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A PROSPECTIVE ACTION FOR INTERSUBJECTIVITY: KNOWLEDGE CHECKS IN MULTI-PARTY TASK-BASED L2 INTERACTION CONTEXT

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İngilizce Adı: A Prospective Action for Intersubjectivity: Knowledge Checks in Multi-Party Task-Based L2 Interaction Context

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ÖZ

Bu çalışma Türk Yüksek öğrenim bağlamında İngilizce dilini yabancı dil olarak öğrenenlerin görev temelli tartışma etkileşimleri içinde kullandıkları etkileşimsel kaynaklardan "Bilgi Yoklaması" kaynağının sırasal ortaya çıkışını mikro-analitik olarak incelemektedir. Çalışmanın yöntemi budunbilim (etnometodoloji) temelli Konuşma Çözümlemesi yöntemidir. Bu çalışmanın üzerinde gerçekleştirildiği veri Hacettepe Üniversitesi İngiliz Dili Eğitimi, Sözel İletişim Becerileri 1 ve 2 derslerini alan öğrencilerin sınıf dışı yürüttükleri tartışmaların ses kayıtlarının toplanması sonucunda oluşturulmuş ve L2DISCO (İkinci Dil Tartışma Çalışmaları Derlemi) olarak adlandırılmıştır. Katılımcıların hepsi İngilizceyi yabancı dil olarak öğrenmektedir. Veri toplamda 1 yıllık süre içerisinde katılımcıların kendi etkileşimlerini kaydetmesi yoluyla 6 farklı zaman diliminde toplanmıştır ve her biri yaklaşık 20 dakikadan oluşan 174 kayıt mevcuttur. Toplam veri boyutu 58 saattir. Bu çok katılımlı görev temelli etkileşimlerin Konuşma Çözümlemesi yöntemi ile incelenmesi sonucu, katılımcıların Bilgi Yoklaması etkileşimsel kaynağını kişiler arasılığı sağlayabilmek için ön sıralamalarda kullandıkları görülmüştür. Katılımcıların bu etkileşimsel kaynak sayesinde konuşma içerisinde akıcılığı ve ortak bulunuşluğu sağladıkları görülmüştür. Ek olarak, Bilgi Yoklama etkileşimsel yetisini kullanan kişinin diğer katılımcılar tarafından başlatılacak onarım isteklerinin

oluşumunu engelleyerek etkileşimin dizi düzenini değiştirecek söz sıraları oluşumunu engellediği görülmüştür. Özneler Arasılığı sağlamak için kullanılan Bilgi Yoklamaları sonucunda bazı sırasal yapıların katılımcıların kelime ve kültürel öğrenmeler gerçekleştirebilmesi için fırsatlar sağladığı görülmüştür.

Anahtar Sözcükler: Etkileşimsel Yeti, Bilgi Yoklama Soruları, Konuşma Çözümlemesi, Görev Temelli Etkileşim

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ABSTRACT

Tasks have been used in order to promote interactional skills of learners in language learning settings. However, the real interactions between task performers have largely remained unexplored due to theory-driven treatments. To this end, this study aims to demonstrate the sequential organization of a grammatical unit *knowledge check questions* based on the conversation analytic examinations of participants' discussion task oriented interactions. Moreover, the interactional actions that learners accomplish by using knowledge check questions will be demonstrated. This study will track the knowledge check question practices through the robust methodological underpinnings of ethnomethodological Conversation Analysis. The data of the study come from discussion tasks designed as out-of-classroom activity for students taking the Oral Communication Skills 1 and 2 classes at Hacettepe University Division of English Language Teaching. Participants are all non-native speakers of English. The dataset includes the participants' audio recorded conversations at 6 different times over 1 year and consists of a total of 174 multi-party conversations (average 20 minutes each). The total amount of the data is about

58 hours of audio recordings. The data-driven analysis of the extracts shows that participants use knowledge check questions as an interactional resource in pre-sequential environments to establish or secure intersubjectivity. In addition, knowledge check questions enable users to pre-empt other repair initiation which would cause break-down of the conversation. The micro analysis also shows that the main action of the sequences turns into negotiation of referred item, and these sequences generate definition talk. In line with the previous findings, definition talk sequences create opportunities for cultural or vocabulary learning. All in all, this study brings new insights into a variety of research strands that feed into the theoretical and pedagogical background of foreign language education such as second language interactional competence, task-oriented interaction and Task Based Language Teaching. The findings also have implications for the growing body of research on conversation analysis for second language acquisition (Kasper & Wagner, 2011; Markee & Kasper, 2004).

Key Words: Interactional Competence, Knowledge Check Questions, Conversation Analysis, Task-Based Interaction
Number of the Pages: 132
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CA: CONVERSATION ANALYSIS

SLA: SECOND LANGUAGE ACQUISITION

CA-SLA/CA-for-SLA: CONVERSATION ANALYSIS FOR SECOND LANGUAGE ACQUISITION

TCU: TURN CONSTRUCTION UNIT

TRP: TRANSITION RELEVANCE PLACE

L1: FIRST/MOTHER LANGUAGE

L2: FOREIGN/SECOND/ADDITIONAL LANGUAGE

IC: INTERACTIONAL COMPETENCE

TBLT: TASK BASED LANGUAGE TEACHING

L2DISCO: L2 DISCUSSION TASKS CORPUS

CHAPTER I

INTRODUCTION

This study aims to describe how Turkish learners of English as a foreign language use knowledge check questions as an interactional resource to establish or maintain intersubjectivity in their discussion task engagements by examining micro details of participants' task oriented interaction using Conversation Analysis (CA). This chapter will provide comprehensive information about the theoretical, analytical and practical background of the study. In the following section (1.1), the research domains that constitute the background for this study will briefly be introduced. In the next section (1.2), the significance of the study will be sketched out by characterizing the research gaps in the literature. Finally, this chapter will be concluded with an outline of the study.

1.1. Background to the Study

This study focuses on the social interactions of Turkish L2 learners of English in a multi-party discussion task setting with a micro analytic approach. Following the principles of Conversation Analysis (CA) methodology, this study sets out to uncover;

- how L2 learners of English employ knowledge check questions (*do you know X*) to organize their talk-in-interaction;

- how L2 learners establish or maintain intersubjectivity through the use of knowledge check questions;
- What kind of actions L2 learners of English project by using knowledge check questions;
- How employment of knowledge check questions generates learning opportunities.

This study is informed by a range of research strands such as sequence organization, interactional competence, topic management studies and learner-learner interaction research.

First of all, the present study is informed by the research conducted on sequence organization. A sequence is defined by Schegloff as "a course of action implemented through talk" (p. 9). As Ma rkee and Kunitz (2015) indicate "sequence organization is the practice through which participants assemble individual turns into extended stretches of coherent and cohesive talk" (p.5). The actions which are intended to be accomplished through turns are explained by references to what precedes them. They also have effect on what follows them (Stivers, 2013; Gardner & Wagner, 2004). What distinguishes CA methodology from other approaches to language and social interaction is that it focuses on sequence organization. While linguistics and psychology do treat utterances as single units by excluding them from its context, CA examines their positions in an ongoing interactional context to understand their meaning and analyze them as social actions (Schegloff, 1984). Accordingly, embodied actions such as body movements and gazes as well as linguistic contributions are accepted as social actions. Besides, within sequence organization, each action either initiates a sequence of action or comes as a response to the action preceding it such as greeting-greeting, invitation-decline, or summon-answer (Stivers, 2013). These pairs in conversations are called "adjacency pairs" (Schegloff & Sacks, 1973). Adjacency pairs are "(i) composed of two turns (ii) by different speakers, (iii) adjacently placed (one after the other), (iv) relatively orders as first pair part (FPP) and second pair part (SPP) which may form as question-answer, request-grant/reject and (v)

pair type related" (Schegloff, 2007, p. 13). The investigation of long stretches of talk has revealed that sequences involve expansion of basic adjacency pair units: pre-, ınsert and post-expansion sequences.

Within the scope of this study, pre-expansions are scrutinized. To elaborate, the base sequences are preceded by pre-expansions. They preface some subsequent actions such as invitations, announcements and requests. Accordingly, pre-sequences (e.g. pre-request) establish distinctive interactional work in that they project the possibility of the production of main action (e.g. request), and they provide a relevant response to pre-sequence in the subsequent turns (Schegloff, 1980, 2007). These sequencing practices are "ways of initiating and responding to talk while performing actions such as requesting, inviting, storytelling or topic initiation" (Wong & Waring, 2010, p.8). As Wong and Warring (2010) have elaborated, sequence practices are resources through which social actions are implemented. Accordingly, learning the functions of these resources is the central goal of English as a Second Language (ESL) and English as Foreign Language (EFL) learners (Pekarek Doehler, 2010).

This leads us to two other fields that feed into this study; Interactional Competence (IC) and intersubjectivity. IC is the outcome of the studies on competence (abstract knowledge of a speaker) and performance (the realization of knowledge in the production and interpretation in course of uttering actual speech) (Chomsky, 1965). IC involves knowledge and employment of resources in social context. In other words, IC is participants' knowledge of the interactional architecture of a specific discursive practice. In other words, it is the knowledge of how to employ linguistic, pragmatic, and interactional resources in the construction of a discursive practice. Accordingly, IC is "not what a person knows, it is what a person does together with others" (Young, 2011, p. 403). The very first claim on the presence of IC was made by Kramsch (1986). She suggested that if it is intended to develop learners' interactional competence, it is mandatory to teach them main discourse functions of linguistic resources which they will need in their real-life

interaction. In essence, this is the actual point that defines the ultimate aim of this study. Thus, what learners do together and how they use resources to understand each other, in other words, how they achieve intersubjectivity are probed into. As another key concept which feeds into this study, intersubjectivity is defined as putting yourself in someone else's shoes (Young, 2000, 2011). Considered as an ability to 'mutually coordinate' (Hall & Pekarek Doehler, 2011) to do things with others by co-constructing the actions in interaction, IC can be defined as the "sphere of intersubjectivity" (Kramsch, 1986; Young, 2011).

By considering the primary purpose of learning a new language is to interact in that target language, it is inevitable to look how IC is studied in Second Language Acquisition (SLA) literature. According to CA researchers, conversation is ordered (Liddicoat, 2007; ten Have, 2007); therefore, the aim of the CA researchers is to find out the orderly systematic procedures that participants employ to interact with each other. After the call of Firth and Wagner (1997) to study second language learning from a social interactional perspective, CA-SLA studies have been trying to present how learning takes place in the micro moments of interaction (Markee, 2008; Markee & Seo, 2009), and how learners expand their L2 interactional repertoires (Balaman, 2016; Pekarek Doehler, 2010). CA-SLA defines development of the interactional competence as recalibration and diversification of methods in a context sensitive and locally contingent way (Pekarek Doehler, 2013). These methods include turn-taking, opening a story, showing disagreement and using linguistic resources in terms of local communicative needs. It is highly assumed that this study will contribute CA-SLA literature by documenting how L2 English speakers utilize a linguistic resource considering the need that emerge in the context.

The present study is also informed by topic management research. Topic is regarded as a vital point of ordinary or institutional talk (Seedhouse & Supakorn, 2015). Co-construction of topic is not an ordinarily achieved phenomenon, however, a highly structured interactional accomplishment (Svennevig, 1999). In addition, topic management requires

co-construction which requires active involvement of all participants. Although topical talk has been subject to many researchers (Button & Casey, 1984; Seedhouse & Spakorn, 2015; Svennevig, 1999), topic management works of Turkish L2 learners of English have not been investigated in a multi-party discussion task setting through an emic perspective.

Another research domain that feeds into this study is task oriented interaction literature. In task-based interaction literature, there is a widely known distinction between task-as-work plan and task-in-progress (Breen, 1989). The former refers to the intended pedagogy of the task, while the latter one is about the actual production that is made during the accomplishment of the task. Relying on task-as-work plan leads to neglecting what is actually going on during the task. As Seedhouse (2005) states, it is highly possible to observe the difference between the intended pedagogy and actual practice. In line with this, this study takes an emic perspective and investigates what is actually happening over the course of learners' task engagement process.

This introductory section has provided a brief overview of the research domains that constitutes the background for this research. The following subsection will contextualize the aim and significance of the study by highlighting the research gaps in related literature.

1.2. Aim and significance

This study will investigate interactions between learners of English as a foreign language, but the participants will be referred as L2 learners throughout the study since L2 is "an umbrella term that stands for English as a second/foreign/additional language" (Sert, 2015, p. 1)

With these in mind, this study aims to analyze interaction between L2 learners of English to describe usage of knowledge checks in pre-sequences as an interactional practice by following an emic perspective of CA, thus providing line by line analysis of sequences without any prior motivation in mind. The participants who take Oral Communication Skills 1 and 2 courses are first year undergraduate students of an English Language

Teaching program at a state university in Ankara. Throughout the current thesis, focus will be on knowledge check questions (e.g. do you know + referent) and sequential environments of these grammatical constructions. By analyzing the sequential environment of these knowledge check questions line by line, it will be explicated that these knowledge checks are deployed in pre-sequences in order to maintain intersubjectivity, and to lay the ground for the forthcoming action; thus pre-empting the occurrence of other's repair initiation. Moreover, in the task-based concept of the data collection environment, the participants sometimes orient to vocabulary and cultural learning episodes.

Besides showing similar results found in the previous studies, the present study makes contributions to CA-SLA literature in terms of the context. In addition, unlike previous findings, knowledge check questions also will be shown to accomplish different actions that have been listed in the literature. The CA literature has already documented that knowledge checks are deployed in pre-sequential environments as a prefatory activity to establish mutual coordination before proceeding with the main action (Schegloff, 1980, 1988, 2007; ten Have, 2007). In her comprehensive study, You (2014) observed the interactional environments of knowledge check questions in mundane English and German conversation. You reported the interactional places as; (i) when speakers give directions, (i) initiate topic shifts, (i) pursue a response after no or insufficient uptake from participants. Kim (2009a, 2012, 2017), on the other hand, investigated interactions between two Korean boys and L1 speaker of English. She suggested that speakers utilize knowledge check questions to achieve initial recognition of the target reference in the forthcoming turns. The current study provides distinguishing aspects from mentioned studies in terms of the data context. It should be bear in mind that the data examined in this research is gathered from conversations of L2 learners of English in a discussion task setting. To this end, this study will show how Turkish learners of L2 English organize their actions through knowledge checks, while they are performing discussion task related actions.

This study sets out to fill is in the scope of interactional competence and its context-sensitive nature. In this study, detailed sequential analysis of the interactions has revealed the interactional practices deployed by participants to achieve intersubjectivity in interaction. Watanabe (2016) claimed that the previous studies on development of interactional competence had shown how participants use methods in an orderly way in order to accomplish situated activities within context-sensitive manner. Accordingly, as Nguyen (2011) stated interactional competence within institutional settings involve L2 users' ability to manage the sequence of actions, manage topics, formulate references and co-construct participation framework. In line with the previous findings, this study will demonstrate context-sensitive interactional practices, that is; participants use knowledge check questions in order to establish intersubjectivity, which is required to sustain discussion on a topic. This context-specific interactional practices may be made use of by task designers whose intention is to improve such interactional skills of their target participants. This would facilitate the development of L2 interaction; therefore, improve L2 context-sensitive skills (Balaman & Sert, 2017).

Another aim of this study is to contribute to the understanding of expanding body of Task Based Language Teaching (TBLT) from interactional perspective. The previous empirical studies have examined the relationship between task design and task performance, and how tasks provide learners with comprehensible input (Kim, 2015). Lately, it is realized that task has a 'split personality' (Seedhouse, 2005) as task-as-work plan and task-as-process (Breen, 1989). Situated practices of task performers have been documented (Hellermann, 2007, 2008; Mondada & Pekarek Doehler, 2004), and the results suggest that work plan projects future action, and it cannot represent how tasks are accomplished, or what kind of learning potentials emerge (Mori, 2002). Analyzing task performers' task engagement processes, this study will make a contribution to Task Based Language Teaching (TBLT) literature by documenting what local contingencies are oriented to, and how language learning potentials arise.

This subsection has attempted to provide a detailed description of the research gaps in literature, and how this study will contribute to these gaps. The following introductory subsection will provide information about the research context of the study, and it will show the research questions that this study set out to explicate.

1.3 Research Context and Research Questions

This study will present the analyses, findings and implications based on the data set that is composed of the participants' task oriented interactions while they are discussing a topic in groups of three or four. Their task oriented interactions were recorded by a mobile phone, or a recording device, and delivered to the instructor of the class. After detailed transcription of the data (i.e. 58 hours), emergent cases were identified, and the following research questions were formulated in alignment with the data-driven nature of Conversation Analysis methodology (Stivers & Sidnell, 2013). In this study, there are three research questions grounding on the main research question.

Main research question

1.How do L2 learners use *knowledge check questions* to establish or secure intersubjectivity?

Sub-research questions:

a. In which sequential environments do L2 learners use knowledge check questions?

b. What actions do L2 learners accomplish with knowledge check questions?

c. Is there any orientation to opportunities for learning after delivery of knowledge check questions?

The preceding subsection has introduced the research context of the study, and presented the research questions. Finally, the following phase will depict the overall outline of the current study.

1.4. Outline of the Study

This study is organized around five main chapters. To name, first part is composed of introduction (1), followed by literature review (2), method (3), analysis and findings (4), discussion and conclusion (5) respectively.

In chapter 2, the relevant study domains forming the background of this research will be presented in detail. Accordingly, literature review section will start with the depiction of second language interaction research by drawing connection with Conversation Analytic studies (2.1). Next section will present the preceding findings related to knowledge check questions in literature and their intersubjectivity interface will be shown for an in-depth understanding of the purpose of the study (2.2). Additionally, a review on task-oriented L2 interaction will be provided in the last section of literature review (2.3). In chapter 3, methodology of the thesis and research design will be presented with research questions of the study (3.1). Detailed information about the research context and the participants of the study will be presented (3.2). Next section will explicate how the data of the study are collected (3.3). In the following section, how the ethical concerns are dealt with will be shown (3.4). What follows is the detailed description of conversation analysis methodology with special emphasis on the principles proposed by the founders of the field (3.5). The chapter will proceed with clarifications in the terms labelled as transcription, collection building, data analysis (3.6), validity and reliability of this study (3.7). This chapter will be concluded with the presentation of the limitations of the study (3.8).

In chapter 4, analysis and findings consist of three main analytic sections in alignment with the examined phenomena. The first section will provide an overview of the sequential unfolding of knowledge check questions (4.1). Subsequently, how participants project actions through knowledge check questions will be presented (4.2.). The last sub-section will explicate how knowledge check questions generate definition talk, and how participants orient these talks (4.3).

The final chapter of this thesis will present the discussion and conclusion. First, an introductory discussion will be presented in order to summarize the findings section (5.1). This chapter will be followed by the explanation of action projection with knowledge check questions with reference to interactional competence (5.2). What follows next is the implications for foreign language education (5.3). The last section will be conclusion part of this thesis, and suggestion for further research will be presented (5.4).

To this end, the previous chapters have clarified the background of the study, shown research context and questions as well as outline of this study. The following introductory chapter will provide a more detailed description of the literature correlated with the current study.

CHAPTER II

LITERATURE REVIEW

This chapter is organized within three main sections in order to provide a review of literature on the research fields that feed into this study. Section 2.1. will provide a review of research on second language interaction with a particular focus on Conversation Analytic findings. Firstly, the roots of research on second language interaction will be visited. Following that, social interactional turn in SLA learning will be briefly touched upon. What follows is the introduction of Interactional Competence and Conversation Analysis for Second Language Acquisition. Section 2.2. is an overview of the notion of intersubjectivity, and findings related to the co-construction of mutuality. The last section 2.3 will present a body of research of Task Based Language Teaching and task oriented interaction.

