



Teaching Interactional Strategies in an Online L2 Turkish Classroom: A CA-Informed Five-Step Model for Turn-Taking and Floor Management*

Himmet SARITAŞ**

Article Information	ABSTRACT
Received: 25.12.2025	This study examines how interactional strategies and awareness of spoken language can be introduced, developed, and practiced in a synchronous online Turkish as a second language (TSL) setting through a conversation analysis (CA)-informed pedagogical framework. Employing an action research design, the study implemented iterative instructional cycles with five adult L2 Turkish learners in live Zoom-based classes. Drawing on qualitative data from classroom interaction, learner reflections, and task-based speaking performances, the study proposes and evaluates a five-step teaching model consisting of (1) feedback, (2) preparation and awareness-raising, (3) watching and conversation analysis, (4) in-class speaking tasks, and (5) out-of-class speaking tasks. The findings suggest that this model may support learners’ emerging interactional competence, as reflected in more frequent participation, greater use of discourse markers, and an increased orientation to turn-taking and floor management. Learners also reported heightened awareness of differences between spoken and written Turkish, along with reduced speaking anxiety and enhanced communicative self-confidence. Overall, the study indicates that CA-informed, interaction-focused online instruction may be a productive approach to fostering interactional competence within this cohort when pedagogical design emphasizes sustained, socially situated interaction. Keywords: Action research, Turkish as a second language, synchronous online instruction, interactional strategies, turn-taking, discourse markers
Accepted: 10.06.2026	
Online First: 30.07.2026	
Published: 31.07.2026	
doi: 10.16986/hunefd.1848987	
Article Type: Research Article	

Citation Information: Saritaş, H. (2026). Teaching Interactional Strategies in an Online L2 Turkish Classroom: A CA-Informed Five-Step Model for Turn-Taking and Floor Management. *Hacettepe University Journal of Education*, 41(3), 699-737. <https://doi.org/10.16986/hunefd.1848987>

1. INTRODUCTION

Teaching second language (L2) speaking and interaction is particularly challenging due to the complex and multifaced nature of spoken communication. Spoken interaction involves a range of interrelated components, including lexical resources, features of spoken grammar, real-time idea formulation and articulation, turn-taking and turn-holding practices, question design, and other interactional processes. Consequently, learners require not only linguistic knowledge but also discourse-level and interactional awareness to develop effective interactional skills and, ultimately, interactional competence. In response to these challenges, scholars proposed a range of pedagogical approaches to improve L2 speaking instruction across languages and instructional contexts (Biber et al., 1999; Biber et al., 2002; Carter & McCarthy, 1995, 2006; Goh & Burns, 2012; Hughes, 2002, 2008; Thornbury, 2005; Thornbury & Slade, 2007; Timmis, 2005). Earlier work primarily drew on discourse analysis (Brazil, 1995; Brown & Yule, 1983/1988; Coulthard, 1992; Gee, 2018; Halliday, 1990; Miller & Weinert, 1998; Tannen, 1984/2005; Widdowson, 2007) and models of communicative competence (Canale & Swain, 1980; Hymes, 1972) to provide pedagogical recommendations and classroom implications for L2 speaking instruction (Goh & Burns, 2012; Flowerdew, 2013; McCarthy, 2000; Thornbury & Slade, 2007).

More recently, however, understanding of communication have shifted from static, linear models to dynamic, interaction-based perspectives. From this perspective, interaction is viewed as a moment-by-moment process in which interlocutors jointly construct meaning and context through multimodal resources. In line with this reconceptualization, contemporary research has increasingly adopted conversation analysis (CA), a methodological approach that examines the sequential organization of talk-

* This article is derived from the author's doctoral dissertation, *İkinci Dil Olarak Türkçe Öğretiminde Konuşma Dili Farkındalığını Artırma ve Etkileşim Stratejilerinin Öğretimi (Increasing Spoken Language Awareness and Teaching Interactional Strategies in Teaching Turkish as a Second Language)*, completed under the supervision of Ahmet Benzer. The study was approved by the Istanbul Bilgi University Ethics Committee (Decision No. 2020-40023-82, dated 19.10.2020) and complied with research and publication ethics.

** Dr., The Republic of Türkiye Ministry of National Education; The University of Georgia, School of Arts and Humanities, Department of Eastern Studies, Tbilisi-GEORGIA, himmetsaritas@gmail.com, ORCID: 0000-0002-7233-3213.

in-interaction (Liddicoat, 2007; Sacks et al., 1974; Schegloff, 2007; Schegloff et al., 1977; Sidnell, 2012; ten Have, 2007). Within L2 research, CA foregrounds participant-relevant orientations and sensitivities (Firth & Wagner, 1997) and seeks to extend these micro-analytic insights to both L2 research methodology (Hellermann, 2008; Hellermann et al., 2019; Kasper & Wagner, 2011; Markee, 2009; Markee & Kunitz, 2015; Sert, 2015) and pedagogical practice (Balaman & Can Daşkın, 2019; Barraja-Rohan, 1997, 2011; Huth & Taleghani-Nikazm, 2006; Wong & Waring, 2010). These CA-based approaches are commonly referred to as "*conversation analysis for second language acquisition*" (CA-SLA) (Kasper & Wagner, 2011).

Parallel to these theoretical developments, technological advances have significantly transformed language teaching environments (Levy & Hubbard, 2005; Salaberry, 2001; Warschauer & Healey, 1998). The COVID-19 pandemic further accelerated the shift toward synchronous and asynchronous online learning (Sidi et al., 2023; Tao & Gao, 2022). This transition has introduced new challenges for teaching talk-in-interaction, as learners must now coordinate turn-taking and meaning-making in digitally mediated environments. Against this backdrop, the present study aims to design a pedagogical model that enhances spoken-language awareness and supports the development of interactional strategies¹ in a synchronous online Turkish as a second language (TSL) classroom.

Although the importance of teaching spoken and interactional features is well established in English L2 pedagogy (Carter & McCarthy, 2006; Goh & Burns, 2012; Hughes, 2002, 2008; Markee & Kunitz, 2015; Sert, 2015; Thornbury, 2005; Thornbury & Slade, 2007; Timmis, 2005), their integration in TSL contexts remains limited. Research indicates that these features are insufficiently represented in TSL materials and classroom practices (Hasırcı, 2019; Sarıtaş & Benzer, 2020; Yavuz Kırık, 2015), and that communicative speaking tasks are often lacking (Kocayanak, 2021; Tanju, 2020). As a result, learners frequently experience interactional difficulties in real-life communication (Hauber, 2021; Nimer, 2019). For example, discourse markers (DMs) are largely absent from TSL textbooks and curricula, and many instructors do not prioritize spoken-language features due to limited time, lack of awareness, or insufficient familiarity with DMs (Sarıtaş & Benzer, 2020). Consequently, learners often struggle to participate effectively in everyday and academic interactions beyond the classroom. Nimer (2019) further reports that Turkish L2 learners' interactional experiences are largely limited to school environments (e.g., peers, teachers, administrators), highlighting the need for pedagogical approaches that extend interaction beyond the classroom. Similarly, Hauber (2021) identifies comprehension and participation difficulties in academic contexts, which learners are able to overcome only with extensive peer support. These findings underscore the need for pedagogical approaches that systematically integrate interactional strategies into TSL instruction.

One promising approach to addressing this need is provided by holistic models of speaking instruction, such as Goh and Burns's (2012) socio-cognitive framework. This model conceptualizes speaking as involving cognitive, social, and emotional dimensions and proposes four key dimensions for instructional design: (1) fluency, accuracy, and complexity; (2) language and discourse knowledge, core speaking skills, and communication strategies; (3) metacognition; and (4) methods for organizing learning activities. The first dimension relates to speech quality and is operationalized through descriptors such as range, accuracy, fluency, interaction, coherence, and phonology (Council of Europe, 2018). The second dimension encompasses the speaking abilities that support these outcomes, including language and discourse knowledge (e.g., grammatical, lexical, discourse, genre, phonological knowledge) (Goh & Burns, 2012; Thornbury, 2005; Thornbury & Slade, 2007), as well as core speaking skills (e.g., pronunciation, speech functions, interaction management, and discourse organization), and communication strategies (e.g., reception, production, interaction, and mediation strategies) (Council of Europe, 2018). In this way, it directly supports the development of interactional strategies. The third dimension highlights learners' ability to monitor and evaluate their speaking processes, while the fourth concerns the principled organization of learning activities. Together, these dimensions constitute a comprehensive framework for speaking instruction that integrates teachers, learners, and materials (Goh & Burns, 2012, pp. 139–140). In other words, the model provides a macro-level account of speaking development. However, despite its comprehensive scope, the framework primarily operates at a macro level and does not fully capture the micro-level, moment-by-moment organization of interaction. This limitation is particularly significant when the goal is to develop interactional competence.

To address this limitation, the concept of interactional competence foregrounds the local, context-specific, co-constructed, and micro-detailed nature of interaction (He & Young, 1998; Johnson, 2004; Skogmyr Marian & Balaman, 2018; Young, 1999). Unlike earlier communicative competence models (Hymes, 1972), which conceptualize language ability as generalized and relatively stable, such models often portray learners as deficient speakers rather than as active agents and legitimate participants (Skogmyr Marian & Balaman, 2018), and present an idealized, homogenized view of communication (Johnson, 2004). While these models offer valuable macro-level frameworks, they do not adequately capture participant-relevant perspectives and the micro-level details of interaction. In contrast, interactional competence focuses on the interactional practices required for participation in social activities (Young, 1999), including turn-taking and repair practices (Wong & Waring, 2010). Building on Kramsch (1986), the concept has been further developed within sociocultural theory under related constructs such as oral, interactive, or discursive practices (Hall, 1993, 1995; He & Young, 1998; Young, 1999, 2000).

¹In this study, "interactional practices" refers to observable recurrent actions in talk-in-interaction described through CA, whereas "interactional strategies" is used pedagogically to describe the teachable behaviors that learners are guided to notice, practice, and apply (aligned with CEFR interactional descriptors).

To operationalize interactional competence, Wong and Waring (2010) identify four key domains of interactional practices: turn-taking, sequencing, overall structuring, and repair. These domains describe the verbal and nonverbal resources participants use to accomplish social action in interaction. Turn-taking practices involve the construction and allocation of turns; sequencing practices organize how actions such as requests or responses unfold; overall structuring practices relate to broader phases of interaction, such as openings and closings; and repair practices address problems in speaking, hearing, or understanding. Among these domains, turn-taking is considered foundational, as it underpins all forms of social interaction (pp. 8 – 9).

Building on the distinction between macro-level frameworks and micro-level interactional practices, this study proposes a principled integration of CA-informed pedagogy with Goh and Burns's (2012) holistic model of speaking. Within Dimension (1), CA sensitizes learners to how fluency, accuracy, and complexity are interactionally accomplished in real-time talk by enabling them to observe turn construction, turn expansion, and repair as they unfold in authentic interaction. Dimension (2) is directly supported by CA, as it foregrounds knowledge of spoken language and discourse, core speaking skills such as interaction management, and interactional strategies including turn-taking, sequencing, and repair (Wong & Waring, 2010). In Dimension (3), CA promotes metacognitive awareness by guiding learners to observe, analyze, and reflect on authentic interactional practices, thereby making the organization of talk and the communicative relevance of their own actions visible and learnable. Dimension (4) is operationalized through CA-based pedagogical activities, such as guided viewing of authentic video data, transcript-based analysis, and task-based speaking practice, which support learning in a principled and sequential manner (Balaman & Can Daşkın, 2019). From this perspective, CA functions not only as an analytic method but also as a pedagogical approach that extends the holistic framework by providing access to observable, micro-level interactional practices (Huth & Taleghani-Nikazm, 2006) and enabling instruction to move beyond abstract conceptualizations of interactional competence (Skogmyr Marian & Balaman, 2018). Because interactional knowledge is practice-specific and locally constructed, learners develop interactional competence through repeated participation in social practices alongside more experienced interlocutors (Young, 1999). In this way, the proposed integration links the macro-level structure of the holistic model with micro-level interactional practices, thereby offering a more comprehensive account of speaking development.

