A SERIES OF CONVERSATION ANALYSIS BASED PEDAGOGICAL ACTIVITIES FOR INCREASING INTERACTIONAL AWARENESS

Ufuk Balaman[1], Nilüfer Can Daşkın[2]

ABSTRACT

This article presents a series of activities that are informed by research on conversation analysis and used for increasing the EFL [English as a Foreign Language] learners' awareness of interactional mechanisms of English language. The activity series consists of (1) lecture (e.g., turn taking, sequence and preference organization, repair), (2) conversation workshop, (3) audio and video-recording, (4) sharing the recordings with students, (5) guided watching of the recordings repeatedly and filling out a self-feedback sheet, (6) transcription, and (7) a whole class video-oriented feedback session led by the teacher. Each step is repeated for each interactional mechanism using Wong and Waring (2010) as a reference for the course design. We present a series of ordered activities recalibrated for use in high school EFL classrooms based on insights gained from previous implementation in higher education classrooms.
Keywords: conversation analysis, L2 interactional competence, EFL classrooms, interactional awareness.

ETKİLEŞİMSEL FARKINDALIĞI ARTTIRMAK İÇİN KONUŞMA ÇÖZÜMLEMESİ TEMELLİ PEDAGOJİK BİR ETKİNLİK DİZİSİ

ÖZ

Bu çalışma, konuşma çözümlemesi araştırmalarına dayalı olan ve İngilizceyi yabancı dil olarak öğrenen öğrencilerin İngilizcenin etkileşimsel mekanizmalarına yönelik farkındalıklarını arttırmak amacı taşıyan bir etkinlik dizisi sunmaktadır. Etkinlik dizisi şunları içermektedir: (1) ders anlatımı (ör: söz sırası alma, dizi ve yeğleme düzeni, onarım), (2) konuşmaya yönelik etkinlikler, (3) konuşmaların ses ve görüntü kayıtları, (4) kayıtların öğrencilerle paylaşımı, (5) kayıtları defalarca ve yönlendirilmiş bir şekilde izleme ve öz değerlendirme formunu doldurma, (6) çeviri yazılarının oluşturulması ve (7) öğretmen tarafından yürütülen tüm sınıf katılımlı video tabanlı geri bildirim oturumuna katılım. Dersin geliştirilmesinde Wong ve Waring (2010) kaynak olarak kullanılmakta ve her bir basamak her bir etkileşimsel mekanizma için tekrar edilmektedir. Bu çalışmayla yabancı dil olarak İngilizce öğretiminin gerçekleştirildiği lise sınıflarında uygulanmak üzere sunduğumuz etkinlik dizisi daha önce yükseköğretim sınıflarında benzer hedeflerle başarıyla uygulanmış ve farklı gruplara sunulmaya hazır hale getirilmiştir.
Anahtar kelimeler: konuşma çözümlemesi, ikinci dil etkileşimsel yeti, İngilizcenin yabancı dil olarak öğretildiği sınıflar, etkileşimsel farkındalık.

[1] Assist. Prof. Dr., Hacettepe University, Faculty of Education, English Language Teaching, ubalaman@gmail.com, ORCID: https://orcid.org/0000-0001-5092-9414
[2] Dr., Hacettepe University, Faculty of Education, English Language Teaching, can_nilufer@yahoo.com, ORCID: https://orcid.org/0000-0002-7738-0481

INTRODUCTION

Developing skills to engage in L2 [Second/Foreign/Additional Language] interaction still remains to be one of the difficult tasks for foreign language learners although they can easily master the grammar of a language. For far too long, Hymes' (1967, 1972) communicative competence has had a great impact on language teaching by potentially responding to such difficulty. It still constitutes the prominent goal in many of the curricula around the world. However, the premises of communicative competence have been challenged by the proponents of Interactional Competence [IC], who were interested in the co-construction of social interaction (Hall & Pekarek Doehler, 2011; Walsh, 2011). Firstly, in language classrooms where the goal is to develop learners' communicative competence, there has been focus on individual performance rather than collective or joint competence because learners have been evaluated and assessed in terms of their ability to produce accurate, fluent and appropriate linguistic forms rather than their ability to negotiate or co-construct meaning with others (Walsh, 2011). For this reason, components of communicative competence were viewed as static cognitive properties of individuals with a focus on speaking rather than on interaction (Hall & Pekarek Doehler, 2011; Young, 2000). In addition, in such classrooms, native speaker performance has been taken as a criterion against which performance of language learners is measured. Therefore, language learners as well as non-native speakers have been considered as deficient communicators rather than active agents and legitimate participants. Therefore, the emphasis on the way interactants co-construct meaning and collectively reach understanding, on both the linguistic resources and the interactional resources and on listening as well as speaking has drawn attention to the construct, IC.

