HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE INTERACTIONAL MANAGEMENT OF LACK OF STUDENT PARTICIPATION IN VIDEO-MEDIATED EFL CLASSROOM INTERACTIONS: RESPONSE PURSUIT PRACTICES

Fatma Badem

Ph.D. Dissertation

Ankara, 2023

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VİDEO ARACILI YABANCI DİL OLARAK İNGİLİZCE SINIF ETKİLEŞİMLERİNDE ÖĞRENCI KATILIM EKSİKLİĞİNİN ETKİLEŞİMSEL YÖNETİMİ: YANIT TAKİBİ UYGULAMALARI

Fatma Badem

Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **FATMA BADEM** and entitled “The Interactional Management of Lack of Student Participation in Video-mediated EFL Classroom Interactions: Response Pursuit Practices” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of Doctor of Philosophy in English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 06/06/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of Doctor of Philosophy in English Language Education** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

As active student participation in classroom interaction is a central component of foreign language learning, eliciting student participation becomes consequential in L2 classrooms. Teacher-fronted classroom interaction mainly shapes around Initiation-Response-Evaluation (McHoul, 1978; Mehan, 1979) sequences in which teachers initiate interaction with questions followed by student response and teacher evaluation in the third turn. When teacher questions are left unanswered, teachers resort to diverse response pursuit practices to ensure interactional and pedagogical progressivity. Previous research has documented various interactional practices that teachers employ to pursue response in diverse face-to-face educational settings. However, in recent years, online classrooms have been getting increasingly widespread, and the dearth of research informing such settings have become more apparent than ever. Although some studies have pointed out the challenges including low student participation in online classroom activities, teachers' actual practices in situ remains largely unexplored. Addressing this research gap, this study deals with the lack of response to teacher questions in a video-mediated L2 classroom in a higher education context. Using multimodal conversation analysis for the examination of screen-recordings of EFL classroom interactions, this study documents the response pursuit practices that an EFL teacher deploys to mobilize student response. The findings of the study show that utilizing diverse verbal and screen-based actions, the teacher restores intersubjectivity, elicits student response, hence ensures the interactional and pedagogical progressivity. Uncovering how these practices maximize interactional space, this study contributes to the understanding of the interactional organization of response pursuit practices and brings new insights to video-mediated L2 classroom discourse.

Keywords: response pursuit practices, eliciting student contributions, video-mediated classroom interaction, multimodal conversation analysis, remote teaching

Öz

Yabancı dil öğreniminin merkezi bir bileşeni olarak kabul edilen sınıf etkileşiminde aktif öğrenci katılımı yabancı dil sınıflarında önemlidir. Öğretmen merkezli sınıf etkileşimi, öğretmenlerin etkileşimi çoğunlukla sorularla başlattığı, ardından ikinci sırada bir öğrenci yanıtının ve sonraki aşamada öğretmen değerlendirmesinin izlediği Başlatma-Yanıtlama-Değerlendirme (McHoul, 1978; Mehan, 1979) dizileri etrafında şekillenir. Öğretmen soruları cevapsız bırakıldığında, öğretmenler, etkileşimi ve pedagojik ilerlemeyi sağlamak için çeşitli yanıt arama uygulamalarına başvurur. Önceki araştırmalar, öğretmenlerin çeşitli yüz yüze eğitim ortamlarında yanıt arayışında kullandıkları bir takım etkileşimli uygulamaları belgelemiştir. Bununla birlikte, öğrencilerin fiziksel olarak farklı yerlerde bulundukları çevrimiçi sınıflar son yıllarda giderek yaygınlaşmış ve bu tür ortamları bilgilendiren araştırma eksikliği her zamankinden daha belirgin hale gelmiştir. Bazı araştırmalar, çevrimiçi sınıf etkinliklerinde daha az öğrenci katılımı gibi zorluklara işaret etse de öğretmenlerin bu bağlamlardaki gerçek uygulamaları büyük ölçüde keşfedilmemiş olarak kalmıştır. Bu araştırma boşluğunu ele alan bu çalışma, bir yüksek öğretim bağlamında video aracılı yabancı dil sınıflılarında öğretmen sorularına yanıt eksikliğini ele almaktadır. Yabancı dil olarak İngilizce sınıf etkileşiminin video kayıtlarının incelenmesinde çok modlu konuşma analizi yöntemini kullanan bu çalışma, bir yabancı dil olarak İngilizce öğretmeninin öğrenci katılımı artırmak için uyguladığı yanıt takip uygulamalarını belgelemektedir. Çalışmanın bulguları, öğretmenin, çevrimiçi öğretim platformunun sağladığı imkânlar çerçevesinde, ekran tabanlı eylemler de dahil olmak üzere çeşitli sözlü ve çok modlu uygulamaları kullanarak öğrenci katılımını ortaya çıkardığını ve dolayısıyla etkileşim ve pedagojide devamlılığı sağladığını göstermektedir. Bu uygulamaların etkileşim alanını nasıl en üst düzeye çıkardığını ortaya çıkaran çalışma, öğretmen yanıt takip uygulamalarının etkileşimli organizasyonunun anlaşılmasına katkıda bulunup video aracılı yabancı dil sınıf söylemine yeni anlayışlar getirmektedir.

Anahtar sözcükler: yanıt takip uygulamaları, öğrenci katkılarını ortaya çıkarma, video aracılı sınıf etkileşimi, çok modlu konuşma analizi, uzaktan öğretim

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To my lovely family,

To Dr. Ufuk Balaman

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Symbols and Abbreviations

CA: Conversation Analysis

EFL: English as a Foreign Language

L2: Second/Foreign language

IRE: Initiation-Response-Feedback

CIC: Classroom Interactional Competence

CIK: Claims of Insufficient Knowledge

U/WTP: (Un)Willingness to Participate

DIU: Designedly Incomplete Utterance

Chapter 1

Introduction

This study investigates the interactional management of lack of student participation in video-mediated L2 classroom interactions with a specific focus on teacher response pursuit practices. The first chapter of the dissertation presents the background to the study first through the introduction of the research strands that this study will inform. It is followed by the presentation of the aim and significance with reference to the research gaps in literature. After the presentation of the research context, the definitions of the key terms will be given to promote readability. Finally, the chapter will be concluded with the outline of the study.

Background to the Study

This study explores how an English as a foreign language (EFL) teacher elicits student responses when teacher questions are left unanswered through a range of response pursuit practices in video-mediated L2 classrooms. Through the examination of screen-recordings (approximately 130 hours) of EFL classroom interactions based on the methodological tools of multimodal Conversation Analysis (CA), this study documents the response pursuit practices that an EFL teacher deploys to prompt student response and increase participation. The findings will inform various research strands and contribute to the understanding of online foreign language classroom discourse.

Response pursuit is a recipient-designed action employed to secure the progressivity of talk-in-interaction when a response is relevant but missing or inadequate. Questions as sequence initiating actions project a response in the following turn. The absence of response that disrupts the progressivity of talk enacts with a silence and repair initiations. Speakers treats the disruption in interaction as troubles in understanding (Bolden et al., 2012) or misalignment (Pomerantz, 1984) and therefore they employ various interactional practices to restore intersubjectivity and ensure the maintenance of talk.

Through these practices delivered by building on the previous turn, speakers show how they display, check and repair understanding. Similarly, in educational contexts, teachers pursue responses when their questions are not answered or when students deliver dispreferred responses to secure the pedagogical and interactional progressivity. Relevant research depicts that based on students' verbal claims (Lindström, Maschler & Pekarek Doehler, 2016; Mondada, 2011, Sert, 2013; Sert & Walsh, 2013) and embodied displays of trouble in providing answers, teachers rely on diverse response pursuit practices (Aldrup, 2019; Badem-Korkmaz & Balaman, 2022; Chazal, 2015; Duran & Jacknick, 2020, Etehadieh & Rendle-Short, 2016; Lam Hoang & Filipi, 2019) to mobilize a response in various face-to-face classroom settings.

Online teaching practices, on the other hand, have become prevalent in the last few years, especially after the recent pandemic. The affordances and constraints of online educational settings hold the potential to result in unique interactional organizations and practices in remote classes. A number of recent studies have pointed out the necessity of online language teacher training (Ekin et al., 2021; Badem-Korkmaz et al., 2022; Hampel & Stickler, 2005; Lewis, 2006), the required skills/competencies in delivery of online classes (Moorhouse et al., 2021; Rehn et al., 2018); and new patterns of interaction (Hampel & Stickler, 2012) on online educational contexts, which serves as a starting point for the investigation of the interactional resources that teachers employ in online education environments.

To address the research gap in the examination of teachers' actual practices in online classrooms, this study adopts multimodal Conversation Analysis (CA) for the examination of online EFL classroom interaction. CA is a research methodology that focuses on the details of social actions in talk-in-interaction empirically (Liddicoat, 2007; Schegloff & Sacks, 1973, Sidnell, 2010; ten Have, 2007) with its robust methodological tools. It promotes a data-driven approach to the data and reveals emergent social practices that are observable in turns through next-turn-proof-procedure, instead of bringing external

and predefined assumptions to the analysis of talk. Relatedly, CA analysts do not make any claims beyond what is actually presented in the details in interactions. In line with the emic, participant relevant perspective of multimodal CA, the examination of the current dataset was conducted drawing on the social actions that the participants orient to in interaction. Through the micro lens of multimodal CA and drawing on the details of not only participants' verbal contributions but also their multimodal actions including gestures, facial expressions, intonation, body movements, and screen-oriented actions, this study reveals how the EFL teacher mobilizes responses when they are missing following her sequence initiating questions and uncovers how the EFL teacher manages to elicit preferred response following a dispreferred response with response pursuit practices. That is, in addition to verbal practices, this study documents various screen-based response pursuit practices in dealing with the lack of response as well as dispreferred student response in video-mediated L2 classrooms. The findings hold the potential to improve the overall understanding of teachers' interactional practices and inform language teaching practices in remote settings.

Aim and Significance of the Study

In recent years, with the technological developments and physical distance obligation due to the pandemic restrictions, the use of fully online synchronous and asynchronous platforms has become increasingly prevalent in teaching practices. Online educational contexts where teachers and students communicate in a videoconferencing platform, instead of being physically co-present in the same environment and see each other through cameras have been getting widespread. The integration of online synchronous videoconferencing tools into language teaching practices makes video-mediated L2 settings more popular, which makes the necessity of conducting relevant research for informing such settings more apparent than ever. Considering the potential impact of different online platforms on classroom discourse by offering new interactional patterns to the ones that teachers and student are already familiar with in face-to-face classrooms (Hampel & Stickler, 2012), it is necessary to uncover context-specific

interactional practices in such platforms to improve online teaching practices. However, although recent research has focused on online intercultural exchange projects increasing participants' engagement (Akayoglu et al., 2022; Jauregi-Ondarra, 2021; Oskoz & Gimeno-Sanz, 2020), the necessity of online language teacher training (Ekin et al., 2021; Badem-Korkmaz et al., 2022; Hampel & Stickler, 2005; Lewis, 2006), teachers' instructional strategies (Meskill & Anthony, 2014), the required skills/competencies in delivery of online classes (Moorhouse et al., 2021; Rehn et al., 2018); and new patterns of communication (Hampel & Stickler, 2012) in online settings, the interactional resources that teachers employ in online education environments remain largely unexplored.

On the other hand, the constraints of video-mediated online teaching settings bring various challenges to instructional activities that teachers need to tackle such as lack of student response resulting in long silences and hence disruption in interaction. As student participation is a fundamental element in foreign language learning, prompting student contributions is considered to be one of the ultimate goals in foreign language classrooms. However, despite the large number of studies documenting instructional practices in diverse face-to-face educational settings, teachers' actual interactional practices that increase participation and promote learning in online teaching contexts have remained a relatively less explored research area.

Addressing these gaps in research, the current study deals with the lack of student responses when they are sequentially relevant but missing. When teacher questions are left unanswered and when the dual progressivity of interaction and pedagogical activity in classroom is at stake, teachers rely on diverse response pursuit practices to secure student engagement. To this end, this study aims to investigate how an EFL teacher elicits student contributions when there is an absence of student responses in a largely unexplored interactional setting, namely large group, remote, fully online, synchronous, video-mediated L2 classrooms. In addition to the verbal practices documented in earlier research, this study aims to focus on the teacher's screen-oriented multimodal actions in doing turn-allocation

and eliciting student responses. Accordingly, it reveals a wide range of screen-based actions as well as the verbal ones that the teacher utilizes to identify any displays of willingness to participate (WTP) in the pre-allocation phase and to prompt student responses to her questions when they are left unanswered. Focusing on the largest dataset, to my knowledge, (approximately 130 hours) captured from an online teaching environment and drawing on the robust methodological tools of multimodal Conversation Analysis, this study significantly contributes to the understanding of instructional practices in online language classroom environments.

In line with the above aims, the following research questions will be addressed based on the methodological tools of multimodal CA:

1. How are the EFL teacher's response pursuit practices sequentially constructed:
    a. following the absence of student responses?
    b. following the elicitation of dispreferred responses?
2. What are the interactional practices employed by the EFL teacher to manage the lack of student participation in a video-mediated L2 classroom?
3. What are the interactional practices employed by the EFL teacher to elicit preferred student responses in a video-mediated L2 classroom?

Documenting various verbal and multimodal response pursuit practices employed by an EFL teacher, this thesis contributes to the understanding of online L2 teaching by offering new insights to the elicitation of student responses in video-mediated educational settings.

Research Context

This study explores the response pursuit practices employed by an EFL teacher when teacher questions are left unanswered in video-mediated classroom interactions in a higher education preparatory school context in Türkiye. A total of 130 hours screen-recordings was collected during two academic terms, between October 2020 to June 2021,

from two online EFL classrooms. 16 students in the first semester class, 17 students in the second semester class, and an EFL teacher participated in this study. While the proficiency level of the class in the first semester was pre-intermediate and intermediate, it was intermediate and upper intermediate in the second semester class. The focal preparatory school followed a coursebook series that shapes around various themes and focuses on all language skills and areas. The students also had extracurricular and optional tutorials during which they were given feedback on their assignments three times a semester.

The classes were held through Zoom that is a widely used videoconferencing tool for delivering synchronous online education. The students attended 20 classes per week. All classes were recorded through built-in recorder of the Zoom application and uploaded to an online management system by the teacher, therefore the students had opportunity to watch the recordings later. As well as videoconferencing, Zoom offers written interaction through a chat box and provides reaction feature through emojis. As the EFL teacher mostly used screen-share option to share the pedagogical activity at hand, I gained access to her screen-based actions such as note-taking, cursor movement, page visits in addition to the gestures and facial expressions of the participants that are visible through their video-frames. However, I could not reach written contributions provided in the chat box since Zoom screen-recordings did not include what is written in the chat box, and the chat logs were not available on the learning management system, which will be discussed as a limitation of the study in the last chapter.

Definitions

In this section, the definitions of the key terms will be given to promote readability.

Turn-taking: As the basic form of the organization of interaction, turn-taking is a collaborative achievement in that speakers orient to and build on each other's preceding turn in interaction. It is locally managed through a moment-by-moment analysis of the

unfolding interaction. It is accomplished in various ways such as through the selection of the next speaker by current speaker and self-selection.

Turn-allocation: It is the interactional action of giving the turn to next speaker by current speaker. It is achieved through addressing name with or without gaze directions and various deictic gestures.

Pre-allocation: The preliminary phase of the sequentially organized interaction before the turn-allocation takes place. In the current study, it refers to the phase that the teacher employs a range of response pursuit practices and orients to the participant list to nominates the next speaker. In this phase, the students also show various displays of (un)willingness to participate to (U/WTP) or willingness to be selected as the next speaker.

Post-allocation: The subsequent stage of sequentially organized interaction after the allocation of turn takes place. It refers to the phase in which allocated student delivers candidate response. It also describes the teacher's further response pursuit practices to elicit preferred response following a dispreferred response.

Willingness to participate (WTP): It refers to willingness to be selected as the next spear or willingness to take the floor in the ongoing interaction. Speakers deploy various displays of multimodal and verbal resources to show willingness to participate such as body movements/positioning, in-breaths, and establishment of mutual eye gaze.

Response pursuit: It is a recipient-designed resource used to maintain the progressivity of talk when a response is missing, inadequate or delayed. First pair parts (FPP) in a sequential interaction project a type-fitted second pair part (SPP) (Sacks, Schegloff, & Jefferson, 1974). When the response is absent, or inadequate, speakers use various response pursuit practices to mobilize a response.

Preferred response: The progressivity of interaction depends on what kind of SPP is given as a response to FPPs. In this study, I analyze the online classroom interaction by drawing on the orientations the teacher and students themselves show in interaction, and

by relying on the interactional sources that the participants themselves use to demonstrate their understanding and orient to each other's turns. Therefore, in the focal context, *preferred response* refers to the responses that the teacher orients to as preferred response; and dispreferred response refers to the ones that the teacher treats as inadequate according to the aim of the pedagogical activity and classroom context. (Dis)preference of a response is locally contingent to the context. For example, as prompting a full and grammatically correct sentence is the goal of form-and accuracy-based activities, the teacher orients to student responses that are not completed and linguistically correct as dispreferred responses. In some contexts, although student response is not incorrect, the teacher treats it as dispreferred.

The Outline of the Study

The study is organized in 5 main chapters: (1) Introduction; (2) Literature Review (3) Methodology; (4) Analysis and Findings; and (5) Discussion, Implications and Conclusions. In this chapter, the aim and significance of the study as well as several research strands which this study draws on and aims to contribute were presented.

In Chapter 2, the organization of turn-taking in talk-in-interaction with its basic components will be introduced, and a review of past research describing the turn-taking mechanism with a specific focus on the linguistic, embodied, and prosodic clues that participant draws on in the projection of turn completion will be provided. This will lay the ground for the next subsection which specifically deals with turn-taking in classroom interaction that has idiosyncratic characteristics in virtue of the goal-oriented nature of local contexts. Previous research uncovering a range of resources that teachers draw on and ways of action in turn-allocation in multiparty classroom interactions will also be provided. Subsequently, the ways that students display their (un)willingness to participate (U/WTP) and (un)availability which shapes the turn-allocation system in classroom interactions will be given. Following this, as the primary focus of the current study, response pursuit

practices in mundane talk and in the educational context will be introduced. With earlier research findings, how teachers manage to elicit student response when they are relevant but missing and increase participation through pursuit of response will be depicted. Finally, the limited number of studies on online L2 classrooms with a specific focus on the scarcity and necessity of research on the area will be introduced. The research gaps in each research strand that this study aims to contribute will be pointed in all relevant parts in Chapter 2.

Methodology chapter will start with the purpose of the study and research questions. The participants and the research context (higher education EFL context in Türkiye) and the video conferencing tool (Zoom) that was used as the online education platform in the focal context will be introduced. It is followed by the details of the data collection procedures which was conducted in alignment with the research principles of Multimodal Conversation Analysis. The next section will elaborate on the transcription procedures with reference to widely used, standardized transcription conventions, as well as the collection-building procedures detailed with tables. In what follows will be the sections explaining how validity and reliability of the study were achieved. The chapter will be concluded with the clarification of ethical issues.

Chapter 4 will present the analyses and research findings of the study. Based on 15 episodes out of 167 cases, a wide range of interactional practices utilized by the teacher to elicit both student participation and preferred responses will be presented. The extracts will showcase how the teacher successfully employs verbal and screen-oriented response pursuit practices and manages to prompt student contributions as well as the ways of turn-taking/allocation practices in the focal video-mediated L2 classroom. Lastly, the tables that present the lists of both verbal and multimodal response pursuit practices will be given.

Providing the discussion of methodological and pedagogical findings of the current study, Chapter 5 is organized in three main sections: (i) sequential organization of lack of response and teacher response pursuit practices; (ii) management of lack of student

response through pursuit of response; and (iii) conclusion. In the first section, the most frequent sequential formats of response pursuit practices which emerged in the dataset will be presented. It will also reveal the sequential positions of the teacher's turn-allocation practices and the students' turn-taking practices by addressing the research questions and the earlier research. They will be illustrated along with the simplified versions of the extracts analyzed in Chapter 4. The second section will discuss how the EFL teacher successfully employs various verbal and screen-based practices in the pursuit of student response when the teacher's questions are left unanswered. It will uncover that through response pursuit practices the teacher manages to elicit student response, hence ensure the maintenance of both interactional and pedagogical progressivity in the video-mediated L2 classroom. In the final main section, limitations of the study along with possible solutions; suggestions for further research and the pedagogical implications for online L2 classrooms that might potentially inform online teaching practices will be presented.

Chapter 2

Literature Review

This chapter presents an overview of the research body that forms the basis of the study in four major sections: (i) Turn-taking in talk-in-interaction; (ii) (Un)Willingness to participate (U/WTP); and (iii) Response pursuit, and (iv) Online L2 classroom discourse. Firstly, the systematic organization of turn-taking in talk-interaction with a specific focus on its collaborative achievement by participants in conversation will be described. In this section, the systematics of turn-taking and allocation and basic units of a turn will also be introduced. The research body focusing on how speakers project the possible completion of turns drawing on prosodic, syntactic, intonational features as well as embodied actions of the current speaker; and initiate a new turn will be reviewed. Subsequently, the distinctive characteristics of turn-taking organization in educational settings shaped by the goal-oriented nature of institutional and local contexts will be discussed. It will be followed by the revision of studies depicting how teachers allocate the turn and select the next speaker and how students take turns with self-selection. After the presentation of the concept *(un)willingness to participate (U/WTP)*, the interactional practices that are used by students to show their U/WTP and used by teachers to orient to students' U/WTP will be introduced. In the third section, how speakers mobilize response when their sequence-initiating turns are left unanswered in mundane talk and how teachers in educational contexts elicit response from students in face-to-face settings through response pursuit practices will be detailed. In what follows will be the characteristics of online L2 classrooms where classes are conducted mostly with synchronous and asynchronous online platforms. Finally, the link between interactional patterns and practices unique to online education platforms and the interactional features of such settings will be established.

Turn-taking in Talk-in-interaction

Talk-in-interaction is systematically organized in that one speaker speaks at a time overwhelmingly, and speaker change enacts smoothly in order to prevent long pauses between turns and overlaps. Turn-taking as the basic form of the organization of interaction, is a collaborative achievement in that speakers orient to and build on each other's preceding turn in interaction. It is locally managed since "the next speaker selection and turn-allocation are accomplished on a moment-by-moment basis through the sequentially unfolding interaction" (Kääntä, 2010, p. 112), and has context sensitive and context renewing features (Seedhouse, 2004). Through each turn participants display their understanding of prior turns as they analyze the action organization and understanding in interaction (Goodwin & Heritage, 1990). To project the transition relevance places, participants attend to each other's gestures and facial expressions and orient to objects in the local surrounding environment (Mondada; 2007; Mortensen, 2009; Oloff, 2013). In any interaction, overlaps between turns can happen but they are brief; and turn size, turn order, the length of conversation, and the distribution of turns are not predetermined but vary (Sacks, Schegloff, & Jefferson, 1974). While turns can be a single utterance, sometimes they can be long sentences. Turn-taking is accomplished collaboratively in various ways. Sacks, Schegloff, and Jefferson (1974) presented systematics for turn-allocation and introduced a set of techniques: (i) current speaker select the next speaker; (ii) speakers can self-select. Accordingly, if in a conversation the current speaker selects the next speaker, the selected party is expected to take the turn in transition relevance place and the other parties do not have such obligation. If the current speaker does not select the next speaker, then he/she has the right to speak until another party takes the turn.

The operations of above techniques are constrained by the presence of another, therefore the use of 'speakers can self-select rule' is conditional upon the nonuse of 'current speaker selects the next speaker rule'. The set and the constraints minimize the possibility of gaps between turns and overlaps so that turn-taking occurs smoothly. These rules in

turn-taking are not predefined rules for speaker change, and they are locally organized and collaboratively enacted by participations (Liddicoat, 2011). Turns are composed of turn constructional units (TCUs) that can be “a 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). Recent studies have also illustrated how nonverbal actions can also function as TCUs (e.g., Klippi, 2006; Olsher; 2005). Within a context, participants can project the possible completion point of a TCU, which is important for the flow of turn-taking organization in conversation (Liddicoat, 2007). The end of each TCU displays a transitional point called Transition Relevance Place (TRP) that allows other participants in the interaction to take turns. As Mondada (2007) described, projectability (Sacks et al., 1974; Schegloff, 1984) enables to identify the possible turn completion point before it occurs and points the potential place that next participant takes turn. Sacks et al., (1974) introduced three main ways of possible completion: syntactic, intonation, and action completion. Syntactical and intonational features of utterances hold the potential to indicate that the unit comes to an end point. By being complete as an action, they refer to accomplishing actions like asking a question, declining an invitation, providing an excuse, etc. Ford and Thomspon (1996), on the other hand; added pragmatic completion level to syntactic and intonational completion, and they documented intonational completion is more frequent than syntactic completion in their data. They defined the pragmatic completion as including an intonation contour emphasizing the completion and a complete interactional action in its sequential context. The inclusion of intonation in this definition; however, obscures the distinction between intonation and action, and heightens linguistic features of TCUs more. On the other hand, the completion of an action is sensitive to its local context. Selting (1996) argues that prosodic features of conversation are more notable in signaling the possible completion point of turns (also see Auer, 1996; Couper-Kuhlen, 1996, 2001). Klippi (2006) draws attention to non-vocal units in addition to linguistic units in the definition of TCUs. Also, researchers (Goodwin 1981; Kendon, 1990; Lerner, 1993, 2003; Streeck, 1995; Rossano, 2005; Tiittula, 1985) discuss the role of gaze in the organization of turn-

taking in talk. For example, Goodwin (1981) argues the importance of gaze in projecting any potential speaker change in face-to-face interaction. Accordingly, towards the end of their turns, the speakers orient their gaze to the interlocutors and mark that the ongoing turn is coming to an end point; or they avert their gaze from an interlocutor, which indicates that the turn so far has not been completed, and extend their talk with multi-TCUs. Also, some embodied resources such as gestures, nods, and body shift in turn-taking have been documented by many researchers (Halonen, 1999; Kendon, 1986, 1990; Olsher, 2005; Schegloff, 1984; Streeck, 2009). For example, Halonen (1999) showed how participants in Alcoholism Anonymous (AA) meetings lean back towards the end of their turn while the next speaker leans forward just before taking the turn, thus pointing out the role of the change in participants' postural configurations in the ongoing participation framework. In addition to leaning back, open-hand gesture (Streeck, 2009), head nods and stopping moving one's hands (Tiittula, 1985) are among the embodied actions projecting speaker change.

When the current speaker does not select the next speaker, speakers might take turn by self-selecting themselves as the next speaker. For example, current speakers produce a sequence initiating action which makes a responding action relevant in the second turn, and next speakers can respond to a sequence-initiating action without being addressed or selected as the next speaker. Lerner (1993) describes that speakers also address multiple participants in interaction through such terms as "you guys", "you two", or with a question that anybody can respond, which enables self-selection from multiple participants. This paves the way to possible simultaneous talk or overlaps in the second turn. Self-selection can be enacted through many other ways such as using turn-entry devices (Sacks et al., 1974) or multimodal resources that indicate a potential speaker change (Hayashi et al., 2002; Mondada, 2007, Streeck & Hartge, 1992). For example, Streeck and Hartge (1992) illustrated how facial expressions and hand gestures are used as turn-entry devices. Speakers employ these gestures at TRPs and indicate an upcoming shift in the participation framework. Similarly, drawing on work meeting interactions,

between agronomists and computer scientists who are working on the maps and other artifacts laid on the worktable, Mondada (2007) investigated the use of pointing gestures in an orderly and systematic way for the organization of turn-taking at turn beginnings and transition spaces. Although pointing gestures in interaction have mainly been explored in relationship with deictic references (Hanks, 1992; Kendon, 2004; Kita, 2003), Mondada (2007) documented how speakers point to the maps to mark their engagement and participation in interaction. The participants use pointing gestures as a practice for displaying incipient speakership and hence for self-selection in turn initial positions and for projecting self-selection and claiming speakership in pre-initial turn positions before the beginning of next speaker's turn. They point the initiation of the next turn by a non-current speaker simultaneously with or even before the verbal utterance and show the transition of the participant to the category of the incipient speaker.

In turn-taking, first pair parts (FPP) of adjacency pairs are the basic elements when the current speaker select the next speaker. Although questions in FPPs mark that speaker change is a relevant action, they do not select a next speaker. Among the common techniques that the first speakers use mostly to allocate the turn to the next speaker is producing an address term with or without gaze direction and any other deictic gestures (Lerner, 1993, 2003; Sacks et al., 1974). Lerner (1993, 2003) documented the context sensitivity of selecting next speaker with address term and gaze in multiparty conversation. He describes gazing to coparticipant and nominating coparticipant in addition to other address terms as explicit addressing. Although gaze is an explicit addressing device, it is not without complexities in that its achievement is contingent on looking practices of recipients. For example, addressed participant may not see the gazing practice of the current speaker, or a non-addressed participant who does not see mutual eye gaze can take the turn, therefore gaze is mostly accompanied with other addressing devices. As another addressing practice, Lerner (2003) introduced the recipient reference term 'you' that is used to address a single participant. Even though it indicates that the current speaker

addresses a specific participant, it does not specify who the participant is. The combination of 'you' with gazing practices strengthens its explicitness in defining the next speaker in talk. If a participant other than the addressed one takes the turn, then it becomes accountable.

In this section, the organization of turn-taking and allocation was introduced with a specific focus on how it is achieved collaboratively by participants drawing on linguistic, prosodic, and pragmatic features in talk-interaction. In the following subsection, the systematicity of turn-taking and allocation in classroom interaction will be presented with the relevant research body.

Turn-taking in classroom interaction

As described above, while turn-taking has a context-free disposition as being independent from the characteristics of topic and participants, it is also sensitive to the social interactional realities shaped based on the goal-oriented nature of local and institutional contexts. In classroom interaction, turn-taking holds distinctive characteristics in the organization of turn-allocation (Markee, 2000; McHoul, 1978; Mehan, 1979; Seedhouse, 2004). It is performed mainly through a pre-allocated system; therefore, it has a more fixed organization than ordinary talk.

Before presenting how teachers allocate turns to students and how students take the turn in educational settings, I will illustrate the reflexive relationship between the pedagogical focus and the organization of turn-taking argued by Seedhouse (2004) in different L2 classroom contexts: (i) form-and-accuracy; (ii) meaning-and-fluency; (iii) task-oriented; and (iv) procedural context. In L2 classroom context, as the pedagogical focus varies, the organization of turns also varies. As Sacks et al. (1974) put forward "turn-taking systems are characterizable as adapting to properties of the sorts of activities in which they operate" (p. 696). In the form-and accuracy context where the focus is on producing the linguistic forms correctly, teachers control the turn-taking system tightly through directing speakership, and students speak mostly when they are nominated. In this context, teachers

pre-allocate the turns predominantly as a result of asymmetry in interactional rights. In the meaning-and-fluency context, as the main aim is to maximize participation opportunities for students by enabling them to express personal meaning, students develop topics and manage speaker change through nominating themselves or each other, therefore turn-taking is less rigid and more varied. On the other hand, in the task-oriented L2 classroom context, as teachers introduce a task to students then do not involve in interaction, students manage interaction and speaker change. To accomplish the task, students communicate with each other and exchange information, control turn-taking with clarification questions, confirmation checks, and comprehension checks. In this context, turn-taking system varies based on the nature of the task. Lastly, in the procedural context where teachers provide procedural information and instructions of activities, turn-taking system is highly straightforward. Although procedural information is delivered mainly in a monologue, students can take the turn by self-selecting themselves to ask questions regarding the procedure, or teacher may select a student by asking display questions to make turn-taking system more interactive.

Much of classroom interaction shapes around Initiation-Response-Evaluation (IRE) (McHoul, 1978; Mehan, 1979) sequences in which teachers initiate interaction mostly with questions followed by a student response in the second turn and teacher evaluation in the third turn. It is the predominant discourse structure in classrooms through which teachers control turn-taking organization. Classrooms are characterized as having multiparty features; however, in most of the classroom contexts, students do not select other students as the next speaker following their turns, although they enjoy a crucial role in the organization of turn-taking in classroom interaction. For example, Sahlström (1999) argues the teacher as one party and students as the other party consisting of a collective cohort. By allocating turns after their sequence initiating questions, teacher manage turn-taking organizations even when students display willingness to be next speaker. Mehan (1979) states that initiation and response parts are not always adjacent, and an insertion sequence

may emanate between them when students bid for the floor or teachers nominate the next speaker. This insertion sequence emerges during the silence following teachers' sequence initiating actions. During that silence, a range of actions including teacher orientation to class to identify any willing student to be selected as the next speaker, students' display of their willingness to participate- through, for example, hand-raising or changing body posture- and teacher selection of the next speaker take place. Insertion sequences also show how participants display understandings of each other's' actions. For instance, during the silence by showing their willingness to participate through establishing mutual gaze with the teacher, or raising hands, students mark their orientation to the ongoing interaction by demonstrating understanding of the relevant preferred action, which is responding to a teacher's question provided in the first pair part (FPP). Therefore, while teacher initiation–student response adjacency pair remains the primary sequence, the other interactional work to solicit student response adds insertion sequences (Schegloff 2007).

The organization of turn-taking in classroom settings, as in mundane talk, is locally managed, contingent upon interactional realities of the context, and accomplished with moment-by-moment analysis of the ongoing interaction. When students do not bid for the turn and provide responses to teachers' sequence initiating questions, teachers employ a number of turn-allocation practices in order to get responses from students. These practices include individual nominations (Kääntä, 2010; McHoul, 1978; Mehan, 1979; Mortensen, 2008; Mortensen & Hazel, 2011; Niemelä, 2008) such as student names and various address terms; and embodied resources such as pointing gestures, head nods, and gaze (Kääntä, 2010; 2012; Margutti, 2004; Mehan, 1979; Sert, 2019; Watanabe, 2016).

McHoul (1978) illustrates the various positions of address terms in teachers' sequence initiating actions. Address terms in turn-initial positions indicate that questions are directed to a specific student, which makes the addressed students the main recipient in interaction whereas other students are not required to orient to the emerging interaction anymore (Kääntä, 2010). On the other hand, address terms used in turn-final positions keep

the space for bidding until the turn completion, therefore yield more student engagement possibility. Similarly, Mehan (1979) presents teachers' turn-allocation practices and illustrated how teachers give the turn through individual nomination, invitation for bidding or invitation to choral response. He also describes that teachers re-nominate students, who have been nominated verbally by the teacher previously, through non-verbal resources such as gaze, head nods, and pointing gestures. Mortensen (2008) shows how turn-allocation is interactionally and collaboratively organized by both the teacher and students in several teacher-fronted Danish L2 classrooms. In his paper, he revealed the practices that students employ to demonstrate their (un)willingness to be selected as the next speaker by establishing mutual eye gaze with the teacher or through gaze aversion. He also described how teachers monitor and orient to students' multimodal displays of (un)willingness to participate and select the next speaker by allocating the turn to an individual. For example, it is presented that while a teacher is facing the blackboard when she is producing a sequence-initiating question, she turns towards the students to scan the class and orient to any potential display of willingness to be selected as the next speaker. When they move into mutual eye gaze with a student, the teacher allocates the turn to that student, which marks students' orientation to the progression of interaction and relevant next action, and thus the collaborative work of turn-taking/allocation between the students and the teacher. Analyzing the initiation practices of sequences in round robin tasks in L2 classrooms, Mortensen and Hazel (2011) presents the organization of speakership allocation and revealed that the teacher uses the address term in TCU-initial position followed by an instruction or prompt. As they have a strict, pre-allocated turn-allocation, these tasks include a unique turn-taking organization that the selection of the next-speaker is not negotiated on moment-by-moment basis in interaction.

In her comprehensive study, Kääntä (2010) describes embodied actions and other semiotic resources teachers employ while they allocate turns and selects the next speaker in EFL and CLIL classrooms. Out of 374 turn-allocation practices, in most of the cases

teachers allocate turns through the use of gaze. Following their questions delivered in the first turn, drawing on the monitoring function of gaze (Kendon, 1990), teachers direct their gaze towards students to identify candidate next speaker based on students' displays of their availability as the next respondent. Kääntä (2010) identifies the orientation of teachers' gaze to the class as a prerequisite for finding the next speaker, while establishing mutual gaze with the students during selecting the next speaker is not essential. For example, students may look at the book in front of them while bidding for the turn, thus displaying willingness to be selected as the next speaker by raising their hands. However, when teachers allocate the turn to a student who neither gazes towards the teacher nor bids for the turn, while in some cases they provide a candidate response preceded most of the time by hesitation markers or recognizable silence, in other cases they show nonunderstanding of the task and claim insufficient knowledge which has sequential consequences (Mortensen, 2008) including initiating repair, or searching for another next speaker. By giving the turn to a non-bidding and non-gazing student, teachers create opportunities for those students to participate, while deviating the social norm of classroom interaction that is not allocating the turn to a student who does not show willingness to be selected as the next speaker (see Ishino, 2021). Kääntä (2010) also described teacher gaze shift towards the pedagogical material after selecting the next speaker to check the student's response and perform the evaluation action in the following turn. The action of teacher gaze shift, on the other hand, proves that the turn-allocation and speaker change has been achieved successfully.

Head nod is another embodied turn-allocation resource that teachers draw on in classroom interaction. It can be accompanied by verbal components such as student's name or by questions. Like Lerner's (2003) discussion about the use of gaze in combination with address terms, Kääntä (2010) identifies head nods employed with address terms as an explicit turn-allocation device that indicates the next speaker clearly. When they are used with address terms, head nods accompanied by gaze determine the participation framework

as a complementary element, while address terms introduce the next speaker to the whole class, thus making clear that the nominated student is expected to take the turn. On the other hand, Kääntä (2012) depicted how teachers manage speaker nominations through bodily-conducts such as gaze, head nods, and pointing gestures in a silent way without adding any verbal component and presented three prerequisites for successful speaker change: (i) participants' reciprocal access to each other, (ii) at least one student bidding, and (iii) the sequential position of the turn-allocation. For example, in her data, when head nods are used as an independent turn-allocation device, the number of the students who display availability to be selected as the next speaker is mainly only one.

In addition to head nods, pointing gestures accompanied with gaze are among the prevalent resources that teachers draw on while allocating the turn to a student in a multiparty classroom interaction. Just like head nods, pointing gestures are also performed together with or without a verbal component when at least one student bids for the turn. When they are used with address terms, they become more explicit turn-allocation devices and while address term introduces the next speaker to the class, pointing gesture performs this function to the addressed student. The success of their use as an embodied allocation device without any verbal element is predominantly contingent on the mutual gaze between the teacher and the selected student which is a crucial element for the establishment of intersubjectivity. Kääntä's (2010) study suggests that the use of tacit turn-allocation is not as prevalent as in mundane talk because of the multiparty setting of classrooms, which is evidenced with the combined use of multiple turn-allocation practices and devices.

So far in this section I documented mainly teacher-led practices in turn-allocation although it is a collaborative accomplishment that is as Goodwin (2000) puts forward "something not under the control of a single party ..., but rather something that has to be continuously achieved through [the participants'] public displays of orientation within ongoing processes of interaction" (p. 1500). Turn-taking is constantly negotiated, delicately calibrated, and collaboratively constructed by participants by showing orientation to each

other's contribution and displaying engagement with the ongoing interaction. In classroom settings, -as described above- while selecting a student as the next speaker to deliver the response to their questions, teachers orient to students' displays of (un)availability. In educational settings, students show their willingness to take the floor through various ways such as bidding for the turn by raising their hands (Fazel & Pochon-Berger, 2010; Sahlström, 1999, 2002), body-positioning, gazing towards the teacher (Kääntä, 2010; Mortensen, 2008, 2009; Sert, 2015), or taking turns without being allocated (Cekaite, 2006; Kardaş İşler et al., 2019).

In addition to face-to-face classrooms, in recent years, especially after the global pandemic, online classroom contexts in which teachers and students interact in an online platform via internet connection have become a part of educational practices in most countries. In remote teaching platforms, geographically dispersed participants can see each other in video-frames and hear through microphones. Therefore, based on the affordances and challenges of the online platforms, some modifications in turn-taking and allocation practices arise, which makes it necessary to reveal context-specific interactional resources to give insights to online teaching practices. However, as documented above, the research body on turn-taking and allocation in educational context has mainly focused on face-to-face classroom settings where teacher and students physically co-present in a shared environment. This points to the research gap that the present study aims to fill by uncovering how student contribution is elicited through diverse turn-allocation mechanisms and response pursuit practices in an online teaching platform. Below I will describe (un)willingness to participate (U/WTP) within CA-based perspective and review studies documenting how students displays their U/WTP through both verbal and nonverbal actions and how it shapes turn-allocation practices in classroom interaction.

(Un)Willingness to Participate (U/WTP)

In SLA research, willingness to communicate (WTC), has traditionally been discussed as an individualistic and cognitive concept referring to tendency or motivation to

speak in the target language (e.g., Gallagher, 2013; MacIntyre, 1994; MacIntyre et al., 1998). It has been considered among the personal traits that facilitate language learning. However, against this cognitive perspective, Sert (2015) suggested the reconceptualization of WTC based on participants' moment-to-moment social displays of participation in interaction. In the last decade, a number of CA-based studies (Cekaite 2007, 2009; Evnitskaya & Morton 2011; Fasel Lauzon & Pochon-Berger, 2010; Fasel Lauzon & Berger 2015; Koole, 2007; Mortensen, 2008, 2009; Sahlström 2002; Sert 2015) have documented how students display their (un)willingness to participate (U/WTP) by showing different levels of engagement such as "willingness to take the floor', 'willingness to be selected as a next speaker', and 'willingness to be the focus of attention' (Evnitskaya & Berger 2017, p. 88–89). In educational settings, as stated above, before teachers allocate the turn to a student through embodied turn-allocation devices such as gaze, head nods, and pointing, among the prerequisite for smooth speaker change is students' display of availability as the possible next speaker (Kääntä, 2010, 2012). For example, focusing on small group activities in a French as a foreign language classroom and whole-class activities in CLIL science classroom, Evnitskaya and Berger (2017) explored the use of gaze and body-positioning to the objects and other participants by students by anticipating the appropriate moment for speaker change. Similarly, Mortensen (2008) investigated how teachers and students together negotiate turn-allocation in ongoing interaction in L2 classroom interaction and showed that students project the point that speaker change occurs, and through moving the gaze towards the teacher, they display their willingness to be selected as the next speaker. Moreover, in his 2009 paper, Mortensen explored how students in L2 classrooms claim incipient speakership through some resources including in-breaths and body movements before they initiate the turn. He documented that when the teacher does not select a student as the next speaker, students move into an engagement framework establishing recipiency with embodied practices and non-lexical pre-speech signals, which evidenced that students are not only passive listeners; on the contrary, they monitor the ongoing interaction and project the possible completion point of the current turn. Sahlström

(1999, 2002), on the other hand, examined the strategical use of hand-raising practices by students to display their engagement and display orientation and projection of TRPs (Sacks et al., 1974) during teacher talk. Specifically, he showed that students raise their hands just after teacher's FPP in most of the cases to be selected as the next speaker and pointed out the reflexively structured nature of turn-taking organization.