In addition to these theoretical considerations, the affordances of instructional environment and communication medium play a crucial role in shaping interaction. Over the past two decades, online language teaching has become an integral part of language education (Warschauer & Healey, 1998; Salaberry, 2001; Levy & Hubbard, 2005), a trend that accelerated markedly during the COVID-19 pandemic (Tao & Gao, 2022; Sidi et al., 2023). Importantly, online interaction constitutes a distinct interactional ecology that shapes how participants coordinate talk, manage turn-taking, and display understanding (Balaman, 2016, 2018). These conditions differ from those of face-to-face interaction and influence how learners participate in and construct social actions during synchronous online communication. As online instruction continues to coexist with face-to-face teaching in hybrid and fully online formats, it becomes essential to understand how interaction unfolds in these environments and how pedagogical design can respond to these conditions.

Building on these considerations, this study investigates how learners' awareness of Turkish spoken language and their use of interactional strategies can be developed in a synchronous online TSL classroom. The instructional design extends the holistic framework by incorporating insights from CA-SLA, thereby allowing interactional practices to be systematically integrated into speaking instruction. CA is adopted not only as an analytic lens but also as a pedagogical approach, informing the design of activities such as guided observation of authentic interaction, transcript-based analysis, and task-based online speaking practice. These activities are adapted to the synchronous online context through tools such as Google Classroom, Google Docs, Zoom, and breakout rooms. The overarching aim is to support learners' development of interactional strategies and enhance their awareness of Turkish spoken language. Accordingly, the study addresses the following research questions:

1. How can learners' awareness of spoken language and their use of interactional strategies be developed in synchronous online TSL instruction?
2. What are learners' perceptions of this CA-informed instructional approach and synchronous online learning?

2. METHODOLOGY

This study employed action research (AR), a qualitative research design. Rather than aiming for broadly generalizable explanations based on a limited set of variables—as is typical in experimental or quantitative studies—AR focuses on the complex dynamics that naturally arise in social contexts (Stringer, 2014). In this approach, the research process involves gathering data, reflecting on actions as they emerge from that data, generating evidence through analysis, and forming knowledge claims grounded in conclusions supported by validated evidence (McNiff & Whitehead, 2002).

2.1. Study Group

The study group consisted of students enrolled in an online Turkish B1 course at a language center in Istanbul. After the study was approved by the ethics committee, permission was obtained from the language center. Subsequently, the course teacher invited the researcher to meet with the students during the final weeks of the online class. The researcher met with the students via a live Zoom session, introduced his research project, and invited them to participate voluntarily in his implementation lessons outside regular class hours.

Nine students expressed interest in attending the classes and contacted the researcher via WhatsApp. They subsequently volunteered to take part by completing the consent form and were initially included in the implementation process. However, four of these students could not attend classes regularly; therefore, only the data from five students who attended classes regularly were included in the final study. Information regarding these students is presented in Table 1. The names used in Table 1 are student-selected nicknames to ensure anonymity while reflecting the students' national and cultural identity.

Table 1.

Demographic and Language Information of the Students in the Study Group

S	G	A	C	L1	SL	R	LST	LLT	RLT
Yusuf	M	19	Syria	Arabic	English	Turkey	8 mos.	7 mos.	BA
Mustafa	M	40	Iraq	Arabic	English~	Turkey	7 mos.	7 mos.	MD
Elena	F	38	Greece	Greek	English	Greece	-	2 yrs.	CT
Hamadou	M	23	Djibouti	Afar Language	Somali French	Turkey	9 mos.	9 mos.	MD
Akram	M	42	Iraq	Arabic	English~	Turkey	7 mos.	7 mos.	MD

S: Student, **G:** Gender, **A:** Age, **C:** Country, **L1:** First Language, **SL:** Spoken Languages, **R:** Resident, **LST:** Length of Stay in Turkey, **LLT:** Length of Learning Turkish, **RLT:** Reason to Learn Turkish, **M:** Male, **F:** Female, **mos.:** Months, **yrs.:** Years, **MD:** Master's Degree, **BA:** Bachelor's Degree, **CT:** Communicate in Turkish, **~:** Indicate Moderate Proficiency

The students attending the implementation lessons were primarily motivated to learn Turkish because they planned to pursue higher education in Turkey and expected to receive their instruction in Turkish. Elena's motivation differed from that of the group; she had been learning Turkish out of personal interest while living in Greece and wished to communicate with her Turkish friends. Although the researcher met with the students during the final weeks of their B1 course, the implementation lessons began only after they had successfully completed the B1 final exam and advanced to the B2 level. At this point, they continued their regular B2 coursework online with their usual language-center teacher; the researcher was not their instructor of record. Elena, despite being enrolled in the early stages of the C1 program, chose to participate in the B2-level implementation lessons. Unlike the other participants, her two-year learning history reflects informal exposure in Greece rather than institutional Turkish instruction in Turkey. This heterogeneity may have influenced lexical output; therefore, between-participant comparisons are treated as descriptive. It is also important to note that, due to the pandemic, all students were already receiving their regular coursework online in synchronous sessions, consistent with the mode of the implementation lessons.

2.2. Data Collection Tools

Seven complementary data collection tools were employed to document the participants' development of Turkish speaking skills and to capture their experiences throughout the instructional process: the Student Identification Form (SIF), the Speaking Task (Pre-Task/Post-Task), the Focus Group Interview (FGI), the Researcher's Diary (RD), the Structured Student Diary (SSD), the Structured Observation Form (SOF), and the Semi-Structured Interview Form (SSIF). Prior to the implementation, the content and structure of all tools—particularly the SOF, the interview protocols, and the overall syllabus design—were reviewed by two domain experts and three academics from Turkish language teaching, English language teaching, and linguistics. Their feedback ensured content relevance, clarity, and alignment with the aims of interaction-focused instruction.

The **SIF** was created to gather background information relevant to understanding individual differences in participants' Turkish learning experiences. It captured demographic characteristics (e.g., gender, age, nationality), educational background (e.g., current program, level of education, occupation), and multilingual profiles (e.g., number of languages spoken). The form also included questions addressing students' Turkish learning experiences, such as the amount of time they had spent in Turkey, the point at which they began learning Turkish, the extent and nature of their exposure to the language (e.g., interaction with Turkish speakers, engagement with Turkish media), and their opportunities to use Turkish outside the classroom. The form was administered via Google Forms and shared with the students through Google Classroom. The responses were analyzed descriptively to contextualize the participants' backgrounds and inform later interpretive analysis.

The **Speaking Task (Pre-Task/Post-Task)**, administered both before and after the instructional intervention, was developed to assess students' conversational acts and their ability to sustain natural Turkish interaction. The task consisted of three stages—starting a conversation, discussing habits and preferences, and sharing information—and students interacted in pairs.

They were instructed to use the provided prompts only as a guide and not to read them directly. Sample prompts included "What have you been doing lately?" "Ask your partner about her/his country or culture." "What do you do in your free time?" and "Tea or coffee? Why?" (see Appendix A for the full English version). The researcher introduced the task but did not intervene during the conversations. All performances were recorded and analyzed using a coding scheme developed within the CHAT (MacWhinney, 2000). The analysis focused on utterances and disfluencies (e.g., pauses, filled pauses, repairs, and repetitions), which allowed the researcher to identify type and token frequencies in pre- and post-task comparisons. Additionally, conversational excerpts were examined to illustrate how learners' use of taught interactional strategies developed over time, as evidenced through interactional practices such as turn-taking organization, topic development, and the deployment of DMs.

The **FGI** was conducted using a Semi-Structured Focus Group Interview Form developed and refined through expert consultation (see Appendix B for the full English version). This instrument was employed to gather students' perceptions of the instructional materials and in-class speaking activities during the implementation. Two FGIs were conducted, one after the third lesson and the other after the sixth. The interview guide included questions such as 'What do you think about the videos you watched in class?', and 'Is it easy to understand the short natural speech excerpts?', 'What are your thoughts on learning differences between written and spoken Turkish?', and 'How do you feel about the breakout-room speaking activities?'. Additional items addressed students' experiences with speaking Turkish with native speakers, suggestions for course improvement, and opinions regarding online instruction. Interviews were conducted and recorded via Zoom—generally on the first or second day following the lesson—and the data were transcribed and analyzed using inductive thematic analysis, with findings labeled as (1. FGI) and (2. FGI).

The **RD** served as a reflexive and observational record throughout the instructional process. After each lesson, the researcher reviewed the lesson recordings and combined these reflections with field notes taken during class. Diary entries included observations on student participation, difficulties encountered, effectiveness of instructional strategies, and emerging patterns requiring pedagogical adjustments. These entries were analyzed thematically to triangulate findings with student- and observer-generated data.

The **SSD** was completed by students on Google Docs after each lesson and was tailored to the specific content, topic, or interaction strategy addressed that day (see Appendix C for the full English version). Each diary included prompts inviting students to reflect on the lesson, describe any aspects they would change, evaluate the usefulness of watching their own speaking videos, and comment on the lesson's communicative focus (e.g., "How was it to talk about types of holidays today?"). Students were also asked which expressions they used to take turns while speaking and were encouraged to offer suggestions for improving the course. SSD responses were analyzed through a hybrid deductive-inductive thematic coding process and are presented using the notation SSD-Lesson X.

The **SOF** was used by two observers who attended the Zoom sessions with their cameras and microphones turned off. The form was reviewed by two experts to ensure that each item aligned with lesson objectives and interactional strategy targets. Although the form was preconfigured for each lesson to align with the lesson content, its overall structure remained consistent across the implementation (see Appendix D for the full English version). The form prompted observers to describe students' reactions when watching their own speaking videos, their understanding of preparation and awareness-raising activities, their grasp of the interactional practices introduced in each lesson, and their performance in the watching/viewing, transcription, and conversation analysis stages. Observers also indicated whether students experienced difficulties during any phase and provided specific examples and recommendations. Their observations were analyzed using reflexive thematic analysis and are presented using the labels O1 (Observer 1) and O2 (Observer 2).

The **SSIF** was administered at the end of the instructional process to obtain students' overall evaluations of the course. Conducted individually via Zoom, these interviews asked students to reflect on watching and transcribing their own speaking videos, the usefulness of the interactional practices, differences between spoken and written Turkish, the natural video clips and transcripts used in class, and the conversation analysis activities. Further questions addressed their experiences with in-class speaking tasks with peers and out-of-class speaking tasks with Turkish friends, as well as their views on remote learning and recommendations for future improvement. Students also discussed how the course affected their speaking skills and whether they incorporated the taught strategies into their communication (see Appendix E for the full English version). The interviews were transcribed and analyzed using reflexive thematic analysis, and excerpts appear as SSIF.

2.3. Data Collection Procedure

The research data were collected between October and December 2020. Due to the COVID-19 pandemic, the data collection process was conducted entirely online. The digital platforms used for the research included Zoom, Google Classroom, and WhatsApp. All interviews and implementation lessons were conducted via Zoom, utilizing its recording function to capture the sessions. Google Classroom was used for sharing files and course materials with the students throughout the implementation lessons. Students completed their diaries and assignments using Google Docs via Google Classroom. Although Google Classroom served as the primary platform for sharing materials, WhatsApp was also employed for direct communication, as it was the students' preferred application. A WhatsApp group chat, named *Türkçe Konuşma Dersleri* (Turkish Speaking Lessons), was created. This group chat facilitated scheduling interview dates and confirming course days and times.

During the implementation process, eight action cycles (or eight lessons) were carried out. Each action cycle was organized according to the Plan-Act-Observe-Reflect model (Burns, 2010). Before the implementation lessons began, a flexible overall plan for the entire process was established (plan). Based on this initial plan, the first lesson was implemented (act). Following the lesson, the effectiveness of the action taken was evaluated through analysis of the findings (observe). The issues identified during the observation stage were then evaluated and defined (reflect). Following these evaluations and definitions, a new plan for refining the teaching materials or methods was created, thereby initiating the next action cycle. The data collection procedure proceeded according to the flow illustrated in Figure 1.

