is mainly concerned with the coherence of turns and actions (Schegloff, 2007). In this sense, any conversation is sequential as each utterance follows one another, and the utterances, or the contributions, of the speakers occur in the same pattern. Although CA investigates sequences of actions so as to better conceptualize how turns follow each other and how actions develop in and through turns, this sequence of actions is not the exact point where sequentiality comes to an end. Rather, they constitute a bigger organization, namely overall structural organization, which is composed of sequences of sequences. Similar to the sequence of actions, composed of actions over multiple turns, the sequences also develop sequentially (Robinson, 2012). Thus, they construct a bigger organization which consists of multiple sequences that include various sequences of actions at turns.

Lastly, CA aims to uncover repair practices in talk-in-interaction in which either the speaker or the recipients try to solve a possible interactional problem (e.g., understanding, hearing, etc.). By resolving troubles, repair practices help interactants to maintain the progressivity of talk (Kitzinger, 2012). Therefore, unfolding an interaction in a trouble-free way necessitates operation of repair practices. The interactional troubles threat intersubjectivity, and they should be resolved so that interaction can progress. Otherwise, the speaker would not be able to clearly state what he or she intends to say, and further the recipients would not possibly attend to what was stated. Given that troubles may occur during an interaction and the participants may try to resolve such troubles to maintain the progressivity, one can ask how these repair practices are accomplished. In order to resolve a trouble, one can treat a part of talk as problematic, thereby treating it as the interactional trouble. What follows is the efforts for resolution of the trouble by any of the parties in the interactional setting. Thus, initiating and completing the repair are two different but interwoven practices. One’s initiating a repair does not necessarily mean he or she will repair the trouble-source. If the speaker of the repairable initiates a repair, that practice is called as self-initiated repair. If the repair is initiated by the

other participants, the recipients, rather than the speaker of the repairable, the practice is an other-initiated repair. Thus, there are two repair initiation practices: self-initiated and other-initiated repairs. Bearing in mind that initiating the repair is just one part of the overall practice, the repair is to be completed either by the speaker of the repairable item (i.e., self-repair) or by the recipients (i.e., other-repair). Putting all together, repairs can be initiated by their speakers (self-initiation) or the recipients (other-initiation), and similarly the repair solution can be provided by the same party, the speaker and the recipients. Therefore, repair practices can be listed in four variations: (i) self-initiated self-repairs, (ii) self-initiated other repairs, (iii) other-initiated self-repairs, and lastly (iv) other-initiated other-repairs.

To sum up, CA is mainly concerned with the social actions of the participants in talk-in-interaction. To this end, it dives into the turns, investigates the relation of turns, as to how one ends and the other starts, explores how sequences come into being, and in this micro-environment tries to discover patterns that may bear an interactional and a social meaning. In doing so, it follows participants' interactional paths based on their emic stances, thus it only discovers whatever is available in the data. This provides researchers with an invaluable opportunity to work with the collected data since the patterns are not tailored to be fit into prescribed ideas. Simply, a pattern, if available in the data, is a natural practice that the speakers normatively and mostly unknowingly accomplish in their daily conversation. The exploration of such patterns may contribute to different professions which require an effective interaction with people as in medical settings, classrooms, courts, etc. Understanding how talk is shaped in such settings helps trainers to equip trainees with the working mechanism of natural talk related to their profession. For example, identifying CIC of language teachers informs language teacher education programs that give a special attention to classroom talk. Therefore, CA is of paramount importance in exploring and understanding the nature of talk in professional settings and training professionals.

In the foreign language teaching context, CA has also been used for identifying the features of L2 IC. The aligning nature of CA and IC has enabled researchers to track the footprints of IC with CA. To elaborate, while CA inspects the naturally occurring talk from

interactants' perspectives paying closer attention to construction of turns, turn-taking and sequence organizations, repairs, and preference organization, IC represents how we maintain our daily social-interactional gatherings giving special attention to how participants understand each other in talk (Kramsch, 1986), share turns to co-construct the talk contingently (Kasper, 2006), use multimodal resources (e.g., body and other semiotic materials) in the environment (Mondada, 2014), and accomplish social actions. For a similar purpose, I use CA in this thesis to unpack how the participants co-construct their role-play interaction and hence transform the task instructions into talk-in-interaction. Data Analysis section gives the study's analytic details regarding the research steps, identification of interactional patterns, and CA treatment to the patterns in my data. Before that, I will explain how reliability and validity are ensured in CA research in the next section.

Reliability and Validity in Conversation Analysis

CA primarily deals with ordinary talk, and the social construction thereof; and, CA as a research methodology follows a scientific path so as to reveal this ordinariness. Similar to other research methods, CA is concerned with the decency of its operation whether as to the research procedure is sound, and the findings pinpoint exactly the aim. In this vein, there are several factors that any CA researcher decisively pursue. These factors mainly aim to contribute to the reliability and validity of the research so as to ensure that the study is objective and scientific.

Reliability is concerned with the consistency of the research findings. As CA draws on detailed transcripts to investigate interactional patterns, the factors that form transcripts are significant to sustain reliability. In this regard, Peräkylä (2007) notes that the selection of the data, the quality of the recordings and of the transcripts have a crucial role for the reliability of CA research. Obviously, this point stems from the fact that CA researchers apply a data-driven approach, and thus the transcripts should bear as much information as possible so that the findings can be reliable. In addition, the data and the transcripts on which the researcher works are open to public in various ways, and this is also a significant factor for reliability (Seedhouse,

2005b). For example, the data are presented to other CA researchers mostly through data sessions and workshops. This contributes to the integrity of the research since other CA professionals provide feedback to the transcriptions and to the selected patterns.

On the other hand, validity refers to whether the findings are able to measure what they initially aim to measure. In this sense, it is more related to the accuracy of the findings. Seedhouse (2005b) lists four validity types, respectively internal, external, ecological, and construct validity. Internal validity, as Seedhouse (2005b) defines, “is concerned with the soundness, integrity and credibility of the findings” (p.255). He highlights that internal validity can be ensured by strictly following the emic perspective avoiding any external theories during the analytical procedure to display members’ methods rather than those of researchers. As for the external validity, it is mainly about the extent that the findings of the study can be generalized. Although CA research mainly focuses on micro-moments of particular interactional episodes, the focal points are not always specific to those moments as talk is systematic. As CA research uncovers this systematic conduct, they are generalizable to any interactional organization. Third one, ecological validity, refers to the applicability of the findings to ordinary life (Seedhouse, ibid.). CA findings can surely be applied to everyday life since the data come from the daily life. More than that, it works on the naturally occurring talk which mirrors interactants’ interactional organization in situ. Thus, CA studies offer a strong eological validity (Seedhouse, ibid.). Lastly, construct validity is about whether the test construct can successfully measure the focal point. However, CA does not employ any hypotheses that will later be tested on the participants. Therefore, construct validity in CA relies on the participants’ conducts, the construction of interactional organization (Seedhouse, ibid.), and the researcher’s emic stance.

After defining the participants, setting, data, and research methodology, I will now present how I examined the data based on my research methodology in the next section.

Data Analysis

In this section, I will firstly explain the use of CA in L2 IC assessment and then how I came up with my research foci in this thesis. Before ending the section, I will show the number of the interactional patterns in a table and then explicate each pattern in detail. Then, I will examine the patterns in the next chapter, namely in Findings.

In the assessment of L2 IC, CA is employed for identifying interactional patterns from the data with an emic stance, but what follows is *eticization* of the findings to either scores or rubrics. As discussed in the literature review, L2 IC has been recently garnered attention as part of L2 speaking proficiency, and earlier research has attempted at describing what entails L2 IC (i.e., its construct). Knowing the features of L2 IC is inevitably the first step to design L2 IC assessment tasks and to develop scoring rubrics accordingly. I followed the same steps in investigating the data. After unearthing my research foci for the thesis with CA's emic perspective, I investigated the interactional patterns to have detailed information regarding their moment-by-momeny co-construction by the participants. While this is the main aim of this study, I offer a scoring rubric that is informed by the analysis in the discussion part.

In applying CA, I firstly conducted an unmotivated looking procedure to the data and noted down the recurrent patterns. This led me to figure out that each pair enters into their task talk in various ways. Then, I transcribed the patterns to prosodic micro-details with Jefferson's (2004) transcription convention (see Appendix A) and embodied details with Mondada's (2018) transcription convention (see Appendix B). This enabled a throrough CA analysis to the patterns in understanding how pairs' entering into the task practices differ.

Entering into the task talk refers to the first place where the participants make the task instructions observable in their interaction. The entering practices are also the first topics that the participants initiate. Thus, the entering practices exclude greeting and how-are-you sequences because (i) all the participants do not necessarily draw on such sequences to initiate the first topic of the task, (ii) their occurrence does not guarantee the implementation of the task instructions, and (iii) greetings establish the interactants' physical copresence (Pillet-

Shore, 2008), but not the task instructions for which they are present in the interactional setting. Below interaction from Extract 9 shows how starting the task and entering into the task differs:

```
01      T       #<a::nd #he:re i:t (0.5) starts> +(0.8)+
        ce      #---1---# 1:turns her body to SL
        as              2: mutual G with SL.       +--2--+
02              (1.1)
03      AS      hello
04      CE      hi=
05      AS      =er:m how are you ceren%
        ce                                %gaze at the card--->
06      CE      i'm %fine thank you what about you
                --->%
07              (0.8)
08      AS      +fine+ (0.6) ♦(0.9) er:m (.)&do you&♦ want to:
                +nods+                        &--3---& 3: pointing at CE
                                ♦gaze withdrawal------♦
09              (1.3)
10              s[tart °fi]rst° +or (0.2) +i can [do this   ]
11      CE      ☺[start   ]☺                    %[i think it] doesn't matter
                ☺smiles----☺                    %gaze at the card--->
        as                        +-4-------+ 4: pointing at herself
12              erm
13              (2.3)
14 ⟶            <my childhood% *dre:am (0.2) was> probably:
```

In line 1, the instructor leaves the floor to the participants. In lines 3 and 4, the participants exchange greetings, and in lines 5 and 6 they exchange a how-are-you sequence. In doing so, they establish their physical copresence (Pillet-Shore, 2008). Following a gap in line 7 and 8, the participants observably discuss who starts first in lines 8 and 10. It is significant to understand what the participants aim at starting. The next lines reveal the thing the participants start. In line 14, CE tells her childhood dream. This indicates that the participants refer to the initiation of the role-play interaction with *start* and that greeting and how-are-you sequences do not assure the initiation of the role-play interaction. Entering into the task, therefore, refers to the first place the participants produce talk relevant to the task instructions (e.g., telling their childhood dream or projecting a turn about one's childhood dream).

With this in mind, I inspected the first topic initiations to discover how the participants enter into the task and why the entering practices differ. This examination showed that they enter into the task talk either with preliminary resources or by directly initiating the first topic. Below shows the overview collection of the patterns:

Table 1

The Overview of The Collection

PRELIMINARIES (38 cases)				DIRECT LAUNCHES (11 cases)	
Pre-pre	Pre-question	Pre-tellings	Story-prefaces	Elicited	Unelicited
4 cases	6 cases	10 cases	18 cases	9 cases	2 cases

After discovering the differing entering practices among pairs, I scrutinized the varying interactional resources and their sequential unfolding. As seen in Table 1, of 49 peer-to-peer role-play tasks, 38 cases consist of preliminaries at the task entrance, and these include 4 pre-pres, 6 pre-questions, 10 pre-tellings, 18 story-prefaces. Unlike preliminaries, the participants also enter into their task directly launching the first topic. 11 cases consist of direct launches of the target action either elicited (9 cases) or unelicited (2 cases).

In the first section of the Findings chapter, I present the preliminaries based on four categories: preliminaries to prelimaires with two sub-categories; pre-pre sequences, pre-question sequences, pre-telling sequences, and lastly story-prefaces. The participants draw on such various sequential formations in launching their childhood dreams (see Role Cards in Figure 1). Since one of the participants do “telling” of their childhood dream to the other, the interactional unfolding of task interaction requires the participants to make their childhood dream recognizable to their interlocutors. Such prefatory work project the base action, thus makes the telling recognizable to the prospective recipients. In doing so, speakers aim to eliminate the possibility of dispreferred responses. For example, learning the recipient’s availability (e.g., *what are you doing tonight?)* before asking out for a dinner (e.g., *would you like to go to dinner with me tonight?*) may help the speaker whether or not the main action (asking out for a dinner) should be produced. Given that there is limited research on preliminaries from limited settings such as L2 refusals, requests, and proposals, there is a need for further research to develop the understanding of preliminary resources in L2 assessment settings. With this in mind, I aim to fill in this gap by investigating how participants deploy preliminaries to initiate the first topic of their role-plays to enact a telling practice.

After presenting the preliminaries, I will exhibit the direct launches in the second section of Findings. In direct launches, the tellings of the participants' childhood dream are launched either at the first turn position or at the second turn position (Mandelbaum, 2012) as a response to a question. In the first position is the launches of the participants' telling observable in some cases in the preliminaries section. However, it should be noted that what is fundamentally different in the first position launches than those in the preliminaries is the lack of prefatory work. In other words, the first position cases in the direct launches section include the announcement of the childhood dream in the first turn without containing any preliminary work. As for the second position category, the participants launch the telling practice of their childhood dream as a response to their interlocutor's question. That is to say, their interlocutor asks for their childhood dream, and this question makes relevant next a telling with a childhood dream. What follows is, thus, the telling of the childhood dream.

Along with preliminaries, the next chapter section will present extracts in which participants directly start telling their unfulfilled childhood dreams to present how tasks entrance practices with preliminaries and direct launches differ. First, I will examine the sequential management of role-play interaction with preliminaries in sub-section and then sum up them together at the end of the preliminaries section. With a similar aim, I will analyze how the participants directly launch their dream in the second section and wrap up the findings. Lastly, I will summarize the findings from preliminaries and direct launches sections in a sub-section. Based on the findings, I will proceed to discussion chapter to extensively discuss the findings relating the participants' use of IC resources to IC assessment. This said, I now start with presenting the findings in the next chapter.

Chapter 4

Findings

This chapter presents a detailed account of what this thesis is constructed upon, that is, a sequential analysis of task-oriented talk entrances that occur through preliminary turns and direct launches (i.e., tellings at the first and second position; Mandelbaum, 2012) after, albeit not necessarily, a greeting and/or how-are-you sequence. While the target action is enacted with pre-pre sequences, pre-question sequences, pre-telling sequences, and story-prefaces in the former, the latter contains elicited and unelicited direct launches for this aim.

The space in the chapter is devoted to the investigation of two cases for the pre-pre, pre-question, and pre-telling sequences, and of a case for story prefaces and the direct launches section. Before providing a detailed explanation for each section, it is necessary to recall the context of the study. This will hopefully mark the relevance and significance of the findings, based on the role-play interactions. That is to say, the study bears an analytic perspective to task-oriented interaction for the purpose of IC assessment and limits its scope to the entering practices, through which participants initiate their telling in the task. The participants are upper-intermediate speakers of English language, and act out their role-plays as part of the final exam in their CA-informed IC-instructed Oral Communication course that aims to teach and raise awareness of interactional mechanisms observed in natural talk.

Following the general overview of the sections and their categories as well as the cases, the chapter will firstly investigate the preliminaries section through its four categories each of which comes with various sequential unfolding and, in return, distinctive interactional consequences. To achieve this, the section includes four sub-sections: (1) pre-pres, (2) pre-questions, (3) pre-tellings, and (4) story-prefaces. As mentioned above, the first three categories will consist of two extracts, and the last category will present a single extract.

Preliminaries

Schegloff (2007, p. 29) notes two functions of preliminary sequences: “it projects the contingent possibility that a base FPP (e.g., an invitation) will be produced; and it makes relevant next the production of a second pair part, namely a response to the pre-invitation.” In other words, it informs the recipient(s) about a target action and creates a response slot for itself before progressing to it. In this sense, preliminaries function as a *co-constructing device* between the members of interaction since they exhibit what is coming next and provide an opportunity for the potential recipient(s) to display their stance towards it, which requires responses aligning and affiliating (Stivers, 2008; Lindström & Sorjonen, 2012).

38 cases out of 49 peer-to-peer role-play tasks include preliminaries at the task talk entrances, and they occur in different formations, namely (1) pre-pre sequences, (2) pre-question sequences, (3) pre-telling sequences, and (4) story-prefaces. Among 38 cases with preliminary turns, there are four pre-pre sequences, six pre-question sequences, ten pre-telling sequences, and eighteen story-preface cases. Accordingly, this section contains four sub-sections three of which present two extracts and the last of which presents an extract for the analysis of the participants’ sequential design of task talk entering practices using preliminaries.

The first sub-section presents extracts that show how speakers construct pre-pre sequences prior to a pre-sequence. Pre-pre sequences have such salient features as (i) the first turn of pre-pre sequence contains the action it is preliminary to (Schegloff, 2007), thereby informing the recipient about the second preliminary that will, then, reveal the main action, and (ii) the main action is not produced just after the first sequence of pre-pre (Wong & Waring, 2010), which suggests that there are some other sequences between the FPP of the pre-pre and the base sequence. Schegloff (2007) notes that “[p]re-pre's seem to exempt what directly follows them from being understood as the base FPP, and allows them to be attended to as preliminaries to the base FPP” (p. 44).

The second sub-section draws on pre-question sequences that include two subsequent adjacency pairs. While the latter contains the main question, the former pre-asks or pre–mentions an incipient question. Therefore, these two adjacency pairs occur in a subsequent way whereby the base sequence immediately follows the pre-question pair. Put differently, pre-questions both index an incipient question and are also a preliminary to that incipient question (Clark, 2001). Although these sequences resemble pre-pre, they do not fit into their definitions. In pre-pre sequences, despite being projected in the pre-sequence, the main action is not immediately revealed after the first pre since there is an insertion between the two; or put differently, they are displaced. On the other hand, the pre-question and the main action pairs are not sequentially distant to each other, and thus one immediately follows the other. They are also different from second position storytelling launches that occur as a response to a question since the participants pre-expand that question with a preliminary question. Schegloff (2007) gives the example of "Can I ask you a question?" to exemplify the insertion of the FPPs of *pre-pre*s by some others prior to the main question, telling that "…the work it [the question] was doing was not 'pre-questioning'" (p. 44). The example of "Can I ask you a question?" is occasionally understood as an example to pre-pre sequences. A crucial point, however, remains missing: "[that question] is not ordinarily followed by a question, which suggests that the work it was doing was not 'pre-questioning'" (Schegloff, ibid.). Given that, a further question needs to be asked: what happens when *that question* is recognizably followed by the question it projects? The second sub-section, namely pre-questions, will look for the answer of *that question*.