Examining a small group lesson in French as foreign language classrooms, Fazel Lauzon and Berger (2015) investigated the multimodal organization of speaker selection drawing on students' display of (un)availability; and the consequences of allocating the turn to available and unavailable students. They revealed that while students display their availability as the next speaker through establishment of mutual eye gaze with the teacher, they prevent mutual eye gaze by withdrawing their gaze, engage in parallel activities other than the classroom focus to demonstrate their unavailability. They also illustrated the consequential difference in the progressivity of pedagogy and interaction. For example, when the teacher allocates the turn to a student who displayed willingness to be selected as the next speaker, although possible difficulties in providing response can occur, nominated students comply with the nomination and deliver the second pair part, thus the speaker transition enacts smoothly. Conversely, when nobody shows availability following the teacher's FPP, the teacher in most of the cases in their study allocates the turn to students who make noticeable behaviors implying a lack of interest or attention in the ongoing activity, although the selection of willing students as the next speaker is considered as a social norm (Garfinkel, 1967) in educational contexts. In those moments, the case of students' resistance to nomination, for example through claims of insufficient knowledge (CIK) (Sert, 2011) may result in the disruption in interaction as the teacher initiates repair or the search for another potential next speaker. Likewise, in a more recent study, Ishino (2022) examined the allocation of turn to an unwilling student drawing on the relationship between teacher authority in turn-allocation and students' autonomy in securing their private time. She revealed that teachers engage in a range of mitigation actions such as directing

the gaze towards the pedagogical material instead of students to deal with face threating moments emerging when an unwilling student is allocated the turn. All in all, display of WTP is a crucial interactional resource regulating turn-allocation practices that teachers draw on in elicitation of student response. In what follows, before presenting the details of the currents study in Chapter 3, I will review the research body focusing on response pursuit practices that speakers employ when their questions are left unanswered in mundane and various institutional contexts including educational settings.

Response Pursuit

Response pursuit is a recipient-designed resource used to maintain the progressivity of talk when a response is missing, inadequate or delayed. As discussed earlier in this chapter, first pair parts (FPP) inevitably project a type-fitted second pair part (SPP) (Schegloff & Sacks, 1974). Sequence initiating actions (e.g., questions) make response relevant mostly in the next turn -in the second pair part- (Schegloff, 2007, Stivers & Rossano, 2010), and depending on the type (offers, invitations, requests for information), a response is expected. However, when the response is absent, or inadequate, which can be indicated through silence or/and a repair initiation, it has an impact on the ongoing interaction; for example, speakers treat this as flagging problems (Davidson, 1984) in understanding (Bolden et al., 2012), misalignment (Pomerantz, 1984), and upcoming dispreferred response (Etehadieh & Rendle-Short, 2016), and resort to diverse response pursuit practices to prompt an answer. These practices also show how speakers display, check and repair understanding and achieve intersubjectivity in interaction. Response pursuit practices can be more or less explicit and as shown in the following extract, speakers who pursue a response in a way that emphasizes the lack of response (Heritage, 1984a, p. 248).

01 A: Is there something bothering you?

02 (1.0)

03 A: Yes or no

04 (1.5)

05 A: Eh?

06 B: No.

After the question issued in line 1, as there is no response but a second of silence, in line 3 speaker A provides alternatives (Yes or no), and as it does not receive any response, speaker A continues to pursue a response in a quite explicit way by uttering a response prompt (Eh?) in line 5 that finally triggers a response in line 6.

A substantive body of research has explored response pursuit practices focusing on how speakers mobilize responses in interaction through interactional practices including linguistic constructions, turn design features and embodied actions such as facial expressions or gestures both in ordinary and institutional talk (Antaki, 2002; Bolden, Mandelbaum, & Wilkinson, 2012; Chazal, 2015; Davidson, 1984; Duran & Jacknick, 2020; Etehadieh & Rendle-Short, 2016; Gardner, 2004; Hosoda, 2014; Jefferson, 1981; Kasper & Ross, 2007; Keel, 2015; Lam Hoang & Filipi, 2019; Okada & Greer, 2013; Okada, 2010, Pomerantz, 1984; Romaniuk, 2013; Sert, 2013; Sert & Walsh, 2013; Stivers & Rossano, 2010; Svennevig, 2013). Stivers and Rossano (2010) explored the properties of sequentially initial turns and discussed a range of noncanonical actions including speaker gaze, interrogative morphology/prosody/morphosyntax, and recipient-focused epistemicity that speakers resort to mobilize response. Analyzing mundane talk, Pomerantz (1984) discusses that unclear references, incorrect assumption and actions breed dispreferred responses as trouble sources in non-occurrence of response, and she shows how speakers tackle this in a second pair part, which indicates disagreement or a problem of understanding, by replacing vocabulary items, elaborating through providing more detail on referent and adjusting problematic statement in sequence initiating questions. Likewise, drawing on restaurant conversations in English between first and second language

speakers, Gardner (2004) found two types of expanded question sequences which follow original questions: (i) expanding or giving alternative version of the question when there is not upcoming response in the second turn; and (ii) immediate expansion without allowing any gap for answer likely due to perceived inadequacy of the original question. In these sequences, speakers expand the turn through an action or an increment before other speakers provide response. It is enacted by making the focus of the question clearer by adding small units or providing one or multiple TCUs through rephrasing, providing additional information to the first question, or making minor changes. Gardner (2004) differentiates these practices from repair in that they neither include repair initiators usually such as hesitations or cut-offs nor address hearing or understanding problems but considers them closely related to sequence organization. While in the first format a missing response in second pair part is pursued, in the second one the speaker holding the floor already makes use of the opportunity to make additions to the question to make it more explicit and to avoid dispreferred responses without providing space for any potential answer although this practice does not conform with the adjacency pair and speaker allocation rules.

Bolden et al. (2012) show that speakers also use repair as a practice of response pursuit. They demonstrate how speakers repair indexical references in the third turn, thus giving another opportunity to the respondent to provide an answer. When speakers treat silence in the second turn when speaker transition and a response is relevant as an indicative of trouble in understanding the reference, they engage in self-initiated self-repair to fix the ambiguity of a referent. Similar to Gardner's (2004) classification, they examine pursuits of response in two formats: (i) post-first response pursuits which immediately follow questions before any response is provided; and (ii) post-second pursuits that speakers employ following the responses they consider inadequate. They also documented after inadequate uptakes, response pursuit practices mark the insufficiency of the response more overtly and are delivered to elicit further elaboration. When repair of indexicals occurs in

transition space, it offers another opportunity for a response without making repair as the main action; however, when it is done in third turn, it shows that the given response is inadequate in an exposed fashion. On the other hand, Jefferson (1981) introduced less explicit ways of pursuits such as solicitation and recompletion that aims to prompt revision by indicating the inadequacy of the response while do not specifically point the problem in the response. Analyzing news interviews and political debates on U.S. and British television, Romaniuk (2013) documented how journalists attempt to elicit direct answers to their questions without forcing the type of politicians' responses through explicitly referring to the initial question, repeating the initial question, and with indexically linked pursuits to reach type-confirming (Raymond, 2003) responses.

Studies on parent-child interaction (Butler & Wilkinson, 2013; Filipi, 2013; Forrester, 2008; Keel, 2015; Wootton, 2007) documented that although they do not develop a full mastery in language, young children deploy a range of tools to pursue responses after their assessment preceded by a non-uptake on the part of recipients. Filipi (2013) shows that very young children use some summons such as 'look' thus inviting recipients' attention to the referent, while older ones corroborate pursuits until they get a type-fitted response. In a more recent study on children interaction, Keel (2015) revealed that when parents are occupied with other things than interaction with the child and do not show orientation to the child's assessment, children manage to ensure mutual attention by repeating fully their initial statement, emphasizing the referent, re-establishing mutual attention with embodied actions such as changing positions, ensuring recipient epistemic access to the referent through visual access to the referent. The findings show that in pursuing response to their initial assessment children treat visual access to the referent as a fundamental prerequisite.

Analyzing institutional talk, namely, interaction in an unemployment office between native and non-native speakers in Norway, Svennevig (2013) explored reformulation of open questions. Reformulated questions can be considered as a tool "for preempting manifest or potential problems of formulating an appropriate answer" (p. 189) that entail

candidate answers, thus presenting clue for possible answers, lead the recipient to a type-fitted answer. He discussed reformulations in two rounds: (i) reformulations coming after the indications of trouble in providing a response; and (ii) same-turn reformulations. The first type aims at dealing with the lack of response and inadequate responses and attempts to guide the interlocutor towards a possible answer by offering alternatives or proposing guesses while tackling relevance problems as well. Same-turn reformulations given immediately after the original question without giving interactional space to the interlocutor (Gardner, 2004) are considered a technique intending to avoid inadequate and inappropriate responses. This type of reformulations points to the violation of the organization of adjacency pair in that their speakers hold the floor without enabling speaker change. Although both Gardner (2004) and Svennevig (2013) focus on question formats in native and non-native speaker interaction and revealed two common types of question sequences, namely, (i) expanding/reformulating questions following a non-uptake; and (ii) immediate expansion/reformulations, in Gardner's study the main function of expansion is the avoidance of disagreement, while it is guiding the recipient towards an answer and avoiding insufficient responses in the latter study. In the following section I will review the studies on response pursuit practices that teachers employ in diverse educational contexts.

Response pursuit practices in educational contexts

As documented in the first section of this chapter, talk in interaction is systematically organized in that speaker change takes place smoothly. According to Sacks et al. (1974) in turn-allocation the current speaker selects the next speaker or participants of interaction can select themselves as the next speaker. Yet, classroom interaction like any other institutional talk has idiosyncratic characteristics that shape interaction of the local context. In teacher-fronted educational contexts, turn-taking is comparatively more fixed than ordinary talk in that current speaker is selected mostly by a teacher (Kääntä, 2010; 2012; Mehan, 1979; Mortensen, 2008; Sert, 2015; Watanabe, 2016); however, as described above, turn-taking is also enacted collaboratively with students when they bid for the next

turn by displaying their willingness to be selected as the next speaker through hand-raising (Sahlström, 2002) body-positioning, gazing toward the teacher, or taking turns without being allocated (Kardaş İşler et al., 2019). However, when there is a lack of response following their sequence initiating actions, teachers resort to diverse response pursuit practices (Aldrup, 2019; Badem-Korkmaz & Balaman, 2022; Chazal, 2015; Duran & Jacknick, 2020, Etehadieh & Rendle-Short, 2016; Lam Hoang & Filipi, 2019) to elicit any/relevant response. Building on earlier research documenting students' verbal displays of interactional trouble with negative epistemic claims (Lindström, Maschler & Pekarek Doehler 2016; Mondada, 2011, Sert, 2013; Sert & Walsh, 2013) and clarification requests (Kääntä & Kasper 2018), Aldrup (2019) foregrounds the management of embodied displays of trouble in providing answers in the pursuit of a response. Bodily displays may take place along with the absence of talk and encompass such actions as retaining relevant next action, gaze withdrawal, posture shift (Kääntä, 2010), 'hand to ear' gesture (Mortensen, 2012), smiles and head shakes (Sert, 2013). Exploring teacher-fronted Content and Language Integrated Learning (CLIL), Aldrup (2019) uncovered that through elaboration, reformulation, and translation of their initiation, teachers restore intersubjectivity and maintain the progressivity of the ongoing activity and thereby promote learning in the classroom. Language alternation has been documented as another practice that yields student response (Hoang & Filipi, 2019; Üstünel, 2004; Üstünel & Seedhouse, 2005). Hoang and Filipi (2019) showed that in a Vietnamese EFL classroom context, after they repeat and reformulate their question followed by silence on students' part, novice language teachers initiate pursuit of response by altering language to the first language (L1). Similarly, in a higher education EFL classroom context in Türkiye, Üstünel and Seedhouse (2005) explored teacher-initiated code switching (CS) to accomplish a range of institutional work of teaching and learning based on the pedagogical focus of the lesson including dealing with the absence of a response in L2. They documented how teachers elicit student response either in L1 or L2 in the following turns by simplifying and modifying the linguistic forms through code-switching. This also implies that the students treat the teachers' code-switching practice as

a tool to clarify teacher question, and they show affiliation with the pedagogical focus when they provide a response in L2.

Building on previous studies on multi-unit questions in various institutional contexts such as broadcast news interviews (Heritage & Roth, 1995), healthcare center interaction, police interrogations, court trials, and social welfare office talk (Linell, Hofvendahl & Lindholm, 2003), and service institutes (Antaki, 2002) that revealed speakers provide more information to sharpen and personalize the content of the question towards a more general question, Okada (2010) identifies a range of tools teachers employ to get a response in foreign language classroom settings. He describes the questions that fail to trigger student response as *failed questions* and identifies a range of repair practices that EFL teachers use following failed questions including “a modification of the failed question in the target language, codeswitching into L1 as a further step of the modification, and proffering candidate responses to the failed question” (p. 55). The teachers in this data reissue the question, change a speech act towards a more direct format, and by stressing and omitting a part of sentence modify their initial questions. Also, by offering possible candidate answers and using bilingual practice of codeswitching, teachers attribute the students’ lack of response to their inability to produce an answer in the target language (Hosoda, 2014). Another outstanding finding in this study is that the teachers draw on codeswitching as the last resort as it does not require the students to use the linguistic knowledge of the target language.

In oral proficiency interview (OPI) settings, Okada and Greer (2013) uncovered two specific practices of managing interactional troubles in pursuing response in line with task instructions in OPI role play interactions: (i) reformulation and offering sample answers, and (ii) providing silence to mark the relevance of candidate’s response. On similar lines, Kasper and Ross (2007) examined multiple questions in OPI interaction that interviewers use when candidates’ response is not forthcoming, which leads interviewers to reissue their initial questions with “a near exact repetition, a paraphrase, and a modification of the original

version" (p. 2053). As in Gardner's (2004) study, they discussed that recalibration of question organized either vertically when it occurs following silence, or horizontally when it comes immediately after the initial question. Prompted by "a repair initiation, response gap, or unsatisfactory answer" (p. 2056), recalibration of questions entails proactive actions including topic shifts, request for elaboration, and providing hypothetical events and delicate topics.

Etehadieh and Rendle-Short (2016); on the other hand, analyzed supervisory meetings between nonnative PhD students and native supervisors in a higher education context. The analysis of the meetings demonstrated that supervisors treat students' remaining silent when their response is due as an indication of an upcoming dispreferred response or a problem in intersubjectivity stemming from non-understanding. While speakers show their understanding by providing a relevant response, a non-relevant response may be a sign of non-understanding and thus a trouble in intersubjectivity (Schegloff, 1992). When students do not provide an uptake after supervisors' turn which projects a response, it brings implications and further interactional work in subsequent turns. The majority of their data consists of cases including the intersubjectivity problem, and supervisors mostly manage to identify the silence as the problem of non-understanding. This finding supports Gardner's (2004) claim implying that in mundane talk native speakers mostly treat L2 speakers' non-uptake as a problem of non-understanding. Following a lack of response, supervisors in their data set, draw on multiple resources such as students gaze movements, facial expressions, and their state of knowledge in order to identify the reason of non-uptake, and they take actions accordingly in the next turn to maintain the progressivity of the meeting.

In a primary school EFL context, Hosoda (2014) discuss that teachers interpret the lack of students' insufficient linguistic knowledge in the target language as the primary cause of missing response. The reasons of missing responses in this kind include not comprehending teacher questions; and not remembering grammatical forms/lexical items

in the target language necessary to produce an answer. Accordingly, teachers provide linguistic assistance such as repetition of key words, using translation, providing the linguistic form to facilitate student response. However, in her data, the teachers attribute the missing response not solely to students' deficiency in language but also on some occasions to the ways they produce questions problematically when they utter an ambiguous referent and when they shift topic abruptly. While the former interpretation of the missing response is common in foreign language educational settings, the latter trajectory of interaction is generalizable to mundane and other types of institutional talk. In the pursuit of adequate and correct student response in medical school interaction, as in Hosoda's study, Zemel and Koschmann (2011) show how teachers initiate repair and issue a revised version of their initial questions by avoiding evaluation in the third position in IRE sequences. In an L2 French classroom context, Chazal (2015) investigates how teachers use classroom artifacts to solve interactional challenges and maintain intersubjectivity and progressivity of interaction. More specifically, the researcher focuses on teachers' orientation to chalkboard and slides by writing or pointing to display students' responses in third-turn position. It was documented in the study that teachers withhold display of student response when it is "missing, incorrect, or unfitted to the pedagogical focus" (p. 208) which informs students about the sufficiency of their response (also see 'cluing' Hosoda & Aline, 2013; McHoul, 1990).

Of direct relevance to this study, Duran and Jacknick (2020) illustrate teachers' follow-up moves after the absence of student responses to their initial inquiry in a whole class discussion activity in an English as medium of instruction (EMI) context. They explore response pursuit practices that teachers rely on when their questions are left unanswered following open invitations to discussions that project students' initiations or embodied bid for the turn. In their data, the basic structure that the focal teacher follows consists of: "(1) opening the whole class discussion with a general question; (2) moving on with more specific question; and (3) pursuing students' participation if still no immediate response in

forthcoming" (p. 2). They reveal that in attending to students' displays of unwillingness to participate (Sert, 2015), the teacher reformulates the initial question by making it more general or more specific, providing additional information through increments, presenting follow-up questions, personalizing, and modeling the response, drawing on pedagogical artifacts, and embodied behaviors. They also show that in addition to comprehension problems, the delicacy of the topic in discussion tasks occasionally results in lack of response on students' part.

Lastly, in one of the few studies in online language learning context, Park and Park (2022) investigate teachers' use of designedly incomplete utterances (DIUs) to achieve two pedagogical goals: namely, building student responses by providing the first words to initiate student turns, and extending student responses. They depict that teachers simultaneously rely on both verbal and written DIUs while drawing on the lack of response and students' embodied displays of trouble such as a puzzled look and sudden shift in body posture.

Overall, as documented above the research body on pursuit of student response has focused on various educational contexts and revealed various practices used in the elicitation of response when they are sequentially relevant. However, all these studies investigated data captured from face-to-face environments (but see Park & Park), which points out the research gap in the examination of online teaching settings and calls a closer attention to such contexts to improve instructional practices. Addressing to this research gap, this study aims to explore how EFL teachers employ response pursuit practices to elicit response to their questions when they are left unanswered in synchronous, remote, fully online, video-mediated L2 classrooms. To lay the ground for the context of this research, the next section will present a review of limited number of studies in online L2 classroom discourse.

Online L2 Classroom Discourse

When the studies exploring the relationship between classroom interactional resources and learning opportunities are examined, it is seen that almost all of them have explored interactional resources used by teachers in face-to-face education environments. However, in recent years, a large part of communication activities has taken place online, and various forms of online communication have been integrated into education. With the increasing availability of internet-based digital learning environments, language learning in multimodal contexts has become a research topic in the field of computer-assisted language learning. In addition, the COVID-19 pandemic has brought about a global transformation in educational practices around the world. Social distancing obligation, which has been made compulsory by the pandemic situation, has prompted the rapid transition of teaching activities to online synchronous and asynchronous practices. Countries all over the world have had to produce their own formulas in order to maintain education. Within the scope of the pandemic restrictions, teachers and students have had to migrate to online platforms, which are mostly maintained with various video-conferencing software. Classroom contexts, where teachers and students communicate via an internet connection and computer on a specific platform, instead of being physically co-present in the same environment, and make themselves hearable and visible through microphones and cameras, have become increasingly common. As a result, the potential impact that different educational environments have on online classroom discourse by offering various modes and changing the interactional patterns that teachers and students are familiar with in face-to-face learning environments (Hampel & Stickler, 2012) makes it necessary to reveal context-specific interactional resources in these platforms to improve online teaching practices. However, despite the increasing use of online education platforms in recent years, studies examining teacher practices and interactional resources in classroom contexts were limited to face-to-face environments. As once being supplementary or optional for many stakeholders, online classrooms with geographically dispersed students

have become widespread, the lack of research informing such settings have been more apparent than ever. This gap in research calls for a closer attention to increase the understanding of how teachers orient to and manage challenges in online educational settings.

Online platforms combine both spoken and written interaction; accordingly, users draw on different resources to build understanding (Satar, 2016). Participants engage in multimodal activities and orient to multiple resources such as voice, gestures, and shared screen. The lack of a range of multimodal resources such as eye contact and other visual cues (Fischer & Tebrink, 2003; Tudini, 2012); on the other hand, may result in unique interactional consequences in adjacency pairs and turn-taking/allocation in classroom discourse (Hampel & Sticker, 2005; Schönfeldt & Golato, 2003). In pedagogical contexts, the management of online teaching and learning practices can challenge teachers depending on the extent of access to participants' embodied behaviors. For example, teachers orient to chat box to check students' written contributions and video frames to attend to their nonverbal actions, while maintain the classroom interaction at the same time. As Moorhouse (2020) describes, compared to face-to-face classes, online educational platforms can be more challenging, and teacher centered as they entail longer silences and less student contributions. Therefore, the multimodal nature of online simultaneous platforms holds the potential to breed radical changes in the organization of interaction, so that teachers may need to adapt their practices to the local context. Teachers may employ interactional practices that differ from their face-to-face classroom-based instructional repertoires. Similarly, as Tudini (2012) claims technological resources such as computers and communication software inevitably change interaction depending on the constraints and affordances of the environment.

A wide range of studies explored learner-learner interactions in various online environments (e.g., Abe, 2021; Balaman, 2018; Balaman & Doehler, 2022; Balaman & Sert, 2017; Çimenli et al., 2022; Pekarek Doehler & Balaman, 2021; Jenks, 2014; O'Dowd &

Lewis, 2016; Sert & Balaman, 2018; Satar, 2013, 2016; Ro, 2022; Uskokovic & Talehgani-Nikazm, 2022; Wang, 2006). Recent research has also dealt with online intercultural exchange projects increasing participants' engagement (Akayoglu et al., 2022; Canto & Jauregi-Ondarra, 2021; Fuchs, 2020; Oskoz & Gimeno-Sanz, 2020), the necessity of online language teacher training (Badem-Korkmaz et al., 2022; Ekin et al., 2021; Hampel & Stickler, 2005; Lewis, 2006), teachers' instructional strategies in sustaining individual and group attention (Meskill & Anthony, 2014), the required skills/competencies in delivery of online classes (Moorhouse et al., 2021; Rehn et al., 2018); the role of modes of meaning-making (Hampel, 2014), and new patterns of communication (Hampel & Stickler, 2012). However, the interactional resources that teachers employ in online education environments remain largely unexplored.

In one of the few studies, Satar and Wigham (2017) investigate instruction-giving practices of language teacher trainees employed in webconferencing-supported language teaching sessions. Focusing on the resources that trainees rely on in marking different phases of instructions, allocating roles, and addressing key vocabulary items in online role-play rehearsal tasks, they reveal that as a way of signaling the fragments of tasks, teacher trainees largely use fillers, markers, pauses, and gazes. To indicate the end of task instruction, they make a change in proximity to the screen that is sometimes accompanied with a gaze shift, head movement, and touching the headphones. Informing online teaching practices, the researchers proffer the use of whiteboard and text chat to indicate task steps as well as the use of vocatives and gestures in allocating roles to students. In a university level online classroom context, Hochuli (forthcoming) investigates question-answer sequences with a particular emphasis on silence trajectories following teacher-questions in 'face wall' (i.e., all student cameras are on) and text-based situations. He describes how participants adjust their actions in relation to mutual visibility, tasks at hand, and their immediate environment where presence and communication are primarily achieved through writing in the chat window in text-based situations and with cameras on face wall. He also

shows that the silence is visible and accountable on the face wall. Referring to Licoppe and Morel's (2012) concept of *talking heads*, Hochuli identifies the participation status of the students as 'non-talking heads' to illustrate upper body on video-mediated interactions. The study reveals that even when students' cameras are on, teachers still confront challenges in increasing student participation. Špačková (2021) explored turn-taking/giving practices in online EFL classes held though Google Meet platform in an upper-secondary school during COVID-19 pandemic period and documented two practices: (i) single student nomination, and (ii) students' self-selection. Stone and Brinham (2022), on the other hand, investigated bow students manage turn-taking and participate in discussions in breakout rooms on Zoom specifically focusing on the silences between turns, overlapping turns, problems in identification of speakers, and resources used to deal with turn-taking troubles. They found that delays in timing on Zoom, in some cases, result in silences followed by overlapping talk. As gaze and pointing gestures are missing on the platform, the students use more verbal nominations and self-selections in group discussion. The researchers also revealed that the participants use hand gestures, apologies and "go ahead" phrases to resolve overlapping talk. In a higher education context in Türkiye, Şimşek (2022) examined teachers' deployment of gestures in language explanation and management of interaction during synchronous video-mediated EFL classes. The researcher uncovered that the teachers use gestures to fulfill diverse pedagogical objectives such as vocabulary and linguistic structure explanations, turn-allocation and instruction-giving.

In another recent study, Malabarba et al. (2022) detail how 'simultaneous start-ups' are managed in a video-mediated instruction context. They document that tutors secure learners' space thereby crafting learning opportunities using an array of interactional resources including lip pressing gesture and 'go ahead' utterances. As reviewed in the previous section, Park and Park (2022) explore teachers' verbal and written designedly incomplete utterances (DIUs) in IRF sequences in an online L2 English classroom. Examining how the focal teacher elicits student contributions in a collaborative writing

activity, the researchers document that the teacher uses DIUs to (i) prompt student responses; and (ii) extend student responses. Investigation of online L2 classrooms might also provide a deeper understanding of classroom interactional competence (CIC) which is "teachers' and learners ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 158) by revealing the resources hindering and creating learning opportunities in online classrooms. In their survey-based study, Moorhouse et al. (2021) explore the skills that teachers need to mediate and assist learning in synchronous online lessons. As a result of their study, they added three key competencies to CIC: (i) technological competencies, (ii) online environment management competencies; and (iii) online teacher interactional competencies. The findings show that the teachers pointed to increased teacher talking time and teacher-centered nature of online classrooms as common issues which make eliciting student contributions more challenging in these contexts. Emphasizing the importance of adapting to new technologies, the researchers suggest drawing on affordances of online platforms, allowing increased wait time, employing specific questioning practices to elicit student response. They also called for a fine-grained micro-analysis of online classroom discourse to gain better understanding of teachers' actual practices with methodological tools of conversation analysis. Addressing this call, in a very recent study, Ro (2023) explored online book club interaction held through Zoom and revealed how an English language teacher, as the facilitator of the book club, uses topicalization as a practice to enhance student participation. It is documented that by topicalizing a part of previous speaker's talk, and using the topicalized part to facilitate further discussion, the facilitator extends student participation. However, further research is needed to gain better insights of the complex nature of remote teaching environments and improve instructional practices in video-mediated L2 classrooms.

Against this background, to gain a better understanding of online classroom interaction and teacher practices, this study examines the micro-moments of online classroom interactions and explores actual interactional resources that teachers draw on to

manage participation troubles in situ. Such an understanding may not only lead to more engaged interaction, but also inform online teaching practices. Contextual and methodological details of the current study will be presented in the next chapter.

CHAPTER 3

Methodology

This chapter will document the methodological and contextual details of the study. Firstly, the purpose of the study and the research questions with reference to the research gap in the relevant literature will be presented. Secondly, the research context and the participants will be introduced. It will be followed by the description of the online education platform used in the focal context as well as the outline of data collection process. What follows will be the introduction of the principles and research steps of multimodal Conversation Analysis (CA) methodology. Then, the process of transcription and collection building procedures will be provided. The chapter will be concluded with the validity and reliability issues and ethical considerations.

Purpose and Research Questions

Through their language use and choice of interactional strategies, teachers have a central role in optimizing or hindering learner involvement which is considered to be a key element of learning in language classrooms. They can facilitate or hinder learning opportunities with their interactional practices and online decision-making strategies (Walsh, 2002). Therefore, it is important to examine teacher talk and their interactional resources in various contexts to gain a better understanding of the convergence between their Classroom Interactional Competence (CIC) (Walsh, 2006, 2011) and learning opportunities. In this regard, with the use of multimodal Conversation Analysis as the research methodology in exploring interaction in educational settings and through the systematic analysis of practices in classroom interaction, various interactional resources that create learning opportunities and enhance learning have been revealed in diverse contexts including foreign language classrooms (Amir & Musk, 2013; Can Daşkın, 2015; Hosoda & Aline, 2013; Sert, 2011, 2013; Waer, 2012), immersion ESL classrooms (Coyle

et al., 2010) and CLIL classrooms (Aldrup, 2019; Escobar Urmeneta, 2013; Escobar Urmenata & Evnitskaya, 2014).

Earlier CIC studies have mostly focused on face-to-face classroom interaction; however, recent pandemic has brought about a global transformation in recent educational practices. Countries around the world had to produce their own formulas in order to maintain educational practices. In Türkiye, the transformation in university education required the transfer of established school-based education processes to a digital platform altogether, which may result in radical changes in classroom interaction patterns as a result of affordances and constraints of the new instructional contexts. Despite the growing use of the online educational platforms in the recent years, interactional resources and practices that teacher employ to facilitate learning in these environments have remained largely unexplored, which points to a large research gap in classroom discourse and interaction literature.

Along with the rapid changes in education since recent pandemic, the increasing availability of internet-based digital learning environment results in a need of documenting instructional practices in online courses to improve online teacher training. However, despite the prevalence of research body exploring learner-learner interaction in various online settings (Abe, 2019, 2021; Balaman, 2018; Balaman & Sert, 2017**;** Cekaite, 2009; Chapelle & Sauro, 2017; Çimenli et. al., 2022; Dooly & Davitova, 2018; Dooly & Tudini, 2016; González-Lloret & Ortega, 2014; Hellerman, Thorne & Fodor, 2017; Jenks, 2014; Musk, 2016; O'Down & Lewis, 2016; Satar, 2013, 2016; Sert & Balaman, 2018; Wang, 2006, 2008), as well as recent research documenting various online intercultural exchange projects (Akayoğlu et al., 2022; Canto & Jauregi-Ondarra, 2021; Fuchs, 2020; Oskoz & Gimeno-Sanz, 2020), the necessity of training online language teachers (Badem-Korkmaz et al., 2022; Ekin et al., 2021; Hampel & Stickler, 2005; Lewis, 2006), teachers' instructional strategies in sustaining individual and group attention (Meskill & Anthony, 2014), teacher talk in online language classrooms with a focus on interactional practices employed by

teachers has remained largely unexplored. As Tudini (2012) states technological resources and artifacts such as computers and communication software inevitably modify interaction, depending on constraints and affordances of the medium. Therefore, given that the extent of available embodiment and access to shared resources as well as multimodal resources vary in different settings; interactional patterns, participation framework, turn-taking and repair practices may also differ in online classes.

Using multimodal Conversation Analysis for the examination of screen-recorded higher education English as a foreign language classroom interaction (130h), this study aims to unpack the interactional organization of response pursuit moves and documents interactional resources employed by an EFL teacher to mobilize response and elicit student participation. Socially oriented perspectives of language learning treat learning as it occurs in and through interaction (Pekarek Doehler, 2010) and approach active student participation in classroom interaction as a central component of foreign/second/additional (L2) language learning. Therefore, increasing student participation becomes consequential in L2 educational settings (Reddington, 2018) including synchronous remote classrooms. To get a response following their questions from students, teachers employ a number of turn-allocation practices such as individual nominations (Kääntä, 2010; Mehan, 1979; Mortensen, 2008), and embodied resources (Kääntä, 2010; 2012; Sert, 2015; Watanabe, 2016), or they address the whole class as a multiparty body, which allows for self-nomination thus holds the potential to breed various opportunities for participation as it allows more than one potential incipient speaker. Students also show their willingness to take the floor through various ways such as hand-raising (Sahlström, 2002), body-positioning, gazing towards the teacher, or taking turns without being allocated. However, when there is a lack of response or teacher-prompts are left unanswered, teachers deploy a variety of practices to elicit a response from students. Teachers' response pursuit moves are vital both to ensure interactional and pedagogical progressivity and secure student engagement. Therefore, to improve teaching and learning practices in language classrooms, it is important to

systematically analyze classroom interaction and reveal specific resources employed by teachers to create interactional space for students. However, despite the global transformation in recent educational practices around the world, the interactional resources that teachers employ in online education environments have remained largely unexplored. Addressing these gaps in the literature, this study aims to document diverse interactional practices as well as a range of screen-based multimodal resources employed by an EFL teacher to ensure the progressivity of the ongoing activity when questions are left unanswered, and no one bids for the turn.

The following research questions will be addressed in this study based on the methodological underpinnings of multimodal CA:

1. How are the EFL teacher's response pursuit practices sequentially constructed:
    a. following the absence of student responses?
    b. following the elicitation of dispreferred responses?
2. What are the interactional practices employed by the EFL teacher to manage the lack of student participation in a video-mediated L2 classroom?
3. What are the interactional practices employed by the EFL teacher to elicit preferred student responses in a video-mediated L2 classroom?

Participants and Research Context

The dataset of this study consists of video-recordings of a total of approximately 130 hours collected from two online English as foreign language classrooms in a preparatory school of a higher education institution in Türkiye during two academic terms. The data collection process of the first academic term was carried out from the third week of October 2020 to the second week of January 2021 and started in the last week of February 2021 and ended in the first week of June 2021 in the second semester (see Table 1 below). The participants of this study are one English language lecturer and 16 EFL students in the first semester's class, and 17 EFL students in the second semester class. The focal EFL teacher

holds a bachelor's degree in English Language Teaching and had a 4-year higher education language teaching experience including one year of fully online teaching experience during the pandemic. The students' ages ranged from 18 to 23 in the online classroom. The students, except for an Arabic student, were accepted to the university based on their scores on the nation-wide higher education central placement exam including two successive exams. The first exam is Basic Proficiency Test (i.e., TYT) that includes questions on Social Sciences, Mathematics, Turkish, and Science. Following this, the students took Foreign Language Test (i.e., YDT) which measures the students' vocabulary and grammar knowledge, and reading skills. In our focal context, the students are placed in different classes according to their English language proficiency levels determined with a university-wide placement test held at the beginning of each academic year. This exam includes sections that measure reading, listening, writing, and speaking skills, as well as grammar and vocabulary; therefore, both receptive and productive skills of students are tested. Students at the preparatory school take courses to gain the English language proficiency necessary to pursue their undergraduate studies in their departments and to improve their English skills. The students in the first semester class had pre-intermediate level English language proficiency in the first half of the term and reached intermediate level in the second half. The class in the second semester, on the other hand, started with intermediate level English proficiency and reached upper intermediate level at the end of the semester. The curriculum was shaped around the coursebook series (Language Leader) (Cotton et al., 2015). The class of the first semester followed the coursebook series designed for A2 and B1 level students, and the class in the second semester followed series for B1 and B2 level students according to Common European Framework of Reference for Languages (CEFR). The coursebooks adopt integrated-skill approach and involve twelve units. Each unit has activities of vocabulary, reading, listening, speaking and pronunciation. After each three units, there is a revision part including activities on the last three units. The curriculum was also supplemented on a weekly basis by skill-based materials designed by the local material office.

The students participating in this research attended 20 class hours per week online English lesson through Zoom, the videoconferencing application. All online classes were recorded and then uploaded by teachers to an online platform so that the students had access to watch them at any time later. They had integrated-English lessons during which they follow a course map. In addition to the weekly courses, each student had the opportunity to attend non-compulsory tutorials three times a semester upon appointment from their teachers. During tutorials they mostly got feedback on their writing assignments or revised the activities that they had previously.

Online Education Platform and Data Collection

Recent pandemic has brought about a global transformation in educational practices around the world. Physical distance obligation, which has been made compulsory in most countries, has prompted the rapid transition of teaching activities to online synchronous and asynchronous platforms. Within the scope of the pandemic restrictions, teachers and students have moved to online platforms, which are mostly maintained with various videoconferencing software. Classroom contexts, where teachers and students communicate via internet connection and mobile/desktop devices on a specific platform, instead of being physically in the same environment, and make themselves heard and visible through microphones and cameras, have become increasingly common.

In the preparatory school that the dataset of this study was collected, Zoom is used as the online education platform. For this reason, the data of this research was collected through Zoom that has been widely used for delivering synchronous distance education during the pandemic. Zoom is a videoconferencing software program that provides video and audio conferencing, telephone system, and webinar services between mobile devices (smartphone, tablet, etc.), desktop devices (laptop, pc, etc.), phones and room systems. In addition to virtual conferencing, it has also live chat option enabling written interaction among participants as well as a reaction feature used for sending emojis. With screen-

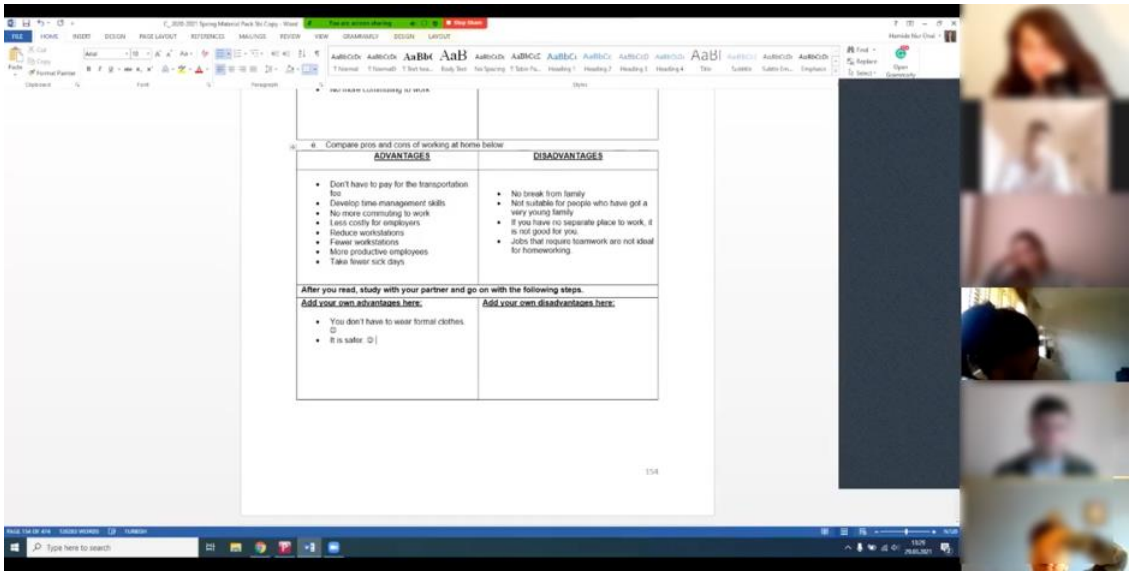
sharing option which mirrors and broadcast the screen and audio in real time, participants can select the screen they would prefer to share with other participants. Zoom provides a number of screen view options during virtual meetings. In speaker view, during the meetings with 3 or more participants, the view in the large video window changes to show the person speaking. In this view, pinning a participant keeps him/her in the largest video frame. Gallery view, on the other hand, allows thumbnails of participants to be displayed in a grid pattern that expands or contracts when participants join and leave meeting. If there are 49 or fewer people participating in the call, everyone can be seen on one screen. If there are more participants, additional pages are created with the maximum number of thumbnails. In order to display the next participant-page, participants click the right and left arrows in the gallery view. When a participant starts speaking in gallery view, that active speaker is moved to the first page and highlighted to make it easier to recognize who is speaking. However, it is not possible to use this function when using a custom gallery order, as the ordering will remain fixed. Zoom allows 3 view option when screen-sharing option is on: (i) standard, (ii) side-by-side: speaker; and (iii) side-by-side: gallery. Similar to speaker view, in the standard view shared document is displayed in big screen, and other video tiles are shown at the top. Both in side-by-side speaker and gallery modes, the view of the meeting window is split to show shared content and video thumbnails, and the dimensions of the two panes can be adjusted. However, while only the speaking participant is shown in the section with video thumbnails in side-by-side speaker, a maximum of 6 video thumbnails are viewed in the gallery mode.

In the focal context, the teacher used the share-screen feature frequently with side-by-side: gallery mode, which resulted in the visibility of maximum six students in a separate box on the right-hand side of the teacher's screen (see Figure 1 below). The teacher did not enlarge or minimize the participants box, and always visibly monitored the students in cohorts of six. Accordingly, in addition to the oral and written modes of interaction between the teacher and students, the screen recorder captured the teacher's screen-oriented activities during screen-sharing such as note-taking, page visits, as well as some gestures

and facial expressions deployed by participants. Therefore, the data also covers the teacher's monitoring of the students (in cohorts of six) synchronized with the talk.

Figure 1

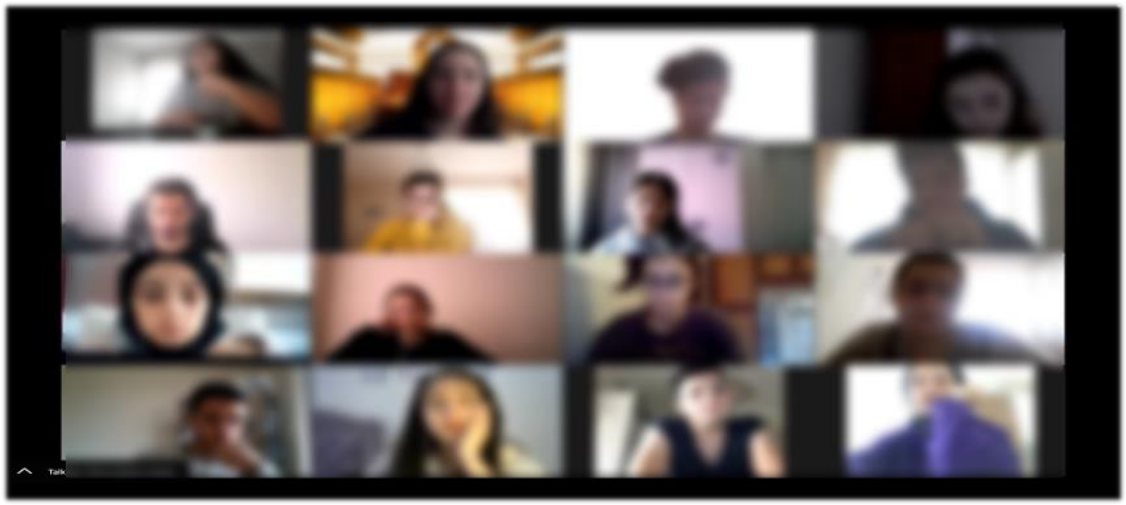
The teacher's screen during screen-sharing in side-by-side: gallery view mode.



The teacher also uses gallery view especially when she orients to the students' embodied actions which she treats as multimodal displays of willingness to participate (see Figure 2). Lastly, the school maintains an 'all cameras are on' policy, and all students comply with this policy.

Figure 2

Gallery view on Zoom



The students attended 20 class hours per week online English lesson and all online classes were recorded using the built-in screen-recorder of Zoom and uploaded to a learning management system by the teacher so that the students could have access to the recordings throughout the academic year. The researcher was provided access to the learning management system and retrieved the videos upon written consent by the teacher and the students. Table 1 below will show both the date of the lesson with their original recorded names in the learning management system and duration of each recording.

