HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE USE OF CLASSROOM VIDEO CLIPS AS AN INTERACTIONAL RESOURCE IN VIDEO-MEDIATED PRE-SERVICE LANGUAGE TEACHER DISCUSSION GROUPS

İzge GÜLTEKİN

Master's Thesis

Ankara, (2023)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE USE OF CLASSROOM VIDEO CLIPS AS AN INTERACTIONAL RESOURCE IN VIDEO-MEDIATED PRE-SERVICE LANGUAGE TEACHER DISCUSSION GROUPS

SINIF VİDEO KLİPLERİNİN ÖĞRETMEN ADAYLARININ VİDEO ARACILI GRUP TARTIŞMALARINDA ETKİLEŞİMSEL KAYNAK OLARAK KULLANIMI

İzge GÜLTEKİN

Master's Thesis

Ankara, (2023)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **İZGE GÜLTEKİN** and entitled “The Use of Classroom Video Clips as an Interactional Resource in Video-Mediated Pre-Service Language Teacher Discussion Groups” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Education** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair	Assist. Prof. Dr. Nilüfer CAN DAŞKIN
Member (Supervisor)	Assoc. Prof. Dr. Ufuk BALAMAN
Member	Assist. Prof. Dr. Ufuk GİRGİN

This is to certify that this thesis has been approved by the aforementioned examining committee members on 22/06/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of Foreign Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Video-mediated interaction has started to be one of the main research areas in recent years, and there is a recognized need for understanding how people interact by using the affordances of video-mediated settings. Several studies focused on video-mediated interaction in various contexts and interactional resources that people use in online settings. However, the number of studies on video-mediated interaction in language teacher education is still limited, and there is a need to investigate how video-mediated settings can contribute to language teacher education. To fill this gap in literature, the present study aimed to examine physically distant pre-service teachers' video-mediated interactions on the videoconferencing tool, Microsoft Teams software. The research is based on 10 hours of screen recordings of pre-service teachers' online group discussions in which they analyzed video clips of classroom interaction, and multimodal Conversation Analysis was adopted as the research methodology to conduct this study. The findings indicated that participants used affordances of the video (e.g., rewinding and fast-forwarding the video clips) as context-specific interactional resources to enhance the visibility of the video clips in three ways: (i) soliciting assistance for the visibility of the video clips, (ii) unsolicited assistance for the visibility of the video clips, (iii) using the video clips in one own's extended turns. Furthermore, deployment of the context specific resources created opportunities for pre-service teachers to recruit assistance and work collaboratively in their discussions. The findings of this thesis contribute to identify new sets of interactional resources in video-mediated settings, and help provide suggestions and new insights into language teacher education in video-mediated settings informed by multimodal Conversation Analysis.

Keywords: video-mediated interaction, multimodal conversation analysis, language teacher education, interactional resources, recruitment of assistance

Öz

Video aracılı etkileşim, son yıllarda temel araştırma alanlarından biri olmaya başlamıştır ve insanların video aracılı ortamların olanaklarını kullanarak birbirleriyle nasıl etkileşim içinde olduklarını anlama gereksinimi vardır. Birçok çalışma, çeşitli bağlamlardaki video aracılı etkileşime ve insanların çevrim içi alanlarda kullandıkları etkileşimsel kaynaklara odaklanmıştır. Ancak dil öğretmeni eğitimi alanında video aracılı etkileşim üzerine olan çalışmaların sayısı hala sınırlıdır ve video aracılı ortamların dil öğretmeni eğitimine nasıl katkı sağlayacağının araştırılması gerekmektedir. Bu çalışma, literatürdeki bu eksikliği gidermek için fiziksel olarak birbirlerinden uzak olan öğretmen adaylarının Microsoft Teams programı aracılığıyla kurdukları video aracılı etkileşimleri incelemeyi amaçlamıştır. Bu araştırma, öğretmen adaylarının sınıf içi etkileşim videoları üzerine olan çevrim içi tartışmalarının 10 saatlik ekran kayıtlarına dayanmaktadır ve çalışmayı yürütmek için çokkipli Konuşma Çözümlemesi yöntemi kullanılmıştır. Çalışma sonuçları, katılımcıların video olanaklarını (videoları geri ve ileri sarma) bağlam özellikli etkileşimsel kaynaklar olarak video kliplerin görünürlüğünü sağlamak için üç farklı şekilde kullandıklarını göstermiştir: (i) video kliplerin görünürlüğü için istenilen yardım, (ii) video kliplerin görünürlüğü istenilmeden sağlanan yardım, (iii) video kliplerin görünürlüğünü kendi uzatılmış söz sıralarında kullanma. Buna ek olarak, bağlam özellikli etkileşimsel kaynakların kullanımı öğretmen adaylarının yardım alımı ve iş birliği içinde çalışmaları için fırsatlar yaratmıştır. Bu tezin sonuçları, video-aracılı alanlardaki etkileşimsel kaynaklarının çeşitlendirilmesine katkı sağlamaktadır ve çokkipli konuşma çözümlemesi yöntemiyle bilgilendirilen video aracılı alanlarda dil öğretmeni eğitimi için materyal tasarımını geliştirmeye yönelik öneriler ve bakış açıları sunmaya yardımcı olmaktadır.

Anahtar sözcükler: video aracılı etkileşim, konuşma çözümlemesi, dil öğretmeni eğitimi, etkileşimsel kaynaklar, yardım alımı

Acknowledgements

This thesis means a lot for me since writing up the thesis in the hard times of my life was challenging, and I did not expect to be a different person at the end of this journey. Despite all the challenges in the last three years, I am so happy that I kept the promises I made to myself and completed this study, and it was a great experience to better know my strengths and weaknesses and to find a better version of myself. It would not have been possible to survive in this process without wonderful people in my life.

First and foremost, I want to express my gratitude to my supervisor Assoc. Prof. Dr. Ufuk Balaman for his invaluable support, guidance, and inspirations throughout this journey. Without his guidance, I could not have written this thesis. When I consider the time from our first course in my undergraduate years to the end of this thesis, there is no one else who contributed to my career regarding academic knowledge and being a researcher and a lecturer more than him. I feel so lucky to be his student! Also, I want to give a special thank to my supervisor for making me believe in myself, which is the best support I have ever had. While we have experienced many bad things in our country recently, he is one of the biggest reasons to keep working hard and believe that good things can also happen. I hope he can get everything he deserves in his life; and I hope we can have more chances to work together in the future. I also want to thank jury members, Assist. Prof. Dr. Nilüfer Can Daşkın and Assist. Prof. Dr. Ufuk Girgin for their constructive feedback on my thesis.

Secondly, I would like to thank my family for their patience and support. My heartfelt thanks go to my mother Hamide Gültekin in that I always felt her next to me with her motivating phone calls and messages although we were in different cities throughout the writing of this thesis. Her love and support made me feel motivated and hopeful in the last two years. She is my hero! I also want to thank my father Hasan Gültekin for his life-long support for my education. It was inspiring to see how he found solutions quickly whenever I had a problem. My special thanks go to my brother Şan Gültekin for being the best housemate ever, I could not have survived and completed my MA courses in the pandemic

without his support. He never stops believing in me, and this makes me feel motivated all the time. I feel so lucky to have a brother like him. I want to extend my thanks to my long-term friend and companion, Kübra Şahin, for her continuous encouragement and motivational messages. Although we live in different cities, we have not stopped supporting each other since we shared the same desk in high school. Now, it's time to spend more time together.

Last but not least, I am indebted to Mustafa Kemal Atatürk, the founder of the Republic of Türkiye, for his dreams and achievements. Without his dreams, it would not have been possible for a girl from a little town to be a teacher and complete a master's thesis in state schools. Whenever I felt lost in this journey, I remembered how he did not give up despite many challenges and how he made his dreams come true. Unfortunately, I feel sad since we have lost many values in the last few years, and it is really hard to compensate for them. However, I will do my best to create a better future for the next generations wherever I live, and I hope we will see better days.

Table of Contents

List of Tables

List of Figures

Symbols and Abbreviations

VMI: Video-mediated Interaction

CMC: Computer-mediated Interaction

CA: Conversation Analysis

CIC: Classroom Interactional Competence

LTE: Language Teacher Education

Chapter 1

Introduction

There has been a growing number of publications on video-mediated interaction (henceforth VMI) in recent years. Although VMI has received considerable attention due to the pandemic recently, it can be stated that research on video-mediated settings started with Heath and Luff's studies on workplace interactions (Heath et al., 1997; Heath & Luff, 1992) following the previous studies on mediated interaction. These previous studies, conducted by Harvey Sacks and Emanuel Schegloff, were mainly based on audio interaction, and they were the first studies using conversation analysis (henceforth CA) as the research methodology in mediated interaction. Although they did not approach to the telephone as an interactional resource in their work, geographically dispersed participants interacted using telephone as a resource (Schegloff et al., 1977). After these early studies in literature, scholars conducted research on computer-mediated communication using CA to investigate written (Beauvois, 1992; Garcia & Baker Jacobs, 1999) and spoken (Jenks, 2012) interactions on various software. All these studies in literature demonstrated a variety of resources that technology-mediated settings provided for participants, and with the development of video-mediated settings, new software and affordances emerged in VMI studies. In video-mediated settings, physically distant participants use diverse affordances such as camera, screen, microphone, or other facilities depending on the software to interact and accomplish social actions (Arminen, Licoppe & Spagnolli, 2016). Since it is a new scope of research, studies on video-mediated interaction provide new insights into interaction in online settings and the interactional resources involved in VMI. Previous research has demonstrated some context-specific interactional resources that are used by participants in video-mediated interaction in various contexts (Melander Bowden & Svahn, 2020; Olbertz-Siitonen & Piirainen-Marsh, 2021). Moreover, there is an increasing interest in VMI in pedagogical settings, and previous studies investigated learner-learner interactions (Balaman, 2015; Balaman & Sert, 2017; Sert & Balaman, 2018),

telecollaboration (Badem, 2023; Çalışmış, 2022; Çolak & Balaman, 2022; Dooly & Tudini, 2016), tutoring sessions (Choe et al., 2022; Malabarba et al., 2022; Nguyen et al., 2022), L2 classroom settings (Badem-Korkmaz & Balaman, 2022; Şimşek, 2022; Jakonen & Jauni, 2021), and interactional organizations of various social actions. Although several studies have shown various interactional resources in online settings, there is a need to focus on context-specific resources that are used on a shared screen to have a better understanding of VMI.

Also, the impact of VMI on language teacher education needs to be explored based on empirical data as part of pedagogical settings. Previous studies have investigated pre-service teachers' interactions in video-mediated settings, and they revealed how video-mediated settings can be used in teacher training classrooms to design technology-mediated tasks (Badem-Korkmaz et al., 2022) and to plan lessons collaboratively (Ekin & Balaman, 2023). In addition to these studies, Balaman (2023a) presented a model in which CA-informed materials were used in language teacher education in a video-mediated setting by expanding CA-informed LTE models in digital spaces. Balaman (2023a) also conceptualized previous models as CALTE in his recent monograph and stated the need for further studies in video-mediated settings. Since CALTE in digital spaces is a new scope of research in literature, more studies are required in various mediated settings to better understand how CALTE in digital spaces can shape language teacher education. Therefore, the purpose of this study is to investigate how pre-service teachers use the affordances of a video-mediated setting in online group discussions and to show a sample of CALTE. CA is used as the research methodology to analyze 10 hours of screen recordings of online group discussions in which pre-service teachers analyze the recordings of classroom interactions to increase their awareness of classroom interactional competence. The pre-service language teachers in the present study participated in online group discussions as part of their coursework on Microsoft Teams. The aim of the course was to increase pre-service teachers' awareness of main structures of CA and classroom interactional

competence. Following the asynchronous course on these specific topics, pre-service teachers analyzed the video clips of classroom interaction on Microsoft Teams and this study is based on the video-mediated interactions of pre-service teachers on a shared screen. The findings have demonstrated that participants systematically oriented to the video clips on the shared screen in designing their turns at talk, more specifically for recruiting assistance from peers, and they used video clips of classroom interaction on a shared screen as context-specific interactional resources in their video-mediated interactions.

This thesis has been divided into five chapters. Chapter 2 will give a review of studies on interactional resources in physical and mediated settings. Also, the recent research on recruitment of assistance will be presented in chapter 2. The third chapter is concerned with the methodology employed for this study. First, participants and the settings will be described in chapter 3. Then procedures for data collection and data analysis will be explained in detail, and the table of collection of the cases will be demonstrated. In the last section of chapter 3, the principles of CA will be presented, and the reasons for adopting CA as the research methodology will be introduced. Chapter 4 presents the findings based on the screen-recordings of the online discussions drawing on representative extracts from the collection of cases. There are 11 representative extracts which were transcribed using Jefferson (Jefferson, 2004) and Mondada (Mondada, 2018) conventions, and these extracts will be analyzed using CA to demonstrate the embodied and multimodal actions of the participants in situ. The final chapter includes a discussion of the findings with references to the previous studies in literature, and it presents suggestions for future research and implications for language teacher education. The last section of chapter 5 summarizes the study along with some concluding remarks.

Statement of the Problem

There is a growing body of literature that recognizes the importance of video-mediated settings in various contexts, and several studies indicated that VMI manifests its own context-specific interactional resources (Olbertz-Siitonen, 2015; Balaman & Sert, 2017; Melander Bowden & Svahn, 2020). While studies reported a variety of interactional resources in video-mediated settings, no previous study has investigated video clips as an interactional resource in VMI, and there is still a need to investigate the interactional organization of VMI in different tools in that each videoconferencing tool can create new sets of interactional resources for participants' deployment in situ. Thus, this study aims to fill this gap with an investigation into the use of video as an interactional resource in a video-mediated setting. In this study, participants mostly use the affordances of the video to recruit assistance in the analyses of the video clip, and very little research has been carried out on recruitment of assistance in video-mediated settings.

The concept of "recruitment of assistance" was first proposed by Kendrick and Drew (2016). They defined recruitment of assistance as the interactional practices in asking for assistance implicitly or explicitly to the co-participants in interaction and the relevant responses of the co-participants to these requests (Kendrick & Drew, 2014, 2016). In their study, they stated that there are different ways of recruiting assistance in social interaction "(1) asking for assistance explicitly, (2) reporting needs, troubles (3) trouble alerts to indicate difficulties (4) demonstration of troubles through embodiment "(Kendrick & Drew, 2016). Although there has been an increasing interest in recruitment of assistance following the study of Kendrick and Drew, most of the studies were conducted in physical co-presence settings (e.g., Drew & Kendrick, 2018; Jansson et al., 2019; Pfeiffer & Anna, 2021). To date, there is a limited number of recruitment studies in mediated settings (e.g., Boudouraki et al., 2021; Hansen, 2022). Since participants in mediated settings are physically distant, they deploy the affordances of these settings as interactional resources to accomplish social actions such as assistance. Therefore, there is a need to investigate VMI to better

understand how the affordances of video-mediated settings contribute to interactional organizations of recruiting assistance.

Another focus of this study is related to CALTE (Balaman, 2023a) in digital spaces, and the number of the studies on this scope of research is limited. Previous CA-informed LTE models (e.g., SETT (Walsh, 2003), IMDAT (Sert, 2015)) were mainly based on physical settings, and more studies are required to understand the possible impact of video mediated settings in CALTE (Balaman, 2023a). Balaman (Balaman 2023a, 2023b) has shown how CA-informed models can be integrated into LTE, he introduced the first model in a digital space. Since the participants in this study used transcribed video clips of classroom interaction, and they used their knowledge of CA and CIC in their online discussions, this study contributes to CALTE in digital spaces by presenting how pre-service teachers collaboratively analyzed the video clips in a video-mediated setting.

Aim and Significance of the Study

There are three primary aims of this study: (1) To present how pre-service teachers use video as an interactional resource in online group discussions, (2) to investigate interactional organization of recruiting assistance in a video-mediated setting, (3) to discuss how video-mediated settings can contribute to language teacher education based on empirical data. By adopting multimodal CA as the research methodology, this thesis presents collection-based research using empirical data, screen-recordings of pre-service teachers' online group discussions to investigate the interactions on Microsoft Teams. The importance and originality of this study is that it explores VMI empirically and contributes to the literature by presenting context-specific interactional resources and practices of recruitment of assistance in a video-mediated setting. Furthermore, this study also contributes to CALTE (Balaman, 2023a) by showing how pre-service teachers used CA-informed materials (i.e., transcribed video clips) and how these materials shaped their video-mediated interactions. Thus, the present study demonstrates how VMI can be

integrated into language teacher education. Lastly, this study suggests some implications for material design for language teacher education and the use of video in professional development of teachers in video-mediated settings.

Research Questions

This study aims to address the following research questions:

1. How do pre-service teachers make use of the affordances of the video clips in video-mediated interaction in their online group discussions?
2. How do pre-service teachers recruit assistance in orienting to the video clips in the video-mediated setting?
3. How can video-mediated interaction contribute to language teacher education?

Assumptions

It is assumed that using CA as the research methodology will provide insights into the interactional organization of VMI among pre-service teachers in that principles of CA give opportunities to analyze interactions line-by-line and with an emic perspective. 'Emic perspective' is one of the main principles of CA (Seedhouse, 2005), and it helps us to better understand how participants interact using the affordances of the tools in their interactions from their own perspectives and without the views of researchers. In addition, detailed representative extracts which are transcribed with Jefferson and Mondada conventions enable us to analyze multimodal and embodied actions of participants on the shared screen, and how participants deploy multimodal and embodied resources in VMI. The findings based on the empirical data are assumed to make contributions to integration of video-mediated settings into language teacher education.

Limitations

The limitations of this study are related to the participants and the setting. First, the findings of this study are based on pre-service teachers' online discussions about recordings taken from actual language classrooms. Thus, the main topic of conversation is limited to classroom interactional practices readily found in the video clips. Second, the use of interactional resources in this study is context specific in that the design of the video and affordances of Microsoft Teams have impacts on video-mediated interaction of pre-service teachers. Other studies can demonstrate how different designs of videos or other materials on a shared screen contribute to VMI. Another limitation is related to technical issues that participants faced in their online discussions. Participants were faced with some problems in hearing or understanding other participants due to internet connection, headphones, or microphones. Since the study was conducted from the participants' perspectives, the ways in which participants resolved these troubles were also analyzed in the study. All in all, this study only presents a limited picture of VMI in an educational setting, and more studies are required to advance the understanding of other video-mediated settings on social interaction.

The chapter that follows reviews the literature related to interactional resources in technology-mediated settings, conversation analytic language teacher education in digital spaces and recruitment of assistance to show how this study will fill the gaps in literature regarding these research areas.

Chapter 2

Literature Review

In this chapter, I will review the previous studies on interactional resources, conversation analytic language teacher education, and recruitment of assistance to state the gap that I recognized in the literature. In the first section (i.e., interactional resources in mediated settings), I will present the CA studies on interactional resources in physical and mediated settings, and I will mainly focus on interactional resources in video-mediated settings. Following this section, I will present the theoretical background of this study based on the previous CA-informed studies on LTE. In the last section, I will review the studies on recruitment of assistance in literature, and I will state the gap in previous studies.

Interactional Resources in Mediated Settings

L2 interactional competence can be described as the ability of establishing mutual understanding of social actions by using context-specific resources (Markee, 2008; Hall & Doehler, 2011; Pekarek Doehler & Pochon-Berger, 2011). By using context-specific interactional resources, participants accomplish social actions, and a large and growing body of literature demonstrates various interactional resources in many contexts. Markee (2008) has shown that linguistic resources are deployed by participants in his research. In a study conducted by Piirainen-Marsh and Tainio (2009), other repetition has been found to be an interactional resource for engaging in the game-play and co-constructing mutual understanding when participants play a game. In another study, gesture has been reported as a resource in learning new vocabulary (Eskildsen & Wagner, 2013). A recent study by Girgin and Brandt (2020) reported that response tokens have been used by a teacher for learning. These studies, while representing the diverse resources to some extent, are conducted in a shared physical setting, and there is a need to review studies in online settings since there is growing research on interactional resources used in online settings.

Mediated interaction is mainly related to how members use various affordances of the technology-mediated contexts in interaction (Arminen, Licoppe & Spagnolli, 2016) in various settings as a research focus for a long time in literature. A large and growing body of studies investigated mediated interaction and interactional resources using Conversation Analysis (CA) as the research methodology. It can be stated that the earliest CA studies on mediated interaction were conducted by Harvey Sacks and Emanuel Schegloff in that they worked on the interactional organizations in telephone conversations of geographically dispersed participants. For instance, in one of these earliest studies, Schegloff (1979) analyzed telephone conversations between participants who used telephone as a medium of interaction. In this study, he reported how participants identified and recognized each other in telephone conversations by studying the sequence organization of these conversations, and he found out that telephone was used to interact by participants in different settings (Schegloff, 1979).