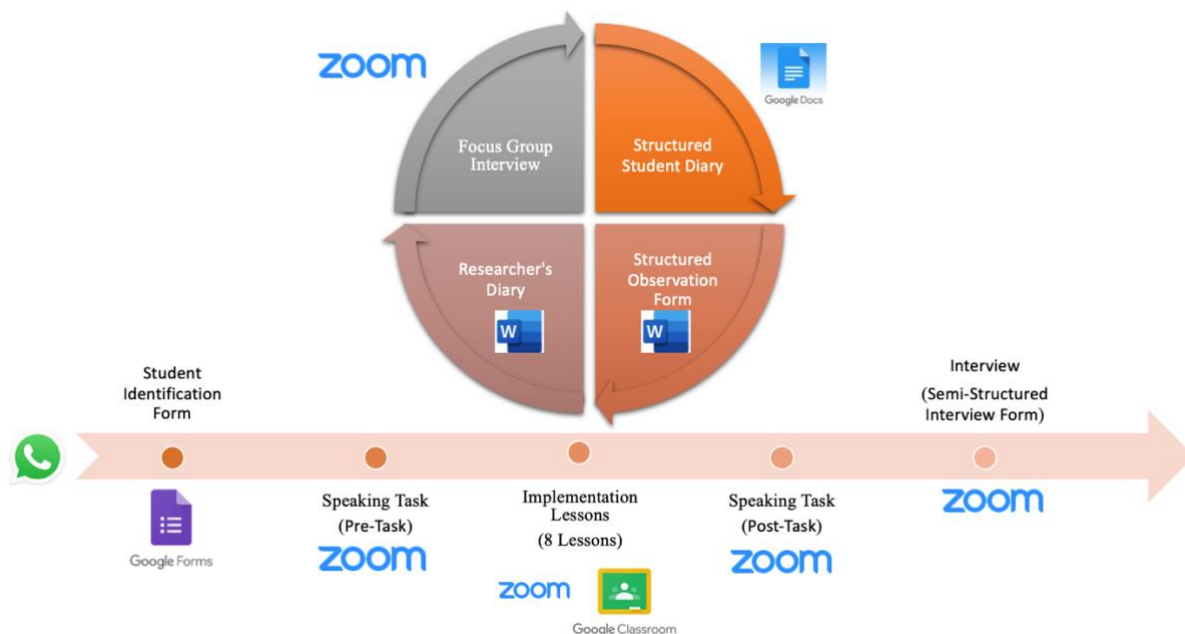


Figure 1. The data collection procedure.

Before the action cycles began, students completed the SIF via Google Forms. Prior to commencing the implementation lessons, the students completed the Speaking Task (Pre-Task) in pairs. Once the implementation lessons were completed, the students completed the Speaking Task (Post-Task). Finally, the data collection process concluded with one-to-one interviews with each student. Consistent with the AR cycle, these implementation lessons were carried out iteratively across the stages of *Plan*, *Act*, *Observe*, and *Reflect*.

Plan: The course syllabus was initially created using a holistic approach (Goh & Burns, 2012) and was subsequently expanded with insights from CA-SLA (Kasper & Wagner, 2011). For this purpose, the course content was organized within the framework of turn-taking practices, drawing on the model of interactional practices suggested by Wong and Waring (2010). The discursive features of spoken language outlined in Wong and Waring's model align closely with the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018) B2 level interactional strategy competencies. Therefore, the learning outcomes of the implementation lessons were defined by the CEFR (Council of Europe, 2018) B2 level interactional strategy competencies (see Appendix F).

The researcher prepared the course content, flow, materials, and data collection tools in line with the established syllabus framework and research design. This syllabus and content were reviewed by two domain experts and three academicians from different departments (Turkish Language Teaching, English Language Teaching, and Linguistics). Based on the feedback received from the experts and academics, some adjustments were made, and the course syllabus and content were finalized for implementation. During implementation, the course content was dynamically updated after each lesson using evidence from the RD, SOF, and SSD, with the FGI additionally informing decisions after Lessons 3 and 6. After each cycle, a commission consisting of an observer, the researcher, and an external expert reviewed the findings and co-planned the next lesson. By Cycle 6, the instructional steps had consolidated; Cycles 7 and 8 then focused on applying these consolidated steps, with Cycle 8 serving as the final iteration in which materials and guidance were stabilized. A brief summary of the cycle-to-cycle evidence, the changes implemented, and the elements that were carried forward is provided in Appendix G.

Act: The dynamically updated course content was then implemented, constituting the act stage of the cycle. A total of eight lessons were conducted, with each lesson executed according to the action cycle framework. Following the implementation of each lesson, the observation and reflection cycles were conducted, and the plan for the subsequent lesson was developed and implemented based on the decisions made.

Observe: The data from each action cycle were analyzed independently throughout the implementation lessons. For instance, the outcomes of the first action cycle, Lesson 1, were aggregated and analyzed. For this purpose, the data obtained from the RD,

SOF, and SSD were analyzed jointly in each action cycle (i.e., in each lesson). Observational data from these three distinct sources directly contributed to developing the course syllabus and content for the subsequent lesson. Furthermore, the data from the FGI, which was conducted after Lessons 3 and 6, also contributed to this iterative process.

Reflect: After observing and analyzing the data collected throughout each action cycle, the findings were assessed and evaluated. The results of these analyses and assessments were directly incorporated into the subsequent course syllabus and content. Consequently, the existing course syllabus and content were reorganized and revised based on the new evidence. This entire procedure was carried out in accordance with the action-research cycle flow.

2.4. Data Analysis

The SIF was administered at the beginning of the implementation process, and the responses were examined using descriptive statistics to characterize the participant group in terms of demographic, educational, and language-learning backgrounds. These descriptive findings were used primarily to contextualize the qualitative and quantitative results that followed.

During the action cycles, the qualitative data generated after each lesson from the RD, SSD, SOF, and FGI were first subjected to descriptive analysis. In this formative stage, entries and notes were read after each lesson and summarized in terms of salient issues, recurring difficulties, and emerging needs in relation to instructional objectives. This ongoing, lesson-by-lesson descriptive analysis guided decisions about subsequent lessons and the overall planning of the next cycle of the action research, consistent with recommendations for iterative analysis in qualitative and action research designs (Creswell & Poth, 2018; McNiff & Whitehead, 2002; Miles et al., 2014).

Once the implementation process was completed, a more fine-grained qualitative content analysis was conducted on the full dataset derived from the RD, SSD, SOF, FGI, and SSIF. Content analysis is understood here as a systematic procedure for coding and categorizing textual data in order to identify patterns of meaning and interpretation (Schreier, 2012). The FGI transcripts were analyzed using inductive thematic analysis (Braun & Clarke, 2006, 2019; Thomas, 2006). After repeated readings for familiarization, data segments that addressed learners' perceptions of the videos, interaction tasks, and remote instruction were coded line-by-line, and similar codes were then grouped into broader, data-driven themes.

The RD, SOF, and SSIF were analyzed using reflexive thematic analysis (Braun & Clarke, 2006; 2019). For each of these sources, the researcher first generated initial codes across the dataset, then collated codes into candidate themes, and finally refined and named the themes through iterative review against the original data. The RD provided a reflexive, researcher-generated perspective on lesson implementation; the SOF captured systematic observer accounts of classroom interaction; and the SSIF yielded in-depth, post-course evaluations from individual students. Across these thematic analyses, the unit of analysis consisted of meaning units, defined as segments of text that conveyed a single, coherent idea relevant to the research questions. Coding was carried out by the researcher; no formal intercoder reliability statistics were calculated, but analytic rigor was supported through iterative re-reading of the data, reflexive memo-writing, and constant comparison within and across datasets. Thematic analysis of these three sources allowed for the identification of cross-lesson and cross-participant patterns that could be compared with the student-generated data.

The SSD entries were analyzed using a hybrid deductive-inductive thematic approach (Fereday & Muir-Cochrane, 2006; Miles et al., 2014). The structured sections of the SSD (e.g., overall evaluation of the lesson, aspects to change, reflections on watching one's own speaking videos, suggestions) served as an initial deductive framework for coding. Within and across these sections, additional inductive codes were developed to capture unanticipated insights and experiences reported by students. This procedure made it possible to examine how students engaged with the planned lesson components while also allowing new, emergent themes to influence the interpretation of the data. Across all qualitative data sources, coding and theme development were conducted iteratively, with constant comparison within and between datasets to support triangulation.

In presenting these qualitative findings, the key themes identified through inductive, deductive-inductive, and reflexive thematic analyses were supported with illustrative quotations drawn from the FGI, RD, SSD, SOF, and SSIF datasets. All original data were produced in Turkish and subsequently translated into English for reporting purposes. Care was taken to preserve the original meaning and communicative intent of participants' statements; translations were rendered as faithfully as possible to the tone and nuance of the Turkish excerpts while ensuring clarity for international readers. Representative quotations were selected to demonstrate how themes were grounded in the participants' and observers' own words and to make the interpretive process transparent. The findings were organized according to the main components of the instructional process so that the presentation of results reflected both the structure of the intervention and the triangulation across multiple data sources.

The data obtained from the speaking tasks (pre-task and post-task) were analyzed both quantitatively, using the CLAN program, and qualitatively, using conversation analysis. For the quantitative analysis, the speaking task data were transcribed using the CHAT transcription format and processed with the FREQ command in CLAN (MacWhinney, 2000). Following CHAT conventions, silent pauses, filled pauses (e.g., *ee 'um,' sey 'well'*), repetitions, and self-repairs were transcribed, and instances of code-switching were marked in the transcripts; for the quantitative type/token calculations, non-lexical vocalizations and marked code-switched items were excluded from the counts. Raw types and tokens (output length) and Type-Token Ratio (TTR) as an

index of lexical diversity were calculated, noting that TTR is length-sensitive and should be interpreted alongside raw counts. Primary inferences were based on within-participant pre-post comparisons. To assess the robustness of the findings in view of mixed proficiency levels, cohort summaries with and without Elena (C1-level participant) were also presented. Pre-post changes were examined using the Wilcoxon signed-rank test in SPSS, and effect sizes were reported.

For the qualitative analysis, the same CHAT transcripts were examined using conversation-analytic procedures to explore how learners' speech production changed after the implementation. To facilitate this conversation-analytic work, relevant segments of the CHAT transcripts were reformatted into a Jefferson-style layout for presentation, while retaining the original CHAT symbols² for consistency with the quantitative analysis. For this conversation-analytic component, the unit of analysis consisted of turns and turn-constructional units within sequences of action (e.g., question-answer pairs) (Sidnell & Stivers, 2013; ten Have, 2007). Selected conversational excerpts were analyzed to show how learners' use of interactional strategies developed over time, particularly with respect to turn-taking organization and the length and complexity of their turns.

2.5. The Position of the Researcher

Because the impact of the human element in qualitative research is undeniable, it is critical to explicitly highlight the researcher's role in the study process. According to Merriam (2009), rather than attempting to eliminate researcher biases and assumptions, it is more important to recognize and disclose these biases and subjectivities. The researcher takes an active role in the collection, analysis, and interpretation of research data. Since identification, understanding, interpretation, and communication are the primary goals in qualitative research, the researcher serves as the primary instrument in data collection and analysis and is, therefore, at the center of the research (Bloomberg & Volpe, 2019; Ravitch & Carl, 2016). Consequently, the researcher's role and social location/identity in relation to the context and setting of the research, known as positionality (Ravitch & Carl, 2016), help to clarify the identification, understanding, interpretation, and communication of the findings.