2.1. Second Language Interaction Research and Conversation Analysis

Language learning is not a simple process, and studying how individuals learn a language or investigating how learners become experts on a language is not a cushy job. Many researchers have attempted to theorize learning by taking into account different conceptions. Ellis (1970) identifies a number of different areas of SLA as (i) characteristics of learner language, (ii) learner-external factors, (iii) learner-internal

mechanisms, and (iv) the language learner. Studies conducted under the first area are concerned with the characteristics of the learner language, learner errors, acquisition orders, variability and the pragmatic features of learner language. Learner-external factors are related to the social context, and the input to which learners are exposed to. Learner-internal mechanisms are related to the research including transfer of knowledge from mother language, the conversion of input into intake, processing of innate knowledge and L2 knowledge utilization in performance. Finally, language learner area research investigates individual differences and their reasons (Ellis, 1995). The research agenda mentioned above result in many findings and those findings have enormously contributed to SLA. The problem of establishing a more general consensus has led to theoretical pluralism (Ellis, 2010). However, in recent years, the debate has centered around two central paradigms: cognitive and social SLA. These two paradigms show differences in conceptualizing (i) language, (ii) representation, (iii) social context, (iv) learner identity, (v) learner's linguistic background, (vi) interaction, (vii) language learning, and (viii) methods used to study L2 acquisition (Ellis, 2010).

Firstly, in cognitive paradigm, language is viewed as a discrete set of rules. Social context is considered to be effective in the rate of acquisition. Identity of learners is strictly pre-defined, and interaction is thought to be a resource of input for acquisition. Accordingly, learning is regarded as the change in individuals' cognitive states, which is relatively unobservable. In line with these views, the research methodology widely employed embraces quantification, and fed by experimental studies. The conceptualization of these key concepts leads to different hypotheses exploited to investigate language learning. The consideration of learning as a cognitive activity resulted in different hypotheses (Macora, 2010); however, there are three main hypotheses which investigate how interaction contributes to learning. These hypotheses are Krashen's Input Hypothesis (1985), Long's Interaction Hypothesis (1983), and Swain's Output Hypothesis (1985). Krashen (1985) differentiates acquisition, and learning. He claims that acquisition, the subconscious

internalization of linguistic items and their meaning, appears when learners receive comprehensible input, and he asserts that input becomes comprehensible through simplification and contextual supports (Ellis, 2012; Macaro, 2010). Long's Interaction Hypothesis (1983) comprises of (i) modified input, (ii) negotiation of meaning, (iii) forced output, and (iv) feedback to learner errors. Long (1983) argued that the input which is modified through negotiation of meaning will result in comprehensible input for learners. Swain (1985), in addition to components of Interaction Hypothesis, favors output, and she asserts that output enables learners (hypothesis testing) to notice the gap between what they want to say, and what they believe to know (Macaro, 2010). These hypotheses are not sufficient to explain the role of interaction in learning a language thoroughly. Regarding this, Lee (2013) states that L2 development is explained by the interpretations of descriptive findings, and researchers do not take the interpretive actions of participants' L2 interaction into account. As Hellermann (2008) stated, the SLA studies have focused on the acquisition of an abstract grammatical system in learners' second language, and on such factors as linguistic, social, and cognitive, that influence the acquisition of a language.

It was not until that the Firth and Wagner's seminal paper (1997) that the assumptions and theoretical backgrounds were challenged which resulted in the re-conceptualization of L2 learning. Firth and Wagner (2007) define the defective SLA realm as 'myopic', and indicate that despite the imperfect language use, L2 learners successfully accomplish actions with their limited language repertoire. Firth and Wagner (1997) welcome the opportunity to focus on "(a) a significantly enhanced awareness of the contextual and interactional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base" (p. 286) .The social SLA become more popular, and studies try to explain how L2 development over time is related to L2 learners' communicative interactions (Pekarek Doehler, 2013). The social paradigm conceptualizes language not as a set of linguistic

forms, but as a set of cultural practices which enables speakers to coordinate their actions. Social context is viewed as the result of co-construction of participants. Also, learner identity is regarded as the dynamic outcome of joint orientations of participants. Interaction and learning are accepted as intertwined, that is; learning is seen as rooted in the locally accomplished and interactionally organized courses of the interlocutors' actions. The methodologies employed to study SLA within social paradigm are qualitative and interpretive with a specific emphasis on interactional sequences (Ellis, 2010). The social interactional approaches are concerned with intertwined nature of language use and learning process, which is sequentially organized in mutually coordinated actions (Pekarek Doehler, 2013).

CA, which is one of these social paradigm research methodologies, and is also employed in this study, is one of the systematic attempts to identify the relationship between language learning and social interaction (Markee & Kunitz, 2015). CA is an important offshoot of ethnomethodology which studies the "social structure of every day lived experience" (Liddicoat, 2007, p. 2). Ethnomethodological studies have been employed to understand "how the structures of everyday activities are ordinarily and routinely produced and maintained" (Garfinkel, 1967, p. 36). Ethnomethodology assumes that social actions are ordered, and this order is not the result of pre-existing rules; however; it is participants who make those actions orderly through commonly understood methods of communication (Liddicoat, 2007). The notion of language is praxeological, that is; the structures of language are used as resources to accomplish social actions such as requesting, complaining, inviting, etc. Ethnomethodology uses quasi-experimental methods, and ethnography as research methods. Accordingly, inspired by the ethnomethodological studies and Goffman's lectures in the field of sociology, Harvey Sacks, in company with Emanuel Schegloff and Gail Jefferson, established the Conversation Analysis in the field of sociology.

CA is the study of "recorded, naturally-occurring talk-in-interaction" (Hutchby & Wooffitt, 1998, p. 14). It studies the order both produced and oriented to by participants, and its aim is to discover "the underlying machinery which enables interactants to achieve that organization and order" (Seedhouse, 2004, p. 12). CA methodology is based on some core principles (Heritage, 1984b; Liddicoat, 2007; Psathas, 1995; Seedhouse, 2004; ten Have, 2007). Seedhouse (2005) lists these principles as follows: "(1) there is an order at all points, (2) each contribution to interaction is context-shaped, and context-renewing, (3) no order of detail can be dismissed, and (4) analysis is bottom-up and data driven" (p.166-167). The first principle refers to systematic procedures that participants orient to in an interaction such as turn-taking, sequence organization, repair organization, preference organization and adjacency pairs. The context-shaped feature of a contribution shows that any action cannot be thoroughly understood without any reference to its sequential environment. The context-renewing character of an interactional action is related to organization that any 'current' action will create an immediate context for a next turn in sequential environment (Heritage, 1984b, p. 242). The third principle indicates that any minor detail can affect and contribute to analysis, so no detail such as sound stretches, elongations, surrounding voices, supra-segmental features of participants' contributions should be dismissed. Finally, the last principle refers to emic nature of CA methodology. As a data-driven approach, CA is a robust methodology which does not follow any theory-based interpretation of interaction. The next-turn-proof procedure enables both the analyst and the participants to access the same interactional organizations. Through these interactional organizations through which interactants display their understanding and orient to each other's contributions (Hutchby & Wooffitt, 1998).

The first practitioners of CA methodology have focused on describing how participants employ 'methods', the systematic procedures such as turn-taking, repair, opening or closing conversation, to organize their behavior in a mutually understandable way. In other words, participants establish and maintain social order and accomplish intersubjectivity

through methods (Hall & Pekarek Doehler, 2011). The first findings such as systematic order of turn-taking (Sacks, Jefferson & Schefloff, 1974), manifestation of disagreement (Pomeranzt, 1984), topic management (Button & Casey, 1984), repair (Schegloff, 1977) have contributed a lot to the understanding of machinery of talk in a range of different contexts. These contexts vary from medical settings (e.g. Heritage & Maynard, 2006; Heritage & Stivers, 1999), court proceedings (e.g. Galatolo & Drew, 2006) to educational settings (e.g. Macbeth, 2004; Mehan, 1979).

When its principles and procedures are considered, CA methodology has the capacity to meet the needs of a 'social turn' in SLA called by Firth and Wagner's (1997) papers, since it is data-driven, participant oriented approach to L2 data. CA-SLA has become a subfield of second language research domain (Kasper and Wagner, 2011; Markee & Kasper, 2004), and "uses conversation analytic techniques to study language learning" (Markee & Kunitz, 2015, p. 425) to show "how learning is constructed by the use of interactional resources and to explicate the progress of their learning and their socially distributed cognition or intersubjectivity" (Seedhouse, 2005, p. 177). The CA-SLA methodology understands social activity, and learning as a "local accomplishment" with the "moment-by-moment deployment of actions" (Pekarek Doehler, 2013, p. 139). In other words, the micro analysis of social interaction makes the process of learning, and learners' orientations to these processes observable. The learning notion in CA methodology is rooted in publicly accountable nature of cognition. That is, cognition is socially distributed, and through the emic perspective of CA methodology the organization of cognition is observable and accountable (Markee, 2008; Markee & Seo, 2009; Pekarek Doehler, 2010). The central goal of conversation analytic research is to provide "the description and explication of the competences that ordinary speakers use and rely on in participating in intelligible, socially organized interaction" (Heritage & Atkinson, 1984, p. 2), and accordingly the first CA-SLA studies have described the details of L2 talk (Lee & Hellermann, 2013; Pekarek Doehler, 2013) and interactional organizations by which learners "recognizably do

learning as a social activity" (Kasper & Wagner, 2011, p. 127). A large body of studies has investigated learning as a social activity (e.g., Markee 2008; Markee & Seo, 2009). They frame a learning talk analysis in and through L2 learners' repair sequences, and changes of learners' epistemic statuses. They argue that cognition is observable, because it is socially distributed, so CA can describe language learning behaviors. However, recently a large body of studies has been conducted to bring evidence for both learning in interaction, and the development of second language interactional competence (IC). Pakarek Doehler (2010) asserts the re-conceptualization of learning as

> "learning a language involves a continuous process of adaptation of patterns of language- use- for- action in response to locally emergent communicative needs, and the routinization of these patterns through repeated participation in social activities . . . and the resulting competencies are adaptive, flexible and sensitive to the contingencies of use. (p. 107)"

This notion points to competences, especially IC of learners (Sert, 2015). First coined by Kramsch (1986) as "shared sphere of intersubjectivity" (p. 367), IC is defined by various scholars. Young (2011) claims that participants bring several resources to interaction: (i) identity resources, (ii) linguistic resources, (iii) interactional resources, (iv) repair, and (v) boundaries. Moreover, he further states that "IC is how those resources are employed mutually and reciprocally by all participants in a particular discursive practice" (p. 428). Hall and Pekarek Doehler (2011) comment on the implication of IC as "the ability to mutually coordinate our actions" (p.2). Skogymr and Balaman (2018) point to the most widely used conceptualization of IC in ethnomethodological terms as "IC consists of members' methods (systematic procedures for actions) to accomplish intersubjectivity in social interaction" (p. 4). Simply, it is the ability to use systematic procedures such as turn-taking, repair, sequence organization, preference organization and linguistic resources such as grammar lexis in a context-sensitive way to accomplish social actions in a multi-party interaction. Learning a language is not merely internalization of linguistic items which can be used in interaction. Accordingly, the development of L2 IC also means diversification

of speaker's interactional resources and progressive increasing ability to use those resources in response to contextual needs such as recipients and interactional environment (Pekarek Doehler & Pochon-Berger, 2011; Pekarek Doehler & Pochon-Berger, 2016).

Considering that development is diversification in terms of participation and linguistic resources for a particular action over time, longitudinal research designs are employed to follow interactional practices used by one or small number of participants over a long or short time periods. The studies generally have focused on a distinct action or course of action (e.g. initiating repair, disagreeing with others, opening a story, etc.), and have investigated the change over time in participants' systematic procedures to handle basic organizational principles of social interaction. From participation framework, for example, Hellermann and Cole (2009) analyzed peer dyadic class interactions of one adult English learner in a period of 16 months. They have focused on the analysis of disengaging from teacher-assigned dyadic task interactions. By combining their findings with community of practice (Lave & Wenger, 1991) theoretical frame, they have deduced learning as focal learner's changing disengagement conducts from tasks. Similarly, Nguyen (2011) documented the development of IC through documenting pharmacist' resources from the interactions between patients and pharmacists who are dispersed from novice to more experienced ones over time by studying interactions between patient and pharmacist. Hellermann (2007) documents the development of interactional competence in terms of recipient designing talk in task openings. Taguchi (2014) conducted a longitudinal study on investigating interactions between L2 learners of Japanese in the first week, and 12th week in abroad context. The second recordings reveal that learners are able to use the linguistic resource of incomplete endings to co-construct meaning over time. Taken together, developmental studies have documented diversification of learners' methods to accomplish a social action. Changes in interactional resources are counted as evidence for development of interactional competence. Presenting a situated and locally-oriented interactional resource *knowledge check questions*, this study will contribute to CA-SLA

and TBLT literature by showing what kind of learning opportunities arise when learners engage in a discussion task.

The main topics covered in this chapter are social turn in second language learning research and how CA contributed to social turn. The following part will provide an overview of intersubjectivity, and the results of the previous findings in literature within the scope of knowledge check questions.

2.2. Knowledge Check Questions for Intersubjectivity

The notion of intersubjectivity was first introduced and elaborated by Edmund Husserl, and then this notion has been interpreted widely in social sciences. Husserl (1960) puts intersubjectivity at the core of human interaction (cited in Duranti, 2010). Intersubjectivity is being aware of the world that we co-present with others, and it is through the state of being aware that "we come to understand the world as an objective reality that is shared with others" (Kunitz, 2013, p. 50). In other words, it comprises "joint attention and shared intentionality" which allows two or more co-participants "to focus on the same object while simultaneously attending to the attention of the other" (Sidnell, 2015, p. 336). As Schegloff (1992) puts it intersubjectivity is "particular aspects of particular bits of conduct that compose the warp and weft of ordinary social life provide occasions and resources for understanding" (p. 1299). In simplest manner, intersubjectivity is defined as "a temporarily shared world where both interlocutors know that the other knows the same thing that they themselves know" (Psaltis & Duveen, 2007, p. 97). In line with this, it can be claimed that intersubjectivity is a prerequisite for mutual understanding in an interaction.

The orderly nature of accomplishing actions is the scope of CA. In line with this, the actual aim of CA methodology is to reveal how participants achieve, maintain and restore intersubjectivity on the course of interaction. Heritage (1984b) claims that small paired actions are the basic blocks of intersubjectivity. The sequential organizations of talk, repair

organizations, turn taking organizations are "warps and weft of ordinary social life" (Schegloff, 1977). Similarly, Duranti (2010) asserted that when it is properly understood, intersubjectivity can represent a comprehensive theoretical framework for conceptualization of the ways through which "humans interpret, organize, and reproduce particular forms of social life and social cognition". He also claimed that "when intersubjectivity is established, communication and mutual understanding becomes possible" (p. 2). The basic CA findings show that "it is through the parties' contingent work to establish mutual understanding that the interactional sequences are determined and built" (Lee & Hellermann, 2013, p. 768). Accordingly, parties employ systematic methods such as sequence organization to establish, maintain and restore intersubjectivity in interaction (Heritage, 1984b; Schegloff, 2007; Stivers, 2013).

The aim of the previous paragraphs is to present a rationale for why establishing intersubjectivity is pre-requisite for interaction. In addition, how CA methodology examines intersubjectivity has been clarified. In-depth analysis of the extracts in this study shows that the knowledge check questions are used as an interactional resource to establish intersubjectivity. Moreover, these knowledge check questions occur in pre-sequential environments. Almost every paper that has been written on knowledge check questions includes a section relating to pre-sequences. In line with the previous findings (Hayashi 2005; Heritage, 2007; Kim, 2009a; 2012; 2017; Schegloff, 1980, 2007; You, 2014), it is also found that pre-sequences are used to accomplish subsequent larger actions in this study.

The following paragraphs will provide an overview on pre-sequences for an in-depth understanding of the study. As a prospective action, pre-sequence organizations are one of the systematic procedures through which participants organize contingencies of their talk in a mutually coordinated way (Schegloff, 1980; 1988; 2007; Sidnell, 2010; Ten Have, 1999). Schegloff (1988) defined pre-sequences as "sequences produced to be specifically preliminary to determinate actions" (p. 58), and "the things need to be done before the

projected action" (Schegloff, 1980, p. 113). Accordingly, pre-sequences are preliminary to forthcoming action (Schegloff, 2007). The first turn of a pre-sequence does double actions: Firstly, it shows the possibility of coming main action, and it makes the response conditionally relevant to prefatory work. Pre-invitations, pre-offers, pre-announcements, pre-tellings are generic pre-sequences identified by CA practitioners (Schegloff, 1980, 1987, 2007).

In addition to employment of pre-sequences as a prefatory work to the generic actions in interaction, there are studies that show how pre-sequences are used in the service of orienting to participant's background knowledge over the course of referring practices. The previous findings have shown that speakers use knowledge check questions in pre-sequential environments to establish or maintain intersubjectivity while they are referring to something in talk-in-interaction. Speakers orient to co-participants' background knowledge related to the key items in the forthcoming turns before they move with their agenda over the course of interaction in different contexts (Auer, 1984; Enfield & Stivers, 2007; Hayashi, 2005; Kim, 2009a, 2012, 2017; Kitzinger & Mandelbaum, 2008; Svennevig, 2010). Referring is a completely collaborative process in which both speaker and the hearer(s) are involved to establish mutual understanding. To be able to proceed with their agendas, speakers continuously elicit response from their co-participants to make sure that participants share common ground (Hayashi, 2005). Jakonen and Morton (2015) assert that sustaining "epistemic welfare of an ongoing interaction" is a joint responsibility (2015, p. 75). In addition, Keevallik (2011, p. 186) claims that "lack of knowledge is regularly treated as a joint problem and responsibility lies with all participants rather than with the answerer alone". The idea of mutual responsibility is also supported by Clark and Wilkes-Gibbs (1986) who suggested that speakers as well as hearers need to be sure about correct understanding of the reference. In short, interactants are responsible for their recipients' correct recognition of a referent (Sacks & Schegloff, 1979). When the intersubjectivity is not established, interaction may be broken down. Besides, the act of

referring is performed for the sake of larger action such as telling, giving example, giving information, etc. (You, 2014; Kim, 2009a). Accordingly, when a problem occurs in achieving common ground, it is not only about the reference itself, but this problem also constitutes an interactional break down for the projected action. Turns or TCUs are put on hold and sometimes establishing reference can be turned into main action instead of the projected one (Hayashi, 2005).

The organization of recipient design is also a requirement to refer something in conversation. Recipient design is related to whom the particular turn is delivered (Drew, 2013). The rationale behind this organization oriented by participants is to "design your utterance for your current recipient" (Kim, 2009a, p. 32). The use of knowledge check questions is related to speakers' orientations to possible unrecognizability of the current reference. Speakers employ knowledge check questions to pre-empt any referential problem which would block the progressivity of the interaction (Svennevig, 2010). The knowledge check questions practices maintain intersubjectivity among participants, as well as progressivity of talk (Heritage, 2007). In addition, they enable speakers to proceed with more information regarding to key item in inquiry (Auer, 1984; Egbert et al., 2009; Psaltis & Duveen, 2007).