The third sub-section focuses on the pre-telling sequences where the speaker projects a newsworthy item in the pre-sequence. While telling practices are concerned with newsworthiness (Schegloff, 2007), pre-telling sequences project the newsworthy item before the base sequences. Thus, the speaker enables the listener to display his or her stance towards the newsworthy item which will be told in the following turns. In other words, pre-telling sequences serve for informing the listeners about the news, and thus they find an opportunity

to display the extent of the newsworthiness. If the news is not worthy, or the listener is already knowledgeable, the speaker may not go any further to avoid dispreferred responses to the telling. Mandelbaum (2012, p. 499) explains the importance of stance in storytellings as "a crucial resource for recipients, as it makes available the teller's expectations regarding how the events of the storytelling are to be responded to." Other than marking the following utterance as a story, thereby helping the interlocutors recognize these turns as such, storytelling practices put some restrictions on the interlocutors when the story belongs to a single participant in the interaction. These include the teller's dominance over the turn-taking organization, as the story will be told by its owner, and the interlocutors' rather passive role in the interactional management of the telling with minimal response tokens (i.e., alignment) and reflection to the telling with affiliative tokens such as laughter and assessment (i.e., affiliation) (Lindström & Sorjonen, 2012). In the data, the participants were already informed about the news (their childhood dream they could not achieve) the speakers would give by the role cards before they started the implementation and thus they were knowledgeable about the stance they could and should take up. Nonetheless, they often drew on pre-telling sequences to project their telling. With this in mind, the third sub-section will demonstrate the way the participants tell their dreams collaboratively analyzing how (1) they launch the telling of their dreams using pre-telling sequences and (2) their interlocutors display recipiency while the story is in progress.

The fourth sub-section examines story-preface turns as a preliminary to the prior action. Story-prefaces share similar functions to the other prefatory work as they project an incipient telling practice, hence making the story recognizable to their interlocutors. In doing so, they also allow prospective recipients to identify the possible completion of the story (Sidnell, 2010). In contrary, story-prefaces are not extended to multi-unit turns as in other preliminary sequences, and thus do not encourage turn exchanges between the participants. Rather, they can contain such details as location and time related to the story to-be-told (Mandelbaum, 2012). As a result of their formational difference, story-prefaces display different sequential co-

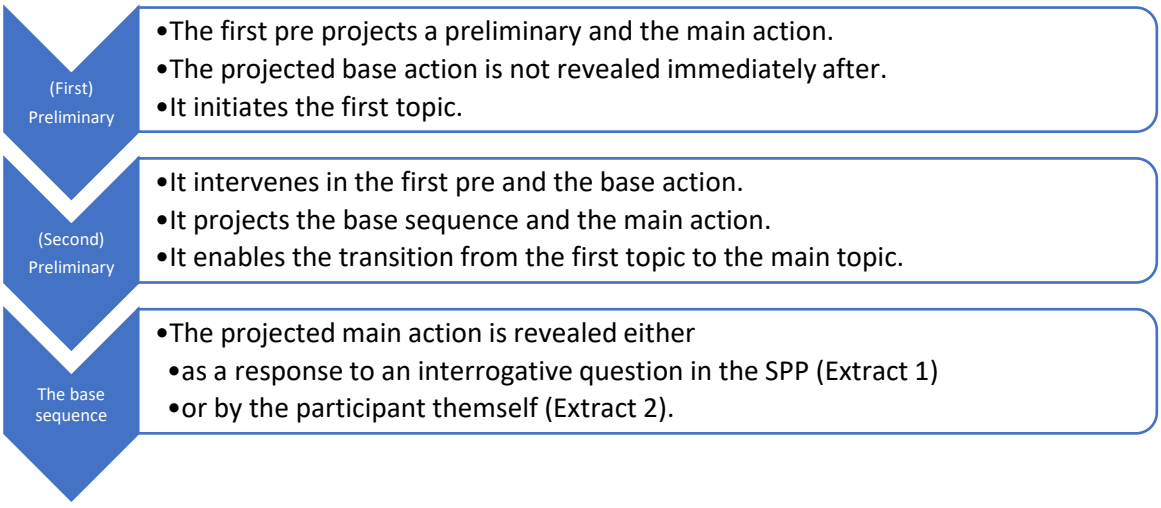
construction of the stories in comparison to the preliminary sequences. Therefore, the last sub-section of the preliminaries will investigate story-preface turns the participants use to launch their stories.

Preliminaries to preliminaries

This section will investigate how pre-pre sequences are sequentially designed by the participants before launching the main action, telling a childhood dream. As mentioned earlier, pre-pres are sequences the first pair part of which signals the main action in the base adjacency pair (Schegloff, 2007). In other words, the recipients gain access to what the speaker tries to get at with these preliminary turns. What differs pre-pres from other pre-sequences is that there are some other turns between the first pre and the base action, and these other works generally constitute the second pre. Other than that, pre-pres have features common to other pre-sequences. Pre-sequences are often produced to prepare the recipients to the main actions, thus they are useful for speakers in exploring recipients' stances towards main actions. Depending on their stances in pre-sequences, speakers have the right to end the pre-sequence prior to the main action in order to prevent dispreferred responses and to reshape the sequence in such a way that speakers can elicit preferred responses. Figure 3 presents how pre-pres are sequential formed in the data.

Figure 3

A pre-pre sequence



As demonstrated earlier by Kasper and Youn (2018), enactment of tasks in talk-in-interaction happens on a sequential basis. Pre-pre sequences are among the variations of the task talk entering practices within the data. Pre-pres sequentially index the incipient action and establish a mutual ground between the interlocutors in the task talk initiation sequence. As a result, this decreases the level of ambiguity between the participants, thus the topics are developed in a more stepwise manner. As shown in the first extracts, pre-pres are useful interactional devices to make the incipient topic less ambigious to the recipients. I now turn to the examination of Extract 1 to show how the participants initiate the first topic in a stepwise fashion drawing a pre-pre.

Extract 1 presents BEY and SEN's task talk. Within the opening sequence, BEY elicits SEN's childhood dream which she could not make it true in line with the task instructions in the role cards. Following the instructor's go-ahead in line 1, the participants set the talk (Maynard & Zimmermann, 1984) with BEY's self-selection, and then she initiates a category-bound pre-pre sequence in line 11 to elicit the target social action, SEN's childhood dream. BEY deploys two pre-sequences, the first of which is preliminary to the second, thus being a pre-pre. Starting with BEY's first pre in line 11, the participants initiate the first topic.

Extract 1. *Are you happy in this department?*
Time: 0:02:03.7 - 0:03:08.3 **(Length:** 0:01:04.6**)**

```
01      T       okay here you go
02              (4.6)
03      BEY     @°başlıyalım°= ((tr. let's start))
                @folds her hand--->
04      SEN     =$okay$
                ((7 lines omitted: greeting and a how-are-you sequence))
11 →    BEY       Ωare youɨ happy in:ɨ *this depart@men*t©↓
                ->Ω               @folds her hands and leans on-->
        sen                                             ©G withdraw-->
12              (0.2)
13      SEN     yea©h ♠i am happy (0.4)♠
                -->©  ♠nods her head---♠
14              (0.8)
15 →    BEY     erm⊥ is that ⊥your er @childho*od dream=
                ---------------------->@       *opens her palms-->
                   ⊥Gwithdraw⊥
16      SEN     *=no: ♠it wasn't
                      ♠shakes her head-->
        bey     ->*
17              (0.8)
18      BEY     what♠ was↓ @your ♦childhood@ dream@
                           @folds her hands@      @leans her head to her hands-->
        sen     --->♠            ♦G withdraw--->
```

```
19     SEN    Δer my:   Δchildhood dream was ♦being a ♪dancer♪+
              ΔleansbackΔ                          ♪raises +nods
              ---------------------------->♦       eyebrow♪
20            (0.4)
21     BEY    [ohh      ]
22     SEN    [and at t ]he same time as a hobby being a dancer ©and
                                                    ©gaze withdraw-->
23            at the same time being a ©psycho⊥logist
              ------------------------>©     Δshows R palm
24     BEY    [hmm      ]
25     SEN    [©i have ] a er ©great interest in psy+chology
               ©Gwithdraw-----©                    +nods
26            since ♪childhood♪ (hhh)and when i saw psycholo(.)gist
                    ♪Rses eyeb♪
27            (0.7)
28            when i was a childh[ood ]
29     BEY                       +[huhu]
                        +nods
30     SEN    i admired them and i want to be ♦like them♦ (0.3)i said©
                                           ♦openspalms♦        ©Gwdraw->
31            (.hhh) but @i ©* $didn't* ♦do$(0.2) ⊥this ♦ch[ildhood dream
32     BEY                                                  [i think you can be
            ---------->@   *streches          ⊥G withdraw--->
                           her arm*
       sen  ------------->©          ♦looks at card--♦
33            (0.4) ⊥a dancer@
       bey  ------>⊥  @stretches her arms leans back--->
34            (0.8)
35     SEN    +yeah@
              +nods-->
       bey    ---->@
36     BEY    ((inaudible))
37     SEN    yeah +not +that dream *but +i can be a dancist yeah↓
              ---->+    +head to R      +head to L
       bey                          *Gwithdraw-->>
```

After the instructor's go-ahead in line 1, the participants settle in (Pillet-Shore, 2018a) to the conversation in lines 2-4, and start the task with greeting and how-are-you exchanges (lines 5-10). Then, they arrive at the turn position where the first topic is initiated with BEY's yes-no question (**are you happy in this department**). In response, SEN provides a type-confirming *yes* answer in line 13. In lines 11-13, BEY benefits from their shared experiences and produces a recipient-designed personal state sequence through an inquiry (Pillet-Shore, 2008; 2018b), yet the sequence does not unpack what action it is preliminary to. In lines 11 and 13, the speakers completes the first pre. After the type-conforming response (line 13) and silence (line14), BEY self-selects herself as the next speaker in line 15. With a turn initial hesitation marker (**erm**), she produces a second yes-no question (**is that your er childhood dream**) which is significant in two ways: (i) its retrospective reference with *that* to line 11 and (ii) setting BEY's agenda, that is, eliciting SEN's childhood dream.

Considering that the participants are based in the same undergraduate program, the demonstrative (**that**) refers to line 11 (**are you happy in this department**). Additionally, the second yes-no question (**is that your er childhood dream**) requires a yes-no answer, thus it aims to lay the ground for the elicitation of SEN's childhood dream. In what follows, SEN provides a type-conforming response (Raymond, 2003). In doing so, SEN does not only display that being an English language teacher is not her childhood dream, but she also delays the telling of her childhood dream. As a result, after a noticeable gap in line 17, BEY explicitly asks for her childhood dream with a content question (**what was your childhood dream**) in line 18, hence making the telling of the childhood dream relevant next. Following this, SEN reveals her childhood dream (**er my childhood dream was being a dancer**).

Her bodily and verbal conduct makes recognizable that unfolding of SEN's childhood dream contains interactionally rich details. Along with her gaze withdrawal from the prior turn (while BEY utters *childhood*) to the start of the TCU, she tells her dream in line 19 with a turn design including (**being**), the turn-initial hesitation marker (**er**), elongation (**my**) and her repetition of the question content (**my childhood dream**), and the production of the dream in the turn-final position. After a noticeable gap in line 20 and overlapping with BEY's change-of-state token (Heritage, 1984) (**ohh**) in line 21, SEN upgrades her telling of the dream in lines 22-23, thereby further expanding her response to BEY's question (line 18). This also marks SEN's role exchange (Doyğun, 2021) from a recipient to a teller, which occurs with the discourse marker *and* at the TCU-initial position in line 22 that is normatively linked to the previous dream in line 19. Using *and* as a discourse marker, she completes telling this second dream in line 23. In line 24, BEY aligns with SEN's dream with a minimal response token (**hmm**) at the transition-relevance place, which confirms the role exchange of the participants since the recipients provide minimal contributions to the telling (Mandelbaum, 2012). In line 25, overlapping with BEY's minimal response SEN accounts for her second dream in lines 26-28. In line 31, she tells that she could not achieve her dream (**didn't do**) treating this as

laughable. BEY self-selects herself in line 32 before the SEN's turn comes to an end. Overlapping with SEN's turn, BEY upgrades SEN's first dream as realizable (**i think you can be (0.4) a dancer**) with an intra-turn gap. Following a gap, SEN acknowledges (**yeah**) BEY's response in line 35. After BEY's inaudible talk, SEN displays her comprehension providing a confirmation (**yeah**) and a reformulation (**not that dream but i can be a dancist yeah**) in line 37. It is observable that the use of *not … but* structure for rephrasing BEY's upgrade is concurrently produced with head movements.

A turn shapes the next in the same way it is shaped by its prior, and the reciprocity of turns creates a sequential environment (Drew, 2012). To this end, the sequential organization requires a prospective looking into how turns shape each other, thereby developing the conversation. On the other hand, a sequential analysis may also require a retrospective lens into why a turn or a TCU within a turn is constructed. In this sense, the extract presents the development of a topic initiation practice in a stepwise fashion (Wong & Waring, 2010). While lines 11-13 constitute a pre-topical adjacency pair, the demonstrative *that* in BEY's turn (line 15) pivots the prior adjacency pair with the next one (lines 18-19) in which the main action is uncovered. Galaczi (2014) shows that topic shifts are observed to be less abrupt in higher proficient learners' speaking tasks. Therefore, the initiation and stepwise development of the topic can be viewed as an effective use of interactional resources by BEY. Additionally, a retrospective analysis of the demonstrative *that* displays BEY's agenda in initiating the topic in line 11, that is, eliciting the childhood dream. Although BEY's action is not observable to SEN and may be treated as a pre-topical talk, it is recognizable that the turn initiating the topic (line 11) serves for, albeit not immediately, eliciting the childhood dream. Following the elicitation of the dream, BEY provides minimal responses to SEN as her interlocutor tells her childhood dreams

To sum up Extract 1, BEY, deploying a pre-pre (line 11), entered into the task without a direct start to the topic; rather, she paved the way for the target action. This helped her develop the topic in a stepwise fashion. For this purpose, she drew on their department as an

interactional resource since the task does not include any directives as to how the topic should be initiated. Nonetheless, the availability of a shared ground, their department, between the participants made it possible for BEY to exploit it and initiate the topic in a series of turns, which resulted in smooth transitions between the participants. More importantly, the disclosure of SEN's dream was provoked by the pre-pre sequence, which was constructed by her interlocutor. This implies the participants' high level of collaboration to achieve a target action similar to Extract 2 to which I now turn.

Extract 2, from the pre-pre section, presents KA and DI's task talk that is entered by KA's exploitation of context-bound lexical item (*the exams*). Following the instructor's kick-off, the how-are-you sequence, produced by KA, reveals that DI is nervous due to their exams. Instead of providing a relevant response to DI's how-are-you question in the next turn, KA draws on DI's feeling and uses it as an interactional resource to initiate the task talk, that is, talking about her childhood dream.

Extract 2. *Exams are necessary.*
Time: 0:03:13.5 - 0:04:19.8 **(Length** 0:01:06.3**)**

```
01      T       ×*a::nd *here the ti:me (.) sta:rts
        di      *G card*
        ka      ×G at the card-->
02              (0.6)
03      KA      >×hi dilara how are you<
                ->×
04              (.)
05      DI      fine• er: >a bits nervous< •because of
                    •gaze withdrawal-------•
06              the exams ♪but♪ ♠er:♠ (0.4) how are you=
                          ♪-1-♪ 1: raises R hand moves it forward
        ka                      ♠-2-♠ 2: lifs eyebrows
07 →    KA      =i Δunderstand@ youΔ >but the ♦exams are<
                   Δgaze withdrawalΔ
                              @points at DI with her R hand
                                          ♦opensher hands both sides->
08              necessary♦ (.) for our dreams
                -------->♦
09      DI      *ye[s*
10 →    KA         [would you: like to Ωhear about Ωer:
                                      Ω------3----Ω 3:moves her head to left
        di      *-4--* 4: looks up
11              childhood dream of ↑mine
12      DI      yes (.) of course
13              (0.4)
14      KA      >×er< when i was er ⊥↑like six o:r× ⊥seven years old
                 ×looks up----------------------×
                                    ⊥scratches cheek⊥
15              i: wanted to become ♦©really rich (0.3)©
                                    ©widens eyes------©
                                   ♦opens her hands both sides-->
```

```
16          er: so i could help people♦ (0.2) in need
            ------------------------->♦
17          i could er: buil' (.) these (.)♦er: houses
                                        ♦opens hands-->
18          and erm♦ (0.2) Ωtake homeless people to thereΩ (.)
            ------>♦       Ωmoves hands from left to rightΩ
19          and∞ let them live there∞ (0.3) er: things ∞like that
               ∞twirling hands,,open palms∞          ∞circling hands-->
20          helping people∞ etcetera it just (0.4)(hhh)dis♦appeared♦=
            ------------>∞                          ♦opens palms♦
21    DI    =•oh it's interesting +er: (.) maybe almost
             •gaze withdrawal---> +scratches her neck-->
22          all °the° person want to+ be rich but er
            ---------------------->+
23          everyone doesn' (.) want to er •help people
            ----------------------------->•
24          like you♠ (0.4) *er: (0.4)* *♪what kind of help* <♪jus' food
                            *G at card* *looks up----------*
                                        ♪raises L hand------->♪and R hand->
      ka              ♠lifts eyebrows
25          *er> (0.8) or *er shelter (0.3)
            *looks up-----*
26          [or]
27    KA    [no]
28    DI    j- just give money
29          and♪ (0.3) doesn't care what the:y (.) do
            -->♪
30          with that (.) money
```

The instructor starts the timer in line 1, while the participants are gazing at the role cards. Following a 0.6s gap, KA initiates the greeting and how-are-you sequence in line 3. In line 5, DI responds to KA's how-are-you question saying that she is nervous because she has exams. In line 6, she produces a return how-are-you question at the turn-final position. Latching on DI's how-are-you question, KA provides an emphatic response (Heritage, 2011) (**i understand you**), and then she provides an argument telling that exams are necessary for their dreams in lines 7-8. In lines 7 and 8, KA first establishes a mutual ground with DI and then comes up with an argument for the necessity of exams, thereby laying the basis for their dreams. In doing so, she connects their exams with the topic, their dreams. She establishes this connection with a pre-pre. On the other hand, she leaves DI's how-are-you question unanswered. In line 9, DI minimally confirms KA's argument (the necessity of exams) with a *yes* token. At the transition-relevance position, KA offers DI whether she would like to hear her childhood dream in lines 10-11. In line 12, DI gives the go-ahead response (**yes (.) of course**) to KA. From line 10 to 12, the topic shifts from exams to dreams.

In what follows, KA enacts a storytelling practice managing the turn-taking organization until line 21. In line 14, with a turn-initial hesitation marker (**er**), KA launches a story-preface with a time locator (**when i was**) and provides an approximate time that refers to her childhood (**like six or ⊥seven years old**). In line 15, KA reveals her childhood dream (**i wanted to become really rich**). In doing so, KA highlights her childhood dream with her gaze movement and hand gestures. In line 16, she provides her account for her dream (**so i could help people (0.2) in need**). In lines 17-19, she gives more details as to how she could help people. Following this, KA comes to the end of her telling by summarizing her account for her childhood dream (**helping people etcetera**) in her turn and the current situation of her dream (**it just (0.4)(hhh)disappeared**). Following line 20, DI latches on KA's telling at a transition-relevance position with a change of state token (**oh**) and takes the turn. Then, she provides an assessment (**it's interesting**), displaying a comprehension of the telling (Goodwin, 1986). Then, she accounts for her assessment starting from turn-final position (**maybe almost**) of line 21 to line 24. In line 24, KA gives an embodied response to DI's assessment by lifting her eyebrows and also displays listenership. This is followed by a 0.4s pause, a hesitation marker (**er**), a further 0.4s pause, and DI's gaze at the role card between the hesitation marker and the second pause. Then, DI asks for elaboration (**what kind of help**) that requires KA to give more details about what she refers to with *helping people*, and she further provides possible alternatives to her question such as *food* in line 24, *shelter* in line 25, and *money* in line 26, which was rejected by KA's overlapping no-response in line 27. In lines 28-29, DI extended her last alternative, *giving money*, using *and* as a connector (**and (0.3) doesn't care what they (.) do with that (.) money**), which marks the end of the extract.

