

T.C.
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

THE SEQUENTIAL ANALYSIS OF
SMILES AND LAUGHTER AROUND TURN CONSTRUCTION IN EFL GROUP
DISCUSSION EXAMS

A MASTER'S THESIS

SUBMITTED BY:
SUANT JANE SEZGIN

SUPERVISOR:
ASSOC. PROF. DR. CIHAT ATAR

MARCH 2023

T.C.
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

THE SEQUENTIAL ANALYSIS OF
SMILES AND LAUGHTER AROUND TURN CONSTRUCTION IN EFL GROUP
DISCUSSION EXAMS

A MASTER'S THESIS

SUBMITTED BY:
SUANT JANE SEZGIN

SUPERVISOR:
ASSOC. PROF. DR. CIHAT ATAR

MARCH 2023

DECLARATION OF ETHICS

In this study that I prepared following the Sakarya University Institute of Educational Sciences Thesis-Project Writing Guide, I declare:

- I have obtained and presented all the information and documents included in the thesis within the framework of academic and ethical rules,
- I refer to the works I have used and cite them as a source,
- I have not made any changes in the data used,
- I do not present the whole or any part of this thesis as another thesis study.

Suant Jane SEZGIN

ACKNOWLEDGEMENT

I would like to give my most sincere thanks to my supervisor, Cihat Atar, for all his support. Without his guidance, it would not be possible for me to complete this thesis. I would also like to thank my dear family and friends, who have always supported me during difficult times. Finally, I am giving my warmest thanks to my cousin Nart, who has always guided and supported me with my academic and professional endeavors, and my one and only study partner, Sinemis, who has been there with me during this process.

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ BAĞLAMINDA GRUP KONUŞMA SINAVLARINDA SÖZ SIRASI OLUŞTURMADA GÜLÜMSEME VE KAHKAHA ÖRÜNTÜLERİ İNCELEMESİ

Suant Jane SEZGİN, Yüksek Lisans Tezi

Danışman: Doç. Dr. Cihat ATAR

Sakarya Üniversitesi, 2023

Son on yılda, konuşma çözümlemesi bakış açısıyla ikinci dil sözlü değerlendirmede kullanılan çok modlu kaynakları araştıran kapsamlı araştırmalar yapılmıştır. Sınıf içi etkileşim bağlamında gülümsemeyi ve kahkahayı mikro-analitik bir bakış açısıyla inceleyen çok sayıda araştırma da mevcuttur. Ancak, ikinci dil sözlü değerlendirme bağlamında gülümsemelere ve kahkahalara özel olarak odaklanan çalışmalar açısından alanyazında bir boşluk vardır. Bu nedenle, etkileşime dair analitik bir yaklaşım kullanan bu çalışma, bu etkileşimsel kaynaklar aracılığıyla gerçekleştirilen eylemleri tanımlamak için bir yabancı dil olarak İngilizce sözlü değerlendirme sınavları bağlamında gülümsemelerin ve kahkahaların etkileşimdeki sıralı organizasyonunu anlamaya çalışır.

Veriler Türkiye'deki bir yükseköğretim kurumunun B1 düzeyi sınav arşivinden alınmıştır. Bu çalışmada yer alan sınav sayısı 62'dir ve her biri 3-5 kişilik gruplar halinde yapılır. Toplamda yaklaşık 8 saatlik veri, CA kurallarına uygun olarak deşifre edilir ve sıralı organizasyon ve konuşma sırası organizasyonel sistemleri analiz edilir. Bir sonraki adımda, gülümsemelerin ve kahkahaların dizilimsel sırası analiz edilir ve konuşma sırasını oluşturmak için etkileşimde hangi eylemleri gerçekleştirdikleri incelenir.

Bulgular, gülümsemelerin ve kahkahaların sıralı konumlarının sistematik olduğunu ve çeşitli işlevlere hizmet ettiğini göstermektedir. Sıralı organizasyon açısından, bir gülümsemenin ve/veya kahkahanın başlangıç konumu değişiklik gösterirken (etkileşimdeki bir sorundan önce, sessizlik sırasında ve sorunun çözülmesiyle), gülümseme ve/veya kahkaha eylemlerinin bitiş noktası, bir sonraki konuşmacı cümlelerin öznesini, fiil ve öznesini ya da yan tümcesini üreterek etkileşimin devamlılığını temin ettiği yerdir. Ek olarak, gülümsemeler ve kahkahalar, etkileşimin devamlılığını sağlamak için ikinci dil etkileşiminde önemli bir role sahiptir. Verilerin mikro-analitik analizi, konuşma sırası

organizasyonunda gülümsemelerin ve kahkahaların üç farklı işleve hizmet ettiğini göstermektedir: potansiyel sorunun kabulü, sözün geliştirilmesindeki yetersiz ve herhangi bir konuşmacıya atfedilemeyen uzun sessizliklerin hafifletilmesi ve son olarak bir sonraki konuşmacı için çağrı.

Bu çalışmanın bulguları, gelecekteki test ve öğretim uygulamaları için sınıf etkileşimsel yeterliliği olgusunun anlaşılmasına katkıda bulunur.

Anahtar Kelimeler: Konuşma çözümlemesi, gülümseme ve kahkaha, ikinci dilde konuşma sınavı

ABSTRACT

**THE SEQUENTIAL ANALYSIS OF
SMILES AND LAUGHTER AROUND TURN CONSTRUCTION IN EFL GROUP
DISCUSSION EXAMS**

Suant Jane SEZGİN, Master Thesis

Supervisor: Assoc. Dr. Cihat ATAR

Sakarya University, 2023

In the last decade, there has been extensive research that explores multimodal resources employed in L2 oral assessment through a conversation analytical (CA) perspective. In addition, there has also been a large body of research investigating smiling and laughter in a classroom interactional context from a micro-analytical perspective. However, there is a gap in the literature regarding a specific focus on smiles and laughter in L2 oral assessment context. Therefore, employing a conversational analytical approach, this study explores the sequential organization of smiles and laughter in an L2 oral assessment context to describe the actions achieved through these embodied resources.

The data is taken from the B1 level exam archive of a higher education institution in Turkey. The number of exams included in this study is 62, each conducted in groups of 3-5 learners. In total, 8 hours of data are transcribed following CA conventions, and the sequential organization and turn-taking systems are analyzed. As of the next step, the sequential positions of smiles and laughter are investigated, and what actions they achieve in interaction around turn construction is studied.

The findings suggest that the sequential position of smiles and laughter is systematic and serves several functions. Regarding sequential organization, even though the starting position of a smile and laughter may vary (before the trouble, during silence, and with the resolution of trouble), the retraction of acts of smile and laughter occurs after a next speaker ensures the next turn by producing a subject of a sentence, subject with a verb or a subordinate clause. In addition, smiles and laughter have a significant role in L2 interaction to maintain progressivity in talk. Micro-analytical data analysis demonstrates that smiles and laughter around turn construction serve three functions: acknowledgment of potential trouble, mitigation of insufficient turn extension and elongated silences non-attributable to any speaker, and a call for a next speaker.

The findings of this study contribute to understanding the phenomenon of classroom interactional competence for future testing and teaching practices.

Keywords: Conversation analysis, smiles and laughter, turn construction, oral assessment

TABLE OF CONTENTS

DECLARATION OF ETHICS.....	i
ACKNOWLEDGEMENT.....	ii
ÖZET.....	iii
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS	xi
CHAPTER I.....	1
1. INTRODUCTION.....	1
1.1. The Aim and Scope of The Study	1
1.2. Research Context.....	6
1.3. Research Questions	6
1.4. Limitations.....	7
1.5. Terminology	7
CHAPTER II	9
2. REVIEW OF LITERATURE.....	9
2.1. The History and Premises of Classroom Interactional Competence (CIC).....	9
2.2. Assessment of L2 Interaction	12
2.2.1. Turn Management in L2 Assessment	13
2.3. Laughter and Smile.....	14
2.3.1. Laughter and Smile in Humorous Context	15
2.3.2. Laughter and Smile for Managing Trouble	16
2.4. Conclusion.....	17
CHAPTER III.....	18
3. METHODOLOGY	18

3.1. Introduction to Conversation Analysis (CA)	18
3.2. Ethnomethodological Foundations of CA	18
3.2.1. Emic perspective.....	19
3.2.2. Basic Principles of CA	20
3.2.3. Interactional Structures of CA	20
3.2.4. Sequence Organization	21
3.2.5. Preference Organization	22
3.2.6. Turn-Taking.....	23
3.2.7. The Repair Mechanism.....	25
3.3. Validity	26
3.4. Reliability	27
3.5. Research Context and Design.....	28
3.6. Ethical Considerations.....	29
3.7. Participants	30
3.8. Data Analysis.....	30
3.9. Conclusion	32
CHAPTER IV	33
4. FINDINGS	33
4.1. Silence attributable to a next speaker	33
4.2. Silence non-attributable to a next speaker	43
CHAPTER V	51
5. DISCUSSION, CONCLUSION AND SUGGESTIONS	51
5.1. Discussion.....	51
5.1.1. The Sequential Position of a Smile and Laughter Around Turn Construction.....	52
5.1.2. Actions Achieved by a Smile and Laughter	54
5.2. Conclusion	56

5.3. Pedagogical Implications.....	56
5.4. Limitations.....	58
5.5. Directions for Future Research.....	59
REFERENCES	60
APPENDICES.....	70

LIST OF FIGURES

Figure 1. Emergence of FER's smile.....	35
Figure 2. Retraction of FER's smile.....	36
Figure 3. Emergence of HAB's smile	38
Figure 4. Emergence of HAB's smile	39
Figure 5. Retraction of HAB's smile.....	40
Figure 6. Emergence of MUS's smile	42
Figure 7. Retraction of MUS's smile	42
Figure 8. Emergence of SUM's smile	44
Figure 9. Retraction of SUM's smile	45
Figure 10. Emergence of ESI's smile.....	47
Figure 11. Retraction of ESI's smile	47
Figure 12. Emergence of FUR's smile	49
Figure 13. Retraction of FUR's smile	50

LIST OF ABBREVIATIONS

CA	Conversation Analysis
CEFR	Common European Framework of Reference
CIC	Classroom Interactional Competence
EFL	English as a Foreign Language
IC	Interactional Competence
IELTS	International English Language Testing System
ITP	Transition Relevance Place
LPI	Language Proficiency Interview
L2	Second Language
OPI	Oral Proficiency Interview
TCU	Turn Constructional Unit
TRP	Transition Relevance Place

CHAPTER I

1. INTRODUCTION

In this chapter, the aim and scope of the study (1.1) will be introduced with reference to the gaps in the relevant literature. In section 1.2, the research context will be outlined. The research questions will be presented in the next section (1.3). Finally, the limitations of the research will be discussed in section 1.4.

1.1. The Aim and Scope of The Study

The studies on oral assessment in second language (L2) teaching have been greatly influenced by the shifts with regard to the approaches and perspectives on L2 learning and teaching. Therefore, in order to comprehend the evaluation tools employed to measure oral proficiency in L2 learning and teaching, one needs to look at the shifts in approaches to L2 teaching and learning. One of the most profound impacts on understanding language acquisition and the field of L2 learning and teaching is Chomsky's 1965 work on linguistic competence. This linguistic theory is remarkable in that the creative aspect of language use is emphasized. The theory is based on the linguistic knowledge of native speakers with a focus on the syntactic structures of language (Chomsky, 1965). According to Chomsky's theory of Generative Grammar, there are universal features that are shared by all languages, thus helping to construct a grammar that applies across languages. Chomsky argues that we can generate an infinite number of sentences through these rules. Hymes (1974), on the other hand, criticizes this theory as inadequate since it disregards the social aspect of language use. While conceptualizing communicative competence, the sociolinguistic perspective highlights the purpose of using language as communication. Further work by Halliday (1970) emphasizes that meaning can be achieved by focusing on language functions. Employing a sociolinguistic perspective, L2 teaching methods are shaped to include social rules and functions of language together with linguistic forms. Therefore, "knowledge of when, how and to whom it is appropriate to use these (linguistic) forms" is emphasized in L2 teaching (Paulston, 1992, p.98). Building on this approach,

Communicative Language Teaching (CLT) has been developed. In CLT, L2 learning is viewed as the acquisition of linguistic knowledge to achieve various functions of language, emphasizing meaning, interaction, and communication (Richards & Rogers, 2001). The shift from a perspective based on linguistic structures to a communicative one later resulted in the need for the conceptualization of interaction in L2 teaching.

Even though the emergence of the communicative movement in L2 teaching has been vastly influential, the attention to ‘communicative competence’ and ‘communicative language ability’ has shifted towards interaction since interactional skills have gained more significance as a consequence of a globalized world (Galaczi, 2014). Kramsch (1986) expanded the previous view on competence in language ability and was the first to coin the term interactional competence (IC), which highlights the co-constructed nature of communication among participants. Firth & Wagner (1997) criticizes the previous perspectives on L2 communication that view L2 users as linguistically “deficient” and focus on the “communicative problems” of L2 users (p.760). In contrast, Firth & Wagner (1997) argue that actions that an etic perspective views as problematic are considered from an emic perspective to be competences employed by L2 users that allow them to achieve interaction. In fact, what is marked as a deficiency within the view of communicative strategies is - from an emic perspective - resourcefulness that helps interactants achieve mutual understanding. Therefore, the emic perspective has allowed researchers to explore a wide range of resources embodied in interaction that help interactants carry out talk.

A thorough analysis of L2 classroom talk from an emic perspective has revealed that L2 classroom talk differs from everyday talk. As a result, the notion of interactional competence in L2 was further developed by Walsh (2006) in accordance with the pedagogic goals of the L2 context. Walsh (2006) coined the term Classroom Interactional Competence (CIC), which refers to “teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (p.132). Walsh (2012) argues that in the classroom context, co-constructed interactions display the employment of a variety of skills, which improve opportunities for learning. Walsh’s notion of the context-dependent nature of interaction has led to a number of significant studies in the field. The features of CIC and relevant research will be discussed in the literature review in Chapter 3.1.1.

Employing an emic perspective, the Conversation Analytical (CA) approach in research has paved the way to understanding the natural mechanisms in interaction. Seedhouse (2006) outlines the four core principles of CA. The first principle concerns the idea of rational

design, which states that talk in interactions is methodically and systematically organized. The second principle asserts that contributions to interactions are shaped and renewed by context, with the previous context crucial to understanding each contribution. The third principle emphasizes that no detail can be dismissed as disorderly, accidental, or irrelevant, and this empirical approach is enabled by analyzing recordings of natural interactions in great detail. Finally, the fourth principle highlights that CA analysis is bottom-up and data-driven, with no prior assumptions about contextual factors such as gender, ethnicity, or background unless the data provide relevant evidence. Based on these principles, CA investigates several interactional aspects of talk. Even though further details are provided on these aspects in the Methodology Chapter (3.1.), turn-taking is briefly discussed here due to its relevance to the research data and its analysis.

Turn-taking is one of the major interactional aspects investigated in CA studies, with a remarkable role in achieving intersubjectivity. According to Liddicoat (2007), although the most common and expected pattern in interaction is one person speaking at a time and fluid transition among speakers, gaps and overlaps do occur in conversation, which can be regarded as interactionally significant, and, therefore, “accountable.” However, considering the action or context, such as laughter or group greetings, gaps, and overlaps do not always indicate a problem or hinder understanding. Turn-taking may tend to occur normatively and so may not follow a set of predetermined rules. Nevertheless, some possible turn-taking models described by Liddicoat (2007) can explain most of the turn-taking practices in interaction. When asked, people say that they intuitively know when it is their turn to speak. Although people might suggest that they know it is their time to take a turn after a pause or a stop, CA evidence refutes this argument (Liddicoat, 2007; Sacks et al., 1974). In most cases, speakers take turns without a noticeable pause or stop. In fact, actual conversational data demonstrate that a noticeable pause or stop indicates a problem. Liddicoat (2007) offers some extracts that show how a speaker considers an appreciable pause after addressing a question as an interactional difficulty and repeats the question. In contrast, an expected behavior would be another speaker taking the turn to answer the question. This shows that a relatively long pause tends to be seen as a dispreferred action. With sample extracts, Liddicoat (2007) demonstrates how a 0.3-second silence in an ongoing, incomplete talk is not suitable for a speaker change. Liddicoat (2007) suggests that pauses or silence in these extracts need to be explained; therefore, they are accountable. These discoveries of CA research on turn-taking demonstrate how turns are co-constructed and organized in talk.

