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Department of Foreign Language Education

English Language Teaching Program

WORD SEARCH SEQUENCES IN VIDEO-MEDIATED TASK-ORIENTED VIRTUAL
EXCHANGE INTERACTIONS

Ayşe BADEM

Master's Thesis

Ankara, 2023

With leadership, research, innovation, high quality education and
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VİDEO-ARACILI GÖREV-YÖNELİMLİ SANAL DEĞİŞİM ETKİLEŞİMLERİNDE
KELİME ARAMA DİZİLERİ

Ayşe BADEM

Master's Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Ayşe BADEM** and entitled “Word Search Sequences in Video-mediated Task Oriented Virtual Exchange Interactions” 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.

Chair	Title Name & Surname	Signature
Member (Supervisor)	Title Name & Surname	Signature
Member	Title Name & Surname	Signature
Member	Title Name & Surname	Signature
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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on .../.../.... 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

Telecollaboration enables geographically dispersed foreign language speakers to communicate with each other in the target language, and many researchers have investigated various interactional practices that L2 learners use in these online settings. However, word search practices as a common interactional practice at talk have remained underexplored in online interactional settings. The dataset of this thesis is based on a telecollaboration (also known as virtual exchange, online intercultural exchange) project between a Turkish and a Tunisian university. The project was carried out with the participation of 19 students from each university in a three-week period. Adopting conversation analysis as the research methodology and conducting a micro-analytic investigation into the screen recordings of two dyads' task-enhanced video-mediated interactions, this study describes the various practices that participants employ specifically at the onset of the search and when the search is in progress. The analysis shows that the participants use both verbal utterances and embodied actions such as gestures and screen-based actions to indicate the initiation of the search and request help from the co-participant when the speaker is unable to resolve the trouble himself/herself. Depending on how the co-participant responds to the invitation, two ways of accomplishing word searches become visible, (i) word searches are completed by the original speaker (self-initiated / self-completed) and (ii) co-participants are involved in the search in other cases (self-initiated / other-completed). However, not all word search sequences end with the resolution in the data of this study. Therefore, the abandonment of word searches has also been examined under the scope of this thesis. This study brings insights into video-mediated task-oriented L2 interactions and provides pedagogical implications for language teachers, language learners, and task designers.

Keywords: word search; video-mediated interaction; telecollaboration, Conversation Analysis, task-enhanced L2 interaction

Öz

Teleişbirliği, coğrafi olarak farklı yerlerde bulunan yabancı dil kullanıcılarının hedef dilde birbirleriyle iletişim kurmasını sağlamaktadır ve birçok araştırmacı, yabancı dil öğrenenlerin çevrimiçi ortamlarda kullandıkları çeşitli etkileşimli uygulamaları araştırmıştır. Bununla birlikte, konuşmada yaygın bir uygulama olarak kelime arama uygulamaları, çevrimiçi etkileşimli ortamlarda yeterince araştırılmamıştır. Bu tezin veri seti, bir Türk ve bir Tunus üniversitesi arasındaki bir teleişbirliği (sanal değişim, çevrimiçi kültürlerarası değişim olarak da bilinir) projesine dayanmaktadır. Proje, her üniversiteden 19 öğrencinin katılımıyla üç haftalık bir süreçte gerçekleştirildi. Konuşma çözümlemesi metodolojisini benimseyen ve iki ikilinin görev temelli video aracılı etkileşiminin ekran kayıtlarını mikro analitik bir şekilde inceleyen bu çalışma, katılımcıların kelime aramanın başlangıcında ve kelime arama devam ederken kullandıkları çeşitli uygulamaları göstermeyi amaçlamaktadır. Analiz, katılımcıların aramanın başladığını belirtmek için hem sözlü ifadeleri hem de jestler ve ekran tabanlı eylemler gibi somutlaştırılmış eylemleri kullandıklarını ve konuşmacı sorunu kendi başına çözemediğinde ortak katılımcıdan yardım istediğini göstermektedir. Eş katılımcının daveti nasıl ele aldığına bağlı olarak, kelime aramayı gerçekleştirmenin iki yolu ortaya çıkmıştır. Bazı durumlarda, kelime aramaları orijinal konuşmacı tarafından tamamlanır (kendi kendine başlatılan/kendi kendine tamamlanan), diğer durumlarda ise ortak katılımcılar aramaya dahil edilir (kendi kendine başlatılan/diğerleri tarafından tamamlanan). Ancak, bu çalışmada yer alan tüm kelime arama dizileri çözüm ile sonlanmamaktadır. Bu nedenle kelime aramanın terk edilmesi de bu tez kapsamında incelenmiştir. Bu çalışmanın hem dil öğretmenleri hem de dil öğrenenler için pedagojik çıkarımlar sağladığına inanılmaktadır.

Anahtar Kelimeler: kelime arama; video aracılı etkileşim; teleişbirliği, Konuşma Çözümlemesi, görevle temelli yabancı dil etkileşimi

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Symbols and Abbreviations

CA: Conversation analysis

NS: Native speaker

NNS: Nonnative speaker

ICC: Intercultural competence

TCU: Turn constructional unit

EMI: English as a medium of instruction

Chapter 1

Introduction

The initial use of technology for interaction has started with text-based tools which allow participants to maintain asynchronous conversation. Then, with the development of many new tools, interactants have been able to engage in instant talk with others despite being in geographically distant locations. In technology-mediated environments, various means are used for interaction, and relevant literature has documented interaction between participants in various interactional platforms including text-based (Garcia & Jacobs, 1999; Lazaraton, 2014; Markman, 2005; Morán, 2008), audio-based (Jenks & Brandt, 2013) and video-based (Fischer & Tebrink, 2003); along with other online mediums (e.g., Arminen & Leinonen, 2006; Collister, 2008; Meredith & Stokoe, 2014).

The changes in the medium of interaction have paved the way for the emergence of new educational environments. Therefore, learners have been able to achieve various pedagogical purposes, including language learning in technology mediated settings. Technology has offered various new opportunities for second language learning. For example, language learners have a chance to practice the target language not only with their peers in the same classroom, but also with learners in different parts of the world. It has led to teachers finding the most effective ways to maximize learning in these online environments. To this end, pedagogical tasks, which are widely used in face-to-face classrooms, have been integrated into virtual learning settings. By this means, students engage in various kinds of tasks which enable learners to exchange information, learn about each other's culture and work collaboratively (O'Dowd & Waire, 2009). Furthermore, many studies have documented that the contribution of tasks in virtual exchanges to the development of learners' intercultural (e.g., Belz 2003; Lee & Song, 2019; Üzümlü et al., 2020) and interactional competence (e.g., Balaman, 2018; Balaman & Sert, 2017a; 2017b; Satar, 2016; Sert & Balaman, 2018; Yanguas, 2010).

The students use many interactional resources during their task engagement and employ various interactional practices. Repair is one of these practices students highly apply to achieve task requirements and establish mutual understanding. It is defined as “a set of practices whereby a co-interactant interrupts the ongoing course of action to attend to possible trouble in speaking, hearing or understanding the talk” (Schegloff et. al., 1974, as cited in Kitzinger, 2013, p.229). There are four repair trajectories categorized according to who initiates and completes the repair: (i) self-initiated self-repair; (ii) self-initiated other-repair; (iii) other-initiated self-repair; (iv) other-initiated other-repair. To start with, the speaker initiates the repair and fixes the trouble themselves in the first one. Similarly, in the second trajectory, the speaker is the one who marks the trouble, but it is solved by the co-participant this time. On the other hand, the repair is initiated by the recipient in the rest, but the trouble is fixed by the speaker in the third and by the recipient in the fourth. Another distinction in repair types is made according to where the repairable item occurs. When the trouble occurs in prior turns, the interlocutors attempt to solve it by referring to the trouble source which is called backward-oriented repair. On the other hand, the trouble may appear in upcoming talk as well, and repair becomes forward-oriented (Schegloff, 1979).

Under Conversation Analysis's view on repair, word search is regarded as a specific kind of forward-oriented repair as it refers to the problem in the upcoming talk (Carroll 2006; Schegloff, 1979). In this thesis, I will focus on this particular type of repair and investigate word search sequences where the speaker displays his/her difficulty in producing the next lexical item. As the next item due is not available at the time of speech, the progressivity of the speaker's turn is delayed. Therefore, the speaker engages in finding an appropriate word to maintain the continuity of the talk again. In this current study, I will investigate the interaction of second language learners of English in task-enhanced virtual exchange to document the interactional resources they use at the onset of the search and during their engagement in the search. In addition, I will examine how word search sequences reach an outcome.

Statement of Problem

In this thesis, I will examine word search as a particular type of repair which occurs when the speaker struggles with producing the next item in his/her turn. This results in the search of the lexical item to continue to talk. Therefore, a delay occurs in the flow of interaction until the search comes to an end.

As it will be reviewed in the literature chapter, word searches have been examined in various kinds of interaction. Earlier studies adopting Conversation Analysis methodology have explored word search in L1 mundane talk and L2 talk-in-interaction. Then, it has started to gain interest as a research area in educational settings (Lin, 2014; Mori & Hasegawa 2009; Park 2007; Seo, 2008; Skogmyr Marian & Pekarek Doehler, 2022). These studies have contributed to our current understanding of word search sequences in talk and provide useful insights into how the organization of these practices differs inside and outside of foreign language education context. However, the phenomenon has remained relatively underexplored in the interaction that takes place in digital settings.

As the interactional practices differ according to the medium where the interaction takes place, it is necessary to investigate word search practices in technology-mediated interaction to explore unique practices participants can use to mark the initiation of search, invite the co-participant to their search, and resolve the trouble. Nevertheless, to my knowledge, only few studies in literature have analyzed word searches in L2 interaction in technology mediated environments (Çolak & Balaman, 2022; Yu & Maggio, 2016; Uskokovic, & Taleghani-Nikazm, 2022). With this gap in mind, I attempt to explore word search practices of L2 learners who engage in tasks and maintain interaction in virtual settings. To be more precise, the data of this study comes from a telecollaboration project which requires learners to accomplish various online tasks together. Analyzing the word search sequences in task-enhanced video mediated interaction of L2 learners, I have documented the verbal resources and embodied actions the speakers use in the initiation of the search and when a word search is in progress. Furthermore, I have also revealed how word searches come to an end.

Aim and Significance of the Study

In order to provide a better explanation for the aim and significance of the study, I will give clarifications for some terms. Firstly, the data of this study was collected through a virtual exchange or a telecollaboration project which refers to learners' involvement in long-term online intercultural interaction with their geographically dispersed partners from other cultures as a part of learners' educational programmes (O'Dowd, 2018). In order to enable learners to engage in more authentic interaction, the telecollaboration project, which underpins the data of this thesis, was enhanced with various types of pedagogical tasks. These tasks were designed to promote learners' intercultural awareness and online interactional competence as well as their intercultural competence.

With these clarifications in mind, the main objective of this thesis is to scrutinize word search sequences in L2 speakers' task-enhanced video mediated interaction in the scope of a telecollaboration project. Adopting Conversation Analysis as a research methodology, this study focuses on the interactional resources the participants use to initiate, maintain and resolve the search. More specifically, this study aims to document both verbal and non-verbal resources the speakers use to signal the initiation of the search. The speakers self-interrupt their talk and use these resources to show the potential delay to occur before the completion of their turn. When his/her turn is put temporarily on hold, the speaker searches for the lexical item; however, this quest is not always an individual action. Rather, the co-participant can be invited to the search with a direct or indirect request of the current speaker. Therefore, this study also sets out to examine how this request leads to resolve the search.

When a word search is initiated, it comes to an end either by a resolution or an abandonment of the trouble. When the sought-for-item is found, the search is completed successfully. Earlier studies have revealed that word search is completed when either the speakers deliver the solution themselves, or the recipients provide a candidate solution for the trouble (Brouwer, 2003; Koshik & Seo, 2012, Lerner, 1996; Mori, 2009; Park, 2007). As the data of this thesis draws on L2 speakers' task enhanced video-mediated interactions, it is

believed some practices of the participants might be unique to the digital medium. To this end, I will also explore if there are any context-specific ways to complete the word search under the scope of this thesis.

As aforementioned, the word search has been a research focus in many studies; however, most studies analyze the interaction in face-to-face settings. There is a considerably limited number of studies (Çolak & Balaman, 2022; Yu & Maggio, 2016; Uskokovic, & Taleghani-Nikazm, 2022) which investigate this phenomenon in online interaction. To my knowledge, there is no study which examines word search in an online EFL context. Therefore, this study aims to contribute to the technology mediated interaction research body by bringing new insights to word search practices between L2 learners in an online platform. Also, it reveals the practices that L2 users employ in order to maintain the progressivity of interaction and task engagement.

Research Questions

In line with the abovementioned aims and the data-driven approach of Conversation Analysis, the following research questions will be addressed in this thesis:

1. What verbal and multimodal resources do the participants use to initiate and maintain word search sequences in task-oriented video-mediated L2 interactions?
2. How do L2 users resolve/abandon word search practices in task-oriented video-mediated L2 interactions?

Assumptions

The data of this thesis comes from a virtual exchange project. In the scope of this project, students were expected to meet online and accomplish a variety of tasks together. To this end, they used specific video-mediated interaction tools. The task requirements were sent to the students via an email, and they were informed to record each meeting. These recordings were made with an online tool which enabled capturing both webcams and screens. Therefore,

it is assumed that students had basic computer skills and access to a stable internet connection.

The second assumption is related to the proficiency level of students which is enough to exchange information and maintain intersubjectivity in the second language. As the students were required to implement various tasks in each meeting, they needed to plan and discuss the task requirements to accomplish the given tasks. Therefore, it is assumed that students' English proficiency levels were almost equivalent to each other.

In addition, each task was required to be completed in 20 minutes, and the total meeting time was expected not to exceed 40 minutes (i.e., two tasks in a row). Therefore, it is assumed that the students were given enough time to accomplish the tasks on time.

Limitations

There are some limitations of the current thesis. First, the data of this study is based on a telecollaboration project which was conducted with the participation of the students from two universities. Therefore, the findings cannot be generalized for all telecollaboration projects.

In the data collection process, the students were asked to record their own screens, therefore the use of the screen would become visible for the researcher. However, the instability in internet connection of the participants led to the inaccessibility of some screen recordings in some dyads' interaction which were not included in this paper as the completeness of the data was taken into consideration to choose the pairs to be focused on.

As a final consideration, in research studies that use conversation analysis as the research methodology, the granularity of ideal transcriptions poses a severe problem due to the necessity to capture a high level of detail. Taking this into account, the data was transcribed using very detailed transcription convention systems (Jefferson; 2004; Mondada, 2018). Thanks to the Jeffersonian convention system, all details in online interaction were provided. However, some overlaps could not be demonstrated exactly due to the synchronization problem in audio.

Definitions

The definitions of some frequently used terms will be presented in this subsection:

Conversation Analysis: “an approach to social research that investigates the sequential organization of talk as a way of accessing participants' understandings of, and collaborative means of organizing, natural forms of social interaction” (Hutchby & Wooffitt, 2008, p. 1).

Telecollaborative exchanges: “the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programs and under the guidance of educators and/ or expert facilitators” (O’Dowd, 2018, p. 5).

Intercultural Communicative Competence: “the ability to communicate and interact across cultural boundaries” (Byram, 1997, p. 7)

Interactional Competence: “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” (Markee, 2008, p. 406).

Word Search: “a case where a speaker in interaction displays trouble with the production of an item in an ongoing turn at talk” (Brouwer, 2003, p. 535).

Chapter 2

Literature Review

In the second chapter of the thesis, an overview of the previous studies in relation to the conceptual framework of this research will be provided in four main subsections. I will start with the description of virtual exchange and telecollaboration, and then I will review the relevant studies in this field which have been conducted with the growing popularity of technology in educational settings. In addition, the affordances of telecollaboration exchanges will be discussed mainly focusing on intercultural communicative competence and online interactional competence. Following this, the conceptualizations of tasks in foreign language education will be presented, and how these conceptualizations have changed over time will be discussed. Upon the presentation of main task-based studies, the integration of tasks to technology mediated language learning and teaching settings will be introduced, and major studies which synthesized TBLT and CALL will be given. Subsequently, as the main focus of this study, word search sequences will be defined, and the chapter will be concluded with a review of relevant studies on word search in various contexts.

Virtual Exchange and Telecollaboration

Advancements in the use of technology in recent years have paved the way for new online platforms for interaction. Thus, interaction has gone beyond being a form of action that can only be performed in face-to-face settings.

The integration of technology into communication has firstly started with text-based tools which enable asynchronous talk. Although these tools are useful for holding a conversation between people in distant locations, they lack verbal resources which play a central role in maintaining meaningful interaction. Thus, over time, new tools have been developed, therefore interactants in distant locations can also participate in synchronous conversation via videoconferencing.

These tools have also been used for educational purposes, including language learning with the help of teachers who have sought alternative ways to introduce the target language and culture to the language learners in remote locations (Hauck & Youngs, 2008). Thus, educators have enabled language learners to come together in technology-mediated environments and engage in social interactions with each other. This action has been defined with numerous terms such as “online intercultural exchange, virtual exchange, collaborative online international learning and telecollaboration” (O’Dowd, 2018, p. 1); however, telecollaboration and virtual exchange are two of the most prominent terms (O’Dowd & Dooly, 2020).

The distinction between these two concepts was highlighted in the seminal paper of O’Dowd and Dooly (2020). They defined telecollaboration as exchanges where students are assigned tasks or projects to accomplish together by collaborative work of partner teachers. On the other hand, the second model was portrayed as educator-guided intercultural interaction of learners in video-conferencing sessions (O’Dowd & Dooly, 2020). However, these terms are intertwined; that is why both will be used interchangeably in this study as it has been in many studies in literature.

According to Thorne (2010), telecollaborative partnerships serve pedagogical purposes as language learners engage in real-life language use under the mediation and guidance of teachers in intercultural exchanges. Similarly, Furstenberg et al., (2001) touched upon the affordances of telecollaborative exchanges referring to the fact that it gives language learners opportunities to gain intercultural awareness, other aspects of intercultural communicative competence and help them improve their linguistic competence.

The contribution of telecollaborative studies to language development has been documented in many studies (e.g., Beauvois, 1992; Sauro, 2009; Thorne, 2003; Ware & O’Dowd, 2008). For example, Thorne (2003) presented three illuminating case studies to demonstrate the development of participants' reading and typing skills in English and French with the use of web-based tools. Another study was conducted to examine the impact of

asynchronous peer feedback sessions on learners' language development by Ware and O'Dowd (2008). It was documented that both learners of language preferred to provide feedback on linguistic forms when the correction of an error is necessary. Similarly, the second language learners' development in L2 knowledge via two types of feedback in technology mediated settings was scrutinized by Sauro (2009). These two types of computer-mediated corrective feedback are (i) corrective feedback through recasting, and (ii) correcting feedback providing the learner metalinguistic information about the error. It was revealed that explicit feedback with metalinguistic information about the nature of the error was deemed to be more efficient than the implicit feedback in telecollaborative exchanges.

On the other hand, the development of intercultural competence (ICC) in virtual exchanges has become a research focus in a number of studies. Byram (1997) defined ICC as "the ability to communicate and interact across cultural boundaries" (p. 7). In his book, he explained ICC highlighting the difference between a tourist and a sojourner. According to Byram (1997) a tourist explores the cultures and places of other countries, increasing his/her own knowledge whereas sojourners critically examine the cultures and societies of other nations that might alter the way they interpret their own beliefs. He treats ICC as the qualities that a sojourner needs to have and addresses the properties of ICC as attitudes and skills of discovery, interpretation and relating, "the interplay of these first four components ideally should lead to the fifth", which is critical cultural awareness (Belz, 2003). In line with Byram's model, many researchers have seen intercultural competence as a must-have for learners, and they have found telecollaborative exchanges to be excellent applications for acquiring this property. Therefore, they have centered the development of intercultural competence in their virtual exchange studies.

To start with, Belz (2003) focused on the attitudes of speakers in particular as a feature of an intercultural speaker. He conducted an in-depth case study on developing intercultural competence by examining the electronic interaction between German and American email partners who regularly contact each other in the scope of a telecollaboration project. Based on

appraisal theory (e.g. Eggins & Slade, 1997), the electronic correspondence of participants was analyzed under three subcategories in the attitude subsystem of appraisal: affect, judgement and appreciation. Over the course of their email correspondence, the similarities and differences in their rates of appraisal for all categories were identified. Üzüm et al., (2020) also investigated the contribution of telecollaborative exchanges to the intercultural competence of pre-service teachers. Within the scope of their study, participants from two different countries were involved in many online conversations where they had the opportunity to introduce their own cultures. This allowed participants to gain an understanding of other interactants' culture, but also better reflect upon their own cultures (Lee & Markey, 2014). In their analysis, the increase in participants' (1) awareness of heterogeneity in both cultures, (2) critical cultural awareness, and (3) curiosity and willingness to learn more about the interactants' culture were revealed to be evidence of their intercultural learning during the telecollaboration project. Similarly, Lee and Song (2019) emphasized the importance of telecollaboration in the development of the intercultural communicative competence of second language learners. They claimed that studying abroad and engaging online interactions with target culture members yield similar benefits for the development of intercultural communicative competence, and both are superior to a traditional way of language learning in classroom settings.