Extract 2 showed how turn-taking organization and previous responses can be exploited by the participants to initiate the task talk in the form of pre-pre. To this end, KA used the *exams* as a pivot to pre-introduce the candidate topic, *our dreams* in the second turn of the how-are-you sequence in line 07. She achieved this transition by not answering DI's how-are-

you question. She, instead, provided her comprehension of DI's emotional state, and then moved to the necessity of exams for realizing dreams. In doing so, she displayed her ability to design turns for interactional purposes. She managed the turn in a way that the participants found themselves in a task-related topical position within a how-are-you exchange, which additionally marked KA's ability to pre-introduce candidate topics producing contingent responses (Lam, 2018). In this sense, an inclusion of exams-dreams relation as a candidate topic in the pre-pre projects the incipient sequences. The following sequence supports this line of thought as KA offered to talk about her childhood dream (line 10) following DI's minimal response to why exams are necessary according to KA. Such an extension of and a shift from the previous topic resulted in a stepwise topic development as both were connected to each other as well as to the forthcoming. Other than the pre-pre, KA also availed of a story-preface just before starting her telling (line 14), thereby making her rich interactional repertoire visible.

The participants' extension of previous topics such as KA's extending her interlocutor's feelings to her childhood dream (line 07) and DI's assessment to KA's childhood dream (line 21) show that they have a good command of topic extension ability, another salient feature of IC (Galaczi 2008; 2014) as participants need to provide relevant responses to previous turns (i.e., contingent responses). This requires interactants to actively listen to their interlocutors so that they can sustain contingency in the next lines of talk. Not only did the participants extend other-initiated topics in this way, but they also developed the topic in a more smooth and stepwise way, which inevitably contributed to mutual engagement between the participants. In addition to KA's extension of *exams*, DI also drew on KA's definition of helping people to elicit more details about it. For this purpose, she offered candidate terms such as providing food, shelter, and money to encourage KA to extend the topic. Thus, DI was able to show a collaboration in co-constructing the task talk while she also contributed to the extension of other-initiated topic.

DI's candidate terms for helping people may potentially raise the question of active listenership. On the one hand, DI provided a term (*shelter,* line 25) that was already mentioned

in KA's turn (*building houses,* line 17) so as to encourage KA to give more details about her dream, which may indicate DI's inadequate listenership. On the other hand, DI's alternatives for helping people could serve for providing her interlocutor with some degree of help since KA summarized her telling with vague turns (*things like that,* line 19; *helping people etcetera*, line 20), presupposing that there might be other ways of helping people. No matter which practice is more relevant, one thing is clear; that is, such candidate terms provided by DI as a reference to her interlocutor's vague dream encouraged further elaboration from KA to make her dream more certain, and thus DA displayed a rather collaborative partnership.

Overall, the first section showed the sequential unfolding of pre-pre sequences through which the participants entered the task talk initiating the first topic. Extract 1 demonstrated the use of category-bound terms, *the department of the participants,* in the question format to elicit the childhood dream of the interlocutor, whereas Extract 2 displayed other-initiated topic extension, namely the extension of the interlocutor's feelings about her exams to childhood dream to initiate the first topic. Considering the pre-pre sequences deployed for the initiation of the first topic to enter into the task talk, the sequential organization of pre-pres turns out to play a key one in managing the ambiguous transformation of task instructions into talk-in-interaction. As pre-pre sequences normatively project an incipient base action and the sequence that will emerge from the base action (Schegloff, 2007), their sequential placement potentially informs the interlocutors about what is coming in the next turns. As a result, the level of ambiguity drops, and the contingency increases. In line with this, the pre-pre sequences invoked more participant turns in the opening sequence in reaching to the base sequence and supported engagement between the participants within the task talk entrance. The engagement was sustained by the stepwise development of the topic, which was observable in both extracts.

The section also demonstrated that the use of pre-pre sequences are closely related to the exploitation of recipiency, hence turn-taking organization. While Extract 1 provided the inclusion of participant-relevant categories to recipient design the pre-pre sequence for eliciting

the childhood dream, Extract 2 presented the participant's non-responsive action to her interlocutor's a how-are-you question, which enabled her to use the previous turn as a pivot for initiating the task talk. Additionally, the sequential development of task talk initiation with the pre-pres occurred in a stepwise fashion since the participants exploited relevant and/or emerging topics (department in Extract 1 and feelings in Extract 2). The stepwise development of topics was recognizably connected. Therefore, the section also displayed the participants' ability to co-construct a topic and develop it collaboratively to reach the main topic.

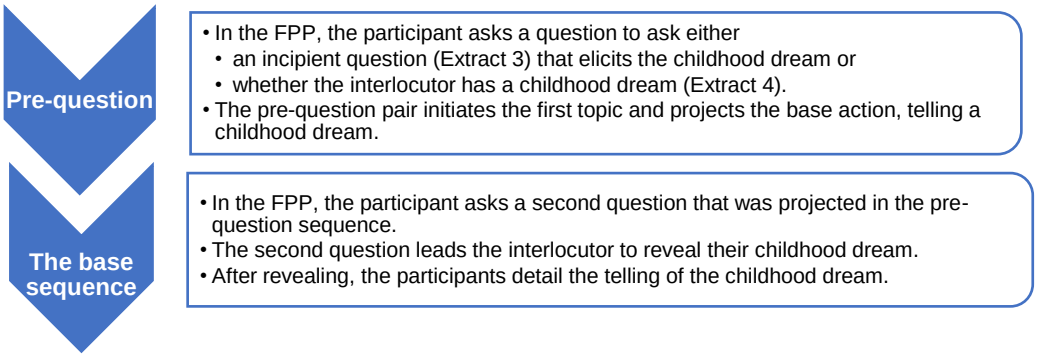
In addition, the use of various interactional resources such as task instructions, the participants' department (Extract 1) and feelings (Extract 2) to enter into the task talk displays that IC is not bound to overall structural organization. It further requires speakers to use any available context-free resources, (e.g., the participants' department in the first extract) in the ongoing interaction in a context-fitting manner. Considering this, the participants appeared to have fulfilled this requirement within the task talk entering sequence to initiate the first topic. Thus, it also points to a topic management ability which was also shown to have strong connections with turn-taking organization. Knowing that the participants were not trained with topic management strategies prior to the role-play task, this section along with the incipient ones highlights the importance of pre-pre sequences for the assessment of the participants' IC. In addition to pre-pre sequences, pre-questions, which I turn to next, are another preliminary category in the collection.

Pre-question Sequences

This section presents another preliminary sequence, namely pre-question sequences, designed by the participants in the form of two question-answer adjacency pairs. While the first question-answer pair is preliminary to the second one in which the main action is revealed. Figure 4 presents how pre-question sequences are formed in the data.

Figure 4

A pre-question sequence



What sets such sequences apart from pre-pre's is their occurrence as follow-up sequences, because in pre-pre sequences there is an intervention between the first pre, the turn projecting, and the base sequence, the projected action, due to the second pre. Similarly, they are different from telling initiations occurring as a response to a question (see *Elicited Direct Launches* section) since the question is preceded by another question-answer sequence in a pre-question sequence. This preliminary question-answer sequence noticeably invokes more participant contribution to the task talk initiation, and the participants collaboratively establish a mutual ground. The mutual workload of the participants in the task talk initiation sequence results in a stepwise topic development. With these in mind, this section brings two extracts to illustrate the sequential formation of pre-question sequences.

Extract 3 contains the pre-question sequence prior to launching telling the dream. To achieve this, KE firstly projects an incipient question with a previous one. Following the go-ahead of TU in the SPP of the preliminary question, KE asks a second question that aims to reveal her interlocutor's childhood dream.

Extract 3. *Can I ask you a question?*
Time: 0:02:10.4 – 0:03:15.2 **Length:** (0:01:04.8)

```
01    T     so:: (0.7) there you go
            ((5 lines omitted: greeting and how-are-you sequences))
07    TU    >erm< i am good. ♪(1.1.)♪   ♪(0.4)♪
                        ♪G at card,,♪G at KE...points KE then herself♪
08 →  KE    erm:: (0.6) *can i ask you a question?
                        *gaze withdrawal
09    TU    Ω↑ye:s [su:reΩ
10 →  KE           [erm(0.2) i *wonder about *↑what's your childhood dream
                               *Gwithdrawal--*
      tu    Ωlooks at cardΩ
11          (0.2)
12    TU    er:: i've- <i was> (0.8) one of my childhood dream i:s (.) err:
```

```
13          becoming a ↑pilot
14    KE    Δ°oh [very good°
15    TU          [bu:t but ♠i: (0.3) i↓♠ <i am> i ↑was♦n't ♦good at (.)
                        ♠rolls up sleeves♠          ♦moveRhand
      ke    ΔReyebrows                                to right♦
16          ♦science er: (.) ♦science and ♦mathe↑matic♦ so: i couldn't
            ♦opens palms      ♦opens palms,,♦opens palms♦
17          choose (0.4) ♠the ↑pilot department♠
                        ♠moves hands L then to R♠
18          (0.6)
19    KE    *i think it's not difficult* for you because *you are a
            *Gwithdrawal---------------*                 *Gwithdrawal-->
20          hardworking *person and (.hhh) er it's not so late (.)
            ----------->*
21          you can start er: to study (.) for them (0.2)
22          for thΔat exams  *or @pilot=
                  Δraises Rhand *Gwithdraw-->
                                @opens hands to both sides-->
23    TU    =may[be
24    KE          [to be a *pilot
            ------------>*
```

The instructor instructs to start the task in line 1. Due to the initial greeting and how-are-you sequence, the participants do not enter into the task talk immediately. There is 1.5s silence in line 7. However, the silence does not necessarily mean that the participants are not active in the task as seen by TU's gazes and pointing through which they decide on who initiates the task: In line 7, TU first gazes at the role card, and then at KE. Following this, she points at KE and then again at herself. TU's subsequent embodied actions elicit the task initiation in the following line. In line 8, KE starts the task talk with a turn-initial hesitation marker (**erm**), a gap (0.6), and then with a question (**can i ask you a question**), which projects another question. In line 9, TU provides a confirmation token (**yes sure**), thereby giving the green light to KE. Here is also notable that TU monitors the task procedures through her gaze orientation to the role card. Overlapping with TU's turn-final TCU, KE produces the projected question in the next sequence. In line 10, she asks TU's childhood dream (**i wonder about what's your childhood dream**). After a minimal gap, TU reveals her childhood dream in lines 12-13. In line 12, after an elongated hesitation marker (**er**), TU repairs her talk (**i've i was**). After a noticeable gap (0.8), she reveals her childhood dream (**one of my childhood dream is (.) err becoming a pilot**). In line 14, KE responds with a surprise token (**Δ°oh**) and a positive assessment (**very good**). Overlapping with KE's positive assessment, TU accounts for the reason she could not make her dream come true in lines 15-17. In line 15, TU starts her turn with a *but* conjunction, thereby coordinating the following turns with her

previous ones (lines 12-13). She repairs her talk (**i am i wasn't**), and provides her account (**i wasn't good at (.)science er (.) science and mathematic**) in lines 15-16. Additionally, TU connects her account to the result that prevented TU from realizing her childhood dream using a conjunction (**so:**) in line 16. Following an inter-turn gap, KE provides her stance towards the probability of TU's achieving her dream (**i think it's not difficult for you**) with an account (**because you are a harworking person and (.hhh) er it's not so late**) in lines 19-20. Following this, she provides a suggestion (**you can start er: to study (.) for**) in line 21. In line 22, KE repairs her talk (**for that exams or pilot**). Latching on her repair, TU acknowledges KE's suggestion (**maybe**), while KE provides a further repair to her own talk (**to be a pilot**) with an overlap in 24.

Extract 3 has demonstrated the pre-question of KE (line 10) prior to the main action, which was built upon a question-answer sequence (lines 10-13). The question-answer sequence format, thus, included two adjacency pairs: (1) the first question-answer sequence that projects the next question adjacency pair (the pre-question) and (2) the second question-answer sequence that was the base adjacency pair and contained the main action (the question). Considering this sequence format, KE, as the producer of the first question-answer pair, aimed at eliciting TU's childhood dream, initiating the task talk through a preliminary question-answer format that projected the base adjacency pair, hence the main action. Although this occurred with TU's multimodal actions (gaze orientation and pointing), KE designed the recipiency in a way that she first prepared TU to an incipient question, and then asked the projected question.

The extract showed that the pre-question established a mutual ground between the participants. As mentioned earlier, the task instructions require one of the participants to talk about his or her childhood dream, while the other is instructed to elicit the details about the co-participants' childhood dream. These instructions, thus, do not set any predefined preliminary sequences to the participants but largely determine the scope for the main sequences. However, KE deployed the preliminary sequence not only to initiate the task but to establish a

mutual ground for eliciting the childhood dream. KE's additional work can be considered as an active participation to the task. This effort was also recognizable after eliciting the dream with assessment marker (line 14) and her elaboration (lines 19-22). Related to this, the initiation and development of the topic occurred in a stepwise fashion, whereby both participants contributed to the ongoing interaction. This indicates that speakers' use of pre-question sequences in co-constructing the role-play interaction are indicative of their IC. In other words, Identification of pre-question sequences in L2 speaking exams can point out a degree of L2 IC.

Additionally, the extract exhibited that IC is not only related to the sequential design, but it also requires the participants to use any available resources in a context fitting manner. Therefore, the assessment of the participants' IC can be further evidenced by their use of interactional and multimodal resources during the task talk. In this sense, TU, as the teller, deployed the role cards as a multimodal resource in order to elicit an initiation (Uyar & Balaman, in review) in line 07. Moreover, both participants showed the ability to repair their talks (lines 12, 15, 22, 24). They operated repair practices in various ways such as deletion and abortion (line 12, by TU), replacing (line 15, by TU) and searching (lines 22, 24, by KE). Such practices display the participants' interactional efforts in producing trouble-free turns. Additionally, the conjunctions (*but* in line 15 and *so* in lines 16) demonstrate the participants' stepwise turn design by connecting the previous sequences to the incipient ones. The co-construction of talk was visible in Extract 3 through TU's deployment of her multimodal resources and embodied actions to elicit a turn initiation as well as KE's projection of the upcoming actions through pre-question sequences. The following extract will also present how pre-questions can be used for projecting the launch of the childhood dream.

Extract 4 brings another pre-question sequence which contains a delay in the telling of the childhood dream. In the first question-answer pair, AY asks KA whether she had a childhood dream with a yes-no question. In return, AY elicits a type-conforming answer but

without the childhood dream. In what follows, she produces a second question-answer pair that aims at revealing KA's childhood dream.

Extract 4. ***Do you have a childhood dream?***
Time: 0:00:25.0 - 0:01:26.1 **(Length:** 0:01:01.1**)**

```
01      T     ♦*a::nd sta:rt when ♦you're ♦ready♦ (hhh) (1.4)♦
        ka     *>>looks at the card--->
        ay    ♦>>looks at the card♦       ♦.....♦looks at KA-♦
02            (4.8) ♦ (0.7) ♦, *(0.7)*
        ka     --------------->*--2--* 2: mutual gaze, both ss smile
        ay          ♦---1---♦ 1: AY looks at KA
03      KA    do you wanna ↑startΔ
        ay                        Δlooks at the card--->
04            (0.9)
05 →    AY    °okay° ⊥er: (0.3) do you have a childhoodΔ dream
              ---------------------------------------->Δ
        ka           ⊥G at the card
06            (0.8)
07      KA    *u:h (.) yeah some (.) *stupid dreams i usedΔ to haveΔ
              *G withdrawal---------*
        ay                                              ΔG at cardΔ
08 →    AY    like what
09      KA    *u:hm like being a fai*ry+ (1.7) (.hhh) what about yours?
              *G withdrawal---------*
        ss                              +laughing
10            Δdo you have anything like that↓Δ
        ay    Δlooks at the card-------------Δ
11      AY    %erm >i mean< not childhood but. (0.3) few years ago
              %gaze withdrawal--->
12            i wanted to be an archaeolo%gist=
              ------------------------>%
13      KA    =oh (0.6) yesΔ
        ay                 Δlooks at the card--->
14            (0.5)
15      AY    so do you (.) nowΔ ♪ha:ve- had any:♪ Δ(0.8) other dreamsΔ like
              ---------------->Δ ♪liftsher eyesup♪Δlooks at the card-Δ
16            maybe% a (0.2) %↑job (0.8) >not being a teacher
                   %Gwithdrawal%
17            ♠but other than that↓<♠ *
              ♠moves hands from L to R♠
        ka                            *Gwithdrawal--->
18            (0.4)
19      KA    ↑no actually* >i've always wanted to be a teacher<
              ----------->*
20      AY    Δreally?Δ
              Δlooks at cardΔ
21      KA    ↑$yes$
22            (0.8)
23      AY    ♪okay♪ then (0.3) er::♪ Δyou canΔ do >it  Ωi mean you're
              ♪,,,,♪lifts her head up♪Δlooks the cardΔ  Ωopens arms-->
24            studying [it °i think<°
25      KA             [Ωyes Δ
        ay    --------->Ω   Δlooks at the card-->
26            (0.6)
27      AY    er: (0.6)Δ Ω(0.2)i don't knowΩ Δanything else to sayΔ
              -------->Δ Ωopens arms-------Ω Δlooks at card---Δshows the card
                                                              to KA->>
```

The instructor instructs to start the task in line 1. However, the task talk does not start immediately as the participants settle in (Pillet-Shore, 2018a) until line 5. After the instructor's

go-ahead, both participants look at the role cards. Also, AY occasionally looks at her interlocutor (lines 1, 2). In line 2, the participants establish mutual gaze. Following this, KA self-selects herself and invites AY to start the task talk (**do you wanna start**) in line 3. In the turn final position in line 3, AY looks at the role card once again. After 0.9s inter-turn gap, AY starts the task talk in line 5. Given the inter-turn gap in line 04, the acknowledgement token (**okay**) and the hesitation marker (**er**) in the turn initial position, produced by AY, serve as a preface to the next TCU in line 5. After an intra-turn gap, AY initiates the task talk with the FPP of the pre-question by asking the childhood dream of KA (**do you have a childhood dream**) in a yes-no question format. Here is also observable that AY asks the question while gazing at the role card. Following a 0.8s gap, KA provides a type-conforming answer (**uh (.) yeah**) and elaborates on her response (**some (.) stupid dreams i used to have**). KA's answer, however, is not observably treated as sufficient. Due to the task instructions, the co-participants need a childhood dream to talk about to ensure the progression of the task. Accordingly, AY asks the base question (**like what**) that elicits the childhood dream in its SPP. In line 9, starting with a turn-initial hesitation marker (**uhm**), KA provides an example (**like being a fairy**). After a long pause, she asks AY's childhood dream (**what about yours**) with a reciprocal question (Schegloff, 2007). It is worth recalling the task steps at this point. Completing the first task step (**talking about a childhood dream unrealized**), the interlocutors move on to the second step, that is, giving details about the childhood dream. In this case, KA asks AY's dream immediately after revealing her childhood dream with the reciprocal question. Following this, in line 10 she reformulates her question (**do you have anything like that**) while AY is looking at the role card. In line 11, AY provides an account (**not childhood but. (0.3) few years ago**) before she reveals her dream, and in line 12 AY reveals her dream (**i wanted to be an archaeologist**). Latching on AY's turn, KA responds with a state-of-change token (**oh**) which is followed by a gap in line 13. KA fills in the gap with *yes* while AY starts looking at the role card. After a half second silence, AY expands on KA's childhood dream by asking whether she had dreams other than being a

teacher in lines 15-17. Following an inter-turn gap, KA responds with a *no* (**no actually**) providing that being a teacher has been her only dream (**i've always wanted to be a teacher**) in line 19. In return, AY responds with a surprise token (**really**) while looking at the role card. In line21, KA confirms her previous response (**yes**). From this line on, AY makes recognizable that she has been looking at the role cards to monitor the ongoing task steps. After a long gap in line 22, AY first acknowledges KA's confirmation, and then she highlights KA's realization of her childhood dream (**you can do it i mean you're studying it**) in lines 23-24. At a turn-final position in line 24, she also downgrades her stance (**i think**). In an overlapping manner, KA confirms AY's statement in line 25 while AY is looking at the role card. After a 0.6s gap, AY starts her turn with a hesitation marker (**er**) that precedes another pause, and then displays a problem of progressivity in line 27.

