

**ROLLING THE BALL BACK: TOPIC MAINTENANCE IN
COMPUTER MEDIATED ENGLISH AS A LINGUA FRANCA
INTERACTIONS**

**TOPU GERİ ATMA: BİLGİSAYAR ARACILI ORTAK DİL
OLARAK İNGİLİZCE KULLANILAN ETKİLEŞİMLERDE
KONU DEVAMLILIĞI**

Betül ÇİMENLİ

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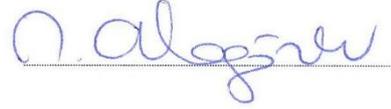
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İmza
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To Dr. Olcay Sert.

ROLLING THE BALL BACK: TOPIC MAINTENANCE IN COMPUTER MEDIATED ENGLISH AS A LINGUA FRANCA INTERACTIONS

Betül ÇİMENLİ

ABSTRACT

Interactional competence (henceforth IC) in an L2 has been a research interest for conversation analysts. A number of researchers have documented the emergence and the development of the construct in contexts such as classroom interaction and technology-mediated environments (Hellermann, 2007, 2008, 2009, 2011; Markee, 2008; Seedhouse & Walsh, 2010; Pekarek Doehler, 2010, 2013; Pekarek Doehler & Pochon Berger, 2011, 2015; Balaman, 2016; Balaman & Sert, 2017a, b, Sert & Balaman, in press). They have focused on socio-interactional constructs such as repair sequences (Kitade, 2000; Hellermann, 2011), expanded responses (Lee, Park & Sohn, 2011), engagement and disengagement (Hellermann, 2008; Pekarek Doehler & Pochon Berger, 2011), intersubjectivity (Gonzales Lloret, 2011), and topical organization (Hall, 1995; Ducasse & Brown, 2009; Melander & Sahlström, 2009). However, topic development has been explored to lesser extent by conversation analysts compared to other constructs of interaction such as turn-taking and repair organization. With this in mind, this study aims to document topic development and its relation to IC in geographically dispersed participants' spoken interaction in an English as a Lingua Franca (henceforth ELF) environment. As the first study to investigate topic maintenance in computer-mediated interactions in an ELF context and using conversation analysis as the research methodology, this study sets out to unpack the emergent orientations to topic maintenance by the tertiary level L2 learners from two different countries (Turkey and Kazakhstan). The situated accomplishments of the geographically dispersed participants are examined to document IC in computer mediated interactions (Jenks, 2014; Balaman, 2016; Balaman & Sert 2017a, b; Sert & Balaman, in press). The data-driven participant-oriented analyses of a hundred and one episodes in the data set provide a micro-analytic account of topical progressivity with reference to the multitude of semiotic resources such as body posture, gestures and facial expressions that the participants utilise during the interaction. The close look into the data explicated that the participants deploy a topic maintenance resource, Rolling the Ball Back (RBB). The analyses show that an RBB sequence is one of

the interactional resources that a participant can employ to ensure topical maintenance at an action boundary by inviting contributions relevant to an ongoing topic from a co-participant. The study describes the sequential unfolding of RBB sequences, different RBB resources used during interactions, and how RBB sequences shape the rest of the interaction. The computer mediated dyadic interactional data was collected over a three-month period between the fall term of 2015/2016 and spring term of 2016/2017. 20 participants (10 from each country) interacted through Skype. The dataset for the study comprises of 9 hours of video recorded spoken interactions and their transcriptions. The findings also suggest that RBB sequences unfold in three temporally sequenced steps: closers, RBB, and elaboration. Moreover, the findings reveal that RBB performs various actions including managing turn allocation, initiating reciprocation of speakership and perspectives on an ongoing topic, thus, promotes intersubjectivity at topical level. The analyses also document how topic extension was achieved following RBB sequences when one of the participants had troubles in contributing to an ongoing topic. The study provides evidence to the participants' co-constructed ICs based on the deployment of RBBs as explicated in and through turn taking strategies (Markee, 2008; Hall & Pekarek Doehler, 2011; Wong & Waring, 2010; Jenks, 2014), sequence organization, and topic management practices (Hall, 1992; Galaczi, 2008, 2014; Young, 2000; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015). The findings of this study also have some implications for dyadic computer mediated L2 interaction as the medium creates pedagogical opportunities through meaningful interactions that eventually develop ICs. Finally, the study contributes to research on topic development and interactional competence of L2 speakers as the first study to investigate topic maintenance as an indicator of IC in online ELF interactions.

Keywords: L2 interactional competence, CALL, CMI in L2, online ELF interaction, topic maintenance, conversation analysis

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TOPU GERİ ATMA: BİLGİSAYAR ARACILI ORTAK DİL OLARAK İNGİLİZCE KULLANILAN ETKİLEŞİMLERDE KONU DEVAMLILIĞI

Betül ÇİMENLİ

ÖZ

Etkileşimsel yeti (EY), Konuşma Çözümlemesi Yöntemi sayesinde mikro-genetik veya uzlamsal çalışmalar aracılığıyla sınıf içi etkileşim ve teknoloji odaklı iletişim ortamı gibi farklı bağlamlarda incelenmiştir (Hellermann, 2007, 2008, 2009, 2011; Markee, 2008; Seedhouse ve Walsh, 2010; Pekarek Doehler, 2010, 2013; Pekarek Doehler & Pochon Berger, 2011, 2015; Balaman, 2016; Balaman & Sert, 2017a, b, Sert & Balaman, baskıda). Bu çalışmalarından bazıları, onarım dizileri (Kitade, 2000; Hellermann, 2011), genişletilmiş yanıtlar (Lee, Park ve Sohn, 2011), katılım ve katılmama (Hellermann, 2008; Pekarek Doehler ve Pochon Berger, 2011), öznelerarasılık (Gonzales Lloret, 2011) ve konusal düzen (Hall, 1995; Ducasse and Brown, 2009; Melander ve Sahlström, 2009) gibi etkileşimin farklı yönlerine odaklanmıştır. Ancak, konu geliştirme, söz sırası alımı ve onarım düzeni gibi diğer etkileşim yapıları ile karşılaştırıldığında konuşma çözümlemeciler tarafından çoğunlukla ihmal edilmiştir. Mevcut çalışma, ortak dil olarak İngilizce'nin konuşulduğu çevrimiçi bilgisayar aracılı bir etkileşim ortamında konu geliştirmeyi ve onun EY ile olan ilişkisini belgelemeyi amaçlamaktadır. Bu doğrultuda, araştırmacının bilgisi dahilinde, bu çalışma çevrimiçi bilgisayar aracılı ortak dil olarak İngilizce'nin konuşulduğu etkileşimlerde konu devamlılığını EY'nin bir göstergesi olarak ele alan ilk çalışmadır. Bu çalışma, iki farklı ülkeden (Türkiye ve Kazakistan) yabancı dil öğrenen üniversite öğrencilerinin çevrimiçi bilgisayar aracılı etkileşimlerinde konu devamlılığını yetilerini Konuşma Çözümlemesi Yöntemi ile incelemektedir. Çalışma ortaya çıkan yüz bir kesitin veri-güdümlü ve katılımcı-odaklı çözümlenmeleri, konusal ilerlemeye ait mikro-analitik çözümlenmelere dayanmaktadır. Katılımcıların etkileşim esnasında kullandığı çeşitli duruş, jest ve yüz ifadeleri gibi çokkipli kaynaklar da çözümleme sırasında dikkate alınmıştır. Bu çalışma yeni bir konu devamlılığı kaynağı olan Topu Geri Atma'yı (TGA) inceler ve bunun yanı sıra çevrimiçi ikili etkileşimde TGA dizilerinin nasıl yerinde ve zamanında oluştuğunu, etkileşimler sırasında kullanılan çeşitli TGA kaynaklarını ve TGA dizilerinin geri kalan etkileşimi nasıl biçimlendirdiğini dizesel bir şekilde belgelemektedir. Veri-temelli katılımcı-odaklı çözümlenmelerde

TGA dizileri, konunun sınırlı kaldığı noktalarda, devam eden konuya dair diğer katılımcının da katkıda bulunmasına ortam hazırlayarak konunun devamlılığını sağlayan etkileşim kaynakları arasında gösterilmiştir. Bilgisayar aracılı ikili etkileşim verisi 2015/2016 sonbahar ve 2016/2017 ilkbahar dönemleri arasında üç aylık bir sürede toplanmıştır. Her bir ülkeden 10 olmak üzere 20 katılımcı Skype aracılığıyla etkileşime girmiştir. Çalışma verileri, 9 saatlik sözlü etkileşimin video kayıtlarını ve çevriyazılarını içermektedir. Bulgular TGA dizilerinin yerinde sıralı üç adımdan oluştuğunu da (kapatanlar, TGA, ayrıntılandırma) ortaya koymaktadır. Buna ek olarak, TGA'nın söz dağılımı yönetimi, konuşmacı değişimi ve konuya dair farklı bakış açılarının başlatımı gibi eylemleri de dahil ederek özelerarasılığı konu düzeyinde pekiştirdiğini ortaya çıkarılmıştır. Ayrıca analizler, TGA dizilerini takiben katılımcılardan birinin devam eden bir konuya katkıda bulunmakta zorlandığında konu genişletmesinin nasıl sağlandığını ortaya koymaktadır. Son olarak, TGA'ların ortaklaşa oluşturulmuş EY'nin bir göstergesi olabileceği, TGA'ların söz sırası alma stratejileri (Markee, 2008; Hall ve Pekarek Doehler, 2011; Wong ve Waring, 2010; Jenks, 2014) dizisel düzen ve konu yönetimi becerilerini içerdiğinden ötürü (Hall, 1992; Galaczi, 2008, 2014; Young, 2000; Hall ve Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse ve Supakorn, 2015) bulgular aracılığıyla kanıtlanmıştır. Bu çalışmanın yabancı dil öğrenenlerin çevrimiçi bilgisayar aracılı ikili etkileşimde anlamlı bir etkileşime sahip olma ve kişinin etkileşimsel yetkinliğini geliştirme fırsatı sağlama açısından etkileri vardır. Bu çalışmanın bulguları konu devamlılığını çevrimiçi ortamlarda bir EY oluşumu olarak ele alan ilk çalışma olduğundan, konu geliştirme ve ikinci dil konuşucularının etkileşimsel yetileri ile ilgili güncel araştırmalara da katkıda bulunacaktır.

Anahtar sözcükler: Yabancı dilde etkileşimsel yeti, bilgisayar destekli dil öğrenimi, yabancı dilde bilgisayar aracılı etkileşim, çevrimiçi ortak dil olarak İngilizce kullanılan etkileşim, konu devamlılığı, konuşma çözümlemesi

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

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ABBREVIATIONS

CA: conversation analysis

CA-SLA / CA-for-SLA: conversation analysis for second language acquisition

CALL: computer-assisted language learning

CMC: computer mediated communication

CMI: computer mediated interaction

CMSI: computer mediated spoken interaction

EFL: english as a foreign language

ESL: english as a second language

ELF: English as a lingua franca

FPP: first pair part of an adjacency pair

IC: interactional competence

L2: English as foreign/second/additional language

RBB: rolling the ball back

SLA: second language acquisition

SPP: second pair part of an adjacency pair

ZIT: zone of interactional transition

1. INTRODUCTION

This study focuses on an interactional resource deployed by the participants of online one-to-one technology mediated conversations to maintain a current topic within an English as a lingua franca (henceforth ELF) context. The study aims to examine topic maintenance within a dyadic, computer mediated second language (henceforth L2) interaction between geographically dispersed participants and reveals the relation between topic management and second language interactional competence. Coined by Kramsch (1986), interactional competence (henceforth IC) has been used to demonstrate the development of linguistic and interactional resources of L2 speakers (He & Young, 1998; Cekaite, 2007; Hellermann, 2007, 2008, 2009, 2011; Markee, 2008; Young, 2008; Hall & Pekarek Doehler, 2011; Balaman, 2016; Balaman & Sert, 2017b). This chapter describes the research strands that inform the study in which Turkish and Kazakh participants have dyadic conversations in English via Skype, an online video chat service. It must be stated that English language is viewed as “secondary” to the first languages of the participants, thus, may be referred as English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an Additional Language (EAL) to some extent.

First, background to the study will be presented with respect to computer mediated communication (henceforth CMC), ELF interaction, topic management, Conversation Analysis (henceforth CA) methodology, CA for Second Language Acquisition (henceforth CA-for-SLA), and L2 IC. This will be followed with an outline of the purpose and scope of the study. Significance of the study will be explained in detail here in relation to the gaps in previous literature. Justification of using CA methodology will be mainly discussed in this section, it will also be given in other sections when it becomes relevant. In 1.3, research context of the study will be described which is followed by research questions and methodology employed. Last part of the chapter (1.4) will present the organization of the thesis.

1.1. Background to the Study

This study focuses on computer-mediated social interaction following principles of CA to investigate how geographically dispersed L2 speakers interact with their

peers within an ELF context, how they co-construct topics and achieve topic maintenance, manage intersubjectivity and sequential structures pertaining to this medium. It is informed by a range of research strands to be described in the following paragraphs.

First of all, the present study has been informed by computer assisted language learning literature (henceforth CALL) (Jenks, 2014) and computer-mediated interaction (henceforth CMI), what Jenks (2014) calls computer mediated spoken interaction (henceforth CMSI)¹ (Simpson, 2002). In today's world, technology is a favourable environment for naturalistic L2 and ELF conversations. Most CMI practices provide learners with more realistic situations that can hardly ever be experienced in classroom interaction (Chun, 1994) since classroom interaction is mainly shaped by institutional goals and appropriate patterns of interaction and highly structured turn-taking sequences which are organized along with this ultimate goal (Seedhouse, 2004; Tudini, 2013). On the contrary, conversations in CMI "are not fixed and hard-wired cognitive phenomena, but rather are normative and socially organized" (Wooffitt, 1990, p. 27). Accordingly, context in CMI has an enormous influence on purpose, reason, and pattern of communication in which language is used, and there is a multi-directional adjustment in language that fulfils a certain socio-communicative goal. This leads us to another field that feeds into this study; English as a lingua franca. ELF is defined as a "contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" by Firth (1996, p. 240). To provide L2 speakers with more realistic conversational environments that can hardly ever be experienced in classroom interaction, this study employs online interactional data within an ELF context to bring new insights into L2 talk. CA systematically describes sequential deployment of these online interactions which can only be discovered through a bottom-up, inductive, data-driven micro-analysis, not as the result of any exogenous theoretical conceptions.

¹ CMC, CMI, SCMC and CMSI can be used interchangeably in this study, but it must be noted that the data set consists of CMSI.

The study is also informed by topic management research. Today, topic management in any ordinary or institutional talk is regarded as a vital component (Seedhouse & Supakorn, 2015). Co-construction of topic is not an incidental phenomenon, but a highly structured interactional accomplishment (Svennevig, 1999). Accordingly, various interactional practices that participants use to initiate, maintain, change and terminate a topic are examined and evidenced through sequential organization of their talk by many researchers in varying contexts (Maynard, 1980; Button & Casey, 1984, 1985; Jefferson, 1984; West & Garcia, 1988; Svennevig, 1999; Holt & Drew, 2005). Seedhouse and Supakorn (2015) state that “topic is, in the language classroom and language testing settings examined, employed in multiple ways on multiple levels as an organising principle for the interaction; topic is both a vehicle and a focus of the interaction” (p. 411). However, topic management as an interactional construct is still not a popular research focus among conversation analysts (Seedhouse, 2004; Jeon, 2012; König, 2013; Seedhouse & Supakorn, 2015). Keeping this research gap in mind, this study aims to reveal L2 interactional resources including both verbal resources and embodied actions (e.g. gestures and intonation) which are used by the participants in talk-in-interaction to maintain a current topic by employing a conversation analytic methodology. The present study investigates Rolling the Ball Back (RBB) sequences which are deployed to maintain an ongoing topic. RBB can be described as an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction.

Another research strand that provides background for this study is CA. Schegloff & Sacks (1973) state that CA is a “naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally” (p. 289). To do this, CA highly relies on the recordings of naturally occurring conversations since they successfully cover “continuous temporality of action, prior and subsequent actions, multimodal resources, participation frameworks, ecology making up the interactional space, and artifacts” (Mondada, 2013, p. 55). CA as an approach within “social sciences aim to describe, analyse and understand talk as a basic and constitutive feature of human social life” (Sidnell, 2010, p. 1). Therefore, CA analysts view social interaction as systematically organized and accomplished

through sequentially organized talk which can be discovered through a bottom-up, inductive, data-driven micro-analysis without employing any exogenous theoretical conceptions (Sert & Seedhouse, 2011). This view directly corresponds with the aim of this study as CA methodology can document naturally occurring social interaction, collaboratively established meaning making procedures, and language learning opportunities that occur during online dyadic chat.

Although CA has not been conceived as the study of language learning by a number of researchers due to the emic perspective it has (Egbert, Niebecker & Rezzara, 2004; He, 2004; Hauser, 2005), some others argue for its possible application to language learning which is commonly called as CA-SLA (Kasper & Wagner, 2011) or CA-for-SLA (Markee & Kasper, 2004). There are a number of CA-for-SLA researches which inform the present study (Wagner, 1996; Markee, 2000, 2008; Seedhouse, 2005, 2011; Hellermann, 2008; Kasper & Wagner, 2014). Firth and Wagner's (1997) convincing arguments lead researchers to use CA as a research method and revealed the need for "(i) sensitivity to contextual and interactional aspects of language use, (ii) a broadening of the SLA database and more importantly, (iii) adoption of a more emic and participant-relevant perspective towards SLA research" (as cited in Sert & Seedhouse, 2011, p.4).

Upon description of SLA with a CA point of view, it is essential to point to how language and language learning are viewed in this field of study. As it is highlighted by Brouwer and Wagner (2004), language should be considered as a social-interactional resource to cooperatively achieve mutual understanding in talk-in-interaction. According to conversation analytic view, achieving social interaction sequentially and temporarily in familiar, new or novel ways is an important aspect of language learning (Sfard, 1998). Gonzales Lloret (2015) describes learning as "participation based, focused on the improvement of the learners" and it can be explored through participants' interactional practices (p, 572). This conversation analytic view of language learning is acknowledged in the present study. It should be noted here that the present study does not aim to bring evidence for learning since it does not have a longitudinal research design that can bring evidences of learning (e.g. through developments in IC of participants). However, this does not necessarily mean that learning can only be evidenced through longitudinal studies (Hellermann, 2007, 2008, 2009, 2011), micro-longitudinal (Greer, 2016) or micro-

genetic (Pekarek Doehler, 2010; Seedhouse & Walsh, 2010; van Compernelle, 2010; Pekarek Doehler & Fasel Lawson, 2015) studies can also demonstrate language learning or development of IC across relatively short time-spans.

The last research strand that informs the study is L2 interactional competence. IC can be conceptualized as “relationship between the participants’ employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p.101). Thus, it is co-constructed by interactants on-site during the sequential unfolding of talk (Kramsch, 1986; Hall, 1993; Young, 2013). According to Kasper and Wagner (2011), language learning can be evidenced through the changes in interactants’ participation in daily and institutional conversations. Consequently, IC has been also investigated in classroom environment (Cekaite, 2007; Hellermann 2007, 2008, 2009, 2011; Pekarek Doehler & Pochon Berger, 2011). However, it is not a construct pertaining to classroom environment, instead IC can also be tracked within CMLs. In this sense, examining IC in CMSI helps us to have an understanding of interactional features salient in online communication and also this newly emerging learning environment. The section that follows describes scope and purpose of the study.

1.2. Purpose and Scope of the Study

Rapid growth of many different CML tools in the late 1990s has created an undiscovered territory for conversation analysts (Garcia & Jacobs, 1999; Herring, 1999; Hutchby, 2001). These developments left researchers with the necessity to understand how people interact and how they interactionally build knowledge in new learning environments, thus, generate CA studies that attempt to uncover interactional structures of technology-mediated interactions.

Examination of CML enabled researchers to explore a variety of interactional resources participants use in online interaction, and how intersubjectivity is achieved by using these resources in this unique interactional medium. As a consequence, educators and researchers have developed an interest in online chat “due to its accessibility, apparent similarity to spoken language, and initial evidence that it created a level playing field for both shy and confident learners” (Tudini, 2014, p. 2). However, computer technology (together with other technological tools that people can use for communication such as smart phones)

forms a fertile environment for L2 learning by enabling them to interact with other L2 speakers or native speakers (NS) of English. CA methodology is capable of explaining “language learning processes and the maintenance of intersubjectivity in both online and face-to-face naturalistic conversations” through detailed micro-analysis of the interactional conduct (Tudini, 2013, p. 7). Before going any further, how L2 language norms are positioned in CA-SLA research will be briefly described below to clarify the position of this study.

As a well-established research strand, CA-for-SLA aims to describe classroom interaction, more specifically interactional resources of L2 speakers in-and-out of classroom, and bring evidence for L2 learning through moment-to-moment analysis of naturally occurring social interaction in varying contexts. Seidlhofer (2004) asserts that “if a language is perceived to be changing in its forms and its uses, it is reasonable to expect that something in the teaching of it will also change” by acknowledging the need for more empirical studies to determine such a substantial change (p. 225) (Seidlhofer, 2001, 2007). However, as Jenkins (2002) emphasizes, in L2 teaching so called “native speakership” is still accepted as ultimate resource of target language.

Drawing on the idea that English has gained a lingua franca status today (Crystal, 2003), and as it has been started being perceived as medium of instruction in most of the L2 educational settings in Europe and Turkey (Sert, 2008), this study aims to contribute to the second language acquisition (SLA)² literature with a conversation analytic investigation on online ELF interaction through the analysis of a large set of naturally occurring online interactional data. As Firth (2009) states, native speakers of English are not necessarily the best resource for linguistic and interactional development. With the idea of creating meaningful interactional environments for ELF users which is considered as a necessity to have an understanding of World Englishes, a number of researchers have investigated various ELF contexts and suggested possible implications to L2 teaching (Jenkins, 2000, 2002, 2007; Seidlhofer, 2001).

² SLA is used as an umbrella term for foreign and additional language learning throughout the study without differentiating between learning and acquisition.

Conversation analytic research shows that classroom interaction in which topics are managed has a common structure generally controlled by teacher which is characterized as teacher's initiation; student(s) responses; teacher provides feedback/evaluation (IRF/E) (Markee, 2000). However, peer interactions especially in an online platform, where face issues are less threatening, have a different sequential organization from classroom interactions. In addition, peer interactions are regarded as very similar to face-to-face daily interactions (Tudini, 2014). This conversation analytic study is significant, then, in terms of uncovering contextual features of online dyadic peer interaction within an ELF context which has not been a focus of attention. The findings also reveal a new topic management resource, RBB, used in dyadic CMSI to maintain a current topic.

This study examines screen recordings of CMI between Turkish and Kazakh participants who do not share the same mother tongue in an ELF context. RBBs can perform different actions simultaneously including managing turn allocation and reciprocating speakership as well as topic initial question, thus, creating space for topic maintenance and also achievement of mutual understanding which might be shown as interactional resources. The main aim of the present study is to investigate RBB sequences and their relation to IC in online one-to-one CMIs within an ELF context through sequentially constructed micro-analysis. To my knowledge, this study will be first to examine the relation between topic maintenance and IC in an online L2 interactional environment. In other words, there has been no other study which focus on investigation of topic maintenance as an interactional skill in online dyadic conversations in an ELF context (but see Galaczi, 2008, 2014; Seedhouse & Supakorn, 2015). The analysis part (chapter 4) will present and analyse abovementioned phenomenon and the discussion part (chapter 5) will develop an argument in relation with research questions, to be given in the next section (1.3). CA is adopted as a methodology in the study with the knowledge of its potential for putting forward plausible explanations "how individuals use language resources to manage interactions within and around digital environments and how technological environments affect, shape, and transform interactions" (Gonzalez Lloret, 2015, p. 573). Conversation analytic point of view enables the researcher to analyse the data minute-by-minute by employing

an emic perspective to come up with data-driven explanations for recurring actions (Schegloff, 2007; ten Have, 2007; Sidnell, 2010; Sert & Seedhouse, 2011).

The study is expected to have implications for topic management research in terms of revealing meaning-making process, management of mutual understanding and maintenance of an ongoing topic in an online ELF context. The findings will contribute to ELF literature by providing detailed descriptions of interactional structure of online ELF talks. In addition, the study is expected to contribute to IC research by introducing a new interactional resource, RBB that helps participants of an online dyadic interaction to maintain an ongoing topic by reciprocating speakership, thus, achieve mutual understanding. The section that follows depicts research context, research questions and justification of the methodology used.

1.3. Research Context

The data set for this study comprises approximately 9 hours of screen recordings from 20 participants' (10 Turkish, 10 Kazakh L2 speakers who are aged between 18 and 24) online dyadic interactions within an ELF context. Adult second language (L2) users from Turkey and Kazakhstan interact through an online video chat service (Skype). It should be noted here that these two languages are not considered as the same L1 that ensures the context of interaction is actually a lingua franca (English). Turkic Languages comprise a group of languages (more than 20) including Turkish, Turkmen, Kazakh, Uzbek, Kyrgyz, Azerbaijani and they have a lot in common in terms of phonological, morphological and syntactical structures. However, it must be noted that "they are not intelligible for the most part." (Zafer, Tilki, Kurt, & Kara, 2011, p. 560). The data also reveals that Kazakh language is incomprehensible to Turkish participants as they do not orient to any turn uttered in Kazakh. Similarly, Turkish is incomprehensible to Kazakh participants as it can be understood from the reaction when a Turkish participant utters a book title in Turkish (see appendix 3).

Despite the important similarities and parallelism between Turkic languages, "there are interesting divergences due to mismatches in multi-word or idiomatic constructions." (Tantuğ, Adalı, Oflazer, 2007, p.190). For example, the relationship between Kazakh and Turkish is not comparable to the one between Azerbaijani

and Turkish. As Sađın ŐimŐek and K6nig (2011) suggest, “Turkish and Azerbaijani are closely related languages within the Oghuz branch of the Turkic languages leads to the assumption that Turkish and Azerbaijani are mutually intelligible languages” (p. 315). In sum, in this study Kazakh and Turkish students are considered as having different mother tongues since the intelligibility between these two languages is considerably low. It should be remarked that analysis of the data is not based on any exogenous theory, rather is informed by a participant-relevant and emic perspective. In the course of unmotivated looking (ten Have, 2007) to the transcripts and later analysis process of the data following three research questions have been devised.

1. How does an RBB sequence sequentially unfold in one-to-one computer mediated interactions within an ELF context?
2. What are the interactional RBB resources that participants deploy to reciprocate speakership and to maintain a current topic?
3. How is the interaction organized following RBB sequences when current speaker has trouble in contributing to an ongoing topic?

Chapters 4 and 5 are designed to address these research questions through micro-analysis of naturally occurring talk. As has been previously stated, the approach that I adopt in the study will be purely data-driven since my initial reason for analysing the data is to uncover interaction patterns of participants during online chat (see Jenks 2009a). What is at stake in this conversation analytic investigation while analysing topic as a construct will be a result of an ‘unmotivated’ attempt to discover the interactional and sequential organisation of online talk with the idea of letting the data set speak for itself (emic perspective), thus, evidence from sequentially unfolding talk will be used rather than the researcher’s observations or any other understandings exterior to the talk and its context (Brown & Yule, 1983). In the last section, organization of the chapters of this thesis will be presented.

1.4. Outline of Study

This study is organized into six main chapters; Introduction (1), Literature Review (2), Methodology (3), Analysis and Findings (4), Discussion (5), and Conclusion (6). Each chapter has sections and subsections besides an introduction and

conclusion section. Chapter 2 will review major studies in related fields of study that were previously mentioned in section 1.1. This chapter is organized into four sections; namely ELF and L2 teaching (2.1), Technology-Mediated SLA (2.2), Interactional Competence and CA-for-SLA (2.3), and lastly Topic Management (2.4). Section 2.4 is presented through four subsections as defining topic (2.4.1), topic initiation (2.4.2), topic maintenance (2.4.3), topic transition (2.4.4) and topic termination (2.4.5) respectively.

Chapter 3 will present the methodological details of the study in seven sections as follows; Purpose of the Study (3.1), Research Context, Research Setting and Participants (3.2), Data Collection Procedures (3.3), Conversation Analysis (3.4) as a research methodology, Transcription, Building a Collection and Analysis of the Data (3.5), Validity and Reliability of the Study (3.6) and finally Ethical Considerations (3.7) of the study.

In chapter 4, 13 representative extracts from the data set will be analysed in four sections each of which (except 4.4) has a subsection to summarize main findings of related section; Sequential Unfolding of RBB: Closers-RBB-Elaboration (4.1), Resources Used for RBB (4.2), Topic Expansion Following RBB (4.3). Analysis of chosen extracts will reveal a recurrent pattern used by the participants to maintain an ongoing topic.

In chapter 5, methodological and pedagogical arguments will be developed based on the analysis chapter and in the light of research questions. This chapter is organized into four main sections in which sequential organization of RBB is discussed (5.1); resources used for RBB are documented (5.2); expansion following RBB is tracked in relation with IC (5.3), and finally pedagogical implications for second language education and for technology-mediated L2 teaching are given (5.4).

Chapter 6 will start with limitations of the study (6.1). Then, in 6.2, directions for further research on topic management and CMI will be put forward. The thesis will end with concluding remarks.

2. LITERATURE REVIEW

This chapter is organized into four main sections to provide a review of literature on research fields that lay the ground for this study. First, a review of literature on English as lingua franca (ELF) studies will be presented in section 2.1. ELF research and its possible implications for ELT inquiry will be provided in this section. 2.2 will be devoted to a brief description of terms used for technology-mediated second language acquisition such as CALL, CMI and telecollaboration which is followed with review of major CA-in-CALL studies. Reported similarities between face-to-face and online synchronous interaction will be reviewed in this section to be able to highlight the significance of online synchronous out-of-class technology-mediated interactional data of this study as it can have possible implications for face-to-face interactions, too. Following explanations about CA-for-SLA notions and clarifications about definitions and features of interactional competence, a review of research on CA-for-SLA and emergence and development of L2 IC studies in CA-for-SLA inquiry will be given in 2.3. Finally, a review of topic management research will be presented in section 2.4. Notions of topic management, namely topic initiation, topic maintenance, topic transition and topic termination, will be given in subsequent subsections after reviewing various definitions of topic (2.4.1). A link between topic maintenance and IC will be established in 2.4.3 before the investigation of proposed phenomena in analysis chapter.

2.1. English as a Lingua Franca and L2 Teaching

With rapidly evolving opportunities and necessity to speak English in one's daily and professional life, researchers are obliged to consider the ways and contexts ELF is used. However, ELF studies have been slowly emerging and their impact on English Language Teaching (ELT) has been relatively rare (Jenks, 2012). It is estimated that today approximately %80 percent of speakers of English do not include so called native speakers (Beneke, 1991; Gnutzmann, 2000; Brutt-Griffler, 2002; see Seidlhofer, 2004 for a comprehensive summary of development of ELF). This means that non-native speakers of English have already outnumbered the native ones, thus, makes English a global language; a lingua franca (Crystal, 2003).

There are differing definitions of ELF suggested by different researchers. To start with, Samarin (1987) conceptualizes ELF as “any lingual medium of communication between people of different mother tongues, for whom it is a second language” (p. 371). In the same vein, Firth (1996) and Jenkins (2007) similarly define it as a “contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth, 1996, p. 240). Speakers of ELF are as unique as the context itself. A key feature when conceptualizing ELF speakers is recognizing that they come from a “hybrid of backgrounds” (Mauranen, 2007, p. 244). That is, they have diversified cultural and social backgrounds, ethnicities, interaction patterns, and motives to speak English (Kaur, 2011). To emphasize ELF speakers’ difference from native speakers of English, Alptekin (2011) has suggested that “the what and the how in ELF should not be judged in relation to the what and the how in English as native language (ENL)” (p. 159).

Kachru (1992) has come up with a classification of Englishes called “World Englishes Paradigm” according to local diversifications in adaptation of English by different countries which eventually create different use and accents of English around the world. He has divided World Englishes spoken across the world into three groups; inner circle, outer circle and expanding circle. Former stands for countries such as United States of America (USA) and United Kingdom (UK) in which English is so-called native language for majority of the community. Latter mostly comprises countries in which English is used in daily life in addition to native language as second language (ESL). Lastly, outer circle covers countries in which English is not commonly used in daily life and perceived as a foreign language (EFL). However, this paradigm has received several criticisms since it puts borders of countries in the centre (Pennycook, 2003).

Most research in ELF has been conducted in varying expanding circle countries in both institutional and daily life contexts (Firth, 1996; Wagner & Firth, 1997; Lesznyák, 2004; Cogo, 2010). It should be noted here that this does not necessarily mean native speakers cannot take part in ELF conversations (see e.g. Gnutzmann, 2000). Another point to mention about ELF studies is that they generally focus on one aspect of conversation in institutional or non-institutional conversational settings such as phonological features (Jenkins, 2000), pragmatics

(House, 1999), ethnic and national categories (Cashman, 2005; Park, 2007). However, there are still many contexts that have not been investigated thoroughly, such as “business settings, online chat rooms, and in particular, multi-participant voice-based chat rooms” (Jenks, 2012, p. 387). This study aims to direct this gap in the literature by using data from synchronous online voice based dyadic chats that can highlight out-of-class interactional skills of L2 speakers.

There are studies that investigate features of ELF from an interactional discourse perspective (House, 1999; Hall, 2002; Meierkord, 2002; Jenks, 2012; Siegel, 2014). These studies have revealed that interactants of ELF conversations have “situated identities” (Zimmerman, 1998) emphasizing the versatile nature of identity. It can be maintained as multiple and varied identities are co-constructed in talk-in-interaction (Hall, 2002). Hall (2002) sustains that interactants regulate their speech acts according to categories which they feel belong to such as being expert-novice on a subject (Mori, 2003) or gender related roles (Ergül, 2010). Sacks (1989) conceptualizes membership categorization as “central machinery of social organization” and analyses this process with the help of Membership Categorization Analysis (MCA) perspective (p. 89). Siegel (2014) has suggested that MCA reveals how interactants “manage knowledge and achieve new shared knowledge in interaction” (p. 67). It should be noted that these categories are not offered extrinsically by researchers, instead interactants themselves orient to various categories during their talk-in-interaction and “make a certain social category visibly relevant in their talk” (Mori, 2003, p.147).

There is an agreement between researchers about how “ELF interactions often are consensus-oriented, cooperative and mutually supportive” (Seidlhofer, 2001, p. 143) (Firth, 1996; Firth and Wagner, 1997; Seidlhofer, 2004; Kaur, 2011). Mutual supportiveness of ELF interactants is named as “let-it-pass” principle by Firth (1996). This means that interlocutors tend to ignore mistakes, such as linguistic or phonological, made by their co-interactants with the aim of maintaining conversation or avoid interactional troubles at stake (Jenks, 2012; Siegel, 2014). However, Brandt and Jenks (2011) and Jenks (2012) claim that ELF interactants may also orient to their interlocutor’s mistakes through employing various interactional resources which are referred to as “doing being reprehensive”.