Along with the studies that have centered on the affordances of telecollaboration exchanges to learners' intercultural development, many studies have been conducted to show the development of learners' interactional competence in online exchanges. (e.g., Abe, 2019; Balaman, 2016, 2018; Balaman & Sert, 2017; Belz, 2002; Dooly & Sadler, 2020; Hampel, 2010; Malabarba, 2022; Müller-Hartmann, 2007; Müller-Hartmann & Kurek, 2016). To start with, Abe (2019) explored the development of interactional competence in text-based CMC contexts in which messages and comments are used to increase responsiveness, pre and post comments are utilized in the writing process to prompt the writers, and participants take on various roles in chatting and editing for the completion of a shared document. More specifically, students

were assigned to work in groups and write an essay collaboratively using an online shared document. The students were given access to a chatroom where the members of the same group can discuss their opinion before making a contribution to the shared document. The focus was given to 3 students particularly who had limited interactions with other members. Their contribution to writing an essay was examined over a three-week period. It was seen that several methods were employed repeatedly by the participants to make their writing contributions more identifiable to others, such as announcing a subtopic and asking for corrections. Investigating geographically dispersed L2 learners' task engagement process and context-specific interactional practices when they collaboratively engage in online tasks, Balaman (2018) documented that while the learners use only verbal clues for hinting during the task engagement, they started to use screen-based hinting practices as well in week 8, so in accordance with the task design, hinting emerges as a recurrent practice of the focal participant in his research. As the study was based on longitudinal observation, it was revealed that the diversification of interactional resources in time across the weeks was shown as evidence to the learners' IC development. Drawing on L2 users' multiparty online task-oriented interactions, Sert and Balaman (2018) investigated how L2 learners conduct negotiation and how it affects interactional competence. They showed that L2 learners co-constructed rules other than the one declared to them before the task engagement process started, namely language policing. Although it starts with the overuse of the rule, then L2 learners started using it as self-policing. The process-oriented tracking of participants' task engagement in this study demonstrates that L2 learners develop interactional competencies to tackle communication breakdowns and to maintain the progressivity of task engagement and interaction. Therefore, this study documented that negotiation of meaning practices of L2 learners and practices used for maintaining intersubjectivity to accomplish the tasks in a task-enhanced video-mediated context enable the development of interactional competence in the short and long term.

Abe and Roever (2019) analyzed the online task-based text-chat interaction between L2 speakers at different proficiency levels and pinpointed the difference in their construction of

task openings, which is linked to the difference in their level of interactional competence. The Japanese learners of English were assigned to complete 3 decision-making tasks in pairs using an online social networking application which requires them to reach a consensus at the end. An in-depth examination of participants' text-based interactions during task openings was conducted to uncover the differences in practices between participants at different proficiency levels. The analysis showed that the participants, regardless of their proficiency, established a normative expectation that they would provide ideas for task accomplishment early on. The students at higher levels tend to make first-idea proposals in response to soliciting moves, whereas learners at lower levels tend to give less information about their ideas. The linguistic format also showed a great variety as their proficiency level increased while lower-level learners primarily used limited forms.

The participants' engagement in tasks in online exchanges are used in many studies for data collection. Therefore, in the next subsection, I will first explain the role of tasks in foreign language education. Then, the integration of tasks to technology mediated language learning and teaching settings will be explained, and major relevant studies in this field will be presented.

Task Based Language Learning

With the emergence of communicative language teaching, learning is not merely considered a habit formation (Nunan, 2004). Rather, it is portrayed as a social action (Lantolf, 2000). Therefore, the pedagogical tasks which promote collaborative work and social interaction between learners have been integrated into language teaching. The definition of a pedagogical task in the literature has varied according to the research paradigm on which it is based. The cognitivists treat tasks as the products of learners at the end of task engagement processes (Ellis, 2003; Doughty & Long, 2003; Samuda & Bygate, 2008). To illustrate, Ellis (2003) conceptualized it as "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (p. 16). Another feature of the

task in the cognitivist stance was regarded as giving flexibility to learners to use the language in their own choice as the main focus is given to the meaning. For example, Richards (1986) touched upon this feature of tasks and demonstrated how the use of different types of tasks in language teaching facilitates communicative language use. Similarly, Willis and Willis (2001) underscored this outstanding feature of tasks giving learners a space to use a variety of language forms for the task accomplishment.

When cognitive scholars examined the role of a pedagogical task in foreign language education, they focused only on the task-as-workplan and ignored the task-in-process, which diverged from each other (Breen,1989). The former refers to what is planned to be implemented in the classroom while the latter includes what actually occurs during implementation of a task (Seedhouse, 2005). Seedhouse (2005) has criticized the conceptualization of a task which is primarily based on task-as-workplan in the TBLT/SLA literature. According to Seedhouse (2005), the prominent aspect of a task has to be task-in-process for data collection as task-as-workplan does not reflect the actual practice that happens in the classroom. To evidence the intended purpose was not achieved in the task-in-process, he presented some extracts taken from different research studies (Kumaravadivelu, 1993; Seedhouse, 1996; Üstünel, 2003; van Lier, 1988). Seedhouse (2005) has also asserted that gathering data from task-as-workplan affects construct validity in quantitative studies due to the mismatch between the actual practices.

As Conversation Analysis deals with the naturally occurring interaction, it focuses on what actually happens in situ; and that is why it has been adopted as a research methodology by many scholars who aim to investigate task-in-process (Mori, 2002; Mondada & Pekarek Doehler, 2004; Seedhouse, 2005; Hellerman, 2008; Hellerman & Pekarek Doehler, 2010; Markee & Kunitz, 2013; Jakonen & Morton, 2015). For instance, Mori (2002) explored the interaction between Japanese learners and the native speakers of Japanese who were invited to the class to have a discussion with learners. The tasks were organized to enable Japanese learners to exchange ideas with the native speakers in a natural and coherent way. However,

the study reveals how actual interactional practices of learners differ from the task guidelines. The structures during their conversation were intended to be placed in an authentic way where the recipient shows orientation to what the interlocutor says. Contrary to this, the interaction was shaped more like in question-answer pairs which result in less orientation of students to what has been produced by the speaker but giving more focus on posing the questions and getting answers. Likewise, adopting a holistic approach, Seedhouse and Almutairi (2009) analyzed both verbal and non-verbal interactional practices of learners during their engagement of collaborative tasks. They highlighted the importance of gathering data from task-in-process as it reveals the actual interactional data emerges through tasks.

Having a similar perspective to approach tasks as processes rather than products, Mondada and Pekarek Doehler (2004) documented the analysis of data coming from a language class where French is taught as a second language. The interaction of learners during various types of task implementation were examined. Although not all the designed tasks are communicative, they are designed to be completed in interaction with other learners. In their study, it was reported that the tasks which require to be accomplished collaboratively through social interaction help learners develop their interactional competence. In addition, they claimed the need for a revision of social mediation as it goes beyond a collaborative action that creates rooms for learning as in Vygotskian view. Rather, it can be regarded “as part of the methods by which members construct learning environments, tasks, identities, and contexts” in interaction (Mondada & Pekarek Doehler, 2004, p. 515.)

Above-mentioned studies have one thing in common which is considering tasks as tools to enhance interaction between language learners. With the increasing prevalence of technology mediated environments in language teaching and learning, tasks have also been integrated to these settings to promote communication between geographically dispersed language learners. Therefore, in the next subsection, the use of tasks and TBLT in technology-mediated learning environments will be reviewed.

Technology Mediated Task Based Language Learning and Teaching

Task-based language learning enables students to practice the target language in real world situations and engage in social interaction while working collaboratively with other learners for task accomplishment. As creating a communicative environment is not enough to promote language learning, well-planned tasks which include “off- and online co-construction of knowledge not only provide opportunities for target language practice”, they also help “integrate language use as the means for shared knowledge-building” (Dooly, 2011, p. 69). The tasks with these features have been widely used in technology mediated language learning and teaching environments.

As it was presented in the previous subsection, the role of tasks has been examined in foreign language studies by many scholars (e.g., Ellis, 2003; Müller-Hartmann & Schocker, 2011). Although CALL and TBLT are two separately growing fields, many studies in literature draw on the research focus of both fields due to the rising interest of CALL researchers in integrating tasks to technology mediated language learning and teaching environments. Therefore, their place in online settings has also been investigated in literature (Chapelle, 2001, 2003, 2009; Doughty & Long, 2003; Gonzalez-Lloret & Ortega, 2014; 2010; Levy & Stockwell, 2006). Although tasks are designed to serve similar pedagogical purposes in both settings, the unique properties of tasks as well as their affordances and limitations (Kurek, 2015) emerge in online environments. To illustrate, O’Dowd and Waire (2009) touched upon a peculiar feature of task-based learning in online environments as offering a strong opportunity for negotiation of meaning and allowing for exploring different cultures. González-Lloret and Ortega (2014) argued technology-mediated language learning tasks can reduce “students’ fear of failure, embarrassment, or losing face” (p.4). Rather, they can enable geographically dispersed language learners to meet and use the target language in an authentic environment and engage in cultural exchange. Therefore, students can be more motivated to take risks and use the language in creative ways.

However, in order to blend technology and tasks successfully, it is important to know what will be taken into consideration in task design to be used in online settings. González-Lloret and Ortega (2014) highlighted five features of an online task which are (i) primary focus on meaning, (ii.) goal orientation, (iii.) learner-centeredness, (iv.) holism, (v.) reflective learning. As it is clearly understood in its name, the first refers to prioritizing the meaning over form. The second feature is concerned with the design of tasks which should include a) some communicative purpose to exchange ideas (b) some outcomes gained through task completion. The third, on the other hand, is related to taking learners' needs into consideration while designing a task and giving them space for "flexibility and diversity rather than uniformity" during their task engagement (p.6). The next one, holism, deals with the relevance of the tasks with the real-world practices. Lastly, reflective learning is about the affordances of a task in terms of promoting learning by doing, including giving chances for reflective higher-order learning. These suggested features of an online task have been addressed in many CALL studies and they bridge CALL and TBLT fields (Belz & Thorne, 2006; O'Dowd & Waire, 2009; Doughty & Long, 2003; Gonzalez-Lloret, 2014).

Similarly, O'Dowd and Waire (2009) point out the task design process in virtual exchanges as a relatively underexplored area in literature, therefore they have also documented the process for designing fruitful tasks. Firstly, they have categorized the type of tasks in online settings in three groups: (i) information exchange tasks, (ii) comparison and analysis tasks and (iii) collaborative tasks. In the first type, learners provide personal information to each other about their own life and culture, therefore, learners have a chance to learn about a new culture. As it is more based on the providing and getting information between interactants, this type of task can be used as an introductory activity. On the other hand, in the second type of tasks, learners go beyond merely exchanging information, but they analyze their cultures through comparison. The similarities and differences between the cultures of interactants' are reviewed, therefore, this type of task contributes to their intercultural awareness and the development of their intercultural competence. The last type also has

unique features. In this type of task, learners need to work collaboratively on a shared document to have a common product at the end. As this type of task requires a planning session, the negotiation of meaning gains importance in this type.

The task sequencing can be an effective way to enable language learners to gain various learning objectives. It will be discussed extensively in the method section, but to give a brief overview, students were engaged in many different types of tasks while collecting the data for this thesis. Therefore, they had a chance to practice different aspects of language and employ different interactional practices during their engagement in tasks. In this thesis, I will specifically focus on a practice which has emerged during the social interaction of L2 learners in virtual exchanges. In the next subsection, I will focus on this particular practice providing an overview of the studies in the literature.

Word Search

Word search is traditionally considered an individual action and a cognitive process occurring in mind (e.g., Levelt, 1989). However, in conversation analysis, it is regarded as a social phenomenon as both the speaker and the recipient show their orientation and engagement in it. In this thesis, word search will be examined adopting a CA perspective as a separate activity. However, since it is regarded as a kind of repair in literature (Schegloff et al., 1977; Schegloff 1979), a broad description of repair will be provided first.

The term repair was firstly defined as the practices used to deal with “recurrent problems in speaking, hearing and understanding in the ongoing talk”. (Schegloff, Jefferson, Sacks, 1977, p.1). It is also regarded as the resolution of problems arising during talk (Seedhouse, 2004). It is important to explain here that a repair does not correspond to the same meaning as a correction which usually results in the replacement of an error. On the other hand, repair refers to the many practices to solve any problems in talk occurring due to speaking, hearing or understanding. Moreover, it is not necessary to repair every problem, instead the participants can decide to “let it pass” (Firth, 1996).

The repair can be initiated by the speakers themselves (self-initiated) or the recipient (other-initiated) to point to the trouble. It can also be completed by the speaker (self-repair) or the recipient (other repair) to resolve the trouble in talk, which leads to the four repair trajectories: (i) self-initiated self-repair; (ii) self-initiated other-repair; (iii) other-initiated self-repair; (iv) other-initiated other-repair. The distinction in repair organizations was also made according to where the trouble occurs in talk. The interlocutor usually refers back to the trouble source encountered in a previous turn, which is called backward-oriented repair. On the other hand, forward-oriented repair is needed when the trouble affects the progressivity of the upcoming turns. As the word search causes the discontinuation in the talk and delay in upcoming turns, it is considered as a kind of forward-oriented repair.

Kasper and Kellerman (1997) explicate that word searches occur when “a speaker wishes to label a concept for which she does not have the lexical resources, or where these resources are available but cannot be recalled, or where available and retrievable resources cannot be used successfully because of contextual constraints” (p. 8). Goodwin (1980) also points out that word searches occur when the speaker is having trouble in finding an appropriate word to make the meaning and some certain practices are used to indicate the word search is in progress. Some of those practices are speech perturbations (Schegloff, et al., 1977) such as sound stretches, turn holding tokens (e.g., um, uh, ehm etc.), cut offs, and pauses. The speaker also makes the trouble visible with some lexical expressions such as metalinguistic comments (e.g., I don't know how to say it, I am unable to find the word) and wh-questions (e.g what do you call it?, how do you say it). Those are explicit search markers (Brouwer, 2003; Koshik & Seo, 2012; Kurhila, 2006; Parker, 2007) used to show unavailability of the next item. Some embodied resources are also used to signal a search is underway (Chiarenza 2010; Goodwin & Goodwin, 1986; Greer 2013; Hadar, 1991; McNeill, 1992; Mori, 2006; Olsher, 2004).

As the word search is initiated by the speaker themselves during their talk, it is always regarded as self-initiated. In order to complete the search, the speaker either delivers the

solution themselves or the recipient provides a candidate solution for it. According to Lerner (1996), when the recipient offers a candidate solution to the search, it depends on the original speaker to accept or reject the solution. Koshik and Seo (2012) demonstrate these possible types of word search completion in their seminal paper as: (i) self-initiated / self-completed and (ii) self-initiated / other-completed.

Word search practices have been examined in all kinds of interaction using Conversation Analysis. It was firstly examined in mundane talk as a forward-oriented self-repair (Schegloff, 1979). Then, it has started to be investigated as a separate practice in L1 (e.g., Goodwin & Goodwin, 1986; Lerner, 1986; Oelschlaeger, 1999) and L2 interaction in ordinary conversations (e.g., Brouwer, 2003; Carroll, 2006; Hosoda, 2000, 2006; Kurhila, 2006; Park, 2007). Recently, these practices have also become a research focus in pedagogical settings (e.g., Mori & Hasegawa, 2009; Park, 2007; Seo, 2008; Willey, 2001).

Goodwin and Goodwin (1986) investigated the use of gestures during word searches analyzing the data based on ordinary conversation of native speakers of English. In their analysis, they demonstrated that the speakers produce a “characteristic thinking face” and combine it with gaze aversions to signal the search is in progress. They also documented that shifting eye gaze results in no interruption during the search of the speaker whereas the recipient usually joins in the search during direct gaze at them.

Park (2007) examined the use of verbal and non-verbal resources during word search activities in formal and informal interaction between NS and NNSs of English and showed that NNSs utilize both verbal indicators (e.g., a cut-off or a sound stretch) and embodied cues (e.g., a gaze shift or an eyebrow flash) to mark the initiation of search and solicit assistance of the NSs. Also, she displayed how NSs orient to those resources and join the search to yield a successful outcome. Since both participants show active engagement in the search and use various interactional resources to construct the meaning, the word search activities between NS and NNS are considered social and interactive phenomena. Analyzing the interaction between L1 and L2 Japanese speakers, Hosoda (2006) reported L2 speakers utilize many

verbal resources (e.g., cut-offs, sound stretches) to signal the search is underway, and help is needed from L1 speakers for the completion of the search. As L2 speakers are also in need of confirmation from L1, they depict themselves as “novices” of the language. On the other hand, L1 speakers are considered “experts” for their support to the non-native speakers.

Exploring word search practices of Japanese learners during pair work sessions. Mori (2004) both showed how self-completion occurs in learner talk by remembering the word, and demonstrated the use of sources such as textbook, notebook or glossary for assistance. Brouwer (2003), on the other hand, focused on word searches in the interactions between native speakers of Danish and Dutch speakers of Danish, and shows how word searches can contribute to L2 acquisition analyzing if they create opportunities for language learning when (i) the current speaker invites the recipient to join the search and (ii) the expert interactant shows orientations to the call for help.

Apart from word searches, Koshik and Seo (2012) analyzed other search sequences of language learners (e.g., searches for word form, searches for syntactic structure) in language that they have not yet fully acquired. More specifically, they investigated how L2 learners display uncertainty in their turn through rising intonation at the end of the TCU to elicit confirmation or correction from the language expert and they demonstrated the proficient speakers of English use “mm hm or uh huh” response as a continuer to display understanding (Sacks, 1992) that a longer turn is in progress as well as for confirming the candidate solution and demonstrating understanding to it.

Code-switching was also observed to be used as an indicator of the word search and the difficulty of the speaker in producing the lexical item in the recipient’s language (Greer 2008; Mori & Hasegawa, 2009). To illustrate, Duran, Kurhila and Sert (2019) examined the word search sequences in two content classrooms in an English as a Medium of Instruction (EMI) classroom university in Turkey. They illustrated that word search practices are accompanied with publicly visible embodied actions including gaze directions, body orientations and various gestures; as well as formulaic expressions explicitly marking the word

search such as “how can I say?”. They also revealed that when prioritizing the content over L2, the teacher does not show orientation to the students’ word search practices. The students also use L1 as the last resort to resolve word search just before the teacher moves on.

Word search has also been explored in interactions between people having particular language impairment and their conversation partners. (e.g., Oelschlaeger, 1999; Oelschlaeger & Damico 2000). Oelschlaeger (1999) probed when and how a conversation partner was involved in the word search of the speaker with aphasia. More specifically, the interactional resources the aphasic speaker uses to invite their partner to the search and how these practices were oriented by the speaker was documented in that study.

Although word search sequences and the use of verbal and non-verbal resources in these sequences have been examined in different contexts, the phenomenon has been less explored in digital environments. However, some studies to be reviewed below have contributed to our understanding of how those practices occur in online conversations. For example, Yu & Maggio (2016) shared a single case analysis of online interaction between an Italian teacher and a student in online tutoring sessions. This study showed how word searches were completed with the collaborative work of both interactants. In the analysis, two particular practices of the recipient to join the search were presented. The first is offering a candidate solution to the speaker. The second, on the other hand, evidences how different interactional practices in technology mediated platforms can emerge. Thus, as the interaction takes place in an online platform, an online translation tool was used for the completion of the search.

Another study which investigates the use of online translation tools (OTT) to solve the gaps in interaction stemmed from lexical search was conducted by Musk (2022). He examined 9 pupils’ interactions in L2 during collaborative writing tasks and displayed the cases they use OTTs in four main categories. To start with, he presented the instances where the students use OTTs to find words which students cannot retrieve at the time of speech. On the other hand, in the second category, he included cases where students look for the synonym of the common words. The third category consists of extracts showing pupils’ use of OTTs to ensure

the use of an already delivered word whereas the last one contains looking up the translation of long text strings.