CA research has also shed light on turn-taking structures in formal classroom settings (Maroni et al., 2008; McHoul, 1978; Seedhouse, 2004). Seedhouse (2004) points out that the variety in the exchange of talk in language classrooms exists in accordance with the pedagogic focus. According to Seedhouse (2004), a teacher's monologue without any turn-taking is natural in a 'procedural context,' whereas turn-taking organizations are more diverse in a 'meaning-and-fluency context' (pp.138-139). A large number of studies that adopt the CA approach to investigate the aforementioned aspects of interaction have demonstrated the use of multimodal resources to serve several purposes in interaction, such as achieving intersubjectivity, maintaining progressivity, showing epistemic status in L2 teaching and assessment (Atar & Seedhouse, 2018; Atar et al., 2020; Sert, 2013; Çopur & Atar, 2022; Hırçın-Çoban & Sert, 2020; Galaczi, 2014). One of the non-verbal resources that is drawing more attention today is smiling and laughter. Analyzing the sequential patterns of talk and turn-construction mechanisms, CA has been a useful method in examining how humor (Reddington & Waring, 2015), smiles, and laughter (Sert & Jacknick, 2015) are preceded, carried out, and followed in language classrooms. Considering the principles and emic nature of CA (which will be discussed in detail in the Methodology Chapter), it is helpful for researchers while identifying the sequential, syntactic, social, and semantic mechanisms of humor and laughter. The mechanics and complex nature of humor, smiles, and laughter provides a better understanding of human interaction (Çopur et al., 2021; Gorham & Christophel, 1992; Bell, 2009; Forman, 2011; Pomerantz & Bell, 2011; Wagner & Urios-Aparisi, 2011; Bell et al., 2014; Gholami & Gholizadeh, 2015; Reddington & Waring, 2015; Sert & Jacknick, 2015). In contrast to the commonly held belief that laughter is uncontrollable and random, studies reveal that laughter is systematic, sequential, and socially organized (Glenn, 2003; Reddington & Waring, 2015). According to Glenn (2003), "Laughing is finely coordinated with speech and with various social activities (p.2)." In addition to the significance of smiles and laughter in social interaction, the previous investigations into smiles and laughter in the L2 context have contributed considerably to the conceptualization of IC (Glenn, 2003; Jacknick, 2013; Sert & Jacknick, 2015). These CA studies on turn-taking patterns and smiles and laughter in L2 classrooms have complemented and contributed to the development of L2 assessment to a great extent.

The changes in the perspectives on L2 teaching and the CA research in an L2 context have been significantly influential on developments in the assessment of oral proficiency. Previously, since the components of spoken skills needed to be understood clearly, the

evaluation of oral production was not as developed as the assessment of linguistic skills (Lado, 1961). Due to these shifts in the perspectives on L2 teaching, language testing has been reshaped to include a wide range of abilities and various tasks based on communicative competence and language use (Bachman & Cohen, 1998; McNamara, 1996). Various assessment tools and exams have been developed to assess communicative competence while testing spoken skills (He & Young, 1998). In light of the aforementioned shifts to the approaches in L2, several spoken proficiency tests were designed to evaluate participants' oral language skills. One of the most important assessment tools is paired or small-group oral tests. In order to reveal how interaction is carried out in such tests, the opponents of the interactionist approach focus on the co-constructed aspect of spoken performance among interactants in oral assessment (Chalhoub-Deville, 2003; McNamara, 1996; Swain, 2001). Young & He (1998) compiled a collection of studies investigating the efficiency of Language Proficiency Interviews (LPIs) in their book. The studies in this collection demonstrate the distinctions between ordinary conversations and LPIs regarding turn-taking and repair sequences. As a consequence of the growing interest in the research field that utilizes a Conversation Analytical (CA) approach to understand the interactional patterns among participants of paired or group tests, studies have provided deep insights into IC in the context of oral assessment. (Hırçın-Çoban & Çimenli, 2022; Hırçın-Çoban & Sert, 2020; Lazaraton, 2002; Galaczi, 2008; Galaczi, 2014; Gan, 2010; Moore, 2011; Nakatsuhara, 2011). Galaczi (2014) points out the room for investigations on “specific aspects of interactional competence, such as interactional means to develop topics across speakers and turns, topic shifts, listener involvement, and turn-taking strategies” (p.554). Research on these specific aspects of interaction will pave the way to the expansion of the conceptualization of IC in oral assessment. Nevertheless, there is a gap in the literature regarding group discussion exams where there is no or minimum appearance of an interlocutor, assessor, or teacher. A CA approach to examining the turn organization in group assessment will pave the way to better understanding learners' interaction. According to Seedhouse (2006), CA can be useful in controlling the reliability and validity of the assessment. Therefore, a deeper insight into turn-taking in various types of oral examinations is valuable for pedagogical purposes. Moreover, there is also room for research related to multimodal resources, especially smiles, and laughter, with regard to their sequential positions and emergence around turns in L2 assessment.

1.2. Research Context

The data for this research were taken from the oral assessment video archive of the School of Languages Department of a private higher education institution in Istanbul, Turkey. The department offers intensive academic English programs to students before starting as a freshman. The students registered at this institution were required to provide evidence of language proficiency. Otherwise, the intensive academic English program was a major requirement since the language of instruction is English in the faculties. The students took a placement test at the beginning of the Fall semester and were placed at different levels according to their test scores. The data used in this research were collected solely from B1-level students' small-group oral exams. This exam was only one of the many assessment components in the program. Although the desirable number of students in each group was four, the number of students in some groups was three or five, depending on the number of students in the class. Each group was given a different motion, the themes of which were shared with the students a day before the exam with a suggested reading list. However, the students could see the discussion prompt when it was their time to take the test. The teachers called groups individually while the other students were in the classroom due to space issues. The teachers wrote the exam motion on the board and assigned students the stance that the students were going to take. There was a 5-minute preparation time before the discussion started. The same teachers scored the students' performance based on a rubric (see Appendix. 4) designed explicitly for this exam based on the Common European Framework of Reference (CEFR) thresholds. The discussions were video-recorded by the teachers with a laptop the institution provided.

1.3. Research Questions

1. What is the sequential organization of a smile and laughter around turn construction in B1 level group discussion exams?
2. What actions are achieved with a smile and laughter around turn construction in B1 level group discussion exams?

1.4. Limitations

A potential limitation of this study may be related to the scope of the study. The data for this study consists of videos from one institution in Istanbul, Turkey. Although Conversation Analytic (CA) methodology employs a qualitative perspective, the research can be conducted in different institutions or contexts to understand whether the results are distinguished based on cultural or contextual differences. As a consequence, the results may not be generalized to different contexts. Additionally, the data cover only B1-level group discussion exams. Further research can be conducted across levels to compare the instances of smiles and laughter around turns. A longitudinal study that tracks the development of the focus of this study over time can also be a significant contribution to the field.

1.5. Terminology

Sequence organization: The sequential context and organization make actions comprehensible because there are strong bonds among actions in their sequence (Schegloff, 2007).

Turn-taking: Participants of interaction organize talk by means of turns. Turns are composed of ‘turn-construction units’ (TCUs). The definition of TCUs is not based on linguistic parameters but on social actions. Therefore, a TCU is not necessarily a word, clause, or sentence in all cases (Liddicoat, 2007). For example, while a long explanation can be a TCU, a meaningful utterance completing interaction in its context -such as ‘huh?’- is also defined as a TCU.

Repair: Repair is the treatment of problems in talk. Problems can be anything causing interruptions in conversation and anything that impedes interaction (Seedhouse, 2004). As a result of unfixed problems, a relevant subsequent action cannot be performed, bringing the conversation to a halt. Therefore, such situations are considered repairable by the participants of the talk.

A smile: In this research study, a smile is defined as a facial gesture involving the upward movement of the corner of the lips, which is often, but not necessarily, accompanied by the

activation of muscles around the eyes and cheeks. It is transcribed with the “\$” symbol in the extracts.

Laughter: Laughter, in this research, is a wide smile, which is often, but not necessarily, accompanied by different sounds and aspirations. According to Hepburn & Varney (2013), “laughter is typically made up of pulsed out-breaths, which can be delivered quite quickly, for example ‘ahHAH HA ↑HA ↑HAH’” (p.27). In this study, it is transcribed with the “\$\$” symbol in the extracts.

CHAPTER II

2. REVIEW OF LITERATURE

This chapter presents the previous literature that paved the way for this research. The first section introduces the history and premises of Classroom Interactional Competence. Later, the assessment of L2 interaction and turn management in L2 Interaction will be discussed. Finally, literature with regard to laughter and smiles will be introduced.

2.1. The History and Premises of Classroom Interactional Competence (CIC)

The emergence and increasing attention to the communicative approach in EFL have led to a growth in interest in oral interaction in the past decades. As for assessment, formats that display learners' competence at interaction have been developed as a consequence of the rising awareness of the significance of interaction in EFL. Some examples of these formats that involve interactional competence (IC) and classroom interactional competence (CIC) are paired and group speaking tests. This chapter aims to seek insight into the definition of IC and CIC by seeking the historical factors that shape the concept of CIC.

The emergence of the Direct Method that concentrates on the significance of speech with the purpose of communication in the late 19th century (Larsen-Freeman, p.28, 2000) and the Reform Movement with an emphasis on communication and phonetics in EFL paved the way for a significant shift in the field of language teaching. Thanks to the changes to the approaches in language teaching, there were some shifts to language assessment in the early 20th century. In the first half of the 20th century, institutions both in the United Kingdom (Cambridge Certificate of Proficiency and The Lower Certificate in English) and in the United States (the Army Specialized Training Program) added a conversational element to their tests (Galaczi & Taylor, 2018).

Chomsky, in his highly-reputable 1965 book, coined the terms competence and performance with regard to linguistic theory to highlight the distinctions between linguistic knowledge and production of language. Competence denotes the knowledge of a language, while performance refers to how linguistic knowledge is interpreted and the acts of utterances are

produced accordingly. However, the opponents of the communicative approach to language learning, such as Savignon (1972), opposed this view, arguing that it undermines the communicative aspect of language. Hymes (1972) expanded the definition of competence to include the use of grammatical competence in a communicative context. Several other distinguished studies in the 1970s (Hymes, 1974; van Dijk, 1977) also contributed to the phenomenon of interaction by expanding the focus on different aspects of language, such as function, speech act, and discourse. In 1980, following the phenomenon of communicative competence, Canale & Swain (1980) defined three types of knowledge; grammatical knowledge, knowledge of language in a social context for communication purposes, and knowledge of using communicative functions in relation to discourse. These studies have had a remarkable influence on shaping IC by shifting the focus from linguistic competence to communication. Hence, they paved the way to building knowledge on interaction with regard to not only language teaching, but also assessment.

Further work on second language assessment (Canale, 1983; Bachman, 1990; Bachman & Palmer, 1996) included various aspects of competence, such as strategic competence, discourse, and sociolinguistics. However, Kramsch (1986) was the first to coin the term interactional competence. According to Kramsch (1986), interactional competence refers to a collaborative act where participants build “a shared internal context or a sphere of intersubjectivity” (p.367). He emphasized the dynamic aspect of communication while pointing out the co-constructed nature of interaction where the listener is also involved in negotiating meaning in the interaction. Young (2008) listed seven resources that the IC consists of. According to his list, the IC components include identity resources, which denote the participants’ identities, such as official or unofficial. The second item in his list is the linguistic resources that refer to register, including the use of language and modes of meaning referring to how speakers create ‘interpersonal, experiential and textual meanings. Finally, interactional resources include resources related to speech acts, turn-taking, repair, and boundaries (Young, 2008, p.71). Young (2011) points out that one distinguishing characteristic of IC is intersubjectivity, which is the dependence of these resources on other speakers’ actions. In other words, IC differs from communicative competence in that it refers to not only the knowledge of these sources but also what speakers do or how they use these resources together with others. Therefore, IC shows differences in various interactional acts. Regarding interactional competence in classroom discourse, the phenomenon of Classroom Interactional Competence (CIC) was defined by Walsh (2006) as ‘Teachers’ and learners’

ability to use interaction as a tool for mediating and assisting learning' (p.132). In his 2012 article, Walsh provides data extracts to demonstrate the occurrences of CIC that align with the pedagogic aims of the classroom in interaction. Based on these extracts, Walsh (2012) examines both the teacher and learner perspectives in classroom interaction and categorizes the main features of CIC into three.

One of the CIC characteristics manifested in these extracts is a teacher's adjustment of language to promote learning opportunities. Walsh (2012) argues that the language used by teachers with CIC is adjusted repeatedly to align with the pedagogic agenda and to co-construct meaning together with learners. The second characteristic is providing room for learning and learner participation to take place through elongated wait time. He emphasizes the learners' need for space for their contributions to conversations and the teacher's feedback on these contributions. A teacher showing CIC manages to fulfill these needs by augmenting the space for learner interaction and providing more time for planning. The third feature of CIC is the employment of strategies such as paraphrasing, extending, modeling, or scaffolding a response in order to 'shape learner contributions' (Walsh, 2012, p.177).

Focusing on learners' perspectives, Walsh (2012) describes the strategies used in classrooms that demonstrate CIC by learners. First, a learner displays knowledge of a question's appropriate second pair part in an adjacency pair. Additionally, in the extracts provided by Walsh (2012), a learner shows recognition of the required time and type of response for a specific question given to the learner (pp.177-178). By providing an extended response to a 'why' question, a learner demonstrates sufficient CIC through acknowledgment of the teacher's pedagogic agenda, that is elicitation of further information. Another CIC feature manifested in learners' classroom interaction is related to managing turns. The same extracts show that learners may display recognition of transition relevance places by completing and giving turns appropriately or through the provision of a quick response to an opening question by the teacher.

Considering these characteristics specific to the L2 interactional context, Walsh (2012) emphasizes the significance of understanding the components of CIC and the ways to achieve it for not only teachers but also learners. Given the significance of CIC in language learning, research into understanding interaction in L2 assessment with a perspective of CIC will pave the way to enhance learning opportunities.

2.2. Assessment of L2 Interaction

Acknowledging the importance of classroom interaction has paved the way for some shifts in L2 assessment. Despite the ongoing popularity of oral proficiency interviews (OPI)s, paired and group formats in oral assessment have also been adopted. A number of empirical studies reveal insight into various types of oral exams (Roever & Ikeda, 2022; Seedhouse, 2013; Brooks, 2009; Okada, 2010; Hüttner, 2014; Hırçın-Çoban & Çimenli, 2022; Hırçın-Çoban & Sert, 2020).

In an attempt to understand whether monologic oral proficiency tests such as TOEFL IBT can reveal the interactional abilities of L2 speakers, Roever & Ikeda (2022) conducted research that compares the TOEFL IBT scores of the speaking section with the scores that were awarded based on the performances of speakers in a set of role-playing tasks where speakers' interaction was graded. The participants of the study consisted of students who were preparing to start university (pre-entry), first-year students who were in their first semester (recent entry), and university students within the second semester or beyond (longer-term university students). However, even though the results show a correlation between the two scores, the relationship is only superficial. Furthermore, Roever & Ikeda's (2022) research reveals that the correlation between the two test scores is limited when the participants are pre- or recent-entry university students. In other words, monologic speaking tests such as TOEFL IBT have some limitations in ascertaining the interactional abilities of test takers.

In a CA research study on IELTS Speaking Tests (IST), Seedhouse (2013) focuses on turn management, repair, and organization of interaction to compare these interactional features in L2 classrooms and university classrooms. According to his analyses, IST shows noticeable differences from the other two interactional contexts regarding repair. First, unlike classroom settings, IST does not require speakers to attain intersubjectivity. A second distinction regarding repair is the lack of examiners' evaluation or error correction. Moreover, turn allocation is prescribed in IST, where speakers are allowed to take turns only to respond but not ask questions. This is another distinguishing characteristic between IST interaction and IC in L2 and university classrooms.

The studies focusing on role plays (Okada, 2010; Hüttner, 2014) and paired or group oral exams (Brooks, 2009; Hırçın-Çoban & Çimenli, 2022; Hırçın-Çoban & Sert, 2020) reveal a

more comprehensive range of opportunities for interaction compared to OPIs and monologic oral tests. Okada (2010) points out that even though role-plays may create room for more opportunities to show a more diverse range of interactional skills, it is still not any better than an OPI in terms of provision of space for the test-taker to organize turn-taking and topic initiation. Likewise, Hüttner (2014) proposes that whether speakers display disagreements is contingent on the oral exam format. She argues that in a format where the teacher is the interviewer, the lack of disagreements is related to constraints due to the test format. On the other hand, in the paired format, the absence of disagreements in the performance of a student can be an indicator of insufficiency of interactional ability.

Another comparative study is by Brooks (2009), who examines test-takers' performances in a paired assessment and those in a format where test-takers interact with examiners. The results reveal that not only did the prior group have higher scores, but they also demonstrated a more sophisticated interaction with other students. In addition, the test takers in a paired format displayed a linguistically more challenging performance.

2.2.1. Turn Management in L2 Assessment

The popularity of paired and group speaking exams is increasing due to their ability to assess interactional competence in the broader sense. Research on a diverse range of oral assessment types is gaining importance, accordingly. The studies on oral proficiency exams display the need for a detailed look into the interactional skills to determine levels of proficiency (Galaczi, 2014; Roever & Kasper, 2018; Hüttner, 2014; Ruusuvuori & Peräkylä, 2009). A significant component of interaction, turn management, is one aspect of interactional skills that has been the center of attention for researchers. These studies pave the way to a more comprehensible description of interactional competence across levels.