The researcher positioned himself directly in the online classroom and carried out the research process as a researcher-teacher. For this purpose, he introduced himself as a researcher-teacher to the students and stated that he would be giving online Turkish speaking lessons to them. The fact that the students consistently addressed the researcher as '*hocam*' (my teacher) throughout the implementation process is evidence that the students accepted the researcher's teaching role. The researcher-teacher worked on the assumption that the implementation lessons would help improve the students' spoken language awareness and interactional skills. He guided and observed the process based on this assumption. However, to ensure that this belief did not compromise his objectivity, the process was systematically observed independently using non-researcher data collection instruments (SOF, SSD, FGI, and SSIF), and the data obtained from these tools were shared openly. These independent instruments and external observer reports provided continuous cross-checking of the researcher's interpretations, thereby minimizing potential bias during both implementation and analysis.

3. FINDINGS

The findings are organized into two main categories that correspond directly to the research questions: (1) developing learners' spoken-language awareness and interactional strategies in synchronous online TSL and (2) learners' perceptions of the CA-informed instruction and synchronous online learning. Each category is further divided into sub-sections. The first category includes two main components: the quantitative and qualitative findings from the pre- and post-task speaking data and the findings derived from the action cycles. The second category comprises students' overall views of the course and their perceptions of synchronous online language learning. Quotations from students, observers, and the researcher were translated from Turkish into English and are presented in italics within quotation marks. Each quotation is accompanied by an abbreviation indicating the data source (e.g., Structured Student Diary, SSD), and quotations without an abbreviation are drawn from the SSIF.

3.1. Developing Learners' Spoken-Language Awareness and Interactional Strategies in Synchronous Online TSL

3.1.1. Quantitative and qualitative findings from the speaking task (pre-task/post-task)

In both the pre-task and post-task phases, the duration of the students' conversations with their partners and the numbers of types and tokens produced were examined. During the pre-task, Akram, Mustafa, and Elena interacted with different partners, who were later excluded from the study due to irregular participation during the implementation phase. In the post-task phase, the pairing structure was reorganized as Akram-Mustafa, Yusuf-Hamadou, and Elena-Hamadou. Although Hamadou initially completed the post-task with Yusuf (and this dataset was retained), he also participated in a second conversation with Elena a

²Transcription symbols included [//] (*repair*), [/] (*repetitions*), < ... > (*repeated or repaired units*), ^ (*broken words*), (x.x) (*duration of a silent pause in seconds*), : (*prolongation*), &+ (*phonological fragments*), &- (*filled pause*), [xxx] [xxx] (*overlapped stretches*), ↑ (*shift to high pitch*) *--1--* (*multimodal events*), ° ° (*softer speech*), &= (*simple events*), ⇐ja-ja-ja⇐ (*stuttering-like repeated segments*).

few days later, and this additional dataset was excluded from the analysis. Table 2 presents the duration of students' pre-task and post-task conversations.

Table 2.

The Students' Conversation Durations in Pre-Task and Post-Task

Speaking Task	Akram	Mustafa	Elena	Yusuf	Hamadou
Duration of pre-task	7' 59"	8' 12"	13' 10"	6' 09"	6' 09"
Duration of post-task	14' 40"	14' 40"	18' 31"	26' 51"	26' 51"

As shown in Table 2, all students exhibited a substantial increase in conversation duration during the post-task. In the pre-task, students tended to follow the given prompts more rigidly, adhering closely to the provided instructions. However, in the post-task, they asked additional questions and expanded their conversations more spontaneously in response to the natural progression of the dialogue, allowing the interaction to develop more organically. The increase in conversation duration is supported by a corresponding rise in type and token counts (see Figure 2), which suggests a linguistically richer and more elaborated interaction.

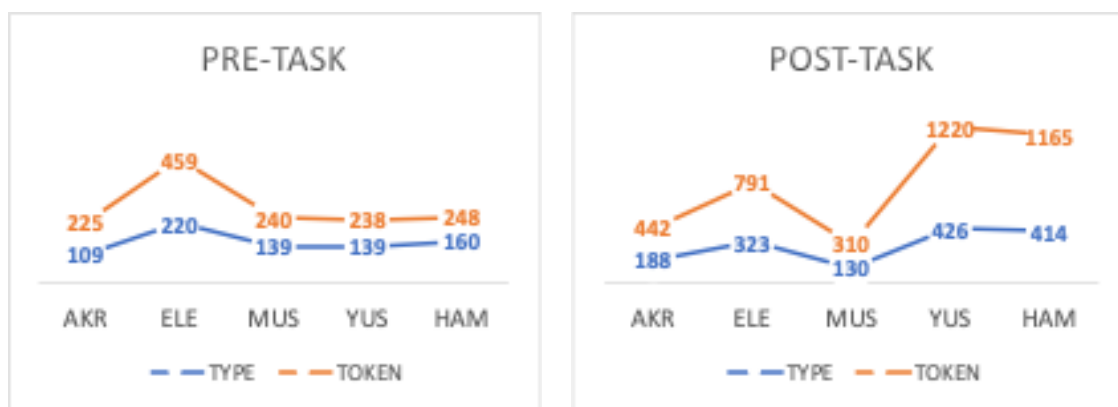


Figure 2. Type – token numbers of the speaking tasks: pre-task (left) and post-task (right).

According to Figure 2, Akram (109/225) produced the lowest type/token counts in the pre-task (left), followed by Yusuf (139/240), Mustafa (139/240), and Hamadou (160/248). Elena (220/459) recorded the highest counts, which is consistent with her enrollment at C1 while attending B2 implementation lessons. In the post-task (Figure 2, right), an overall rise in types and tokens was evident across participants. One exception was Mustafa, whose type count decreased slightly from 139 to 130, while his token count increased from 240 to 310. This pattern is not unexpected given that the aim of the implementation was to develop interactional competence and spoken-language awareness rather than to increase learners' lexical range. In such contexts, learners may produce more extended talk by drawing on familiar lexical frames or formulaic sequences, resulting in higher token output but modest or temporarily reduced type diversity. Notable gains in both measures were observed for Akram (188/442) and Elena (323/791), while the largest increases were observed for Hamadou (414/1165) and Yusuf (426/1220).

Type-Token Ratio (TTR): For each participant, TTR was calculated for the pre-task and post-task and interpreted alongside raw counts because of TTR's sensitivity to text length. The pre-post TTR values were as follows: Akram, 0.484 → 0.425; Mustafa, 0.579 → 0.419; Yusuf, 0.584 → 0.341; Hamadou, 0.645 → 0.355; Elena, 0.479 → 0.408. The downward shift in TTR is consistent with longer post-task conversations, during which tokens and (for most students) types increased.

Wilcoxon signed-rank test (paired Pre vs. Post): The inferential results, including the sensitivity analysis excluding Elena (C1 while attending B2), showed the same directional pattern: post-task conversations were longer and generally contained more distinct word types, while TTR decreased as a function of increased length (see Table 3). These outcomes align with the descriptive increase in types and tokens reported above and suggest that the pattern is not driven by the mixed proficiency case.

Table 3.

Wilcoxon Signed-Rank Tests for Pre → Post Comparisons

Measure	Direction (Post vs. Pre)	All Participants (n = 5)			Excluding Elena (n = 4)		
		Z	p	r	Z	p	r
Tokens	Increase	2.02	.043	.90	1.83	.068	.91
Types	Upward trend	1.75	.080	.78	1.46	.144	.73
TTR	Decrease	2.02	.043	.90	1.83	.068	.91

Note. Reported values are Wilcoxon Z, two-tailed p (asymptotic), and effect size $r = |Z|/\sqrt{N}$ (N = paired cases). Direction reflects the dominant pattern from the Ranks output. The SPSS Exact Test was unavailable in the installed build; therefore, asymptotic p-values are reported.

Note. TTR is length-dependent; values should be interpreted together with the observed increase in types and tokens.

While the quantitative findings indicate a clear increase in learners' overall speech production in the post-task, the qualitative excerpts presented below help illustrate how this development unfolded interactionally. To gain a deeper understanding of these changes, the following analysis draws on selected pre- and post-task excerpts examined through conversation analysis. These excerpts provide evidence of expanded turns, more sustained topic development, and richer use of interactional resources, including DMs and other practices that support turn-taking and topic management.

- 1 **Hamadou:** **bugün neler yaptın**
what did you do today
- 2 **Yusuf:** **bugün dersten sonra (0.4) berbere: gittim**
to:day after class (0.4) I went to the barber:
- 3 **&-ee alışveriş yaptım**
&-uh I did some shopping
- 4 **ve: eve döndüm**
a:nd I went back home
- 5 **sen bugün neler yaptın**
what did you do today
- 6 **Hamadou:** **ben bugün dersten sonra (0.4) biraz [//] &-aa bir markete gittim**
today after class (0.4) I <a little> [//] &-uh I went to a grocery shop
- 7 **<bir şey:> [//] bir küçük şeyler aldım**
somethi:g [//] I bought some small things
- 8 **sonra: arkadaşlarımla biraz (0.8) parkta &+f futbol oynuyordum**
the:n with my friends a little (0.8) in the park I was playing &+f football
- 9 **sonra eve döndüm**
then I went back home
- 10 **Yusuf:** **hım ev arkadaşların mı**
hm your housemates
- 11 **Hamadou:** **evet ev arkadaşlar (1.3)**
yes my housemates (1.3)
- 12 **nerelisin sen**
where are you from

Figure 3. Excerpt 1 (pre-task).

Excerpt 1 illustrates how Hamadou and Yusuf use basic interactional practices—such as turn expansion, turn development, and the deployment of DMs—during the pre-task interaction (see Fig. 3). Both learners produce multi-unit turns (lines 2-5 and 6-9), yet these expansions remain simple and linear, showing signs of planning difficulty. For example, Hamadou's turns in lines 6-9 contain multiple hesitation markers and several self-initiated self-repairs (Schegloff et al., 1977), visible in cut-offs and restarts (e.g., *I <a little> [//] &-uh I went to a grocery shop*, line 6). Although he resolves these repairs successfully, the process creates disfluency and indicates planning strain. Yusuf's turn (lines 2-4) is relatively more fluent but still structurally simple, consisting of three short clauses (*"went to the barber," "did some shopping," "went home"*) with minimal narrative elaboration.

Topic development is present but remains limited. The exchange follows a basic adjacency-pair sequence (question-answer; Schegloff, 2007), followed by a type-conforming second pair part and reciprocal first pair part (line 5). However, subsequent topic development relies on list-like turn extension rather than sequence expansion (e.g., no elaborating sequences such as assessments or narratives). As a result, the interaction remains within minimally expanded sequences, without projection of further relevant next actions. On the other hand, Yusuf's turn in line 10 (*your housemates?*) constitutes a topic shift, occasioned by Hamadou's prior mention of "friends." While the shift is sequentially fitted (i.e., grounded in prior talk), it is not interactionally projected through pre-beginning markers (e.g., *bu arada "by the way"* or *şey "well"*), resulting in an abrupt transition without explicit topic-management work.

Overall, while both learners successfully manage basic turn-taking and adjacency-pair organization, their topic expansion remains rudimentary, with limited use of cohesive ties or narrative framing. The conversation is orderly but not yet interactionally textured: expansions are largely mechanical (e.g., *and, then*), elaboration is minimal, and DM use is either absent or emerging. In addition, aside from Yusuf's minimal reciprocity (e.g., *hm* in line 10), there is little evidence of backchannel cues, continuers, or co-construction, indicating that mutual engagement and collaborative turn development are still at an early stage.