Similarly, Çolak and Balaman (2022) studied how to resolve word-knowledge problems in task-oriented video-mediated L2 interactions of Virtual Exchange participants with the help of online resources. Investigating two dyad's interaction particularly, they clarified how and when participants used online resources in their study and presented emergent cases in two categories. The first shows how participants use online resources to look up unknown words to maintain the progressivity of talk and task. On the other hand, the second includes cases where students utilize online resources to validate the meaning of already known words or find their synonyms. Also, this study shows that online resources help restore disruption at talk without any significant gaps between searching for and delivering lexical items.

Uskokovic and Taleghani-Nikazm (2022) investigated word search practices in video mediated interaction between native German speakers and German language learners. They demonstrated how the speaker uses an embodied action (e.g raising an index finger) mostly accompanied with a verbal alert (e.g one moment) to mark the initiation of the screen-based search and signal more time needed for the completion of the search. In their analysis, they present word search practices of the interactants in three main categories: (i) screen-based word search, (ii) screen-based word searches accompanied with raised index finger and (iii) word search accompanied by talk but no gesture. In the first category, they presented the extracts showing the initiation of the search is signaled by the speaker through gaze aversions, speech perturbations, and pauses and it is completed with screen-based search of the lexical item. This leads to minimum delay in turn; therefore, the progressivity of the talk is maintained swiftly. On the other hand, in the cases falling into the second category, the speaker signals the initiation of the screen-based search via explicit search markers (e.g what do you call it?) and explicit verbal alerts (e.g hold one, one moment) accompanied with some embodied actions including gazing up and raising an index finger. In doing so, the speaker discourages the participation of the recipient to the search and guarantees their time in the engagement of

the search. The third category illustrates the use of verbal resources only to show the trouble in the continuation of turn and the initiation of search. This study also shows the preference of self-repair over repair in video mediated interaction where the speaker can engage in the search themselves using screen-based tools.

All studies mentioned in this subsection have contributed to our current understanding of word search practices. However, it can be clearly seen that the data of many studies comes from face-to-face interaction. Since the interactional practices employed by the participants differ in online and face-to-face settings, there is a need to further examine the word search sequences occurring in online talk which will be the main focus of this thesis.

Chapter 3

Methodology

The third chapter of the thesis is dedicated to the methodological details of the study. Firstly, the purpose of the study is described, and then the research questions are presented with reference to the research gap in the literature. Then, the research context and the participants are introduced. It also gives an introduction to Conversation Analysis methodology which was adopted as the primary methodological tool of this study. In addition, a detailed description of the data collection and transcription process is given in this chapter. Finally, the validity and reliability issues as well as ethical considerations are discussed briefly in the conclusion of this chapter.

Purpose of the Study and Research Questions

Word search refers to a particular interactional practice where there is a disruption in the progressivity of the ongoing talk. It occurs when the speaker has difficulty in producing a lexical item at the point in the conversation, which leads to a delay in the production of an ongoing turn. Once a word search has been initiated, there are two ways to end it. It is either abandoned, or the sought-for-item is found by the participants, and in this way, the search is resolved.

With the use of Conversational Analysis methodology, many studies have explored interaction during the management of this practice (e.g., Brouwer, 2003; Chiarenza 2010; Duran, et al., 2019; Goodwin,1983; Goodwin & Goodwin 1986; Greer, 2013; Hadar, 1991; Hayashi 2003; Hosoda 2000; Kasper & Kellerman, 1997; Koshik & Seo, 2012; Kurhila, 2006; Lerner, 1996, Lin, 2014; Yu & Maggio, 2016; McNeill,1992; Mori, 2006; Mori & Hasegawa, 2009; Oelschlaeger, 1999; Oelschlaeger & Damico, 2000; Park, 2007; Schegloff 1979; Seo, 2008; Uskokovic & Talehgani-Nikazm, 2022; Willey, 2001). Earlier studies have mainly focused on mundane talk and investigated word search practices in L1 (Goodwin 1980, 1987; Goodwin & Goodwin 1986; Lerner, 1996) . Then, they have been a research area in

second language interaction in educational settings (Mori & Hasegawa 2009; Park 2007; Seo, 2008).

In addition to the prevalent studies which provide useful insights to word search practices in classroom environments, the main objective of this thesis is to display interactional resources L2 speakers employ to initiate and maintain word search sequences in their task-oriented video-mediated L2 interactions. In addition, the resolution/abandonment of word searches in task-oriented video-mediated L2 interactions will be explored under the scope of this study.

To this end, the following research questions have been posed:

1. What verbal and multimodal resources do the participants use to initiate and maintain word search sequences in task-oriented video-mediated L2 interactions?
2. How do L2 users resolve/abandon word search practices in task-oriented video-mediated L2 interactions?

The first question will show the interactional practices the participants employ to mark and maintain word search sequences in task-oriented video-mediated L2 interactions. As it has been mentioned previously in the introductory chapter, once a word search is initiated, it can go two directions: the resolution or abandonment of the search. Therefore, the last question will portray these directions and uncover how word search comes to an end. The details for addressing each research question will be explained in the result chapter of the thesis.

Participants and Research Context

The dataset of this thesis is based on a telecollaboration (also known as virtual exchange, online intercultural exchange) project under Erasmus+ VE program between a Turkish and a Tunisian university (Çalışmış, 2022; Çolak & Balaman, 2022; Moalla et al., 2020; Önder, 2021). The project was carried out with the participation of 19 students from each university in a three-week period. The project was organized in a remarkable way in terms of

encompassing many participants who were appointed to different roles. First, there were two sets of participants from Turkey: task designers (students taking the Instructional Technology and Materials Development class) and task implementers (students taking the Advanced Speaking class). The third-year students who enrolled in Instructional Technology and Materials Development class as a part of the English Language Teaching program at Hacettepe University were assigned as task designers. Task designers were asked to work in groups and create a task to be implemented later in online settings by geographically dispersed L2 learners. During the process of designing, the feedback was supplied twice to the groups to help them finalize the task details. By the end, 11 tasks consisting of various intercultural topics such as local food, music, culture and popular destinations were created by task designers for task accomplishment.

On the other hand, the fourth-year undergraduate students at Hacettepe University English Language Teaching Department and third-year undergraduate students at University of Sfax English Literature Department took part in the project as task-implementers. They were assigned to work in pairs and 19 dyads were created in total. Before each task, they were sent an instruction video and a task guidelines document via email to inform them about the task implementation process. To conduct the tasks according to a pre-arranged schedule, the participants arranged six online meetings for three weeks. The first meeting was held for the purpose of icebreaking, and two tasks were accomplished in a row in the remaining five meetings. The sequence of tasks implemented each week is displayed in a table below.

Table 1

Online Meeting Plan and Task Schedule

Week 1 (8-12 April)		Week 2 (15-19 April)		Week 3 (22-26 April)	
Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
Task 1 (ice breaking)	Task 2	Task 4	Task 6	Task 8	Task 10

Task 3

Task 5

Task 7

Task 9

Task 11

The meetings were held on Skype and Google Hangouts which allowed interactants to utilize video conference calls. The affordances of these interfaces were not limited to having synchronous video calls, but they also made available the use of chat-box for texting and enabled the participants to visit many websites for the task accomplishment during the calls and share their screen to work on the same page.

The whole project consists of screen recordings of 19 dyads during the implementation of 11 tasks. As this study focuses on the verbal resources and embodied actions of the participants, the data quality and completeness were taken into account while choosing the pairs to be focused on. To be more precise, I eliminated the data belonging to some pairs as the recordings of both participants were not complete. Then, the remaining parts of the dataset were examined with unmotivated looking in line with the Conversation Analysis methodology, and a collection of word search instances were created based on the recurrent practices. This dataset consisted of the interactions of 2 dyads in particular. The extracts to be presented in the Analysis section were therefore chosen from these two dyads only.

The first dyad includes Hale (HAL, 21 years old, Turkish) and Feyza (FEY, 20 years old, Tunisian) female students. The second dyad includes a male and a female student: Kishan (KIS, 22 years old, Turkish) and Fatma (FAT, 20 years old Tunisian). The pseudonyms were used for all participants throughout the thesis, and the written consents were obtained from all participants who granted their permission to participate in the present study.

Data Collection

The data of this study comes from a larger dataset that includes the screen recordings of the participants who had 6 meetings in total in the scope of a virtual exchange project conducted between Hacettepe University, Turkey and University of Sfax, Tunisia. In the scope of this project, the 19 dyads were required to have six online meetings in total to implement a total of 11 tasks which were based on information/opinion exchanges and screen-based

activities. Before each meeting, an informative email including task guidelines was sent to both parties. In addition, the students were also informed about the recording procedure. To illustrate, they were asked to use a software to record both their webcams and screens. It was also stated that recordings were required to start simultaneously to capture all interactional details of both participants. As a final requirement, the duration of the recordings was limited to 20 minutes for task implementation and 40 minutes for the overall session.

In Conversation Analysis methodology, the naturally occurring talk is essential to analyze “the orientations, meanings, interpretations, understanding, etc. of the participants” (Schegloff, 1997, p. 166). With this in mind, the data of this study draws on screen recordings of the participants so that the interaction of dyads in situ can be examined including their multimodal resources such as their facial expressions, gestures, and screen-based activities during their task engagement.

After the end of each meeting, the students were asked to submit the recordings to their supervisor, and in this way, a large data set was constituted. However, the data of the current thesis consists of 12 hours 30 minutes and 33 seconds of screen and video recordings of two dyads in particular that were mainly focused due to the quality and completeness of the recordings as well as having recurrent word search instances in their interaction.

Conversation Analysis

Conversation Analysis is adopted as the primary methodological tool of this study, which is “the systematic analysis of the talk produced in everyday situations of human interaction” (Hutchby & Wooffitt, 1998, p.13). It was developed by Harvey Sacks, Emanuel Schegloff and Gail Jefferson in the early 1960s. Its epistemological roots lie in Garfinkel’s ethnomethodological perspective and Erving Goffman’s approach to interaction. Ethnomethodology refers to the investigation of “the common-sense resources, practices and procedures through which members of a society produce and recognize mutually intelligible objects, events and courses of actions” (Liddicoat, 2011, p. 2). Accordingly, ethnomethodology

encompasses CA, and it analyzes the organization of social actions in talk-in-interaction principles of people's social actions. In a broad sense, CA was defined as "an approach to social research that investigates the sequential organization of talk as a way of accessing participants' understandings of, and collaborative means of organizing, natural forms of social interaction" (Hutchby & Wooffitt, 2008, p. 1). Adopting a bottom-up approach, CA focuses on the ways in which participants show understanding by taking turns in talk-in interaction.

Unlike the Chomskyan view that considers mundane talk too arbitrary to be analyzed, Goffman (1964) emphasized the importance of studying interaction with a language's own system of structures instead of focusing solely on linguistic properties. Therefore, it was firstly used to study ordinary conversations, then it was applied to a wide range of social contexts and institutional settings including courtrooms (Atkinson, 1990; Atkinson & Drew, 1979), political speeches (Atkinson, 1984), medical interactions (Maynard & Heritage, 2005), and news interviews (Clayman, 1990; Greathbatch, 1990; Heritage & Greatbatch, 1989).

Firth and Wagner (2007) argued later that analysis of language learning is compatible with conversation analysis stating that "CA, with its emphasis on the socially achieved construction of irredeemably motile, participant-defined contextual relevancies, its commitment to the microanalytic explication of naturally occurring (rather than experimental) encounters, and emic (participant-centered) sensitivity to 'what's going on,' led us to see that our participants were not defensively –that is, to us, emically- identifiable as participants, learners, or even nonnative speakers –the standard identity categories of SLA" (p.801). Therefore, over the last decades, CA has been adopted as the methodology in second language learning contexts as well (Markee, 2000; McHoul, 1978; Seedhouse, 2004; Waring, 2015).

Seedhouse (2004) defines two main aims of CA as "to characterize the organization of the interaction by abstracting from examples of specimens of interaction and to uncover the emic logic underlying the organization" (p. 13). To this end, there are four basic principles of CA (Heritage 1984, as cited in Seedhouse, 2005, p. 166-167):

1. There is order at all points.
2. Contributions to interaction are context-shaped and context-renewing.
3. No order of detail can be dismissed as a priori as disorderly, accidental, or irrelevant.
4. Analysis is bottom-up and data-driven.

The first principle refers to the systematicity of interaction. It differs from the dominant view of the 1960s which claims ordinary talk is too arbitrary to be analyzed. The second principle points out next-turn-proof procedure (Wooffitt, 1990). It means that with each turn delivery, participants make analysis of the previous turns, therefore each contribution shows the understanding of and is built on the previous turns. Turns can only be understood within the sequential environments that they occur in and shape the context. The third principle is related to the detailed transcription system which enables researchers to capture all important details for analysis including both verbal and nonverbal conducts of participants that may be crucial for the analysis of the interaction. Thus, in CA studies highly detailed and standardized transcription conventions (Jefferson, 2004; Mondada, 2018) are used to reach micro details of the talk in interaction. Lastly, instead of promoting any predefined assumptions or theories, as stated in the fourth principle, CA adopts a data-driven approach and unmotivated looking through an emic perspective. It enables researchers to examine the focal points that emerge from the dataset itself.

In CA studies, analysts conduct the studies based on basic mechanisms of talk including turn-taking, sequence organization, repair, and preference organization. Therefore, these action patterns used by participants of the interaction are also socio-analytical tools that researchers draw on in the analysis of data. First, sequence organization enables intersubjectivity in interaction. and refers to systematic organization of talk. As Liddicoat (2011) puts forward “some actions make other actions relevant as next actions, which are in turn seen as being occasioned by the prior actions” (p. 139). The systematicity of interaction is sustained through turn-taking. Turns in talk are composed of constructional units (TCUs) that are

“coherent and self-contained utterance such as sentences, clauses, phrases, and individual words that are recognizable in context as possibly complete” (Clayman, 2013, p. 151). On the other hand, transition-relevant places (TRPs) refer to the possible completion points of turns. Participants can project when turns possibly come to an end point and take turns to maintain the progressivity of interaction and through each turn they display their understanding of previous turns.

Social actions are enacted through adjacency pairs that are the basic building-blocks of intersubjectivity” (Heritage, 1984, p. 256). Adjacency pairs are composed of paired utterances including two parts: (i) first pair part (FPP), and (ii) second pair part (SPP) such as offers-acceptance, greetings-greetings. The progressivity of interaction is maintained by SPP provided to FPP. Participants can deliver responses to FPP in SPP in various ways. For example, an offer can be accepted or declined in SPP. It points to preference organization in interaction. Preference refers to possible various ways that participants use in SPP as a reply to FPP. It is not related to liking or disliking, but refers to “issues of affiliation and disaffiliation, of seeing, noticeability, accountability, and sanctionability in relation to social actions” (Seedhouse, 2004, p. 23). Preferred responses are predominantly delivered without noticeable delays between turns; while dispreferred ones are provided after a pause and start with hesitation markers mostly (Pomerantz, 1984).

Repair refers to dealing with breakdowns occurring in interaction. Breakdowns can emerge when there is a problem in understanding or hearing. There are four types of repairs: i) self-initiated self-repair, (ii) self-initiated other-repair, (iii) other-initiated self-repair, and (iv) other-initiated other- repair. Participants initiate and accomplish repair actions, in order to sustain the progressivity of interaction and secure understanding.

Transcription and Building Collections

Natural talk is used as the basic data for CA, and the researchers analyze this data in an unbiased way. As the first step of the data analysis, the recordings are transcribed

orthographically. Liddicoat (2007) addresses transcripts as representations of the recorded interaction, and they also enable the analyst to “see the transient and complex nature of talk captured in an easily usable, static format” (p.13). Also, ten Have (2007) points out the recordings are “elaborated, clarified and explicated by the transcripts” (p.33). In order to reach micro details in interaction such as prosodic features of the talk and multimodal conducts of the participants, finely detailed standardized transcription conventions are used in CA studies.

With this in mind, the data of this study were firstly transcribed with an orthographic transcription that includes only the verbal interaction between participants. Then, through Jefferson (2004) transcription convention, prosodic features of verbal talk were added using Transana software. Jefferson’s conventions (2004) enrich the transcription with many details such as pauses, elongations, overlaps as well as prosodic cues. Upon transcribing the data using the Jeffersonian convention system, the transcripts were reviewed adopting an emic perspective and recurrent cases showing where the participants engaged in word searches were collected. In total, 36 cases emerged. The extracts were categorized according to how word search comes to an end. Therefore, two main categories were created to show how they were resolved, and how they were abandoned. The first main category was also divided into three sub-categories according to the resolution of the word search: (i) self-initiated / self-completed (without using any online source for assistance), (ii) self-initiated / self-completed with the help of online resources) and (iii) self-initiated / other-completed. The summary of the collection is given below in Table 2. All in all, 11 most representative extracts were chosen to be included in this thesis.

Table 2*Collection of the Cases*

Resolution of word searches (31)		Abandonment
Self-initiated self-completed	Other-initiated other-completed	5
Without Using Any Online Resources	Using Online Resources for Assistance	7
11	13	

As the next step of the transcription process, multimodal actions of the participants were also involved in the transcripts using Mondada (2018) transcription conventions. In this way, the onset and offset of the embodied actions of the participants such as gaze, body posture, hand and movements were presented following the advice of Hepburn and Bolden (2013) for the transcripts which should be "detailed enough to facilitate the analysts" quest to discover and describe orderly practices of social action in interaction" (p. 58). In addition, screen-based resources that are not visible to the other participant are also indicated in two parentheses and grey shading in extracts. Through this transcription process, the data were made ready for the analysis drawing on strong methodological tools of CA.

Validity of the Study

Validity and reliability are essential to conduct effective research. Bryman (2001) points out that earlier interpretations of validity were centered on the idea that it was essentially "a demonstration that a particular instrument in fact measures what it purports to measure"; however, the view of validity has evolved into a variety of concepts more recently. According to Winter (2000), the validity in qualitative data may be associated more with the level of honesty, depth, richness, and scope of the data collected, the number of participants approached, and the degree of triangulation performed. However, the questions of validity and

reliability take different forms depending on even what qualitative method is utilized (Peräkylä, 2004, p.284).

According to Peräkylä (2004), CA has a unique goal of investigating the talk in interaction on its own, making the issue of validity in CA different from that of other qualitative methods. The issues associated with validation in CA are as follows: "(i) the transparency of analytic claims, (ii) validation through next turn, (iii) deviant case analysis, (iv) questions about the institutional character of interaction, (v) the generalizability of conversation analytic findings, (vi) the use of statistical techniques" (Peräkylä, 2011, p.369).

Seedhouse (2005) also outlines three kinds of validity in CA research: internal, external, and ecological validity. Internal validity concerns "the soundness, integrity and credibility of findings" (p. 180). It examines whether the data support the analysis of the researcher. In this thesis, the validity is accomplished through approaching the data in an unmotivated way and adopting an emic perspective. External validity, on the other hand, refers to "generalizability or the extent to which the findings can be generalized beyond the specific research context" (p.180). The generalizability of this research was ensured by basing its findings on examining a dataset of 12 hours 30 minutes and 33 second, which is a larger data set than Seedhouse (2004) claimed to be sufficient to generalize the findings generated by microanalysis of 5 to 10 hours of recordings.

Lastly, ecological validity refers to "accurate portrayals of the realities of social situations in their own terms; in their natural or conventional settings" (Cohen et al., 2007, p. 138). The studies adopting Conversation Analysis methodology inherently ensure ecological validity as they deal with the naturally occurring interaction in their own contexts and approach the data with an emic perspective instead of bringing external assumptions into the analysis process.

Reliability of the Study

The level of reliability in qualitative research can be defined as the match between the data that researchers record and what actually happens in the natural environment, resulting in a certain degree of accuracy and comprehensiveness (Bogdan & Biklen, 1992, p. 48). Based on this claim, the reliability of this study was satisfied through examining naturally occurring data adopting an emic perspective which discloses any interpretations of the researcher.

Peräkylä (1997) states that reliability in CA methodology depends on "selection of what is recorded, the technical quality of recordings, and the adequacy of transcript" (p.206). In this study, the participants were ensured to use a microphone for clear audio and a webcam to enable the researcher to observe all the multimodal resources. Furthermore, an online software was used to record the screen of the participants during the meetings to capture what has been referred to on screen during their talk. However, in some videos, recordings are not fully completed, or they are not in good quality in terms of the clearness of the sound and images. Thus, the whole data set is imperfect in terms of recordings, but in this thesis, the recordings of two dyads are mainly focused in terms of the quality and the completeness of the data. In this study, the representation of the interactions was enriched as much as possible through fine-detailed transcription conventions. The representative extracts were initially transcribed using Jefferson (2004) transcription system to show prosodic features of the talk and then enhanced with multimodal actions of participants through Mondada (2018) transcription convention. The reliability of this thesis was also satisfied by presenting the pilot study with other practitioners for feedback as Seedhouse (2004) advised to do for increasing the reliability. In this way, the presented extracts were reviewed and examined by other researchers as well as my supervisor.