Roever & Kasper (2018) demonstrate the differences between advanced and novice speakers regarding turns and sequences. They point out that advanced speakers provide background information to preface a request, whereas novice learners use an imperative as a request after the salutation. Roever & Kasper (2018) suggest that considering the previous studies, it can be argued that the use of preliminaries takes time to build up, therefore, can indicate IC. Similarly, Galaczi (2014) points out that actions occurring to manage certain interactional goals distinguish across levels. Regarding turn management, the common acts that display

distinction in different levels are categorized into three: turn management in-a-no-gap-no-overlap manner, following an overlap/latch, and following a gap/pause (Galaczi, 2014, p.559). Galaczi (2014) describes the differences across levels regarding turns. According to these descriptions, B1 level L2 speakers show “abrupt topic shifts,” where the statement is noticeably different from the points discussed in the previous turn. In contrast, in authentic conversations, as suggested by Sacks, speakers connect new arguments to the initial ideas step by step (as cited in Galaczi, 2014). Moreover, as Galaczi (2014) suggests, the “disjunctive topic shifts” (p.562) may be a defining characteristic of the B1 level since test takers of higher proficiency levels connect the topic to the prior topic “in a stepwise fashion” (p.562). Describing turns in conversation among B2 level test takers, Galaczi (2014) argues that the pauses are fewer between turns compared to B1 speakers. The emergence of overlaps and latches is more frequent in the conversations of B2-level speakers. The turn management usually appears to be “in a no gap-no overlap manner.” C2-level speakers’ overlaps or latches in speaker change are tailored in a way that creates flow and confluence in the interaction.

2.3. Laughter and Smile

The notions of smile, laughter, and humor have been a focus for researchers for a while. From a CA perspective, according to Jefferson (2015), laughter is a vocalization form with no morphology. However, the fact that it is a social conduct like other verbal and non-verbal forms of social actions makes it significant in interaction (Jefferson, 2015, p.165).

In an effort to explore the nature and mechanics of humor in the classroom, there have been a considerable number of studies. Schmitz (2002) categorizes humor into three: universal humor, culture-based humor, and linguistic humor. Schmitz’s study described a link between humor type and language proficiency. According to Schmitz, only advanced students can get the most out of all three types. He argues that elementary students can benefit from universal humor, and intermediate students can understand and enjoy universal jokes and some culture-based humor. However, Bell (2002) revealed that although rare, some linguistic humor, such as wordplay, occurs in lower-level classrooms. Moreover, suggesting that laughter is not haphazard, Holt (2010) examined the shared laughter at topic termination and non-shared laughter in topic continuations. Similarly, Haakana (2010) analyzed smiling

in face-to-face interaction. He identified the order of laughter and smiling in conversation and what purpose they serve in conversation. Furthermore, Reddington and Waring (2015) described the sequential mechanisms of humor in language classrooms. They categorize humor into three. In disaligning extension, talk fits the sequence and forms a grammatical extension to the previous turn while challenging the expected response by adding humor. Similarly, talk fits the order in a sequence pivot but reflects a novel and humorous act. Unlike the first two categories, in sequence misfit, the sequential slot is not ready for the talk, which creates incongruity in the interaction. Then laughter occurs in the interaction.

2.3.1. Laughter and Smile in Humorous Context

In an effort to identify the complex nature and mechanisms of humor in English as a foreign language (EFL) classrooms, researchers have used various methods, such as applying questionnaires (Mingzheng, 2012), utilizing several research tools such as discourse analytic investigation, field notes and interviews (Forman, 2011; Pomerantz & Bell, 2011), or using both quantitative and qualitative methods together (Wagner & Urios-Aparisi, 2011), semi-experimental design (Gholami & Gholizadeh, 2015), a case study (Bell, 2005; Bell et al., 2014), and conversation analysis (CA) (Bell, 2009; Holt, 2012; Jacknick, 2013; Sert & Jacknick, 2015). However, CA made a breakthrough in analyzing social acts in interaction in that it provides an opportunity for researchers to analyze interaction in real conversations.

CA studies on laughter provide a deeper understanding of the mechanisms of humor. According to the studies by Glenn (2003), laughter helps create interactional relationships by showing a connection, friendliness, or even confidence. Similarly, Treger et al. (2013) suggest a positive link between humor and liking. They point out two variables for this link: “perceived reciprocal liking and enjoyment of the interaction.” However, humor has not only been studied solely in mundane talk, but it has also been a focus of research in language classrooms.

Considering the studies about humor in foreign language classrooms, it can be concluded that humor promotes a comfortable atmosphere for students to create bonds with other students (Bell, 2009). The analyses of a study by Wagner and Urios-Aparisi (2011) also indicate that motivation and cultural transmission are some of the functions of humor in the classroom. Furthermore, research by Gorham and Christophel (1992) demonstrates a

positive link between motivation and teachers' use of humor. Likewise, Çopur et al. (2021) demonstrate that learners' responses are more elaborate when humor is involved in the teacher's other repairs as extreme case formulations. In the findings of Çopur et al. (2021), it is observed that humorous other repairs by the teacher contribute to a collaborative learning environment by breaking down the foreseeable structure of initiation-response-feedback pattern in classroom interaction, which increases learner engagement in classroom interaction.

On the other hand, a recent study by Matsumoto et al. (2022) displays that students orient differently to the teacher's humor embodied in his actions. How much students participate in laughter varies. The multimodal resources employed by the teacher are also diverse. In humorous moments, several embodied actions occur, such as pointing, writing on the blackboard, and clapping hands (Matsumoto et al., 2022).

Research on humorous language play reveals a link between learner participation and humor in language classrooms. In the data collected by Forman (2011), a warm and responsive environment was observed. Learners' desire and effort to be active in the lesson were high, although their L2 production skills were limited. Moreover, Gholami and Gholizadeh (2015) point out that language play positively affects learners' socializing and participation in second language learning activities. Treger et al. (2013) focus on the link between laughter and liking. They indicate that shared laughter brings joy to interaction and creates rapport among the participants of an interaction. In order to understand the different roles of humor mentioned above, it is essential to discover the complex nature of humor in classroom interaction.

2.3.2. Laughter and Smile for Managing Trouble

Motivation and a friendly atmosphere have been significant in language classrooms. Studies have shown that humor decreases tension in threatening situations in foreign language classrooms (Wagner & Urios-Aparisi, 2011; Forman, 2011; Pomerantz & Bell, 2011; Bell et al., 2014). Data collected and analyzed by Wagner and Urios-Aparisi (2011) clearly shows that humor can function as a tool to negotiate a face-threatening situation where a teacher has to make a decision about the best student. Moreover, in a study by Pomerantz and Bell (2011), a student initiates humor to criticize classroom norms. Humor allows the

student to create “a safe house” where he can “construct several desirable identities for himself.”

A large body of CA studies also demonstrates the emergence of smiles and laughter when the progressivity of talk is at risk (Jacknick, 2013; Bell et al., 2014; Sert & Jacknick, 2015; Looney & He, 2020). In a distinctive study, Jacknick (2013) examines the contributions of laughter in a sequence with flaws in institutional roles. Her analyses reveal that laughter occurs when the participants face a challenge. Further studies by Bell et al. (2014) indicate that humor is used to “mitigate face threats and manage potentially uncomfortable interaction.” Sert and Jacknick (2015) emphasize the link between epistemic status and smile. Their data reveal that smiles are employed when students' epistemic status is at risk. It helps to maintain not only the progressivity of interaction but also affiliation. According to the study by Looney & He (2020), smiles and standalone laughter emerge around delayed and disaligning responses. They are used as interactional resources that orientate to the discomfort when the progressivity of talk is challenged in classrooms.

2.4. Conclusion

This chapter discussed the literature with regard to the history and premises of Classroom Interactional Competence. It reviewed relevant research articles contributing to the conceptualization of the phenomenon while pointing out the differences between communicative competence and CIC. Then, the assessment of L2 interaction was reviewed with several examples that illustrate the three different oral assessment models: oral proficiency interviews, paired speaking tests, and group speaking exams. Furthermore, the chapter reviewed the literature on turn management in L2 assessment. In the last part, the acts of laughter and smiles in interaction were reviewed with relevant research studies, including laughter and smiles in a humorous context and their role in managing turns.

The next chapter will discuss the methodology of the study, including the ethnomethodological background and details of the Conversation Analytical method, validity and reliability issues, research context, data collection, ethical considerations, participants, and data analysis.

CHAPTER III

3. METHODOLOGY

This chapter introduces the research methodology, background, and justifications. In 3.1, Conversation Analytical (CA) approach and the ethnomethodological foundations will be presented. Then, validity and reliability will be addressed in 3.2. This part will be followed by research data and design in 3.3. The chapter will be concluded with ethical considerations about this research.

3.1. Introduction to Conversation Analysis (CA)

Conversation Analysis (CA) is an approach that studies interactions. This approach adopts three principles from ethnomethodology: accountability, indexicality, and reflexivity. CA applies these three principles to understanding social interaction, organization and sequence of talk, and how shared understanding occurs in social actions (Ten Have, 2007). Regarding CA principles, when the primary motivation in a study is talk-in-interaction, relevant data to be analyzed is natural talk (Atar & Seedhouse, 2018). Therefore, in this study, real talk of oral examinations is preferred as the data to be analyzed. Furthermore, the exams were recorded in a way that aimed at preventing outside interventions on the natural occurrence of the exam tasks.

3.2. Ethnomethodological Foundations of CA

CA approach grew out of Goffman and Garfinkel's ethnomethodological studies that aim at understanding the interactions of members of society as social beings (Atar & Seedhouse, 2018). Gardner (2004) summarizes Garfinkel's main focus as ordinary people's ways of managing interaction in everyday contexts. Likewise, Goffman has led the way to social interaction research. (as cited in Atar & Seedhouse, 2018). The work of the two pioneers has provided motivation for the development of CA. Harvey Sacks took up the ideas of Goffman

and Garfinkel regarding the orderliness of everyday life in his lectures in the early 1960s. In the lectures, an approach analyzing social order was developed with a focus on practices of everyday interaction. Thanks to the work of Sacks and his colleagues Emmanuel A. Schegloff and Gail Jefferson, CA started to be adopted as an independent discipline by the late 1960s and early 1970s (Liddicoat, 2007).

3.2.1. Emic perspective

Conversation Analysis (CA) is a ground-breaking methodology for analyzing real conversations: their components, dynamics, and mechanisms. CA differs from other methodologies in that it enables researchers to develop an emic perspective while uncovering the organization and order of interaction. According to Seedhouse (2006), emic descriptions come from “the participants’ perspective within the interactional environment in which the talk occurs” (p.166). Therefore, CA practitioners do not rely their analyses on the “etic viewpoint (which) studies behavior as from outside of a particular system” (Pike, 1967, p.37). On the other hand, as Liddicoat (2007) suggests, CA focuses on instances that occur naturally in order to examine what the participants of interaction do when they talk rather than analyze what they think they do. Hence, CA researchers do not ask questions to participants about their understanding of the interaction since this method contrasts the emic nature of CA analyses. There are various other ways that CA contrasts other methods of data collection. According to Mondada (2012, p.33)

- CA contrasts ‘introspection,’ which is used in traditional linguistics. In introspection, researchers decide if a sentence is grammatical based on their competence. However, Garfinkel suggests that “situated actions are only discoverable but not imaginable.” (as cited in Mondada, 2012, p.33)
- It contrasts with field notes since the data comprises observation by the researcher. These notes are limited to the researcher's memory, his/her interpretation or intuition, and situated selectivity. However, in the CA method, recordings provide the researchers with an opportunity to see details repeatedly.
- It contrasts with experiments, which test pre-established hypotheses in a controlled way. However, CA focuses on discovering the interactional machinery in its naturally organized way.

3.2.2. Basic Principles of CA

To explore the naturally occurring mechanisms in interactions, CA adopts four principles. Seedhouse (2006) defines these principles as follows. The first principle concerns the concept of rational design. “Talk in interaction is systematically organized, deeply ordered, and methodic.” (Seedhouse, 2006, p.166). This idea supports Sack’s notion about how the existence of order is observed in all points of interaction. This was a groundbreaking idea at the time, as in the 1960s, conversation was regarded as too disorderly to be analyzed (Seedhouse, 2006). The second principle is that “contribution to interaction is context-shaped and context-renewing.” (Seedhouse, 2006, p.166). It is context-shaped in that the context is formed in its naturally occurring sequential environment. Previous context is vital to understand one single contribution. Moreover, it is context-renewing in that each contribution shapes the following sequence of interaction. The third principle is that “no order of detail can be dismissed, a priori, as disorderly, accidental, or irrelevant.” (Heritage, 1984, p.241). This principle puts emphasis on the empirical nature of CA methodology. Recordings of natural interactions are regarded as the primary data. Detailed transcriptions of recordings make it possible for the analyst or the readers to analyze the primary data thoroughly. The fourth principle is that “analysis is bottom-up and data-driven.” (Seedhouse, 2006, p.167). Therefore, CA analysts are not expected to have prior assumptions concerning participants’ background, gender, race, or any other contextual factor. They focus on these factors if the data provide relevant evidence. Apart from the four principles of CA, various types of interactional organizations uncovered by Sacks et al. (1974) assist CA practitioners in analyzing data.

3.2.3. Interactional Structures of CA

Seedhouse (2006) describes interactional organizations as “a point of reference for interpretation of their (interactants’) actions” (p.167). Interactional organizations described by Seedhouse (2006) are adjacency pairs, preference, turn-taking, and repair. “The interactional organizations (turn-taking, sequence, repair) themselves are stated in context-free terms, but the vital point is that participants employ these context-free organizations in a context-sensitive way to display their social actions” (Seedhouse, 2019, p.26). Looking at

these types of interactional organizations, CA practitioners are able to interpret “the context-sensitive social actions of others,” which provides the emic perspective to CA analyses mentioned above. In this study, smiling and laughter will be the main focus. In order to understand the roles of smiles and laughter in EFL classroom interaction, different types of interactional organizations will be analyzed and interpreted.

Researchers have been using CA to analyze adjacency pairs, preference organization, repair, and turn-taking organization as a practical approach to understanding spoken interactions in their natural environment (Seedhouse, 2006). This part describes these interactional structures to provide a deeper insight into CA data analysis.

3.2.4. Sequence Organization

The sequential context and organization make actions comprehensible since there are strong bonds among actions in their sequence. To illustrate, an acceptance does not occur without an offer (Schegloff, 2007). Social interaction is built through groups of actions called action sequences. These are fundamental to understanding the structure of interaction.

Paired actions or adjacency pairs are the sequence patterns observed in the organization of talk. Some core characteristics of adjacency pairs are outlined as “They (1) consist of two turns (2) by different speakers, (3) which are placed next to each other in their basic minimal form, (4) which are ordered and (5) which are differentiated into pair types” (Liddicoat, 2007, p.106). Liddicoat (2007) also indicates that adjacency pairs commonly occur together without any intervention. Nevertheless, the emergence of other talk between the two turns is also possible, even though these occurrences are limited, which are discussed in more detail in the following paragraph as pre-, insert, and post-expansions. Moreover, there is an order in the occurrence of adjacency pairs: a first pair part (FPP) and a second pair part (SPP). To illustrate, an invitation always takes up the FPP position, whereas a refusal always occurs in the SPP position. Finally, adjacency pairs are type-matched in that an FPP is relevant to its particular SPP. For instance, if the FPP is an offer, the type-matched SPP can be an acceptance or refusal. An FPP is normatively expected to be followed by a type-matched SPP. The absence of a type-matched SPP makes it hearable, accountable, and notable. For instance, if a question follows another question, this can be noted as trouble in the shared understanding of the interaction (Liddicoat, 2007)

Besides the basic unit of sequences consisting of a single, basic, and minimal adjacency pair, expansions to these sequences are vital for understanding talk. These expansions can emerge before the FPP, which is called pre-expansion, between the FPP and the projected SPP, called insert expansions, and finally, after the SPP, referred to as post-expansions. First, pre-expansions are preliminary to the FPPs of specific types, such as invitations, offers, and requests (Schegloff, 2007). The function of pre-expansions is to avoid trouble in the interaction, mainly to prevent a potential dispreferred response (Liddicoat, 2007). Second, sequences can be expanded between the FPP and the SPP. Even though an insert expansion is an interruption to the SPP, it displays relevance to the projected SPP (Jefferson, 1972). Third, insert expansions delay the SPP, which can be formed as post-first insert expansions or pre-second insert expansions (Liddicoat, 2007). The last one of these three is the post-expansion, which refers to the phenomenon where even though an SPP is produced, which completes the sequence, the emergence of further talk connected to the prior sequence is possible. The possible expansion to the SPP is a post-expansion (Schegloff, 1990).