Seidlhofer (2004) outlines a summary of common features of varying ELF contexts across the world which can be listed as;

(i) Misunderstandings are not frequent in ELF interactions; when they do occur, they tend to be resolved either by topic change or, less often, by overt negotiation using communication strategies such as rephrasing and repetition (explicitness strategies, see Mauranen, 2007). (ii) Interference from L1 interactional norms is very rare. (iii) As long as a certain threshold of understanding is obtained, interlocutors seem to adopt “let-it-pass principle” (Firth, 1996) which gives the impression of ELF talk being overtly consensus-oriented, cooperative and mutually supportive, and thus fairly robust (p.218).

Describing recurrent components of ELF interactions projects a possible revision of pedagogical focus in ELT to be able to implement intercultural ELF norms into teaching instead of placing native speaker as the ultimate resource of the language (Jenkins, 2006; Hülmbauer, Böhringer & Seidlhofer, 2008). Accordingly, McKay (2002) calls for a “comprehensive theory of teaching and learning English as an international language” instead of adopting native speaker norms as the ideal form of language (p.125). However, Widdowson (2003) has stated that would be unrealistic to expect research findings to be applied to the pedagogy immediately since “linguistic descriptions cannot automatically meet pedagogic requirement” (p. 106). According to Hülmbauer et al. (2008), what prevents researchers and curriculum developers from designing an ELF-norms-based curriculum is the lack of empirical studies that can lay the ground for such a change in practice of teaching. Consequently, these proposed changes in teaching would also affect the norms of assessment (Jenkins, 2000) and even teacher education in long term. Thus, prospective teachers should be educated according to ELF norms to be able to make necessary adjustments regarding various contexts and student needs in their own teaching (Seidlhofer, 2004). In this way, ELF interactional data presented in this study may have an implication on ELT, assessment and teacher education in long term. Online dyadic ELF interactional data illustrated in this study can be considered as authentic teaching material providing language learners with more intercultural form of language use. The next section reviews previous technology-mediated L2 teaching studies conducted in-and-out of class.

2.2. Technology-Mediated Second Language Interaction

CA has been employed as a methodology of research for SLA studies over the last decade to better “understand how language is acquired and used

interactionally” in the classroom setting (Firth & Wagner, 1997, p. 768). However, learner interaction is not restricted only to classroom settings or other kinds of face-to-face settings. Negretti’s (1999) article can be shown as the first study applying CA to online interaction and it attracted many conversation analysts and researchers. Computer technology (together with other technological tools that people can use for communication such as smart phones) forms a fertile environment for L2 learning as well as naturally occurring conversations. These technologies let learners have more naturalistic talk than the classroom environment which is highly influenced by institutional goals and highly structured interactional patterns (Tudini, 2010).

As Tudini (2013) emphasizes, CA methodology is capable of explaining “language learning processes and the maintenance of intersubjectivity in both online and face-to-face naturalistic conversations “by minute by minute detailed analysis of the interactional conduct” (p. 7). The idea of using CA for CALL studies derives from the desire to understand how features of face-to-face communication are transferred to online platforms as well as the need for a theoretical background for CMI studies (Schulze & Smith, 2015).

The use of CA for technology mediated interactions such as “text, audio and video SCMC, synchronous (real time) computer mediated communication, forums and bulletin boards, social networks, and games “between participants having different socio-cultural contexts and L1s, interacting in a common L2 with native speakers of that language or other L2 speakers was developed out of the idea that CMI is more like a naturalistic face-to-face conversation” (Gonzalez Lloret, 2015, p.569). Moreover, Bayrm (2010) has stated that CMI “resembles both written language and conversation” (p. 63). A growing body of research on computer mediated interaction that follows CA principles mainly investigates interactional patterns of online communication such as turn-taking, repair system and sequential structure (Garcia & Jacobs, 1999; Markman, 2005).

There are several research areas and a wealth of studies which have paved the way for CALL as it aims to contribute to language learning practices through computer mediated activities. These include theoretical underpinnings, designs, and applications such as CMI, computer-supported collaborative learning (CSCL), computer-mediated spoken interaction (CMSI, Jenks, 2012). Although these

interactional designs have some differences, they have a lot in common in terms of tools, purpose of studies, interaction patterns, etc. Hence, these terms to be explained in the following part will be used interchangeably in this study.

As the name suggests, general purpose of CSCL studies is to discover the collaboration between learners during the completion of computer mediated activities. CMSI is regarded as “verbal dialogue” by Jenks (2012, 2014) who has coined the term. CMSI studies are based on analysis of audio data with an emic perspective and gets insights from theoretical underpinnings of CMI and computer supported learning (CSL). CMSI studies mainly search for participants’ co-construction of “socially, linguistically, and interactionally acceptable forms of online spoken communication” (Jenks, 2014, p. 156). Similarly, telecollaboration can be defined as “the use of Internet communication tools by internationally dispersed students of language in institutionalized settings in order to promote the development of L2 linguistic competence and intercultural competence” (Belz, 2003, p. 68). On the other hand, computer mediated communication is defined as an “umbrella term that refers to human communication via computers” (Herring, 1996; Simpson, 2002, p. 414). CMI research mostly consists of a large amount of text-based data (Negretti, 1999; Kitade, 2000; Gonzalez Lloret, 2011) and a growing audio and video based data which Jenks (2014) refers as “verbal dialogue” (p. 36). Simpson (2002) reveals that “text, audio, and video chat” are synchronous CMC tools, while “email and discussion forums” are asynchronous CMC tools (p. 414).

CMI research has great interest in synchronous (real time) online communication due to the “reported pedagogical benefits of real-time (synchronous) nature of chat communication which obliges participants to think on their feet and co-construct online talk, as occurs in face-to-face conversation” (Tudini, 2010, p. 1). While some features peculiar to text-based chat context lead to different sequencing of turns-at-talk because of asynchronous nature of the interaction (Smith, 2003; Tudini, 2013), turn taking system in voice-based chat context is mostly identical with the system in face-to-face conversation.

Doing research on online interaction is not only about temporality of interaction, it is greatly affected by social and contextual issues as well as the medium used. Wooffitt (1990) has stated that conversational structures of CMI “are not fixed and

hard-wired cognitive phenomena, but rather are normative and socially organized” (p. 27). As it has been further emphasized by Liddicoat (2007), interaction is shaped and renewed by context “in the form of social categories, social relationships and institutional and cultural settings” (p. 7). Accordingly, characteristics of online chat interaction may differ according to whether “the interactions are monolingual (native speaker (NS) only) or intercultural (NS-foreign language learner), group or dyad, acquainted or unacquainted participants, internationally dispersed or in the same room, similar or different professional backgrounds” (Tudini, 2010, p. 2).

CA is a research methodology which is capable of documenting interactional organization and management of linguistic and interactional resources of L2 speakers in technology-mediated interactions as well as face-to-face interactions. Studies applying CA methodologies to CALL research use a variety of medium/tools, investigate different context, and focus on differing features of interaction (Sukrutrit, 2010; Brandt, 2011). There are a number of studies employing CA methodology to analyse CMI audio and video communication (Tudini, 2002; Fischer & Tebrink, 2003), as well as other online contexts such as games (Collister, 2008), software applications such as Skype, synchronous text and voice based application which is also used in this study (Godwin-Jones, 2005; Arminen & Leinonen, 2006; Arminen & Weilenmann, 2009; Jenks, 2009a, 2009b, 2010; Licoppe, 2009) and task completion (Blake, 2000; Sert & Balaman, 2015; Balaman, 2016; Balaman & Sert, 2017a) to investigate how talk is organized in these settings and compare the results with well-known features of face-to-face interaction. Moreover, there are studies working on more specific features of CMI. For instance, openings and closings of online conversations (Rintel, Mulholland, & Pittam, 2001; Pojanapunya & Jaroenkitboworn, 2011; Gonzales Lloret, 2013), lack of response (Rintel, Pittam, & Mulholland, 2003), questions and answers (Jenks & Brandt, 2013), repairs (Schönfeldt & Golato, 2003), negotiations of face (Golato & Taleghani Nikazm, 2006), identity construction sequences (Stommel, 2008) and development of L2 interactional competence (Hall, 1995; Ohta, 2001a; Cekaite, 2007; Dings, 2007; Yagi, 2007; Ducasse & Brown, 2009; Melander & Sahlström, 2009; Hellermann, 2011; Lee, Park & Sohn, 2011; Ishida, 2011; Taguchi, 2014; Balaman, 2016; Balaman & Sert, 2017b; Sert & Balaman, in press).

Recent studies that adopt a CA approach have successfully explored features of dyadic chat (Tudini, 2010) and the interactional and social structure of multiparty audio chat by speakers of English as an additional language (Brandt & Jenks, 2013; Jenks and Firth, 2013; Jenks, 2014). However, most of the studies up to now are descriptive in nature revealing the organization of talk-in-interaction, “interactional and linguistic resources employed by the participants, and affordances and challenges of the media to promote language learning” highlighting the need for more developmental ones focusing on learning process (Gonzalez Lloret, 2015, p.569).

Technology-mediated language teaching tools “provide exposure to community practices and opportunities to participate in interactions” in varying contexts (Taguchi, 2011; Takamiya & Ishihara, 2013, pp. 185-186). In this sense, CMLs assure language teachers and learners to address the challenge of developing interactional competence (Barron & Black, 2015). This study investigates synchronous online dyadic conversation between non-native speakers of English (NNS) having different mother tongues (Turkish and Kazakh) and cultural backgrounds in an ELF context. It must be remarked here that participants of the study have no prerequisite goal except interacting in L2. This particular research context has possible implications for analyses of both daily and institutional conversations since “observed differences between online and face-to-face conversation might have been less marked in a chat restricted to two participants where learner talk tends to be more orderly than in group sessions” (Tudini, 2010, p. 8). The section that follows deals with emergence of CA-for-SLA as a research field and interactional competence studies in CA-SLA field.

2.3. Interactional Competence and CA-SLA

CA has evolved as a “naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally” in 1960s (Schegloff & Sacks, 1973, p. 289). Ordinary conversation was the main area of research at first; later other forms of interaction occurring in varying contexts have received close attention including classroom settings (Cekaite, 2007; Sert, 2011, 2013, 2015). As CA methodology documents, “social interaction is structurally and systematically organized, mediated and accomplished through the use of sequential patterns”

(Gonzalez Lloret, 2015, p. 571) in a participant-oriented way in the course of interaction.

Until 1990s, studies concerning SLA generally adopted a cognitivist approach. However, Firth and Wagner's (1997) convincing arguments let researchers question the findings of cognitivist studies and revealed the need for "(i) sensitivity to contextual and interactional aspects of language use, (ii) a broadening of the SLA database and more importantly, (iii) an adoption of a more emic and participant-relevant perspective towards SLA research" (as cited in Sert & Seedhouse, 2011, p.4). Although CA has not been viewed as an effective method for language acquisition investigations by some researchers (Egbert et al., 2004; He, 2004; Hauser, 2005), its application to SLA has been supported by many others who suggest combining CA with language learning theories may bring new insights into language education (Thorne, 2000; Brouwer & Wagner, 2004; Mondada & Pekarek Doehler, 2004; Hellermann, 2006, 2007, 2008, 2009, 2011).

Other researchers recognized CA as a study of language learning on its own without taking insights from exogenous learning theories (Markee & Kasper, 2004; Markee, 2008; Seedhouse, 2011; Kasper & Wagner, 2014). This view handles 'learning' as a social-interactional process including not only acquiring linguistic items but also "routinisation of interactional patterns through repeated language use for action in social activities" (Pekarek Doehler, 2010, p. 106). However, deciding on what counts as "learning" and what does not, has been a matter of debate in CA-SLA inquiry since beginning. As Sert & Seedhouse (2011) has suggested that "CA-for-SLA bases its understanding of learning and competence on and in action" and attributes learners an active role in their interactions and learning (p.4). Pekarek Doehler and Pochon Berger (2011) conceptualize learning as a process which can be evidenced through "moment-to-moment unfolding of talk-in-interaction" (p. 206). Accordingly, learning can be displayed through episodes (Koschmann, 2013; Zemel & Koschmann, 2014) or can be developmentally evidenced for learners' "locally enacted, progressively more accurate, fluent, and complex interactional repertoires in the L2" which is called learning tracking behaviour (LTB) (Markee, 2008, p. 406). Since learning is a developmental process "which includes changes in the practices of individuals

occurring over time” (Sahlström, 2011, p.45), longitudinal studies are more confident of showing and claiming learning (Siegel, 2015).

Jenks (2010) introduces new distinctions in the field of CA-for-SLA. He firstly makes a distinction between a strong view and a weak view of CA-for-SLA; the former abandons the arguments of cognitive tradition of SLA research, not necessarily denies them, and the latter does not object to a combination of CA and cognitive traditions. The other distinction by Jenks (2010) includes data-driven vs. theory driven CA-for-SLA studies (see Markee & Kasper, 2004). Data-driven approaches use data as a resource to analyse and document learning (Francis & Hester, 2004). On the other hand, theory-driven (or theory informed) approaches make use of exogenous theories to “inform and shape understandings of learning” (Jenks, 2010, p. 149) (see Mondada & Pekarek Doehler, 2004; Young & Miller, 2004). His final distinction is between pure vs. linguistic CA (see Seedhouse, 2005) concerning the loyalty of researchers to the fundamentals of CA. Pure CA analyses the data from a participant and context relevant perspective (emic perspective, see Markee, 2000) while linguistic CA analyses conversational features drained of contextual factors in which the interaction occurs.

Strong-view of CA-for-SLA has been adopted throughout this study without denying the contributions of cognitive studies on social conceptions with the idea of “only social conceptualisations of language and language learning are suitable for CA” (Jenks, 2010, p. 149). I adopted a data-driven approach since my initial reason for analysing the data is to discover the basic interactional structure of online talk and how interactants manage to progress a topic. In other words, my observations and analysis of topic maintenance will be a result of an ‘unmotivated’ examination of the data. A pure CA approach was adopted to investigate online ELF interactions to avoid decontextualization of learning practices and to show “how cognition sequentially manifests and is socially-distributed” (Markee, 2008, p. 405).

What was at stake in early models of communicative competence was some kind of an internal competence which is stored within individuals to use appropriately when needed (Canale & Swain, 1980; van Compernelle, 2013; Barron & Black, 2015). With the emergence of the notion of interactional competence (IC, Kramersch, 1986), “competence” has been started being regarded as a joint

construction of interactants (Kramsch, 1986; Hall, 1993; Young, 2013). IC is defined as a “relationship between the participants’ employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p.101). Kasper and Wagner (2011) state that “language acquisition can be understood as learning to participate in mundane as well as institutional everyday social environments” emphasizing the interactional perspective of learning (p. 117). He and Young (1988) offers five key interactional resources that constitutes L2 IC: (i) management of turn taking, (ii) topic management, (iii) rhetorical scripts, (iv) lexical and syntactic structures, and (v) means for signalling boundaries of an interactive practice.

First component reveals the importance of rule-governed locally managed turn-taking system of an interaction. Dings (2007) addresses this point as “the interactional resources that a speaker must have include the ability to select self, to select another speaker, and to be selected by another speaker” (p.11) (see Sacks et al., 1974 for detailed explanation on turn-taking system). Topic management is another element of L2 IC. However, they approach topic management from only topic initiation and topic change notions. By acknowledging that topic initiation and change are also constructs of IC, this study focuses on topic management to document IC of L2 learners as different from He and Young (1988). The next element of L2 IC is rhetorical scripts have been defined by He and Young (1988) as “sequences of speech acts that help define a particular interactive practice” (p. 6). Airport script, for instance, includes sequence of acts and resources that a passenger may have in an airport. Lexical and syntactic structures, on the other hand, refer to resources needed for a successful interaction as well as revealing the roles adapted for an interaction (e.g. expert and novice) (Young, 2003). Lastly, signalling boundaries of an interactive practice includes opening and closing moves of an interaction (e.g. thanking somebody as a result of their service) (Young & Miller, 2004). Markee (2008) also puts forward three elements of IC: “(i) language as a formal system (includes pronunciation, vocabulary, and grammar), (ii) semiotic systems, including turn-taking, repair, sequence organization, and (iii) gaze and paralinguistic features” (As cited in Sert, 2013a, p. 232).

Development of L2 interactional competence has been successfully tracked in language classrooms (Pekarek Doehler & Pochon Berger, 2011, 2015; Watanabe, 2017). However, as has been previously stated, IC is not a term that is only valid and available for institutional contexts, instead it is a necessary construct of any daily or institutional conversations, which constitutes a research ground for the study. To have a better understanding of learning, Sert and Seedhouse (2011) suggest that “SLA databases should go beyond formal instructional contexts and include domains where L2 users (Cook, 2007) have more flexible opportunities to use the language.” (p. 5). This need to understand how people interact and how they interactionally build knowledge in new learning environments, enables CA studies to work on technology-mediated platforms such as text, audio and video computer mediated communication, email, forums and bulletin boards, social networks, and games) (Tudini, 2010; Jenks, 2010, 2014; Brandt & Jenks, 2013; Sert & Balaman, 2015; Balaman, 2016; Balaman & Sert, 2017a, 2017b,). Learners’ orientation to communicative needs and language use in daily activities has been claimed to develop their interactional competence (IC) (Hall, 1999; Hellermann, 2006, 2007, 2008, 2009, 2011; Pekarek Doehler, 2010).

Development of IC within a wide range of contexts has been tracked by focusing on expanded responses (Lee, Park & Sohn, 2011), engagement in storytelling (Ishida, 2011), repair sequences (Hellermann, 2011; Balaman, 2016; Balaman & Sert, 2017b; Sert & Balaman, in press), change in participation over time (Cekaite, 2007; Yagi, 2007), alignment (Ohta, 2001a), turn completion (Taguchi, 2014), topical organization (Hall, 1995; Ducasse & Brown, 2009; Melander & Sahlström, 2009), and reciprocity over topical organization (Dings, 2007). In this study, IC construct goes beyond the general notions of topic management such as topic initiation and topic change and focuses on interactional aspects of topic maintenance as an indication of IC through examining its co-construction across turns-at-talk. The next part constitutes the last section of this chapter. It focuses on basics of topic development in L2 interaction. With the completion of the last part of literature review in the following section, full picture of the theoretical grounds of this study will, hopefully, be reflected.

2.4. Topic Management

As Seedhouse and Supakorn (2015) have suggested, topic is of significant importance in any kind of interaction within varying contexts including daily conversations and institutional talks. Svennevig (1999) maintains “topic structure is not an incidental product of talk, but an orderly interactional achievement” (p. 163). Even though today it has been widely acknowledged that topic has foremost importance in any kind of talk, it has not been a focus of attention for conversation analysts when it is compared to other aspects of interactional organization such as adjacency pairs and repair sequences (Seedhouse, 2004). This imposes a burden on the researcher in terms of referencing topic-related studies some of which are not as up-to-date as other aspects of interactional organization.

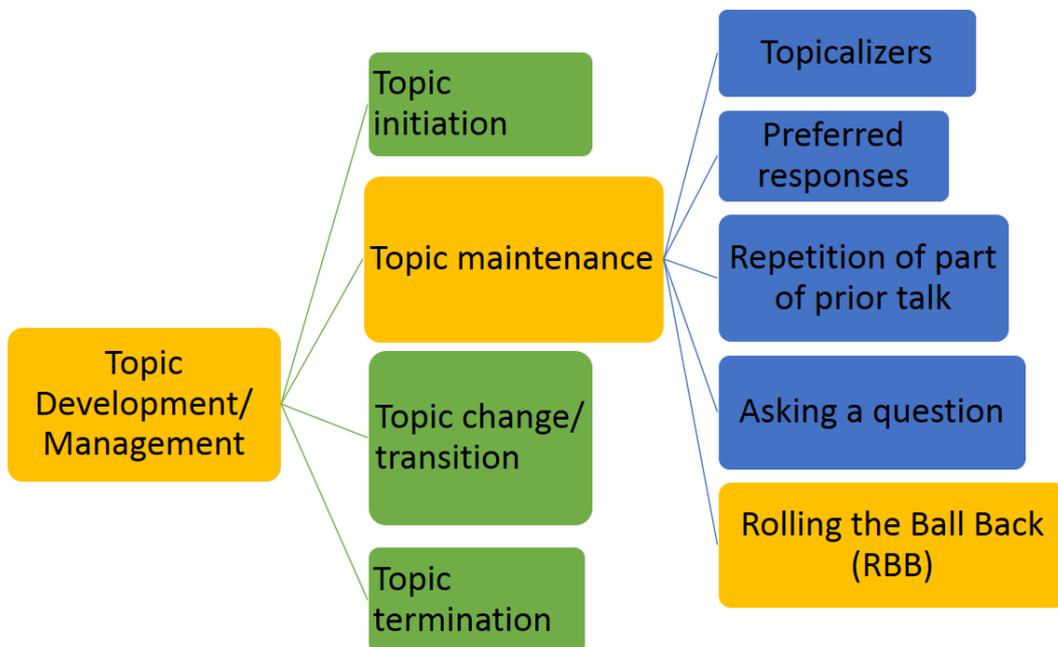


Figure 2.1. Important Notions in Topic Management

To be able to gain a complete understanding of topic, conversation analytic studies investigate it with a basic focus on; “what a given bit of talk is doing rather than what it is about” (Sidnell, 2010, p. 226). Given that, varying interactional practices of conversationalists to initiate, maintain, change and terminate a topic are examined and evidenced through sequential organization of their talk (Maynard, 1980; Button & Casey, 1984, 1985; Jefferson, 1984; West & Garcia, 1988; Svennevig, 1999; Holt & Drew, 2005). As it can be seen from figure 2.1 above topic management/development can be conceptualised through four different notions: namely topic initiation, topic maintenance, topic change, and

topic termination. This study focuses on distinct interactional resources adapted by interactants to maintain an ongoing topic. In the following section, various definitions of topic will be presented since what makes a “topic” is central issue of other topical practices such as topic initiation, topic maintenance or topic change.

2.4.1. Defining Topic

Topic is generally regarded as the subject(s) of a conversation. However, this description may be problematic according to CA methodology since it is not easy to decide on the subject(s) of a talk. Researchers are generally hesitant about deciding borders of a topic (Brown & Yule, 1983; Atkinson & Heritage, 1984; Schegloff, 1990). Atkinson and Heritage (1984) stated that examination of topical flow is not a simple one.

In an attempt to describe topical flow, Sacks (1992) maintains, “talking topically doesn’t consist of blocks of talk about a topic” (p. 762). This means a conversation can consist of a combination of different numbers of topics and sub-topics which conversation revolves around rather than separate units of different topics. However, from CA methodology perspective, these topics are not externally decided by the researcher, rather collaboratively constructed during the social interaction by participants themselves (Seedhouse, 2004; Riou, 2015). CA methodology deals with topic management with a participant-relevant perspective rather than researchers’ perspective or any other external categorization. CA analysts focus on how topicality is co-constructed through topic initiation, maintenance, change and termination and it is evidenced through analysis of moment-to-moment interactional unfolding (Stokoe, 2000). Sacks (1992) affirms that “the way in which it’s a topic for participants is different than the way it’s a topic for anybody else” (p.75). In brief, collaborative and co-constructed nature of topic plays a crucial role in defining topic interactionally (Mondada, 2001).

Accordingly, topic is described by Jeon (2012) as “something participants in a conversation co-construct and share with each other in order to maintain the conversation over a period” (p. 32). This participant-relevant co-constructed nature of topicality will be pursued throughout this study. The sections that follow deals with four different notions of topic management (topic initiation, maintenance,

transition and termination) and the relation between topic maintenance and interactional competence since it complies with the aim of the study.

2.4.2. Topic Initiation

Topic initiation can be conceptualized as launching of new mentionable(s) by a participant during a social interaction. However, initiating a topic is not coincidental; rather it is achieved by means of different resources at certain conversational points in a close relation to interactional context (König, 2013). For example, institutional expectations and structures influence the interactional organization of topic initiation such as classroom interactions where pedagogical expectations are at stake (Stokoe, 2000; van Compernelle, 2011). Traditionally, in classroom context teacher initiates most of the sequences by ‘topic proffering’ (Schegloff, 2007).

A topic can be launched right after a how-are-you sequence (first topic initiation) or following a previous topic (subsequent topic initiation) (Jeon, 2012). How-are-you sequence is regarded as a common pre-topical talk in which interactants direct questions to each other regarding their wellbeing (Schegloff, 1986). First topics may be regarded, but not need to be, as the reason for the conversation especially in real-life interactions such as phone calls (Schegloff & Sacks, 1973). Taking this into consideration, acquainted interactants may introduce a “first topic” with mentionables from previous conversations or shared experiences while unacquainted participants heavily rely on self-presentational talks (pre-topical sequences) and “using setting talk” as first topics (Svennevig, 1999, p. 116; Sukrutrit, 2010) (see Maynard & Zimmerman, 1984 for interaction between acquainted and unacquainted parties). In this study, dyads are unacquainted and have at most two conversations with the same partner (see 3.2), thus, they generally start their conversation with setting talk or self-introduction.

Question-answer adjacency pairs (Sukrutrit, 2010) or informative statements (news announcements) can be used to initiate a topic (Button & Casey, 1985). Button and Casey (1984, 1985) offer three types of subsequent topic initiation which occur in bounded topic transitions (types of topic transitions will be discussed in section 2.5.5.); topic initial elicitor, itemized news inquiry and news announcement. First is used to elicit a new topic from co-participants and it (i)

segments talk, (ii) does not suggest a certain topic (thus differs from displaying prior experience or pre-topical questions), and (iii) provides an open domain of possible next topics (p. 170). Second contains a topical item that recipients may want to elaborate on. That is, the speaker mentions something which is already available for her/him. Itemized news inquiry differs here from topic initial elicitors since this includes at least one topical item. Third one differs from the others since in news announcement the speaker knows everything about the topic and finds it interesting to elaborate on and just check if co-participant(s) want to talk about it, too. News announcements can be an informative statement related or not to previous topic. Except topic initial elicitors, other two types of topic initiation strategies offer a topical item that creates an opportunity for recipients to orient to and develop the next topic (see Button & Casey, 1984, 1985). The section that follows will introduce what is meant with “topic maintenance” and review techniques of maintaining a topic.

2.4.3. Topic Maintenance

Jeon (2012) describes topic maintenance as “the process of establishing a proffered topic as the topic of conversation through cooperation of participants” (p. 43). Since topics are collaboratively constructed, a proffered topic can only become the topic of conversation when (or if) recipients ratify them (Mondada, 1995). Ratifying an initiated topic interactionally evidences recipients’ understanding of prior turn and projects production of topical items either preferred or dispreferred (Maynard, 1980). In accordance with this, Svennevig (1999) maintains that “a topic may be proposed by an individual, but depends on the other’s uptake in order to be established as the discourse topic” (p. 168).

Schegloff (2007) evidences how topic “can be interwoven with the organization of turn-taking, sequence and preference organization” (as cited in Seedhouse and Supakorn, 2015, p. 396). Turns-at-talk is seen as “hanging together” by Schegloff (2007) emphasizing the inter-turn-dependency of turns on content or information level. For instance, preferred responses may facilitate topic maintenance while dispreferred responses may lead to a possible topic closure (topic closure will be clarified in 2.5.6). Given that, topicality is one of the ways to show inter-turn-dependency. Topical development is both temporal and sequential, that is turns-at-talk build “topically coherent sequences” (Heritage & Sorjonen, 1994, p. 4).

Chronologically constructed turns build on each other by the actions they achieved and topics developed and constitute larger sequences (Schegloff, 2007). As König (2013) summarizes a conversation is “structured through sequences of actions and through topics.” (p. 229).

Topic maintenance is achieved collaboratively through four separate ways suggested in literature; (i) topicalizers (Button & Casey, 1984; Svennevig, 1999; Sukrutrit, 2010; Jeon, 2012), (ii) preferred responses (Svennevig, 1999; Sukrutrit, 2010; Jeon, 2012), (iii) repetition of (part of) prior talk (Sukrutrit, 2010; Jeon, 2012), and (iv) asking a question (tag question, series of question or clarification request, etc.) (Maynard, 1980; Button & Casey, 1985; Sukrutrit, 2010; Jeon, 2012). Use of one or a combination of these methods heavily depends on interactional context and how a topic is initiated. First, topicalizers can be described as supportive utterances used by recipients to make a proffered topic the topic of the conversation for certain period (Svennevig, 1999). These utterances may show interest and surprise such as “oh really?”. This process is called topicalization defined by Jeon (2012) as “the process of making a proffered topic newsworthy or mentionable” (p.44).

Second, preferred responses are typically a way of ratifying and maintaining a proffered topic when it has a topical item. Preference is not an easy notion to define (see Church, 2004 and Stivers, 2006 for a comprehensive discussion on preference organization), yet positive answers or explicit acceptance notices of recipients to questions may be regarded as preferred responses (Sukrutrit, 2010; Jeon, 2012) especially at topical boundaries where current topic is about to change (Schegloff, 2007). However, this does not necessarily mean dispreferred responses always lead to topic termination. As Maynard (1980) expresses, minimal responses such as “uh huh” can also maintain a proffered topic since they show understanding and interest of recipient on suggested topic (p. 267). Accordingly, if a current speaker fails to further contribute to a proffered topic after minimal responses, the topic may change in the following turn.

Third, repetition of (part of) prior turn (reformulation) is another way of maintaining a topic since it shows recipients’ interest in proffered topic produced in previous turn. Sukrutrit (2010) has shown that repetition of prior talk is employed as a resource to maintain a topic in his voice-based chat room data. It should be noted

here that repeating part of previous turn and minimal responses may also be employed to change topic which will be discussed in section 2.5.5. This makes sequential use of these resources even more crucial since they may perform different actions at certain points in sequential unfolding of talk. Lastly, asking a question can be shown as a typical way of topic maintenance. Maynard (1980) claims that if no questions are asked following a topical talk, current topic will most probably fade away. Tag questions, clarification requests and series of questions are claimed to help maintenance of a proffered topic (Sukrutrit, 2010). In addition to aforementioned ways to maintain a proffered topic, this study reveals a new way to maintain an ongoing topic used mainly at topical boundaries.

As has already been mentioned, topic management depends not only on linguistic resources that interactants possess it also relies on their orientations to co-participants turns within sequential organization of their talk. König (2013) confirms that “what is at stake if we look at topic management in interactions is not only linguistic but also sequential and interactive” (p. 227). To exemplify, initiation of a new topic in such a way that may possibly be ratified by recipients, simultaneously, creates interactional space for interactants to approve proffered topic and requires them, not just the current speaker, to make use of interactional resources such as “linking previous actions and topics with upcoming actions and topics” (König, 2013, p. 247). In the same vein, maintaining a current topic, managing transition between topics and initiating a new topic in interactionally appropriate points of talk-in-interaction are shown as significant demonstrations of interactional competence (Gan, Davinson & Hamp Lyons, 2009). Moreover, Ducasse and Brown (2009) have stated that “interactional management between turns and topics” is also considered besides using active listenership tokens such as backchanneling, acknowledgement and confirmation tokens while assessing IC of test takers in paired speaking tests (as cited in Galaczi, 2014, p. 554). This enables the researcher to relate interactional competence and topic maintenance since IC rationalizes both interactional resources employed by an L2 speaker and linguistic resources they use within social interaction. In the next section, interactional environment of topic transitions will be presented together with when and how topic transitions are achieved.

2.4.4. Topic Transition

Schegloff (1990) notes that tracking topic progression is problematic in terms of determining points at which topic shifts occur especially in daily conversations where topic transitions are mostly imperceptible and unmarked which is called “stepwise topic transition” (Jefferson, 1984; Sacks, 1992; Holt & Drew, 2005). Button and Casey (1985) add “a systematic feature of topic organization is that topics flow from one to another (...) thus a distinct beginning of a topic may not be readily apparent” (p. 3). This does not necessarily mean all topical transitions are unmarked; there are also disjunctive topic changes. Accordingly, Seedhouse and Harris (2011) suggest two possible ways for studying topical progression; (i) how topical flow between topics is achieved by participants in an unmarked way and (ii) how topical disjunctions are signalled and oriented by participants at topical boundaries.

Topic transition is described as “the process by which participants in a conversation move from a topic-in-progress to a new topic at a potential point of topic closure, with or without a sequence closing the topic-in-progress” (Jeon, 2012, p. 49). Research on topic transition is more extensive when compared to other notions of topic management (Button & Casey, 1984, 1985; Maynard & Zimmerman, 1984; Jefferson, 1993). There are also studies focusing on one aspect of topic transition such as the ones following contrastive structures (Zellers, 2013), stepwise transitions (Jefferson, 1984), role of figurative/pivotal expressions (as self or other-summaries) in topic transition (Drew & Holt, 1998; Holt & Drew, 2005), use of discourse markers in topic transition (Fraser, 2009), and prosodic cues (Zellers, 2013). It should be noted here that to avoid confusion regarding the terms used for topic change such as topic shift, topic shading, and topic transition (Schegloff & Sacks, 1973; Maynard, 1980; Svennevig, 1999), these terms will be used to refer the same action (topic change) and may be used interchangeably throughout the study. It should be mentioned here that topic transition is different from Zone of Interactional Transition (henceforth ZIT, Markee, 2004). ZIT refers to the “talk that occurs at the boundaries of different classroom speech exchange systems” (Markee, 2004, p. 584). ZIT can be a source of an interactional trouble (Markee, 2004) since it requires L2 learners to show a their locally-constructed understanding (Markee, 2005; Mondada, 2011).

As has been described throughout this chapter, conversational topics are co-constructed. Thus, topic transition cannot be evidenced by analysing only a single turn (or turns of only one interactant) which proposes a possible change in an ongoing topic. Preceding and upcoming turns of this proffered change must be examined to be able to fully understand what leads to this change and how this possible change is oriented to in the following turn by co-participants. If newly proffered topic is not ratified by the recipients in the following turn, it cannot become conversational topic (Tannen, 1984). Riou (2015) maintains that to be able to demonstrate topic transition sequences there must be an orientation, either positive or negative, to this proffer in the following turn(s) since “in each case, participants demonstrate their awareness that a new path of topic development was suggested, and then taken up, ignored or declined” (p. 12). In the same vein, Maynard and Zimmerman (1984) describe three ways to respond a topic shift; (i) acceptance with a minimal response without offering any topical talk, (ii) acceptance with a preferred response which includes elaboration on topical talk, and (iii) decline with a return question, a question employed by the recipient only after a minimal response to proposed topic shift. Therefore, the following turn of a topic shift bears significant importance in determining the development of newly proffered topic (Barron & Black, 2015).