What follows these studies including mediated interaction in CA literature is computer mediated communication (CMC). The first studies in CMC literature were on written interaction, and researchers examined the written interactions of participants on different software (Beauvois, 1992; Garcia & Baker Jacobs, 1999; Kern, 1995). In one of these studies on written interaction, Beauvois (1992) worked on computer-assisted discussions of a Portuguese class on software called Interchange to find out how the affordances of this software affected language learning. The participants in this study participated in these discussions by replying to the teacher's questions and other participants' turns on the computer screen (Beauvois, 1992). Beavouis (1992) found out that the affordances of the software which included copying the previous turns in the discussion, visibility of teacher's questions on the screen, and visibility of feedback for the answers had a positive impact on students' language learning process. In another study on the same software (i.e., Interchange), Kern (1995) examined the written interactions of pedagogical discussions in a French class to find out the impact of computer-assisted

discussions on social interaction compared to oral discussion. He reported that the use of Interchange with its affordances (e.g., scrolling backward for the visibility of the previous comments on the screen) contributed to students' interaction, and he also stated that the integration of software into discussions could have a positive impact on social interaction (Kern, 1995). Although Kern did not use CA as the research methodology, the results of questionnaires which included the responses of participants related to the use of software for the discussions contributed to the studies on mediated interaction.

In addition to these two studies on written CMC, Garcia and Jacobs (1999) examined turn-taking practices in a composition class on the program Aspects, and they recorded three participants' computer screens during the discussions in which participants contributed to the class by typing messages. They conducted this study from participants' perspectives, and they reported that participants developed new strategies for turn-taking in the CMC setting with the affordances of the program (Garcia & Baker Jacobs, 1999). They also stated that turn taking systems in computer-assisted settings differ from oral conversations in physical settings in terms of the organization of adjacency pairs and turn allocation (Garcia & Baker Jacobs, 1999). Similarly, Negretti (1999) reported that turn-taking and sequential organization in Webchat interaction were affected by the features of context in her micro-analytic research on CMC. In another study, Herring (1999) drew on the problems that were faced in CMC, and she stated that participants adapted to the medium of the context and facilitated interaction.

While aforementioned studies mainly focus on text-based interaction, Jenks contributed to mediated interaction literature by analyzing voice-based interactions in online settings. For instance, Jenks (2009) investigated how affordances of Skypecasts influenced spoken interaction of the participants who used English as an additional language, and stated that learning and using the language in a computer mediated setting are not based on rules as can be seen in language classrooms, and Skypecasts provided flexible environment for the participants to use the language. In another study on voice-based CMC,

Jenks (2009) demonstrated how participants used pause as an interactional resource to deal with overlaps. Additionally, Jenks (2012) reported interactional resources that ELF speakers used in voice-based chat rooms for troubles in interaction. Likewise, Brandt and Jenks (2013) examined interactional organization of troubles in online interaction and they demonstrated the impact of affordances of a mediated setting (i.e., Skypecast) on the troubles. Following these studies on voice-based CMC, Jenks (2014) contributed to the CMC literature with an investigation into the voice-based interactions in second language chat rooms. In addition to these audio-mediated interaction studies, there has been an increasing amount of literature on video-mediated interaction in recent years.

Video-mediated interaction (VMI) differs from interactions mediated by other modalities which were mentioned previously in terms of enhancing geographically dispersed participants to see and hear each other by providing various affordances such as microphone, camera and screen (Arminen, Licoppe & Spagnolli, 2016). VMI studies in literature include various contexts. The earliest studies on video-mediated interaction were conducted by Christian Heath and Paul Luff in workplace settings (Heath et al., 1997; Heath & Luff, 1992). In one of these studies, Heath, Luff and Sellen investigated the interactions of the people who worked in the EuroPACK laboratory in Cambridge through technology (Heath et al., 1997). They recorded the audio and visual interactions of the participants, and they focused on how participants accomplished social actions such as coordination, collaboration and mutual engagement in activities (Heath et al., 1997). The findings of their study demonstrated that the affordances of the media space technology provided opportunities to check the visibility of other participants before they interacted, to coordinate with the activities on the screen and to organize turn taking practices (Heath et al., 1997). Following these early studies on video-mediated interaction in the 1990s, there has been a growing body of research on video-mediated settings recently. One of these studies was conducted by Olbertz-Siitonen (2015), and she investigated transmission delay in video-mediated interactions at work, and she focused on one participant. The findings of this study

showed that the participant faced technical problems, and he found solutions by orienting to the sequential organization in interaction (Olbertz-Siitonen, 2015). Licoppe (2017) pointed out that showing personal objects in conversation became an interactional resource for physically distant participants to interact by focusing on the sequences of showing actions. In another study which was conducted in a workplace, pointing by using affordances of a device is reported as a resource for participants who are physically distant and cannot see each other in a virtual setting (Olbertz-Siitonen & Piirainen-Marsh, 2021). VMI studies have been conducted in many different contexts. For example, interactions between doctor and patients (Seuren et al.,2021) and courtroom interactions (Licoppe, 2021) are among the recent VMI studies.

Furthermore, there is also increasing interest in VMI in a variety of educational settings. Several CA studies in VMI literature have focused on learner interactions and L2 development in video-mediated settings so far. The earliest CA studies dealing with learner-learner interactions based on task design process of L2 learners in online settings were conducted by Balaman and Sert (Balaman, 2015a, 2015b; Balaman & Sert, 2017a, 2017b; Balaman, 2018; Sert & Balaman, 2018).

Following these studies on online interactions, Dooly and Tudini (2016) carried out a micro-analytic study on the interactions of student teachers in telecollaborative tasks on Skype, and they pointed out the positive impact of small talk on teaching and learning in an online setting. In a similar vein, some studies examined the relation between L2 development and the interactional resources in telecollaborative projects such as gestures in word search (Badem, 2023); “rolling the ball back” for topic maintenance (Çimenli et al., 2022); gestures, mimicry, gaze for turn taking and pointing to allocate turn (Drixler, 2022); online dictionaries to accomplish social actions (Çolak & Balaman, 2022). Another research focus in telecollaboration studies is related to interculturality, and previous studies focused on video-mediated interactions to investigate the sequential organization of assessments to find out critical intercultural awareness (Çalışmış, 2022) and to demonstrate the

resources for orientations to intercultural tasks (Önder, 2021). Likewise, Moalla et al. (2020) reported how a project based on task design in a video-mediated setting increased intercultural awareness. The last aspect of telecollaboration studies is the resolution of troubles in interactions. Whilst Oittinen (2022) demonstrated how university students managed the coordination of actions using verbal resources and screen orientations in video conferencing sessions, Dooly and Davitova (2018) examined the multiple resources such as holding up a phone that middle school students used to resolve the troubles in their video-mediated interactions. Likewise, Rusk and Pörn (2019) conducted micro-analytic research on troubles in tandem dyads, and they demonstrated that participants used social actions as interactional resources to maintain mutual understanding following the troubles due to delay in a video-mediated learning setting.

In addition to telecollaboration studies in literature, some scholars examined video-mediated interactions in tutoring sessions (e.g., Bowden & Svahn, 2020; Choe et al., 2022; Malabarba et al., 2022; Nguyen et al., 2022). While Malabarba et al. (2022) investigated the multimodal resources (e.g., lip pressing) that a tutor deployed to maximize interactional spaces for L2 learner in an English tutoring on Zoom, Melander Bowden and Svahn (2020) focused on video-mediated interactions in tutoring for mathematics assignments on a shared screen, and they have pointed out that affordances of shared screen became resources for homework support in tutor-student video mediated interaction.

There are also CA studies on video-mediated L2 classroom settings which have increased due to COVID-19 pandemic. In one of these studies, Badem-Korkmaz and Balaman (2022) carried out a micro-analytic CA research on video-mediated English as a foreign language classroom and they reported that the teacher used a variety of interactional and multimodal resources when there was not student response to teacher questions. Another CA study on video-mediated classroom setting comes from Şimşek's master thesis (2022) and this study demonstrated how a teacher used gestures for a variety of pedagogical purposes (e.g., to give instruction, to explain vocabulary and grammar). Recent outstanding research dealing with telepresence robot mediated hybrid classroom

interaction was conducted by Jakonen and Jauni (Jakonen & Jauni, 2021, 2022a, 2022b) and they showed how telepresence robot was used as an interactional resource among geographically dispersed participants to facilitate interaction. Similar to these mediated classroom settings, Ro examined the changes in teacher's practices to give instruction and interactional resources deployed by the teacher in video-mediated L2 book club (Ro, 2023a) and reported how the teacher used topicalization to maximize interactional space in video-mediated book club discussion (Ro, 2023b).

Previous VMI studies also focused on the interactional organization of social actions based on the affordances of various video-mediated settings. For instance, Balaman and Sert (2017) indicated that participants used screen as a resource by orienting to the task interface in an online setting, and they contributed to diversification of interactional resources in online settings. Balaman (2021) also focused on collaborative writing on a video-mediated setting, and he reported that participants coordinated in interaction and used various resources on the screen and repair for collaborative writing. In a study dealing with hinting practices as social actions, Balaman (2019) found out that the participants used 'interrogatives, knowledge checks, and past references' before the initiation of hinting and they deployed 'blah blah replacements, designedly incomplete utterances, and metalinguistic clues' in base sequences of hinting. Dooly and Tudini (2022) also examined students' construction of a collaborative exam on Skype and they reported that students co-constructed their knowledge through affordances of the video-mediated setting (e.g., camera, text chat, text editing tools). In addition to these studies on the use of affordances in video-mediated settings, some scholars focused on the deployment of verbal resources to accomplish social actions. Balaman and Pekarek Doehler (2022) showed that participants used 'let me/let's' structures to enhance progressivity in task accomplishment, and they also carried out longitudinal research on the routinization of this grammar structure (let me check) which started as 'I will check' during the orientations of a participant to the screen (Pekarek Doehler & Balaman, 2021). In another study focusing on callout practices in a video game environment for pedagogical purposes, Rusk and Ståhl (2022)

demonstrated how participants used callouts to work collaboratively in a multilingual setting. Tudini and Dooly (2021) focused on a different aspect of interactional structure of VMI, namely troubles talk, to investigate video-mediated interactions of pre-service teachers in the development of collaborative tasks and they reported that troubles talk was used an interactional resource to explain reasons for not being ready for the task, to complain, and to facilitate affiliation between geographically dispersed participants. Lastly, the use of embodiment in the interactional organization of word search also was studied in the literature (Uskokovic & Talehgani-Nikazm, 2022; Badem, 2023). Uskokovic and Talehgani-Nikazm (2022) reported raised index finger was used by participants during the orientation to the screen to search a word. Similarly, Badem (2023) found that participants used raising an index finger, gazing up and frowning in word search practices.

All these studies reviewed in this section reported how affordances of various mediated settings contributed to the interactions of participants through diverse interactional resources. However, previous studies did not demonstrate orientations to video clips as an interactional resource in video-mediated settings. Thus, this study aims to fill this gap by presenting affordances of video (e.g., rewinding/ fast-forwarding the video) as interactional resources on a shared screen based on the interactions of pre-service teachers on Microsoft Teams. Since one of the aims of present study is to contribute to the LTE, I will review the previous CA-based LTE models and CA studies on LTE, and I will present the gap in literature.

Conversation Analytic Language Teacher Education in Digital Spaces

Integration of CA into language teacher education for pedagogical purposes has resulted in several studies in literature so far, and some scholars proposed CA-informed LTE models including SETT (Walsh, 2003), IMDAT (Sert, 2015), Conversation Analysis-based Interactional Competence Instruction (Huth et al., 2019) that aimed to introduce CA to teachers to increase their awareness of classroom interaction. Moving beyond these models which mainly focused on physical settings in LTE, Balaman (2023a) conceptualized

CA-based LTE as CALTE in his very recent monograph, and he proposed a new technology-mediated concept for LTE.

Drawing on the gap in literature regarding the use of digital spaces in teacher education, Balaman (2023a) categorized the previous studies into two main categories (i.e., knowledge base and praxis base) and demonstrated how knowledge base and praxis base of CALTE can be operationalized in technology-mediated settings. According to his categorization of CALTE, knowledge base includes teaching the main structures of conversation (i.e., turn taking, sequence-preference organization, repair, embodiment) and CIC, and previous CA-based LTE models mainly focused on equipping teachers with these structures (Balaman, 2023a). Praxis base comprises three categories: preparation, implementation and revision (Balaman, 2023a). There are some recent studies that can be included in the praxis base of CALTE in digital spaces. In one of these studies, Badem-Korkmaz et al. (2022) examined the interactions of pre-service teachers and teacher trainers for task design practices in a video-mediated setting and they demonstrated how teacher training classrooms can be designed in a video-meditated setting based on the video mediated interactions on technology-mediated task designs and reflections on them. In a study based on a Virtual Exchange project, Ekin and Balaman (2023) investigated pre-service teachers' video-mediated interactions in a collaborative lesson plan process and they reported that interactional environment of Virtual Exchange provided new opportunities for pre-service teachers to work collaboratively for lesson plans and to give reflections on lesson plans.

In addition to the conceptualization of CALTE, Balaman (2023b) stated that there is a need to investigate how affordances of digital spaces can be used to teach CA findings to pre-service teachers. To fill this gap, Balaman (2023a) carried out an LTE project in a video mediated setting and demonstrated how affordances of the digital space contributed to the pre-service teachers' learning. The project includes three main parts: (i) the main structures of CA and the concept of CIC were taught on learning management system, (ii) pre-service teachers read articles related to classroom interactions and wrote their

reflections on these articles (iii) pre-service teachers watched classroom interaction video clips which were transcribed using CA to analyze the video clips focusing on the main structures of CA (i.e., turn taking, sequence-preference organization, repair and embodiment) and CIC (Balaman, 2023a). The third part of this project presented the first video-mediated environment for pre-service teachers to reflect on classroom videos.

Previous non-CA studies reported video as a tool in teacher education mainly as part of video clubs in physical settings. Video clubs are described as environments in which teachers watch their classroom videos and reflect on these videos for professional development (Gamoran Sherin & Van Es, 2009; Sherin & Han, 2004). A great number of studies discussed various frameworks for video clubs (for a systematic review see Baecher et al., 2018) and focused on the impact of video clubs on teachers' development. In a study dealing with video clubs for mathematics teachers, van Es (2012) reported that teachers improved their learning as a result of collaborative analysis of each other's classroom videos. Furthermore, some studies investigated the impact of video clubs on teachers' professional vision. For instance, Minaříková et al. (2018) revealed that EFL teachers focused on aim and content more than teachers' actions in the videos following the participation in the video clubs. Similarly, Sherin and Han (2004) found that middle school teachers concentrated on students' actions and ideas more than teachers after video clubs. They also stated that the teachers analyzed students' ideas in a more detailed way (Sherin & Han, 2004). In addition to these studies on contribution of video clubs to the development of teachers' vision, Christ et al. (2014) investigated whether teachers applied their learning in video clubs to teaching, and they found out that the teachers applied 40% of their learning based on the reflections of the teachers' reports. As these studies on video clubs demonstrated, the use of video has a positive impact on professional development regarding reflection on classroom interaction. However, there is not any micro-analytic empirical research on the use of video clubs in literature so far. Although the purpose of this study is not to present a sample of video-mediated video clubs, this study demonstrates a video-mediated environment for pre-service teachers to reflect on classroom videos.

Therefore, this study can help provide new insights into designs for video club environments.

As stated at the beginning of this section, CALTE in digital spaces is a new research area and needs to be developed to better understand how video-mediated settings can be integrated into LTE. Thus, this study aims to contribute to CALTE in digital spaces by presenting how pre-service teachers used transcribed video clips of classrooms to recruit assistance during the reflections on the video clips. As pre-service teachers in the present study used video clips to recruit assistance, the next section will show how this study will also fill the gap in literature regarding recruitment of assistance following the review of previous studies.

Recruitment of Assistance

Following the review of relevant studies informing the interactional context of the thesis, this section focuses on the emergent interactional phenomenon at hand to present a fuller picture of the scope of the thesis. Assistance is a part of almost every ordinary activity in our lives therefore we need other people to cooperate and collaborate for accomplishing social actions. Kendrick and Drew (2016) proposed the term ‘recruitment of assistance’ to describe the interactional organizations that people follow while requesting or offering help in talk-in-interaction. In describing the concept of ‘recruitment of assistance’, they stated that there are two main parts in recruitment (1) first part seeks for assistance implicitly or explicitly, and (2) second part assists the first part in response to the request (Kendrick & Drew, 2014, 2016). Adopting CA as the research methodology, Kendrick and Drew (2016) provided line-by-line analysis of different types of recruitment, ‘self’ and ‘other’ in face-to-face interaction, and they mentioned that participants in their study used a variety of ways to indicate the requirement for assistance (e.g., verbal, embodied). It is only since the works of Kendrick and Drew that the study of recruitment of assistance has gained momentum.

There are several studies on recruitment of assistance in a variety of contexts such as interactions at home (Drew & Kendrick, 2018), multilingual interactions at residential home (Jansson et al., 2019), telephone calls between nurses and patients (González-Martínez & Drew, 2021), video-mediated interactions in a hospital (Hansen, 2022), family interactions (Pfeiffer & Anna, 2021), interactions in various social settings including a park, an office, a kitchen, a clothing store (Kendrick, 2021), and lastly, but being the most directly relevant to this thesis, interactions through videoconferencing (Boudouraki et al., 2021).

As demonstrated in the earlier literature, most of the studies on recruitment of assistance deal with physical settings. With the integration of technology mediated interactions into our lives, there is also a need to investigate the interactional practices of recruitment that participants follow in technology-mediated settings in that these settings provide new affordances and opportunities to participants to coordinate and collaborate in social interaction. Therefore, the current study aims to fill this gap by presenting empirical data on how participants use affordances of video-mediated settings to recruit assistance in online group discussions, and how they work collaboratively to analyze video clips on a shared screen as a result of assistance.

Overall, the studies reviewed in this chapter indicate that there is a great diversity of interactional resources deployed by participants in several studies in many contexts. The review shows that there is a need to focus on various contexts to understand how participants use the affordances of video-mediated interaction. Also, more context specific interactional resources need to be investigated in that different tools used in VMI can provide a variety of affordances for participants to interact. Furthermore, the number of VMI studies in teacher education is still limited despite the growing literature on VMI in various areas, and it is necessary to examine how VMI can be integrated into teacher education. Therefore, this study aims to investigate pre-service teachers' interactions in online group discussions on Microsoft Teams videoconferencing tool. The findings of current study will contribute to material design for LTE and help uncover diverse interactional resources in

video-mediated settings. The next chapter describes the participants, setting, CA as the research methodology and the procedures in data collection and data analysis.

Chapter 3

Methodology

This section will present details about the participants and the setting, and introduce multimodal Conversation Analysis (CA) as the research methodology along with data collection and data analysis procedures. First, I will introduce the participants and the setting in which the study was conducted. Then, I will explain CA as the research methodology based on the reasons why it was adopted for this study. Subsequently, I will describe how data was collected and which tools were used for this process. Lastly, I will describe the procedures of data analysis and the points that I focused on in the database.

Participants and Setting

The participants are pre-service teachers in a state university in Türkiye. When data was collected, it was their third year at university, and they attended an elective lecture which aimed to teach the concept of Classroom Interactional Competence (CIC) and multimodal conversation analysis. The lectures were pre-recorded and shared with the participants on Moodle, the learning management system. The participants were required to read topic-specific articles (i.e., turn-taking, sequence & preference organization, repair and embodiment) and answer reflective summary questions to complete the introduction to the topics. Then, they followed the other parts of the three-part structure as part of the course work. Overall, the first part entailed participants to watch lecture recordings about the related topics and a video which demonstrated an analysis of classroom video by the teacher trainer. Sample videos for the analyses were taken from CEAPP (visit https://ceapp.la.psu.edu for more information) which provides classroom video clips with transcripts, and the consent for the use of videos for pedagogical purposes was granted. Following the asynchronous lecture on Moodle, participants read prominent articles chosen by the teacher trainer and wrote reflections on these articles by answering questions. For the last part, participants had online discussions on Microsoft Teams in groups of three or

four. These groups were randomly created by the teacher trainer, and the participants analyzed the short video clips which include a video of classroom interaction and a transcript of the video clips. The video clips of classroom interaction selected from CEAPP, these video clips included a video clip of classroom interaction and transcription of these video clips. The transcripts were integrated into the video clips and highlighted synchronously when they were played. Figure 1 will demonstrate the design of the video clips below. The data for the current study comes from this last part of the course.

The participants mainly analyzed the classroom interaction videos by focusing on turn-taking practices, sequence preference organization, repair practices and embodiment in a video-mediated setting. There were various types of analyses in the database. (1) Some participants used guiding questions (see Appendix C) which were prepared by teacher trainer for their analyses while watching the videos, (2) some of them analyzed the videos by focusing on the transcript as a part of online discussion in an unstructured way without direct references to the guiding questions, and (3) some participants only shared their observations without watching the videos on a shared screen. In this study, the videos of the third group in which participants shared their analyses without watching the video clips were not included since the aim of the research is to find out how participants use video as an interactional resource in their online discussions. There are two main interfaces of the screen that participants see in the analyses, and the following figures demonstrate these interfaces.