The other research field related to pre-sequences and intersubjectivity is topical talk. Kim (2009a; 2017) found that knowledge check questions are used in topic or sub-topic initial positions in interaction, and she reached this conclusion: "When initiating a new topic, ascertaining the recipient's knowledge status vis-à-vis the to-be-introduced topic seems to be an essential conversational task, as the conversationalists have to estimate common ground" (p. 127). Topic structure is the result of co-construction of interaction. It is not incidental, on the contrary, it is the product of orderly interactional achievement (Svennevig, 1999). Initiating a topic is achieved by means of different local interactional resources (König, 2013). Achieving intersubjectivity is pre-requisite in interaction when it is intended to continue with the pro-offered topic. Because, the establishment of the pro-

offered topic's as the topic for interaction depends on participants' ratification of the subject (Mondada, 1995; Svennevig, 1999). Orienting to co-participants' background knowledge of related to pro-offered topic and its effect on the subsequent conversation have been found as an interactional work to secure intersubjectivity. Kitzinger and Mandelbaum (2008) for example describe the intersections between identity and word selection. They documented that when speakers are uncertain about the recognizability of a word, they create a slot for other interlocutors where they can achieve intersubjectivity. Topic initiation embedded in knowledge checks has also been presented by You (2014). Kim (2017) also presented the prospective use of knowledge check questions in topic transition relevance places. This prospective use of knowledge check questions also pre-empt other initiation of repair (Hayashi, 2005; Heritage, 2007; Svennevig, 2010).

The knowledge check questions found in pre-sequential environments project a different interactional action by establishing common ground among participants (Schegloff, 1980) such as giving example, asking question, and initiating topic, etc. (You, 2014; Kim, 2009a). IC is the ability to mutually coordinate social actions (Hall & Pekarek Doehler, 2011). Accordingly, projecting (Auer, 2005) a social action with a grammatical unit is also reported as interactional resource (Eskildsen, 2011; Ishida, 2009; Pekarek Doehler, 2018). It has been shown through the analyses of this study that through knowledge check questions, participants foreshadow forthcoming actions. The usage of a linguistic construction for doing different social actions in different contexts has been identified as indicator of interactional development in L2. For example, Hellermann (2007) tracks how L2 English learners change their interactional conducts for opening a teacher-assigned tasks. He reports the changes in linguistic resources put to work in task openings and sequential positioning of task openings, which enable speakers to ensure recipiency and coordinate task opening action. In a different context from classroom, Pekarek Doehler and Pochon-Berger (2015) investigated the story-opening practices of adult French L2 learner in a homestay context. They reported that in the beginning, learner was launching stories

abruptly without prefatory work. However, after 9 months of her stay, the learner began to display extensive use of prefatory work to secure recipiency. Moreover, the learner started to use different linguistic resources for story openings. In line with these, doing prefatory work and using linguistic resources in accordance with local contingencies to secure intersubjectivity to co-construct interactional actions provide evidence for L2 speakers' developing IC (Pekarek Doehler & Pochon-Berger, 2015). By describing a linguistic and sequential resource for coordinating a group discussion, this study will provide insights into interactional competence literature.

In summary this chapter has indicated that intersubjectivity is pre-requisite for interaction. Knowledge checks are a linguistic resource for securing intersubjectivity. Pre-sequences project larger actions. Coordinating larger actions needs co-construction. The section below reviews task-oriented L2 interaction literature by drawing link with CA-SLA findings.

2.3. Task Oriented L2 Interaction

Task-Based instruction (TBI) is now an established pedagogical practice. Tasks primarily are defined as devices which elicit purposeful interaction among learners, thereby; they promote acquisition (Ellis, 2003). It is claimed that task activities provide opportunities for both the input and output processing necessary for L2 development (Ellis, 2003; Long, 1985; Skehan, 1996). Before moving any further, establishing the definition of "task" is important to better understand the notion of task based instruction and interaction.

To start with, Nunan's (2004) definition of a task is as follows:

> "A piece of classroom work that involves learners in comprehending, manipulating, producing or interaction in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form" (p. 4).

In addition; Breen (1987) offers another definition of a pedagogical task:

> ". . . any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making" (p. 23).

Breen's approach to task brings widely known distinction: task as a process, and task as a work plan. Task as a work plan is a behavioral framework which creates opportunities for target language use (Coughlan & Duff, 1994). It is a projection of possible future actions; however, while participants are performing tasks, the production of participants are observed in task in process. The accomplishment of task is co-constructed by performers' continuous adaptation to local contingencies, and to setting where the task takes place (Mori, 2002; Mondada & Pekarek Doehler, 2004; Hellermann & Pekarek-Doelher, 2010). In other words, the task accomplishment is "locally organized, contingent co-constructed phenomenon" (Hellermann & Pekared Doehler, 2010, p. 26) as a result of participants' situated orientation to tasks.

The previous studies on task-oriented interaction have investigated the task design, and task implementation variables (Kim, 2015). The empirical studies have conducted so far mostly interested in identifying the relationship between "task design and task performance, task repetition, how tasks activate particular cognitive learning capacities (attention, cognitive load, working memory), and how tasks encourage comprehensible input through negotiation of meaning" (Hellermann & Pekarek Doehler, 2010, p. 25). What these previous studies take into account while deciding the effectiveness of task is task design (task a work plan) and its impact on students' learning (outcome of tasks). The focus on the task-as-work plan has been mainly criticized by Seedhouse (2005). According to him, tasks have 'split personality': task-as-work-plan, and task-as-process (p. 553). To meet the construct validity of the studies conducted in task based settings, any study should take in to consideration the local conditions of its implementation. The main crux of matter is "what is claimed to be measured is conceptualized in terms of the task-as-work plan,

even though what is actually measured/researched is the task-as-activity" (Kunitz, 2013, p.80). In summary, researchers create bottom-up, ethically intended pedagogies by using the work plan as the indicator of what learners will focus on; however, work plans cannot represent actual pedagogy. In other words, what learners will orient on the course of task engagement may mismatch with the intended pedagogy (e.g. Hellerman & Pekarek Doehler, 2010; Mondada & Pekarek Doehler, 2004; Mori, 2002).

In line with these, to be able to reveal what is actually happening while task performers are engaging with the task based interaction, an emic bottom-up CA methodology can document the interactional organization of performers' task accomplishments. This emic perspective can reveal the micro details of the interaction and show the moment-by-moment co-construction of the task details (Seedhouse & Almutairi, 2009), Hellermann and Doehler (2010) for example, using Conversation Analysis methodology, documented how teacher-designed language learning task interactions can diverse on the course of engagement as a result of the nature of the face-to-face communication. Their analysis described three task-oriented interactions from language-learning classrooms, and the study demonstrated how the contingencies that are oriented to by learners. Mori (2002) on the other hand, benefitting from the methodological framework of CA, explored the relationship between instructional design of discussion meetings with a guest native speaker, and the students' orientation to this task. Although the task was conceptualized as a discussion on a given topic without a priori allocation of turns, the detailed examination of the interactions revealed how students implemented the task as a structured interview with a native speaker. The presented studies show how the local contingencies oriented by learners generate different task performances as well as different potentials for language learning. In order to shed light on the learners' task engagement processes, CA methodology is used in the current study. Accordingly, a finely grained investigation of micro-moments will demonstrate what is actually happening while performers are engaging with the task. Task-designers, implementers, even language learners will benefit

from the results of this study. (see Wong & Waring, 2010; Barraja- Rohan, 2011 for CA informed pedagogy). Obtained results will bring unique insights for language teaching and learning practices.

In this chapter, related studies which are relevant to this thesis have been reviewed. In the first section second language interaction research was introduced and in the second section, studies on knowledge checks questions were presented. The section was finalized with detailed overview on task-oriented L2 interaction. The following chapter is devoted to methodology used in this thesis.

CHAPTER III

METHODOLOGY

This chapter will provide details regarding the method, context and significance of the study together with the data collection procedures. Section 3.1 will highlight the aim of the study, and the research questions with special reference to significance of the study. Section 3.2 will consist of detailed information on the context of the study, and profile of participants. This section will be followed by the description of data collection procedure (3.3), and explanation of how ethical considerations are managed (3.4). Within section 3.5 why Conversation Analysis is applied as a method for this study will be explained (3.5). Section 3.6 will provide information about transcribing, building a collection and data analysis processes (3.6). This chapter will be followed by the explanation of how validity and reliability are achieved in the current study (3.7). Methodology chapter will be finalized with the limitations of the study (3.8).

3.1 Research Questions

With an emic perspective, this study aims to describe how participants use a grammatical construction (*knowledge check questions*) as an interactional resource to establish intersubjectivity in multi-party discussion task engagement processes. In addition, the

social actions accomplished with this grammatical unit will be reflected in line by line analyses. Besides, conversation analytic investigation into task engagement processes over 58 hours will explicate how participants orient to language learning opportunities emerging subsequent to the use of knowledge check questions.

In line with the data-driven nature of conversation analytic studies, the following questions will demonstrate the scope of the study. This study will try to find answers to following research questions:

Main research question:

1.How do L2 learners use *knowledge check questions* to establish or secure intersubjectivity?

Sub-research questions:

a. In which sequential environments do L2 learners use knowledge check questions?

b. What actions do L2 learners accomplish with knowledge check questions?

c. Is there any orientation to opportunities for learning after the delivery of knowledge check questions?

3.2 Research Context and Participants

The data of this study were collected at Hacettepe University Department of English Language Teaching which has been sustaining educational services since 1982 aiming to train pre-service teachers who are to work at primary, secondary and higher education in public and private sectors. The preservice teachers take a four-year education program, and its medium of instruction is English. The education program consists of basic courses related to advanced language skills, language acquisition, applied linguistics, language teaching methodologies, English literature and specialized courses. The students of the program are accepted according to results of a central placement exam which is composed of two phases. In the first phase of the exam, students are to answer questions related to Turkish language, Mathematics, History, Geography, and Science. In the second phase of

the exam, the students are to answer 80 English multiple-choice questions which test students' proficiency on grammar, vocabulary, and reading, however; this exam does not have particular sections to test writing, listening and speaking skills of the students. Accordingly, it can be claimed that the productive skills of the test takers are not assessed in the exam. The background of the participants is also similar when English language learning history is regarded. They generally take grammar and vocabulary based education with little or no emphasis on productive skills. They start learning English at the 4th grade of primary school, and continue through secondary and high school with changing lesson hours. They receive this education according to a curricula prepared by the Ministry of National Education and applied by English language teachers.

With these in mind, the first year lessons in the department of English Language Teaching at Hacettepe Universtiy are constructed not only to develop the students' pedagogical qualifications but also to minimize possible gap in the students' language skills. The analyzed data were gathered in 2015-2016 academic year from aftermentioned first year courses. The courses were Oral Communication Skills 1 (first term) and 2 (second term) which were designed to provide practice time for the students to carry out discussions within groups. Except one, who was a bilingual Turkish-English speaker, all of the students of these classes were non-native speakers of English. As the requirement of these lessons, the students in groups of three or maximum four engaged in six discussions on the topic they chose from a given list outside the class in their free time. The topics range from animal rights to same sex marriage. The students, keeping the same groups, engaged with discussion task six times, three times per term, throughout the year, approximately at the beginning, middle and end of each semester. While discussing, the students recorded their own interaction through a voice recorder or mobile phone, and saved those recording files. By average, the duration of each audio recording was 20-minute-lenght. The number of the participants was 104. In total, the data were composed of 174 multi-party discussions between participants. Its amount was 58-hours of discussion task recordings of the

participants, and it was around 400.000 words in size, which was also the corpus under investigation in this study. It is important to bear in mind that CA oriented data set between five and ten hours is enough for generalizing, and coming with a conclusion (Seedhouse, 2004).

In summary, this section provided detailed information about the research context and participants of the current study. This section will be followed by the description of data collection procedure (3.3).

3.3 Data Collection

As a course requirement of 2015-2016 academic year Oral Communication Skills 1 and 2 courses, the students' task was to hand in six audio recordings of their discussions about the topics that they chose as an out-of-class activity. Firstly, the students were asked to form groups of four, and if necessary, five for practical purposes. The number of the groups were decided on the basis of convenience, because groups of three would not allow adequate time for assessment. Having set the groups, they chose the topics to be discussed from a given list, which was composed of 15 topics. Also, they were even told to choose an original topic if they wanted to keep them motivated. Following the requirements of the course syllabus, the students were asked to deliver six different audio recordings of their discussions throughout two semesters. These six recordings reflect the beginning, middle and end of each semester. In same groups, they audio recorded their conversations in a place that they decided on before, and delivered them to the lecturer of the lesson by using third party services such as Dropbox and WeTransfer. Moreover; some of them also transferred recordings on flash drives. The number of the participants was 104. At the end of the data collection process, 58 hours of audio-recorded data were collected from 174 multi-party discussion tasks. The corpus was named as L2DISCO (Sert, 2016, 2017b, 2017c, forthcoming). A research team, involving four MA and PhD students, was built by

Olcay SERT to conduct micro analytic studies on the data. The researcher is a member of L2DISCO research team (see website: https://l2disco.wordpress.com/research-team/) organized by Olcay SERT, and he is allowed to make a collection-based study.

In this subsection, data collection procedure was provided in detail. The section below presents how ethical clearance was obtained in the current study.

3.4 Ethical Considerations

Ethical issues are critically important especially for studies using video and voice recordings which include moments that may reveal the identities and personal information about participants (Mondada, 2013). In Turkey, to be able to conduct a research that requires contact with participants, the researchers first need to obtain ethical clearance from the committee based on the university that the study will be submitted to. The consent form includes every detail that will shape the research project and the committee examines its content. After a close examination of application, this study was provided with ethical clearance. (See Appendix 1). After the delivery of the clearance, students were informed about the details of the project and consent forms were signed by participants. The form is designed in order to guarantee that (1) the recordings will be used only if they approve the terms of participation, (2) the recordings will be used only for research purposes, (4) they may be used by the researchers who only agree on exact same terms, (5) any instance that can reveal students' identity will be strictly prevented.

All the participants agreed on the terms of research and provided their approval for the examination of their group interactions. The analyses will be presented in data analysis part, the participant names and any indicator that may reveal students' identities were replaced with pseudonyms. When the addressed terms used in the course of conversation, names were changed with first letters of participants' names and surnames (eg. JR instead of John Richard). Anonymity, one of the most important issues in CA research, is provided

with these precautions. Consequently, the data was examined under the regulations of conversation analytic methodology by considering all these ethical considerations.

In this section, how ethical considerations were surpassed in the current study is presented. Next section will present detailed information about the method of the study with reference to reasons behind its application as the method.

3.5 Conversation Analysis

Conversation analysis is "an approach to the study of talk in interaction which grew out of ethnomethodology tradition in sociology developed by Harold Garfinkel" (Liddicoat, 2007, p. 2). Ethnomethodology assumes that social interaction is ordered; however, at the same time it is chaotic. The order is not the outcome of pre-existing framework, but "it is constructed in the minds of social actors as they engage with society" (Liddicoat, 2007, p. 10) . In addition to Garfinkel, Goffman's work provides a ground for the development of CA. Goffman's claim is that studying narrowly focused linguistic items in conversation cannot account for the nature of language use, because interaction has its own peculiar systematic rules (Liddicoat, 2007). CA does not evaluate language as independent from its use, on the contrary, it sees language as a resource through which speakers accomplish social actions (Seedhouse, 2005). Taking up the concern for investigating the orderliness of everyday life produced through the ordinary talk practices, Harvey Sacks developed an empirical approach to investigate micro details of social interaction in order to find out how order is achieved in social interaction. Sack's approach to this investigation is based on this notion: "talk is a activity through which speakers accomplish things in interaction" (Liddicoat, 2007, p. 4). The ordered nature of talks is resulted from the observable same outcome of the conduct of similar methods in more or less same environments (Liddicoat, 2007). With these in mind, conversation is a set of practices, "methods" in ethnomethodological sense, "through which members of a social group organize their

interactional conduct in mutually understandable and accountable ways" (Pekarek Doehler & Pochon-Berger, 2016, p. 2). The core idea that can be induced from these lines is that "participants construct conversation in orderly ways" (Liddicoat, 2007, p. 5), which is the outcome of emic CA studies.

In summary, CA's main interest is not to define the natural organization according to a pre-formulated theoretical conceptions (etic perspective) and as Sacks puts it there is order on all points (Psathas, 1995). From emic point of view, the analyst's primary mission is to describe the machinery that enables participants to achieve organization and order (Seedhouse, 2005). CA has been established as an emic methodology for micro analysis of real-life interactional data coming from any context, and CA research is conducted under a few core principals.

The core principles of CA are identified and summarized by several researchers (Heritage, 1984; Liddicoat, 2007; Psathas, 1995; Seedhouse, 2004; ten Have, 2007). The first principle of CA is that there is order at all points in interaction. In other words "talk in interaction is systematically organized, deeply ordered and methodic" (Seedhouse, 2004, p. 14). This recurrent order is independent from speakers' "psychological or other characteristic features" and the analysis of interaction exhibits the ordered patterns of actions oriented consciously or unconsciously by participants (Heritage, 1984b, p. 241). One of the main interests of an analysts is to reveal the interactional order.

The second core principle of CA is that "contributions to interaction are context-shaped and context-renewing" (Seedhouse, 2004, p. 14). A speakers' contribution is context-shaped, that is; it cannot be understood without considering the sequential environment in which those contributions occur (Heritage, 1984b). Accordingly, a speaker's contribution is context-renewing, that is; they will form a context for the next coming action which will inevitably be bound to preceding actions (Seedhouse, 2005). Notably, it can be claimed that a contribution makes some particular kind of response as relevant.

The third core principle of CA is that "no order of detail can be dismissed, a priori, accidental or irrelevant" (Heritage, 1984b). This principle leads us to three issues under consideration in the course of CA based analysis implementation. Firstly, any kind of detail can contribute to and shape the analysis. Secondly, CA is a data-driven approach to examination of interaction, so unless it is presented and oriented by the participants, analysis cannot be related to any theory or priori category. Lastly, CA uses highly detailed transcription system which has capability of representing even minor details of conversation.

The last core principle of is that "analysis is data-driven and bottom-up" (Seedhouse, 2004). Accordingly, CA analysts do not approach to data with prior theoretical assumptions or do not take the context, power, race, gender, and etc. in to consideration unless these details are oriented by participants.

To this end, the main task of the CA practitioners is to discover and present the orderliness which is constructed by the participants during interaction (Liddicoat, 2007). Analyzing the interaction with an emic perspective, analysts uncover the organization that enable participants to achieve intersubjectivity, and to maintain intersubjectivity (Seedhouse, 2005). As Sacks puts it, there is order at all points (Heritage, 1984),and utterances are deployed to accomplish a task in talk-in-interaction (Hutchby & Wooffitt, 1998). What facilitates to come up with orderliness is next-turn-proof procedure. This is the most basic tool for a CA analyst to show what is accomplished in that particular sequence. For example, an utterance can seek information or seek confirmation in the next turn. It is not the analyst priori assumption that shows what this utterance is accomplishing, on the contrary, the respond in the next turn decides on for what that utterance is occupied (Sacks et al., 1974).

A number of interactional organizations oriented by participants in the course of interaction were uncovered by founders of CA, Sacks, Schegloff, and Jefferson (1974). The interactional organizations are templates through which participants both accomplish

their actions, and analysts build their analysis since they provide reference points for analysts. These context-free machineries are deployed in context-sensitive social actions. (Seedhouse, 2005).

One of these context-free organizations is that some certain classes of actions may be grouped in pairs (Hutchby & Wooffitt, 1998; Silverman, 1998,). Adjacency pairs are "(i) composed of two turns (ii) by different speakers, (iii) adjacently placed (one after the other), (iv) relatively orders as first pair part (FPP) and second pair part (SPP) which may form as question-answer, request-grant/reject and (v) pair type related" (Schegloff, 2007, p. 13). Accordingly, Adjacency pairs, as Heritage puts it , are "basic building blocks of intersubjectivity" (Heritage, 1984b, p. 256), both for participants and for analyst. Adjacency pairs are normative frameworks to understand social actions (Seedhouse, 2005). The concept of adjacency pair is not a recipe for interactional organizations, however; given the first pair part of an action (e.g. question) the second pair part (answer) of adjacency pair becomes conditionally relevant (Heritage, 1984b; Seedhouse, 2004). The parts of adjacency pair do not have to be adjacently placed. The concept is that once produced as first pair part of adjacency pair, the second pair part becomes relevant, and it also can be delivered after some systematic insert expansions. The adjacency pair concept not only shows some actions can be accomplished in pairs, but it also shows how participants establish mutual understanding both to speakers and to analyst (Hutchby & Wooffitt, 1998).