Svennevig (1999) puts forward “topic transition relevance place” as a similar notion to “transition relevance place” (Sacks, Schegloff & Jefferson, 1974) in which speakers may introduce a new topic which includes different mentionables than the ongoing one (p.188). It can be concluded that sequential position of topic transitions is highly important. It is demonstrated in the research that topic shifts may happen at sequentially critical points such as interactional troubles (e.g. with exchange of speakership) with the aim of avoiding a possible breakdown in interactional flow (Maynard, 1980; Goodwin & Goodwin, 1990). Similarly, Jeon (2012) suggests that topic transition may occur under three circumstances; when (i) interactants of a conversation agree that they achieve the purpose of prior talk, (ii) they are trying to avoid possible troubles regarding current topic, (iii) something unexpected happens during unfolding of an ongoing topic (p. 50).

As Maynard (1980) asserts topic change does not occur randomly in interaction, rather it requires typical procedures and a specific sequential environment. Topic

progression following a topic-in-progress is categorized into four diverse types based on two criteria; existence of a topical boundary and degree of collaboration in the process of topic transition (Atkinson & Heritage, 1984; West & Garcia, 1988; Sacks, 1992). The first criterion differentiates between stepwise topical movement and boundaried/disjunctive topical movement (Atkinson & Heritage, 1984; Jefferson, 1984; Sacks, 1992; Holt & Drew, 2005).

Stepwise topical movement refers to unmarked, opaque and natural progression from an ongoing topic to a new one while boundaried topical movement refers to a marked and noticeable transition from current topic to a new one. Everyday conversations generally have stepwise topical movement while boundaried transitions are mostly seen in institutional contexts (König, 2013). Disjunction between topics can be made relevant by the participants of social interaction through discourse markers/topic transition signals. These markers are mostly accompanied by pauses and hesitation markers, generally used in turn-initial positions to project and mark a possible topic change (Schegloff & Sacks, 1973). These signals can be expanded as increased amplitude, raised pitch, self-repairs, inbreath, and discontinuity markers such as “well, so” and “that’s all” (Button & Casey, 1985; Drew & Holt, 1998; Jeon, 2012). The second criterion distinguishes between collaborative topic transition and unilateral topic transition (West & Garcia, 1988). The former refers to agreement and cooperation among participants in the process of topic transition. By contrast, the latter refers to one-sided progression of topic into a new one without getting help or acceptance of co participants. In the next section, details regarding termination of a topic for the sake of topic transition will be presented.

2.4.5. Topic Termination

This section deals with topic termination achieved for the purpose of topic transition. Topic transition has a procedure to take place (see 2.5.5.); first topic-in-progress needs to be somehow terminated before transition is accomplished. As Myers (1998) states “topic closure is usually collaborative; participants can signal their willingness for a topic to come to a close” (p. 93). Accordingly, topic termination is usually signalled in preceding turns that may construct a topic boundary which can be oriented to by participants. Topical boundaries are opaque in stepwise topical movements; thus, these analysable ends are not available for

interactants especially in naturally occurring daily conversations. On the contrary, topic boundaries are mostly marked collaboratively in institutional talks.

Topic termination has been studied by several researchers from CA inquiry and there are several techniques observed by these researchers to close an ongoing topic. However, these resources may not be sufficient for a closure on their own or they can achieve other actions at different points of sequential unfolding of talk. These techniques include making use of “so, okay, well” (Schegloff & Sacks, 1973; Sacks, 1992, p. 566) as pre-closing techniques. Jefferson (1983) names three ways to close current topic; (i) minimal responses, (ii) recipient assessment or comments. In 1984, she adds producing non-speech sounds such as laugh as a topic closure technique that can also function as a way of bypassing awkward or inappropriate situations (Sert & Jacknick, 2015). According to Drew and Holt (1998, 2005) figurative/pivotal expressions (functioning as summaries) may be employed by interactants as signals for a possible topic termination before a marked topic transition is achieved.

Maynard (1980) offers a series of the following techniques for topic closure “series of silences, restoring topical talk after a story, detailed topical items and absent solicits; topic shifts and absent solicits; refocusing; absent solicits and refocusing, minimal responses (huh huh, oh really) and disagreements” (p. 265). In addition to these, Button (1991) proposes “holding over prior activities, formulating summaries, projecting future activities, announcement of closure and arrangement reintroduction” (p.252). Projecting future activities can lead to the final topic termination that is closure of the conversation (Schegloff & Sacks, 1973; Button, 1987). Additionally, Howe (1991) pinpoints a series of techniques to terminate topic-in-progress; “acknowledgement tokens with falling intonation, summaries as assessments, repetitions, laughter, and pauses” (p. 9).

In line with these, West and Garcia (1988) group topic closure techniques into two categories according to contributions made to closure of current topic; namely termination of topic through contributions and termination of topic through avoiding contributions. Former includes series of well, okay and alright, summary of an ongoing topic, repetition of part of prior talk, assessment and arrangements. Latter includes series of silences, acknowledgement tokens (uh huh) with delays. It should be mentioned here that repetition of previous turns projects a topic

maintenance according to Sukrutrit (2010) and Jeon (2012). This contrasting findings may be because of non-verbal features of repetition action. When, for example, topic termination is signalled with the repetition the intonation contour might be a falling one as it is the case in the current study. Svennevig (1999) identifies generalization, trouble in speakership circulation, gaze aversion as topic termination techniques. Finally, Sukrutrit (2010) summarizes topic termination techniques under two broad headings as explicit and implicit approaches. Former describes explicit utterances and resources while latter portrays long pauses, minimal responses and brief utterances as devices used to terminate an ongoing topic. All these abovementioned techniques are reported to constitute a topical boundary between an ongoing topic and possible next conversational topic.

2.5. Conclusion

This chapter has reviewed various fields of study in four main sections that have paved the way for this study. In the first part (2.1) of the chapter, varying ELF contexts were discussed before major studies were represented in relation to their effects on ELT pedagogy with the aim of establishing the context of the present study. This was followed with (2.2) an overall understanding of technology-mediated SLA in and out of the classroom. Reported common features between online synchronous chat and face-to-face interaction were revealed in this section which justified the use online synchronous chat data for the study, highlighted the authenticity of data collected and facilitated generalization of the results of the study. 2.3 reviewed leading CA-for-SLA studies and revealed historical development of IC studies. The last section (2.4) was devoted to a review of topic management research, which is not a popular research focus within CA inquiry, with a conversational point of view. This section was divided into five subsections to be able to reflect relevant notions clearly, namely various definitions of topic, topic initiation, topic maintenance, topic transition, and topic termination. To this end, the current study aims to fill the research gap in the literature by investigating topic maintenance in an online L2 interactional environment. The study introduces a new topic maintenance resource (RBB) and brings data-driven participant oriented evidence to the relation between topic maintenance and IC. The next chapter introduces methodology adopted for the present study.

3. METHODOLOGY

This chapter is devoted to methodological details regarding the research context, data collection procedures, transcription, building a collection and data analysis tools. In 3.1 aim and focus of the study will be highlighted and research questions will be reintroduced. 3.2 will reveal information with regards to research context, research setting and participants. 3.3 will elaborate on data collection procedures including the medium of data collection (3.3.1) and screen capturing (3.3.2). Section 3.4 provides a detailed investigation of Conversation Analysis (CA) as an approach and methodology to explore naturally occurring talk in an online ELF environment. In section 3.5, transcription process, how the collection is built and the ways that online one-to-one ELF interaction represented through transcripts will be interpreted. This will be followed by a section (3.6) addressing validity and reliability issues. The last part of this chapter (3.7) will clarify ethical considerations regarding the study. The chapter will be completed with a conclusion part.

3.1. Purpose of the Study and Research Questions

As was mentioned previously (see 1.2), the main aim of this study is to investigate Rolling the Ball Back (RBB, reciprocation of speakership) sequences and the relation between utilizing an RBB and interactional competence (IC) in a one-to-one computer mediated interaction in an ELF context through sequentially constructed micro-analysis. The significance of this study lies in the fact that the phenomenon under investigation has not been addressed very often in second language classrooms or online computer mediated interaction (CMI)³ contexts before. Therefore, it can be claimed that this is one of the first studies in CA-for-SLA inquiry that directly investigates the relation between topic maintenance and interactional competence with the help of voice-based (video recorded) data collected from one-to-one computer mediated interactions of geographically dispersed participants within an ELF context (see 2.1 for a review of ELF contexts). Following research questions are emerged in order to uncover the relation between reciprocating speakership (RBB) and interactional competence:

³ CMC, CMI, SCMC and CMSI can be used interchangeably in this study because of the similarity of these notions (see 2.2).

1. How does an RBB sequence sequentially unfold in one-to-one CMI within an ELF context?
2. What are the interactional RBB resources that participants deploy to reciprocate speakership and to maintain a current topic?
3. How is the interaction organized following RBB sequences when current speaker has trouble in contributing to an ongoing topic?

The first research question will portray (section 4.1) sequential unfolding of RBB sequences with the help of fragments from various one-to-one CMSI in an ELF context by describing verbal-nonverbal and segmental-suprasegmental constructions of talk-in-interaction. The second research question will reveal (section 4.2) varying interactional resources employed by the participants with the aim of reciprocating speakership and maintaining an ongoing topic at sequentially critical points (e.g. action boundaries). Third research question will try to address the relation between reciprocation of speakership and interactional competence by documenting expansion following an RBB sequence. Answers will be given for the research questions (in chapter 4) after the presentation of essential details regarding research context, setting and participants.

3.2. Research Context, Research Setting and Participants

The data for this study was collected from preparatory classes at two colleges in Turkey and Kazakhstan. At these universities, students have an extensive English program for two semesters which is called preparatory class since English is the medium of instruction (EMI) for their departments. Data collection was carried out between the fall term of 2015/2016 and spring term of 2016/2017 academic year including the break between two semesters (Detailed information about data collection process will be provided in 3.3).

10 of the students in the study are from a Kazakhstani state university (Eurasian National University) in Astana and 10 of them are from a private Turkish university (University of Turkish Aeronautical Association) in Ankara. They will be represented with pseudonyms throughout the study. The age of participants varies between 18 and 24. Their proficiency levels in English are very similar to each other varying from elementary to pre-intermediate according to placement tests conducted to distribute students to appropriate classes according to their

proficiency level before the term started. All the students hold the nationality of the country in which they live. However, nationality of the students will not be mentioned in the analysis and discussion parts unless it has crucial importance in terms of data analysis. Both countries have different mother tongues⁴ and each student is an L2 learner in an EFL environment where English is not the medium of daily conversation.

The data will contain online two-party ELF spoken interaction through Skype, an application that specializes in providing video chat and voice calls. Establishing partnership between two universities was managed by the researcher. All the participants attended the study voluntarily after they were informed about the project and process in their classrooms or through a video recording (for Kazakh students). Turkish Students were invited to an introduction meeting prior to data collection process to be informed about details of the process and issues concerning medium of interaction, video recording software and submission of video recordings of their conversations (see 3.3 for detailed information). During this meeting, written consents were collected from Turkish participants and issues on ethics were explained in detail (see 3.7). Kazakh students were informed about abovementioned issues through a video recorded by the researcher and their written consents were obtained by their instructor who agreed to scan and email them to the researcher.

Participants were randomly paired (but still a Turkish student gets a Kazakh partner or vice versa) in every four weeks, taking students' will into consideration in terms of meeting several new people and their concern regarding difficulties that they might have in finding speaking topics if they have had the same partner up until the end of the study. Given that, each participant had a conversation partner from the other country to have an online talk at least once a week when both participants were available before exchange of partners. However, most of the participants had at most two conversations before the partner exchange. Since most of the students from either country do not have an international online interaction experience before, students are provided with a speaking topic, which

⁴ Turkish students speak Turkish and Kazakh students speak Kazakh and Russian other than English.

is offered and rated by them beforehand. It should be noted here that they are constantly reminded that it is not compulsory to talk about suggested topics rather they may continue their conversation with other topics, related or not, or they can choose totally different topics to talk besides these. The next section will give information about procedures for the recording of these Skype talks and their submission to the researcher.

3.3. Data Collection Procedures

Data of the study comprises almost 9 hours of video recordings of online two-party CMI in an ELF context. The data is collected over a 3-months period (November, December and January in 2016/2017) (see appendix 5). This is considered to be a reasonable database to be able to generalize conclusions based on micro-analysis for a conversation analytic research (Seedhouse, 2004). Participants engaged in online naturally occurring talk through Skype without any prior pedagogical purpose (except interacting in English). They were responsible for recording their computers' screen and deliver it to me to make their talk available for conversation analytic investigation. The medium and screen recording process will be presented in the following sections subsequently.

As a starting point, participants were asked to offer at least 5 possible topics that they would like to speak on. 23 topics were suggested and rated by them to decide on the order of topics for each month (see appendix 4). Then, participants started having online conversations with their partners at times that they decided on together. They were informed about their partners (e.g. email address and Skype username) and suggested topic on monthly basis through Facebook group created by the researcher and email. Participants were allowed to hold the conversation no matter where they were as long as they had an internet connection and their laptops or other technological devices that they could communicate online. The recording procedure did not interfere with the nature of the interaction since it worked in the background without requiring any arrangements or settings (see 3.3.2). Therefore, it can be claimed that design of the research, any accompanying authority such as teacher or researcher, enables participants to interact as naturally as possible. The recordings of the interactions were delivered to the researcher through WeTransfer. Some of the participants failed to record their screen properly, thus, two of the recordings delivered had no voice from either one

or two parties so they were excluded from the study. Following two subsections will describe medium of interaction and screen recording software.

3.3.1. Medium and Screen Recording

Two-party online interaction between L2 learners was accomplished through a synchronous voice-based video chat service, Skype. Skype is a free application specialized in providing video chat and voice calls (see figure 3.1 below). Participants can also send/receive text and video messages, any files and images to their partner or anybody else they want during their talk. The application is freely available on Microsoft Windows, Mac, or Linux, and almost all smart phones and tablets. Participants are supposed to use a microphone and a webcam and also record their computer screen through Screencast-o-Matic (SOM), a screen recording software which will be uncovered in the following paragraph.



Figure 3.1. Skype Video Chat Software

An online screen capture software called Screencast-o-Matic (SOM) was used to capture any screen activities of the participants. It can be claimed that thanks to the video recordings the data is significant in reflecting any verbal and nonverbal action of participants (Heath, 2004). The link for the software was shared and pinned on the Facebook group which was used by the participants of the study to announce troubles they might have or contact with their partners as soon as possible. An explanatory video on how to use the software system and how to transfer the video recordings to the researcher was recorded by the researcher both in English and Turkish and shared with all participants through email and

Facebook group. Also, a written instruction on recording and transferring process was sent by email. Participants were reminded that they could do any action (e.g. web search, type a message) they wanted during the interaction process and they were expected to end the capturing process when they finished their talk. The video recording of their interaction was to be saved to any drive (hard or cloud) on participants' choice. As they were instructed before, participants transferred their recordings via WeTransfer, a free cloud-based file transfer service up to 2GB to the researcher's email address which was shared with them through written instruction. In the following section, detailed information on CA as a research method and approach will be given. Justification of employing CA as a methodological tool in this study will also be noted.

3.4. Conversation Analysis

Conversation Analysis (CA) which is mainly developed by Harvey Sacks and Emanuel Schegloff in early 1960s as a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (Schegloff & Sacks, 1973, p.289) has its roots in ethnomethodology and Garfinkel's studies (1964, 1967). Sidnell (2010) defines CA as "an approach within the social sciences that aims to describe, analyse and understand talk as a basic and constitutive feature of human social life" (p. 1). Unlike previous discourse analytic and code-driven studies that dominated mainstream SLA, conversation analytic research on L2 classroom interaction has successfully documented the micro details of how learners and teachers accomplish a variety of social actions with an institutional orientation (Markee, 2000; Seedhouse, 2004; Sert 2011, 2015) although it focuses on describing ordinary talk in its early days (McHoul, 1978).

CA as a research methodology has its own principles and procedures to search human talk through varying contexts. Seedhouse (2005) puts forward four basic principles for conversation analytic research;

(i) There is order at all points in interaction. (ii) Contributions to interaction are context-shaped and context-renewing. (iii) No order of detail can be dismissed a priori as disorderly, accidental or irrelevant (based on Heritage, 1984a, p, 241). (iv) Analysis is bottom-up and data driven (p. 166-67).

The first principle is about orderliness of ordinary talk (Schegloff & Sacks, 1973). Organization of interaction is systematic and machinery as opposed to mainstream

linguists' and Chomsky's (1965) claim. The second assumption is that unfolding of interaction can only be fully comprehended with a reference to the sequential organization in which turns-at-talk occur temporarily and also determine the future of this sequential context by directly affecting what comes next and directly affected by what precedes. This concept can be explored through next-turn proof procedure (Wooffitt, 1990). Close examination of sequential unfolding of interaction is crucially important in bringing evidence for the phenomenon under investigation in this study since this data-driven analysis enables researcher to make claims based on participant's understanding of each other's turns.

Thirdly, CA employs a detailed transcription system through which, hopefully, any kind of details (e.g. suprasegmentals and bodily orientations) can be observed since they greatly contribute to the analysis. One of the successful reflections of this detailed system is Jefferson transcription system (2004) that is commonly accepted by conversation analysts and also employed for this study (see appendix 6). Lastly, data should not be analysed with any prior theoretical assumptions which are not evidenced in the recordings since the main purpose of CA methodology is to reflect the participant-relevant perspective (emic). Data analyses of this study will be participant-relevant without making use of any prior theories and assumptions. The study tries to address a series of questions posed by Seedhouse (2004) "why that, in what way, right now?" to be able to indicate the action (why that?) an utterance performs, the way an utterance is expressed (in what way?) at a specific turn-at-talk during an ongoing interaction (right now?) (p. 16). Application of these assumptions has made it possible for the researcher to show details of sequence unfolding in interaction.

As Schegloff & Sacks (1973) affirms CA is a "naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally" (p.289). Drew (1995) adds a distinctive voice to the issue by asserting that CA aims to "identify ways in which participants themselves orient to, display, and make sense of one another's cognitive states *in an ongoing process with an emic perspective.*" (p. 79) (italics are added). To achieve these, this study follows a procedure starting from data collection (through video recordings), followed by transcription of the data which was collected to represent details of interaction as a whole. The last step of this procedure is data analysis. As it is suggested by

Schegloff (2007) the data was first examined without any a priori conceptualizations, theories, or hypotheses. As a consequence, emic perspective of participants was reflected through objective investigation of data which is based on analytic constructs (that will be revealed in the following paragraph), thus, contributes the credibility and reliability of the study.

Basic conversational mechanisms in CA need to be briefly explained here. To start with, basic unit of talk that can be analysed is Turn Constructional Units (TCUs), “coherent and self-contained utterances” that can form a turn (by itself or together with a number of TCUs) (Clayman, 2013, p. 151). Sequential organization of turns is one of the basic premises in CA. According to Schegloff (2007) turn allocation can ensue in two separate ways; (i) current speaker chooses the next speaker and leaves the floor to her/him or (ii) next speaker bids for the turn at a possible Transition Relevance Place (TRP) (Sacks et al., 1974). TCUs project a possible completion of turn-at-talk thus creates space for the other participants to take the turn which is called TRP. This basic turn-taking mechanism constitutes adjacency pairs (e.g. question/summons-answers) and a number of related concepts such as repair organization and preference/dispreference (see Schegloff, 2007 for detailed information).

Although adjacency pairs are usually places next to each other, they may not be located immediately after one another. There may be sequences placed before (pre-sequence), between (insert expansion) and after (post expansion) them. They reflect the orderliness of sequences in the flow of interaction and preference for the continuation of talk (Stivers & Robinson, 2006). When interactional flow is interrupted, possible troubles may occur in interaction or this may unfold in the opposite direction. Accordingly, the last norm to be mentioned here is repair. It refers to orientations to troubles (e.g. due to a hearing trouble) that interrupt continuity of talk-in interaction. As Seedhouse (2004) suggests, it is one of the fundamental mechanisms to establish mutual understanding between interactants. Schegloff, Jefferson and Sacks (1977) put forward four basic types of repair regarding agency of recognition and correction of trouble; (i) Self-initiated self-repair, (ii) Other-initiated self-repair, (iii) Self-initiated other-repair and (iv) Other-initiated other-repair (pp. 363-364). In first type of repair, the current speaker realizes and repairs trouble himself. In second type, co-interactant(s) recognizes a

trouble and makes it salient for the speaker, then, the speaker repairs himself. Third type presupposes recognition of trouble by the current speaker, however, a correction by his interlocutor(s). In last type, a trouble is recognized and corrected by co-participants not by the speaker himself. As the last point of the section, online interactional research employing CA methodology will be presented below.

Tudini (2013) emphasizes that CA methodology is capable of explaining “language learning processes and the maintenance of intersubjectivity in both online and face-to-face naturalistic conversations” with the help of detailed analysis of the interactional conduct (p. 7). Early use of CA for online interaction was for text-based interaction investigating a vast variety of phenomena (e.g. turn taking and repair organization) (Negretti, 1999; Kitade, 2000; Tudini 2010, 2015; Gonzales Lloret, 2011). Jenks (2009 a, b, 2014) and Brandt (Brandt & Jenks, 2013) have lead audio-based chat literature through their outstanding studies. A number of book-length studies have successfully tracked L2 learning and the development of interactional competence through online platforms (Tudini, 2010; Gonzales Lloret, 2013; Jenks & Brandt, 2013; Balaman, 2016).

The use of CA for technology mediated interactions such as “text, audio and video SCMC- that is synchronous (real time) computer mediated communication (e.g. email, forums and bulletin boards, social networks, and games)” between participants having different socio-cultural contexts and L1s, interacting in a common L2 with native speakers of that language or other L2 speakers was developed out of the idea that CMI is more like a naturalistic face-to-face conversation (Gonzalez Lloret, 2015, p.569). In this sense, employing CA as the research methodology for this study let the researcher investigate aforementioned phenomenon and research questions (see 3.1) in naturally occurring real-time online talk of L2 speakers of English in an ELF context. Participants, of course, have a clear purpose; interacting in English, however this does not, hopefully, inhibit natural unfolding of talk. In the following section, transcription, building a collection and the ways that one-to-one online ELF interaction represented through transcripts will be described in detail.

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

The main purpose of this conversation analytic study is to reflect the participant-relevant perspective with the help of detailed, minute-by-minute, micro-analytic investigation of naturally occurring CMI in an ELF context. To be able to do this, all the data collected was transcribed as detailed as possible via Transana software, a computer program for transcribing video and audio data by the researcher.

The first step of transcription was unmotivated watch of all recordings (without getting any contributions from a priori theoretical constructions and exogenous theories). Second and other numerous watches were devoted to phenomenon hunting to realize the characteristics of computer mediated L2 talk in an ELF environment, and L2 interactional resources used by the participants in talk-in-interaction to maintain topic. Transcription of the recordings successfully revealed the complex nature of talk as a convenient tool to represent the aforementioned phenomenon (ten Have, 2007). In order to ensure reliability of the study and overcome transcriber's interference, transcription conventions were adapted from a widely accepted one offered by Jefferson (2004) (see appendix 6) which was designed to transfer talk into written form as accurate as possible by showing pauses, silences, pitch, stress, pace of talks, elongations, overlaps, cut-offs and gestures, etc. To make it easier for the audience, nonverbal language was given in italics in the following line of related production of verbal language without assigning line number for it. Translations for use of Turkish were provided in the following lines in bold without assigning line number for them. Unfortunately, translations for Kazakh were not provided since the language is not spoken by the researcher, which can be shown as a limitation for the study in terms of gaps in interactional flow.

After the initial transcription process was over, phenomenon was identified clearly as "Rolling the Ball Back" (reciprocation of speakership) to maintain topic-in-progress and its relation with interactional competence. Then, transcription of the fragments of all representative cases was expanded on and meticulously detailed, yet still not perfect since there has always been problems concerning transcription program and transcriber effect. Following this, all the data was went through multiple times for any segments of interaction that can reflect the phenomenon clearly before building the collection of RBB sequences. As a result, a total of 101

extracts, more than 70% of which successfully represent topic maintenance following RBB were comprised from the data. 13 representative extracts from this collection will be illustrated in analysis chapter.

Each extract in the study has a simple code for an easy identification by the researcher and audience. For example; extract 1 is titled “Extract 1: University (Beo-Ana/20.12)”. University is a keyword that reflects the related interaction best or most significant point of it. Then, partners’ pseudonyms are given in brackets. 20 stands for the day and 12 stands for the month of the talk.

It should be noted here that extracts will be given in shortened versions since they are quite long to be able to represent the phenomenon, topic maintenance, successfully. As a consequence, some lines considered to have less effect on reflecting and explaining the phenomenon under investigation are omitted from extracts, yet they are provided as appendices and considered valuable for the data analysis. The purpose here is not discriminating some part of the interaction as effective and non-effective, rather to demonstrate and reflect on the phenomenon under investigation as clear and simply as possible. Furthermore, the number of omitted lines will be shown in the extract and they will be described briefly when they become sequentially relevant in data analysis. The section that follows will address validity and reliability of this study.

3.6. Validity and Reliability of the Study

As Peräkylä (1997) suggests, validity can be conceptualized as “the correspondence between a theoretical paradigm and the observations made by the researcher” (p. 294). Therefore, validity is basically about measuring what is aimed to be measured. There are four types of validity; internal, external, ecological and construct validity (Seedhouse 2004; Bryman, 2008). First is about “the soundness, integrity and credibility of findings” as Seedhouse (2004, p. 255) proposes. Naturally occurring data was collected and participant-relevant point of view adopted for this study to achieve internal validity. External validity is about generalisability of research findings. Although it may seem hard to generalize results of a CA study because of the specific view of research context and data size, compared to quantitative studies, they can be generalized through expanding on variations (Peräkylä, 1977) since CA studies, in fact, “work on the particular

and the general simultaneously” (Seedhouse, 2004, p. 256). In this study, 18 different naturally occurring online talks which are almost 9 hours totally were transcribed, thus, size of data is sufficient to generalize the findings (Seedhouse, 2004). However, the phenomenon searched in this study is a new one, thus, it would be reasonable to be cautious to generalize the findings before any further studies are conducted.

Third aspect is about applicability of research findings to real-life interactions. It can be claimed that this study has an outstanding ecological validity, like most of the CA studies have, since it is consisted of naturally occurring online interactional data. Lastly, construct validity in CA is tracked through participants’ constructs (e.g. Turn Constructional Unit (TCU)) not from the researchers’ point of view or any other exogenous theories. In this study, construct validity is ensured with analysis of TCUs in terms of adjacency pairs, preferred/dispreferred responses, repair and turn taking sequences with an emic perspective. With this emic perspective reflexivity and objectivity of the study are also established.

Reliability, on the other hand, can be conceptualized as one of the crucial assets for a study. It reveals to what extent research methods (e.g. setting, instruments) of a present study are applicable to future studies having similar settings and contexts so that the same findings can be recorded constantly. As Bryman (2008) suggests, reliability refers to the same concept in both qualitative and quantitative studies even if they use quite different instruments to collect data, thus reveals that CA (and other qualitative studies) is not less reliable than quantitative ones.

CA methodology ensures reliability naturally through its research methods and emic perspective. According to Peräkylä (1997) there are three key factors that reflect reliability of a study; (i) basis of data collection, (ii) technical quality of collected data, and (iii) expressiveness of transcripts. As for the first aspect, I did not collect the data with any particular research focus, thus, I did not instruct participants to accomplish a specific goal (e.g. use a certain grammatical form) (see 3.2). Technical quality of video recording was satisfactory to transcribe them except some minor parts that were incomprehensible when Internet connection was loose. Comprehensibility of the transcriptions will be justified below.

To ensure reliability and validity several ways were devised by the researcher such as taking a CA course, attending CA training courses, bringing data to data sessions and presenting at a conference and, of course, having stimulating thesis meetings. First, I took a master course (CA and Foreign Language Education by Olcay Sert in 2015) for which I prepared a research project that was published as a chapter in 2017 (Çimenli & Sert, 2017). I attended a two-day advanced CA method training workshop at Loughborough University on 2nd-3rd February 2017 where I had a chance to deal with conversation analytical data from various fields of study including social, medical and forensic sciences. Various parts of the data were presented in two sessions at HUMAN⁵ and a session at DARG⁶ to receive theoretical and analytical support from distinguished members of these research groups who supported my transcription and analysis with their invaluable comments and suggestions. Preliminary findings of this study were presented at Interactional Competences and Practices in Second Language (ICOP-L2) conference in Switzerland on 18th-20th January 2017 where I received influential feedback from leading researchers in the field. Lastly, a highly-accepted transcription convention was used (Jefferson, 2004, see appendix 6) by the researcher that readers can verify through selected extracts given in analysis and findings chapter (see chapter 4). The next section will discuss another issue that greatly effects reliability; ethics.

3.7. Ethical Considerations

Cavan (1977) suggests, that “being ethical limits the choices we can make in the pursuit of truth. Ethics say that while truth is good, respect for human dignity is better.” (p. 810). Ethical issues have always been at stage throughout the present study. This study is qualitative in nature using screen recordings received from participants of a two-party online talk thus there is a delicate nature of video recordings in terms of possibility to reveal identities of participants (Jenks, 2011). Before starting the research, Research Ethics Committee Approval was taken from

⁵ HUMAN (Hacettepe University Micro Analysis Network) is a dedicated cross-institutional group at Hacettepe University, set up in 2015, to research social interaction in any kind of settings and languages through a conversation analytic framework.

⁶ DARG (Discourse Rhetoric Group) is an interdisciplinary research group at University of Loughborough. It has a long tradition of research, since 1987, of language use in any setting and attempts to address real world problems.

Hacettepe University (see appendix 1). After that, volunteer participants gathered for an introductory meeting during which written consent was taken from all participants before they started the recording process. Written consents of Kazakh students were collected by their instructors upon watching video recorded introduction of basic information and steps to follow to record and transform their talks (see 3.3). In the form, there is a detailed description of the study with its aim, data collection and its confidentiality, ensuring that participants will remain unidentified in the video clips and written transcribed data. Consequently, pseudonyms will be used in substitution for participants real names throughout the study to make their contribution anonymous. They were coded as follows: Obo, Pem, Bus, Ove, Beo, Ber, Ozo, Eko, Mek (Turkish students) and Ago, Aka, Ana, Fam, Rak, Mar, Dai, Zen, Sal, Aby (Kazakh students).

The participants were all volunteered to be a part of this study and they had an opportunity to stop recording their screen whenever they feel uncomfortable, as it was stated in the consent form. It was also possible for the participants not to hand in or transfer the recording if they would not like to share some part or entire recording. When this was the case, the recordings received from one's partner were to be removed from the corpus entirely and not used for any other academic purposes. However, none of the participants made such a request or rejected submission of the recording.

Here, it should be noted that the intention of the present study is not to evaluate speaking, listening or any other skills of participants. They were not graded according to their language performance in these talks or any other criteria and they did not receive any credits for participation to the study. This study merely aims to explore naturally occurring interaction between participants who do not share the same L1 and reveal the characteristics of it concerning research questions (see 3.1). Hence, no special instructions were given to any student before and during or after the data collection process, instead they were asked to pursue a natural talk as possible.

3.8. Conclusion

This chapter has introduced methodological details of the study. First, aim and focus of the study were presented in section 3.1 in accordance with research

questions formulated at various stages of data collection, transcription and data analysis processes. Second, research context, setting and participants were described in 3.2. Then, data collection procedures, including medium and technological aids used for screen recording and data transfer, were shared in 3.3. An account of transcription, building collection and analysis of data was provided in 3.5. Justification of the study was made through providing information about CA as a research methodology (3.4) and discussing validity and reliability of the study (3.6) in addition to ethical issues (3.7). In the following chapter, justifications for transcriptions and data analysis will be provided through analyses of 15 representative extracts clearly reflecting the phenomenon under investigation from a collection of 101 extracts.

4. ANALYSIS AND FINDINGS: ROLLING THE BALL BACK AND MAINTAINING TOPICAL PROGRESSIVITY

This chapter will present analyses and findings which address the research questions in relation to reciprocation of speakership (what we call as Rolling the Ball Back (henceforth RBB)) sequences and their role on topical progressivity. RBB has been defined as an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction (see 1.1). Drawing on the theoretical underpinnings and principles of Conversation Analysis (CA), sequential environment of RBB sequences is first described in detail and then their role on topic maintenance and their relation to interactional competence⁷ are considered in online dyadic interactions in an ELF context.

First coined by Kramsch (1986), IC has been conceptualised in distinct ways by different researchers (Hall, 1993; Young, 2000, 2008, 2011; Nguyen, 2011; Pekarek Doehler & Pochon Berger, 2011; Galaczi, 2014). Watanabe (2016) outlines IC as “context-specific language use, the co-constructive nature of interactions, utilization of interactional resources, and identification of the particular resources that shape interaction” (p. 50). He and Young (1988) and Young (2000) introduce five components of interactional competence including turn taking strategies and management of topics (see pp. 21-22). This enables the researcher to highlight the connection between topic maintenance and IC and exemplify it through representative fragments from the data. It should be noted here that topic maintenance can be achieved through various resources (e.g. asking questions) other than RBB. However, RBB, which can also be formed as a question, will be the main focus of this study. In the same way, RBB resources to be presented here can perform different actions rather than maintaining a current topic and speakership exchange. Although majority of RBBs in the data function as requests (for information or opinion), there is also a small number of cases in which RBBs perform different actions (e.g. topic initiation, see extract 1, lines 1 and 2, see table 5.1).

⁷ Please note that interactional competence is used to refer L2 interactional competence throughout the study.

Reciprocal or Exchange sequences refer to fragments of talk in which a sequence initiated by A to B is then reciprocated (this time initiated by B to A) (Schegloff, 2007). Thus, the speaker and recipient roles are reversed. *How-are-you* sequences are referred as the most common exchange/reciprocal sequence type by Schegloff (2007). These sequences normatively project a second pair part (henceforth SPP) that recipient of the question is expected to provide either in a preferred or dispreferred way. Therefore, *how-are-you* sequences are excluded from data since reciprocation is inherently accessible in these opening sequences. How-are-you sequences are regarded as common pre-topical talks which do not lead a topical expansion. In sum, reciprocity achieved by *how-are-you* sequences does not necessarily lead to topic maintenance since these sequences can be considered as pre-topical talk which do not rise question series (Schegloff, 1986, see 2.4.2).

The chapter is organised into three sections aiming to address the research questions proposed in the beginning of the study (see 3.1). Under these three sections, 13 representative extracts are given based on a collection of over a hundred extracts. Each section will be concluded with a brief summary of main findings. It is worth remarking that extracts presented in this chapter do not follow a chronological order since the study does not aim to present an understanding of development in terms of topical progressivity. Each interlocutor has only (and at most) two conversations with the same conversational partner. Most of the extracts can be included into any of the sections, that is there are no significant differences between selected extracts rather they are chosen whether they reflect main argument of a certain section more clearly.