Figure 1

Interface of the videoconferencing tool with the shared screen

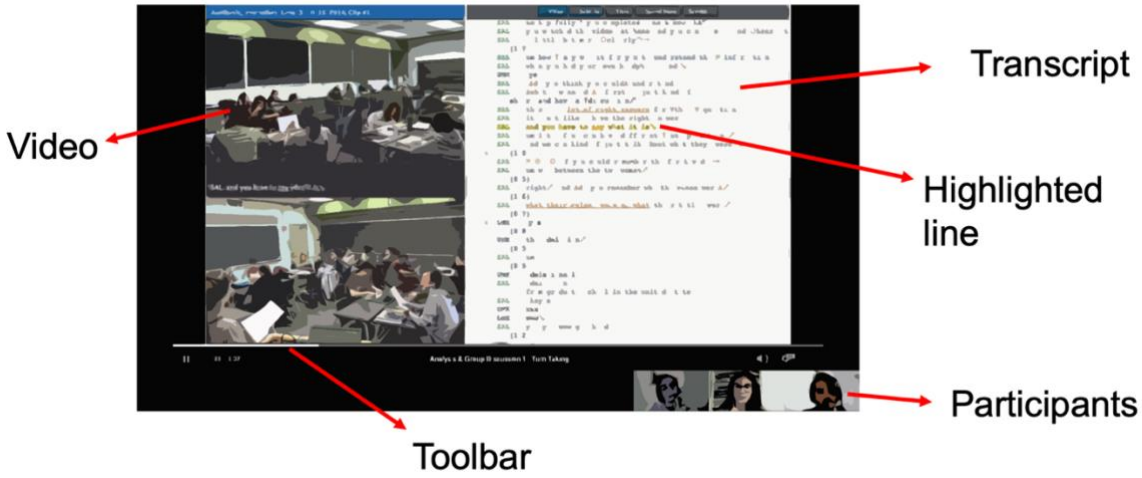

Figure 2

Interface of the videoconferencing tool in talking heads (Licoppe & Morel, 2012) format

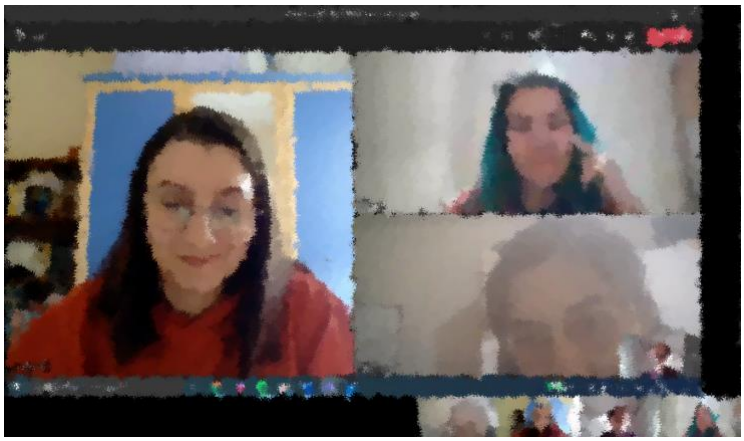

Figure 1 shows the first interface of the shared screen which is visible to all participants in their online discussions. On the left side of the screen, the participants see the video which demonstrates the recording of the classroom from two different angles. On the right side, the participants follow the transcript which moves in coordination with the video clip, and they also see the readily highlighted lines while they are watching the related

part of the video for their analysis. Under the video clip and transcript, there is a toolbar that the participants use for various purposes (e.g., rewinding the video, fast-forwarding the video) and at the bottom of the screen, the participants can see themselves and other group members.

Figure 2 demonstrates the interface of Microsoft Teams, and when the participants do not share the video clip, they see this interface on their screens. On this interface, KEN, one of the participants in the dataset, sees the other participants on his screen. Also, he can see himself on the right bottom of the screen. In some of the group discussions, the participants make transitions to this interface when they do not require to see the video clip for their discussions. In the next section, I will explain the data collection process.

Data Collection

Data collection process includes the following phases. Following the receipt of ethical approval of the current study from Hacettepe University ethical committee, pre-service teachers were informed about the study, and they were asked to participate in the research. Written consent forms were secured from all the participants. It was explained that participation in the research would not have an impact on their grades, and it was completely voluntary. In the next phase, data was collected from the pre-service teachers who approved to take part in the research. All participants were assured for the protection of their privacy, and they were assigned pseudonyms for the purpose of this study, and their real names were not used in the extracts. In addition, their faces were blurred when screenshots were used in the analysis.

Data was collected in one semester, and it consists of 10 hours of screen recordings. Online discussions were recorded by participants themselves on Microsoft Teams by using its screen-recording function, and recordings were stored on this application. In the following part, I will explain the procedure of data analysis and I will describe the collection table of the database.

Data Analysis

This thesis presents a micro-analytic and collection-based research based on 10 hours of screen recordings. The first step in analysis of data was to complete orthographic transcription of the recordings. This step helped get familiar with the context and participants. After the orthographic transcription, I watched the screen recordings repeatedly with an unmotivated looking perspective. In this step, I did not have any prior research ideas, and I focused on the conversations of the participants and their actions specifically on the shared screen. Also, I wrote down the interesting moments that I identified while watching the video clips. I realized that participants in all groups oriented to the video clip on the shared screen during their analyses, thus using the affordances of the video for different purposes. Following this step, I completed the detailed transcriptions of the screen recordings using Jefferson convention (Jefferson, 2004) (see Appendix A) on the Transana software.

Then, I examined the detailed transcripts by focusing on the turn-taking, sequence organization, repair, multimodality and embodiment in the online discussions. I found out that participants used video as an interactional resource in their analysis. Upon determining the phenomena, I tried to understand why and how participants used video as an interactional resource, and in which situations they oriented to the video. I found out that participants mainly used the affordances of the video to assist the other participants' analyses of the video clips in sequences. Furthermore, I identified that these orientations of the video clips were repetitive and specific to the video design. Although all participants had access to the same set of the affordances of the video clips in their discussions, they assisted other participants in three ways, (1) assistance in response to a request, (2) assistance following an indication of need for an orientation to the video, and (3) to use the visibility in their extended turns. Considering these three main methods of using video as an interactional resource, I created the collections of the cases, and I identified three main sections in the collection (1) soliciting assistance for visibility, (2) unsolicited assistance for

visibility, (3) using visibility in extended turns. Table 1 below demonstrates the numbers of the cases in each section and subcategories of each section.

Table 1

Collection of the cases

Collection of the cases	82 cases
1) Soliciting assistance for visibility • to set the ground for a discussion- 9 cases • to enhance clarification- 5 cases	14 cases
2) Unsolicited assistance for visibility • to coordinate with the current speaker- 27 cases • to set the ground for a discussion- 3 cases • to establish agreement- 2 cases • to enhance clarification- 4 cases	36 cases
3) Using visibility in extended turns • to respond to a question- 5 cases • to initiate a new turn-16 cases • to contribute to the previous turn- 11 cases	32 cases

In the first section, the participants assisted the co-participants in response to explicit requests for the visibility of the video clips in 14 cases. In the second section of the collection, the participants used the affordances of the video clips to assist the co-participants' analyses without any explicit requests from them in 36 cases. In the last sub-collection of the cases, the participants used the visibility of the video clips in relation to their own needs in extended turns, and there are 32 cases in this section. The subcategories of each section will be described in detail in the following chapter.

On creating the collection of cases, I selected the representative extracts from each subcategory and detailed the transcriptions of the extracts using Mondada (Mondada, 2018) convention (see Appendix B) to demonstrate multimodal and embodied actions of the

participants in the discussions. In the follow-up phase of the data analysis, I analyzed the representative extracts line-by-line as will be demonstrated in the following chapter. In addition, I will report the findings of the current study in the next chapter. In the final stage of this study, I will report the post-analytic discussions with reference to the literature and provide implications for future studies. Before moving on to the findings chapter, I will introduce the research methodology that I adopted for this study.

Conversation Analysis as the Research Methodology

Conversation Analysis (henceforth CA) was developed by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson in sociology (Sidnell & Stivers, 2013), and their aim was to study naturally occurring conversations based on empirical evidence (Schegloff & Sacks, 1973). This field of study was mainly based on two theoretical backgrounds (1) Goffman's work on interactional order in sociology (Goffman, 1983), and (2) Garfinkel's studies on the relation between methods that members practice in interaction and social actions in everyday life in ethnomethodology (Garfinkel, 1967, as cited in Goodwin & Heritage, 1990; Sidnell & Stivers, 2013). With these influences, Sacks, Schegloff and Jefferson (1974) examined the audio recordings of conversations and proposed analytical tools for the analysis of conversations.

Turn taking, which is described as the first analytical tool, is based on the principle 'one party talks at a time', and it constitutes the main part in the organization of interaction (Sacks et al., 1974). The basic components of turns are called Turn Constructional Units (TCUs), and they can be words, phrases, and sentences (Sacks et al., 1974; Schegloff, 2007). The completion of TCUs creates a transition relevance place (TRP) in which it is possible for the other speakers to take the turn (Schegloff, 2007). When it is possible to initiate a new turn, there are two ways of turn taking (1) current speaker can select the next speaker, or (2) next speaker can self-select at TRP (Sacks et al., 1974). Following a completion of TCU, if a next speaker takes the turn, this sequence constitutes adjacency

pairs in which the first speaker's turn becomes First Pair Part (FPP) and the next speaker's part becomes Second Pair Part (SPP) (Sacks et al., 1974).

Another analytic tool in the organization of conversation is repair. Repair practices are used to point out troubles in conversation (Sacks, 1992). There are four main types of repair (1) self-initiated self repair, (2) self-initiated other repair, (3) other-initiated self repair and (4) other-initiated self repair (Schegloff et al., 1977). The main difference in these four types is related to the initiation and completion of repair in conversation. In self-initiated self-repair practice, the speaker initiates the repair following a trouble and completes the repair in conversation (Schegloff et al., 1977). In the second practice (i.e., self-initiated other repair), the speaker initiates the repair, and other part in conversation completes it following the indication of the trouble in the previous part (Schegloff et al., 1977). In other-initiated repair practices, while other speaker initiates the repair and self completes in other-initiated self repair, other initiates and completes the repair in other-initiated other repair (Schegloff et al., 1977).

In addition to these analytic tools (i.e., turn taking, sequence organization, repair) described by Sacks, Schegloff and Jefferson, embodiment and multimodality are recognized as other tools in CA studies with an integration of video recordings into research. One of these studies was conducted by Mondada (2006), and she showed how multimodality played a significant role in the participants' interaction and how multimodality can be analyzed. Heath and Luff (2013) also demonstrated how multimodal resources and embodiment are used in interaction, and how studies on multimodality and embodiment can be conducted using CA. Focusing on the transcription of multimodality, Mondada (2018) presented her convention (see Appendix B for Mondada convention) and discussed the challenges of transcribing multimodality for the analyst.

Furthermore, it is needed to explain the principles of CA as the research methodology to have a better understanding of CA (Seedhouse, 2005). The first principle is to adopt an emic approach to analyze social interaction from participants' perspectives

while conducting research, and researchers analyze conversations to find out how participants understand each other in interaction by adopting emic perspective (Seedhouse, 2005). The second principle is related to the context of the interactions. Seedhouse (2005) stated that interactions of the participants are shaped by the context specific features, and context can also be renewed with the contributions of the new sequences in interaction. The next principle is about the details of conversation, and all details in interaction are analyzed through transcriptions to provide empirical data (Seedhouse, 2005). Another principle is that data is analyzed without any prior research ideas, and research ideas are generated with data (Seedhouse, 2005).

By drawing on these principles and analytical tools (i.e., turn taking, sequence organization, repair, multimodality and embodiment), CA methodology was chosen to understand video-mediated interactions from participants' perspectives in this study. Furthermore, line-by-line analysis with transcriptions completed with Jefferson and Mondada conventions helped better understand interactions between participants and their orientations to the shared screen. Moreover, using CA in this study provided empirical evidence to demonstrate how participants deployed various interactional resources to establish mutual understanding in a video-mediated setting. In this section, the research design of this study has been explained. The chapter that follows moves on to present the findings of the study with representative extracts.

Chapter 4

Findings

In this chapter, I will present the analysis of the representative extracts from the collection of cases. There are three main sections in this chapter: (1) soliciting assistance for visibility, (2) unsolicited assistance for visibility, (3) using visibility in extended turns. First, I will explain soliciting assistance for visibility and analyze three extracts from two sub-categories (to set the ground for a discussion, and to enhance clarification). Then, I will continue with the second section, unsolicited assistance for visibility, and present four extracts from four subcategories (to coordinate with the current speaker, to set the ground for a discussion, to establish an agreement, to enhance clarification). Lastly, I will analyze four extracts from four subcategories (to respond to a question, to initiate a new turn, to contribute to the previous turn) of the third section (using visibility in extended turns) in the collection.

Soliciting assistance for visibility

In the first section, the participants seek assistance to analyze the video clips in their online group discussions. There are 14 cases and two subcategories in this section. First subcategory (to set the ground for a discussion) includes 9 cases, and there are 5 cases in the second subcategory (to enhance clarification). Three extracts are selected to represent this section. In all extracts, the participants ask the co-participant who shares and controls the screen for an assistance for visibility, and the participants analyze the video clips using the affordances of the video clip on the shared screen following the explicit requests for visibility.

To set the ground for a discussion

In this sub-category of the first section, the participants explicitly ask for assistance for visibility before they start to analyze the video. By doing so, they ensure that the related part of the video is visible to all participants, and they are ready to share their analyses.

There are 9 cases in this part, and two of these cases will be analyzed in the following extracts.

Extract 1 comes from participants' first discussion in the semester. The participants (DUY, KEN, BER) analyze the video to discuss turn taking practices in the classroom based on the short video clip. KEN shares and controls the screen for the discussion, and DUY requests for visibility to initiate her analysis.

Extract 1. *Can you open the video again*- 00:12:37- 00:13:20

```
1     DUY:  and i think um we need something
2     DUY:  *because* we talked about it
      ken   *--1--->*
            1: shares the video on the screen
3     →     can you open the video again↑ (0.4)
4     DUY:  so *in line um +which one was it* (0.3)
      ken      *--------------2-------------*
      duy                  +looks down----->6
            2: rewinds the video by 7 seconds
5     DUY:  *sixty two* i guess (0.5) yes (0.6)
      ken   *---3-----*
            3: pauses the video
6     DUY:  ♥in line sixty two *as you can see +first
      ber   ♥leans forward------------------------->11
      ken                      *----------4--------->
      duy   ----------------------------------->+
            4: moves cursor on line 62
7           the student says* my friend and me
      ken   ----------------*
8           which is grammatically incorrect
9           (0.7)
10    KEN:  [yeah
11    DUY:  [and then♥ the teacher repeat the correct answer like
      ber   -------->♥
12          *my friend and i and put emphasis
      ken   *looks down and to the left----->
```

```
13          er +on the i part*+ ♥(0.5)♥
      ken   -----------------*
      duy      +------5-------+
      ber                     ♥nods♥
            5: shows I with fingers by pointing thumb above index finger
14    DUY:  *so this can be* *exposed correction
      ken   *------6-------*
      ken                  *-------7--------->17
            6: gazes at screen and nods
            7: looks down and to the left
15          if you all agree
16          (0.3)
17    KEN:  yeah yes exactly* *so this was
      ken   --------------->* *gazes at screen--->
18          other initiated and other* *+repair* (0.6) *sequence*+
      ken   -------------------------*
      ken                            *--8----*
      duy                             +nods--------------------+
      ken                                                  *---9----*
            8: looks down and to the left
            9: gazes at screen
19    DUY:  yeah
20    KEN:  *this was a correction yeah*
      ken   *looks down and to the left*
21          (1.2)
22    DUY:  yes
23    KEN:  well i wasn't aware of that too thank you
24          duygu (0.5) very good discussion
```

In line 1, DUY announces a requirement (`we need something`) for the ongoing analysis meeting, and KEN orients to this by sharing the video on the screen in line 2. In the following line, DUY requests for the video with solicited assistance for the visibility of the video clip (`can you open the video again↑`). In response to this request, KEN rewinds the video by 7 seconds coordinated with DUY's initiation of her analysis in line 4 with reference to a line number in the clip. However, DUY cannot recall the line number and engages in a search for the line number to analyze by bodily marking her search (i.e., looking down), and immediately resolves her own search primarily with a guess and the

production of the line number. In the meantime, KEN pauses the video when the related part of the discussion is visible on the screen. Also, BER leans forward in coordination with DUY's announcement of the line number, and KEN moves the cursor on the same line. Following the silence in line 9, KEN acknowledges DUY's analytic turn in overlap with DUY's continuation of the discussion in line 11. In line with the continuation of DUY's extended turn, KEN starts looking down and to the left until line 13. DUY analyzes the teacher's actions in the video clip using a hand gesture to point out how the teacher emphasizes a word in line 13. During the silence following this gesture, BER approves DUY by nodding, and KEN directs his gaze at the screen and nods in the following line. In the last part of her extended turn, DUY uses a term (`exposed correction`) to define the actions that she explained and requests for confirmation with a rising intonation (`if you all agree↑`). In line 14, when DUY states the term, KEN begins looking down and to the left again and confirms her with acknowledgement tokens (yeah yes exactly) in line 17. Furthermore, KEN extends the sequence by referring to another term (other initiated and other repair sequence), and he changes gaze direction to his left down and at screen continuously. In lines 18 and 19, there are verbal and embodied confirmations by DUY for KEN's new term. Following these lines, KEN repeats DUY's definition, and DUY approves him. In the last lines of the extract, KEN acknowledges DUY and ends his turn.

Taken together, this extract demonstrates how DUY sets the ground for the discussion with a solicited assistance for visibility (`can you open the video again`), and all participants show orientation to the video throughout the discussion. Also, participants use a variety of interactional resources (embodiment, screen) to collaborate in the discussion. The next extract will present the second sample of the same sub-category (i.e., soliciting assistance for visibility to set the ground for the discussion) from another group's discussion.

In extract 2, there are three participants (HAK, SEL, BUR), and they focus on repair practices in the discussion. It is their third discussion in the term, and HAK shares and controls the screen for the analysis.

Extract 2. *Can we go down*- 06:52.7-07:34.6

1 HAK: okay let's go on
2 (1.6)
3 SEL: okay
4 (0.9)
5 BUR: +can we *go down+* ←
bur +-----1---------+
sel *---2----*
1: points down with fingers
2: points down with fingers
6 SEL: ♥yes
hak ♥-3->8
3: fast-forwards the video by 45 seconds
7 (1.8)
8 BUR: for the transcript♥
hak ----------->♥
9 (2.0)
10 HAK: ♥°yes°
hak ♥--4-->12
4: rewinds the video by 7 seconds and plays it
11 (4.4) ((they watch the video))
12 SEL: ♥♥okay♥
hak -->♥
hak ♥-5-♥
5: pauses the video
13 (1.6)
14 BUR: okay er (1.2) there there is a (0.4) problem with am
15 and i think (0.6) *er*
sel *nods*
16 she ini-initiates the *re-repair with saying um:* (0.5)
sel *leans forward----------*
17 like she makes a sound
18 (0.7)
19 HAK: *°yeah°*
sel *nods *
20 BUR: she indicates that there is a problem (0.8) er
21 SEL: she use a signal signal
22 BUR: yes (0.8) she she doesn't say anything

23 this is wrong this is right
24 she just (0.7) er initiates the the repair
25 and waits students to repair themselves

In line 1, HAK calls for the continuation of discussion (okay let's go on), but other participants do not orient to the video and a noticeable gap follows this announcement. Although SEL shows alignment with an acknowledgment token (okay) in line 3, there is another gap in line 4. Following these gaps, BUR begins to ask for visibility of the transcript (can we go down), and she also points down with fingers in line 5. SEL aligns with BUR by using the same embodied action (pointing down with fingers) in line 5, and she also shows agreement with a verbal indication (yes) in line 6. In response to these requests, HAK orients to the video and fast-forwards it by 45 seconds between lines 6-8. After HAK's orientation to the video, there is a gap in line 7, and BUR completes her request which has started in line 5 with a reference to the transcript (for the transcript) in line 8. Following another gap in line 9, HAK responds to this request with (°yes°) and rewinds the video by 7 seconds and plays it. In line 11, all participants watch the video for 4.4 minutes, and the focal part of the transcript becomes visible on the screen. HAK pauses the video, and SEL indicates that they see the transcript by saying (okay). Following the gap in line 13, BUR initiates her turn with an acknowledgment token (okay) and states a trouble that she observed in the video in lines 14-15. SEL agrees with this statement by nodding in line 15. While BUR is stating how the teacher in the video signals trouble in line 16, SEL shows an orientation to the video by leaning forward. In the following line, BUR elaborates her analysis, and HAK confirms her elaboration with an acknowledgement token (°yeah°). SEL also confirms BUR by nodding in line 19. BUR continues her analysis by stating an indication of a problem in the video in line 20, and SEL contributes to her analysis by reformulating the description of the teacher's action in line 21. After BUR acknowledges SEL's contribution with (yes), she again elaborates on the teacher's actions by stating that the teacher uses self-initiated other repair in the classroom in the lines 22-25.