Ethical Considerations

ten Have (2007, p. 61), suggested some basic rights the participants have to be protected in any research. The participants should have the right to refuse:

- 1) To be recorded or to give access to the situation for recordings purposes;
- 2) Permission to use the recording for research purposes;
- 3) Public display or publication of the recordings in one form or another.

The ethical principles in qualitative research studies were applied in this thesis and the rights of the participants were secured before collecting the data. First, for the collection of the larger dataset of this study, ethical clearance was granted by the Hacettepe University Ethics Committee. Then, the consent forms including full information about the purpose of study were delivered to the participants. The participants were also informed that the collected data would be only used for research purposes and their identity would not be revealed in any research. Then, the signed consent forms were collected from each participant.

Furthermore, the pseudonyms were used to hide the identity of the participants and the images of the participants were also blurred in any screenshots presented in this research. In the following chapter, I will present the analysis of representative extracts by addressing the research questions given in Chapter 1 and Chapter 3.

Chapter 4

Analysis

In this chapter, the research findings in line with research questions will be presented. As documented below in this section, the participants end the word search sequences either by resolving or abandoning it. Therefore, the second research question (*What verbal and multimodal resources do the participants use to end word search sequences in task-oriented video-mediated L2 interactions?*) will be analyzed under two main categories: 1. the resolution of the search and 2. the abandonment of the search. Also, the first category (the resolution of the search) will be presented under three subcategories: (i) self-initiated self-completed (without using any online resources), (ii) self-initiated self-completed (with the use of online resources), (iii) self-initiated other-completed. The first subcategory refers to the cases where the speaker completes the word search by reaching the sought-for-item without using any resources. Similarly, the second category includes the cases where the word search is resolved by the speaker again. However, this time, the speaker uses some online resources such as a bilingual online dictionary to find the lexical item which cannot be recalled or produced at the time of speech. In the third subcategory, the extracts which include the resolution of word search by the co-participant are given. In the second category (the abandonment of the search); on the other hand, the participants do not reach the sought-for-item but abandon the word search progress and maintain the interaction. In addition, in response to the first research question (*What verbal and multimodal resources do the participants use to initiate and maintain word search sequences in task-oriented video-mediated L2 interactions?*), the verbal and non-verbal resources that the participants use to initiate and maintain the word search practices will be revealed based on the analysis of the extracts.

1. The Resolution of the Search

In this category, the extracts which show the solution of the word search will be presented. The word search is resolved either by the speaker themselves (self-completed) or by the co-participant (other-completed). These two ways of word search completion will be shown below under two categories.

1.1. Self-initiated Self-completed

In this subsection, the completion of word search by the speaker themselves will be shown. In addition, this category (self-initiated self-completed) will also be divided into two groups according to the ways of self-completion which are (i) without using any online resources and (ii) with the use of online resources.

1.1.1. Without Using Any Online Resources

This subsection includes three extracts which demonstrate how the speaker completes word searches himself/herself without using any online resources.

The first extract which will be presented into 2 segments is taken from a task which requires students to introduce popular destinations in their own country to each other.

Extract 1: *task 3-22.01-22.55 – roman empire / Segment 1*

```

1 HAL >okay i want to<
2     (0.7)
3 HAL i will talk *about other [places (0.6) like (0.2) kars↑=
4 FEY [ =yeah mean- mean- (0.4) yeah+
    hal *((scrolls down on the website))-->9
    hal +nods->5
5     (0.5)+
    hal ----+
6 HAL it's in the:
7     (0.7)
8 HAL east of Turkey↑
9     (0.8)*
    hal ----*
10 HAL really there are so (0.4) different places *in east of Tur*key

```

```

hal                                     *shows the east*
11 HAL  there are so many (0.2) historical sites*
hal                                     *looks down--->11.13
12      (0.6)
13 HAL  er: le- leave- left from *the
hal                                     -----*
14 HAL  (1.1)
15 HAL  ermenian
16      (1.3)
17 HAL  culture
18      (1.2) * (0.8)
hal  *((opens google hangout page))

```

Between lines 1 and 3, HAL announces a new place that she wants to talk about in pre-sequence (i will talk about other [places (0.6) like (0.2) kars↑=). In line 4, FEY delivers an acknowledgement token in an overlapping fashion ([=yeah mean- mean- (0.4) yeah*) with HAL's announcement. FEY also demonstrates her acknowledgement with her embodied action by nodding. Following 0.5 seconds of silence, HAL again takes the turn and introduces the location of the city (it's in the: east of Turkey↑) in lines 7 and 8. After a longer pause (0.8), in lines 10 and 11, HAL gives additional details in relation to various historical sites in Turkey. Her embodied action (*shows the east*) accompanies her verbal statement while she utters "in east of Turkey". After a short pause in line 12, starting with an elongated hesitation marker (er:), HAL engages in finding appropriate word structure (Koshik & Seo, 2012) which involves various cut-offs (le- leave- left). Following 1.1 seconds of silence, HAL utters a word in line 15 and a longer pause comes after it, then she produces another utterance in line 17 (culture). 2 seconds of silence in line 18, during which she opens the Google hangout page, signals the initiation of a word search practice.

Extract 1: task 3-22.01-22.55 – roman empire / Segment 2

```

19 HAL  °and° *romen*♠ (.) ro+man↑ roman↓(.) yes+
hal      *--1--* 1: raises her index finger
hal      ♠looks upright --->19.23
fey      +nods slowly-----+
20      (2.1)

```

21 HAL tch <i guess>* so:rry↑ romen
hal *touches her chin with her finger--->23

22 (1.2)

23 HAL ♠*↗>↑roman empire< you
hal ♠*
hal ↗points to the screen

24 (0.8)

25 HAL i mean +you: heard °it°+ *[ac]tually
fey +two big nods----+
hal *nods-->

26 FEY [yes]*
hal -----*

27 (0.7)

28 FEY yes like(0.2)+the fields of the of the fighting+ ♥i think we
fey +-----2-----+
2: makes a square shape with her fingers
fey ♥moves her
hands in a circular way--->

29 FEY have °the° (0.2) we have some♥ stuff like that >in djem<
fey ----♥

30 HAL *huh*=
hal *-3-* 3: nods

31 FEY =in the °i° +showed you earlier+
fey +points backward---+

32 HAL *yes*
hal *-4-* 4: two big nods

33 FEY =yeah it belongs to the same empire (0.4) like +at that time+
fey +-----5-----+
5: draws a circle in the air

After the long pause in line 18, in line 19 HAL initiates the turn again with a conjunction delivered in a lower volume (°and°), then she engages in searching a word through repeating the word several times (romen (.) roman↑ roman↓) as well as marking the trouble with embodied actions (raises her index finger, gazes up). In the subsequent line, FEY displays understanding of the trouble in finding the word through nodding, and a longer pause follows. In line 21, HAL indicates her uncertainty with a verbal statement (i guess) delivered in slow pace and apologizes for the delay in her speech (so:rry↑) which marks the disruption in the

progressivity of the interaction more apparent. It is accompanied by another pause in line 22. In the next turn, HAL finds the appropriate word and announces it, uttering the word with rising intonation in initial position (↑roman empire) and makes it visible by pointing to the screen. After 0.8 seconds delay in line 24, HAL checks whether FEY has heard about the Roman Empire before while nodding which triggers embodied acknowledgement through two big nods by HAL. She also claims her knowledge through an acknowledgement token in line 26. After 0.7 seconds of silence in line 27, FEY delivers a turn with approval again and delivers more information about the Roman Empire. In the same line, FEY continues her speech using some hand gestures and displays understanding of HAL's prior talk. In line 29, FEY continues showing orientation which is acknowledged by HAL in the next line with a minimal token as well as nodding. In line 31, FEY completes her turn and HAL displays confirmation with yes and two big nods in the subsequent turn. The extract ends with FEY's additional contribution.

The second extract will illustrate the similar way the speaker uses to complete the search. Prior to this extract, the participants have engaged in getting to know each other. During their speech, HAL drinks water several times, and she explains she feels thirsty because of the hot weather in Ankara, Turkey. Then, FEY wants to get more information about the weather in Turkey, and the sequence starts with FEY's question.

Extract 2: task 1-13.02-13.53- what is gölge?

```

1 FEY   like (.) how is the weather °is° (0.3) +how is the <weat|her>
      fey                                     +rolls her eyes--->3
2 HAL   *y[e:s*
      fey *--1--*    1: one big node
3 FEY   °[there°+
      fey          ---+
4 HAL   a:nd
5 FEY   it's sometimes+ it's ho[t here:+
6 HAL   * [huhu*
      fey          +-----2-----+    2: directs her LH to right
      hal          *nods-*
7 FEY   >but +sometimes< it's cold you never know♥
      fey          +directs her LH to left---->

```


fey ♥smiles--->
 8 * (1.0)
 hal *smiles--->
 9 HAL *+its:♥(0.2)changes it changes here too, ♣in >sometimes< so:♣
 hal *
 fey -+
 fey ---♥
 fey ♣nods-----♣
 10 HAL (0.4) er: (.) sunny >sometimes< so cold
 11 (0.2) +(0.4)
 fey +nods--->
 12 HAL *there's sun *the place (0.4)you: ♥you get there♥ ♣sun is ♣so♣
 hal *-----3-----* 3: points a direction with her both hands
 fey -----+
 fey 4:rolls her eye ♥-----4-----♥
 fey ♣---nod---♣
 hal 5: shrugs her shoulders ♣-5->
 13 (0.5)♣
 hal ---♣
 14 HAL er:+ (0.3) so good but there was (0.4) some u:hm:
 fey +slightly smiles--->
 15 (0.6)*(0.4)*
 hal *--6--* 6: holds her chin
 16 HAL ↑gölge >what +is<° ↓the° gölge
 shadow shadow
 fey -----+
 17 (2.1)
 18 HAL heh heh heh >like that< (0.4) >one second<
 19 FEY °u:+h° +you mean snow↑
 fey +-7-+ 7:gazes up
 20 HAL er[: >nope<
 21 FEY [>snow<
 22 HAL er: ↑sha:dow sha:dow (0.2) i mean sh+adow
 fey +gazes up-->
 23 FEY o:+[h
 fey --+
 24 HAL [is so cold
 25 (1.0)
 26 HAL *there're so many- >so much differen*ce< the ♣sun♣ and ♪shadow♪
 hal *-----8-----*
 8: brings her hands together and then apart four times

hal ♠-9-♠ ♪--10--♪
 9: points right with her both hands
 10: points left with her both hands
 27 HAL *°between *them° (0.2) ↑i mean you ♠↑get the: shadow! ♠ ♪you feel♪
 hal *---11----* 11: brings her hands together and then apart
 hal ♠-----12-----♠ ♪---13---♪
 12: bodily orients to right-side
 13: shrugs her shoulders
 28 HAL cold and you get the sun you get so
 29 (0.6)
 30 HAL ehe heh col- you get so warm i mean

In line 1, FEY directs a question to HAL about the weather; however, she gets a non-type-confirming response (ye:s) in line 2 which overlaps with FEY's next turn (°there°) where she specifies the place she is asking about in a lower volume. In line 4, HAL delivers an elongated continuation marker (a:nd). Then, FEY starts talking about the weather in Tunisia which is accompanied with her hand gestures in the subsequent turn. In the following line, HAL provides an acknowledgment token (huhu) displaying her listenership. In line 7, FEY completes her turn with a smile, and HAL smiles back at the beginning of 1.0 second of silence in line 8. In lines 9 and 10, HAL shows understanding of the previous talk of FEY and gives information about the weather in Ankara which is acknowledged by FEY with nodding. After 0.6 seconds of silence, HAL uses hand gestures while she provides additional information about the weather (there's sun(.)the place (0.4) you: you get there) in line 12. In this line, short pauses and HAL's body movement which continues until the end of the 0.5 seconds of silence in the next line might signal her difficulty in completing her turn. Similarly, starting a new turn with a hesitation marker (er:) in line 14 along with short pauses in the middle of her turn and following hesitation marker are the indicators of her trouble. After 1.0 second of silence accompanied by an embodied resource (holds her chin) displaying trouble producing the next item, by using code-switching and an explicit search marker, HAL both marks her trouble and invites FEY to assist her to complete the search. A longer delay in speech occurs in line 17, then HAL laughs and announces her search is not yet complete (>one second<) at a faster

pace. In line 19, FEY joins the search and offers a candidate solution (you mean snow); however, it is explicitly rejected after a hesitation marker in line 20 (er: >nope<) which overlaps with FEY's repetition of the candidate solution in the next turn. After a hesitation marker at the beginning of her turn, HAL finds the solution herself and signifies it by uttering the word with rising intonation at the initial position and providing two elongated repetitions (er: ↑sha:dow sha:dow (0.2) i mean shadow). In line 23, FEY shows orientation to it with a change of state token (o:h) (Heritage, 1984). HAL continues the turn by adding new details in the subsequent turn. Following 1 second of silence, in the next lines FEY elaborates on her weather description using her hands and reformulates her prior turn.

Similar to the previous two extracts, the third extract will also display how word search is ended successfully by the speaker themselves. Although the speaker engages in searching the lexical item in an online dictionary, the search is ended successfully after the speaker finds the word without using any online resources. Prior to this extract, FEY and HAL checked the task instructions, and they decided to share their ideas in turns.

Extract 3: task 9-01.17-03.05- tour

1 HAL so: &(0.2) i imagine all ba:nds (0.6) men like this (0.4)&
 hal &looks upright-----&

2 +like ↓this er:
 hal +---1--> 1:touches her face with her two index fingers

3 (1.8)+
 hal -----+

4 HAL +there are ↑bands >i mean< >there are< one Tunisian ↑bands+ and
 hal +points at one side with two hands-----+

5 +there are: (0.4) &er: there <are:>(0.4) ↑Tu+rkish& bands (0.5)
 hal +points at the other side with her index finger+
 hal &looks upright-----&

6 a::nd ↑one day Turkish bands (0.6)+ goes to a club and and see
 hal +shows her index finger

7 a band (0.6) and Tunisian ↑ba:nd (0.8) er: what's the-
 8 (1.0)

9 HAL ↑so&rry (0.2) i will search for a- (0.3) word ↓°(inaudible)°
 hal &((opens online dictionary))

10 HAL +tune+ (0.2) can you- (0.2) s:orry
hal +-2--+ 2: ((writes aloud the word "tune"))

11 (1.0)+(2.0)
hal +((deletes the word "tune" and types "turney"))

12 HAL °okay°

13 FEY hu+ hu↓ (0.5) they were just go and ask them for a partnership↑
hal +((refreshes the online dictionary web page))
hal &((clicks
"çevir" (translate) on online dictionary))

14 HAL +yea:h i was just >searching for< a (0.2) vocabulary i don't
hal +((moves the cursor to refreshing button and then to translate
button multiple times))--->

15 (0.2) know its English (0.2)+ sorry &hh.
hal ---+
hal &((refreshes the online
dictionary))

16 FEY what is it↑

17 HAL oh- (0.3) °okay° (0.2) s- ↑what's it (0.4) <world>

18 (0.9)

19 HAL turn- torney↑ turnay- my (0.6) my ↑internet huh huh okay

20 ↑sorry sorry sorry +for waiting+
hal +-----3-----+.
3: ((clicks "çevir" (translate) on online dictionary))

21 (1.7)

22 FEY it's ↓okay

23 HAL tsc hh. e:r

24 FEY do+ you find it
hal +((opens Google hangout and face FEY's video))

25 HAL >yes yes< i mean

26 (1.0)

27 HAL the tunisian band +er:
hal +gazes up--->

28 FEY o[kay

29 HAL [go for a+ world (0.6) &tour& (0.4) e- you know it↑ world tour
hal -----+
hal &--2-& 2: raises her eyebrows

30 i mean for music(0.4)for intro- >introduction their musics< a:nd

31 the >tu< turkish bands see the tunisian bands in a world (.)tour

32 FEY huhu

33 HAL like this↓ i guess >↑\$i- i don't know\$<

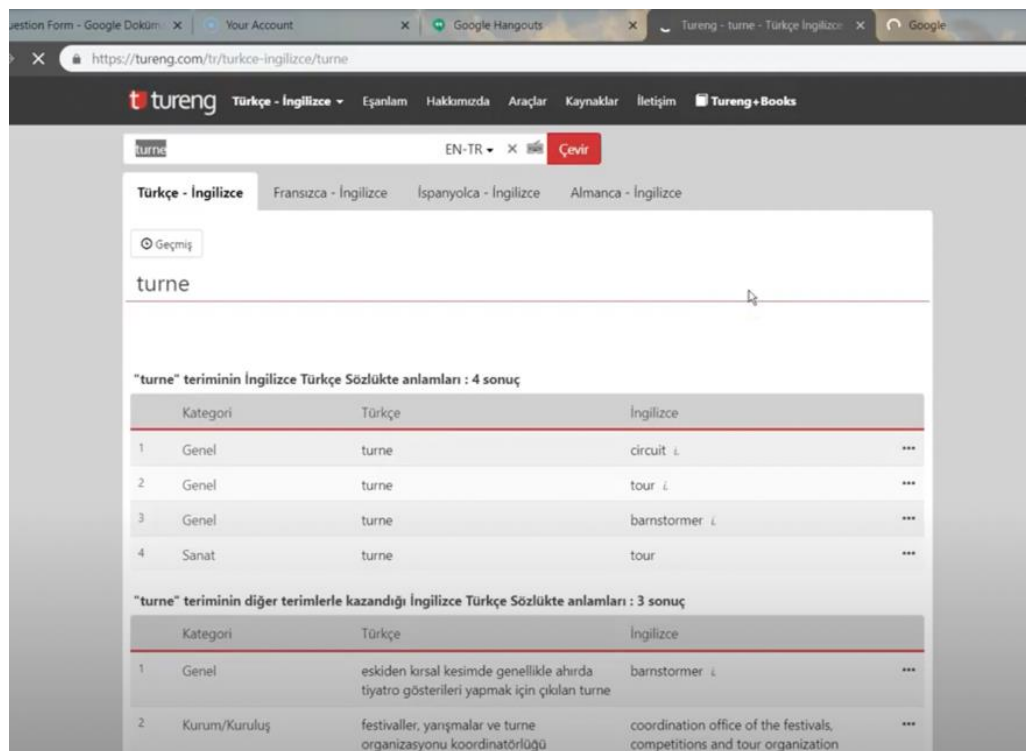
34 FEY hu:m

35 HAL **Şi've** [just make up what what is like +to me\$

hal +((opens the online dictionary showing the translation of the word in English)) (Fig #1)

Figure 1

HAL opens the online dictionary showing the translation of the word in English.



36 FEY [yeah (.) like your idea +like i [like i like

37 HAL [a:nd yes it's tour (.)

hal +((opens Google hangout))

38 **tour or circuit**

39 FEY **yeah (0.2) like the bu- the bus tour**

40 HAL **sorry er: huhu**

41 FEY **[yeah like take a bus**

42 HAL **[i mean +they come across at some point+**

hal +-----4-----+

4: brings her hands together and makes them apart multiple times

The extract starts with HAL's elongated transition marker (so:) signalling her upcoming contributions which is followed by her ideas about the task. Upon using an exemplification marker in line 2 (like this) accompanied by her thinking gestures, she utters a hesitation marker. After 1.8 seconds of silence, she takes the floor again and between lines 4 and 7 provides an

imaginary scenario. Her embodied actions such as pointing at two different sides accompany her description of two different bands from Turkey and Tunisia. In line 8, after 0.8 seconds of silence, she produces an elongated hesitation marker (er:) and initiates an open question although she does not complete it and aborts it with a cut off (what's the-) followed by a second of silence in line 8. Her interruption becomes more explicit when she delivers an open repair initiator (so&rry) accompanied by her opening the online dictionary on her screen and her announcement on the upcoming word search (i will search for a- (0.3) word). In line 11, HAL types the word "tune" on the online dictionary while she utters it aloud and cuts off her question directed to FEY (can you-) and delivers another elongated repair initiator (s:orry). After one second of silence, she replaces "tune" with "turney" on the online dictionary and provides a closing token (°okay°) in a lower volume in line 12. In line 13, FEY provides an acknowledgement token in turn-initial position and following 0.5 seconds of silence she provides her candidate understanding of what HAL has said (they were just go and ask them for a partnership↑). In the meantime, HAL refreshes the online dictionary web page as the translation of the word do not come up because of the problem in internet connection. She also clicks "çevir" (translate) button; it does not work either though. In line 14, HAL takes the turn and announces her word search practice she has engaged in explicitly (i was just >searching for< a (0.2) vocabulary i don't know its English). She also moves the cursor to the refreshing button and then translates the button multiple times and at the end of her turn she clicks the refresh button again. FEY directs a question (what is it↑) to HAL in line 16. HAL repeats the same question in the next line and after almost one second of silence she utters candidate words (turn- torney↑ turnay-). Then, in the same line she problematizes her internet connection quality and apologizes for waiting and clicks the translate button on the dictionary in line 20. FEY delivers acknowledgement in line 22 (it's ↓okay). In line 24, she asks if HAL has found the word (do you find it) as HAL takes the turn and delivers a hesitation marker. Although HAL has not seen the translation of the word she has typed on the online dictionary, she provides confirmation tokens (>yes yes<) delivered at a faster pace after opening Google hangout and

faces FEY's video. In the same line starting with a self-repair initiator (i mean) which prefaces the upcoming further talk, she describes her ideas using the word "tour". In line 29, just before and after the word "utter" she pauses and when she utters "tour" she raises her eyebrows, which may signal her uncertainty of the word.