Particularly for foreign language learners who rely largely on classroom instruction to gain the skills necessary for L2 interaction, teachers need to know what constitutes IC and how to teach it to provide learners with ample opportunity for developing their L2 IC. The main problem is that language teachers do not have sufficient understanding of what constitutes IC and do not know what to offer to students (Barraja-Rohan, 2011). Resources on the teaching of speaking also do not reflect the way interaction works. So, teachers end up relying on their intuitions when teaching for example how to take turns or how to do an invitation but these intuitions may turn out to be inadequate or misleading (Wong & Waring, 2010). Therefore, the field of foreign language teaching needs to be fed with the research findings on what constitutes IC and how to teach it. IC has been the primary concern of Conversation Analysis [CA]. In the next section, CA is introduced and its role in uncovering IC is highlighted.

Introduction to Conversation Analysis

The interest in social interaction and the interactional practices it involves has gained momentum with conversation analytic studies. Conversation Analysis [CA] (Sacks, Schegloff, & Jefferson, 1974; Sert, Balaman, Daşkın, Büyükgüzel, & Ergül, 2015; Sidnell & Stivers, 2013), which is defined as "the study of recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p.12) draws on the following principles (Seedhouse, 2004): (1) interaction is structurally and systematically organized, (2) contributions to interactions are "context-shaped and context-renewing", (3) analysis is bottom-up and data driven with no theoretical assumptions and preconceived categories in mind (i.e., emic perspective), (4) the details in talk are important to capture a full view of the interaction requiring a detailed micro-analysis of naturally occurring data from an emic perspective.

Drawing on these principles, CA as a methodology requires a detailed micro-analysis of naturally occurring data. The details are represented in fine-grained transcriptions. CA does not reduce interaction into pre-determined categories and does not analyze single utterances but sequences of talk with a data-driven and an emic perspective. The way CA develops an emic perspective in analysis is that the analyst has access to the same interactional organizations (i.e., turn-taking, sequence organization, repair and preference organization) that the participants use to display their understanding and orientation to each other's turns (Sidnell & Stivers, 2013).

That is, the next turn displays an analysis of the previous turn not only to the participants but also to the analyst (Seedhouse & Walsh, 2010). With a focus on sequential organization, CA answers the question "why that, in that way, right now?" (Seedhouse, 2005, p.167).

Therefore, sequence organization, turn-taking, repair and preference organization emerge as the observable action templates used in both action production (by the participants) and action interpretation (by the analysts). Starting with the organization of *turn-taking* (Sacks, Schegloff, & Jefferson, 1974), actions are accomplished through interaction and in "turns-at-talk" (Schegloff, 2007, p.3). Turn is the basic unit of conversation and turn-taking practices involve ways of constructing a turn and allocating a turn. It is with the connection of two or more turns that we perform actions and build *sequences,* which "are not haphazard but have a shape or structure, and can be tracked for where they came from, what is being done through them, and where they might be going" (Schegloff, 2007, p.3). Therefore, it is the position of the utterance in a conversation rather than the utterance itself that contributes to its analysis as an action in CA (Schegloff & Sacks, 1973; Schegloff, 1984). The sequence organization brings up the issue of *preference and dispreference* in interaction (Pomerantz & Heritage, 2013). The progressivity of interaction is contingent on the kind of turns produced in response to the speaker's turn. Dispreferred turns may disrupt the continuity of the interaction and make other actions relevant. Talk-in-interaction does not always progress in a linear fashion without any trouble of speaking, hearing or understanding of the talk. Some turns-at-talk make the treatment of such troubles relevant next (Schegloff, Jefferson, & Sacks, 1977). This "treatment of trouble occurring in interactive language use" is called *repair* in CA (Seedhouse, 2004, p.34). By means of the repair action, interactional troubles are resolved and intersubjectivity is achieved.

With its focus on the sequential organization of turns-at-talk on a moment-by-moment basis, CA is concerned primarily with Interactional Competence [IC] and language use is an important part of this competence. It has provided insights into understanding IC and what it entails. Linguistic knowledge is not only acquired and internalized but it is adapted according to interactional needs. For this reason, language learning involves not only the learning of linguistic items but also the development of IC in which language is a central interactional resource. The following section discusses the importance of teaching (L2) IC and the contributions of CA to the field of L2 teaching and learning.