All in all, this extract has demonstrated that BUR set the ground for the discussion by requesting to see the transcript (`can we go down`), and this is another sample of soliciting assistance for visibility. Following this request for assistance, other participants showed orientations to the video, and they started their discussion when the transcript was visible to all participants. Also, it is clear that participants used functions of the video (i.e., rewinding, fast-forwarding) and embodied actions (pointing down fingers, leaning forward, nodding) as interactional resources. This extract is the second sample of the first subcategory. The following extract shows the second subcategory of soliciting assistance for visibility in which participants ask for visibility to enhance clarification.

To enhance clarification

In this subcategory, the participants ask the co-participant who shares and controls the screen for an assistance for visibility of the video to clarify the related parts of their analysis. There are five cases in this subcategory of the collection, and one of them will be analyzed in the following extract to represent the subcategory.

Extract 3 comes from another group's (NIL, DEF, SEM, GIZ) discussion. There are four participants in the extract, and they analyze turn taking practices in their first week of discussion in the semester. DEF shares and controls the screen, and NIL asks explicitly for an orientation to the video clip to enhance clarification of her analysis.

Extract 3. *Can we go there*- 09:21.0-10:10.2

```
1     DEF:  and then there is an overlap here (0.3)
2           er in *fifty seven and fifty eight* (1.1)
      nil         *nods----------------------*
3           er [and
4     SEM:     [right
5     DEF:  the teacher [gives the turn
6     GIZ:              [♥hm hm♥
      giz                ♥nods ♥
7     DEF:  to: the *student↑
      nil           *nods->9
```

8 (0.4)
9 SEM: **yeah [by saying***
nil ---------->*
10 DEF: [so:
11 SEM: **yes +go ahead (.) right↑**
def +nods---------->13
12 (0.5)
13 DEF: **yeah+**
def --->+
14 NIL: **[and she and she also**
15 SEM: **[it's like turn allocating**
16 (0.8)
17 NIL: **yeah ↑and she also use er embodiment there (0.6) can w-**
18 → **if we go there can you see the (.) er**
19 DEF: **+yeah sure**
def +----1--->
1: fast-forwards the video by 17 seconds
20 NIL: **video *she use+ also a hand gestures like this***
def ---------->+
nil *leans backward and moves her hand-----*
21 SEM: **hm hm**
22 GIZ: **+*hm hm***
def +--2--->
nil *-3---*
2: plays the video
3: leans forward
23 GIZ: **also the student um that guy he +raises *his hand***
def ---------->+
nil *nods----*
24 NIL: **yeah**
25 DEF: **yeah +here i think+**
def +----4-------+
4: moves cursor on the video
26 (1.3)
27 NIL: **yeah yeah**
28 DEF: **yeah so↑ he self-selects himself right↑**
29 (0.5)
30 GIZ: **hm hm**
31 NIL: **yes↑**
32 DEF: **yeah okay**

The extract starts with DEF's observation of an overlap with a reference to the line numbers in line 2, and NIL approves this analysis by nodding in the same line. While DEF continues with her analysis in line 3, SEM approves her turn (right) in an overlap in line 4. Then DEF continues with the description of teacher's turn allocation between lines 5 and 7. During this analysis, GIZ acknowledges DEF with verbal (hm hm) and embodied (nodding) confirmations in line 6. NIL also approves DEF's analysis by nodding from line 7 to 9. Following the silence in line 8, SEM confirms DEF's analysis (yeah) and initiates an extension of DEF's analysis in an overlap with DEF's turn (so:) in line 9. In the next line, SEM contributes to DEF's turn with a repetition of the teacher's turn in the video clip (yes go ahead), and DEF approves this contribution by nodding in coordination with SEM's turn**.** In the same line, SEM asks for confirmation and DEF confirms her analysis following the silence in line 12 in coordination with her nodding which has started in line 11. In line 14, NIL refers to the teacher (and she and she also) in an overlap with SEM's description of teacher's action (it's like turn allocating). Following the silence in line 16, NIL refers to the teacher's embodied actions in line 17. Following the silence in line 17, NIL initiates a question (can w-) in the same line and repairs herself in line 18. NIL then initiates the reformulation of her question for soliciting assistance for visibility in line 18, and DEF acknowledges her (yeah sure) and orients to the video in line 19. DEF fast-forwards the video by 17 seconds until line 20. Meanwhile, NIL completes her question and states that the teacher uses a hand gesture to further specify the exact point to view in the video. In addition to her statement, she leans backward and repeats the teacher's hand gesture in line 20. After DEF's orientation to the video and NIL's description of the teacher's action, SEM and GIZ show agreement with the same acknowledgement token (hm hm) in lines 21 and 22. In line 22, there are other orientations to the video. First, DEF plays the video until line 23, and NIL leans forward. While DEF plays the video in line 23, GIZ refers to the student that they see in the video and describes the student's actions. NIL agrees

with GIZ's description by nodding and acknowledges her (yeah) in the following line. Another acknowledgement (yeah) comes from DEF in line 25, and she also contributes to this analysis with a reference to the video (here i think), and she moves the cursor on the video to show the student who raises hand. After a gap in line 26, NIL confirms DEF's analysis in line 27, and DEF defines the student's action and asks for confirmation with a rising intonation (yeah so↑ he self-selects himself right↑) in line 28. Following the silence in line 29, GIZ and NIL confirm her definition in lines 30 and 31, and DEF finishes the analysis in line 32 with a sequence-closing third (yeah okay) (Schegloff, 2007).

In summary, this extract has presented how participants have used video as an interactional resource to enhance clarification for the analysis with solicited assistance. First, the participants analyzed the teacher's actions regarding turn allocation practices in the classroom video clip, and NIL has asked for visibility of the teacher's use of embodiment in turn allocation in the video clip explicitly (if we go there can you see the (.) er video), and then DEF has shown orientation to the video (fast-forwarding, playing) in response to this request. Moreover, other participants have oriented to the video and contributed to the ongoing analysis with further descriptions after the related part of the video is visible to all participants. Similar to the previous extracts, participants have used a variety of interactional resources (screen and embodied actions) and collaborated for their analyses. The last point for the summary of this extract is related to the words that participants have used for the reference to the video. NIL has used (there) when the video is not visible to her. On the other hand, DEF has used (here) when the video is visible for all participants. This extract is the last sample of the first subcategory. The next section will present the first extract of the second subcategory, 'unsolicited assistance for visibility' following the summary of the first section.

In this section, as presented above, the participants solicited assistance for visibility for two main purposes (1) to set the ground for a discussion (Extract 1 and 2), and (2) to enhance clarification (Extract 3). In all of the extracts, participants deployed various

multimodal (i.e., rewinding the video, fast-forwarding the video, moving the cursor on the shared screen) and embodied (i.e., leaning forward, nodding, gazing, hand gestures) interactional resources throughout their analysis. It is also clear that participants coordinated and collaborated in their discussions to analyze the video clips using the interactional space created through soliciting assistance for visibility. In the next section, I will present the extracts from the second sub-collection.

Unsolicited assistance for visibility

In the second section of the collection of cases, I present how the participants use the affordances of the video without any explicit requests from the co-participants in the group discussions. In all of the extracts below, the participants who share and control the screen for the ongoing analyses assist for the visibility of the related part of the video clip. There are 36 cases and four subcategories in this section. In the first subcategory (to coordinate with the current speaker), there are 27 cases with the highest number of the cases compared to the other subcategories. The second subcategory (to set the ground for a discussion) includes 3 cases, and there are 2 cases in the third subcategory (to establish an agreement). Lastly, the fourth subcategory (to enhance clarification) includes 4 cases. In the following sections, all subcategories will be explained in order, and the representative extracts from these subcategories will be analyzed line-by-line.

To coordinate with the current speaker

There are 27 cases in this subcategory, and the participants who share and control the shared screen (but not the current speakers) for the analyses show orientations to the video clips to coordinate with the current speaker who analyzes the video clip without any requests from other participants in the discussion. One case is selected to represent this subcategory, and it will be analyzed below.

Extract 4 represents the first subcategory in the second section of collection. There are four participants in this extract, and they analyze the video in terms of sequence-

preference organization. It is their second discussion meeting in the semester, and HAS shares and controls the shared screen to coordinate with MEH's analysis.

Extract 4. ***In the line one hundred and forty six*** **- 02:01.0 - 03:07.6**

```
1     →MEH: er (1.1) +in the line one hundred and forty six
      has            +fast-forwards the video by 16 seconds-->4
2           er: one student response (0.5)
3           response to teacher's prior question
4           (0.8) er (0.3) sh-he says present progressive+ (1.6) er
      has   ------------------------------------------->+
5           and the teacher +acknowledges that answer
      has                   +plays the video-------->
6           and she also shape learner's contribution there+ (0.4)
      has   ------------------------------------------------+
7           she extends the er respond (0.2) response by asking
8           where does present progressive k-go (1.1)
9           and +another student's response+ (0.7)
      has       +-----plays the video------+
10          er response (0.5) er is kind of in between he-she says (0.2)
11          and the teacher also accepts +that response+
      has                                  +plays the video+
12          but she seeks something more (0.3)
13          and then the same student +goes on+ (0.2) by saying (0.4)
      has                              +---1---+
            1: plays the video
14          it's a going towards the grounded (0.7)
15          and +she also acknowledges the answer+
      has       +plays the video-----------------+
16          and *in the line one hundred and fifty eight* (0.8)
      meh       *leans backward-------------------------*
17          +er she gives an example+ (1.0)
      has   +------------2----------+
            2: fast-forwards the video by 2 seconds
18          and at that point +she ⊥uses her (0.3) embodied⊥ er
      has                     +plays the video--->
      pel                          ⊥leans forward----------⊥
19          she uses her body+ language +very well
      has   ---------------->+
      has                                +----3--->
```

```
            3: points to the teacher in the video with cursor
20          ⊥while s-stating+ agree⊥ that *it's up here* (0.6)
      has   --------------->+
      pel   ⊥nods-----------------⊥
      meh                              *------4-----*
            4: raises arms over his head
21          she+ *does her hand like this+* (1.1)
      has      +plays the video----------+
                 *raises arms over his head*
22          and that was all
23          if you have anything to add (0.5) you can add
```

This extract starts with MEH's reference to the line number in the transcript for the analysis, and HAS initiates an orientation to the video in accordance with MEH's analysis in line 1. HAS engages in fast-forwarding the video by 16 seconds until the gap in line 4. Between lines 2-4, MEH continues his turn with an analysis of the student's response to the teacher's question until the gap in line 4, and he begins to describe the teacher's actions in the following lines. While MEH is describing the teacher's actions in line 5, HAS plays the video and supports MEH's descriptions with further visibility on the screen in lines 5 and 6. MEH elaborates the teacher's actions in lines 7 and 8, and he continues with another student's response in line 9. In accordance with MEH's analysis of the student's action, HAS again plays the video after the transition word (`and`) in the same line for the visibility of the student's response. In the next line, MEH starts with a repetition of the word (`response`) and shares the student's response, and he continues with teacher's action in line 11. Similar to the previous orientations to the video, HAS plays the video when MEH refers to the teacher's response in line 11. In the following line, MEH continues with the teacher's action and refers to the student's next answer in line 13, and HAS orients to the video by playing it for student's next response. MEH describes the student's answer in line 14 and states that the teacher acknowledges that answer in line 15. Upon a transition word, HAS plays the video in the same line. Following these analyses, MEH makes transition to another line number, and he leans backward while referring to the new line number in line 16. He then

continues with the teacher's example, and HAS fast-forwards the video by two seconds. In line 18, MEH starts to describe the teacher's embodied actions, and other participants show orientations to the video in the same line. First, HAS plays the video until all participants see the teacher's action on the screen in line 19, and he points to the teacher with the cursor in lines 19 and 20. Also, PEL leans forward following MEH's description and HAS's orientation to the video. During two participants' orientations, MEH elaborates the teacher's embodied actions, and he raises his arms over his head while he is stating the teacher's actions in line 20. In the same line, PEL agrees with MEH's analysis by nodding. In the next line, MEH contributes to his embodied action with a description, and he again raises arms over his head to show the teacher's action. HAS plays the video for these descriptions in line 21. MEH finishes his analysis in line 22 and announces for further contributions.

In conclusion, this extract shows that HAS has coordinated with MEH's extended turn without any announcement of assistance or request to do so. HAS has collaborated with MEH for the ongoing analysis and contributed to the discussion by using the affordances of the video. Although this extract represents a sample from the second section of the collection, the interactional resources (multimodal and embodied actions) in this extract are similar to the ones in the previous subcategories. The following extract will represent a sample from the second subcategory of unsolicited assistance for visibility, and it will show how a participant sets the ground for a discussion without any requests for assistance.

To set the ground for a discussion

In this sub-category, the participants use the affordances of the video clip to initiate the analysis. Although the same title is used in the first section of the collection, it differs from the previous one in terms of the participant who initiates the assistance for visibility. In this subcategory, the participants who share and control the screen assist for the visibility of the related part of the ongoing analysis without any explicit requests from the other participants whereas the participants in the previous section assisted for visibility in

response to the requests. There are 3 cases in this subcategory, and one representative case will be analyzed below.

Extract 5 comes from another group's first discussion in the semester. There are four participants (DEF, GIZ, NIL, SEM) in this extract, and they analyze turn-taking practices. DEF shares and controls the screen, and she uses the affordances of the video to start the discussion.

Extract 5. *From twenty nine to forty six* - 02:38.8 - 03:29.1

```
1     →DEF: so: it starts from +twenty nine to: *forty six+ here↓*
      def                      +------------1-------------+
      giz                                          *nods------------*
            1: moves cursor on the line numbers
2           (0.5)
3     NIL:  yeah
4           (0.9)
5     DEF:  +the teacher talk
      def   +-----2------->8
            2: moves cursor on teacher talk part on the transcript
6           (0.6)
7     NIL:  [yeah
8     DEF:  ⊥[we can talk about it first+⊥
      def   -------------------------->+
      sem   ⊥nods-----------------------⊥
9           (0.4)
10    SEM:  yeah
11    DEF:  hm hm
12    NIL:  ♥alright♥
      nil   ♥---3---♥
            3: looks down and to the right
13    SEM:  yeah
14          ♥ (2.0) ♥
      nil   ♥leans forward♥
15    NIL:  [um:
16    DEF:  [+okay+
      def    +nods+
     ((they all laugh))
```

17 **→DEF: ♥so:♥ from +twenty nine to ♥forty six+♥ (0.7)**

nil ♥-4-♥

def +moves cursor on line numbers+

nil ♥leans backward♥

4: leans backward

18 **DEF: +the teacher ta:lks**

def +-------5---------->21

5: moves cursor on the teacher talk part on the transcript

19 **♥ (0.3)**

nil ♥nods--->

20 **SEM: *okay♥**

giz *nods--->

nil ---->♥

21 **DEF: er * she gives an instruction about ♥the: activity+ that♥**

giz -->*

def -->+

nil ♥--------6---------♥

6: looks down and to the right

22 **♥they are going to complete♥**

nil ♥nods----------------------♥

23 ***(0.4)***

giz *nods *

24 **NIL: yeah**

25 **DEF: a:nd it's a discussion activity i think**

26 **(0.5)**

27 **GIZ: hm hm yes (0.3) i think the aim is (0.5) um**

28 **+make the students (0.8) sh- to share their opinions+ (0.5)**

def +nods---+

29 **and ♥having a discussion♥**

nil ♥nods---------------♥

30 **(0.6)**

31 **DEF: yeah (0.7) [yeah**

32 **GIZ: [hm hm**

33 **(0.5)**

34 **DEF: [as**

35 **NIL: [i think er**

36 **(0.5)**

37 **DEF:** **+yeah+**
def +--7-+
7: raises eyebrows and head
38 **(0.6)**
39 **NIL:** **a okay i think er at first**

The extract starts with DEF's reference to the line number in the transcript, and she also orients to the video by moving the cursor on the line numbers. In the same line, GIZ approves DEF's turn by nodding. Following a gap in line 2, NIL acknowledges with (yeah), but she does not start to analyze. After another gap in line 4, DEF again orients to the video by moving the cursor on teacher talk on the transcript until line 8, and she attempts to initiate the discussion in line 5. After the silence in line 6, NIL acknowledges (yeah) DEF's turn in overlap with DEF's second attempt to start the discussion in line 8. SEL also aligns with DEF's turn in the same line by nodding. Following another silence in line 9 and acknowledgement tokens by SEM and DEF in lines 10 and 11, NIL looks down and to the right, and she also acknowledges the previous turns. Although SEM again acknowledges the other participants in line 13, there is a gap in line 14, and no one starts analysis. During the silence, NIL leans forward and signals to initiate the analysis. However, DEF overlaps with NIL's turn in line 16, and she uses another acknowledgement token (okay) by nodding, and all participants laugh after this turn. In line 17, DEF shows another orientation to the video by moving the cursor on the same lines and she also repeats the line numbers. In the same line, NIL leans backward, and she does not complete the turn that she has initiated in line 15. In line 18, DEF refers to the teacher's action with an orientation to the transcript which continues until line 21, and other participants acknowledge this turn with a response token (yeah) and embodied actions (nodding) after a silence in line 19. Upon these acknowledgements, DEF elaborates the teacher's talk in lines 21 and 22. In line 21, NIL looks down and to the right while DEF states the activity that the teacher does in the classroom, and she agrees with DEF's analysis by nodding in the next line. During the silence in line 23, GIZ also shows agreement by nodding and NIL again acknowledges

DEF's analysis in line 24. DEF continues with a definition of the activity in line 25, and GIZ starts her analysis of the clip with an acknowledgement following the silence in line 26. While GIZ is describing the teacher's aim in lines 28 and 29, DEF and NIL approve her analysis by nodding. After the silence in line 30, DEF also acknowledges GIZ's turn with (yeah), and GIZ uses another acknowledgement token in an overlap with DEF's tokens in line 32. Following the silence in line 33, DEF and NIL overlap in lines 34 and 35 to continue the discussion. DEF then gives the turn to NIL by saying (yeah)and raising eyebrows and head. NIL initiates her turn after a silence in the last line of the extract.

All in all, this extract shows that DEF has used the affordances of the video to initiate the discussion. Although she cannot start the discussion at first, she has managed to prompt the co-participants to contribute to the analysis by moving the cursor on the line numbers repeatedly. As a result of DEF's attempts to initiate the discussion, the participants have used acknowledgement tokens and bodily orientated to the video following silences. Finally, GIZ has contributed to the analysis, and they continued their discussion in the following lines. The extract below represents the third sample of unsolicited assistance for visibility, and it demonstrates how a participant uses the affordance of the video to establish an agreement with another participant.

To establish an agreement

In this subcategory of the collection, the participants who share and control the screen assist for the visibility of the shared screen to establish an agreement for the ongoing analysis. In this section, the participants show orientations to the video following a disagreement for the ongoing analysis among participants. It is found that orientations to the video clip enhanced agreement for the analysis. There are only two cases in this subcategory, and one of them will be analyzed below.

In extract 6, participants analyze the video in terms of sequence-preference organization. It is their third discussion in the semester, and there are three participants (SEL, BUR, HAK) in the discussion. BUR shares and controls the screen for the analysis, and she assists for the visibility of the shared screen.