Table 1

Data Collection Chart

Month	Date of the lesson	Duration
October	19.10.2020	01:31:14
	12.10.2020	02:31:42
	15.10.2020	00:46:56
	16.10.2020	01:40:09
	19.10.2020	02:35:53
	22.10.2020	00:46:37
	23.10.2020	01:26:29
	26.10.2020	01:13:47
	26.10.2020	01:16:57
	30.10.2020	01:27:25
Total		15h 17m 9s
November	02.11.2020 (Part 1)	01:14:25
	02:11:2020 (Part 2)	00:09:09
	02.11.2020 (Part3)	00:50:31
	02.11.2020 (Part4)	01:14:25
	05.11.2020	00:32:08
	06.11.2020	01:37:09
	09.11.2020	02:25:24
	12.112020	00:33:13
	13.11.2020	01:39:39
	16.11.2020	02:28:45
	19.11.2020	00:47:06
	20.11.2020	01:27:10
	23.11.2020	02:12:17
	27.11.2020	01:27:43

	30.11.2020	01:18:10
Total		19h 57m 14s
December	03.12.2020	00:45:33
	04.12.2020	01:23:44
	07.12.2020	02:30:53
	10.12.2020	00:52:08
	11.12.2020	01:19:03
	14.12.2020	01:42:52
	17.12.2020	01:51:23
	18.12.2020	01:06:58
	21.12.2020	02:06:05
	24.12.2020	00:47:24
	25.12.2020	01:32:44
	28.12.2020	01:13:21
	31.12.2020	00:45:23
Total		17h 57m 31s
January	04.01.2021	02:39:13
	07.01.2021	01:55:52
	10.01.2021	01:38:26
	11.01.2021	02:17:50
	15.01.2021	01:19:54
Total		9h 51m 15s
February	23.02.2021 (Morning)	01:34:46
	25.02.2021 (Morning)	01:32:46
	25.02.2021 (Afternoon)	01:34:42
	26.02. 2021 (Afternoon)	01:33:57
Total		6h 16m 11s
March	01.03.2021 (Afternoon)	01:41:19
	02.03.2021 (Morning)	01:29:56
	04.03.2021 (Morning)	01:27:36
	04.03.2021(Afternoon)	01:32:45
	08.03.2021 (Afternoon)	01:30:24
	11.03.2021 (Morning)	01:30:45
	11.03.2021 (Afternoon)	01:31:06
	15.03.2021 (Afternoon)	01:33:45
	16.03.2021 (Morning)	01:34:06
	18.03.2021(Afternoon)	01:36:03
	22.03.2021 (Afternoon)	01:27:48
	23.03.2021 (Morning)	01:32:05
	25.03.2021 (Morning)	01:32:09

	29.03.2021 (Afternoon)	01:49:05
	30.03.2021 (Morning)	01:36:02
Total		21h 16m 54s
April	01.04.2021 (Morning)	01:33:27
	01.04.2021 (Afternoon)	01:32:12
	05.04.2021 (Afternoon)	01:30:56
	06.04.2021 (Morning)	01:33:51
	08.04.2021 (Morning)	01:33:34
	08.04.2021 (Afternoon)	01:30:38
	19.04.2021 (Afternoon)	01:32:39
	20.04.2021 (Morning)	01:33:24
	22.04.2021 (Morning)	01:31:21
	22.04.2021 (Afternoon)	01:33:24
Total		13h 50m 26s
May	03.05.2021 (Afternoon)	01:30:00
	04.05.2021 (Morning)	01:31:22
	06.05.2021 (Morning)	01:27:16
	06.05.2021 (Afternoon)	01:32:15
	17.05.2021 (Afternoon)	01:34:19
	18.05.2021 (Morning)	01:33:27
	20.05.2021 (Morning)	01:33:34
	20.05.2021 (Afternoon)	01:22:55
	25.05.2021 (Morning)	01:32:09
	27.05.2021 (Morning)	01:29:07
	27.05.2021 (Afternoon)	01:34:18
	31.05.2021 (Afternoon)	01:37:12
Total		18h 17m 54s
June	01.06.2021 (Morning)	01:33:37
	03.06.2021 (Morning)	01:34:10
	03.06.2021 (Afternoon)	01:37:09
Total		4h 44m 56s
Data set		App 130 hours

Multimodal Conversation Analysis

In the analysis of the data, multimodal Conversation Analysis (CA) was used as the research methodology which “aims to analyze, describe, and understand talk as a basic

and constitutive feature of human social life" (Sidnell, 2010, p. 1). CA was developed by Harvey Sacks, Emanual Schegloff, and Gail Jefferson as "a naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p. 289). Analyzing talk-in-interaction, CA builds on Goffmann's (1964, 1967) sociological concepts and Garfinkel's (1964, 1967) ethnomethodology that explores "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). Both ethnomethodology and CA attempt to reveal the inner mechanisms of social life focusing on the order in talk and other resources that society members use in constructing their social actions (Maynard & Clayman, 2003). Ethnomethodology and CA are related in the sense that the first is a subset of the second. Ethnomethodology focuses on understanding the underlying principles of human actions while CA examines the principles governing language use during social interactions. Ethnomethodology has influenced Conversation Analysis in multiple ways. Firstly, ethnomethodology takes a bottom-up and emic approach, studying natural social interactions without relying on external theories. It draws attention to unnoticed aspects of social interaction and explores cases where normality is disrupted, which aligns with the deviant case analysis in CA. Both also highlight the existence of order in interactions and how participants interpret social actions, striving for mutual understanding and accountability in social practices. On the other hand, CA differs from ethnomethodology in terms of its approach to analyzing social action. Ethnomethodology predominantly relies on ethnography and quasi-experimental methods as its primary research approaches. In contrast, conversation analysis utilizes real-life video and audio recordings of conversations, along with their transcriptions, to conduct its investigations.

CA is a systematic research method that focuses on empirical evidence, does not reflect the subjective assumptions of the researchers in their analysis, and can include all micro details of the conversation and the context in the analysis. With rigorous analysis

techniques and procedures, CA has increased our understanding of social order and contributed to various disciplines such as Humanities, Anthropology, Sociology, Applied Linguistics, and computer sciences. The starting point of the CA methodology is recording and examining talk in naturally occurring interaction (Hutchby & Wooffitt, 2008). CA was initially used in the analysis of ordinary conversation, then started to be applied to various social settings including courtroom (Atkinson & Drew, 1979), political speech (Heritage, 1988), medical interaction (Maynard & Heritage, 2005), news interaction (Clayman, 1990), and classroom discourse (Markee, 2000; Seedhouse, 2004; Sert, 2015; Waring 2015). CA is built on four basic principles that provide it with strong analytical foundations (Seedhouse, 2005, p.166-7):

1. There is order at all points, the interaction is ordered and methodic.
2. Contributions to interaction are context-shaped and context-renewing.
3. No order of detail can be dismissed a priori as disorderly, accidental, or irrelevant (Heritage, 1984a, p. 241).
4. Analysis is bottom-up and data driven.

The first principle points out the structural and systematic organization of interaction. This orderliness is produced and maintained by participants themselves. Participants achieve mutual intelligibility by contributing to the interaction through sequencing, taking turns and repairing in an order. It stands up to 1960's dominant linguistic view claiming mundane talk cannot be analyzed due to its arbitrary nature (Chomsky, 1965). The second principle points out the next-turn proof procedure. Participants' contributions are only understood within sequential environments where they occur. Through each interactional action, which includes understanding of analyses of "both the organization of action and of understanding in interaction" (Goodwin & Heritage, 1990, p. 288), participants demonstrate their understanding of prior turns. It is the context that shapes and is shaped by participants' contributions. Context influences following contributions and is influenced by each prior turn.

Therefore, the notion of contextualization is fundamental to understand the dynamic nature of talk. The third principle calls for a transcription system which presents a convenient way to capture all details including both speech and vocalizations that enables researchers to approach data in a robust way. As one of the strongest foundations of the CA, fine-detailed transcriptions include not only the participants' verbal contributions, but also their embodied actions such as facial expressions, intonation, body movements, gaze, bodily orientations, and the use of physical space. Lastly, CA promotes a data-driven approach, and rather than imposing any external theories and predefined assumptions it reveals emergent social practices that are observable at turns. This emic perspective enables researchers to reveal and describe the organization and order in interaction. As Sert (2015) expressed:

> Emic perspective in analysing social interaction requires that only participants' orientations to each other's utterances should be used to make claims on social phenomena, rather than their given identities (e.g., teacher, French, Muslim etc.), the researcher's assumptions, or a priori etic (i.e., exogenous, external) theories. (p.10)

CA encourages a data-driven approach and focuses on observable actions and practices that participants use and engage in interaction, instead of imposing any external theory and predefined assumptions on analysis. That is, the data is not examined with any pretheorized understandings that predetermine what is relevant in the data, but with unmotivated looking initially. Unmotivated looking is regarded as the first step of CA (Psathas, 1995). It enables researchers to discover any phenomena emerging from data, rather than approaching to data with exogenous theories in mind. CA researchers "cannot make any claims beyond what is demonstrated by interactional detail without destroying the emic perspective" (Seedhouse, 2004, s. 134). This points out to one of the most important methodological features of CA, which ensures the validity of the research by enabling the researcher to approach the data with an insider perspective instead of predetermined theoretical assumptions. To achieve systemic analysis of talk from an emic perspective,

analysts draw on some basic mechanisms such as sequence organization, turn-taking, repair, and preference organization. In other words, researchers analyze by revealing the orientations the speakers themselves show in interaction, and also by relying on the interactional sources that the speakers themselves use to demonstrate their understanding and orient to each other's words. Thus, action patterns such as turn-taking, sequence order, repair and preference used by participants in interaction are also socio-analytical tools used by researchers in data analysis.

Participants co-construct mutual understanding and maintain intersubjectivity in interaction through sequence organization. Sequence organization refers to the orderly organization of and the systematicity in interaction (Schegloff, 2007). In this organization, "some actions make other actions relevant as next actions, which are in turn seen as being occasioned by the prior actions" (Liddicoat, 2011, p. 139). It should be noted here that sequence organization is different than sequential organization which is a more general term and includes overall structural organization, sequence organization, and turn-taking (Schegloff, 2007). The systematicity in interaction is achieved by turn-constructional units (TCUs) and transition-relevance places (TRPs). TCU is "a 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). TCUs are completed actions such as asking question, providing answer, offering solution, etc. performed in a turn or sequence. A TCU can also be manifested with nonverbal elements (ten Have, 2007), so it is "a social concept rather than a linguistic one and cannot therefore be delaminated in linguistic terms" (Seedhouse, 2004, p. 30). The possible completion points of turns are projectable, that is, recipients can project the points when the speakers end their turns and speaker change may occur. These points are transition-relevant places (TRPs). In addition to syntactic elements, intonational and pragmatic elements (Ford & Thompson, 1996), and some non-verbal behaviors (Goodwin, 1981) such as gaze movement indicate the possible completion of TCUs. Speaker change occurs in two ways: (i) the current speaker can select

the next speaker; (ii) a next speaker may self-select. Turn-taking is a social phenomenon which is context-sensitive and locally managed by participants. When speakers take turns, they also display understanding of prior contributions.

Social actions in interaction are manifested through adjacency pairs which are “the basic building-blocks of intersubjectivity” (Heritage, 1984a, p. 256). These are “paired utterances such that on production of the first part of the pair (e.g., question) the second part of the pair /answer) becomes conditionally relevant” (Seedhouse, 2005, p. 167). They are basically composed of two turns (first-pair part and second pair part) produced by different speakers and adjacently placed (Schegloff & Sacks, 1973) such as offers-acceptance/declination; greeting-greeting; request for information-informative answer, etc. First pair parts (FPP) are designed to initiate actions and makes next actions relevant, and second pair parts (SPP) complete the initiated action. FPP and SPP complete an action together. For example, an offer in FPP projects either an acceptance or decline, while greeting in FPP is completed with greeting in SPP. They can be expanded through inclusion of preceding, intervening, or following turns. While pre-expansions such as pre-announcements, pre-requests, or pre-proposals precede the first pair part and lay the ground for the first pair part; post expansions take place after the second pair part in the form of a reaction. When reactions do not project further turns, it functions as sequence closing thirds and called minimal post expansion (e.g., *oh*, *okay,* assessments). On the other hand, non-minimal post expansions initiate further sequences (Schegloff, 2007). The last type of expansion is insert expansion which is located in between first-pair part and second-pair part taking two forms: “(i) as addressing some issue with the base initiating action (post-first); or (ii) as preliminary to, and often conditional to, a response (pre-second)” (Stivers, 2013, p.201).

The progressivity of the interaction depends on the type of response provided in SPP to FPP, as the SPP include various potential responses for FPP. For example, an invitation in the FPP may be accepted or rejected in the SPP. Preference refers to different

ways that participants use in achieving social actions in interaction (Pomerantz & Heritage, 2013). The concept of preference is not related to liking and disliking, but rather points out "issues of affiliation and disaffiliation, of seeing, noticeability, accountability, and sanctionability in relation to social actions" (Seedhouse, 2004, p. 23). While preferred responses are produced directly without delay or hesitation, dispreferred responses are delayed and not contiguous with FPP. They are mostly followed by a noticeable silence, prefaced by discourse markers such as *well, uh*, etc, and mitigated by positive comments and accounted for by explanations (Pomerantz, 1984; Sacks, 1987), therefore break the continuity in interaction. Preferred responses are socially affiliative and conform with social norms. In the case of an invitation, acceptance follows the social norms, thus it is a preferred response. However, this does not mean that agreement or acceptance are always preferred; on the contrary, it depends on the interactional context. For example, disagreement that follows self-deprecation in the FPP is affiliative and preferred. In the analysis of the extracts given in Chapter 4, while the preferred responses refer to the ones that are treated as adequate and appropriate according to the pedagogical aim of the ongoing activity, dispreffered responses refer to the ones that are treated by the teacher as inadequate.

Lastly, repair refers to "a set of practices designed for dealing with the types of difficulties which emerge in talk" (Liddicoat, 2011, p. 208). When breakdowns occur in interaction due to troubles in speaking, hearing, or understanding, speakers employ repair practices to ensure understanding and maintain the progressivity of talk and intersubjectivity (Schegloff et al., 1977; Schegloff, 1979, 1987, 1992). A trouble can be anything "which the participants judge is impeding their communication and repairable item is one which constitutes trouble for the participants" (Seedhouse, 2005, p.168). Schegloff et al. (1977) made distinction among repair practices with respect to who initiates and who makes the repair. 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. Accordingly, either

party in interaction can initiate and accomplish repair practices. However, some types of troubles are associated mostly with other-initiated repairs such as hearing problems, while grammatical errors are usually associated with self-initiated repair practices.

Against this background, the following list presents the steps taken from the very beginning and summarize the CA research procedure:

- Collecting naturally occurring talk: The data of this research consists of video-recordings of naturally occurring classroom interaction in a video-mediated EFL classroom.
- Starting the less detailed transcription: The interaction in the video recordings was made ready for analysis with initial transcription to perform the preliminary analysis of the data.
- Unmotivated looking and determining the phenomena to be investigated: In accordance with the participant-relevant and data-driven analytical method of multimodal CA, the data were examined through unmotivated looking. Teachers' turn-allocation and response pursuit practices emerged as the focal phenomena.
- Building a collection: Both verbal and multimodal practices that the teacher employs to allocate the turn to the students and to pursue response were included into the collection.
- Selecting the most representative extracts and enriching the transcriptions: Scanning the data and bringing the repetitive phenomena together, the most representative extracts (15 out of a total of 167) were chosen to be included in this study. The transcriptions of the extracts were expanded with standardized transcription conventions (Jefferson, 2004; Mondada, 2018)
- A conversation analytic examination of the focal phenomena and reporting findings: The selected extracts were examined in accordance with participant-relevant and insider perspective of CA based on the same resources that participants draw on in

interaction (sequence order, turn-taking, repair). Detailed analysis of the extracts and findings will be given in the next chapter.

Transcription and Building Collections

CA approaches the data neither with any predetermined theories or hypotheses nor with any coding procedures based on any preexisting constructs. In order to document participant orientations as they unfold in and through interaction with all details and to ensure the emic perspective, transcription conventions that provide a high level of granularity are adopted. The prevalent way in data collection is video-recordings that include participants' verbal interaction, gaze, gesture, and other multimodal actions which all shape the social actions in interaction. Transcription process is a fundamental step in CA to make the data ready for analysis, yet it is not considered as the data itself but it is the representation of the naturally occurring talk. It is a common practice holding the potential to meet the requirements of multimodal CA research: "the relevance of details, the notion of order at all points, the importance of the question 'why that now?' for participants, the centrality of temporality, and sequentially" (Mondada, 2018b, p. 87). Although they are not a substitute of the recorded talk, transcriptions "allow analyst to see the transient and complex nature of talk captured in an easily usable, static format" (Liddicoat, 2007, p. 13). Conversation analysts use transcripts as an analytic tool to capture all details in the recorded data that may not be caught without highly nuanced transcription process. Transcription keeps being updated with repeated examination of recorded data, which enables the analysts to gain an intimate acquaintance with the recording at the necessary level of detail" (Hutchby & Wooffitt, 1998; p. 75). As multimodal CA deals with how people accomplish social actions in talk-in-interaction, no level of detail is considered to be irrelevant for the understanding of interaction, therefore transcription is more than writing down the words, but it also includes all features of talk including pauses, overlaps, all types of vocalizations as well as characteristics of speech delivery such as stress and intonations, pace of talk, etc. In order to get a more accurate representation of interaction, CA

researchers attempt to stick to the ways that words are produced by participants, which results in the use of deviated forms of words from their standard articulation versions. For example, Hutchby and Wooffitt (1998) emphasized the importance of the moments when syllables are elongated and the features of intonation in indicating the boundaries of turns. Accordingly, a falling intonation at the end of a clause indicates a possible completion of the turn where speaker change may occur; while elongation of a syllable at a transition-relevance place may indicate that the speaker will hold the floor, and speaker change will not occur.

Researchers make the decision regarding what features of talk is going to be included in or excluded from the transcription, which holds the potential to make the transcription process subjective in nature. However, using standardized transcription systems (e.g., Jefferson, 2004; Mondada, 2018) keeps down any potential researcher interference in the transcription process. In this study, Jefferson's (2004) transcription convention that is well suited to and commonly used in CA research was adopted for avoiding researcher subjectivity on the research, and thus for ensuring reliability of the study. As it includes all dynamics of turn-taking and characteristics of speech delivery, Jeffersonian transcription convention is, as Liddicoat (2011) states "a robust and useful tool for understanding the ways in which language is used in social interaction" (p. 29). However, temporally and sequentially organized details of embodied actions employed by participants are as crucial as talk itself to build and maintain the intersubjectivity in interaction. In this study, Mondada (2018a) transcription convention was also used in order to present the participants' multimodal practices involved in interaction including gestures, body movements, body positionings, gaze as well as screen-based activities in a systematic, coherent and explicit way. Mondada (2018b, p. 103) claims this transcription convention enables:

> the transcription of unlimited range of embodies conducts; the annotation of their detailed relation to talk, if there is any; the explicit and precise representation of their

relative temporal positioning and unfolding trajectories; and their synthetic description in images precisely located within the temporality of action.

In the focal context, the multimodal actions emerging as consequential for the analysis of the focal phenomena include the teacher's checking the participant list, eye-gaze, nodding, smiling, reaching microphone, head moves, body-positioning, moving lips as well as her screen-based activities such as moving cursor, highlighting, selecting, and writing on the shared document. It should also be noted here that in extracts the names of participants were replaced with pseudonyms to secure ethical considerations.

In this study, approximately 130-hour video-recordings were collected from video-mediated EFL classrooms in a preparatory language school in Türkiye during two academic terms. The video-recordings were transcribed by the researcher using Transana software. Transana is used for analysis of video and audio data, and enables researchers to create, arrange or rearrange clips; build collections; transcribe, analyze and manage audio/video data. Adopting a participant relevant perspective to the analysis of the data, in this study I draw on participants' meaning-making practices in situ and document the social actions that participants mutually co-construct. In line with the bottom-up, data-driven, and micro lens of Multimodal Conversation Analysis, through an unmotivated approach (ten Have, 2007), initial transcription of the screen-recorded data was realized. Unmotivated looking involves going through the data repeatedly and enables analysts to be open to discover phenomenon emerging from the data, instead of approaching to the data with predetermined constructs or theories. In the focal context, it was observed that the EFL teacher employs a number of screen-based resources in addition to the verbal ones to elicit student contributions when the student response is relevant but missing following the teacher's sequence initiation actions (questions, instructions), thus when the progressivity of the interaction is at stake. More specifically, diverse verbal and screen-oriented actions unique to the focal online L2 teaching platform used to elicit any candidate answers to the questions in the first turn of triadic exchange of IRE and in the face of inadequate response

emerged as the focal phenomena in this data set. Accordingly, the context-specific sequential environment that includes the teacher's allocation of the turn to the students drawing on a range of screen-based and verbal practices were also identified. After the identification of those practices, a collection of all relevant episodes was built, and the transcriptions were enriched and detailed. Some of the extracts were presented at data sessions organized by Micro Analysis Network and The GRAM Research Group at the Institute for Multilingualism and analyzed by CA researchers. 15 extracts out of 167 cases which embody a wide range of interactional practices employed to get both student participation and preferred response were selected to be presented in this study. In Table 2 below, teacher response pursuit practices with their number of occurrences in the whole dataset will be presented.

Table 2

Response Pursuit Practices in Video-mediated L2 Classrooms

Verbal response pursuit practices	Multimodal response pursuit practices*
mitigating the delicacy of topic (3)	underlining aloud (7)
personalization (6)	bringing the written contribution in the chat box to verbal interaction (8)
explicitly marking lack of participation (9)	using Google as an epistemic resource (8)
request for action (10)	embodying the preferred action (11)
inviting students for bid for the turn (14)	using the shared document in hinting (12)
problematizing the silence (15)	selecting the relevant part with the cursor (14)
reopens space for bidding (16)	using gallery view feature of Zoom that displays all students at once (14)
addressing the whole class (17)	orienting to chat box (15)
filling silence (with a playful/melodic sound or blah blah) (18)	using the shared document as an epistemic resource (17)
listing the options (21)	writing aloud (21)
delivering listenership token (23)	highlighting aloud (38)
delivering confirmation check questions (25)	
referring to shared knowledge (29)	

exemplification/providing sample responses (37)	drawing on students' multimodal actions (42)
providing linguistic explanation (38)	selecting students from the speaker list (52)
dealing with possibly unknown words (39)	moving the cursor on the relevant part (72)
hinting (41)	gazing at the participant list (160)
designedly incomplete utterance (DIU) (43)	providing wait time (165)
using L1 (45)	
asking follow-up questions (51)	
repair: reformulation (159)	
repeating the question/instruction (144)	

**non-verbal/embodied/screen-based response pursuit practices*

A conversation analytic examination of the selected extracts and the results will be given in the following chapter.

Validity of the Study

Validity and reliability are key aspects of well-developed research to ensure credibility and objectivity. Validity refers to measuring what is intended to be measured (Cohen et al., 2007) and addressed by credibility and richness of the data. Seedhouse (2005) addresses three types of validity in CA research: internal, external, and ecological validity (Byrman, 2001). Internal validity refers to "the soundness, integrity and credibility of findings" (Seedhouse, 2005, p. 180). It is concerned with whether data prove what the analysts claim to prove in the study. This is ensured with meticulous recording and providing the data in an unbiased way. The validity of the research in this study is achieved through CA's emic perspective, as Seedhouse (2004) claims "CA practitioners cannot make any claims beyond what is demonstrated by interactional detail without destroying the emic perspective (p. 255). The data were analyzed through the next-turn proof procedure; that is, all claims were grounded on the participants' interpretations of their contributions and their own orientations to each other's turns without bringing external claims.

External validity is the extent to which the findings of the study can be generalized beyond the focal research context. Although qualitative research is usually faced with criticism regarding its generalizability due to its context-bounded nature, Seedhouse (2004) claims micro analysis of five to ten hours of classroom interactional recordings can be considered to be sufficient to generalize findings. This study draws on quite a large dataset including approximately 130 hours of video-recordings of video-mediated L2 classroom interaction. Although it has two EFL classes and one teacher, this is not considered problematic as Sert and Walsh (2013) assert that "CA enables researchers to draw detailed and focused conclusions on a given interaction, and the number of the participants is not a concern since the main aim is to describe the actions achieved by any limited number of participants in a multi-party talk" (p. 547).

Ecological validity, on the other hand, 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). As dealing with naturally occurring talk as it actually occurs in its local setting through an emic perspective that allows analysts draw on the same interactional organization with the interactionists, CA is a strong methodology assuring the ecological validity.

Reliability of the Study

Cohen et al. (2007) claim that reliability "can be regarded as a fit between what the researchers record as data and what actually occurs in the natural setting that is being researched" (p. 149). It refers to credibility and trustworthiness in qualitative research (Lincoln & Guba, 1985). Gibbs (2007) defines reliability as the consistency of researcher's approach and findings across different researchers, which is assured with emic perspective in CA studies. Peräkylä (1997) specifies fundamental constituents of reliability as "the selection of what is recorded, the technical quality of recordings, and the adequacy of transcripts" (p. 206). Also, Flick (2014) emphasizes the way of documenting the recorded

data and the quality of transcription as important prerequisites of reliability in qualitative research.

As CA adopts a data-driven approach, the interactional data is collected as it unfolds in its natural context without any predetermined theory and construct in mind. In this study, in order to systematically analyze online classroom interaction, approximately 130 hours of video-mediated EFL classroom interactional data were collected over two academic terms from a higher education context. All video recordings have high screen resolution and sound quality as they were recorded using the built-in screen-recorder of Zoom. Also, in order to ensure reliability by overcoming the observer's paradox that is defined as "an alteration in the normal behavior of a subject under observation" (Alwright & Bailey, 1991, p. 71), the researcher did not attend the classes but retrieved the videos from the learning management system where all videos were uploaded so that the students could have access to the recordings throughout the academic year. To reach all details of interaction, standardized transcription conventions were used. The selected extracts were initially transcribed with commonly accepted, fine-grained Jefferson (2004) transcription system, and then enhanced with the inclusion of participants' multimodal actions through Mondada (2018) transcription convention. Also, CA studies present the analysis of the episodes along with the transcriptions, thus "make transparent the process of the analysis for the reader" (Seedhouse, 2005, p. 179).

Some of the extracts included in this study were also analyzed with CA researchers in data sessions at Micro Analysis Network at Hacettepe University and at The GRAM Research Group at the Institute for Multilingualism at International University of Catalonia (UIC Barcelona) in order to increase the reliability of the study. They were also presented in Interactional Competences and Practices in a Second Language (ICOP L2) Conference in September 2022, and Digital Meeting for Conversation Analysis (DMCA) in November 2022, thus the findings were confirmed and enriched. Moreover, the analytic discussions and

suggestions at the regular thesis meetings held with the supervisor and the thesis committee members contributed to the validity and reliability of this research.

Ethical Considerations

As Markham and Buchanan (2012) put forward, the fundamentals of ethics include "human dignity, autonomy, protection, safety, maximization of benefits and minimization of harms, or, in the most recent accepted phrasing, respect for persons, justice, and beneficence" (p. 4). In Türkiye, as the first step of a research project, researchers should be provided with ethical clearance by Research Ethics Committee of the university. After the examination of the application form that includes all details of the research planned to be conducted, ethical clearance of this research was granted (Appendix D).

Since multimodal CA studies deal with the recordings of participants' interactions as data source, researchers need to address ethical issues both before and after data collection process. Before data collection process, researchers should consider the issue of consent to protect the rights of participants. Ten Have (2007) specifies participants' rights as "to be recorded or to give access to the situation for recording purposes; to grant permission to use the recordings for research purposes; public display or publication of the recordings in one form or another" (p. 61).

Consent forms need to include adequate information about the data collection process and public dissemination of the research data. Before the data collection process started, the participants of this study were given the consent forms which include both participants' rights and details about the research. The participants were informed about the time period and the aim of the data collection. They were also assured that collected data will only be used for research purposes and will not be shared with any person or organization other than the researcher who undertakes to fully comply with the confidentiality and identity protection principles, their anonymity will be kept, and they have the right to withdraw from the research at any point. All participants accepted the conditions

and signed the consent forms. To preserve their identity, they were all given pseudonyms, and only the first three letters of their pseudonyms were used in the extracts. Also, the screenshots involving participants' images included in some of the extracts were blurred to assure the ethical considerations.

Conclusion

This chapter outlined the methodological details of the current study. Firstly, drawing on the research gap in video-mediated classroom interaction, the aim of the study and the research questions were presented. Subsequently, detailed information about the participants, the dataset, and the research context were provided. In what followed, the videoconferencing tool (Zoom) used in the focal context as well as the relevant data collection procedures were introduced. After the description of multimodal Conversation Analysis as the research methodology of the present study and its basic principles in the next section, transcription conventions and the details of building collection procedures were detailed. The chapter concluded with the discussion on validity and reliability issues and ethical considerations. In the following chapter, the research findings will be provided with the analyses of the relevant episodes through micro lens of Multimodal Conversation Analysis.

Chapter 4

Analysis & Findings

Introduction

This chapter will present the analyses and findings of the study by providing responses to the research questions introduced in the previous chapter. The analyses of the extracts will uncover the interactional resources deployed by the focal EFL teacher for doing response pursuit to prompt a response when her sequence-initiating turns do not elicit any responses while also attending to the overall sequential organization that entails the teacher's elicitation of (preferred) responses.

The extracts will reveal the teacher's various screen-based practices that are unique to video-mediated synchronous classrooms, as well as other verbal and multimodal response pursuit moves, which can be seen in face-to-face classrooms, in the face of lack of response. As documented in Chapter 2, in mundane and institutional conversations, sequence initiation actions make a response relevant in the following turn. In the absence of response, sequence initiating speaker engages in interactional practices to guarantee the maintenance of the ongoing interaction. Similarly, in the educational context, as sequence initiating actions, teacher questions delivered in the first turn of IRE sequences project student response in the second turn. Therefore, when they are left unanswered, teachers use a number of turn-allocation practices followed by response pursuit practices in order to ensure the interactional and pedagogical progressivity and secure student engagement in classroom activities. In this chapter, through the analyses of the extracts, it will be documented how the EFL teacher attends to lack of response and engages in response pursuit moves to elicit responses from students to her questions that are left unanswered by drawing on verbal and screen-oriented practices. It will also be uncovered that following turn-allocation, the teacher employs further practices to elicit preferred responses when the students' answers are deemed incomplete or inadequate. The order of the extracts is organized based on the turn-taking and allocation mechanisms that enact

before the elicitation of student response. Accordingly, the extracts (1-7) illustrating the teacher's methods for identifying the students' multimodal displays of WTP/availability will be given first. It will be followed by the extracts (8 and 9) documenting students' self-selection practices. Then, while Extract 10, 11 and 12 will showcase the teacher's selection of the next speaker randomly from the participant list, Extract 13 and 14 will present episodes in which the teacher reopens space for bidding to take the floor to the whole class following repetitive failures in eliciting the preferred response from the nominated student. Finally, the last extract will show how the teacher terminates the episode without getting a candidate response to sustain the progressivity of pedagogical activity.

Management of Lack of Student Response through Pursuit of Response

Extract 1 will illustrate how the teacher engages in response pursuit moves when no one bids for the turn in the response slot and provide an answer to her question. It will present diverse interactional resources as well as a range of screen-based multimodal resources that the teacher employs to ensure the progressivity of the ongoing activity. The extract comes from the second semester and displays the moment between the 16th and 17.5th minutes. It will be given in two segments below. Prior to the extract, the class started a new unit about crime and punishment. It starts with a speaking activity followed by a reading text and comprehension questions. The students just completed the first part of a speaking activity that is a matching exercise. The students matched the crimes written in a box with the photos given in the book. In the second part of the speaking activity, they are expected to discuss if any of the crimes given in the book is a problem in the students' town or city. The extract starts with TEA's reading aloud the question in the second part of the speaking activity.

Extract 1 - Segment 1/2: you're nodding - 11.03.2021 Afternoon – 00:16:00 – 00:17:30

1 TEA so *are ↑any of these ↑crimes a problem in your town or city↑*
tea *moves the cursor on the question in the book and reads it*
2 (1.6)

3 TEA in ↑ankara in ada↓na or >in< istan↓bul

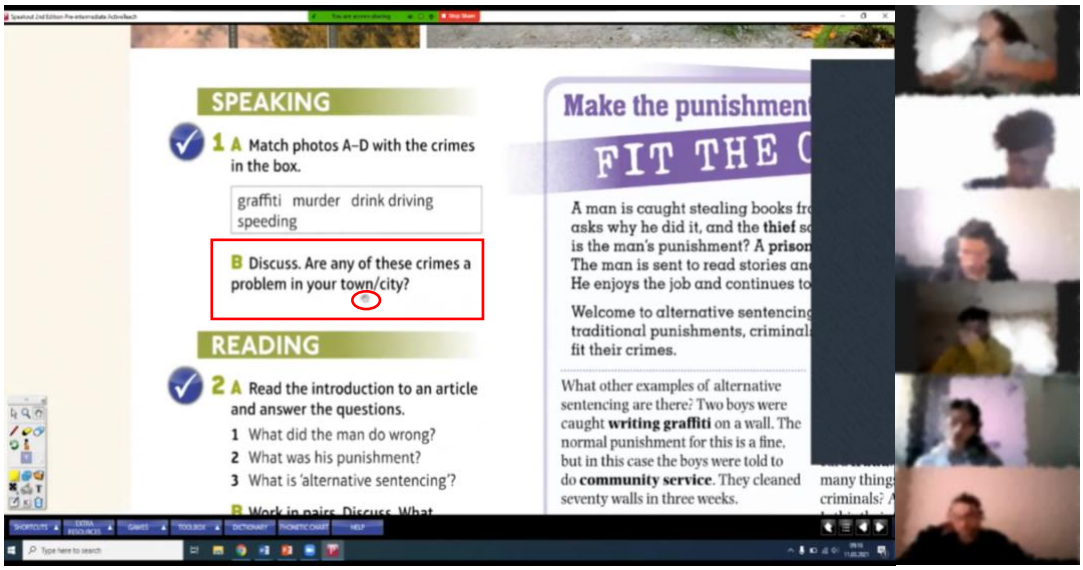
4 (1.3)

5 TEA graffiti: *↑murde:r (.) ↑drink driving (.) speedi:ng*

tea *moves the cursor on the question---------* #3

Figure 3

TEA moves the cursor on the question.



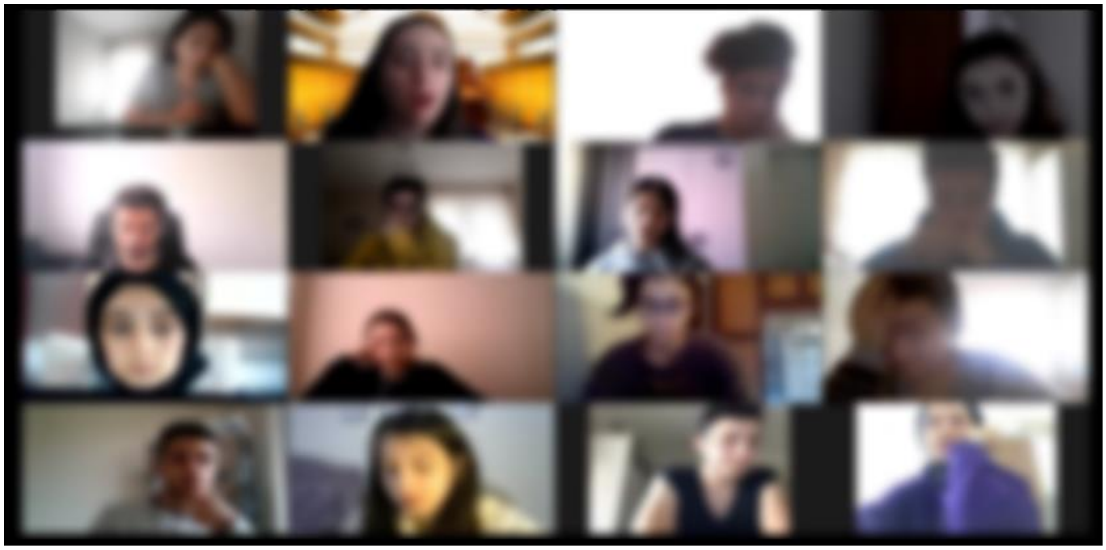
6 (1.4)

7 TEA *are ↑any of these a problem↑

tea *click on "stop share" button #4

Figure 4

TEA clicks "stop share" button and faces all students at once.



8 (1.3)

9 TEA in ankara↑*

tea *frowns---->
10 (1.1)
11 TEA >˚maybe˚< graffiti i live in ♥keçiö↓ren* (0.4) so: (0.5)
ilk ♥holds her microphone
tea -----*
12 <everywhere> (0.3) is a graffiti♥ (0.7) >˚you know˚< (0.5)
ilk ♥smiles---->12.17
13 İLK ˚hh. ye[s˚
14 TEA [↑but *it's not beautiful♣ graffiti* >it's< like ugly
tea *shakes her head slightly---*
tea ♣shakes her hands with
open palms-->
15 TEA gra↓ffiti♣ (0.3) >it's< not (0.5) good(0.2) >they ju- ↑people
tea -----♣
16 TEA just< like* (0.5) write maybe(0.6) ♣seni seviyorum kind* of things
I love you
tea *looks upwards-----*
tea ♣writes on the air-->
ilk
17 TEA like♥♣ *♥it's so stupid♥ so they* ♣write like ↑i love you bilmem
tea ----♥ I don't know
tea -----♣

tea *shakes her left hand----*
ilk ♥laughs---------♥
tea ♣writes on the air---->
18 TEA ne♣ (0.3) so ˚it's˚ *>↑i don't like< that gra↓ffiti
tea --♣
tea *scans over the screen---->18.26
19 (1.9)
20 TEA any other ideas↑
21 (4.2)
22 TEA do you >think<murder is a big <problem> in (0.3) ankara or in
23 (0.8) istan>bul or in<adana
24 (1.1)

In line 1, TEA reads aloud the question on the book (are ↑any of these ↑crimes a problem in your town or city↑) while moving the cursor on it coordinated with her reading. Without nominating a next speaker, she directs the question to the whole class thus opens space for bidding for turn. After 1.6 seconds of silence during which no one displays any

willingness to participate, in line 3 she utters the names of three cities from the local context (in ↑ankara in ada↓na or >in< istan↓bul) where most probably some or all students are from. Following 1.3 seconds of silence that functions as another wait time, TEA verbalizes the crimes (graffiti: ↑murde:r ↑drink driving speedi:ng) given in the exercise while moving the cursor on them at the same time (see Figure 3), thus she coordinates her actions through the interplay between her speech and screen-based activity, which makes the crimes more explicit to the students. In what follows, TEA uses 1.4 seconds of silence in line 6 as another wait time for potential bids, but as no one takes the turn and displays willingness to participate, she engages in a turn position repair and reformulates her previous question (are any of these a problem) and clicks on stop share button to turn back to gallery view where she can view all students at once (see Figure 4), thus she makes the students visibly accessible in order to observe any potential embodied displays of willingness to participate. This is followed by 1.3 seconds of wait time in line 8; however, none of the students provides a candidate response. Then, TEA utters the name of her city (in ankara↑) in line 9 and waits for 1.1 seconds. As nobody bids for the turn again, in lines 11 and 12 TEA personalizes the answer to the question and provides a sample response (>°maybe°< graffiti i live in keçiö↓ren so: <everywhere> is a graffiti) that the students make use of to build their own responses. While TEA gives examples from her environment, İLK who also is from the same town with TEA holds her microphone in line 11 and smiles in line 12, which may be treated as displays of willingness to participate. Although TEA is looking for a candidate to solicit the answer and maintain the progressivity of the interaction, she does not allocate the turn to İLK. We do not have enough evidence here to claim about why TEA does not orient to İLK as we do not know where exactly TEA is looking at. Also, in the subsequent line, İLK provides an acknowledgement token delivered in a softer voice (°yes°) overlapping with TEA's ongoing turn where TEA delivers her own assessment about the crime in her own town (but it's not beautiful graffiti >it's< like ugly), thus she takes an evaluative stance. It should be noted here that TEA's evaluative stance is another resource of recipient design as it makes the students' agreement or disagreement relevant in the following turn. TEA

continues her evaluative stance and exemplification between lines 15 and 18 (it's< not good), (it's so: stupid), (i don't like that graffiti). Starting from line 18, coordinated with her stance, TEA scans the students to find a candidate speaker to allocate the turn and elicit a response. TEA's extended teacher turn between the lines 14 and 18 is followed by 1.9 seconds of silence during which no one provides any candidate responses.

So far in the extract, TEA has pursued student response by referring to the shared knowledge, using wait time, reformulating the question with a third position repair, opening gallery view to see all students at once to identify any possible embodied displays of willingness to participate, and providing a sample response by personalizing the topic. In line 20, TEA asks for the students' ideas (any other ideas) by directing the question to the whole class and opens space for bidding again; yet this also does not solicit any contributions during 4.2 seconds of silence that operates as another extended wait time in line 21. In line 22, TEA recalibrates the question by narrowing down the potential crimes (do you >think<murder is a big <problem) and lists the cities again (in ankara or in istan>bul or in< adana) which is followed by 1.1 seconds of silence.

Extract 1 - Segment 2/2: you're nodding - 11.03.2021 Afternoon – 00:16:00 – 00:17:30

25	**TEA**	**do you think these are problems↑**
26		**(1.3)+(0.4)***
	zey	+nods---->
	tea	----*
27	**TEA**	**↑zeynep+ (0.5) you♠'re nodding (1.4) which one is a big problem♠**
	zey	----+ ♠smiles----------♠
28	**TEA**	**in adana**
29		**(2.0)**
30	**ZEY**	**er::**
31	**TEA**	**drink dri+vin::g (0.2) +speedin:g (0.4) theft**
	zey	+purses her lips+
32		**(0.6)**
33	**TEA**	**[murder**
34	**ZEY**	**[↑yes: speeding**
35		**(0.5)**
36	**TEA**	***speeding hmm=**

tea *nods--->
37 **ZEY** **=yes**
38 **(0.6)**
39 **TEA** **>°hu hu°< (0.2)* >so< people drive very fast**
tea ---*
40 **ZEY** **+yes+**
zey +nods+
41 **(0.5)**
42 **TEA** ***yes↓ >that's< very common* (.) right in turkey i think**
tea *nods----------*

In line 25 TEA provides another reformulation of the question (do you think these are problems↑) that achieves eliciting an embodied response from ZEY who is nodding in line 26 after 1.3 seconds of silence. Treating this as a potential display of willingness to participate and using it as the basis for turn-allocation, with a turn initial address term (zeynep) TEA allocates the turn to ZEY and describes ZEY's multimodal action and thus marks her noticing of the embodied action. In line 27, this time TEA directs the question only to ZEY by referring to the shared knowledge and narrowing down the potential responses that ZEY can provide (which one is a big problem in adana). After 2 seconds of silence, ZEY provides an elongated hesitation marker (er::) in line 30. Subsequently, TEA lists the crimes (drink drivin:g speedin:g theft murder) which overlaps with ZEY response (speeding) preceded by a confirmation token (↑yes) marked with rising intonation in turn initial position. In line 36, TEA firstly repeats ZEY's response and produces an acknowledgment token (hmm) that is accompanied by her nodding, which latches with ZEY's confirmation token in the next line. After 0.6 seconds of silence, TEA firstly provides an acknowledgement token delivered in softer voice (°hu hu°) and describes speeding (people drive very fast), thus creating additional learning opportunities at word level while she is maintaining the pedagogical goal. It receives another confirmation token from ZEY delivered with an emphasis, which is followed by TEA's closing the sequence by shaping ZEY's contribution through extending it.

In this extract, while Segment 1 depicted the teacher's response pursuit moves for eliciting student response to her sequence-initiating question in the pre-allocation phase, Segment 2 documented her further practices of pursuing the response from a particular student after she allocated the turn treating her embodied action as a display of willingness to be selected as the next speaker, thus it depicted the post-allocation phase. In Segment 1, TEA pursued student responses to her questions from all students through a diverse array of interactional resources including providing multiple wait times, reformulating the questions, providing a sample response by personalizing the topic, referring to the shared knowledge, and relying on the affordance of the online platform to draw on the students' multimodal actions while using stop share button and get back to the gallery view (Figure 4). In the second segment, on the other hand, after turn-allocation, TEA pursued responses from the nominated student through allocating extended wait time and listing the possible options. In the wake of all these verbal and screen-based practices, drawing on the students' video frames, TEA allocated the turn to a student based on her multimodal action (smiling) that she treated as a display of willingness to participate. Finally, by virtue of turn-allocation, she managed to elicit the response from the student.