Briefly, the sequential context makes interaction meaningful as participants follow a sequential organization in talk. Analyzing adjacency pairs lead to more profound insight into actions in talk. The normatively expected actions serve as a reference. The lack of these desired actions makes it noticeable and accountable.

3.2.5. Preference Organization

The term preference has been employed to refer to the nonequivalent but alternative actions that characterize as possible choices for speakers in a conversation (Atkinson & Heritage, 1984). It is defined in line with “the fact that choices among nonequivalent courses of action are routinely implemented in ways that reflect an institutionalized ranking of alternatives” (Atkinson & Heritage, 1984, p.53). Atkinson & Heritage (1984) outlines three ways “institutionalized rankings” shape preferences. First, it is pointed out that avoidance or delay of certain actions takes place in various contexts, including different speakers on diverse occasions. Second, how preferred and dispreferred alternatives are employed routinely display distinctions across diverse occasions. While preferred actions emerge with little or no delay, dispreferred actions are indirectly performed and softened through delays between or, more commonly, within turns. Finally, “the communication of personal dispositions is

itself accomplished by reference to basic institutionalized forms”. (Atkinson & Heritage, 1984, p.54). In other words, the separation between a personal choice based on a desire and the institutionalized preference regarding that choice is associated with common experience.

3.2.6. Turn-Taking

Participants of interaction organize talk by means of turns. Turns comprise ‘turn-construction units’ (TCUs). The definition of TCUs is not based on linguistic parameters but on social actions. Therefore, a TCU is not necessarily a word, clause, or sentence in all cases. While a long explanation can be a TCU, a meaningful utterance completing interaction in its context -such as ‘huh?’- is also defined as a TCU. Following a TCU, there is room for a possible transition to another participant to take the turn. This is called a ‘transition relevance place’ (TRP). Such points are directly relevant to the possible completion of a TCU. However, a TRP does not indicate that speaker change must take place there, but it is possible that speaker change takes place. What is accountable in conversation is speaker change at a place other than a TRP. In other words, It is inappropriate, therefore, hearable to change speakers without a possible TCU completion. (Liddicoat, 2007). Throughout the interaction, participants follow the talk not only to find TRPs but also to plan and anticipate them before their occurrence (Sidnell, 2012). Nonetheless, overlaps may occur in many ways. In institutional settings, there are more restrictions to turn-taking organizations (Seedhouse, 2006).

Turn allocation occurs at a TPR in two ways: the current speaker selects the next speaker, or the next speaker chooses to speak. The former may occur with a question. Although the current speaker does not choose the next if the question is addressed to a group, a question is still very relevant to turn allocation and shapes the frame for what is regarded as appropriate talk. However, silence after a question is accountable since an appropriate next action to a question would be an answer. Lerner suggests that If “you” is used to select the next speaker while addressing a group, another technique is required to reduce complexities, such as non-verbal cues like gaze direction, context, or turn design (as cited in Liddicoat, 2007). The latter, self-selection, occurs when the next speaker is not designed by the current speaker, and an appropriate action would be a speaker to take the floor. Also, the current

speaker may self-select as the next speaker if no appropriate action is taken by another speaker (Liddicoat, 2007).

Sacks et al. (1974) connect turn allocation with turn construction with the outlined a set of rules (p.704). According to these rules, the transition relevance place is where the TCU is possibly complete. These rules are ordered as below.

“1) At any transition relevance place of an initial turn constructional unit:

(a) if the turn so far uses a 'current speaker selects next' technique, then the selected person has the right and obligation to take the next turn to speak, no other speaker has such rights or obligations;

(b) if the turn so far is not constructed to select a next speaker, then self-selection may but need not occur. The first participant to begin speaking acquires the right to a turn;

(c) if the turn so far is not constructed to select a next speaker, the current speaker may, but need not continue if no other speaker self-selects.

2) If the current speaker continues after the initial TCU, these rules apply again at the next transition relevance place and each subsequent transition relevance place until speaker change occurs.” (Sacks et al., 1974, p.704)

Liddicoat (2007) indicates that overlaps are prevented by the order of the rules. The non-speakers have to follow the talk for possible completion to take the floor when required or desired. However, the frame of the talk is still constrained to the speakers' understanding. Therefore, the following actions demonstrate the understanding of non-speaker(s).

Sacks et al. (1974) list a number of features that define turn construction. These characteristics are briefly summarized below.

“Speaker change recurs, or at least occurs” (Liddicoat, 2007, p.70). The rules do not ensure that speakers take turns equally, as conversations are shaped by the participants in interaction by themselves. Therefore, these rules do not limit the domination of a speaker during a talk.

“One person talks at a time and occurrences of more than one speaker at a time are common, but brief” (Liddicoat, 2007, p.70). The current speaker has the right to talk until the possible completion of his/her TCU. However, it is accountable when another speaker self-selects before a possible completion. Although the model allows overlaps or simultaneous beginnings, it allows some resolutions in a short time.

“Transitions with no gap or no overlap are common” (Sacks et al., 1974, p.708). This is because speaker change at possible completion prevents gaps, which would not be possible if speaker change occurred at actual completion. In addition, thanks to the projectability of possible completion, the next speaker can take a turn at the end of the previous speaker without an overlap.

“Turn order varies and the relative distribution of turns is not specified in advance” (Liddicoat, 2007, p.71). The order of turns is interactionally designed by the participants themselves. Therefore, turns are not distributed equally among speakers in conversation.

“Turn size is not fixed, but varies” (Sacks et al., 1974, p.709). Turn size varies as TCU elements range from a word to a sentence. Also, it varies because the current speaker might self-select as a next speaker, which allows the extension of a TCU.

“The number of parties can vary” (Liddicoat, 2007, p.71). The rules apply regardless of the number of speakers.

“Talk can be continuous or discontinuous” (Liddicoat, 2007, p.72). If a current speaker does not change to a next speaker and the next speaker does not self-select, then the conversation may discontinue. However, if there is silence, even though the current speaker chooses the next, it is accountable.

3.2.7. The Repair Mechanism

Repair is the treatment of problems in talk. Problems can be anything causing interruptions in conversation and anything that impedes interaction (Seedhouse, 2004). As a result of unfixed problems, a relevant subsequent action cannot be performed, bringing the conversation to a halt. Therefore, such situations are considered repairable by the participants of the talk.

Repair is given the utmost importance because of its role in proceeding intersubjectivity. Schegloff et al. (1977) revealed a sequential pattern of repair preference. There are four types of repair in CA: self-initiated self-repair, self-initiated other-repair, other-initiated self-repair, and other-initiated other-repair (Liddicoat, 2011). The first type, self-initiated self-repair, is defined as the repair where the speaker recognizes and resolves the repairable element after production. In the second type, self-initiated other-repair, the speaker

recognizes the repairable after production, but the resolution of the problem is achieved by the recipient. Another type, other-initiated self-repair, refers to the resolution of the problem by the speaker of the element that can be accountable as repairable. However, the repairable is indicated by the recipient. The last type is other-initiated other-repair, where the recipient is the one who not only recognizes the problem but also resolves it (Liddicoat, 2007). Both self-initiation of repair and self-repair are more favorable and common among participants in comparison to other-initiation of repair and other-repair. Sidnell (2012) highlighted that this preference order is not due to emotional or psychological reasons but because of sequential position in conversations. The trouble source (TS) is the first participant to have a chance to initiate and conduct repair in the same turn. So, it may be suggested that self-repair is more face-saving.

3.3. Validity

Even though CA's limited database is considered to be a restriction to validity, the emic perspective of CA studies is what makes this method strong in terms of validity. Seedhouse (2004) suggested that CA researchers "cannot make any claims beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise" (p.255). To elaborate, validity underlies in the evidence provided by the meticulous analysis of sequential patterns of interaction, which is also related to the next-turn proof because, as Peräkylä (2004) suggests, the speakers locally share meaning and interpret talk in interaction. Also, as CA requires a fine-grained analysis of each extract, this increases the validity of the results (Seedhouse, 2004).

In this thesis, internal validity exists as the 'emic perspective,' outlined previously in this chapter, is maintained throughout the study. Claims made in this study are not based on the participants', teachers', or the researcher's interpretations or perceptions about the learners' knowledge, language proficiency, or competence but are based on evidence from the detailed analysis of sequences of talk from an emic perspective. Moreover, generalizability related to external validity is also present in this study. Generalizability in this context pertains to the concept of expanding the findings beyond the particular group discussion exams investigated in this study. Various findings of different interactional CA studies have revealed shared characteristics in many ways, such as basic systematics of turn-taking in oral

proficiency exams (E.g., Galaczi, 2014; Hırçın-Çoban & Sert, 2020). This research demonstrates that similar to previous research findings, various multimodal resources, such as smiles and laughter, pointing, and gaze aversion, are employed to achieve intersubjectivity around turn construction. However, I cannot claim that the phenomenon being examined (employment of smiles and laughter around turn-construction in group discussion exams) will display similarly in different oral proficiency exams because there has been no prior systematic investigation into this particular phenomenon. Nonetheless, based on the results, the phenomenon is performed similarly in different groups, which is a crucial stage in extending its applicability to other situations in the future.

3.4. Reliability

According to Kirk and Miller (1986), reliability is the degree to which the results are not influenced by chance factors or incidental factors in the research process. Reliability in CA studies is related to the selection of recordings, competence in transcriptions, and technical quality while recording interactions.

In this study, recordings are randomly selected from various B1-level classroom oral exams without considering the primary research question to maintain the data-driven nature of the CA method. Therefore, the initial motivation of the research is not regarded in selecting recordings. Moreover, in order to ensure reliability, 8 hours of data from 62 group discussion exams from the archive are included in this research.

Considering the transcriptions of recordings, because these are only representations of the actual data, transcripts are done with the aim of giving as much information and detail as possible. First, Mondada transcription conventions were used (see Appendix 2. & 3) to satisfy this research's reliability. Secondly, numerous researchers have examined the transcriptions in 3 different data sessions, which are in HUMAN (Hacettepe University Micro-Analysis Network) in March 2020, MIUN (Mid-Sweden University) in November 2021, and ERUMARG (Erciyes University Micro-Analysis Research Group) in March 2022. Finally, in order to satisfy consistency in terms of technical quality, all exams have been recorded with laptops provided by the institution. Because the number of learners in each exam ranges from 3 to 5, one camera has been sufficient to capture all the test-takers. After

watching all the videos, I removed a few videos with poor sound or video quality from the research data.

3.5. Research Context and Design

The research data came from the B1 level oral assessment archive of the School of Languages Department of a higher education institution in Istanbul, Turkey. The students' language skills were measured throughout the semester utilizing various assessment tools, such as Process Writing, Group Discussion, Midterm, and Final Exams. While the first two exams measured students' productive skills, writing and speaking, respectively, Midterm and Final Exams included reading, listening, and use of language sections. This research focuses on students' interaction in oral assessment; therefore, the Group Discussion Exam archive data were analyzed using a Conversation Analytical approach.

Either two or three language instructors were teaching one section. The Group Discussion Exam was conducted and assessed by one of the class instructors depending on who taught on the exam day and the specific lesson that overlapped with the exam in the schedule. In addition, the assessing teachers entered a standardization session the same week as the exam. In the standardization session, assessors became more familiar with the assessment criteria (see Appendix 4.) and benchmark grades by examining and evaluating 2 sample student discussions from previous exams as a group.

A week before the exam, students were given some themes and a list of links for suggested internet articles related to the themes that might come up in the exam. They were encouraged to study for the themes before the exam. The groups were decided by the main class teacher, but these group allocations were not announced to the students before the exam. At the beginning of the exam, the assessor teachers gave each student in the group a piece of paper with the exam prompt on it (see Appendix 5 for exam prompts). Then, the teachers randomly assigned students to a stance, guiding them on whether they would agree or disagree with the prompt. After the prompt sheets were distributed, the students had 6 minutes for preparation. During this time, test-takers were allowed to take notes but could not refer to their books, articles, or ready-made notes. At the end of the preparation time, students were given six to ten minutes to discuss the prompt. Six minutes were given for groups of three, eight minutes for groups of four, and ten minutes for five people.

As for the research design, this qualitative study was carried out employing the Conversation Analytical Methodology to investigate the sequential positions of smiles and laughter in oral group discussion exams. Therefore, this study aims to provide evidence of whether a smile and laughter facilitate conversations in oral exams. The answer to this question will enhance our understanding of the different multimodal resources employed to achieve interaction in the L2 oral proficiency exam context. According to Reddington and Waring (2015), CA attempts to reveal unspoken methods and systems of social interaction. For this cause, it uses video recordings and detailed transcriptions of natural interaction as data. This provides an opportunity to see through the participants' viewpoints. To that end, CA presents an emic perspective that "provides an internal view" (Pike, 1967, p.37).

A descriptive CA study, this research is based on the B1 level oral assessment archive of the School of Languages Department of a higher education institution in Istanbul, Turkey. The data consists of 62 different exam recordings, each of which is six to ten-minute long, depending on the number of students taking the exam. The data for the archive were collected via video recordings using a laptop camera that the institution provided. Because the number of students taking the exam simultaneously ranged from three to five, capturing all test-takers with one laptop camera was possible. Therefore, using one single camera to record each group did not influence the quality of the videos, nor did it hinder participants' visibility in the videos.

3.6. Ethical Considerations

Since the data was taken from the exam archive of a higher education institution, permission to access and use the archive videos of these exams were taken from the director of the Department of School of Languages in the institution. Moreover, the test-takers were contacted for their consent later via their institutional emails. There was no appearance of assessors in the recordings, nor was any data related to their grades used. As a result, data collection was done with the consent of both the institution and students. Participants were informed that their identities would be kept confidential and that the data would only be used for the study. The students' names were replaced with letters such as HAB, SUM, and ESI to ensure anonymity. In addition, before conducting this research, I obtained approval from

the ethics committee at Sakarya University (refer to Appendix 1) to guarantee adherence to ethical standards.

3.7. Participants

Data were taken from the B1 level oral assessment archive of the School of Languages Department of an English medium university in Istanbul, Turkey. Only very few departments in this institution provide education in Turkish, including the Department of History and the Department of Turkish Literature. The data included one hundred fifty participants who took the B1 level oral group discussion exam. The test takers were university students enrolled in the English Preparatory Programme of the School of Languages Department, which provides an intensive English program for academic purposes before the first year. The students' ethnic background or gender differences are not my concern in this particular research study because in CA, unless there is clear evidence that participants orient to a particular contextual factor, "we should not approach the data with any prior theoretical assumptions or assume that any background or contextual detail are relevant." (Seedhouse, 2006, p.167). In addition, gender and ethnicity are not observed to be an issue in this research.

3.8. Data Analysis

According to the principles of conversation analysis, no detail can be considered irrelevant or given priority in understanding the interaction between people (Liddicoat, 2007). In order to uncover and describe the organized patterns of social behavior in an interaction, conversation analytic transcripts must be sufficiently detailed to support the analyst's investigation (Hepburn & Bolden, 2013). Therefore, transcription must include detailed descriptions of all aspects of the interaction, not just the words spoken by the participants. Following the CA principles, to facilitate micro-analysis of oral exam interaction, all video recordings have been closely observed without any prior motivation and transcribed using the Mondada conventions (see Appendix 2 & 3) since this system ensures a detailed transcription of not only spoken utterances but also gestures, body movements, and

especially smiles and laughter. Nonverbal behaviors have been marked using different signs for each action and each person in a separate line. Some screenshots marked with a "#" sign have also been provided to display multimodality.

A coding system was used to ensure ease of access to the relevant data and organize the recordings and transcriptions. In the example of "5-MOD2-B106-G4-ESI-FEY-EMI-ENE," MOD2 refers to the module, in other words, which part of the semester the exam was conducted, B106 refers to the class code, G4 is the group number and the last letters are the letters used instead of the names of the students. The number at the beginning of the title of the recording or extract is added at later stages of the research after choosing the extracts to be used in the Findings Chapter of this research.

There are certain steps to follow in order to ensure validity in CA data collection and analysis processes. Seedhouse (2004) outlines the stages for CA data analysis as follows:

- *"Unmotivated look at the data*
- *An inductive search throughout the database to establish a collection of instances of the phenomenon*
- *Establishing regularities and patterns in relation to the occurrences of the phenomenon in order to show that these instances are produced and oriented to by the participants as normative organization of the action*
- *Finally, a more generalized account of how the phenomenon relates to interaction in the broader sense is produced."* (Seedhouse, 2004, pp.38-39).