Extract 6. *Shall i take it back* - 08:07.6 - 09:10.0

1 SEL: er (1.0) was it teacher response↑ like no
2 or the the student's response↑ no
3 BUR: no no it's student
4 (0.9)
5 SEL: *⊥student's↑*⊥
sel *raises eyebrows*
hak ⊥leans forward⊥
6 (0.6)
7 BUR: +hm hm+ (0.8) +and then she repeats the no+
bur +nods +
bur +---------1-----------------+
1: leans backward and rolls her hand backward
8 (1.3)
9 SEL: hm
10 BUR: student says it first
11 (1.4)
12 SEL: *but she has the specific intonation*
sel *points specific with fingers-------*
13 that she uses +when asking questions like+ (0.8)
bur +-----------2--------------+
2: moves cursor on the toolbar to rewind
14 SEL: *does it have anything to do↑* (0.4)
sel *moves to the right side-----*
15 it's like (0.7) +she's giving the+ answer (0.3)
bur +------3---------+
3: moves cursor on the toolbar to rewind
16 *with the intonation*
sel *moves hand to up---*
17 (2.5)
18 →BUR: +shall i take it back (0.5) to: hear it
bur +rewinds the video by 7 seconds------->
19 (0.9)+
bur ---->+
20 SEL: +okay+
bur +-4--+
4: plays the video
((they continue to watch the video))
21 BUR: +yes
bur +nods+
22 *(0.9)

```
      sel   *leans backward---->
23    SEL:  it's like when you say anything to do*
      sel   ----------------------------------->*
24          and it's like no it doesn't have anything to do
25          *+⊥but i want to⊥ hear it from you*+
      sel   *raises index finger and points to screen*
      bur    +------------nods---------------+
      hak     ⊥leans backward⊥
26    HAK:  *yes*
      sel   *leans forward*
27          (1.1)
28    BUR:  she yes
29    HAK:  expanding actually
30    SEL:  +yes+ (1.1) expanding extending
      bur   +nods+
31    BUR:  yes
```

The extract starts with SEL's question to find out who says 'no' as a response in the video. In response to SEL's question, BUR states that the response belongs to the teacher in line 3. Following the silence in line 4, SEL hesitates with BUR's response by repeating (student's) with a rising intonation, and she also raises eyebrows in line 5. At that point, HAK leans forward in alignment with SEL's turn. After the silence in line 6, BUR continues her turn with an elaboration on the analysis of response, and she also uses embodiment along with her turn. SEL uses a hesitation marker (hm) following the silence in line 8. BUR again states that it is the student's response in line 10, and another silence follows this turn in line 11. SEL then shows disagreement in line 12 with a reference to the teacher's intonation, and she also uses her thumb and index finger to emphasize the teacher's intonation. In line 13, SEL continues her analysis of the teacher's action, and BUR moves the cursor on the toolbar to rewind the video. In the next line, SEL repeats the teacher's question with a rising intonation, elaborates her analysis in line 15, and uses another embodied action (moving hand to up) for an emphasis on the teacher's intonation in line 16. BUR again orients to the video by moving the cursor on the toolbar during SEL's analysis. Following a gap in line 17, BUR asks for an orientation to the video for the part that they

disagree on. Although she asks other participants for an orientation, she rewinds the video by 7 seconds until the end of silence in line 19. In the next line, SEL approves this request with (okay), and BUR plays the video. Then all participants watch the related part of the video, and BUR approves SEL's analysis with an acknowledgement token (yes), and she also nods in alignment with her approval. During the silence in line 22, SEL starts to lean backward and continues this embodied action until she finishes repeating the teacher's question in line 23. In addition to the repetition of the question, SEL elaborates the teacher's question in lines 24 and 25, and she also raises index finger and points to the screen to describe the teacher's action. In alignment with SEL's analysis, BUR approves SEL by nodding, and HAK also acknowledges SEL in line 26 while SEL is leaning forward. After the silence in line 28 and BUR's confirmation in line 29, HAK defines the teacher's action (expanding actually), and SEL approves this definition and uses repetition and reformulation for the description of the same action. Lastly, BUR shows agreement by nodding in line 31, and she also approves the previous turns with an acknowledgement token (yes).

To sum up, this extract has demonstrated that participants reached an agreement with deployment of multimodal and embodied actions. First, BUR assisted for visibility (rewinding and playing the video) following a disagreement although other participants did not request any orientations to the video. Due to BUR's assistance, all participants agreed on the analysis, and they made further contributions to the discussion. The next extract comes from another group's discussion and it will represent the last sample of unsolicited assistance for visibility. The aim of the participants is to enhance clarification for the analysis.

To enhance clarification

In this last subcategory of the second section of the collection, the participants assist for the visibility of the video clip when they realize an uncertainty about the ongoing analysis. In the first section of the collection, it is demonstrated that participants use affordances of the video clip for the same purpose, but in this subcategory, the participants who initiate the

assistance for visibility differ from the first section. In this section, participants initiate orientations to the video without any requests for the visibility from other participants, and they enhance clarification for the ongoing analysis by means of the affordances of the video. There are four cases in this subcategory, and one representative extract will be analyzed below.

Extract 7 comes from another group's third discussion in the semester, and there are four participants (DEF, NIL, GIZ, SEM) in the group. They mainly analyze the repair practices in their video-mediated discussion meeting. NIL shares and controls the screen, and she initiates an orientation to the video to enhance clarification for the analysis of the video clip.

Extract 7. *Let's listen it* - 05:17.0 - 06:55.8

```
1     DEF:  and in er (0.5) twenty nine she displays a question
2           like (0.3) *♥what does plural mean*♥ (0.6)
      nil              *highlight line 29 on the video*
      giz               ♥--------nods----------♥
3           so: she tries to you know elaborate their answer plural (0.5)
4           and in er did we watch there er
5           i'm not *too sure* but (0.6) thirty four er
      nil           *----1---*
                    1: moves cursor on play button
6           it's *kinda repetition* of the trouble source (0.9)
      nil        *moves cursor on line 34*
7           +*two or more+*
      def   +leans forward+
      nil    *------2-----*
                    2: moves cursor on play button
8     GIZ:  ♥hm hm♥
      giz   ♥ nods♥
9     SEM:  yeah she is repeating the +trouble source+♥for the students♥
      def                             +nods----------+
      giz                                             ♥nods----------♥
10          to self repair +i think+ that was going on there
      def                  +nods---+
11    →NIL: let's listen it
```

12 **GIZ:** ***°it's right°***
nil *plays the video*
((they watch the related part of the video))
13 **(0.8)**
14 **NIL:** ***you were talking about there↑***
nil *moves cursor on the transcript*
15 **(0.6)**
16 **SEM:** **⊥[hm hm⊥**
sem ⊥ nods ⊥
17 **DEF:** **+°[yeah°+**
def +nods--+
18 **NIL:** ***okay* (1.1) and um with the *rising intonation***
nil *nods* *moves hand to up *
19 **it's actually quite (0.3) um (2.1)**
20 **she indicates that she is asking for more**
21 **(0.5)**
22 **SEM:** **hm hm**
23 **NIL:** **[and then asking**
24 **GIZ:** **+[yeah she is waiting+**
def +--------nods--------+
25 **NIL:** **yes**
26 **GIZ:** **yes (0.2) she is waiting for them to say (0.3) *or more***
nil *nods---*
27 **(0.4)**
28 **SEM:** **[or more hm hm**
29 **GIZ:** **♥[and they♥ finally s- (0.5) ♥say it♥**
giz ♥leans forward♥ ♥nods--♥

In the first line of the extract, DEF continues the discussion with reference to the line number and the teacher's question in the clip. DEF repeats the teacher's question after the silence in line 3, and NIL highlights line 29 on the transcript in the clip in coordination with DEF's turn. Also, GIZ approves this analysis by nodding in the same line. DEF then elaborates the teacher's action in line 3. In line 4, DEF asks whether they watched the related part of the video with a hesitation (i'm not too sure) in the following line. Meanwhile, NIL orients to the video moving the cursor on the play button with DEF's statement of hesitation but she does not play the video. In line 5, DEF refers to line 34 in

the clip, and she defines the teacher's action while NIL is moving the cursor on the transcript in coordination with this analysis. In the following line, DEF repeats the trouble source that she observed in the clip with a bodily orientation to the screen (leaning forward), and NIL again moves the cursor on the play button as she did in the previous line. In line 8, GIZ acknowledges DEF's analysis (hm hm), and she also approves her analysis by nodding. Another contribution to DEF's analysis comes from SEM in line 9, and she reformulates DEF's definition for the teacher's action. In lines 9 and 10, DEF and GIZ confirm this contribution by nodding. Following these lines, NIL initiates an orientation to the clip and plays the related part of the discussion despite GIZ's another acknowledgement in line 12. Upon watching the related part and the silence in line 13, NIL asks the co-participants for confirmation for the part they discussed in the previous lines with a rising intonation, and she also moves the cursor on the transcript for the visibility of the lines. Except for the multimodal actions in the previous lines, it is NIL's first orientation to the analysis. After the silence in line 15, SEM and DEF confirm NIL with acknowledgement tokens (hm hm, yeah) and nodding. Following these confirmations from other participants, NIL starts her turn with an acknowledgement token and nodding, and she initiates her analysis with a reference to the teacher's rising intonation. She also moves her hand up in alignment with the description of the teacher's intonation in line 18. Moreover, NIL tries to elaborate on the teacher's action in line 19, and she manages to describe the action in line 20 following the silence in the previous line. SEM acknowledges NIL's analysis in line 22 after the short silence, and NIL tries to continue the analysis in line 23. However, NIL overlaps with GIZ's turn initiation for the discussion which is aligned with DEF's nodding, and NIL gives the turn to GIZ in line 25. GIZ then continues to describe the teacher's expectation from the students in the video clip in line 26, and NIL approves her in the same line. In the next line, SEM confirms GIZ's analysis with a repetition (or more) and acknowledgement token (hm hm) in an overlap with GIZ's last analysis. In the last line of the extract, GIZ shows an orientation to the shared screen by leaning forward, and she states that the teacher has managed to get the answer from the students by nodding.

In conclusion, this extract has demonstrated how NIL used the affordances of the video (i.e., playing the video, moving the cursor on the transcript) although other participants did not ask for assistance for visibility. NIL contributed to the discussion after they enhanced clarification for all participants in the extract. As analyzed above, all participants used various interactional resources (multimodal and embodied actions) throughout the discussion, and they collaboratively analyzed the video clip through these resources. This extract has represented the last sample of second section in the collection.

In this section, it was demonstrated that the participants used a variety of multimodal and embodied interactional resources to assist for the visibility of the shared screen to contribute to the ongoing analysis. Although the participants in this section had the same affordances of the video clip as used in the first section of the collection, they used these affordances for different purposes (i.e., to coordinate with the current speaker, to set the ground for a discussion, to establish an agreement, to enhance clarification) in their discussions as analyzed in the extracts above. It is clear that the participants accomplished social actions (i.e., coordination, collaboration, agreement, assistance) using a variety of interactional resources in their analyses. As demonstrated in the first and second sections of the collection of the cases, the participants who were in control of the shared screen assisted for the visibility of the video clips in two ways: (1) following an explicit request, and (2) following a requirement for the visibility of the video clips without any explicit request from the co-participants. The third section of the collection (i.e., using visibility in one's own extended turns) differs from these two sections in that the participants in this section use the visibility of the video clips when they recognize the need for the visibility of the video clips during their own extended turns. In the following part, I will present this section with three sub-categories and representative extracts.

Using visibility in one's own extended turns

The last section of the collection includes 32 cases and three subcategories (1) to initiate a new turn, (2) to respond to a question, (3) to contribute to the previous turn. In this

section, the participants use the affordances of the video for the visibility of the screen in extended turns. Compared to the first two sections of the collection, the participants show orientations to the video for their own analysis without any implicit or explicit requests from the co-participants. They mostly use visibility to initiate a new turn (16 cases) following other participants' analyses in the discussion, and these cases comprise the first subcategory in the collection. On the other hand, in the second subcategory (to respond to a question), there are 5 cases, and the last subcategory (to contribute to the previous turn) includes 11 cases. Three cases are selected to represent each subcategory.

To initiate a new turn

In the first subcategory, participants use visibility of the video clips to continue with a new analysis in their online discussions. First, participants show orientations to the shared screen to make the related part of the new turn visible for all participants. Then they start their analysis of the video clip. There are 16 cases in this subcategory, and one of them is selected as representative, and it will be analyzed below.

Extract 8 comes from the first discussion of the semester. There are three participants (MEH, HAS, PEL) in the group, and MEH shares and controls the screen. He uses the visibility of the video to initiate a new turn in their online discussion, and there are only MEH's extended turns with orientations to the shared screen throughout the extract.

Extract 8. *I would like to take your attention* - 00:47.0 - 01:47.7

```
1     MEH:  here +er i would like to take your attention
      meh         +rewinds the video by 8 seconds------->
2           to the body language of the teacher+ (0.5)
      meh   ---------------------------------->+
3           +in the line+ +one hundred and thirty+ (0.4)
      meh   +-----1-----+
      meh                +-------------2--------+
            1: fast-forwards the video by 1 second
            2: moves cursor on the line 130
4           +when the teacher s- (0.7) says+ headphones
      meh   +-----------3------------------+
            3: fast-forwards the video by 3 seconds
```

```
5           (0.3) +she points to her ear+
      meh         +points to ear--------+
6           (2.1) ((MEH plays the video))
7           and the- and the students in the front desk
8           +also response+ the same way (0.4)
      meh   +-----4-------+
            4: moves cursor on the student on the shared screen
9           this is an example of (0.3) using embodiment
10          (3.6) ((MEH plays the video))
11          +and er (0.3) in the line one hundred and thirty two
      meh   +highlights line 132 and moves cursor on it-------->
12          the teacher (0.4) is (0.5) checking students' understanding+
            ------------------------------------------------------------+
13          (2.8) ((MEH plays the video))
14          +and in the line one hundred and thirty three
      meh   +moves cursor on line 133----------------->16
15          (0.6) teacher er says what i wanna do first
16          (0.4) here the first+ implies that
      meh   ------------------->+
17          there is gonna be a second
18          teacher (0.3) tries to extend her turn more
19          (2.7) ((MEH plays the video))
20          +and here in the line= one hundred and thirty four+
      meh   +moves cursor on line number---------------------+
21          (0.4) +there is a rising intonation you know
      meh         +--------------5-------------------->25
            5: highlights line 134 and moves cursor on it
22          this is not a question (0.2)
23          but er the teacher (0.5) i think
24          the teacher here is (0.4) trying to emphasize the word
25          discussion that's why the rising intonation (0.2) there+
            ---------------------------------------------------->+
            ((they continue to watch the video))
```

In line 1, MEH starts his analysis with a reference (here) to the shared screen and asks the co-participants for an orientation to the video clip to analyze the teacher's embodied action. In alignment with this request, MEH rewinds the video by 8 seconds, and he continues his orientation to the video in the following line. MEH then refers to the line number in the video clip in line 3, and he fast-forwards the video to make the related part of

the video visible on the screen. Upon the enhancement of visibility, MEH also moves the cursor on the line number in the video clip during his analysis. In line 4, MEH begins to describe the teacher's actions in the video, and he again fast-forwards the video by 3 seconds in coordination with his analysis. In addition to these multimodal resources, MEH also uses embodiment (pointing to ear) which shows the teacher's embodied action during the description of the teacher's embodied action after the silence in line 5. In line 6, MEH plays the video for 2.1 seconds, and he refers to the student's response in lines 7 and 8. While MEH is referring to the student's response in line 8, he moves the cursor on the student on the shared screen. Following this reference, MEH defines the student's action (`this is an example of (0.3) using embodiment`) in line 9, and plays the video for the continuation of his analysis in the next line. In line 11, MEH shows another orientation to the shared screen by highlighting line 132 and moving the cursor on this line during his reference to the line number. He continues with this orientation until he finishes his analysis of the teacher's action in line 12. MEH then plays the video for 2.8 seconds and refers to another line number (`and in the line one hundred and thirty three`) in line 14. In alignment with this reference, MEH moves the cursor on line 133 on the shared screen until line 16. During this alignment, MEH repeats what the teacher said in the video and states the function of the word 'first' in the teacher's turn from line 15 to 18. Upon this analysis of the teacher's turn, MEH again plays the video for the analysis of the next line on the transcript in line 19. In line 20, MEH continues his analysis with a reference to the line number which is visible on the shared screen, and he moves the cursor on the line number. Following this line, MEH highlights line 134 on the transcript and moves the cursor on this line until line 25 in alignment with his reference to the rising intonation (`there is a rising intonation you know`) in line 134. During this orientation to the shared screen, MEH analyzes the teacher's use of rising intonation, and he states that the teacher used intonation to put an emphasis on the word 'discussion' instead of asking a question in the video clip. MEH finishes his extended turn with this analysis, and the co-participants continue to watch the video clip for the analysis of the following lines on the transcript.

Taking everything into account, this extract has presented a distinct sample since this is the only extract that includes one participant's markedly extended turn. As analyzed above, MEH used various affordances of the video throughout his extended turn. First, MEH rewound the video to initiate his turn. Then he used other affordances (fast-forwarding the video, moving the cursor on the video and transcript) in his analysis to enhance visibility for other participants. This extract was the first sample of the third section of collection (using visibility in extended turn to initiate a new turn), and following extract will present the second subcategory of the collection (i.e., using visibility in extended turn to respond to the previous turn).

To respond to a question

In this subcategory, the participants respond to the questions with an orientation to the shared screen in their ongoing analysis conversations. In 5 of the cases in the collection, the participants who share and control the screen use a variety of affordances of the video to make the related part of their responses visible for all participants. The following representative extract is different from the other 4 cases in this subcategory since one participant shows orientations to the video to respond to his own question following the dispreferred answers from other participants.

Extract 9 is taken from a group discussion with four participants (KEN, BER, DUY, MER) in this sample. The participants analyze embodied actions in the video clip, and it is their last discussion in the semester. KEN shares and controls the screen, and he uses the affordances of the video to enhance visibility of the video clip during his response to his own question.

Extract 9. My prediction is that - 12:48.7- 14:06.1

1 KEN: so (0.6) why do you guys think the er
2 the flow of the lesson was interrupted↑ (0.5)
3 what happened (1.3)
4 why students er has started to (.) has stopped (0.5)
5 giving answers (0.3) responses (0.7) to the teacher
6 (1.2)
7 BER: *[I think they

ber *leans forward--->9
8 **KEN: +[there is something+**
ken +---raises finger---+
9 **BER: found* (0.5) the actions of her hers really funny like**
ber ----->*
10 **+she she is holding a puppet and saying fine**
ken +rewinds the video by 38 seconds----------->
11 **saying fine all the time+ (0.3)**
----------->+
12 **+maybe it's because they found it+ funny**
ken +----------1----------+
1: fast-forwards the video by 7 seconds
13 **(1.3)**
14 **→KEN: well i guess (0.3) my prediction is that (0.2) er**
15 **+as you can see in the line er (0.6) fifty three+**
ken +moves cursor on the line 53----------+
16 **♥(0.5)♥ +one of the students says+ (0.3)**
duy ♥ nods♥
ken +----------2----------+
2: moves cursor on the student's turn on the transcript
17 **⊥er palyaço nerden çıktı⊥ (1.2)**
mer ⊥leans forward----------⊥
18 **so: (0.3) we can (.) assume that (0.4) this student has um:**
19 **(0.6) interrupted all flow of the lessons suddenly ♥(1.4)♥**
duy ♥nods-♥
20 **while everything was going great for the teacher er**
21 **she was doing the same activity with all of the students**
22 **(0.4) er while having mutual eye gaze with all of the**
23 **students (0.6) one of the students (0.7) interrupted**
24 **♥the course♥ (1.0) and everything (0.9) ♥*failed♥***
duy ♥nods------♥
duy ♥nods--♥
ber *nods---*
25 **(1.1)**
26 **BER: yes**
27 **KEN: everything (0.8) just fall down (1.4)**
28 **KEN: so i guess this was the problem in this part**

The extract starts with KEN's question about the trouble that he has observed in the video clip. Following the silence in the second line, KEN reformulates his question, but the co-participants do not respond to the question, and there is another silence in line 3. In lines 4 and 5, KEN then uses a new reformulation of his question with an elaboration on the students' action in the video clip. After the silence in line 6, BER initiates a turn and shows orientation to the video until line 9. Meanwhile, KEN gives a hint `(there is something)` about the response by raising his finger in overlap with BER's turn initiation. Upon the overlap, BER continues her turn in line 9 with her response to KEN's question, and she starts to elaborate her response in line 10. In the same line, KEN shows an orientation the shared screen by rewinding the video by 38 seconds, and he keeps rewinding the video when BER states that the reason for interruption in the video clip is related to the teacher's actions in line 11. In the next line, BER states her response, and KEN again orients to the screen by fast-forwarding it by 7 seconds. After BER's response to the question, there is not any approval from other participants, and there is silence in line 13 which shows that this is a dispreferred response to KEN's question. Following the silence and dispreferred response, KEN starts his analysis with mitigation `(well)` and continues with his prediction in line 14. In the next line, KEN refers to the line number on the transcript, and he moves the cursor on the line 53 in the video clip in coordination with his turn. In line 16, KEN starts to describe the student's action, and he shows another orientation to the shared screen by moving the cursor on the student's turn on the transcript after the silence and DUY's approval. Furthermore, KEN repeats the student's question in line 17, and MER leans forward in coordination with this analysis. KEN then continues with the response to his question with a reference to the student in the video in lines 19 and 20. DUY approves KEN's analysis during the silence in line 19. From line 20 to 23, KEN elaborates his response with a description of the teacher's embodied actions, and he states that the student he referred to in the previous lines interrupted the course in line 24. In the same line, DUY and BER confirms KEN's response by nodding, and BER also acknowledges

(yes) KEN's analysis after the silence in line 25. In line 27, KEN reformulates his response following a silence, and he finishes his turn in the last line of the transcript.