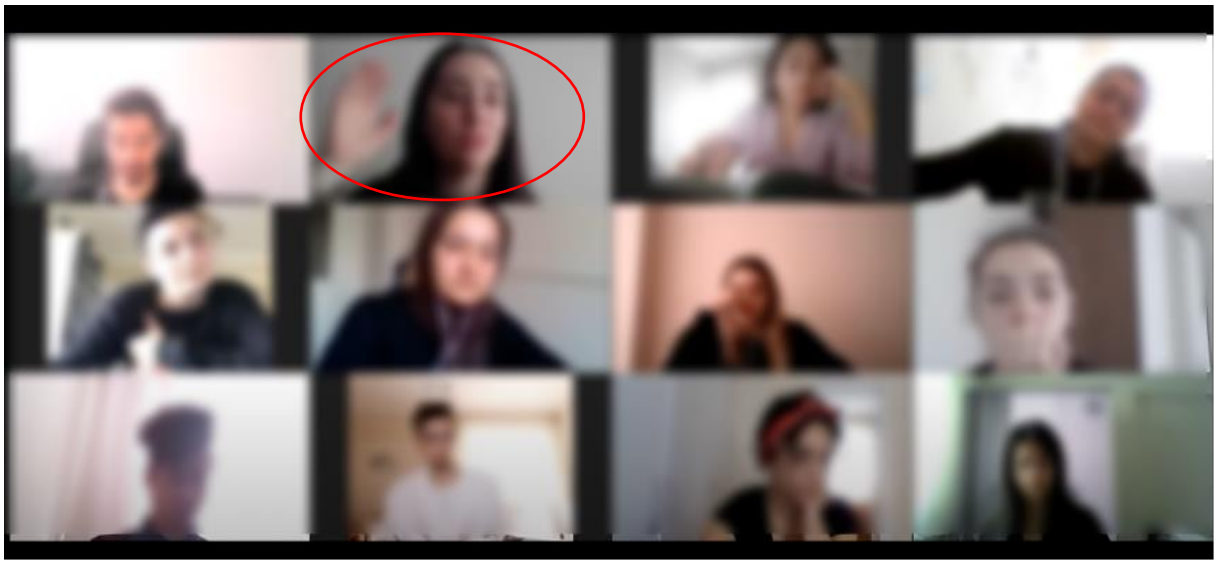
Similar to the first extract, the following extract illustrates how TEA orients to students' multimodal actions displaying their willingness to participate and manages to elicit responses through a range of response pursuit practices. Extract 2 comes from the first semester. Before the extract started, the students were working in pairs in breakout rooms and answering the questions in a questionnaire asking about the students' personal experiences in lending, borrowing, and investing money. After the students finished pair work, they came back to main session conducted in the gallery view (Figure 5). Prior to the extract, TEA elicited the answers of the first two questions in the questionnaire and now the students are expected to provide the answer of the third question "Have you ever borrowed a lot of money"?

Extract 2 - Segment 1/2: you're smiling - 04.01.2021 – 00:45:08 – 00:46:15

1 TEA what about borrowing money have you ever borrowed a lot of money
2 (0.5)
3 TEA who *↑has borrowed a lot of *↓money
tea *raises her right hand--* #5
4 (0.6)
5 TEA before
6 (0.5)
7 TEA raise your* hands* (0.3) if you have borrowed a lot *of mone:y
tea *--1---* 1: raises her hand *scans the screen-->

Figure 5

TEA raises her hand.



8 (1.7)*
tea -----*
9 TEA like (0.3) one thousands turk+ish li↓ras or (0.5) ↑five hundred+
zey +smiles---------------------------+
10 TEA turkish li↓ras have you ever borrowed a lot of money
11 *(1.0) + (1.0) *
tea *scans the screen*
zey +looks down /most probably at the coursebook--->
12 TEA *no
tea *frowns-->
13 (0.7)*
tea -----*

The extract starts with TEA's transition to the third question which she makes explicit by putting emphasis on the word borrow (what about borrowing money). In line 1, TEA

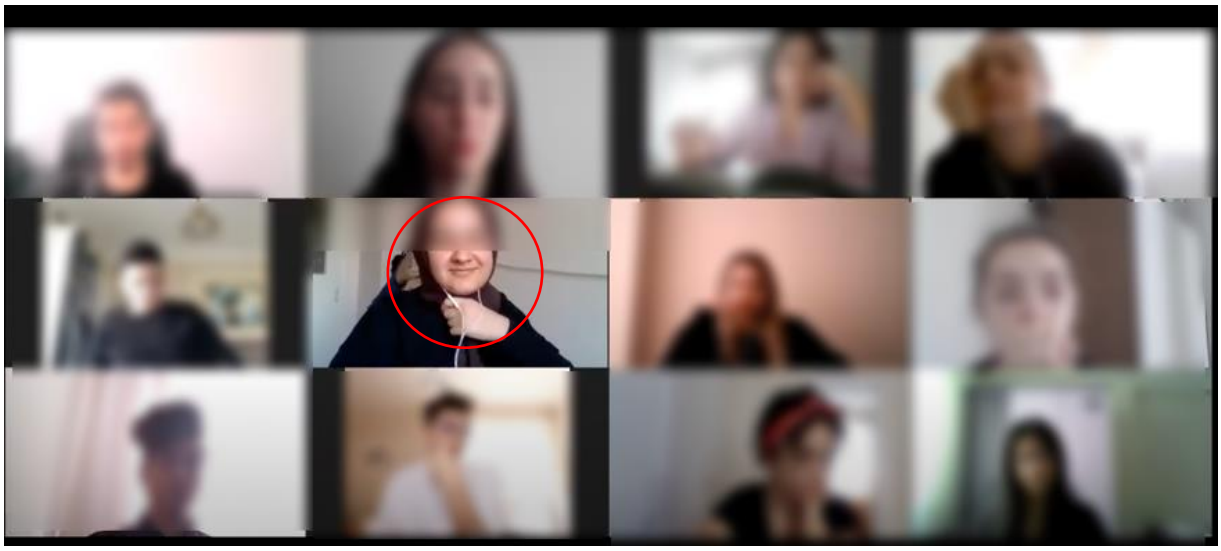
directs the question written in the book to whole class without selecting any student as the next speaker (have you ever borrowed a lot of money), thus she opens space for bidding for the turn where any displays of willingness to be selected as the next speaker or taking turn without being allocated by the teacher is relevant. Following a half second of silence, she reformulates the question (who ↑has borrowed a lot of ↓money) and embodied the preferred action by raising her hand at the same time with her utterance (Figure 5). In line 7, she also verbalizes what the students are expected to do (raise your hands) if they have borrowed lots of money. When she gives the instruction, she waves her hand synchronically with the utterance of word hand, thus makes the preferred next action more explicit. It is followed by 1.7 seconds of silence. During the silence, drawing on the affordances of the online platform which enables her to see all the students at once, TEA scans the screen to identify if any students display embodied willingness to participate. However, no one bids for the turn and shows bodily display of willingness to participate. Having not received any response from the students, TEA exemplifies the amount of money (like one thousand turkish li↓ras or ↑five hundred turkish li↓ras), which overlaps with ZEY's smile. Subsequent to the exemplification, TEA revises the question again without nominating any students in line 10 (have you ever borrowed a lot of money), and she starts scanning the screen for identifying candidate students. After TEA's question in line 10, ZEY stops looking at the screen straight and revokes her availability by looking down. TEA treats the lack of response and the students' silence as a negative response to the question and verbalizes this by producing a negative response marker (no) likely to trigger verbal contributions from the students.

Extract 2 - Segment 2/2: you're smiling - 04.01.2021 – 00:45:08 – 00:46:15

```
14 TEA   not yet(0.3) ↑what about tipping in turkey ↑how <much> do we tip+
   zey                                                                ---+
15       0.2) wai↓ters in turkey
16        (0.8)+ (1.8)+
   zey        +--2---+ 2: smiles #6
```

Figure 6

ZEY smiles.



17 TEA zeynep you're smiling +(0.5) how much do we tip+
zey +laughs----------+
18 (2.7)
19 ZEY i don't give
20 TEA you don't give tips >but we< you are students you don't ha[ve
21 ZEY [yes
22 TEA to give tips
23 ZEY y[es
24 TEA [but what about adults (0.4) people who have jo:bs (0.2) how
25 much do they tip (0.2) do we tip a lot of mone:y or ↓do we tip a
26 little mone:y
27 (2.2)
28 ZEY i think er- a little (0.2) money
29 TEA *a little (.) maybe (0.2) huhu* it's not very common
tea *nods slightly----------*

Following 0.7 seconds of silence in Segment 1 which functions as a wait time for any potential candidate response or confirmation of TEA's candidate response, TEA extends her candidate response presenting a negative response marker (not yet) in line 14. As none of pursuit moves manages to prompt a response on the part of students, TEA terminates the sequence and with the candidate response she has provided, she establishes the relevance for moving on to the next question. TEA makes the transition to the next question by producing the key word in the following question with an emphasis (↑what about tipping

in turkey). Then, as she did in line 1, she directs the question written in the exercise to the whole class. In line 15, she elaborates on the question by extending it (waiters in turkey) that is followed by 0.8 seconds of silence and ZEY's slight smiles in line 16. Waiting for another 1.8 seconds of silence for potential bids and having not received any candidate response, TEA orients to ZEY's embodied action and immediately allocates the turn to ZEY by nominating her and marks her noticing by describing ZEY's embodied action (you're smiling). TEA's explicit statement about her recognition is oriented with a laughter by ZEY. After 2.7 seconds of silence during which TEA waits for ZEY's response, ZEY provides the response in line 19 (i don't give). In the subsequent line, TEA firstly repeats ZEY's response and then starting with a contrastive marker (but) provides an account regarding her response (you are students you don't have to give tips). TEA's shaping learner contribution move receives a confirmation token (yes) from ZEY in the next line. It should be noted here that by providing an account TEA mitigates the delicacy involved in the topic (Duran & Jacknick, 2020). In line 23, ZEY produces another confirmation token to TEA's account. In line 24, starting with another contrastive marker in turn initial position, TEA asks a follow up question by generalizing the question through replacing the subject of it with adult people (what about <u>adults</u> people) and elaborates on the subject by describing it (who have jo:bs). In lines 24 and 25, although TEA firstly asks the question with "they" pronoun to refer to adult people, she reformulates it using an inclusive and shared language (do we tip a lot of mone:y or ↓do we tip a little mone:y), thus she includes herself and each student into the adult group. In this extended question, TEA offers alternative questions thereby narrowing the possible responses. After another wait time in line 27, starting with a personal stance marker (i think) (Kärkkäinen, 2007) followed by a hesitation marker (er), ZEY provides the response (a little money). In the following line, TEA firstly repeats ZEY's response, then produces a possibility marker (maybe) followed by an acknowledgement token (huhu) which are accompanied by her slight nod.

As in the previous extract, the first segment documented how the teacher pursues response following her question through revising her initial question, showing orientation to the students' multimodal actions in gallery view to identify any embodied displays of willingness to take turn. Unlike the previous extract, she also embodied the preferred next action to take the floor as she raised her hand and produced the possible answer to trigger a verbal contribution attending to students' remaining silence, treating this as a negative response. In Segment 2, after allocating the turn attending to a student's smile, she reformulated the question by generalizing it, and in addition to the practices in Extract 1, she also issued alternative questions thereby narrowing potential responses and mitigated the delicacy of the topic (Duran & Jacknick, 2020) in the current episode.

In the following extract which will be given in two segments, the EFL teacher draws on the students' embodied actions again to allocate the turn to pursue response. She oriented to student nodding in Extract and smile in Extract 2 and used them in turn-allocation mechanism. Similarly, Extract 3 below will illustrate another multimodal action that the teacher treats a display of WTP and engagement with the pedagogical task at hand, and subsequently nominates the student to elicit response. The following extract will uncover response pursuit practices used when there is no student participation after her sequence initiating question (Segment 1), and in the face of inadequate response (Segment 2) will be presented. Prior to the extract, the teacher provided an extended linguistic explanation of the use of causatives by showing example sentences first and then bringing the structure of the sentences into the students' focus. Then, the students have completed a fill-in-the-blanks activity and started a rewriting exercise. The teacher shares her screen so that the students can see the worksheet. Below each sentence in the exercise is a blank where the students are expected to rewrite the sentences by using causatives. The teacher elicited the reformulated versions of the first three sentences from the students and wrote them in the blanks. The extract starts just after the teacher read aloud the fourth sentence: "She couldn't do her homework; luckily, her brother was not busy".

Extract 3 - Segment 1/2: don’t die here - 01.06.2021 Morning – 01:15:45 – 01:18:11

```
1   TEA   ↑she: what >did she< do then (0.3)* (0.7)+(0.8)+ she↑
    tea                                        *selects the blanks with the
                                                                    cursor
    tea                                               +--1--+
                                                  1: writes “she” in the blank
2         (2.0)
3   TEA   *>maybe< convinced↑ her brother↑
    tea   *looks at the right side of the screen-->
4         (1.3)*(2.0)
    tea    ----*
5   TEA   so what can we say here
6         (5.1)
7         +dıddırıdıtdıtdı:rı (0.5) dıddırıdıtdıtdı:rı+ come on
          +----------playful and melodic sound--------+
8         (1.0)*(1.0)
   tea         *changes students’ list
9        she↑ (0.3) >this is< past tense(.)obviously (0.3)this happened in
10       the past (1.0) she: dıt dıt dıt
                              blah blah blah
11        (3.5)
12        did she >maybe< con<vinced> (0.3) i'm repeating
13        (4.0)
14        come o:n
15        ↑ladies and gentlemen (0.7) don't die here
16        (2.2)
17        we have like a- (0.6)
18        two minutes (0.4) something like that >come on< (1.1) we are
19        ↑running out of time
20        (4.9) ♣ (0.2)
    sul         ♣moves her lips--->
21        °come on° convinced (0.6) ↑she:♣ (0.3)
    sul                               -----♣
```

Having directed the question to the whole class without nominating any students, TEA opens space for bidding. She selects the blank with the cursor to indicate that the students are expected to say the reformulated version of the sentence. After one and a half seconds of silence, TEA writes “she” in the blanks first that functions as a clue, then utters the word with a rising intonation in turn-final position, thus producing a designedly

incomplete utterance (DIU) (Koshik, 2002) that invites subsequent completion by students. Following two seconds of silence during which there is no uptake by the students, the teacher provides another clue with regards to the implied meaning of the correct form by uttering the word “convince” preceded by a possibility marker (maybe) in turn-initial position. While giving the clue, TEA shifts her gaze towards the right side of the screen where the list of the students is (six people are seen at a time) thus displays orientation to the students’ screen most probably to capture any displays of willingness to participate from students. TEA waits again for bids, but as there are none, she revises her previous question in line 5 (what can we say here) without nominating any students. It is followed by quite a long pause during which no one provides a candidate response. In response to this long pause, in line 7, to pursue a response, TEA fills the silence with a playful and melodic sound and produces an encouragement token (come on) that invites student participation, thus she marks that she seeks a response. However, this does not trigger any responses either. Then, TEA changes the speaker list that appeared on the right side of her screen and faces another 6 students. Having not received any responses from the students again, TEA provides a linguistic explanation this time and indicates that the action in the sentence happened in the past. In line 10, TEA firstly produces another DIU (she:) and utters non-lexical sounds (dıt dıt dıt) to fill the silence through which she indicates that the students are expected to say the rest of it. After waiting for another 3.5 seconds of silence, TEA reissues the same clue (she >maybe< con<vinced>) with the one in line 3 again followed by encouragement tokens formulated in succession with a wait time (i'm repeating (4.0) come o:n), and by addressing whole class (ladies and gentlemen) she asks for responses from the students. Following another long silence, finally SUL moves her lips while her microphone is off in an overlap with TEA’s encouragement token (come on), clue (convinced), and DIU (she:) in line 21.

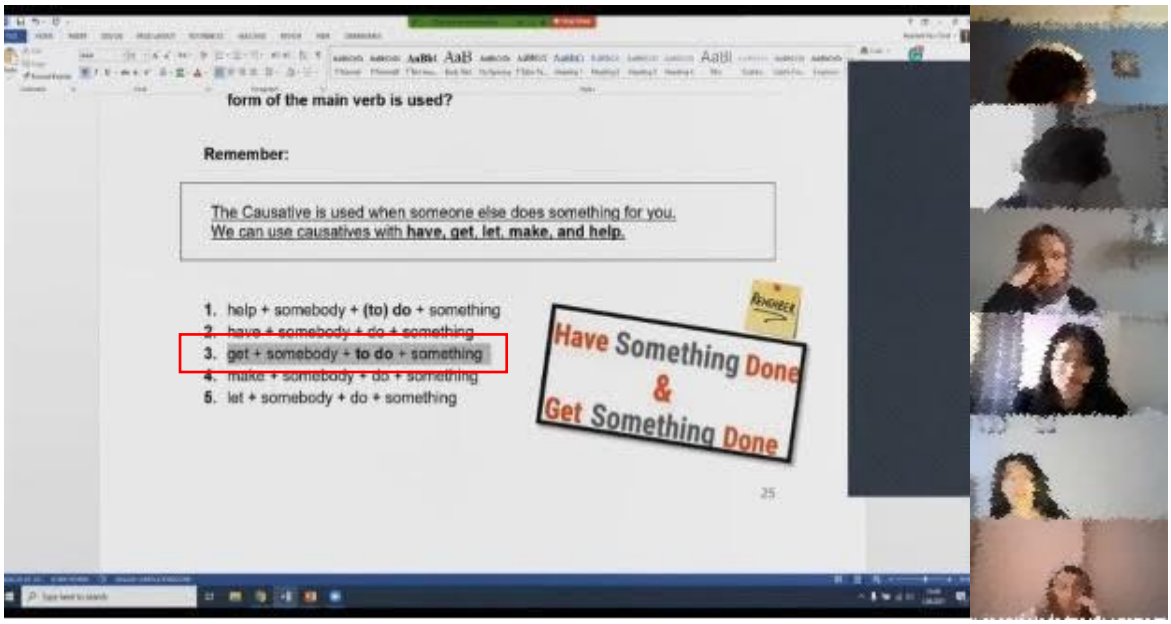
Extract 3 - Segment 2/2: don’t die here - 01.06.2021 Morning – 01:15:45 – 01:18:11

```
22  TEA   yes sule you're saying ◊it (1.4) i- i can see you (0.3)◊
    sul                          ◊smiles-------------------------◊
23  TEA   huh
```

```
24  SUL   er: she gets:
25        (1.4)
26  TEA   >are you sure< maybe this is past tense (0.8)
27  SUL   got♣
    sul      ♣smiles--->
28  TEA   °y-° you know was ↑not (0.2)♣ ° busy so° (0.4) yes she *go:t* huh
    sul                              ---♣
    tea                                                          *--2--*
                                                  2: writes "got" in the blanks
29        (0.6)
30  ŞUL   she go:t
31        (1.7)
32  TEA   who: (.) who did (0.2) her homework↑
33  ŞUL   her br*other
    tea         *writes "her brother" in the blanks--->
34  TEA   very goo:d*
              -----*
35        (3.0)
36 ŞUL    °her brother°
37 TEA    ↑get (.) ↑somebody (.) to do (.) something (0.8) s[o:↑
38 ŞUL                                                      °[hu:°
39 TEA    she got her brothe:r
40        (3.8)
41 TEA    *let's look at the rule*
   tea    *scrolls up------------*
42        (1.0)
43 TEA    *get somebody
   tea    *selects "get somebody to do" with the cursor #7
```

Figure 7

Tea selects the rule with the cursor.



44 YAG t[o her brother
45 TEA [to do*
____*
46 (2.3)
47 TEA to do↑
48 (1.2)
49 ŞUL her (0.8) do her homework
50 TEA very good yes (0.8) >very good< şule (.) very good yağız

In line 22, orienting to SUL's embodied action, TEA immediately allocates the turn to SUL by nominating her and marks this orientation by explicitly stating her recognition of SUL's action by the screen (you're saying it (1.4) i- i can see you). Note that TEA does not use any turn-allocation mechanisms to select the next speaker earlier, instead, she draws on diverse response pursuit practices. Therefore, by orienting to the students' video frames on the videoconferencing tool, TEA identifies a potential next speaker and allocates the turn with an address term. It results in a smile from SUL which may project a failure to provide a correct response in the following lines. TEA marks the closing of her search for the next speaker (huh) in line 23, and SUL takes the floor. Starting with an elongated hesitation marker in turn-initial position, SUL provides an incomplete candidate answer (er: she gets:). After 1.4 seconds of silence, in line 26 TEA initiates repair with a question (>are you sure<) and indicates the trouble with a hinting turn (maybe this is past tense). In the next line, SUL

achieves to provide the correct form of the verb, and she smiles which may signal forthcoming trouble in providing the rest of the response.

Taking the turn with a discourse marker (you know), TEA accepts SUL's answer with an acknowledgement token (yes) and repeats it while writing "got" in the blanks on the shared document, then she displays listenership with a go-ahead token (huh) in turn-final position. Through this go-ahead token the teacher also marks the inadequacy of SUL's response and pursuit for an adequate one. However, SUL does not provide the rest of the sentence, but just repeats her previous response. TEA waits for 1.7 seconds before she asks a more specific question (who: (.) who did (0.2) her homework↑) to trigger the rest of the response. This question successfully gets a response from SUL (her brother) which receives explicit positive feedback (very goo:d). Also note that TEA displays her acknowledgement of SUL's response by writing aloud SUL's answer (her brother) in the blank, thus further indicating that she treats SUL's answer so far as a preferred response. After a longer wait time, SUL just repeats her answer in a soft voice (°her brother°). In line 37, TEA reminds the students of the structure they have learned prior to the exercises by saying it first (↑get (.) ↑somebody (.) to do (.) something), and she produces a transition marker (so) overlapping with SUL's change of state token (hu) in the following line. After contextualizing the rule in line 39, TEA waits for another long pause. Seeing that neither SUL nor other students display understanding and produces the preferred response, TEA initiates a screen-based activity that is publicly available to all participants due to the shared screen. She coordinates her screen-based action with her talk and establishes the relevancy of her action with the ongoing linguistic explanation (let's look at the rule). She selects "get somebody to do" with the cursor on the shared document which is accompanied by her vocalization of the first part of the structure in line 43 (Majlesi, 2018). In line 44, selecting himself as the next speaker YAG provides a candidate response (to her brother) which overlaps with TEA's utterance (to do). It should be noted that this marks the first instance in the extract during which a student self-selects to produce a candidate answer.

Although YAG's response does not complete TEA's utterance after the to do part, it is relevant to somebody in TEA's linguistic explanation. Following 2.3 seconds of silence, TEA produces a DIU with a turn-final rising intonation which marks that she waits for the rest of the sentence. Finally, SUL gives a candidate response which is accepted by TEA with explicit positive feedback (very good) and a strong acknowledgement token (yes) produced with emphasis. She also displays her orientation to YAG's response with another positive evaluation marker oriented to him.

In this extract, while Segment 1 depicted the teacher's response pursuit moves for eliciting student participation in the pre-allocation phase, Segment 2 presented further practices of pursuing the preferred response after the teacher's achievement of eliciting participation, thus in the post-allocation phase. The teacher pursued student responses to her questions through various interactional resources (hinting, designedly incomplete utterance, providing linguistic explanation, request for action, reformulation/third position repair, filling silence, explicitly marking lack of participation, addressing the whole class, gazing at the speaker list, using the shared document as an epistemic resource, writing aloud, highlighting aloud) to resolve the participation problem due to the students' lack of response in the relevant slots. Also, Extract 3 added a new multimodal action that TEA orients to in turn-allocation, namely, lip-parting. Treating this action as a display of willingness to participate, she allocates the turn immediately to the student and finally manages to elicit response.

So far in the extracts given above, the teacher draws on the students' multimodal displays of WTP and engagement in the task at hand, namely nodding in Extract 1, smiling in Extract 2, and lip-parting in Extract 3, all of which are micro actions including head movement and facial actions. The following extract which comes from the second semester includes a combination of both smiling and nodding and it also brings another embodied display of WTP which is holding the microphone of the headphone and approaches it to the mouth. It will illustrate how the teacher allocates the turn to a student drawing on her

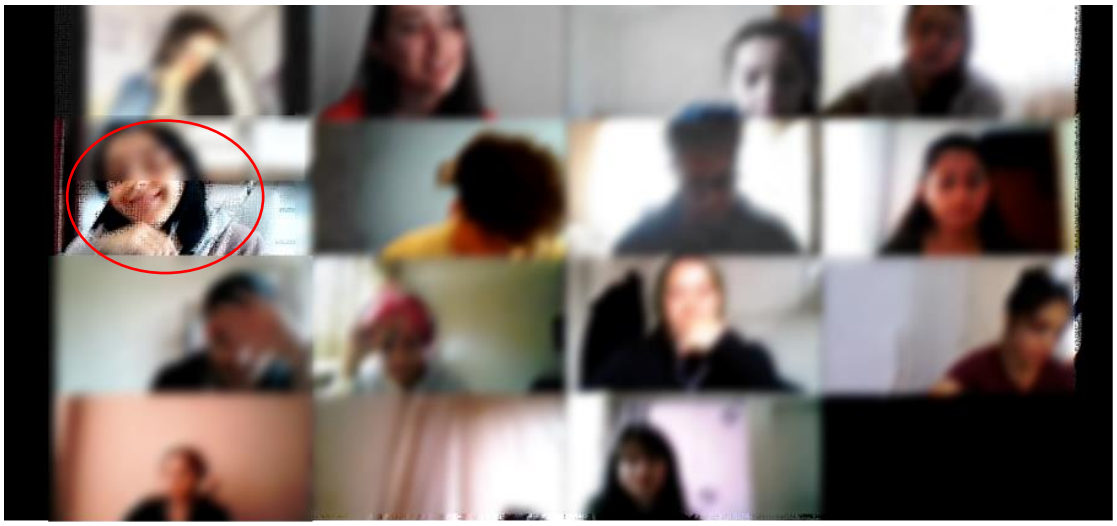
embodied actions that are publicly visible through their video frames and pursues response to her question that is left unanswered in the second turn. Prior to the extract, the students worked at breakout rooms and discussed a range of questions about online communication. The extract starts at the moment when they came back to the main session.

Extract 4. you have done something – 06.05.2021 Morning – 00:09:23 – 00:11:02

```
1  TEA   oka:y welcome back everyone
2        (3.8)
3  TEA   now let me ask you:↑(0.3) the first question(0.5)♦let's hear some
   mel                                                  ♦smiles--> 3.6
4        embarrassing stories↓
5        (0.9)
6  TEA   ↑have you ever done ♦anything online that you have ♠+$regretted$
   mel                    ----♦
   mel                                                  ♠smiles> 6.8
                                                         +scans the
                                                  class with her eyes---> 6.12
7        ♣(1.4)
   mel   ♣holds her microphone and approaches it to her mouth---> 7.10 #8
```

Figure 8

MEL smiles and hold microphone closer to her mouth.



```
8  TEA   have you ever done (0.2) ♥you made an online mistake♠
```

mel ♥nods---> 8.10

mel ----♠

9 (1.8)*(0.7)

tea *hits her head with her hand

10 TEA you're like (.)♣ i have♥ could >i have ever< er- have have i ever

mel ----♣

mel ----♥

11 >done ♣it

mel ♣ holds her microphone and approaches it to her mouth-->>

12 (1.0)+

mel -----+

13 TEA melis >you've-< you have done something↑

14 ♥ (1.7)♥

mel ♥nods--♥

15 MEL y[es

16 TEA [what

17 (0.5)

18 MEL i want to send photos on my (.) close friends story (1.0) but

19 (0.2) i shared all followers hh.

20 (0.6)

21 TEA heh heh (0.6) yes >heh< it's- it's bad

After welcoming the students in the main session, TEA marks her upcoming action by announcing it (now let me ask you). In line 3, she utters the number of the question, and after a short silence during which no one displays willingness to participate, she gives the instruction (let's hear some embarrassing stories), which overlaps with MEL's smile that shows her engagement in the ongoing interaction. During 0.9 second of wait time MEL keeps smiling, and in line 6, TEA asks the question that they have discussed in breakout rooms in groups (have you ever done anything online that you have regretted). She utters the last word of the question with a smile voice and starts scanning the students through their video frames until line 12. It is followed by 1.4 seconds of silence during which MEL holds her headphone microphone close to her mouth thus displays her willingness to be selected as the next speaker, although she does not provide any contributions. In line 8, TEA reformulates the question which is oriented by MEL with an embodied acknowledgement this time as she nods and keeps holding her microphone. After 1.8

seconds of silence during which MEL does not take the turn again, TEA hits her head with her hand and embodies the situation given in the question and exemplifies the feeling in lines 10 and 11 (you're like (.) i have could >i have ever< er- have have i ever >done it) by self-repairing her utterance. It is also oriented by MEL with another embodied action displaying her willingness to participate while she holds the microphone and approaches it to her mouth. However, during 1 second of silence in line 12, MEL does not deliver any responses. In the subsequent line, TEA shows orientation to MEL's embodied actions, allocates the turn to her by nominating her and asks for clarification question in an affirmative structure (you've-< you have done something↑) delivered with rising intonation in turn-final position. MEL acknowledges it with nodding during 1.7 seconds of silence first, and then with an acknowledgement token produced in an overlap with TEA's elaboration question (what) in line 16 attempting to prompt extended student participation. In lines 18 and 19, MEL gives her response (i want to send photos on my (.) close friends story (1.0) but (0.2) i shared all followers) that triggers TEA's laughter which is followed by an acknowledgement token in the last line of the extract.

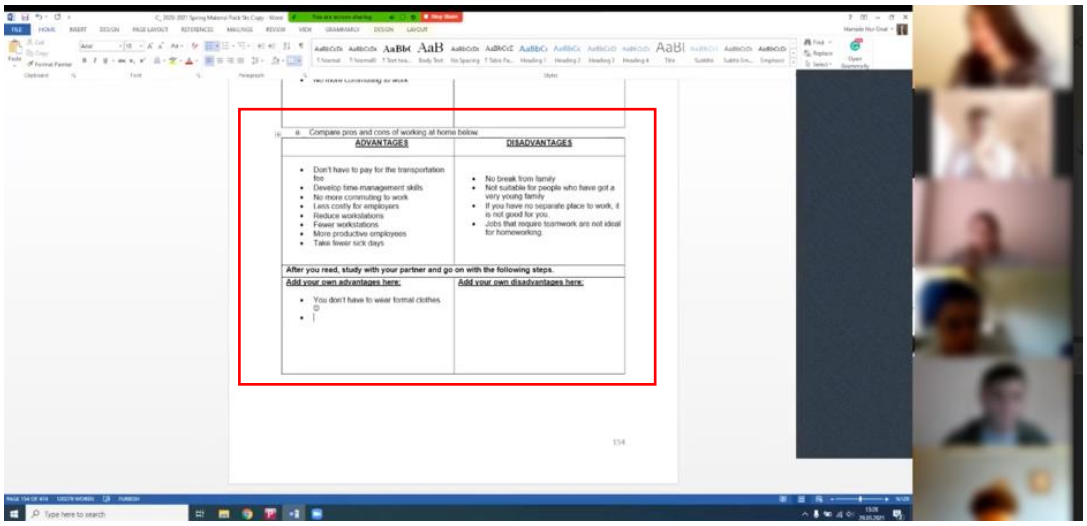
Unlike the extracts so far, Extract 4 involved a combination of multiple embodied actions that one of the students employed as displays of engagement and willingness to participate (smiling in lines 4 and 6; holding microphone and approaching it to her mouth in lines 7 and 11; and nodding in line 8). However, although TEA allocated wait time in transition relevance places, MEL did not take turns or provide any responses, which resulted in the deployment of multiple response pursuit practices in a row such as repeating/reformulating the question, embodying the action that functions as a hint, exemplification, drawing on the students' video frames until she allocates the turn to MEL in line 13. After MEL's limited response, she also asks an elaboration question in line 16 to get a more adequate response and a longer student turn. All in all, the deployment of all these practices achieved to mobilize response and prompt student participation. So far in the previous extract, the embodied actions that the teacher treats as display of WTP, and

engagement include smiling, nodding, lip-parting, holding the microphone of the headphone and approaches it to the mouth. The next extract adds a new multimodal action showing the student's engagement in the ongoing task that is used by the teacher in turn-allocation, which is namely leaning forward to the desk.

Extract 5 comes from the 6th week of the second semester. In this extract, TEA shares her screen, and the students could see the shared document where there is a chart including two parts: benefits of homeworking for (i) employees; and (ii) employers. The students are expected to fill each part based on two videos that they have just watched. Both videos are formal news interviews conducted online from participants' home and include unexpected moments during the interviews because of the interviewers' pets or children. During the activity, TEA asks the benefits of working from home to students and types them into the shared document after she elicits answers from the students. They are expected to give responses to the instruction "Compare pros and cons of working at home below". TEA already has received some answers and typed into the chart as seen in Figure 9 below, and she asks for any other advantages of working at home.

Figure 9

TEA has elicited answers and written it into the chart.



Extract 5 - Segment 1/2: You're writing something I guess - 29.03.2021 Afternoon – 00:27:30- 00:29:20

```
1  TEA   any +other advantages that come to your mi:nd↑
   tea       +changes participants list
2        (6.0)
3  TEA   you- (0.4) hh. actually study <online>
4        (1.1)
5  TEA   >°so°< you have been (0.3) staying at home for more than a year
6        (0.3) what are the advantages of online ↓education or online
7        working (0.2) what do you think
8        (1.8)+(2.3)
   tea        +changes participant screen
9  TEA   it is safer (.) right
10       (1.1)
11 TEA   we have the co↑ronavirus
12       (1.0)
13 TEA   outsi:de (0.2) so can +we sa:y $it is
   tea                          +types "it is safer" in the document-->
14 TEA   safer↑$ ↑for us
15       (2.0)+(0.9)
   tea   -----+
16 TEA   >because< we don't get ↑sick right↑ (0.4) this way
17       (3.0)
18       any other advantages↑
19       (3.2)
20 TEA   that comes to your mi:nd (.) ↓your original ideas
21       (4.2)
22 TEA   zehra do you have an idea
23       (0.2)♦(1.8)♦
   zeh        ♦--1--♦  1: shakes her head
24 TEA   no
25      (0.8)
```

Starting with a question directed to whole class (any other advantages that come to your mi:nd↑), TEA opens space for self-selection to be the next speaker and changes the participants list possibly to identify if any students bodily display willingness to participate. Despite the quite long wait time (6 seconds) in line 2, no one bids for the turn or takes the turns through self-selection, so TEA's sequence-initiating question is left unanswered. In line 3, TEA repairs the instruction written in the chart by contextualizing through personalizing it according to the students' lives (you- hh. actually study <online>). After 1.1

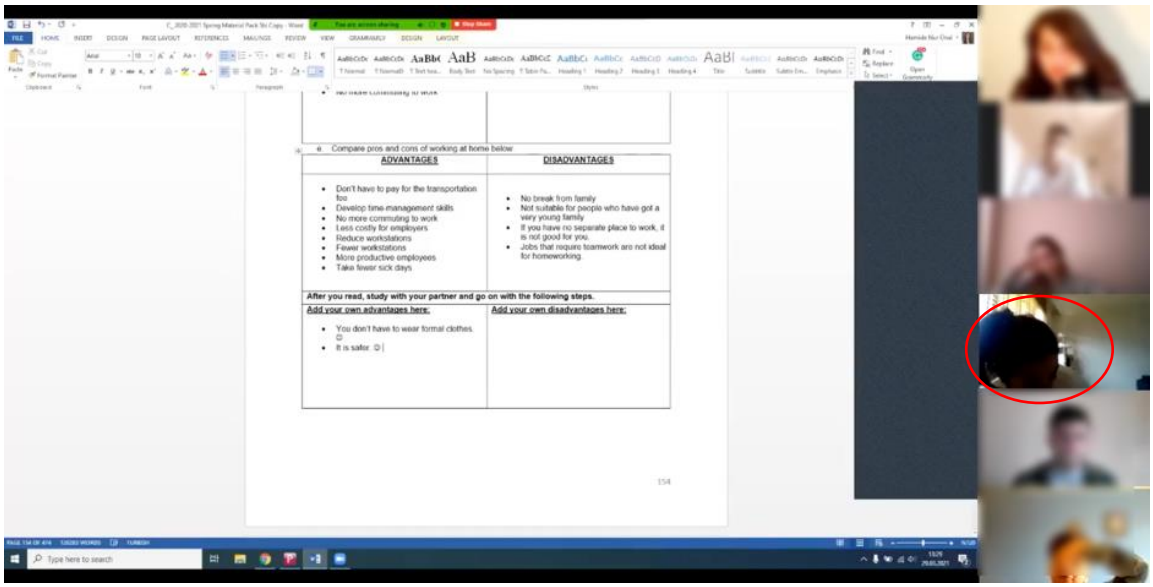
seconds of silence, she elaborates on the situation that the students are expected to provide advantages to (you have been (0.3) staying at home for more than a year), and she directs the reformulated question to them (what are the advantages of online ↓education). Asking their opinion (what do you think) in line 7, TEA opens space for speaker change. Following 1.8 seconds of silence, she shows orientation to the students' video frames by changing the participants list again. As no one shows any embodied displays of willingness to participate during 2.3 seconds of wait time, she provides an answer (it is safer) and invites students to agree or disagree with her idea verbally by asking the students' confirmation (right↑). Then, she supports her own idea between lines 11 and 14. She also types her response in to the shared document while she verbalizes it. In line 16, she provides an account for her response (>because< we don't get ↑sick) and produces another confirmation checking marker marked with rising intonation in word-final position (right↑). This does not trigger any agreement or disagreement either during 3 seconds. In line18, she asks for other advantages and opens the floor for bidding again. Waiting for 3.2 seconds of silence, she marks what she expects as the preferred response from the students by emphasizing your and original in line 20. It is followed by another long pause during which nobody takes the turn and provides any responses. Then, TEA nominates one of the students on the participant list and asks if she has an idea in line 22. ZEH provides an embodied response by shaking her head, which is verbalized by TEA in the next line (no).

Extract 5 - Segment 2/2: You're writing something I guess - 29.03.2021 Afternoon – 01:27:30- 01:29:20

```
26 TEA   &let me +see: who has an idea↑
   ley   &>>--leans forward--> #10
   tea           +changes participant list
```

Figure 10

LEY leans forward.



27 **(1.3)**

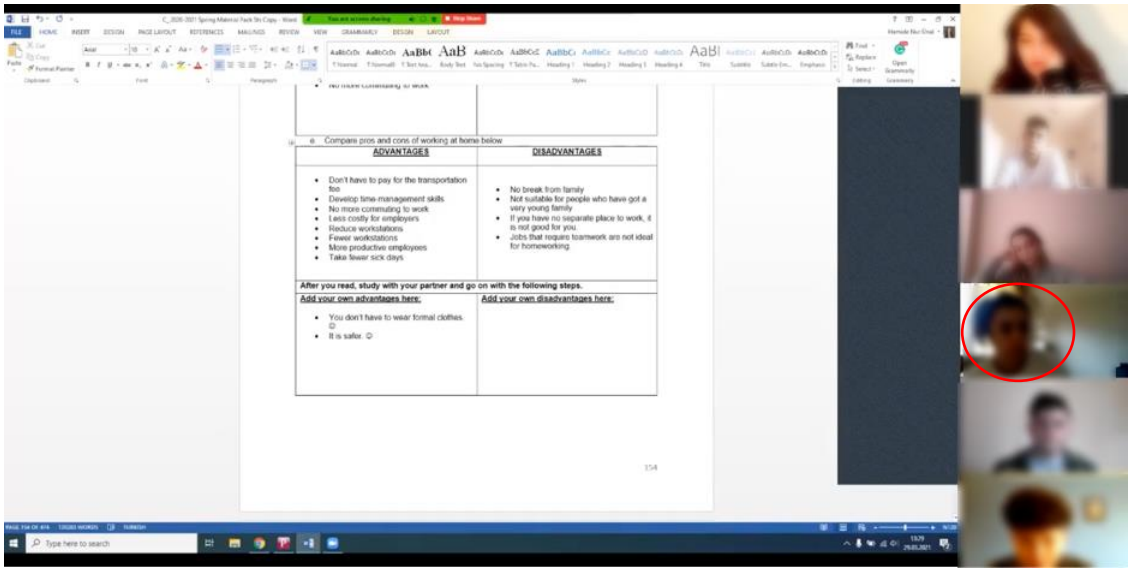
28 TEA **leyla& ♥>do you have an< idea you're writing ♥something i ↓guess**

ley -----&

ley ♥leans back----------♥ #11

Figure 11

LEY leans back.



29 **(1.5)**

30 LEY **yes i'm ♥writing er:♥ which one add >your own< advantage here↑**

ley ♥-----2-----♥ 2: leans forwards to the screen

31 TEA **yes leyla**

32 **(2.2)**

33 LEY **u:hm**

34 **(1.2)**

35 LEY **♥heh heh♥**
ley ♥---3---♥ 3: leans back
36 **(2.0)**
37 TEA **[↑i mean**
38 LEY **[maybe we don- we don't have to pay er: e- for eating**
39 **(1.0)**
40 TEA **oh <u>yes</u> (.) +very good (1.7) <you don't have to pay for food>+**
tea +types LEY's response into the shared document---+
41 **°right° (1.4) it's (0.5) at home >i mean< your mother cooks it**
42 **or your father cooks it so (0.8) it's good (0.3) ↑what about**
43 **the <u>other</u> disadvantages of <u>home</u>working**

As TEA has not received any responses from the students so far in the first segment of the extract, she orients to the participant list and changes it again and invites the students to display willingness to take the next turn. Then, she says that she will choose a student by verbalizing her action (let me see: who has an idea). Following 1.3 seconds of wait time, TEA nominates LEY's name and indicates that she notices LEY's action (you're writing something i ↓guess) (Figure 10). It makes evident that TEA does not only draw on the participants' video frames in turn-allocation but also treats LEY's writing acts as a display of engagement with the ongoing pedagogical activity. The subsequent line proves that LEY has engaged in the activity as she acknowledges it by providing a confirmation token and describing her action (yes i'm writing). In the same line, she checks the question they are working on (which one) and immediately after that she utters the question written in the chart marking it with rising intonation in turn-final position (add >your own< advantage here↑) while leaning forward towards the screen. In line 31, TEA produces a confirmation token. After 2.2 seconds of silence, LEY takes the turn again with an elongated hesitation marker followed by a pause and laughter and another pause in line 36. In line 37 TEA provides a repair initiator (↑i mean-) which overlaps with LEY's response in line 38 (maybe we don- we don't have to pay er: e- for eating). In line 40, TEA utters a change of state token (oh) (Heritage, 1984b), followed by an acknowledgement token marked with emphasis (<u>yes</u>), and provides a positive assessment

(very good) (Waring, 2008) while typing LEY's response into the shared document. Finally, TEA terminates the sequence by shaping learner contribution as elaborating on it between lines 40 and 43.

All in all, in Segment 1, TEA resorted to such practices as allocating wait time, contextualizing, and revising the question, providing a candidate response, and inviting students to indicate agreement or disagreement, writing aloud, producing confirmation check questions. She also picked one of the students from the participant list shown in the right-hand side of her screen; however, all these response pursuit practices failed to elicit a response from the students. Then, Segment 2, by drawing on the speaker list, TEA allocated the turn by nominating one of the students who is engaging in writing, and finally achieved to receive a response to the question of the ongoing pedagogical activity.