Extract 4 presented another pre-question sequence employed by the participants to initiate the task talk. It sequentially included two question-answer pairs. Although the first pair was similar to Extract 3, the FPP of the preliminary question in this extract contained a direct question that explicitly targeted the teller's childhood dream. In addition to projecting a question, it also displayed the content of the prospective question (childhood dream). Since a particular dream was not publicized in the first question-answer pair, AY produced a wh-question (like what) in the second (i.e., base) question-answer pair that preferred a particular information. It was after this question that KA's dream was revealed.

Although the participants collaboratively initiated the task talk, they could not display the same effort for extending topics. To illustrate, the first topic, KA's dream, was cut off by KA's reciprocal question that asked for her interlocutor's childhood dream. Similarly, the second topic, AY's dream, lasted relatively short. The participants were noticeably telling their dreams to each other rather than drawing on accounts and encouraging their interlocutor to elaborate on their childhood dream. In other words, the participants firmly held on the same topic (what is your childhood dream?) using reciprocal questions. Kley (2019) defines reciprocal questions as a threat to progressivity since the producer of the reciprocal question

immediately shifts the topic to the interlocutor rather than expanding on it. They obviously prevent the participants from elaborating on their answer. Likewise, Extract 4 made clear that reciprocal questions can threaten the progressivity. Although AY tried to expand on her answers with a so-preface in line 15, both of the participants were stuck in their childhood dream, and consequently they could not develop the task talk any further from the initiation sequence in this instance. It is obvious that the initiation and development of the task talk do not occur fortuitously; rather, they require the participants' interactional efforts to initiate and develop the task talk further. In this particular interactional episode, the participants managed to initiate the task using preliminaries, but could not further it easily.

This section examined pre-question sequences that are observably sequential tools for the participants to initiate the task talk with preliminary moves to the base sequence. Furthermore, they are useful for establishing a mutual interactional space and decreasing the level of ambiguity that can be observable at task entrances. This mutual space provides each participant an opportunity to contribute to the interaction, and thus avoids sequential asymmetries. Therefore, the initiation of the task talk occurs in a collaborative and stepwise fashion rather than with direct launches of the topic. Despite the collaborative efforts of the participants, the sequential designs can take different forms. Considering the sequential formation of AY's question (Extract 4) in the first question-answer pair, it is clearly different from that of KE's question (Extract 3) due to the projection of AY's question. While KE projected a prospective question (can i ask you a question), AY's question also projected the content of the prospective question (do you have a childhood dream). More importantly, since the yes-no question type in AY's question did not require a particular dream but a type-conforming answer, AY needed to produce the second pair with what question, which was similar to KE's question in Extract 3 (what's your childhood dream) despite different preliminary pairs. This suggests that the interlocutors do not treat yes-no questions in a similar way they treat wh-questions that seek for particular information, although yes-no questions are included with that particular

information. With such treatments, yes-no questions are, nonetheless, handy tools for projecting the next turns and actions.

This section has also shown that initiation and extension are two different interactional practices since the pairs in two extracts displayed different methods of topic management. While in Extract 3 the participants were able to elaborate on the childhood dream with accounts and assessments, which were also observable in the previous section, the participants in Extract 4 could not go beyond telling their dreams at the task entrance. This was partly due to the reciprocal questioning of interlocutor's childhood dream as the participants asked what-questions about their other childhood dreams rather than whys. They could not progress the talk any further and were set in the task entrance position. This, thus, implies that topic initiation practices are essential to the assessment of IC similar to topic extensions. As I extensively argue in the discussion chapter, micro-analytic investigations such as this thesis are of paramount importance for identifying how these practices are co-constructed.

With that being said, the findings will now focus on pre-telling sequences deployed by the participants to enter into the task talk.

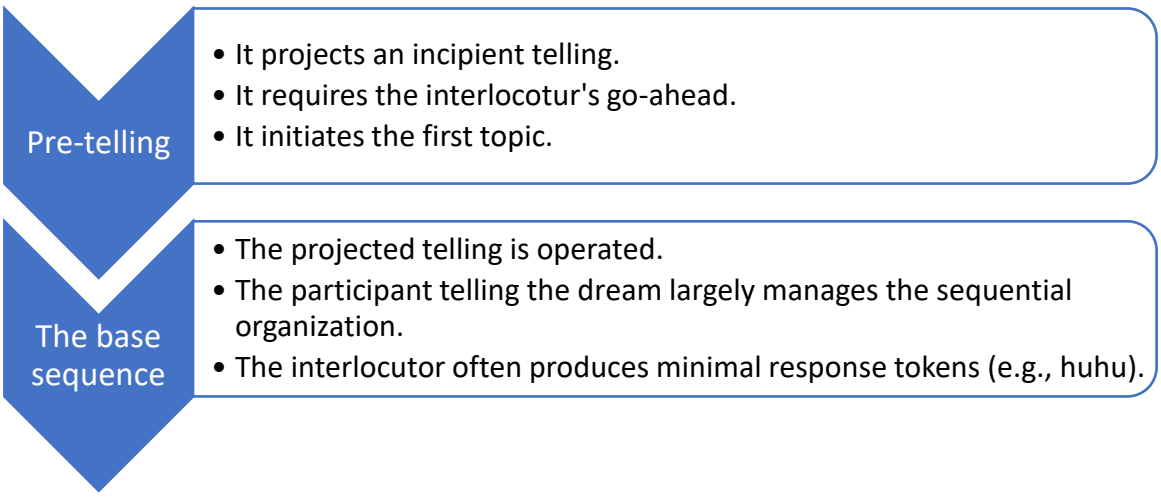
Pre-telling Sequences

This section examines sequences in which the base adjacency pair is preceded by a pre-telling sequence. Telling practices often draw on the newsworthiness (Schegloff, 2007); in other words, the things to be told in the next lines should be news to the recipients. From this point of view, the recipients should not know, or at least be less knowledgeable in comparison to the teller to ensure the telling of the speaker as news. The speakers commonly deploy pre-telling sequences to envision whether the telling is newsworthy for the recipient. In doing so, they find an opportunity to reveal the stance of the recipient(s) in relation to the next turns, which will be presented as news by the speaker. More importantly, the telling practices bear some normative organization in the emerging interaction. The turn-taking organization is largely managed by the teller, while the recipients minimally contribute until the telling is completed. Producing preliminary turns before the actual telling helps the teller secure such

normative formations of telling practices. Lastly, preliminary moves make the incipient telling recognizable to the recipients. Given their wide range of operationalization, pre-telling sequences remarkably facilitate the telling practice, and therefore their use for initiating the task talk may mark the participants' IC. Figure 5 presents how pre-telling sequences are sequentially produced in the data.

Figure 5

A pre-telling sequence



Extract 5 presents SU and IR's talk, in which IR projects a telling in the preliminary sequence about her childhood dream. Following her interlocutor's go-ahead, IR reveals her childhood dream. In what follows, IR manages the turn-taking organization due to her telling, while SU contributes to IR's telling with minimal responses until the telling is completed.

Extract 5. *I want to tell.*
Time: 0:02:38.8 - 0:04:12.7 **(Length:** 0:01:33.9**)**

```
01      T       and here i:t (0.3) starts
                ((7 lines omitted: greeting and how-are-you sequences))
09              (0.4)
10 →    IR      ×er: so (0.8) *(0.3)* ×i'm going to (0.2) ♦i want to tell
                ×gaze at the card-----×                   ♦looks up-->
        su                      *--3--* 3: gaze at the card
11              you♦ (0.4) ×something that i would never× (0.4) ♦er:
                -->♦       ×gaze at the card-----------×       ♦looks up-->
12              some (.)♦dream ♠that i would never (.) manage to
                ------->♦      ♠closes eyes-->
13              (0.2)
14 →    SU      yeah♠ ×let's *about it
                             *gaze at the card-->
        ir      --->♠ ×gaze at the card-->
15              (0.2)* (0.6)
```

```
      su    ---->*
16    IR    make it true (0.7) i always wanted× to be a professional
            ------------------------------>×
17          swimmer (0.4) when♦ i was a child♦
                            ♦looks up------♦
18    SU    huhu
19    IR    ×er: but (.) the first time ×i went (0.5) to (.) sea (0.9)
            ×gaze withdrawal------------×
20          ♦er: (0.3) &first time I tried to♦ swim& (0.6)
            ♦looks up------------------------♦
                        &opens&moves hands back&forth&
21          i almost (.) er: Δdrowned (.) andΔ=
                           Δpoints at herselfΔ
22    SU    =♪yea[h:
23    IR          [yeah (hhh)♪ and ♦i was (1.1) er (1.2) and♦ (0.5)
                                      ♦....looks up------------♦
      su    ♪widens eyes---♪
24          my father could save me (.) er at the last minutes
25          i was &about to die& (.hhh)
                  &raises L hand&
26    SU    °o[hh°
27    IR      [♦and er: ♦after that (.) *er: ♦i: (0.2)* began♦ to (0.3)
               ♦looks up♦                    ♦looks up------♦
      su                                  *gaze at card-*
28          erm (0.4) &scare
                        &opens L palm-->
29          (0.4)
30    SU    s- &(sea)
      ir    -->&
31    IR    >scared from sea< a:nd ♦(1.6) after that i'm never ♦went to
                                   ♦gaze at the right corner---♦
32           (1.0) the seashore maybe=
33    SU    =it is <*ve[ry> sad] er *do you (.) @think about (.) er: (.)
34    IR               [yeah   ]
      su             *gaze at the card*          @opens hands-->
35    SU    taking help@ (1.0) [from doctor↓ ]
36    IR                       [×↑yes: but   ] i- (.) i really (.)×afraid
                                ×gaze withdrawal-------------------×
      su    ---------->@
37    SU    ohh
            smiles-->
38    IR    and i don't know how to (.hhh)
      su    ---------------->
39          (0.9)
40    SU    er: if you want we can go together to a doctor we can er:
41          tell your (0.2) fear of sea maybe
```

The instructor instructs to start the task in line 1, and then the participants exchange greeting and how-are-you sequences until line 10 where they need to initiate the first topic of their talk. In line 10, with a turn-initial hesitation marker (**er**) and the discourse marker so, IR initiates a pre-telling while gazing at the role card. Following a 1.1s silence, she tells she is going to, but then repairs it, possibly to downgrade her stance as she needs her interlocutor's go-ahead for a further telling. In line 11, she projects telling *something*, which then turns into *some dream* in line 12. In doing so, she upgrades the projected action, but its content is still not exactly known. In lines 10-12, IR hints at the content (dream) of the possible next turns

and the enactment of the action (telling). In doing so, she recognizably benefits from the role cards as she constantly gazes at it in lines 10-11. In line 14, SU gives the go-ahead, while both participants are gazing at their role card. Following a 0.8s silence, IR starts her turn with a repair (**make it true**) of her previous turn, while she is still gazing at the role card. After the repair and a 0.7s silence, she reveals her childhood dream in lines 16-17. In line 18, SU provides a minimal response (**huhu**) through which she displays recipiency. In lines 19-21, IR, starting with a turn-initial hesitation marker (**er**), she elaborates on why she could not fulfill her childhood dream connecting it to her dream with a *but* conjunction at the first turn of the sequence. In line 22, SU latches on IR's turn (**and**) and provides a comprehension token (**yeah**), thereby displaying recipiency and giving space to her interlocutor for sustaining the telling while in line 23 IR overlaps SU's comprehension token and continues her telling. However, IR cannot easily progress her turn, which is observable with audible exhalation, long silences, hesitation marker, gaze withdrawal, and the repetition of *and*. In lines 24-25, IR progresses her telling explaining how she was saved. In line 26, SU minimally contributes to IR's talk with a surprise token (**ohh**). In line 27, overlapping with SU's minimal contribution, IR extends her telling connecting it to her previous turns with a turn-initial conjunction and to mention the current state of her dream. In line 30, SU offers a candidate term (**s(sea)**) for what IR is scared of. Following this, IR accepts SU's candidate term (**scared from sea**) and completes her telling. In line 33, SU latches on IR's maybe, which decreases IR's certainty, and provides an affiliative assessment (it is <*ve[ry> sad]), showing her understanding of IR's dream (Goodwin, 1986). Following her assessment, she draws on IR's fear to extend the topic asking whether IR wants to take help from a doctor. In doing so, SU also helps IR to further elaborate on her dream. Overlapping with SU's turn-final talk, IR gives a type-conforming response to SU's yes-no question and then produces a second TCU with *but* signaling that there is a problem about taking help from a doctor. In this sense, IR's overlapping *yes but* answer is double-barelled, with anaphoric and cataphoric references to turn-taking organization. In specific, *yes* refers to backwards and helps her produce a preferred response

to SU's question whereas *but* refers to the incipient turn, in which IR states that she is afraid. In line 37, SU provides a minimal response with a change of state token (**ohh**). Following this, IR continues to elaborate on her *but*-response (**and i don't know how to**) connecting her turn (line 38) to the previous one (line 36) with and. Following a 0.9s silence, SU gives an offer to IR telling that she can come with her as a company for seeing a doctor in lines 40-41.

The extract demonstrated how the participants entered into the task talk with a pre-telling sequence (lines 10-14) whose functioning was remarkably manifold. To this end, IR produced the first turn of the pre-telling sequence in the form of 'i want to' (line 10), and then elaborated on what she wanted to tell (lines 11-12). In doing so, not only did she inform her interlocutor about the content of the incipient sequences, but she also projected the prospective next action. More importantly, the pre-telling helped her interlocutor recognize IR's telling and provide affiliative and aligning responses to her telling.

The reason that IR normatively led the turn-taking organization was partly due to her interlocutor's stance to the telling since she provided minimal aligning (acknowledgement tokens, lines 18, 22, 34) and affiliative (lines 26, 37) responses until the telling was completed. Nonetheless, she also displayed active listenership providing a candidate term (*sea*, line 30) which contributed to the progression of the talk. Upon the completion of the telling, she produced elaborate turns that were closely related to the extension of the telling (lines 33-35) and accomplishing the target action, offering (lines 40-41). Considering that the participants act out their role cards in an assessment context, SU could be scored low for her minimal responses during the telling; yet, moment-by-moment investigation of their task talk entrance reveals that this was caused by her interlocutor's enactment of telling, and more importantly due to the pre-emptive measure against the dominance of the floor.

Within this context, self-initiated repair practices were also observable such as the repair of something (line 11) with a more precise description (some dream, line 12), or the repair of a previous turn (line 11) benefitting from the availability of the role cards in lines 12-16, indicating that the availability of the role cards can function as a multimodal resource to

repair the task talk within an assessment context. Other-initiated repairs, on the other hand, were not operated although there were recognizable mistakes such as line 31 (**i'm never went**) and line 36 (**i really (.)afraid**). This suggests that the participants focus on the meaning in the peer interaction, and provides validity argument for the use of role-plays to assess participants' real life interactional practices.

Extract 6 brings another pre-telling practice through which the task talk is initiated. SA sets the talk prior to telling his childhood dream in the pre-expansion of the base adjacency pair. While setting the talk is the practice employed for entering into the task talk, SA ends the first adjacency pair of the pre-expansion sequence with a question in the form of "you wanna X?" in order to elicit the go-ahead from his interlocutor to move on to the base sequence.

Extract 6. ***I just remembered that.***
Time: *0:02:47.1 – 0:03:54.6* **(Length:** *0:01:07.5***)**

```
01     T     here it (1.0) <starts>
02           (0.9)
03 →   SA    >*alright< er* i jus-* i just remembered that i had a (.)*
              *Gwithdrawal*       *gaze withdrawal--------------------*
04           childhood dream that i *couldn't do* (0.4) while talking
                                     *Gwithdrawal*
05           so (.)♠erm you wanna ♠↑know about it
                  ♠looks at ground♠
06 →   YU    yeah tell me ♠please=
       sa                 ♠looks at the ground-->
07     SA    =okay er it was♠ like Δwhen i was sixΔ *er
             ---------------♠      Δlooks up------Δ *gaze withdrawal-->
08           i was watching tv and all the disney *stuff was
             ------------------------------------*
09           on the tv* and i was (0.4) >like< so excited* to watch it
                       *gaze withdrawal-------------------*
10           *(0.4) and after that i heard that they er (.)had
             *gaze withdrawal-->
11           a disney*land (.) kind of thing (.)Δ in:
             ------->*                        Δlooks up-->
12           i thinkΔ france (.) *in paris↓ *and i wanted to go there
             ------>Δ             *Gwithdrawal*
13           *ever since i was a* kid >*but< i couldn't (.) sadly
             *Gwithdrawal-------*      *gaze withdrawal
14           (1.6)♦ (1.4)
       yu         ♦looks at the ground-->
15     YU    ♪a::nd♦ (1.4)♪ (hhh)what αer what else did you⊥
             ---->♦
             ♪----1-------♪ 1: changes her position on the chair
                                αgaze withdrawal     ⊥looks up-->
16           i mean erm⊥ ♦(0.7)did you do something♦
             ----------⊥ ♦looks at the ground------♦
17           to (0.2)achieve those ↑dreams♠=
       sa                              ♠looks at the ground-->
18     SA    =er ♠not really i- i meanΔ (0.3) Δi *was in europe
             ----♠                   ΔlooksupΔ  *gaze withdrawal-->
19           for nine monthts* but i didn't remember about disneyland
             ----------------*              smiles-->
```

```
20            so□ (0.4) [no
21     YU                [when- when were you in europe
       sa     ->□
```

The instructor instructs to start the task in line 1. After a 0.9s silence, SA initiates the turn (**alright**) in line 3, and sets the talk (**i just remembered that i had a childhood dream that i couldn't do (0.4) while talking**) in lines 3-4. He benefits from the task instructions to set the task for this purpose. In line 5, using a so-preface at the turn-initial position, he asks YU whether she wants to learn about his childhood dream. In line 6, YU provides the go-ahead (**yeah tell me please**). Latching on YU's go-ahead in line 7, SA reaches to the base sequence and starts his telling practice with an okay at the turn-initial position. He first downgrades his stance (**it was like**), and then prefaces the telling by specifying the time (**when i was six**). In lines 8-9, he provides some background information about his childhood dream (**i was watching tv and all the disney stuff was on the tv**). In line 10, he continues to tell his childhood dream (**i heard that they er (.)had**) and connecting it with additional discourse markers (**and after that**) to the background information he provided in lines 8-9. In line 11, he provides the location (**a disneyland**) downgrading his stance (kind of thing). In line 12, he expands on the location (**i think france (.) in paris**), and uses the discourse marker *and* for connecting his previous telling that includes some background information, the time, his emotional stance (**so excited to watch**), and the location, to his childhood dream (**and i wanted to go there**). In line 13, SA first refers to his childhood (**ever since i was a kid**) as a time locator, and then summarizes her telling (**but i couldn't (.) sadly**). After 3.0s of silence, YU initiates her turn with the discourse marker and. Following a 1.4s gap, she expands on SA's dream asking whether he has done something to achieve his dream (**what ɑer what else did youl**). In lines 16-17, she reformulates (**i mean erm**) her question (**did you do something to (0.2) achieve those dreams**), through which she encourages SA to elaborate on his dream. In line 18, with a turn-initial hesitation marker (**er**), SA provides a

no-answer (**not really**), revealing that he has not done anything to achieve her dream, and then he gives an account for this (**i meanΔ (0.3) Δi was in europe for nine monthts but i didn't remember about**) in lines 18-19. Using *so* in line 20, SA summarizes his account for his interlocutor's question. Overlapping with SA's no-answer, YU asks the time the speaker was in Europe in line 21, which again functions as an elaborate question.