In line 31, FEY produces an acknowledgement token (huhu). In the subsequent line, HAL makes her uncertainty explicit with a stance marker (i guess) and claims of insufficient knowledge (i don't know) (Sert, 2013). After FEY's another acknowledgment token (hu:m), HAL marks that she has come up with the word herself (i've just make up what what is like to me) and in the same line she opens the online dictionary, and this time gains access to the translation of the word in English (see Figure 1). In overlap with HAL's previous turn, FEY shows her understanding of HAL's ideas. It also overlaps with HAL's confirmation of the word "tour" (a:nd yes it's tour (.) tour) and delivers another candidate word (or circuit) that is also shown on the dictionary. Starting with a confirmation token, (yeah) FEY shows understanding of HAL's ideas by providing an example (like the bu- the bus tour). In the subsequent line, HAL provides a repair initiator and elongated hesitation marker first (sorry er) and then confirmation token (huhu). FEY's repetition of her example overlaps with HAL's elaboration on her ideas (i mean +they come across at some point) that is simultaneously accompanied with her hand gestures in the next line.

All in all, three extracts were presented here to show the resolution of the word *search* by the speaker who initiated the search and completed it without using any external sources. In the first extract, the speaker found the appropriate word herself after employing various resources during her search. In the second extract, it was shown that the recipient was involved in the search by offering a candidate word which was rejected by the speaker. This rejection was immediately followed by the speaker's production of the sought-for-item. Therefore, the word search sequence was closed successfully. Although the speaker in the third extract attempted to look up the sought-for item in an *online dictionary*, the search was actually resolved by the speaker herself as the internet *connection* was not stable at the time of

checking the word. The delivery of the searched-for-item *without being* found in the dictionary may also indicate the reason for the search is to validate *the meaning* of the already known word (Çolak & Balaman, 2022). In addition, the verbal resources, and embodied actions the participants employed during word search practices *were demonstrated* in the analysis. In the next subsection, the extracts showcasing how L2 users draw on online resources such as online dictionaries or websites to find the sought-for-item *will* be presented.

1.1.2. Using Online Resources for Assistance

This subsection will provide extracts where the trouble in producing the next item is resolved by the speaker with the help of online resources.

The fourth extract of the study (which was also found in Çolak & Balaman, 2022) comes from the same task as in Extract 1. In this task, students were assigned to introduce popular destinations in their country along with local food and drinks. Prior to the extract, HAL has started to talk about a city in Turkey where they can have a special type of coffee and given information about the ritual of offering Turkish coffee to guests in special events. She has already sent FEY the link of a webpage where some information and images of coffee and the events in the city are provided, and they both have been checking the web page by scrolling down and up when the extract starts.

Extract 4: task 3 -26.48-27.20- what is aci?

1 FEY i think i th^hink we have like the same type of ↑coffee
 hal *>>smiles--->
 hal ^h((scrolls down))----->7
 2 (0.3)
 3 HAL yes
 4 (0.6)
 5 FEY like*
 hal ----*
 6 (0.6)
 7 FEY ye^hah*
 hal --^h
 hal *nods-->8


```

8      (0.5)* (0.2)
hal    -----*
9  HAL  *i[ts*
hal    *--1-* 1: frowns
10 FEY  [i think
11 FEY  >its< its &almost the same* like* ♠[our coffee
hal    fey &((click Google hangout video window and face HAL))
hal    *nods-*
12 HAL  ♠[it tastes
hal    ♠frowns--->14
13 FEY  and your coffee
14 HAL  yes it tastes <sour> (0.2) a bit♠
hal    ---♠
15      (0.7)
16 HAL  i mea:n (.) ac1 *er sorry*♠=
hal    *----1----* 2: raises her index finger
hal    ♠((opens online dictionary))
17 FEY  =no
18 HAL  ac1 °like t*his yeap°*
hal    *----2----* 2: ((types ac1 the search box))
19      (0.6)
20 HAL  i will *search it now
hal    *((moves the cursor on "bitter"))--->24
21      (0.7)
22 HAL  yes: (0.2) ↑bitter
23      (0.6)
24 HAL  it (.) *[taste bitter yes↓
hal    -----*
25 FEY  [bi*ttter (0.4) u:h (0.3) you can (.) add some sugar always
hal    *((clicks on Google Hangouts))
26 FEY  >you know<
27 HAL  but >i don't< use sugar

```

The extract starts with FEY's turn where she provides her opinion about the type of coffee that is similar to each other in both countries. After a very short pause (0.3), HAL acknowledges it with a confirmation token (yes) in line 3 and a longer pause follows it. In line 5, FEY utters a single word (like), and she waits 0.6 seconds till line 7 where she produces a confirmation token (yeah) oriented by HAL through nodding. Following 0.7 seconds of silence,

FEY and HAL start a turn almost simultaneously in lines 9 and 10. FEY continues her turn in line 11 whereas HAL aborts it. However, the last utterances of FEY overlap with HAL's turn initiation in line 12 while signaling a word search through frowning. Building on FEY's previous turn, HAL delivers additional information about the coffee in lines 12 and 14 (it tastes yes it tastes <sour> (0.2) a bit) thus shows her understanding of FEY's turn. After FEY terminates her turn in line 13, HAL first delivers an acknowledgement token and then additional information by describing the taste of coffee. Following 0.7 seconds of silence, HAL takes the floor again and engages in word search starting with an elongated repair initiation marker (i mea:n) (Schegloff, 1987; 1992). This discourse marker signals the forthcoming trouble in finding the proper word. In the same line, she uses other resources to indicate her trouble in finding the appropriate word. First, she uses a Turkish word even though the co-participant does not share the same native language. Then, she uses a hesitation marker "er" followed by apologizing for the delay which makes the trouble more explicit. Her apology is also accompanied with an embodied action (rising her index finger) which refers to a word search in progress. In the same line, opening an online dictionary, she orients to an online resource to access the translation of *acı* in English. Immediately after HAL's apology, FEY utters "no" as a go-ahead token. Before typing *acı* in the search box to find the English equivalent of it, she initiates self-talk (*acı* °like this yeap°) delivered at a lower volume. Following 0.6 seconds of pause, she explicitly indicates using an online dictionary for assistance (i will search it now). Meanwhile, she moves the cursor on the alternative equivalents appearing on her screen. In line 22, HAL first delivers an elongated acknowledgement token in turn initial position and shows that the word search is completed announcing the word with rising intonation (↑bitter). After 0.6 seconds of silence, HAL manages to use *bitter* in a full sentence regarding the taste of coffee (it taste bitter yes) that she had difficulty in line 14, which indicates the resolution of the trouble. In the next line, FEY shows her confirmation repeating the word and displays understanding by advising HAL to reduce bitterness in her coffee (you can add some sugar

always), then she ends her turn with a filler (>you know<) delivered in a faster pace in line 26. In the last line, HAL rejects FEY's advice by explaining its reason (but >i don't< use sugar).

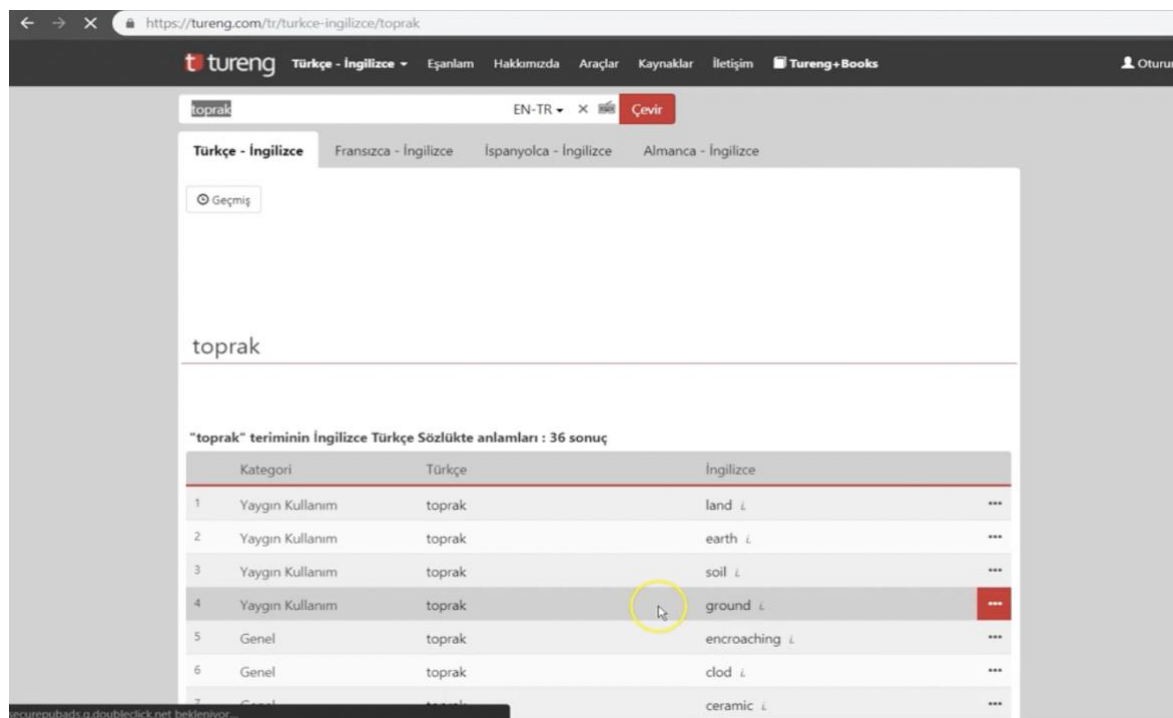
The next extract also includes the use of an online dictionary, which helps to resolve the problem at talk caused by searching for a word. This extract comes from the same task as in Extract 1 and 4. In this task, students talk about the popular destinations in their own country.

Extract 5: task 3-16.30-17.16- soil/solid

- 1 HAL second place er: i want to recommend you: i*s (0.4)
 hal *((types "mardin" on Google))-->
- 2 HAL mardin* (0.6) that's pla*:ce
 hal ----* *((clicks images on Google))
- 3 FEY can you say again *the name↑
 hal *((select the link on Google))
- 4 (0.5)
- 5 HAL >mardin yes< i will send t- *the link to you right er now*
 hal *-----1-----*
 1: ((opens Google hangout and sends the link))
- 6 (0.6)
- 7 HAL yeap↓
- 8 FEY okay
- 9 (0.8)
- 10 HAL in mardin you can see:(0.2) many:(0.3) u:hm inte↑resting ↑houses
 11 (0.5) its er bu*ilt from: the:
 hal *((clicks Google hangout video page))
- 12 (0.8)
- 13 HAL *s::olid* (.) +solid↑ yes+ &solid↑ hh.huh&
 hal *--2----* +-----3-----+ &-----4-----&
 2: gazes up 3: lowers her head and looks down
 4: looks straight to the screen and smiles
- 14 HAL *>solid i guess<* &uh- wait& i will check the *meaning of
 hal *gazes up-----* &----5---& *((clicks on the online dictionary))
 5: shakes her index finger
- 15 HAL huh huhu u:h*[m:
- 16 FEY *[okay take your time*
 hal *-----6-----*
 6: ((writes "toprak" on the online dictionary)) (Fig #2)

Figure 2

HAL writes “toprak” on the online dictionary.



17 HAL °okay↓°

18 (1.2)

19 HAL *↑land (.) >solid< soild sorry soil huh huh huh* okay

hal *((moves the cursor on the word on the dictionary))*

20 (0.5)

21 HAL yes i was send *the link of mardin

hal *((clicks and open Google hangout))

22 FEY okay

The extract starts with HAL’s announcement of another place that she wants to recommend to FEY (second place er: i want to recommend you: i*s (0.4)). At the end of the first line, during 0.4 seconds of silence, HAL starts typing the name of the place she wants to recommend to FEY, and this action ends after uttering its name in the second line (mardin*). Following 0.6 seconds of silence, HAL refers to the first line where she stated she would talk about a place, and this is accompanied with her orientation to screen as clicking the images of the place she plans to talk about. In line 3, FEY requests for the repetition of the name of the place while HAL selects a link on Google in the meantime. Following 0.5 seconds of silence, HAL utters the name again at a faster pace than the surrounding talk (>mardin yes<), and she

opens the Google Hangout chat and sends the link, and in the meantime, she informs FEY about the action she is doing at that moment (i will send t- *the link to you right er now). After the 0.6 seconds of silence occurring in line 6, HAL utters a confirmation token (yeap↓) delivered with a falling intonation in the word final position to mark that she sent the link, which is followed by an acknowledgement token (okay) by FEY in line 8. In line 10, HAL takes the turn again and provides details about the houses in Mardin. The subsequent line starts with a pause, and it continues with the HAL's turn where she gives additional details about the houses. The hesitation marker in line 11 and the following pause in line 12 likely projects HAL's upcoming trouble in finding the word. Just before she engages in word search practice, HAL clicks the Google Hangout video page and centers FEY's image on the screen. In line 13, HAL initiates word search. Firstly, she utters the word "solid" with an elongation marker in the beginning that is followed by a micro pause, and she repeats the word one more time. Her verbal word search practice is accompanied by her embodied actions while she changes her eye direction from up to the down. Another repetition of the same word occurs in the same line which is accompanied with an acknowledgment token (yes+) and with change in gaze direction. She looks straight to the screen and smiles. The elongations and changing eye gaze are the practices the speaker uses to mark the initiation of the search. Similarly, gazing towards the co-participant can be interpreted as a marker to ask help from the co-participant for the completion of the search. However, FEY does not offer any candidate word, thus not engaging in word search practice. HAL continues her word search practice in line 14 where she repeats the same word once again and continues her turn with an uncertainty marker (i guess) which clearly displays she has not come up with the word she has been trying to find yet. Line 14 continues with a speech perturbation (uh-) and with an utterance (wait) through which HAL puts the turn on hold. Immediately after this, HAL explicitly announces her next action (i will check the *meaning of). This can also be understood as the preference of HAL to complete the search on her own as she also clicks the dictionary on her screen rather than asking help from the co-participant. In line 15, HAL laughs and delivers a hesitation marker which overlaps

with FEY's acknowledgment token in the next line. The same turn continues with FEY's acceptance of HAL's request to put the conversation temporarily on hold, thus she also shows compliance with the potential delay in HAL's turn (okay take your time). Meanwhile, HAL starts typing the sought-for-item in her L1 (Turkish) to the search box on the online dictionary. In line 17, HAL produces an acknowledgement token while searching the lexical item on an online dictionary. Following 1.2 seconds of silence, the next line starts with a candidate word which appears as the first word as the result of the word in the dictionary. HAL produces "land" with a rising intonation in turn-initial position. Then, she continues to utter another word that appeared on the screen (soil) but in the same way as she did in lines 13 and 14 while moving the cursor on the words shown in the dictionary. It is followed by her replacement of the word "solid" with "soil" which is a same turn repair as a type of self-initiated self-completed repair (Schegloff, 1992). After uttering the sought-for-item, HAL confirms the last produced one is the word she was looking for with a confirmation token (okay). Upon 0.5 seconds of silence in the subsequent turn, HAL reiterates the action she has previously announced as done. In line 22, FEY shows orientation to this action with an acknowledgment token (okay) and terminates the sequence.

The following extract comes from the second meeting when students were instructed to complete a new task. This task includes a collaborative work of the students to create a new recipe with the combination of two recipes belonging to two countries. First of all, students were required to find a popular common food used in both countries' cuisine. Secondly, they discussed the similarities and differences of this common food in terms of the way of cooking in each country. Lastly, they were expected to write down their recipe on a shared Google document collaboratively including the ingredients and tools to be used to prepare this. As a common food, these focal pairs found *leblebi*, which is a traditional type of roasted chickpeas in Turkey, and prior to this extract they talked about how they cook it.

Extract 6: task 4- 14.52-16.18- leblebi

1 HAL your leblebi is: (0.3) like u:hm

2 (1.0)

3 HAL a- >actually it is different< than <our> (0.2) leblebi↑ (0.8)

4 ↑our leblebi is: (0.2) more simple

5 FEY okay then we have has your (inaudible)

6 HAL we just (.) boil the leblebi a:n*d (0.5) er >after< *leblebi is
hal *gazes up-----*

7 done(0.4)i mean boiling ↓done <we just *scramble the oi:l and>
hal *uses her hand as if
she is holding a spoon and mixing food--->

8 HAL (0.3) onions >i mean<* +we need to: &>cut it< the onions+& a:nd
hal -----* +-----1-----+
fey &nods-----&
1: uses her hand to demonstrate the act of cutting

9 hal >after then< we add the uhm ↑sauce *i mean toma- tomato sauce*
hal *frowns-----*

10 HAL &uh like we add it a:nd& +we:
fey &nods-----&
hal +uses her hand to demonstrate the act
of mixing the food--->

11 (0.7)

12 HAL i mean (0.2) mix the* &onions and the sauce+& *(0.2)then after
hal -----* -----+
fey &nods slightly-----&
hal *gazes up--->

13 HAL then the oni*ons is ready(0.3)i mean the er is they are cooked
hal -----*

14 >after they are< cooked (0.2) we: add the leblebies (0.4) just

15 we *add* the: (0.3) tsch water↑ +just like this+ i mean
hal *-2-* 2: uses her hand as if she adds some water into a pot

16 HAL j[ust water and the-

17 FEY [like you does it as if it's a soup right↑

18 (0.6)

19 FEY like

20 HAL *its +like soup yes but(.) i:ts* actually u:hm (0.6)+notrutis-
hal *frowns-----*
hal +gazes up-----+

21 HAL i me*an hh [look huh huhuh
hal *((opens the online dictionary))

22 FEY [yeah i feel you yeah well *i think er our ours is*
hal *-----3-----*
3: ((writes "besleyici" on the online dictionary))

23 **kinda: different *[because we add bread***
24 **HAL** ***[nutritious (0.2) yes***
hal *-----4-----*
4: ((moves the cursor on "nutritious" on the online dictionary))

25 **HAL** **hu&hu yes yours is different**
26 **FEY** **we& add bread**
hal &((clicks Google hangout video))

27 **FEY** **we add like slices of *bread in it* (0.8) er so that's what**
hal *nods-----*

28 **makes it >what what< makes it different**

In the first line, HAL starts to make a comparison about the type of leblebi in both countries and holds the turn until line 4. In the 5th line, FEY takes the turn with an acknowledgment token (okay) and makes a contribution to HAL's prior turns. However, HAL does not show any orientation to FEY's turn, but she elaborates how leblebi is cooked in her country in line 6 and 7. In line 7, HAL also demonstrates the action of scrambling by using her hand as if she is holding a spoon and mixing food while uttering the word "scramble". In line 8, she uses her hand again to display the act of cutting at the time of explaining cutting the onions in the recipe. At the end of line 8, HAL delivers an elongated continuation marker (a:nd) to mark that she will continue to provide another step of how they cook leblebi in Turkey (>after then< we add the uhm ↑sauce). In line 9, she self-repairs herself and continues with delivering the next step. In the subsequent line, FEY shows listenership with an embodied action. Similarly, between the lines 10 and 12, HAL keeps providing additional information while demonstrating it with embodied actions delivered simultaneously with her verbal utterances. She demonstrates the act of mixing them by using her hand. Immediately after this, HAL indicates the ingredients to be mixed, and FEY shows orientation to this through nodding. In line 13 and 14, HAL goes on giving next steps to be followed in the recipe, and she announces another step (add the: (0.3) tsch water) in the beginning of line 15. Meanwhile, she also uses her hand as if she adds some water into something. In line 16, HAL's turn overlaps with the question of FEY in the subsequent line. Upon 0.6 seconds of silence, FEY takes the turn again

and asks an elaboration question delivered in an affirmative format and marked with a rising intonation in turn-final position (like you does it as if it's a soup right↑). As HAL does not orientate to it during 0.6 seconds of silence, FEY continues her turn; however, HAL delivers the answer to the question by acknowledging it first (its +like soup yes) in line 19. It is immediately followed by HAL's turn initiation in the next line and then she provides more information starting with contrastive marker (but). At the onset of her turn, HAL frowns and thus produces a characteristic thinking face (Goodwin & Goodwin, 1986) while giving response to FEY's question. This embodied action is immediately followed by a change in her eye direction, and she starts gazing up. Multiple delays in speech and the production of elongated words (i:ts; u:hm) signal the upcoming word search. In the same line, she starts producing a word, but she finishes it with a cut-off (+notrutis-) in turn-final position. Line 21 starts with a self-repair initiator (mean) followed by laughter, and in the meantime, she also opens a bilingual online dictionary. In overlap with HAL's turn, FEY shows her understanding of HAL's prior turns (yeah i feel you yeah well) and in line 23, starting with an elongated word (kinda:) FEY provides accounts (because we add bread) on the difference in their food. Meanwhile, HAL types "besleyici" in Turkish to the search box in an online dictionary. FEY's turn overlaps with HAL's utterance of the sought-for-item which was selected among many other options in the dictionary at the time of speech while moving the cursor on the English equivalent of "besleyici". It is noteworthy to mention that as a result of looking it up in an online dictionary, HAL manages to utter the correct version of the searched-for-item which was previously misspelt in line 20. After completing the word search, HAL shows orientation to what FEY has said in the previous turns starting with a confirmation token (huhu yes yours is different). In line 26, FEY repeats her overlapped sentence whereas HAL clicks Google Hangout video screen again upon the resolution of the search thanks to an online source. In line 27, FEY continues giving additional details about how Tunisian people eat leblebi, and HAL displays orientation to her turn through nodding.