1 Yusuf: Pablo Escobar dizi izle [//] izledin mi
Pablo Escobar series watch [//] have you watched it
2 daha izledin mi
have you watch it yet
3 Hamadou: evet evet evet
yes yes yes
4 evet [izledim]
yes I watched it
5 Yusuf: [evet Narkoz] çok güzel bir dizi ha
yes Narcos is a very good series huh
6 Hamadou: hıı (1.6)
hmm (1.6)
7 Yusuf: ee başka ne var (2.4)
so what else is there (2.4)
8 Hamadou: &-aa &-a ben &-ee boş zaman [//] &-e zamanlarım da
&-uh &-a I &-uh in my free time [//] &-e in my free times
9 Yusuf: hı hı
uh-huh
10 Hamadou: bazen: aynı sen yapıyo [//] &-ee yapıyorsun şeyler yapıyorum ama †
sometimes: same <as you do> [//] &-uh the things you do I do them†
11 (1.4)
12 Hamadou: genellikle (1.1) kitap okuyorum
generally (1.1) I read books
13 (1.5)
14 Yusuf: evet duydum
yes I heard
15 hangi kitap
which book
16 Hamadou: kitap okuyorum &-aa çocuklar kitaplar
I read books &-uh children's books

Figure 4. Excerpt 2 (pre-task).

Excerpt 2, similar to Excerpt 1, shows how the participants design their turns, develop topics, and mobilize interactional resources during the pre-task interaction (see Fig 4). The sequence begins with Yusuf initiating a recognition sequence and a topic-proffer related to media consumption. He produces a multi-unit question with self-repetition and incrementing (lines 1-2: *have you watched it* → *have you watched it yet*), which can be understood as a pursuit of response (Pomerantz, 1984), and a refinement of the epistemic stance. Hamadou responds with emphatic confirmation (*yes yes yes*), and the overlap between his “*I watched*” and Yusuf’s “*yes Narcos*” indicates that both participants orient to the same topic and display enthusiasm (lines 4-5).

Topic development proceeds through simple, and surface-level methods. One strategy is shared-reference initiation: Yusuf introduces a TV show in line 1, drawing on a culturally recognizable media reference, though the development remains minimal. Later, in line 7, Yusuf attempts to broaden the topic (*so what else is there?*), but the question lacks anchoring and functions as a catch-all prompt. Hamadou responds by returning to his own activities, mirroring the structure of Yusuf’s earlier turn rather than building on the broader prompt. A smoother interactional move from Yusuf might have been a recipient-focused question such as “*What about you?*”, but instead the shift remains abrupt. After Hamadou’s explanation, Yusuf narrows the topic by introducing a new subtopic (*which books*, line 15), a designedly specific question that invites elaboration. Although this helps maintain the interaction, the overall topic development remains elliptical and driven more by successive questions than by extended speaker elaboration.

Finally, several interactional features appear across the excerpt, including backchannels, overlap resolution, and prosodic emphasis, but these remain limited. DM use is also sparse and largely restricted to hesitation markers used for turn-planning (e.g., *uh*, *um* in line 8). Overall, while the interaction is cooperative and the participants orient to each other’s turns, their expansions remain basic, and the interaction shows limited interactional sophistication in this pre-task phase.

1 Hamadou: bugün ne yaptın
what did you do today
2 Yusuf: hiç bugün: hastaneye &+gi gittim
nothing today I went to the hospital
3 işte (0.8) &-ee korona virüs için falan
well (0.8) &-uh for coronavirus and stuff
4 &-ee gidicem [//] hastaneye gidicem
&-uh I will go [//] I will go to the hospital
5 (3.1) ya bi(r) şey yapmadım evde kaldım
(3.1) I mean I didn't do anything I stayed at home
6 Hamadou: gittin mi
did you go
7 *hasta mısın | şimdi sen*
are you sick now
-----1-----
1: Speech is fragmented due to internet connection quality
8 Yusuf: [gidicem]
I'll go
9 hayır &-ee işte karantina bu
no &-uh well this is quarantine

10 burda bir sistem var gibi
there's a kind of a system here

11 &-ee dışardan gelirsən [(0.7) işte] evde yedi gün kalacaksın
&-uh if you come from outside (0.7) well you'll stay at home for seven days

12 Hamadou: [nasıl bir sis-]
what kind of sys-

13 Yusuf: sonra [//] bundan sonra bi test yapacak[sın, korona testi]
then [//] after that you'll do a test, coronavirus test

14 Hamadou: [yani:i (1.0) [//] yani:i (1.8)
well: (1.0) [//] well: (1.8)

[//] yani evet evet evet anladım
[//] well yes yes yes I understand

15 yurt dışından gelince <on [görts]> [//] &-aa on dört gün evden çıkmıyorsun
when you come from abroad <pourteen> [//] &-uh you don't leave the house for fourteen days

16 Yusuf: [°evet°]
°yes°

17 Hamadou: &-to on dört gün sonra test yapacaksın
&-a after fourteen days you will do a test

18 eğer pozitif negatif *olursa (2.0) çıkacaksın çünkü böyle şekil yapıyorlar*
if it's positive or negative *then (2.0) you'll go out because this is how they do it*

-----2-----

2: Speech is fragmented due to internet connection quality

19 Yusuf: ha aynen
yeah exactly

20 ama ben sadece <yedi gün> [//] &-aa yedi gün: yani karantinada kalacam
but I'll only <seven days> [//] &-uh seven days: I mean I'll stay in quarantine

21 çünkü: gelince [//] yani gittikten sonra havalimanında bi test yaptım
because: when I arrived [//] I mean after going I did a test at the airport

22 negatif çıktı
it came out negative

23 bu yüzden sadece yedi gün kalacam
so I'll stay only seven days

24 yani bugün gece &-gi gideceğim hastaneye
so tonight I'll &-g go to the hospital

25 bi daha kovid testi &-ı yaparım
I'll do one more covid test

26 ondan sonra &-ee evden çıkabilirim
after that &-uh I can leave the house

27 Hamadou: (4.4) evet tabii ki çıkabilirsin
(4.4) yes of course you can go out

28 Yusuf: hıı
hmm

29 peki [napa-]
so what abo-

30 Hamadou: [yani] bugün derse girdin mi
so did you attend the class today

31 Yusuf: bugün ders aa evet geldim
today class uh yes I came

32 &-ee sabah [//] yani dersimiz sabah
&-uh in the morning [//] I mean our class is in the morning

33 sıkıntı yok yani girdim tabii
no problem I attended of course

34 Hamadou: evet ama fark etmedin mi ben bugün derste yoktum
yes but didn't you notice that I wasn't in class today

35 Yusuf: vallahi fark ettim
honestly I noticed

36 sen H*** da sanırım yoktu
you and H*** I think were also not there

37 bi daha kişi var
there's one more person

38 ama niye [//] yani konuşmadım
but why [//] well I didn't talk

39 niye &-yo yoktun bugün
why &-we weren't you there today

40 Hamadou: hım: (1.9) evet bugün &-aa ben çok iyiyim ama
hmm: (1.9) yes today &-uh I'm very well but

41 benimle yaşayan bir arkadaşım (0.4) hastaydı
a friend who lives with me (0.4) was sick

42 Yusuf: ha
oh

43 Hamadou: ben o: (0.4) &-aa hastaneye götürdüm
I he: (0.4) &-uh took to the hospital

44 Yusuf: hayırdır ne oldu
what happened

45 Hamadou: yani iyi şimdi
well, he is fine now

46 yani: testi sadece bugün kan testi yaptık
I mean: today we only did a blood test

47 yani biraz &-aa böbreğini (1.0) ağrıyordu
I mean a bit &-uh his kidney (1.0) was hurting

48 ama acil değil
but it's not urgent

49 Yusuf: aa yani [korona değil]
ah so it's not corona

50 Hamadou: [hiç bi(r) şey çıkmadı]
nothing came out

51 korona değil korona değil &-laughs
it's not corona not corona

52 Yusuf: güzel geçmiş olsun
great get well soon

53 Hamadou: &-teş teşekkürler
&-th thank you

54 şimdi herkes &-ı hasta kelime duyunca korona &-laughs sanıyor
now everyone when they hear the word sick thinks corona

55 Yusuf: evet zaten hastaneye giderken
yes when you go to hospital

56 işte doktor hemen (0.5) kovid testi yapıyo
Well, the doctor immediately (0.5) does a covid test

Figure 5. Excerpt 3 (post-task).

Excerpt 3 illustrates how the participants' use of interactional practices developed over the course of instruction, particularly in relation to turn expansion, topic development, and the deployment of DMs (see Fig. 5). Compared to the pre-task excerpts, the turn design and sequential organization here show greater complexity and clearer informational structuring. The sequence begins with a routine inquiry (lines 1-2), similar to the opening of Excerpt 1. However, unlike the brief and list-like responses observed earlier, the turns in this post-task interaction quickly develop into extended informing sequences focused on quarantine procedures (lines 9-11, 13, 20-26). Yusuf constructs multi-clause turns that include conditional and temporal dependencies—for example, conditional framing (*uh if you come from outside, well you'll stay at home for seven days*, line 11) and temporal chaining (*after that you'll do a test*, line 13; *after that uh I can leave the house*, line 26). These structures display improved turn expansion and more sophisticated sequence organization.

The interaction also shows evidence of formulation work that supports intersubjectivity. In lines 14-17, Hamadou engages in formulation work (Heritage & Watson, 1979), producing a candidate understanding of prior talk (*when you come from abroad... fourteen days...*). This operates as a candidate understanding check, inviting confirmation. Yusuf's soft "yes" (line 16) functions as a preferred second pair part, ratifying the formulation, after which he extends the sequence through specification (lines 20-26). This forms a formulation → confirmation → elaboration sequence, demonstrating increased intersubjective alignment. Participants also manage local troubles more effectively than in pre-task excerpts. The brief overlap in lines 7-8 (*are you sick* vs. *I'll go*) is non-competitive, and the momentary connection disturbance is quickly repaired as they restore progressivity and return to the informing sequence.

Topic development in this excerpt is notably more sustained and coherent. Yusuf maintains a single topic (quarantine protocol) across approximately 20 lines, using connective DMs such as *çünkü* "because", *bu yüzden* "so", and *ondan sonra* "after that" (lines 20-26) to structure causal and temporal relations. Topic mobility is also smoother: the conversation transitions coherently from quarantine → class attendance (lines 29-33) → absence explanation (lines 34-43) → health status and affiliative closing (*geçmiş olsun* "get well soon", line 52) → a brief metalinguistic clarification about the sickness-coronavirus association (lines 54-56). These shifts are locally occasioned and interactionally grounded rather than abrupt. Although minor overlap occurs during the transition (lines 29-30), Hamadou uses it to take the floor and link classroom attendance to the previous topic of a hospital visit.

Throughout these developments, participants deploy a wider range of interactional resources than in the pre-task data. Expressions such as *ha aynen* (line 19) and *güzel geçmiş olsun* (line 52) display affiliation, while shared laughter in lines 51-54 indexes stance alignment and potentially mitigates a sensitive topic. Backchannels and affirmation tokens also support the flow of interaction. For example, the overlapped soft "yes" in line 16 signals agreement with Hamadou's formulation, while *ha aynen* enables Yusuf both to display affiliation and to smoothly take the next turn by expanding on the quarantine rule with a personal example.

Participants' use of DMs is also more varied and functional in the post-task interaction. They deploy a broader range of DMs (e.g., *yani*, *işte*, *peki*, and *ya*), which can be analyzed as resources for managing turn construction and sequence organization. These markers are used for turn-planning (e.g., *aa*, *ee*; *peki*; lines 9, 11, 32; 29), turn expansion (e.g., *ya*; *yani*; lines 5; 24, 45, 46), event sequencing (e.g., *bundan sonra*; *ondan sonra*; lines 13; 26), turn entry (e.g., *yani*; lines 14, 30), cause-effect marking (e.g., *çünkü*; *bu yüzden*; lines 18, 21; 23), giving a reason/clarification (e.g., *işte*; line 3, 9), showing an epistemic posture (e.g., *ha aynen*, line 19), and briefly referring to examples (e.g., *falan*; line 3). Overall, the post-task data show more deliberate and functional use of DMs, contributing to smoother turn-taking, clearer topic development, and more cohesive interactional organization. Importantly, these markers contribute to turn-holding, projection, and coherence, rather than merely filling planning gaps.