The extract showed how the participants entered into the task talk employing a pre-telling (lines 03-06) in which SA first set the talk (lines 03-04) before eliciting her interlocutor's go-ahead (line 05). The pre-telling practice both projected the next action and informed the interlocutor about its content. Similar to the previous extract, the action projection enabled SA to hold the floor, while her interlocutor remained silent during the telling, suggesting that the telling was recognized as such by SA's interlocutor. Therefore, the pre-telling noticeably accomplished its function by distributing the relevant stances to both participants as the interlocutor provided turns elaborate upon the completion of the telling.

When the participants arrived at the base sequence in line 7, SA initiated the the base sequence with *okay*. The *okay* particle was twofold as it ended the pre-sequence, while at the same time it started the incipient one, the base sequence. Related to this, the extract also provided how the participants benefited from discourse markers (so in line 5; and in lines 8, 9, 10, 12, 15) so as to connect the turns, and thereby the sequences. The effective management of such markers does not only require active speakership/listenership roles to use them in appropriate places, but it also necessitates an effective topic management skill since their use is not limited to intra-turns. Moreover, they enable the participants to exploit the sequential organization and to expand the topic accordingly.

To conclude this section, the analytic focus on pre-telling sequences has common practices employed by the participants to initiate the first topic, thereby entering into the task talk. With such practices, the participants both initiated the task talk and informed their interlocutors about the content of the incipient topic. The availability of the sequential

information contributed to the transformation of task instructions into talk-in-interaction decreasing the level of ambiguity between the participants as they acted out a role-play task with some degree of information gap. These practices were also essential to get the projected tellings recognized as such by the interlocutors since they have to take up relevant stance during the telling. This was evidenced through moment-by-moment analyses as the interlocutors provided minimal responses (acknowledgement tokens, assessments) to give the floor to the teller, thereby avoiding turn competitions. They, on the other hand, contributed to the interaction following the completion of the telling with turns and sequences that looked for further details about the childhood dream, as required by the task instructions. That being said, the pre-telling sequences were effective not only for initiating the first topic collaboratively, but for setting up the relevant interactional organization necessary for the action to be enacted.

The investigation of pre-telling sequences also showed that the participants were able to exploit the sequential organization for the sake of their telling as they displayed effective use of conjunctions to connect sequences and extend the talk, which contributed to the progressivity of the task talk. In this sense, the use of conjunctions was directly linked to the topic management abilities of the participants as they were able to extend their telling in a stepwise manner and in relation to their previous turns. Furthermore, their use of conjunctions shared similar features to the pre-tellings as they project an incipient turn by their producer and enable them to hold the floor. Therefore, they played a complementary role to the pre-telling sequence. Before closing the pre-telling section, I should note that their relation to IC assessment along with other preliminaries is extensively discussed in the discussion part. Given that, I now turn to another but different sequential preliminar resource, namely story prefaces.

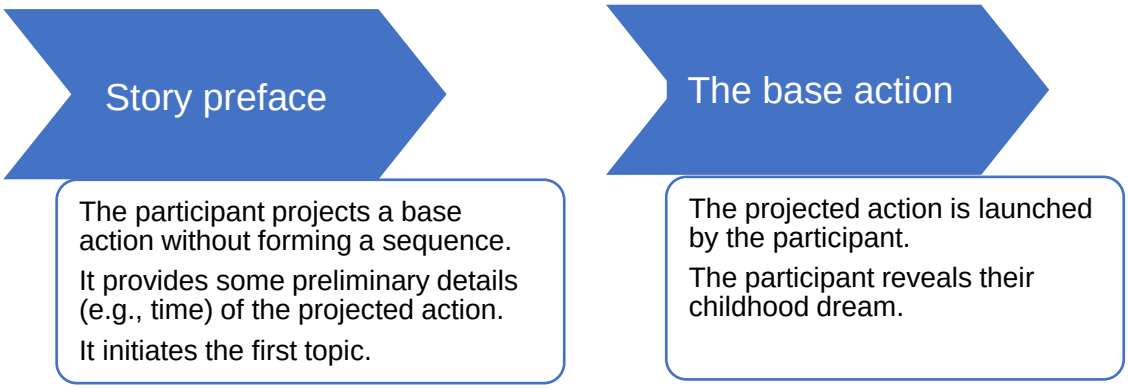
Story Prefaces

Stories in interaction are tellings that require extended turns (Sacks, 1992) in and through which stories are launched, made recognizable to, and responded by their recipients. The chapter has so far investigated the preliminary sequences which were used for achieving

these actions. But, preliminaries that lead to the main sequences are not the only source for participants to introduce their telling and design the turn-taking organization accordingly. Story prefaces, the analytic point of this sub-section, are also available interactional resources for the participants to introduce the story providing reference to time or source of the story (Sacks, 1989). In addition to introducing the stories, story prefaces allow the recipients to recognize the possible completion of the story (Sidnell, 2010). While they exhibit features similar to previous sub-sections in terms of turn design and action projection, they are observed at the turn-initial position of the story launches. What is more different is that they are followed by the projected action, thereby not eliciting interlocutor contribution. Figure 6 represents the unfolding of story prefaces in the data.

Figure 6

A story preface sequence.



As seen in the figure, the story preface is not extended to the sequences because the project action is revealed by the same participant after the story preface. I will examine Extract 7 to show the moment-by-moment unfolding of story prefaces in the data.

Extract 7 presents ES and NE's task talk in which ES initiates the task talk after the instructor's go-ahead and a noticeable gap. While initiating the task talk, ES produces a story-preface with which she gives reference to the time of the story, thereby making her story and telling recognizable to her interlocutor.

Extract 7. *When I was a little girl.*
Time: 0:00:37.6 - 0:01:45.6 **(Length:** 0:01:08.0**)**

```
01     T      >okay (.) there you go< (5.0)+
       es                                  +turns her body to sl
02            (5.5)+
       ss          +mutual gaze
03 →   ES     well e:rm when ↑i +was °a° little gi:rl i: (0.7) wanted
       ne                        +leans forward
04            to be a tooth fairy↓ (0.8)+--(2.0)--↑that's real+
       ss                                +both laugh-----------+
05            [you can ask my] mom
06     NE     [that's strange]
07     ES     i don't know ↑why but you know i always wanted
08            to be ↑tooth fairy↓ (0.9) +↑a:nd uh:m# (1.0) #+see*
       es                                +looks at the card--+   *1->
       ne                                                    #coughs-#
09            it's *not possible to make it true anyway
              ---->* 1: opens and folds her hands
10     NE     $yeah$
              $-2--$ 2: smiles and nods
11     ES     %so: (0.4)% (0.2)& erm (1.4)& *yeah (1.2) to gi:ve a little
              %---3----% 3: tidies her hair
                              &----4----& 4: looks at the card
                                           *looking at ground------>
12            bit more details about this $↑dream $* +>you know<
       es     ------------------------------------>* +5--------->
       ss                                  $laughs--$
13            that was some↑thing related to: probably: (0.8) uhm:
14            (2.4)
15     ES     <the: stro:ng desire *of #being>(0.9) *+super#natural%
       es     ---------------------------------------->+             %6->
       es     5: looking across         #R hand to her head-#
       ne                             *looking at the card*
16            ha#ving [supernatural]#% *abi©lities that's probably ↑it
17     NE             [yeah        ]
       ne     --6------------------->% 6: opens her hands both sides
       es                              *looking at the card-------->
       ne       #nodding-----------#      ©looking at the card---->
18     ES     (0.6) a:nd (0.6)* (2.1) © y+eah+% ((smiles))
       es     --------------->*           +-7-+ 7:mutual gaze
       ne     ---------------------->©       %looking at the card--->
19     NE     er %(.hhh) +i al#most waynte- i always wanted to be #an
       ne     -->%        +lifts her head, looks across------------->
       es                       #R hand to her head----------------#
20            astronaut or a policewoman ↑but +i couldn't
              ------------------------------>+
```

The instructor instructs to start the task in line 1. Following a noticeable gap, ES initiates the task talk with a well-preface and turn-initial hesitation marker (**erm**). In what follows, she provides a story-preface with a time locator (**when i +was a little girl**), and then reveals her childhood dream (**i wanted to be a tooth fairy**). In line 4, she provides a parenthesis to her dream (**that's real**) at the turn-final position of her turn. In line 5, she addresses her mom as a referent to her parenthesis (**you can ask my mom**), while overlapping with her interlocutor's assessment (**that's strange**). In line 7, ES decreases her epistemic stance (**i don't know why**) retelling her dream in lines 7-8. Following this, she summarizes her dream (**it's not possible to make it true anyway**) highlighting

its unfulfilled situation. In line 10, her interlocutor minimally acknowledges ES's dream (**yeah**), thereby giving the floor to her. In line 11, ES starts a so-prefaced turn, and thus continues her telling; however, she cannot progress her turn forward, as evidenced from gaps and the hesitation marker, while gazing at the role card. At the turn-final position of line 11, she explicitly articulates task instructions regarding giving details about the childhood dream. Following this, she elaborates on her childhood dream in lines 13-16. In line 17, her interlocutor, NE, again minimally acknowledges (**yeah**) ES's telling, thereby giving the floor to ES. However, this does not result in the progress of the telling since ES cannot provide further details; rather, she ends her telling (**yeah**) and leaves the floor. In lines 19-20, NE selects herself as the next speaker and responds ES's story with hers, a new story.

Extract 7 presented ES's deployment of a story-preface consisting of a time locator, through which she projected a prospective telling and set up the telling requirements regarding the turn-taking organization and the relevant stance. The minimal contributions of her interlocutor that were observable until ES's story completion evidenced to the former, whereas her interlocutor's assessment in line 6 displayed the necessity of the latter. Related to this, Mandelbaum (2012) highlights the stance in storytelling as "a crucial resource for recipients, as it makes available the teller's expectations regarding how the events of the storytelling are to be responded to" (p. 236). ES's mom as an addressee well reflects on Mandelbaum's point as the launch of the story elicited an assessment which was obviously not positive. On the other hand, ES's focus on the current situation of her dream (line 8) signalled a possible response to the dream which aligned with the task instructions. However, her interlocutor's response (line 19) to ES's story completion included her own story instead of drawing on ES's story.

As for the turn-taking organization, there were no competition, and ES held the floor during her telling. Although there were overlaps, they were mainly encouraging for further telling. This, therefore, suggests that ES's story-prefaced launch of the telling accomplished to make the telling recognizable as such by the interlocutor. Although the interlocutor did not

compete for turns and gave ES space for enacting her telling, her minimal contributions observed during the telling resulted in interactional troubles in lines 11 and 18. While ES resolved the former trouble using the task instructions as an interactional resource (Uyar & Balaman, in review), the second one ended up with ES's failure to progress the turn. Thus, she finished her turn with yeah and abdicated the responsibility for managing the floor. As a result, it became NE's duty to progress the talk, and she provided a second story to resolve the trouble benefitting from the role cards in a similar way ES deployed them.

To conclude the sub-section, the micro-details has shown that the story-preface functioned rather differently despite their characteristic similarities to other preliminaries such as action projection. In Extract 7, the participant drew on time to project their action, and in what follows the projected action was unfolded. In doing so, she did not elicit an interlocutor contribution to the sequential unfolding of the projected action. Therefore, the story-preface served as turn design features for the participants. In this sense, the story-preface as a preliminary was an effective tool for initiating the first topic, but the same is not relevant to the development of the first topic as the interlocutor produced minimal responses.

Summary of the Section

This section has investigated preliminary sequences (Extract 1, 2, 3, 4, 5, 6) and a story preface (Extract 7) through which the participants entered into the task talk initiating the first topic. Their use was sequentially consequential as they enabled the participants to initiate the talk collaboratively, to co-construct the first topic, to project the incipient action, to inform the interlocutors about the content of the incipient sequence, and to set up the relevant interactional organization. Despite their common contributions, the construction of the preliminaries remarkably took various forms each of which was analyzed in different sub-sections.

The first sub-section examined the use of pre-pre sequences with which the participants initiated the first topic and accomplished the first action revealing their childhood dreams. The analysis of the pre-pre sequences documented the participants' recipient design

as they paved the way for eliciting or revealing a childhood dream with preliminary sequences. In this sense, the analysis was significant to demonstrate the ways that the participants designed and the resources deployed for the construction of pre-pre sequences. To illustrate, both extracts unearthed the shared experiences exploited as external interactional resources to accomplish the target action, telling the childhood dream. These included the participants' department (Extract 1) to elicit her interlocutor's childhood dream and their exams (Extract 2) to reveal the childhood dream. The second extract also demonstrated that the ability to initiate topics is largely bound to speakers' ability to merge context-free resources into the context-shaped previous utterances in a connected way. The first extract had a participant who constructed the sequential organization on their department to elicit the childhood dream, while in the second one the participant drew on her interlocutor's feelings using exams as a pivot to initiate the telling of her childhood dream. When the inclusion of context-free resources into the ongoing interaction occurs in a connected way, the interaction develops in a more stepwise fashion avoiding abrupt topic initiations or shifts. In relation, stepwise development of the first topic through pre-pre sequences resulted from the participants' collaboration, and this contributed to the high level of engagement between the participants.

The second sub-section investigated pre-question sequences which included two subsequent question-answer pairs. This sequential construction differed them from tellings that occur as a response to an inquiry, and consequently the participants initiated the topic collaboratively co-constructing the first topic. The first extract of the section included a yes-no question (can i ask you a question?) projecting a further question, while the second extract had a question that revealed the content of the projected question (do you have a childhood dream?). Projection of the incipient question and its content suggests that, albeit similar interactional practices, the participants displayed different performances that can be subject to IC assessment. This section documented that the participants used yes-no questions as preliminaries, and in this sense the pre-question sequences helped the participants collaboratively launch the childhood dream as the speakers who produced the question-

answer pairs aimed at eliciting their interlocutor's childhood dream, and hence both participants contributed to the development of task instruction from the very beginning. The participants' collaboration transformed the written instructions into talk-in-interaction in a less ambiguous way, an essential point for avoiding interactional troubles. Moreover, the section also showed the necessity of exploiting any interactional resources available to speakers in a context fitting manner since the participant (TU) in the first extract effectively used role cards to monitor the task instructions and to elicit the childhood dream. Lastly, the section made clear that initiation and development of a topic are two different practices since the participants in the second extract only asked their childhood dreams to each other and could not elaborate on them. In relation to this, the first extract showed the participants' effective use of conjunctions while developing the topic. This may indicate an implication for interactional task designs, especially when the participants are asked for developing topics.

The third sub-section analyzed pre-telling sequences through which the participants set up the relevant interactional organization. Preliminary sequences play a critical role in assigning particular features to tellers and recipients while the tellers manage the turn-taking organization, and the recipients mostly remain as listeners. Accordingly, the analysis exhibited that the projected telling practice through pre-telling sequences helped the speakers to manage the turn-taking, and thus the sequential organization. To illustrate, the first extract contained '*i want to*' as a projector to the telling, while the second extract included a setting-the-talk practice in the pre-expansion sequence. Using such preliminary moves, the participants initiated the task talk, projected the next action, informed their interlocutors about its content, and set the relevant organizational adjustments. Their interlocutors minimally contributed to the ongoing telling and did not compete for turns, which also evidences the interlocutors' recognition of the telling that was introduced in the pre-telling sequence. Lastly, the sub-section showed the significance of conjunctions such as 'and' and 'so' as the participants deployed them to extend and maintain their telling. They helped the speakers to display the ongoing telling and thus to manage the sequential organization.

The fourth sub-section analyzed a story preface practice that was not extended to a sequence. Similar to pre-tellings, story prefaces help the participants recognize the story and display the relevant stance while the story is being told, which often requires their minimal contributions. Story prefaces refer to particular information of the story to be told such as time and location, and they contribute to its recognition by the interlocutors. The story-preface in the extract was time locator (*when i was a* child) which preceded the actual story. Compared to pre-sequences, the story-prefaces was relatively short yet effective as the speaker made her story recognizable, and the interlocutor took non-competitive turns. On the other hand, the interlocutor's minimal responses caused interactional troubles (lines 11 and 18) as they mostly encouraged the speaker to extend the telling and did not make the closure of the telling recognizable. When the closure was available to the interlocutors, Extract 7 demonstrated a second story as a response to the speaker's telling. This suggests that the participants displayed different forms of recipiency after the story was completed. Given this variety, the initiation and development of an interaction are obviously two different skills, and thus they can be subject to the assessment of IC in different ways.

The preliminaries section investigated varying forms and different ways of task talk initiation practices through which the participants paved the way for telling their unfulfilled childhood dreams. The use of preliminaries before the actual telling was helpful in many ways such as taking pre-emptive measures for the sequential organization and informing the interlocutors about the content. The investigation of preliminary moves also evidenced the participants' efforts for exploiting any interactional resources to construct such sequences. Moreover, the deployment of pre-sequences recognizably led to co-construction of the task talk initiation. As a result, the participants found opportunities for introducing and developing the task talk in stepwise manners. Considering that the participants displayed different forms of preliminary moves and that the unfolding of their task talk interaction occurred in different ways, task talk initiation as a sub-skill of IC certainly needs attention to be incorporated in IC assessment rubrics. Preliminaries are not the only way the participants can launch their

tellings. The participants can immediately launch the first topic without using any pre-expansion moves, which will be investigated in the remaining of the chapter. After that, I will move to the discussion part to discuss the relevance of the findings to L2 IC and its assessment.