This subsection contained a total of three extracts. These extracts showed the resolution of the word searches with the use of an online dictionary by the speaker again. Also, the interactional resources the participants used when they engage in word search practices were revealed in the analysis. Extract 4 included the use of L1 equivalent of the searched-for-item and direct announcement of the speaker regarding her attempt to look up the word in the dictionary. Extract 5, on the other hand, consisted of many repetitions the speaker produces during searching for the word. It was also followed by the speaker's announcement for searching the word in a dictionary as well. Similarly, Extract 6 showed how the speaker used an online bilingual dictionary to find the sought-for-item and solve the trouble in her turn.

In conclusion, two ways of self-completion of word searches were shown in this section. I firstly included three extracts to display how the speakers resolve the trouble at their talk by finding the appropriate word themselves to continue their turn. Likewise, the next three extracts were given to show self-completion of word searches. However, the extracts presented in 1.1.2 consist of instances where the speakers use an online dictionary to complete the word search successfully.

I will proceed to the following subsection to demonstrate how word search sequences are resolved successfully with the involvement of the co-participant in the search.

1.2. Self-initiated Other-completed

Unlike the previous extracts given above, the next extracts will display how searching for a word is concluded successfully with the assistance of co-participant. To this end, three cases will be presented below where the disruption at the speaker's turn is solved after the recipient joins the search and offers a candidate word.

The seventh extract comes from the seventh meeting when the participants were asked to plan a trip to Egypt. They have already decided where to go and they talk about what to do in Egypt in the extract:

Extract 7: task 7- 33.38-34.03 - scuba diving

1 FEY +i ↑love .hh i ↑love >to<(.)>to< try different stuff i er i like+
 fey +>>glances up-----+

2 FEY to go+(0.2)to go go >to of<+ ♣out of♣ my comfort ↓zone *l[like*
 fey +points to left-----+

3 HAL *°[yeah°*
 fey ♣---1---♣ 1: moves her RH forward
 hal *nods---*
 fey

4 FEY ♥and discover♥ >new places<
 fey ♥looks upright♥

5 (0.8)

6 FEY ↑also i just remembered >jump<
 7 (0.5)

8 FEY +from: from the+ ♣plane♣
 fey +raises her RH-+
 fey ♣--2--♣ 2: moves her RH down

9 (1.1)*(0.4)
 hal *looks upright-->

10 FEY li*ke↓=
 hal --*

11 HAL =like*
 hal *touches her nape---> 17

12 FEY er i don't know >wha♣[t they call it<
 13 HAL ♣[scuba diving↑
 hal ♣frowns--->15

14 ♪(0.5)
 hal ♪gazes up-->17

15 HAL or: (0.3) scuba di♣ving↓
 hal ---♣

16 FEY hm↑

17 HAL scu♠ba diving↑*
 hal ---♪
 hal -----*

18 FEY *+s: yes* ♣scuba div[ing yeah+♣
 19 HAL [yes
 hal *---3---* 3: moves her RH down
 fey +nods-----+
 hal ♣nods-----♣

In line 1, FEY talks about trying new things, and she elaborates on her preference (go >to of<↑out of my comfort ↓zone) in line 2 with accompanying hand gestures (points to the

left/moves her right hand forward). It is oriented by HAL in line 3 with a listenership token (°yeah°) uttered in a lower volume and nodding. In line 4, FEY continues extending her turn with additional details (and discover >new places<) followed by 0.8 seconds of silence in the subsequent line. With rising intonation in the initial position, FEY announces a new activity in line 6 (also i just remembered >jump) and makes use of some hand gestures to describe it in line 7. It might be the indicator of an upcoming word search. Following 1.5 seconds of silence, FEY and HAL initiate a turn respectively producing the same utterance (like) in lines 10 and 11. In the next line, FEY displays her trouble with an explicit search marker (er i don't know >what they call it) and invites HAL to join the search.

Before FEY completes her sentence, HAL acknowledges her trouble and proffers a candidate solution with rising intonation (scuba diving↑). After 0.5 seconds delay, HAL initiates a new turn with marker signaling an upcoming alternative word; however, she repeats the previous candidate solution (scuba diving) instead of coming up with a new one. In response to the candidate solution FEY marks her hearing problem through a request for clarification token (hm↑) marked with rising intonation in the word-final position. In line 17, HAL delivers the repetition of the candidate solution again, and it is confirmed by FEY in the subsequent line with a confirmation token, the repetition of the solution and nodding (yes scuba diving yeah). Therefore, the word search yields a successful outcome with the collaborative actions of interactants. In line 19, HAL produces another confirmation token and ends the sequence. All in all, this extract shows us an example of self-initiated other repair word search sequences. In other words, the trouble at talk initiated by the speaker was repaired by the co-participant in this extract.

In the following extracts, the students were required to find a similar local food in their cultures and combine the recipes of the common food to create a unique recipe. As the second step of the task, they were expected to write their recipes on a shared document including the ingredients and the tools needed to prepare their common recipe.

Extract 8: *task 4- 14.55- 16.02- fry pan*

1 FAT mm:↑ we can add (.) some tuna also (0.4) after: >okay okay<
2 (0.5)*(0.3)
fat *((opens the shared document))

3 FAT let me help you with that
4 (0.5)
5 s°::o° where is:
6 (5.6)

7 FAT >how can< we call it↑&
fat &gazes up--->
8 (1.6)&
fat ---&

9 FAT °u:hm:°*
fat *((opens email segment that includes task instructions))

10 (3.0)*(0.5)
fat *((opens the shared document))

11 FAT okay ↑let's start with the tools that we ne*ed (0.4) the too:ls
fat *writes aloud
"the tools y"--->

12 (0.2) you need* &we need (0.3)& ♥you need okay↓
fat -----*
fat &deletes "y"--&
fat ♥writes aloud "you need"--->

13 (2.5)

14 KIS ye:s♥
fat ----♥

15 (0.5)

16 FAT ↑er: (0.5) is ↑it↓
17 (0.8)*(1.2)
fat *((opens the website))

18 FAT fried (1.2) >er-< pan °fri- (.) >er<°
19 <pan fried> (0.6) ↑do we need cas↑serole or:
20 (1.2)

21 FAT pan freid (0.2) ♦°hha° (0.4)♦
♦-----1-----♦
fat 1: shrugs her shoulders and leans back

22 KIS e[r: (0.3) for me:*
fat *((opens the shared document))

23 FAT [°>i'm<° losing words\$
24 KIS only: (.) er wooden spoon
25 FAT *a:nd↑*

```

fat    *--1--* 1: brings both hands together
26 KIS  a:nd fry pan
27 FAT  *voila* fry- (.) ♦fry pan♦
fat    *nods-*
kis    ♦---2---♦ 2: writes the word on the shared
                                document
28 KIS  yeah
29 FAT  >fry pan< oka:y (.) a::nd

```

The first line starts with FAT's turn where she suggests a new ingredient to be added into their recipe (we can add (.) some tuna also). In the second line, after 0.5 seconds of silence, FAT clicks on a shared document where they can write down their notes about the recipe. In line 3, FAT explicitly announces her engagement in taking notes (we can add (.) some tuna also). Upon 0.5 seconds of delay, the next line starts with an elongated transition marker produced by FAT in a lower volume (s°::o°), and an elaboration question follows it (where is). Following an extended silence in line 6, FAT utters another question starting with a faster pace (>how can< we call it↑&). This question signals the upcoming word search. This question is also directed to KIS to get assistance to resolve the search. Apart from this, FAT also signals her word search is in progress by gazing up until the end of 1.6 seconds of silence in line 8. Similarly, a hesitation marker is delivered in a lower volume (°u:hm:°*) in line 9, which is followed by a pause in the next line. Subsequently, FAT announces the first action they will do (okay ↑let's start with the tools that we ne*ed (0.4) the too:ls) and types the heading they will make a list about while also saying it aloud. In line 12, she repairs what she has written on the shared document and replaces "we" with "you". Upon 2.5 seconds of silence, KIS takes the turn in line 14, delivers an acknowledgement token, thus showing orientation (ye:s) to what FAT has typed. Upon 0.5 seconds of silence, the subsequent line starts with an elongated hesitation marker uttered by FAT which is followed by 0.5 seconds of silence and another incomplete question (is ↑it↓). After another pause in line 17, FAT initiates the word search practice in line 18, which is followed by 1.2 seconds of silence and a hesitation marker (>er-<). FAT produces another lexical item (pan) and a cut off (fri-) comes right after it. After a micro

pause, a hesitation marker in turn-final position occurs in line 18. Subsequently, FAT delivers another lexical item (<pan fried>) and directs another question to her partner (do we need cas↑serole or:). Between lines 18 and 20, multiple hesitation markers, pauses and candidate words make it evident that she is trying to come up with a word. She tries to elicit the second option from her partner by ending her turn with an elongated conjunction waiting 1.2 seconds before taking any turns again. In line 21, it is seen that FAT gives the second item herself and marks her trouble in continuation of talk with multiple attempts to find the target lexical item and loud exhaling. In the same turn, FAT shrugs her shoulders and leans back. KIS treats this as FAT abandons her word-search practice as he takes the turn and provides a stance marker (for me:) in the subsequent turn. His first utterance overlaps with FAT's verbal statement for indicating her trouble in finding the next word. KIS continues his turn in line 24 where he gives the first tool that he needs to use to prepare the food. In line 25, FAT utters an elongated conjunction, and KIS repeats it in the next line along with a word (fry pan) FAT confirms that it is the sought-for-item with nodding and a verbal utterance spontaneously (*voila*). FAT firstly delivers a cut off and utters the word she was searching for whereas KIS types it on the shared document under the heading of tools to be used. In line 28, KIS' acknowledgement token is followed by FAT's utterance of the same word again, and a continuation marker (a::nd) follows it which signals that they are moving to the next step of the task.

In the next extract, the participant has already engaged in the task that requires them to find two traditional foods which are somehow alike, one is Turkish and the other is Tunisian. Then, they were expected to combine the recipes of the foods and create an imaginary food to make an original recipe. Prior to the extract, FEY and HAL came up with a salad on a webpage as the first step of the task requirements.

Extract 9: Task 4-nutritious-11.34-12.08

1 FEY i would love to make ↓this like (0.3) >a-< like at ↑home (0.2)
 2 like °try it a[ctually°
 3 HAL [uh huh
 4 FEY °at ↓home°=

5 HAL =it's so simple ac- (0.2) actually [it's easy
6 FEY [yeah it i:s it's simple and
7 HAL and it's so
8 (0.6)
9 FEY it see[ms
10 HAL [u:hm: tasty
11 FEY ↑nutritious
12 HAL a:nd (0.7) full of natural (.)i mean the:& (.) >°nu-°< nutrish-
fey &((clicks Google hangout
video tab and face HAL))
13 (0.5)
14 ↑nutrish-([])
15 FEY ↑[nutritious=
16 HAL *↑=nutritious yeah huh huh what >is the [word i do*n't know< huh
hal *smiles--->>
17 FEY [↑yeah(0.2)* i just (0.2)
hal *((clicks the
online dictionary tab))
18 >i dont like< the &er:* (0.2) i don't like u:hm:(0.5)&the ↑onion
fey &looks upright-----&
hal *((clicks Google hangout video tab and face
FEY))
19 FEY i have problems with *[onion
20 HAL *[yeah okay* then &we don't add the onion
hal *nods-----*
fey &smiles--->>
21 HAL huh huh huh okay

The extract starts with FEY's turn that she states that she wants to make that salad at home (i would love to make ↓this like (0.3) >a-< like at ↑home) which is oriented by HAL with an acknowledgement token (uh huh) in line 3. In line 4, FEY again utters *at home* in a lower volume that latches with HAL's idea about the food in the following turn. In overlap with HAL's turn, in line 6 FEY confirms HAL's idea firstly with a confirmation token (yeah) and then the repetition of HAL's turn (it i:s it's simple). Then in line 7, HAL, starting with a continuation marker (and), takes the floor again; however, it is followed by 0.6 seconds of silence which may project an upcoming word search. In line 9, FEY also continues to give her opinion about the food which overlaps with HAL's elongated hesitation marker (u:hm:) in turn initial position. Then, in

line 11, FEY completes her turn by uttering the word “nutritious”. Again, starting with an elongated continuation marker (a:nd) in line 12 HAL takes the turn. Following 0.7 seconds of silence, she provides additional information. Her turn in line 12; however, includes multiple pauses and cut offs, and a self-repair initiator (i mean). After 0.5 seconds of silence, HAL delivers another utterance (↑nutrish-), but it is not completed neither. In line 15, FEY shows orientation to HAL’s word search practice and provides the word that HAL tries to utter in an overlapping fashion with HAL’s turn which is not audible. HAL immediately shows orientation by firstly repeating the word (↑=nutritous) marked with a rising intonation in turn final position, and then delivering an acknowledgement token (yeah). Also, in the same turn she laughs and marks her trouble in finding the word (what is the word i don’t know) by explicitly claiming her insufficient knowledge (Sert, 2013). In lines 17 and 18, FEY provides additional information and continues giving her idea about the food. In the subsequent line, starting with an acknowledgement token accompanied by nodding, HAL displays orientation to FEY’s problem with one ingredient in the salad and forwards the task to the next step by making a decision about what to exclude from their imaginary food (then we don't add the onion). This elicits smiles from FEY at the end of the extract.

The extracts presented above illustrated examples of the completion of word searches with the help of co-participant. In these extracts, the recipient offers a candidate word, and it is accepted by the interlocutor, therefore the search is ended successfully. This type of word search completion shows us the word search is not only an individual action completed by the speaker, but it can also include the recipient’s involvement to find the appropriate word. In Extract 7, the recipient joined the search after the speaker claimed her insufficient knowledge directly. Similarly, the recipient showed his participation in the search in Extract 8 after the speaker directly announced her trouble in finding the next word due. In Extract 9, the cut-off delivered by the speaker was completed by the recipient, therefore, the search was accomplished in collaboration.

In conclusion, I have provided examples of cases where word searches were resolved either by the speaker (self-completed) or by the co-participant (other-completed). I have also given self-completed word search instances in two categories: (i) without using any online resources and (ii) with the use of online resources. However, as I have mentioned before, not all word search sequences in this data end with a resolution. Rather, they are abandoned by the participants due to the progressivity of the talk and task. Therefore, the following chapter is devoted to the presentation of cases including abandonment of word searches.

2. The Abandonment of the Search

This category will include two examples of the abandonment of word search. Thus, in this category, the word search is initiated, but is not completed successfully. Rather, this practice is abandoned, and the continuation of talk without the searched word is maintained in this way.

This extract comes from the second meeting of the participants who were asked to discuss the cultural codes in their country. More specifically, they were instructed to provide some information about their country first and exchange information about the acceptable and unacceptable behaviors in each culture. Prior to this extract, KIS talked about the educational system in Turkey. Then FAT takes a turn to talk about education in Tunisia and the first line of this extract starts with FAT's turn initiation.

Extract 10: *task 2- nevermind*

```

1  FAT    i feel like i want to:: (0.8) @+say a few things also ↓about my:©
      fat                                     ©smiles-----©
      fat                                     +-----1---->4
           1: moves cursor on the points in the list on the shared
                                           document

2          (1.5)
3  FAT    er: educational system
4          (0.6)+(1.1)
      fat    ---+
5  KIS    okay=

```

6 FAT =be>cau[se<
7 KIS [huhu=
8 FAT =>↑me too< i don't really believe that it works well (.) as i said
9 in some points (0.2).hh *for example i feel like* (0.8) some
fat *gazes up-----*

10 teacher are doing their best and others are ↓not *(1.2) u:hm (1.8)
fat *looks left-->

11 and (0.2) the* (0.6)+ ↑the way +they are (.) picking up our (0.4)
fat ----*
fat +looks right+

12 >er< books *and (1.6) *the >l-< lessons
fat *looks left*

13 KIS hu[hu
14 FAT [is *somehow (1.5) uhm ©(2.8)© *somehow wrong °↓no-° not really
fat *looks left-----*
fat ©--2--© 2: purses her lips

15 wrong >but< (0.8) (inaudible) +
fat +((opens Google translate))

16 wait a minute
17 (1.0)*(1.5)©(2.0)©
fat *((deleted the word already written in Google translate))
fat ©--3--© 3: puts her left hand to her chin

18 KIS in turke[y
19 FAT [okay nevermind let's ↓pass + the idea
20 KIS yeah
21 FAT ↑so u:hm
22 (1.5)
23 FAT we end with the >educational< syste:m what about (0.5) okay >you
24 s-< you sai:d tha:t (1.2) turkey also suffer from the (1.5) poli:
25 political &political corruption
kis &raises his eyebrows-->27

26 KIS y[es
27 FAT [right↑&
kis -----&

The extract starts with FAT's announcement of her telling about the educational system in her country (i want to:: (0.8) say a few things also ↓about my: er: educational system) that is accompanied with her embodied action as she moving the cursor on the points in the list on the shared document. Following 1.7 seconds of silence, KIS displays his listenership by producing an acknowledgement token (okay) in line 5. The initiation of FAT's account overlaps with KIS' go-ahead token (huhu) in line 7. Between lines 8 and 14, FAT's provides her opinion about the educational system in her country. In her turn she refers to shared past in their conversation (as i said in some points) and provides example (for example i feel like...). Before she initiates word-search practice in line 14, she pauses multiple times in her turn and produces hesitation markers (u:hm, in line 10; er, in line 12) and cuts off (l-; in line 12) which signal the upcoming word search. After KIS' acknowledgement token (huhu) in line 13, FAT engages in a same turn-repair practice producing a repair initiating component (°↓no-°) (Schegloff, 1992) delivered in a soft volume. Her initiation of repair of the word *wrong* through her utterance *not really wrong* followed by a *but* in line 15 marks her attempt to replace *wrong* with another word. Her orientation to Google translate proves her engagement in word search. In line 16, by asking KIS to wait, FAT holds the floor and engages in word search practice herself without soliciting help from her partner. After 1 second of silent, she firstly deletes the word already written in Google translate and puts her left hand to her chin which is a common embodied action that participants employ during the engagement of word search. After the extended pause in line 17, KIS self-selects himself and takes the turn (in turkey), however, it overlaps with FAT's abandonment of word search practice in line 19. She produces a closing third (okay) and then through a collaborative structure (let's pass the idea) she explicitly marks her abandonment of word search. It is oriented by KIS with acknowledgement (yeah). Starting with a transition marker (so) followed by a hesitation marker (u:hm), FAT takes the turn again in line 21. After 1.5 seconds of silence, she summarizes what they have done so far (we end with the educational syste:m...) that marks the end of word practice that FAT has engaged in.

Like Extract 10, the following extract will illustrate how word search practice is abandoned by the participants. It is taken from the fifth meeting. Before the meeting, a list of popular souvenirs in both countries were sent to the participants by email. In this way, they were also instructed to introduce each souvenir on the list to each other and pick one of them to give as a gift to their partners. Prior to this extract, students were talking about a rug which is one of the common items on the list given as a gift in both countries.