To sum up, this extract has demonstrated that KEN used the affordances of the video clip (fast-forwarding, rewinding, orientations to the transcript) to respond to his own question in extended turns following dispreferred responses from the co-participants. In addition to these multimodal resources, participants used embodiment (nodding, leaning forward, raising finger) as interactional resources to engage in the analysis. This extract is the second sample of using visibility in one's own extended turns, and the following extracts will represent samples from the third subcategory of this section in the collection.

To contribute to the previous turn

In the last subcategory of the collection, the participants contribute to the previous turns in 11 cases. Following the potential completion of the analysis in the video-mediated discussion meeting, some participants realize the missing analysis of the video clip, and they orient to the video to show the part that they want to contribute. With orientations to the shared screen, the participants make the related part of their analysis visible to all participants, and they collaboratively complete the analysis of the video clip. Two samples will be analyzed below to represent this subcategory.

Extract 10 is taken from another group's (DUY, KEN, BER) discussion. The participants analyze the video clip in terms of sequence-preference organization in their second online discussion in the term. KEN shares and controls the screen, and uses the affordances of the video in his extended turn to contribute to DUY's analysis.

Extract 10 - *I would like to add one point* - 24:07.5 – 25:30.3

1 DUY: she can even explain what she is doing with ♥her hands♥
duy ♥----1----♥
1: moves her hand from up to down
2 (0.3) *without speaking she is good at this
ken *----------2----------->4
2: rewinds the video to the beginning and fast-forwards it by 7 seconds

3		**(1.4)**
4	**BER:**	**[yes***
	ken	--->*
5	**KEN:**	**[yeah (1.5) so okay**
6	→	**i would like to add one point (0.8) to your arguments**
7		**(0.7) er you have all stated that (0.2)**
8		**the teacher uses her (0.3) er hand mov- hand movements**
9		**embodiment very effectively but (0.8) this class is (0.3)**
10		**as you can see at the very f- er**
11		**at the very start *of the video (0.7)***
	ken	*plays the video---*
12		***this student right here* ♥(0.6)♥ is yawning**
	ken	*moves cursor on the student*
	duy	♥nods-♥
13		**(1.1)**
14	**BER:**	**yes**
15	**KEN:**	**we can see that all of the teachers (0.4)**
16		**all of the students er (0.7) are very (0.4)**
17		***um: (0.3)* what do you say (0.4) restless**
	ken	*----3----*
		3: snaps fingers
18		**♥ (1.9) ♥ i don't know (1.6) okay it seems like that**
	duy	♥ nods ♥
19		**they (0.2) they are all very *um: (2.8)* just done**
	ken	*----4----*
		4: snaps fingers
20		**(0.9)**
21	**DUY:**	**bored maybe**
22	**KEN:**	**bored yeah (1.3) so that's the problem in here i guess**
23		**(0.5) she is trying to er maximize interactional space**
24		**(0.9) er by using her hand movements**
25		**but students are not looking ♥at her that's the [problem♥**
	duy	♥--------nods--------------♥
26	**BER:**	**[°yes°**
27		**(0.5)**
28	**DUY:**	**yes**

The extract starts with DUY's analysis of the video clip, and she describes the teacher's embodied actions in coordination with her embodiment (moving her hand from up

to down). In the following line, while DUY continues with her analysis of the video clip, KEN initiates an orientation to the shared screen, and he rewinds the video to the beginning and fast-forwards it by 7 seconds until line 4. Following the silence in line 3, BER acknowledges (yes) DUY's analysis in an overlap with KEN's orientation to the video. In the next line, KEN also acknowledges (yeah) DUY, and then he initiates a contribution to the previous turns with an announcement (i would like to add one point (0.8) to your arguments) in line 6. Upon this announcement, he continues with a reference to the previous analysis of the co-participants from line 7 to 9. KEN then starts to state a disagreement (but) about the effectiveness of the teacher's embodied actions in the video clip. Before the continuation of his analysis, KEN refers to the beginning of the video which he rewound previously, and he plays the video in coordination with this reference in line 11. In the following line, KEN again refers to the student and moves the cursor on the student on the shared screen in alignment with this reference. During the silence in this line, DUY approves KEN by nodding, and KEN defines the student's action following the approval. In line 14, BER acknowledges KEN after a noticeable gap. In the following line, KEN continues his analysis with a reference to the teacher, but he self-repairs himself in line 16 and starts to analyze the students' actions. During his analysis in line 16, KEN uses a hesitation marker (er), and there are also silences following this hesitation marker which show that KEN searches for a word to describe students' actions in the video. Additionally, KEN uses another hesitation marker (um) with elongation which precedes the silence, and he also snaps his fingers in coordination with this word search. He then directs a question (what do you say) to the co-participants for assistance, but there are not any responses to his request. Following another silence after his question, he tries to define the action (restless), but the noticeable gap in line 18 indicates that it is not the right word for the action although DUY nods during the gap. KEN then states hesitation (i don't know) about the word, and he attempts to redefine the action in line 18. In the next line, KEN follows the same pattern for word search as described in the previous lines, and he

first uses a hesitation marker (um:) in coordination with snapping finger. Then KEN again defines (just done) the action after a noticeable gap in line 19. Despite these two definitions (restless, just done), there is another noticeable gap in line 20 which shows that the right word still is not found in the analysis. In the next line, DUY suggests a word (bored maybe), and KEN indicates that this is the right word with repetition and an acknowledgement token (bored yeah). Upon finding the right word, KEN continues with a reference to the problem that he observed in the video clip in line 22 and elaborates on teacher's actions in lines 23 and 24. While KEN finishes his analysis with a description of the students' reaction to the teacher in the video clip, DUY confirms KEN by nodding during the last part of the analysis. BER also acknowledges (yes) KEN in overlap with KEN's turn. In the last line of the transcript, DUY confirms (yes) KEN's analysis after the silence in line 27.

To summarize, this extract has shown that KEN first used a multimodal resource (rewind the video) during DUY's turn to make the related part of his analysis visible on the shared screen. KEN also used other multimodal interactional resources (playing the video, moving the cursor on the student) to initiate his turn to contribute to the previous analyses. These multimodal resources assisted other participants to follow KEN's extended turn, and they showed orientations to his analysis with embodied actions (nodding). Another point in this extract is the participants' collaborative work for a word search. KEN could not find the right word to describe the student's actions and indicated this word search with hesitation markers (um:), silence and embodiment (snapping fingers). Following these indications, DUY assisted KEN to find the right word, and KEN continued his analysis after this collaborative work. This extract has demonstrated how KEN used the visibility of the video clip to show disagreement with the previous analysis of the teacher's use of embodiment, and how multimodal and embodied resources shaped the participants' analyses. The next extract will present another sample from the third sub-category (i.e., to contribute to the

previous turn) which presents a contribution to the ongoing analysis with an agreement and further analysis of the teacher's action.

Extract 11 is taken from another group's discussion, and there are three participants (MEH, HAS, PEL) in the online discussion. In their first online discussion in the semester, the participants analyze turn taking practices in the video clip. MEH shares and controls the screen for their analysis, and draws on the affordances of the video to contribute to the previous turn of PEL in his own extended turn.

Extract 11 - *I wanna add something too* - 03:05:7 - 03:54.0

```
1     MEH:  is there anything you wanna add so far↑
2           (1.5)
3     HAS:  +°no°+
      has   +shakes head+
4     PEL:  i ⊥wanna add ⊥ ⊥something⊥
      pel     ⊥raises hand⊥
      pel                    ⊥leans forward⊥
5           (0.7)
6     MEH:  *sure*
      meh   *nods*
7           (0.3)
8     PEL:  er: *i think from (0.5)
      meh       *-------1--------->
            1: rewinds the video by 18 seconds
9           i think from line one hundred thirty five to* *thirty nine*
      meh   ----------------------------------------->*
      meh                                                *----2------*
            2: fast-forwards the video by 3 seconds
10          (1.8) teacher tries to
11          students to +participate *in the classroom*+ (.hhh)
      meh                            *leans forward---*
      has                +leans forward-----------------+
12          by saying that there are more than one right answer
13          +(3.7)+
      has   +nods+
14    MEH:  *yeah yeah* i agree
```

```
      meh   *nods-----*
15    →     *and i wanna add* something too
      meh   *leans forward--*
16          i just remembered (0.3) er there is er (0.2)
17          *from lines one hundred thirty three to (0.3)
      meh   *------------------3---------------------->
            3: moves cursor on the transcript from line 133 to 146
18          one hundred forty six there is only ⊥one turn⊥ (0.3)*
      meh   ------------------------------------------------>*
      pel                                    ⊥nods-----⊥
19          we call this x-extended teacher turn
20          *⊥th-the⊥ turn here* only belongs to the teacher (3.0)
      meh   *--------4----------*
      pel    ⊥nods--⊥
            4: moves cursor on the extended turn on the transcript
21          we can (.) *go on (3.0) kenan*
      meh              *--------5--------*
            5: rewinds the video by 11 seconds
```

In the first line of the transcript, MEH directs a question to the co-participants for further contributions to his analysis. In response to this question, HAS states that he does not have any additional analysis to the previous turn after the silence in line 2, and he also shakes his head in alignment with his response in line 3. In the next line, PEL announces that she has some contributions to the analysis, and also raises her hand and leans forward to be the next speaker in the discussion in coordination with her announcement. After the silence in line 5, MEH approves (sure) PEL's request, and he also nods in alignment with this approval to give the turn to PEL. Following the silence in line 7, PEL initiates her analysis with a hesitation marker (er:), and MEH aligns with PEL's turn, and he starts an orientation to the video clip by rewinding the video by 18 seconds. In the next line, MEH continues with this orientation to the shared screen in coordination with PEL's reference to the line number in the transcript. MEH also fast-forwards the video by 3 seconds during the last part of PEL's turn in line 9. After a noticeable gap in line 10, MEH and HAS coordinate with PEL's description of the teacher's actions by leaning forward to the shared screen in

line 11. In the next line, PEL repeats the teacher's turn, and HAS approves PEL's turn by nodding during the silence in line 13. In addition to HAS's approval, MEH acknowledges PEL's analysis with response tokens (yeah yeah) and a nod. MEH also shows agreement (i agree) with PEL's analysis in line 14, and he leans forward in coordination with the announcement for a contribution (and i wanna add something too) to the ongoing analysis in line 15. MEH then states a recall (i just remembered) for the analysis and continues with a reference to the line numbers following the hesitation markers (er) and silences in the previous lines. During his reference to the line numbers on the transcript in lines 17 and 18, MEH orients to the shared screen by moving the cursor on the transcript from line 133 to 146. While MEH is moving the cursor on the transcript with a reference to one turn in the video clip, PEL approves MEH's analysis of the focal turn in the clip, and MEH defines the teacher's turn (we call this x-extended teacher turn) in the next line. Furthermore, MEH elaborates on his definition in coordination with moving the cursor on the extended turn on the transcript, and PEL again approves MEH's turn by nodding. After a noticeable gap in line 20, MEH selects KEN as the next speaker, and he rewinds the video by 11 seconds in alignment with this selection, and he finishes his turn.

All in all, the last extract has demonstrated that MEH contributed to the ongoing analysis following PEL's turn. In lines 8 and 9, MEH firstly coordinated with PEL's turn by rewinding and fast-forwarding the video clip on the shared screen, and this showed a repetition of a phenomenon that was observed in the first sub-category of second section in the collection (i.e., to coordinate with the current speaker in unsolicited assistance for visibility). Following this coordination with the current speaker, MEH enhanced visibility of the parts that he analyzed using the affordances of the video clip (rewinding the video, fast-forwarding the video, moving the cursor on the transcript). In addition to these multimodal resources, participants also used embodiment (leaning forward) to show orientations to the screen, and they showed approval for the analysis by nodding throughout their discussion.

This extract presented the last sample of the collection of cases, and what follows is the summary of the findings in the third section.

As examined above, this section has demonstrated that participants used visibility of the shared screen for three purposes (i.e., to initiate a new turn, to respond to a question, to contribute to the previous turn) in their extended turns. What makes this section distinctive is related to the initiation of the orientations to the shared screen and the purpose of these orientations. While participants oriented to the video in response to implicit or explicit requests for the visibility in the first (i.e., soliciting assistance for visibility) and second (i.e., unsolicited assistance for visibility) sections, participants showed orientations for their own turn to make the related part of their analyses visible to all participants. Similar to the previous sections, participants deployed multimodal (i.e., fast-forwarding the video, rewinding the video, moving the cursor on the transcript, playing the video) and embodied (i.e., nodding, leaning forward, raising finger, snapping finger) interactional resources to analyze the video clips. This is the last part of the subcategories of the collection, and the section that follows summarize the main findings of the current study.

Summary of the Findings

The findings in this study have indicated that participants deployed a variety of interactional resources using the affordances of the video clips that they analyze in their online group discussions. In addition to these affordances, they also used various embodied resources to show orientations to the shared screen and bodily aligned with their co-participants. Although all participants analyzed the video clips on the same platform using the same affordances, the purpose of orientations to the shared screen was divided into three main sections in the collection of the cases (1) soliciting assistance for visibility, (2) unsolicited assistance for visibility and (3) using visibility in extended turn.

The first section (i.e., soliciting assistance for visibility) consisted of two subcategories. In the first one (i.e., to set the ground for a discussion), it was revealed that

participants assisted for the visibility of the video clip in response to an explicit request from the co-participants who aimed to set the ground for the discussion as analyzed in Extract 1 and 2. In extract 1, DUY asked (can you open the video again) and KEN oriented to the video in response to these requests. Upon this assistance for the visibility of the video clip, DUY initiated the analysis, and other participants contributed to the discussion throughout the analysis. Likewise, BUR asked (can we go down) for the visibility of the transcript in the video in Extract 2, and HAK who shares and controls the screen showed orientation to the video. Following this request and orientation they started their analysis for the video clip. In Extract 3, although NIL asked for the visibility of the video as examined in the previous extracts of this section, her aim differed from the others. NIL asked (can we go there) to enhance clarification about the part that they had already started to analyze. In response to this request for assistance, DEF fast-forwarded the video to clarify the related part of the ongoing analysis. In all of the extracts in this section, participants used a variety of multimodal and embodied interactional resources.

In the second section (unsolicited assistance for visibility), the participants who shared and controlled the screen enhanced the visibility of the related part of the analysis without any explicit requests from the co-participants in the video-mediated discussion meeting. As demonstrated in Extract 4, HAS coordinated with MEH's extended turn throughout the extract although MEH did not state any requests for assistance. By doing this, HAS made the parts that MEH analyzed visible for all participants in the discussion. Another purpose for unsolicited assistance for visibility was to set the ground for a discussion as demonstrated in Extract 5. In this extract, DEF used the affordances of the video to resolve the troubles that she realized at the beginning of the discussion. She was sharing and controlling the screen, and although she attempted to initiate the discussion with orientations (i.e., moving cursor on different parts of the video) to the shared screen, no one started to analyze the video clip. Thus, DEF repeated the previous orientations and successfully set the ground for the discussion with these orientations at the end. Following

this subcategory, the participants assisted for visibility to establish an agreement in Extract 6. At the beginning of the extract, there was a disagreement about the response (i.e., was it the teacher response or the student response) that they analyzed in the video clip. After BUR's orientation to the video clip (i.e., rewinding the video by 7 seconds), they found out that the response belonged to the teacher, and they reached an agreement. In the last subcategory (to enhance clarification) of the second section, participants used the affordances of the video after they realized an uncertainty in the analysis. As examined in Extract 7, NIL played the related part of the video clip on the shared screen, and following this orientation, NIL clarified the part that the co-participants analyzed in the previous lines of the extract. Then NIL contributed the discussion with her analysis of the actions in the video clip. Similar to the first section in the collection of the cases, participants used multimodal and embodied resources during the analyses, and deployment of these resources assisted them to analyze the video clips collaboratively.

In the third section (i.e., using visibility in extended turns), it was demonstrated that the participants used the affordances of the video clips (e.g., rewinding the video, fast-forwarding the video) to analyze the actions of the teachers and students in the video clips in their own extended turns without any requests from the co-participants. In the first subcategory (i.e., to initiate a new turn), the participants used the visibility of the videos to make transition to another analysis point in the videos. As demonstrated in Extract 8, MEH initiated a new turn with an orientation to the video. Then he rewound the video by 8 seconds, and made the part of his analysis visible on the screen for all participants in the discussion. It was interesting to observe that it was only MEH's extended turn in Extract 8 without any contributions from the co-participants in the analysis of the video clip. In Extract 9, KEN showed orientations (i.e., rewinding the video, fast-forwarding the video, moving cursor on the video) to respond to his own question following the dispreferred responses from other participants in the discussion. His orientations to the video made the related part of his analysis visible on the shared screen, and other participants approved him at the end

of the extract. Extract 10 and 11 were the representative samples of the third section. In Extract 10, KEN used the affordances of the video (i.e., rewinding the video, playing the video, moving cursor on the transcript) to contribute to the previous turn. In addition to these multimodal interactional resources, KEN also used embodiment (i.e., snapping finger) when he could not recall the right word to define the students' action in the video clip that they analyzed. Then DUY found the right word (`bored`), and it was obvious that they collaboratively completed the process of word search in the discussion. In the last representative extract of the collection, MEH used the visibility to contribute to PEL's analysis of the video clip. During PEL's turn, MEH coordinated with PEL's turn using the affordances of the video (i.e., rewinding the video, fast-forwarding the video), and he contributed to PEL's turn with further analysis of the teacher's action in the video clip. As investigated in all extracts in this subcategory, the participants deployed multimodal (e.g., rewinding the video, fast-forwarding the video) and embodied (e.g., leaning forward, snapping finger, nodding) interactional resources throughout their video-mediated discussion meetings.

All in all, the findings in this chapter have revealed that the affordances of the video in online discussions provided diverse interactional resources for the participants in the current study. Besides, the participants used these resources for different purposes in their analyses of the video clips, and they mainly assisted each other in enhancing the visibility of the shared screen. The next chapter moves on to discuss the findings of the current research with references to the literature, to suggest implications for future work, and to conclude the study.

Chapter 5

Discussion, Suggestions, and Conclusion

The last chapter includes three sections. In the first section, I will discuss the findings of this study with reference to the previous studies in literature. Then I will suggest further research ideas and pedagogical implications for future work, and I will conclude the study in the last section.

Discussion

This study set out with the aim of finding out how participants used the affordances of video clips on the shared screen in a video-mediated interaction, how they accomplished recruitment of assistance in due course, and how this study contributed to language teacher education. The finding of this study revealed that the participants deployed context specific interactional resources relevant to the video mediated setting. There are two main types of resources explored in the thesis, (1) multimodal resources (2) embodied resources. These resources will be explained in detail in the following sub-section. Another outcome of this study is related to recruitment of assistance, and the findings demonstrated that participants used different ways of recruiting assistance deploying interactional resources specific to the video-mediated setting. In the second sub-section, I will describe the types of recruitment with reference to the representative extracts in this study. Lastly, this study also showed that pre-service teachers collaboratively analyzed the classroom video clips using CA and CIC terms. By drawing on the participants' collaborative video analyses, I will discuss new opportunities for LTE and video clubs.

Context-specific interactional resources

The design of the interactional setting with the video on a shared screen in the video mediated setting provided new opportunities for the deployment of new sets of interactional resources by the participants of the present study. Although all participants had access to the same affordances, they used these affordances for different purposes in their online

group discussions. Relatedly, the first sub-category of this section is multimodal resources, and the second one is embodied resources.

Multimodal Resources. The results of this study indicated that there were three main multimodal resources that participants used in video-mediated interaction (1) rewinding the video, (2) fast-forwarding the video, (3) moving the cursor on the shared screen. As these multimodal resources were based on screen orientations of the participants, this study aligns with the previous studies on screen-based interactional resources in video-mediated settings (e.g., Balaman & Sert, 2017; Olbertz-Siitonen & Piirainen-Marsh, 2021) and contributes to these studies by presenting new resources (i.e., moving cursor, rewinding and fast-forwarding) as part of video clips on a shared screen. Also, while previous studies focused on technology-mediated interactions in task-accomplishment (Balaman & Sert, 2017), workplace (Olbertz-Siitonen & Piirainen-Marsh, 2021), this study contributes to VMI literature by presenting video-mediated group discussions on classroom video clips.