Conversation Analysis and the Teaching of (L2) Interactional Competence

IC was first coined by Kramsch (1986) and it has come to be conceptualized as including but going beyond the components of communicative competence. Young (2008), for example, defines it as the "relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed" (p.100). Specifically, with reference to the development of IC by language learners, Markee (2008) specifies that this development involves

> learners orienting to different semiotic systems—the turn taking, repair, and sequence organizations that underlie all talk-in-interaction, combined with the co-occurrent organization of eye gaze and embodied actions—and deploying these intersubjective resources to co-construct with their interlocutors locally enacted, progressively more accurate, fluent, and complex interactional repertoires in the L2 (p. 406).

The methods that CA aims to investigate (e.g., turn-taking, repair, sequence organization) constitute an important part of IC suggesting that the development of the ways speakers use these methods would mean the development of L2 IC to establish intersubjectivity. (Pekarek Doehler & Pochon-Berger, 2011; 2015; Skogmyr Marian & Balaman, 2018).

The contributions of CA to L2 teaching and learning have been increasing over the years. CA not only provides insights into the interactional machinery and thus, presents "what needs to be taught", it has also shown "how learning proceeds" (Waring, 2017:464). Thereby, CA has taken an important place in Second Language Acquisition (SLA) by developing a socially informed perspective on SLA and has come to be known as CA-SLA (Kasper & Wagner, 2011). Within the scope of

CA-SLA, there are studies that have investigated the development of L2 IC over a long time (e.g., Nguyen, 2012; Hellermann, 2008). However, the pedagogical usefulness of the CA findings resides in the ability to transfer these findings to actual classroom teaching by developing CA-informed pedagogical activities.

There are a few studies that have applied CA findings on L1 interactional practices to L2 teaching (Wong & Waring, 2010; Barraja-Rohan, 2011; Huth & Taleghani-Nikazm, 2006). For example, Wong and Waring (2010) presents CA concepts and findings on interactional practices and suggests ways of applying the findings to teaching L2 interaction skills. On the other hand, Barraja-Rohan (2011) does not only make suggestions but does so based on a CA-informed pedagogical approach that she implemented to teach IC to adult ESL learners. She has shown that such an approach can effectively raise students' awareness of the features of spoken interaction and help them become analysts of as well as better participants in conversation. In a similar vein, Huth and Taleghani-Nikazm (2006) have also designed and used CA-based materials to teach L2 pragmatics and shown that such materials had a positive effect on the development of L2 pragmatic competence. However, more effort is needed to show the direct application of CA findings to L2 teaching in diverse settings (Waring, 2017). So, teachers need to be provided with pedagogical transformations of the CA findings without having to decode the research studies which may be highly technical and complicated at a first glance. Therefore, this paper uses the findings of CA on the features of IC to design pedagogical activities for the teachers to help students raise their awareness of IC. The activities are particularly designed for EFL students who rely largely on classroom instruction and practices to develop their language skills. The designed activities were also practiced and rendered pedagogically appropriate and useful.

ACTIVITY IMPLEMENTATION

Background to the Activity

In this paper, we propose the adaptation of a series of activities that were originally designed for pre-service teachers of L2 English within the Department of English Language Teaching, Hacettepe University. The students were first graders at the time of activity implementation and they were all enrolled in the compulsory module, Oral Communication Skills (I & II). Therefore, the main purpose of the activity –increasing awareness towards interactional mechanisms in English language– completely aligned with the pre-established objectives of the module. The module was offered to multiple groups and each class included an average of 35 students. Therefore, the activity is feasible in large groups too, which is usually the case in language classrooms in Turkey. The same objective is relevant for the EFL students at upper secondary (high school) classrooms especially in language-as-subject classes. We mainly address EFL teachers at upper secondary level with this paper. Approval from the Ethics Committee for research was obtained.

Preliminary Work

Although the series of ordered activities introduced in the next subsection covers the most of the classroom hours for the course, there is still some preliminary work that establishes the ground for better implementation of the activities. This section presents an overview of this preliminary phase to provide a complete picture of how the activities are implemented.

The course starts with an introduction of the term, L2 IC. This introduction highlights the importance of the central constructs for the course such as turn taking, sequence and preference organization, and repair (Figure 1) in that they provide an overall understanding of how interaction works in English language (but not necessarily limited to it). The preliminary presentation of the extent of L2 IC informs the students about the fuzzy borders between speakership and listenership. CA methodically treats conversation as a co-constructed entity and disregards considering speakers' and listeners' contributions as completely separate. Therefore, L2 IC helps students understand a co-constructed view of language in use unlike the dominant view in second language acquisition literature stemming from the individualistic stance of communicative competence (Firth & Wagner, 1997).