Extract 11: *task 9- 10.05-11.31- rug*

1 FEY so it's like er: [instead of
 2 HAL [so (inaudible)
 3 FEY throwing
 4 HAL hmm:
 5 FEY your old your old er clothes
 6 HAL huhu
 7 FEY you don't need anymore like er it should be made o:f (0.2) >it
 8 should be< like sweaters like the ones >that you are< wearing at
 9 winter (0.2) like the heavy ones >you know<
 10 (2.0)
 11 HAL oh
 12 FEY so: you can like er
 13 (0.5)
 14 FEY open like-
 15 (0.8)
 16 FEY >I don't know< like (inaudible) er:
 17 HAL ah
 18 FEY the carpet out of the this old clothes >and it would look like< it
 19 would like amazing
 20 HAL huhu
 21 FEY it is just like it is cosy for the winter >I mean< instead of
 22 throwing those clothes er:
 23 (1.0)
 24 FEY like >in*[stead* of<
 25 HAL *[huhu*
 hal *smiles*
 26 FEY throwing them you can just make er: (0.6) make something out of
 27 them °you know°
 28 (0.5)

29 HAL +°yea:h
 hal +smiles→

30 (2.0)+
 hal -----+

31 HAL +*↑actually er- er: (0.5) >I don't< <think> (0.4) +↑I mean carpets
 hal +gazes up and touches your face with her finger-----+
 fey *((types "klim sfax" on Google))----->

32 HAL a:re thinner than the*
 fey ---*

33 (0.8)

34 HAL +the: ↑rugs i mea:n °yes rugs°+
 hal +gazes up-----+ (Fig #3)

Figure 3

HAL gazes up.



35 FEY [rugs
 36 HAL +[yes+
 hal +nods+
 37 (0.7)
 38 HAL the carpets ar- +i mean like this (.)+ %er:(0.6)♥°kind of huh°
 hal +shows her index finger+
 hal %((clicks Google hangouts))
 hal ♥types
 "rugs" into the chatbox

39 (1.0)
 40 HAL ↑rug+
 hal +((deletes "s" and send "rug"))
 41 (2.0)

42 HAL if i remember cor↑rect (0.3) rug °i think°+ .hh &↑anyways&
hal +((opens online dictionary))
hal &((types "rug" into the online dictionary))

43 (1.9)

44 HAL +u:hm: (0.3)&↑in other list(0.5) there are couscous (0.2) huhuh
hal +((opens Google hangout before the translation of "rug" comes up in the online dictionary))
hal &((opens the shared document where there are some gift ideas))

45 can you- (0.7) do you want to >talk about< it↑

This extract starts with FEY's turn, and her last utterances overlap with the transition marker (so) HAL delivers while initiating a turn. In line 3, FEY continues her turn whereas HAL abandons it, but shows orientation to FEY with an acknowledgment token (hmm:). The next lines follow FEY's new contributions to her prior turns and HAL's orientation with another acknowledgment token (huhu). Between lines 7 and 9, FEY elaborates her previous turns by providing examples for the clothes that she means, and 2 seconds of delay at talk occurs before HAL utters a change of state token (Heritage, 1984) (oh) in line 11. The next line includes a continuation marker (so:)in turn-initial position and a hesitation marker (er) in turn-final position. Upon 0.5 seconds of silence, FEY's turn continuation is followed by a longer pause in line 15. FEY claims her insufficient knowledge (Sert, 2013) in line 16 (>i don't know<) delivered at a faster pace, and HAL displays interest by uttering another change of state token (Heritage, 1984) in the next line. FEY's contribution to talk in line 18 and 19 is oriented by HAL's acknowledgement token (huhu). In lines 21 and 22, FEY talks about the same thing that she has mentioned earlier (in lines 1-5), and a hesitation marker (er:) at turn final position is followed by a 1 second of silence in line 23. In an overlapping fashion with FEY's turn, HAL delivers another acknowledgement token (huhu) along with smiling in the subsequent line. In lines 26 and 27, FEY mentions how old clothes can be used to make kilim, which is a traditional flat-woven rug produced in Turkey, instead of throwing which has been already stated in her previous turns (in lines 1-5 and 21-22). Upon 0.5 seconds of silence, HAL delivers a

confirmation token (+°yea:h) accompanied with smiling till the end of 2.0 seconds of silence in the next line. HAL takes the turn in line 31 which includes multiple hesitation markers and pauses along with some embodied resources such as gazing up and putting her finger to her chin which signal the initiation of a word search. Meanwhile, FEY types “klim sfax” which is the topic she was talking about in all prior turns, and this action continues at the end of HAL’s turn in line 32. Upon 0.8 seconds of silence, HAL delivers a lexical item with rising intonation at the word-initial position in an emphasized way (↑rugs) and an elongated self-repair initiator (i mea:n). The same line continues with a confirmation token and the repetition of the previous word again at a lower volume (°yes rugs°+). Along with these verbal word search practices, HAL also gazes up throughout this line (see Figure 1). Another repetition of the word comes from FEY in 35 which overlaps with HAL’s acknowledgement token ([yes) given along with nodding in the subsequent line. After 0.7 seconds of pause, HAL continues her turn in line 38 where she uses many resources which signals her engagement in word search. First, she starts her turn with a synonym of the item (carpets) that HAL displays uncertainty while using it. Immediately after this, she delivers a self-repair initiator (+i mean) along with showing her index finger and a hesitation marker (%er:) follows it with a pause. While delivering her last utterance (°kind of huh°), HAL types “rugs” into the chatbox. Following 1 second pause in line 39, HAL utters the word (↑rug) again. Then, she deletes the letter “-s” from the item she has typed previously into the chat box and sends it to her partner. Upon 2 seconds of silence, HAL marks her uncertainty once again explicitly (if i remember cor↑rect) in line 42. The same turn continues with a pause and the repetition of the same word. It is also followed by a stance marker (°i think°), and she engages in searching the item on an online dictionary. Although she types the lexical item into the search area, she quickly announces the abandonment of this action explicitly (↑anyways). Following 1.9 seconds of silence in line 43, HAL starts the new turn with a hesitation marker (u:hm:). Meanwhile, she opens the Google Hangouts page again without checking the word in the dictionary. Thus, her abandonment of this word search is both explicitly stated in the previous turn by HAL, and it is seen thanks to the screen recordings as

she never checks the sought-for-item in the online dictionary although she attempts to search it. Her abandonment is also seen in the next line where she moves on to a different topic by referring to another item to talk about (↑in other list (0.5) there are couscous (0.2) huhuh). The last line also shows that HAL gives the floor to her partner (can you- (0.7) do you want to >talk about< it↑).

As it has been shown above, when a word search is initiated, it does not necessarily end up with its resolution. However, the participants can also abandon the search and continue their talk. To illustrate this, Extract 10 and 11 were given above where the participants engage in a word search. However, the word search sequences in these extracts do not end with the successful completions of the searches. In other words, the sought-for-item is provided neither by the speaker nor the recipient. Rather, it is abandoned, but in this way, the progressivity of talk and task is maintained again after a little delay at talk.

I have provided my analysis of representative extracts in this chapter to respond to the research questions. I will move on to the next chapter to discuss my analysis by referencing relevant studies in the literature.

Chapter 5

Discussion

In this chapter, the summary and discussion of the main findings in line with research questions will be presented. This chapter is divided into five sections. In the first section, I will address the first research question to discuss verbal and non-verbal resources the speakers use at the onset of the word search and when the search is in progress (*What verbal and multimodal resources do the participants use to initiate and maintain word search sequences in task-oriented video-mediated L2 interactions?*). Then, I will continue with the discussion of what particular practices speakers use to hold the floor during a word search to complete it on their own. After that, I will continue with some specific practices the speakers use to solicit help from the co-participant to end the search. In the second main section, I will discuss the findings of the second research question (*How do L2 users resolve/abandon word search practices in task-oriented video-mediated L2 interactions?*) which aims to reveal how a word search reaches an outcome. This discussion chapter will also include pedagogical implications of this study for language teachers and video-mediated interaction. Finally, it will be concluded with some recommendations for further studies.

1. The Verbal and Non-Verbal Resources the Speaker Use to Initiate and Maintain Word Search Sequences in Task-oriented Video-mediated L2 Interactions

As it has been discussed in the literature review chapter, a word search is self-initiated repair. Therefore, the speaker self-interrupts their turn and signals trouble with diverse resources such as speech perturbations (Brouwer, 2003; Goodwin & Goodwin, 1986; Kurhila, 2006; Schegloff, et al., 1977), explicit search markers (Brouwer, 2003; Koshik & Seo, 2012; Kurhila, 2006; Parker, 2007) and some embodied actions (Goodwin & Goodwin 1986). In the light of previous studies in the relevant literature, I will examine these verbal and non-verbal cues used by the participants.

To start with, speakers often use speech perturbations at the beginning of their search such as “sound stretches, various turn holding markers (e.g., um, uh, ehm ‘uh’s etc.), cut offs, pauses and repetitions, which indicate the next item due is unavailable at the moment” (Lin, 2014, p.8). These practices can be found in every extract presented in the analysis. In Extract 1, for instance, a hesitation maker (er:) was used at turn-initial position in line 13. Then, many cut-offs (le- leave- left) were delivered successively by the speaker. The use of similar practices was also seen in Extract 9. Similar to other speech perturbations, sound stretches (a:nd) were also common in the speaker’s turn when a search was underway. Then, some pauses and cut-offs (>°nu-°< nutrish-) followed it until the search was resolved. It should also be noted that when a speaker engages in searching for a word, many cues are used in succession. In other words, speech perturbations can be followed by some verbal statements of the speaker which can also be accompanied with some multimodal actions. Extract 7 is very rich in this regard. First, the little pause (0.5) in line 7 was followed by a repetition (+from: from) in line 8. Then a bigger pause (1.5) occurred in line 9 where the speaker also withdrew their gaze from the recipient and started gazing up, which is an iconic action the speaker uses when they engage in a search (Lin, 2014). The line 12 includes a hesitation marker (er) delivered by the speaker. Then, the speaker explicitly claimed their lack of knowledge (i don't know >what they call it<) about the next item due.

Likewise, in Extract 2, the speaker marked her involvement in the search with some speech perturbations such as the pause in line 13, the elongated hesitation marker (er::) in turn-initial position in line 14 and short pauses (0.3), (0.4) in the same line followed by another long pause in line 15 and then displayed a common embodied action (holding the chin). After that, the speaker demonstrated her trouble to produce the next item with an explicit verbal statement. Extract 2 showed the beginning of the search which was firstly marked with a hesitation marker in turn initial position, and it was followed by a turn holding marker in turn-final position. During the short period of delay at talk, the speaker held her chin which signaled the speaker was in the middle of searching for a word. In line 16, the speaker uttered a word

in her native language, and immediately after that, a wh- question which included the Turkish equivalent of the searched-for item was delivered. The use of L1, in other words, the use of L1 equivalent to the sought-for-word while speaking in L2 was a recurrent practice in the data of this study. Another example of this practice was Extract 4. It was seen that the speaker tried to replace the previously uttered word (<sour>) with a new one, therefore a word search was initiated. It was firstly displayed with a little pause in line 15, and then the speaker produced a self-repair initiator (i mea:n) and delivered the L1 equivalent of the lexical item (acı) she was searching for. This was followed by a hesitation marker (er) and a direct apology (sorry) of the speaker for putting her speech on hold. After she started gazing up the word in an online dictionary, she also made her engagement in search visible to her partner with a verbal announcement (i will search it now). Apologizing for the upcoming delay in the speaker's turn emerged as a prevalent practice the speakers used when they engage in word search in the data of this current thesis. Therefore, it is noteworthy to point to another extract (Extract 1) which also included the same utterance for apologizing as well as unfolding other common resources. Apart from apologizing, the word search sequence in Extract 1 also included many other resources which signaled the trouble in the upcoming talk such as the repetition of the same utterance (romen (.) ro+man↑ roman↓) and longer duration of pauses as well as an explicit marker which displayed uncertainty about the next item (<i guess>).

At the beginning of this section, it has been explained that not only verbal utterances but also embodied actions were highly used when a speaker initiated a word search. In order to show these embodied cues, the data of this study have been analyzed in a very detailed way using Mondada (2018) transcription convention. Extract 1 was also rich in terms of embodied resources. Raising an index finger and gaze aversion were commonly used actions especially when the speaker aimed to signal the possible delay in their upcoming talk. Similar practices also occurred in Extract 5. This extract contained some elongations (e.g., see:, many:) and hesitation markers (u:hm). However, the most prominent cues which marked word search initiation were found in the repetition of the same word (s::olid (.) solid↑ yes solid↑)

which is a prevalent practice of the speakers in this data, and it was usually accompanied by withdrawing eye gaze from the recipient. Both signaled that the speaker was in the middle of searching for a lexical item. This was also announced in the next line explicitly (wait i will check the meaning of).

In conclusion, I have focused on both verbal and non-verbal resources that the participants used at the onset of the search and during their engagement of it. As it has been emphasized before, these practices were used consecutively once a word search was initiated. Observing various word search examples in his own data, Carroll (2006) argued that a sound stretch is typically used as a first indicator of a word search initiation. Confirming the Carroll's findings (2006), this study also revealed the use of pauses, hesitation markers, elongations and cut offs were employed by the speaker to signal a word search is underway. Also, the repetition of the same word was a prevalent practice the speakers used while trying to find the next item due (in Extracts 1, 3, 5). In addition, several studies in the relevant literature have documented the use of L1 to show the beginning of the word search process (Duran, et al., 2019; Greer, 2008; Mori, 2004; Mori & Hasegawa, 2009). Similarly, the use of L1 equivalent of the sought-for-item in the speakers' turn was a common practice in this data (Extracts 2 and 4). As another practice in the speakers' turn, apologizing (in extract 2,3,4) has also been discussed above to emphasize how the speakers indicated the upcoming delay at talk through that. In addition to these, many studies also investigated the use of explicit statements to directly announce the trouble in finding the next word (Brouwer, 2003; Duran, et al., 2019; Lin, 2014; Park, 2007). Likewise, those explicit statements were utilized by the participants of this study (in Extract 2, 3, 5, 7, 8). Along with these verbal cues, the speakers also marked their engagement in a word search with some multimodal actions. In this study, withdrawing eye gaze from the recipients and looking up were recurrent practices emerge in speakers' turn, which is also relevant with the findings of earlier studies in the field (Goodwin & Goodwin 1986; Kurhila 2006; Oelschlaeger 1999; Park 2007). Also, frowning, raising an index finger and

producing a characteristic thinking face (Goodwin & Goodwin, 1986) were iconic gestures which were commonly observed in speakers' word search turns.

As a conclusion of the discussion of this section, all verbal and multimodal resources employed by the participants to initiate and maintain word search sequences will be given the table below.

Table 3

Verbal and Multimodal Resource Employed by the Participants to Initiate and Maintain Word Search Sequences

Speech Perturbations	Verbal Statements	Embodied Actions
hesitation markers sound stretches repetitions cut-offs	explicit word search markers metalinguistic comments	gazing up raising an index finger frowning

In addition to the resources given above which were used to initiate and maintain word search sequences, I have also noticed that speaker delivered some verbal expressions for the purpose of holding the floor during his/her engagement in a word search. In this way, he/she tried to ensure that no turn would be taken by his/her partner until word search was accomplished. Also, during the analysis of the extracts, it was revealed that the speaker invited the recipient to join the search using some resources which will be discussed in this section as well.

Thus, in the following part of this section, I will firstly focus on how the speakers hold the floor to complete the search on their own and then how they solicit help from the recipient during word search practices.

Schegloff et al. (1977) revealed the preference for self-initiation and self-repair over other-initiation and other-repair in their analysis of repair in naturally occurring conversations. Based on their analysis, the practices documented in this thesis are also relevant to hold the

floor for a little while to make time for completion of the word search. For example, Extract 5, in line 14, the speaker indicated their aim to hold the floor with an explicit utterance (wait), and show her preference to find the searched item themselves instead of soliciting any help from the recipient (i will check the meaning of), therefore the recipient was not involved in the search. Another example was Extract 3 which was one of the longest excerpts in this thesis and included many important details that need to be discussed. The engagement of a word search during Extract 3 was firstly marked in line 7 with an elongated hesitation marker (er:) which was immediately followed by an incomplete wh- question (what's the-). Upon one second of silence, the speaker apologized for the delay (sorry) and explicitly announced her involvement in a word search (i will search for a- (0.3) word ↓). Meanwhile, she opened an online dictionary and typed a word to look up online. Another incomplete question came in line 10, and it was followed by her apology again. Based on 3 seconds of silence which occurred in the next line after her apology, it can be inferred that the speaker expressed her discomfort for the delay which will happen in her upcoming talk. The speaker (HAL) signals that she aims to hold the turn to end the search herself. Firstly, the apology in Extract 3 can refer to HAL's talk will be on hold for a little while. Secondly, it can also be seen that HAL implicitly stated that she preferred FEY to wait until she was able to check the meaning from an online dictionary herself. In other words, HAL possibly requested FEY not to join the search.

Uskokovic and Talehgani-Nikazm (2022) documented that the speakers use some verbal statements such as "hold on, one moment" to discourage the recipients from joining in the search. Similarly, Pekarek Doehler & Balaman (2021) described the use of "wait" by the speakers for the same purpose. In a similar vein, the speakers in this study also delivered some explicit statements such as "wait" to hold their turn. In addition, they tried to guarantee no turn would be taken by the recipients during their word search by apologizing for the upcoming delay in advance. Along with these verbal resources, we see that the speakers displayed some multimodal actions (e.g raising an index finger, gazing up) to put their turn on

hold. These practices were also observed in the study of Uskokovic and Talehgani-Nikazm (2022).

On the other hand, when the speakers were unable to find the sought-for-item themselves, they extended an invitation to the recipients to join in the search. There are some cases where the speaker solicited help from the recipient to complete the search. As an example of this, Extract 8 showed the cues that refer to the initiation of the search. To start with, the elongations in the extract signalled the upcoming search, and a long pause occurred. After that, FAT solicited help through an explicit question by using an inclusive subject (>how can< we call it↑) in line 7 and started gazing up immediately after directing the question to her partner. The next lines demonstrated another practice of FAT to get help from her partner to complete the word search. FAT started her turn with a hesitation marker (er:) and uttered an incomplete question (is it) in line 16. Then, no one took the turn during 2 seconds of silence, and FAT produced a candidate word (fried), a hesitation marker (er-) and another word accompanied with a cut off (fri-) and another hesitation marker (er) in turn final position. The next line also started with another utterance of a candidate word (pan fried). I would like to place particular focus on these candidate words which were very similar to the searched for item in terms of the way they were uttered. In line 19 in the same extract, after a short pause, FAT uttered another word similar to the one she was searching for. Thus, after delivering some utterances which was close to the searched for item, FAT also gave its synonym in a question form which contained two options. However, the second option was not given by FAT, rather it was tried to be elicited from KIS. After waiting 1.2 seconds, FAT produced another utterance which is very close to searched-for-item. After multiple attempts to find the target lexical item, at the end of line 21, along with a very audible breath off (°.hha°) FAT shrugged her shoulders and leaned back. It is evident that KIS treated this as FAT's abandonment of word search as he took the turn and provided a stance marker (for me:) in the subsequent turn. In line 24, KIS produced the name of a tool which could be added to the list FAT created. However, this was not the word FAT was trying to find, therefore, she signaled KIS to go ahead his turn by

producing a continuation marker while sitting up and approaching the screen. As a final point, in lines 26 and 27, the resolution of the word search is seen thanks to the recipient, but this will be discussed in the next section in a detailed way.

All in all, Extract 8 demonstrated the practices of the speaker to get assistance from her partner to complete the search by giving the turn to him. Lin (2014) illustrated that the speakers utilized some resources to attract the recipients' attention on their word search and get help from them to resolve it. They attempted to elicit the target lexical item from the recipients by maintaining eye contact with them and using some formulaic expressions (e.g., *how can I say*). Park (2007) also documented how a request for help from the co-participant was made through the direct questions (e.g., *how to say*). Likewise, as it has been shown above, the speaker used a formulaic expression (*>how can< we call it↑*), an explicit statement (*[I°>i'm<° losing words*) and some embodied actions (e.g. gazing up, shrugging the shoulders, and leaning back) to solicit assistance from the recipient.

In the following section, I will focus on the second research question to show how word search sequences come to an end in the data of this thesis.