The concept of adjacency pair reveals that participants benefit from sequence organization through which they organize their actions in a comprehensible way (Seedhouse, 2004). As Schegloff suggests, "sequence organization is coherent, orderly and meaningful organizations of turns-at-talk" and "sequences are vehicles for getting some activity accomplished" (Schegloff, 2007, p. 2). The orderly nature of sequences depends on "one-party-at-a-time" notion (Silverman, 1998). Participants monitor the present speakers' turn to find a point where they can speak. The transition from one speaker to another occurs

with few gaps, and little overlap. Although there are not a pre-allocated turns in mundane every day conversation, this orderly nature of turn-taking among participants is maintained through, as Sacks, Schegloff, and Jefferson mentions, participants' foreshadowing, and projecting the possible completion points (Clayman, 2013). To be able to understand how-turn taking works in interaction, understanding what turns are composed of is pre-requisite. Turns are made of units which is called "turn constructional units"(TCU) (Sacks et al., 1974). Many different grammatical units such as words, phrases, clauses, sentences can function as TCUs. Stretch of sound or a discourse marker (e.g. Oh! see Heritage, 1984a) may build a TCU (Hutchby & Wooffitt, 1998). A TCU can be considered as an action performed in a turn (Seedhouse, 2004). Each turns' completion creates a transition-relevance place (TPR) where a speaker change may occur (Clayman, 2013). An utterance can be evaluated as possibly complete in three ways: syntactic completion, intonational completion, and pragmatic completion (Ford, Fox, & Thompson, 1996; Liddicoat, 2007).

The other organization participants show orientation is repair organization. This organization becomes salient when there are troubles that hinder the accomplishment of the action. Trouble includes such things as misarticulating, malapropisms, use of a 'wrong' word, unavailability of a word when needed, failure to hear or to be heard, trouble on the part of the recipient in understanding, incorrect understandings by recipients (Schegloff, 1987 cited in Kitzinger, 2013), among others. As Schegloff states repair is used to ensure that "the interaction does not freeze in its place when trouble arises, that intersubjectivity is maintained or restored, and that the turn and sequence and activity can progress to possible completion" (Schegloff, 2007, p. xiv). CA analysts have found out difference between initiation and completion of the repair. A repair sequence is most often started by the speaker of trouble-source. This sequence can be completed when this participants repair his or her turn (self-initiated self-repair), or the trouble source can be solved by other participants (self-initiated other-repair) (Kitzinger, 2013). In some cases, when the recipient has some problems in comprehending or hearing the previous turn, s/he can start

initiate a repair sequence. In such moments, initiator party can leave that solution to speaker of trouble source (other-initiated self-repair), or s/he can deploy the solution (other-initiated other repair) (Schegloff, 2007). The importance of repair organization is stated as vital for the maintenance of intersubjectivity (Seedhouse, 2004).

In this section the Conversation Analysis methodology is introduced, also interactional organizations oriented by participants that create orderliness and intersubjectivity are sketched. It should be bear in mind that these organizations should not be understood as rules, rather they are set of practices used by interactants both to deploy social actions and to interpret their partner's actions (Seedhouse, 2004). To this end, CA will be used as a method in this study to demonstrate the interactional practices of knowledge check questions.

3.6 Transcribing, Building a Collection, and Data Analysis

CA tries to seek the organizations participants use to build actions and respond the actions of others. Thus, not only what is said but also how it is said cannot be dismissed (Heritage, 1984b). Conversation analysis methodology makes benefits of detailed transcriptions that present minute details of conversations. Accordingly, as Hepburn and Bolden state conversation analytic transcriptions "need to be detailed enough to facilitate the analysts' quest to discover and describe orderly practices of social action in interaction" (2013, p. 58). The presentation of these details is provided with widely used and accepted transcription conventions (Appendix 2), developed by Jefferson (2004) , which represents details such as gaps, pauses, overlaps, intonation, stress, stretches, turns and line numbers.

As this paper attempts to analyze discussion task interaction between multiparty by applying CA methodology, the minute by minute detailed transcriptions were made use of parallel with the methodological aspects. The following paragraph will inform about the transcribing, building collection and data analysis.

Firstly, the rough transcriptions of the 54 hours long data were transcribed by using a software; Transana. It is a computer program which offers available tools, like the adapted transcription conventions and so on, for qualitative text analysis. The rough transcriptions were examined several times with an unmotivated looking without a priori assumption.

After the recursive examination of initial transcriptions, the orderly phenomenon was revealed as the use of *do you know* knowledge check questions in pre-sequences to lay the ground for the forthcoming sequences. Following, the fragments of the representative cases were meticulously detailed. This further detailed examination also uncovered that the deployment of knowledge check questions may create sequences which are defined as Conversation for Learning (Kim, 2017). As a result, a total of 57 extracts which reflect the use of knowledge checks in pre-sequences were compromised from the data. 14 representative extracts will be examined in analysis chapter.

3.7 Validity and Reliability

Validity and reliability are basic requirements of a research, because as Peräkylä put it, these terms refer to " objectivity and credibility of a research" (2011, p. 336) . Firstly, the validity concern whether "a particular instrument measures what it purports the measure" (Cohen, Manion, & Morrison, 2007, p. 133). Accordingly, validity concerns whether the interpretations exhibited by the researcher is supported by data and also whether these interpretations shows similarities with previous studies (Peräkylä, 2011). CA is a research methodology which occupies emic perspective in the course of analysis (see section 3.5). Validation in this study has been provided through CA's own method which is next-turn proof procedure. In other words, the interpretations are actually participant's orientations to previous turns. The other requisite of validity as mentioned above is generalizability. The findings of this study show similarities with the previous research (see analysis chapter), though there are differences. This result both increases the validity of the research and it reflects the originality of this study.

The concept of reliability is to what extend the findings is "independent from any accidental circumstances of the research" (Kirk and Miller, 1986, p.20). As Sert (2011) suggests the reliability in CA research is provided on the course of collecting data, transcribing and constructing collections. As mentioned in the previous chapters, researchers did not attend the data collection procedures, so participants were not directed to any particular action. To ensure reliable transcription, widely accepted transcription conventions were used.

There are also some other ways to ensure validity and reliability of the findings such as data sessions, conference presentations, and thesis meetings. As for data sessions, the one of the extract presented in discussion chapter was taken to HUMAN Research Centre data session where plenty of comments obtained from leading researchers of field and students. In terms of thesis meetings, researcher attended regular meetings with the leading researchers of the field and advisor.

3.8 Limitations of the Study

In this section, some minor limitations will be discussed with the aim of providing a guideline for the researchers who would like to focus on a similar data set.

One limitation is resulted from the technical problems that might potentially have an impact on the transcription of the data. Some of the recordings were really poor in quality and there were some external sounds intervening the recording. These problems were tried to be fixed by consulting the other team members to double check the transcriptions and by using a high quality headset.

Another limitation that this study has is not having the video recordings of the discussions. Video has the ability show both voice and embodied actions of the participants such as gaze and body movements. Participants' audio recordings were used as the data of this current study; therefore, the actions in long silences were not identified.

In this chapter, the methodological aspect of the thesis was detailed. CA was introduced as a research methodology with all reasons to adopt by touching the validity and reliability issues. Data collection and transcription processes were also detailed including ethical issues. In the following section, 13 extracts from a collection of 57 will be analyzed by justifying the many issues discussed in this chapter with respect to transcriptions and data analysis while presenting detailed analyses of the examples of the phenomenon being investigated.

CHAPTER IV

ANALYSIS AND FINDINGS

In this chapter detailed examinations of sequences where do you know knowledge check questions were used and their interactional role in relation to research questions will be provided. Scrutinizing theoretical and practical framework of CA, sequences of knowledge check questions will be analyzed and their interactional roles will be presented considering interactional accomplishments of participants by deploying them.

It is important to remind that the extracts presented in the next part do not follow a chronological order, as the aim of the research is not to show developmental progress.

4.1. Sequential Unfolding of Knowledge Check Questions

It can be assumed that speaker's responsibility is making reference and recipient's primary responsibility is recognizing that reference. Because the recognition problems are often initiated by recipients. In addition, speakers can also orient the recognizability problems of the reference by co-participants. Speakers may orient to potential unrecognizability of reference; thus they can create a sequential environment where participants may show their epistemic status as knowing or unknowing. Thereby, they secure the recognition of primary object in an upcoming story, so they pre-empt the possible other repair initiation

and establish intersubjectivity by checking recipient's knowledge status on that key item for the forthcoming turns before continuing on their action. Accordingly, Sacks and Schegloff (1979) observed there are two preferences for the organizations for person reference. These are preference for recognition and preference for minimization and sometimes these two preference can be in conflict and one needs to be relaxed. Close examinations have revealed that preference for minimization is relaxed to promote intersubjectivity. It has been presented by previous studies that participants systematically use knowledge check questions to secure recognition of key item for their forthcoming turns (Auer, 1984; Sacks & Schegloff, 1979; Schegloff, 1988). The use of knowledge check questions prospectively "shows the speaker's prospective estimate of the recipient's knowledge status regarding the target reference" (Kim, 2017, pp. 10). The prospective use of knowledge check questions enable speakers to make an estimation on the participants' knowledge status (Heritage, 2012b) and also reveals the speaker's perception of the recipient's identity/membership (Kitzinger & Mandelbaum, 2008). In this subsection, four different extracts will demonstrate the sequential unfolding of knowledge check questions and exemplify prospective use of knowledge check questions.

Extract 1 comes from the participants' (EL, ES, EC, HA) forth engagement with the discussion task and the recording lasts twenty-two minutes. The topic chosen for this forth discussion is Animal Rights. Extract 1 begins at the second and half minute of recording and it lasts about a minute. Prior to this extract, participants have stated that animals are living creatures and have rights like human need to be protected with laws. In addition to protection, EL is talking about breeding issues of animals.

```
Extract 1: Albatroses (02_04_EL,ES,EC,HA)(02:29-03:09)
 1  EL:   er: they nud- need to be fed er: .hh for <exa:mple:>
 2        er: for <insta:nce> .hh albatrosses do you know
 3        albatrosses↑
 4  ES:  ye↑:ah↓
 5  EC:  =ye[ah
 6  HA:     [yeah
 7  EL:   .hh er:: t↑he:y: e- they are (.) a- bi:g .hh er: very
```

```
8         bi:g and white (.) birds and.hh er: they live in sea
9         shores↑  .hh  but er::: they eat↑ >what they<↑found
10        and.hh er: for  example they ↑die because of: er:
11        eating p↑lastics:↓ .hh and .hh there is an: er:: photog
12        pho↑tographer er::: that .hh makes a q-  project for
13        er: pho↑tographing (.) them er:  photograph-
14        pho↑tographing hh. ↑tha:t albatrosses and er:  what
15        they eat↑
16 EC:    yeah i remember  er:: /dɪm/ because i er: saw that
17        picture  too↑ .hh and er: albatrosses er::  get sick of
18        er:  from ↑garbage
19 EL:    ye:[s °yes°
20 EC:       [er: they (.) die↑
21 EL:   ye:s er:  fro:m  pl↑astic poisining .hh [and
22 EC:                                           [yeah
23 EL:   there is an also right↑  to: .hh er feed↑  them
24        (0.9)
25        i think
```

In line 1, EL starts with turn initial hesitation marker (er:) and claims that animals also should be fed. She makes a repetition in line 1 (for <exa:mple:>) and in line 2 (for <insta:nce>), then she delivers an example (albatrosses) in line 3. After, she provides *albatrosses*, she deploys a knowledge checks question (do you know albatrosses↑). Through this question, she orients to recipients' knowledge status on introduced previously stated instance (albatrosses) (Kim, 2017). Following this, while ES is providing her claim of her knowledge with (ye↑:ah↓) rising tone, EC and HA claim their knowledge with (=ye[ah) in partially overlapped fashion in line 5 and 6. Having received co-participants' knowledge statuses, from line 7 to 11, EL provides characterization of albatrosses and what they mostly eat. For the follow-up, from line 12 to 15, she also mentions about a photographer who takes photos of the albatrosses which die as a result of what they eat. Between line 16 and 18, EC initially demonstrates her recognition by starting with a confirmation token (yeah) and (i remember), she expresses that she has seen that picture (i er: saw that picture too↑). She also states the reason of albatrosses' sickness (↑garbage). In line 20, EL completes her previous turn by partially overlapping with EL's repetitive confirmation tokens (ye:s °yes°) in line 19. In line 20, EL reformulates her previous reasoning in line 10 and 11 (because of: er: eating p↑lastics:↓) by stating (fro:m pl↑astic poisining). In line 22, EC provides her confirmation ([yeah) by ovelapping the ending part of EL's previous turn. In line 23, EL

re-states what she mentions at the beginning of extract (there is an also right↑ to: .hh er feed↑ them) and the extract finished with EL' stance marker (i think) in line 25.

The previous extract has shown that the participant (EL) provided a knowledge check question (do you know albatrosses↑) to secure mutual understanding while she is providing instance related to albatroses. In addition to function of preliminary work, knowledge check question functions as an interactional resource which pre-empts the threat to the progressivity of the talk in the form of other-initiated repair (Svennevig, 2010).

Extract 2 illustrates how speakers will orient to possible unrecognizability of target item in the following phase of the ongoing talk and how they pre-empt the possible repair initiation. This extract comes from nearly the second minute of the participants' (SE, ME, SU) sixth engagement with the L2 discussion task and it lasts about twenty-two minutes in total. The subject they had chosen for this discussion is "Freedom and Equality of People". This extract is about one and half minutes long. The following extract will exemplify ME's locally managed collaborative use of knowledge check as a pre-sequence practice which makes a prefatory work to introduce the key referent for the forthcoming story. Prior to this extract, participants mentioned about other people's stances regarding equality.

```
Extract 2: Animal Farm (02_06_SE,ME,SU)(02:30-03:10)
1   ME:  people have er: some instincts that they want er: to
2        their er: profits er:
3   SE:  huh-huh
4   ME:  hmn: given- to be  given priority .hh an:d you know er: a
5        (.)book (.) farm animal=
6   SE:  =yeah an[imal farm]
7   ME:             [er:]    yes    a[nimal farm
8   SE:                               [george orwell
9   ME: yes .hh er: there is a er:  sentence that er: all animals
10      are equal[but
11  SE:          [yeah
12  ME: some animals are more equal than [others
13  SE:                                  [yeah
14  ME: hh tha: >that's<that's something like tha:t .hh  er: some
15      people er: think that er: they are .hh er: more rights than
16      others↓ so: er: we can't say er: in- this er: community
```

17 that .hh there is an equal .hh er: something
18 SE: huh-huh

At the beginning phase of Extract 2, from line 1 to 2, ME mentions about people's thoughts about (people have er: some instincts that they want er: to people have er: some instincts that they want er: to) their profits. After SE's confirmation marker in line 3 (huh-huh), ME initially completes her previous turn in line 4 by expressing how people see themselves (hmn: given- to be given priority). Following this, in a topic transition relevance place (Svennevig, 1999), ME delivers a knowledge check question (an:d you know er: a (.)book (.) farm animal=) about Animal Farm, a book of George Orwell. This turn functions as a preliminary work to introduce key referent (animal farm) in her forthcoming story (Kim, 2009a; You, 2014) as is evidenced with the following telling sequence from line 14 to line 17. In line 5 ME states (farm animal) instead of "animal farm". In line 6, SE initially provides confirmation token (yeah) by latching ME's previous turn and then produces other-initiated other repair (animal farm) (Fasel Lauzon & Pekarek Doehler, 2013). Thus SE demonstrates her knowledge on the book (Koole, 2010; Mondada, 2011). For the follow-up, ME begins her turn with an elongated hesitation marker ([er:]) by overlapping with SE's other-initiation for other repair and confirms this other repair and repeats the repaired item in line 7, which overlaps with SE's knowledge demonstration ([george orwell) on the author of the book in line 8. After ME's confirmation token (yes) at the beginning of line 9, she quotes a sentence from the book (there is a er: sentence that er: all animals are equal[but some animals are more equal than [others), which is overlapped by SE's confirmation token ([yeah) in lines 11 and 13. For the follow-up, after stating the similarity with the quote in line 14 (hh tha: >that's<that's something like tha:t), ME reformulates her initial ideas (people er: think that er: they are .hh er: more rights others↓) on how people think about their rights and equality

from line 15 to 17. In line 18, SE confirms with a confirmation token (`huh-huh`) what ME has told and this extract completes.

As it has been stated in the beginning of the section, this extract has shown how ME uses knowledge check question collaboratively as a pre-sequence (Schegloff, 2007) and builds her main argument by basing on the responses to pre-sequence. Having obtained the interlocutor's recognition claim on the key item (`animal farm`) for her following turns, ME launches into main talk related to book. One more such example is presented.

Extract 3 comes from the participants' (AK, EB, AH) fourth engagement with the discussion task. The topic chosen by speakers is Turkish and foreign TV series. This recording lasts about fifteen minutes and the following extract starts at the twelfth minute of the recording. The duration of extract is one and half minutes. As previous two extracts illustrated, following extract will demonstrate how participants utilize knowledge check to make a prefatory work to establish mutual understanding. By employing a knowledge check question collaboratively, a speaker checks the knowledge states of other participants on the key item on the forthcoming story. Extract 3 begins right after AK has complained about Turkish people's unawareness and unconsciousness about TV series that they watched.

```
Extract 3: Muhtesem Yuzyil (01_04_AK,EB,AH)(12:36-13:10)
 1  AK:   do you want to say ↑something about it
 2  EB:   err i: want to say something about that
 3  AK:   yeah
 4  EB:   err i want to give an ex/s/ample
 5  AK:   yes
 6  EB:   err ↑you know the tv series muhtesem yuzyil
 7  AK:   yeah we know that [it's] so ↑popular
 8  AH:                     [°yes°]
 9  EB:   yes [so popular
10  AH:       [in turkey=
11  AK:   =in tur[key]
12  AH:          [so] ↑popular
13  EB:   °heh heh° and err: ↑the sehzade mustafa died
14  AK:   yes
15  EB:   and ↑all: tur↑key (0.5) err: griv: err
16        (1.4)
17  AH:   visit the grave of=
18  AK:   =[WERE SA:D about the
```

19 EB: [visit the grav- evet ((wor- /ay/ yes)) $were sad about
20 ↑it$

After giving his opinions, AK asks a question to other participants if they want to say something about this topic (do you want to say ↑something about it). This is followed by EB's formulaic expression (i: want to say something) to share her opinion in line 2. This turn of EB has two functions. Firstly, it comes as positive response to the question in previous line, and also it anticipates the interruption of her forth coming turns in TRPs (Schegloff, 1987). In line 3, After AK confirms EB's projections with confirmation token (yes), EB expresses his willingness to exemplify (i want to give an ex/s/ample) in line 4. Accordingly, through this formulaic expression EB again secures her next turns while she is giving an example (Schegloff, 1987). In line 6, EB start with an initial hesitation marker (err) and this is followed by a knowledge check question on a TV series broadcasted in Turkey (↑you know the tv series muhtesem yuzyil). EB orients to background knowledge of her participants' with this knowledge check and tries to establish common ground on the key element (muhtesem yuzyil) of her forthcoming story (Kim, 2009a). In line 7, AK claims (yeah we know that) and demonstrates her knowledge (Mondada, 2011) with an assessment ([it's] so ↑popular) in an overlapping fashion with AH's claim of knowledge ([°yes°]↓) in line 8. In line 9, EB aligns with her co-participants by accepting (yes) and repeating the assessment ([so popular). Between lines 10 and 12, AK and AH repeat their previous turns. Having obtained interlocutors' knowledge claim, EB launches into a story about *muhtesem yuzyıl*. In line 13. EB mentions about the death of a starring character in this series (the sehzade mustafa died). After, AK delivers a confirmation token (yes) in line 14, in line 15, EB completes her previous turn by stating her example (and ↑all: tur↑key (0.5) err: griv: er::), which is interrupted by EB's word search with 0.5 seconds of silence and relatively long hesitation marker (err:). After 1.4 seconds of silence in line 16, AH and AK provides two candidate responses for EB's word search by stating (visit the grave of=) in line and (=[WERE SA:D about the) in line 18, respectively. In line 19, EB starts

her turn with AK's candidate response by overlapping with AK's candidate response ([visit the grav-), but then she abondons the TCU and accepts AK's candidate response in a self repair fashion (evet ((wor- /ay/ yes))). After repair, EB completes her turn by using AK's candidate response and extract finishes.