While creating the collections, I adhered to the necessary steps for CA. Initially, I watched all the group discussion recordings several times with an impartial approach, without focusing on any particular aspect. Then, I started to look for a pattern in the students' actions in the recordings. One significant action that was noticeably common in the recordings was smiles and laughter despite the seriousness of the context. Then, I started to transcribe the occurrences of smiles and laughter. These initial transcriptions displayed that there is a pattern in student smiles and laughter, and they occur in a sequentially organized way. Then, I started to look for instances of smiles and laughter, thus ensuring that these acts occurred in a normative fashion. Later, I created a collection of smiles and laughter in group discussion exam context. After gathering a sufficient number of instances in the collection, I proceeded to analyze it using Seedhouse's recommended approach (Seedhouse, 2004). Through this initial analysis, it became apparent that there is an ordered pattern in how smiles

and laughter occur around turn construction. A pattern was observable through the systematic employment of smiles and laughter around troubled turn-construction. To further explore this, I conducted an extensive literature review on smiles and laughter in the L2 context, as described in the Literature Review chapter. In my research, I came across Sert & Jacknick (2015) and Petitjean & González-Martínez (2015)'s articles, which suggest that smiles and laughter are multimodal resources that perform tasks such as indicating and resolving interactional problems. Therefore, I decided to concentrate on smiles and laughter around troubled turn-construction.

3.9. Conclusion

This chapter outlined the methodological background of this study and presented information regarding the validity, reliability, research context, design with data collection procedures, ethical considerations, and data analysis procedures. Considering the research questions and purpose, the Conversation Analytic approach is the most relevant to this study for the reasons discussed in this chapter.

The next chapter will present the findings of the research addressing the research questions with regard to the sequential position of smiles and laughter and the actions achieved in interaction with a smile and laughter.

CHAPTER IV

4. FINDINGS

This chapter discusses the findings of the study in accordance with the research questions. A smile and laughter around troubled turn construction are retracted when a next speaker maintains the progressivity of talk. Therefore, it can be proposed that a smile and laughter function as a face-saving action that minimizes the interruption in the interaction around turn construction.

When the silence is attributable to the current speaker, the trouble around turn construction is resolved by the current speaker by verbally closing the turn or verbally leaving the floor to other speakers. Even though the starting position of a smile and laughter around troubled turns varies, the retraction of a smile and laughter occurs when the next speakership is ensured. Therefore, it can be argued that a smile and laughter minimize the trouble of maintaining the progressivity of interaction. Moreover, even though incomplete utterances can be seen as an opportunity to be the next speaker in interaction, in the B1 group assessment context, when silence is attributable to the current speaker, the other test takers tend to leave the floor to the current speaker to complete the utterance until the current speaker verbally gives the turn. In contrast, when the silence is not attributable to a speaker, the resolution is accomplished by a speaker different from the current speaker.

4.1. Silence attributable to a next speaker

In extracts 1, 2, and 3, the current speaker displays an attempt to continue their speakership or self-selects the next speaker using rising intonation or the use of an additional linker such as "and." However, when they do not continue their turn despite indicating an intention to continue, it poses a problem to the progressivity of interaction. Consequently, an increased transition space (ITS) (Liddicoat, 2007, p.80) occurs in their turn, which is attributable to the current speaker. The ITS is filled with gaze, body gestures, smiles, and laughter. The smile is observed to continue until the next speaker takes the turn with a clear turn constructional unit (TCU) (Liddicoat, 2007, p.54), or the next speakership is ensured. The

smile continues if the next speaker starts with a hesitation marker such as “err;” however, it is observed to be retracted after a word, phrase, or a complete or incomplete clause is produced. Therefore, it can be concluded that TCUs starting with a hesitation marker are not considered indicators of next speakership by the person smiling until a word, phrase, or clause is produced. Moreover, unlike teacher-student interaction, incomplete utterances are not taken as an opportunity to take the next turn to complete the previous speaker in the B1 level group discussion exam context.

Extract 1 given below displays a typical example of the occurrences of a smile and laughter during an elongated silence that is attributable to the current speaker, which is one of the most common occurrences of smiles and laughter around turns. Moreover, as illustrated in this extract, the onset of a smile is during the silence due to lack of topic extension, while the smile and laughter are retracted when a next speaker ensures the progressivity of interaction. In this particular extract, the students discuss the third topic: “When people get rich enough, they should stop working.” FER was assigned to agree with the statement, whereas BER and IMA were assigned to disagree with the prompt.

Extract 1 MOD2-B1-06-FER-BER-IMA

1 FER *i *~have objection*&*|here.(0.5)~for because you

*..*gathers both H* *points IMA w RH arm forward-->

fer ~ moves his body forwards-----~

ima -->&lowers RH, moves a pen in RH-->

ber -->|gz FER

2 say↑(.)they just work for(.)to die*(.)*↑no it's not

fer -->*...*points w palms down-->

3 *(0.6)

fer -->*raises RH-->

4 like this. they* work,*@&

fer --*holds R wrist w LH*

ima -->@

ima -->&

5 !*(0.7) !+\$(0.5)

fer *gathers hands at eye level, drops chin→

fer \$smiles→

fer !.....!gz down-->

6 FER °i'm sorry°\$!\$\$

F1 -->\$-\$\$laughs→

fer -->!...gz IMA-->

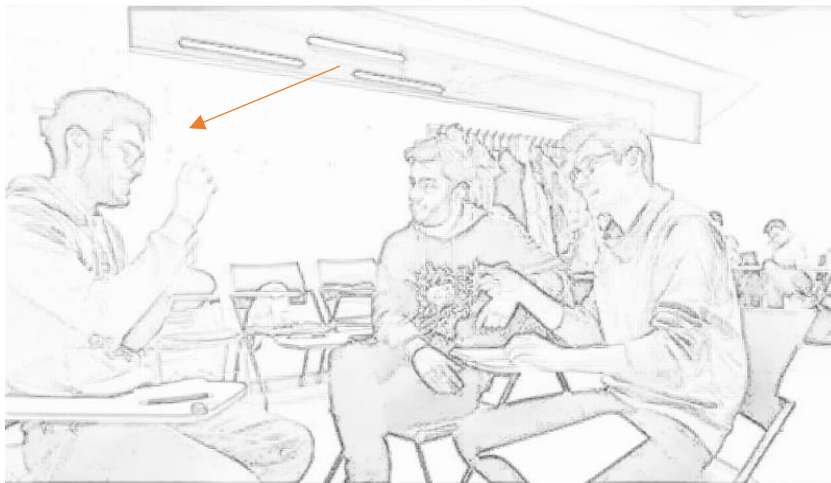


Figure 1. Emergence of FER's smile

7 IMA [&°no pr&oblem°

&opens RH&

8 BER [%°no pr&oblem°

%opens RH

9 (0.3) + *(1.1) *+ \$\$!*(1.1)

fer -->\$\$

fer *points R arm holding w LH--* *lowers R arm

fer -->!gz notes

[illegible]

Figure 2. Retraction of FER’s smile

word, “*work*,” ends in a rising intonation, which displays an incomplete turn, yet the pause in line 5 occurs to be a 1.2-second-long silence, which is an indicator of trouble in talk (Liddicoat, 2007, p.72). In line 5, the long silence is attributed to FER and not taken as a transition relevance place by the other speakers. The 0.7-second silence of FER looking down at his notes is followed by a 0.5-second silence, at the onset of which FER starts to smile. During the silence, FER smiles and breaks the silence by saying “*i’m sorry*.” and laughs. Other speakers give a go-ahead token by saying “*no problem*.” FER continues his laughter as the silence continues for 1.4 seconds. Then he looks at his notes and smiles while pointing at IMA. Then, he orally gives the turn by saying “*can you continue*.” IMA takes the turn with an aligning phrase “*yes, I agree with you*.” IMA begins to rephrase FER’s previous arguments. FER’s smile is retracted after two complete clauses: “*yes, I agree with you. they work for developing themselves*”. Although the smile minimizes the risk of lack of a next-speaker and mitigates the trouble due to loss of progressivity, it is not perceived as a go-ahead token by the other interactants when the current speaker flags continuity of the turn by producing an incomplete turn. Even though IMA rephrasing FER’s previous argument demonstrates his listenership and ability to maintain talk, IMA leaves the floor to FER despite the long pause due to FER’s indication of an intention to continue, an incomplete utterance “*they work*.”

Regarding the sequential position of acts of smile and laughter, a smile comes in line 6 after a 0.7 second of silence. It turns into laughter after FER acknowledges the problem verbally by saying “*I’m sorry*.” IMA and BER respond by saying “*no problem*,” while IMA continues his laughter for a 1.4 second of silence, which is an acknowledgment of trouble. The trouble is also demonstrated by his hand and arm movements. His laugh is retracted when he gazes at his notes for 1.1 seconds. However, after a 1.2-second more silence, he smiles and gives the turn by saying “*can you r(0.6) continue*”. Consequently, his smile minimizes trouble and helps manage intersubjectivity with his self-repair, giving the turn. His smile is retracted only when a next speaker ensures to take the turn and continues the turn for some time.

Similar to Extract 1, the following extract below displays a typical example of the occurrences of a smile and laughter occurring around turn construction. A smile emerges during a silence accountable to the current speaker. Even though the smile is on and off during the silence, it is retracted completely when the progressivity of interaction is ensured by a next speaker. A micro-analysis of the starting and ending positions of smiles demonstrated that the student’s smile serves as an acknowledgment of existing trouble and

helps achieve intersubjectivity through mitigation of insufficient extension of the turn. In this particular extract, the students discuss the prompt given by the teacher: “The design of a product is more important than its price.” HAB and MEH were assigned to agree with the statement, while FAT and BAT were assigned to disagree with the prompt.

Extract 2 MOD2-B103-G1- FAT-BAT-HAB-MEH_and you said

1 HAB #[and it's] not important #i think (0.5) #and %you said

%head up

hab -->#gz down-----#gz BAT-----#gz FAT

2 HAB (0.7)there (0.4) %β>you said< again expensive,%β

%R hand up, points FAT-----%

meh β gz down covering HAB's faceβ

3 HAB (0.7)\$(0.5) er \$(0.7) αand %(0.6)

%L hand up-->

hab F3 \$smiles-----\$

meh αgz HAB-->



Figure 3. Emergence of HAB's smile

4 HAB #Sok #tha+t's% it.α

#,,,,,,,,gz MEH-->

hab F4 \$smiles-->

hab ->%

meh -->αgz forward

fat +smiles-->



Figure 4. Emergence of HAB's smile

5 MEH actually αerr i want too &er say something, €+(0.4) €&err α

αgz down covering HAB's face-----α

bat &gz FAT and smiles-----&

fat €gz BAT-€

fat +smiles-->

6 MEH \$(0.8)fatTAH said, \$

hab \$-----\$ F5



Figure 5. Retraction of HAB's smile

In Extract 2, HAB shares his opinion by saying “*it’s not important i think*” and then attempts to paraphrase or repeat the previous speaker’s turn. He signals his attempt with an incomplete reported speech, “*and you said,*” which also marks the continuation of his turn. A 0.7-second silence is observed at this point which is not regarded as a TRP by the other speakers due to the incomplete noun clause produced by the current speaker. This silence is broken by HAB’s attempt to maintain his turn with the word “*there.*” However, a 0.4-second silence occurs this time. HAB self-repairs the interruption and maintains progressivity by saying “*you said again expensive.*” The last word is pronounced in rising intonation, which is an indication of the continuation of the turn. In other words, the current speaker, HAB, self-selects as the next speaker. However, HAB takes a long pause where a smile occurs for 0.5 seconds. The silence is not considered an opportunity to take the turn by the other speakers. Therefore, the interactional trouble is maintained for longer than 2 seconds. Later, HAB closes his turn by saying “*ok that’s it*” with a recurring smile.

Although he resolves the interactional trouble regarding the progressivity of the conversation, his turn closure leaves the previous attempt incomplete context-wise, which is demonstrated by his smile while closing the turn. As he previously hints at an intention to add a point, the turn closure is sudden and leaves his attempt incomplete. The smile is maintained for some time after MEH took the turn and retracted only after MEH manifested next-speakership by saying “*actually err i want to say something err*”. Similar to Extract 1, in this extract, it is observed that a smile occurs on and off during the interactional trouble of turn-closing and turn-taking. It is retracted only after the trouble about turn-taking is ensured to be resolved by a next speaker.

Another example of a smile given below in Extract 3 demonstrates the variety of the starting position of smiles around turn construction. A smile emerges at the end of the current speaker's self-repair. Even though MUS hints extension of the turn with "*and*," after a 0.4-second silence and a hesitation token, MUS self-repairs and completes the turn with a "*yeah*." The beginning of the smile and the next speaker's turn-taking overlap. On the other hand, the smile is retracted after the next speakership is achieved by another speaker. Therefore, the smile in this extract indicates an acknowledgement of recent trouble and helps manage intersubjectivity by mitigating the abrupt turn completion. In this particular extract, the students discuss the following prompt: "When people get rich enough, they should stop working." MUS and BET were assigned to agree with the statement, while RUM and MER were assigned to disagree with the prompt.

1 MUS (0.2) er #husband *so#rry* (.)err and@ (0.4) err
-->#gz MER-----#gz down
mer >>gz MUS-->
bet >>gz MUS-----@
rum >>gz MUS-->
2 MUS #yeah
#gz MER-->
3 MER \$[er #however]%er+when, +(.)#you(.) #do #these %activities#
+gz MER+gz MUS-->>
rum -->%gz MER-----%gz MUS-->
mus --->#gz BET-----#gz MER#gz down#gz MER-----#
mus F6 \$smile-->



Figure 6. Emergence of MUS's smile

4 RUM [inaudible]

5 MER #you: must↑ \$err pay↑ money. #(0.8) #(0.6) #
 mus #gz down-----#gz MER#gz down#
 mus F7 -->\$



Figure 7. Retraction of MUS's smile

6 MER so, you spend and you lose your money. (0.7)

7 MUS yeah^

In extract 3, MUS signals the continuation of a turn by saying “and” followed by a 0.4-second silence and a hesitation token, “err.” Therefore, the elongated silence is not taken as a transition relevance space by the other speakers, yet it is attributed to MUS. Despite indicating an intention to add a point with “and,” MUS completes his turn with a “yeah” while shifting his gaze from his notes to MER. The closure of the turn contradicts his

previous action of signaling an additional point. Although there was no long silence indicating any trouble, this contradiction at the end of his turn is considered laughable by MUS. In line 3, MUS smiles immediately after saying “*yeah*” when MER takes the turn with an “*er however.*” MUS’s smile emerges at the end of his turn “*yeah,*” which is also the beginning of the next speaker’s turn. The smile is retracted after the next speaker displays that the progressivity of interaction is maintained. The next speaker starts an adverbial clause that is “*when you do these activities.*” MUS retracts his smile in the middle of the main clause. Unlike the previous extracts, the smile in extract 3 appears at the beginning of the resolution stage of the interactional trouble rather than a prior stage, such as silence signaling trouble. Nevertheless, the smile is retracted after the progressivity of interaction is ensured by a self-selected next speaker who produces an adverbial clause, followed by a main clause. The smile is retracted when the next speaker starts the main clause with a subject and a modal. Therefore, similar to the first two extracts, it can be argued that a smile mitigates the trouble caused by loss of progressivity.

4.2. Silence non-attributable to a next speaker

Extracts 4, 5, and 6 demonstrate evidence for the retraction sequence of a smile and laughter that emerges when the progressivity of interaction is interrupted between turns, and trouble is non-attributable to any speaker. In the group discussion exams analyzed in this study, when the next speaker is not selected by the current speaker, and none of the speakers self-select, the smile and laughter are retracted after the next speakership is ensured. A smile and laughter are observed to be retracted when a next speaker self-selects by starting to produce a clause. The next speaker does not necessarily finish the clause when the smile and laughter are retracted. The production of the subject of a clause or the end of a subordinate clause may be the position where the smile and laughter are retracted. However, the hesitation token “*err*” is not considered a TCU in interaction since the retraction of smile and laughter does not emerge after the hesitation token “*err.*”

Extract 4 below displays a typical example of the emergence of a smile and laughter that acknowledge trouble that is not attributable to the current speaker, which is another common occurrence of smiles and laughter around turns. In this extract, a smile and laughter emerge during an elongated silence. The smile and laughter are retracted when the progressivity of

interaction is ensured by a next speaker. The sequential position of the smile in this extract demonstrates that it helps mitigate trouble and achieve progressivity of talk. In this particular extract, the students discuss “Sharing your problems with a family member is better than sharing them with a friend.” As assigned by the teacher, SUM and DIL agreed with the statement, while GOK disagreed with the prompt.