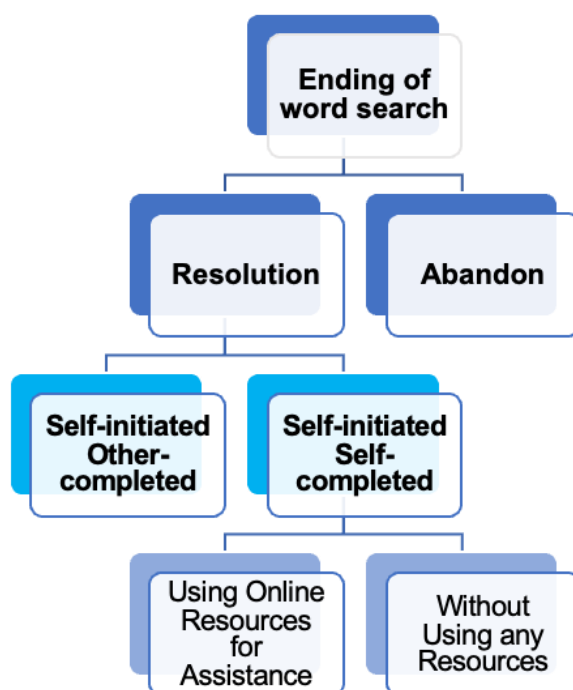
2. The Ways of Ending Word Searches

In this section, I will address the second research question to uncover how the participants of this study end their engagement in a word search. When a word search is initiated, it can be ended in two ways. In other words, it is either resolved successfully by reaching the sought-for-item or abandoned by the interactants. Therefore, the extracts given in the analysis section were presented in two groups based on these ways of ending word search. The cases in the first group show the resolution of the word searches whereas the second consists of the extracts showing the participants' abandonment of the word search. As seen in figure below resolution occurs in two ways: (i) self-initiation other completion; and (ii) self-initiation self-completion. While in self-initiation other-completion the recipient reaches the sought-for-item which may or may not come after the speaker solicits help from the recipient,

in self-initiation self-completion, the speaker resolves the word search through either (i) using an online resource for assistance; or (ii) without using any online resource.

Figure 4

The Ways of Ending Word Search Sequences



First of all, I will refer to the first group below to discuss how word searches are successfully completed.

2.1. The Resolution of Word Searches

Koshik and Seo (2012) demonstrated the possible types of word search completion as (i) self-initiated / self-completed and (ii) self-initiated / other-completed. In the data of this study, it also emerged that word searches were accomplished either by the speaker (self-completed) or by the recipient (another participant). In the following subsection, I will illustrate self-completed word search sequences by giving reference to the extract presented in the previous chapter.

2.1.1. Self-initiated Self-completed

It was observed that the participants manage self-completion of the searches in two ways which were either by providing the sought-for-item themselves or by looking it up in an online dictionary. I will firstly start with giving an overview of the word search instances in this study, which were solved by the speaker without using any online resources, but through retrieving the sought-for-item.

2.1.1.1. Without Using Any Online Resources

In the analysis section, three extracts were presented to demonstrate how word searches were completed by the speaker without using any online resources (Extract 1, 2 and 3). In Extract 1, HAL (the speaker) engaged in a word search during her talk about popular destinations in her home country. As it was displayed in the previous section, she firstly used many resources to mark her engagement in a search such as hesitation markers, elongations, pauses and the repetition of the word. Then, after a little pause, she produced the sought-for-item without getting any help from the co-participant or using any resources to find the word. Similarly, Extract 2 also included HAL's word search involvement which started right after the question of FEY (her partner). While giving the answer of the question FEY posed about the current weather in Turkey, HAL had difficulty in finding the word "shadow", and she made her trouble at talk visible using L1 equivalent of the sought-for-item. In other words, HAL was able to deliver the sought-for item in L1 although it was unavailable in L2. FEY showed orientation to HAL's word search by offering a candidate word (°u:+h° +you mean snow↑). However, as Lerner (1996) pointed out, it is up to the speaker to accept the offered word or not. The next line in the extract showed that HAL directly rejected the candidate word and found the sought-for-word herself instead.

In extract 3, word search was completed in the same way as in Extract 1 and 2 although the speaker first attempted to find the word in an online dictionary but was unable to do that due to her slow internet connection. The connection problem was indicated explicitly by HAL

in line 19 (my ↑internet huh huh okay), and it was also seen thanks to the speaker's screen-based actions such as refreshing the page and clicking the translate button multiple times. As no result showed up on the page, HAL abandoned looking up the word and clicked Google hangout page to make it the first page she was looking at. Although the action of dictionary look up was abandoned there, the word search sequence ended with a resolution as HAL produced the lexical item in line 29 herself. In other words, she found the sought-for-word herself without getting any assistance. In the following lines, it is seen that HAL opened the online dictionary page once again, but it happened after the word search completion. Therefore, it can be said that she did not use the online dictionary when the search was in progress, but she oriented to it later for confirmation of her existing knowledge (Çolak & Balaman, 2022).

I have provided a summary of extracts which show the resolution of word search sequences by the speaker without using any online resources. This type of self-completion of word searches is also very common in previous studies conducted in face-to-face settings (Brouwer, 2003; Goodwin & Goodwin, 1986; Koshik & Seo, 2012).

Now I will continue with the next section to discuss how the speaker used online resources to complete word search sequences successfully.

2.1.1.2. Using Online Resources for Assistance

As another way of self-completion, three more extracts were given in the analysis section, which showed the end of speakers' word search turns thanks to finding the word in an online dictionary. In Extract 4, it was displayed that HAL, the speaker, searched for the word "bitter". As it has been discussed in the previous section, she deployed many cues which demonstrates her word search engagement. In addition, she uttered the L1 equivalent of the word she was searching for and opened a bilingual dictionary to find its English. Finally, she got many candidate words on her screen, and her word search was completed successfully after she chose the one she was looking for among many others. Similarly, Extract 5 demonstrated the resolution of word search by the speaker after finding the sought-for-item in

an online dictionary. More specifically, HAL, the speaker, typed "toprak" in the search box and translated it to English. She moved the cursor on many options which appeared on the next page, and finally found the one she was looking for. Among the candidate words, HAL firstly chose land, then uttered two more words which were not seen on the page. Finally, she delivered the word she was searching for which was also displayed on the page, and therefore, the word search sequence was closed with a successful resolution of it.

As a last extract presented under the subsection of self-completion with the use of online resources, Extract 6 also illustrated the use of a bilingual dictionary for the successful resolution of the search. Similar to Extract 4 and 5, the speaker solved her trouble at talk after she translated L1 equivalent of the sought-for-item to L2.

By analyzing speakers' use of online resources for word search completion, this study has expanded the findings of some studies which have only focused on self-completion of word searches through retrieving the item (Brouwer, 2003; Goodwin & Goodwin, 1986; Koshik & Seo, 2012). Unlike Mori (2004) that illustrated how learners checked their notebook and dictionary to find the target word in face-to-face learner talk, this study has revealed the practice of looking up a word in an online dictionary for self-completion in task enhanced video mediated interaction. It was argued that using online resources help interactants to continue their turns without any significant delays at talk (Çolak & Balaman, 2022; Musk, 2022). Similarly, this study also illustrated that the speaker accomplished word searches quickly after finding the sought-for-item in an online dictionary.

All in all, I have so far focused on the self-accomplishment of word search sequences giving reference to the extracts in the analysis section, which showed the successful completion of these sequences by the speaker either retrieving the word or using an online dictionary. However, a word search is not only an individual action, but it is also a social activity as the interactants can resolve this communication breakdown collaboratively using various

interactional strategies and resources as well. To this end, in the following subsection, I will show how a word search is completed with the involvement of the recipient.

2.1.2. Self-initiated other-completed

As it has been mentioned earlier, a recipient can join in the search by offering a candidate word to solve the trouble. However, it is up to the speaker to accept or reject this candidate word. The speaker's rejection of the candidate word given by her partner was displayed in Extract 2 and discussed in 2.1.1.1. However, there are also some cases where the speaker shows acceptance to the candidate word, and therefore the word search is solved with the help of the co-participant. I will now discuss these cases where the word search was interactionally resolved.

To start with, in Extract 4 and 5, the speaker marked her difficulty in producing the next item explicitly in line 12 (er i don't know >wha[t they call it<), and then the recipient joined the search by offering a candidate word. With the acceptance of this word by the speaker, the word search came to a successful end. In a similar vein, Extract 6 illustrated how a sought-for-item was provided by the co-participant after the speaker (HAL) marked her trouble through delivering many cut offs. Supplying the lexical item in full form, the recipient (FEY) joined in the search. The following lines showed the speaker's acceptance to the proffered word with a confirmation token.

As it has been shown above, some word search practices reach a successful outcome with the contribution of co-participant. As Park (2007) argued, a word search is not only an individual action, but a social practice that both participants show their involvement to complete it. Similarly, Lin (2014) demonstrated that a word search is a collaborative activity that requires participants to coordinate with each other's actions. In a similar vein, this study also showed the word search accomplishment with the participation of the recipient to the search by offering a candidate word. The acceptance of this candidate word by the speaker resulted in a resolution as the speaker stopped pursuing the target word. Therefore, the present study

complements the existing literature in CA describing how word searches are co-constructed by participants (e.g. Carroll 2006; Goodwin & Goodwin, 1986; Hayashi, 2003; Lin, 2014; Park 2007).

In this discussion chapter, I have so far focused on the word search instances which end with a resolution; however, in the data of this study, it also emerges that some word searches are abandoned by the participant. Therefore, I also include the instances where word searches are abandoned.

2.2. The Abandonment of Word Searches

This subsection will include the discussion of word search sequences which were abandoned without a resolution. In the analysis chapter, I provided Extract 10 and 11 to illustrate the abandonment of the word searches.

In both extracts the abandonment of searching for a word marked explicitly by the speaker and observed via screen recordings. To start with, In Extract 10, FAT, the speaker, criticized the educational system in her country by saying (somehow wrong). However, she engaged in a word search in the same line to replace the word “wrong” with another. Therefore, she opened Google Translate and cleared what was previously written in the search box. Then, in line 19, she stated her abandonment of searching for the word explicitly ([okay nevermind let's ↓pass the idea). In the following lines, it was seen that FAT summarized the topics they have talked about so far, and then she displayed her transition to a new topic (what about (0.5)). Similarly, in Extract 11, HAL, the speaker, was involved in searching for a word before line 42 and delivered the word “rug” as a target item. However, she displayed her uncertainty about this item in line 42 (if i remember cor↑rect). At the end of the same line, she showed her abandonment of the search verbally (↑anyways&) whereas she actually initiated a word search in an online dictionary. Upon 1.9 seconds of delay, she gave up looking up the target word in an online dictionary as well and opened the Google Hangout page back again before the

candidate words came out on the screen. The following lines showed how she moved onto the next topic.

Lin (2014) argued that a word search can go in two different directions once it is initiated. He explained these two directions as abandonment and resolution. However, he discussed abandonment as a practice the speaker employs once he/she is unable to find the sought-for-item himself/herself and asks the recipient for help. On the other hand, I have treated abandonment as giving up the action of searching for a word. In other words, as described in Extract 10 and 11, the participants moved to another action upon closing word search sequence and maintained the progressivity of talk and task without the delivery of the target item. Although many studies have documented the resolution of word search sequences, to my knowledge, the abandonment of them has received less attention to date. Therefore, this study can pave the way for future studies which can investigate how word searches are quit by the participants after they are initiated.

All in all, in this subsection, I have addressed the second research question of this study which examines how word search sequences come to an end. As it has been illustrated above, some word sequences end with a resolution whereas some of them are abandoned by the participants.

Implications of the study and Suggestions for Future Research

In this study, I have examined the task-enhanced interactions of L2 speakers in video-mediated online settings and documented interactional resources they used at the onset of the search and when the search is in progress. In addition, the end of word search sequences has been investigated and discussed in the previous chapter in a detailed way.

As the findings of this study showed, self-completion of word search did not necessarily entail the speaker's simply producing the sought-for-word in all cases, but also it included cases where the speakers found the target word with the use of some resources. As this study was conducted in online settings, the use of an online dictionary emerged as a common

practice used by the speakers once a word search was initiated. To this end, it can be said that speakers try to resolve the problem in their turn themselves, and they treat online dictionaries as trouble-resolution tools (Çolak & Balaman, 2022). Therefore, this marks a pedagogical implication for both language learners and language teachers. The findings of this study depicted that L2 users found the searched-for-item through a range of word search practices such as drawing on online resources including online dictionaries and search engines as an epistemic resource. Therefore, this can inform L2 users on how to maintain the progressivity of the interaction and the ongoing task. In addition to soliciting help from their partners, L2 users can complete word search practices thanks to the above-mentioned resources and practices. Also, this research holds the potential to provide L2 users with how to mark their engagement in word search practices through a number of speech perturbations including hesitation markers, cut-offs, multiple pauses, and how to solicit help from their partners to ensure the progressivity of interaction and task at hand. Overall, I conclude that the use of online dictionaries and other online resources should be encouraged in task-oriented video-mediated interactions. Given that trouble resolution is a central interactional mechanism for the mutual meaning making, the participants' strategic use of online dictionaries for trouble resolution indicates their ability to move the conversation as well as the task forward. Relatedly, language teachers and task designers should take the role of online dictionaries into consideration. Moreover, the teachers should create interactional space and tolerate students' engagement in word search in and through classroom interactions including task-based activities.

In addition, the findings demonstrated that a word search is not only an individual action, but it is also a social action as both speakers and recipients are involved in the search. Although not all the word search sequences ended with a resolution, both participants performed various social practices, which can contribute to the development of their interactional competence. Therefore, the language teachers can create further opportunities to enable learners to be involved in social interactions by assigning online tasks which require

to be implemented through collaborative work of participants. With active participation in those online tasks, language learners can improve their interactional competences since they will need to make use of various interactional resources and practices in order to accomplish the assigned task in collaboration with participants.

This study also gives us insight about the organization of a social action in interaction in technology-mediated environments. Thanks to the virtual exchange project that this study's data drew on, L2 learners in distant locations were able to come together and perform various interactional practices. These practices have become a research area for many researchers who used the same data to conduct their studies (Çalışmış, 2022; Çolak & Balaman, 2022; Moalla et al., 2020; Önder, 2021), and each has contributed to our understanding of the affordances of virtual exchange projects. Besides, the participants of this project had an opportunity to use the target language in an authentic setting and exchange intercultural information with their partners during their interaction while implementing many online tasks that hold potential to improve their interactional and intercultural competence. In other words, the participants did not only focus on the task completion, but they also demonstrated the ability to understand each other's cultural perceptions and make an assessment as well as compare them cross-culturally. Therefore, the contributions to online tasks to this project is undeniable as they helped participants promote their intercultural awareness and intercultural communicative competence.

Since this study only focused on two dyad's L2 interactions in online settings it would be definitely interesting to see the practices of different interactants during word searches in online settings. In the data of this study, the use of an online translation tools has emerged as a supplementary tool the speaker used to restore the trouble in his/her turn; however, I believe that the use of some other online tools can be investigated in further studies as Çolak and Balaman (2022) demonstrated the participants' use of Wikipedia or Google images to fix their word-knowledge-related problems in their talk. It is also noteworthy to mention that online

dictionaries help L2 users to find the words in a faster way compared to printed ones as they minimize the look up time (McAlpine & Myles, 2003; Müller-Spitzer & Koplning, 2014). Contributing to previous studies' findings, it can be also interesting to see how delay at talk stemming from a word search is repaired with a minimum delay thanks to the use of online resources.

As I have mentioned in the previous chapter, the abandonment of word searches has remained underexplored compared to the investigation of the resolutions of word searches. Therefore, more research is needed to examine how abandonment of word search enacts in situ and the practices participants employ while giving up searching for a word. Finally, in this study, I only focused on word search practices that L2 users engage in during task engagement by revealing how they initiate, maintain, and end the practice. However further practices can look deeply into the longitudinal impact of word search practices, for example, on learning or further use of the sought-for-items by tracking the participants' interaction in a longer term.

Concluding Remarks

The word search sequences in two dyads' task-enhanced L2 video-mediated interactions have been examined in this study. As it was revealed in the previous studies, the speaker uses various resources to mark the trouble at talk and signal the search is underway. This study also uncovered multimodal resources of the participants when they initiate and maintain a word search. In addition, this study has contributed to the existing literature by investigating how word search sequences are ended. As the data of this study is based on the video-mediated interactions of L2 users, this study aimed to explore if there are any context-specific ways to complete the word searches as well. In this regard, two main ways of word search resolution emerged in this data: self-initiated self-completed and self-initiated other-completed. In the first, the search initiated by the speaker was completed by himself/herself. As it was displayed in the Analysis section, the speaker either found the word without using any external resources or used an online bilingual dictionary to solve the trouble. On the other

hand, the second category showed us how a word search is accomplished by the co-participant's involvement in the search. This collaborative completion of the search demonstrated a word search is not an individual action solely, but it can be a social practice with the involvement of both participants. Unlike previous studies, I also included the sequences where the participants abandon searching for a word and continue their talk. Although not all word search sequences ended up with a successful resolution, the progressivity of the task and interaction is maintained by the participants in this way. Similarly, this study emphasized the use of external resources and collaboration by both participants in order to solve the problem in turn. For this reason, the findings of this study give implications for language teachers as well. For example, it has been suggested to teachers to create areas where students can be involved in social interaction and tolerate the learners' engagement in word searches. As the participants of this study were partnered under the scope of a virtual exchange project where they can practice the target language to exchange intercultural information and accomplish some online tasks, this study also referred to the affordances of the virtual exchange projects and online tasks for giving opportunities to improve the interactional and intercultural competence.

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APPENDIX-A: Jefferson (2004) Transcription Convention

[]	Overlapping utterances – (beginning [] and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
-	An abrupt stop in articulation
CAPITAL	Loud/forte speech
<u> </u>	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
° °	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
(())	Analyst notes
()	Approximations of what is heard
\$ \$	Surrounds 'smile' voice

APPENDIX-B: Mondada (2018) Multimodal Transcription Convention

* *	Descriptions of embodied actions are delimited between
+ +	Two identical symbols (one symbol per participant and per type of action)
Δ Δ	That are synchronized with correspondent stretches of talk or time indications.
*--->	The action described continues across subsequent lines
>>	The action described begins before the excerpt's beginning.
--->>	The action described continues after the excerpt's end.
.....	Action's preparation.
----	Action's apex is reached and maintained.
''''	Action's retraction.
ric	Participant doing the embodied action is identified in small caps in the margin.
fig	The exact moment at which a screen shot has been taken
#	is indicated with a sign (#) showing its position within the turn/a time measure.

APPENDIX-C: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : E-51944218-300-00001523497
Konu : Etik Komisyonu İzinleri

1.04.2021

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞINA

İlgi : 25.03.2021 tarihli ve E-48490341-300-00001514590 sayılı yazınız.

Ana Bilim Dalınız İngiliz Dili Eğitimi Dr. Öğr. Üyesi Ufuk BALAMAN'ın danışmanlığını yürüttüğü öğrencilerden Ayşe BADEM, Cennet ÇALIŞMIŞ ve Merve Nur YÜCE'nin proje kapsamında HÜ Etik Komisyonu kapsamında alınan izin adı geçen öğrencilerin tez çalışmalarında da geçerli sayılma isteği, çalışma için gerekli izinlerin alınması ve izinlerle ilgili belgelerin öğrencilerin tezlerinde bulunması koşuluyla uygun bulunmuştur. Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Selahattin GELBAL
Enstitü Müdürü

Bu belge güvenli elektronik imza ile imzalanmıştır.

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Beytepe-ANKARA

E-posta:ebe@hacettepe.edu.tr Elektronik Ağ: www.hacettepe.edu.tr

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Rektörlük



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

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 29.08.2019 tarihli ve 76942594-600/00000744819 sayılı yazı.

Fakülteniz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim elemanlarından **Dr. Öğr. Üyesi Ufuk BALAMAN**'ın sorumluluğunda yürütülen "**Görev Temelli Sanal Değişim Yoluyla Etkileşimsel Yeti Gelişimi**" 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-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden d07ae8c0-7d87-43ac-b178-587f02e5cbcf kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta:yazimd@hacettepe.edu.tr İnternet
Adresi: www.hacettepe.edu.tr

Sevda TOPAİ



APPENDIX-D: Declaration of Ethical Conduct

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;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- 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.

APPENDIX-E: Thesis/Dissertation Originality Report

23/02/2023

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

Thesis Title: Word Search Sequences In Video-Mediated Task-Oriented Virtual Exchange Interactions

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I respectfully submit this for approval.

Name Lastname: _____
Ayşe Badem

Student No.: _____
N19135622

Department: _____
Foreign Language Education

Program: _____
English Language Education

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

Signature

ADVISOR APPROVAL

APPROVED
Assoc. Dr. 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.

Tezimin 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 İlişkin Yönerge**" kapsamında tezimin 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 tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimin ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... / /

Ayşe BADEM

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

- (1) Madde 6. 1. Lisansüstü teze 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 metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının 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