The earlier weeks in the semester also include training of students on two technical issues that will be required throughout the semester, namely self-feedback and transcription. The students are provided with examples on how to fill out the self-feedback sheets. They also join a transcription workshop to make sure that they are familiar with conversation analytic transcription conventions (Jefferson, 2004). However, it should also be noted here that the self-feedback sheet is quite self-explanatory (see further details below) and orthographic transcription of their interactions with peers is considered enough for feedback purposes. Therefore, the trainings in self-feedback and transcription of talk-in-interaction aim at improving the students' CA literacy (i.e., reading and understanding transcripts and analyses of extracts) in addition to training them for delivering well-prepared assignments. Following the preliminary work, the students will be ready to move forward with the series of ordered activities described in the following section.
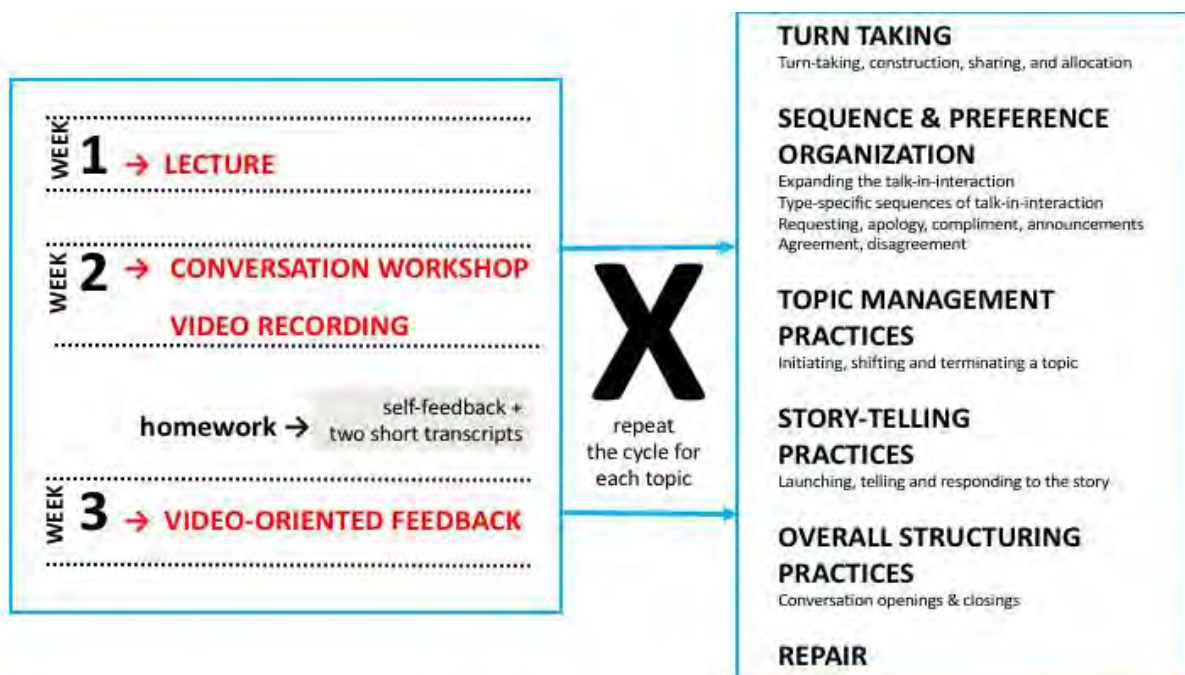
Series of Ordered Activities

The cycle of the series of ordered activities mainly consists of three steps, which also include some sub-steps. The main steps are lecture (week 1), conversation workshop and video recording (week 2), and video-oriented feedback (week 3) (see Figure 1). The real time management of the activity series, on the other hand, includes a slightly more complex structure with the following steps: (1) lecture, (2) conversation workshop, (3) audio and video recording, (4) sharing the videos with the students and their guided watching, (5) self-feedback sheet, (6) transcription, and (7) video-oriented feedback. These seven steps will be introduced with brief descriptions and sample materials:

Step 1 - Lecture. The first step in the series of activities is always to give a lecture to better inform the students about the focal interactional mechanism based on existing CA literature. The lectures are oral presentations of CA constructs that are mainly prepared using Wong and Waring's book *Conversation Analysis and Second Language Pedagogy* (2010). The order of the topics in the book also informed the syllabus design for the course. Accordingly, every first week of each three-

week cycle includes the following topics: (1) turn taking (turn-taking, construction, sharing, and allocation), (2) sequence and preference organization (expanding the talk-in-interaction, type-specific sequences of talk-in-interaction, requesting, apology, compliment, announcements, agreement, disagreement), (3) topic management practices (initiating, shifting and terminating a topic), (4) story-telling practices (launching, telling and responding to the story), (5) overall structuring practices (conversation openings & closings), and (6) repair. The lectures were also rich in terms of transcribed samples of naturally occurring talk-in-interaction.