The first section (4.1) will focus on sequential unfolding of RBB. This section will present (i) what precedes RBB (e.g. termination devices, *that's it*), (ii) RBB turn itself, and (iii) most commonly projected next turns following RBB (e.g. elaboration on a current topic). Sequences preceding RBB will be framed as action boundaries which might potentially bring the interaction on a current topic to an end. In accordance with this, how the use of RBB may enable participants to continue elaborating on a current topic will be justified here. The second section (4.2) will exemplify resources (e.g. wh interrogative format) used by participants to launch a reciprocal sequence (to maintain a current topic). This section will present differing

reciprocals that might be adopted to maintain a topic-at-hand. 4.3 will document how participants achieve topic expansion following RBB. This will show how RBB lays the ground for an expansion on an ongoing topic (e.g. through follow-up questions), thus, topical progressivity. According to Young (2008), IC can be conceptualized as “relationship between the participants’ employment of linguistic and interactional resources and the context in which they are employed” (p.101). In brief, IC is co-constructed by interactants during the sequential unfolding of talk (see 2.3). These diversified interactional resources, such as follow-up questions after change of speakership, will be described to bring a body of evidence for IC in an online one-to one ELF context.

Jefferson transcription system is adopted for the transcriptions of extracts (see appendix 6). Translations for Turkish are provided in bold in subsequent lines without assigning line numbers for them. However, there is no translation for Kazakh rather they are stated as “((Kazakh words))” since there is no orientation to these turns and the researcher does not know the language. It should be noted that I tried to include initiation and termination of topics, even though it makes the extracts distinctively longer, into the first section (in two parts) since the main aim of this study is sequentially to show how interactants maintain an ongoing topic with the help of RBB. Consequently, a few lines are omitted from almost all extracts (especially extracts from 4.1 and 4.2) for reasons of space and readability. Omitted lines are added as appendices and brief analyses of them are provided when they become relevant to the analysis part of the extracts.

4.1. Sequential Unfolding of RBB: Closers-RBB-Elaboration

This section will uncover how an RBB sequence unfolds with the most illustrative examples found in the corpus. To state once again, RBB is an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction. In the light of this definition, main difference between what Maynard and Zimmerman (1984) call “return question” and RBB is the reason why they are employed and the action they perform. Former is used to avoid contributing to an ongoing topic while latter is deployed to elaborate on it. Return question is commonly uttered immediately after a minimal response to a question directed previously (Maynard & Zimmerman, 1984); on the contrary, RBB is uttered after a non-minimal response

commonly consisting of several TCUs. That is, return question is believed to limit topical progressivity while RBB functions as a topic maintainer employed at sequentially critical points during turns-at-talk which will be shown as an indicator of IC. Based on Nguyen's (2011) view of IC, RBB sequences can be shown as part of IC since they involve capability of "sequence of actions, manage topics and co-construct participation frameworks (as speaker and listener)" (As cited in Watanabe, 2016, p. 51).

Although CA studies mainly focus on sequential analysis, what the talk is about was also regarded relevant to the analysis of an interaction by Sacks (1992). However, deciding on what a talk is about poses difficulties to researchers (Schegloff, 1990). The main focus is then on mechanics of topical talk and how topics are co-constructed by interlocutors turn-by-turn (Stokoe, 2000). CA studies bring evidence to initiation (Button & Casey, 1984, 1985), termination (Holt, 2010) or transition (Maynard, 1980; Jefferson, 1983) of topics. Sequential environment of RBB will be described in detail below through analyses of five extracts. Since each turn builds on previous one while affecting upcoming turns (Hall, 1995; Stokoe, 2000), depicting interactions sequentially will bring evidence to topical maintenance. It will be shown that in online one-to-one L2 conversations within ELF context, RBB is always preceded with a variety of closers or topic termination devices (e.g. that's it). The research shows that these termination devices can signal and lead to a topic-in-progress to a termination or change (Schegloff & Sacks, 1973; Maynard, 1980; Jefferson, 1983; West & Garcia, 1988; Button, 1991; Howe, 1991; Svennevig, 1999; Sukrutrit, 2010). Then, an RBB is produced in a variety of ways (which will be exemplified in 4.2) for interrelated purposes; (i) to reciprocate the topic initial question, (ii) change the speaker, and (iii) maintain a current topic. What follows an RBB turn is mostly an elaboration from a co-participant on a topic *in-situ*. Note that participants are not instructed to follow a certain topic throughout their talk. However, participants are provided with an initial topic which is offered and rated by them beforehand as a starting point. It is worth noticing that they are regularly reminded by the researcher (through email during partner exchanges) that it is not compulsory to talk about suggested topics rather they may continue their conversations with other topics, related or not, or they can choose totally different topics to talk besides these.

with a smiley tone which is another indication of a possible topic closure (Jefferson, 1983). Line 14 starts with Beo's repetition of Ana's previous turn. He resumes his ongoing topical talk by adding new mentionables in line 14 (in turn final position), 16, and 17. Even if Ana bids for the turn in line 15, she cannot hold the floor which might be because of the overlapped fashion of her utterance. It can be concluded here that participants pursue different trajectories at this point of talk; Ana is ready to change the topic as it can be understood from termination devices she employs while Beo continues adding up to the ongoing topic. In the omitted lines, Beo pursues his topical talk about foreign students at his university (see appendix 7).

In line 18 Beo marks his continuation and holding of floor with a continuation marker (*and*) in turn initial position (Nevile, 2006). In the same turn, he provides one more example of foreign friends he has (*↑canadian friend*). Ana shows interest both verbally (*° °oww° °*) in an audible but lower voice and bodily (*raises her eyebrows*) to his turn. After 0.7 seconds of silence, she starts producing an assessment of previous turns, in line 20, which is overlapped with Beo's turn final laughter in previous line. This shows us that she pursues her trajectory of changing topic in the following turns while Beo is still engaged in maintaining the current topic. She continues her topic closure moves by repetition (*°\$it's great\$°*) with a slightly softer way and a smiley tone which is followed by a 1.0 second silence and a hesitation marker. In the same line, Ana utters an elongated discourse marker (*s:o:*) which projects a potential topic change (*concluding particle*, Schegloff & Sacks, 1973; Sacks, 1992; Keevallik, 2000). Up until now, Ana has produced a number of topic termination devices such as recipient comment (Jefferson, 1983; West & Garcia, 1988; Howe, 1991), non-speech sounds (laugh, Jefferson, 1983), repetition of previous turns (West & Garcia, 1988; Howe, 1991), long silences (Howe, 1991; Sukrutrit, 2010) and discourse marker (*so*) (Schegloff & Sacks, 1973; Sacks, 1992; Keevallik, 2000). Therefore, it can be stated that the ongoing topic is about to change or terminate in the following turns.

Extract 1 (Part 2): University (Beo-Ana/20.12)

22→ Beo: [↑how|
 23 is
 24 Ana: i will google °it°
 25→ Beo: your school
 26 (1.0)
 27 Ana: how↑ ((smiles))
 +leans forwards
 28 (0.4)
 29 Beo: er ↑how is your school [andhh.
 +Ana slightly leans back
 30 Ana: [err \$i'm studying in
 +nods
 31 /uni↑varsətifən/\$
 32 Beo: err (0.2) maybe: your /univərsəti/ is (0.2) /elʒɪn/
 33 (0.3) err (0.3) international (0.2) university
 34 (1.2) ((Ana smiles))
 35 Ana: yes ehe[he \$yeah\$
 +nods twice
 36 Beo: [ehehehehe (0.9) er[r
 +Ana looks downwards
 37 Ana: [it's right (0.3) so: ehm
 38 (0.3) our university is (.) very:: (0.3) big

What comes next is the launch of a reciprocal sequence by Beo ([how is your school]). Instead of terminating the ongoing topic Beo attempts to pursue his trajectory of topic maintenance with an exchange sequence. However, Ana announces a future action (i will google °it°) in line 24 that can also be regarded as a termination device (Button, 1991), which might be because of a hearing trouble caused by overlapped production in previous line. A clarification sequence follows this (lines 27-29). Ana, then, engages in providing SPP of RBB. Her orientation to RBB in line 30 shows two things; dyads now have a mutual intention of maintaining the current topic and ongoing topic will continue for some time until both dyads agree that it is exhausted. In the following two lines (32, 33), Beo suggests a candidate answer for Ana (err (0.2) maybe: your /univərsəti/ is (0.2) /elʒɪn/ (0.3) err (0.3) international (0.2) university). This can be an indication of alignment that interlocutor has as he predicts what his co-interactant will say in the next turn. It is worth noting that alignment is one of the key sources of intersubjectivity (Ohta, 2001b; Dings, 2007).

It is through interaction that interactants can connect to each other at varying levels including social and emotional which may lead to what Rommetveit (1985) calls intersubjectivity. Intersubjectivity, which is a basis for co-constructing IC, can be described interactionally as “coordinating the parties’ activities in achieving a joint understanding of what is going on” (Schegloff, 1992, p. 1338). In line 35, Ana confirms his candidate answer (yes) with a special emphasis accompanied with a bodily action (nodding). Then, dyads share a laughter before Ana confirms Beo’s candidate answer once again (*it's right*) in line 37. She formulates an utterance about her college (*our university is (.) very:: (0.3) big*) in the following line with an elongation on *very*. By line 38, then, Ana changes her trajectory of a possible topic change and by confirming Beo’s request (in line 22) for an initiation of exchange and continues sharing perspectives on the current topic. After this fragment, dyads continue producing topical talk on their universities and fields of study.

As it was stated previously, this extract is significant in showing interactional unfolding of an RBB sequence which unfolds in three sequential phases. First, dyads produce closers or topic termination/change devices (lines 18, 19, 20, 21, and 23) that may lead to a possible termination of the current topic. There is available evidence that interactants are at an action boundary, thus, the ongoing topic may change following line 21. Beo’s turn in line 18 and 19 comprises long intra-turn silences (Howe, 1991; Sukrutrit, 2010) and ends with a non-speech sound, laughter (Jefferson, 1972, 1983; Howe, 1991; Markman & Oshima, 2007; Holt, 2010) which is overlapped with a recipient assessment (Howe, 1991; Jefferson, 1983; West & Garcia, 1988). After these closers, Ana projects a future action (Button, 1991) in line 24. At this point, by looking at these it can be claimed that the ongoing topic is about to change or terminate. Here RBB unfolds (lines 21-25), in the form of a *wh question* in this extract (varying RBB resources will be discussed in 4.2), which constitutes the second step of the process. In line 22, Beo utters a reciprocal inquiry and reformulates it in line 29 (*↑how is your school [andhh.]*) in an overlapping fashion with Ana’s hesitation marker.

We call this reciprocal action as Rolling the Ball Back (RBB), an interactional practice that is employed to invite the co-interactant to contribute to the ongoing topic in order to maintain progressivity in interaction. What follows RBB that can be

considered as the third step is orientation to RBB and topical production by the recipient of RBB that allows a speaker change and topic maintenance at the same time. Another interesting finding from this extract is alignment that Beo displays in line 32 and 33. As it is stated in Tecedor Cabrero (2013) display of alignment ranges from mere reception to “contributions that require the listener to predict what the interlocutor is going to say next” (p. 171). In brief, it is worth considering this as a sign for high alignment and co-constructed IC through turns-at-talk.

Extract 2 that follows is from Eko and Aby’s first and only talk which lasts for fourteen minutes. The onset of the extract is almost eighth minute of the talk and lasts for 1.1 minutes. Note that Aby’s voice is received squeakily by Eko throughout the extract (as it can be heard from Eko’s recording) especially when Aby’s utterance is marked as quieter than its environment which may explain hearing troubles especially for Eko, excessive repetitions, and long inter-turn silences during the interaction. Suggested topic for the month (November) is *Country and Culture*. Dyads talk about scholarships they have in this extract. Before the extract starts, Eko and Aby have taken turns in sharing information about their family members. Extract 2 shows typical unfolding of an RBB sequence: *closers-RBB-elaboration* through contributions from both participants. This extract, differing from the previous one, presents that use of recipient assessment of previous turns, which is included in what Schegloff (2007) calls “sequence closing third”, can be regarded as topic termination devices in addition to long silences, joined laughter, recipient commentary, and “so”.

Extract 2 (Part 1): Scholarship (Eko-Aby/19.11)

1 Eko: huh old [y-
2 Aby: [do you take the:(((looks at left-hand-side))
+ Eko gets closer to screen
+ looks at screen
3 (1.4) °err° (1.1) scholar↑ship
+ looks at screen
4 (1.1)
5 Eko: scholar↑ship yes (.) i have (.) scholar↑ship (1.3) yes
+ slightly leans backwards + nods
6 (0.2) i have (1.3) i have (0.3) ((looks at upper left)) sey
+ nods well
+ looks at upper right
7 one hundred (.) per cent
+ Abys raises + nods
his eyebrows

8 Aby: how much?
+gets closer to screen
+frowns and gets closer to screen

9 (1.5)

10 Eko: scholarship† (0.4) i'm (0.7) one hundred (1.0) yani (.)
+raises i mean
point finger

11 per cent (0.5) er i don't (.) give any mone:y (.) err to
+Aby takes an upright +lateral hand shake
position

12 school (1.0) because i have scholarship
+gets his +folds his hands
hand down

13 (2.6)

14 Aby: °great°

15 (0.7) ((Eko slightly nods))

Beginning of the extract is an attempt of topic maintenance by Eko. However, in line 2, Aby initiates a question-answer adjacency pair to change the topic (family members) in an overlapping fashion to Eko's turn final cut-off. Following 1.1 seconds of silence, Eko orients to Aby's question in line 5 with a turn initial repetition of some part of previous turn which may show his interest in proffered topic (Jeon, 2012), thus topicalizes the proffered topic as the topic of the conversation for a period. In the same turn, he provides the SPP of the adjacency pair (yes (.) i have (.) scholarship†). Then, he announces the amount of scholarship he has in line 7. Aby bodily orients to his turn (raises his eyebrows) before he asks for clarification (how much?) with a turn final rising intonation in line 8. Following a 1.5 seconds silence which might be because of the hearing trouble mentioned previously, Eko repeats his answer as a response to Aby's clarification request from line 10 to 12. He pursues his turn with a re-announcement of the amount of scholarship he has (i'm (0.7) one hundred) in an embodied way (raises his point finger during the articulation of first syllable of *hundred*) and also reformulates his previous utterance (i don't (.) give any mone:y) in order to clarify the point. Thus, next turn is sequentially important in achieving mutual understanding. However, this clarification sequence is followed by a long inter-turn gap (2.6 secs). There is a "noticeable absence" (Schegloff, 2007) here since an assessment or comment from the recipient is relevant but not produced which can be interpreted in two possible ways that dyads have not achieved a shared understanding yet or the recipient's avoidance of producing topical talk with an intention of a possible topic change. Then, Aby produces a

one-word assessment of Eko's previous turn in line 14 (^ogreat^o) (sequence closing third, Schegloff, 2007). Aby's turn is bodily acknowledged (nodding) by Eko in line 15 after a 0.7 seconds silence. By line 15, then, dyads are ready to change the ongoing topic as it can be understood from topic termination devices such as long silences (Howe, 1991; Sukrutrit, 2010) and recipient assessment (Jefferson, 1983; West & Garcia, 1988; Howe, 1991) after a long pause (Maynard, 1980).

Extract 2 (Part 2): Scholarship (Eko-Aby/19.11)

15 ▶Eko: o↑kay [do you have any scholar↑ship
+Aby smiles

16 Aby: [°°\$err\$°°

17 (0.9)

18 °me too::° (0.2) ((outside talk from Aby's room))
+looks at screen

19 (0.4) °err:hm°

20 (1.2) ((Aby looks right upwards and smiles))

21 ((outside talk from Aby's room for 0.5 secs)) (1.1)

22 Eko: do you have↑

23 Aby: five (0.8) °fiveteen dollar° (0.8) ((Eko raises his
+raises his hand
+puts his hand down and gets closer to screen
eyebrows)) (.) f- (.) fifteen dollar (0.8)
+makes an okay gesture

8 lines omitted

25 Aby: yeah (0.3) yes
+nods +fixes his earbud

26 (0.4)

27 Eko: one month (.) err fifty dollar↑

28 (1.2)

29 Aby: >°yes yes°<
+slighty nods

Eko's turn initial *okay* with an utterance final rising intonation might be considered as transitional action (Beach, 1995) that may perform two different actions: triggering a potential topic change or initiating an exchange sequence. In the same turn, line 15, Eko launches a reciprocal sequence marked with production of *okay* and the FPP of question-answer adjacency pair. This RBB ([do you have any scholar↑ship]) is very similar to the question that has been asked by Aby to initiate the ongoing topic in line 2. This overlaps with Aby's hesitation marker which may be an attempt to hold the floor or project an initiation of a new topic. However, after 0.9 seconds of silence Aby orients to RBB in line 18 and starts providing the

SPP of the adjacency pair ($^{\circ}\text{me } \text{too} : : ^{\circ}$). In the light of this, it can be stated that RBB projects pursuit of an ongoing topic if only the recipient of RBB engages in providing an SPP to this. Hesitation of Aby and his failure in providing more topical information in line 20 can be attributed to outside noises to which he shows bodily orientation (line 21), visible and audible from his recording. In line 23, Eko requests for clarification ($\text{do you have}\uparrow$). This is followed by Aby's engagement in clarification action which includes a self-initiated self-repair and pursue of topical talk in line 23 and 24 that might affect mutual understanding. In omitted lines, Eko and Aby utter the amount of scholarship that Aby has in an overlapping fashion (see appendix 8) The rest of the extract unfolds as confirmation request from Eko and confirmation from Aby. This repetition of confirmation request and confirmation may be due to the sound trouble that Aby has oriented in previous line (see line 25, he fixes his earbuds). After the extract, dyads express their mutual understanding in an explicit way before continuing to talk about their departments at college.

As has been stated before, extract 2 shows the sequential environment that RBBs are produced. In the light of the information that each turn builds on previous one while affecting upcoming turns (Hall, 1995; Stokoe, 2000), it sequentially exemplifies how an RBB sequence is co-constructed which enables interactants to maintain an ongoing topic. What happens between line 11 and 18 is strongly relevant to our analyses in uncovering sequential organization of RBB. The speaker change has not been achieved by only one of the participants in a certain line, but it has been carried out with the help of contributions from both participants and follows a similar structure with previous extract. Long silence in line 13 (2.6 secs) together with previous long silences (Maynard, 1980; West & Garcia, 1988) from Eko's turn (line 10-12) can be accepted as the onset of RBB sequence and indicators of possible topic change or termination which may also display participants' avoidance of contribution to the ongoing topic. What comes next can be regarded as another powerful indicator of a possible topic change or termination. In line 14, Aby provides an assessment (*recipient assessment*, Jefferson, 1983; West & Garcia, 1988; Howe, 1991) of Eko's previous turn. It can be stated that topic at hand is about to change or terminate by line 14.

7 Beo: huh [huh
8 Ana: [err (0.2) like (0.5) you kno:w \$many ehe (.) >some
+sniffs +sniffs +Beo nods
9 of teachers< are very [bad\$ ehe
+sniffs
10 Beo: [huh huh err (.) y- \$ye:s\$
+nods
11 Ana: so: (0.4) err we:: (.) will (.) ehm (0.6) s- (0.5) like
+takes an upright position +looks at upper
left
12 (0.4)tsch have (0.3) our (.) exam s- (.) again (.) that's
+raises her eyebrows and opens her mouth
13 (0.4) so next (0.2) er month (0.7) she gaved (0.3) <she
14 gave (.) u:s> like a \$second chance\$ ehe
+looks at screen
15 Beo: hu:h hehe
+tilts +comes closer to screen
his head
16 Ana: because (0.5) er because of err like (.) †computer
17 proble:ms †and (0.7) she: err (.) err:: (0.5) gave us (.)
+sniffs +looks downwards
+Beo nods
18 o:ther information (.) so: (0.3) we're waiting (0.6) so
+looks at screen
19 that's why: (.) it was err (.) hard (0.2) to pass our exams
+Beo nods
20 → (0.3) so: ehm (.) †how was (0.2) your exams
+raises her eyebrows
21 (1.1)
22 Beo: ehm my exams were (0.8) err (0.8) good (0.4) err (.) bothh.
+leans +comes closer to +lateral head
backwards screen movement
23 (0.6) finally er exam (0.4) err (1.3) was bad
+looks at upper left +raises his
eyebrows and nods
24 Ana: ehe \$like (.) ours\$
+nods +Beo laughs
25 ((Beo laughs for 1 secs)) (0.4)
26 Beo: erm †and (0.3) err (1.0) we have (0.4) err (0.6) we h†ave
+comes closer to screen
27 (0.6) err next week (0.4) err exam
+leans forwards +Ana nods
+nods

Beo starts his turn with a continuer (*and*, Local, 2004) and he initiates a past-referencing before he asks the reason for that action (†why [was it bad) which can be regarded as a topic proffering question. In line 3, Ana's production of change of state token ([hu:, Heritage, 1984b) performs dual function of displaying her understanding of the proposed question and her interest in proffered topic. Her production of this topicalizer overlaps with Beo's production of FPP of the question-answer adjacency pair. Two seconds gap following her

topicalizer may be a result of this overlap. As projected by a topicalizer, Ana engages in producing topical talk in line 4. She prefaces the question with an assessment of her situation (*it's a \$lo::ng s↑tory\$*) which is surrounded with a smile. As previously stated, “an utterance is to be understood for its service as preface to something else. Speakers may not rely on these resources or may take measures to pre-mark immediately ensuing talk as intentionally preliminary” (Schegloff, 2007, p. 44).

Ana provides utterances summarizing the problematic situation (*we had (.) >er problems< with our teacher*), solution of the problem and an account why her exam was bad between lines 4 and 19. Her turn includes cut offs, restarts and self-repairs (lines 11-14). During her telling comprised of multi-unit turns, Beo shows minimal listenership by only producing acknowledgement tokens (in line 7, in an embodied way in line 10, and 15) which might be an indication of his topical disengagement (Jefferson, 1993). Interaction until line 22, then, can be described as asymmetric (Galaczi, 2004, 2008). According to Galaczi (2008) main characteristic of this type of interaction is “the unbalanced quantity of talk and topic development contributions by one of the dyads, with one interlocutor leading the interaction and the other taking a secondary role” (p. 106). Consequently, topics initiated in this kind of asymmetric interaction type most commonly last for shorter periods since this lateral topical movement cannot continue for longer periods. So, Ana initiates a possible topic termination or change by summarizing her own previous turns (West & Garcia, 1988; Button, 1991) which is preceded with a discourse marker (*so*) in line 18 and 19. After her summary, she produces another discourse marker in an elongated way with a hesitation following it (*so: ehm*) (Schegloff & Sacks, 1973; Sacks, 1992; Kevallik, 2000) which marks that she is ready to change or terminate the current topic.

Instead of terminating topic that can be characterized as asymmetric, Ana initiates an exchange sequence which can potentially maintain the ongoing topic if the recipient of RBB shows engagement in the current topic. In line 20, she initiates the FPP of a question-answer adjacency pair to reciprocate speakership with the same question asked in line 2 as a topic initiator (*↑how was (0.2) your exams*). Reciprocal use of topic proffering question may indicate two different things: the recipient of the initial question (topic initiation) is ready to maintain the

current topic and orientation to the RBB shows that the recipient of RBB confirms initiation of an exchange sequence and pursue of topical talk. All in all, RBB projects a possible achievement of intersubjectivity on an ongoing topic through initiating “reciprocity of perspectives” (Seedhouse, 2004; Jeon, 2012) on a current topic.

To state once again, intersubjectivity can be described interactionally as “coordinating the parties’ activities in achieving a joint understanding of what is going on” and reciprocity of perspectives can be seen as a way to achieve this (Schegloff, 1992, p. 1338). In line 24, Ana reports similarity of their situations (*\$like (.) ours\$*) in a smiley tone preceded by a turn initial giggle embodied with a nodding to acknowledge Beo’s previous turn. Her “affiliative comment” (Tecedor Cabrero, 2013) can be illustrated as a high alignment with what her interlocutor produces and a powerful indication of shared understanding of the current topic. It is worth remarking that interactional resources used to display alignment are also key sources in achieving intersubjectivity and a joint co-construction of an ongoing topic. Even if Beo seemed disengaged in topical talk before RBB sequence, Beo extends the ongoing topic without being asked a question in line 26 and 27, Ana confirms his turn nonverbally (nodding) during his turn final utterance (*exam*). At the end of the extract dyads achieve maintenance of a topic-at-hand even if one party seems disengaged before RBB sequence and they achieve mutual understanding collaboratively on the current topic. Dyads pursue their talk by discussing the details on the speaking test that Beo will take the following week before they start talking about their majors and necessity of learning English for their departments.

Extract 3 has presented how RBB as an interactional resource is brought into action step by step with contributions or avoidance of contributions by participants. This process can be investigated as three steps; actions leading to RBB, RBB turn, and topic expansion after RBB turn. Actions leading to RBB in this extract is absent solicits (Maynard, 1980), summary of previous turns (West & Garcia, 1988), and use of discourse marker *so* (Schegloff & Sacks, 1973; Sacks 1992; Kevallik, 2000). Following lines of RBB turn (starting from line 22) can be shown as an evidence of dyads’ achievement of topic maintenance after an action boundary that may affect direction of talk, and change the ongoing topic. It must

be noted that RBB in line 20 does not stand alone, but it is built on previous turns and shapes what comes next in the following turn(s).

The first step in this sequence and the first action leading to RBB can be lack of recipient contribution (e.g. absent solicits, Maynard, 1980) to the ongoing topic. In the light of this, it can be stated that topic-at-hand is about to change by line 20. However, Ana performs an interactional action and initiates an RBB (\uparrow how was (0.2) your exams) sequence to change the speaker while projecting an SPP which can fuel intersubjectivity at topical level. That is, use of a reciprocal projects relevant topical talk from its recipient similar to topical talk of previous speaker (the recipient of topic proffering question). What follows the second step, RBB turn, is crucial in revealing the function of this question since the ongoing topic is about to fade away before it is employed. By orienting to RBB, Beo confirms the reciprocation request and by pursuing topical talk he validates maintenance of the ongoing topic. Thus, third step indicates that dyads have saved the ongoing topic from termination and are able to maintain the current topic with a speaker change at an action boundary.

Extract 4 comes from Beo and Dai's first (of two) talk that lasts more than forty minutes. The extract starts nearly in the middle of the interaction and lasts for 1.84 minutes. Topic provided for this month (November) is *Country and Culture*. Before this extract, dyads have been talking about their marks from tests they have taken so far and the reason behind their university choices. Then, Dai asks a topic proffering question in line 1 (what what profession (0.4) will you have). Extract 4 presents a typical unfolding of an RBB sequence (closers-RBB-elaboration) like previous examples given so far while it is different from them in that it shows how series of hesitation markers and acknowledgement tokens may lead to a possible topic closure.

Extract 4 (Part 1): What Profession (Beo-Dai/21.11)

```
1  Dai:    who'll you will be i mean (.) what what profession (0.4)
           +looks +Beo takes an upright position
           at screen
2         will you have
3         (2.1)
4  Beo:    ehm i have profession (0.4) mate- mathematic (0.9) and
           +Dai repositions his
           microphone
```

5 Dai: i mean [when
6 Beo: [physic
+gets closer to screen
7 Dai: when you ENd your university
+moves his hands forwards
8 (0.6)
9 Beo: ↑uhu (0.3) engi[neer (0.3) enginee:r engineer
+leans backwards +gets closer to screen +smiles
+raises his eyebrows
10 Dai: [your will go to the job (0.8) engineer
+inclines
towards left
11 [yeah okay]
+gets closer to screen
12 Beo: [uh huh] yeah=
+nods +smiles
13 Dai: =err
14 (0.5)
15 Beo: err

In line 1 and 2, Dai proposes a new topic that dyads may speak about if the recipient provides SPP of the adjacency pair (what what profession (0.4) will you have). After a long silence (2.1 secs) in line 3, Beo orients to the question directed by Dai, thus, he validates proffered topic as the topic of the conversation for a period. However, he provides a dispreferred response as it can be understood from Dai's initiation of an insert-expansion to clarify the question (in line 5) which is marked with (*i mean*) (Mauranen, 2010). Discourse marker *I mean* is commonly used to flag an upcoming repair sequence (see Schiffrin, 1987 for other uses of *I mean*). After 0.6 seconds of silence, Beo utters an embodied (raise of his eyebrows) change of state token (↑uhu) (Heritage, 1984b) that marks his understanding. In line 9, he produces a different second part (engi[neer (0.3) enginee]:r engineer) to the question and this is accepted as a preferred response as Dai produces a sequence closing third ([yeah okay]) (Schegloff, 2007) after repeating his turn in line 11. As Schegloff (2007) states that accommodation of "oh, okay" or a combination of them in one's turn projects a closure of sequence or topic in upcoming turns (p. 181). Until the end of extract (part 1), dyads produce acknowledgement tokens and hesitation markers in series ([uh huh], yeah=) which also flag an upcoming topic closure (Maynard, 1980; Jefferson, 1983; West & Garcia, 1988; Howe, 1991). At this point, it can be claimed that dyads signal that they are ready to terminate the ongoing topic. What comes next bears significant importance in terms of topical flow of interaction

since topical talk may be shifted to a new one or may be maintained if both interlocutors accept the direction of the talk.

Extract 4 (Part 2): What Profession (Beo-Dai/21.11)

16 Dai: is i[t errr
 17→Beo: [and you?
 18 (1.2)
 19 Dai: me? i would (0.7) be: (0.7) err the- (0.6) ((touches his
 +looks downwards +looks at screen
 20 forehead)) (0.3) oww i forgot this: word (0.4) i mean
 +leans backwards
 21 er (0.2) who: (1.0) err makes er (0.4) house (0.8) who
 +touches his forehead +
 22 makes the roads oww man (0.7) i forget the word (.) this
 +touches his forehead +puts his hand down
 23 word
 +takes an upright position
 +looks downwards
 24 (0.8) ((Beo giggles)) (1.5)
 25 Dai: let me just (one minute)
 +glances at screen
 26 (1.6)
 27 Beo: are you (.) engineer student? (0.2) or
 +pouts his lips
 12 lines omitted
 28 Dai: yeah (0.4) i will be: a builder (0.2) maybe
 +looks at screen +Beo gets closer to screen
 +Beo looks at screen
 29 (1.5)
 30 Beo: /biler/?
 31 Dai: and (0.2) yeah builder (0.3) err (0.3) everything that is:
 +moves his hand forwards +gets closer to screen
 32 (.) err >connected with buildings< ↑buildings maybe
 +Beo raises his
 eyebrows and looks at screen
 33 Beo: humm
 +looks downwards

In the following lines (16 and 17), Dai utters an incomplete question with a turn final elongated hesitation marker which is overlapped with Beo's RBB ([and you?]). This overlap may be described as competitive (Galaczi, 2008) since both interactants seem to be ready to direct topical talk; one with a follow-up question for the current speaker and the other with a reciprocal question that projects further talk from the co-interactant on the current topic. Then, they orient to Beo's RBB in line 19 after a 1.2 seconds silence. Following his turn initial clarification request (me?) marked with utterance final rising intonation, Dai engages in providing an SPP for the question-answer adjacency pair. His turn includes silences, hesitations, and bodily clues (touches his forehead) and explicit declaration of difficulty that he is having in terms of wording (oww i forgot

this: word). By declaring his difficulty of wording Dai actually initiates a word search sequence (WSS) (Sacks, 1992) which does not receive a verbal orientation from Beo, except a giggle in line 24 after a 0.8 seconds silence which may be an indicator of an interactional trouble (Sert & Jacknick, 2015). Dai has oriented to an object downwards (he looks downwards with the articulation of *word* in line 23) which might be a device he can check the vocabulary item he is looking for. Help from Beo comes in line 27 when he provides his guess about Dai's department (are you (.) engineer student? (0.2) or). Dyads pursue a word search sequence in omitted lines (see appendix 9).

It can be stated that collaborative contributions of dyads in this WSS may be shown as high alignment moves (Dings, 2007) since they enable participants to achieve a shared understanding on the current topic. In line 28, Dai announces his future profession which is hedged with a possibility marker in turn final position (i will be: a builder (0.2) maybe). Following a 1.5 seconds silence, Beo requests for clarification by repeating part of prior talk in a wrong way (/bɪlɪər/?) in line 30. After 0.2 seconds of silence, he orients to Beo's request in previous line by confirming his announcement (yeah builder) by also doing an embedded correction of mispronounced word. After 0.3 seconds of silence, he extends topical talk by adding additional information in line 32. Beo's display of understanding (humm) follows this in line 33. In this sense, it can be seen through various signals (long gap between turns, lack of listenership tokens, extensive use of hesitations) within interactional flow that dyads do not achieve mutuality very easily in this extract (Galaczi, 2004, 2008). Although topics proffered in parallel interaction type (the closest type that can define this interaction) do not last long (fast decay) since expansion of other-initiated topics is a rare occasion (Galaczi, 2008), one can say that dyads achieve topic maintenance in this extract through a reciprocal design. After the extract, Dai announces alternative jobs that he can do before they orient to how long they have been talking and how much they like each other.

Extract 4 has provided an example of how RBB sequences are organized sequentially as previous three extracts in this section. The first step in this extract is lack of contributions illustrated through series of minimal responses and hesitation markers (lines 11-15) which might be regarded as topic termination devices. However, in line 17 Beo *rolls the ball back* to Dai to get his perspective of

the main question asked in line 1 and 2 (what profession (0.4) will you have). By initiating a reciprocal sequence, he also manages turn taking and selects the next speaker. Therefore, it can be stated that RBB has several functions here; enabling speakership exchange, distributing turn to the next speaker, and maintaining a current topic. It should be noted here that these functions of RBB are shown as components of IC (Young, 2000). In Nguyen's (2011) view of IC, RBB sequences also can be shown as part of IC since they involve capability of "sequence of actions, manage topics and co-construct participation frameworks (as speaker and listener)" (As cited in Watanabe, 2016, p. 51). Reciprocal or exchange sequences, then, have a potential to change the trajectory of the talk even after a number of topic closure devices that signal a possible topic termination (Galaczi, 2008). It is worth mentioning that dyads co-constructed interactional competence and mutuality at topical level even if they appear to achieve those at a lower dimension as described by Galaczi (2008).

The last extract of this section, extract 5, is taken from Eko and Zen's first talk which lasts fifty minutes. The extract takes 2.11 minutes and starts nearly in the middle of the talk. General topic suggested for this month (December) is *Hobbies and Personality*. Dyads start talking about movies before this extract. In this extract, dyads continue talking about movies and a subtopic (book version of the movie that Zen likes, Harry Potter). Note that Jeon (2012) suggests, "subtopical talk introduces a new topical talk which is related to the prior topic, and the two topics can be categorized as a single topic." It must be mentioned that although the first part of the extract is exceptionally long, what precedes an RBB should be presented so as to grasp sequential unfolding of an RBB sequence since turns preceding an RBB shapes the trajectory of the ongoing topic.