Extract 4 MOD2-B102-DIL-GOK-SUM

1 SUM so, @they can@ @understand@(.) @us
 sum @gz DIL @gz GOK @gz above @
 2 @#&(1.1)@ #& %(0.4) @ #+(1.1)% %#&(0.3)
 sum @gz DIL @gz GOK--->
 #point RH at DIL #opens both palms #places chin on R palm
 F8 +.....laughs--->
 gok %gz SUM-----% %gz notes
 dil &gz SUM & &gz GOK

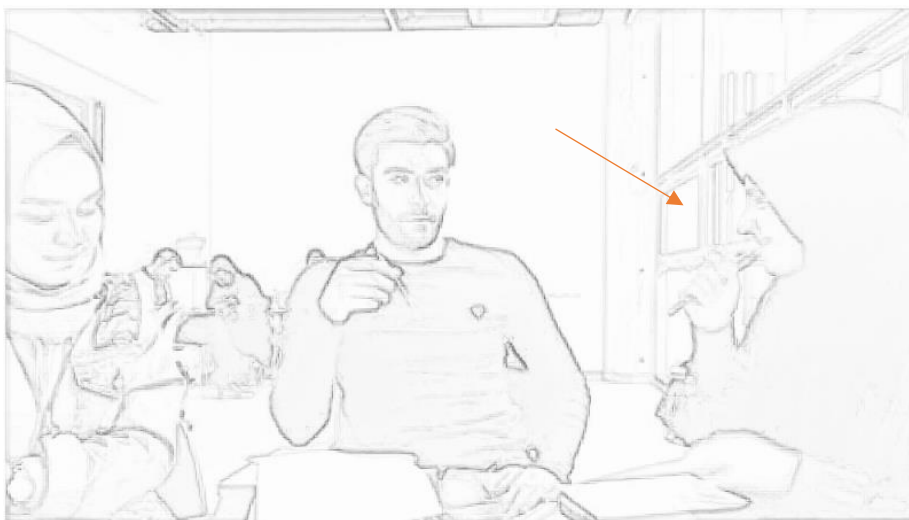


Figure 8. Emergence of SUM's smile

3 GOK **but, ee %you @+don't have any**

%gz SUM

sum --->@

sum F9 --->+

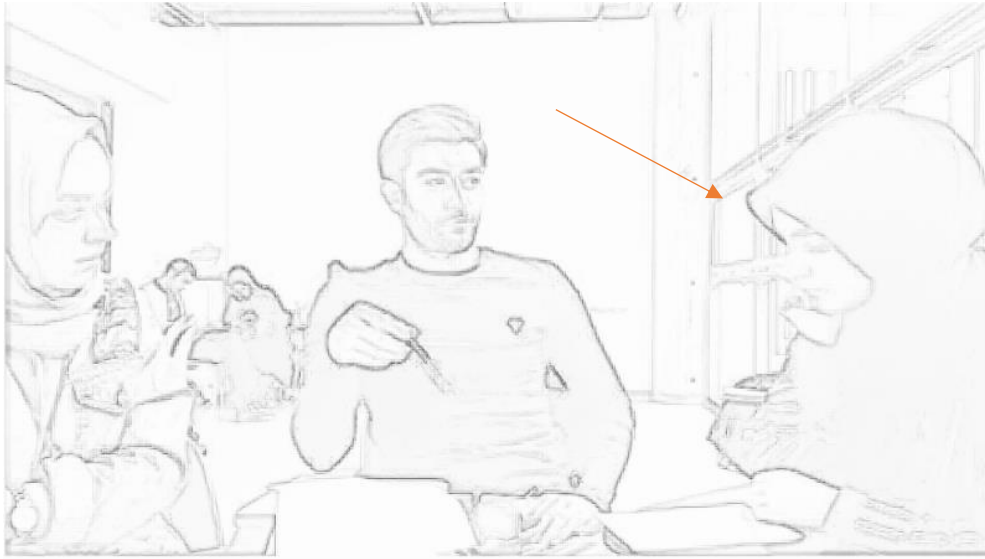


Figure 9. Retraction of SUM's smile

In this extract, SUM takes a turn to give an opinion about whether it is better to ask for opinion from friends or parents. She supports the idea that it is better to get an opinion from parents since they have more experience in life. In line 1, she completes her turn without allocating the next turn to anybody else. In line 2, a total of 2.9-second silence occurs. This silence is non-attributable to a next speaker. SUM uses her hands and gaze during this silence. First, SUM gazes at DIL while pointing her right hand at her. The silence does not break for 1.5 seconds. As GOK gazes at SUM after a 1.1-second silence, SUM gazes back at GOK while opening both palms. At this point, SUM starts laughing. Her laughter mitigates the interruption in the interaction. GOK looks at his notes and takes the turn. The next speaker self-selects 1.4 seconds after SUM's laughter. Although GOK signals his next speakership by looking at his notes, the laughter is retracted after the next turn is ensured by the next speaker. As the next speaker produces the subject of a sentence, SUM retracts her laughter.

The following extract demonstrates that the starting position of a smile and laughter varies. During an elongated silence around turn construction, ESI averts her gaze, which can indicate turn allocation (Rossano, 2012). As ESI takes the turn after a 5-second silence, she smiles. Unlike the previous examples, the smile appears at the beginning of the resolution of trouble and is retracted as the next speaker proceeds. With a smile, ESI acknowledges the trouble. In this extract, the students discuss the following prompt: “People gain more experience by reading books than by travelling.” As assigned by the teacher, EMI and ENE agreed with the prompt, while ESI and FEY disagreed with the statement.

1 ENE # (0.2) ee everything (.) is in the book (0.4) for ex°ample°

2 (1.4)#@ *#@(1.6)\$%@(2.0)

```
fey      #gz EMI-----#gz ESI-->
```

fey F10 \$smiles→

fey %opens hands, shakes head L to R

esi @gz FEY @gz FEY @gz ENE

3 ESI @ &but their people &(.) tell us (.) @\$& ÷their erm story÷

esi F10-11 &smiles-----&laughs-----&

esi ÷scratches R eye÷

fey F11 -->\$

4 ESI ÷for example ÷topkapı palace

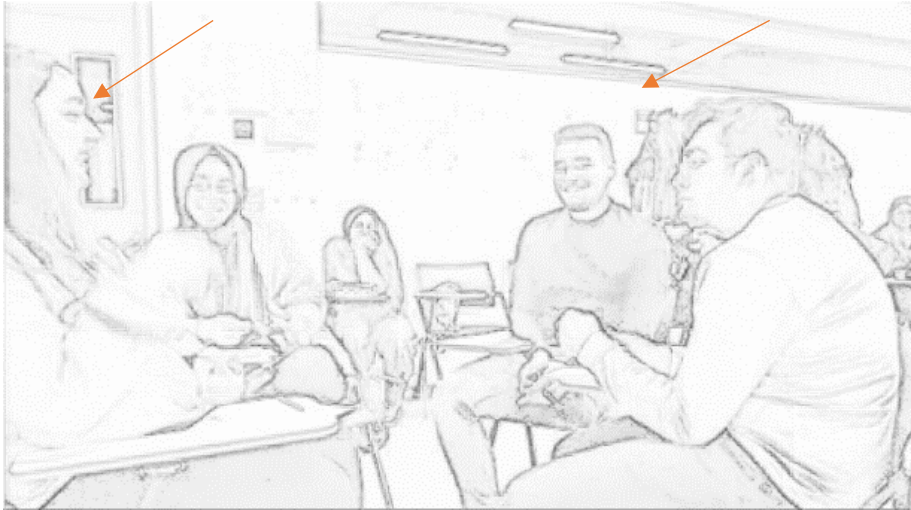


Figure 10. Emergence of ESI's smile



Figure 11. Retraction of ESI's smile

In Extract 5, four students discuss whether one can learn about a place more by reading about it or traveling there. In line 1, ENE argues that one can learn about a place by reading. He finishes his turn by saying “*everything is in the book for example.*” Although “*for example*” is misplaced in the sentence, the production of the last two syllables of the word “*example*” in a quieter tone indicates the completion of the turn. This could be due to L1 transfer since the Turkish word “*mesela (for example)*” can be used at the end of a sentence. In the data, some examples of the use of “*for example*” were observed on several occasions. At the end of his turn, ENE does not select the next speaker, nor does a next speaker take the turn. Therefore, none of the speakers are accountable for the elongated silence emerging after ENE's turn. Nevertheless, this interactional design occurs in a group discussion exam context, where

The final extract demonstrates another example of a smile emerging during an elongated silence that is not attributable to any next speaker. The smile appears during a long silence around turn construction and retracted as a next speaker ensures the continuation of talk. In this example, the students were given the following question to discuss: “Marrying at an older age has more benefits than marrying at a young age.” The teacher assigned ESI, FUR, and ENE to agree with the statement, whereas FUL and KUB to disagree with the prompt.

2 FUL #erm same, #problem (.) with (.) you#ng marriage

3 (0.7)# ≠ (0.7) ≠ (0.6)% (2.1) % \$(0.4)

fur	F11	\$smiles-->
-----	-----	-------------

ful %scratches hair%



Figure 13. Retraction of FUR's smile

Similar to the previous extracts, Extract 6 demonstrates the sequential position of the retraction of a smile during trouble around turn construction. In this extract, learners discuss whether it is better to marry at an early age or not. In line 2, FUL, as a response to the previous speaker, argues that people have the same problem when they are married at a young age. However, the argument is not further developed by FUL, nor is a next speaker chosen by the current speaker. Therefore, the silence cannot be attributable to any speaker. After 4.1 seconds of silence, FUR smiles, and 0.4 seconds later, ESI smiles for 0.6 seconds. Then, she takes the turn and starts a subordinate clause. FUR's smile is retracted at the end of the subordinate clause before the main clause is produced. Therefore, it can be argued that FUR's smile minimizes the trouble of the progressivity of talk.

CHAPTER V

5. DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

This chapter aims to discuss the research findings in relation to the research questions by comparing them with the relevant literature introduced in the second chapter, Literature Review.

In the Findings Chapter, two points are investigated based on the research questions employing the micro-analytical CA approach. (1) The sequential organization of a smile and laughter in B1 group discussion exams, and (2) the actions achieved by a smile and laughter in B1 level group discussion exams. The findings related to the two points demonstrate that (1) in B1 level group discussion exams, a smile and laughter emerge when there are abrupt turn completions, insufficient topic extensions, or silence that cannot be attributable to any next speaker. The retraction of acts of a smile and laughter occur after a next speaker ensures speakership by producing a subject of a sentence, a subject with a verb, or a subordinate clause. However, utterances such as hesitation markers or fillers are not considered relevant positions for the retraction of a smile and laughter. Moreover, the findings display that (2) a smiling or laughing act can mitigate troubles in cases of an abrupt completion or silence non-attributable to a next speaker after turn completion. The final position of a smile and laughter can be argued to indicate that they minimize the trouble and save face when the progressivity is interrupted in interaction. Smiling and laughing acts can also signal and acknowledge potential or existing trouble.

The contribution of the findings of this study is related to the sequential position of a smile and laughter around turn construction in the L2 assessment context and its role in the achievement of progressivity in L2 assessment interaction among B1-level learners. There have been a large number of studies on acts of smile and laughter and turn management in L2 assessment. This study not only addresses the previous study findings in line with the research questions but also aims to provide contributions to the call for further research on

the topic (Auer, 2021; Hırçın-Çoban & Sert, 2020; Looney & He, 2020; Sert & Jacknick, 2015; Petitjean & Gonzales-Martinez, 2015; Galaczi, 2014; Sert, 2019).

5.1.1. The Sequential Position of a Smile and Laughter Around Turn Construction

In this section, the sequential positions of smiling and laughing acts are discussed in relation to the relevant literature. There are three key findings to be mentioned in relation to the sequential position of a smile and laughter. First, a smile and laughter emerge around turn construction involving abrupt turn completions or silence non-attributable to any speaker after turn completion. Second, the starting position of a smiling and laughing act may vary; however, the emergence of these acts is rare before a trouble source. Last, a smile and laughter around a turn is retracted after a next speaker ensures to maintain progressivity of interaction.

The first sequential position to be discussed is the appearance of a smile and laughter around trouble involving turn construction. Previous research on smiling and laughter in the L2 context shows that these acts occur around potential troubles in interaction (Looney & He, 2020; Glenn & Holt, 2013; Petitjean & Gonzalez-Martinez, 2015; Sert & Jacknick, 2015). According to the findings of Looney & He (2020), the emergence of laughter is around “delayed and disaligning responses” in classroom interaction involving a teacher and students. Similarly, Glenn & Holt (2013) argue that laughter is employed by not only students but also teachers in problematic situations. Specifically, Petitjean & Gozales-Martinez (2015) point out that students use laughter to serve as an interactional tool to manage a wide range of interactional trouble, such as giving a wrong or inadequate response, being caught while not paying attention and giving an opinion on a delicate subject. The findings of Sert & Jacknick (2015) also demonstrate that laughter occurs around potential troubles related to epistemic to maintain progressivity and affiliation in interaction. In line with these findings, the analysis of this study displays that in the L2 group discussion assessment context, test-takers employ a smile and laughter to manage abrupt turn completions, insufficient turn extensions, and trouble of next speaker selection after turn completions where silence is not attributable to a next speaker. The sudden turn completions are observed to be due to the inability of a current speaker to extend the turn (e.g., Extracts 1, 2, and 3). Moreover, even though there are some abrupt turn completions when a

dispreferred response, such as a disagreement, is given, trouble seems to occur when they accompany an insufficient extension of the topic in most cases. This may be because a disagreement may not be a dispreferred response in group discussion exam interaction, where the teacher assigns students roles to agree or disagree with a statement. It can be argued that because they do not agree or disagree based on their opinion but based on their assigned roles, disagreements do not always cause disaffiliation or may not always be considered dispreferred responses due to the nature of the assessment type. Therefore, the trouble can be regarded as a lack of turn extension rather than production of a dispreferred response.

The following two findings regarding the sequential position of smiling and laughing to be discussed are the starting position and retracting place of smiling and laughing acts around turn construction. Petitjean & Gonzalez-Martinez (2015) argue that smiling and laughing acts foreshadowing trouble emerge at the beginning of the turn. They also point out that smiles and laughter that preempt the acceleration of a problematic action appear during the speaker's turn and after the completion. Moreover, the findings of Looney & He (2020) display that the emergence of laughter may be "between the initiation and response turns" or "within an insertion sequence" (p.10). Similarly, the findings of this study demonstrate that the starting position of a smile and laughter varies around turn construction with trouble. The extracts show that a smile and laughter may start during a long silence due to lack of topic extension (e.g., Extracts 1, 2, and 3), silence due to lack of turn allocation (e.g., Extracts 4, 5, and 6), after abrupt completions (e.g., Extract 3), or in the beginning or the resolution of trouble by a next speaker taking the turn (e.g., Extracts 3, and 5). Apart from these findings, one significant contribution of the study is related to the final position of a smile and laughter. Even though the starting position of acts of a smile and laughter varies, as explained above, the findings show that retraction of a smile and laughter comes after the resolution of the trouble involving turn-construction is ensured by a next speaker. Smiling or laughing acts are retracted after a next speaker produces a subject of a sentence (e.g., Extract 4), a subject and a modal (e.g., Extract 3), a subordinate clause (e.g., Extract 6) or a complete sentence (e.g., Extract 1). However, the data shows that the retraction occurs after the subject of a clause is produced regardless of the utterances that come before the subject, such as hesitation tokens like "err," hedging phrases such as "actually," or linkers like "but." Any utterance is considered a TCU in conversation (Liddicoat, 2007). However, the fact that smiling and laughing acts are not retracted after these utterances may indicate that while

resolving troubles involving turn construction in the L2 group discussion assessment context, producing a subject of a clause ensures next speakership.

5.1.2. Actions Achieved by a Smile and Laughter

In this section, the actions achieved by a smile and laughter are discussed in comparison to the relevant literature. In line with the previous research, there are three key findings to be mentioned in relation to the actions that a smile and laughter achieve in interaction. First, they manage multiple actions when there is trouble around turn construction in the L2 assessment context. First, smiling and laughing can acknowledge existing or recent trouble in interaction. The second function of a smile or laughter is to mitigate a current speaker's action of not extending the turn, closing the turn suddenly, or lacking, a next speaker. Finally, another finding is that, co-existing with other verbal and non-verbal resources, smiling and laughing acts may serve as or precede a call for action when elongated silence exists. The first action achieved by a smile and laughter is the acknowledgement of existing or recent trouble around turns in L2 group discussion exam interaction. Previous research suggests that smiling and laughing acts display problematic actions in interaction. (Sert & Jacknick, 2015; Hırçın-Çoban & Sert, 2020; Petitjean & Gonzalez-Martinez, 2015). For example, Sert & Jacknick (2015) argue that learner smiles can be an indicator of epistemic problems of learners in classroom interaction. Likewise, Hırçın-Çoban & Sert (2020) point out that apart from gaze aversion and extended silence, smiles also serve as a signal of trouble. Moreover, Petitjean & Gonzalez-Martinez (2015) suggest that at the beginning of a turn, a smile and laughter are an acknowledgement of possible trouble. Building on the previous studies, the findings of this study demonstrate that a smile and laughter can display acknowledgement of existing (e.g., Extracts 1, 2, 4, and 6) and recent trouble (e.g., Extracts 3 and 5).