Direct Launches

This section investigates elicited and unelicited telling practices in which the participants start telling their unfulfilled childhood dreams either directly or as a response to their interlocutor's question. While the direct starts (i.e., launches) include the speaker's immediate launch of the telling in the first turn of the task talk, the latter contains a question as an inquiry to elicit the interlocutor's childhood dream. Elicited direct launches are observed in 9 cases whereas there are 2 cases with unelicited direct launches in the data set.

The first sub-section examines the elicited direct launches that occur as a response in the SPP of an inquiry (i.e., a question) similar to stories that are launched in the second position (Mandelbaum, 2012). What sets them apart from pre-question sequences is the lack of a preliminary question-answer pair. Therefore, the participants immediately enter the task talk with the interlocutor's question, and the childhood dream is directly elicited. On the other hand, the second sub-section analyzes the participants' unelicited direct launches of unfulfilled childhood dreams in which the participants do not produce any preliminary moves to initiate the first topic; rather, they reveal their childhood dreams in first position of the first topic. The whole data set consists of two unelicited direct launches.

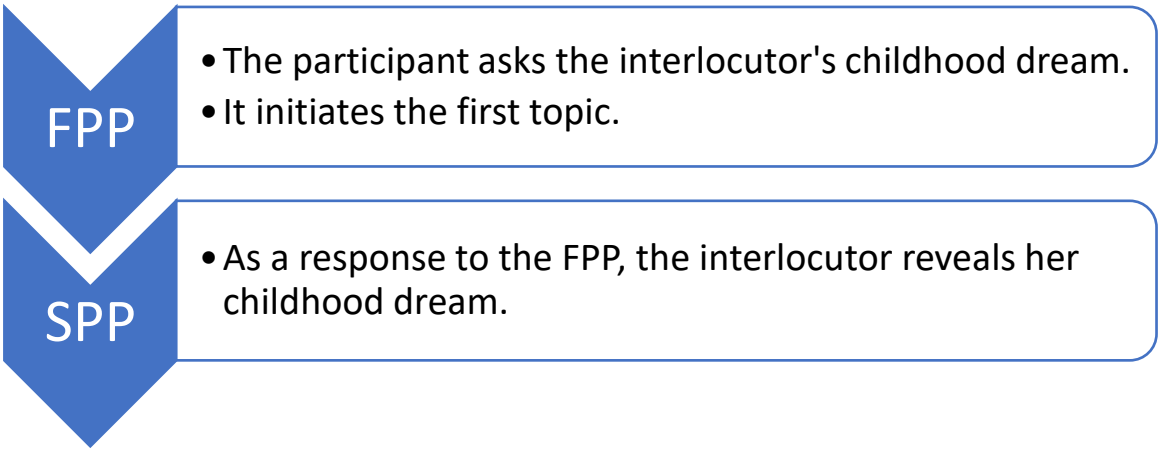
Elicited Direct Launches

This section presents a telling practice of an unfulfilled childhood dream that is revealed upon an inquiry. In other words, the interlocutor elicits the speaker's childhood dream asking the relevant question at the first position, and with such sequential construction, they are similar to second position storytellings (Mandelbaum, 2012; Sidnell, 2010). Due to the immediate start of the telling, the participants do not set the talk yet operate the task immediately. An inquiry

like “what’s your childhood dream?” at the first topic position presupposes that the hearer has a childhood dream, and in fact they have since the roles are already distributed. This suggests that the participants draw on the task instructions to initiate the task talk. In other words, the task setting becomes an interactional resource for the participants to accomplish the target action. Figure 7 demonstrates how one of the participants elicit their interlocutor’s childhood dream within an adjancency pair.

Figure 7

An elicited direct launch.



Extract 8 presents the interactional accomplishment of Figure 7. It shows DO and ES’s task talk in which they first exchange greeting and how-are-you sequences, and then DO starts the task talk asking her interlocutor’s childhood dream. ES, in return, responds the question and hence reveals her childhood dream in the SPP of the question.

Extract 8. *What’s your childhood dream?*
Time: 0:02:10.1 - 0:02:51.7 **(Length:** 0:00:41.6**)**

```
01      T       here:: the time starts.
02      DO      yeah hi esra how are you=
03      ES      =☺hi:☺ i'm# (good how about you)#
                 ☺-1-☺ 1:smiles
                          #leans forward,,,,,,,,#leans back
04              (.)
05      DO      i'm ♦fine♦ Ω (hhh)* (.)
                    ♦nods♦         *gaze at the card--->
        es                  Ωgaze at the card--->
06              what's Ω↑your child- childhood *dream
                ----------------------------->*
        es      ------>Ω
07              (0.7)
08 ⟶    ES      Ωmy childhood dream@ (1.2) was (0.3) er@ (0.7)
```

```
              Ωgaze withdrawal--->
                                @touchingLeyewithRindexfinger@
09            (.hhh)(hhh) Ωgoing to justin ☺bieber concert☺=
              ----------->Ω               ☺laughs--------☺
10    DO      =☺↑oh really
               ☺....laughs--->
11    ES      @yes i- i was☺ a *big fan of@ justin bieber*
              @touchingLeyewithRindexfinger@
      do      ------------>☺   *gaze at the card---------*
12    DO      [(hmm)
13    ES      [>i am< a- i was a belieber
14            (0.2)
15    DO      is ↑there: any city ×you want to go to
                                 ×opens both palms--->
16            specifically×
              ----------->×
17    ES      +yes:+ canada
      ss      +--2-+ 2: both smile
18    DO      ♦oh[h
19    ES         [which is (0.4) Ωer (0.7) Ωthe
                                 ΩlooksupwardΩ
      do      ♦lifts her head upward
20            country (0.6) ×justin bieber× (.) was born
                          ×....3--------× 3:lifts index finger
21            [(hhh)
22    DO      [ohh: °*i Ωdidn't know *that☺ so°
                     *looks upward--*
      es                Ωgaze at the card-->>
      ss                                  ☺both laugh
```

The instructor instructs to start the task in line 1. In lines 2-5, the participants greet each other and ask how they are. In line 6, DO asks her interlocutor's childhood dream (**what's your child childhood dream**). Following a noticeable gap, ES provides a relevant response to the question in lines 8-9, and her childhood dream (**going to justin bieber concert**) is revealed at the first topic position within a question-answer pair. While telling her childhood dream, ES spends some time as observed from the gaps, hesitation marker, and her gaze. In what follows, her interlocutor provides a surprise token (**oh really**). In line 11, ES confirms her childhood dream and then accounts for it. In line 12, her interlocutor displays a listenership with her minimal response (**hmm**) overlapping with ES's account which is the same as the previous one, suggesting that her account has come to an end. In line 15, her interlocutor asks another question (**is there any city you want to go to**) that encourages ES to give more details related to her dream. Although the question asks for a particular city, ES's answer provides a country (**yes canada**). However, her interlocutor treats the answer adequate since she does not ask further questions; rather, she provides a

change-of-state token (**ohh**) in line 18 that overlaps with ES's initiation of a TCU completion (**which is**). In lines 19-21, ES accounts for her answer (line 17, canada), thereby dealing with her dispreferred response. In line 22, the episode ends with her interlocutor's change-of-state token that displays her knowledge about Justin Bieber's homeland.

The extract showed the elicitation of a speaker's childhood dream at a spot where the childhood dream was revealed as a first topic. The provision of the childhood dream to the inquiry occurred without any preliminaries that generally serve for setting the talk, as shown earlier, and this resulted in the direct launch of the target action. On the one hand, the response to the inquiry was recognizably accomplished with difficulty, which was visible with gaps, hesitation marker, and the speaker's gaze. These suggest that the speaker needed time to unearth her childhood dream, which may accordingly result from the lack of preliminary moves. On the other, the interlocutor's question paved the way for a specific information, assuming that she knew the speaker had a childhood dream, and in fact she had because of the task context. This indicates that the interlocutor drew on the task instructions to initiate the first topic, and the task setting became a resource to the interaction. Accordingly, the direct question exhibits the traces of an artificial task setting as the interlocutor displayed her knowledgeability about the task context at the very beginning instead of initiating the talk with preliminary moves to learn whether the speaker had a childhood dream.

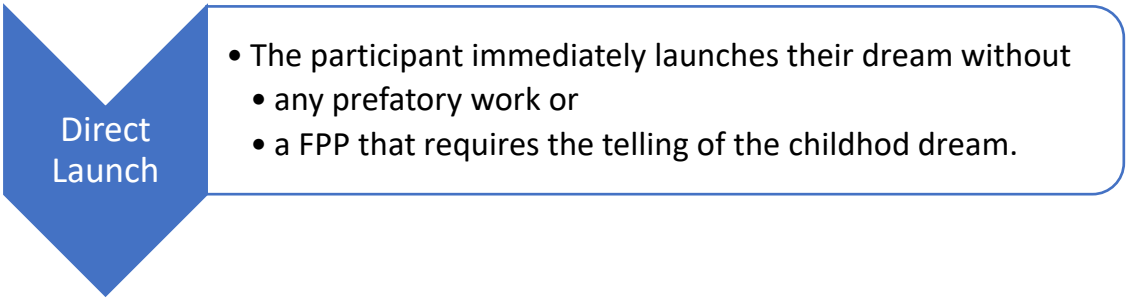
Following the initiation of the task talk, the interlocutor did not only display listenership with minimal tokens (lines 10, 12) but she also contributed to the extension of the dream with a question (line 15). Although her question did not elicit the target answer, she did not treat the response as dispreferred, displaying her preference for the progress of task-related talk. Similar to the task initiation, the acceptance of the dispreferred response, again, highlights the level of authenticity that emerges from the participants' interaction within this episode. Moreover, this also indicates that the participants seek ways for developing the task talk, and thus any task-related contribution is accepted although they do not completely align with the target actions.

Unelicited Direct Launches

This section investigates the direct starts of the speakers' telling of their unfulfilled childhood dreams. While the dream is immediately launched as a response to a question in the previous section, this section will demonstrate that the speakers can launch their dreams in the first turn of the first topic position without deploying any preliminaries, and therefore such practices are called unelicited direct launches. The data set includes two episodes in which telling the unfulfilled childhood dream is directly launched by the speaker. The following extract will analyze one of these episodes to showcase their sequential construction. Figure 8 provides the sequential content of the directly launched childhood dream.

Figure 8

A direct launch.



Extract 9 investigates CE and AS's task talk in which the participants first negotiate the starter of the task talk after greeting and how-are-you exchanges, and then CE initiates the first topic where she reveals her childhood dream.

Extract 9. *My childhood dream was.*
Time: 0:02:57.2 - 0:03:53.8 **(Length:** 0:00:56.6**)**

```
01     T      #<a::nd #he:re i:t (0.5) starts> +(0.8)+
       ce     #---1---# 1:turns her body to SL
       as            2: mutual G with SL.       +--2--+
02             (1.1)
03     AS      hello
04     CE      hi=
05     AS      =er:m how are you ceren%
       ce                              %gaze at the card--->
06     CE      i'm %fine thank you what about you
               --->%
07             (0.8)
08     AS      +fine+ (0.6) ♦(0.9) er:m (.)&do you&♦ want to:
               +nods+                    &--3---& 3: pointing at CE
                           ♦gaze withdrawal------♦
09             (1.3)
```

```
10          s[tart °fi]rst° +or (0.2) +i can [do this   ]
11    CE    ☺[start   ]☺                  %[i think it] doesn't matter
            ☺smiles----☺                   %gaze at the card--->
      as                    +-4-------+ 4: pointing at herself
12          erm
13          (2.3)
14 ⟶        <my childhood% *dre:am (0.2) was> probably:
            ------------>% *looks upside--->
15          err:+ having a %dog%* (0.3) as a pe[t
16    AS                                      [so cute
                                *nods
      ce    --->+           %nods%
17    CE    ☺y%eah (0.3) er: (0.3)% *but:* (0.2)
            ☺smiles
              %gaze at the card---%  *-5-* 5: looks upside
18          %er:% i was (.) afraid+ (0.6)
            %-6-% 6: gaze at the card
      as                          +nods
19          >i was #little bit< afraid of
                   #lifts hands--->
20          dogs and (.) er my fa:ther #wouldn't
            ------------------------->#
21          let me+ (0.2) %have do:ne so:: er (0.6) it
                         %gaze at the card --->
      as          +nods
22          didn't come true% (0.4) so
            --------------->%
23          (0.2)
24    AS    erm (0.4) maybe you err
25          (0.8)
26          can have a& (0.4) puppy& (0.7) err (.)
                        &lifts hands-&
27          they are not dangerous so%
      ce                              %gaze at the card
```

The instructor instructs to start the task in line 1. Following a noticeable gap, the participants exchange a greeting and a how-are-you sequence. In lines 8-10, AS initiates a negotiation to decide on the participants that will initiate the task talk. CE's turn in line 11 overlaps before AS ends her turn, displaying CE's comprehension of the previous turn, but she does not compete for initiating the task talk (**i think it doesn't matter**). Nonetheless, using a hesitation marker (**erm**) in line 12 and gazing at the role card project her initiation of the task talk. After a gap in line 13, she initiates the task talk (**my childhood dream**) in line 14 and reveals it (**having a dog**) in line 15. In line 16, her interlocutor provides an assessment (**so cute**) for her dream. In line 17, CE provides an informal yes token, thereby holding the floor, and she accounts for why her dream did not come true in lines 17-21. In line 22, she ends her account with the upshot of her childhood dream (**didn't come true**). In what follows, her interlocutor provides a solution to achieve her dream (**having a puppy**) in

lines 24-26, telling that puppies are not dangerous, which aligns with CE's reason (line 19) for not having fulfilled her childhood dream.

The extract showed how speakers could initiate the task talk without a pre-expansion or interlocutor support as a first topic preceded by the participants' negotiation for the starter. The negotiation indicates that the participants did not treat greeting and how-are-you exchanges as a task talk, and thus the place of the negotiation occurring at the first topic showcases that starting the task does not necessarily guarantee task entrance. Following the negotiation sequence, CE launched her childhood dream (line 13). Although the negotiation functions as a device for setting the talk, the participants entered into the task talk with CE's launching her childhood dream revealed by her direct launch. CE could not tell her dream immediately as seen from the noticeable gap, her gaze, and hesitation markers. As she revealed the dream by herself, the initiation of the task talk did not collaboratively occur, and thus the topic was abruptly introduced.

After the initiation of the task talk and telling the childhood dream, CE developed the talk with her account for the dream. While her interlocutor minimally contributed to the provision of the childhood dream, hence the initiation, she produced a turn (line 24) with a question that expanded the sequence of telling. This highlights the different characteristics of initiation and development of a task talk as both participants contributed to the development while the initiation was accomplished by a single party.

Summary of the Section

The section examined the direct launches of the task talk initiations. For this purpose, two extracts from each category were investigated. While in the first one, the unfulfilled childhood dream was provided without preliminaries and in the second position as a response to an inquiry, the second one contained the initiation in the first turn, and again without preliminaries. The lack of preliminaries diminished the need for co-construction and caused to abrupt topic initiations. Therefore, the interactional efforts of the participants to start the task remained limited. Additionally, the abrupt initiations resulted in the delay of the participants'

telling of their unfulfilled childhood dreams as both extracts contained gaps, hesitation markers, and gaze withdrawals while the participants were revealing their childhood dreams.

As for the direct launches, the findings showed that the participants treated the task setting as an artificial one. To illustrate, the inquiry in the first extract asked for the speaker's dream whose information was provided in the role cards, and this was also apparent in the second extract as the participants first negotiated for the starter, thereby treating the task interaction as something startable rather naturally and effortlessly emerging when one starts talking. However, in the preliminaries section, it was only after the participants learnt their interlocutor had a childhood dream that they asked what their childhood dream was. The acceptance of the dispreferred response in the first extract could also demonstrate that the participants viewed the task setting as an artificial one. Therefore, the authenticity of the task setting was different among peers' interactions and also in varying levels. Although the participants immediately launched the task talk, they recognizably drew on the task setting to enact the initiation since the extract in the elicited direct launches included an inquiry that revealed the childhood dream, whereas the second extract in the unelicited direct launches comprised of a negotiation that explicitly displayed the task setting within the participants' interaction.

Lastly, the investigation of elicited and unelicited direct launches underlined the distinction of task talk initiation and task talk development. As the participants remained as listeners in both extracts with minimal contributions, except the elicitation of the dream in the first extract, they contributed to the development of the talk with questions that required elaboration. Therefore, this section similar to the previous one has marked that the initiation of interaction is different from the development of it, and thus it consists of different dynamics and requires particular contributions from the participants.

Summary of the Findings

This chapter investigated the sequential practices deployed to enter into the task talk initiating the first topic in their role-play tasks. Of 49 peer-to-peer role-play tasks, there were 38 cases with preliminaries at the task entrance categorized into four: 4 pre-pre cases, 6 pre-question cases, 10 pre-telling cases, and 18 story-preface cases. As for the rest, there were 11 cases with direct launches categorized into two: elicited direct launches (9 cases) and unelicited direct launches (2 cases). To this end, the chapter focused on the analyses of two sections that include six sub-sections.

The first section was devoted to the examination of four preliminary sub-sections through which the participants entered into the task talk. The first analysis of the first sub-section, the pre-pre sequences, showed that they normatively projected the main action the participants aimed at arriving, and this projection resulted in a stepwise topic development starting from the first turn of the pre-pre. The investigation of the pre-pre sequences documented that the participants designed their turns and managed the sequential organization to elicit or launch their unfulfilled childhood dreams availing of different interactional resources in a context-fitting way. To illustrate, the participants' department was used for eliciting the childhood dream in Extract 1, whereas the interlocutor's feeling was expanded and connected to the topic of interest in Extract 2. This, accordingly, indicates the participants' exploitation of the recipiency as they introduced topics or used the already introduced topics pivoting them to the target topic. Therefore, the sequential organization and exploitation of the recipiency through category-bound turns and topics are inextricably linked with the effective use of available interactional resources and hence IC skills. Despite variations in the deployment of the pre-pre sequences, the initiation of the topics was collaboratively co-constructed with the participants' turn exchanges, and therefore the topics were developed in a stepwise fashion. The participants' collaboration also displayed a high level of mutual engagement in entering into the task talk, while the engagement decreased the level of ambiguity in transforming the task instructions to task talk.

The second sub-section, pre-question sequences, showed that the participants used two subsequent question-answer adjacency pairs at the entrance of the task talk. The former pair was the preliminary to the latter, in which the participants revealed their unfulfilled childhood dream. Their investigation showed that the first pairs were used as a sequential device to project the incipient question (both extracts) and also its content (Extract 4). This contributed to the participants' collaboration in initiating the topic, and as the pairs were connected, the development of the topic occurred in a stepwise manner, and thus the sequential organization was unfolded in a more natural way. Moreover, the sub-section also underscored the distinction of topic initiation and topic extension as the participants in Extract 4 was able to initiate the topic but could not develop it.