Extract 5 supports our general argument in many ways. Firstly, it successfully illustrates how RBB unfolds sequentially and helps interactants maintain a topic-at-hand. This extract shows differences with the previously given fragments in that it exemplifies how projecting about future actions and use of explicit termination devices (that's itthh.) can signal a possible topic change or termination in upcoming turns. Furthermore, the analyses also reveal that RBB may even facilitate similar use of interactional resources (e.g. question preface) and enable dyads to take similar steps in answering topic proffering question reciprocated with

RBB which may be an indication of alignment. It is worth remarking that alignment is defined by Dings (2007) as “the ways in which interlocutors demonstrate their intersubjectivity, or shared understanding” (p. 26).

Extract 5 (Part 1): Harry Potter (Eko-Zen/23.12)

1 Eko: err let's continue: (.) with (.) movies (.) what's
 2 your (0.3) err ↑best movie in your life (0.2) in your
 +extends his hand
 3 whole life.
 4 (0.2) ((Zen leans backwards)) (2.0)
 5 Zen: err it's really hard question because
 6 Eko: ehe
 7 (0.8)
 8 Zen: i don't kno:w
 9 ((Zen looks at screen))
 12 lines omitted
 10 Eko: i can't (0.3) °he[ar°
 11 Zen: [i can say that one: of my favourite
 +touches her nose
 12 movies it's not a movie it's (0.6) it's made from
 13 episodes err it's (0.3) ha- harry potter
 14 Eko: ↑harry °potter° yes
 +nods +Zen leans backwards
 15 Zen: \$hh.\$
 16 Eko: oka[y (.) °[good°
 +slightly nods
 17 Zen: [err (.) [and
 18 (1.4) ((Zen tilts her head and looks downwards))
 19 and err err it's >really an°d° really< (0.6)
 +Eko leans backwards
 20 the be:st (0.3) err (0.3) se- (0.2) >is the ↑be:st<
 +Eko puts his fist on his nose
 21 maybe
 +Eko nods
 22 Eko: huh huh
 +nods
 9 lines omitted
 23 Zen: the writer of this (.) .hh (0.2) err book (.) j. r. o.
 +Eko nods
 24 rowling is .hh (.) very very (0.3) clea- err wise
 25 and [.hh
 26 Eko: huh [huh
 27 Zen: cl[ever
 28 Eko: [did you read
 +leans towards screen
 29 Zen: ↑pers[on
 30 Eko: [err: harry potter's book
 +Zen tilts her head
 31 (1.5)

32 Zen: .hh actually i've read only two books (0.3) bu:t err
+looks at upper left
33 (.) in (0.7) vacations i: pla:n (0.5) to: (0.3) to
34 con- to continue to read (0.2) all the ↑parts of °the°
+Eko nods
+looks at screen
35 books
36 (0.5)
37 Eko: okay (0.3) .hh (0.3) that's ithh. (0.8) er[r
+leans towards screen +looks at upper
left

Eko opens up the extract with an announcement of the topic started previously (let's continue: (.) with (.) movies) and he initiates an FPP of the question-answer adjacency pair in line 2. Zen fails to provide the SPP of the pair during a long intra-turn silence (2.2 secs). Her body orientation (leaning back) during this silence may show her dispreference to respond the question or disengagement from the ongoing topic that she avoids providing a response to the question by isolating herself (Satar, 2010). Then, she orients to the question in line 5 with a preface that projects further topical talk (err it's really hard question). It is worth remarking that “an utterance is to be understood for its service as preface to something else. Speakers may take measures to “pre-mark immediately ensuing talk as intentionally preliminary” (Schegloff, 2007, p. 44). As Pekarek Doehler and Fasel Lauzon (2015) suggest that use of prefaces preceding disagreements might be an indication of IC since they are used as an interactional resource to avoid an explicit disagreement (p. 419). In line 5, Zen initiates an account giving sequence (because) for not providing a response.

Eko orients to this preface with a smile which may flag an interactional trouble (Sert & Jacknick, 2015) as it is followed by a 0.8 seconds silence. This is followed by Zen's production of an uncertainty marker (i don't kno:w). In omitted lines (see appendix 10), Eko suggests a candidate account for Zen's non-answer response (Stivers & Robinson, 2006; Stivers, 2010) and she accepts this as the reason for not elaborating on the question. In line 11, Zen engages in topical talk and starts providing her response (it's (0.3) ha- harry potter). In subsequent turn (line 14), Eko shows interest in Zen's response by repeating part of previous turn (Jeon, 2012) and uttering a confirmation token (yes). He also produces a sequence closing third (okay) (Schegloff, 2007) and assesses Zen's turn ([°good°) with an overlap to Zen's hesitation marker and continuer ([and).

After a long silence (1.4 secs), Zen starts providing extreme case (*it's >really an^od^o really<*) descriptions and accounts for her choice of best movie in the omitted lines, too. of Eko provides both verbal (*huh huh*) and non-verbal (nodding) listenership tokens during her telling comprised of multi-unit turn (see appendix 11).

At this point, it can be stated that dyads have different trajectories for upcoming turns-at-talk: Eko signals that he may propose a topic change in upcoming turns by producing termination devices or avoiding contributing to the ongoing topic while Zen projects a maintenance of the ongoing topic by extending the topic. Starting from line 23, Zen extends the current topic and provides comments on the author of book version of Harry Potter series. She uses extreme case description again to describe the author of the series (*very very (0.3) clea- err wise*). Eko continues to display minimal listenership in line 26 (*huh huh*). However, he initiates a question in line 28 (*did you read [err: harry potter's book]*) with an overlap to Zen's description of the author which functions as a request for clarification that may indicate his interest in the ongoing topic. Following an inter-turn gap (Schegloff, 2007) which might indicate an upcoming topic change, Zen provides SPP of the question-answer adjacency pair from lines 33 to 35. She mentions a future action (*in (0.7) vacations i: pla:n (0.5) to (0.3) continue to read (0.2) all the ↑parts of °the° books*) which is a powerful indicator that the ongoing topic may terminate soon (Button, 1991). Button (1991) states that mentioning a future action or plan to be completed upon termination of an ongoing talk projects a possible termination of a current topic or even termination of talk. After a 0.5 seconds silence, Eko produces an explicit topic terminator with an audible exhale (*that's ithh.*, Jeon, 2012) following *okay* which is used as a common sequence closer (Schegloff & Sacks, 1973; West & Garcia, 1988; Schegloff, 2007; Jeon, 2012) in addition to silences and hesitation markers in line 37. What follows, then, bears significant importance in terms of topical movement as it may shape the trajectory of the ongoing talk.

Extract 5 (Part 2): Harry Potter (Eko-Zen/23.12)

38→ Zen: [.hh >↑what
+Eko
looks at screen

39 about< you
40 (0.7)

41 Eko: err it's a hard question (0.4) in y- in my opinion (.)
+looks at upper right

42 too (1.0) err: (.) i ↑think (0.3) err lord of the
+bows his head +looks at screen

43 rings (0.3) is my best (0.2) series (.) or movies(0.8)
+lateral headshake

44 err i: (0.6) i love s- so much(0.5) this (0.2) series
+looks at upper left +looks at screen
+lifts his eyebrows

45 (1.8) ↑öyle yani \$that's it↓\$
like that
+lateral headshake

By line 38, there are many indicators that may lead the current topic to terminate. However, by employing an RBB with a *what about + pronoun* format (>↑what about< you) (three different structural methods of RBB will be presented in 4.2) in line 38, Zen initiates a reciprocal sequence. Thus, second step of an RBB sequence is produced by employing a question which is reciprocal by design. Then, Eko orients to this question in line 41 even though they have been about to terminate the topic. He accepts reciprocal status of Zen's turn and engages in producing topical talk which constitutes the third and last step of an RBB sequence. What is interesting in the following turns is recycle of steps in responding the question (what's your (0.3) err ↑best movie in your life) reciprocated by RBB (>↑what about< you). In line 41, Eko, for example, employs a very similar structure with his partner (line 5) as a question preface and "too" which might show high alignment (it's a hard question (0.4) in y- in my opinion (.) too). After announcing his best movie, Eko extends topical talk by providing extreme case (i love s- so much) formulation in lines 43 and 44 as Zen has done previously in line 19 and 24. Thus, structure and use of extreme case description are recycled by the second speaker who takes the turn through an RBB.

It should be mentioned here that use of RBB may project a recycle of structure and vocabulary that may foster intersubjectivity. Recycle of these interactional resources is facilitated by RBB which may be an indication of high alignment since

Eko not only shows that he understands previous turns but he employs similar formulations in his own turn. However, it must be noted that the aim here is not to claim that recycling leads to learning since it needs further longitudinal evidence. To terminate the ongoing topic, Eko produces two explicit topic closers in line 45; the first one is in his L1 (Turkish) (*öyle yani*/that's all) and *that's it* (Jeon, 2012). After this extract, Zen mentions a third party who watches the same movie. Following that dyads move onto a different topic in a stepwise movement.

To this end, it can be stated that dyads collaboratively save the topic from termination. There are distinct phases that they go through in this process. The first step is use of closers that may cause a topic termination such as announcing a future plan (lines 33-34) (Button, 1991), explicit termination device (*\$that's it↓\$*) (Jeon, 2012) and a sequence closer *okay* (line 37) (Schegloff & Sacks, 1973; West & Garcia, 1988), Schegloff and Sacks (1973) view "Well", "O.K." as possible pre-closing devices that may signal the closing of an ongoing topic and launching of new mentionables. When these different resources which are most probably employed for the same purpose (terminating an ongoing topic) are considered, it can be claimed that that topic-in-progress may change or terminate in the following lines. However, in line 38 Zen *rolls the ball back* to Eko to allocate the turn to him, which is the second step in unfolding of RBB sequence.

The last step at sequential unfolding of RBB is orientation to RBB and elaboration made on an ongoing topic. Eko's elaboration on the topic is the third and last step of unfolding process and flags dyads' agreements on maintaining the ongoing topic. Finally, this extract demonstrates typical unfolding of RBB sequentially and exemplifies how interlocutors incorporate similar sentence structures and interactional resources into their own turns following an RBB turn to achieve intersubjectivity at topical level. Dings (2007) incorporates alignment into IC framework developed by He and Young (1998) since alignment moves reflect interlocutors' understanding and positions regarding previous turns. Interlocutors display their understanding and positioning through producing listenership tokens, reformulating, commenting on and assessing previous turns, etc. which enable them to co-construct a mutual understanding on a current topic.

4.1.1. Summary of Main Findings

The analyses of five extracts in this section have illustrated sequential unfolding of RBB sequences which can be considered as reciprocal by design. In reciprocal design, a topic proffering question which was initiated by A to B is then reciprocated (this time initiated by B to A) (Schegloff, 2007). It should be mentioned here that RBB is different from both what Maynard and Zimmerman (1984) calls “return question” and “counters” (Schegloff, 2007) in terms of projecting further topical talk from the recipient. Return question projects only a minimal orientation and response while counter reverses the direction of interaction without production of an SPP. RBB, on the other hand, projects topical talk often comprised of multi-unit turns which may help interlocutors to achieve a mutual understanding by reciprocation of their perspectives on an ongoing topic. Remember that RBB has been previously defined as an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction. Given that, RBB sequences are co-constructed by participants after a possible termination of a current topic is signalled.

As described in the beginning of the section, RBB sequences unfold in three temporally sequenced steps (closers-RBB-elaboration): a number of closers that mark the termination of a current topic come first (see table 4.1 below). Then, an RBB is employed (three different RBB structures will be presented in the following section) to reciprocate the speakership as an alternative to changing a current topic. Note that topic changes and transitions can also be considered as interactional resources to achieve progressivity of talk when there is a trouble in circulation of speakership (Maynard, 1980). However, focus of the study is on topical progressivity which also contributes to progressivity of talk. The third step of an RBB sequence is extension of a current topic through contributions from the recipient of RBB. Therefore, RBB performs various actions; manages turn allocation, initiates a reciprocation of speakership and perspectives on an ongoing topic, thus, promotes intersubjectivity at topical level. The relation between intersubjectivity and IC will be mentioned in the following paragraph.

Table 4.1

Sequential Unfolding of RBB Sequences

Steps of RBB	Resources	Extract
1. Closers	Recipient comment	1 and 2
	Recipient assessment	2
	Repetition of previous turn	1
	(Series of) Hesitation tokens	1, 2, 3, and 4
	Summary of topical talk	3
	(Series of) Minimal responses	3
	Acknowledgement tokens	4
	Projection about future actions	5
	Long silences	1, 2, and 5
	Explicit termination device	5
	So	1 and 3
	Okay	2 and 4
	Joined laughter	1
2. RBB	Question (WH and Yes/No)	1 and 3
	And you? / yours? / your + noun?"	2
	WA + pronoun	4
3. Elaboration		5
	Clarification question	1 and 4
	Positive response	2 and 3
	Preface	5

Sequential analysis of RBB sequences illustrates that interactional unfolding of RBB sequences is not that arbitrary. There are normative constraints shaping it and trajectory of an ongoing topic as well. First, dyads signal a possible topic change that projects a termination in upcoming turns. As seen in table 4.1, there are thirteen different verbal and nonverbal termination devices uttered by participants found in the data; recipient comment and assessment, (series of) hesitation tokens and minimal responses, summary and repetition of prior topical talk (either by the recipient or the current speaker), acknowledgement tokens, projecting about future actions, long silences, disjunction markers *okay* and *so*, explicit termination device, and joined laughter⁸. Note that these termination devices are generally used in combination rather than on their own and they may be employed by both participants or only one of them reflecting trajectory of topic that they pursue. It has been found that (series of) hesitation markers and (series of) long inter-turn silences, seen at TRPs, are the most common termination devices in the data.

⁸ Seriously overlapped talk (Schegloff, 2000) will be added to table 4.2 which will be presented in summary section of this chapter since it does not appear yet.

At action boundaries, RBB is used as an interactional resource which shapes the trajectory of an ongoing topic and creates space for participants to maintain it rather than changing or terminating a current topic (or even conversation). Thus, one can claim that employing RBB and initiating a reciprocal exchange may lead to a possible achievement of intersubjectivity which is regarded as a component of IC (Tecedor Cabrero, 2013). Remember that IC has been previously defined as “the relationship between the participants’ employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p.101) (see 2.3).

In the same vein, Scheff (2006) conceptualizes intersubjectivity as “the sharing of subjective states by two or more individuals.” (p. 41). Kasper and Wagner (2011) state that an L2 learner’s “language acquisition can be understood as learning to participate in mundane as well as institutional everyday social environments” emphasizing the interactional perspective of learning (p. 117). It must be noted that interactional competence is co-constructed locally and temporarily by participants of a social interaction differing from communicative competence (Canale & Swain, 1980; Bachman & Palmer, 1996) which is interpreted as an individual trait (McNamara & Roover, 2006; Galaczi, 2014). The relation between use of RBB and IC will be highlighted in 4.2 and will be detailed in 4.3. The section that follows presents three different RBB structures and their dual functions (e.g. requesting information), namely inquiry form (wh or yes/no), what about + noun, noun phrase or pronoun, and “and you?”.

4.2. Resources Used for RBB

The analyses so far have revealed sequential unfolding of RBB sequences which are reciprocal in design. To state once again, an RBB can be defined as an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction. Five extracts provided in previous section (4.1) have represented majority of the cases found in data in terms of what precedes an RBB and what kind of relevant next action (e.g. elaboration on an ongoing topic) an RBB turn projects. Findings revealed thus far have clearly shown that an RBB sequence is one of the interactional resources that a participant can employ to ensure topical maintenance. This section will exemplify three different RBB resources employed

by participants: (i) inquiry form (wh or yes/no), (ii) what about + noun, noun phrase or pronoun and (iii) “and you? / yours? / your + noun?” based on five extracts. It should be noted that the aim of the section is not to provide certain ways to reciprocate speakership to maintain a topic-in-progress, but to illustrate lexicogrammatical resources used to reciprocate topic initiation question to be able to maintain an ongoing topic in an online dyadic ELF context. Note that topic initiations will not be included into the extracts and analysis starting from this section due to the reasons of space and readability.

As indicated previously, dyads have employed three different RBB resources to initiate a reciprocal sequence, one of which is inquiry format. Extract 6 is a typical example of RBB in the form of an inquiry (wh structure). It is taken from first (of two) talk between Eko and Zen which lasts fifty minutes. The extract starts at the thirtieth minute of the talk and takes 1.04 minutes. Topic suggested for this month (December) is *Hobbies and Personality*, but participants can prefer orienting to topics they choose after some time or not to talk about the suggested topic at all as they are constantly reminded (see 3.2). Before extract 6, dyads have compared their proficiency level in English. Then, Zen has initiated the topic of this extract with an information question (↑how many: (.) language do you know). Eko has oriented to Zen’s question and provided three languages he speaks starting from his mother tongue (Turkish) with an ascription of knowledge (as you know\$) surrounded with a smile (He & Lindsey, 1998).

Extract 6: Languages (Eko-Zen/23.12)

```

1   Zen:    very c[ool
2   Eko:    [ay sorry (0|.8) yani işte (0.2) germany language
           oww                i mean you know
                               +inclines his head towards left
3   (0.6) ((Zen tilts her head)) (0.6)
4 → Eko:   THAt's it (.) and you? (0.7) ↑how many: (0.4) langu[age do
           +Zen                +leans backwards
           looks at screen
5   Zen:
6   Eko:   you know
7   (1.1)
8   Zen:   in ↑kazakhstan (.) every per↑son .hh (0.3) err (clea-
           +Eko touches his chin        +Eko nods
9   (0.4) clearly) knows .hh err kazakh and ↑russion
           +looks                +looks at screen +Eko nods
           downwards

```


since he employs a reciprocal after it, which projects topical extension from his co-participant. After a 0.7 seconds silence, he recycles topic proffering question that Zen has asked previously before this extract (*↑how many: (0.4) langu[age do you know*). This is overlapped with Zen's change of state token (*[hu:m)* (Heritage, 1984b) in line 5 which shows her interest in holding the floor and maintaining the ongoing topic. The overlap here can be described as "cooperative overlap" by which participants show their interest in the current topic (Tannen, 1984). Zen initiates the SPP in line 8 and provides the general picture of languages spoken in her country.

By line 8, then, participants are able to maintain the current topic instead of changing or terminating it after the use of an RBB which marks the reciprocation of topic proffering question. A further point to mention about this turn is resources used to *roll the ball back* and how the turn is delivered. In line 4 Eko marks that his turn is over (*THAt's it*) in an utterance-initial louder way before he utters *and you* with an utterance-initial rising intonation. This is followed by another RBB that recycles topic initiation question asked by Zen in line (*↑how many: (0.4) langu[age do you know*). He uses a combination of an "*and you*" and an inquiry form to *roll the ball back* to his interlocutor. The speaker change, thus, creates space for Zen to extend the current topic while helping interactants to pursue topical talk on the topic instead of changing or terminating it. One can claim that employing an RBB in their talk shaped the trajectory of an ongoing talk. Then, RBB can be accepted as an interactional resource which can be an indication of IC since it is closely related with the ability to use resources effectively in a present context (Kasper & Wagner, 2011).

Eko acknowledges her turn in an embodied way in line 10 (*huh huh=*) which appears to promote further topical elaboration from Zen in the upcoming turns. In omitted lines (see appendix 12), Zen elaborates on account giving for the languages spoken in Kazakhstan and Eko utters listenership tokens during her account giving. In line 11, Zen marks her continuation turn initially before providing an account for the need to speak English. In the rest of the extract, dyads achieve mutual understanding on topic proffering question reciprocated by RBB through summarizing previous turns (*summary you know (.) err three language*, line 17) and confirmation requests that are followed by confirmation.

After this extract, dyads move onto a new topic (national celebrations) collaboratively through topic transition techniques which can be traced back to line 17.

Extract 6 is interesting for the analysis of RBB sequences in many ways. First, it reveals how RBB shapes rest of the talk, both at topical and sequential level. Former is achieved through maintaining an ongoing topic collaboratively while latter is achieved through a speakership change projected by reciprocal design of RBB sequences. In this extract, *and + you* is used with an utterance-final rising intonation together with a *wh* question design which are both reciprocals to the topic proffering question. Secondly, similar to the last extract (extract 5) in the previous section, extract 6 facilitates a recycle of interactional resources. In this extract, Eko utters the same question directed to him (lines 1 and 3), thus, recycles the question structure. One can claim that recycling similar structural and interactional resources, which are indicatives of alignment, may be facilitated by use of an RBB. Since it creates space for the recipient of RBB to extend the ongoing topic which has been previously elaborated on, RBB may project a possible achievement of mutual understanding in upcoming turns. However, longitudinal evidence to show development of intersubjectivity and IC is needed for such an interpretation.

Extract 7 comes from Obo and Ago's first (of two) talk which takes almost fifteen minutes. The extract starts almost at the beginning of recording and lasts 1.02 minutes. Topic provided for this month (November) is *Country and Culture*. Extract 7 is significant in two points. First, it illustrates an RBB resource (*wh* and *yes/no* question) which dramatically affects topic maintenance, along with other factors (e.g. participants' interest in an ongoing topic). Secondly, similar to previous two extracts, it displays recycling of an interactional action, pre-sequencing a question, which might be triggered by RBB sequence. Pre-sequence can be ambiguous, it actually reflects the relevance of sequences to each other on the basis of next-turn-proof-procedure. As Schegloff (2007) clearly describes "they are themselves *sequences*, and they come *before* sequences they are recognizably "*pre-*," that is, preliminary to something else" (p. 28). Before the extract starts, Ago produces a topic initiative utterance (>you think that< (.) err (0.5) boys and girls (.) can be friends yes↑) which constitutes the FPP of the

(Howe, 1991; Sukrutrit, 2010) and emphatic inbreath (Drew & Holt, 1998) projects a possible topic change or termination in upcoming turns. Thus, first line of the extract marks the first phase of an RBB sequence: closers. After a second silence in line 1, she initiates a vocabulary explanation to clarify the difference between a girlfriend and a friend who is a girl. This can be considered as an *insert-expansion* (Schegloff, 2007). Insertion sequences are commonly launched to clarify an FPP because of some interactional troubles (e.g. hearing troubles or non-comprehension) before the production of SPP.

Ago utters an *okay* surrounded with a smile before a turn final giggle in line 6 which might be a display of interactional trouble (Sert & Jacknick, 2015) or a signal of upcoming topic termination (*okay*, Schegloff & Sacks, 1973; West & Garcia, 1988; Schegloff, 2007) (*laughter*, Jefferson, 1972, 1983; Howe, 1991; Markman & Oshima, 2007; Holt, 2010). Her turns in line 1 and 3 is overlapped with a non-participant (X) who is present in Ago's room, but neither of the participants orients to her turn. In brief, these turns appear not to affect the ongoing topical talk. What follows this is a 0.7 seconds silence which is another indication of a possible topic change (Maynard, 1980; Howe, 1991; Sukrutrit, 2010).

In line 8, Obo does not confirm or acknowledge Ago's previous turns, yet he initiates a reciprocal sequence marked with the question that is directed to him in pre-sequence with appropriate deictic rearrangement (*what do you think (0.4) about that↓*). Thus, second phase of RBB sequence unfolds in line 8 with a launch of RBB which is formed as an interrogative form. Since RBB follows a topic boundary formed with *okay*, non-speech sounds such as giggling in line and silence (0.7 secs), Obo's turn undertakes the role of an attempt to save the ongoing topic from change or termination. It receives the SPP of the adjacency pair in line 10 after a 0.8 seconds silence. She extends the ongoing topic by elaborating on her position regarding the topic. Third phase of RBB sequence unfolds with Ago's orientation to RBB which functions as a request for opinion here and a pre-sequence for base sequence (Schegloff, 2007). She pursues topical talk in omitted lines by adding more information about her stance regarding this topic (see appendix 13).

In line 12, Obo acknowledges her previous turn (*oka:y*) and marks transition (*the::n*) to a relevant new question. Then, he directs a very similar question that

is previously asked by Ago (\uparrow how many: (0.4 boy\$friends\$ (0.3) have you \uparrow). Thus, he recycles both the question asked in pre-sequence and in base sequence (Schegloff, 2007). He pre-sequences his RBB like Ago, which is not a necessary condition to *roll the ball back* to her. He then uses a *wh question* as Ago has done in lines 12 and 13 to reciprocate the speakership. At this point, it may be argued that RBB sequence may facilitate use of similar interactional resources by dyads such as *pre-sequencing* as it is the case in this extract. If it was not for RBB here in line 8, the ongoing topic would most probably be terminated when sequential positioning of *okay* and giggles are considered in line 1 and 2. This might show that resources or structures that one of the participants uses may trigger the other participant to use similar ones, if not the same.

In the rest of the extract, Ago provides the SPP of adjacency pair marked with a smiley tone (i have \$no (.) any boyfriend\$) and ends the turn with a laughter in line 15. This is followed by a big gap (4.8 secs) after which Obo requests for clarification and repetition (sorry?). His turn may be seen as an other-initiated self-repair initiation since Ago reformulates her utterance (i \uparrow HAven't got (.) boyfriend \downarrow) in line 19 in a different way. She produces the verb in a louder way than the surrounding words which may be because of clarification purposes. This is acknowledged by Obo in line 21. After this extract, dyads pursue a clarification sequence of a vocabulary item (acquaintance) which is relevant to the ongoing topic and then move onto a new topic.

There are a few important observations that can be made about this extract since RBB performs a number of functions in this extract. First, it is not only a question which projects an SPP but also a request for opinion. Second, as it can be seen more clearly now that it may help interactants to maintain topic-at-hand with a reciprocation of speakership. It facilitates a speaker change and enables maintenance of the current topic at a sequentially critical point where termination of an ongoing topic is signalled. Third, the same interactional steps are followed and also the same form of a question structure is used (*wh question*) by dyads. In this sense, RBB may also facilitate recycle or similar use of interactional resources (e.g. *pre-sequencing*) that can foster mutual understanding. Lastly, possible production of an SPP can foster reciprocity of perspectives (Seedhouse, 2004) which refers to “common perspectives shared by participants” that can lead to

achievement of intersubjectivity (Jeon, 2012). It can be concluded that RBB creates space for dyads to co-construct intersubjectivity through gaining access to each other's perspectives on an ongoing topic.

Extract 8 below comes from Beo and Ana's first talk (of two) which lasts nearly forty-five minutes. The extract appears in the middle of interaction and takes 0.47 minute. *Hobbies and Personality* is the broad topic recommended for the month (December). Before the beginning of this extract, dyads mark the disjunction between topics that they have been talking and will be talking in upcoming turns by discussing about the next topic that they want to talk about and ask for suggestions to each other, which makes this topic transition a collaborative one at the same time. Beo proffers *traditional food* as the next topic of their interaction. Ana comments on the popularity of suggested topic and confirms his suggestion. Immediately before directing an information question (\uparrow what is you:r: (.) like er (0.2) favourite (0.4) de \uparrow sert (0.3) or: meal \uparrow (0.5) in: (.) your national food), she reveals how she likes Turkish food. Similar to previous extracts, this extract shows how the current speaker employs a wh question form to reciprocate the speakership for the sake of topic maintenance at a sequentially critical point.

Extract 8: Traditional Food (Beo-Ana/20.12)

1 Beo: huh:m (0.7) err i like (0.6) turkish kebaphh.
kebab

2 (1.5) ((Ana smiles))

3 Ana: \$uhhuh: yeah\$
+Beo giggles

4 Beo: and turkish traditional (0.2) traditional meats
+inclines his head towards left +lateral head movement

5 (1.5)

6 Ana: cool
+nods

7 Beo: huh huh (.) [l- lahmacun] (0.5) pide:
+lateral head movement

8 Ana: [err i think] they're very delicious
+nods

9 Beo: ehehe

10 Ana: \$yeah\$
+nods

11 (0.6)

12→ Beo: .hh (0.3) err (.) \uparrow what is your traditional foods (0.3)
 13 for examp \uparrow le
+Ana opens her mouth
+gets closer to screen

line 8 after using a personal stance marker (*i think*) in an overlapping fashion with Beo's previous turn. Beo's laughter in line 9 is followed by an acknowledgement token (*yeah*) uttered with a smiley tone and embodied with a nod. When we look at sequential organization of turns up to line 11, there are diverse types of evidence which may project a possible topic termination. They can be stated as minimal utterances from Ana following Beo's turns (Maynard, 1980; Jefferson, 1983) (lines 3 and 10), assessments and comments provided by Ana (West & Garcia, 1988; Howe, 1991) (lines 6 and 8), long inter and intra-turn silences (Maynard, 1980) and laughter/smiley voice (Jefferson, 1983) (lines 3, 6, and 10). At this point it should be noted that what follows the silence in line 11 is significant in shaping the trajectory of the ongoing topical talk. The current topic may change in the following turn or it can be maintained through topic pursuits (e.g. a question relevant to an ongoing topic) (Button & Casey, 1985).

In line 12, Beo utters the FPP of an adjacency pair (*what is your traditional foods*) which reciprocates the topic initial question and normatively enable a speaker to change while creating an opportunity to maintain the ongoing topic. Ana nonverbally orients (she opens her mouth to produce an utterance in turn final position of Beo's previous line 13) to RBB even before Beo can finish her turn, which is an indication of high engagement in the ongoing topic. In line 14, Ana prefaces RBB with a generalized response (*have er (0.3) many tr- err traditional (0.3) foods*) before she actually provides the SPP of the adjacency pair (*like one of them (.) it's a beshpar↑makhh.*¹²). After a 1.2 seconds silence in line 16, Beo repeats the dish uttered in TCU final position in previous line with a false pronunciation to ask for clarification which is marked with a rising intonation (*/bish parmak/↑*) that shows his interest in Ana's upcoming turns. In the rest of the extract, Ana extends topical talk by adding details about the topical item after acknowledging and confirming Beo's request for clarification. After this extract, dyads continue talking about alternative ingredients of beshparmak varying based on the regions and Beo provides example from his own country.

¹² Beshparmak is a traditional Kazakh dish. Its main ingredients are meat and sheets of pasta in a broth

line 5, Aby utters a comment about Eko's turn ([° ° cool ° °) in an embodied way (thumbs up gesture) with a very low voice which overlaps to Eko's turn final utterance in line 4. His turn may be regarded as a sequence closing third (Schegloff, 2007) which is uttered following an SPP to assess or comment on it and closes that sequence.

After 0.5 seconds of silence, Eko restarts his utterance from line 4 (*high school years*) and extends the topic surrounded with long intra-turn silences in lines 7 and 8. Aby nonverbally orients (nodding) to Eko's telling in turn-final position before he produces a hesitation marker in line 9 which is also embodied with a nodding. Then, he produces another sequence closing third turn (Schegloff, 2007) (*congratulations*) in an embodied way (smile and clapping). Eko's laughter follows this in line 10 which is embodied with clapping. Then, he confirms Aby's compliment with a smiley tone (*\$yes bro\$*) embodied with thumbs up gesture. In TCU final position, in line 10, dyads achieve a joint laughter which can be another indication of a possible topic closure (Jefferson, 1972, 1983; Howe, 1991; Markman & Oshima, 2007; Holt, 2010). Note that there might be a possible topic change in upcoming turns as verbal and nonverbal termination devices evidenced sequentially since line 5 signals. Aby's sequence closing thirds, long intra and inter-turns, repeated embodied actions (clapping) and a joined laughter can be shown as indicators of a possible closure.

After a 1.5 seconds silence, Eko utters a discourse marker (*okay*) in line 13 which appears to be produced to flag the disjunction between previous and upcoming turns. However, during the long silence (2.5 secs) following this, neither of the participants contributes to the ongoing topic. Then, Eko directs multiple questions to reciprocate the speakership that can create space for participants to extend the ongoing topic instead of terminating it. He uses *and + you* as the first reciprocal marked with a loud voice and utterance final rising intonation. He also employs a wh question (<↑*what are your hobbi[es]*>) after a self-initiated self-repair in line 14. Aby orients to this RBB turn and provides an SPP of the adjacency pair in line 15 even before Eko finishes his question. This turn marks the continuation of the current topic and Aby's interest in taking the floor to maintain the ongoing topic.

Eko assesses previous turn (thumbs up gesture) in TCU final position of Aby in line 16. Line 17 starts with Eko's confirmation token embodied with nodding. This is followed by a follow-up question (*do you have any lisans[↑]/licence*) which may project further topical contributions from the recipient of the question. This is immediately oriented by Aby marked with rise of his eyebrows. After a 0.9 seconds silence, Aby provides a disconfirming SPP in line 20 with a lower tone preceded by a hesitation marker (*err (0.5) °no:°*). Elongated first person singular pronoun in the same line appears to be uttered to buy some time before Aby can produce a conforming SPP for RBB. This is followed by an SPP relevant to the ongoing topic (*judo [°judo°*) projected with a change of state token (*↑huh*) (Heritage, 1984b). In line 21, Eko repeats part of Aby's previous turn with an utterance final rising intonation embodied with rise of eyebrows in an overlapping fashion with previous turn. He verbally (*ye:s*) and nonverbally (nodding) confirms Aby's turn in line 22 that may show co-constructed mutual understanding through turns-at-talk. After extract 9, Eko changes topic in a disjunctive and unilateral way by asking if Aby has visited Turkey before and reveals that he wants to visit Kazakhstan.

Extract 9 is relevant to our argument in that it presents RBB resources used to reciprocate speakership and maintain the same topic collaboratively for a period until it is exhausted. RBB is formed as *and + you* and *wh question* (*<↑what are your hobbi[es>*) (lines 13 and 14). It must be noted here that *and you?* is an utterance which is reciprocal by design; thus, normatively projects an SPP which may lead to a topic expansion. One can say that a combination of RBBs uttered at an action boundary projects an SPP which creates space for participants (first the recipient of RBB) to extend an ongoing topic rather than terminating it. Termination devices uttered in this extract were one-word recipient comments and assessments as sequence closing thirds (Schegloff, 2007), long silences (Maynard, 1980) and joint laughter (Jefferson, 1972, 1983; Howe, 1991; Markman & Oshima, 2007; Holt, 2010). Maintaining a current topic with the help of a speaker change initiated by an RBB sequence may enable dyads to have a joint understanding on that topic. Therefore, sharing perspectives on an ongoing topic is a powerful way to achieve intersubjectivity which is a component of IC (Hall,

1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015).

Extract 10 is taken from second and last talk of Eko and Zen which lasts for twenty-seven minutes. This extract starts almost in the middle of interaction and takes 1.06 minutes. Topic provided for this month (January) is *Food Culture and Traditional Cuisine*. Before extract 10, participants have been talking about various smart phone brands. Then, Eko summarizes main points before he announces that he will initiate a new topic with an initiation of a question-answer adjacency pair (have you: (0.8) seen some series (.) recently↑). Zen provides a negative answer as the SPP and she formulates an alternative SPP (i have been watching anime) which is mitigated with an elongated *but*. After checking reportability of her upcoming telling (do you know (.) it), she extends the current topic through multi-unit turns that are acknowledged by Eko. This extract illustrates use of multiple resources in combination as reciprocals to the topic proffering question (have you: (0.8) seen some series (.) recently↑), namely discourse marker “*and also*”, “*what about you*” and a *yes/no question*. This extract shows difference with previous ones in presenting two new RBB resources: *yes/no question* and *what about +pronoun* format which is regarded as an interactional resource that reciprocates speakership and creates space for topic extension moves.