The previous extract illustrated that when the speakers are uncertain about the background knowledge of other participants, participants create a slot to achieve intersubjectivity with co-participants before they move with their agenda. They use knowledge checks to make prefatory work to secure intersubjectivity and also they pre-empt possible other repair initiation. One more similar example is presented.

As the final extract of this sub section, Extract 4 will exemplify again how participants collaboratively clear the deck for the delivery of projected action. Using a knowledge check as a pre, a participant establishes intersubjectivity on the key element of forthcoming story. Extract 4 comes from sixth engagement of participants' (SE, ME, SU) with the discussion task. Topic chosen for this recording is "Freedom and Equality of People". This recording consists of twenty-two minutes of audio recordings in total and the following extract lasts about a minute. Prior to Extract 4, they have discussed about what Germany did in the name of equality in the past and they agreed on Eastern Germany, ruled by communist regime did not behave its people equally.

```
Extract 4: Berlin Wall (02_06_SE,ME,SU).(05:05-05:55)
1   SE:   er:  i ↑know an example Af↓ter .hh
2         (0.5)
3         after
4         eliminating the:↑ berlin ↑wall=
5   ME:   =h[uh-huh
6   SE:     [do you know  berlin [↑wa:ll
7   ME:                          [>huh-huh huh-huh<
8   SE:   yeah you know berlin ↑wall=
9   ME:      yes [yes
10  SE:          [right and .hh after st- after (0.6) ↑ruining
11        .hh (0.2) this
12        (0.7)
13        wall↑
14        (1.0)
15        er:: >people< (.) can get/h/
16        (1.5)
```

```
17        communicat- (.) >can: can< communicate with each other
18        and t[hen .hh
19  ME:         [huh-huh
20  SE:   er:
21        (0.9)
22        there is ↑some examples of it  >and (then)<
23        people↑ .hh er: who: lives in:
24        (0.7)
25        eastern:: germany↑
26       [.hh
27  ME:  [huh-huh
28  SE:   /we:t/ the: western germany >and then< western↑ er:
29        germany people ha- surprised .hh
```

Extract 4 begins with turn initial hesitation marker (er:) of SE, then she claims her knowledge (i ↑know an example) on this topic. By this claim she secures her forthcoming multiple turns, then she starts exemplification episode of her talk. She self-repairs herself in line 1 (Af↓ter .hh (0.5) after) and delivers the key item in her forthcoming story. Note that the upward intonation and the stress on the first syllable (↑berlin ↑wall) of this target item is to secure recognition in a try-marking fashion (Schegloff, 1979). This is immediately followed by ME's claim of knowledge with minimal response token (h[uh-huh) in line 3 (Gardner, 2001). This knowledge claim is overlapped with knowledge check (do you know berlin [↑wa:ll) of SE in line 4. The last word of knowledge check (↑wa:ll) is overlapped with ME's repetitive and up paced claim of knowledge (>huh-huh huh-huh<). In line 5, SE acknowledges (yeah) that ME knows the subject matter item (you know berlin ↑wall), this is again followed by ME's repetitive positive response token (yes [yes) by which she claims her knowledge on key item for the forthcoming story. Final piece of this repetitive response token (yes [yes) is overlapped with SE's sequence closure ([right) in lines 7 and 8 (West & Garcia, 1988). To this end, SE is about to deliver an example related to old Germany and she treats "berlin wall" as the key piece to be able to mutually understand that forthcoming telling. To secure intersubjectivity, in line 2, she checks the recognizability of this key item in a try-marking fashion, although the positive response (h[uh-huh) given to this action in line 3, she appends a knowledge check question (you know berlin ↑wall) to make sure that

participants have background knowledge on "berlin wall". The repetitive knowledge claims of ME (>huh-huh huh-huh< and (yes [yes) also shows strong recognition (Stivers, 2004). Having ascertained recipient's knowledge on key item, SE starts her telling from line 8 to line 21. In line 9, SE finishes the pre-expansion (Schegloff, 2007), which starts in line 2, with sequence closure token (right), then mentions about what happened after the destruction of Berlin Wall.

Extract 4 has finally highlighted how the participants utilized knowledge check questions as an interactional resource in order to control whether mutual understandings are maintained or not on the ongoing talk related to "Berlin Wall".

In conclusion, this section provided an overview of the sequential organization of use of knowledge checks and mentioned about their interactional work. Use of knowledge check questions in pre-sequences helps prospective speakers establish the target item as mutually understood in the upcoming story (Jenks & Brandt, 2013; Kim, 2009a, 2017; You, 2014), thus helping them avoid imbalance in participants' epistemic statuses (Heritage, 2012b). In addition, this line by line analysis showed that how participants deploy a pre-sequence as an interactional resource in order to pre-empt possible trouble (Svennevig, 2010) and maintain progressivity of task-oriented interaction, which is one of the key indicators of L2 interactional competence (Young, 2011). The function of pre-sequences is stated by Svennevig (1999) as " 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), similarly, Schegloff argues "topic interrelatedness is outcome of turn-taking, sequence and preference organization", the pre-sequence "establishes topic as the topic of conversation through cooperation of participants" (2007,p 43). To this end, it can be claimed that the cooperative usage of interactional resource allow participants secure recipiency (Pekarek Doehler & Pochon-Berger, 2016). To this end, previous chapter has illustrated the sequential unfolding of knowledge check questions. Interactional functions also have been

presented. In the following chapter, how participants project action by utilizing knowledge check questions will be explicated.

4.2. Action Projection Through Knowledge Check Questions

The previous chapter (see chapter 4.1) has presented that knowledge check questions are used in pre-sequential environments by participants. They are used and oriented as prefatory work for the forthcoming actions. To secure intersubjectivity in communication, participants orient to background knowledge of participants (Kim, 2009a) and it is speakers' responsibility to monitor talk continuously and recipient design (Sacks & Schegloff, 1979) their turns according to epistemic access of their interlocutors (Heritage, 2007). Nguyen's (2011) view on interactional competence is crucial that L2 interactional competence contains L2 users' talent to be able to arrange the sequence of actions, manage topics, express appropriate referents and processes using suitable interactional resources, and co-construct the participation framework. Accordingly, the use of grammatical forms for interactional purposes such as projecting actions (e.g. inviting, requesting, story telling) points to interactional competence of learners (Pekarek Doehler, 2018). In line with this, in the following subsections how participants use knowledge check question to project different actions will be illustrated.

4.2.1. Asking Questions

The following three extracts will illustrate how participants use knowledge check questions to preface asking questions. The participants produce their turn in a recipient-designed and interactionally sensitive manner for their co-participants by using a grammatical construct (knowledge check questions) in pre-sequential environments. (Pekarek Doehler, 2018). Extract 5 will exemplify that a participant uses knowledge check question preliminary to

asking question. It is clear that co-participants also orient that knowledge check question as prefatory activity for larger action. Through knowledge check question, a participant establishes mutuality and after seeing all participants share common ground, she continues with her projected action.

Extract 5 comes from the participants' (EK, ET, and SK) 5th engagement with the discussion task. The topic identified by the participants is English language education system in Turkey. The duration of this discussion is a total of 17 minutes and 42 seconds. Extract 5 starts at nearly 11th minute of the recording and lasts about one and a half minutes. Extract 5 starts right after participants have discussed whether English language teaching should start at early ages all the participants agreed on teaching should start at early ages.

```
 Extract 5: English Education (02_05_EK,ET,SK) (12:42-13:10)
1  EK:   it's very wrong idea .hh er: so
2        (0.5)
3        do you ↑think er::
4        (0.9)
5        you know↑ english teaching er: i:s now >beginning<
6        the second year of ↑primary school
7        (0.5)
8        do you ↑know that=
9  SK:  =[yes]
10 ET:   [yeah] [huhuh
11 EK:          [yeah do you think it's (.) good↓
12 SK:   yeah it is good. it's- >it's a you know< process in- in
13       ↑turkey
14       (0.5)
15       >i think<
16 EK:   [yeah
17 ET:   [>yes< it is good bu:t er:: if its conta- context .hh
18       er:: d- doesn't ↑change er:: i-it doesn't work i think
```

At the beginning of Extract 5, in line 1 EK makes an assessment (`it's very wrong idea .hh er:`) of ideas of people who think language education should not start at early ages, and she also produces a transition marker (`so`) following and elongated hesitation marker (`er:`) in line 1. After 0.5 seconds of the silence in line 2, EK initiates a yes-no type question in line 3 (`do you ↑think er::`), however, it is clear with the sound stretch at

the end of this turn that she leaves uncompleted this question initiation. After 0.9 seconds of the silence in line 4, EK produces a knowledge check expression (you know↑ english teaching er: i:s now >beginning< the second year of ↑primary school) about the starting age of English in Turkish education system in lines 5 and 6. Following 0.5 seconds of the silence, she pursues a response from co-participants with a yes-no type knowledge check (do you ↑know that=) in line 8. This question is latched with positive response tokens by SK and ET in line 9 (=[yes) and in line 10 ([yeah). Right after EK produces an acknowledgement token (yeah) by overlapping with ET's confirmation token ([huhuh) in line 11, she asks this time a yes-no type question (do you think it's (.) good↓) which seeks others' opinions. From line 12 to 15, SK initially produces a confirmation token (yeah) and her positive assessments (it is good) by talking about the process in Turkey. After EK's overlapped confirmation token (it is good) in line 16, ET expresses that the success depends on the context and the extract ends.

The preceding extract has illustrated that having ascertained the knowledge states of others, EK accomplished her projected action which is asking a question. It is clear that before asking question EK established intersubjectivity, then she moved with her projected action. In this case, knowledge check question is used in pre-sequential environment to secure intersubjectivity. Knowledge check question is an interactional resource utilized here to be able to preface a social action. In addition, this sequential organization pre-empts the possibility of dis-preferred response (Schegloff, 2007). One more such example is presented.

Extract 6 will exemplify how participants benefit from knowledge check question during preliminary activity. Extract 6 comes from the very beginning phase of fifth engagement of the participants (AH, EB, AK) with the discussion task. The duration of this recording is about a minute and the topic chosen for this discussion is Language Evolution. The following extract begins after participants greet each other and it lasts nearly a minute.

```
Extract 6: Language Evolution (01_05_AH_EB_AK) (00:20-01:08)
 1  AH:  so: so so::↑ las- err last ↑night er: when i (.)
 2       while i (.) er: i'm surfing in inter↑net i- /heigt/ i
 3       ↑read a newspaper
 4       (0.6)
 5  EB:  °huh [huh°
 6  AK:       [ye:s
 7  AH:  er: do you ↑know: th-(0.4) do you ↑kno:w th- the
 8       language is:
 9       (0.5)
 10      /evolu:sɪd/ evoluted
 11      (0.7)
 12 EB:  ye:↑s
 13      (0.3)
 14 AK:  ye:s
 15 AH:  do you agree with ↑that
 16      (0.7)
 17      ↓first of all=
 18 AK:  =hmn:
 19      (0,7)
 20      first of all i want to: say my opi↑nions: er: language
 21      evolution is a natural ↑process i guess .hhh so:: err it
 22      could be ↑possible err:: ↑but err: in:: terms of: ↑how
 23      changes err: it could be different
 24      (0.6)
 25      so:: i think  it is a ↑normal
 26      (0.7)
 27      what about you EB↑
 28 EB:  err: i agree with AK about this points
 29      (0.5)
 30      language is change and .hh and we can't s:top ↑that
```

Extract 6 starts with AH's repetitive transition markers (so: so so::↑) and from line 1 to 3, she tells that she read a newspaper. Followed by 0.6 sec silence in line 4, the co-participants produce confirmation markers with quitter tone (°huh [huh°) in line 5 and ([ye:s) in line 6. The final part of EB's utterance is overlapped with AK's confirmation marker ([ye:s) in line 6. In line 7, AH starts with turn initial hesitation marker (er:) and then she starts a TCU in a knowledge check format (do you ↑know: th-) which is self-repaired after 0.4 seconds of the silence (do you ↑kno:w th-(0.4) the language is: (0.5)/evolu:sɪd/ evoluted) from line 7 to 10. After 0.7 seconds of the silence in line 11, EB produces claim of her knowledge with rising intonation and it is followed by 0.3 seconds of the silence and AK's confirmation token in line 13 and 14 respectively. In line 15, AH initiates a yes-no type question which is asking their agreement (do you agree with ↑that (0.7) ↓first of all=) with the idea of language evolution. It is clear that

this agreement seeker question is a projected action. Before she asks this question, she establishes intersubjectivity with a knowledge check question on language evolution. Having ascertained knowledge states of co-participants, she delivers main question which seeks response related to others' agreement. Producing a hesitation marker (=hmn:) in line 18 and 0.7 second of the silence in line 19, AK self-selects herself In line 20 and shows her willingness to express her ideas (first of all i want to: say my opi↑nions:). Through this, she projects multiple turns and pre-empts possible turn interruption (Schegloff, 1987). From line 20 to 25, she elaborates on her agreement with the idea of language evolution. In line 27, she follows the current speaker selects next norm and allocates the turn to EB (what about you EB↑). In line 28, EB takes the turn with turn initial hesitation marker (err:), then she shows her agreement with AK explicitly (i agree with AK about this points) . This extract finishes when EB stated evolution cannot be stopped (we can't s:top ↑that).

Extract 6 has exemplified how AH used knowledge check question as an interactional resource to secure intersubjectivity before accomplishing her projected action. This main action as illustrated in the example above is asking a question. Sequencing here is an interactional resource which enables speakers to secure intersubjectivity and to fit their contributions to ongoing conversation (Nguyen, 2011).

Extract 7 is from the first engagement of the participants' (AK, ANK, HSI) with the discussion task. The recording lasts about twenty minutes and the topic chosen for this discussion is Dress Code. The onset of the extract 7 is about sixteenth minute of the recording and it is nearly a minute long. Prior to extract 7, they have discussed whether teachers can wear jeans and whether they can use piercing or tattoo

```
Extract 7: Beard (01_02_ANK,HSI,AK,KS)(16:20-16:53)
1 AK:   sorry can I ask a qu↑estion (0.3) [er:
2 ANK:                                   [yes
3 AK:   do you know↑
4       (0.5)
5       er: male teachers  have a beard or mustache↑
6 ANK:  y↑e:s↓
```

```
7 AK:   is ↑there any
8       (1.0)
9       er:
10      (1.2)
11      any rule about ↑that↓  >is there ↑any:<
12      (0.9)
13      pro↑hibition (0.3) on this: stuation↑=
14 ANK:      [=no
```

In line 1 AK makes a request (`sorry can I ask a qu↑estion`) for asking a question. It functions as what Schegloff (2007) calls pre-pre. This preliminary question is followed by a go ahead of ANK in line 2 (`yes`) by overlapping with AK's previous hesitation marker. After securing multiple turns with pre-pre in line 1, AK appends a knowledge check question on whether co-participants know the regulation on male teachers' using mustache and beard from line 3 and 5. Recognizing participants have information about this topic, AK starts his projected action which is asking a question related to any prohibition about male teachers' using beard and mustache. After ANK's confirmation in line 6 (`yeah`), AK asks whether there is any obligation for male teachers through self-initiated self-repair (`is ↑there any`) and longer silences (`er: (1.2) any rule about ↑that↓`) between line 7 and 13. This projected question is responded with a type conforming negative response token (`[=no`) in line 14 by ANK.

The analysis of this short extract has highlighted that AK utilized knowledge question to secure intersubjectivity to accomplish a larger action which is asking a question as shown. To achieve mutuality before asking question AK created an interactional slot to make sure that co-participants also share the common ground on the topic then he delivered his question.

The preceding subsection represented three different extracts found in this study. The section above illustrated how participants oriented to background knowledge of each other's to secure intersubjectivity by using knowledge checks before they ask a question. The following subsection will provide examples for where knowledge checks used in topic transition relevance places.

4.3.2. Initiating Topic

The following part of this paper describes in greater detail where knowledge checks are used as topic initiators. König (2013) argues that conversation is constructed through topics and through sequences of action. As mentioned in methodology part (see chapter 3), the whole data of this study came from a discussion-task oriented interaction between L2 learners, so as learners maintain, initiate or make transitions between topics and they produce topical talk collaboratively (West & Garcia, 1988). In addition, a conversation analyst does not attempt to define what is the topic of ongoing interaction, albeit an analyst tries to shed light into how topicality is accomplished by participants in conversation (Stoke, 2000). Kim also states that "when initiating a new topic, ascertaining the recipient's knowledge status vis-à-vis the to-be-introduced topic seems to be an essential conversational task, as the conversationalists have to estimate common ground" (2009a, p. 127). Because pro-offered topic's establishment as the discourse topic depends on its being ratified by co-participants (Mondada, 1995; Svennevig, 1999). In brief, maintaining topical talk needs to secure intersubjectivity between participants.

The analyses under this heading will comprehensively exemplify how participants use knowledge checks to discriminate known from unknown subjects to continue telling and at the same time knowledge check questions is utilized as topic initiators. This notion is based on two dimensions. Firstly, as Goodwin explained epistemic is the driving force for the flow of conversation and he claims "general rule that provides that one should not tell one's co-participants what one takes it they already know" (1979, p. 100). In this regard, it can be claimed that speakers should be aware of what to tell in their turns. Second part of the dimension is topic initiation. Mondada (1995) claims that offered topic may only become the topic of the following conversation when other interlocutors ratify it. In other words, the success of topic initiation depends on the acceptance by others (Svennevig, 1999)

With keeping these mentioned dimensions in mind, the following extracts will demonstrate that participants use knowledge check questions in topic initiation position to make sure the epistemic statuses of other participants before they continue with offered mentionable.