Except from Extract 5, all participants rewound and fast-forwarded the videos to provide assistance for visibility on the shared screen. When I analyzed the sequence organization of orientations to the video clips, I identified that the participants mostly showed these orientations (i.e., rewinding, fast-forwarding) at the beginning of the interaction as shown in the first (i.e., soliciting assistance for visibility) and third (using visibility in extended turns) sub-sections of the collection. In the first section, they initiated the orientations to the video in response to an explicit request from other participants (e.g., `can you open the video again` in Extract 1, `can we go down for the transcript` in Extract 2, `can we go there` in Extract 3). It can thus be argued that the affordances of the video clips on the shared screen were used as resources to assist the analysis of the classroom interaction videos. Furthermore, it is clear that participants collaborated to analyze the video clips using these resources. In Extract 1, for example, DUY defined the teacher's actions `(this can be exposed correction)`, and KEN used the term `(other initiated and other`

repair sequence) to reformulate DUY's definition. Then DUY approved KEN's contribution, and they collaboratively found the right term for the action. In the third section of the collection (i.e., using visibility in extended turns), participants rewound and fast-forwarded the video to enhance visibility of the parts that they analyzed in the video clips at the beginning of the transcripts. The orientations to the video in this section differed from the first section in that there were no explicit requests for the visibility of the video clips from other participants. In the second section of the collection (i.e., unsolicited assistance for visibility), the participants mostly oriented to the video in the middle of the interaction following the troubles such as disagreement in Extract 6 and uncertainty in Extract 7. There were two interesting orientations to the video in the representative extracts. The first one was HAS's orientations to the video in Extract 4. In this extract, HAS fast-forwarded the video at the beginning of MEH's turn, played and fast-forwarded the video during the analysis and again played the video at the end of the extract to coordinate with MEH's analysis of the video clip. HAS showed these orientations although MEH did not request any assistance for the visibility of the video, and there were not any indications of the need for assistance. Another interesting finding came from Extract 11. In this extract, MEH rewound the video in coordination with his turn allocation to KEN. By doing this, MEH assisted KEN to indicate which part of the video clip KEN could continue to analyze.

The third multimodal resource that participants used in online group discussions is moving the cursor on the shared screen. They deployed this context specific resource due to the design of the interactional setting that required to share video clips that they analyzed on the screen. There were two parts in the video clip as demonstrated in the methodology chapter. On the left side of the screen, participants saw the recordings of the classrooms, and on the right side, they followed the transcriptions of these recordings. Therefore, the participants mostly moved cursor on the transcripts on the shared screen in coordination with references to the line numbers by participants in the discussions. In addition, some participants moved the cursor on the teachers or students on the screen during the

description of the actions in the classroom. For example, KEN moved cursor on the student in coordination with his description of student's action in the video clip. While KEN was describing the action (`this student right here (0.6) is yawning`), he moved the cursor on the student on the shared to enhance the visibility of his analysis for all participants. In the following lines, DUY approved his turn by nodding, and BER acknowledged him with (`yes`).

The findings of this study are in accord with the study of Olberts-Siitonen and Piirainen-Marsh (2021) in which they showed moving cursor as an interactional resource to coordinate actions and to mobilize response on a shared screen in a technology-mediated workplace. However, the present study differs from the previous study in that the participants in this study used cameras and they all had an access to video images of other participants. Thus, further research should be undertaken to investigate how moving cursor is deployed in different video-mediated settings.

Embodied Resources. In addition to the multimodal resources described above, participants also used embodied resources in their video-mediated interaction and the results support previous studies reviewed in literature (e.g., (Badem, 2023; Badem-Korkmaz & Balaman, 2022; Licoppe, 2022; Şimşek, 2022; Uskokovic & Talehgani-Nikazm, 2022) which demonstrated how embodiment was utilized in various video-mediated contexts (e.g., classroom interactions, learner-learner interactions). Since the participants had access to the visibility of the co-participants on the screen in the present study, embodied resources had an impact on the interaction. One of the most common embodied resources that participants used is leaning forward and backward during their analyses. The participants leaned forward in two ways, (1) to initiate a turn and (2) to orient to the shared screen during the co-participants' turns. Except for Extract 8 and 10, the participants used this embodied resource in their video-mediated discussions. For example, BER leaned forward in coordination with her turn initiation in Extract 9. While she was saying (`i think they found`) to initiate her turn, she leaned forward and continued with her analysis. In

another sample, MEH and HAS leaned forward while PEL was describing the teacher's actions in her analysis in Extract 11. On the other hand, the participants leaned backward while they were ending their turn (e.g., Extract 3, Extract 5, Extract 6). In Extract 6, BUR leaned backward when she ended her turn in line 7. In Extract 5, we have seen both types of leaning. During the silence in line 14, NIL leaned forward and attempted to take the turn by saying (`um:`) in an overlap with DEF's turn. In the following line, DEF took the turn and NIL leaned backward. Thus, it can be argued that participants leaned forward when they initiated a turn or orientation to the shared screen, and they leaned backward when they ended their turn or orientation.

These results differ from the previous studies which showed leaning forward was used in repair practices (Atar et al., 2020; Rasmussen, 2014) in physical settings in that the participants in this study used leaning forward during the initiation of a new turn or orientation to the screen. Although leaning forward and backward was not analyzed as an interactional resource in video-mediated settings before, these bodily orientations were demonstrated in Satar's study on language learners' online interactions (see Satar, 2016). In one extract of this study, it was demonstrated that one participant moved closer to the screen following the other participant's check for the visibility of a photo and both participants leaned back at the at the end of this turn. In addition, another participant in the same study leaned back following a negotiation of meaning at the end of their turn. Thus, there are similarities between the sequence organization of leaning backward and forward expressed in this study and those described by Satar (2016).

The next embodied resource observed in the present study was looking down and to the left or right during the discussions. In extracts 1 and 5, the participants looked down and to their left or right when they needed to find the line number in the transcript or a definition of an action in the video clip. For instance, DUY looked down when she could not recall the exact line number in her analysis (`in line um +which one was it (0.3)`). After she looked down, she stated that she found the line number (`sixty two i guess`

(0.5) yes (0.6)). In Extract 5, NIL looked down and to his right during DEF's turn, and she approved her turn by nodding in the following line. As bodily orientations of the participants demonstrated in these samples, it can be assumed that participants checked the information in the ongoing analysis and got assistance during the analysis when they looked down.

The most common embodied resource in this study was nodding. The participants used nodding to show approval for the co-participants' analyses. This finding supports the studies which also showed nodding as a resource in interaction (Çalışmış, 2022; Çolak & Balaman, 2022; Oittinen, 2022; Şimşek, 2022). Furthermore, they used embodiment during their descriptions of the teachers' or students' actions in the video clip (e.g., Extract 4, Extract 8, Extract 10). Lastly, the participants deployed some embodied resources in recruitment of assistance (e.g., pointing down with fingers for an assistance for visibility in Extract 2, raising finger for hinting in Extract 9, snapping finger for word search Extract 10). As stated in the literature review, sequential organization of hinting was analyzed by Balaman (2019), he reported various interactional resources in pre-hinting and base hinting sequences. However, the embodied actions in hinting were not analyzed in the study since the participants did not have an access to the video frames of each other. Therefore, this study contributes to hinting practices regarding embodied resource (i.e., raising finger) that KEN used in coordination with base hinting sequence (there is something) following the silence in response to his question about the trouble that he observed in classroom video clip.

The findings of the present study also extend the embodied resources deployed in word search in video-mediated settings. Raising an index finger (Badem, 2023; Uskokovic & Talehgani-Nikazm, 2022), gazing up and frowning (Badem, 2023) were demonstrated as embodied actions in word search sequences previously. This study showed that KEN snapped finger following elongation (um:) during his word search as an indication of assistance and another participant assisted him upon this indication. Since the investigation

into embodied resources in word search is beyond the scope of the present study, this finding is limited to one sample in this context. To better understand the use of embodiment in word search, further studies can be conducted in other video-mediated settings.

All in all, it can be stated that having access to the visibility of participants on the shared screen provided new opportunities to the participants in video-mediated interaction. Also, mutual orientations to the shared screen provided new resources for the participants in their online discussions. In the following section, I will discuss the findings of the study in relation to the practices of recruiting assistance in the analyses of the video clips.

Recruitment of assistance

As stated in the literature review chapter, Kendrick and Drew (2016) proposed the term “recruitment of assistance” to explain the practices in the organization of assistance in social interaction. They identified two parts in recruitment practices: “Self” for the part who indicates a need for assistance and “other” for the part who provides assistance in interaction. Since the participants in this study recruited assistance using the affordances of the video-mediated setting, this study can contribute to the previous works on recruitment by presenting empirical evidence on how participants requested for assistance and how they responded to these requests in a video-mediated setting. Based on the proposal of Kendrick and Drew (2016) and the description of self and other for repair practices (Schegloff et al., 1977), the practices of recruiting assistance in present study can be described in three categories (1) self-initiated self assistance (2) self-initiated other assistance (3) other-initiated other assistance.

In the first category, the participants recognized the requirement for an assistance for their turn in the analyses, and they oriented to the video to enhance the visibility of the focal parts in the video clip (e.g., Extract 8, Extract 9, Extract 10, Extract 11). Although the participants in this category used the visibility of the video clip for their turn, they also assisted other participants in seeing the related part of the analyses on the shared screen.

In the second category (i.e., self-initiated other assistance), the parties who initiated and provided assistance were different in the representative extracts. The samples in this category came from the first (i.e., soliciting assistance for visibility) and second (i.e., unsolicited assistance for visibility) sub-categories in the collection of cases. In all extracts in soliciting assistance for visibility, the participants requested for an assistance for the visibility of the video clip explicitly (e.g., `can you open the video again` in Extract 1, `can you go down for the transcript` in Extract 2, `can we go there` in Extract 3), and the "other" provided assistance in response to these explicit requests. On the other hand, there are two samples from this category in unsolicited assistance for visibility. The participants assisted visibility following implicit requests for an assistance from the co-participants in extract 6 and 7. In extract 6, BUR rewound the video by 7 seconds after disagreement on the analysis of the video clip, and all participants established agreement upon BUR's assistance for visibility of the related part on the shared screen. Similarly, NIL played the video after she identified an uncertainty in DEF's turn (`did we watch there er i'm not too sure`). Then NIL enhanced clarification for the analysis, and she contributed to the discussion in the following lines.

In the last category (i.e., other initiated other assistance), participants provided assistance for the visibility of the video clip in the co-participants' turns although there were not any implicit or explicit needs indicated by the co-participants (Extract 4 and Extract 5). In Extract 4, HAS continuously coordinated with MEH's turn with orientations to the video clip without any requests from MEH. He followed MEH throughout the extract, and whenever MEH initiated an analysis for a different line in the transcript, HAS started a new orientation to the shared screen. Likewise, DEF moved the cursor on the line number in the transcript without any indication of a need for an assistance.

All in all, these findings on recruiting assistance in the present study are in accord with the study of Kendrick and Drew (2016). As demonstrated above, the participants used different ways of assisting in their online discussions using the affordances of the video-mediated setting. This study differs from the previous studies in literature (Drew & Kendrick,

2018; Jansson et al., 2019; Pfeiffer & Anna, 2021) in that it presented practices of assistance among geographically dispersed participants while these studies analyzed the interactions in physical settings. It is important to bear in mind that the findings of this study were based on a particular setting, and to better understand the practices of recruitment of assistance in mediated settings, there should be more studies on different contexts.

Conversation Analytic Language Teacher Education in Digital Spaces

The findings demonstrated that orientations to the video clips on a shared screen created interactional space for the participants to analyze classroom video clips collaboratively in a video-mediated setting. Therefore, this study revealed how affordances of digital spaces can be integrated into CALTE (Balaman, 2023a) based on micro-analytic empirical data. Furthermore, the findings corroborate the findings of previous CA-based LTE models SETT (Walsh, 2003), IMDAT (Sert, 2015), Conversation Analysis-based Interactional Competence Instruction (Huth et al., 2019) regarding the use of CA materials for teacher education since the participants in the present study analyzed CA-informed video clips following their lecture on the fundamental structures of CA and CIC, and they used their knowledge based on the lecture during the video-mediated discussions. However, the aim of this study was to investigate VMI of pre-service teachers, thus teacher learning is beyond the scope of the present study. Future studies can track teacher learning in digital spaces to better understand the impact of CA-informed materials on teacher learning.

As stated in literature review, previous studies investigated pre-service teachers' video-mediated interactions in technology-mediated task design practices (Badem-Korkmaz et al., 2022) and collaborative lesson planning (Ekin & Balaman, 2023). The findings of these two studies demonstrated how video-mediated settings created new opportunities for pre-service teachers in preparation part of praxis base in CALTE concept (Balaman, 2023). This study extends these studies by presenting how pre-service teachers reflected on classroom interactions through affordances of video clips. Thus, the findings

can provide new insights into designs for knowledge base of CALTE in which fundamental structures of CA and CIC are taught (Balaman, 2023).

Furthermore, studies on video clubs reported that video use facilitated collaborative analysis of classroom videos (van Es, 2012) and impacted teachers' learnings and visions (Sherin & Han, 2004; Christ et al. 2014). Nevertheless, these studies were mainly based on teachers' reports. By adopting multimodal CA as the research methodology, this thesis presented an empirical data on the use of video clips and demonstrated how video use created interactional spaces for pre-service teachers to analyze classroom interactions collaboratively. Thus, future studies on video clubs can be conducted using multimodal CA to gain further understanding of the impact of video use on teacher development and to present empirical data on video clubs. The following section moves on to suggest research ideas for future work and implications for language teacher education.

Suggestions for Future Studies and Implications

Suggestions for Future Studies

The results reported in this study suggest that the use of a video-mediated setting for online discussions can create new opportunities for interactional resources and the accomplishment of social actions. As discussed in the previous section, the main reason for the emergence of context specific resources is the design of the interactional settings with video clips on the shared screen thus visible to all participants during their online group discussions. Moreover, as they had access to the visibility of each other on their screens, they could also use a variety of embodied resources in video-mediated interactions. By using the affordances of the videoconferencing tool and the diverse context specific resources, they recruited assistance for the analyses of the video clips, and they collaboratively analyzed the video clips. The resources and practices in interaction are specific and limited to the tool (i.e., Microsoft Teams) used in this study. Further research is required to gain a better understanding of the possible impacts of different tools and

video-mediated settings on social interaction and language teacher education. By conducting new studies on various contexts, it can be possible to diversify interactional resources for video-mediated settings.

Moreover, as this study demonstrated, integration of VMI into language teacher education provided new opportunities for pre-service teachers to operationalize their knowledge and work collaboratively for their course. Also, screen recordings of VMI of pre-service teachers helped the teacher trainer and researcher observe their VMI and track their learning. It can thus be stated that more studies like this can be conducted in video-mediated settings to track teacher learning for other courses in LTE. Video mediated settings can also be used to design video-mediated video clubs for in-service teachers. As reviewed in literature review, previous video club studies were mostly conducted in physical settings, and there is not any study on video clubs in video mediated settings. According to the findings of the present study, it is possible that the use of video-mediated settings can contribute to video clubs, and provide new opportunities for in-service teachers to reflect on classroom interaction video clips collaboratively.

Implications

As this study demonstrated, the integration of video-mediated settings into language teacher education can have a positive impact on pre-service language teacher education. Since the use of video-mediated settings is getting easier especially after the COVID-19 pandemic, there can be more projects or new courses which can be designed using different tools. In addition, various types of videos can be created for the curriculum of language teacher education. In this study, the participants watched and analyzed the recordings of different classrooms to have a better understanding of CIC. In future studies, the recordings of pre-service teachers' practicum experiences can be used in video-mediated settings to provide opportunities for pre-service teachers to analyze their own practices in the classroom. Also, to conduct longitudinal research using video-mediated settings, the classrooms of these teachers can be recorded when they start teaching as in-service

teachers. By doing this, they can have an opportunity to compare their improvement of CIC. Furthermore, new materials using the affordances of video-mediated settings can be designed to integrate in-service teacher training. These materials can be used to improve teacher reflections on teaching practices, and to increase awareness of CIC.

Conclusion

This study set out to provide a micro-analytic investigation into the use of affordances of the video-mediated setting in pre-service teachers' online group discussions. The investigation into the video-mediated discussion meetings showed that the participants used the affordances of the video clips on a shared screen as context-specific interactional resources (e.g., rewinding/fast forwarding the video, moving the cursor). In addition to diverse resources, this study also demonstrated that the participants recruited assistance in their analyses and cooperated and collaborated for the analyses using the affordances of the video clips and Microsoft Teams software.

Taken together, the present study is important in furthering our understanding of the role of video-mediated settings in social interaction and language teacher education. Also, the findings suggest that the integration of video-mediated settings can provide new opportunities for pre-service teachers' interactions, and they can also have a space to work collaboratively outside their physical classrooms. This can create new contexts for language teacher education, and video-mediated settings can be used to design new projects to improve collaborative works for teacher education. Since the present research has only considered the context of discussions on CIC on Microsoft Teams, more research on different tools is needed to develop a deeper understanding of the role of video-mediated settings in language teacher education. Thus, further micro-analytic research should be carried out to explore how the affordances of various video-mediated settings impact the interactional organization of language teacher education settings, and how these findings can be used to improve language teacher education.

References

Arminen, I., Licoppe, C., & Spagnolli, A. (2016). Respecifying Mediated Interaction. *Research on Language and Social Interaction*, *49*(4), Article 4. https://doi.org/10.1080/08351813.2016.1234614

Atar, C., Walsh, S., & Seedhouse, P. (2020). Teachers' nonverbal behavior in repair initiation: leaning forward and cupping the hand behind the ear. *Academic studies in foreign language education* (pp. 1–20). Livre de Lyon.

Badem, A. (2023). *Word search sequences in video-mediated task-oriented virtual exchange interactions* (Master's Thesis). Hacettepe University.

Badem-Korkmaz, F., & Balaman, U. (2022). Eliciting student participation in video-mediated EFL classroom interactions: Focus on teacher response-pursuit practices. *Computer Assisted Language Learning*, 1–23.

Badem-Korkmaz, F., Ekin, S., & Balaman, U. (2022). Pre-service language teachers' resistance to teacher trainer advice on task design for video-mediated L2 interaction. *Classroom Discourse*, *13*(2), 212–230.

Baecher, L. H., Kung, S.-C., Ward, S. L., & Kern, K. (2018). Facilitating Video Analysis for Teacher Development: A Systematic Review of the Research. *Journal of Technology and Teacher Education*, *26*(2), 185–216.

Balaman, U. (2015a). Collaborative Construction of Online L2 Task Accomplishment through Epistemic Progression. *Procedia - Social and Behavioral Sciences*, *199*, 604–612. https://doi.org/10.1016/j.sbspro.2015.07.587

Balaman, U. (2018). Task-induced development of hinting behaviors in online task-oriented L2 interaction. *Language Learning and Technology Journal*.

Balaman, U. (2019). Sequential organization of hinting in online task-oriented L2 interaction. *Text & Talk*, *39*(4), 511–534.

Balaman, U. (2021). The Interactional Organization of Video-Mediated Collaborative Writing: Focus on Repair Practices. *TESOL Quarterly*, *55*(3), Article 3. https://doi.org/10.1002/tesq.3034

Balaman, U. (2023a). *Conversation analytic language teacher education in digital spaces.* Palgrave Macmillan.

Balaman, U. (2023b). Opportunities for pre-service teacher learning in video-mediated peer interactions: Focus on classroom interactional competence. In *Second Language Teacher Professional Development: Technological Innovations for Post-Emergency Teacher Education* (pp. 269–287). Springer International Publishing.

Balaman, U. (2015b). A conversation analytic investigation into the impact of task design on the emergence of information gaps. *Proceedings of 17th International CALL Conference*. International CALL Conference, Tarragona, Spain.

Balaman, U., & Pekarek Doehler, S. (2022). Navigating the complex social ecology of screen-based activity in video-mediated interaction. *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA)*, *32*(1), 54–79. https://doi.org/10.1075/prag.20023.bal

Balaman, U., & Sert, O. (2017a). Development of L2 interactional resources for online collaborative task accomplishment. *Computer Assisted Language Learning*, *30*(7), 601–630.

Balaman, U., & Sert, O. (2017b). Development of L2 interactional resources for online collaborative task accomplishment. *Computer Assisted Language Learning*, *30*(7), Article 7. https://doi.org/10.1080/09588221.2017.1334667

Balaman, U., & Sert, O. (2017c). The coordination of online L2 interaction and orientations to task interface for epistemic progression. *Journal of Pragmatics*, *115*, 115–129. https://doi.org/10.1016/j.pragma.2017.01.015

Balaman, U., & Sert, O. (2017d). The coordination of online L2 interaction and orientations to task interface for epistemic progression. *Journal of Pragmatics*, *115*, 115–129. https://doi.org/10.1016/j.pragma.2017.01.015

Beauvois, M. H. (1992). Computer-Assisted Classroom Discussion in the Foreign Language Classroom: Conversation in Slow Motion. *Foreign Language Annals*, *25*(5), 455–464. https://doi.org/10.1111/j.1944-9720.1992.tb01128.x

Boudouraki, A., Fischer, J. E., Reeves, S., & Rintel, S. (2021). "I can't get round": Recruiting Assistance in Mobile Robotic Telepresence. *Proceedings of the ACM on Human-Computer Interaction*, *4*(CSCW3), 248:1-248:21. https://doi.org/10.1145/3432947

Bowden, H. M., & Svahn, J. (2020). Collaborative work on an online platform in video-mediated homework support. *Social Interaction. Video-Based Studies of Human Sociality*, *3*(3), Article 3. https://doi.org/10.7146/si.v3i3.122600

Brandt, A., & Jenks, C. (2013). Computer-mediated spoken interaction: Aspects of trouble in multi-party chat rooms. *Language@Internet*, *10*(5). http://www.languageatinternet.org/articles/2013/Brandt

Çalışmış, C. (2022). *A conversation analytic study on critical intercultural awareness in task-enhanced virtual exchange* (Master's Thesis). Hacettepe University.