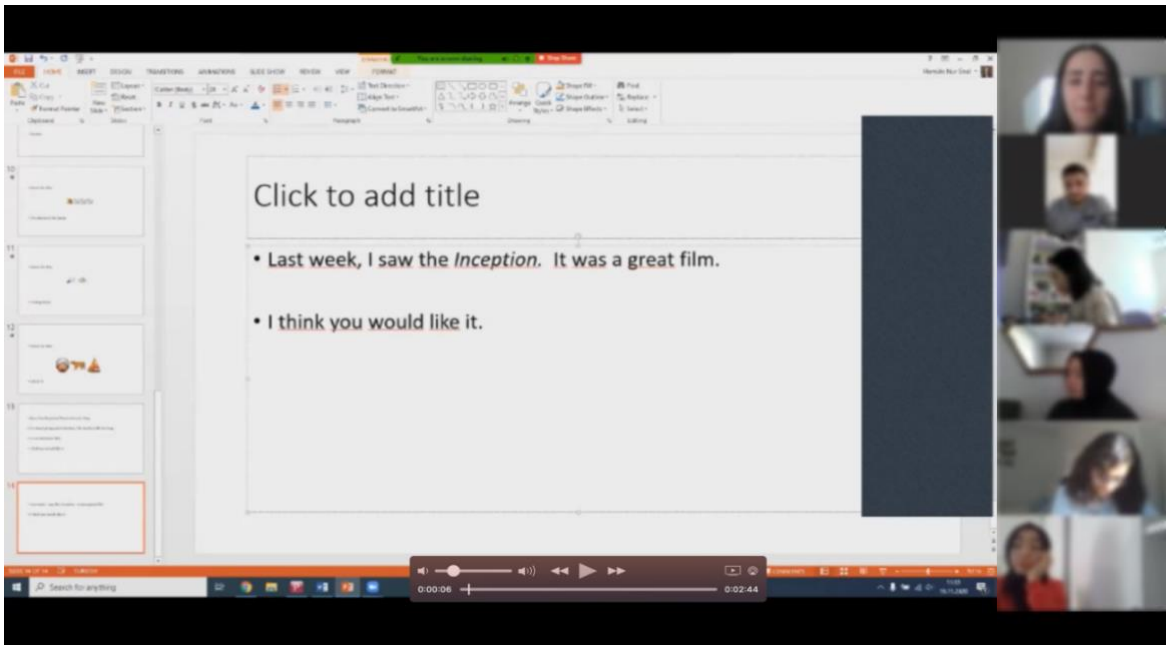
Extract 6 below will illustrate another student action (looking straight at the screen) that is treated by the teacher as a sign of engagement in the activity. In the episode, the students are working on a speaking activity, and they are expected to recommend one of their favorite films they have seen recently. Just below the speaking questions in the book, there are a couple of sample structures that the students could use for describing and recommending their favorite films. Also, prior to the extract, TEA wrote some sample sentences in a slide that students can use to talk about and to give recommendation of a film that they have seen recently. The sample sentences are publicly available to all students on the shared screen. The extract starts with TEA's question directed to *whole class.*

Extract 6 - Segment 1/2: can you give us a recommendation- 19.10.2020- 01:12:10–01:13:16

1 TEA so: can you give us a recommenda↑tion (0.3) like ↓this #12

Figure 12

Sample sentences that TEA wrote



2 **(3.2)*(2.9)**

tea *changes the students' screen

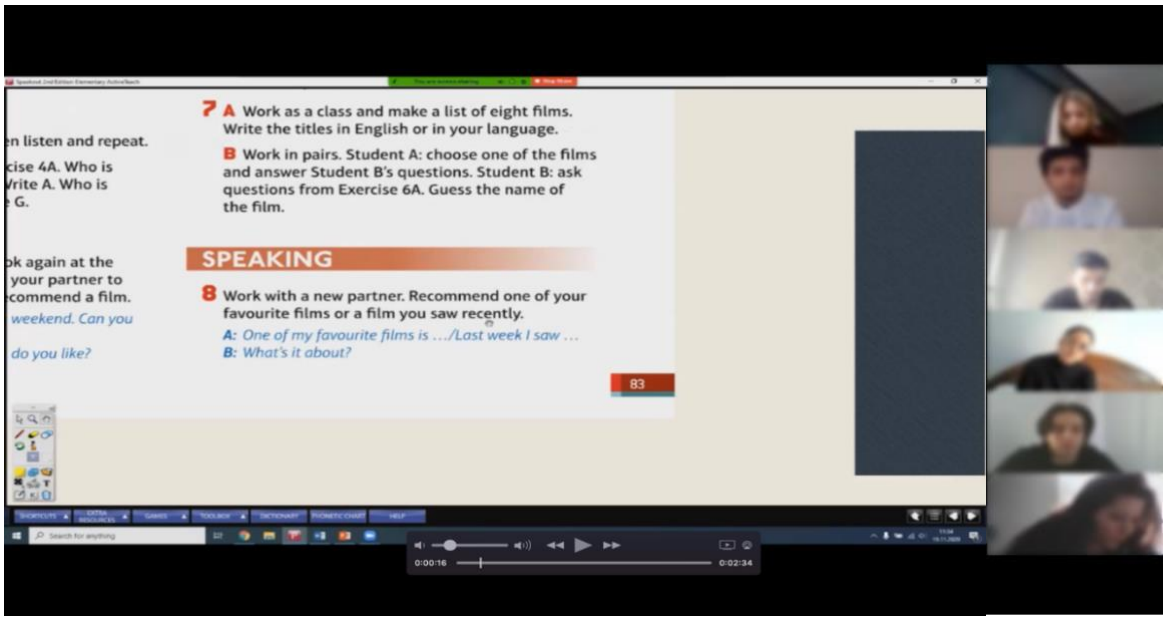
3 **TEA** **did you watch a very good film (0.2) recent↑ly***

tea *reflects the book

#13

Figure 13

TEA reflects the book.



4 ***(0.8)***

tea *--1--* 1: moves the cursor towards the word "recently"

5 **TEA** ***recently means yakın za*manda did you watch or did you <u>see</u> (0.4)**

tea *---------2-------------* 2: moves the curser on "recently"
recently

6 TEA a (0.5) good movie recently↓

In line 1, after she produces the question, TEA brings the sample sentences that she wrote on the document on the shared screen into the students' attention by referring to them (like ↓this). Thus, she hints that she is expecting a response like the ones she showed to students and marks the preferred response type. In line 2, TEA uses an extended wait time for potential bids while orienting to the speaker list that appears on the right side of the screen and changes it to view another cohort of six students. In line 3, TEA reformulates her previous question (did you watch a very good film recent↑ly) by changing the syntactic structure and reflects the book to show the word recently by moving the cursor on the word. She also gives the translation of the word in L1 (Kasper & Ross, 2007; Okada, 2010; Üstünel & Seedhouse, 2005) (recently means yakın zamanda), and coordinates her explanation in L2 with her screen-based action. TEA revises the question and engages in a self-repair and changes the word watch to see (did you watch or did you <u>see</u> a good movie recently↓) which is delivered with an emphasis.

Extract 6 - Segment 2/2: can you give us a recommendation- 19.10.2020- 01:12:10–01:13:16

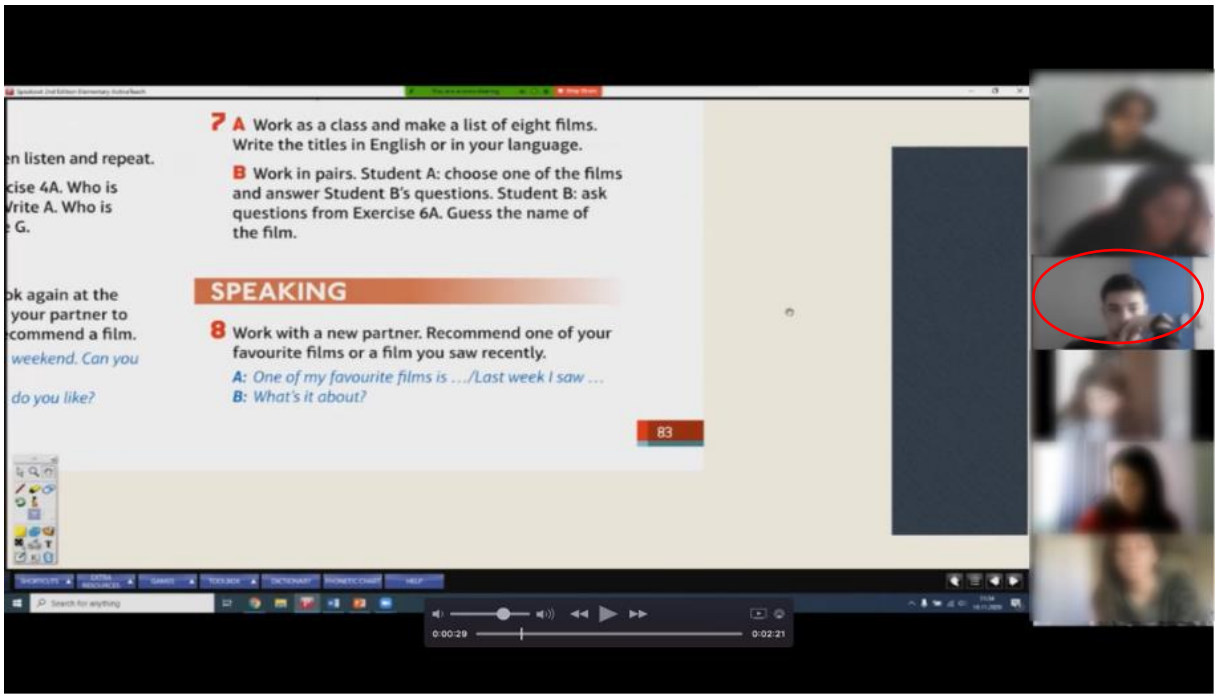
7 (4.9)* (0.8)

tea *changes the students' screen

((only Eren looks at the screen straight)) #14

Figure 14

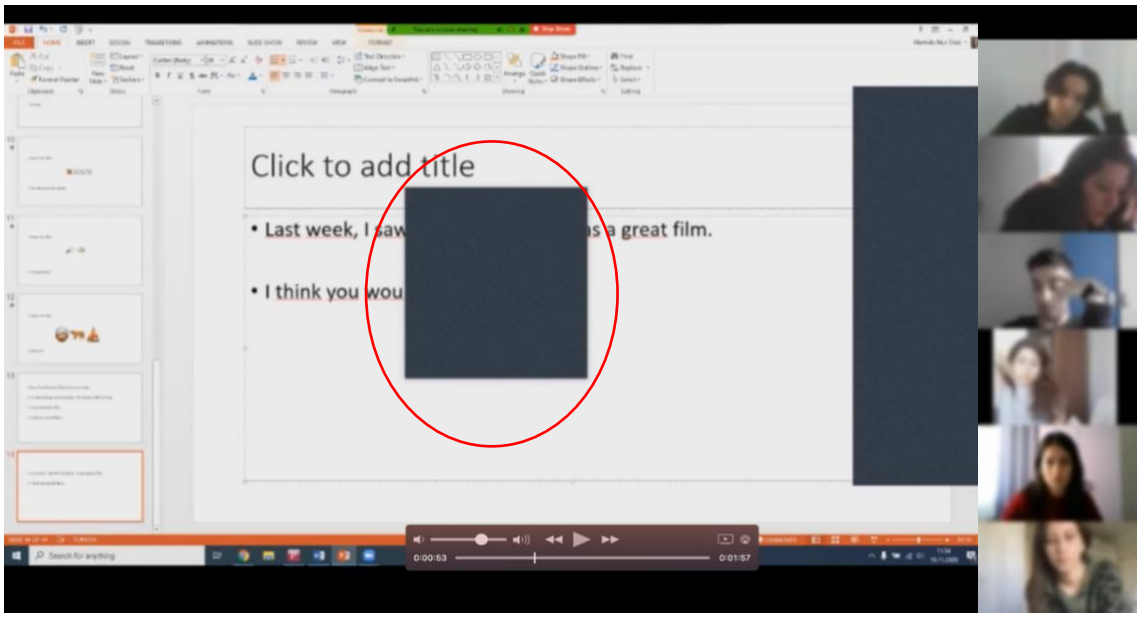
ERE looks at the screen straight.




```
8   TEA   eren↑ (0.3) did you see a good movie recently
9         (3.8)
10  ERE   yes↓:*
    tea         *shares sample sentences
11        (0.6)
12  TEA   so↓ (0.5) ↑when did you see it
13        (2.4)
14  ERE   er+: (1.2) +by origins
    ere      +----3---+     3: looks down
15        (0.9)
16  TEA   you saw the origins
17  ERE   yes
18  TEA   o↓kay what is it about↑+
    ere                          +looks down
19        (0.5) * (0.8)
    tea         *clicks on the Zoom menu
20  ERE   +er: it is about (0.2) *er rein- c- <carnation>
          +a response appears on chat
    tea                          *opens chat box #15
```

Figure 15

TEA opens the chat box.



21 (1.8)
22 TEA reincarn:- reincarnation
23 (0.4)
24 ERE yes[:
25 TEA [hm:(0.2) so (0.2) do you re↑commend it+
ere +looks down
26 (1.7)* (0.8)
tea *changes students' screen
27 ERE er: (0.6) anlamadım hocam bunu
i don't understand this teacher
28 TEA do you recommend it (.) do you think we will we >would< like it
29 (0.8)
30 ERE ↑yes
31 TEA hum: ok[ay
32 ERE [it's a <sci-fi> film
33 TEA >it's a< sci-fi film
34 ERE yes
35 (2.3)
36 TEA >okay<↑thank you ere:n

TEA's reformulation of the question is followed by another extended wait time in line 7; however, no one provides a candidate response and displays willingness to be selected as the next speaker, then TEA orients to the speaker list and changes it again and faces another cohort of six students. In line 8, TEA selects ERE, who is the only student looking straight at the screen, as the next speaker and allocates the turn to him by nominating him

(eren↑) and directs the same question only to ERE this time (did you see a good movie recently). Following 3.8 seconds of silence, ERE provides a confirmation token (yes) in line 10, and TEA shares the slide where sample sentences are written, thus she uses the shared document as an epistemic resource and brings sample sentences to ERE's attention. It is followed by TEA's follow up question (when did you see it) in line 12. After 2.4 seconds of silence starting with an elongated hesitation marker in turn initial position, ERE gives the name of the film (Origins) that he has watched recently. Preceded by almost a second of silence, TEA repeats ERE's response (you saw the origins) that is confirmed by ERE (yes) in line 17. In line 18, after an acknowledgement token (o↓kay), TEA produces another follow-up question (what is it about) and ERE looks down most probably to the coursebook. In line 19, TEA clicks on the Zoom menu to see the response given in the chat box. In line 20, while ERE is giving the response (it is about er rein- c- <carnation>), another student's contribution appears on the chat box; however, as Zoom recordings does not present what is written in the chat box and the chat logs were not available on learning management system, we cannot see the students' written contributions in the chat box. Subsequently, TEA opens the chat box and after 1.8 seconds of silence she repeats ERE's response (reincarnation). It is followed by ERE's confirmation token in line 24. In the following line, after an acknowledgement token (hm:) marked with elongation and a transition marker (so), TEA gets back to the original question (do you re↑commend it) she asked in line 1. After 2.5 seconds of silence, ERE firstly produces an elongated hesitation marker (er:) in turn initial position and claims his nonunderstanding of the question in L1 (anlamadım hocam bunu; translation: i don't understand this teacher). In line 28, his nonunderstanding is oriented by TEA with a repetition (do you recommend it) and recalibration of the question (do you think we will we >would< like it), which achieves to get a confirmation (yes) from ERE in line 30. TEA's acknowledgement token (hum: okay) in the following line overlaps with ERE's turn that he gives information about the film (it's a <sci-fi> film). In line 33, TEA just repeats ERE's response oriented with an acknowledgement token by ERE in the subsequent line and she waits for 2.3 seconds of silence during which ERE does not provide any other information.

Having received the preferred response already, which is marked by an acknowledgement token and repetition of the student's response, TEA provides a sequence closing third (okay) and terminates the sequence in line 36.

The first segment of Extract 6 illustrated the pre-allocation phase where TEA firstly relies on such practices as using shared screen as an epistemic resource for hinting while she moved the cursor on the word that she treats a potential cause of lack of response. She also gave wait time and attended to the students' video frames on the right of the screen as well as provided the translation of the word which is the first instance of the use of code-switching in the extracts. The second segment displayed the post-allocation phase where after allocating the turn to a student by nominating him, TEA asked follow-up questions to get a more adequate response and to trigger a longer student turn. It should be noted here that while employing those practices to elicit the preferred response from the student that she selected as the next speaker, TEA also drew on the chat box to check written contributions. Moreover, unlike the previous extracts where TEA attended to embodied actions such as nodding, smiling, lip-parting, approaching the microphone to the mouth, and leaning forward to the desk, in turn-allocation, in this extract TEA showed orientations to the only student looking at the screen straightly and gave the turn to him most probably due to his availability as the next speaker by nominating the student.

The following extract that comes immediately after Extract 6 will describe how the teacher brings a written contribution delivered in the chat box to the interaction to get a response. The students are working on the same activity as in the previous extract.

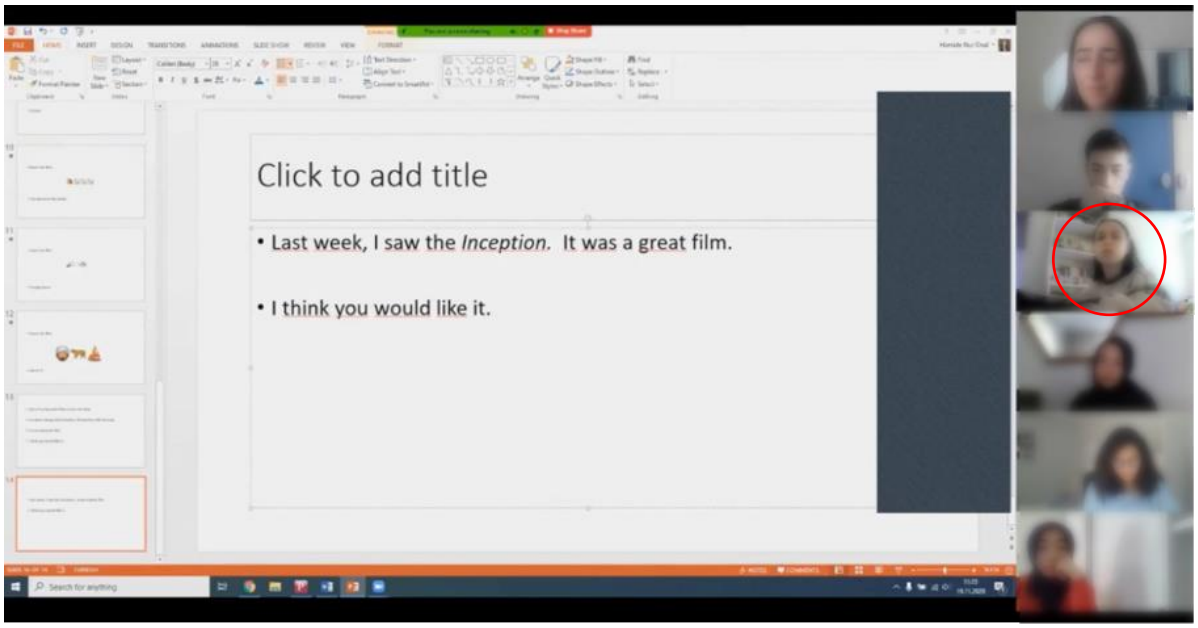
Extract 7: recommendi - 19.10.2020- 01:13:17 – 01:14:28

1	**TEA**	**+is:** (typing sound)
		>>+ The chatbox appears on the screen.
2		**(1.4)**
3	**TEA**	**hale nur i'm correcting i:t** (typing sound)
4		**(6.4)**
5	**TEA**	**°o°kay**
6		**(4.0)+* (1.0)**

```
          ----+
    tea          *closes chatbox
7   TEA    so hale nur can you *recommend the film to *us
    tea                          *changes students' screen*
8          (5.5)
9   TEA    hale *nur do you hear us*
    tea          *--------1---------* 1: leans towards the screen
10         (1.5)
11  HAL    efen♠dim hocam♠
    hal          ♠----2----♠    2: looks at the camera  #16
           yes teacher
```

Figure 16

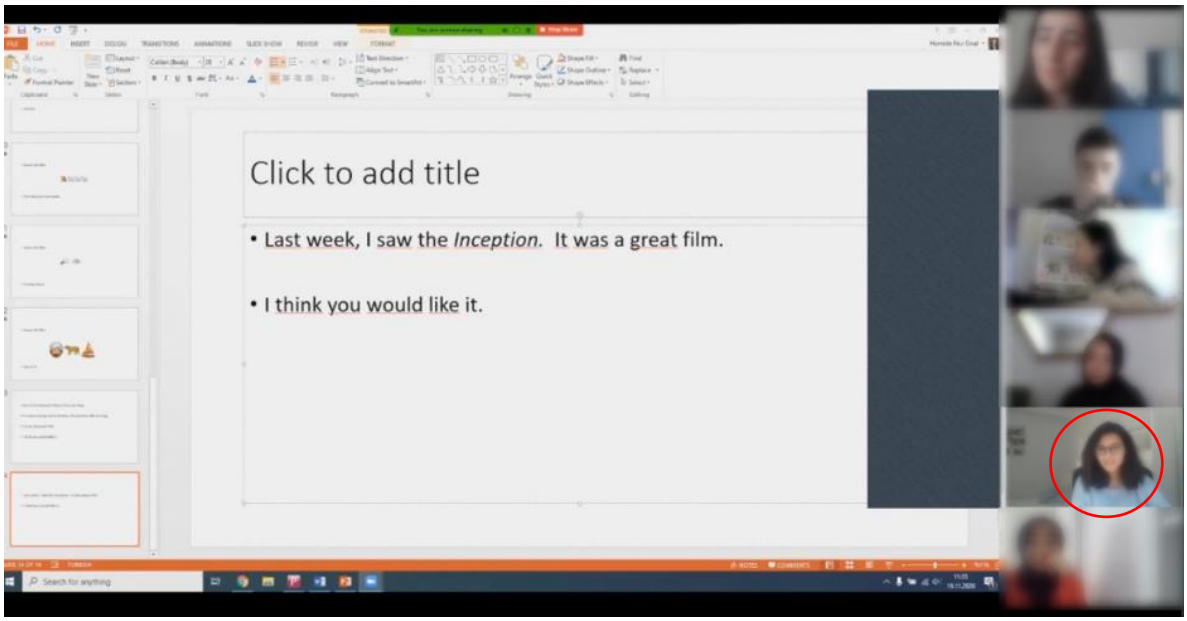
İRE looks at the camera.




```
12         (0.5)
13  TEA    can you recommend a good mo↑vie
14         (1.5)
15  HAL    recommendi (0.3 )o ne demek
                             what is that
16         (0.5)
17  TEA    ♥what does recommend mean (0.2) sinem♥ #17
    sin    ♥smiles------------------------------♥
```

Figure 17

SEN smile.



18 (0.8) ♥ (0.7)
sin ♥leans towards the screen
19 SIN tavsiye
advice
20 TEA yes very good tavsiye etmek
to advise
21 HAL tamam er:
okay
22 (2.4)
23 HAL i am recommendi:↑ (1.6) başlangıç (1.2) movie ya da film huhu:
or
24 (1.6)
25 TEA why (0.2) what is it about
26 (0.7)
27 HAL er: be<cause> beautiful ♠hh.
hal ♠smiles-->
28 (1.1)♠
-----♠
29 TEA because it was beautiful(0.5)↓okay (0.5) or i think* you would
tea *highlights
30 TEA like it(0.2)di mi bunu kullanabiliriz i think you would ↑like it
we can use this, right?
31 bence seversin (0.3) ↓bu filmi
i think you would like this film
32 (0.7)
34 TEA °okay° i think >you would< like it

35 (0.7)

36 TEA ↑ayşe what about you: (0.2) did you see (.) a good movie recently

After providing a sequence closing third to ERE and thus terminating the sequence in the previous extract, TEA verbalizes aloud what she writes (is:) on the chatbox (Mortensen, 2013). Following 1.4 seconds of silence, starting with an address term (hale nur), TEA states that she is correcting what HAL has written in the chat box. After a long pause in line 4, TEA produces a closing marker (okay) and then closes the chat box. Although we cannot see what is written in the chatbox as Zoom saves video and written data separately, through TEA's address term and verbalization of her action in line 3, it can be claimed TEA orients to what HAL has written and repairs it in the chat box. In line 7, addressing HAL, TEA directs the same question (can you recommend the film to us) with the one in line 1, Extract 6, only to HAL. After 5.5 seconds of silence during which HAL does not provide any contributions, TEA checks if she hears, which is accompanied with her change in proximity to the screen (Satar & Wigham, 2017). Coordinated with her question TEA leans towards the screen in line 9. HAL provides a response in line 11 (efendim hocam, translation: yes teacher), thus marks her hearing, which is followed by TEA's reformulation of the question (can you recommend a good mo↑vie) by replacing film with movie. After 1.5 seconds of silence, in line 15, HAL shows her nonunderstanding through a question delivered in L1 (recommendi o ne demek; translation: what is that) regarding the meaning of the verb recommend. It is oriented with a smile by SIN which might be triggered by HAL's improper pronunciation of the recommend. Their smile overlaps with TEA's question in line 17. Immediately after her question and SIN's smile, TEA selects SIN as the next speaker and directs the question to her with an address term in turn final position (what does recommend mean sinem). It can be discussed that TEA may treat the smile of two students as a sign of engagement with the ongoing interaction and pedagogical activity at hand. SIN orients to TEA's question bodily first by leaning towards the screen in line 18 and delivers the meaning of the word in L1 (tavsiye, translation: advice). In what follows, TEA produces

an acknowledgement token (yes), explicit positive assessment (very good) and provides the verb version of what SIN provides in L1 (tavsiye etmek, translation: to advise), thus delivers another repair. In line 21, HAL delivers an acknowledgment token in L1 (tamam, translation: okay) followed by an elongated hesitation marker (er:). After 2.4 seconds of silence, in line 23 she provides a response which includes long pauses between utterances (i am recommendi:↑ (1.6) başlangıç (1.2) movie ya da (translation: or film). Preceded by 1.6 seconds of silence, which functions for wait time, TEA asks follow up questions (why what is it about) in line 25. Starting with an elongated hesitation marker (er:) HAL provides her response (be<cause> beautiful) which is accompanied by her smile. As HAL response does not fit the structure that are showed in sample sentences in the slide and the coursebook, after 1.1 seconds of silence, TEA firstly repeats her response and repairs it by adding was (because it was beautiful) and then produces an acknowledgement token (okay). Also, following half a second of silence, TEA reads aloud the sample sentence (i think you would like it) that is publicly available to all students due to the shared screen as in the previous extract while highlighting it at the same time. In line 30, she produces a confirmation check in L1 (di mi bunu kullanabiliriz, translation: we can use this, right?), repeats the sample sentence once again, and then provides the translation of it (bence seversin). It is followed by a closing third (°okay°) delivered in a soft voice and a repetition of the sample sentence in line 34. The extract concludes with TEA's selecting AYS as the next speaker through an address term (↑ayşe what about you) in line 36.

Unlike the previous extracts that illustrated how TEA draws on the students' video frames by orienting to the participant list on the right-hand of the screen to finds any potential display of willingness to participate, in Extract 7 TEA opened the chat box. In the previous extracts, TEA allocated the turn to the students by showing orientation to their embodied actions that she treated as displays of their willingness to participate or their availability. More specifically, while in the previous extracts TEA nominated the student who smile in Extract 1 and 4, nods in Extract 2 and 4, moves lips in Extract 3, holds the microphone and approaches it to the mouth in Extract 4, leans forward to the desk and engages in writing in

Extract 5, and looks straight to the screen in Extract 6, in Extract 7 the teacher used the written contribution in the chat box in turn-allocation by bringing it into the interaction by nominating the student to pursue the preferred response. Firstly, she oriented to the potential hearing problem that can arise due to the online platform and ensured that the nominated student did not have any hearing issues. Then, she skillfully tackled the unknown word asked by nominated student by drawing on other students and engage one of them in interaction by eliciting the meaning of the word in line 19. Therefore, she managed to elicit a response from HAL in line 23 by involving another student in interaction to deal with the unknown word and code-switching in line 20. In order to receive a more extended and adequate response, the teacher asked follow-up questions in line 25. It should also be noted that between lines 29 and 31, building on the student's response, the teacher brought the sample sentences into the students' attention through her screen-based activity as he highlighted the sentences and terminated the sequence by repeating the sample sentence.

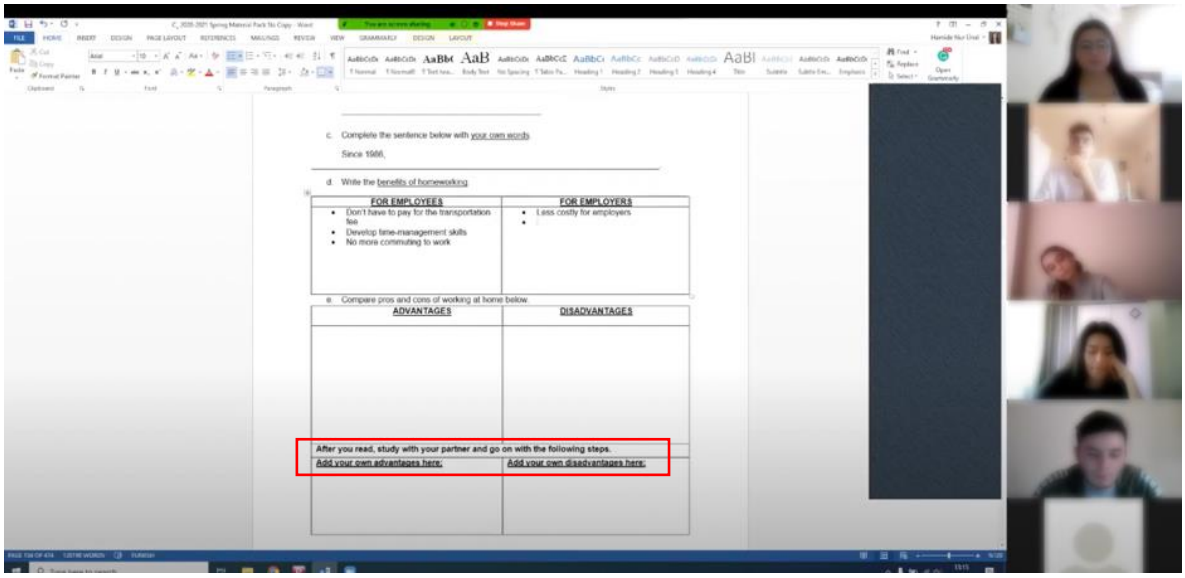
It should be noted here that so far Extracts 1 to 7, turn-allocation was enacted based on the students' displays of WTP and engagement in the activities. However, extracts 8 and 9 below will demonstrate how the students select themselves as the next speaker and produce candidate answers following the teacher's diverse response pursuit practices. Therefore, instead of the allocation of the turn through nominating the students by the teacher based on their multimodal actions that are publicly visible through their video-frames, in the following two extracts, speaker change occurs through the students' turn-taking by self-selecting themselves as the next speaker.

Extract 8 comes almost 9 minutes before Extract 5. The students are working on the same chart that includes benefits of homeworking for (i) employees; and (ii) employers. They are expected to fill each part based on two videos including news interviews held at home. The instruction is "Compare pros and cons of working at home below". They have already completed the employee part and now are working on employer's part. As in Extract 5, TEA types students' responses after she elicits them. Prior to the extract, TEA already

has provided a sample sentence and typed it into the chart as seen in Figure 18 below, and she asks for any other advantages of working at home.

Figure 18

TEA elicited an answer form one of the students and written it into the chart.



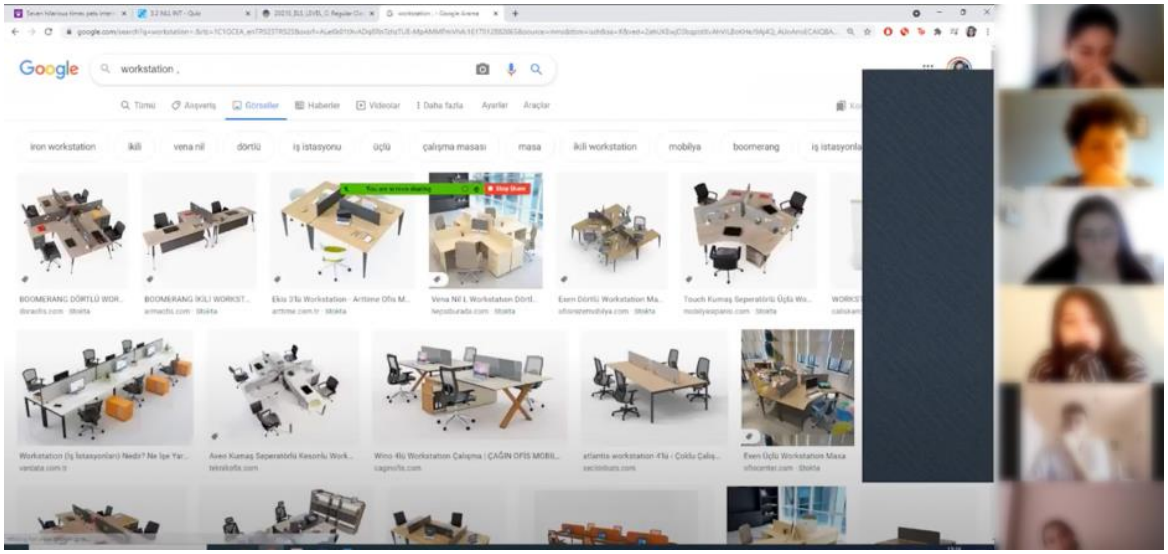
Extract 8 - Segment 1/2: a few workstation - 29.03.2021 Afternoon – 00:14:54- 00:17:43

```
1  TEA   any other advantages↑
2        (2.4)
3  TEA   if everybody is (0.4) in the same office we need to have what↑
4        (3.0)
5  TEA   >how do we< we call these
6        (2.4)
7  TEA   for my computer (.) i need to have a↑
8        (2.8)
9  TEA   °what is that°
10       (1.2)
11 TEA   you >know it< actually+ (0.4) let me show you (.) a picture of it
   tea                          +opens Google
12       (1.0)
13 TEA   er:
14       +(0.8)
   tea   +types "workstation" on Google--->
15 TEA   °workstation yes:°+ (0.3) we call it the workstatio:n* (0.2) so:
   tea                  ---+
```

tea *click images #19

Figure 19

TEA has clicks images on Google.



16 (3.1)

17 TEA right↑+ if i go to: my office

tea +moves the cursor on the images of workstation on Google->

18 (1.0)

19 TEA i need to use a ↑table (0.2) a desk

20 (0.9)

21 TEA so we call it <workstation>

22 (1.5)+

tea -----+

23 TEA a:nd

24 (0.8)+(0.2)

tea +opens the shared document

25 TEA my ↑company has to pay for ↓it

26 (1.6)

27 TEA >but if<↑i work from ho:me

28 (1.1)

29 TEA they can do wha:t↑

30 (1.3)

31 TEA it's in the fourth paragraph

32 *(18.2)*

Ss *---1--* 1: Some of the students orients to their course materials.

In the first line of the extract, TEA asks for other advantages of working from home by directing a question to the whole class without selecting any next speakers, thus she creates space for bidding for the next turn. Following 2.4 seconds of silence, she guides the students by delivering hints for a candidate response (if <u>every</u>body is (0.4) in the <u>same</u> office we need to have what↑); however, she does not provide the name of the object she refers to but asks it to the students in turn-final position delivered with rising intonation. After 3 seconds of silence during which no one takes the turn and provides a response, TEA delivers another question (>how do we< we call these) by referring to the object that she tries to elicit from the students, but it does not trigger any student responses either. After another extended wait time, in line 7, TEA provides an example of the possible usage of the object she refers to and does not complete her sentence but delivers a DIU in turn-final position (for my computer (.) i need to have a↑) in order to elicit the rest of the sentence from the class. However, it is followed by another extended pause. TEA directs another question (°what is that°) uttered in a lower volume to the whole class again in line 9. This question does not receive any responses either. Following 1.2 seconds of silence, taking the turn with a discourse marker (you know) and opening Google, TEA writes aloud (Mortensen, 2013) “workstation” in lines 14 and 15 just after announcing her upcoming actions in line 11 (let me show you (.) a picture of it). By using an inclusive and shared language for the whole class, she explicitly brings the word into the students’ attention (we call it the workstatio:n) and clicks on images button on Google. Following 3.1 seconds of silence she engages in a screen-based activity and moves the cursor on the images of workstation appeared on Google while elaborating on the meaning of the word between lines 17 and 22. After an elongated continuation marker (a:nd) followed by almost one second of silence, she opens the shared document and provides another hint in line 25 (my ↑company has to pay for ↓it). Starting with a contrastive marker in turn-initial position, TEA directs another question to students in lines 27 and 29. She delivers this question with two parts. After making contrast with office in line 27, she waits for 1.1 seconds and then as she does not receive any responses, she provides the question (they can do wha:t↑) as the

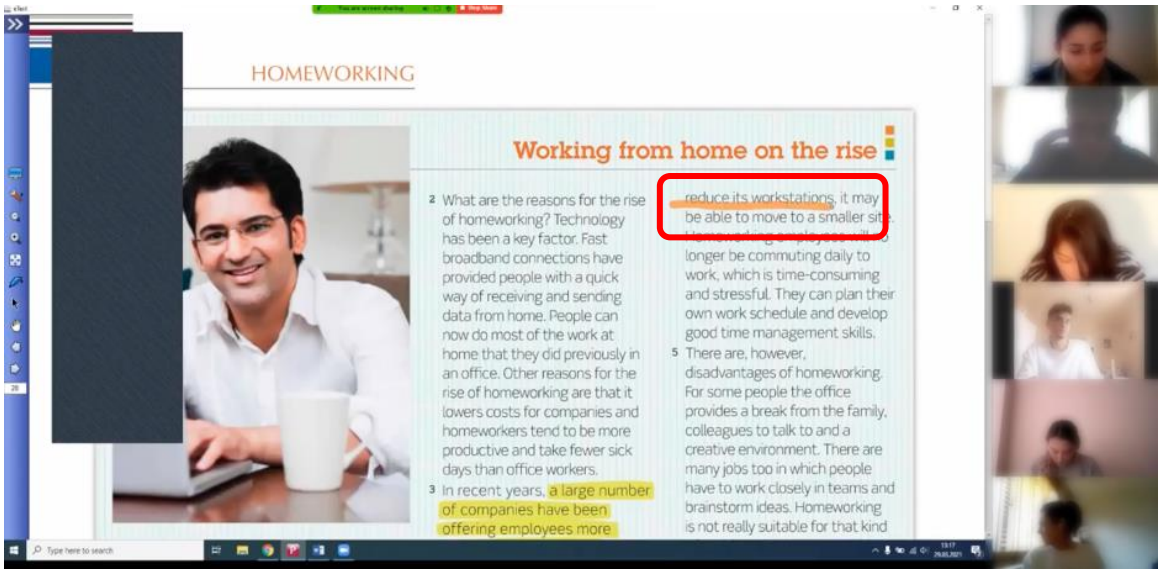
continuation of the first part in line 29. Since no one takes the turn or displays any willingness to participate during 1.3 seconds of silence, TEA directs students to the classroom material (it's in the fourth paragraph) as a shared epistemic resource, thus providing hint to find the answer. In line 32, 18.2 seconds of silence emerges as some of the students look down most probably to their books in their desk after TEA's hint.

Extract 8 - Segment 2/2: a few workstation- 29.03.2021 Afternoon – 00:14:54- 00:17:43

```
33 TEA   did you find it↑
34       (0.6)+(0.7)
   tea        +opens the reading text
35 TEA   maybe i can show it to you: (0.2) ↑do you know the meaning of
36       this verb
37       (0.4)+(0.4)
   tea        + zooms the reading text
38 TEA   redu:ce
39       (2.0)
40 TEA   let me underline it↑(0.7)+ for you <*reduce its worksta↑tions>+*
   tea                          +underlines the phrase-------------+#20
   tea                                      *underlines aloud---------*
```

Figure 20

TEA underlines the phrase.




```
41       (2.0)
42 TEA   so >what does<↑reduce mea:n  (0.3) can you guess the meaning↑
43       (0.7)
```

44 TEA **from the context**
45 **(1.6)**
46 TEA **+<reduce>+ (.) >its-< so ↑there are less (.) employee- employees**
tea +---2----+ 2: draws circle around "reduce" with the cursor
47 **(0.8) in the office (0.7) >a lot of people are working from home**
48 **>so< they reduce**
49 **(2.1)**
50 TEA **not many**
51 **(0.7)**
52 TEA **so they make it +<smaller>+**
tea +----3----+ 3: underlines aloud "smaller"
53 **(1.4)**
54 TEA **smaller (.) dec↑rease ↓kind of what does reduce mean**
55 DOG **aza[ltmak**
reduce
56 YAG **[küçültmek**
makes smaller
57 TEA **azaltmak very good yes**
reduce
58 **(1.2)**
59 TEA **so they can have smaller (0.7) offices right↑**
60 **(2.0)**
61 DER **>er< a few work station**
62 **(0.2)+(1.0)**
tea + opens the shared document
63 TEA **↑derya**
64 **(0.4)*(0.8)**
tea *types "reduce workstations" into the shared document
65 DER **er: a few* workstation**
tea ----*
66 TEA **↑yes +fewer workstations we can also say it like this**
tea +types "fewer workstations" into the shared document
67 **(1.2)+**
tea -----+
68 TEA **fewer workstations ↓huhu: (0.3) thank you (0.4) any other ideas↑**

Following the extended pause in line 32, TEA checks if the students have found the answer in the paragraph after leading students to the course material. Then, she opens the reading text while she keeps sharing her screen. She announces her upcoming action (maybe i can show it to you:), focuses on the meaning of another word in the paragraph,

and checks the students' epistemic status (do you know the meaning of this verb). Upon zooming the reading text, she brings the word to the students' attention by firstly uttering the word, and then, after 2 seconds of silence, starting with the announcement her next action again (let me underline it↑) she underlines the word while reading it aloud coordinately. Following 2 seconds of silence and a transition marker (so) in turn initial position, she asks the meaning of reduce to the class without selecting any students as the next speaker. Emphasizing the word guess, she asks students to infer the meaning from the context (can you guess the meaning↑ from the context), thus guiding them on how to find the meaning of the word in lines 42 and 44. After the wait time in line 45, she again focuses on the word reduce by uttering the word while drawing a circle around the word on the shared document with the cursor at the same time, thus she draws the students' attention to the word again. As this does not trigger any responses, she provides other hints by describing the meaning of the word in line 50 (not many) and 52 (so they make it <smaller>). Her utterance of the word smaller is accompanied by her screen-based action while she underlines the word on the shared material. As no one takes the floor, following 1.4 seconds of wait time, she utters the word smaller again, gives a synonym of reduce (dec↑rease ↓kind of), and ask the meaning of reduce again (what does reduce mean) to the whole class. Her multiple attempts to get the meaning of the word from the students achieve to get candidate answers (azaltmak), (küçültmek) in L1, which are delivered in an overlapping fashion, from two students in lines 55 and 56. In line 57, TEA shows orientation to the first candidate response provided by DOG by repeating her response and delivering positive assessment marker (Waring, 2008) (very good) followed by a confirmation token (yes). After 1.2 seconds of silence in line 58, TEA produces a candidate response to her own question (so they can have smaller (0.7) offices) and terminates her turn with a marker delivered with a rising intonation in word-final position (right↑), thus asks confirmation. Finally, in line 61 DER self-selects herself as the next speaker and starting with a hesitation marker delivered in a faster pace gives a candidate response (>er< a few work station). Opening the shared document where the chart is, TEA nominates DER's name and types

“reduce workstations” into the chart on the shared document. However, DER utters the same candidate response (er: a few workstation) in line 65 too. In the subsequent line, TEA immediately accepts DER’s candidate response by firstly producing an acknowledgement token marked with rising intonation (↑yes) and repeating it (fewer workstations) and then explicitly marks her acceptance by indicating that it can be one of the preferred responses (we can also say it like) and writing it into the chart in line 66. Following 1.2 seconds of silence, TEA terminates the sequence through repeating DER’s response one more time, producing another elongated acknowledgement token (huhu:) and finally asking for other ideas.