Extract 8 will show us how a participant uses knowledge check question as topic initiator and in addition, he orients to epistemic statuses of co-participants before he continues with his telling. This extract comes from the fifth engagement of the participants' (ME, BU, UB) with the discussion task. The topic they have chosen for this fifth meeting is Death Penalty and it is about twenty-one minutes in total. The onset of the Extract 8 is nineteenth minute of the recording and it lasts up to twentieth minute of the conversation.

```
Extract 8: Aids (02_05_ME,BU,UB) (19:26-20:18)
 1  ME:   this is /inTErestink/ (0.4) re- ..huhh kinds of rapes
 2        like bottle like duck=
 3  BU:   =pi:geon
 4  ME:   yes pigeon this is hmn: very /interesting/
 5        [(no) country
 6  BU:   [donkey ɪ- ɪ- donkey er:=
 7  ME:   =[yeah
 8  BU:    [and do you know↑ (0.4) how: (0.5) do you know how:
 9        aids exp- er: how aids
10        (1.7)
11 UB:    °sp[read°
12 BU:       [ho- (0.3) how aids spread the:(0.4)e- hu↑man
13        (1.1)
14 ME:   [>yes yes<
15 BU:   [>do y-<
16 ME:   i k[now
17 BU:      [you know  er: man (0.6) er: [raped
18 ME:                                   [yes
19 BU:   a monkey↑ and .hh aids↓ aids in monkey is A er: >is a<
20       ve:↑ry simple:
21       (1.3)
22 UB:   (al)
23       take
24 BU:   is a very: simple sickness in monkeys and .hh they get
25       over the problem
26       (1.2)
27       in very easily way .hh (0.3) and er:: (0.4) a:nd
28       people(.) er:(.) person (.) rape↑ mon↑key and
29       (1.0)
30       <when  monke:y> is a↑- w: while his ↑monkey is
31       .hh ↑Aids and
```

```
32        (1.0)
33        the human (0.7).hh s- er: the Aids spread the: human
34        beings
35 UB:    oh:
36 BU:    like that
```

Prior to this extract, the participants have discussed whether death penalty should be legal or not, and they offered that death penalty should be legal while punishing crimes such as spying, murdering and raping. In line 1 and 2, ME makes an assessment (`this is /inTErestink/`) of the different kinds of rapes and lists examples (`like bottle like duck`). In line 3, BU makes a contribution (`pi:geon`) to these examples by self-selecting him. In line 4, ME accepts this example with a confirmation token (`yes`) and then he makes another assessment (`this is hmn: very /interesting/`). In line 5 ME's elaboration (`[(no) country`) is overlapped with by BU's another example (`donkey`) and it is accepted by ME with positive response token (`yeah`) by latching with BU's turn final hesitation marker in line 7. In line 8, BU shows relatedness of his upcoming telling with and-pre-face (Heritage & Sorjonen, 1994) then he delivers a knowledge check question (`and do you know↑ (0.4) how: (0.5) do you know how:`) which is composed of longer silences and self-initiated self-repairs. In line 9, self-repair proceeded by uncompleted (`exp-`) word and 1.7 seconds of the silence in line 10 indicates that BU is having trouble on finding a suitable word. UB orients this trouble and offers a candidate word in a silent way in line 11 (`°sp[read°`) of which small part is overlapped with BU's self-repair. What follows is, after 0.3 seconds of silence BU completes his knowledge check question by using the candidate word *spread* (`ho- (0.3) how aids spread the:(0.4)e- hu↑man`) delivered by UB in line 11. He orients to knowledge states of co-participants on the mentioned issue. It can be seen that knowledge check question is used in topic initial position as a telling pre-face. In other words, BU uses knowledge check question to check tellability of his forthcoming elaborations. After 1.1 seconds of silence, while BU pursues response from interlocutors with another same knowledge type knowledge check in lines 15 and 17, ME claims his knowledge in line 14 and 16 with multiple positive response tokens(`[>yes yes<`) and (`i k[now`). Having ascertained the knowledge sates of others, BU starts off

elaboration on how aids spread human from line17 to line 34. In line 35, UB, the participants who did not respond the knowledge check question either in positive or negative way, delivers a change of state token (Heritage, 1984a) and this extract is completed with BU's turn closer (`like that`). Knowledge check question enabled a participant organize his interactional conduct in mutually understandable way (Pekarek Doehler, 2010).

As an other example of this subsection, Extract 9 will illuminate how the interlocuters utilize knowledge check question as an interactional resource to secure intersbujectivity before she goes on her talk with a related subtopic. Extract 9 comes from the first engagement of participants' (EC,EL,HA,ED) with the discussion task and the topic chosen for this discussion task is "more technology or less technology". The extract is twenty minutes in total. The onset of the extract 9 is about second and half minutes of the recording and it lasts about a minute. Prior to this extract ,they have discussed the topic and EC explained her preference on more technology and EL expressed her preference on using less technology in life .

```
Extract 9: Wall-E (02_01 EC,EL,HA,ED)  02:36-03:44
 1  EL:   if <the:re were> ↑mo:re er: technology such as more
 2        functional mobile ↑phones .hh er: we would catch up with
 3        ↑them
 4        and it would start to: (.) control our ↓minds er:
 5        do you know the film: (.) wall ↑e:
 6        (0.7)
 7  HA:   no I [don't] know.
 8  ED:        [no:: ]
 9  EL:   er:: let's talk about it and I'm gonna (.)give you an example
 10       in this (.) er: from this film
 11       (0.7)
 12       ehm::: in the ↑film wall e: er: people start being away from
 13       each other and when they are get↓ting .hh
 14       (0.6)
 15       er: aware of ↑that they realize what they have and what can
 16       be done without technology such as err: (.) >without
 17       technolo↓gy< such as sports er: hobbies like agriculture (.)
 18       painting and .hh er:: face to face communica↓tion .hh and:
 19       what do you think e- HA
 20 HA:   er: actually I- I'm agreeing with ↑you: cause I prefer er:
 21       less technology too ↑cause (.) the technology is being more
 22       addic- addictive er in these ↑days
```

From line 1 to 4, EL introduces what would happen on condition that there were more technology (if <the:re were> ↑mo:re er: technology) to line 3. She argues that more technology may control our minds. In line 5, she produces a knowledge check question related to an animation film, Wall E (do you know the film: (.) wall ↑e:). after 0.7 seconds of the silence in line 6. HA provides insufficient knowledge (I [don't] know) (Sert, 2011) and in line 7 ED provides an elongated negative response token ([no::]). In line9 and 10, EL continues with a suggestion (let's talk about it) and declares what action (I'm gonna (.)give you an example in this (.) er: from this film) she will accomplish in her following turns. After 0.7 seconds of the silence in line 11, from lines 12 to 18 she explains the content of the film and makes her exemplification. In this sense, it is clear that the topic of the conversation is substituted with the film *Wall E* which is embedded in knowledge check question of EL in line 5. That question has two functions. Firstly, it checks the tellability of *Wall-E* as a new mentionable topic. Having completing her utterance in line 19, EL selects HA as the next speaker (what do you think e- HA), then in 20 HA starts off turn by showing her agreement with EL explicitly (er: actually I- I'm agreeing with ↑you) and explains her preference for less technology (I prefer er: less technology) from line 20 to 22.

This extract has demonstrated that knowledge check question is used in pre-sequential environment to secure intersubjectivity. It is clear that after getting insufficient knowledge claim and negative response token by other participants to her knowledge check question, EL declared how she would continue in her following turns. She established intersubjectivity by explaining the content of that film then she provided the example. It is also important to note that, HA could make contribution when she selected as next speaker in line 17, although she claimed insufficient knowledge in line 6. Drawing on this, it may be claimed that epistemic statuses of HA changed from K- to K+ on the pro-offered subtopic, so she could express her ideas.

Extract 10 will show how a participant uses knowledge check question in topic initiation position to orient background knowledge of co-participants, and after securing intersubjectivity she continues with what she projected as an action. Knowledge check question creates a slot for all participants to ratify the pro-offered new subtopic (Heritage, 2007). Extract 10 comes from the fifth engagement of the participants' (EK, EEK, SK, BB) with the discussion task and the duration of recording is about twenty one minutes. The topic chosen for this recording is Women Rights. Extract 10 start about the eleventh minute of recording and it lasts almost a minute.

Prior to Extract 10 participants discussed what they should do to improve conscious about women rights.

```
Extract 10: Kadinlar Lokali (03_03_EK,EEK,SK,BB)(11:25-12:36)
 1  EK:   they should kno:w↑ (0.9) what they have↓ what they can
 2        do:
 3        (1.4)
 4        ↑and
 5        (1.7)
 6        ↑me:n should respect (0.3) ↑women [↑rights>
 7  SK:                                     [rights y↑e:s
 8        (1.3)
 9        ↑you know↑ k- kadinlar lokali↑
 10                    ladies' club
 11       (1.3)
 12 EK:   yeah
 13       (1.0)
 14       [in
 15 SK:   [but n- not:
 16 EEK:  what is it
 17       (laughter)
 18 SK:   .hh er::
 19       (1.1)
 20       i don't take park (.) take part in (.) that
 21       (1.5)
 22 EEK:  community
 23 SK:   com- er: in that >situation< but .hh i heard some
 24       things that the people come together and .hh say each
 25       other↓ the problems so they .hh  ha- er: e- e- they try
 26       to solve >↑each other's<↑prob↓lems
 27       (0.5)
 28 BB:   ye:s
 29 SK:   and
 30       (1.0)
 31       e- a:nd in this wa:y↑ .hh er: they can (0.8) learn
 32       something to each other
 33       (3.1)
 34 EK:   it is a good way=
```

35 SK: =ye:s
36 EKK: i liked it

In line 1 and 2, EK claims that women should be aware of what they have and what they can do. Preceding 1.4 seconds of the silence in line 3, she signals that she will continue with further arguments with rising intonation (↑and) in line 4. After 1.7 sec silence she suggests what men should do (↑me:n should respect (0.3) ↑women [↑rights). For the follow-up, SK reiterates the ending part EK's previous turn in an overlapped fashion ([rights) and it is followed by her confirmation marker (y↑e:s) in line 7. The last part of EK's TCU is collaboratively completed by SK ([rights) in an overlapped fashion. Following this overlap SK accepts with confirmation marker (y↑e:s). Preceding 1.3 seconds of the silence in line 5, SK produces a knowledge check question in which the new mentionable is embedded in Turkish (↑you know↑ k- kadinlar lokali↑) (tr: ladies' club). This followed by 1.3 seconds of the silence in line 11, a positive response token (yeah) by EK in line 12 and 1.0 seconds of the silence in line 13 respectively. In line 14 EK' contribution ([in) is overlapped with SK's attempt to clarify. What follows is, EEK asks an explicit question (what is it) followed by laughter by all participants. After SK's turn initial hesitation marker and 1.1 seconds of the silence in line 18 and 19 respectively, in line 20, she tries to state that she didn't attend (i don't take park (.) take part in (.) that), however; 1.5 seconds of pause after this incomplete TCU in line 21 indicates a word search. This trouble is oriented by a candidate vocabulary by EEK (community) in line 22. In line 23, SK completes her turn by repeating the first syllable of candidate word (com-), then she leaves it and goes on with her own vocabulary. From line 23 to 32 she introduces ladies club to co-participants. In line 33, EK makes an assessment which is confirmed by SK with positive confirmation marker and in line 36, EKK states her stance on what this club does.

In sum, the preceding extracts have showed that knowledge check question is used as an interactional resource to secure intersubjectivity before a participant accomplishing a larger action (Sechegloff, 2007; You, 2014). Accordingly, knowledge check question has two

functions here. Firstly, by checking epistemic statuses of participants, it helps current speaker decide the tellability of the new mentionable (Pekarek Doehler & Pochon- Berger, 2015). Secondly, it functions as a topic initiator. Knowledge check question creates a slot for other participants to ratify pro-offered topic (Mondada, 2004). The Following subsection will illustrate how participants utilize knowledge check questions to preface giving example.

4.3.3. Giving Example

The following two extracts will illustrate similar but a bit different case from previous section. Following three extracts will exemplify how participants use and orient knowledge check questions as a prefatory activity before they give example. Prefacing giving example action with knowledge check question is illustration for interactional usage of a grammatical construct. Using a linguistic construct with a diverse function has been counted as evidence for development of intersubjectivity (Hellermann, 2007; Pekarek Doehler, 2010). In line with this, by presenting a diverse function of a grammatical unit, following extracts will contribute to interactional competence literature.

The following extract will exemplify how participants use knowledge check question to preface giving example. In addition, this extract will demonstrate a different knowing state which is knowing the target word without knowing what it is called in the target language. As the participants negotiate knowledge statuses to achieve intersubjectivity, opportunities for language especially vocabulary learning emerge through the procedural architecture of intersubjectivity. Extract 11 comes from the participants' (AT, SE, BU, AK) fourth engagement with the discussion task. Topic they chose for this time is "Same Sex Marriage". The conversation is twenty - one minutes long and the onset of the extract is almost fourth minute of the talk and last about a minute. Prior to this moment they have discussed whether same sex marriage acceptable or not. AT and SE have claimed that

people are born with these genes and same sex marriage should be acceptable and legal. On the other hand, BU and AK have claimed that it is not natural and it is individual's preference, also they have furthered that marriage between same sexes should not be legal and acceptable. Just before beginning of this extract AT has claimed that choosing same sex for marrying is in people's nature.

```
Extract 11: Natural Selection (02_04_AT,SE,BU,AK)(03:54-04:45)
1  BU:   AT (0.5) er:: it's not natural
2        (2.4)
3        it's about (.) cor↑ruption of genes
4        (0.8)
5        i want to give you an example about er::
6        natural se↑lection
7        (0.9)
8        do[you
9  AT:     [(inaudible)
10 BU:   know it=
11 AT:   =no
12       (0.7)
13 BU:   er:: (0.5) maybe: i can explain it (.) later
14       (0.9)
15       er:: for e↑xample if you were an animal different from
16       spe↑cies
17       (1.0)
18        you would ↑die or er:: >be excluded from< your
19       (1.1)
20       so↑ciety=
21 AT:   =yes i know about it
22       (2.0)
23       but: er killing this kind of animals:
24       (0.7)
25       brutal i think and .hh we should gave them
26       different Areas to live .hh they should (.) live
27       in isolated areas
28       (1.2)
29  BU:  then er: gays must (.) be (0.4) living in isolated areas
```

In line 1, BU initiates the turn with an address term (AT) and after 0.5 seconds of the silence, he claims that preference for same sex is not natural (it's not natural). After a long silence in line 2, he explains the reason behind why people behave in that way in line 3. Followed by 0.8 silence, in line 5 BU delivers his willingness to give example (i want to give you an example about er::). Note that, he uses again an indexical marker

(you) in line 5, through which he registers AT as the recipient of the example. In line 3, (about) also indicates that, the illustration of BU will be related to natural selection, it is not the example itself. In line 8, BU delivers a knowledge check which is immediately followed by the claim of no-knowledge of AT. It should be bear in mind that the knowledge check question occasioned from lack of response to BU's try-marking intonation (Schegloff, 1979) and 0.9 seconds of silence wait-time in line 7. As participants are responsible for recipient designing their turns to achieve intersubjectivity, BU orients to unrecognizability of (natural selection), as it is the key item to comprehend forthcoming telling. Having confirmed the recipient's no-knowledge status regarding the target term, in line 13, BU states that he may explain the subject matter term later (er:: (0.5) maybe: i can explain it (.) later). Preceded by 0.9 seconds of the silence, BU starts his projected example giving action from line 15 to line 20. This is followed by AT's immediate knowledge claim in line 16. After a long silence in line 22, he starts off explaining his opinion with but-preface (Pekarek Doehler & Pochon-Berger, 2011) and offers a solution (i think and .hh we should gave them different Areas to live). Following 1.2 seconds of silence in line 28, BU initiates turn with post-positioned inference marker (then) and makes a candidate claim, which signs high mutuality (Galazci, 2014).

Extract 12 comes from the fifth engagement of the participants' (AT,BU,AK,SE) with discussion task. The topic chosen for this recording is North Korea. The recording is about twenty minutes long. The onset of this following extract is nearly sixth minute of the recording and the duration of it is about one and half minutes. Prior to extract participants have discussed about the restrictions applied in North Korea.

```
Extract 12: Intranet (02_05_AT,BU,AK,SE)(06:07-07:28)
1   AT: er: thank you guys er: ɪ've (0.5)some information
2       about this topic now↑ .hh but: er: (1.0) er: ɪ'm
3       wonderin/k/ what kind of restrictions are there in
4       north korea
5       (paper sound)
```

```
6       do you know something about it↑
7   BU: i can give you some (.) specific examples
8   AT:   °(ok[ay)°
9             [(cough)
10  BU: er: for ↑example there is (.) only (.) intranet
11      do you know↑ the word↓=
12  AT: =no
13  BU: do you know AK=
14  AK: =yeah ɪ know
15      (0.7)
16  BU: er: it's (.) limited in the country not↑(.)
17      internet (.)er:
18      (4.0)
19  AK: er: i HEard that er: only certain people (.) er:
20      can contact e- to intranet
21      (1.8)
22  SE: uhm: and as far as ɪ know↑  there is just one
23      cyber cafe↑ an:d normal citizens do not access
24      to the intranet only er: privilage peoples
25      get (1.0) the access
26  BU: >be<cause of this er: people cannot communicate
27      with the wo↑rld  a↓nd it is an ↑human right
28  AK: ye:s of course
```

Extract 12 starts with AT's appreciation (`thank you guys`) and claim of acknowledgement with regards to topic. In line 3, he shows his curiosity (`ɪ'm wonderin/k/`) on the restrictions applied in North Kore and utters a question about them. As it is evidenced with the question type, the restrictions are not in the knowledge domain of AT. Thus, he puts himself to K^- position (Heritage, 2012a) and appends a yes-no type question (Raymond, 2003). In line 7, BU makes a proposition (`i can give you some (.) specific examples`) and this non-type conforming nomination accepted by AT in line 8 (`°(ok[ay)°`). What follows is, BU with a turn initial hesitation marker in line 10 (`er:`), he gives that pre-offered example (`for ↑example there is (.) only (.) intranet`). After completing this TCU, he orients to unrecognizability of the example, and he immediately appends a knowledge check question (`do you know↑ the word↓=`). In line 12 AT claims insufficient knowledge (`=no`), which is followed by another knowledge question with an address turn by BU (`do you know AK=`) in line 13. In line 14, AK responds with a type conforming answer (`=yeah`) and claims his knowledge (`=yeah ɪ know`). After 0.7 seconds of silence BU starts off his turn with turn initial hesitation marker (`er:`) then describes intranet (`it's (.) limited in the country not↑(.) internet`). This description

is followed by a hesitation marker (er:) and a 4.0 seconds of silence. In line 19, AK this time demonstrates his knowledge by stating the source of it (er: i HEard) and states who can use internet (only certain people (.) er: can contact e- to intranet). Following 1.8 seconds of silence, SE demonstrates her knowledge mentioning the existence of only one cyber café from line 22 to 25. In line 26, BU begins with a post positioned inference marker (>be<cause of this) then he explicates why people in North Korea cannot communicate with the rest of the world. In line 27 he adds that communication is human right (it is an ↑human right), which is accepted with positive response tokens (ye:s of course) by AK.

As it is evidenced in the analysis, as a response to AT's question about the other restrictions applied in North Korea, BU makes an announcement that indicates his epistemic statuses vis-à-vis asked question in line 7. In line 10 after accomplishing the pre-offered example giving action, BU orients to recipients' access to this word via a knowledge check question to secure intersubjectivity. After ascertaining the epistemic access of co-participants' BU provides a description of the word. It can be claimed that knowledge check question is used as a prospective interactional resource to secure intersubjectivity. By using a knowledge check question after a target item is introduced, BU orients to possible unrecognizability of the referred item. Line by line analysis revealed that participants append do you know knowledge check immediately after referent to secure recognition and anticipate repair initiation. To this end, it enables participants to secure intersubjectivity.

4.4. Generation of Definition Talk

The previous extracts have demonstrated the sequential unfolding of knowledge check questions. The following extracts will illustrate how sequential organization of achieving intersubjectivity can provide emergent opportunities for language learning. The

architecture of intersubjectivity constitutes a crucial mechanism for maintaining talk. As the participants establish their common ground to achieve intersubjectivity opportunities for language or cultural learning emerge. When the knowledge asymmetry is revealed by a sequential move such as insufficient knowledge claim (Sert, 2011) or no knowledge claim, it is generally followed by a definition talk (Kim, 2017). Definition talk generally includes "explanations of lexical items or phrases whose meaning is actually or potentially unclear" (Markee, 1994, p.106). It has been found in this study that the knowledge checks question practice provides a sequential environment which is conductive for creating opportunities for language learning by generating definition talk (Markee, 1994). The following three extracts will exemplify how definition talk is generated as the result of knowledge check question practice. In section 4.2, prefacing example giving action with the knowledge check question practice has been illustrated (Extract 10). The relevant portion of the excerpt is reproduced as Extract 13 to exemplify "generation of definition talk".