Choe, A. T., Nguyen, H. T., & Vicentini, C. (2022). Interactional practices to manage epistemic stances in online searches during a computer-mediated conversation-for-learning. *TESOL in Context*, *30*(2), 39–63. https://doi.org/10.21153/tesol2022vol30no2art1517

Christ, T., Arya, P., & Ming Chiu, M. (2014). Teachers' reports of learning and application to pedagogy based on engagement in collaborative peer video analysis. *Teaching Education*, *25*(4), 349–374. https://doi.org/10.1080/10476210.2014.920001

Çimenli, B., Sert, O., & Jenks, C. (2022). Topic maintenance in video-mediated virtual exchanges: Rolling the ball back in L2 interactions. *System*, *108*, 102834. https://doi.org/10.1016/j.system.2022.102834

Çolak, F., & Balaman, U. (2022). The use of online dictionaries in video-mediated L2 interactions for the social accomplishment of Virtual Exchange tasks. *System*, *106*, 102772. https://doi.org/10.1016/j.system.2022.102772

Davitova, N., & Dooly, M. (2018). 'What Can We Do to Talk More: Analysing Language Learners Online Interaction. *Hacettepe University Journal of Education*, 1–23. https://doi.org/10.16986/HUJE.2018038804

Doehler, S. P., & Pochen-Berger, E. (2011). Developing 'methods' for interaction: A cross-sectional study of disagreement sequences in French L2. In *L2 interactional competence and development*. Multilingual Matters.

Dooly, M., & Tudini, V. (2016). 'Now we are teachers': The role of small talk in student language teachers' telecollaborative task development. *Journal of Pragmatics*, *102*, 38–53. https://doi.org/10.1016/j.pragma.2016.06.008

Dooly, M., & Tudini, V. (2022). 'We should google that': The dynamics of knowledge-in-interaction in an online student meeting. *Classroom Discourse*, *13*(2), 188–211. https://doi.org/10.1080/19463014.2021.2023596

Drew, P., & Kendrick, K. H. (2018). Searching for Trouble: Recruiting Assistance through Embodied Action. *Social Interaction. Video-Based Studies of Human Sociality*. https://doi.org/10.7146/si.v1i1.105496

Drixler, N. (2022). Features of Online Second Language Interactional Competence in a German-Israeli Virtual Exchange. *TESOL in Context*, *30*(2). https://doi.org/10.21153/tesol2022vol30no2art1568

Ekin, S., & Balaman, U. (2023). Reflection-in-action practices of pre-service language teachers in a trilateral Virtual Exchange setting. *Pamukkale University Journal of Education*.

Eskildsen, S. W., & Wagner, J. (2015). Embodied L2 Construction Learning. *Language Learning*, *65*(2), 268–297. https://doi.org/10.1111/lang.12106

Gamoran Sherin, M., & Van Es, E. A. (2009). Effects of Video Club Participation on Teachers' Professional Vision. *Journal of Teacher Education*, *60*(1), 20–37. https://doi.org/10.1177/0022487108328155

Garcia, A. C., & Baker Jacobs, J. (1999). The Eyes of the Beholder: Understanding the Turn-Taking System in Quasi-Synchronous Computer-Mediated Communication. *Research on Language and Social Interaction*, *32*(4), 337–367.

Girgin, U., & Brandt, A. (2020). Creating space for learning through 'Mm hm' in a L2 classroom: Implications for L2 classroom interactional competence. *Classroom Discourse*, *11*(1), 61–79. https://doi.org/10.1080/19463014.2019.1603115

Goffman, E. (1983). The Interaction Order: American Sociological Association, 1982 Presidential Address. *American Sociological Review*, *48*(1), 1–17. https://doi.org/10.2307/2095141

González-Martínez, E., & Drew, P. (2021). Informings as recruitment in nurses′ intrahospital telephone calls. *Journal of Pragmatics*, *186*, 48–59. https://doi.org/10.1016/j.pragma.2021.09.013

Goodwin, C., & Heritage, J. (1990). Conversation Analysis. *Annual Review of Anthropology*, *19*, 283–307.

Gudmundsen, J., & Svennevig, J. (2020). Multimodal displays of understanding in vocabulary-oriented sequences. *Social Interaction. Video-Based Studies of Human Sociality*, *3*(2). https://doi.org/10.7146/si.v3i2.114992

Hall, J. K., & Pekarek Doehler, S. (2011). L2 Interactional Competence and Development. In *L2 interactional competence and development* (Vol. 1, pp. 1–15). Multilingual Matters.

Hansen, J. P. B. (2022). Recruiting repair: Making sense of interpreters' embodied actions in a video-mediated environment. *Discourse Studies*, *24*(6), 719–740. https://doi.org/10.1177/14614456221112261

Heath, C., & Luff, P. (1992). Media Space and Communicative Asymmetries: Preliminary Observations of Video-Mediated Interaction. *Human–Computer Interaction*, *7*(3), 315–346. https://doi.org/10.1207/s15327051hci0703_3

Heath, C., & Luff, P. (2012). Embodied action and organizational activity. In *The Handbook of Conversation Analysis* (pp. 281–307). John Wiley&Sons.

Heath, C., Luff, P., & Sellen, A. (1997). Reconfiguring Media Space: Supporting Collaborative Work. In *Video-Mediated Communication* (pp. 323–347). Lawrence Erlbaum.

Herring, S. C. (1999). Interactional coherence in CMC. *Proceedings of the 32nd Annual Hawaii International Conference on Systems Sciences. 1999. HICSS-32. Abstracts and CD-ROM of Full Papers*, *Track2*, 13 pp.-. https://doi.org/10.1109/HICSS.1999.772674

Huth, T., Betz, E., & Taleghani-Nikazm, C. (2019). Rethinking language teacher training: Steps for making talk-in-interaction research accessible to practitioners. *Classroom Discourse*, *10*(1), 99–122. https://doi.org/10.1080/19463014.2019.1570529

Jakonen, T., & Jauni, H. (2021). Mediated learning materials: Visibility checks in telepresence robot mediated classroom interaction. *Classroom Discourse*, *12*(1–2), 121–145.

Jakonen, T., & Jauni, H. (2022a). Managing activity transitions in robot-mediated hybrid language classrooms. *Computer Assisted Language Learning*, *0*(0), 1–24. https://doi.org/10.1080/09588221.2022.2059518

Jakonen, T., & Jauni, H. (2022b). Telepresent agency: Remote participation in hybrid language classrooms via a telepresence robot. In *New Materialist Explorations into Language Education* (pp. 21–38). Springer International Publishing Cham.

Jansson, G., Plejert, C., & Lindholm, C. (2019). The social organization of assistance in multilingual interaction in Swedish residential care. *Discourse Studies*, *21*(1), 67–94. https://doi.org/10.1177/1461445618814040

Jefferson Transcription System—A guide to the symbols. (n.d.). University Transcription Services. Retrieved May 25, 2023, from https://www.universitytranscriptions.co.uk/jefferson-transcription-system-a-guide-to-the-symbols/

Jenks, C. (2014). *Social Interaction in Second Language Chat Rooms*. Edinburgh University Press.

Jenks, C. J. (2009a). Getting acquainted in Skypecasts: Aspects of social organization in online chat rooms. *International Journal of Applied Linguistics*, *19*(1), 26–46. https://doi.org/10.1111/j.1473-4192.2009.00211.x

Jenks, C. J. (2009b). When is it appropriate to talk? Managing overlapping talk in multi-participant voice-based chat rooms. *Computer Assisted Language Learning*, *22*(1), 19–30. https://doi.org/10.1080/09588220802613781

Jenks, C. J. (2012). Doing Being Reprehensive: Some Interactional Features of English as a Lingua Franca in a Chat Room. *Applied Linguistics*, *33*(4), 386–405. https://doi.org/10.1093/applin/ams014

Kendrick, K. H. (2021). The “Other” side of recruitment: Methods of assistance in social interaction | Elsevier Enhanced Reader. *Journal of Pragmatics*, 68–82. https://doi.org/10.1016/j.pragma.2021.02.015

Kendrick, K. H., & Drew, P. (2014). The putative preference for offers over requests. In P. Drew & E. Couper-Kuhlen (Eds.), *Studies in Language and Social Interaction* (Vol. 26, pp. 87–114). John Benjamins Publishing Company. https://doi.org/10.1075/slsi.26.04ken

Kendrick, K. H., & Drew, P. (2016). Recruitment: Offers, Requests, and the Organization of Assistance in Interaction. *Research on Language and Social Interaction*, *49*(1), 1–19. https://doi.org/10.1080/08351813.2016.1126436

Kern, R. G. (1995). Restructuring Classroom Interaction with Networked Computers: Effects on Quantity and Characteristics of Language Production. *The Modern Language Journal*, *79*(4), 457–476. https://doi.org/10.1111/j.1540-4781.1995.tb05445.x

Licoppe, C. (2021). The politics of visuality and talk in French courtroom proceedings with video links and remote participants. *Journal of Pragmatics*, *178*, 363–377. https://doi.org/10.1016/j.pragma.2021.03.023

Licoppe, C. (2022). Skype appearances, multiple greetings and ‘coucou’: The sequential organization of video-mediated conversation openings. *Pragmatics. Quarterly*

Publication of the International Pragmatics Association (IPrA), 351–386. https://doi.org/10.1075/prag.27.3.03lic

Licoppe, C., & Morel, J. (2012). Video-in-Interaction: “Talking Heads” and the Multimodal Organization of Mobile and Skype Video Calls. *Research on Language and Social Interaction*, *45*(4), 399–429.

Malabarba, T., Mendes, A. C. O., & de Souza, J. (2022). Multimodal Resolution of Overlapping Talk in Video-Mediated L2 Instruction. *Languages*, *7*(2), Article 2. https://doi.org/10.3390/languages7020154

Markee, N. (2007). Toward a Learning Behavior Tracking Methodology for CA-for-SLA. *Applied Linguistics*, *29*(3), 404–427. https://doi.org/10.1093/applin/amm052

Marsh, A. P., & Tainio, L. (2009). Other-Repetition as a Resource for Participation in the Activity of Playing a Video Game. *The Modern Language Journal*, *93*(2), 153–169. https://doi.org/10.1111/j.1540-4781.2009.00853.x

Minaříková, E., Píšová, M., Janík, T., & Uličná, K. (2018). Video Clubs: EFL Teachers’ Selective Attention Before and After. *ORBIS SCHOLAE*, *9*(2), 55–75. https://doi.org/10.14712/23363177.2015.80

Moalla, A., Abid, N., & Balaman, U. (2020). Task-enhanced virtual exchange between University of Sfax, Tunisia, and Hacettepe University, Turkey. In F. Helm & A. Beaven (Eds.), *Designing and implementing virtual exchange – a collection of case studies* (1st ed., pp. 117–126). Research-publishing.net. https://doi.org/10.14705/rpnet.2020.45.1120

Mondada, L. (2006). Participants’ online analysis and multimodal practices: Projecting the end of the turn and the closing of the sequence. *Discourse Studies*, *8*(1), 117–129. https://doi.org/10.1177/1461445606059561

Mondada, L. (2018). Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality. *Research on Language and Social Interaction*, *51*(1), 85–106. https://doi.org/10.1080/08351813.2018.1413878

Negretti, R. (1999). Web-based activities and SLA: A conversation analysis research approach. *Language Learning and Technology Journal*, *3*(1), 75–87.

Nguyen, H. thi, Choe, A. T., & Vicentini, C. (2022). Opportunities for second language learning in online search sequences during a computer-mediated tutoring session. *Classroom Discourse*, *13*(2), 145–163. https://doi.org/10.1080/19463014.2021.2023597

Oittinen, T. (2022). Negotiating collaborative and inclusive practices in university students' group-to-group videoconferencing sessions. *Linguistics and Education*, *71*, 101107. https://doi.org/10.1016/j.linged.2022.101107

Olbertz-Siitonen, M. (2015). Transmission delay in technology-mediated interaction at work. *PsychNology Journal*, *13*.

Olbertz-Siitonen, M., & Piirainen-Marsh, A. (2021). Coordinating action in technology-supported shared tasks: Virtual pointing as a situated practice for mobilizing a response. *Language & Communication*, *79*, 1–21. https://doi.org/10.1016/j.langcom.2021.03.005

Önder, Z. (2021). *Orientations to interculturality in a task enhanced virtual exchange setting: A multimodal conversation analysis study* (Master's Thesis). Hacettepe University.

Pekarek Doehler, S., & Balaman, U. (2021). The Routinization of Grammar as a Social Action Format: A Longitudinal Study of Video-Mediated Interactions. *Research on Language and Social Interaction*, *54*(2), 183–202. https://doi.org/10.1080/08351813.2021.1899710

Pfeiffer, M., & Anna, M. (2021). Recruiting Assistance in Early Childhood: Longitudinal Changes in the Use of "Oh+X" as a Way of Reporting Trouble in German. *Research on Language and Social Interaction*, *54*(2), 142–162.

Ro, E. (2023a). Changing practices of instruction-giving in video-mediated interaction for an extensive reading book club. *Computer Assisted Language Learning*, *0*(0), 1–33. https://doi.org/10.1080/09588221.2023.2198568

Ro, E. (2023b). Topicalization as a practice for facilitating L2 discussion in video-mediated extensive reading book club meetings. *System*, *113*, 102996. https://doi.org/10.1016/j.system.2023.102996

Rusk, F., & Pörn, M. (2019). Delay in L2 interaction in video-mediated environments in the context of virtual tandem language learning. *Linguistics and Education*, *50*, 56–70. https://doi.org/10.1016/j.linged.2019.02.003

Rusk, F., & Ståhl, M. (2022). Coordinating teamplay using named locations in a multilingual game environment—Playing esports in an educational context. *Classroom Discourse*, *13*(2), 164–187. https://doi.org/10.1080/19463014.2021.2024444

Sacks, H. (1992). *Lectures on Conversations: Volume I*. Blackwell.

Sacks, H., Schegloff, E., & Jefferson, G. (1974). A Simplest Systematics for the Organization of Turn-Taking for Conversation. *Language*, *50*(4), 696–735.

Satar, H. M. (2016). Meaning-making in online language learner interactions via desktop videoconferencing. *ReCALL*, *28*(3), 305–325. https://doi.org/10.1017/S0958344016000100

Schegloff, E. (1979). Identification and recognition in telephone calls. *Everyday Language. Studies in Ethnomethodology*, 261–288.

Schegloff, E. A. (2007). *Sequence Organization in Interaction*. Cambridge University Press.

Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, *53*, 361–382.

Schegloff, E. A., & Sacks, H. (1973). Opening up Closings. *Semiotica*, *8*(4). https://doi.org/10.1515/semi.1973.8.4.289

Seedhouse, P. (2005). Conversation Analysis and language learning. *Language Teaching*, *38*(4), 165–187. https://doi.org/10.1017/S0261444805003010

Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburgh University Press.

Sert, O., & Balaman, U. (2018). Orientations to negotiated language and task rules in online L2 interaction. *ReCALL*, *30*(3), 355–374. https://doi.org/10.1017/S0958344017000325

Seuren, L. M., Wherton, J., Greenhalgh, T., & Shaw, S. E. (2021). Whose turn is it anyway? Latency and the organization of turn-taking in video-mediated interaction. *Journal of Pragmatics*, *172*, 63–78. https://doi.org/10.1016/j.pragma.2020.11.005

Sherin, M. G., & Han, S. Y. (2004). Teacher learning in the context of a video club. *Teaching and Teacher Education*, *20*(2), 163–183. https://doi.org/10.1016/j.tate.2003.08.001

Sidnell, J., & Stivers, T. (Eds.). (2013). *The Handbook of Conversation Analysis*. John Wiley&Sons.

Şimşek, A. (2022). *A study on the functions and sequential organizations of efl teachers' gesture use in video mediated interaction: a conversation analytic approach* (Master's Thesis). Anadolu University.

Tudini, D. V., & Dooly, D. M. (2021). Complaining for rapport building: Troubles talk in a preservice language teacher online video exchange. *Linguistics and Education*, *64*, 100941. https://doi.org/10.1016/j.linged.2021.100941

Uskokovic, B., & Talehgani-Nikazm, C. (2022). Talk and Embodied Conduct in Word Searches in Video-Mediated Interactions. *Social Interaction. Video-Based Studies of Human Sociality*, *5*(1), Article 1. https://doi.org/10.7146/si.v5i2.130876

Van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and Teacher Education*, *28*(2), 182–192. https://doi.org/10.1016/j.tate.2011.09.005

Walsh, S. (2003). Developing interactional awareness in the second language classroom through teacher self-evaluation. *Language Awareness*, *12*(2), 124–142.

APPENDIX-A: JEFFERSON CONVENTION

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

Retrieved from: https://www.universitytranscriptions.co.uk/jefferson-transcription-system-a-guide-to-the-symbols/

APPENDIX B: MONDADA (2018) CONVENTION

* *	Descriptions of embodied movements are delimited between
+ +	two identical symbols (one symbol per participant's line of action)
	and are synchronized with corresponding stretches of talk/lapses of time.
*-->	The action described continues across subsequent lines
-->*	until the same symbol is reached.
≫	The action described begins before the extract's beginning.
-->>	The action described continues after the extract's end.
....	Preparation.
------	Full extension of the movement is reached and maintained.
,,,,,	Retraction.
ava	Participant doing the embodied action is identified when (s)he is not the speaker.
fig	The exact moment at which a screen shot has been taken is indicated
#	with a symbol showing its temporal position within turn at talk/segments of time.

APPENDIX C: GUIDING QUESTIONS

Guiding Questions

1. What do you observe in the recordings in terms of repair practices? What do you think about the role of repair practices in this language classroom?

2. How does the teacher maximize interactional space and encourage student participation? What do you observe in terms of students' willing- ness to participate to the class? Does the teacher do anything to resolve unwillingness to participate?

3. How does the teacher elicit student contributions? What are the inter- actional resources that she uses while trying to elicit student contributions?

4. What does the teacher do with the students' responses/contributions? Does she just accept the contributions and move on with another topic? Does she evaluate students' responses? Does she use them for building new turns? What do you observe in terms of her pedagogical use of student contributions?

5. How does the teacher check knowledge of the students?

6. How does the teacher check the understanding of the students?

7. How does the teacher use embodied resources (hand movement, gaze etc.)?

8. Do you observe any interactional troubles in the recording? If yes, how does the teacher resolve it?

9. What do you observe in terms of language teaching pedagogy in the recording? What do you think is the teacher's pedagogical aim/focus in the clip?

10. How does the teacher give instructions? What are the interactional resources that you can observe while giving instructions to the students?

11. Do you observe any references to past learning events? If yes, what is the purpose of the teacher in using it?

12. Do you observe any relevance to the contents of the focal readings of the week, my lectures, and sample analysis?

13. Would you design your talk-in-interaction any different than the teacher in the clip? Why and how?

14. Do you think there are some excellent teacher talk practices in this clip that you can use in your future teaching?

15. What are your overall ideas about the teacher's classroom interactional competence?

APPENDIX D: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001977049 14.01.2022
Konu : İzge GÜLTEKİN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 29.12.2021 tarihli ve E-51944218-300-00001944237 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencilerinden **İzge GÜLTEKİN**'in **Doç. Dr. Ufuk BALAMAN** danışmanlığında yürüttüğü **"Çevrim İçi Grup Tartışmalarında Videonun Etkileşimsel Kaynak Olarak Kullanımı"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **11 Ocak 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
E-posta:yazimd@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr Elektronik Ağ: www.hacettepe.edu.tr
Telefon: 0 (312) 305 3001-3002 Faks:0 (312) 311 9992
Kep: hacettepeuniversitesi@hs01.kep.tr

Bilgi için: Sevda TOPAL
Bilgisayar İşletmeni
Telefon: 03123051008

APPENDIX E: 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 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.

25 /07/2023

İzge Gültekin

APPENDIX-F: Thesis Originality Report

25/07/2023

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

Thesis Title: The Use of Classroom Video Clips as an Interactional Resource in Video-Mediated Pre-Service Language Teacher Discussion Groups

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.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
25/07/2023	110	172201	22/06 /2023	%9	2136534600

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

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: İzge GÜLTEKİN
Student No.: N20133321
Department: Foreign Language Education
Program: English Language Education
Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Assoc. Prof. Dr. Ufuk BALAMAN

APPENDIX-G: 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.

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

25 /07/2023

İzge GÜLTEKİN

"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.*