Extract 10: Series (Eko-Zen/12.01)

```

1   Eko:   err do you know $bayblade$ (0.7) like this something like
                                           +Zen smiles
2       that
3       (1.0)
4   Zen:   ye:s (.) i also (0.6) i think er $everyone hh.=
           +nods and smiles
5   Eko:   =it's m[y err
           +looks upwards
6   Zen:   [°watch it$°
7   Eko:   childhood dreams [yeah
           +looks at screen
8   Zen:   [(dreaming) (0.2) childs (.) $ye[s$
           +nods and smiles
9   Eko:   $[yes$
10      (1.0)
11→|Zen:  and also: (0.2) ↑what can you say err (.) >↑what about<
           +looks at screen
12      you (0.2) did you wat[chs]omething

```

13 Eko: [and] (0.3) er[r
+looks downwards
+looks at screen

14 Zen: [or (0.3) [didn't
+looks at screen

15 Eko: [i have- i
+looks at screen

16 Zen: have time

17 Eko: have watched something (0.3) ehm
(0.9) ((Eko claps his hands)) (0.2)
i didn't (0.2) err i have (0.2) take a rest (0.2) eh:m
20 (0.3) like (0.3) one month (0.6) >because i have< ehm a
+
raises his eyebrows

21 lot of exam (0.4) and i s- (.) i've started breaking bad
+puts his hand down

22 (.) r- err again (0.7) errm (0.4) i watched (0.7) err: (0.3)
+lateral head movement

23 k↑aç †two (.) two different parts (0.2) about breaking bad
how many?
+Zen moves her device

24 and (0.7) i wat^och^o (.) friends (1.0) i finished first
+Zen looks +lateral head movement
downwards

25 season (0.3) have you ever seen friends† (0.4) i think you
26 +looks at screen +Zen opens her mouth

27 said err (0.7) yo[u didn't
+points +Zen leans towards left
forwards

28 Zen: [yes i know the serial <bu:t (0.2)
+Eko nods

29 actually i:> (0.3) didn't watch (0.2) the: by the series
30 (.) i watched in (.) on tv sometimes
+Eko nods

In line 1, Eko initiates a question-answer adjacency pair (err do you know \$bayblade\$) about a Japanese Manga series. Following a second silence, Zen confirms Eko's request in an embodied way with a smile and nodding in line 4. She engages in formulating a generalised response (i think er \$everyone [°watch it\$°) as SPP of the adjacency pair with an overlap to Eko's on topic telling (=it's m[y err childhood dreams [yeah). In line 8, Zen formulates a repetition ([(dreaming) (0.2) childs) which is overlapped with Eko's *yeah* in previous line. These overlaps between line 5 and 9 can be viewed as competitive (Schegloff, 2000) since dyads engage in "serious simultaneous talk to occupy the same turn space" (p. 7). In this sense, participants of this overlapped talk appear to resolve the overlap by not pursuing topical talk which projects a possible termination of the ongoing topic, otherwise seems to be oriented to

(Schegloff, 2000), This overlapped talk is followed by a second silence that marks the big gap between turns. It should be mentioned that by line 10, there are a number of signals that the ongoing topic may fade away in upcoming turns. First, previously mentioned overlapped talk (Schegloff, 2000), reformulation of previous turn (West & Garcia, 1988) in line 8, series of confirmation tokens (*minimal responses*, Jefferson, 1983) surrounded with a simile (Jefferson, 1983) and finally the big gap in line 10. Thus, next turn bears significant importance in shaping the trajectory of the ongoing topic: termination or maintenance.

In line 11, Zen produces the FPP of question-answer adjacency pair to reciprocate speakership while maintaining the current topic by using multiple resources. She deploys three different questions one of which is incomplete ((i) ↑what can you say err, (ii) >↑what about< you (iii) did you wat[ch] something) which are preceded with a discourse marker (and also:). The discourse marker appears to serve as a disjunction marker here. In line 14, Zen suggests a possible account for Eko ([or (0.3) [didn't have time) in an overlapping fashion with Eko's hesitation marker (line 13) which may be used to mitigate a dispreferred SPP. However, Eko disagrees with her candidate account and produces SPP of the adjacency pair with a restart ([i have- i) in line 15. Then, he extends topical talk with a multi-unit turn in which he announces different series he has watched. In line 25, Eko initiates the FPP of a question-answer adjacency pair to check the reportability of a topical item (have you ever seen friends↑) and then he uses a past reference (i think you said err (0.7) yo[u didn't) in his TCU final position which might be used to mitigate a negative answer in upcoming turns. In line 28, Zen produces a conforming response ([yes i know the serial <bu:t) which is mitigated with an elongated *but* that projects an upcoming dispreferred response. After the extract, participants continue talking about series they have and have not watched.

This extract is interesting for the analysis of RBB sequences in many ways. First of all, it presents a new topic closer: seriously overlapped talk in a competitive way (lines 5 to 9) (Schegloff, 2000) which appears to project a possible topic termination. At this point, Zen employs an RBB as an interactional resource to reciprocate the speakership instead of terminating the ongoing topic in line 11. She employs structurally different questions (lines 11 and 12) to promote a

speaker change and topical progressivity. Zen uses two wh questions (one incomplete) and a yes/no question to reciprocate speakership. By Eko's orientation and topic extension moves, it is ratified that RBB turn normatively projects further topical talk from both participants (first from the recipient of the question). After an analysis of this extract, one can claim that the interaction type of it is not a parallel or asymmetric one (Galaczi, 2004, 2008). It seems like a rather collaborative interaction in which participants achieve high mutuality and intersubjectivity (Galaczi, 2008).

There are a number of features that distinguish this interaction type from two others (parallel and asymmetric). First, in collaborative interaction dyads manage speaker change fast (Tannen, 1981). Note that there is no gap, otherwise an overlap, between RBB and SPP of it (lines 11 and 12). The most salient feature of this interaction type is topic extension moves of self or other-initiated topics that result in multi-unit topics, which is an indication of high engagement in topical talk one's interlocutor pursues and achieved mutual understanding constructed through these extension moves (Tracy & Moran, 1983). As it can be seen from the extract, dyads extend an ongoing topic through multi-unit turns sometimes in a cooperatively overlapped manner and achieve reciprocity of perspectives (Seedhouse, 2004) via RBB sequence which appears to lead a co-construction of IC. It is worth remarking that interactional competence is co-constructed locally and temporarily by participants of a social interaction differing from communicative competence (Canale & Swain, 1980; Bachman & Palmer, 1996) which is interpreted as an individual trait (McNamara & Roover, 2006; Galaczi, 2014).

4.2.1. Summary of Main Findings

The extracts analysed in this section presented examples of three different RBB resources employed by the participants. As discussed earlier, RBB performs multiple actions simultaneously: namely (i) requesting for information or opinion, (ii) reciprocating the topic proffering question, (iii) changing speakership, (iv) creating space for topic extension moves, thus, topic maintenance, and (v) helping dyads achieve intersubjectivity at topical level through reciprocity of perspectives (Seedhouse, 2004; Jeon, 2012). Based on five extracts in this section, RBB resources that can also be employed in combination are (i) inquiry structure (wh or yes/no) (all five extracts), (ii) what about + noun, noun phrase or pronoun and

(extract 10) (iii) and + you? / yours? / your + pronoun? (extract 6 and 9). As it can be seen, inquiry structure is found to be the most frequent RBB resource in these extracts.

Previous turns that lead to a possible topic termination and initiation of an or a combination of RBB resources are found to be (i) recipient assessments and comments (sequence closing thirds) (extract 6, 8, and 9), (ii) repetition or reformulation of (part of) previous turns (extract 7, 10), (iii) summary of previous talk (extract 7), (iv) series of acknowledgement tokens (with delay) (extract 9 and 10), (v) series of minimal responses (extract 8), (vi) explicit termination device (that's it) (extract 6), (vii) seriously overlapped talk (extract 10), (viii) long intra or inter-turn silences (avoidance of contribution) (extract 6, 7, 8), (ix) disjunction marker (so, okay, yeah) (extract 7, 8, and 9), and (x) nonverbal resources (smile, (shared) laughter) (extract 7, 8, and 9). It should be mentioned here that seriously overlapped talk (see extract 10) has not been presented in table 4.1 since there is no example of it in previous section. In brief, use of one or mostly a combination of these termination devices projects a topic closure in the upcoming turns. However, the current speaker employs an RBB resource at this topical boundary which performs multiple functions, as discussed previously, including reciprocating speakership which creates space for dyads (first recipient of the question) to extend an ongoing topic, thus, achieve topic maintenance.

One of RBBs functions can be conceptualized as topic extension moves which contribute both topical progressivity and mutual understanding at topical level (Galaczi, 2014). Findings revealed thus far have clearly shown that an RBB sequence is one of the interactional resources that a participant can employ to ensure topical maintenance at an action boundary by inviting contribution relevant to an ongoing topic from a co-participant. In the light of this, it can be claimed that use of RBBs may be an indication of co-constructed IC which comprises turn taking strategies (Markee, 2008; Hall & Pekarek Doehler, 2011; Wong & Waring, 2010; Jenks, 2014), sequence organization, and topic management skills (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015). However, it is worth noticing what Hall (1995) highlights that "talk is comprised of interactive practices - differently enacted and differently valued- whereby individuals come together to

create, articulate, and manage their collective histories” (pp. 207-208). That is, each interaction has its own “context” which makes it unique and also requires an emic perspective of analysis. An RBB, for example, may not be used as a topic maintenance device in an interaction or may not lead to topic extension even if it is used for that purpose while it normatively projects a topic extension in an other interaction. The section that follows will provide more examples in topic expansions after the use of RBBs.

4.3. Topic Expansion Following RBB

The analyses thus far first have revealed sequential organization of RBB (Closers-RBB-Elaboration) through representative five extracts (see 4.1). These extracts portray majority of practices from the data in terms of sequential environment of RBB sequences. That RBB is mostly preceded by a combination of fourteen different closers is evidenced previously. Five extracts given in 4.2 have exemplified which RBB resources (inquiry structure, and + you, and what about + noun/noun phrase/pronoun) can be used to *roll the ball back* to the other speaker(s) while maintaining a current topic. It has been also touched upon through sequential analysis that what comes after an RBB is elaboration on topic-in-progress from both participants (first recipient of RBB since it projects an SPP).

This section will document how topic expansion is achieved following an RBB sequence even if one of the participants faces difficulties in contributing to an ongoing topic. Three explanatory examples will be given from data so as to argue that there are effective resources employed by participants to maintain a current topic after *rolling the ball back*. These interactional resources include (i) follow-up questions to request more information, (ii) surprise tokens to display engagement in ongoing topic, (iii) confirmation request, (iv) clarification requests, (v) providing candidate topical items, (vi) disapproval with a smiley tone, (vii) bypassing an interactional trouble with a giggle, and (viii) reformulation of previous turn + *and then?*.

It should be mentioned here that I did not use post-expansion (Schegloff, 2007) on purpose for expansion achieved following an RBB. Instead, I prefer referring this extension as a “topic expansion”. Then, it is necessary to clarify the similarities and differences between post-expansion and topic expansion. First, they both

project a non-minimal post expansion. However, the former is produced following an SPP while the latter is an SPP itself (that can also be expanded in upcoming turns). Post-expansions are repair oriented and they are initiated to clarify a point or repair the troubles (e.g. ambiguity or misunderstanding) regarding a previously produced topical item (Gardner, 2004; Schegloff, 2007) while topic expansion is more about maintenance of an ongoing topic through the production of topical items. In this sense, these expansion types follow diverse types of turns in terms of preference. Post-expansions follow dispreferred responses which cause an interactional trouble to be resolved in upcoming turns while topic expansions are engendered by reciprocal questions and also preferred responses provided to these reciprocals and other extendable sequences. Schegloff (2007) emphasizes this difference between these two by asserting that “the development and extension of these sequences¹³ cannot be assimilated to what we have been referring to as post-expansion” (p. 169).

According to He & Young (1998) it is through interaction that participants share their identities and emotions with others, thus, build a connection between each other which can be called as intersubjectivity (p. 8). As has been mentioned previously, RBB enables a co-participant to contribute to a current topic, thus creates space for interactants to maintain a topic-in-progress collaboratively and achieve intersubjectivity at topical level. Seedhouse (2004) accepts reciprocity of perspectives as a pre-condition for intersubjectivity by describing it as “participants agreement on following the same norms and their affiliation with one another’s perspective” (p.9). At this point, it can be stated that topic maintenance achieved through an RBB sequence may be an indication of co-constructed intersubjectivity which may lead to a joint construction of IC (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015).

Extract 11 comes from Obo and Rak’s first and only talk which lasts half an hour. The extract starts in the first minute of the interaction and lasts for 1.07 minutes in total. The topic chosen for the month (December) is *Hobbies and Personality*. Note

¹³ Note that, he refers to topic-proffering sequences here and RBB is a reciprocal to topic proffering questions which displays similar features.

and contribute to the ongoing topic. At this point, it can be seen that RBB receives only a minimal response from the recipient as different from the extracts presented so far. This may be because of several reasons, such as (i) disengagement from ongoing topic, (ii) dispreference to take the floor, (iii) lack of linguistic or interactional resources required to take the floor and contribute to an ongoing topic. In the rest of the extract, it will be shown how interactants may achieve topical progressivity and mutual understanding even after a minimal response is provided for RBB.

In line 11, Rak directs a follow-up question (*biography of ↑who*) that may help Obo continue holding the floor and contribute to the current topic. Obo bodily orients to her question even before her turn is over (he gets closer to screen). Thus, asking follow-up questions (Maynard, 1980; Button & Casey, 1985) may be shown as the first interactional resource she employs to create space for a current speaker, who appears to have difficulties to do so, to extend an ongoing topic. However, he has not provided an SPP for this RBB except producing an elongated hesitation marker in line 13 which is uttered between long silences. It can be seen that a follow-up question does not project a topical expansion yet, but only hesitation markers and long inter-turn silences which may lead to a possible topic or speaker change.

However, Rak appears to have a certain trajectory of talk: enabling Obo to produce topical items relevant to what she has produced before RBB to maintain the topic. She provides a candidate answer in line 15 (*steve jobs (0.2) ehe*) to help her interlocutor to produce topical items and she also produces a turn final giggle which might be used to bypass the interactional trouble participants face (Sert & Jacknick, 2015). Therefore, providing a candidate answer and bypassing interactional trouble with a giggle can be shown as further interactional resources that she has employed to maintain both her interlocutor's speakership (at the same time her listenership) status as well as the ongoing topic. Obo produces a turn initial laughter following this (line 16) and joins Rak in bypassing the trouble they are experiencing. Then, in the following part of his turn, he disapproves the candidate answer (*no (.) err*) suggested in previous turn and frames a mitigated response (*sherlock holmes*) marked with a turn final possibility marker (*m[aybe]*). This is overlapped with Rak's change of state token (*[↑uhu]*)

(Heritage, 1984b) in line 17 which shows her interest in her interlocutor's ongoing topical talk.

Rak requests for confirmation (`you like sherlock holmes↑`) in line 18 which can be shown as another interactional resource she employs to maintain the ongoing topic (Maynard, 1980; Button & Casey, 1985; Sukrutrit, 2010). Turn final surprise token (`seriously?==`) in line 18 (*topicalizer*, Button & Casey, 1984; Svennevig, 1999; Sukrutrit, 2010) is also a confirmation request which is confirmed in line 19 right after its production which may project Obo's upcoming topical talk. However, he does not provide further information about the film during the silence in line 20 (1.3 secs). In line 21, Rak takes the turn and asks another follow-up question (`have you watched erm err: tv series with benedict cumberbatch`). In line 23, Obo orients to this question and utters a confirmation token (`ye[s]`) accompanied with a smile as the SPP.

In line 24, Rak initiates a self-initiated self-repair for her mispronunciation in an overlapping fashion with Obo's confirmation. She also requests for clarification (`[cumberbatch (0.3) [yes?]`) which may be indicated as another resource used by Rak to maintain the ongoing topic since it projects further production of topical talk (approval or disapproval). Then in line 25, Obo clarifies the point by explicitly announcing that he has already watched the series (`i [watch (.) i finish[ed]`). The extract ends with Rak's announcement (`[i'm (0.6) i'm wa- (.) i'm waiting for next ep- (0.2) err >for next season<`) which overlaps Obo's turn final utterance in previous line. After the extract, dyads continue talking about the series (*Sherlock Holmes*).

This extract is significant in showing how dyads manage topical expansion following RBB even if one of the participants faces difficulties in contributing to an ongoing topic. Rak adopts various interactional resources for a number of possible purposes; namely to enable (i) topical progressivity, (ii) ensure flow of talk and (iii) help Obo hold speakership after she has *rolled the ball* back to him. First resource that she has used is directing follow-up questions (line 11 and 21) which help the current speaker pursue a topic-related production in upcoming turns. Second, she provides a candidate topical item (line 15) that can be a response for the question she has initiated previously, which projects an approval or disapproval, an SPP,

from Obo. In the same line, she bypasses an interactional trouble they have that enables interactants to maintain the ongoing talk instead of orienting this trouble. Other resources she has employed are requesting confirmation and clarification (a surprise token at the same time) (line 18 and 24) which is immediately oriented by Obo in the upcoming turns. One can claim that these interactional resources help participants to maintain a current topic until they both agree that it is exhausted. It appears that Rak (participant who employs RBB) has a certain trajectory of topical talk in her mind: maintaining the ongoing topic with a speaker exchange and she has not only *rolled the ball back* to her interlocutor but she has used different interactional resources to achieve topical maintenance and create space for the current speaker to produce topical items.

It must be noted here that it is already evidenced that topic maintenance is a collaborative action through the extracts presented so far and my intention here is not to contradict with this. Imbalance of interactional resources used by dyads may be because of their asymmetric interaction (Galaczi, 2004, 2008). It can be seen that dyads have an asymmetric interaction in this extract for a number of reasons: namely (i) distinct roles oriented during the interaction (Rak deploys an expert role while Obo deploys a novice role throughout the extract), (ii) turn asymmetry between participants, (iii) asymmetry in topic extension moves (Galaczi, 2004, 2008). However, having an asymmetric interaction does not prevent interactants from co-constructing IC. To this end, it is worth remarking that dyads achieve mutual understanding through contributions to the ongoing topic at varying levels and roles to co-construct IC.

Extract 12 comes from Pem and Aka's first (of two) and lasts almost one hour. The extract lasts 2 minutes in total and starts after the first minute of the interaction right after participants greet each other and make sound arrangements. The topic provided for the month (November) is *Country and Culture*. Aka produces topical items through extended multi-unit turns after negotiation of topic (they choose to talk about provided topic) during which Pem utters listenership tokens. Then, Aka utters an RBB (and er (1.4) what about turkey) to reciprocate speakership and maintain the ongoing topic. Pem orients to RBB turn and extends topic through multi-unit turns with the help of Aka (follow-up questions). Some of these interactional resources used to help the current speaker to produce topical

items are not included in the extract due to reasons of space, but similar resources are presented in the extract. Extract 12, like the previous example, presents how participants manage topic expansion following RBB by using different interactional resources such as asking follow-up questions to request more information and clarification, and providing candidate topical items.

Extract 12: Country and Culture (Pem-Aka/30.11)

1 Pem: err:m (0.3) tsch (3.0) eh[m:
2 Aka: [°what° can you sa-(.) °abo°ut
3 (.) like: (0.2) >i don't know< turkish music (0.2) or[:
+takes an upright position
4 Pem: []
5 humm (0.6)
+raises her hand
6 Aka: °songs°
7 Pem: [errm
8 Aka: [or paintings
+lateral head movements
9 Pem: turkish musics: (.) err (0.3) err (.) i didn't (0.2) err
+touches her hair +lateral +Aka gets closer
headshake to screen
10 (.) i: (1.0) i don't /lojv/ i don't love (0.7) turkish
+raises her head +lateral headshake
11 music (0.3) i never (1.2) i never listen (1.2) turkish
+raises
her hand
12 musi:c (1.5) [beca:use
+Aka raises her eyebrows
13 Aka: [you mean like traditional?
14 (0.6)
15 Pem: er what?
+bows her head
16 (1.3)
17 Aka: >you mean< traditional ones? (0.3) like err (0.4) national
+leans towards left +gets an upright position
18 (0.2) instruments (0.2) °music° instruments
+lateral head movements
19 Pem: err (0.5) nationa:l (.) instruments: (.) is (.) \$kemençe\$
+looks at right +looks +extends her hands
at screen
20 (0.7) do you \$know\$? (1.0) do you know kemen[çe
21 Aka: [err
+lateral
headshake
22 Pem: ehe err
+leans backwards
23 (0.4)
24 Aka: no (0.6) >°i don't know°<

In line 1, Pem produces hesitation markers preceding and following a long silence (3.0 secs) marking her difficulty in further contribution to the ongoing topic. This is

overlapped with Aka's initiation of the FPP of an adjacency pair ([°what° can you sa-(.) °abo°ut (.) like: (0.2) >i don't know< turkish music (0.2) or[:)] starting from line 2. With the help of this follow-up question, she both asks for further topical information and provides Pem with alternative topical items that she can elaborate on. This is the first interactional resource Aka employs to (i) achieve topical progressivity, (ii) ensure the flow of talk, and (iii) help Pem to hold the speakership after RBB turn. In line 4, Pem utters a display of understanding token which may project further topical talk from her in upcoming turns. Starting from line 9, she employs one of the candidate topical items (music) in her turn after hesitation markers, silences, and restarts producing a negative response (i don't love (0.7) turkish music (0.3) i never (1.2) i never listen) in an embodied way (raises her head and leans backwards) as the SPP to the follow-up question initiated in line 2.

In line 10, she performs a self-initiated self-repair for her mispronunciation (i don't /lojv/ i don't love). In line 13, Aka requests for clarification ([you mean like traditional?]) in an overlapping fashion with Pem's initiation of account giving ([beca:use]). It should be noted here that clarification requests are among resources used to maintain a current topic (Jeon, 2012). Clarification request in this extract also facilitates speakership status of the current speaker since it projects an SPP in the upcoming turn. Then as the third method to maintain topical progressivity, Aka provides a candidate topical item relevant to her own question (like err (0.4) national (0.2) instruments (0.2) °music° instruments) in lines 17 and 18 which projects an approval or disapproval from Pem in the following turn, thus, projects a third part that can extend the ongoing topic.

In line 19, Pem produces a topical item that extends the topic with a turn final smiley tone (nationa:l (.) instruments: (.) is (.) \$kemençe\$¹⁴). Then, she checks reportability¹⁵ (Svennevig, 1999) of new the topical item with a smiley tone (do you \$know\$?) and restarts her question after a second silence

¹⁴ Kemençe is a word used for two distinct types of stringed bowed musical instruments in Turkey.

¹⁵ Checking reportability is generally employed for topic initiations (Svennevig, 1999), however it is used to extend an ongoing topic in this extract.

with an overlap to Aka's hesitation marker accompanied with a lateral headshake which may display her no-knowledge and project initiation of a verbal articulation of it (Sert, 2011). In line 24, Aka produces a claim of insufficient knowledge (*no* (0.6) >°i don't know°<) in a silent way than surrounding utterances, thus, ratifies her interlocutor's initiation of telling relevant to the topic. After the extract, dyads extend the ongoing topical talk on a subtopic (musical instruments) through collaborative contributions.

Extract 12 has presented how interactants maintain a current topic even if they face interactional troubles such as series of hesitation markers, joined laughters and silences using different interactional resources. As previously explained, an interlocutor may employ certain interactional resources following an RBB sequence for a number of interrelated reasons; namely, to (i) enable topical progressivity, (ii) ensure flow of talk and (iii) help one's interlocutor hold the speakership following an RBB turn. Aka uses different resources which project an SPP from Pem; thus, create space for her to contribute to the ongoing topic and enable them to achieve topical progressivity. First, she formulates a request for further information (line 2). However, this does not help Pem to produce topical items. Then, she requests for clarification on a topical item (line 13).

After clarifying the troubled item, Pem engages in producing topical items. Lastly, she provides Pem with candidate topical items (lines 17, 18 and also 6, 8) to help Pem elaborate on these, thus, ensure the flow of interaction and the ongoing topic. One can see that employment of RBB projects achievement of (i) a topical expansion, (ii) intersubjectivity, and (iii) IC through multi-unit turns in a collaborative way. In this sense, interaction type of this extract may be described as collaborative (Galaczi, 2004) due to the extensive use of active listenership tokens (Tannen, 1981), and frequent employment of follow-up questions, and mutual understanding which is achieved jointly (Galaczi, 2004). However, follow-up questions and other interactional resources are generally employed by one certain participant (the one who uses RBB), which might be an indication of a dominant role that participant oriented to (Galaczi, 2008).

Extract 13 comes from Obo and Ago's second (of two) talk which lasts fifty minutes in total. The onset of the interaction is the eighth minute and it lasts for 0.95 minute. Suggested topic for this month (November) is *Country and Culture*.

Before this extract, interactants have an interactional trouble related to technical reasons (regarding sound system) and Obo initiates a new topic following the solution of this trouble. In this extract, dyads talk about their weekend activities. Ago orients to this topic proffering question and provides extended topical items through multi-unit turns. Extract 13 is another typical example of how topic expansion is achieved following a speaker change which is enabled with RBB. As different from previous two examples in this section, a disapproval token surrounded with a smiley tone and a “reformulation + *and then?*” are employed in this extract as interactional resources to achieve topical expansion following an RBB sequence.

Extract 13: Journey (Obo-Ago/25.11)

1 Obo: \$nuhu\$ (1.0) sounds great
 +leans backwards
 2 ((vibration sound)) (0.8)
 3 →Ago: yes:: (0.2) [↑and (.) ↑what about your weeken:d
 +looks at bottom-right +looks at screen
 4 [((incomprehensible outside talk for 2.4 secs))

 5 Obo: ehm ((pouts his lips)) (2.6) err (1.4) i: (0.2) stayed
 6 (0.4) at home
 7 (0.7)
 8 Ago: tsch .hh (0.4) you are always stayed \$at home\$
 +lateral headshake
 9 Obo: ehm watched
 10 (0.5)
 11 Ago: uh huh
 12 (2.2)
 13 Obo: sorry?
 +gets closer to screen
9 lines omitted
 14 Ago: (0.6) err you stayed at home (.) and then?
 15 (2.7)
 16 Obo: and ↑then (.) ehm (0.9) i watched (0.4) tv
 17 series
 18 (0.5)
 19 Ago: uhu: (1.4) ↑what t[v serie do you like]
 20 Obo: [err (1.7) i::
 21 X: ((kazakh words))
 22 Obo: the walking dead

The extract starts with topic termination devices. In line 1, Obo produces a delayed listenership token surrounded with a smile (\$nuhu\$) (West & Garcia, 1988), which is also followed by a delayed assessment of Ago’s previous turns (sounds

great) (Jefferson, 1983). Following the silence in line 2, Ago takes the floor with an elongated *yes* which may function as a transition marker here. However, instead of changing the current topic to a new one, she reciprocates the topical question by using an RBB formed in “what about + NP” formulation (*↑what about your weeken:d*). In the subsequent turns (starting from line 5), Obo orients to the RBB and starts extending topical talk. However, turn initial hesitation marker, his body language (pouts his lips) and long intra-turn pauses in lines 5 and 6 may flag the difficulty that Obo is experiencing in producing topical items.

After a 0.7 seconds silence in line 7 during which Obo does not produce further topical talk, Ago produces a turn initial disapproval token (*tsch*) on previous turn by also recycling part of it with a smiley tone (*you are always stayed \$at home\$*). This may be regarded as the first interactional resource employed by Ago, which triggers Obo to produce further topical items in upcoming turns. Although a negative comment by recipient may lead to a potential topic termination (Jefferson, 1983), Obo utters the first part of another weekend activity that he has in line 9 (*ehm watched*). This may show that Ago’s turn final smiley tone bypasses a potential face issue (Sert & Jacknick, 2015) and a potential communication breakdown. However, Obo does not pursue the topic further in the upcoming turns. The long inter-turn silence (2.2 secs) in line 12 and Obo’s request for repetition (*sorry?*) in line 13 is followed by negotiation of a hearing trouble in omitted lines, which is caused by a technical trouble concerning Obo’s speakers (see appendix 14).

In line 14, after resolving the hearing trouble collaboratively, Ago repeats part of Obo's previous turn with appropriate deictic arrangements (*you stayed at home*) and explicitly requests for further elaboration on the current topic (*and then?*) with a turn final rising intonation. In lines 16 and 17, Obo extends topical talk about his weekend activities (*i watched (0.4) tv series*) after 2.7 seconds of long silence. Thus, elaboration request can be accepted as the second interactional resource that triggers Obo to continue producing further topical items in upcoming turns. In line 19, Ago employs one more resource to maintain the ongoing topic and initiates a follow-up question about Obo’s previous turn (*↑what t[v serie do you like↓*). This turn might be an initiation of sub-topic (Sacks,

1992). As highlighted previously, Jeon (2012) describes “sub-topical talk is different from topic transition in that the former introduces a new topical talk which is related to the prior topic, and the two topics can be categorised as a single topic” (p. 66). In line 22, Obo announces that he likes a series called *The Walking Dead*.¹⁶ After the extract, dyads move from the ongoing topic (weekend activities) to a new one (series they like) with stepwise topical movements.

It has been illustrated in this extract that RBB, employed at a certain point that a number of termination devices are uttered, together with additional topic extension moves helps interlocutors save a topic at hand from termination even if one of the participants has difficulties in contributing to the ongoing topic. Given that, use of RBB and additional three interactional resources employed by Ago create opportunity for the recipient to take the floor to contribute to a current topic while enabling dyads to maintain an ongoing topic in a collaborative way to achieve a mutual understanding. First resource that she has used is producing disapproval token (*tsch*) and reformulating the previous turn with a smiley tone (*you stayed \$at home\$* line 8) following which Obo produces another topical item.

As a second resource, Ago repeats part of previous turn and explicitly requests for further elaboration from her co-participant (*and then?*, line 14). Although a long silence (2.7 secs) follows this in line 15, Obo extends the topic in the subsequent line. The last resource used in this extract is asking a follow-up question (line 19) which will lead to a sub-topic in upcoming turns following the extract upon Obo’s preferred response. It must be noted, then, dyads achieve intersubjectivity in a collaborative way through contributing to a current topic at varying levels and roles to co-construct IC locally (Hall & Pekarek Doehler, 2011). According to Galaczi’s (2004, 2008) interactional patterns, this extract mostly displays features of an asymmetric type for a number of reasons; namely (i) differing roles that interactants are oriented to throughout the interaction one passive (Obo) and one dominant (Ago), and (ii) an unbalanced production of topical talk, questions generally asked by one dyad. However, having an asymmetric interaction does not prevent participants from achieving mutual understanding, thus, IC since these

¹⁶ X, who appears from Ago’s camera, speaks in Kazakh in line 21 which is not oriented to by either interactants.

constructs are context-sensitive (Kramersch, 1986; Young, 2008; Hall & Pekarek Doehler, 2011; Galaczi, 2014). That is, participants of this interaction achieve IC in their own way and level. As He & Young (1998) state that “it is from within this dynamically sustained context that what is talked about gets its meaning” (p. 8).

4.3.1. Summary of Main Findings

The extracts in this section were different from the ones in the previous sections, although unfolding of RBB sequences in all extracts shows significant similarities. It has already been demonstrated (in 4.1 and 4.2) that an RBB turn commonly projects an orientation and topical production from the recipient in the upcoming turn. However, it should be mentioned here that RBB is followed by an inter-turn silence before a bodily or verbal orientation from the recipient (but see extract 10). The silence immediately following RBBs can be engendered through diverse factors; namely (i) linguistic and interactional proficiency level of L2 speakers, (ii) difficulty in speakership exchange which is a common feature of lower level participant's L2 talk (Tannen, 1981), (iii) dispreference to take the floor and produce topical items, or (iv) simply disengagement from ongoing topic. Yet, it should be considered that any other factors (e.g. contextual, sequential or individual) may have an impact on topic expansion. In section 4.3, on the other hand, RBB is followed by hesitation markers and lack of production of topical items (see line 6 from extract 11 and line 5 from extract 13). However, the dyad who *rolls the ball back* and appears to have a more dominant role (Galaczi, 2004, 2008) during the interaction, tries to ensure that the ongoing topic is maintained in a collaborative way by employing eight diverse interactional resources in addition to RBB.

The most frequently used interactional resource in the data is asking follow-up questions subsequently positioned after minimal responses provided as an SPP to RBB. One interesting finding is that in most of the extracts in section 4.3, follow-up question is the first resource employed by a dyad. One example of this comes from extract 11, in which two follow-up questions are employed following minimal topical production of the current speaker (lines 7 and 11). Since a follow-up question forms the FPP of an adjacency pair, it normatively projects an SPP either preferred or dispreferred which may contribute to an ongoing topic.

The next two resources to be mentioned are clarification and confirmation requests (see extract 11 and 12) that project further on-topic contributions from the recipient as in the form of an approval or disapproval. As has been stated before, post-expansion and topic expansion should not be confused (Schegloff, 2007) since their sequential focus is different (see 4.3). Former is employed to repair troubles (e.g. misunderstanding) while latter is employed to clarify a point relevant to an ongoing topic to achieve topic maintenance. One example of clarification request comes from extract 12 (lines 13 and 17). Aka's clarification request ([you mean like traditional?]) projects further topical talk from Pem in upcoming turns. She checks the reportability of a Turkish musical instrument following this request before she engages in providing more information regarding it.

Another interactional resource used to achieve topical maintenance following RBB is providing the current speaker with candidate topical items (see extract 11 and 12) that can be employed in upcoming turn to extend the topic. In extract 12, for example, Aka provides a candidate topical item in line 18 following a clarification request to which Pem orients in the upcoming turn. In addition to these resources, Ago employs two distinct resources in extract 13 that help dyads maintain the current topic; namely (i) disapproval with a smiley tone (line 8) and (ii) reformulation + and then? (line 14). Although these resources are initially followed by an inter-turn silence, like most of other extracts, they are followed by topic extension in upcoming turns. Thus, it can be stated that disapproving previous turn with a smiley tone and requesting explicitly for further elaboration are topic extension moves that trigger the current speaker to produce topic-related items.