Extract 13: Kadinlar Lokali (03_03_EK,EEK,SK,BB)

1	EK:	**↑you know↑ k- kadinlar lokali↑**
2		*ladies' club*
3		(1.3)
4	EK:	yeah
5		(1.0)
6		[in
7	SK:	[but n- not:
8	EEK:	**what is it**
9		(laughter)
10	SK:	**.hh er::**
11		(1.1)
12		**i don't take park (.) take part in (.) that**
13		(1.5)
14	EEK:	community
15	SK:	**com- er: in that >situation< but .hh i heard some**
16		**things that the people come together and .hh say each**
17		**other↓ the problems so they .hh ha- er: e- e- they try**
18		**to solve >↑each other's<↑prob↓lems**
19		(0.5)
20	BB:	ye:s
21	SK:	**and**
22		(1.0)
23		**e- a:nd in this wa:y↑ .hh er: they can (0.8) learn**
24		**something to each other**
25		(3.1)
26	EK:	it is a good way=
27	SK:	=ye:s

```
28 EKK:  i liked it
```

While participants are talking women rights, EK provides embedded in knowledge check in line 1. In line 5 EK responses with an open class repair initiator (`what is it`). This turn of EK suggests that she does not have a knowledge about (`kadinlar lokali↑`). EEK's negative response occasions a definition talk (Markee, 1994) of the word 'kadinlar lokali' (tr. ladies club) by SK from line 10 to 24. In line 28, EKK demonstrates her understanding by expressing her personal stance (`i liked it`).

This extract has demonstrated how EK has oriented to the knowledge asymmetry expressed by her co-participant. She has provided a definition talk as a response to EKK's repair initiation. EKK's change of epistemic status is observed by her expression. EKK's orientation to learning a lexical item is presented with line by line analysis of the extract. Accordingly, knowledge check question and definition talk are interactional practices motived by the preference for achieving intersubjectivity in talk-in-interaction (Kim, 2017). As Markee and Seo (2009) suggested, orientation to learning opportunities occurs while participants collaboratively try to reach mutual understanding. Extract 14 will be analyzed to demonstrate how knowledge check questions create opportunities for vocabulary learning and how participants show their learning behavior in talk-in-interaction. The interaction presented in the extract below happens after about a minute extract 12 (see p. 69).

Extract 14: After Extract 13: Intranet

```
 1    BU:   er: al↑so: (0.4) er: the  roads (.) tourists (.)
 2          ↑use (.) are  er: controlled by ↑government
 3          (3.2)
 4    AK:   NAme↑ly  er: you cannot (.) travel (0.5) er: (0.6)
 5          every where/h:/↓
 6          (2.0)
 7    BU:   actually no↑where=
 8    AT:   huh[hh-huhh
 9    BU:      [huhh-h[uhh
10    AT:             [huhh[h
11    BU:                  [huhh
```

12 (3.0)
13 AT: **er: so:↑ they are/h:/ not only restrictin/k/ their**
14 **people but also >the Other people in the ↑World< .hh**
15 **er: it is against the human Rights (0.4) er: i think**
16 **they will continue to be a↑ (.) close minded society**

At the onset of the extract, AT requests other examples related to restrictions applied in North Korea. In lines 1 and 2, BU provides an example about roads (er: al↑so: (0.4) er: the roads (.) tourists ↑use (.) Are er: controlled by ↑government). In line 4, AK make a reformulation (name↑ly er: you cannot (.) travel (0.5) er: (0.6) every where/h:/↓). After 2.0 seconds of the silence in line 6, BU delivers a repair (actually no↑where=). Or the follow-up, from line 8 to 11 AT and BU laughs. After 3.0 seconds of the silence, AT takes the turn with turn initial hesitation (er:) and transition marker (so) in line 13. Then, AT makes a reformulation of the previously mentioned restrictions (so:↑ they are/h:/ not only restrictin/k/ their people but also >the Other people in the World). Now, it can be suggested that the co-participants of AT provided him with two restriction examples applied in North Korea. First restriction was '*intranet'* in Extract 12 (p. 69) and the second restriction is '*transportation'* in extract 14. 'Intranet' was not in the epistemic territory of AT. However, the conclusion sentence may demonstrate the change of epistemic status of AT. Accordingly, task engagement process provided an observable space where interactional practices deployed by the participants to achieve and maintain intersubjectivity. It can be suggested that orientation AT's to learning is observable, as he shows change in epistemic state (Kunitz, 2013).

This chapter has provided the analyses of the related episodes with knowledge check questions. Firstly, the sequential unfolding of the knowledge check questions is demonstrated. Then, interactional actions projected with these questions are illustrated. Lastly, definition talk related extracts are analyzed. In the following section, the overall

findings will be discussed with their implications for interactional competence and language teaching.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter will present the discussion and concluding remarks in relation to the research questions of the present study with a particular emphasis on the analytic findings. In 5.1. the sequence organization of the knowledge check questions will be discussed to address the research question (*In which sequence organization do participants use knowledge check questions?*). In the following section, which interactional actions participants project through knowledge check questions will be presented. Moreover, the relationship between action projection and interactional competence will be discussed in detail to address the other research question (*What actions do they accomplish with knowledge check questions?*). Section 5.3 will focus on task oriented interactions of participants and its implications for interactional competence. Section 5.4 will provide detailed descriptions on how participants orient possible language learning opportunities to address the other research question. (*Is there any orientation to learning after delivery of knowledge check questions?*).

5.1 Summary of Main Findings: The Sequential Organization of Knowledge Check Questions

This subsection will present the sequential unfolding of knowledge checks questions with references to analysis chapter (Chapter 4) to address first research question of the study. The primary aim of this study was to observe L2 interaction in a discussion task setting. One of the common goals of recent language teaching practices, and approaches is to provide L2 learners with real-life experience by using the target language. Thus, discussion tasks play a crucial role in experiencing real-life interactions for L2 learners. Task Based Language Teaching (TBLT) has been widely used to promote language learning by providing learning opportunities with real-life like situations. Tasks have been classified as basic environments for instruction and basic blocks for language learning in classrooms since they provide contexts for L2 use and acquisition (Kim, 2015). The previous studies on TBLT have contributed to the understanding of the pedagogical and interactional value of tasks. Researchers from different theoretical backgrounds have used different research methodologies to discover the interface between task design and task performance, and to investigate how tasks provide comprehensible input to learners (Kim, 2015). However, these studies could not bring evidence to show how tasks facilitate development of L2 use, because they have not focused on what actually happens in task engagement process (Hellermann & Pekarek Doehler, 2010).

Adopting a Conversation Analysis (CA) perspective, some researchers have focused on task engagement processes and revealed what is actually happening and what various practices participants use over the course of accomplishing tasks (Balaman, 2016, 2018; Balaman & Sert, 2017a, 2017b, 2017c; Sert & Balaman, 2018; Cekaite, 2007; Hellermann, 2008, 2011; Pekarek Doehler & Pochon-Berger, 2011; Pekarek Doehler & Berger, 2016). Previous studies have contributed to our understanding of how task performers co-construct task related or off-task related interactions and which local contingencies they orient to. However, interactions between Turkish L2 learners of English in a multi-party

discussion task setting have not been closely examined by using a Conversation Analysis methodology except a study (e.g. Tozlu, 2017). In this sense, the current study has been carried out to fill the research gap in the literature through emic perspective of CA methodology. With these in mind, the following lines will explicate the sequence organization of knowledge check questions by presenting examples from chapter four to address the first research question of this study: In which sequence organization do the participants use knowledge check questions?

Chapter 4 includes analyses of 13 extracts of out of 57 knowledge check question instances from the all the data-set. The results obtained through detailed line-by-line analysis of the instances are in line with the findings of previous studies (Auer, 1984; Clark & Wilkes-Gibbs, 1986; Hayashi, 2005; Kim, 2009a, 2012, 2017; Schegloff, 2007; Svennevig, 2010; You, 2014; Heritage, 2007). The results have revealed that participants utilize knowledge check questions in pre-sequential environments. By using knowledge checks as prefatory work, speakers orient to potential knowledge asymmetry to establish intersubjectivity before accomplishing an action. These actions, as illustrated in Chapter 4, include giving, narrating, initiating a new sub-topic or topic as a response to a question. While accomplishing those actions by using knowledge check questions as an interactional resource, the participants achieve mutual understanding which can be counted as evidence for IC since they contain the capability of managing the sequences of actions, managing topics, using appropriate resources and co-constructing participation framework (Nguyen, 2011).

Detailed analysis of interaction between learners has revealed 57 instances of knowledge check questions in different sequential environments, however; the sequence organization of these knowledge check questions follow two interactional patterns. The following paragraphs will present both interactional patterns of the sequential unfolding of knowledge check questions.

The first sequence format can be demonstrated through the simplified version of extract 1 (see p. 44) below.

```
1  a EL  er: for <insta:nce> .hh albatrosses do you know
2  a     albatrosses↑
3  b ES:  ye↑:ah↓
4  b EC:  =ye[ah
5  b HA:     [yeah
6  a EL: .hh er:: t↑he:y: e- they are (.) a- bi:g .hh er:
7        very
```

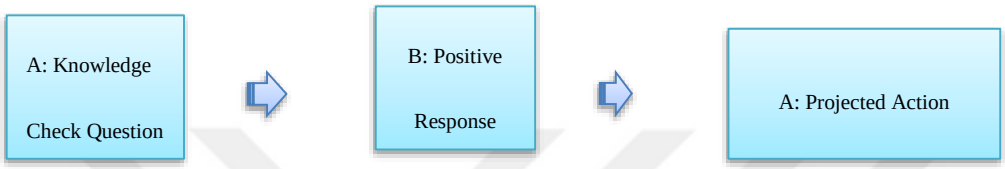
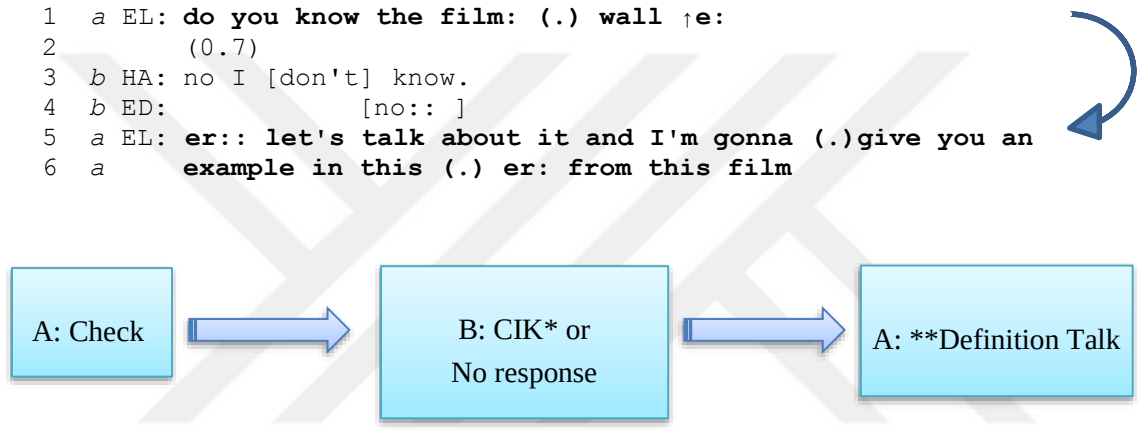


Figure 1: Illustration for unfolding of knowledge check questions with positive response

Accordingly, preliminary knowledge check questions basically unfold in three turns: Firstly, one of the speakers, before accomplishing an action (asking question, giving example, narrating, etc), orients to background knowledge of co-participants by checking their knowledge statuses. Having ensured the recipients' knowledge statuses and secured intersubjectivity through knowledge check question, the party who asked the question accomplishes the projected action. Generally, the subject matter item questioned through knowledge check is the key item in the forthcoming talk. However, sometimes question serves as a pre-announcement which checks the tellability of forthcoming narrative. Many of the studies which deal with knowledge checks are related to establishing reference initially before accomplishing projected actions (e.g. Auer, 1984; Kim, 2009a, 2017; Kitzinger & Mandelbaum, 2008). In these studies, knowledge check questions function as a prefatory activity for establishing reference. Auer (1984) claimed that the referrer takes the responsibility to achieve intersubjectivity. In line with his findings, L2 learners in the current study achieve mutuality on referred items that are displayed as a prerequisite for the flow of conversation by introducing reference in prefatory sequences (see Chapter 4.1). This occurs as a consequence of referring parties' assessment of the epistemic statuses of listeners. Using knowledge check questions in pre-sequential environments is a prospective

action, because it shows the "referring parties' orientation to the possible problem status of the referential item under production but at the same time give recipients a chance to cancel this status without doing much conversational work" (Auer, 1984, p. 636).

The second interactional pattern that knowledge check questions follow occurs when insufficient knowledge (Sert, 2011; Sert & Walsh, 2013) is claimed or no response is provided to the question. This format can be presented through the simplified version of extract 9 (see p. 64).



*Sert, (2011) ; Sert &Walsh, (2013)

**Markee (1994)

Figure 2: Illustration for unfolding of knowledge check questions with negative response

The second illustration represents a different pattern for knowledge check questions from the Figure 1. Thirteen out of the fifty-seven extracts found follow the sequential pattern presented in this study. Interlocutors sometimes provide insufficient knowledge or do not produce any answer to the knowledge check questions. When interaction unfolds like that, the party who delivered knowledge check question starts a definition talk (Markee, 1994) to secure intersubjectivity. Having restored the epistemic balance between co-participants, speakers go with the projected action. The definition talk provides participants vocabulary and cultural learning opportunities.

From a cognitive perspective, Clark and Wilkes-Gibbs assert that there is a rule of mutual responsibility to establish common ground and minimize joint efforts for intersubjectivity (1986). This rule which governs interaction is similar to what Schegloff and Sacks (1979) outline in their seminal paper. They claim that there is preference for minimization and recipient design. It can be explained as when a speaker makes a reference to a person who is known to both parties, the referrer is expected to use definite expressions. However, when a problem occurs in the course of recognizing the reference, preference for minimization can be expanded to reach a mutual understanding (line 5 and 6 in Figure 2). It is the preference for intersubjectivity that takes such a role. To secure intersubjectivity and to ensure right delivery of information, speakers are responsible for constant monitoring epistemic access of interlocutors (You, 2014). In line with these, the current study reveals that knowledge check questions are grammatical units that enable learners to monitor co-participants' background knowledge about the references to secure intersubjectivity.

In Chapter 4, the illustrative instances have documented the sequential unfolding of knowledge check questions and their interactional works. Extract 1 shows that before giving example, in order to secure intersubjectivity EL delivers a knowledge check question on the key item (`do you know albatrosses↑`) for her forthcoming turns. The knowledge check is employed and oriented by others as preliminary work because of the following issues. Firstly, it is employed as a pre-sequence because after obtaining the recognition claims in lines 4, 5 and 6, EL starts her long utterance in line 7, and it lasts up to line 14. Secondly, it is also oriented as preliminary work by other participants as they just claim their recognition although they have epistemic access to previously uttered word (albatrosses). Here, the preference for minimization is expanded to reach mutuality. Turn progressivity is halted to be able to establish intersubjectivity. Obtaining the knowledge states of the interlocutors, speaker EL delivers her narrative and accomplishes example giving action.

Parallel with the previous findings, Extract 2 has shown how a participant (ME) uses knowledge check questions collaboratively as a pre-sequence (Schegloff, 2007) and builds her main argument by depending upon on the responses to her knowledge check question. From line 9 to line 12, it is observable that her projected action is to make a quotation from the book (animal farm) (. hh er: there is a er: sentence that er: all animals some animals are more equal than [others) and express similarity with this sentence in the way people think themselves in higher position. However, before delivering the quotation, she orients to background of participants with a knowledge check question (you know er: a(.)book(.)farm animal). Recognizing that co-participants have epistemic access to the previously mentioned book (animal farm), she accomplishes her projected action in line 14. Usage of pre-sequence knowledge check helps prospective speaker reach mutuality before going with the projected action (Jenks & Brandt, 2013; Kim, 2009a, 2017; You, 2014), thus enables her avoid imbalance in participants' epistemic statuses (Heritage, 2012b).

Another identified interactional work of prospective use of knowledge check questions revealed in the present study is pre-empting repair initiation by listeners and preventing break-down of conversation. Hayashi (2005) investigated how participants in L2 Japanese learners conversation dealt with referential problems in the course of constructing a turn at talk and how various grammatical practices used in this process shape the organization of turns and sequences in an orderly and recurrent manner. He claims that speakers deal with reference negotiation through knowledge check questions and carry on with the main activity according to outcome of that prefatory activity to advance turn construction. Similarly, Heritage (2007) asserts that although there is no indication of difficulty in recognizing reference, speakers invite recipients to recognize by creating a turn space with knowledge check questions. In addition to expansion of preference for minimization for intersubjectivity (Sack & Schegloff, 1979), it indicates that speakers follow preference for intersubjectivity policy in order to anticipate occurrence of other repair initiation.

Svennevig (2010) also expresses similar findings as an outcome of research that seeks how interactants deal with emergent problems of reference in the construction of a turn at talk.

Parallel with the previous findings, it can be seen that use of knowledge check questions helps prospective speakers pre-empt possibility of dis-preferred responses (Schegloff, 2007). Extracts (see chapter 4.1) illustrated that when speakers are uncertain about the background knowledge of other participants, they create a slot to achieve intersubjectivity for co-participants before they move with their agenda. They benefit from knowledge check questions to make prefatory work to secure intersubjectivity and also they pre-empt possible other repair initiation.

5.2. Action Projection through Knowledge Check Questions

The following lines will demonstrate what kind of action participants project with knowledge check question to address second research question of the study. Social-interactional approaches to SLA see language from a praxeological perspective and according to this perspective language is used as a resource for accomplishing actions (Pekarek Doehler, 2010, 2018). Accordingly, CA tries to unfold orderly use of methods to accomplish interactional actions (Pekarek Doehler, 2013). Methods refer to prefacing actions, turn-taking, proffering disagreements, closing conversations and so on. It is claimed that through those methods, participants organize their talk-in-interaction in mutually coordinated ways. Learning in CA-SLA terms refers to "continuous process of adaptation of patterns of language-use-for-action in response to locally emergent communicative needs" (Pekarek Doehler, 2018, p.4). Patterns of language used for actions are interactional resources and how some grammatical constructions operate as interactional resource for accomplishing certain actions are studied in CA-SLA literature. For example, Kim (2009b) conducts a longitudinal comparative study on the use of Korean connectives *–nuntey* and *kuntey* by L2 speakers of Korean ranging from the mid-novice to

mid-advance. She demonstrates that for example kuntey, similar to English *but,* is used as disagreement marker by both advance and intermediate speakers; however, this usage is not observed with novice speakers.

The development of interactional competence also includes diversification in the function of linguistic items for accomplishing different interactional works (Hellermann, 2008; Pekarek Doehler & Pochon-Berger, 2015). Basically, *do you know* is a yes-no type interrogative (Raymond, 2003) which seeks the epistemic statuses of the recipient. However, in this present study, knowledge check questions observed are not stand-alone grammatical constructs. They are linguistic resources used as preliminary to larger projected actions. More clearly, they are linguistic constructs used for different interactional actions (Pekarek Doehler, 2018): Projection which is "the fact that an individual action or part of it foreshadows another" (Auer, 2005). By presenting knowledge check questions in pre-sequences with their projecting functions, this study has provided a detailed analysis of a part of leaners interactional competence.