Another action a smile and laughter can achieve is mitigating trouble in interaction. A large body of research shows that smiles and laughter mitigate trouble of various kinds (Sert & Jacknick, 2015; Petitjean & Gonzalez-Martinez, 2015; Çopur et al., 2021; Looney & He, 2020). Previous research shows that smiles mitigate disaffiliation (Sert & Jacknick, 2015; Looney & He, 2020) and preempt the escalation of problematic actions (Petitjean & Gonzalez-Martinez, 2015). Moreover, Çopur et al. (2021) argue that examples of a teacher's employment of a smiley voice serve to mitigate the disaffiliation of repair sequences. The

findings of this study are complementary to the previous literature in that test takers' laughter, and smiles serve to minimize trouble of insufficient extension of turns, even though an extension may be hinted verbally or through prosodic devices. (e.g., Extract 1, 2, and 3). It is also observed that when there is elongated silence after the progressivity of a turn is hinted, the resolution of the trouble is achieved by the current speaker as a self-repair in the form of giving the turn to a next speaker (e.g., Extract 1), or completing the turn suddenly (e.g., Extracts 2, and 3). Further samples display that smiling and laughing can mitigate the elongated silence that cannot be attributed to anyone (e.g., Extracts 4, 5, and 6). These extracts demonstrate that test-takers minimize the trouble related to the challenges they face through smiles and laughter. The challenges are frequently related to a lack of topic generation, turn allocation, or lack of a next speaker. These challenges are frequently observed in the later parts of the exams, which might indicate insufficient knowledge of the topic of the prompt.

The third action achieved by a smile and laughter in L2 group discussion exam interaction is that it may be an indicator of a call for a next speaker. Several studies demonstrate that smiles and laughter serve to resolve the trouble in L2 interaction (Sert & Jacknick, 2015; Haakana, 2010; Petitjean & Gonzalez-Martinez, 2015). In line with the previous research, the study findings demonstrate that a smile and laughter have a role in resolving trouble around turns. Smiles and laughter can precede or co-exist with a verbal or non-verbal allocation of a next speaker (e.g., Extracts 1 and 2, respectively). The extracts in this study display that gaze and hand gestures, such as pointing and gazing at a possible next speaker, contribute to turn management. Similarly, Auer (2021) points out that in most cases, the gaze is accountable for the allocation of the next turn to the "gazed-at-person" (p.137). In the B1-level L2 group discussion assessment context, when there is an abrupt completion or elongated silence non-attributable to a next speaker, the current speaker uses gaze and hand gestures along with a smile and laughter to choose the next speaker. It is also observed that if the silence continues, the current speaker may verbally ask other test-takers to continue (e.g., Extract 1). Therefore, the sequential position of laughter in these extracts indicates that smiles and laughter can help resolve the trouble of elongated silences due to the lack of a next speaker.

5.2. Conclusion

Building on the literature, the findings about the sequential position of laughing and smiling acts support the previous research that proposes that these acts emerge when problematic actions occur around turn construction and that the sequential position of these acts may vary. This study is also complementary to the previous literature as the findings show that a smile or laughter is retracted after the trouble around turn construction is resolved by a next speaker.

This study also reveals that smiles and laughter serve to manage three separate actions around turn construction in L2 group discussion exams. One of the actions that a smile and laughter achieve around turns is the acknowledgement of possible trouble. Moreover, they mitigate not only an insufficient extension of turns but also elongated silences due to the challenges in topic generation faced by test takers. Finally, speakers employ smiles and laughter along with other multimodal resources to call for a next speaker.

5.3. Pedagogical Implications

This section presents the implications of the findings of this research for L2 teaching and learning. The implications are discussed with regard to the assessment of oral proficiency in the L2 context, teacher and learner awareness of non-verbal resources to maintain interaction and further research on human-robot interaction in learning.

Assessment of oral proficiency of L2 learners has been changing in L2 teaching and learning for decades due to the shifts in L2 teaching perspectives. Firth & Wagner's (1997) criticisms against the previous perceptions about non-native speakers and their arguments about how interaction is maintained have raised awareness of various resources and practices employed to achieve interaction. Moreover, the conceptualization of the phenomenon of Classroom Interactional Competence by Walsh (2012) has contributed to a deeper understanding of how L2 classroom interaction differs from interaction in different contexts. These changes in L2 teaching have provoked drastic changes in speaking exams and the rubrics used to measure oral proficiency. Despite the arguments around different ways to assess oral proficiency skills by including interactional competence, the most commonly held belief among

researchers is that paired or group speaking exams enable the assessment of interactional competence (Galaczi, 2014; Gan, 2010; May 2009; Nakatsuhara, 2011).

With regard to all these changes mentioned above, it becomes crucial to understand which interactional actions can demonstrate the accomplishment of interaction in L2 learning. Emphasizing the ability to manage intersubjectivity and co-construct meaning through specific interactional practices (Walsh, 2012), interactional competence is an area that offers room for further investigations since there is still a lot to uncover in terms of various resources employed in the L2 context to achieve interaction. Several leading studies display how gazes, facial gestures, smiles, and laughter are employed to maintain interaction in L2 classrooms (Sert & Jacknick, 2015; Sert & Walsh, 2013; Petitjean & González-Martínez, 2015). The analysis in this study not only aligns with the previous findings but also contributes to the literature as it is the first study that shows the sequential positions of smiles and laughter in oral proficiency exams and displays how smiles and laughter unfold in the L2 assessment context. The findings of this study demonstrate how smiles and laughter, together with gaze aversion and pointing, serve to indicate trouble related to extending a turn and to maintain progressivity by mitigating trouble around turn construction. Therefore, the findings support the argument that the employment of multimodal resources is an indication of interactional competence since they help co-construct meaning and maintain interaction (Hırçın-Çoban & Sert, 2020). Knowledge of these resources can inform the development of rubrics for assessing interactional competence in group discussion exams. Galaczi (2014) argues that even though CEFR descriptions of interactional competence provide a valuable frame across levels, the “generic nature” of these descriptors requires additional clarifications across levels. Even though this study does not provide a comparative analysis of the phenomenon, the detailed micro-analysis of the unfolding of smiles and laughter around turn-construction offer a complement to the generic nature of the CEFR descriptions.

Additionally, the study findings help raise awareness of teachers as assessors, learners, and assessment and rubric creators. Understanding how non-verbal resources help achieve intersubjectivity and maintain interaction, the perceptions of assessors, learners, and creators of exams and rubrics can shift from perceiving these actions as problematic to viewing them as indicators of interactional competence. Considering the influence of assessment format on measuring interactional competence, Seedhouse & Egbert’s (2006) IELTS report displays some differences between exam interaction and classroom or ordinary interaction. According to his report, IELTS Speaking Test interaction demonstrates an extremely high

degree of pre-allocation of turns compared to other institutional contexts. The examiner provides pre-allocated prompts and reads out scripted prompts, with some flexibility allowed in Part 3. Therefore, not only the type of turn but also the precise linguistic formatting of the examiner's turn is pre-allocated for most of the test. The findings of this research show that the range of interactional resources is varied due to the nature of the assessment type. Since there is no teacher or examiner to ask questions, turn construction is varied, and the resources employed to achieve intersubjectivity are presented with variety. Finally, there is a growing body of research on using robots in language learning and tutoring robots (Jakonen & Jauni, 2022; Al Moubayed et al., 2014; Demir-Lira et al., 2020). The use of robots in L2 learning and assessment is now apparent in research. Therefore, understanding how non-verbal resources, such as gazes, smiles, and laughter unfold in an L2 assessment context can contribute to human-robot interaction studies.

5.4. Limitations

One may argue that drawing generalizations based on data from one single institution can be problematic in the L2 context. Nevertheless, there are leading studies on learner interaction conducted by gathering data from one institution (Sert, 2011; Atar & Seedhouse, 2018). Therefore, it can be claimed that gathering data from one single institution is valid and appropriate. Moreover, since CA allows researchers to make detailed and focused conclusions about a particular interaction, the number of institutions from which the data is collected becomes irrelevant. The main goal of the study is to describe the actions of L2 learners in oral proficiency exam interactions. Additionally, in this research, I do not intend to compare assessment tools or methods in different institutions in relation to the phenomena being investigated. Instead, the goal is to describe the occurrences of smiling and laughter in group discussion exam context. Previous CA research has also gathered data from one institution or just two classrooms. For example, Sert (2011) used CA to investigate how “claims of insufficient knowledge” develop in interaction in two classrooms taught by one teacher. Another validity argument could be related to collecting data only from B1-level students. However, I have no intention of conducting a comparative analysis of oral proficiency across levels. The main goal is to investigate the sequential positions of smiles and laughter in multi-party conversations in an assessment context. Further research can be

carried out to compare the occurrences of smiles and laughter. Nevertheless, drawing conclusions from details and micro-analysis of data, CA makes the analysis of one single level of learners' interaction valid and appropriate.

5.5. Directions for Future Research

Building on the literature reviewed in Chapter III, this study has described the sequential positions of a smile and laughter around turn construction while reconceptualizing the actions achieved by smiles and laughter in B1-level L2 oral assessment. In order to understand the distinguishing characteristics of the employment of smiles and laughter in different levels of L2 learners, a comparative research study can be conducted across levels. A comparative study can be conducted to investigate the occurrences of smiles and laughter around turn construction in classroom and exam contexts.

Moreover, this study covers the sequential positions of the acts of smile and laughter around turn construction in an L2 assessment context. However, a comparative study can be conducted to unearth whether sequential positions of smiles and laughter differ in paired exams or oral proficiency interviews. Similarly, a comparative analysis can be carried out to understand if teacher involvement has a difference in the interactional patterns of learners in the assessment context compared to the format studied in this research, where there is no teacher intervention.

REFERENCES

- Atar, C., & Seedhouse, P. (2018). A conversation-analytic perspective on the organization of teacher-led clarification and its implications for L2 teacher training. *International Journal of Instruction*, 11(2), 145–166. doi: 10.12973/iji.2018.11211a
- Atar, C., Walsh, S. & Seedhouse, P. (2020). Teachers’ nonverbal behavior in repair initiation: leaning forward and cupping the hand behind the ear. In Y. Doğan (Ed.), *Academic studies in foreign language education* (pp.1–20). Lyon: Livre de Lyon.
- Atkinson, J. M., & Heritage, J. (1984). Preference Organization. In J. M. Atkinson & J. Heritage (Eds.), *Structures of Social Interaction* (pp.53–56). Cambridge: Cambridge University Press.
- Auer, P. (2021). Turn-allocation and gaze: A multimodal revision of the “current-speaker-selects-next” rule of the turn-taking system of conversation analysis. *Discourse Studies*, 23(2). 117–140. doi: 10.1177/1461445620966922
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford, UK: Oxford University Press.
- Bachman, L., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Oxford Applied Linguistics). Oxford, UK: Oxford University Press.
- Bachman, L., & Cohen, A. (Eds.). (1998). *Interfaces between second language acquisition and language testing research*. Cambridge: Cambridge University Press. doi: 10.1017/CBO9781139524711
- Bell, N. D. (2002). *Using and understanding humor in a second language: A case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations Publishing. (Publication No. 3072971).
- Bell, N. D. (2005). Exploring L2 language play as an aid to SLL: A case study of humour in NS-NNS interaction. *Applied Linguistics*, 26(2), 192–21. doi: 10.1093/applin/amh043
- Bell, N. D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research*, 13(3), 241–258. doi: 10.1177/1362168809104697

- Bell, N., Skalicky, S., & Salsbury, T. (2014). Multicompetence in L2 language play: A longitudinal case study. *Language Learning*, 64(1), 72-102. doi: 10.1111/lang.12030
- Brooks, L. (2009). Interacting in pairs in a test of oral proficiency: Co-constructing a better performance. *Language Testing*, 26(3), 341–366. doi: 10.1177/0265532209104666
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J.C. Richards & R.W. Schmidt (Eds.), *Language and Communication* (pp.2–27). Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. doi: 10.1093/applin/I.1.1
- Chalhoub-Deville, M. (2003). Second language interaction: Current perspectives and future trends. *Language Testing*, 20(4), 369-383. doi: 10.1191/0265532203lt264oa
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: The MIT Press.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Strasbourg: Cambridge University Press.
- Çopur, N., & Atar, C. (2022). Studying humour from a Conversation Analytic perspective. *Studies in Linguistics, Culture, and FLT*, 10(3), 82-93. doi: 10.46687/LGNS4656
- Çopur, N., Atar, C., & Walsh, S. (2021). Humour as a pedagogical tool in teacher-initiated repair sequences: The case of extreme case formulations and candidate hearing. *Classroom Discourse*, 12(3), 280–294. doi: 10.1080/19463014.2021.1910051
- Demir-Lira, Ö. E., Kanero, J., Oranç, C., Koşkulu, S., Franko, I., Göksun, T., & Küntay, A. C. (2020). L2 Vocabulary Teaching by Social Robots: The Role of Gestures and On-Screen Cues as Scaffolds. *Frontiers in Education (Lausanne)*. 5:599636. doi: 10.3389/feduc.2020.599636
- ELAN (Version 6.0) [Computer software]. (2021). Nijmegen: Max Planck Institute for Psycholinguistics, The Language Archive. Retrieved from <https://archive.mpi.nl/tla/elan>
- Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 285-300. doi: 10.2307/329302

- Forman, R. (2011). Humorous language play in a Thai EFL classroom. *Applied Linguistics*, 32(5), 541–565. doi: 10.1093/applin/amr022
- Galaczi, E. D. (2008). Peer–Peer interaction in a speaking test: The case of the first certificate in English examination. *Language Assessment Quarterly*, 5(2), 89–119. doi: 10.1080/15434300801934702
- Galaczi, E. D. (2014). Interactional competence across proficiency levels: How do learners manage interaction in paired speaking tests? *Applied Linguistics*, 35(5), 553–574. doi: 10.1093/applin/amt017
- Galaczi, E., & Taylor, L. (2018). Interactional competence: Conceptualisations, operationalisations, and outstanding questions. *Language Assessment Quarterly*, 15(3), 219–236. doi: 10.1080/15434303.2018.1453816
- Gan, Z. (2010). Interaction in group oral assessment: A case study of higher- and lower-scoring students. *Language Testing*, 27(4), 585–602. doi: 10.1177/0265532210364049
- Gardner, R. (2004). Conversation Analysis. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp.262–284). Wiley Online Library. doi: 10.1002/9780470757000.ch10
- Gardner, R. (2013). Conversation analysis in the classroom. In J. Sidnell & T. Stivers (Eds.), *The handbook of conversation analysis* (pp.593–611). London: Blackwell. doi: 10.1002/9781118325001.ch29
- Gholami, J., & Gholizadeh, M. (2015). The impact of language play-oriented tasks with planned focus on form on Iranian EFL learners' accuracy in controlled writings. *Journal of Language and Linguistic Studies*, 11(1), 117–136. <https://dergipark.org.tr/en/pub/jlls/issue/36119/405590>
- Glenn, P. (2003). *Laughter in interaction*. Cambridge, UK: Cambridge University Press.
- Glenn, P., & Holt, E. (2013). *Studies of laughter in interaction*. New York: Bloomsbury.
- Gorham, J., & Christophel, D. M. (1992). Students' perceptions of teacher behaviors as motivating and demotivating factors in college classes. *Communication Quarterly*, 40, 239– 252. doi: 10.1080/01463379209369839

- Haakana, M. (2010). Laughter and smiling: Notes on co-occurrences. *Journal of Pragmatics*, 42(6). 1499–1512. doi: 10.1016/j.pragma.2010.01.010
- Halliday, M. A. K. (1970). Language structure and language function. In J. Lyons (Ed.), *New Horizons in Linguistics* (pp.140–65). Harmondsworth: Penguin.
- He, A. W., & Young, R. (1998). Language proficiency interviews: A discourse approach. In R. Young & A. W. He (Eds.), *Talking and testing: Discourse approaches to the assessment of oral proficiency* (pp.1–24). Amsterdam and Philadelphia: John Benjamins.
- Hepburn, A., & Bolden, G. B. (2012). The conversation analytic approach to transcription. In J. Sidnell, T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp.57-76). Malden: Wiley-Blackwell
- Hepburn, A., & Varney, S. (2013). Beyond ((laughter)): Some notes on transcription. In P. Glenn & E. Holt (Eds.), *Studies of Laughter in Interaction*. (pp.25–38). New York: Bloomsbury.
- Heritage, J. (1984). *Garfinkel and ethnomethodology*. Cambridge, UK: Polity Press.
- Hırçın-Çoban, M., & Çimenli, B. (2022). Collaborative turn construction in paired speaking tests across different proficiency levels. *Classroom Discourse*, 1-27. doi: 10.1080/19463014.2022.2090397
- Hırçın Çoban, M., & Sert, O. (2020). Resolving interactional troubles and maintaining progressivity in paired speaking assessment in an EFL context. *Papers in Language Testing and Assessment*, 9(1), 31. 64-94. <https://www.diva-portal.org/smash/get/diva2:1504207/FULLTEXT01.pdf>
- Holt, E. (2010). The last laugh: Shared laughter and topic termination. *Journal of Pragmatics*, 42(6). 1513–1525. doi:10.1016/j.pragma.2010.01.011
- Holt, L. (2012). Using laugh responses to defuse complaints. *Research on Language and Social Interaction*, 45(4). 430–448. doi: 10.1080/08351813.2012.726886
- Hüttner, J. (2014). Agreeing to disagree: ‘doing disagreement’ in assessed oral L2 interactions. *Classroom Discourse*, 5(2). 194–215. doi: 10.1080/19463014.2014.893897

- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp.269–293). Baltimore, USA: Penguin Education.
- Hymes, D. (1974). *Foundations of sociolinguistics: An ethnographic approach*. Philadelphia: University of Pennsylvania.
- Jacknick, C. (2013). “Cause the textbook says...”: Laughter and student challenges in the ESL classroom. In E. Holt & P. Glenn (Eds.), *Studies of Laughter in Interaction* (pp.185–200). New York: Bloomsbury
- Jakonen, T., & Jauni, H. (2022). Managing activity transitions in robot-mediated hybrid language classrooms. *Computer Assisted Language Learning*, 1-24. doi: 10.1080/09588221.2022.2059518
- Jefferson, G. (1972). Side sequences. In D. N. Sudnow (Ed.), *Studies in Social Interaction* (pp.294–338). New York: Free Press.
- Jefferson, G. (2015). *Talking about troubles in conversation*. P. Drew, J. Heritage, G. H. Lerner, & A. Pomerantz (Eds.). New York, NY: Oxford University Press.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research* (Qualitative research methods ; vol. 1). London: SAGE. doi: 10.4135/9781412985659
- Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, 70(4). 366–372. doi: 10.1111/j.1540-4781.1986.tb05291.x
- Lado, R. (1961). *Language testing: The construction and use of foreign language tests, A teacher's book*. New York, N.Y: McGraw-Hill Book Company.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lazaraton, A. (2002). *A qualitative approach to the validation of oral language tests*. Cambridge: Cambridge University Press.
- Liddicoat, A. J. (2007). *An introduction to conversation analysis*. London & New York: Continuum.
- Looney, S. D., & He, Y. (2020). Laughter and smiling: Sequential resources for managing delayed and disaligning responses. *Classroom Discourse*. 13(4). 319-343. doi: 10.1080/19463014.2020.1778497

- May, L. (2009). Co-constructed interaction in a paired speaking test: The rater's perspective. *Language Testing*, 26(3), 397-421. doi:10.1177/0265532209104668
- Maroni, B., Gnisci, A., & Pontecorvo, C. (2008). Turn-taking in classroom interactions: Overlapping, interruptions and pauses in primary school. *European Journal of Psychology of Education*, 23(1), 59–76. doi: 10.1007/BF03173140
- Matsumoto, Y., Lee, J. J., & Kim, E. (2022). “Laughing moments”: The complex negotiation of laughing acts among students and teachers in an English as a second language classroom. *Classroom Discourse*, 13(1), 32-63. doi: 10.1080/19463014.2020.1808494
- McHoul, A. W. (1978). The organization of turns at formal talk in the classroom. *Language in Society*, 7(2), 183–213. <https://www.jstor.org/stable/4166997>
- McNamara, T. F. (1996). *Measuring second language performance*. Chicago, Illinois: Addison Wesley Longman.
- Mingzheng, L. (2012). An empirical research on the application of humor in college English teaching. *Land Forces Academy Review*, 17(4), 396–407. <https://www.proquest.com/openview/8c6ea194d443b54766c6d2a11ecf3714/1?pq-origsite=gscholar&cbl=55017>
- Mondada, L. (2012). The Conversation Analytic approach to data collection. In J. Sidnell, T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp.32–56). Malden: Wiley-Blackwell. doi: 10.1002/9781118325001.ch3
- Mondada, L. (2018). Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality. *Research on Language and Social Interaction*, 51(1), 85-106. doi: 10.1080/08351813.2018.1413878
- Moore, P. (2011). Collaborative interaction in turn-taking: A comparative study of European bilingual (CLIL) and mainstream (MS) foreign language learners in early secondary education. *International Journal of Bilingual Education and Bilingualism*, 14(5), 531–549. doi: 10.1080/13670050.2010.537741
- Nakatsuhara, F. (2011). Effects of test-taker characteristics and the number of participants in group oral tests. *Language Testing*, 28(4), 483–508. doi: 10.1177/0265532211398110

- Okada, Y. (2010). Role-play in oral proficiency interviews: Interactive footing and interactional competencies. *Journal of Pragmatics*, 42(6). 1647-1668 doi: 10.1016/j.pragma.2009.11.002
- Paulston, C. (1992). *Linguistic and communicative competence: Topics in ESL*. Clevedon, UK: Multilingual Matters.
- Perakyla, A. (2004). Two traditions of interaction research. *British Journal of Social Psychology*, 43(1), 1-20. doi: 2119/10.1348/014466604322915953
- Petitjean, C., & González-Martínez, E. (2015). Laughing and smiling to manage trouble in French-language classroom interaction. *Classroom Discourse*, 6(2). 89-106. doi:10.1080/19463014.2015.1010556
- Pike, K. L. (1967). Etic and emic standpoints for the description of behavior. In K. L. Pike, *Language in relation to a unified theory of the structure of human behavior* (pp.37–72). Mouton & Co. doi: 10.1037/14786-002
- Pomerantz, A., & Bell, N. D. (2011). Humor as safe house in the foreign language classroom. [Special Issue]. *Modern Language Journal*, 95, 148-161. doi: 10.1111/j.1540-4781.2011.01274.x
- Reddington, E., & Waring, H. Z. (2015). Understanding the sequential resources for doing humor in the language classroom. *Humor*, 28(1). 1-23. doi: 10.1515/humor-2014-0144
- Richards, J., & Rodgers, Theodore S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge & New York: Cambridge University Press.
- Roever, C., & Ikeda, N. (2022). What scores from monologic speaking tests can(not) tell us about interactional competence. *Language Testing*, 39(1), 7-29. doi: 10.1177/02655322211003332.
- Roever, C., & Kasper, G. (2018). Speaking in turns and sequences: Interactional competence as a target construct in testing speaking. *Language Testing*, 35(3). 331–355. doi: 10.1177/0265532218758128
- Rossano, F. (2012). Gaze behavior in face-to-face interaction. PhD Thesis, Radboud University Nijmegen, Nijmegen. <https://hdl.handle.net/11858/00-001M-0000-000F-ED23-5>

- Ruusuvuori, J., & Peräkylä, A. (2009). Facial and Verbal Expressions in Assessing Stories and Topics. *Research on Language and Social Interaction*, 42(4), 377-394. doi: 10.1080/08351810903296499
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696-735. doi: 10.2307/412243
- Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language teaching*. Philadelphia: Center for Curriculum Development.
- Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor*, 15(1), 89-113. doi: 10.1515/humr.2002.007
- Seedhouse, P. (2004). Conversation Analysis Methodology. *Language Learning*, 54(S1), 1–54. doi: 10.1111/j.1467-9922.2004.00268.x
- Seedhouse, P. (2006). Conversation Analysis and language learning. *Language Teaching*, 38(4), 165–187. doi: 10.1017/S0261444805003010
- Seedhouse, P. (2013). Oral proficiency interviews as varieties of interaction. In S. J. Ross & G. Kasper (Eds.), *Assessing Second Language Pragmatics* (pp.199–219). doi: 10.1057/9781137003522_8
- Seedhouse, P. (2019). L2 Classroom contexts: Deviance, confusion, grappling and flouting. *Classroom Discourse*, 10(1), 10–28. doi: 10.1080/19463014.2018.1555768
- Seedhouse, P., & Egbert, M. (2006). The interactional organization of the IELTS speaking test. *IELTS Research Reports*, 6, 161–204.
https://www.researchgate.net/profile/Paul-Seedhouse/publication/266862875_6_The_interactional_organisation_of_the_IELTS_Speaking_Test/links/5448d3cb0cf2d62c3052ca48/6-The-interactional-organisation-of-the-IELTS-Speaking-Test.pdf
- Sert, O. (2011). *A Micro-analytic Investigation of Claims of Insufficient Knowledge in EAL Classrooms* (Doctoral dissertation). Retrieved from <http://theses.ncl.ac.uk/jspui/handle/10443/1331>
- Sert, O. (2013). ‘Epistemic status check’ as an interactional phenomenon in instructed learning settings. *Journal of Pragmatics*, 45(1), 13–28. doi: 10.1016/j.pragma.2012.10.005

- Sert, O. (2019). The interplay between collaborative turn sequences and active listenership: Implications for the development of L2 interactional competence. In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and Testing L2 Interactional Competence: Bridging Theory and Practice* (pp.142–166). New York & London: Routledge.
- Sert, O., & Jacknick, C. M. (2015). Student smiles and the negotiation of epistemics in L2 classrooms. *Journal of Pragmatics*, 77(Feb), 97-112. doi: 10.1016/j.pragma.2015.01.001
- Sert, O., & Walsh, S. (2013). The interactional management of claims of insufficient knowledge in English language classrooms. *Language and Education*, 27(6), 542–565. doi: 10.1080/09500782.2012.739174
- Schegloff, E. (1990). Interactional troubles in face-to-face survey interviews: Comment. *Journal of the American Statistical Association*, 85(409), 248-250. doi: 10.2307/2289554
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis I* (Vol. 1). Cambridge University Press.
- Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361-382. <https://www.jstor.org/stable/413107?seq=1>
- Sidnell, J. (2012). Basic Conversation Analytic Methods. In J. Sidnell & T. Stivers (Eds.), *The Handbook of Conversation Analysis* (pp.77–99). Wiley-Blackwell. doi: 10.1002/9781118325001.ch5
- Swain, M. (2001). Examining dialogue: Another approach to content specification and to validating inferences drawn from test scores. *Language Testing*, 18(3). 275–302. doi: 10.1177/026553220101800302
- Ten Have, P. (2007). *Doing conversation analysis* (2nd ed., Introducing qualitative methods.). Los Angeles, CA.; London: SAGE.
- Treger, S., Sprecher, S., & Erber, R. (2013). Laughing and liking: Exploring the interpersonal effects of humor use in initial social interactions. *European Journal of Social Psychology*, 43(6). 532-543. doi: 10.1002/ejsp.1962
- Van Dijk, T. A. (1977). *Text and context: Explorations in the semantics and pragmatics of discourse*. London & New York: Longman

- Wagner, M., & Urios-Aparisi, E. (2011). The use of humor in the foreign language classroom: Funny and effective? *Humor*, 24(4). 399-434. doi: 10.1515/HUMR.2011.024
- Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.
- Walsh, S. (2012). Conceptualising classroom interactional competence. *Novitas-ROYAL*, 6(1). 1-14. <https://dergipark.org.tr/en/download/article-file/111826>
- Young, R. F. (2008). *Language and interaction: An advanced resource book*. London & New York: Routledge.
- Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.). *Handbook of Research in Second Language Teaching and Learning* (Vol. 2, pp.426–443). Routledge. doi: 10.4324/9780203836507.ch26

APPENDICES

APPENDIX 1. ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 17.10.2022-179656



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu



Sayı : E-61923333-050.99-179656
Konu : 11/19 Suant Jane SEZGİN

17.10.2022

Sayın Suant Jane SEZGİN

İlgi : 04.10.2022 tarihli ve E-000-0 sayılı yazınız.

Üniversitemiz Eğitim Araştırmaları ve Yayın Etik Kurulu'nun 13.10.2022 tarihli ve 11 sayılı toplantısında alınan "19" nolu karar ile Suant Jane SEZGİN'in başvurusu uygun görülmüş ve karar örneği ekte sunulmuştur.
Bilgilerinizi rica ederim.

Prof. Dr. Murat İSKENDER
Eğitim Araştırmaları ve Yayın Etik
Kurulu Başkanı

Ek: Karar Yazısı (1 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Doğrulama Kodu :BSNKD1KC6U Pin Kodu :39072

Belge Takip Adresi : <https://turkiye.gov.tr/ehd?ek=5783&ed=BSNKD1KC6U&es=179656>

Adres: Esentepe Kampüsü 54187 Söğütözü SAKARYA / KEP Adresi:
sakaryaniversitesi@hs01.kep.tr
Telefon No:0264 295 50 00 Faks No:0264 295 50 31
e-Posta:ozelkalem@sakarya.edu.tr Elektronik Ağ:www.sakarya.edu.tr

Bilgi için: Hanife Babacan
Unvanı: Birim Evrak Sorumlusu



APPENDIX 2. CONVENTIONS FOR MULTIMODAL TRANSCRIPTION

Conventions for multimodal transcription

(initial version: 2001; current version: 6.0.1, Dec. 2022)

How to refer to the conventions:

Please, when using these conventions, refer to the following paper:

Mondada, L. (2018). Multiple Temporalities of Language and Body in Interaction: Challenges for Transcribing Multimodality, *Research on Language and Social Interaction*, 51:1, 85-106.

and to the following web site:

<https://www.lorenzamondada.net/multimodal-transcription>

This file contains two versions of the conventions:

- A short version (usable in the appendix of articles and chapters)
- A long version (usable as a tutorial)

```
2 LUC p[eu- *r'gardez #+lle:#[ * .h[h+h #le papi[illon +bleu là:,*  
may- look the .hhh the butterfly blue there  
luc [ .....[points twd insect----->  
luc *one step fwd---*another step fwd-----+  
eli [looks-----[pivots-->  
yan +looks-----+pivots-->>  
jea [turns H back---[pivots-->  
fig fig.2# #fig.3 #fig.4
```



APPENDIX 3. MULTIMODAL TRANSCRIPT CONVENTIONS (Short Version)

Multimodal transcript conventions

(short version)

Embodied actions are transcribed according to the following conventions developed by Lorenza Mondada (see Mondada 2018 for a conceptual discussion).

<https://www.lorenzamondada.net/multimodal-transcription>

- * * Descriptions of embodied actions are delimited between
- + + two identical symbols (one symbol per participant and per type of action)
- △ △ that are synchronized with correspondent stretches of talk or time indications.
- *---> The action described continues across subsequent lines
- >* until the same symbol is reached.
- >> The action described begins before the excerpt's beginning.
- >> The action described continues after the excerpt's end.
- Action's preparation.
- Action's apex is reached and maintained.
- ,,,, Action's retraction.
- ric Participant doing the embodied action is identified in small caps in the margin.
- fig The exact moment at which a screen shot has been taken
- # is indicated with a sign (#) showing its position within the turn/a time measure.

APPENDIX 4. B1-LEVEL GROUP DISCUSSION EXAM CRITERIA

GROUP DISCUSSION CRITERIA

	Interaction		Content		Language and Mechanics
5	• Uses functional language expressions effectively (frequently & appropriately). • Uses level appropriate discussion strategies effectively and naturally (agreeing, clarifying, refuting etc.) • Elicits ideas from others. / Encourages others to contribute to the discussion.	10-9	• Elaborates complex ideas to support arguments • Supports arguments with full reasoning and a variety of ideas (evidence or examples) about the topic. • Fully on the topic. • Refers to the notes rarely.	5	• Has proficient command of target language (grammar and lexis) • Shows proficient use of mechanics (pronunciation)
4	• Uses functional language expressions satisfactorily. • Uses level appropriate discussion strategies satisfactorily. • Attempts to contribute to the discussion.	8-7	• Supports arguments with adequate reasoning/evidence/examples about the topic. • Mostly on the topic. • Refers to the notes occasionally. • Supports arguments without adequate reasoning/examples/evidence. • Some ideas are irrelevant. • Refers to the notes frequently.	4	• Has satisfactory command of target language (grammar and lexis) • Shows satisfactory use of mechanics (pronunciation)
3	• Uses functional language expressions moderately. • Uses limited range and/or not so natural level appropriate discussion strategies. • Insufficient contribution to the discussion.	6-5		3	• Has fair command of target language (grammar and lexis) • Shows fair use of mechanics (pronunciation)
2	• Uses limited functional language expressions. • Uses only simple and not level appropriate discussion strategies. • Limited contribution to the discussion.	4-3	• Poor arguments without evidence and reasoning • Deviates from the topic a lot. • Refers to the notes most of time.	2	• Has limited command of target language (grammar and lexis) • Shows limited use of mechanics (pronunciation)
1	• Uses almost no functional language expressions. • Uses almost no discussion strategies. • Almost no contribution to the discussion.	2-1	• Almost no support on arguments • Gives only basic descriptions about the topic. • Reads from the notes all through.	1	• Shows no sign of grammar
0	* No meaningful interaction with the group.	0	* Off-topic	0	* No attempt

APPENDIX 5. B1-LEVEL GROUP DISCUSSION EXAM QUESTIONS

	B1-Level Group Discussion Exam Questions
1	People gain more experience by reading books than by travelling.
2	Sharing your problems with a family member is better than sharing them with a friend.
3	When people get rich enough, they should stop working.
4	Everybody in the world should speak the same language.
5	The design of a product is more important than its price.
6	It is better to travel with a tour than travel alone.
8	Everybody in the world should speak the same language.
9	Marrying at an older age has more benefits than marrying at a young age.