The investigation of the third sub-section showed that the participants pre-told their main actions in similar ways to elicit a go-ahead to start telling their childhood dreams. In doing so, they previously informed their interlocutors about the incipient sequences and set up the sequential organization. This was significant as pre-telling practices have particular features such as the recognition of the telling, distribution of the roles (i.e., being a teller and/or recipient), and the projection of the telling. The participants' entrances into the task talk through preliminary telling moves attained these features, and also the participants collaboratively initiated the task talk while dropping the level of ambiguity at the entrance to the task talk. Additionally, the participants effectively used conjunctions to connect extended turns and sequences in their telling practices, which inevitably contributed to the stepwise topic development. The use of conjunctions was noticeably useful for connecting the topic being extended, and they also helped the speakers to hold the floor to enact their telling. Considering their effectiveness and usability, conjunctions bear a potential for their inclusion to IC task designs and IC assessment rubrics, especially when telling practices are concerned.

The fourth sub-section focused on the story prefaces that were not extended to sequences; in other words, the participants produced a story preface and then immediately started telling their unfulfilled childhood dreams. The story preface was the time locator (Extract

7). Similar to pre-telling characteristics, it informed the interlocutors about the following action and helped the speakers manage the sequential organization during the telling. Therefore, the interlocutor minimally contributed to the interaction until the telling was completed. Despite the provision of the minimal responses by the interlocutor and the interactional space managed by the speaker, the extract contained a potential trouble. They were mainly resulted from the broad interactional space the speaker had in order to elaborate on her telling. The participant explicitly displayed the recession of the interaction leaving the floor. The participant's management of the potential troubles further required their interlocutor's self-selection to progress the interaction. The interlocutor in Extract 7 achieved the progression with a second story. These two practices, namely the speaker's display of potential trouble and the interlocutor's strategies for progressing the interaction, showcase the significance of and the necessity for the participants' collaboration to enact paired interaction.

The fifth sub-section demonstrated the participants' direct launches of their unfulfilled childhood dreams upon an inquiry which was asked by the interlocutor at the first topic position, and thus the initiation of the task talk did not contain any preliminary moves. As the task talk was initiated directly and the topic was introduced abruptly, the speaker's unfulfilled childhood dream was not easily unearthed. The dream was uncovered with gaps, hesitation, and gaze withdrawal, and therefore the participants' collaboration for transforming the task instructions into talk-in-interaction was largely limited. Moreover, the participants' treatment of the role-played task setting was inauthentic since (1) the inquiry at the first topic evidenced the availability of the task setting to both participants and (2). Accordingly, the inquiry demonstrated that the participants used the task setting as an interactional resource to start the task talk.

The sixth sub-section investigated the unelicited direct launches through which the speakers started the telling of their unfulfilled childhood dreams at the task entrance. Before launching the dream, the participants negotiated for the starter of the interaction. This explicitly showed that the task talk does not start with the greeting and how-are-you sequences. On the

other hand, despite setting the talk, the negotiation did not serve as a preliminary move simply because it only started the task and paved the way for the initiation of the first topic in which the participant revealed her unfulfilled childhood dream, and therefore the task talk was directly launched. Similar to the fifth sub-section, the participants' collaboration was limited during the abrupt initiation of the first topic. Despite the initiation, the participants' collaboration was observable in the extension of the topic.

Sidnell (2010) notes that "[t]he particular and diverse ways in which different recipients are informed with respect to the events, people, activities and settings being talked about again has important consequences for the telling" (p.175). This was evident at the entrances of the task talk as the participants closely worked to initiate the task talk so that they can develop it. The investigation of preliminary forms displayed the participants' varying strategies to initiate the talk and their use of any available interactional resources to achieve that. Turn exchanges within the preliminary moves recognizably led to stepwise topic development while decreasing the level of ambiguity observable at the task entrances. The low level of ambiguity and stepwise topic development also contributed to the contingency between the speakers. On the other hand, the investigation of direct launches provided that the participants may experience troubles when the target action was not previewed at the entrance. Moreover, the examination of preliminaries and direct launches offered different perspectives to the authenticity of role-play tasks for IC assessment. Whereas the extracts with preliminary sequences appeared to be more authentic, the extracts in the direct launches category were recognizably treated as inauthentic due to the participants' treatment of the target action. To this end, the sequential investigation of task talk entering practices observably have an enormous potential for informing L2 IC assessment. To this end, the next chapter will discuss the findings in relation to the research questions of the study and up-to-date literature, and also provide implications as well as suggestions for this aim.

Chapter 5

Discussion, Suggestions, and Conclusion

This chapter will relate the findings of the study to the current literature on L2 IC assessment in line with the research questions, hence displaying its contribution to the field. To this end, this chapter will discuss the sequential organization co-constructed by the test takers to enter into the task. Then, it will base the discussion on the use of preliminary sequences for opening up the task conversation and their effects on the shared interactional space between the peers. In what follows, the chapter will underline possible implications for (i) the conceptualization of L2 IC in relation to preliminaries observed in assessment setting, (ii) teaching of IC, and (iii) teacher education. Lastly, the chapter will provide some suggestions for further research regarding the micro-analytic approaches to capture L2 IC features in assessment settings.

Entrances into the task talk

The analysis documented that the pairs started their task deploying various sequential resources including preliminaries and direct launches. To further elaborate on the results, 38 pairs out of 49, who are upper-intermediate speakers of English, utilized preliminaries to initiate the first topic in the opening sequences of their interaction, whereas 11 pairs directly launched the task talk telling or eliciting the unfulfilled childhood dreams at the first topic. The results confirm the previous research on IC assessment having shown that preliminaries are largely used in higher-level learner interactions (Al-Gahtani & Roever, 2012, 2014, 2018; Roever & Kasper, 2018). In light of the findings, the study presents different treatments of the task initiation practices, and this sequential variety in the resources that help learners start an interaction can inform assessment and teaching of L2 IC.

Interactional research on the implementation of tasks has shown that the same task can undergo various treatments (i.e., performances) by different participants (Balaman, 2018; Coughlan & Duff, 1994; Dooly, 2011; Hellermann & Pekarek Doehler, 2010; Mondada &

Pekarek Doehler, 2005; Mori, 2002; Seedhouse, 2005c), and thus participants are expected to enact various sequential designs while transforming the written task instructions into a spoken interactional event (Hellermann & Pekarek Doehler, 2010). Accordingly, the participants hinged on various resources to initiate the first topic despite recognizable sequential similarities when they availed of preliminaries. These include elicitation of the first topic in the second turn (elicited direct launches), launching the first topic in the first turn (unelicited direct launches), deployment of sequential resources with interactional resources based on the participants' shared experiences and embedded into TCUs (pre-pre sequences) and with different formats (pre-pres, pre-questioning, pre-telling, story-prefacing), in which the target action was previewed and announced to the interlocutor. Comparatively, the results mostly comprised the last strategy; that is, the participants divided the target action (of telling their unfulfilled childhood dream) into sequential pieces projecting and then revealing in and through preliminary sequences. The sequential division of the target action facilitates the negotiation of task construction as it requires contributions from both participants. It also indicates that the pairs treat the task setting as something to be consumed by reaching each step in order, or as a "destination" (Hellermann & Pekarek Doehler, 2010, p. 31) to arrive by turning it into interactional pieces. This is also relevant to the direct starters since they launched their childhood dream at the entrance of the task. While this points out the availability of institutionality particles in the task interaction, the displays of different interactional treatments and sequential formations to the task entrance prove that the task design "is not determinative of the interaction" (Kasper & Youn, 2018, p. 612), therefore is reliable for eliciting rateable scores (Hughes, 2003). Likewise, the interactional variance of the participants' task talk initiations can contribute to the development of an evidence-based scoring rubric.

CA-SLA studies on L2 IC development have shown that speakers enlarge their 'interactional repertoires' (see Hall, 2018) as they progress in the target language (Lee & Hellermann, 2014; Hellermann & Lee, 2021; Pekarek Doehler & Pochon-Berger, 2015; Pekarek Doehler & Berger, 2018; Sert, 2019) and as "the resources once learned, do not

remain static, unchanged" (Hall, 2018, p. 32). Additionally, Pekarek Doehler and Pochon-Berger (2015) state that "L2 interactional development implies a change in how speakers use a given linguistic form as a resource for managing social interaction" (p.248). Skogmyr Marian and Balaman (2018) note that the use of these resources comprises not only verbal but also non-verbal ones. The changes as displays of L2 IC development are also relevant to speakers' storytellings, observed in most of the daily talk as one of the overarching interactional practices. Lee and Hellermann (2014), for example, have evidenced a changing practice of storytelling from disjunctive sequences with abrupt initiations to stepwise ones accompanied by prefatory resources to enact contingent further telling. More on this, Berger and Pekarek Doehler (2018) investigated an au-pair L2 speaker's storytellings and showed the longitudinal change of sequential characteristics such as a change in the place of the story launch (from second position to first position), and an increase in elaborate turns and sequences during the telling and in the resources to enact the telling. Although CA-SLA and other research domains have provided potential developmental tracks of storytelling practices as a display of L2 IC, the assessment domain has not shown a similar agenda for exploring IC resources used for doing 'telling'.

Against this background, the findings of the present study bridge the gap between the two as the cross-sectional variance in the participants' first topic initiations is noticeably distinct among peers, which implies that the assessment starts at the very beginning, and therefore (first topic initiations) can be an essential part of the IC assessment procedure. The upper-intermediate speakers' deployment of interactional resources to initiate, maintain, or close topics is not completely predictable due to the wide range of interactional resources available to be operationalized. At a sequential level, however, the variations mark the relation of task talk initiation with IC assessment and make the task talk initiation practices as a prospective sub-construct to IC that obviously comprises different abilities, hence sub-skills inextricably linked (see Hall & Pekarek Doehler, 2011; Skogmyr Marian & Balaman, 2018; Kasper, 2006; Young & Miller, 2004; Young & He, 1998 for the definitions of IC), and this strong connection

among sub-skills conjures up IC as a broad term. Despite the case, viewing first topic initiations as a sub-construct of IC has been expressed undertones in previous research except Youn (2020b) and is limited to those initiations that occur after the first one, thereby not noticing the first topic initiations at the talk entrances. However, detailed definition of the target construct to be tested is the first step of establishing test validity – that is what Weir (2005) calls as the provision of a priori evidence for validity. Therefore, the findings of the present study derived by the investigation of L2 speakers' telling practices add up to the conceptualization of IC by enhancing its construct with an emphasis on the view of task talk initiations as a sub-construct of IC. This upgrade in the construct may essentially contribute to test designs that target IC assessment drawing on rubrics with this particular sub-construct.

In both types of task talk entrances (i.e., direct starts and starts with preliminaries), almost all of the first topics were inherently task-relevant suggesting that the preferred action when starting assessment interactions is launching the target action. This might result from the institutional needs of the interaction because it is bounded by a predetermined time period. And, the first strategy to achieve the task within the given time is, surely, to start doing it at the first place. I argue that, despite this institutionality, the concern in such settings should be the means with which the actions are constructed rather than the routines (e.g., initiating a topic, developing a topic, closing a topic) that are the building blocks of any conversation. The first step of achieving this, however, necessitates a clear definition of the actions observed within a task talk so that the resources constructing them can be investigated. Building on the understanding that views task talk initiations as a sub-construct of IC, I extend my argument to the exploration of interactional resources as a critical step of conceptualizing the construct of IC along with its well-defined sub-constructs and developing assessment rubrics for this purpose. To make it clearer, the question of 'What are the participants doing at the task entrance?' would simply be responded by 'They are initiating the talk.' as all the pairs in the data inevitably managed it. When the question is changed to "How are they doing what they are doing?", the answer requires a closer look to identify the *hows* of the talk. This line of

thought also supports the arguments of CA-SLA and IC assessment studies as they point out it is not the social-interactional routines but the *hows* of these routines that change over time and among learners from different proficiency levels (cf. Pekarek Doehler, 2019). Considering the emphasis on the inclusion of much detailed IC features when developing IC materials and checklists (May et al., 2020), it is vital to develop the rubrics of L2 IC assessment around these routines, namely sub-constructs, while feeding the sub-constructs with as much micro-analytic evidence as possible to display the *hows* of these routines. Further evidence to the argument of designing rubrics around the sub-constructs enriched with micro-analytic salient features of IC comes from the participants' changing engagement and interactional management in and between task talk initiation and development practices. In the data, the moment-by-moment analysis of the task entrances showcased the distinction of these two practices as (i) the participants utilized particular resources to enact each practice, (ii) could not develop the initiated topic (Extract 4), and (iii) displayed different contributions to the unfolding of the actions (e.g., eliciting the dream and giving the floor to the speaker; setting the talk, launching the dream, eliciting interlocutor support for extension, etc.).

As for the first topics that did not seem task-relevant, they became interactional resources as false firsts (Sacks, 1992), either to launch or elicit the dream in the pre-pre section (their department in Extract 1, exams in Extract 2), serving as preliminaries to the base sequence, and their employment aligns with real-life practices of interactants who often rely on prefatory 'false first' turns to set the talk (Maynard & Zimmermann, 1984; Stokoe, 2000). This also attests the authenticity of role-plays as to how much they can offer real-life interactional context to the participants and indicates that peer-to-peer formations in interactional assessment settings are more than 'a mock-up' (Nguyen, 2018) of actual interactions. Therefore, they can be considered as valid assessment tools for capturing ordinary interactional skills of participants.

Since the participants engage with the role cards (i.e., instructions), transitions from task preparation to task talk initiation include lack of mutual orientation, thereby comprising

some degree of “sequential ambiguity” (Markee, 2005). As a result, who starts the task talk is not predetermined, and transitions are negotiated by the participants’ interaction in situ. Such sequential moments require moves signalling the task start, which can then help participants set up the sequential organization of the task talk to avoid potential interactional troubles (e.g., overlaps). These moves that play a significant role for a successful task talk entrance include interactional (e.g., greetings) and especially embodied actions (e.g., posture, gaze). The resources deployed by the participants to achieve this transformation normatively affect both the co-construction of talk and sequential design, and thus have an impact on the participants’ performance evaluations. Therefore, micro-analytic investigation into the upper-intermediate speakers’ task interactions may inform IC activities in teaching and assessment regarding how to set the task talk and how to initiate the first topic, the second of which will be further discussed in the next section. As for the former, the resources that decrease the level of ambiguity for setting the talk within the entrance sequences can be explicitly taught to learners so that the participants can reach the first topic position with least troubles. Kasper (2006) defines IC as the ability to “recognize and produce boundaries between activities”, which completely aligns with the transformation emphasized here. Therefore, learners can be taught how to transform their engagement with the task instructions to task talk initiation in their courses prior to the tasks in which their IC will be assessed.

Conversation analytic perspective to the assessment of IC through a speaking task enables the discovery of micro-analytic details embedded within talk-in-(inter)action, which can, as discussed above, be used for bringing evidence to participants’ displays of IC sub-constructs. Such a detailed-orientation can delineate participants’ IC and help practitioners bring a data-led evaluation to their IC performances. While the participants’ entrances showcase why task talk initiations need to be considered as a sub-construct of IC, these large variety of initiation practices are also produced with the deployment of different resources such as preliminaries. Since preliminaries at the task entrance project the incipient actions and inform the interlocutors about the projected topics, they fundamentally contribute to co-

construction of the task talk interaction from the very beginning. Therefore, their construction and operationalization within a task need a closure look. To this end, the next section will discuss the use of preliminaries at the task entrance and their contributions to the conceptualization of the construct of IC.

Preliminaries in the first topic

The previous section has discussed that CA-informed IC assessment research on topic management largely focuses on topic extensions and shifts, but the first topic initiation as a sub-construct of IC is limited (e.g., Youn, 2020b) despite the availability of evidence in CA-SLA (Pekarek Doehler & Pochon-Berger, 2015). The same applies to the use of preliminaries in the assessment interaction as research on their deployment was limited to L2 requests (Al-Gahtani & Roever, 2012; 2014; 2018; Roever & Kasper, 2018) and L2 proposals (Youn, 2020a). With this in mind, this study presented preliminaries deployed at task talk entrances to initiate the first topic prior to the participants' telling practices. Before moving to preliminaries' deployment and their impact on the sequential construction of the task talk, it is vital to recall that the participants were not trained with the topic management module before the role-plays and that the task instructions did not require a particular way of task talk opening. Therefore, the points discussed here will mark their ability to display IC skills and the effectiveness of preliminaries in initiating the assessment interaction after which speakers need to enact telling.

Considering that pre-sequences are produced to avoid troubles (Schegloff, 2007), the participants' deployment of these resources at the first topic position gains more significance regarding the interactional management of their task talk. Related to this, Youn (2020b) states that participants' "abilities to initiate a conversation cannot be taken granted, and require the skill to manage interactional resources" (p.113). In this sense, preliminaries become more of an issue for the ability to initiate a conversation. Their use for starting a conversation aligns with the developmental trajectory of L2 IC as speakers learn to produce context-sensitive and recipient-oriented turns over time (Hellermann & Lee, 2021). Similarly, this study showed that

the participants relied on different preliminary resources to start their task talk conversation across four preliminary categories which were respectively pre-pres, pre-questions, pre-tellings, and story-prefaces, each of which had distinct contributions to the sequential unfolding of assessment interaction. To illustrate, all the preliminary resources prominently informed the interlocutors about the incipient action and enabled the speakers to secure their turns. In doing so, the participants exchanged turns in and through preliminaries, and thus they co-constructed the task talk from the very beginning. This inevitably led to producing contingent responses (Lam, 2018) as the participants built each turn over their interlocutor's previous turn and increased the level of engagement between participants that is reportedly a salient feature of IC according to raters' perspectives (May, 2011). Therefore, preliminaries can be a means for identifying the level of engagement for IC assessment interactions. Given the sequential functioning of preliminaries at the task entrance, they are evidently significant and useful resources for initiating the task talk. Furthermore, preliminaries are consequential for the sequential co-construction as each has distinct sequential formation. To elaborate, the participants drew on their shared experiences to construct pre-pre sequences extending the pre-pre over multi-turns, while the story-preface did not elicit interlocutor support for the initiation and rather served as a means for managing the sequential organization and entering into the story to be told. Likewise, the pre-telling sequences helped recipient-design the conversation and were more informative in providing information about the next turns than the pre-question sequences wherein the participants relied on question-answer adjacency pairs and only made the forthcoming action recognizable. It appears that such differences among preliminary resources are distinguishing, and therefore should be considered when developing evidence-based rubrics.

Since they project the incipient actions, prefatory works are considered to be a part of increased L2 IC (Pekarek Doehler & Pochon-Berger, 2015). In this sense, preliminary sequences diverge from non-multi-unit-turn prefacing-devices (e.g., story prefaces in the findings) as the functioning of the latter was limited to action projection in the data. When

speakers launch the target action through prefacing devices such as time referents (e.g., when I was a child, I …) or discourse markers (e.g., well), their interlocutors find limited interactional space to step in the ongoing topic. However, preliminary sequences also set the talk, secured recipiency, enhanced engagement, and created interactional space to interlocutors for eliciting contributions. This variance implies that preliminaries are categorical, and thus should be reflected as such when assessing IC. Related to this, Roever and Kasper (2018, p. 348) posit that "different levels of IC are observable and measurable." Therefore, the observed differences among the preliminary resources can be the mainstay of developing evidence-based rubrics.