Sample. To better depict the implementation of the activity, let us also present some pieces from the content of presentations marking the link between each step. For example, as part of the second topic (i.e., sequence and preference organization), the teacher initially introduces the pre- base and post- sequences in talk-in-interaction (Schegloff, 2007). Following that, the teacher includes an emphasis on type-specific sequences such as invitations, offers, and requests. Related to the sequential environment of type-specific social actions, the preference organization of these actions becomes another concern. Accordingly, direct requests are introduced as dispreferred social actions and as generic examples to dispreferred actions in the first pair part position in an adjacency pair (Wong & Waring, 2010). Therefore, the lecture leads the students to an interactional practice of avoiding making direct requests and rather using a number of pre-requests (e.g., *are you eating that banana?*) for the purpose of eliciting an offer from the recipient (e.g., *no, go ahead and eat it if you like*).

Step 2 – Conversation workshop. The week following the lecture, the students find an opportunity to put everything they are taught into practice in interaction with their peers. They are also instructed to go through the presentation materials before they attend the conversation workshop in the second week (see Figure 1). The conversation workshop always starts with a warm-up session during which everyone walks around the room and greets each other. The warm-up aims at breaking the ice in the room and getting students ready to interact with each other for

Figure 1. The Series of Ordered Activities

more than two classroom hours. Following the warm-up, the structure of the workshop proceeds with an activity that is similar to the widely-known speaking activity, speed-dating (see Figure 2). The students form two circles (inner and outer circles) and face each other. They complete rounds of the activity and the teacher provides a verbal alert to let the students know it is the time to restart the activity with a new partner. The grouping method for the activity is through each circle's movement one step clockwise, which means the participants move to opposite directions with the previous partners. When the total number of students is single, the teacher determines a point of "temporary rest" in one of the circles and the student reaching that point waits during the period of a single round. After the students return to the places that they started the activity, it means the completion of the activity. This procedure provides the students with an opportunity to practice a focal interactional mechanism repeatedly with peers. The procedure is repeated with new rounds of speed-dating like two circles activity with a new interactional mechanism at hand every week.

Sample (Two circles and the observer). Here we would like to present a sample conversation workshop activity related to the sample lecture topic in step 1. After the students are trained in the interactional management of preference