An additional interactional resource to mention here can be bypassing a trouble with a joined laughter (Sert & Jacknick, 2015) employed in extract 11 (lines 15 and 16), which creates space for a current speaker to produce further topical items instead of orienting to a face issue. One can claim that all these eight interactional resources have an impact on upcoming turns and possible topic extension. These interactional resources, including RBB, may signal a joint construction of a situated IC (Brouwer & Wagner, 2004) as they enable participants to maintain a current topic collaboratively (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015). Finally, it should be kept in mind that my intention here is not to claim that

interactional resources presented in the study are superior to others and lead to a topic extension anytime they are employed. There may be other factors (e.g. individual or contextual) affecting topic extension in each unique social interaction. The chapter will be concluded with a summary.

4.4. Conclusion

The chapter has illustrated the sequential environment of RBB sequences (4.1), different resources employed at an RBB turn (4.2), and finally how topic extension may be achieved following RBB sequences when one of the participants has difficulties in contributing to an ongoing topic (4.3) in synchronous dyadic L2 talk in an ELF context. The relation between topic management and IC has been highlighted where relevant in three sections in this chapter as it can be considered as a component of IC (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015). In the following part, main findings of the study will be presented in relation to research questions (see 3.1) before a detailed discussion of findings in the following chapter.

The analyses in 4.1 have aimed to uncover unfolding of RBB sequences based on five representative extracts. Sequential analyses of these sequences have revealed that RBB sequences do not unfold arbitrarily, instead they follow a certain structure most of the time: Closers-RBB-Elaboration. It has been found out that a combination of closers/termination devices precede RBB. This shows that unless RBB is employed at a topical boundary marked with closers, an ongoing topic may change or terminate. In the light of this finding, connection to IC has been made where relevant in all three sections in this chapter. As previously explained, use of RBB at a sequentially critical point to maintain an ongoing topic may be an indication of IC. The first section also has revealed different closers employed in combination. There are fourteen different verbal and nonverbal termination devices uttered by participants found in the data (see table 4.2). The section has touched upon RBB turns and possible next turn/action following them. These two phases of RBB sequences have been detailed in 4.2 and 4.3 respectively.

Table 4.2

A Summary of Sequential Trajectory of RBB Sequences

Closers	RBB	Topic Extension Moves Following RBB
Recipient comment	Inquiry structure (Wh and Yes/No)	Follow-up questions
Recipient assessment	And you? Yours? Your + noun?	Providing candidate topical items
Repetition of previous turn	WA + pronoun / noun / noun phrase	Clarification request
(Series of) Hesitation tokens		Confirmation request
Summary of topical talk		Reformulation + and then?
(Series of) Minimal responses		Bypassing an interactional trouble with a giggle
Acknowledgement tokens		Disapproval with a smiley tone
Projection about future actions		Using surprise tokens
Long silences		
Explicit termination devices		
So		
Okay		
Joined laughter		
Seriously overlapped talk		

The analysis carried out in section 4.2 has shown three different structural forms that RBB turns generally constructed. Five extracts given in this section have exemplified which RBB resources (see table 4.2) can be used to *roll the ball back* to a co-participant to maintain a current topic. Another interesting finding from this section has been use of disjunction markers (e.g. okay) in turn initial positions of RBB turns which might be used to mark upcoming initiation of a speaker change (but see extract 7 and 9). The findings have also revealed that a dyad who is the recipient of RBB may recycle structural or interactional resources which may be an indication of topical alignment that leads to intersubjectivity. Then, reciprocity of perspectives (Seedhouse, 2004) achieved through RBB can be considered as a component of locally constructed IC. It should be kept in mind that it cannot be claimed that recycling leads to learning in this research context since the study is not comprised of longitudinal data. However, recycling is proved to contribute to progressivity of an ongoing topic (see extracts 6 and 7).

In 4.3, as different from previous sections, RBB turns are followed by hesitation markers and lack of production of topical items (see extract 11 and extract 13). However, dyad who *rolls the ball back* and appears to be more dominant (Galaczi, 2004, 2008) during the interaction, tries to ensure that an ongoing topic is maintained collaboratively by using eight different interactional resources (see table 4.2). It is evidenced that various interactional resources used in the data have an impact on upcoming turns and possible topic extension, otherwise can

fade away. These interactional resources, in addition to RBB, may signal a joint construction of a situated IC (Brouwer & Wagner, 2004) as they enable participants to maintain a current topic collaboratively and enact mutual understanding (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015).

5. DISCUSSION

This chapter will discuss the findings of the study presented in the previous chapter in relation to research questions and relevant studies in literature. However, it must be noted that “topic” has not been examined thoroughly in online ELF interactional context when compared to, for example, management of turn-taking or organization of repair sequences. To fill this research gap, this study focuses on a topic maintenance resource in dyadic computer mediated interaction in an ELF context. RBB has been previously defined as an interactional practice that a speaker employs to invite the co-interactant(s) to contribute to an ongoing topic in order to maintain progressivity in interaction (see 4.1 for detailed explanation). This research gap makes the present study significant in terms of exploring features of online ELF interaction and revealing the relation between topic maintenance and IC through empirical evidence. In 5.1, findings regarding sequential organization of RBB sequences (closers-RBB-elaboration) will be discussed to address the first research question (*How does an RBB sequence sequentially unfold in one-to-one computer mediated interactions within an ELF context?*). Two sections that follow will focus on second and third phases of RBB sequences (RBB turn and elaboration). In 5.2, three different resources used as RBB in the data namely inquiry structure (wh or yes/no), what about + noun, noun phrase or pronoun, and “and you? / yours? / your + noun?” will be documented based on the dyadic online ELF interactions to address the second research question (*What are the interactional RBB resources that participants deploy to reciprocate speakership and to maintain a current topic?*). In 5.3, topic expansion following RBB will be documented. How RBB sequences can be a construct of interactional competence will be mainly discussed in this section. The argument will be also supported by previous sections so as to address third research question (*How is the interaction organized following RBB sequences when current speaker has trouble in contributing to an ongoing topic?*) with a reference to general findings of the study. Uncovering the relation between topic maintenance and IC may have pedagogical implications for second language education and technology mediated language teaching. Following this, pedagogical implications of the study for second language education and technology-mediated L2 learning/teaching will be argued in 5.4.

5.1. Sequential Organization of RBB

A recent description of topic maintenance is suggested by Jeon (2012) as “the process of establishing a proffered topic as the topic of conversation through cooperation of participants” (p. 43). As was discussed in the review of literature, maintaining a topic in an interactional way evidences recipients’ understanding of prior turn and projects production of topical items (Maynard, 1980). In accordance with this, Svennevig (1999) maintains that “a topic may be proposed by an individual, but depends on the other’s uptake in order to be established as the discourse topic” (p. 168). Schegloff (2007) connects topic development with turn-taking management, organization of sequences and issue of preference. Therefore, it can be claimed that topic development is not arbitrary, but rather is achieved through collaborative contributions in turns-at-talk. It has already been revealed that a great diversity of interactional resources is deployed by participants of a social interaction in order to maintain the progressivity of an ongoing topic: namely (i) topicalizers (Button & Casey, 1984; Svennevig, 1999; Sukrutrit, 2010; Jeon, 2012), (ii) preferred responses (Svennevig, 1999; Schegloff, 2007; Sukrutrit, 2010; Jeon, 2012; Seedhouse & Supakorn, 2015), (iii) repetition of (part of) prior talk (Jeon, 2012; Sukrutrit, 2010), and (iv) asking a question (tag question, series of question or clarification request, etc.) (Maynard, 1980; Button & Casey, 1985; Sukrutrit, 2010; Jeon, 2012) (see 2.4.3 for detailed information).

In addition to abovementioned resources, a new resource (RBB) which is mainly used at topical boundaries to maintain an ongoing topic will be discussed as a component of IC by bringing evidence from data-driven participant-oriented analysis of CMSI in this section. In the previous chapter, RBB is evidenced to project topic expansion by reciprocating topic initiation question and changing speakership. Therefore, preferred responses (SPPs) from recipient of RBBs play a significant role in topic expansion. Sequential organization of RBB sequences which appears to follow a certain interactional structure will be documented to address the first research question. In all seventy-seven fragments found in the data, in which topic maintenance is achieved through RBB, closers/termination devices (mostly a couple of them in combination) constitute the first phase of RBB sequences that signals a potential termination of an ongoing topic, thus, marks the topical boundary. Then, an RBB turn which shapes the trajectory of an ongoing

topic by reciprocating topic proffering question follows these closers. Since reciprocals used in RBB turn project an SPP from the recipient, the third and last step of RBB sequences is production of further topical items from the recipient of RBB (and from the other participant(s) in upcoming turns). Please note that there are only eleven examples (out of a hundred-and-one) in the data in which recipient of RBB does not produce further topical talk (see table 5.1). This sequence format can be exhibited through a short and simplified version of extract 1 below.

```

1  Ana:                                     ["oww"  [it
2      is great ehehe (.) *sit's greats* (1.0) err s:o: err:
3 → Beo:  er how is your school [andhh.
4  Ana:                                     [err $i'm studying in
5      /univ;varsetifen/$

```

Unfolding of an RBB sequence can be generalized as follows:



Figure 5.1. Sequential Unfolding of an RBB Sequence in a Dyadic Interaction

As it can be seen from this example, an RBB sequence unfolds in three sequential phases. First, one of the dyads (generally the one who initiates the topic) or the current speaker or both produce termination devices that may lead to a possible topic termination. Closers used in this fragment are recipient comment (Jefferson, 1983), long intra-turn silence (Howe, 1991), the discourse marker “so” that flags an upcoming disjunction (Schegloff & Sacks, 1973; Sacks, 1992; Keevallik, 2000), and turn final hesitation marker. Then, the current speaker employs an RBB, which is a reciprocal to topic initiation question, to invite the co-participant to contribute to an ongoing topic to achieve topical progressivity. What follows an RBB turn is further production of topical talk from interactants (first from the recipient of RBB since it requires an SPP). It can be said that it is the preferred response produced in the third phase what ensures topical progressivity. In other words, it is the preferred response following RBB which ensures expansion of an ongoing topic. For instance, if Ana had not provided a preferred SPP in the fragment above, topic expansion would not have been achieved.

Schegloff (2007) argues that dispreferred responses project a post-expansion while preferred responses project closure of the sequence. However, he makes an

exception for topic boundaries. So, if a preferred SPP is provided for a question directed at a topical boundary (when a current topic is about to change), that topic might be expanded in upcoming turns (Seedhouse & Supakorn, 2015). To highlight this point, Schegloff (2007) asserts that “in topic-proffering sequences preferred responses engender expansion and dispreferred responses engender sequence closure” (p. 169). It must be noted that RBB sequences are not topic-proffering sequences, however they are reciprocals to them which make Schegloff’s (2007) description valid for those, too. To be more precise, topic expansions are achieved following an RBB turn while post-expansions are achieved following a dispreferred SPP. Furthermore, topic expansion and post-expansion constitutes distinct parts of an adjacency pair. For instance, the former is achieved through production of topical items (preferred responses) following an FPP (e.g. RBB) while the latter is resolved following a dispreferred SPP to clarify a trouble occurred in this turn or previous ones. In addition, topic expansion is a maintenance-oriented notion while post-expansion is a repair-oriented one. In other words, topic expansion is not initiated to clarify a trouble like post-expansion, but initiated to elaborate on an ongoing topic.

The analysis in 4.1 has showed that there are fourteen different verbal and nonverbal closers preceding RBB in the data (see table 4.2). It is worth remarking that these termination devices are generally used in combination rather than on their own and they may be employed by both participants or only one of them reflecting trajectory of topic that they pursue. As the name suggests, termination devices signal a possible termination of an ongoing topic or even talk. Therefore, they are powerful marks of a topic boundary. The place of initiations of RBBs following these closers, then, plays significant importance in shaping the rest of the interaction. With this information in mind, it can be suggested that participants in the current study can mostly understand when topic boundary is signalled and act accordingly to save an ongoing topic from termination and change. Consequently, L2 learners may interpret their partners’ signals regarding topic maintenance or change in-and-out of classroom and they can act accordingly to maintain (e.g. use an RBB) or terminate (e.g. direct a question to change a topic) an ongoing topic. Similarly, language teachers having the knowledge of RBB sequences, may foster student participation in the classrooms as teachers’

interactional practices have a major influence in designing the interactional organization in the classroom.

Reciprocal or exchange sequences have a potential to shape the trajectory of the talk even after a number of topic closure devices signalling a possible topic termination (Schegloff, 2007; Galaczi, 2008). As Schegloff (2007) puts forward “reciprocating the exchange of certain sequence types is not just something which happens to happen” (p. 203). Initiating an FPP of a sequence that can be reciprocated makes use of reciprocals relevant in upcoming turns. Reciprocating a sequence, then, reveals that an interactant accepts a co-interactant as a member of the same category and designs his turn considering the recipient (Schegloff, 2007). To be more precise, a reciprocal sequence is already made relevant by the topic proffering question, thus initiating an RBB shows interactants’ mutual understanding of each other’s turns and production of relevant next actions. In the same vein, according to Nguyen’s (2011) view, RBB sequences can also be shown as part of IC since they involve capability of managing “sequence of actions, topics and co-construct participation frameworks (*as speaker and recipient*)” (As cited in Watanabe, 2016, p. 51). As was stated in the review of literature (2.3), IC is defined as “the relationship between the participants’ employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p.101) (see 2.3 for detailed information on IC). Thus, as extract 1 has already shown and 5 will show in the following part, initiating an RBB sequence is indicative of interactants’ ability to use relevant linguistic and interactional resources in a collaborative way.

As was discussed previously, RBBs perform various actions simultaneously such as managing turn allocation, initiating a reciprocation of speakership and perspectives on an ongoing topic, thus, promoting intersubjectivity at topical level and eventually co-construction of IC. In this sense, it can be stated that an RBB projects a possible achievement of intersubjectivity on an ongoing topic through initiating “reciprocity of perspectives” (Seedhouse, 2004; Jeon, 2012) on a current topic. As was stated before, intersubjectivity can be described interactionally as “coordinating the parties’ activities in achieving a joint understanding of what is going on” and reciprocity of perspectives can be seen as a way to achieve this (Schegloff, 1992, p. 1338). To be more precise, interactants can collaboratively

construct IC when they achieve mutual understanding through RBB sequences as they create space for a co-participant to elaborate on an ongoing topic. He and Young (1998) maintain that it is only through intersubjectivity, which is regarded as a necessary condition to co-construct IC, that interactants can achieve a shared understanding on their identities, needs and feelings. This link between RBB sequences and locally constructed IC will be made clear in the following part and next two sections.

The fragment that follows, a shortened and simplified version of extract 5, illustrates a typical unfolding of an RBB sequence that dyads display high alignment through recycling interactional resources used previously within an ongoing interaction.

```

1   Zen:   (.) in (0.7) vacations i: pla:n (0.5) to: (0.3) to
2           con- to continue to read (0.2) all the ↑parts of °the°
3           books
4           (0.5)
5   Eko:   okay (0.3) .hh (0.3) that's ithh. (0.8) [err
6 →Zen                                [.hh >↑what
7           about< you
8           (0.7)
9   Eko:   err it's a hard question (0.4) in y- in my opinion (.)
10          too

```

As can be seen from the extract, dyads produce a number of termination devices preceding RBB; namely announcing a future action (Button, 1991), explicit termination device (*\$that's it↓\$*) (Jeon, 2012), long inter and intra-turn silences (Maynard, 1980; West & Garcia, 1988; Howe, 1991; Sukrutrit, 2010) and a sequence closer *okay* (line 37) (Schegloff & Sacks, 1973; West & Garcia, 1988). Therefore, it can be claimed that topic-in-progress may change or terminate in the following lines. However, by employing an RBB with a *what about + pronoun* format, Zen initiates a reciprocal sequence (findings regarding RBB resources will be discussed in detail in 5.2). One interesting observation about this extract is Eko's recycle of a similar preface used by his co-participant in previous turns (*it's a hard question (0.4) in y- in my opinion (.) too*) and use of "too" both of which illustrate high alignment that dyads achieve. Recycle of these interactional resources facilitated by RBB may be an indication of high alignment since Eko not only shows that he understands previous turns but he employs similar structures in his own turn (Nofsinger, 1991). In the same vein,

particle “too” uttered in line 10 can be a display of high alignment since alignment moves reflect interlocutors understanding and positions regarding previous turns. According to Dings (2007), alignment refers to “the ways in which interlocutors demonstrate their intersubjectivity” (p. 59). Dings evidences alignment through “assessments, backchannels, formulations collaborative contributions and completions” (p. 26, also see Nofsinger, 1991). As it is in this study, “affiliative comment” (Tecedor Cabrero, 2013) can also illustrate high alignment with what is produced in the preceding turns and a powerful indication of shared understanding of the current topic as it can be seen from extract 3 (*like (.) ours*) and 5 (in chapter 4). All in all, interactional resources used to display alignment are also key sources in achieving intersubjectivity and a joint co-construction of the ongoing topic as well as IC.

Another significant point to mention about this extract is what prefaces (recycled in line 9 and 10) generally do in interaction. To clarify what a preface is, Schegloff’s (2007) description might be given: “an utterance is to be understood for its service as preface to something else. Speakers may take measures to “pre-mark immediately ensuing talk as intentionally preliminary” (p. 44). Thus, a preface is pre- to another turn to be produced by the same participant. As Pekarek Doehler and Fasel Lauzon (2015) suggest, use of prefaces preceding disagreements might be an indication of IC since they are used as an interactional resource to avoid an explicit disagreement (p. 419). However, prefaces are not used as pre- to disagreements in this study, but they are used preceding an SPP (see extract 1, 3, 5 and 8). Here, preface might be used to gain some time before being able to produce an SPP which helps dyads to progress an ongoing talk rather than having an interruption. In the same way, employing an RBB can be conceptualised as an indication of IC according to Jacoby & Ochs (1995) who view IC as “the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion, or other culturally meaningful reality” (p. 171). However, it must be noted that it is not claimed here that RBB or recycling leads to learning since it needs further empirical evidence especially from longitudinal studies.

Development of IC within a wide range of contexts has been tracked by micro-genetic (Markee, 2008; Pekarek Doehler, 2010, 2013; Seedhouse & Walsh, 2010; Fasel Lauzon & Pekarek Doehler, 2013) or longitudinal CA studies (Hellermann,

2007, 2008, 2009, 2011; Pekarek Doehler & Pochon Berger, 2011; Balaman, 2016; Balaman & Sert, 2017a; Sert & Balaman, in press) through focusing on expanded responses (Lee, Park & Sohn, 2011), engagement in storytelling (Ishida, 2011), task disengagements (Hellermann, 2008), disagreements in the classroom (Pekarek Doehler & Pochon Berger, 2011), repair sequences (Kitade, 2000; Hellermann, 2011), change in participation over time (Cekaite, 2007; Dings, 2007; Yagi, 2007; Nguyen, 2011), alignment (Ohta, 2001a), turn completion (Taguchi, 2014), epistemic progression (Heritage, 2012a, 2012b; 2017a; Sert & Balaman, 2015; Balaman, 2016), topical organization (Hall, 1995; Ducasse & Brown, 2009; Melander & Sahlström, 2009), and intersubjectivity (Gonzales Lloret, 2011). Analyses based on extracts from 4.1 represented in this section have sequentially documented how an RBB sequence is co-constructed and brought evidence for RBB as a construct of IC. Different from previous studies, IC construct goes beyond the general notions of topic management such as topic initiation and topic change in this study. Thus, the current study focuses on interactional aspects of topic maintenance as an indication of IC through examining its co-construction across turns-at-talk. Although any claims about learning have been made, this study has exemplified and will exemplify L2 learners use of an interactional resource to maintain a topic by reciprocating topic initial question.

To sum up, RBB sequences unfold in three temporally sequenced phases. A number of closers come first to mark the termination of a current topic (see table 4.2 in 4.4). Then, an RBB or a combination of RBB resources are employed to reciprocate the speakership rather than changing a current topic. It is worth stating here that topic changes and transitions can also be considered as interactional resources to achieve progressivity of talk when there is a trouble in the circulation of speakership (Maynard, 1980). However, this study focuses on maintenance of a current topic which also contributes to the progressivity of talk. The third and last phase of an RBB sequence is extension of a current topic through contributions from both participants. The section that follows will discuss three different RBB resources found in the data before moving to topic expansion achieved through those.

5.2. Exploring Resources Used for RBB

In this section addressing the second research question, three different RBB resources will be illustrated by referring to the analysis in 4.2. These resources are namely inquiry structure (wh or yes/no), what about + noun, noun phrase or pronoun, and “and you? / yours? / your + noun?”. It has already been evidenced that RBB sequences are reciprocal in design. In this reciprocal design, a topic proffering question which was initiated by A to B is then reciprocated (this time initiated by B to A) only after B has produced topical items (in collaboration with A). Thus, RBB is different from both what Maynard and Zimmerman (1984) calls “return question” and what Schegloff (2007) calls “counters” in terms of projecting further topical talk from the recipient. A return question projects only a minimal orientation and response while a counter reverses the direction of an interaction without production of an SPP relevant to an ongoing topic. RBB, on the other hand, projects topical talk often comprised of multi-unit turns which may help interlocutors to achieve a mutual understanding on an ongoing topic through a reciprocation of perspectives (Seedhouse, 2004).

As outlined above and can be seen from table 5.1, dyads have employed three different RBB resources to initiate a reciprocal sequence in the data. Although these resources are generally used in combination, the most common resource in the data found to be asking a question (or series of questions). To be more precise, “asking a question” consists of thirty-nine extracts only two of which do not lead to maintenance of an ongoing topic, while “what about + noun, noun phrase or pronoun” consist of twenty-seven extracts seven of which do not lead to a topic maintenance, and “and you? / yours? / your + noun?” consist of twenty-one extracts only one of which does not lead to progressivity of an ongoing topic. There are also thirteen deviant cases of “what about + noun, noun phrase or pronoun” in the data in which this structure is used for a different purpose rather than reciprocating speakership to achieve topical maintenance such as initiating a topic shift (see extract 1, line 1). There are no deviant cases from “and you? / yours? / your + noun?”. When it comes to questions, they almost equally perform various actions regarding the topic in the data which are found to be initiating a new topic, shifting a current topic in addition to maintaining a current topic.

Table 5.1

Number of RBB Instances in the Data

RBB Resources		Topic Maintenance is Achieved	Topic Maintenance is not Achieved	Deviant Cases
Inquiry Structure	Yes/No Question	17 (1 subtopic)	1	
	Wh Question	23 (2 subtopic)	2	
	WA you	6	4	1 (topic shift and speaker change)
What About	WA+ n/np	11 (1 subtopic)	2	1 (asking for an alternative meeting day) 2 (suggesting an alternative sub topic) 9 (suggesting alternative for a topic shift)
	WA yours?	-	1	-
Pronoun	Yours	2	-	
	(and) You?	15	1	-
	Your +noun	3		
Total	101	77	11	13

Another point to be mentioned here is that topic maintenance is not only achieved by using RBBs. As was discussed in the review of literature, there are other ways that topical progressivity can be achieved such as (i) topicalizers (Button & Casey, 1984; Svennevig, 1999; Sukrutrit, 2010; Jeon, 2012), (ii) preferred responses (Svennevig, 1999; Sukrutrit, 2010; Jeon, 2012), (iii) repetition of (part of) prior talk (Sukrutrit, 2010; Jeon, 2012), and (iv) asking a question (tag question, series of question or clarification request, etc.) (Maynard, 1980; Button & Casey, 1985; Sukrutrit, 2010; Jeon, 2012). However, the focus of this study is on RBB sequences which not only lead to progressivity of an ongoing topic but reciprocates speakership as well. Reciprocation achieved through RBB enables both dyads to contribute to an ongoing topic and achieve reciprocity of perspectives (Seedhouse, 2004). Then, it can be concluded that RBB creates space for dyads to co-construct intersubjectivity through gaining access to each other's perspectives on an ongoing topic.

As it can be seen from the analysis of the extract in 4.2, RBB shapes subsequent turns both at topical and sequential level. It creates slot for participants to produce further topical items to maintain the ongoing topic. At the same time, it normatively projects a speaker change due to its reciprocal nature, thus affects sequential organization of the ongoing interaction. As an illustration, the analysis of extract 6 in 4.2 shows that Eko employs two different RBB resources; “and you?” and a wh question which is a reciprocal to topic proffering question. Even before Eko can finish his turn Zen produces a change of state token ([hu:m]) (Heritage, 1984b) which shows her high engagement on the ongoing topic and interest in holding the floor. One significant observation from this extract is Eko’s self-initiated self-repair. As was stated previously (and can be seen from extract 2, 6, 9, 11, and 12), self-initiated self-repair is evidenced as one of the components of IC through longitudinal and micro-genetic studies from varying contexts (Martin, 2004, 2009; Kasper, 2006; Markee, 2008; Hellermann, 2011; Balaman, 2016; Sert & Balaman, in press). However, it should be kept in mind that these studies mostly track the development of IC through “a transition from other-initiated other-repairs to self-initiated self-repairs” (Martin, 2004, 2009; Balaman, 2016, p. 98;). The present study does not claim evolvment of self-initiated self-repairs over time, rather exemplifies their use by different participants at different interactions in an ELF context.

Another interesting observation from extracts extract 5, 6, 7, and 9 is Eko’s recycle of topic proffering question asked by his interlocutor to reciprocate the speakership. What is interesting about extract 7 is Obo does not recycle topic proffering question¹⁷, yet he makes necessary deictic rearrangements (that) which are argued to be an indicative of high alignment to an ongoing topic (West and Garcia, 1988; Sacks, 1992; Dings, 2007). It shows that Obo has understood his interlocutor’s request, produced relevant topical items as projected and now reciprocates this request by replacing appropriate topical items with “that”. In extract 10, on the other hand, the recipient of RBB recycles resources in

¹⁷ As a matter of fact, Obo recycles a presequence in line 4 which has been used by his interlocutor as an interactional resource before initiating a “base sequence” (Schegloff, 2007). Thus, although this question is still an RBB, it is pre- to another question which will also be recycled in upcoming turns.

answering the question which is a reciprocal to topic proffering question. Recycling may be an indicative of high alignment (Tecedor Cabrero, 2013) since it reflects participants understanding and engagement on one another's turns through production of relevant topical items. It is through interaction that interactants can connect to each other at varying levels which may lead to intersubjectivity, which is a basis for co-constructing IC (Ohta, 2001b; Dings, 2007). Seedhouse (2004) calls this process as reciprocity of perspectives which leads to mutual understanding on an ongoing topic. It is worth remarking once again that RBB creates slot for participants to achieve mutual understanding collaboratively on an ongoing topic. Jenks (2014) emphasizes co-constructed nature of IC as "interactional competencies are not contained within the minds of individual learners, but are rather co-constructed by students, and inextricably tied to context" (p. 129). He also asserts that in CMSI turn-taking organization is a key competency which is generally achieved through RBB resources in this study as it was exemplified already through sequential analysis of dyadic interactions in an ELF context. In sum, the use of RBB shapes the trajectory of an ongoing topic by creating slot for a co-participant to contribute to an ongoing topic.

Turn-taking management is also regarded as a construct of IC (He & Young, 1988; Galaczi, 2008, 2014; Markee, 2008; Hall & Pekarek Doehler, 2011; Wong & Waring, 2010; Jenks, 2014). As Jenks (2014) suggests, turn-taking is a challenge for L2 speakers in CMI since it requires monitoring what is being told and when a turn will end not to disrupt the turn-taking. Another significant observation about extract 10 is, then, how participants manage cooperative overlaps (Galaczi, 2008), in case of which "overlaps do not result in a topic shift but extend the prior topic or provided support for the speaker" (p. 105). Thus, one can claim that L2 speakers use interactional resources to manage turn-taking and deal with interactional troubles they face (Wong & Waring, 2010, p. 7) in order to construct a joint IC. In terms of IC co-constructed in the data, it can be observed that interlocutors appear to maintain an ongoing topic by reciprocating perspectives through an RBB resource (He & Young, 1998; Nguyen, 2011; Walsh, 2012). In this sense, RBB can be accepted as an interactional resource that contributes to the co-construction of IC as it is closely related with the ability to collaboratively use linguistic and interactional resources in a present context to shape the trajectory of talk (Cekaite,

2007; Young, 2008; Hellermann, 2009; Kasper & Wagner, 2011; Watanabe, 2016).

The analysis of extracts in 4.1 and 4.2 illustrates that there are three different RBB resources that can be employed on their own or combinations which are (i) inquiry form (wh or yes/no), (ii) what about + noun, noun phrase or pronoun, (iii) and + you? / yours? / your + noun?. These resources are preceded with various combinations of fourteen closers (see table 4.2). As has been observable from extracts in 4.1 and 4.2, discourse markers (e.g. okay) may be used in turn initial position of an RBB turn which appears to serve as a disjunction marker or speakership change. In the light of findings revealed so far, one can argue that RBB performs multiple actions simultaneously which are found to be (i) requesting for information or opinion, (ii) reciprocating the topic proffering question, (iii) changing speakership, (iv) creating space for topic extension moves, thus, topic maintenance, and (v) helping dyads to achieve intersubjectivity at topical level through reciprocity of perspectives. What follows RBB turns are generally further production of topical items which is an indication of co-construction of IC (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015). Nevertheless, there are instances in the data in which the recipient of RBB has difficulties in extending topical talk. However, dyads still maintain the topic in these extracts through a number of interactional resources such as asking follow-up questions, using surprise tokens, requesting for confirmation or clarification, providing candidate topical items, disapproval with a smiley tone, bypassing an interactional trouble with a giggle, and reformulation of previous turn + “and then?”. The section that follows will discuss enactment of these resources in the light of findings from 4.3 to answer third research question.

5.3. Expansion Following RBB and Documenting IC through Topic Maintenance

As was mentioned in the review of literature and discussed in previous sections, topic management depends not only on linguistic resources within interlocutors, it also requires them to use interactional resources in a collaborative way within sequential organization of their talk. König (2013) maintains this argument as “what is at stake if we look at topic management in interactions is not only

linguistic but also sequential and interactive” (p. 227). In addition to this, maintaining a current topic, managing transition between topics and initiating a new topic in interactionally appropriate points of talk-in-interaction are shown as components of a locally co-constructed and context sensitive IC (He & Young, 1988; Gan, Davinson & Hamp Lyons, 2009; Hall & Pekarek Doehler, 2011; Pekarek Doehler & Pochon Berger, 2015). Although topic management, in terms of topic initiation, transition and termination, has been studied by many researchers (Maynard, 1980; Maynard & Zimmerman, 1984; Drew & Holt, 1998; Fraser, 2009; Holt & Drew, 2005; Melander & Sahlström, 2009; Jeon, 2012; König, 2013; Zellers, 2013; Riou, 2015) from various contexts, few have directly connected IC and topic maintenance (Galaczi, 2008, 2014; Seedhouse & Supakorn, 2015).

It has been previously discussed that what follows RBB is mostly production of further topical items from interlocutors (first from the recipient of RBB). However, this may not be the case all the time for a number of reasons (e. g. lack of necessary linguistic resources or disengagement from an ongoing topic). In this section, topic expansion following an RBB even if the recipient has difficulties in pursuing an ongoing topic will be documented with a reference to analysis chapter especially section 4.3. Additional interactional resources to ensure topical progressivity that can be employed after reciprocating speakership through RBB will be discussed through extracts from 4.3. These resources are found to be (i) asking follow-up questions, (ii) using surprise tokens, (iii) requesting for confirmation or (iv) clarification, (v) providing candidate topical items, (vi) disapproval with a smiley tone, (vii) bypassing an interactional trouble with a giggle and (viii) reformulation of previous turn + and then? (see table 4.2). It should be noted that the claim here is not to provide superior resources that will ensure a topic expansion in any case, but to document fruitful interactional resources that can be deployed after RBB as topic extension moves. It is worth remarking here that topic expansion and post-expansion (Schegloff, 2007) do not refer to the same action. The former is achieved through preferred responses (engendered by and provided for RBB in this study) while latter is achieved through clarification of troubles in the previous turns, thus following a dispreferred response (see 4.3).

Shortened and simplified version of extract 11 below¹⁸ illustrates five of eight abovementioned resources: asking follow-up question, requesting for clarification, bypassing the interactional trouble with a giggle, uttering a surprise token, and providing a candidate topical item which help dyads to maintain an ongoing topic.

```

1 → Rak:    =what kind of movies
2          (0.6)
3  Obo:    EHM (1.1) err (3.5) er /biogræfi/ (0.2) i guesshh.
4          (0.8)
5  Rak:    biography of †who [FOLLOW UP QUESTION]
           +Obo gets closer to screen
6          (1.1)
7  Obo:    ehm::
8          (1.0)
9  Rak:    steve jobs (0.2) ehe [BYPASSING WITH A GIGGLE]
10 Obo:    ehehe (0.3) no (.) err sherlock holmes (0.9) m[aybe]
           [PROVIDING A CANDIDATE TOPICAL ITEM]
11 Rak:    [SURPRIZE TOKEN] [†uhu] (0.4)
12          you like sherlock holmes† (.) seriously?=  

13 Obo:    =er ye:s [CONFIRMATION REQUEST]

```

It can be observed from extract 11 that by employing a follow-up question (Maynard, 1980; Button & Casey, 1985), providing candidate topical item that he can use in his own turn to contribute to the ongoing topic, bypassing the interactional trouble with a giggle, displaying surprise (Button & Casey, 1984; Heritage, 1984b; Svennevig, 1999; Sukrutrit, 2010), and finally requesting for clarification (Maynard, 1980; Button & Casey, 1985; Sukrutrit, 2010), Rak creates space for her interlocutor to produce items relevant to the current topic. Thus, one can observe from the extract that Rak has a certain trajectory of the ongoing topic in her mind by reciprocating the speakership and she pursues her trajectory by using additional interactional resources that may help Obo to extend the current topic and enable them to maintain the ongoing topic. At this point, it is worth remarking that the claim here is not that Rak maintains a current topic and builds IC individually. Both dyads, on the contrary, contribute to the current topic by deploying different interactional roles (such as expert/novice, Galaczi, 2008), thus, IC is locally co-constructed in this extract. In the same vein, IC is described by Kasper and Wagner (2011) as a procedural competence that can be gained over

¹⁸ Extracts from 4.3 are represented in a simplified version in this section. Please, see 4.3 for full version of extracts.

time through employing appropriate changes in interactional resources. They accept this process for L2 learners as a “condition and means of learning” (p. 119) (Hellermann, 2007, 2008; Markee, 2008; Kasper, 2009; Jenks, 2010, 2014; Pekarek Doehler, 2010; Kasper & Wagner, 2011; Pekarek Doehler & Pochon Berger, 2011, 2015; Fasel Lauson & Pekarek Doehler, 2013; Hauser, 2013). However, it must be restated that this study does not claim learning, but exemplifies interactional resources that are widely accepted as components of L2 learning.