Taken together, the pre-task excerpts (Excerpts 1-2) show that while learners were able to produce multi-unit turns, their expansions were fragile and often repair-laden (e.g., *sometimes: same <as you do> [//] &-uh the things you do I do them*, Excerpt 2, line 10). Topic development remained rudimentary, typically sustained through broad prompts (e.g., *so what else is there*, Excerpt 2, line 7), with limited use of cohesive devices or DMs and few signs of formulation work or recipient-designed clarification. In contrast, the post-task interaction demonstrates substantial development in turn construction and sequential organization. In response to the familiar question "What did you do today?" the participants collaboratively constructed a sustained institutional account of quarantine procedures, using conditional and temporal linkers (lines 11, 13, 23, 26)—a notable shift from the brief, list-like responses seen in the pre-task (see Excerpt 1).

Importantly, in the post-task, the participants engage in formulation work (*when you come from abroad... fourteen days...*, line 15), which is softly ratified (*yes*, line 16) and subsequently specified (*but I'll only seven days... because...*, lines 20-23). This formulation-ratification-specification sequence secures intersubjectivity and demonstrates recipient design, marking a clear departure from the pre-task reliance on bare question-answer exchanges. While the early turns still contain micro-repairs (line 4), the extended informing sequence in lines 20-26 is notably fluent, showing reduced hesitation and more accurate morphosyntactic control (e.g., future and modal constructions: *gideceğim* "I'll go", *yaparım* "I do", *çıkabilirim* "I can go out"). Topic movement is also more coherent: the talk shifts locally and meaningfully from quarantine → class attendance → a roommate's health, accompanied by stance alignment (shared laughter, lines 51-54), rather than the abrupt topic changes seen in the pre-task. Finally, participants' DM use is richer and functionally distributed, supporting conversational fluency, topic management, and interactional maintenance in ways not observed earlier.

Overall, the speaking-task results indicate that learners engaged in longer stretches of conversation and produced a greater number of types and tokens in the post-task. When considered alongside the qualitative analyses, the excerpts provide strong indicators of interactional development: extended turn construction, more cohesive clause linking, increased formulation work, and the deployment of effective interactional resources such as affiliative stance displays and a wider, more functional range of DMs. Taken together with the observed type/token growth, these quantitative and qualitative patterns suggest that learners produced more responsive and socially attuned turns in the post-task interaction.

3.1.2. Findings from the action research cycle

The data obtained during the action cycles were analyzed using content analysis once the implementation process had been completed, providing an in-depth perspective on the findings. Consequently, a five-step lesson plan was proposed, and the specific findings that informed each step are presented below.

3.1.2.1. A five-step lesson plan

In light of the data obtained during the action cycles, a lesson plan was created to detail how interactional strategies can be taught in an online class. This lesson plan is designed to serve as a model for teaching interactional strategies and raising awareness of spoken language in online TSL instruction (Figure 6).

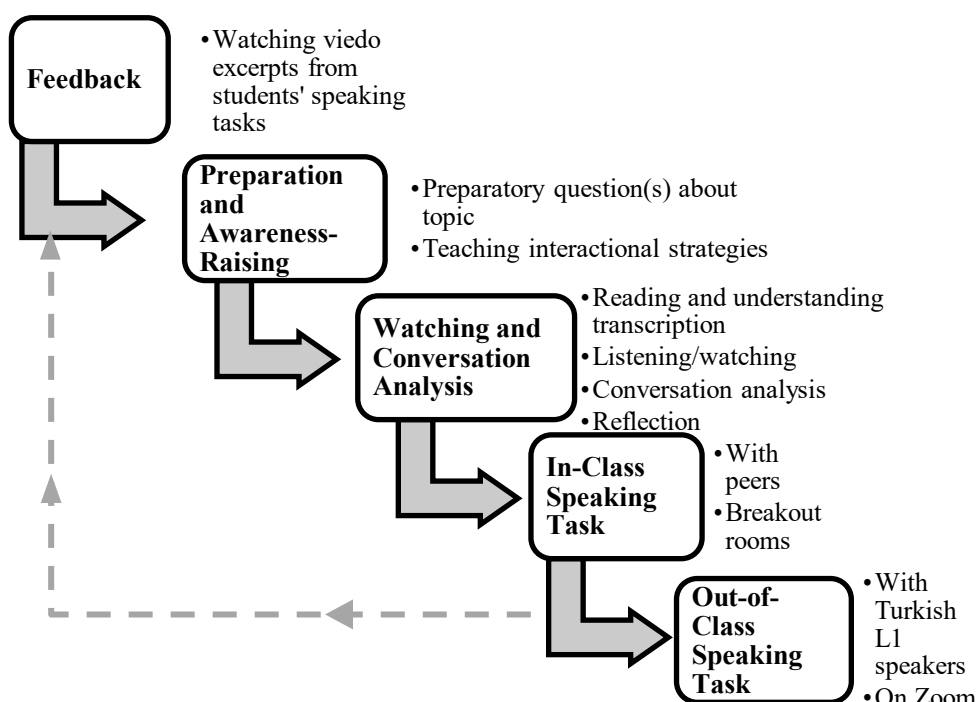


Figure 6. Lesson plan for teaching interactional strategies and raising awareness of spoken language.

3.1.2.1.1. Findings on feedback part

The feedback step involves evaluating students' speaking performances in previous lessons, sharing these evaluations with the students, and encouraging them to self-evaluate their own performances (Figure 7). Students recorded their in-class speaking tasks for each lesson and shared these recordings with the researcher. Similarly, recordings of out-of-class speaking tasks were sent to the researcher by the students' Turkish L1 speaking partners. The researcher examined the students' in-class and out-of-class speaking task recordings and shared short excerpts from the recordings at the beginning of each lesson.

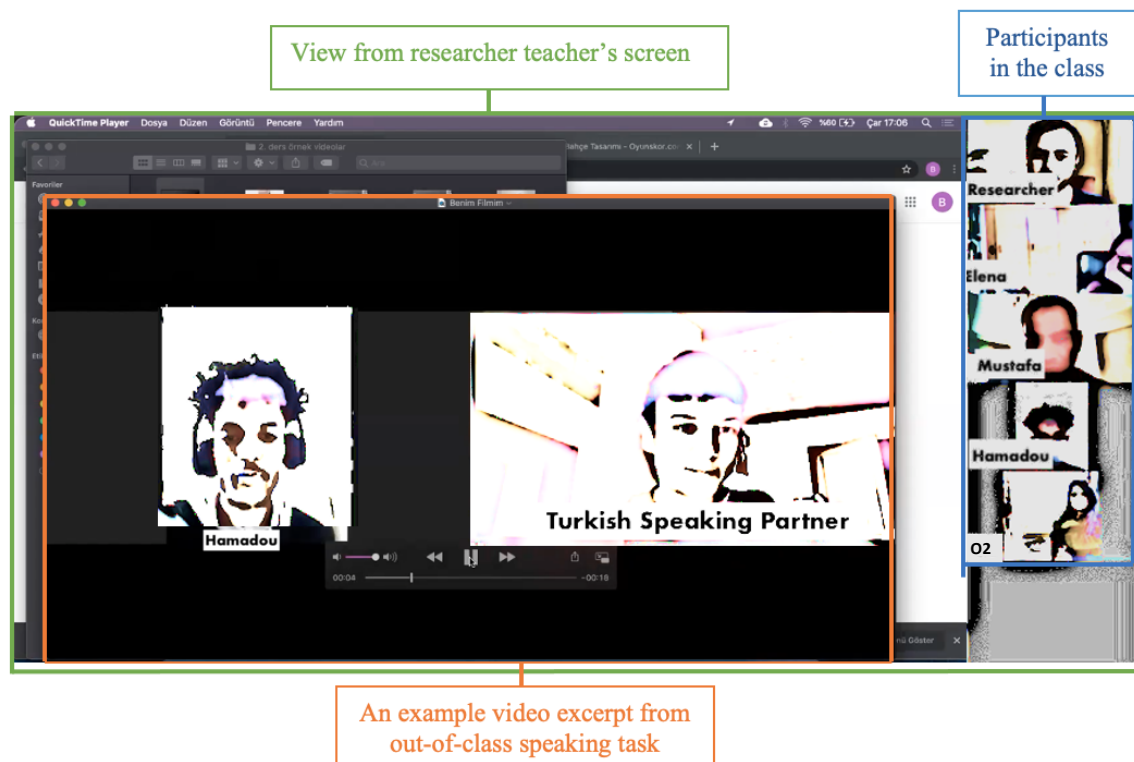


Figure 7. An excerpt from the feedback (Lesson 3).

Figure 7 presents a screenshot of the researcher-teacher conducting an online class via Zoom. In the center of the screen, the researcher is sharing an example video excerpt from an out-of-class speaking task, in which Hamadou is interacting with a Turkish L1-speaking partner. On the right side, the class participants are visible, including the researcher, students, and Observer 2. According to the qualitative data collected, four key themes emerged regarding the students' experience and perception of the feedback step: positive affect and engagement, enhanced self-correction and awareness (metacognition), validation of interactional skills, and perceived importance/utility of the activity (see Table 4).

Table 4.

Key Themes and Illustrative Quotes from the Feedback Step

Key Themes	Illustrative Quotes
Positive Affect and Engagement	Hamadou: <i>"I feel happy when watching my own speaking"</i> (SSD-Lesson 5),
Enhanced Self-Correction and Awareness (Metacognition)	Hamadou: <i>"I feel good because when I listen, I decide what I need to improve. Very helpful."</i> (SSD – Lesson 8)
Validation of Interactional Skills	Yusuf: <i>"I think this is very useful and helpful because we watch our conversations and see how we take the turn of speech."</i> (SSD – Lesson 6)
Perceived Importance/Utility of the Activity	Elena: <i>"...I feel a little unusual but it's really important."</i> (SSD – Lesson 5)

The students appeared to enjoy viewing their videos during the feedback session. Both observers noted that students liked seeing their recordings. The fact that students watched these videos with smiles and close attention suggests that they were both enjoying themselves and learning, thereby supporting the theme of *Positive Affect and Engagement* (Table 4).

Furthermore, students found watching excerpts from their recordings to be both educational and beneficial. They noted that these analyses allowed them to determine what they needed to improve in their speaking, as well as to observe how they applied what they had learned in class (*Enhanced Self-Correction and Awareness*, Table 4). Through observing the recordings, students were also able to confirm their use of the target interactional strategies, such as turn-taking (*Validation of Interactional Skills*, Table 4).

Finally, the students affirmed the necessity and value of the feedback step, despite some initial discomfort. The students found watching their recordings in class highly beneficial and stressed the importance of the activity. Although Elena found the activity somewhat 'unusual' at times, she affirmed its importance (*Perceived the Importance/Utility of the Activity*, Table 4).

3.1.2.1.2. Findings on preparation and awareness-raising

The second step of the implementation lessons is the preparation and awareness-raising phase, during which interactional strategies are taught to the students. Before moving on to the topic of the day, students were asked preliminary questions to examine their prior knowledge and prepare them for the new subject. For example, students were first asked, “*How do you take your turn to speak?*” and their answers were elicited. Subsequently, expressions used for turn-taking in Turkish were shown with examples. Through these examples and guided questions, the goal was to increase the students’ awareness of the topic and facilitate the learning of the relevant interactional strategies. According to the qualitative data collected, four key themes emerged regarding the students’ experience in this step: facilitating active student participation, student- and interaction-oriented content, curricular gap in teaching interactional strategies, and increased metalinguistic awareness of DMs (Table 5).

Table 5.