organization related to direct requests, three rounds of workshops are dedicated to practicing pre-requests through the two circles activity. The peer in the inner circle is responsible for coming up with something to request from the peer in the outer circle; yet, has to do so without directly requesting it and eliciting an offer instead. Therefore, the inner circle student is expected to create a sequential environment with repeated use of various pre-requests. The outer circle student, on the other hand, is expected to delay the delivery of the offer for one minute and then should give it to end the round with the particular peer. The teacher opens a count down on the screen visible to everyone in the room and the outer circle students check the time to delay their offers while inner circle students check it to continue producing novel pre-requests. When the students complete one full round, the circles are swapped and the roles are exchanged. In the final round of the activity, the activity which we refer to as "the observer" is implemented. For the observer, the students need to form groups of three. While two of the three engage in the same pre-requesting activity, the third observes the unfolding of the peers' talk and provide them with a detailed feedback related to the focal interactional mechanism after the completion of the activity. The roles are exchanged round-by-round and all the students take up the role of the observer at least for once, therefore they all pay better attention to the focal topic.
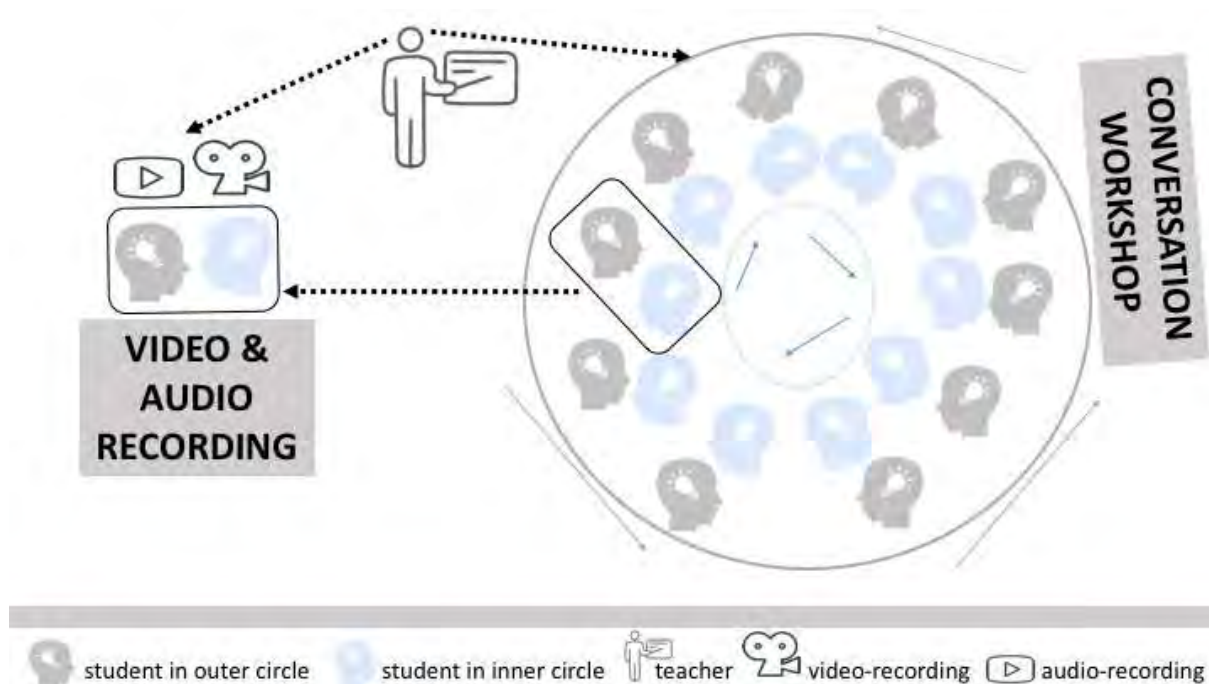
Figure 2. Conversation Workshop and Video Recording Procedure

Step 3 - Audio and video recording. This step of the activity series is integrated to the conversation workshop. The teacher determines a point in the circle and the newly formed pair at this point should leave the circle and move towards the recording space in the room (see Figure 2). The teacher closely coordinates the simultaneous progressivity of both the conversation workshop and the recordings. The recording space is as distant as possible from the workshop area to get the best capture of the peers' interaction. The students simply do the same activity that they have already been doing within the two circles in front of a camera. There is pre-positioned steady camera in the space so that the students know where exactly they should be positioned. It is also advised that there is an audio recorder present since the previous implementation of this activity series suffered from the background noise due to the ongoing conversation workshop, which would be easily remedied with the use of an audio recorder. The teacher starts the recording and ends it at the end of particular round of the activity. Right after the just-recorded students return to their new positions in the circle and the new pair approaches the recording area, the following round is initiated by the teacher. This is also when the teacher presses the record buttons of the camera and the audio recorder.

Figure 3. Sample Screenshot from the Recording Procedure

Step 4 - Sharing the videos. Following the completion of the conversation workshop and simultaneous audio and video recording procedures, the students are expected to complete their assignments (see Figure 1), which are filling out the self-feedback sheet (step 5) and transcription (step 6), in a week time. The fourth step is oriented to providing the materials for the assignments. The teacher is expected to transfer all the recordings (audio and video) to a computer. Then, the formats of the recordings should be changed if they are not compatible with online sharing tools. In previous implementations of this activity series, the extension of the videos that the camera produced was MOD and it is not compatible for online use. Therefore, we used a third party software to change the format to MP4. This procedure also helps reduce the size

of videos, which is quite essential if data sharing is required. After all videos are MP4 and the audio files are ready to share, online sharing procedure is initiated, which is possible to realize in several ways. We used Dropbox for the purpose in previous implementations. The video and audio files stored in a Dropbox folder are shareable with third parties if their extension is compatible for online viewing. Basically, the teacher puts all files into a folder and creates a separate link to each file by granting viewing access only to the visitors. Then, the link is shared with the students in the recording via e-mail that also includes the presentation materials for the lecture, a blank self-feedback sheet, and a guidelines document for transcription task. All the students with the link can easily view their own videos and audios with a peer without the need to download the files to their computers. Therefore, the recordings are turned into materials that are only accessible to people with the link (hence only to the peers). Here we should also note that this procedure is quite time consuming for several reasons: The teacher (1) views all the files to identify the students in them and rename the files, (2) creates a different link for each file, (3) send a separate e-mail to each student with their files, and (4) attend to technical problems in the meantime. One alternative to the time problem might be to own a lot of SD cards so that the sharing procedure can also take place real time. However, this requires additional funding and a further level of technical complexity due to the varying digital literacies of the students.