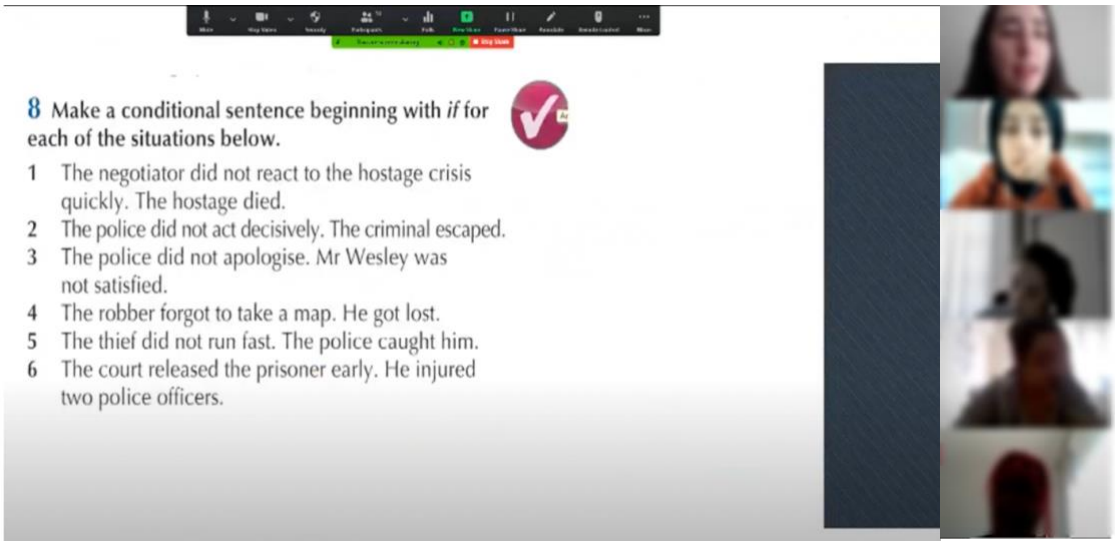
In Extract 8, while TEA pursued response to one of the questions in the pedagogical activity at hand, she dealt with some vocabulary items that she treated as a potential reason for lack of response. As the students did not deliver any other advantages, which was the main question that the teacher tried to solicit an answer, during 2.4 seconds of silence, the teacher oriented to the vocabulary item starting from line 3. Through a range of practices such as producing different questions and delivering a DIU, she invited the students to provide the word. However, because no one takes the turn, she relied on the internet to show the picture of the object thereby using the internet as an epistemic resource to prompt student contributions and elicit the preferred response. After searching the object, she clicked images button on the page and, moving the cursor on the image, terminated the unknown vocabulary trajectory by delivering the searched-for-item in line 21. Building on this word, she turned back to response pursuit moves. First, she contextualized the word between lines 25 and 27 and issued another question in line 29. Then, since there was a lack of response again, she finally directed the students to the book, and she used the course material as an epistemic resource this time. In the second segment of the extract, she drew on another vocabulary item that she treated as unknown. Again, drawing on the affordances of the online platform, while sharing her screen she zoomed the reading text and underlined aloud the new searched-for-item. Finally, DER selected herself as the next

speaker, took the turn and delivered the candidate answer, hence the progressivity of the interaction and activity was established.

As in Extract 8, the following extract also showcases the students' turn-taking through selecting themselves as the next speaker to provide candidate response following the teacher's question. The extract comes from the fifth minute of the lesson and involves a homework-checking activity. Before this class, the students completed an exercise as homework that requires making conditional sentences (type 2 - unreal situations) beginning with if for the given situations (see Figure 21 below). After reminding at what conditions if clause type 2 is used to the whole class, the teacher starts the homework checking. Prior to the extract, she has read the first sentences in the exercises.

Figure 21

The exercise that the students are working on



Extract 9 – Segment 1/2: no one wants to take risks - 06.11.2020 – 00:05:12 - 00:07:45

1 TEA so how can we make if (0.2) if ↓close (0.7) with this
2 (2.5)
3 TEA it's too late +right↑ *the hostage died*
tea +frowns--->
tea *shakes her head-*
4 (2.8)+
tea -----+

5 TEA so what can we do
6 (4.7)+ (1.4)
tea +changes the participant list
7 TEA silence
8 (3.2)
9 TEA no one wants to take risks
10 (3.5)
11 TEA is it difficult↑
12 (1.0)+(1.5)
tea +changes the participant list
13 TEA do you need help↑
14 (0.8)
15 TEA so (0.8) ↑let's look at the situation (0.5)↑ what's the result
16 (0.9)
17 TEA >what's the result↓<
18 (1.6)
19 ILK the hostage °[died°
20 SXX [the hostage die
21 TEA very good ladies (.) yes <the hostage died> (.) this is the result
22 (0.6)
23 TEA so ↑what do we want to change >in the< past
24 (2.4)
25 TEA °this one right↑°
26 (1.3)
27 TEA ↑if:
28 (1.5)
29 TEA so >let's start< with if
30 (2.8)
31 TEA °okay↓°
32 (0.9)
33 TEA so i:f
34 (2.3)
35 TEA dɪt dɪt
blah blah
36 (0.8)

After directing the question to whole class without nominating any students, TEA waits for 2.5 seconds of silence for any potential bids for the floor. As no one displays willingness to participate, TEA provides a hint (it's too late right) with regard to the meaning of the syntactic structure, namely if clause type 2, which the students are expected to use

in providing the response. While hinting, she emphasized the word late that serves as a key word in the focal linguistic form. It is followed by a confirmation check (right↑) marked with rising intonation and utters the second sentence written in the exercise (the hostage died), which is accompanied with her embodied action as she frowns and shakes her head. These gestures also function as another clue regarding the linguistic structure at hand. Following 2.8 seconds of silence, she again reformulates the question in line 5. After almost 5 seconds during which no one takes the floor and provides any responses to TEA's question, TEA changes the participant list to face another cohort of six students to identify any potential displays of willingness to participate. Following 1.4 seconds of silence, in line 7, she problematizes the lack of response (silence), which does not trigger any responses either and 3.2 seconds of silence emerges in line 8. Then, in line 9, TEA provides candidate accounts for lack of response (no one wants to take risks) and questions the reason of it (is it difficult↑) in line 11. She orients to the students' video frames by changing the participant list to find a student who displays willingness to take the turn but as there is none, she offers help in line 13. In line 15, starting with a transition marker (so), she directs the students to the shared document explicitly using an inclusive and shared language (let's look at the situation) and produces a more specific question asking what the result is in lines 15 and 17 waiting for almost one second between the two questions in line 16. This question manages to receive responses from two students in lines 19 (the hostage °died°) and 20 (the hostage die) in an overlapping fashion that are oriented by TEA in the subsequent line with positive assessment marker (very good). She also repeats the students' responses followed by a shorter wait time. Then, in line 23, she revisits what is expected from the students in line 23 (↑what do we want to change >in the< past). No one takes the turn again in line 24 during 2.4 second of silence, so the teacher shows the answer and invites the students to agree with that verbally (this one right↑) with a confirmation checking marker delivered in a lower volume at the end of her turn in line 25. However, this does not manage to elicit any responses again. In line 27, she produces a DIU (↑if:) delivered with emphasis and expects the students to provide the rest of the sentence; however, no one takes the

floor. In line 29, again with an inclusive language, TEA provides another hint regarding the beginning of the response (>let's start< with if). Following the wait times in lines 30 and 32, she first repeats the DIU in line 33 and fills the silence (dıt dıt) in line 35.

Extract 9 - Segment 2/2: no one wants to take risks – 06.11.2020 – 00:05:12 - 00:07:45

37 PEL **the-**
38 TEA **↑huh**
39 PEL **/dze[nerato:r/**
40 TEA **[>very good<**
41 **(1.1)**
42 PEL **er generator (.) er: (1.5) had (0.5) not mı (.) demem lazım**
should I say not
43 **(1.0)**
44 TEA **ha- (0.7) had (0.6) >no no< not had not (.) had**
45 **(2.0)**
46 TEA **şöyle ↑yapmış olsaydı:**
if she did so
47 **(1.4)**
48 TEA **yapmamış ol>saydı değil de< yapmış ol↓°saydı°(0.2)if the**
not if she did not so if she did so
49 **↑negotiato:r**
50 **(1.0)**
51 TEA **had**
52 **(2.4)**
53 TEA **↑after had we need verb three °right° so if the negotiator ha:d**
54 **(3.4)**
55 TEA **what's the verb here**
56 **(2.4)**
57 PEL **ed gelmicek mi=**
shouldn’t we add “-ed”
58 TEA **=yes °↓very good° so:**
59 **(2.1)**
60 TEA **let's make the sentence**
61 **(2.0)**
62 PEL **er (0.5) the negators (.) had decided to the hostage crisis quickly**
63 **(1.2)**
64 TEA **huhu:**
65 **(1.4)**
66 PEL **heh he teacher=**

67 TEA **=yes**
68 PEL **the hos- hostage would**
69 **(1.6)**
70 PEL **h[ave**
71 SIL **[wouldn't**
72 **(1.5)**
73 TEA **hm wouldn't maybe (0.4) ölmicekti (.) >ölmem[iş olacaktı<**
wouldn't have died wouldn't have died
74 PEL **[okay**
75 **(1.5)**
76 PEL **the hostage wouldn't (0.2) have (.) died**
77 TEA **very good yes pelin**

In line 37, PEL self-selects herself as the next speaker and takes the floor with a cut-off article (the-). As in Extract 7, TEA did not use any turn-allocation mechanisms to select the next speaker earlier, but she drew on multiple response pursuit practices. Following PEL's initiation, TEA marks the closing of her search for the next speaker (huh) in line 38. In line 39, PEL's utterance that is pronounced in improper way overlaps with TEA's explicit positive assessment (>very good<) (Waring, 2008) delivered in a faster pace. After 1.1 seconds of silence, starting with a hesitation marker PEL takes the turn again that includes multiple pauses and a clarification question delivered in L1 (not mı (.) demem lazım; translation: should I say not). It is oriented by TEA in the third position with a repair initiating component (no no) (Schegloff, 1987, 1992) and she provides the correct structure (<u>had</u>) marked with emphasis. After the pause in line 45, TEA delivers an extended linguistic explanation in L1 in lines 46 (şöyle ↑yapmış olsaydı; translation: not if she did not so) and 48 (yapmamış ol>saydı değil de< yapmış ol↓°saydı; translation: not if she did not so, if she did so), then continues with the first part of the preferred response which serves as a DIU (if the ↑negotiato:r). As PEL does not take the turn during 1 second of silence, TEA syntactically upgrades the DIU by adding a new item (had), which does not elicit any responses either. After 2.4 seconds of wait time she provides a hint with a linguistic explanation (↑after had we need verb three), invites PEL to agree verbally by delivering a confirmation check marker (°right°) uttered in a softer voice. Then, she terminates her turn

with the combinations of two DIUs she gave in lines 48 and 51 (if the negotiator ha:d). Another extended silence occurs in line 54, and then TEA searches for response specifying her question by focusing on the syntactic structure of the sentence (what's the verb here) that achieves to elicit PEL's contribution given in a confirmation question format in L1 (ed gelmicek mi; translation: shouldn't' we add -ed). TEA immediately responds to it with a confirmation token (yes) and a positive assessment (very good), utters an elongated transition marker in turn-final position, and marks that she expects a full sentence as the preferred response from PEL (let's make the sentence) in line 60 with an inclusive language as a support move. In line 62, PEL takes the turn again with a hesitation marker and delivers the first clause of the sentence that is oriented with an acknowledgement token by TEA (huhu:). In line 66, PEL laughs and addresses TEA probably to mark the trouble in providing the preferred response, which is oriented by a go-ahead token by TEA. Taking the turn again, PEL adds new items to her response in lines 68 (the hos- hostage would) and 70 (have). In line 71 another student (SIL) takes the turn by self-selecting herself as the next speaker and grammatically repairs PEL's response (wouldn't) given in line 68 (would). It is the second moment in the extract that one of the students displays willingness to participate by taking the turn without being nominated by TEA. After 1.5 seconds of silence occurs in line 72, TEA delivers a confirmation token (hm) in turn initial position and repeats SIL's response firstly in L2 (wouldn't) and then in L1 by adding new items to it (ölmicekti (.) >ölmemiş olacaktı<; translation: wouldn't have died, wouldn't have died) in an overlapping fashion with PEL's acknowledgement token in the next line (okay). In the subsequent line, PEL takes the turn and delivers the second clause of the sentence correctly which is oriented with a positive assessment and an acknowledgement token by TEA.

In this extract, while Segment 1 depicted the pre-allocation phase where TEA deployed response pursuit practices one after another, Segment 2 illustrated the phase after one of the students selected herself as the next speaker. In Segment 1, TEA drew on a number of practices as in the previous extracts including hinting at the meaning of the

target form, confirmation checking, reformulating questions, drawing on the speaker list, problematizing silence, questioning the reason of silence and offering help, issuing more specific questions, directing the students to the shared document as an epistemic resource, providing DIUs and filling the silence. Similar to Extract 8, in this extract following the response pursuit practices, TEA did not use any turn-allocation mechanism but one of the students select herself as the next speaker and initiated the turn. TEA drew on this initiation and employs further interactional practices to get the answer specifically from the student who takes the turn. While before the speaker change TEA delivered response pursuit practices to elicit contribution from any students in the class, after the speaker change she employed these practices to get the preferred response from PEL. She allocated wait time, delivered an extended linguistic explanation by code-switching, and using an inclusive language as a support move. All of these practices, finally, achieved to elicit the preferred response from the students in line 76.

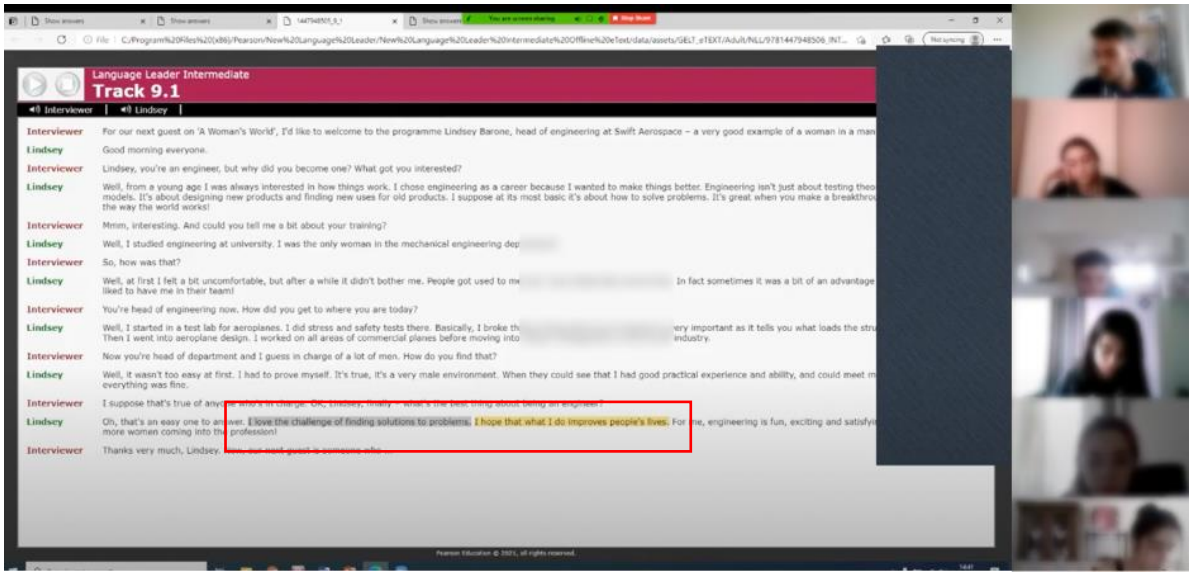
The extract presented until now showcased two ways of speaker-change that enact following teacher response pursuit practices attempting to evoke student contribution: (i) the teacher's nomination of the students upon identifying their WTP and engagement with the pedagogical task at hand by showing orientation to the participant list (Extract 1-7), and the students' self-selecting themselves as the next speaker to deliver the response (Extract 8 and 9). Extracts 10, 11, and 12 that will be presented below; on the other hand, disclose another type in turn-allocation. Unlike the earlier types, in the third type the teacher selects next speaker herself randomly from the participant list without identifying any displays of WTP.

Extract 10 comes from the second semester. Prior to the following extract, the students listened to a track about women engineers and now they are working on an exercise in the book. They are expected to correct the statements that includes false information according to the listening track. The teacher shares her screen so that the students can follow the exercise on their screens, and she has already elicited the answers

of the first three statements. After eliciting each answer, she gets back to the script of the listening track and highlights the correct sentence while playing the relevant part of the track. Just before the extract starts, she asked the fourth question and one of the students provides the answer by self-selecting himself as the next speaker. Figure 22 below illustrates the moment when the teacher highlights the correct statement in the listening script.

Figure 22

TEA highlights the correct statement in the script of the listening track in the shared material.



The extract starts with TEA's reading aloud the fourth statement again to get the correct statement one more time.

Extract 10 - Segment 1/2: let me choose Sıla – 03.05.2021 Afternoon – 01:25:20-01:26:45

1	**TEA**	**okay↓.hh so *she ↑likes engineering becau:se**
	tea	*moves the cursor on the sentence--->
2		**(0.6)**
3	**TEA**	**she:***
	tea	----*
4		**(2.5)**
5	**TEA**	**let's make (.) the sentence >let's< make the full sentence**
6		**(0.8)**
7	**TEA**	**why does she like it (0.4) *because she↑***

```
      tea                                  *------1-----* 1: moves the cursor
                                                                  "because"
8         (0.6)
9   TEA   likes >dıt dıt dıt<
                 blah blah blah
10        (1.7)* (2.3)
    tea        *clicks on the participant list
11  TEA   w↑hat is the* full sen↓tence
    tea                *clicks on the participant list
12        (1.4)
13  TEA   come o:n i just said i:t
14        (1.2)*(2.0)
    tea        *clicks on the participant list
```

In the first line TEA reads aloud the sentence on the book until the part that includes the false information and leaves it incomplete designedly thus invites students to provide the correct information. Her reading is coordinated with her moving the cursor on the statement. After 0.6 seconds of silence, in line 3 she reads aloud one more word marked with an elongation in turn-final position (she:), which functions as another DIU (Koshik, 2002), hence opening space for bidding without nominating any students. Waiting for 2.5 seconds during which no one bids for the turn, TEA reminds what the students are expected to do through an inclusive structure (let's make (.) the sentence). Then, she self-repairs her utterance and marks that she is expecting a full sentence (>let's< make the full sentence). Following almost 1 second of silence in line 6, TEA produces a question this time (why does she like it) followed by a DIU (because she↑) marked with raising intonation in turn final position to invite a completion by the students. Note that the DIU produced in line 7 (because she↑) is in the form of combination of two previous DIUs in lines 1 (because:) and 3 (she:). Again, her reading aloud the statement is accompanied by her moving the cursor on the utterance. Following 0.6 seconds of silence the teacher fills the incomplete part with blah blah blah (>dıt dıt dıt<) delivered in a faster pace; however, this response pursuit practice does not prompt any student responses either. It is followed by another extended duration of time that functions as a wait time. In line 10, TEA changes the speaker list, where students are positioned in cohorts of six, in order to see another cohort of six students

possibly to identify bodily displays of willingness to participate. Then, after 2.3 seconds of silence during which no one bids for the turn and displays willingness to participate, she changes the screen again to view another cohort. In line 11, she directs a question to whole class (w↑hat is the* full sen↓tence) without nominating anyone and changes the speaker list once again. Following 1.4 seconds of silence in the subsequent line, TEA produces a past reference (i just said i:t) preceded by an elongated request for action (come o:n). TEA refers to the moment that she has received the response to this statement just before this extract (see Figure 22 above).

Extract 10 - Segment 2/2: let me choose Sıla – 03.05.2021 Afternoon – 01:25:20 - 01:26:45

15 TEA <let me> choose sıla↑

16 (0.8)
17 TEA can you make the full sentence↑
18 (1.8)
19 TEA +because she: dıt dıt dıt+
blah blah blah
sıl +slightly smiles---------+
20 (1.4)
21 TEA what does she like (0.2) does she like the money↑ no (0.6) she
22 likes th- different (0.2) °↓things°
23 (1.6)
24 SIL i don't understand
25 +(1.4)+
sıl +--2--+ 2: smiles and shakes her head slightly
26 TEA er we are *correcting this statement this is false ↑right* four
tea *moves the cursor on the sentence--------------*
27 is false (0.3)so we are making it true(0.3)we are correcting it
28 (0.4)so *how can we correct it she likes engineering because (0.2)
tea *moves the cursor on the sentence-->
29 she:*
tea -----*
30 (2.1)
31 TEA neyi seviyordu (0.4) parayı değil de (0.8) she likes the↑
what did she love(0.4)not money but
32 (1.4)*(1.6)

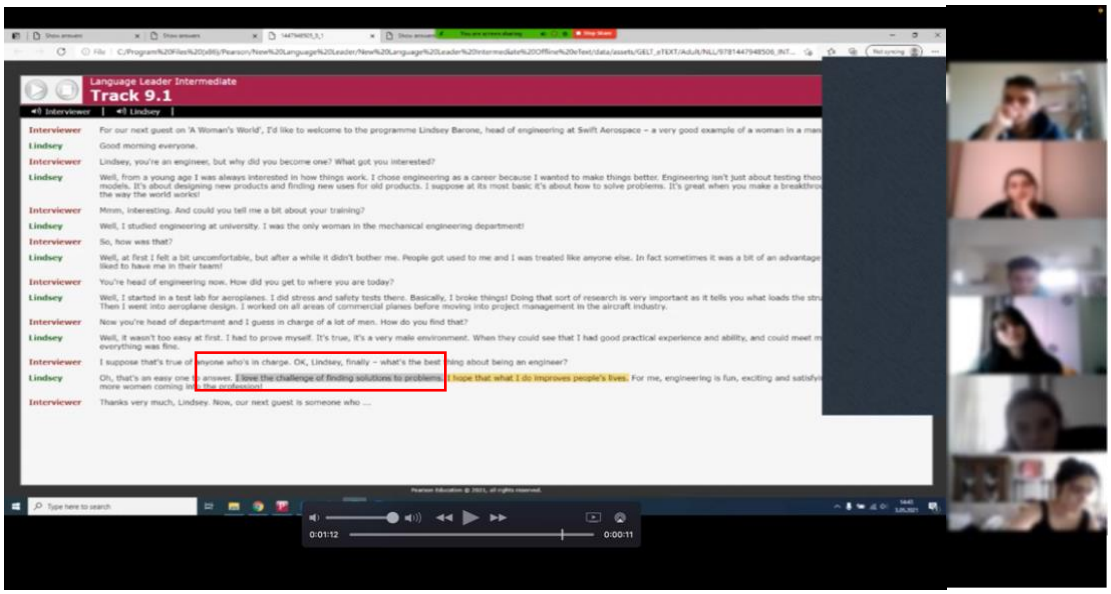
tea *shows the listening script

33 TEA *( ) ((makes a murmuring sound))

tea *highlights the sentence #23

Figure 23

TEA selects the sentence with the cursor.



34 (1.0)

35 SIL er challenge of finding solutions to problems

36 TEA very good ye*s that's correct sıla ♥thank you

tea *opens the questions page

tea ♥opens the answers page

TEA uses the 3.2 seconds of silence in line 14 in Segment 1 as a wait time for potential bids and any displays of WTP, but as there are none, she selects a student from the participant list in line 15 by stating she is going to select a student (<let me> choose sıla↑) as the next speaker. In line 17 she revises the question (can you make the full sentence) that she previously asked in line 11 and directs it only to SIL. However, during 1.8 seconds of silence SIL does not provide any candidate answers, then TEA syntactically upgrades the DIU she uttered in line 7 by adding a new item (blah blah blah) (because she: dıt dıt dıt) in an overlapping fashion with SIL's slight smile; however, this resource does not get any responses either. After waiting 1.4 seconds, TEA repeats the open-ended question (what does she like) she asked in line 7, then produces a yes-no question (does she like

the money↑) and gives the answer herself (no), and marks that she expects anything else than money as the preferred response. In lines 21 and 22, she explicitly indicates that she is expecting another answer as a preferred response also through explicitly stating it (she likes th- different °↓things°). However, in line 24, SIL explicitly claims nonunderstanding (i don't understand) that is followed by 1.4 seconds of silence during which she smiles and shakes her head slightly. TEA treats SIL's claim of nonunderstanding as trouble in understanding the instruction and elaborates on the exercise instruction in an extended turn in lines 26 and 27. Then, TEA reads aloud the statement again while moving the cursor on the sentence in line 28 and finishes her turn with the same DIU (becau:se she) in line 29. However, this does not trigger any responses from SIL either. Following 2.1 seconds of silence TEA switches code and asks the same question in L1 (neyi seviyordu; translation: what did she like) and fills the silence by stating what is incorrect again in L1 (parayı değil de; translation: not money but). In line 32, waiting for 1.4 seconds of silence, TEA shows the listening script as the shared document, and provides a hint by murmuring the sentence while highlighting it with the cursor at the same time. This finally elicits the contribution from SIL who starting with a hesitation marker in turn initial position provides the response (er challenge of finding solutions to problems) In line 36, TEA produces an explicit positive assessment (Waring, 2008) (very good) followed by acknowledgement token (<u>yes</u>) delivered with an emphasis and terminates the sequence.

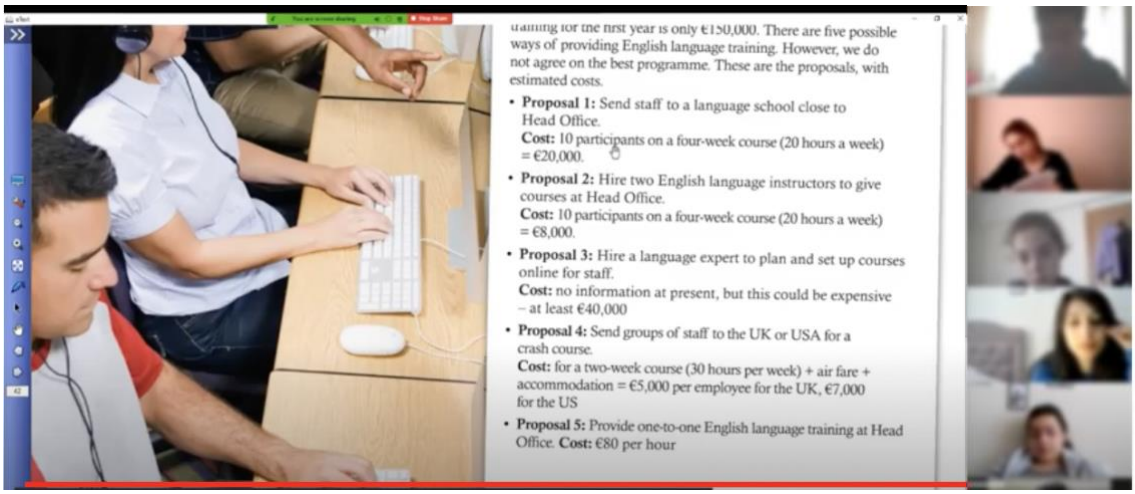
Unlike the previous ones where TEA selected students as the next speaker by orienting to their embodied actions displaying their WTP and availability (Extract 1-7), and the students selected themselves as the next speaker (Extract 8 and 9), in Extract 10 the teacher picked a student who did not show any embodied action displaying her availability as the next speaker or willingness to participate. As in extracts 2, 3, and 5, the first segment of the current extract constituted the pre-allocation phase that TEA pursued response from any students in the class prior to the allocation of the turn, while in the second segment, she tried to elicit a response from the nominated student in post-allocation phase. TEA

selected one of the students from the participant list after changing the list multiple times. The nominated student's claims of nonunderstanding in line 24 made it evident that she did not show willingness to participate or did not display availability in the interaction. After selecting the student as the next speaker, TEA drew on a number of response pursuit practices, namely, revising the question, providing DIUs and hint, reading aloud, moving the cursor on the statement, code-switching, filling silence, and using the shared document as an epistemic resource.

In Extract 11 will show another example of the teacher's selection of the next speaker from the participant list. In this episode, the class is working on a reading text about the language training of staff in companies. In the text, there are five proposals regarding foreign language training given based on the chart providing information about both the number of staff members working in the company and their English language proficiency levels. The students are expected to discuss each proposal considering their advantages and disadvantages taking into consideration the information presented in the chart. The extract starts right after the teacher reads aloud the fourth sentence: "Sends staff to a language school close to head office" (see Figure 24 below).

Figure 24

The proposals that the students are working on

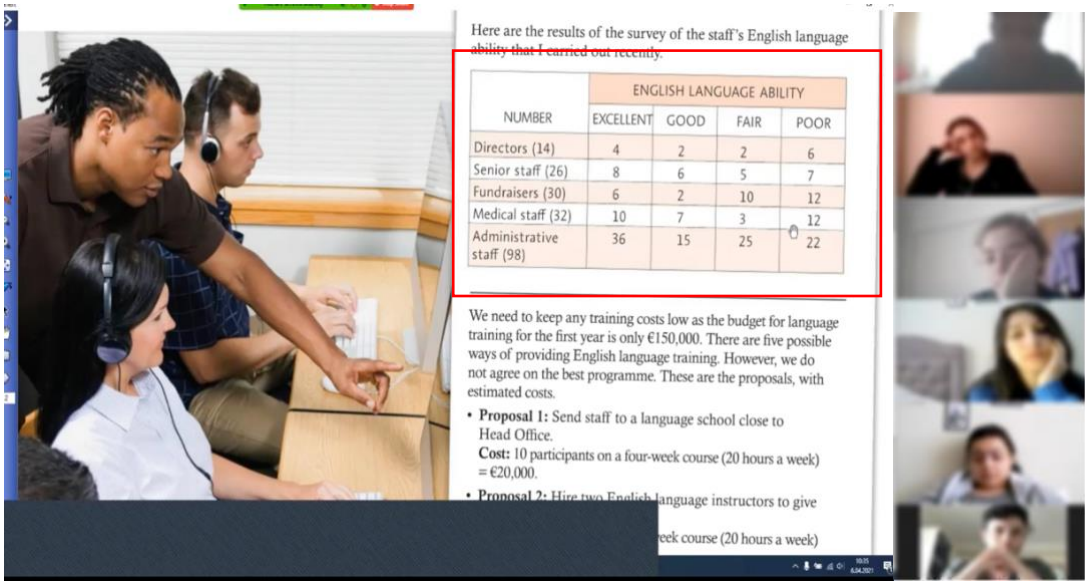


EXTRACT 11 - Segment 1/3: let's ask Hale - 06.04.2021 Morning - 01:20:30-01:24:40

1 TEA what do you think about this (0.3) >do you think< this is a good
2 one↑ a °good proposal°
3 (1.9)
4 TEA or not
5 (0.8)
6 TEA ↑>is it< expensive the budget +is >you know< a hundred fifty
tea +moves the cursor on the budget->
7 thousand+ euros (.)*this costs
tea ------+ *moves the cursor on the budget of proposal 1>
8 (2.6)*
tea -----*
9 TEA >but< how many- yani sadece on kişi yirmi bin euro ediyorsa (0.2)
i mean if only twelve people cost twenty thousand euro
10 +burda ihtiyaç duyan çok kişi var+ *do you think this would be
there are many people who need
tea +scrolls up to the chart---------+
tea *scrolls down to the proposal>
11 ex↑pensi↓ve*(0.7)+because there are a lot of people+ &look at the
tea ------*
tea +scrolls up to the chart---------+ #25
tea 1: moves the cursor on the number of the staff &---1--->

Figure 25

TEA scrolls up and shows the chart.



12 number& administrative staff +ninety eight people+*and twenty two
tea ------&

```
   tea                                  +---------2--------+
                                         2: moves the cursor around 98
   tea                                                     *--3---> 12.15
                                         3: moves the cursor around 22
13 TEA   poor
14       (1.6)
15 TEA   yirmi ikisinin kötü ingilizcesi var* ↑medical staff let's look at
         twenty-two of them have poor English
   tea                                   ----*
16      >their english< +twelve poor+ (0.6) fundraisers *twelve (.) *senior
   tea                 +----4------+                   *-----5----*
            4&5: moves the cursor around 12
17       staff +seven+ (.) >directors< *six*   &so: a lot of people need
   tea         +--6--+                 *-7-*   &scrolls down---->
           6: moves the cursor on 7      7: moves the cursor on 6
18       language programs& >so do you<↑think +this would be expensive↑
   tea               ----&
   tea                                        +--------------8---------->
                     8: moves the cursor around the budged of Proposal 1
19       (0.2)+
   tea   -----+
20       for the (0.2) charity for the organiza↓tion
21 SX    °yes°
```

The extract starts with TEA's opinion question directed to whole class. Without selecting any students as the next speakers, she opens the space for bidding for the turn. Immediately after the sequence-initiating question, she also recalibrates it and provides a yes/no question (>do you think< this is a good one↑ a °good proposal°) in lines 1 and 2. Following 1.9 seconds of silence, she adds an alternative to the question (or not) in line 4. In line 6 she reformulates the question (is it< expensive), and then she moves the cursor on the budget given in the proposal while reading it aloud. Waiting for 2.6 seconds of silence, with a contrastive marker (but) in turn initial position, she starts a question but abandons it (how many-) and provides information about the number of the people and the budget (yani sadece on kişi yirmi bin euro ediyorsa; translation: i mean if only twelve people cost twenty thousand euro); and contrasts it with the number of the people who need language training in the chart (burda ihtiyaç duyan çok kişi var; translation: there are many

people who need) in L1 while scrolling up to the chart. Then, she scrolls down to proposal 1 and reformulates her previous question in the meantime (do you think this would be expensive) in L2. It is followed by accounting for why it would be expensive (because there are a lot of people), which is accompanied by TEA's another screen-based practice as she scrolls up to the chart and moves the cursor on the number of the staff in line 11 (see Figure 25 above). After she directs students to the chart explicitly (look at the number) between the lines 12 and18, TEA reads aloud the information given in the chart, thus bringing them to the students' attention while moving cursor on them simultaneously with her utterances. Then, in line 18, she repeats the question she asked in lines 10 and 11 (do you<↑think +this would be expensive) while moving the cursor around the budget of proposal 1, which triggers a confirmation token (°yes°) delivered in a lower volume by one of the students. Until this point, in order to get a response to her sequence-initiating question in line 1, TEA engages in a range of response pursuit practices including coordinating her screen-based action with her talk and also establishes the relevancy of her action with the ongoing explanations in lines 6, and between 11 and 18; as well as providing reformulation of questions and using L1. As no one takes the turn and delivers a candidate response, TEA provides an account herself in line 10 and 11. After an extended turn including her screen-based actions, she manages to elicit a limited student participation in line 21.

EXTRACT 11 - Segment 2/3: let's ask Hale- 06.04.2021 Morning - 01:20:30-01:24:40

```
22 TEA   hu:m ↓okay (0.9) so ↑what about proposal two
23       (1.0)
24 TEA   hire two english language instructors to give courses at head
25       office hu:m +what does hire mean↑+ >do you remember °hiring°↑<+
   tea               +moves the cursor on "hire" in the text----------+
26       (2.5)
27 TEA   who remem↓°ber[s it°
28 FEY                 [işe almak
                        to hire
29 TEA   yes feyza very good↓(0.3) so to give them jobs °so° hire two
30       teachers (1.3) to give courses at head office (0.6) so let's
31       look+ ten participants on a four-week course is eight (0.5)
```

tea +reads aloud while moving the cursor on the sentence-->
32 thousand euros+ (0.8) what do you think about this one it is
tea ------+
33 cheaper
34 (2.8)
35 TEA do you think this kind+ of a course is effective
tea +stops screen-share mode and faces all students
36 (2.7)
37 TEA +two teachers
tea +shows her two fingers--->
38 (1.0)+(1.2)
tea -----+
39 TEA do you think it's advantages for the staff
40 (2.0)
41 TEA haftada kaç saat görüyorlar (0.3) +aa sizin gibi yirmi saat (.)
how many hours do they have per week oh just like you twenty hours
tea +smiles---->
42 do you think this is effective↑
43 *(2.8)+
tea *scans the students with her eyes---> 43.47
tea ------+
44 TEA no: hocam too many classes we hate twenty hours (0.5) or:
teacher
45 (1.0)
46 TEA do you like it(.)do you think this can work this proposal is good
47 (2.1)*
tea -----*

The student's confirmation token is followed with TEA's acknowledgement (hu:m ↓okay) that terminates the sequence. In line 22, using a transition marker (so), TEA moves to the second proposal (what about proposal <u>two</u>). In line 24, she reads aloud proposal 2 given in the shared document. In line 25, after a thinking marker (hu:m), she focuses on a word in proposal two and asks the meaning of it to the students first (what does hire mean↑) and then checks if they remember (do you remember °hiring°↑) and in the meantime moves the cursor on hire in the sentence. Following an extended wait time, she reformulates the question and opens space for bidding again in line 27 (who remem↓°bers it°) that overlaps with FEY's candidate response given in L1 (işe almak; translation: to hire). TEA orients to

her candidate response by producing acknowledgement token (yes) and nominating her name she delivers positive assessment (very good) (Waring, 2008). Then, she provides the synonym of hire in L2 (to give them jobs) and reads aloud proposal 2 again. In line 30 and 31, she directs students to the chart (let's look) and she reads aloud the cost of proposal 2 (ten participants on a four-week course is eight thousand euros) coordinated with her screen-based action as moving the cursor on the sentence. In lines 32 and 33, she initiates the sequence again with a yes/no question directed to whole class (what do you think about this one it is cheaper). Waiting for 2.8 seconds of silence during which no one bids for the turn, she changes her question (do you think this kind of a course is effective) in the subsequent line. While she asks the question, she stops the screen-share mode on Zoom and faces all students at once. Following another extended wait time in line 36, she shows her two fingers simultaneously with her verbal utterance (two teachers). This question does not trigger any student responses either. Then, in line 39 she produces a reformulation of the question (do you think it's advantages for the staff) preceded by another wait time. After waiting for 2 seconds, she asks the number of class hours which is given chart in L1 (haftada kaç saat görüyorlar; translation: how many hours do they have per week), and then after a change of state token she gives the answer herself in L1 again (aa sizin gibi yirmi saat; tranlation: oh just like you twenty hours). Finally, she repeats the question she asked in line 35 (do you think this is effective). Starting from the extended wait time in line 43, she shows orientation to students' video frames by scanning them until line 47 possibly to identify if any students bodily display willingness to participate. In line 44, she also utters a possible candidate response the students would give to her question. The second segment of the extract concludes with TEA's questions asked in a row (do you like it (.) do you think this can work this proposal is good) followed by 2.1 seconds of wait time. In this segment, TEA skillfully employs quite a wide range of response pursuit practices in succession which are dealing with a vocabulary item that might be the cause of potentially upcoming lack of student response, reformulation of questions, directing the students to the shared document as an epistemic resource, reading aloud, asking a more specific question and changing

syntactic formats of questions, stopping the screen-share mode of the online platform and drawing on the students' embodied actions in gallery view, providing wait time, using gestures, code-switching, and offering a candidate response. However, despite these practices, her questions are left unanswered as no one takes the turn and provides contribution.

EXTRACT 11 - Segment 3/3: let's ask Hale- 06.04.2021 Morning - 01:20:30-01:24:40

```
48 TEA   let's ask hale (0.8) hale >what do you think about this proposal<
49       (4.7)
50 TEA   huh
51       (3.3)
52 TEA   >do you think it's +a good one<+ *o:r (0.4) not good*
   tea                     +thumbs up--+
   tea                                 *---------9--------*
                                 9: frowns and shakes her head
53       (3.4)
54 HAL   not good
55 TEA   not good (0.2) why
56       (5.0)
57 HAL   ♥because (.) e[r:♥
   hal   ♥looks up left---♥
58 TEA                 [huh
59       (0.6)
60 HAL   not enough
61 TEA   it's not enough↑
62 HAL   ♥yes♥
   hal   ♥nods♥
63 TEA   +hu: two teachers is not enough+ (1.0) maybe ♥[we ne♥ed more
   tea   +nods and shows her two fingers+
64 TEA   teachers
65 HAL                                                 ♥[°yes°♥
   hal                                                 ♥nods--♥
```

After scanning the students through their video frames, TEA selects one of the students as the next speaker by nominating her name (let's ask hale). After 0.8 seconds of silence during which HAL does not show any orientations to the question. In line 50, TEA utters a listenership token which is followed by 3.3 seconds of wait time. Then, TEA

nominates her one more time and directs the question only to HAL this time (>what do you think about this proposal<) in a faster pace than the surrounding talk, and also, she recalibrates it to an alternative question by incrementing ‘not good’ to her previous question. She utters the alternatives when she embodies them through her gestures and facial expressions (thumbs up; frowns and shakes her head). Following 3.4 seconds of wait time, HAL takes the turn in line 54 and provides the response (not good) that has been given as an alternative in line 52. It is oriented by TEA with a repetition and an elaboration question (why). Then, another extended wait time occurs in line 56. In line 57, HAL takes the turn, and as looking up left, she utters an accounting marker (because) and an elongated hesitation marker which overlaps with TEA’s go-ahead marker (huh) in the subsequent line. In line 60, she provides the reason by adding another item to her response (not enough). TEA’s repetition of HAL’s response in the next line is acknowledged with a yes by HAL and with nodding. In line 63, building on HAL’s response, TEA reformulates it and offers suggestions, thus shaping HAL’s contribution, which triggers another confirmation token by HAL in the next line.

In this segment, as in Extract 10, TEA selected a student as the next speaker from the participant list. Unlike the previous segments where TEA tried to get a response from any of the students in the classroom, in Segment 3, after the student’s response in line 54, TEA issued follow-up questions, allowing wait time, and producing listenership-token to get a more adequate response this time.

As in the previous two extract, Extract 12 below with also illustrates the teacher’s selecting one of the students from the participants randomly as the next speaker. After issuing the sequence-initiating question, the teacher draws on the students’ video frames and selects ERE to give the response. The extract comes from the first semester. The class has been working on a unit called ‘Survivor’. The teacher shared slides that show some photos describing various situations such as lightening, earthquake, and getting lost in a forest, and the students shared their ideas about whether the situations are dangerous and

scary. Following this, they completed a fill-in-the-blanks exercise by using phrases like get hot, get stung, get tired, etc. Just before the extract, they started a new exercise in which the students are expected to tell a situation using one of the phrases along with the conjunction ‘so’. The teacher typed a sample sentence (I was in Muğla last year. I stayed outside for three hours so I got sunburnt.) into the chat box. The extract starts with the teacher’s instruction (let’s use it in a sentence).