The following part of this section will discuss which larger actions are projected with knowledge check questions throughout the study. Extracts 1 *albatroses*, Extract 3 *Muhteşem yuzyil*, Extract 4 *Berlin wall*, Extract 9 *Wall-e*, Extract 11 *natural selection*, and Extract 12 *intranet* all indicate that speakers project example giving action through knowledge check questions. Before giving an example, learners make a prefatory work to secure intersubjectivity and they co-construct a larger action. Similar to giving an example, asking a question is also projected with knowledge checks (see Section 4.2). For example, Extract 9 from section 4.2., exemplifies that a participant uses knowledge check question as an interactional resource to secure intersubjectivity before accomplishing her projected action: asking a question. In lines 7 and 8, AH checks co-participants' epistemic access to language evolution topic through a knowledge check (er: do you ↑know: th-(0.4) do you ↑kno:w th- the language is:(0.5) /evolu:sıd/ evoluted). Interlocutors provide positive responses in lines 12 and 14. In

line 15, having ensured others' knowledge statuses, AH asks (do you agree with ↑that) whether they agree with the evolution of language or not. By using a grammatical construction (knowledge check question), AH prefaces asking a question. Sequencing here is interactional resource which enable speakers to secure intersubjectivity and to match their contributions to ongoing conversation (Nguyen, 2011).

Another function of knowledge check questions found in this study is foreshadowing topic initiation, which also requires collaborative work. Ratification of the pre-offered topic is pre-requisite for the progressivity of the talk (Mondada, 1995). As a requirement of this research environment, participants choose a topic to discuss and they record their voice during the discussion. They shared their ideas on the identified topic. Although they have a topic such as animal rights, gay marriage, education in Turkey and campus life, they collaboratively shift between sub-topics related to main topic. For example, a sub-topic of discussion titled as animal rights is whether execution punishment should be applied to people who commit a crime against animals. These transitions between topics may happen unmarkedly which is "stepwise topic transition" (Jefferson, 1984). However, sometimes when speakers are uncertain about the background knowledge of the listeners, they provide knowledge check questions to secure intersubjectivity before they go with their topic in mind (Kim, 2009a; You, 2014). Kim (2009a) investigates interactions between one L1 English speaker and three Korean L2 English speakers. She outlines that when a speaker introduces a target key item for the upcoming talk, checking the recipients' background knowledge state vis-â-vis the key item seems to be prerequisite to recipient design and to establish mutuality with the current interlocutors. Similarly, Sacks (1992) claims that a speaker has to recipient design an utterance in order to introduce it as a topic to conversation. One can conclude from these studies that topic initiation or topic transitions between topics need projection to assure intersubjectivity and to prevent break-down of conversation with dispreferred responses.

Extracts 8, 9 and 10 illustrate this kind of usage of knowledge check questions. Participants use knowledge checks in "topic transition relevance places" (Svennevig, 1999, p.188) to introduce the target subject or the key item in the forthcoming talk. Participants check background knowledge of the co-participants before they go on with their projected turns through knowledge check questions. In extract 8, for example, while speakers are talking about the different animals which are raped, they give examples such as donkey, pigeon. In line 8, BU takes the turn and delivers a knowledge check question (`do you know↑ (0.4) how: aids spread the human`). He asks whether co-participants know how aids has spread among people. In line 16, ME claims his knowledge (`[>yes yes<`), but UB doesn't provide a response. From line 19 to 34, BU elaborates on how Aids has spread among human. In line 35, UB delivers a change of state token (`oh:`) (Heritage, 1984a). Before initiating a sub-topic, BU checks the tellability of his forthcoming turns. Thus, Knowledge check questions enable a participant to organize his/her interactional conduct in mutually understandable way (Pekarek Doehler, 2010).

5.3. Pedagogical Implications

The discussion of findings contributes to a great variety of research concerns; namely task-oriented interaction, interactional competence. All of the sections have also provided theoretical and pedagogical implications to some extent at the intersections of each strand. This section aims to present a refined description of these implications for second language teaching and learning.

5.3.1. Interactional Competence and Task Oriented Interaction

Interactional competence is defined as "the capacity for using language appropriately, for particular routines, for particular contexts which might then be relevant for interaction in other equivalent contexts" (Hellermann, 2008, p. 5). It is the ability to co-construct social

practices with other participants (Achiba, 2012). Young (2000) characterizes IC with four main features. Firstly, it is concerned with the use of language in specific interactional practice. Secondly, it involves co-construction rather than focusing on a single person. Thirdly, it is concerned with interactional resources to co-construct a discursive practice. Lastly, identification of a discursive practice includes study of local contingencies that are related to that practice. To this end, IC can be considered as "the ability to use resources necessary for the joint construction of an activity" (Okada, 2013, p. 391).

The criticism directed to CA methodology due to its "alleged inability to theorize learning" (Kasper, 2006; Markee & Kunitz, 2015) is responded with the notion of IC and its development over time. As IC is member's methods to establish and maintain intersubjectivity in interaction (Pekarek Doehler & Pochon-Berger, 2015), development of IC is the diversification of these methods for diverse interactional settings (Pekarek Doehler, 2013; Pekarek Doehler & Pochon-Berger, 2016). These methods refer to systematic procedures such as turn-taking, opening or closing conversations, pre-facing stories, etc. through which participants organize their talk in orderly and mutually recognizable ways. CA-SLA literature has provided valuable insights into a variety of interactional domains. To this end, researchers have investigated development of participation framework in different institutional contexts. Cekaite (2007), in a longitudinal micro-analytic study, followed a Kurdish immigrant child in an immersion context in a Swedish classroom. This study explored the child's emergent second language (L2) interactional competence during her first year in the immersion classroom. The analyses has revealed systematic changes in novice's interactional engagements. Furthermore, Hellermann (2008) documented EFL L2 learners' developing practices in the course of telling stories, disengaging from an activity and opening task. He reported that beginner level students hardly used prefatory sequences before telling a story or starting a task related conversation. However; intermediate level students showed increasing amount of preliminary sequences in the initiation of the previously mentioned activities overtime. His

study then brought concrete evidence of L2 interactional development in terms of sequential organization of a given practice.

IC also includes deployment of linguistic, pragmatic, interactional, and semiotic resources and function diversification of them. For instances, Ishida (2009) provided an original contribution that looks at the development of L2 interactional competence in terms of the progressive diversification of the interactional functions of a given linguistic form. Ishida (2009) investigated the L2 Japanese speaker practices in a study abroad context. She documented that the learner uses the particle *ne* (comparable to the English tag 'isn't it' or the discourse-marker uses of 'you know') to initiate new topics or to solicit the co-participant's response. During the stay, new interactional uses of the particle *ne* emerge, while the uses found in the earlier phases of the stay remain: *ne* is used in the context of assessments to pursue co-participant's agreement and in the context of opinion statements to solicit co-participant's alignment. In addition, the particle *ne* is observed to occur in new sequential environments, and in particular, in second pair parts such as responses to the previous speaker's *ne*-ending turn. This diversification of the use and sequential environment of the particle *ne* are interpreted by Ishida as evidence for development of the L2 interactional competence. This finding confirms what Pekarek Doehler and Berger (2015, 2016) claim for the development of interactional competence which is diversification of interactional achievements through a linguistic resource.

The findings of the current study support previous studies in two ways. Firstly, this study documents L2 learners' interactional work in a sequential level. Learners use knowledge check questions in pre-sequential environments. Using this grammatical construct, they make a prefatory work to secure intersubjectivity to manage the flow of conversation in a mutual way. Secondly, a grammatical construct *knowledge check question* is used for a different interactional action, which is projecting a larger action. In line with the studies of development of IC, use of a syntactic construction for different interactional purposes can be defined as development of IC. As this study does not have a purpose as documenting

the change overtime, it cannot be suggested that learners have showed some development. However, it may be assured that discussion task setting enables them to use that formulaic construct for diverse social actions in this particular context. As a descriptive study in nature, this research has explicated a context-sensitive interactional resource that participants use in the course of discussion task engagement process.

Task-oriented interactional settings were investigated by a number of CA-for-SLA researchers (Balaman & Sert 2017a, 2017b, 2017c; Hellermann, 2008; Hellermann & Pekarek Doehler, 2010; Markee & Kunitz, 2013; Mondada & Pekarek Doehler, 2004; Mori, 2002; Seedhouse, 1999, 2005; Seedhouse & Almutairi, 2009). All of these studies show context-specific interactional conducts for task orientation.

Balaman and Sert (2017b), for example, in an online emergent-information gap task environment documented development of IC of L2 English learners. A longitudinal investigation of task engagement processes of the participants has demonstrated that in earlier weeks, the participants fail to display their knowledge and they repeatedly disrupt the progressivity of the task-oriented interaction. However, an observable diversification of situated interactional resources for collaborative task accomplishment has been recorded in the following weeks, which is commented as the development of interactional competence over time by the researchers.

Managing local contingencies of interaction or using context-sensitive linguistic and sequential resources is considered as the main constituent of L2 IC (Pekarek Doehler, 2010). In the research setting of this study, participants have discussed a topic until they decide tasks are accomplished within the task engagement sessions. With CA's robust methodology, the details of how turns are co-constructed and how sequences are organized and how the language resources are used by learners to organize their task interactions have been investigated. Analyses of the extracts have revealed that the participants try to assure intersubjectivity and maintain conversation in a mutually coordinated way. They benefit from a grammatical construction (knowledge check questions) and sequencing

actions as interactional resources while performing the task. Usage of knowledge check questions arises as a context specific interactional resource that participants use in the course of task engagement. It demonstrates that locally co-constructed nature of discussion task environment allows for practicing these different linguistic and sequential resources. Realizing the use of diverse interactional resources in discussion task setting, task designers, or the teachers who want to increase specific interactional skill of learners may benefit from the findings of this study. Thus, it would be possible both to facilitate L2 interactional development of learners, and to increase L2 learners' context-sensitivity skills which might be transferred to further contexts (Balaman & Sert, 2017b).

5.3.2 Language Learning Opportunities

This subsection is devoted to address third research question of the study which aims to investigate how participants orient language learning opportunities. Since the conceptualization of Conversation Analysis methodology as a research paradigm for Second Language Acquisition (CA-SLA, Markee & Kasper, 2004), two distinctive strands that contributed to understanding of SLA have occurred. One strand attempts to show how learning is accomplished as a social action in interaction (Kasper, 2009; Markee, 2008; Markee & Seo, 2009). It is mainly claimed that cognition is socially distributed and learning episodes are made observable to the co-participants, and to the analyst in micro-details of talk-in-interaction. CA is capable of providing a method for observing socially distributed cognition in the same way as participants do (Markee, 2008). It documents how participants simultaneously produce social actions in mutual ways, and display their understandings to each other through their interactional works (Kasper, 2006). Second strand may be characterized as an effort to show the development as a change over time (Balaman, 2016; Kim, 2016; Pekarek Doehler & Pochon-Berger, 2011). The present study is carried out considering the cognition as socially distributed, and it presents the surface manifestations through next-turn proof procedure (Liddicoat, 2007). The contributions of

the current study extend here to illustrate how the sequential organization of securing or establishing intersubjectivity through knowledge check questions can provide emergent opportunities for language learning.

It is documented that by using the grammatical structure *knowledge check questions* as an interactional resource in pre-sequential environments, participants have established intersubjectivity by orienting the background knowledge of their co-participants. As presented in the analysis chapter (see Chapter 4), knowledge check questions are delivered as preliminary to perform larger actions such as giving example, asking question. Sometimes, recipients provide no or insufficient knowledge (Sert, 2011) as a response to the knowledge check questions, and these actions generate definition talks (Markee, 1994). The main interactional work turns into establishing mutuality on the trouble source, which creates slots to restore intersubjectivity, and also provide learning opportunities. The results presented in this thesis show similarities with the results of Kim's (2009, 2012, 2017) research. However; the current study is different from Kim's research in terms of context of the data. Kim (2009, 2012, 2017) conducted her study in a Conversation for Learning (CfL) setting. In a prototypical conversation for learning arrangement, L2 speakers get together with one or more L1 speaker(s) to talk. Without a certain agenda, participants talk about a wide range of topics related to their lives, experiences and interests. The expected benefit of CfL setting is that opportunities for learning language and culture will contingently arise in the course of such topical interactions (Kasper & Kim, 2015). The format of the setting enables participants to conduct their talk like in an ordinary conversation. In addition, the knowledge asymmetry between participants in terms of language expertise generates moments for teaching and learning language and culture. Moreover, speakers orient to asymmetries of knowledge statuses (Kim, 2017; Kitzinger & Mendelbaum, 2008; Svennevig, 2010). In this present study, the background of the participants in terms of language educations is same, and there is no native speaker of English among the participants. This constitutes the significant difference of the study.

Thus, there is no expected orientation to language asymmetry between participants, except its natural unfolding of over the course of interaction.

Line by line analyses of the extracts have demonstrated that prospective use of knowledge check questions as an interactional resource is an important sequential organization to maintain intersubjectivity and progressivity. As Kim (2009) stated, while learners try to "modify and renew their common ground to achieve intersubjectivity in reference, opportunities for language or cultural learning emerge mediated through the procedural architecture of intersubjectivity" (p. 206). Negative or insufficient knowledge claims (Sert, 2011), or demonstration of knowledge (Koole, 2010; Mondada, 2011) as responses to knowledge check questions sometimes generate definition talk (Markee, 1994). The procedural architecture of intersubjectivity creates interactional slots to restore mutual understanding. The number of the instances which generate cultural or vocabulary learning opportunities through definition talk is thirteen out of fifty-seven.

For example, extract 10 showed that knowledge check question is used as an interactional resource to secure intersubjectivity before a participant accomplish an action. Knowledge check question has two functions here. While it checks the epistemic statuses of the participants, it also helps current speaker decide tellability of the new mentionable topic. Secondly, it functions as a topic initiator. Knowledge check question creates a slot for other participants to ratify the pro-offered topic. It is also clear that EKK responds with an (`what is it`) open class repair initiator (Drew, 1997) to the knowledge check question (`↑you know↑ k- kadinlar lokali↑`) in line 9. After the long telling sequence, EKK provides a self-assessment (`i liked it`) in line 36. In this extract, definition talk generated as a response to repair initiator, and it enabled EKK to change her epistemic status. The sequences started with knowledge check question created a cultural learning opportunity (Kim, 2009). Line by line analysis of the conversation reveals how learning behaviors emerge in talk-in-interaction, and how cognition becomes socially distributed (Kasper, 2009).

Again, line by line analysis has demonstrated that, the definition talk generated as the result of knowledge check in extract 12, and this provided a learning opportunity for AT. His language learning behavior is observed in extract 14. The behavior is public in that they are collaboratively co-constructed by participants in and through talk-in-interaction (Markee & Seo, 2009). According to Mori and Hasegawa (2009), a CA analysis of learning- oriented interactional moments needs to show "how a display of one's own cognitive states is socially situated, how it is treated by the co-participants,…" (p. 90). Presenting the collaboratively co-constructed *language learning behaviors* of the participants such as claims or displays of changes in epistemic states, assessments, reformulations, etc. this study has contributed CA-SLA literature.

5.3.3. Implications for Teaching Practices

The primary aim of this research was to observe participants' L2 interaction in a multi-party discussion task setting. Detailed analysis of the participants' interaction has revealed an interactional resource that enables learners to secure intersubjectivity over the course of task-oriented interaction. In this manner, it can be claimed that the discussion task setting creates grounds where task performers can practice this sequential and grammatical interactional resource. In line with the IC findings (Balaman, 2016, 2018; Balaman & Sert, 2017a, 2017b, 2017c; Sert & Balaman, 2018; Hall, 2007; Hellermann, 2007, 2008, 2009, 2011; Kasper & Wagner, 2011; Markee, 2008; Pekarek Doehler, 2010; Pekarek Doehler & Fasel Lauson, 2015; Seedhouse, 2004; Waring, 2008) which have informed L2 teaching and also teacher education programs (Bozbıyık, 2017; Sert, 2010, 2015; Walsh, 2011, 2013;), the findings of the current research also inform learning and teaching of context-sensitive L2 interactional skills.

To start with, the task design of this study has managed to provide participants with opportunities for meaningful interaction in target language (Sert & Seedhouse, 2011). The

common aim of recent language teaching approaches is to provide learners with real-life situations. The setting of this study has a crucial role in meeting this pedagogical tendency. In addition, orientations of participants to different linguistic and interactional resources over the course of different task accomplishment processes have been evidenced (cf. Balaman, 2016, 2018; Balaman & Sert, 2017a, 2017b, 2017c; Sert & Balaman, 2018 Çimenli, 2017; Tozlu, 2017). Detailed descriptions of these local orientations study can help task designers as presented in this. L2 interactional resources and competencies can unfold in different ways in different contexts (Balaman & Sert, 2017a). Accordingly, a task designer or a teacher, who wants to increase context-sensitive skills of learners, can design tasks to improve specific interactional skills of learners benefiting from the results of this study. Moreover, the results obtained from this research can be used as examples in teaching materials and classroom activities (cf. Barraja-Rohan, 2011; Wong & Waring, 2010; Waring, 2018). These results can be used in CA-based text books to teach interaction since the "interactional practices are indeed teachable objects" (Waring, 2018, pp. 64),

Secondly, the results of the study can be employed by learners of English. It has been highlighted that knowledge check questions are used in pre-sequential environments to establish intersubjectivity over the course of interaction. Thus, without break-downs, meaningful and co-constructed conversations occur thanks to this grammatical, and sequential organization. With the knowledge of this linguistic and sequential organization of knowledge check questions, language learners can monitor the interaction going on, and perform actions according to estimated epistemic statuses of their co-participants. Accordingly, when L2 learners are not sure about the recognizability of their forthcoming turns, they can employ a knowledge check question to secure intersubjectivity in on-going interaction. As a result, mutually understood conversations occur as shown in extracts in the analysis chapter (Chapter 4). In this sense, knowledge check questions may also be employed by language teachers to engage learners with classroom activities. Especially, in instruction giving phases of lessons, language teachers can check the background

knowledge of the students with knowledge check questions before an activity. In this sense, language teacher can engage more students with the activity, as it would be clearer to understand what the activity is related to.

5.4. Suggestions for Further Research

Use of knowledge check questions evidences interactional competence of the learners, because they enable them to co-construct multi-party conversation. Further research can investigate other linguistic resources or sequential works that enable speakers to establish and secure intersubjectivity. What is more, knowledge checks questions are used to accomplish the discussion task. Further research can investigate what other resources learners use to accomplish task oriented interaction. Moreover, participants of this study were from a higher education setting. Further research can investigate what linguistic and sequential resources lower level language learners use in a similar task setting. In addition, achieving mutuality is an interactional work. A longitudinal research can investigate the development of interactional competence of learners over the course of discussion task engagement process. In line with these, participants' changing linguistic repertoire and sequencing practices may be studied. In addition, this study has shown how participants orient to possible vocabulary learning opportunities. Minute changes in their epistemic statuses cannot be shown as evidence for learning a vocabulary item. In line with this, a longitudinal tracking of the oriented vocabulary items may contribute the CA-informed research paradigm, which sees cognitions as socially distributed.

5.5. Concluding Remarks

Adopting a purely descriptive perspective, this study has shed light upon the interactional unfolding of knowledge check questions in a multi-party L2 interaction in light of the data-driven research questions. Throughout the analysis, the interactional environment of

learners' knowledge check questions and their interactional consequences have been explored and implications for L2 learning and teaching practices have been provided.

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APPENDICES

APPENDIX 1. ETHICS COMMITTEE APPROVAL

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 431- 2650

03 Eylül 2015

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi: 24.08.2015 tarih ve 2978 sayılı yazınız.

Fakülteniz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim üyesi **Yrd. Doç. Dr. Olcay SERT** tarafından yürütülen "**Mikro-Çözümleme ve Elektronik Metin Analizi ile Yabancı Dilde Etkileşimsel Yetinin Gelişiminin İncelenmesi**" konulu çalışma, Üniversitemiz Senatosu Etik Komisyonunun **01 Eylül 2015** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi rica ederim.

Prof. Dr. A. Murat TUNCER
Rektör

Ek: Tutanak

APPENDIX 2. TRANSCRIPTION CONVENTIONS

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

GAZİLİ OLMAK AYRICALIKTIR..