Step 5 - Guided watching and self-feedback sheet. Once all the students gain access to their recordings, they are given one week to complete the assignments. The first thing they are instructed to do is to watch the recordings several times to familiarize themselves with their interactions with a peer. Following that, they are expected to fill out the self-feedback sheet for the focal topic. The self-feedback sheet includes all the important points marked during the lecture (see Appendix for the self-feedback sheet on sequencing practices). To simply put, they are survey versions of the presentation materials which requires submission of the data specific to each student. Each item on the self-feedback sheet leads the students to revisit the lecture materials as well as to a new round of guided watching.

A sample item. Below is a sample item related to the sample focal interactional mechanism provided in steps 1 and 3 above. The students are expected to engage in a new round of guided watching for locating the moments that they produced pre-requests and submit the rating into the form. Basically, they need to provide a sum of their activities by counting the instances that they achieved/failed to use a pre-request and proportionally reporting its percentage within the total number of instances when the use of a pre-request is due.

22- I have used a pre-request to elicit an offer from the co-participant.
Rating: [0% (never) – 100% (in all cases)] = _____ %

Step 6 – Transcription. The subsequent step in the series of activities is the second part of the assignment. The students are instructed to choose two short segments in the recording related to the focal topic. Each segment is expected to be around 10 seconds of talk-in-interaction. The first one needs to provide an example of a good practice that aligns with the details in the lecture materials (see Figure 4) while the second is more of a critique of a practice that needs further improvement (see Figure 5). Therefore, the transcription task in Step 6 is oriented to improving the students' self-awareness towards their strengths and weaknesses in interaction in light of the focal topic. It also encourages the students' further engagement with the lecture materials because they are also expected to provide a brief description of the motivation for the selection of the segment. This description is also very novice CA analyses of the segments. Let us also note again that the recordings are already linked with the focal topic, which means it is relatively easier for the students to reflect on topic-related interactional achievements and notice the gaps that require further practice. The transcriptions are performed in line with the instruction on how to transcribe talk-in-interaction given at the beginning of the semester.

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Good practice ( 2.36 - 2.47 )

01- S : You know it would be great, when we are going to the cinema,
an::d I would wear something like that.
02- Ş : Yea::h, it would be great,(.) so I can give it to you
03- S : Really?
04- Ş : Yeah.

        This is a good example, because, my partner used pre-request as she did not want to ask for
something directly and I responded this pre-request with an preferred respond by offering it to her.
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Figure 4. Sample Student Transcript/ Description for a Good Practice

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Bad practice ( 1.00 - 1.10 )

01- $: But there is a great film on cinema an::d we can go there.
02- $: I don't know.(.) What is the movie?
03- $: I don't know.
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This is an example for a practice that needs improvement, because, I, as a first pair-part, offered something and she refused which is an dispreferred response. She did insert expansion and I could not answer her question.

Figure 5. Sample Student Transcript/ Description for a Practice that needs Improvement

Step 7 - Video-oriented feedback. The final step of the series of ordered activities is the video-oriented feedback session. This step is done in classroom at the third week of the cycle (see Figure 1). The session initially functions as a teacher feedback mechanism oriented to the quality of the self-feedbacks submitted by the students. The teacher has access to all the recordings, self-feedback sheets, and two transcripts of each student enrolled to the class. The video-oriented feedback is primarily based on the recordings and the relevant transcripts. The teacher invites each student to the stage. First, the student at the stage plays the part of the video selected for transcribing without mentioning if they choose it as a good practice or a practice that needs improvement. Whole class makes a guess and the presenting student reveals his/her motivation for selection and shares a brief description of the reported practices. The teacher only intervenes when there is an analytic problem with students' comments. Considering that each student shares the videos and text-based transcripts of one good practice and one practice that need improvement, the class has the opportunity to see the focal interactional practice many times. The video-oriented feedback session at the third week of the cycle is, therefore, the final touch to improve the interactional awareness of the students towards the focal topic.