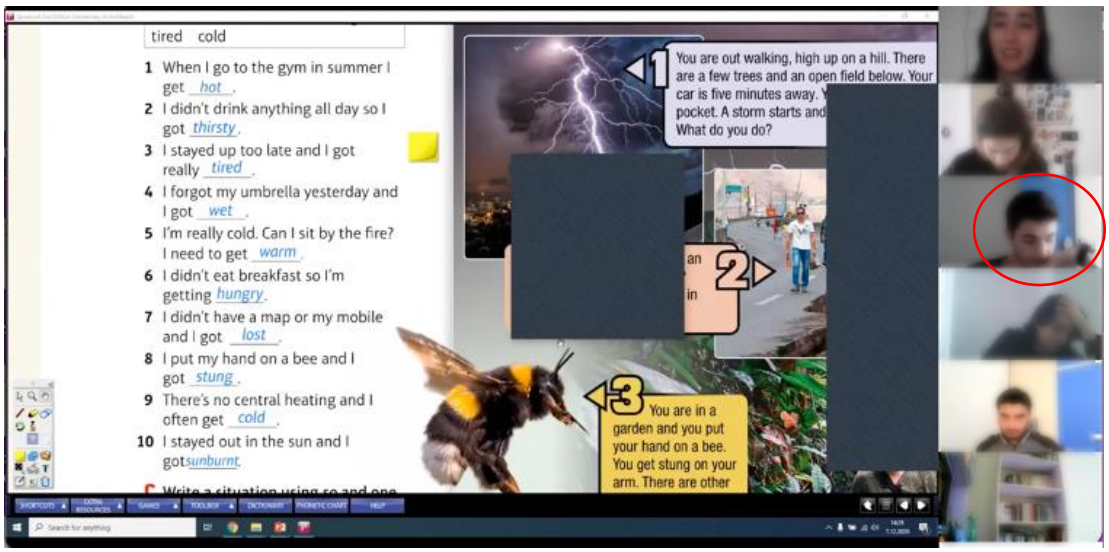
EXTRACT 12: what will I do teacher – 07.12.2020 Afternoon - 01:13:53 – 01:15:42

1 TEA let's use it in a sentence
2 (2.2)
3 TEA for example thirsty
4 (7.5)
5 TEA or get* (.) thirsty get wet ↑get warm get hungry get ↓lost
tea *opens chat box
6 (1.2)
7 TEA let's use it in a sentence
8 (0.8)
9 TEA ↑EREN CAN YOU USE it in a sentence↑
10 (0.6)
11 TEA one of: *them*
tea *--1-* 1: shows her index finger
12 (4.6)
13 ERE ne yapıcam hocam
what will I do teacher
14 (0.7)
15 TEA e:[r we are ↑using
16 ERE [°ben anlamadım°
I don’t understand
17 TEA get plus adjective in *one sen↓*tence
tea *----2---* 2: shows her index finger
18 (1.5)
19 TEA look at my example
20 (1.4)
21 TEA *i was in muğla last year >i stayed outside< for three hours↑*
tea *reads the sentence in the chat box----------*
22 (0.5)
23 TEA so=

```
24  ERE   =er[:
25  TEA      [i'm sun↓burned (0.2) huh=
26  ERE   =okay (.) er (1.2) i was in er: (0.6) forest* (.) last month*
    tea                                                  *nods slightly--*
27  TEA   °ok[a:&y°
    tea          &(typing sound)-->
28  ERE      [er:+
    ere           +looks his left downside --> 28.36  #26
```

Figure 26

ERE looks his left downside.




```
29        (2.3)
30  TEA   hu[hu&
    tea   -----&
31  ERE     [bi dakika .hh
              one moment
32        (4.4)
33  TEA   oka:y and then what happened  >you were< in a forest
34        (1.2)
35  ERE   er:
36        (5.2)+
    ere    ----+
37  ERE   >nasıl desem onu< er-+ (.) i er
           how should I say that
    ere                        +looks his left downside-->
38        (1.6)
39  ERE   put my er: (0.2) leg (.) er (0.5) on a bee+
```

```
    ere                                              ----+
40  TEA   hu:h (1.2) i &put my le:g (0.4) on a ↑bee&
    tea                &(typing sound)-------------&
41        (1.0)
42  TEA   *so hh.*
    tea   *smiles*
43        (1.8)
44  TEA   [i
45  ERE   [er (0.4) so↑ (0.2) i got stung
46  TEA   okay↓ (0.4) very good eren (0.4) i got ↑stung
47  TEA   i was in a forest last month i put my leg on a bee ↓so i got stung
48        (0.4) very good
```

After delivering the sequence initiating instruction with an inclusive language in line 1, TEA provides one of the phrases (for example thirsty) that they have worked on in the previous exercise following 2.2 seconds of silence. Waiting for 7.5 seconds during which no one bids for the turn and displays willingness to participate, TEA continues delivering the phrases in a row while she opens the chat box. After 1.2 seconds of silence, TEA reissues the instruction (let's use it in a sentence); however, there is no bid for the turn on the students' part again. Then, TEA selects one of the students from the participant list and allocates the turn to him by nominating him with a high volume and directs the question only to selected student (↑EREN CAN YOU USE it in a sentence↑) in line 9. Following 0.6 seconds of silence, TEA clarifies what she refers to by 'it' (one of: them) and embodies the pronoun by showing her index finger. However, after an extended silence in line 12, ERE claims nonunderstanding with regard to what he is expected to do in L1 (ne yapıcam hocam; translation: what will I do teacher). TEA explains the exercise in L2 in the next line (get plus adjective in one sen↓tence) which is accompanied with his embodied action again. As this explanation does not trigger any response during 1.5 seconds of silence, TEA directs ERE to her example (look at my example) written in the chat box that is already visible to the students as the teacher opens chat box in line 5. Following 1.4 seconds of silence in line 20, TEA reads her example in the chat box. Although she does not read the rest of the example sentence that includes the phrase, in line 24 ERE initiates the turn with a hesitation

marker (=er) immediately after TEA's conjunction (so=) in the previous line. ERE's initiation overlaps with TEA's delivery of the rest of the sentence which is followed by TEA's marking the closing of her search for the next speaker (huh). In the subsequent line, ERE utters an acknowledgement token in turn initial position first and provides the first part of the sentence until the phase part (i was in er: (0.6) forest (.) last month) which is oriented by TEA with nodding. In line 27, TEA provides a listenership token and starts typing ERE's response into the chat box. In what follows, ERE utters another hesitation marker and looks his left downside, most probably to his coursebook. Waiting 2.3 seconds of silence, TEA delivers an acknowledgement token. In line 31, ERE asks for a moment in L1 (bi dakika; translation: one moment) while checking his book. Allocating another extended wait time in line 32, TEA takes the turn with an acknowledgment token and asks for the rest of ERE's sentence (and then what happened >you were< in a forest), which is followed with another hesitation marker and 5.2 seconds of pause at the end of which ERE stops looks at the book. However, he does not provide the response but engages in word-search practice in L1 (>nasıl desem onu<; translation: how should I say that) delivered in a faster pace. Then, ERE orients to his book again and after a hesitation marker and 1.6 seconds of silence, he finally produces the response that includes multiple pauses until the phrase part (put my er: (0.2) <u>leg</u> (.) er (0.5) on a bee). In line 40, TEA firstly provides a confirmation token (hu:h) and writes aloud the sentence into the chat box. Waiting 1 second, TEA invites ERE to delivers the rest of the sentence through a DIU by providing only the conjunction (so) and smiles. However, during 1.8 second of silence ERE does not take the turn, then TEA increments to her DIU by adding one more item (i) in line 44; which overlaps with ERE's hesitation marker in turn initial position. In line 45, ERE finally provides the rest of the preferred response that is oriented by TEA with an acknowledgment token (okay) followed by a positive assessment marker (very good) and repetition of ERE's response. In lines 47 and 48, TEA ends the trajectory by repeating the whole sentence that she elicited from ERE as a preferred response through various response pursuit practices in the episode. Similar to Extract 10 and 11, in this extract the teacher selects randomly one of the students who

does not display any WTP. After allocating the turn to the student, with the use of wait times and gestures, reissuing the instruction, writing aloud, delivering listenership tokens, providing DIU and syntactically upgrades it by adding new items, she achieved to elicit preferred response.

The following extracts comes from the second semester and showcases a form-based activity. Similar to Extract 11 and 12, in this extract the teacher choose a student randomly from the participant list appearing in the right-hand side of her screen. However, unlike the earlier extracts presented so far, in Extract 13, the teacher reopens space for bidding for the turn after the response pursuit practices deployed in a row do not manage to get a response from the allocated student. In the episode, the students are joining two sentences into one through who or which and they are expected to tell if it is a subject relative clause or object relative clause. The teacher already elicited the first 5 sentences in a shared slide. So far if the students provided incorrect response, the teacher copied the sentences and pasted into a Word document to bring it into the students focus and make linguistic explanation. The extract starts with the teacher's transition to the sixth sentence.

EXTRACT 13 – Segment 1/2: any ideas – 22.04.2022 Afternoon – 01:21:14 – 01:24:37

```
01  TEA   >so what about< six
02        (6.0)
03  TEA   what is the answer to: the six one <let me choo:se> (0.5) er
04        (0.6) * (2.8)
    tea         *changes participants list
05  TEA   aslı >what do you think about< the sixth one
06        (5.7)
07  ASL   er: ben (.) who dedim ama
                I (.) said who but
08        (0.8) * (0.7)
    tea         *increases the volume of her computer-->
09  TEA   you said ↑what sorry*
    tea                    ---*
10        (1.5)+(0.4)+
    asl         +--1--+.  1: leans towards her screen
11  ASL   e[r:
```

12 TEA [who↑
13 ASL ↑i will (0.8) ay↓nen (2.7) ya da (1.3) °which°
                exactly
14   (2.7)
15 ASL ya da (1.3) °which°
        or
16   (2.1)
17 TEA er i can't un↓derstand it i'm ↓sorry can you(.)↑say the full
18   sentence please
19 ASL er i will er donate (.) some of my book
20   (0.8)
21 ASL e[r:
22 TEA   [huhu
23   (2.0)
24 ASL who veya which
            or
25   (1.3)
26 TEA °oka-° who or which >which one< .hh heheheh they are two different
27   (2.5)
28 ASL er:
29 TEA so i will *↑donate* some of my boo:ks
   tea   *---2---* 2: selects the sentence with the cursor
30   (1.5)
31 TEA *i ha[ve alrea♥dy
   tea *opens the word page
   tea   ♥pastes the sentence into the word page
32 ASL   [who:
33   (3.0)
34 TEA let's look
35   (2.2)
36 TEA *some of* my books♥ a:nd ♣them♣ right we have two: things ↓here
   tea *---3---* 3: selects "some of my books" with the cursor
   tea   ♥colours what she selects
   tea   ♣--4--♣ 4:selects them with the cursor
37   ↑them >what< does them refer to aslı
38   (2.4)
39 TEA ♣them♣
   tea ♣--5-♣ 5: selects "them" with the cursor
40   (1.2)
41 ASL ortak ögeler (   ) değil mi

common elements isnt’t it

42 TEA can you say it again↑

43 (0.6)*(2.1)*

tea *--6--* 6: increases the volume of her computer

44 ASL ikisi ortak öge which [dedim

both are common elements I said which

45 TEA [huh yes yes that's correct so: them refers

46 to *some of my books*

tea *-------7--------* 7:selects “some of my books” with the cursor

47 (1.3)

TEA starts the episode with the question that invites the students to provide the sixth sentence that includes relative clause. She waits 6 seconds during which no one takes the turn and shows willingness to be selected as the next speaker. In line 3, TEA reissues the question (what is the answer to: the six one) and after announcing that she will choose one of the students she orients to the participant list and faces another cohort of six students by clicking it. In line 5, TEA nominates ASL and invites her to give the response with another sequence-initiating question (aslı >what do you think about< the sixth one). Another extended wait time follows this. Then, ASL takes the turn with an elongated hesitation marker in turn initial position, provides the response in L1 and ends her turn with a contrastive marker (but) that indicates her uncertainty about the response. Following 0.8 seconds of silence, TEA increases the volume of her computer that marks the hearing trouble projecting the repair initiation in line 9 (you said ↑what sorry). After leaning towards computer’s screen, ASL produces a hesitation marker that overlaps with the relative pronoun marked with rising intonation in word final position (who↑) that TEA produces to check what ASL has provided as a response in line 7. In line13, ASL starts reading her response. After 0.8 seconds of silence, she confirms what TEA offers in the previous line in L1 (aynen; translation: exactly), thus provides second-pair part of the trajectory. However, after the student-response in the second turn of IRF sequence, TEA does not provide any confirmation or disclamation during 2.7 seconds of silence. This triggers another candidate

answer from ASL (°which°) delivered in a soft voice following 1.3 seconds of silence. Following 2.1 seconds of silence, TEA initiates another repair work attending to the trouble in understanding (i can't un↓derstand it) and marks that she expects a full sentence as a preferred response (can you (.) ↑<u>say</u> the <u>full</u> sentence). ASL orients to this repair initiation by issuing her response in a sentence; however, she ends her turn just before the relative clause. It is followed by 0.8 seconds of silence and ASL's hesitation marker (er:) overlapping with TEA's acknowledgement token (huhu) in line 22. Waiting 2 seconds, ASL presents both candidate answers (who and which). In line 24, TEA delivers a cut-off acknowledgement token produced in a soft voice (°oka-°) followed by a question (who or which >which one<), laughter and explanation (they are two different) indicating that the preferred response is one of the relative pronouns. After 2.5 seconds of silence ASL produces only an elongated hesitation marker which initiates TEA repair in an extended turn. TEA selects the sentence in the slide with the cursor while reading it, opens the word page and pastes the sentence there, thus brings this sentence to the students' attention. TEA's turn overlaps with ASL's candidate response which is incorrect and followed by 3 seconds of silence. After this delay, TEA invites the students' attention to the sentence she has pasted into the document (let's look). While uttering the object of the first sentence (some of my books), she selects it with the cursor and then colors it. Subsequently, she highlights aloud the object of the second sentence (them) as well. Please note that these two objects are the key elements to join the two sentences with the target linguistic structure. In the same line, TEA marks that those are two different items (we have two: things ↓here). In line 36, she highlights the object of the second sentence first (<u>them</u>) that is marked with a stress and rising intonation and asks the referent of the object to ASL (>what< does them refer to aslı). However, this does not manage to elicit any responses. Waiting 2.4 seconds, TEA highlights aloud them again, and thus brings this to ASL's attention (Majlesi, 2018). Following 1.2 seconds of silence, ASL describes what both objects are in L1 (ortak ögeler; translation: common elements) and terminates her turn with a confirmation check (değil mi; translation: isnt't it). In line 42, TEA initiates another repair (can you say it again) orienting

to hearing problem which is evident with her increasing the volume of her computer. In line 44, ASL repeats her previous turn and provides her response in L1 (ikisi ortak öge which dedim; translation: both are common elements I said which). It is immediately attended by TEA with strong acknowledgment (yes yes that's correct) and after a transition marker (so) she provides the response (them refers to some of my books) to her previous question in line 37 while highlighting it aloud.

EXTRACT 13 – Segment 2/2: any ideas – 22.04.2022 Afternoon – 01:21:14 – 01:24:37

48 TEA **o zaman *themi* çıkaralım (0.4) let's omit it *aynı* bunlar**
let's omit them they are the same
tea *--8--* 8: selects "them" with the cursor
tea *--9-*
9: strikes through "them"
49 **(1.0)**
50 TEA **yerine: >tanımlayıc- tanımladığı< şey kitaplarımın ↓bazısı °dimi°**
instead descr- the thing that it describes is some of my book right
51 **(1.2)**
52 TEA **kitaplarımın bi kı- bi kısmını bağışlıcam (0.3) hangilerini (0.6)**
I will donate some of my books which ones
53 TEA ***which*♥i have already♥ read çoktan okuduğum zaten okuduğum ya da**
tea *--10-*♥------11------♥
10: writes aloud which I have already read or
11: selects "which I have already" with the cursor
54 **kitaplarımın bazılarını bağışlıcam**
I will donate some of my books
55 **(0.9)**
56 TEA **so this is a subject relative clause *or an object relative clause***
tea *selects "I" and colors it--*
57 **(3.5)**
58 TEA **we have i *here***
tea *-12-* 12: selects "I" with the cursor
59 **(1.6)**
60 TEA **so which one is it (0.2) >is it< a subject or: an object ↓relative**
61 **clause**
62 **(2.7)**
63 TEA **what do you think >come on< ar- *are you dead heh +i know this is**
tea *changes participants list
asl +smiles-->

64 TEA **difficult *but don't die+ okay ♥any ideas come o:n i we have i**
tea *changes participants list to where ASL is
asl ----+
tea ♥changes participants list
65 TEA ***here* >so< i is the subject right↑**
tea *-12-* 12: selects "I" with the cursor
66 **(0.6)**
67 TEA **cümlenin öznesi varsa zaten özneyi *tanımlayan sıfat cümleciği**
if there is a subject already, it can't be object pronoun defining the subject
68 TEA **olamaz (.) zaten özne var cümlede >demek ki bu: neyi tanımlıyor<**
there is already subject in the sentence so what does this define
69 TEA ***themi çizdiğime* göre**
as I stroke through them
tea *highligts them-*
70 **(1.0)**
71 DOG **object**
72 TEA **object yes**

After explaining what them refers to, by using an inclusive shared language in L1 (o zaman themi çıkaralım; translation: let's omit them) and then in L2 (let's omit it) TEA gives hints as to how join the sentences in line 48 and repeats her previous clue regarding the referent that the objects of both sentences are the same (aynı bunlar; translation: they are the same), which is followed by another linguistic explanation in L1 in line 50. TEA ends this explanation with a confirmation check in turn final position in L1 (°dimi°) delivered in a soft voice. However, this does not elicit any response from ASL during 1.2 seconds. Then, between lines 52 and 54, TEA issues another explanation about the referent of the object the sentences. In line 53, she writes aloud the response (which) that ASL has provided in line 44 in Segment 1 and translates the referent into L1. After terminating this trajectory, starting with a transition marker in turn initial position (so) TEA issues the second part of the question that asks if the clause is subject or object clause (this is a subject relative clause or an object relative clause) in line 56. While asking the question, she provides hint with a screen-based action as she selects "I" and colors it. However, ASL does not deliver any response to this during 3.5 seconds of silence. Subsequently, TEA provides the same clue

verbally this time by explicitly pointing out it (we have i here) and selects “I” with the cursor again. This does not prompt any response either. Following 1.6 seconds of silence, TEA takes the turn again and repeats the questions in lines 60 and 61. During 2.7 seconds of silence ASL does not provide any response again, which results in another question in 63 that TEA asks for her opinion and delivers an encouragement token in a faster pace (>come on<) and she problematizes the lack of student participation mockingly (are you dead) while changing the participant list until she faces the cohort where ASL is, which brings evidence to so far she has been addressing to ASL to elicit the response. In line 64, she opens the slot to the whole class by asking any ideas and changing the participant list again to identify any displays of willingness to participate. In the same line she recycles the encouragement token and her earlier clue with inclusive language (we have i here) as selecting “I” with the cursor. In lines 67 and 69, she provides an extended linguistic explanation in L1 and reissues the question, provides a hint guiding the students to the preferred response (themi çizdiğime göre; translation: as I stroke through them) and highlights them. Finally, after 1 second of silence, another student (DOG) self-selects herself as the next speaker and delivers the preferred response in line 71 that is oriented by TEA with repetition of the response in a stressed way (object) and acknowledgement token (yes). Similar to Extract 11 and 12, in this extract picks a student randomly by nominating them and employs both verbal and screen-oriented response pursuit practices in the face of lack of response. Although a whole array of practices that includes using inclusive and shared language in L1; providing clues, extended linguistic explanations in L1, and confirmation checks; writing aloud; selecting an item with the cursor and coloring it; repeating the earlier questions; delivering encouragement token; problematizing the lack of response mockingly; she did not manage to receive the proffered response. Then, as a unique practice to the current extract in turn-allocation, she reopened interactional space for bidding for the turn by orienting to the participant list again, which resulted in getting the preferred response from another student who self-selected herself and delivered the answer.

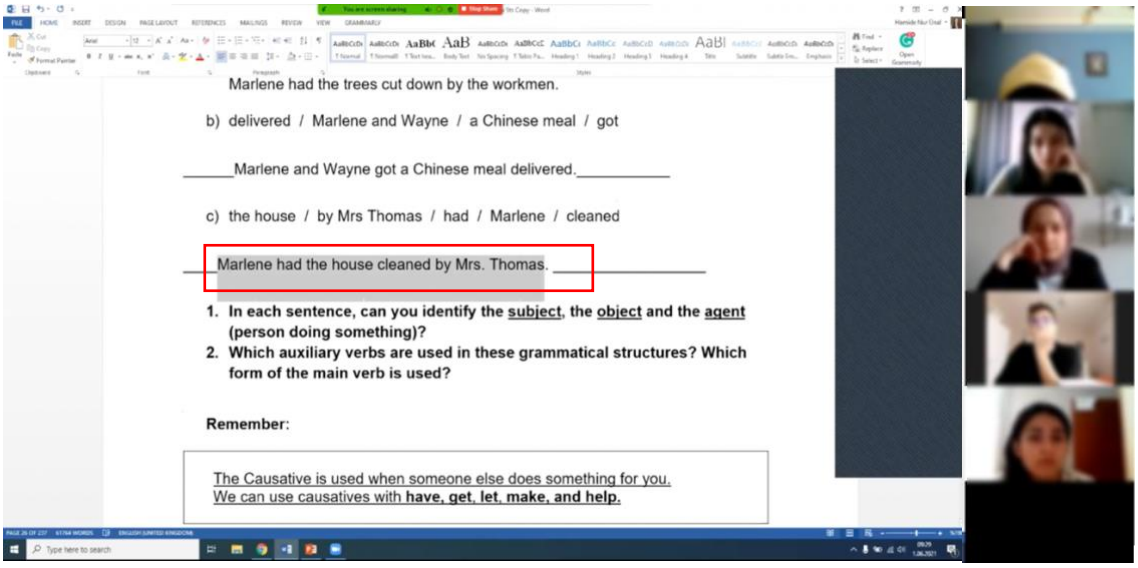
The following extract coming from the last week of the second semester and presenting an episode from a form-and-accuracy context pictures the same speaker change type with Extract 13. The class started a new grammar point which is causatives. The teacher shared her screen and showed a reading text including causative structures. After the students finished reading the text, the teacher provided linguistic explanation of the use of causatives drawing on the sentences in the text. Subsequently, they started working on a post-reading exercise in which the students are expected to rearrange the words given scrambled (see Figure 27) according to the reading passage to make a grammatically correct sentence. Prior to the extract, the teacher elicited the answers and typed into the shared documents. Then, they moved to the next post-reading question that asks the students to identify the subject, the object, and the agent in each sentence. The teacher elicited the answer for the first question and moved to the second sentence.

EXTRACT 14: who would like to help Furkan – 01.06.2021 Morning– 00:26:20-00:27:35

```
01  TEA   so let's look at here (0.4) again ↑who is the agent here
02        (2.7)
03  TEA   *marlene had the house cleaned by mrs thomas*
    tea   *select the sentence with the cursor--------* #27
```

Figure 27

TEA selects the sentence with the cursor.



```
04          (4.5)
05  TEA     >who is agent who is doing< (0.3) the cleaning
06          (6.1)
07  TEA     *very easy
    tea     *changes the participant list
08          (1.3)
09  TEA     furkan who is doing the cleaning here
10          (1.1) + (0.6) +(12.5)
    fur             +---1---+ 1: gets closer to his computer screen  #28 & 29
```

Figure 28

FUR does not show in the screen completely.

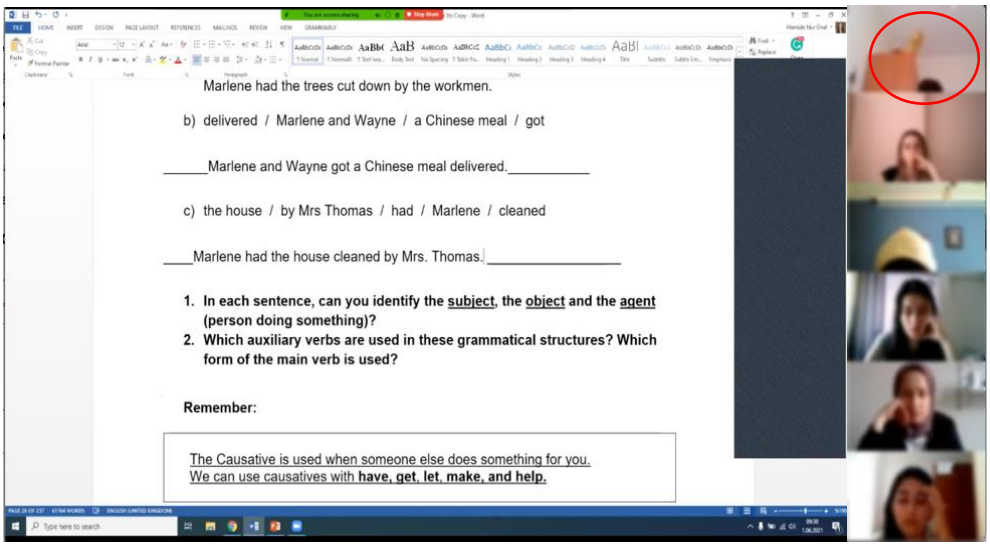
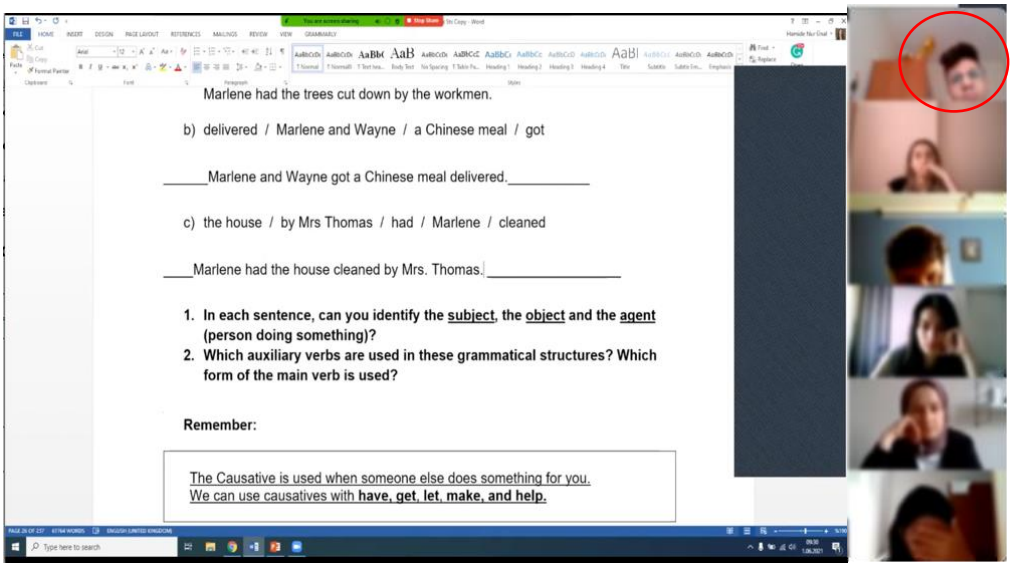


Figure 29

FUR gets closer to his computer screen.



```
11  TEA   oka:y
12        (1.2)
13  TEA   if you have (0.4) no ↑idea +↓then please +s[ay
    fur                              +shakes head--+
14  FUR                                            [i +don't know teacher
    fur                                               +smiles--->
15        (1.0)+
    fur   ------+
16  TEA   okay↓ (.) ↑who would like to help furkan
17        (1.3)
18  TEA   who (0.3) <cleaned> the house
19        (0.8)
20  TEA   marle[ne↑
21  DOG         [mrs thomas=
22  TEA   =↑mrs thomas (0.2) very good >okay< (.) >because of< the by:
23         °right↑° we know that remember the passive voice
```

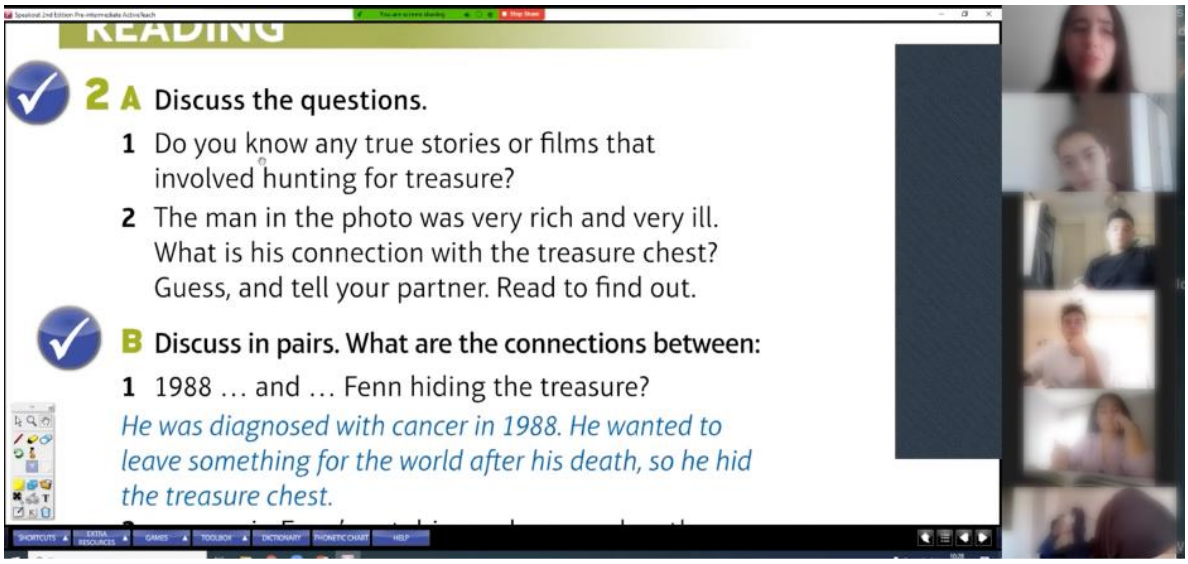
In line 1, with an inclusive language, TEA marks the transition to the next question (so let's look at here) and delivers the question (↑who is the agent here). As no one provides the response and displays willingness to participate during 2.7 seconds of silence, TEA selects the sentence with the cursor while she is uttering it, thus she highlights aloud the sentence (Figure 27). However, this practice does not elicit any response either and 4.5 seconds of silence occurs in line 4. Then, TEA recycles the question with repetition (who is agent) and reformulation (who is doing< (0.3) the cleaning), which is not oriented by any students who remail silent again for 6.1 seconds. In line 7, TEA delivers an encouragement token as she changes the participant list to face other students through their video frames and allow 1.3 seconds as another wait time. Since no one bids for the turn and shows any displays of willingness to be selected as the next speaker, through nomination TEA allocates the turn to FUR who does not display attentiveness as only his hair shows in the video frame due to his position as to his screen (Figure 28). After selected as the next speaker by TEA, FUR gets closer to his computer screen (Figure 29); however, he does not provide any response and claims nonunderstanding/lack of knowledge either. After FUR'S non-uptake during 12.5 seconds of silence, TEA produces a listenership token in line 11 (oka:y) that functions as a prompt for response and waits 1.2 seconds. As FUR does not

provides any response again, TEA prompts him to say if he does not have any idea, which immediately triggers FUR's claims of insufficient knowledge (Sert, 2011) accompanied with his smile. In what follows, TEA utters an acknowledgement token first (okay↓), and then reopens the space to whole class and invites them to bid for the turn (↑who would like to help furkan). Following 1.3 seconds of silence, she reformulates (who (0.3) <cleaned> the house) her earlier question she issued in line 5. As there is no bid for the turn and self-selection as the next speaker for 0.8 seconds, in line 20 TEA provides a candidate answer (marlene↑) which overlaps with DOG's response in the following turn which is immediately oriented by TEA with a repetition, explicit positive assessment (very good) and sequence closing third (>okay<). The extract ends with TEA's linguistic explanation (>because of< the by:) and referring to shared past learning (we know that remember the passive voice). As stated before, this extract documents how the teacher reopened interactional space to the whole class, thus invited them to bid for the turn following her response pursuit practices that include highlighting aloud, delivering encouragement token, providing wait time, producing listenership token, and reformulating the earlier question.

The last extract of the study will present an episode in which the teacher does not elicit any candidate response from any students despite the practices given in a row to trigger a candidate response, so she terminates the sequence as in Segment 2 of Extract 2. It comes from the first semester and will present TEA's constant effort to elicit a response to the question in a pre-reading activity which is about treasure hunting. There are two questions in the relevant part, and the students are expected to discuss them before starting to read the text (see Figure 30 below). TEA shares her screen so that the students can follow the exercise.

Figure 30

The focal pre-reading activity



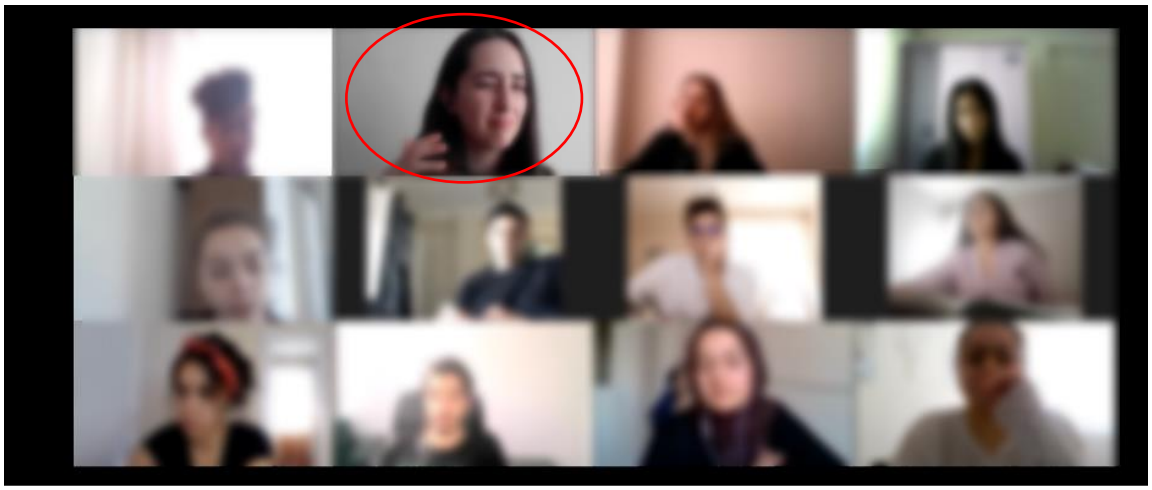
Extract 15: no teacher unfortunately not - 23.11.2020 - 01:12:35 - 01:14:30

1	**TEA**	**↑let's discuss these ques↓tions *do you know any (.) true stories**
	tea	*--1---> 1.3
		1: reads aloud while moving the cursor on the question
2		**(0.2) or <films> (0.4) that involved (.)↑hunting (0.4) ♠ for**
	nil	♠shakes her head-->
3	**TEA**	**treasure↓***
	tea	----*
4		**(2.6)**
5	**TEA**	**hmm*♠**
	tea	*clicks "stop share" button
	nil	----♠
6	**TEA**	**(0.5)**
7	**TEA**	**so* ↑have you ever seen a movie (0.2)about hunting+ for treasure**
	tea	*faces the Ss in gallery view
	tea	+scans the Ss>
8		**(1.0)♠(0.7)+**
	nil	♠shakes her head--->
	tea	-----+
9	**TEA**	**>i think<♠ you all have**
	nil	---------♠
10		**(2.2)**
12	**TEA**	**>have you ever seen a movie or<↑do you know a true story**
13		**(0.8)**
14	**TEA**	**about treasure hunt♥**
	tut	♥shakes her head-->

```
15        (1.3)
16  TEA   *>treasure< hunt means♥ hazine avı
    tea   *((typing sound))-->    treasure hunt
    tut                     ----♥
17        (0.5)*
    tea   -----*
18  TEA   so have you ever seen a movie about treasure hunt
19        (1.5)
20  TEA   or a true story >it can be< a real life story
21        (2.0)
22  TEA   i think you all have
23        (2.1)
24  TEA   *>but maybe you don't remember it<*
    tea   *((typing sound-----------------))*
25        (4.7)
26  TEA   let me show it to you
27        (4.0)*(2.0)
    tea         *shares screen and shows images of pirates of Caribbean
                                                        treasure chest
28  TEA   do you ↑know ↓this movie↑
29        (3.3)
30  SEL   karayip korsanları
          the pirates of Caribbean
31  TEA   ye:s (.) that's correct (0.4) the pirates of caribbean so (0.3)
32        they are hunting for tressure right↑
33        (1.5)
34  TEA   >there is< a treasu:re* (.) a hidden one >so<they are hunting for
    tea                          *stops sharing screen
35        it (0.3) >so< <↑any other movies↑ that you have seen↑
36        (1.8)
37  TEA   about treasure hunt- *is indiana jones about trea+sure hunt↑
    tea                        *frowns---> 37.39
    tea                                                 +shakes her
                                                              head->
38        &(2.0)
    tea   &shakes her right hand---> #31
```

Figure 31

TEA frowns and shakes her hand.



```
39  TEA   maybe:& (0.4) °right↑° indiana jones can be+*
    tea   ------&
    tea                                          ----+*
40        (0.5)
41  TEA   ↑any other movies or ↑true stories
42        (0.5)
43  TEA   about (0.2) <gold hunters>
44        (2.6)
45  TEA   ay yok hocam ya*
          oh no teacher
    tea                  *smiles--->
46        (0.7)
47  TEA   ♠no hocam unfortunately not♠ okay↓* (0.4) ↑let's move on to the
              teacher
    nil   ♠shakes her head-----------♠
    tea                                 ----*
48        second one then
```

The extract starts with TEA's instruction (↑let's discuss these ques↓tions) followed by her reading aloud the first question in the exercise. While reading the first question, she simultaneously moves the cursor on the question between lines 1 and 3. Just before the transition relevance place in line 2, NİL shakes her head thereby giving an embodied negative response. Waiting for 2.6 seconds of silence, TEA produces a thinking marker (hmm) and clicks the stop share button on Zoom and faces all of the students at once in line 5. Following a half second of silence, starting with a transition marker in turn-initial position, she reformulates the question (have you ever seen a movie (0.2) about hunting for

treasure) by excluding the part asking if the students know any true stories about treasure hunt. Before she terminates her turn, she starts to scan the students by drawing on their video-frames. After one second of silence, NİL shakes her head again which shows her engagement in TEA's question. In line 9, TEA firstly produces a stance marker (>i think<) delivered in a faster pace and then makes a guess regarding the film that she believes all the students have seen (you all have). Following 2.2 seconds of wait in line 10, she repeats the question and adds the true story part of the original question as another option (or<↑do you know a true story). She increments the context of the question after waiting for almost a second. This triggers another embodied response from TUT who shakes her head in the transition relevance place. Allocating another wait time in line 15, TEA draws on the meaning of treasure hunt which she treats most probably as a potential cause of the lack of verbal contribution. She provides the translation of it in L1 (>treasure< hunt means♥ hazine avı). While she is delivering the L1 version of treasure hunt, she types something that we cannot see as she does not share her screen at that moment. In lines 18 and 20, she repeats the question one more time by allocating 1.5 seconds of silence between two particles of the question. She also provides the synonym of true story (>it can be< a real life story). However, this does not trigger any student responses either, and 2 seconds of silence occurs in line 21. Then, TEA repeats her guess again starting with a stance marker (i think you all have). During 2.1 seconds of silence, no one takes the turn and provides any responses. In line 24, TEA delivers a possible account in a faster pace regarding the lack of response (>but maybe you don't remember it<). While uttering the account, she types something that is not visible to the students again due to the gallery view mode. After an extended wait time, TEA announces her upcoming action (let me show it to you). Following 4 seconds of silence, she shares her screen and shows the images of the Pirates of Caribbean treasure chest. In line 28, she provides a more specific question asking the name of the movie (do you ↑know ↓this movie↑) which achieves to elicit a response in L1 preceded by 3.3 seconds of silence. In line 31, TEA immediately acknowledges SEL's response with a positive assessment (ye:s (.) that's correct), provides the English name of the movie, and

invites students to agree or disagree with her idea verbally by asking the students' confirmation (they are hunting for tressure right↑); however, it does not receive any responses. Then, providing details about the movie in line 34, TEA stops sharing her screen and comes back to gallery view. In line 35, she asks for other movies that the students have seen about treasure hunt by repeating the question again. As 1.8 seconds of silence occur in line 36, TEA provides another movie name in a yes/no question format and invites the students to agree and or disagree (is indiana jones about trea+sure hunt↑). While she delivers the question and waits for 2 seconds, TEA gives embodied hints regarding her question by shaking her head and right hand. The combination of embodied actions does not prompt any student responses. Then, she delivers an uncertainty marker (maybe) and a confirmation check delivered in soft voice (°right↑°) and reformulates her opinion (indiana jones can be). Allocating a half second as a wait time, she reissues the question in lines 41 (↑any other movies or ↑true stories) and 43 (about (0.2) <gold hunters>). Despite multiple reformulations of the question and her constant effort to elicit student contributions, no one bids for the turn and delivers a verbal response. Following 2.6 seconds of silence, drawing on the students' remaining silence, TEA verbalizes a possible response mockingly as if she were one of the students in L1 (ay yok hocam ya; translation: oh no teacher). She utters another candidate response that the students could provide in (no hocam unfortunately not) while she smiles. This manages to get another embodied response from NİL who shakes her head again. Based on the students' silence and their embodied responses, TEA terminates the sequence with a closing third (okay) and makes a transition to the next question through an inclusive language (↑let's move on to the second one then).

In the face of silence when student response is relevant, TEA resorted to a range of response pursuit practices such as reading aloud the question while moving the cursor simultaneously on it, reformulating the question multiple times, allowing wait times, dealing with a vocabulary items that she treats as a potential reason of lack of verbal response, code-switching, repeating the question, making use of images in Google, providing

confirmation check question, giving embodied hint, and verbalizing a candidate response mockingly. She also clicked the stop share button to face all students at once and drew on their video frames to identify any potential displays of willingness to participate. However, unlike the extracts presenting how TEA allocated the turn to a student who provided an embodied response or displayed some forms of attentiveness through nodding (Extract 1 and 4), smiles (Extract 2 and 4), lip-parting (Extract 3), holding microphone and approaching it to the mount (Extract 4), leaning forward (Extract 5), and looking straight to the screen (Extract 6), in this extract she did not nominate the students although they shook their heads, but orienting to their lack of verbal response, she provided a possible candidate response mockingly as if she were a student. Finally, she terminated the sequence by moving on with the second question, thus maintained the progressivity of the pedagogical activity at hand.

Conclusion

This chapter presented a whole array of response pursuit practices employed by an EFL teacher in video-mediated L2 classroom interactions. The analyses of the extracts documented the sequential organization of the teacher's pursuits of response when her sequence initiating questions are left unanswered. In some of the extracts (Extracts 1-7) treating the students' embodied actions that were visible through the affordances of the online platform as a display of their WTP and availability or engagement with the activities at hand, she managed to allocate the turn by nominating the students. The embodied actions that the teacher treated as the display of WTP, availability and engagement with the task are nodding (Extract 1 and 4), smiling (Extract 2 and 4), lip-parting (Extract 3), holding microphone and approaching it to the mount (Extract 4), leaning forward (Extract 5), and looking straight to the screen (Extract 6), as well as verbal contribution given in the chat box (Extract 7). In extract 8 and 9, the students self-selected themselves as the next speaker and delivered response following the response pursuit practices. On the other hand, in the face of lack of those embodied actions, she randomly picked up the students

from the participant list and directed the question to the nominated student (Extracts 10-14). While the teacher achieved to elicit response from the allocated students in Extract 10, 11, and 12; she reopened the interactional space for bidding for the turn in Extract 13 and 14. Then, through various response pursuit practices, she mostly managed to elicit a response and maintained the interactional and pedagogical progressivity in the video-mediated L2 classroom. Extract 15 and Segment 2 of Extract 2 also showcased episodes that present the teacher's termination of the sequence without getting any verbal contribution following the students' embodied negative responses. All in all, by attending to the micro-level details of focal phenomena in its entirety in these extracts, I identified the following verbal (Table 3) and multimodal (Table 4) response pursuit practices in the dataset below.