Key Themes and Illustrative Quotes from the Preparation and Awareness-Raising Step

Key Themes	Illustrative Quotes
Facilitating Active Student Participation	O1: “ <i>Questions enable students to participate actively.</i> ” (Lesson 3) O2: “ <i>The questions were understandable and provided mutual interaction with the students.</i> ” (Lesson 1)
Student- and Interaction-Oriented Content	Elena: “ <i>The content in the book became a little boring for me. But now it’s more of an acting lesson. Because I’d want to learn about another culture.</i> ”
Curricular Gap in Teaching Interactional Strategies	Mustafa: “ <i>These strategies don’t exist in the book. This training has helped me understand and learn these concepts.</i> ”
Increased Metalinguistic Awareness of DMs	O1: “ <i>The student said that he used the expressions he saw in the lesson, but he said that he was not aware of why he was using them and that he was aware of this in this lesson. I think this is an important point.</i> ” (Lesson 6) RD: “ <i>Elena said she’d heard ‘yani’ [I mean] a lot from her friends before, but she didn’t know what it meant, so she never used it. But now that she has learned it, she said, ‘I can use it now.’</i> ” (Lesson 5)

The questions asked during the preparation and awareness-raising activities supported active participation, were appropriate for the students’ level, and were effective in drawing attention to the topic. Observers (e.g., O1 and O2) reported that the questions were clearly understood by students and supported active participation by promoting interaction among them (*Facilitating Active Student Participation*, Table 5). Students’ involvement in the course was consistently strong, according to both observers. For instance, one student used the term ‘turn-taking’ that he had learned in class [O2: “*A student used the term turn-taking in his sentence.*” (Lesson 6)]. Students were actively involved in the process by answering teacher questions. The RD indicates that asking students to provide examples relevant to the subject helped them become quickly engaged: “*Asking students for different examples on this subject drew them into the subject. They presented some of the expressions they knew before as examples in this context.*” (RD – Lesson 8).

During the activities, a didactic approach was avoided; the goal was for the students to be actively involved in the process. Elena remarked that they were more engaged in the lesson while learning interactional strategies, as opposed to material in the books (*Student- and Interaction-Oriented Content*, Table 5). Mustafa, meanwhile, stated that interactional strategies are not mentioned in the books and that he learned about them during the implementation lessons (*Curricular Gap in Teaching Interactional Strategies*, Table 5). Yusuf reinforced this point, stating that he had not learned these terms in regular classes and had only acquired the interactional strategies during the research process: “*For example, how I get turn-taking. These are the things I learned. I mean, I didn’t learn these things in regular classes.*” (Yusuf).

Students stated that they had used some of these expressions before but had been unaware of their functions. O1 observed this and considered the resulting awareness to be significant (*Increased Metalinguistic Awareness of DMs*, Table 5). These words and expressions, which are mostly DMs used frequently in interaction, were often familiar to students in form but not in function. In O2’s observation, it was stated that the students knew DMs such as *ee*, *sonra*, and *ondan sonra* (uhm, then, after that), but did not know the DM *artı* ‘plus’ (see Appendix H for the DMs taught in Lesson 6). In another observation note, O2 shares an anecdote from Yusuf: “*He said that he’d heard so much of using ‘falan filan’ [something like that]. ‘You don’t know all of one thing; That’s why we say falan filan.’, he said. It was a funny word for the student, and he laughed while pronouncing it.*” (O2 – Lesson 6).

The RD reports that, unlike Yusuf, Akram stated that the DM *falan filan* was something he had heard for the first time in this course. Elena indicated a similar issue, noting that although she had heard some expressions previously, she had no idea why they were being used: “*Elena said that she’d heard ‘yani’ [I mean] a lot from her friends before, but she didn’t know what it meant, so she never used it. But now that she has learned it, she said, ‘I can use it now.’*” (RD – Lesson 5). Elena, who offered a different anecdote during the interview, also mentioned a similar issue when it came to the DM *şey* (well): “*I heard ‘şey’ [well] before, but I didn’t understand why they said ‘şey’. But now, I understand better.*” (Elena). Her experience clearly demonstrates the value of

explicit instruction, as she noted that although she frequently heard the DMs *yani* and *şey*, she only felt confident using them after understanding their function in the class. Taken together, Excerpts 4 and 5 further illustrate how participants such as Elena and Hamadou began to actively use these DMs in their post-task interactions.

1 Elena: bir sorun: gibi: mesela hakkında
a problem: like: for example about
2 &-ee yani her insan: bir soru: ^su var
&-uh so every person: has a questi: ^on
3 ben [//] (0.3) benimle &-ee konuşmak istiyor
I [//] (0.3) wants to &-uh talk with me
4 ve sonra o: [//] ben başkan [/] başkan [//] belediye başkan konuşabilirim
and then he: [//] I president [/] president [//] (I) can talk to the mayor
5 bu
this
6 ben sadece sekreter gibi
I am only like a secretary

Figure 8. Excerpt 4 (Elena explaining her duty at work, post-task interaction).

Excerpt 4 illustrates how Elena uses the DM *yani* “well” to expand and clarify an initially vague formulation during the post-task interaction (see Fig. 8). In line 1, her turn (*a problem: like: for example, about*) is incomplete and projects further explanation. She initiates that clarification in line 2 by using *yani* to reformulate her idea more explicitly, explaining that people who have a question or problem want to speak with her so she can relay it to the mayor. Here, *yani* functions as an elaboration device, allowing Elena to add an example and make the intended meaning clearer. This instance demonstrates her emerging ability to mobilize newly taught DMs for turn-expansion and clarification—an instructional focus of the course aimed at enhancing spoken-language awareness and interactional competence.

1 Elena: ayrandan hoşlanmıyorum
I don't like ayran
2 ama ↑ sorun değil
but ↑ it's not a problem
3 güzel güzel
nice nice
4 &-em: a: &-ee İstanbul: ^a &+şim [//] İstanbulda yaşıyorsun
&-um: a: &-uh İstanbul: ^1 &+no [//] you live in İstanbul
5 orda müzeler: &-ee ziyaret ediyor musun
there the museums: &-uh do you visit them
6 (1.7) müzeler
(1.7) museums
7 Hamadou: hayır vallahi (0.7)
no really (0.7)
8 bu: &-aa yani [/] <bu senede> [//] yani ben yani burda &+o-o-o+ocak sonunda geldim
yani
thi:s &-aa yani [/] this year [] I mean I came here at the end of the &+ja-ja-
ja+January I mean
9 korona virüs kötü olaylarda olduğunda yani
when the coronavirus and bad events were happening I mean
10 gezmeye hakkında çalışmadım
I couldn't work on sightseeing
11 Elena: &-aa yani çok evde kalıyorsun
&-aa I mean you stay at home a lot
12 &-ee korona yüzünden
&-uh because of corona
13 bunun için &-ee az: (0.3) şey (0.3) baktın
that's why &-uh you looked at (0.3) things (0.3) less
14 (1.3) değil mi di:mi
(1.3) isn't it isn't it
15 Hamadou: evet evet
yes yes
16 Elena: evet güzel
yes nice

Figure 9. Excerpt 5 (Elena moves to another topic while talking with Hamadou, post-task interaction).

This excerpt (Excerpt 5) demonstrates how Elena and Hamadou use DMs to manage topic shifts, plan their upcoming turns, and elaborate their talk during the post-task interaction (see Fig. 9). Prior to line 1, the pair had been discussing food cultures, and Elena closes the topic with “*nice nice*” in line 3. She then initiates a new topic about museums in İstanbul. This transition is not produced fluently; instead, Elena begins with a series of planning devices in line 4, including *em*, *a*, and *ee*. While *em* and *ee* function as hesitation markers, the elongated *a*: is not a filler but an “aha-moment” sound—an audible sign that Elena has just located the idea she wants to introduce. Together, these markers allow her to retain the floor while formulating the new question, which she produces in lines 4-5.

A similar pattern appears in Hamadou's response. Although he initially answers “*no*” in line 7, he expands his answer in line 8. To plan and assemble his extended response, he uses hesitation markers such as *aa* and several instances of *yani*. Early in his turn, *yani* serves as a planning device that buys time while he organizes his explanation, whereas its turn-final placement in lines 8 and 11 functions more as a focus marker, highlighting and legitimizing the information he provides.

Elena's follow-up in lines 13-15 shows another functional use of *yani*. After taking the floor with a hesitation marker, she uses *yani* to reformulate and expand Hamadou's explanation ("you stay at home a lot because of corona..."). Here, *yani* operates as an elaboration device, helping her display understanding and extend the topical talk. Taken together, this excerpt shows how both speakers draw on DMs—particularly hesitation markers and *yani*—to plan turns, shift topics, maintain the floor, and build extended responses during interaction.

3.1.2.1.3. Findings on watching and conversation analysis

In this step, authentic videos containing the interactional strategies taught in the previous part were used, and CA was employed as a teaching method based on these videos (Figure 10). The findings obtained during the action cycles indicated that this section could be implemented in the following four-part sequence: (1) transcription-based reading comprehension activities, (2) watching the video, (3) performing CA on the transcriptions, and (4) conducting reflective activities after CA.

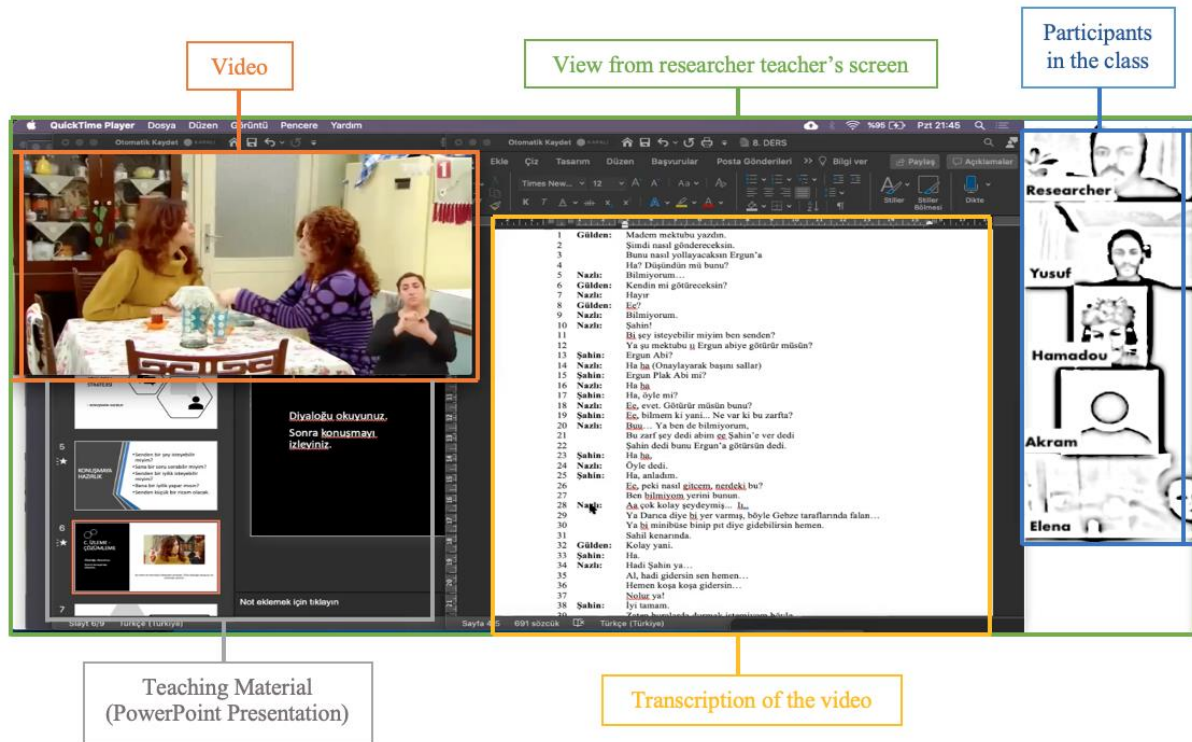


Figure 10. Watching and conversation analysis (Lesson 8).

Figure 5 presents a screenshot of the researcher-teacher conducting a CA activity in an online class via Zoom. In the foreground, the video material and its transcription are displayed in a separate Word file. The transcription is organized sequentially, with each line numbered to facilitate guided analysis during the CA. On the right side, the class participants are visible, including the researcher and students. In the background, a portion of the teaching material presented in a PowerPoint slide can be seen. According to the qualitative data collected, five key themes emerged regarding students' experience in this step: transcription as a scaffolding tool for comprehension, increased confidence through exposure to authentic input, developing awareness of spoken vs. written discourse, CA fostering deeper learning, and reflection enhancing memory and cross-linguistic transfer (Table 6).