CONCLUSIONS and SUGGESTIONS

On the part of L2 students, the ability to engage in L2 interaction has been one of the most difficult tasks. In a similar vein, on the part of L2 teachers, the ability to teach students how to engage in L2 interaction has also been one of the most challenging parts of their job. Both students and teachers need to gain insights into what constitutes interaction and how best to develop the competence necessary to engage in L2 interaction. With the use of CA, research has now provided better insights into what talk-in-interaction is and what it entails and the findings of such research have to be integrated into L2 instruction. As mentioned earlier, CA "offers a wealth of knowledge that can make our understanding of interactional competence more specific, more systematic, and more pedagogically sound" (Wong & Waring, 2010, p.8).

This study has, therefore, provided CA-based pedagogical activities that can be used in EFL classrooms to enhance students' L2 ICs. The activities target students at high school level or above and were practiced in real time proving their pedagogical usefulness. They not only engage students in L2 interaction but they also encourage reflection on their practices and raise their awareness of L2 IC. So, students are both encouraged to practice L2 interaction and to analyze the way they as well as others interact mastering the "grammar of interaction" (Barraja-Rohan, 2011, p.481).

As a result, the series of activities can be used by any L2 teachers and can be adapted for lower or upper proficiency levels or for different age groups. Particularly for EFL settings where interaction in English is limited to the practices in the classrooms, the activities can provide ample opportunities for the students to engage in interaction. Most importantly, the students are not simply asked to speak haphazardly but they are asked to do so in a focused and guided way. They know what to focus on and what they need to develop as part of their L2 IC. Because CA findings provide us with IC constructs that need to be taught to the students, teachers get to know what they need to teach and assess as part of IC. Likewise, students also have an idea about what to develop and based on what to be assessed when they are practicing the series of activities provided.

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Citation Information

Appendix

Self-Evaluation Sheet for Sequencing Practices

Name:
Student Number/Section:

1- Provide short definitions to the following constructs:

Adjacency pair:
First-pair part:
Second-pair part:
Conditional relevance:
Base adjacency pair:
Pre-expansion:
Insert expansion:
Post-expansion:
SCT:
Preferred response:
Dispreferred response:
Mitigation:
Newsmark:
News receipt:
Praise downgrade:
Referent shift:

2- Write down at least three sequence types you used in the recorded interaction.
a-
b-
c-
...

3- I have provided conditionally relevant second-pair parts to the following sequence types.
a- Greeting sequence
Rating: [0% (never) – 100% (in all cases)] = _____ %

b- How-are-you sequence
Rating: [0% (never) – 100% (in all cases)] = _____ %

c- Question-answer sequences
Rating: [0% (never) – 100% (in all cases)] = _____ %

4- I have noticed the absence of a conditionally relevant second-pair part and attended to it.
Rating: [0% (never) – 100% (in all cases)] = _____ %

5- I have used pre-expansions to lay the ground for my forthcoming productions of a base adjacency pair.
Rating: [0% (never) – 100% (in all cases)] = _____ %

6- I have used insert-expansions when I had trouble in understanding a first-pair part.
Rating: [0% (never) – 100% (in all cases)] = _____ %

7- I have closed the sequence with an SCT.
Rating: [0% (never) – 100% (in all cases)] = _____ %

8- I have agreed with a co-participant using an upgrade.
Rating: [0% (never) – 100% (in all cases)] = _____ %

9- I have agreed with a co-participant using a downgrade.
Rating: [0% (never) – 100% (in all cases)] = _____ %

10- I have agreed with a co-participant with a same level response.
Rating: [0% (never) – 100% (in all cases)] = _____ %

11- I have revealed my disagreement following some silence prior to my turn.
Rating: [0% (never) – 100% (in all cases)] = _____ %

12- I have revealed my disagreement after I ask a question.
Rating: [0% (never) – 100% (in all cases)] = _____ %

13- I have revealed my disagreement after I use a reluctance marker.
Rating: [0% (never) – 100% (in all cases)] = _____ %

14- I have revealed my disagreement after I use an agreement preface.
Rating: [0% (never) – 100% (in all cases)] = _____ %

15- I have mitigated my disagreement.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

16- I have used a pre-announcement to signal
my forthcoming announcement.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

17- I have encouraged elaborations on the
announcement using a newsmark.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

18- I have discouraged elaborations on the
announcement using a news receipt.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

19- I have responded to a compliment using a
praise downgrade.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

20- I have responded to a compliment using a
referent shift.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

21- I have used a pre-invitation to signal my
forthcoming invitation.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

22- I have used a pre-request to direct a co-
participant for an offer.
Rating: [0% (never) – 100% (in all cases)] =
_____ %

23- I have used a variety of response tokens.
Rating: [0% (never) – 100% (in all cases)] =
_____ %