[CLARIFICATION REQUEST]

1 Aka: >you mean< traditional ones? (0.3) like err (0.4) national
 2 (0.2) instruments (0.2) "music" instruments
 3 Pem: err (0.5) nationa:l (.) instruments: (.) is (.) \$kemençe\$

As it is observable from extract 12 above, Pem orients to the clarification request and produces a topical item relevant to the current topic. Similar to this, it has been found in the literature that clarification requests display interest of a recipient (Maynard, 1980; Sukrutrit, 2010) and are regarded as topic extension moves (Jeon, 2012). Therefore, it can be claimed that when the recipient of RBB has difficulties in contributing to an ongoing topic, the other participant may employ additional resources that may help the current speaker to produce topical items to maintain a current topic. If L2 learners are introduced with these resources used to maintain an ongoing topic, they may employ those in their own turns in-and-out of classroom. All in all, these topic expansion moves can be introduced to L2 speakers that can help them to achieve intersubjectivity at topical level which is also a construct of IC. At this point, one can claim that use of RBB and additional interactional resources create opportunity for the recipient to take and hold the floor. In extract 13, for instance, Obo contributes to the current topic following Ago's disapproval and request for more information (reformulation + and then?). To this end, it has been evidenced that RBB and other resources enable dyads to maintain an ongoing topic in a collaborative way to achieve a mutual understanding and co-construct IC. It should be kept in mind that IC is not a construct within an individual, dyads, on the contrary, achieve intersubjectivity in a collaborative way through contributing to current topic at varying levels and roles to co-construct IC locally (Hall & Pekarek Doehler, 2011).

It has already been evidenced in 4.1 and 4.2 that RBB is preceded with a combination of termination devices (see table 4.2) and followed by further production of topical talk from both participants (first from the recipient of RBB). Nevertheless, 4.3 is different from the previous sections in that RBB is not followed with production of further topical items. The recipient of RBB has difficulties in contributing to the ongoing topic following in which a number of additional topic extension moves are deployed by a co-participant. It should be mentioned here that unless the speakership change was achieved through RBB, the resources employed would not perform the same actions in an ongoing interaction since interaction is temporarily constructed by building on previous turns as well as affecting subsequent ones. To sum up, drawing on the extracts presented thus far, it can be claimed that topic maintenance achieved through RBB and additional interactional resources may be an indication of intersubjectivity which may lead to a joint construction of IC (Hall, 1992; Young, 2000; Galaczi, 2008, 2014; Hall & Pekarek Doehler, 2011; Nguyen, 2011; Walsh, 2012; Seedhouse & Supakorn, 2015).

The argument that RBB and IC are related in a way was supported with constructs regarded as components of IC by previous studies. These constructs were found to be management of turn allocation and turn-taking (Galaczi, 2008, 2014; Markee, 2008; Hall & Pekarek Doehler, 2011; Wong & Waring, 2010; Jenks, 2014) and speaker change, self-initiated self-repairs (Martin, 2004, 2009; Markee, 2008; Kasper, 2009; Hellermann, 2011; Walsh, 2012; Hauser, 2013; Balaman, 2016; Balaman & Sert, 2017b), recycling similar linguistic and interactional resources which are indicative of high alignment and mutual understanding (Dings, 2007; Tecedor Cabrero, 2013), having cooperative overlaps (Galaczi, 2008), and deploying “preface” to avoid an explicit disagreement (Pekarek Doehler & Fasel Lauzon, 2015) or to gain some time before producing a topical item. It must be noted that abovementioned studies come from various contexts such as L2 language classrooms, oral proficiency interviews, and “real world” interaction and they accept IC as a significant aspect of language learning (Markee, 2008; Ishida, 2009; Pekarek Doehler, 2010). Kasper and Wagner (2011) state that an L2 learner’s “language acquisition can be understood as learning to participate in mundane as well as institutional everyday social environments” emphasizing the

interactional perspective of learning (p. 117). It must be noted that a locally and temporarily co-constructed IC in and outside the classroom is what second language teaching aims to achieve. Therefore, this study can be an answer for calls that L2 research should go beyond classroom environment (Wagner, 2004; Firth & Wagner, 2007; Kasper & Wagner, 2011; Sert & Seedhouse, 2011) in addition to studies examining L2 interaction (some in an ELF context) in technology-mediated environments (Jenks, 2010, 2012, 2014; Sukrutrit, 2010; Tuduni, 2010, 2013; Brandt, 2011; Brandt & Jenks, 2011, 2013; Gonzales Lloret, 2011; Kaur, 2011; Jeon, 2012; Meredith, 2014; Siegel, 2014; Balaman, 2016). In sum, the current study argues that RBB as a topic maintenance resource can be shown as a construct of IC. Based on the analyses have been discussed thus far, reciprocal nature of RBB which enables dyads to perform a number of actions including (i) organizing turn-taking, (ii) recycling of linguistic and interactional resources that lead to an achievement of intersubjectivity, (iii) display of alignment following an RBB (e.g. recycle), (iv) (use and recycle of) preface, and finally (v) self-initiated self-repair are resources found in the data that contributes to the construct of IC. In the next section, pedagogical implications of the study will be discussed in the light of the findings of the study.

5.4. Implications for Second Language Education, Technology Mediated L2 Teaching and ELF Research

The primary aim of this study was to observe L2 interaction in a “real world” ELF setting outside of classroom. As providing L2 learners with real-life like situations is among the goals of recent language teaching approaches, the setting of the study plays a crucial role in meeting this international pedagogical aim. Thus, the setting of the study was selected and organized accordingly in which participants from two different countries could interact in a dyadic computer-mediated environment in a language (English) other than their mother tongues. By investigating L2 talk in online dyadic and video-based interactions in an ELF context and analysing these interactions with a conversational analytic perspective, the primary aim was achieved.

IC findings (Seedhouse, 2004; Hall, 2007; Hellermann, 2007, 2008, 2009, 2011; Markee, 2008; Waring, 2008; Pekarek Doehler, 2010; Kasper & Wagner, 2011; Pekarek Doehler & Fasel Lauson, 2015; Balaman, 2016) obtained through

conversation analytic studies have increasingly informed L2 teaching, testing and assessment (He & Young, 1998; Young, 2000; Galaczi, 2007, 2008, 2014; Sandlund & Sundqvist, 2011; Seedhouse & Supakorn, 2015; Hırçın Çoban, 2017), and also teacher education programs (Sert, 2010, 2015; Walsh, 2011, 2013; Bozbiyık, 2017). The findings of the study suggest that RBB resources used by participants affect their opportunities for language learning as they facilitate further contributions on a current topic. The current study also informs L2 learning and teaching. When L2 learners get the knowledge of various RBB sources and employ those in their turns-at-talk in a sequentially appropriate way, they can collaboratively construct intersubjectivity on an ongoing topic with their co-participants. The important thing here is that L2 learners keep producing topical items upon use of RBB resources which allow both of them to share their ideas, feelings and perspectives on an ongoing topic.

One of the main implications based on the aforementioned findings is the opportunity that an online one-to-one interaction can provide for L2 learners who cannot have enough opportunities to interact in target language (Sert & Seedhouse, 2011; Morris Adams, 2014; Barron & Black, 2015). Online CMI settings can provide L2 learners with a chance to have a meaningful interaction in target language in an authentic way. As Tudini (2010) suggests, these CMI settings enable L2 learners to “think on their feet’ and co-construct online talk, as occurs in face-to-face conversation” (p.1). Furthermore, dyadic CMI can improve interactional competence of L2 learners as it provides participants with much more slot to develop or maintain a self or other-initiated topic in a traditional classroom environment than a traditional language classroom. Given that the participants of this study have never been instructed to initiate, maintain, change or terminate a topic, one can claim that the research setting enables them to co-construct a context sensitive interactional competence which they can hardly achieve in a monolingual L2 language classroom.

With the knowledge of topic maintenance resources and RBB sequences, L2 learners can manage their turns and shape an ongoing interaction according to what they interpret from their conversational partners’ previous turns. Accordingly, Tudini (2010) suggests that a computer-mediated ELF environment develops language learners’ confidence as an intercultural speaker which is defined as a

language learner who “learns to become independent of the teacher and the limits of what can be achieved in the classroom” (Byram & Fleming, 1998, p. 9). Therefore, it can be claimed that interactional skills that are deployed during a mundane CMI have a certain pedagogical value for classroom settings. For instance, L2 learners who have the knowledge of RBB sequences can monitor the interaction going on in their classrooms and perform actions according to the signals (e.g. topic terminators) they receive from their classmates and teacher. That is, L2 learners can interpret a long pause and a number of hesitation markers, for example, as an indication of a possible termination of an ongoing topic. They can perform two different actions following these termination devices: they can either help their peer(s) to terminate the topic or they can employ an RBB to reciprocate topic initial question to be able to maintain ongoing topic. They can also help their partners to maintain an ongoing topic in-an-out of classroom by using topic extension moves (reformulation + and then?) in addition to RBBs. For example, when their peers have troubles in contributing to ongoing topic following an RBB, L2 learners, with the knowledge of RBB and other topic extension moves, can ask follow-up questions to them to be able to ensure topic maintenance. Furthermore, online interactional data obtained for this study from L2 learners’ dyadic conversations can be used as authentic teaching material in language classrooms. L2 learners, for example, may be asked to reflect on their interactions by writing a report. If they are asked to write a report after each interaction, they may realise positive and negative sides of their interactional performance. Consequently, they may learn from their own interactions. They may also gain insights from a classroom discussion of their own interactions and transcriptions. However, this may require some pre-teaching on transcription conventions and conversation analytic constructs (e.g. repair, turn-taking).

In this sense, language teachers also can employ various RBB resources to re-engage L2 learners when they are about to terminate a topic. For example, if further participation from students is the goal of a specific classroom context, teacher can employ interactional practices suggested in 5.2 and 5.3. Accordingly, the knowledge of RBB sequences can be included in Teacher Language Awareness (Andrews, 2001) that can help them to teach more effectively. That is, with the knowledge of RBB a language teacher may reciprocate topic initial

question or topic proffering utterance upon producing topical talk. Thus, L2 learners get the opportunity to contribute to an ongoing topic. RBB resources can also be introduced to L2 learners as a resource to maintain topic, thus, talk. Since achieving and maintaining a meaningful conversation is the goal of meaning and fluency context (Seedhouse, 2004), introduction of RBB resources to L2 learners can be useful especially for this classroom context.

The present study also has certain implications for ELF research. However, it must be noted here that ELF research is still an emerging area which makes it hard to offer concrete pedagogical implications. Increasing number of studies search for characteristics of ELF talks which are made relevant to analysis by participants. Thus, it might be early to discuss teaching of ELF before consensus is built on certain features of ELF interaction (Seidlhofer, 2004). According to Seidlhofer (2004) there is a “need for a description of salient features of English as a lingua franca (ELF)” (p. 209). She manages a project called Vienna-Oxford ELF Corpus which collects spoken interaction of various ELF talks. Spoken interaction is deliberately chosen as the interaction type of the data by the project due to its reciprocal nature that helps them document both interaction and reception (Seidlhofer, 2001). At this point, it can be stated that this study contributes to this corpus in terms of collecting CMSI data, revealing a new interactional resource that enables participants to reciprocate a topic initial question which projects maintenance of an ongoing topic.

First, the study has revealed a new interactional resource, RBB, which is deployed by ELF users at action boundaries to maintain an ongoing topic. Thus, it has addressed the call for investigation of ELF talks in rarely investigated CMSIs (Jenks, 2012). The context of the study provides L2 learners with the opportunity to use English in real life situations that they may not encounter in a second language classroom. The participant-relevant moment-to-moment analysis of the recordings of CMSIs reveal certain salient features of ELF interactions irrespective of participants’ mother tongues, cultural differences and variety in their proficiency levels. That is, findings of the study have brought further evidence to the contextual and interactional features of ELF conversations at micro-analytic level (e.g. turn-taking system and interactional pattern). Similar to several studies on ELF interactions, the study has showed that participants develop situated identities

in each interaction such as expert/novice, knowing/unknowing or male/female (Zimmerman, 1998; Mori, 2003; Cashman, 2005). Accordingly, co-constructed interactional competencies of ELF speakers have been documented by their use of an interactional resource that helps them change the trajectory of an ongoing topic. As previous studies have already showed, the present study supports that ELF talks are mostly cooperative that enable participants progress ongoing talk even when they encounter troubles (Firth, 1996; Seidlhofer, 2001; Cordon, 2006; Kaur, 2011; Siegel, 2014). It may be assumed here that ELF speakers may let the troubles pass (*let-it-pass*, Firth, 1996) for the sake of the progressivity of talk and thanks to their sensitivity for cultural differences (Firth, 1996; House, 2002). All abovementioned developments and requirements suggest that ELF research help researchers re-conceptualize English and its use, speakers, and, context (McKay, 2002; Alptekin, 2011), Moreover, this emerging change in the position of English projects a change in teaching of it, too (e.g. from an intercultural communication perspective) (Byram & Fleming, 1998). As a result of this, of course, a change in teacher training towards a more global way of teaching may be expected.

This section has illustrated applications of the present study on an L2 language classroom. The basic premise of this chapter is that out-of-class online interactions should inform L2 language classrooms since learners now have excessive opportunities and high commitment to interact with people from other countries in computer-mediated environments. Thus, when language instructors and curriculum developers are aware of students' linguistic, communicative, interactional or social needs and capabilities, they can choose or prepare appropriate tasks and interactional activities for their students.

5.5. Conclusion

In this chapter, the findings of the present study obtained through micro-analysis and sequential considerations of the online dyadic interactional data in chapter 4 have been discussed in relation with the research questions and with a reference to the previous studies in literature. Given that the research design of the study which provides geographically dispersed L2 learners with an opportunity to have dyadic, computer mediated interactions, the findings have brought new insights into analysis of topic development, topic maintenance, L2 interactional competence and L2 speaker talk in an out-of-class environment in general. What

makes the present study unique in terms of its research setting is that it does not have an educational purpose, not occur in an institutional environment, not between acquainted participants and not between NS and NNS or a tutor and student(s).

6. CONCLUSION

The present study has revealed the interactional unfolding of RBB sequences and their relation with L2 interactional competence by examining synchronous, dyadic, computer mediated spoken interactions in an ELF environment by employing a micro-analytic and sequential point of view. The analysis of naturally occurring data has illustrated what precedes an RBB turn and what possible next action it projects and how this exchange relates to IC. The findings of the study inform second language learning/teaching in terms of providing an interactional practice that teachers and L2 learners can employ in their turns-at-talk to manage an interaction and maintain a topic. and “topic” research in terms of investigating a new topic maintenance resource and bringing data-driven evidence for topic maintenance as a construct of IC. This section will start with limitations of the study (6.1) which lay the ground for the directions for further research (6.2) on abovementioned areas of research. The study will be concluded with a personal evaluation of the research process.

6.1. Limitations of the Study

There are a number of factors that impose limitations to the present study. The first is loss of almost one hour of data from two different interactions which are excluded from the study. The reason for this loss is that the participants’ use of earphones which prevents the researcher from hearing their voices to be able to transcribe the interaction. A possible solution for this problem would be providing participants with headsets equipped with latest technology which offer high quality microphones. However, it was beyond the limited budget of this self-funded study. Another possible limitation of the study is limited hours of data to claim development of IC or learning. A possible solution for this would be conducting a longitudinal study which could evidence development and learning over time. Nevertheless, this study does not aim to bring evidences to the development of IC or learning of participants. Thus, it can be argued that not having a longitudinal design does not impose any constraints on the findings of the study. It should be mentioned that length of the data, 9 hours, is quite sufficient for generalizing the findings of a conversation analytic study (Seedhouse, 2004).

One other minor limitation of the study is the low quality of recordings obtained from some of the participants, which creates difficulties for the researcher to transcribe body language. As a solution, recordings of the other dyad were focused on, if it has a better quality, since including body language into the analysis is significant to get a full understanding of the interaction *in situ*. However, a better solution for this would be providing participants with premium technological products through which they can easily communicate with their partners, which is also way beyond the budget of the study. The last limitation of the study to be mentioned was the difficulty that most of the participants encounter while arranging a meeting time with their interlocutors. This might be caused by a number of factors such as time-difference between two countries, being a novice user of Skype, thus not checking it for possible text or voice messages from partners or other personal and technical troubles that participants might face. A possible solution for this could be arranging a specific meeting time each three month. It must be noted here that the participants were provided with a general topic each month when partners were exchanged (see 3.2). However, the researcher did not intervene in this process for the sake of naturally occurring conversations even though some participants never arranged a meeting time or some met later in the month after suffering from arranging an available time for both participants. Most of the participants, indeed, managed to submit their recordings to the researcher. The section that follows will provide some suggestions for further research on various fields of study.

6.2. Directions for Further Research on Topic Management, CMI, and Technology-Mediated Language Teaching

Even though research on topic development has been carried out in various institutional or real-world settings as was discussed in chapter 2 (Maynard, 1980; Jefferson, 1983; Maynard & Zimmerman, 1984; Button & Casey, 1985; West & Garcia, 1988; Button, 1991; Howe, 1991; Svennevig, 1999; Drew & Holt, 1998; Holt & Drew, 2005; Melander & Sahlström, 2009; Sukrutrit, 2010; Jeon, 2012; König, 2013; Zellers, 2013; Barron & Black, 2015; Riou, 2015; Leyland, Greer & Rettig Miki, 2016), topic management is under-researched when it is compared to other conversation analytic aspects such as repair organization or management of turn-taking (Seedhouse, 2004). It has already been accepted that “topic” is a

complex phenomenon to be investigated and there is a lot to explore in terms of topic development (Atkinson & Heritage, 1984; Schegloff, 1990; Seedhouse & Supakorn, 2015). Therefore, more conversation analytic studies should be conducted to examine the sequential unfolding of topic development within social interaction in different contexts.

One further point to examine in ELF context can be intercultural learning that may occur in this international and intercultural environment. Investigation of CMSI may also inform tandem learning and online language learning/teaching through groups or one-to-one teachings. An investigation of distance teaching to a group of students could reveal interactional unfolding of L2 talk which can be similar, thus, can be compared to traditional language classroom. Furthermore, a language instructor's interactional skills in online language teaching environment can be compared to what Walsh (2006) calls classroom interactional competence (CIC) which is mainly investigated in traditional classroom settings.

In terms of topic management, there has been no study conducted in a traditional classroom environment to the best of my knowledge. Thus, this research gap can only be filled with further studies into classrooms as the findings of these studies would directly affect teaching/ learning practices. Language instructors may connect their classrooms to the other classrooms at far end of the world through building a "telecollaboration". Thus, students can have an opportunity to initiate, maintain, change and terminate topics in target language in collaboration with their peers in-and-out of classroom, which may eventually improve their interactional and intercultural competencies. Recordings of these interactions may be used as teaching materials in the classroom as previously mentioned in 5.4. It is worth noting that the scope of further studies suggested here is not necessarily limited to language teaching. Thus, further research can be carried out to examine topic maintenance or topic development in content and language integrated classes (CLIL), online or traditional.

Testing and assessment has also been informed by findings of previous studies investigating topic development (He & Young, 1998; Galaczi, 2007, 2008, 2014; Seedhouse & Supakorn, 2015). As Seedhouse and Supakorn (2015) have already stated that "topic has, in the IELTS Speaking Test (IST), evolved to become the key organising principle for the interaction and the key means of delivering the

institutional business” (p. 411). Thus, topical development skills of test takers are employed and assessed under various performance band descriptors (e.g. fluency and coherence) that can give ideas to assessors and researchers about their interactional competence (Seedhouse & Supakorn, 2015, p. 397). Therefore, researchers may focus on topic maintenance in testing environments to shed light on the relation between topic maintenance skills of language learners and IC and their exam results. The study will be concluded with a personal stance to the research.

6.3. Concluding Remarks

First, focusing on topic, a notoriously difficult area of research (Brown & Yule, 1983; Atkinson & Heritage, 1984; Schegloff, 1990; Melander & Sahlström, 2009; Seedhouse & Supakorn, 2015), has caused a number of problems for me as a researcher (e.g. difficulty in finding up-to-date studies) but also enabled me to have an understanding of a largely neglected area of research which has plausible effects on institutional or real world L2 interactional practices. Furthermore, employing a conversation analytic point of view has made it possible for me to investigate naturally occurring interactional data and maintenance of a topic minute-by-minute through microanalytic and sequential analysis by adopting a participant-relevant approach. CA has already been proven to be particularly suitable to investigate L2 IC since it allows the researcher to micro-analyse naturally occurring interactional data (Markee, 2000; Kasper, 2009; Kasper & Wagner, 2011). It must be stated that the present study has provided me as a researcher and language instructor with crucial insights in terms of online L2 interactional competence, topic development, especially topic maintenance through RBB sequences and also ELF context. It is hoped that findings of study will have implications for abovementioned fields of study and provide researchers with inspirations for further studies focusing on “topic” in-an-out of classroom.

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APPENDICES

APPENDIX 1. ETHICS COMMITTEE APPROVAL



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

22 Şubat 2016

Sayı : 35853172/ 433-193

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 14.01.2016 tarih ve 108 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Betül ÇİMENLİ**'nin Yrd. Doç. Dr. Olcay SERT danışmanlığında yürüttüğü "**Bilgisayar Aracılı İletişimde Ortak Dil Olarak İngilizce Kullanılan Sohbetlerin Konuşma Çözümlemesi Yoluyla İncelenmesi (A Conversation Analytic Investigation on Elf Conversations in Computer Mediated Communication)**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 26 Ocak 2016 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. A. Haluk ÖZEN
Rektör

APPENDIX 2. ORIGINALITY REPORT



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

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

Date: 16/10/2017

Thesis Title: **Rolling The Ball Back: Topic Maintenance in Computer Mediated English as a Lingua Franca Interactions (Topu Geri Atma: Bilgisayar Aracılı Ortak Dil Olarak İngilizce Kullanılan Etkileşimlerde Konu Devamlılığı)**

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
16 / 10 / 2017	194	59165	25/09/2017	%5	863298083

Filtering options applied:

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

I respectfully submit this for approval.

Name Surname: Betül ÇİMENLİ

Student No: N13227497

Department: Foreign Languages

Program: English Language Teaching

Status: Masters Ph.D. Integrated Ph.D.


16.10.2017

ADVISOR APPROVAL

Assist. Prof. Dr. Olcay SERT


APPROVED

APPENDIX 2: ORJİNALLİK RAPORU



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

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM / BİLİM DALI BAŞKANLIĞI'NA

Tarih: 16/10/2017

Tez Başlığı: **Rolling The Ball Back: Topic Maintenance in Computer Mediated English as a Lingua Franca Interactions (Topu Geri Atma: Bilgisayar Aracılı Ortak Dil Olarak İngilizce Kullanılan Etkileşimlerde Konu Devamlılığı)**

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak **Turnitin** adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
16/10/2017	194	59165	25/09/2017	%5	863298083

Uygulanan filtreler:

- 1- Kaynakça hariç
- 2- Alıntılar dâhil
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

16.10.2017

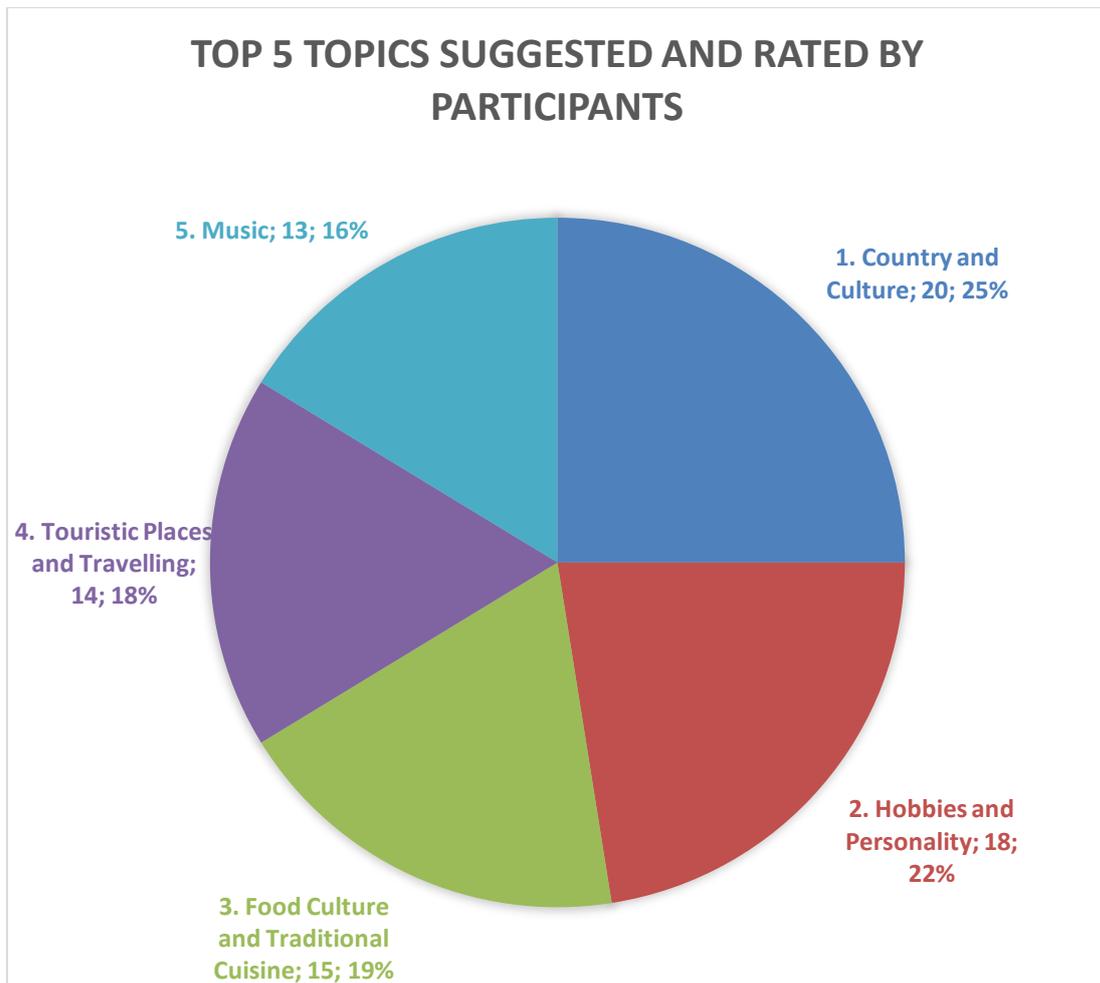
Adı Soyadı: Betül ÇİMENLİ
Öğrenci No: N13227497
Anabilim Dalı: Yabancı Diller Bölümü
Programı: İngiliz Dili Eğitimi
Statüsü: Y.Lisans Doktora Bütünleşik Dr.

DANIŞMAN ONAYI

Yrd. Doç. Dr. Olcay SERT

UYGUNDUR.

APPENDIX 4. TOP 5 TOPICS SUGGESTED AND RATED BY PARTICIPANTS



APPENDIX 5. DATA COLLECTION CHART

Data Collection Chart			
Pairs	Months And Duration		
	November, 2015	December, 2015	January, 2016
Obo- Ago	14.49 mins. 15.51 mins.		
Pem- Aka	53.32 mins. 20.05 mins.		
Bus- Ana	16.07 mins 17.46 mins.		
Ove- Fam	48.09 mins.		
Ozo- Zen	33.07 mins. (no voice) 25.16 mins.		
Ber- Mar	11.08 mins.		
Beo- Dai	41.30 mins. 41.11 mins.		
Eko- Aby	14.08 mins.		
Mek- Sal	15.01 mins.		
Gok- Rak	19.39 mins. (no voice)		
Beo- Ana		43.35 mins.	
Eko- Zen		50.42 mins.	
Obo- Rak		30.04 mins.	
Beo- Ana			25.48 mins.
Eko- Zen			26.17 mins.
Subtotal	385.19	123.81	51.65 mins.
Total	560, 65 mins (9.3 hours)		

APPENDIX 6. JEFFERSON TRANSCRIPTION CONVENTION

[]	Overlapping utterances – (beginning [] and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
-	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
<u> </u>	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
°°	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
(())	Analyst notes
()	Approximations of what is heard
\$ \$	Surrounds 'smile' voice

APPENDIX 7. EXTRACT 1 OMITTED LINES

Extract 1: University (Beo-Ana/20.12)

1 Beo: hh (.)and[hh.
2 Ana: [huh hu:
3 (0.4)
4 Beo: err:: (1.2) err (.) we me- er we meet it (0.7) we meet
+
extends his hand
5 them (0.4) .hh err (.) and (0.5) err (.) for
+Ana slightly nods
6 example (0.5) err (0.2) i have (0.5) thai friend,
7 (1.1)
8 Ana: huh huh
+smiles
9 (0.6)

APPENDIX 8. EXTRACT 2 OMITTED LINES

Extract 2: Scholarship (Eko-Aby/19.11)

1 Eko: fif[teen dol]lar
+tilts his head

2 Aby: \$[fifteen]\$
+gets okay gesture down
+gets okay gesture down

3 (0.8)

4 Eko: \$fif- (0.3) fifty (0.3) okay\$ (1.2) ((Aby sends a
+Aby looks downwards and writes a message to Eko
message to Eko)) (1.5) one minu:te (0.2) i'm (0.2)
+Aby leans backwards +opens the
+looks downwards message part

6 err look (0.7) fifteen dollar (0.4) er in our- in a
+Aby looks +raises point finger
at screen and glances upper right
and smiles +looks
at screen

7 (0.6) month↑ (1.9) er er one month↑ (0.7) <one (0.3)
+raises point finger +Aby frowns
+Aby raises his
hand and makes a fist

8 month>↑ (2.1)

APPENDIX 9. EXTRACT 4 OMITTED LINES

Extract 4: What profession? (Beo-Dai/21.11)

1 (0.4)
2 Dai: ↑no (.) not engineer [err] (.) i am
+raises his eyebrows +looks +Beo smiles
at bottom-right
3 Beo: [err]
4 (1.3)
5 Dai: let me one minute
+glances at screen and smiles
+raises one finger
6 (1.1)
7 Beo: °°no problem°°
+leans backwards
8 Dai: okay
9 (0.8) ((Beo turns some pages)) (.) ((outside talk for 1.1 sec))
10 (6.1)
11 Dai: err:
12 (13.3)

APPENDIX 10. EXTRACT 5 FIRST OMISSION

Extract 5: Harry Potter (Eko-Zen/23.12)

1 Eko: i think (.) you [saw] (0.3) you saw (.) so much (.)
2 Zen: [i don't]
3 Eko: err (0.6) movies
4 (1.4)
5 Eko: it's my opinion [i think
6 Zen: [ye:s (0.8) i've s- (.) i've seened
7 (0.3) very much movies .hh (.) and what about you↑
8 (0.4)
9 Eko: ehm (.) i think you didn't say (0.4) err your
10 favourite (.) movies (0.4) [or i
11 Zen: [.hh ehm
12 Eko: can't s:ay i can't (0.4) °hear°

APPENDIX 13. EXTRACT 7 OMITTED LINES

Extract 7: Girl/boyfriend (Obo-Ago/25.11)

1 Zen: (0.6) i think. .hh (1.9) mo:st of: (0.4) err:: (.)
+leans backwards
+puts her hand on her forehead
2 friends (.) er most of >people who think that< they
+puts her hand down
3 are fri↑ends (0.8) err (0.5) ↑one of the: part↑ners
+raises her hand and puts it down
4 (0.7) err (0.5)li↑ke (0.9) err or: (.) maybe (0.3)
+Obo looks at upper right
5 LOves ((touches her hair)) (1.0) another
6 (2.8)

APPENDIX14. EXTRACT 13 OMITTED LINES

Extract 13: Journey (Obo-Ago/25.11)

1 (0.6)
2 Ago: >what what< (4.8) hello:↑
3 X: he:y
4 (1.2)
5 Obo: hi:↑
 +*Ago laughs*
6 Ago: ↑hi\$
7 (0.9)
8 Obo: can you hear me↑
 +*Obo smiles*
9 Ago: no: ehe (0.3) ye\$s i can ↑hear\$

CURRICULUM VITAE

Personal Information

Name Surname	Betül ÇİMENLİ
Place of Birth	Göhlisar/Burdur
Date of Birth	29.10.1990

Educational Background

High School	Tavşanlı Anatolian Teacher Training High School, Tavşanlı/Kütahya	2008
Bachelor	English Language Teaching, Hacettepe University	2013
Foreign Language	English: Reading (Advanced), Writing (Advanced), Speaking (Advanced)	

Work Experience

Internship	Gazi High School, Ankara, Turkey Centrum Języka Angielskiego LIBRIS (Libris Center Language School), Jelenia Gora, Poland	2013 (First Term) 2013 (Second Term)
Full-time Academic Posts	English Tunes Language School, English Language Instructor University of Aeronautical Association, English Language Instructor	2013-2014 2014-

Publications

<p>Çimenli, B. and Sert, O. (2017). Orientations to Linguistic Form in Meaning and Fluency Contexts in a Turkish as a Foreign Language Classroom. In G. Schwab, S. Hoffmann and A. Schšn(Eds.). <i>Interaktion im Fremdsprachenunterricht: BeitrŠge aus der empirischen Forschung MŸnster</i>:LIT Verlag.</p> <p>Çimenli, B. (2015). On pronunciation teaching and semiotics. <i>Procedia - Social and Behavioral Sciences</i>, 199, 634 – 640.</p> <p>Demir, A., Yurtsever, A., Çimenli, B. (2015). The relationship between tertiary level EFL teachers' self-efficacy and their willingness to use communicative activities in speaking. <i>Procedia - Social and Behavioral Sciences</i>, 199, 613-619.</p>

Conferences

<p>ICOP-L2 2017, Neuchatel/Switzerland/University of Neuchatel, 18-20 January 2017 Title: Rolling the Ball Back: Maintaining Progressivity and Topic Development in Online ELF Interactions</p> <p>SILL Conference, Mersin/Turkey/Çağ University, 19 September 2015 Title: Motivation: from Past to the Future</p> <p>GlobELT 2015, Antalya/Turkey/Hacettepe University, 17-19 April 2015 Titles: 1. On Pronunciation Teaching and Semiotics</p>
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2. The Relationship between Tertiary Level EFL Teachers' Self-Efficacy and Their Willingness to Use Communicative Activities in Speaking

SIAL Graduate Conference, Ankara/Turkey/Hacettepe University, 8 April 2015
Title: Orientations to Form in a Meaning and Fluency Context in a TFL Classroom

Seminars and Workshops

Two-day Advanced CA workshop, by Paul Drew and Laura Thompson, Loughborough/ United Kingdom/Loughborough University, 2-3 February 2017, Participant

Pre-Conference workshops, by Johannes Wagner, Evelyn Berger, and Olcay Sert. Neuchatel/Switzerland/University of Neuchatel, ICOP-L2 Conference, 18 January 2017, Participant

Pre-Conference workshops, by Soren Eskildsen, Evelyn Berger, Olcay Sert, Adam Brandt and Hatice Ergül. Ankara/Turkey/Hacettepe University, SIAL Conference, 8 April 2015, Participant

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