Table 3

Verbal Response Pursuit Practices in the Video-mediated L2 Classrooms

Verbal response pursuit practices
addressing the whole class (extract 3)
asking follow-up questions (extract 6, 7, 11, 12)
dealing with possibly unknown words (extract 7, 8, 11, 15)
delivering confirmation check questions (extract 5, 9, 13, 15)
delivering listenership token (extract 11, 12, 14)
designedly incomplete utterance (DIU) (extract 3, 8, 9, 10, 12)
exemplification/providing sample responses (extract 1, 4, 5, 11, 12, 15)
explicitly marking lack of participation (extract 3)
filling silence (with a playful/melodic sound or blah blah) (extract 3, 9, 10)
hinting (extract 3, 8, 9, 13)
inviting students for bid for the turn (extract 5)
listing the options (extract 1, 12)
mitigating the delicacy of topic (extract 2)

personalization (extract 1)
problematizing the silence (extract 3, 9, 13)
providing linguistic explanation (extract 3, 9, 13)
referring to shared knowledge (extract 1, 11, 15
reopens space for bidding (extract 13, 14)
repair: reformulation (extract 1, 2, 3, 4, 5, 8, 9, 10, 14, 15)
repeating the question/instruction (extract 4, 7, 10, 11, 12, 13, 15)
request for action (extract 3)
using L1 (extract 6, 7, 9, 10, 11, 13, 15)

Table 4

Multimodal Response Pursuit Practices in the Video-mediated L2 Classrooms

Multimodal response pursuit practices*
bringing the written contribution in the chat box to verbal interaction (extract 7)
drawing on students' multimodal actions (extract 1, 2, 3, 4, 5, 6, 7)
embodying the preferred action (extract 2, 4)
gazing at the participant list (extract 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 15)
highlighting aloud (extract 3, 10, 13, 14)
moving the cursor on the relevant part (extract 6, 8, 10, 15)
orienting to chat box (extract 6, 7)
providing wait time (extract 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
selecting students from the speaker list (extract 10, 11, 12)
selecting the relevant part with the cursor (extract 13, 14)
underlining aloud (extract 8)
using gallery view feature of Zoom that displays all students at once (extract 1, 11, 15)
using Google as an epistemic resource (extract 8, 15)
using the shared document as an epistemic resource (extract 3, 7, 9, 10, 11)
using the shared document in hinting (extract 3, 6, 7)

writing aloud (extract 3, 5, 8, 12, 13)

**non-verbal/embodied/screen-based response pursuit practices*

Chapter 5

Discussion, Implications and Conclusions

This chapter will present the discussion of the current study in relation to the relevant research body in literature and provide conclusions in three sections: (i) sequential organization of lack of response and response pursuit practices, (ii) management of lack of student response through pursuit of response; (iii) conclusion. In the first section, drawing on the methodological tools of multimodal Conversation Analysis and addressing the research question 1, I will document the most frequent sequential organization formats of response pursuit practices employed by the teacher when a student response is relevant but absent (1a), and dispreferred (1b). This section will also uncover the sequential positions of turn-taking and allocation practices. The sequential organization formats will be provided along with the simplified versions of relevant extracts in Chapter 4. It will be followed by the second section addressing the research questions 2 and 3. Relatedly, I will uncover how the EFL teacher manages to elicit response, (2) when they are not immediately delivered; and (3) when the students' responses are dispreferred by drawing on diverse screen-based, verbal, and embodied response pursuit practices and increase participation, thus ensuring pedagogical and interactional progressivity in the online synchronous L2 setting. I will also discuss the results of the current study in light of the earlier literature on eliciting student contribution in face-to-face classroom contexts in relation to the affordances and challenges of the online education platform. In what follows will be the conclusion section of the study presenting the limitations with their potential solutions and providing pedagogical implications which may potentially inform the language teaching practices in remote settings as well as the suggestions for further research to bring further insights into online L2 classroom discourse.

Sequential Organization of Lack of Response and Response Pursuit Practices

As described in Chapter 2, turn-taking is the basic form of interaction and collaboratively achieved through speakers' orientation to each other's turn. Speakers draw on each other's turns and embodied actions to project the places where speaker change is relevant which is enacted through a moment-by-moment analysis of the ongoing interaction (Kääntä, 2010; Mondada; 2007; Mortensen, 2009; Oloff, 2013). In addition to syntactic and prosodic features, the completion of an interactional action pragmatically, nonverbal actions including gaze movement, gestures, and body shift also signal the possible completion points of turns (Ford & Thomspon, 1996; Goodwin, 1981; Halonen, 1999; ; Kendon, 1986, 1990; Klippi, 2006; Lerner, 1993, 2003; Mondada, 2007; Olsher, 2005; Sacks et al., 1974; Schegloff, 1984; Selting, 1996; Streeck, 2009; Streeck & Hartge, 1992; Rossano, 2005; Tiittula, 1985). In general, talk-in-interaction is organized in a way that speaker change occurs smoothly without long pauses between turns; however, the organization of turn-taking and allocation is both context-sensitive and context-renewing. In classroom interaction, on the other hand, based on the goal-oriented nature of local and institutional contexts, turn-taking embodies unique characteristics in that it has a more fixed allocation system. Classroom interaction is mostly shaped around a triadic sequential system, namely Initiation-Response-Evaluation (IRE) (McHoul, 1978; Mehan, 1979) in which teacher initiates interaction by delivering questions or instructions in the first turn that is followed by student response in the second turn, and the sequence is finalized mostly through teacher evaluation or feedback in the third turn. However, in the face of the lack of student response following teachers' sequence initiating actions; that is, when teacher questions are left unanswered in the second turn, teachers draw on various resources and practices to ensure the pedagogical and interactional progressivity. This interactional work at post-first position modifies the traditional IRE sequence by reshaping it through expanding it with additional teacher turns employed to trigger student response. As Mehan (1979) argues insertion sequences, which emerge during the silence between teacher initiation and student

response and include, for example, teachers' response pursuit moves, modify the adjacency of initiation and response turns. In this study, as the presented extracts show in Chapter 4, during the silence between these two turns, the focal EFL teacher engages in various response pursuit practices, orients to the students' embodied actions to identify any displays of willingness to participate, establish intersubjectivity, and allocates the turn.

As described in Chapter 2, earlier studies have presented how speakers mobilize response through a diverse array of practices when there is no uptake after sequence initiating actions that make a response relevant as the following action. They described the sequential positions of these response pursuit practices in mundane (e.g., Bolden et al., 2012; Gardner, 2004; Svennevig, 2013) and face-to-face classroom talk (e.g., Aldrup, 2019; Duran & Jacknick, 2020; Zemel & Koschmann, 2011). However, despite the increasing use of the online platforms in educational practices especially after COVID-19 pandemic in online classrooms as well as despite the reported challenges that teachers face in online classrooms due to lack of participation (Hochuli, forthcoming; Moorhouse et al., 2021), how teachers tackle the lack of student response in online classrooms remain largely unexplored. This study documented both verbal and screen-based interactional response pursuit practices employed by an EFL teacher in an online L2 classroom. Using the robust methodological tools of multimodal CA, and through moment-by-moment analysis of unfolding interaction by drawing on the participants' meaning-making practices in situ, in this section I will document the most frequent format of sequential organization of lack of student response and management of it through response pursuit practices employed by an EFL teacher.

All the extracts presented in this study involves the sequential organization in which the teacher initiates the sequence in the first turn through a question or instruction followed by lack of student response in the second turn and response pursuit practices in the third turn. Two main sequential organization patterns of the management of lack of student response emerged in the data. The distinction between these two main patterns was

established in regard to whether (1) teacher response pursuit practices trigger student response or (2) the students keep remaining silent, which will be illustrated below.

1 T Question/Instruction

2 S No response

3 T Response pursuit practices

Pattern 1

4 S Response

Pattern 2

4 S No response

5 T Further response pursuit practices

Firstly, I will show the first pattern starting from the first turn in which the teacher initiates the sequence with a question or instruction until the point where turn-allocation occurs. This pattern, with its two sub-types, are found in 9 out of 15 extracts presented in this study. As shown below, after the teacher's pursuit of response moves, (1a) the students take the turn by selecting themselves as the next speaker and provide candidate response, or (1b) the teacher identifies their display of willingness to participate or attentiveness by orienting to their embodied actions visible through their video-frames.

Pattern 1

1 T Question/Instruction

2 S No response

3 T Response pursuit practices

(1a) 4 S Self selection

(1b) 4 T Selecting students who display WTP

The first sub-type (1a) is found in extracts 8 and 9. Below is the simplified version of Extract 9 that exemplifies 1a. Please note that as it will be the focus of the next section, the response pursuit practices used by the focal teacher will not be presented in the simplified versions of the extracts in this section, but the sequential position of them in the patterns will be pointed simply with their line numbers.

1	line 1	T	**so how can we make if (0.2) if ↓clause (0.7)with this**
2	line 2	S	**(2.5)**
3	lines 3-36	T	Response pursuit practices
4	line 37 →	S	**the-**

After the question in the first turn that initiates the sequence and opens space for speaker change, the students do not bid for the turn and provide any responses either. Therefore, in the subsequent lines, the teacher engages in interactional work to elicit response through various verbal and screen-based practices presented in Table 3 and 4 in Chapter 4. As a result of these practices employed in succession, one of the students takes the turn by self-selecting herself as the next speaker and initiates the turn, hence both pedagogical and interactional progressivity is maintained (see the full version of Extract 9 in Chapter 4). As discussed above, the turns between the teacher's initiation and the student response modifies the triadic IRE sequence (McHoul, 1978; Mehan, 1979) by incrementing diverse interactional practices (Gardner, 2004; Park & Park, 2022) employed by the teacher to trigger student participation.

On the other hand, extracts 1 – 7 include the second sub-type (1b) of the first sequential pattern where the teacher shows orientation to the students' embodied actions through their video frames on the videoconferencing tool and treats them as displays of willingness to participate; availability/engagement in the ongoing activity when her sequence initiating question are left unanswered. More specifically, by monitoring the students' video frames, she identifies a potential next speaker through recognition of

nodding (Extract 1 and 4); smiling (Extract 2 and 4); lip parting (Extract 3); approaching the microphone to the mouth (Extract 4); leaning forward to the desk (Extract 5); looking straight at the screen (Extract 6); and written contribution in the chat box (Extract 7), and by allocating the turn to those students she manages to elicit response. The simplified version of Extract 3 will picture the second sub-types of the first sequential organization pattern below:

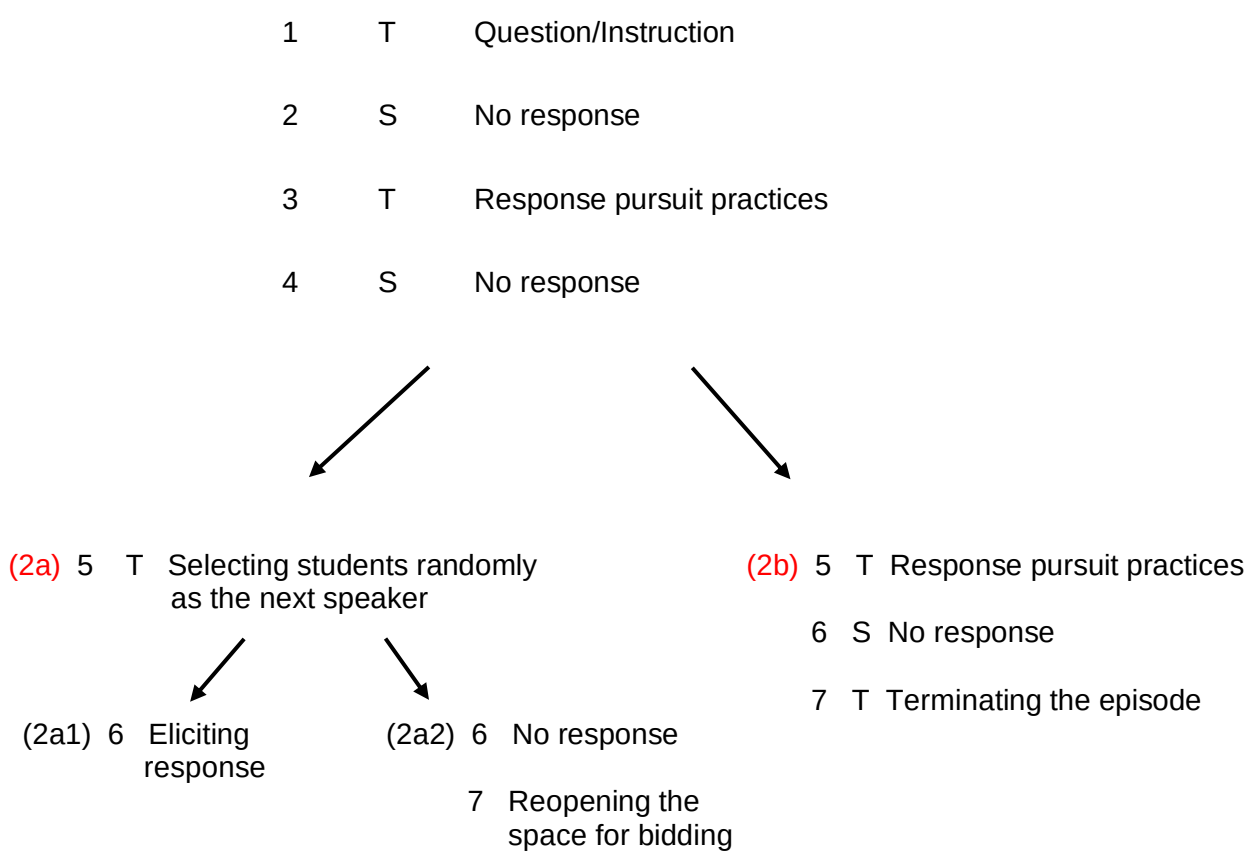
1	line 1	T	**↑she: what >did she< do then (1.8) she**
2	line 2	S	**(2.0)**
3	lines 3-21	T	Response pursuit practices (S moving lips)
4	line 22 →	S	**yes sule you're saying it (1.4) i- i can see you**

Following the silence in line 2 where student response is relevant, the teacher takes the turn again and employs various response pursuit practices until she identifies an embodied engagement (lip parting) with the pedagogical task at hand by drawing on the students' video frames. Treating this as a display of willingness to participate, she immediately allocates the turn to that student by nominating her. Marking her identification of the embodied action in the same line also brings evidence to the teacher's use of lip parting in turn-allocation mechanism. This finding supports the earlier research arguing the teachers' orientation to students' embodied actions in turn-allocation (Evnitskaya & Berger, 2017; Fazel & Pochon-Berger, 2010;), body-positioning (Kääntä, 2010, 2012; Mortensen, 2008, 2009; Sahlström, 1999, 2002; Sert, 2015), by bringing an example to how the focal teacher engages in "an ongoing monitoring of the students' display of willingness to answer the first pair-part as a relevant interactional job prior to the speaker selection" (Mortensen, 2008, p.62).

As seen in the sample extracts above, in the first pattern, the teacher's verbal and screen-based response pursuit practices achieve to prompt either a student response or embodied display of engagement with the pedagogical activity and interaction, therefore

they can be considered to be successful in triggering student contribution. However, the second pattern illustrates the cases that do not prompt student participation immediately, which results in the use of further practices to ensure student participation and the progressivity of interaction. This also results in various sequential consequences with additional teacher turns. As seen below, since the students keep remaining silent following the response pursuit practices, the teacher (2a) selects the next speaker randomly as the next speaker from the participant list; or (2b) terminates the episode.

Pattern 2



The simplified version of Extract 12 below illustrates the first subtype (2a1) of the second pattern.

1 line 1 T **let's use it in a sentence**

2 line 2 S **(2.2)**

3	lines 3-7	T	Response pursuit practices
4	line 8	S	**(0.8)**
5	line 9 →	T	**↑EREN CAN YOU USE it in a sentence↑**

After the silence following pursuit of response practices, such as exemplification, allowing wait time, listing the options, and reissuing the instruction (see Extract 12 in Chapter 4) deployed in a row between lines 3-7, in order the move the interaction forward and ensure the progressivity of the pedagogical task at hand, the teacher selects one of the students randomly from the participant list by nominating him and directs the question only to the nominated student. The extracts including the teacher's selection of the students randomly as the next speaker when there is lack of bidding for the turn or display of WTP show that after the allocation of the turn, the teacher engages in further interactional practices to elicit an answer from the nominated student. Although the possible causes resulting in teacher's reengagement in response pursuit practices in post-allocation phase and its interactional consequences will be discussed in relation with establishing recipiency in the next section (Fazel & Pochon-Berger, 2010; Kääntä, 2010; Mondada; 2007; Mortensen, 2008, 2009; Oloff, 2013; Sahlström, 1999, 2002; Sert, 2015), I will introduce how it is organized sequentially here. After the selection of a student randomly by the teacher, noticeably long silence followed by claims of nonunderstanding and insufficient knowledge occurs within the interactional environment of pursuit of response moves. This being the case, the sequential pattern of teacher question/instruction – no response – response pursuit practices initiates again in post-allocation phase as described below:

1	line 9	T	**↑EREN CAN YOU USE it in a sentence↑**
2	line 10	S	**(0.6)**
3	lines 11-12	T	Response pursuit practices
4	line 13	S	**ne yapıcam hocam** what will I do teacher

5	line 14-25	T	Response pursuit practices
6	line 26	S	**=okay(.)er (1.2) i was in er: (0.6) forest last month**

After the lack of response following the allocation of the turn, the teacher deploys diverse screen-based and interactional practices (see the full version of Extract 12 in Chapter 4) and finally she manages to elicit a candidate answer from the nominated student.

Extract 14 below; on the other hand, pictures the sequential organization of how the teacher reopens the space for bidding for the turn when the allocated student does not deliver any response (2a2).

1	line 1	T	**so let's look at here again ↑who is the agent here**
2	line 2	S	**(2.7)**
3	lines 3-7	T	Response pursuit practices
4	line 8	S	**(1.3)**
5	line 9	T	**furkan who is doing the cleaning here**
6	line 10	S	**(14.2)**
	line 14	S	**i don't know teacher** (CIK)
7	line 16 →	T	**okay↓ (.) ↑who would like to help furkan**

Following claims of insufficient knowledge (CIK) (Sert, 2011), the teacher opens the space to all the students and invites them to bid for the turn. It points the idea of multilogue in classroom interaction (Schwab, 2011) which is defined as “a certain form of institutional multi-party activity where participants’ verbal and nonverbal contributions have reference to more than one addressee” (p. 7). The teacher addressed whole class and made all the students in the classroom potential next speakers. The above episode supported Sert’s (2011) findings that show CIK mostly results in the teacher’s turn-allocation to other students.

Finally, in case of repeated silence and lack of response despite constant response pursuit practices, the teacher terminates the episode. This type of sequential organization (2b) is seen in in Extract 15, and in the first segment of Extract 2, the simplified version of which will be presented to explicate the sequential positioning of termination of episode.

1	lines 1-3	T	**let's discuss these ques↓tions do you know any (.) true stories (0.2) or <films> (0.4)that involved(.) ↑hunting (0.4) for treasure↓**
2	line 4	S	**(2.6)**
3	lines 5-7	T	Response pursuit practices
4	line 8	S	**(1.7)**
5	lines 9-43	T	Response pursuit practices
6	line 44	S	**(2.6)**
7	line 45-47	T	**ay yok hocam ya (0.7) no hocam unfortunately not okay↓ (0.4) ↑let's move on to the second one then**

Following the teacher question between lines 1 and 3, 2.6 seconds of silence occur in line 4 where student response is relevant. Therefore, the teacher engages in response pursuit practices between lines 5 and 7, which does not elicit any verbal student contribution. Then, the teacher reinitiates response pursuit moves that is followed by another silence in line 44. Then, the teacher verbalizes a possible response mockingly as if she were one of the students in L1 and terminates the turn.

All in all, all sequential organizations exemplified with the simplified versions of the extract presented in Chapter 4 show that response pursuit practices modify three-part IRE sequence (McHoul, 1978; Mehan, 1979) that most of the teacher-fronted classroom interaction evolves around. The episodes support Mehan's (1979) claims that teacher initiation and student response parts of the sequence are not always adjacent but may encapsulate various interactional work in the form of insertion sequences (Schegloff, 2007)

such as identification of students' WTP through establishing eye-gaze, orientation to students' multimodal actions. In the focal context, this identification was enacted through the video-frames of the students appearing in the participant list on the right-hand side of the teacher's screen. In this section, I documented the most frequent sequential organization formats of response pursuit practices delivered to elicit student response when it is relevant but missing in a video-mediated L2 classroom context. The next section will present the overall findings of the resolution of lack of student response through various response pursuit practices delivered when the teacher's questions are left unanswered.

Management of Lack of Student Response through Pursuit of Response

In this section, before presenting the discussion on how student responses were elicited following teacher questions through diverse interactional practices, and how student participation was increased in the focal video-mediated L2 classrooms, in relation to the relevant research body I will firstly address how turn-taking was collaboratively constructed in this context as it initiated the trajectory of the elicitation of student response. As documented in Chapter 2, turn-taking and allocation is more fixed than mundane talk and enacted predominantly through pre-allocated system in teacher-fronted educational contexts, which is supported by the present study as in the entire dataset student self-selection in turn-taking is scarce. Only two of the extracts showcased the student's delivery of response without being nominated. Sahlström (1999) argues that even though students display availability or WTP, they do not initiate turns but deliver responses after being nominated by teacher. Similarly, in Extracts 1-7, despite various forms of WTP and availability displays, it is the teacher who initiated the response elicitation by allocating the turn to students. Although in meaning-and-fluency contexts (Seedhouse, 2004), where the pedagogical goal is to maximize student contributions focusing on personal meaning, turn-taking system is less rigid and self-selection is more prevalent, it scarcely occurred in this study. For example, in Extract 4, despite the displays of willingness to be selected as the next speaker (Evnitskaya & Berger 2017) (smiling, nodding, holding microphone and

approaching it to the mouth) delivered in a row, the student did not produce the candidate response before being nominated by the teacher. This might be due to the participants' lack of direct reciprocal access to each other in the online platform which Kääntä (2012) discusses as one of the prerequisites for successful speaker change.

Previous research on turn-taking and allocation in educational contexts has revealed that teachers use embodied turn-allocation devices including gaze, pointing gesture, head nods (Kääntä, 2010; 2012; Margutti, 2004; Mehan, 1979; Sert, 2019; Watanabe, 2016) in selecting the next speaker. However, since in remote teaching platforms the participants can see each other only through their video-frames in the participant list, turn-allocation cannot be negotiated through these embodied cues in such contexts. Mortensen (2008) revealed that the teachers face the blackboard in issuing sequence initiating questions, while they turn to students to orient to any displays of WTP. The teacher in this study; on the other hand, orients to the participant list that appears on the right side of her screen in order to scan the students and identify embodied displays of WTP. As it is not possible to detect where the participants exactly gaze at, participants cannot establish mutual eye gaze. Therefore, 13 extracts out of 15 in this study illustrated the teacher's turn-allocation by nominating the students. Extract 10-15 showcased the interactional consequences of this practice which are in line with earlier studies (Kääntä, 2010; Mortensen, 2009) documenting that turn-allocation without establishing mutual eye gaze is generally followed by noticeable silences, hesitation markers or claims of nonunderstanding and CIK (Sert, 2011). For example, the teacher's allocating turn to a student who does not show WTP is followed by disruption in interaction in the form of student's claim of nonunderstanding (I don't understand teacher) in line 24 in Extract 10; silences in lines 47 and 49 in Extract 11; counter question showing nonunderstanding (what will I do teacher) in line 13 in Extract 12; reopening space for bidding for the turn in Extracts 13 and 14 and termination of the episode following extended silences. When teachers give the turn to a student who does not display WTP, as it is against the social norms of turn-allocation (Garfinkel, 1967) they engage in

various mitigation practices (Ishino, 2022). Similarly, in Extract 10 and Extract 11 where the teacher selects the next speaker through nomination, the teacher marks her speaker selection with such announcements as ‘let me choose Sıla, or let’s ask Hale”, which indicates her upcoming action before it enacts.

Goodwin (2000) argues that turn-allocation is collaboratively achieved through the participants’ building on each other’s displays of engagement in the ongoing interaction. In classroom interaction, students show their availability as a possible next speaker through hand-raising (Fazel & Pochon-Berger, 2010; Sahlström, 1999, 2002), body positioning, gazing towards teacher (Kääntä, 2010; Mortensen, 2008, 2009; Sert, 2015), and self-selection (Cekaite, 2006; Kardaş İşler et al., 2019). Although Zoom offers hand-raise button through which the students can show their willingness to be selected as the next speaker, the students who participated in this study barely used the button to take the floor. On the other hand, as discussed earlier, establishing eye gaze is not possible, and the students self-select themselves as the next speaker only in two of the extracts. However, in extract 6 the teacher nominated the only student who looks straight at the screen while the others’ heads are down, therefore it can be claimed that the teacher treated this as a display of availability. Moreover, in Extract 5, the student who leans forward to her desk was selected by the teacher. Line-by-line analysis and next-turn-proof-procedure made it evident that the teacher also managed to identify the student’s writing action and treated it as a display of engagement with the pedagogical activity at hand. Therefore, embodiment was found to be a valuable resource in this study. All in all, noticing the students’ such actions as gestures or body movements, and bringing them into the interaction by nominating students, the teacher elicited candidate and preferred responses.

As discussed in the previous section, while much of classroom interaction was organized in three-part interactional exchange system (IRE) (McHoul, 1978; Mehan, 1979), when student response is missing after the teacher’s sequence-initiating questions, this triadic sequence is reshaped with insertion sequences (Schegloff, 2007). During the

silences between initiation and response turns, teachers engage in interactional resources to pursue response, which constitutes the main focus of the current study. 38 response pursuit practices emerged in the whole data set. While 22 of them are the ones that the teacher deploys verbally, 16 of them are screen-oriented actions (see Table 3 and 4 above). In line with the previous research (Aldrup, 2019; Duran & Jacknick, 2020; Hoang & Filipi, 2019, Okada & Greer, 2013; Kasper & Ross, 2007; Zemel & Koschmann, 2011), the current study revealed that the most frequent practice was reformulation in the form of repair following silence or inadequate/dispreferred student response to restore intersubjectivity. Reformulation practices that can be seen in all extracts include providing a more general or specific questions, providing additional information through increments (Duran & Jacknick, 2020), modification of failed questions (Okada, 2010), paraphrasing and reissuing the question with a close repetition (Kasper & Ross, 2007). This might be due to the teacher's interpretation that the students do not comprehend the original question as in Hosoda's (2014) data that document how teachers in an EFL primary school context treat non-comprehension of teacher questions as the primary reason of lack of response. This results in the teacher's linguistic assistance including using L1 (Extracts 6, 7, 9, 10, 11, 13 and 15), providing linguistic explanations (Extracts 3, 9 and 13). For example, in Extract 9, by translating the target sentence into L1 in line 48 (yapmamış ol>saydı değil de< yapmış ol↓°saydı; translation: not if she did not so if she did so) and providing linguistic explanation (↑after had we need verb three) in line 53, the teacher managed to evoke student response in line 62. The combination of these two practices can also be seen in Extract 13 between lines 48 and 54 in which the teacher both orients to linguistic structure in L1. Another linguistic assistance practice emerged in this study is dealing with unknown words. In Extract 7, after the delivery of the L1 version of the word advice, the student delivered her candidate response in line 23, as well as Extract 8 where the teacher's orientation to the meaning of reduce triggered to candidate responses provided in L1, which finally prompted the preferred response 3 lines later. Using translation or code-switching have also been documented in earlier studies as a common practice that teachers use when

they face insufficient linguistic knowledge impeding student contributions (Aldrup, 2019; Hosoda, 2014; Okada, 2010; Üstünel & Seedhouse, 2005).

As another frequently used response pursuit practice, wait time was found in each extract. Moorhouse et al. (2021) reported that teachers allocate longer wait time in online classes than face-to-face settings; therefore, it should be reconsidered in remote teaching. Because of the nature of online teaching contexts where students and teachers make themselves visible through their cameras, teachers' observation of students occurs through students' video-frames. This might impede such visual cues as gaze and body orientation which are crucial in the establishment of intersubjectivity, hence long silences occur prevalently. In the episodes presented in Chapter 4, silences occurring after the teacher questions were mostly followed by repetition/reissuing the original questions. With this practice, the teacher opened the space for bidding to take the floor. Another example creating interactional space where the students could display WTP and take the floor is the problematization of the silence. It was done mockingly in line 15 (don't die here) in Extract 3 and in line 63 (are you dead) in Extract 13, and through explicitly pointing in line 7 (silence) and 9 (no one wants to take risk) in Extract 9. In addition, the teacher's requests for action (come on in Extract 10), delivering listenership tokens (huh in Extract 6) and confirmation check questions (>because< we don't get ↑sick right↑ in Extract 5), and filling silence with playful/melodic sound or with blah blah (because she↑ likes >dıt dıt dıt< in Extract 10) can be considered to be among response triggers. It should be noted that the teacher also provided listenership tokens in post-allocation phases in the pursue of preferred response upon selecting a student as the next speaker.

Personalization of the topic and exemplification through sample sentences were used by the focal teacher in modeling the preferred responses. For instance, in Extract 1 the teacher delivered a model sentence (>°maybe°< graffiti i live in keçiö↓ren so: <everywhere> is a graffiti) and although the teacher did not allocate the turn, it managed to evoke a display of willingness to take the floor in the following lines as one of the students

held her microphone and approached it to her mouth. Similarly, it was documented in Duran and Jacknick's (2020) study through an acknowledgement token delivered by students subsequent to the teacher's model responses. Being a common resource in L2 classrooms, designedly incomplete utterances (DIUs) were reported to be used to perform various actions including hinting and prompting (Balaman, 2019; Kardaş İşler et al., 2019; Margutti, 2010), eliciting self-correction (Koshik, 2002), and engaging students following CIK (Sert, 2011; Sert & Walsh, 2013). It was also reported in an online teaching context that DIUs are produced in both written and spoken modalities to build and extend student responses (Park & Park, 2022). Similar findings were revealed in Extract 3 (line 1 and 28) that showcased the verbal delivery of DIUs coordinated with the teacher's multimodal actions as she wrote the first word of the sentence in the shared document. Moreover, as an original practice that was uncovered in the current study, while delivering DIUs, the focal teacher moved the cursor on the relevant part in the sentence in Extract 10. It should be noted here that the coordination of DIU with the movement of cursor and coordinated with speech demonstrated how the teacher adapted an interactional practice that is widely used in face-to-face classroom settings to the local online context.

Focusing on multimodal resources layered in the local environment, this dissertation, to my knowledge, is the first study that investigates teacher response pursuit moves attempting to elicit student contribution in a largely unexplored interactional setting, namely large group, remote, fully online, synchronous, video-mediated L2 classrooms. Therefore, it introduces various multimodal response pursuit practices unique to the local context. Being described in the previous section, as the most common screen-oriented teacher action in response pursuit sequences was found to be gazing at the speaker list to identify any displays of WTP or availability. Just before nominating the students to give the floor, the teacher oriented to the list appearing on the right side of her screen. Having access to the students' video frames enabled her to notice embodied actions indicating the students' availability or willingness to be selected as the next speaker such as smiling,

nodding, body movement, and holding microphone. She also used the gallery view feature of Zoom that displays all students at once (Extract 1, 11, and 15). In this way, the teacher could have access to the students' multimodal actions in pre-allocation phase. All in all, this study shows that despite the constraints of the video-mediated interactional setting, the teacher managed to monitor the students' actions despite the fractured access to their video frames (Balaman & Pekarek Doehler, 2022; Heath & Luff, 1993; Pekarek Doehler & Balaman, 2021).

In both pre- and post-allocation phases, the teacher successfully made use of the affordances of the online platform to elicit student response. For example, while the students had trouble in providing responses, she skillfully coordinated her utterances with her screen-oriented actions as she highlighted (Extracts 3, 10, 13,14), underlined (Extract 8), wrote (Extract 3, 5, 8, 12, 13) selected the relevant sentence/structure/vocabulary items with the cursor (Extract 13 and 14), and moved the cursor on the relevant part on the shared document (Extract 6, 8, 10, 15). Moreover, she made use of share screen feature of the online platform when she utilized the shared document in hinting (Extract 3, 6, 7), as an epistemic resource (Extract 3, 7, 9, 10, 11), and drew on Google to show images (Extract 8, 15). It should be noted here that it was also observed that the teacher utilized the affordances of the videoconferencing tool convergently with the current pedagogical focus of the activity (Seedhouse, 2004). For example, the teacher fruitfully used the cursor movement to highlight the grammatical structure given in the shared document during the form-focused activity in Extract 3, as she engaged in hinting through moving the cursor on the relevant sentence in the reading text that includes the searched-for information during meaning-based activity in Extract 11. The teacher also strategically used the chat box in turn-allocation as she brought the written contribution in the chat box to verbal interaction (Extract 7). Therefore, employing all these practices in a row, she dealt with the missing student response when they were sequentially relevant, and elicited student contribution, hence increased participation in the video-mediated L2 classroom. Overall, by proposing

the emergent response pursuit practices as new dimensions, these findings are believed to contribute to the growing research body of classroom interactional competence in online educational contexts (e-CIC) (Moorhouse et al., 2021).

Conclusion

Dealing with the lack of response in a video-mediated L2 classroom, this study documented the ways of turn-taking and allocation as well as teacher response pursuit practices to prompt student contribution. As documented above, in most of the cases in the dataset the teacher drew on the participant list shown on the screen either to identify any displays of WTP in pre-allocation phase or randomly select one of the students from the list. Therefore, it can be argued that the participant list as an affordance of the online platform enabled the teacher to do monitoring. In the second section, on the other hand, in addition to verbal response pursuit practices that have been reported with previous research examining face-to-face interactional data in diverse educational contexts, this study introduced many screen-oriented actions that the teacher employed in the pursuit of (preferred) response. The delivery of the verbal practices coordinated with screen-based practices were found to be successful in eliciting student contribution, securing engagement and progressivity of interaction in the local context. Drawing on the largest dataset, to my knowledge, and using the robust methodological tools of multimodal CA, this study contributed to the understanding of video-mediated L2 classroom discourse by bringing evidence from actual teacher practices through line-by-line, moment-by-moment analysis of unfolding interaction by focusing on the participants meaning-making practices in situ.

In what follows, the limitations of the study will be given. Lastly, the chapter will be concluded with the pedagogical implications and suggestions for future research.

Limitations of the Study

Although it contributed to the understanding of online L2 teaching by offering new insights into the elicitation of student response in video-mediated educational settings, this

study is not without limitations. First, the data set comes from one teacher and two classrooms in one institution, which can raise some generalizability issues. However, holding the largest data set- to my knowledge- including approximately 130 hours of video-recordings of interaction from an under-researched context, namely, online synchronous remote teaching setting, this study holds the potential to bring enriched contextualization of the explored phenomena. In alignment with the research principles of CA, the moment-by-moment analysis without treating any detail as irrelevant (Heritage, 1984a), the current research offers in-depth understanding to response pursuit in video-mediated L2 classrooms. However, investigation of the focal phenomena in various online platforms with diverse contexts may yield different results.

During the classes, as the teacher mostly used the screen-share feature of Zoom, the majority of the data includes recording of the teacher's screen. It resulted in the availability of only the teacher's screen-oriented actions. In addition, the multimodal conducts of the participants were only visible through and within the scope of video-frames. However, as a researcher, adopting an emic perspective and a participant relevant approach to the analysis of the data, I only oriented to the participants' own meaning-making practices and the resources that the participants draw on. Therefore, these challenges of the online platform did not affect the analysis of the recorded data. As Zoom recordings does not provide what is written in the chat box, and chat logs were not available learning management system, I did not have access to the students' written contributions they provided through chat box, so that I had to exclude those episodes from the dataset and presented the cases that I could bring evidence through next-turn-proof-procedure.

Another limitation of the study was the availability of stable internet connection for all participants. Since the classes were held synchronously through an online platform, the lack of internet connection from time to time resulted in disruptions in interaction as some of the students had to reconnect to the platform. In some moments, it also resulted in the

blurry display of the shared document for the students. In the examination of the cases I excluded those cases from the data and presented only clearly visible ones.

Lastly, the classification and labeling of the emergent response pursuit practices was adapted during the analysis of the data, as some of them overlap with each other. To illustrate, while such practices as asking more specific/general questions, providing additional information through increments, modification of failed questions, paraphrasing the question with a close repetition, and reformulation were revealed as separate response pursuit practices in the beginning, in the finalized version of categorization they were all given under the same category as *reformulation*.

Pedagogical Implications for Online Language Teaching and Suggestions for Future Research

As student participation in classroom interaction is a key element in foreign language learning, promoting student contributions to enhance learning becomes a central goal in foreign language classrooms. Using the strong analytical tools of multimodal Conversation Analysis, this study examined the teacher's actual instructional practices to increase student participation in a largely unexplored research area (online L2 classrooms). As much of classroom interaction enacts in Initiation-Response-Evaluation (IRE) (McHoul, 1978; Mehan, 1979) sequences, when teacher questions are not responded in the second turn, the interactional and pedagogical progressivity gets interrupted which impedes learning opportunities for students. Drawing on a large dataset consisting of 130 hours video-recordings of video-mediated L2 classroom interaction, the current study documented a wide range of verbal and screen-based multimodal response pursuit practices that the focal teacher employed in order to elicit student response when they are sequentially relevant. Therefore, the findings of this study might function as a guideline for both in-service and pre-service L2 teachers.

Despite the constraints of the online platform where some bodily actions of the participants were missing, by orienting to the students' fractured video-frames appearing in

the participant list, the teacher managed to identify the students' gestures and body movements that she treated as a display of willingness to participate and availability as the next speaker. Bringing them into the interaction and employing a range of verbal response pursuit practices in a row coordinated with her screen-based actions in a delicate way, she elicited student response. The resources that the teacher relied on in both turn-allocation and pursue of response were revealed to be successful practices in increasing student engagement. Therefore, the findings of this study have interactional and pedagogical implications that might inform instructional practices in video-mediated L2 classrooms.

First, it was revealed that instead of selecting the next speaker randomly, the teacher, in most of the cases, drew on the participant list in monitoring the students. She allocated the turn to the students who displays WTP or availability, however, if there were no such displays, she announced her upcoming random next-speaker selection. If the nominated students had trouble in understanding or delivering the response, the teacher skillfully used response pursuit practices to restore intersubjectivity, thereby enhancing learning opportunities. This finding might offer to the practitioners that when interactional troubles occur, rather than allocating the turn to another student immediately they can employ such practices to prompt preferred response so that they can maximize learner opportunities for nominated students.

It was also observed that in the face of lack of response, the focal teacher provided sample/model responses that the students might utilize producing their candidate responses. If she identified that the interactional breakdown stemmed from insufficient knowledge of the target linguistic structure, through online decision-making ability, she delivered verbal linguistic explanations coordinated with her screen-based actions such as selecting the target structure with the cursor on the shared document (highighting aloud). On the other hand, in some cases, she provided the L1 version of the vocabulary items that she treated as the source of lack of response. All these practices show that the teacher's interpretation of the source of lack of response determines the upcoming response pursuit

practice. The episodes presented in Chapter 4 are also believed to inform the practitioners in the use of the affordance of online education platforms in elicitation student response. To illustrate, the multimodal practices such as typing and verbalizing the typed item (writing aloud), verbally marking the relevant item on the shared document (highlighting aloud), delivering linguistic explanation and hinting based on the shared document can function as a guideline for the teachers in the successful exploitation of the screen share feature of the videoconferencing tool.

Another practice that can be useful for teachers is the teacher's reopening the space for bidding for the turn if the lack of response remains despite a range of response pursuit practices. This practice was also revealed to be successful as it enabled the sustainment of the dual progressivity of interactional and pedagogical activity (Satar, 2015) as well as created interactional space for other students in the classroom.

As discussed in above in detail, the delicate use of these practices was found to be crucial in securing the pedagogical progressivity and to create interactional space for student contributions. These practices also increase our understanding of teacher classroom interactional competence (CIC) (Walsh, 2006, 2011) as they enhanced learning and enabled learning opportunities. Focusing on a video-mediated online teaching environment, this study also sheds lights on teaching practices in video-mediated L2 interaction and contributes to the growing research body of classroom interactional competence in online educational contexts (e-CIC) (Moorhouse et al., 2021) by offering the use of verbal response pursuing practices combined with multimodal ones to prompt student contribution as a new dimension to the construct. Therefore, they can be integrated into language teacher education programs to increase teacher awareness of dealing with lack of response and elicit student response to teacher questions (Balaman, 2023). Teacher trainers can utilize, for example, Sert's (2015) teacher education model (IMDAT: "(I)ntroducing classroom interactional competence, (M)icro-teaching (D)ialogic reflection, (A)ctual teaching, and (T)eacher collaboration and critical reflection'') to develop greater

insight and awareness of the use of interactional resources and practices that they might rely on in the face of missing student response. By doing so, they might create new ways, such as directing the students to breakout rooms to work on the pedagogical activity in pairs first and then inviting them to whole class discussion.

Although informing online teaching practices, contributing to the understanding of CIC by offering dimensions to be added to the concept e-CIC (Moorhouse et al., 2021) by bringing evidence from the fine-grained analyses of the actual teacher practices in video-mediated L2 classrooms, the findings of this study cannot be generalized to other online teaching contexts. More research from different online L2 teaching environments is needed to better understand the complex nature of online teaching practices; therefore, further studies can investigate the resolution of lack of response in different L2 contexts. For example, drawing on the management of student silence following teacher questions in lower proficiency level online L2 classrooms might reveal new response pursuit practices.

Tracking the interactional resources that teachers rely on to elicit response and increase participation in a period of time, longitudinal studies might uncover any changes in teachers' response pursuit practices in time. Future research can also capture the recordings of students' screen as well as it might yield richer findings about the engagement of the students with the pedagogical activity at hand. Lastly, to gain more-detailed understanding of the participants' availability and engagement, eye-tracking technology can be incorporated into the data collection process to reach the details that might be important in establishing recipiency and negotiation turn-allocation. Combined with the results of this study, future research would inform and bring new insights to the teaching practices in video-mediated L2 classrooms.

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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
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
	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

* *	Gestures and descriptions of embodied actions are delimited between
+ +	two identical symbols (one symbol per participant)
Δ Δ	and are synchronized with corresponding stretches of talk.
*--->	The action described continues across subsequent lines
---->*	until the same symbol is reached.
«	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 when (s)he is not the speaker.
fig	The exact moment at which a screen shot has been taken
#	is indicated with a specific symbol showing its position within the turn at talk

APPENDIX-C: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001430029 3.02.2021
Konu : Fatma Badem KORKMAZ Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 18.12.2020 tarihli ve E-51944218-300-00001368846 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Fatma Badem KORKMAZ**'ın, **Dr. Öğr. Üyesi Ufuk BALAMAN** danışmanlığında hazırladığı **"Çevrimiçi ve Yüz Yüze İngilizce Sınıflarında Öğretmen Etkileşim Uygulamalarının Boylamsal İncelenmesi"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **26 Ocak 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

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.

(DD) /(MM)/(YY)

(Signature)

Fatma Badem

APPENDIX-E: Thesis/Dissertation Originality Report

03/07/2023

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

Thesis Title: The Interactional Management of Lack of Student Participation in Video-mediated EFL Classroom Interactions: Response Pursuit Practices

The whole thesis that includes the title page, introduction, main chapters, conclusions and bibliography section is checked by using Turnitin plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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03/07/2023	222	329824	06/06/2023	15%	2125989834

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Fatma BADEM

Student No.: N18145334 Signature

Department: Foreign Languages Education

Program: English Language Education

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

ADVISOR APPROVAL

APPROVED
(Assoc. Prof. 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 haklan bana ait olacaktır.

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

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

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

…… /..... /.....

(imza)

Fatma Badem

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

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

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

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

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

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