As mentioned earlier, existing research has shown preliminaries are interactional features salient to higher level L2 speakers, but this view is limited since preliminaries are also observably categorical. Consequently, this understanding does not help fulfil preliminaries' potential as they are not only crucial for enacting actions but also have inherent distinctions influencing the sequential formations. Therefore, this research articulates that the previous view of preliminaries does not award learners' achievements in deploying context-shaped and contingent preliminary resources. Accordingly, this study has provided evidence for developing rubrics with the categories of preliminaries, in particular, emerging at the task entrances.

In addition to categorizing preliminaries, this thesis highlights that the participants' use of prefatory works at task openings demonstrates their recipient-oriented sequential construction and positions the task to a collaborative event. Investigating the opening sequences of tasks for documenting L2 IC change, Pekarek Doehler and Pochon-Berger (2015) define L2 IC development as one's displays of various resources that are tailored to openings of actions for making the projected actions recognizable to the recipients. In assessment interactions, the participants who were at the same proficiency level opened up the interactional floor with different preliminary resources to help their interlocutors recognize the target action. Although preliminaries were not produced by a single participant, the availability of different preliminary resources by different learners who were at the similar

proficiency level showed the L2 interactional repertoires of this group could tailor the openings of target actions. In doing so, the participants recipient-designed their talk and became a team member through turn exchanges to achieve the target goal (i.e., launching the childhood dream) by displaying a co-constructed IC and creating opportunities to one another for participating in the ongoing interaction and enhancing the engagement. Therefore, they displayed high level of IC because such recipient-oriented openings require context-sensitive productions. This was more evident in pre-pre sequences as the participants either produced or exploited the already-produced first topics to launch the task talk. The production of such topics indicates a high-level recipient design skill as they pave the way for the main topic and require effective sequential management. The story preface, conversely, was less recipient-oriented resources since they did not elicit any interlocutor contribution to the ongoing sequence. This difference that stems from the distinctive nature of preliminary resources highlights that the use of sequential resources and the ability to recipient-design such resources in sequence-fitting ways are intertwined. Therefore, while assessing participants' task openings, the difference of such preliminaries needs to be considered. Salaberry and Kunitz (2019) note that "interactionally competent speakers should be able to design their turns for a particular recipient in a particular context (what CA calls recipient design) in order to accomplish recognizable social actions" (p. 5; original emphasis), which are made recognizable in and through previous turns, and this marks the significance of preliminaries in producing recipient-designed turns. Providing that preliminaries can be effective resources for the recipient design, this study contributes to Roever and Ikeda's (2022) call for unearthing the salient features of recipient design by emphasizing that further research is still needed to conceptualize how test takers design their turns in recipient-oriented ways to enact actions in testing interactions.

Micro-details of peer-to-peer interactions embedded at a sequential level enabled to observe the participants' IC skills, and this observation can be made scorable (Youn, 2015) with a rubric by transferring the findings into rubric descriptors. Kley (2019), for example,

followed a similar approach to develop an evidence-based rubric with a particular focus on learners' topic management skills such as initiating, shifting, and expanding on topics. Despite its concentration on the evidence-based evaluation for topic managements of learners, it has an under-focus on learners' management of the assessment interaction since the rubric neither comprises the openings of the assessment interaction nor provides a rich repertoire for initiating new topics as an example to raters. Kley's rubric shows that information-seeking questions can be a way to achieve the initiation of new topics, and as shown in this study participants can use them to form preliminaries. Moreover, preliminaries can be deployed for a similar aim. This raises a particular question: which preliminary should be more awarded? Among the preliminaries unearthed in the findings, the response can be reflected to the rubric by considering the sequential contributions of each preliminary to the ongoing interaction and the level of engagement increased by preliminaries. In this sense, pre-pre sequences can be more awarded than the other preliminaries as they are more effective in recipient-designing, require more interlocutor turns, result in a smoother transition to the target topic through false topics. They can be followed by pre-telling sequences since the participants drew on the setting of the task in the pre-sequence prior to eliciting the go-ahead, but they provided limited space to the interlocutors in the pre-sequences. The third row can be placed pre-questions since they projected the action but did not do more and elicited limited interlocutor contribution in the pre-question sequence, yet they are still more 'preliminary' in a sense in comparison to the story-preface that did not elicit any interlocutor contribution but only worked as a turn-taking and initiation device to the story to be told.

With these in mind, I offer an evidence-based rubric for assessing the participants' task entering practices for the focal role play task as well as for the preliminaries observed in first topic initiations to incrementally reward test takers' L2 IC. For this reason, I provide descriptors across 5 different levels: Emerging, Developing, Confident, Proficient, and Exemplary. I recommend scoring direct launches in the emerging level, story-prefaces in the developing level, pre-questions in the confident level, pre-tellings in the proficient level, and lastly pre-pres

in the exemplary level. Let me note that although the descriptions of the levels are based on the findings of this study, the levels may be rudimentary. Therefore, users can adapt the scores according to their activities and needs.

The rubric is not, as seen below, confined only to the initiation practices of the task and task talk by comprising grammar-in-interaction and interactional progression categories since the latter two were intertwined with and a part of the interactional resources that were necessary to initiate and then to develop the initiated first topic. The form of the rubric indicates context-shaped interactional unfolding of the role-play task, hence drawing on the context-sensitive language use. Therefore, grammar-in-interaction and interactional progression categories are incorporated into the rubric that focuses on scoring the initiation of the task talk, because of which the rubric is limited to thereof. Here is noteworthy that the rubric is almost completely CA-oriented since its design represents the "generic orders of interaction" (Pekarek Doehler, 2019, p.43) positing that inclusion of IC skills to psycholinguistic-cognitive speaking proficiency tests cannot be fully achieved by only incorporating such IC features as turn-taking, repairs, and topic management with a data-driven approach into rubrics and rating descriptions. What is needed then is updating the layout of the rubric designs by making them more representative of how natural talk occurs, viz. reflecting the development of a topic from its start to end.

Youn and Burch (2020, iv) note that "[i]n formative assessment, teachers play a central role in developing assessment tools to diagnose the progress of learning and in assessing learners' performance as raters." To achieve that, the developed tools should be bolstered by rubrics that reflect appropriate descriptors for scoring the target actions of the participants in and through these tools. The proposed rubric can enhance this reflection by drawing on the natural talk, resources of the opening of the task, the initiation of the task talk, and viewing these resources as evidence to the assessables of IC to distinguish learners' performances, which can also inform the teachables of it. In this regard, the proposed rubric for assessing the participants' opening actions as a sub-construct of IC in a peer-to-peer interaction is as follows:

Table 2

Rubric for scoring task talk initiations

Criteria	*Emerging*	*Developing*	*Confident*	*Proficient*	*Exemplary*
Task Talk Initiation	The participant either directly launches the first topic or asks an information-seeking question that elicits the first topic in the second pair part.	The participant initiating the first topic deploys a story-preface to take the turn.	The participant exploits polar questions to form a preliminary to the target question that aims to elicit the first topic.	The participant enters into the first topic with a pre-telling sequence in which s/he provides a background to the first topic.	The participant enters into the first topic through a false first topic in the form of pre-pre sequence by exploiting the shared experiences or ground with the interlocutor.
	i.e. The dream is revealed without any prefatory work either as a response to a question or by the participant themself.	**i.e.** The dream is revealed after the participant produces a limited prefatory work, in the form of story preface referring to the time or place of the childhood dream. The story preface as a prefatory work does not elicit any interlocutor contribution.	**i.e.** The dream is revealed after the participants' pre-question sequence. The pre-question as a prefatory work projects the dream to be told. What follows the pre-question sequence is the second question-answer sequence in which the dream is revealed.	**i.e.** The dream is revealed after the participant who will tell the dream projects the telling with a pre-telling sequence. In the pre-telling sequence, the interlocutor contributes to the interaction minimally, often with a go-ahed.	**i.e.** The participants draw on shared experiences (**e.g.** their department, their feelings) with some prefatory work to reveal their dreams. Hence, the dream is not revealed immediately after the first prefatory turns that project the telling. These turns are followed by some other prefatory turns before the dream is launched.
	e.g. *My childhood dream was …*	**e.g.** *When I was a child, …*	**e.g.** *Can I ask you a question? → What is your childhood dream?*	**e.g.** *I want to talk about my childhood dream.*	
Grammar-in-Interaction	The participant uses context-sensitive language (e.g., simple past tense) with major errors, exploits reciprocal questions to extend the topic, but cannot develop the initiated first topic further.	The participant uses context-sensitive language (e.g., simple past tense) with major errors, and very few or no discourse markers, thereby hardly developing the initiated first topic.	The participant uses context-sensitive language (e.g., simple past tense) with minor errors, and very few, often a single, discourse markers causing to limitation in connecting turns.	The participant uses context-sensitive language (e.g., simple past tense) and discourse markers, albeit limited in number, to connect and extend their turns.	The participant uses context-sensitive language (e.g., simple past tense) and various discourse markers to connect and extend their turns.
Interactional Progression	The participant produces gaps in and between turns at the opening sequence of their task, often observed as long silences that hinder the progression of the interaction.	The participant produces slightly longer gaps in and between turns at the opening sequence of their task, and they slow the progression of the interaction.	The participant produces noticeable gaps in and between turns at the opening sequence of their task, but they do not affect the progression of the interaction.	The participant produces very minimal gaps in and between turns at the opening sequence of their task.	The participant produces no gaps in and between turns at the opening sequence of their task.

As highlighted earlier, the rubric is usable only for a limited part of the role play setting examined here. Despite its limited focus, I argue that the rubric can inform the development of L2 IC assessment rubrics as to how test takers' performances can be transformed into rating descriptors and scores. After presenting the rubric, the next section will draw on the limitations of the present study and give further research suggestions to eliminate these limitations.

Limitations and Suggestions

The study has underlined that peer-to-peer role-played tasks are effective tools for assessing ICs of the participants by drawing on their task talk entrance practices and the preliminaries deployed as interactional resources to achieve this purpose. In what followed, these practices and resources were transformed into an evidence-based rubric that can be used in small-scale L2 assessment settings. Therefore, while the study is limited to the initiation of the first topic, hence the task talk entrances, the participants' assessment interaction contains further skills such as developing and ending the task talk. An evidence-based rubric that only focuses on an initiation practice will be a flawed one, and thus research on the same dataset is necessary to unearth participants' skills for developing and ending their interaction, which may, then, complete the findings of this research. Additionally, the micro-details of the peer talk from which an evidence-based rubric was developed may include other interactional and semiotic details such as the turn-taking organization and the use of body both of which have a context-shaping impact on naturally unfolding interactions. Therefore, further research should focus on exploring such research to strengthen the understanding of IC and evidence-based IC assessment rubrics. Moreover, the design of the task posits another challenge, namely interlocutor effect, because the interaction is socially co-constructed. The study did not take up an explicit stance to exhibit the interlocutors' effect on the interactional unfolding, but rather it focused on the effects of sequential resources to the next turns, which is what refers to as 'nextness' (Schegloff, 2007). Considering the nextness principle of conversation analysis, each interlocutor is influential for the unfolding of sequential resources that were investigated in this research, and therefore the lack of empirical orientation to interlocutor effect indicates another limitation for the current study.

The authenticity has been so far emphasized at various places in the chapter based on the micro-analytic moments of the participants' task talk interaction. While some findings demonstrate institutionality, hence inauthenticity, such as the participants' treatment of the task steps as a destination, some underscore a high degree of authenticity (e.g., the participants'

use of shared knowledge, *their department*, as an interactional resource). The concerns over the authenticity in assessment tasks are partly the raison d'être of peer-to-peer formations to speaking assessment as well as of CA's intervention. Huth (2010) notes that despite some degree of institutional constraints that might lead to some degree of inauthenticity, they comprise authenticity. Relatedly, the general consensus takes the position of viewing such settings as effective devices for capturing rateable interactional moments of the participants. The position of this study, on the other hand, is that the authenticity is dynamic within and emergent from the peer-to-peer talk. While the assessment settings may have raters- or professionals-as-interlocutors, who mainly try to elicit rateable features from the participants, hereby ignoring the core meaning-making mechanisms of the natural interaction, the peer role-play interactions do not pose a similar concern since both participants play their roles and are subject to evaluation. In other words, while raters-as-interlocutors' stance is concerned about appropriate speech elicitation, peers-as-interlocutors inevitably focus on accomplishing the target actions. Therefore, their talk may comprise both high level of task-dependency (i.e., inauthenticity) such as the task-relevant first topics and low level of task-dependency such as variance at the sequential resources. Building on the reality that the assessment procedure is inherently artificial, authenticity in open task designs for peer-to-peer interactions is fluid and observable in the interactional repository of the task setting that becomes a handy tool for the participants to initiate and develop the task talk for which they are responsible. Regarding this, a cross-sectional study of the same task design can be carried out in ordinary and assessment settings by comparing the unfolding of the interactional resources to reveal the level of authenticity in two settings. This can also reveal the impact of the testing setting on the unfolding of role-play interaction. Comparing how the same role-play is enacted in a real-life and testing context can bring further implications for the assessment of L2 IC.

In addition to Galaczi and Taylor's (2018) argument – that is, many features of IC in assessment contexts still need unearthing, Iwashita et al. (2021) assert that 2despite the available findings of the construct of IC available, the implications of the construct of IC is still

vague. To move forward the findings, such small-scale studies are valuable (Salaberry & Burch, 2021). In the closing chapter of their volume, Salaberry and Burch (2021) note that enlargement of IC assessment studies can have an impact on pre-service and in-service teacher education. Findings of CA-based research on L2 classroom interaction has started to shape teacher education practices in recent years (Glaser et al. 2019; Kunitz et al., 2021) despite a notable disparity between up-to-date research findings and their availability in pedagogical training and textbooks (Waring, 2018). The participants of the current research, prospective pre-service English language teachers, highlight this gap as some produced turns that observably need developing. That is to say, interactions of upper-intermediate speakers require as much empirical attention as the lower-level groups related to their management and adoption of IC to the task affordances (van Lier, 2000), especially for those learners who engage in the medium of the assessment interaction as part of their professional life. The findings point out that teacher candidates do not have a fully-fledged IC in their first years, and therefore they need pedagogical training to develop their IC skills. Although problematic turns are not necessarily confined to preliminaries and the lack of preliminary turns in initiating topics may not completely display an incompetence (Lee & Hellermann, 2014), they should still be a pedagogical aim (Waring, 2018) regarding their sequential functioning and the empirical findings on the development and assessment of IC. The interactional investigation of these participants can inform both L2 teaching practices and teacher education, in particular Classroom Interactional Competence (CIC), which implies that teacher candidates need an awareness of the construct of IC. To solve these challenges, courses with IC-oriented pedagogical focus can be designed and included in the curriculum of teacher training programs. Also, IC activities can be incorporated into EFL textbooks.

Conclusion

This thesis aimed to uncover how test takers enter into the task talk and the interactional resources for initiating the task talk in task entrances. It found supporting evidence for the previous research (Hellermann & Pekarek Doehler, 2010; Kasper & Youn, 2018) that

different participants turn the instructions of the same role-play turn into different interactional conduct, and this is observable within the very beginning of the role-play. Similarly, the resources also vary among peers. Some exploit different preliminary resources to initiate their role-play interactions, while some draw on direct initiation of the role-play. In an assessment setting, this difference can be consequential for the test-takers since the construct of L2 IC is made observable in these varying actions. Considering the sequential functioning of preliminaries that are also action-specific interactional resources, preliminaries can be inserted into L2 IC rubrics as defining features of main actions. Moreover, they can be used for teaching L2 IC to language learners since they are observably of paramount importance for producing connected topics and enacting main social actions in interaction.

Additionally, the research highlights a need for oral communication courses for L2 pre-service teachers of English since they apparently are not fully aware of L2 IC regarding how to initiate a conversation and deploy interactional resources to make the initiation smooth and recipient-oriented. This may also contribute to their CIC skills that function as a teaching and learning tool in classrooms.

Despite the practical implications, the research is not without limitations. It focuses on the end-of-term exam, and thus findings can be applied to low-stakes tests. In other words, this research does not offer straight connections to high-stakes standardized tests even though the use of preliminaries can be suggested using in rubrics as defining features of interaction-based constructs. Also, the study articulates the need for more empirical attention to task talk initiations as therein starts the assessment talk. It is expected that the participants can deploy different interactional resources to enact their telling and these resources can inform practitioners for developing assessment tasks and tools. However, the variety of the interactional resources can be concerned only after the interactional routines of the designed task are clearly defined. Well-defined routines can display the sub-constructs of IC that can be then filled with the micro-analytic features of IC observed in the interaction. Drawing on a similar approach, the study has suggested a scoring rubric that contains the task talk initiation

and development features of the participants and that can be used for classroom assessment purposes. The rubric can be further developed with the inclusion of other interactional routines from the same role-play task, and also it can be tested in other role-play assessment tasks. Lastly, the exam setting may have an impact on the enactment of the role-plays. Therefore, the role-play setting can be applied with ordinary speakers in the real-life to compare whether the two settings share similar interactional resources. This can inform the task design procedures for L2 IC assessment.

To conclude, L2 IC clearly implies each interactant's contributions that often vary among learners. Scrutinzation of these variations can be influential in assessing the degrees of L2 IC. Therefore, micro-analytic examinations of varying L2 IC displays in L2 speaking proficiency assessment can move the current understanding of what entails L2 IC a way forward.

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APPENDIX-A: JEFFERSON (2004) TRANSCRIPTION CONVENTION

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hypen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
::::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation.
? or (.hhh)	High Dot	Audible inhalation.
(text)	Parantheses	Speech which is unclear or in doubt in the transcript.

APPENDIX-B: MONDADA (2018) TRANSCRIPTION CONVENTION

* * Descriptions of embodied movements are delimited between

+ + two idetical symbols (one symbol per participant's line of action) and are syncronized with corresponding stretches of talk/lapses of time.

*--> The action described continues across subsequent lines

-->* until the same symbol is reached.

>> The action described begins before the extract's beginning.

-->> The action described continues after the extract's end.

…. Preparation.

----- Full extension of the movement is reached and maintained.

,,,,, Retraction.

ava Participant doing the embodied action is identified when (s) is not the speaker.

APPENDIX-C: Ethics Committee Approval

Tarih: 23/09/2019
Sayı: 35853172-600-E.00000763188

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-600
Konu : Dr. Öğr. Üyesi Ufuk BALAMAN (Etik Komisyon İzni)

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 11.09.2019 tarihli ve 76942594-600/00000762508 sayılı yazı.

Fakülteniz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim elemanlarından **Dr. Öğr. Üyesi Ufuk BALAMAN**'ın sorumluluğunda yürütülen **"Öğretmen Adaylarının İkinci Dil Etkileşimsel Yetilerinin Video-Yönelimli Dönüt Yoluyla Geliştirilmesi"** başlıklı araştırma projesi Üniversitemiz Senatosu Etik Komisyonunun **03 Eylül 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
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I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
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- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

13/06/2022

Emir Ertunç Havadar

APPENDIX-E: Thesis/Dissertation Originality Report

13/06/2022

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: A SEQUENTIAL ANALYSIS OF TASK ENTERING PRACTICES IN PAIRED ROLE-PLAY TASKS

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Department: Foreign Language Education

Program: English Language Education

Status: X Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
Assoc. Prof. Ufuk Balaman

APPENDIX-F: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

..... /..... /.....

Emir Ertunç HAVADAR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir.Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*