Table 6.

Key Themes and Illustrative Quotes from the Watching and Conversation Analysis Step

Key Themes	Illustrative Quotes
Transcription as a Scaffolding Tool for Comprehension	Elena: "When we look at the written words of the video, I understand better. I think it is more productive in this way." (1st FGI). Elena: "Natural videos are a bit difficult. However, by reading the dialogue before watching, we understand them better." (SSD – Lesson 6)
Increased Confidence through Exposure to Authentic Input	Hamadou: "In these videos, people are speaking quickly. I'm not sure how I'll understand them when they're speaking quickly, but I can learn by watching these videos." (1st FGI)

	Elena: <i>"This is a natural video, a real video. We don't trust ourselves. However, now we just watch only a small part of it. We feel better about it, at least in my case."</i> (1st FGI)
Developing Awareness of Spoken vs. Written Discourse	Yusuf: <i>"For example, after the video, you will ask a question: 'What does this mean? Why does he say like that?' You write it, but we say it differently. How we speak and how we write are different."</i> Elena: <i>"Speaking and writing are very different. I'm always looking forward to seeing that."</i> (SSD – Lesson 7)
CA Fosters Deeper Learning	O1: <i>"Students' awareness of the expressions used in the conversation increased. In that sense, the analysis was quite effective."</i> (Lesson 7) Hamadou: <i>"Because there were two people in each video. You wrote their names. How they take turns, and you wrote numbers. We looked at these numbers with curiosity. Sometimes you left blanks. We were filling in the blanks. That is, we were very curious to fill in these blanks while they were talking. It was a very good thing."</i>
Reflection Enhances Memory and Cross-Linguistic Transfer	O2: <i>"The reflection activities were quite effective; I think they grasped the topic better through examples from their own language."</i> (Lesson 5) Hamadou: <i>"I think it has a positive effect. Because when I hear new words in Turkish, words I don't know, I have to translate them into my mother tongue. If I do this, I understand better, I do not forget these words."</i> (1st FGI)

Students' statements consistently show that reading the transcription before watching the video was highly effective. Elena, for example, noted that authentic videos are difficult because they involve rapid speech, but reading the dialogue beforehand helped her achieve better comprehension and improved productivity (*Transcription as a Scaffolding Tool for Comprehension*, Table 6). Mustafa echoed this finding, stating that although the videos are fast paced, he is able to understand the content when he follows the transcription: *"These videos are fast. But I read these words, I see these words, then I understand the video."* (1st FGI). This approach was necessary, as O2 noted the initial difficulty: *"They [students] struggled to understand the video while watching it. For their level, it may be too fast."* (Lesson 1). However, in later lessons, students grew accustomed to and became better able to understand such materials, with one student comprehending the content after the first watch [O2: *"A student stated that he comprehended the content after the first watch."* (Lesson 6)]. The use of authentic, fast-paced videos was ultimately seen by students as a valuable learning experience. Hamadou stated that he had learned how to understand natural conversation through these videos, while Elena noted that the exposure improved her self-trust and mood (*Increased Confidence through Exposure to Authentic Input*, Table 6).

The videos and the subsequent analysis were instrumental in helping students recognize the distinct features of spoken language. Hamadou remarked that the videos were beneficial because they show *"the language people speak"* (SSD – Lesson 6). Elena noted a similar fascination with this contrast. Furthermore, the transcriptions allowed students to observe and analyze these differences. Yusuf, for example, stated that he noticed differences between spoken and written language after carrying out CA on the transcription (*Developing Awareness of Spoken vs. Written Discourse*, Table 6). Students also realized that features they initially mistook for completely separate terms were, in fact, variations of familiar words: Hamadou: *"I sometimes thought that when I heard people talking, they were using different words. I thought they were using words I had never heard before. But now I know. I mean, some words are different when writing and speaking."* (SSD – Lesson 7).

The transcription-based reading comprehension activities conducted before viewing were found to be effective in demonstrating this distinction [O1: *"It was effective in demonstrating the distinction between spoken and written language."* (Lesson 8)]. To highlight this difference, transcriptions were written to reflect the exact expressions used in the video (e.g., *bi* instead of *bir*³). Students were then asked to convert such common spoken expressions into their written equivalents, indicating that they had developed an awareness of the difference: O1: *"Students have developed awareness of the difference between written language and spoken language. Because they were able to convert spoken expressions into written language expressions."* (Lesson 8). Moreover, some students applied this awareness in their daily lives. For example, Yusuf reported that he uses colloquial words on social media (e.g., WhatsApp) but switches to formal written language when writing an e-mail. This indicates that he is aware of the distinction between spoken and written language and is able to select the appropriate language form depending on the register: Yusuf: *"When writing, I should write as 'değil' [it is not]. When I'm speaking, I say diil [colloquial spoken version of değil]. When I'm writing, I don't write diil. This is just how it's said when speaking. But I follow a lot of people on social media, and they write in this way. For example, dicek [colloquial spelling of diyecek, 's/he will say']. After learning this [distinction], I*

³In Turkish, the word *bir* serves as both the indefinite article "a/an", and the numeral "one". In everyday spoken Turkish, speakers frequently omit the final *r*, resulting in the pronunciation *bi*.

started writing diil [on WhatsApp]. However, if I'm going to send an email, I won't write like this. [...] [On WhatsApp], I write in this way [closer to spoken language] because I feel it is more conversational."

The CA activities were designed to exemplify the target topic and increase student awareness. The transcription was analyzed step by step with student participation after the reading and watching/listening comprehension activities. This process involved the use of line-numbered speech turns and fill-in-the-blank activities on the transcript. Observers and students confirmed the positive impact of this analytical process. Hamadou, for instance, strongly supported the analytical method, stating: "So awesome. Good idea. Because when I analyze, I learn more." (SSD – Lesson 8). He explained that performing CA through the structured transcription format facilitated comprehension, noting their curiosity regarding the numbered speech lines and fill-in-the-blank tasks (*CA Fosters Deeper Learning*, Table 6).

The final stage involved students discussing the similarities and contrasts between the Turkish-spoken language features they had learned and those of their respective L1s. O2 noted that students understood the topic better when they made comparisons using examples from their native language. This reflective comparison was reported to aid memory and comprehension. Hamadou, for example, stated that translating a new Turkish phrase into his L1 helped him remember it (*Reflection Enhances Memory and Cross-Linguistic Transfer*, Table 6).

3.1.2.1.4. Findings on in-class speaking tasks

In the fourth step of the implementation lessons, students were divided into groups and completed the speaking tasks in breakout rooms. The speaking tasks were designed to ensure that students could use the interactional practices learned in the lesson, and the instructions explicitly referred to these target strategies. After the instructions were explained, students were directed to their assigned breakout rooms with their peers, where they carried out and recorded their conversations. The recordings were subsequently shared with the researcher-teacher. According to the qualitative data collected, four key themes emerged regarding the students' experience and perception of this step: enhanced confidence and comfort in speaking, practical application of target strategies, fostering peer trust and mutual understanding, and reducing speaking anxiety (Table 7).

Table 7.

Key Themes and Illustrative Quotes from the In-Class Speaking Tasks Step

Key Themes	Illustrative Quotes
Enhanced Confidence and Comfort in Speaking	Hamadou: "I feel comfortable. While I'm speaking, I practice the things I have learned." (2 nd FGI)
	Yusuf: "I always feel comfortable. I feel comfortable in this way." (2 nd FGI)
Practical Application of Target Strategies	Yusuf: "I think it is useful because we can do or say what we learned in the lesson in the breakout rooms." (SSD – Lesson 6)
	Hamadou: "Speaking is very important because we use the strategies we learned in practice. Very important." (SSD – Lesson 7)
Fostering Peer Trust and Mutual Understanding	Elena: "Gradually, we trust our friends more and feel better. For example, we become familiar with their pronunciation and understand them more easily." (SSD – Lesson 6)
Reducing Speaking Anxiety	Hamadou: "For example, sometimes we felt stressed while talking to our teacher in the classroom. But not now."

Students indicated that they felt comfortable and at ease while performing the speaking tasks. During the second FGI, Hamadou and Yusuf both expressed confidences, with Hamadou noting that the tasks allowed him to practice the expressions he learned (*Enhanced Confidence and Comfort in Speaking*, Table 7). Furthermore, students viewed the speaking tasks carried out in the breakout rooms as highly beneficial because they provided opportunities for the practical application of target strategies. Yusuf and Hamadou's remarks illustrate that these tasks offered a valuable opportunity to use the interactional strategies acquired in class (*Practical Application of Target Strategies*, Table 7).

Elena emphasized the importance of these collaborative tasks in fostering peer trust and mutual understanding among classmates. She noted that increased trust led to greater comfort when speaking (*Fostering Peer Trust and Mutual Understanding*, Table 7). Finally, Hamadou's statements indicate that speaking tasks conducted in the private breakout rooms were successful in mitigating speaking anxiety (*Reducing Speaking Anxiety*, Table 7). He explained that he normally felt stressed when speaking with the teacher because he was anxious about making mistakes. However, because he spoke only to his classmate in the breakout rooms, this anxiety was reduced: Hamadou: "Because when I talk to my teacher, I worry that I will make a mistake or say the sentence incorrectly."

3.1.2.1.5. Findings on out-of-class speaking tasks

After each lesson, students met with their Turkish L1-speaking partners on Zoom to complete the out-of-class speaking task. The topics for these sessions mirrored those used in the in-class speaking tasks. The L1 partners were voluntary participants recruited through the researcher's professional network, and their academic backgrounds varied, including fields such as Turkish language teaching, linguistics, and psychology. All of them held an MA degree in their respective disciplines and had prior experience working with or teaching Turkish to international students. For the purposes of this study, they were instructed to meet with participants online on a weekly basis and to follow the speaking-task instructions provided for each lesson. Their role was framed explicitly as that of a conversational partner rather than a teacher or evaluator. Accordingly, they were asked to aim for balanced turn-taking, to avoid adopting a corrective or instructional stance, and to engage in natural conversation. No explicit training was given to standardize their speech, although it was observed that they naturally adjusted their talk when necessary to maintain mutual understanding. The conversations were recorded by the L1 partners and shared with the researcher. The primary aim of these out-of-class tasks was to create a space in which students could interact with authentic Turkish L1 speakers. According to the qualitative data collected, three key themes emerged regarding the students' experience and perception of this step: facilitating authentic L1 interaction, perception of the task as an obligatory duty, and reducing anxiety in authentic L1 settings (Table 8).

Table 8.

Key Themes and Illustrative Quotes from the Out-of-Class Speaking Tasks Step

Key Themes	Illustrative Quotes
Facilitating Authentic L1 Interaction	Hamadou: <i>"It's a very, very good opportunity. I found it very useful because when I talk to my foreign friend and when I talk to my Turkish friend, it is very different."</i>
Perception of the Task as an Obligatory Duty	Elena: <i>"Well, it was good. But for me... Because I talk to my Turkish friends every day, it felt like something I just had to do, and I did it."</i>
Reducing Anxiety in Authentic L1 Settings	Hamadou: <i>"While talking to my Turkish-speaking partner, I was both stressed and very curious. But that was in the early days. Now if I go out, I don't feel any stress when I talk to my Turkish friends."</i> Akram: <i>"I feel very, very comfortable when I talk to this person because she speaks slowly to me and uses simple sentences."</i>

The out-of-class speaking tasks provided students with a valuable opportunity to speak with Turkish L1 speakers. Hamadou found the task to be an excellent opportunity, noting the significant difference between conversing with a classmate and conversing with an L1 speaker (*Facilitating Authentic L1 Interaction*, Table 8). Yusuf shared this perspective, stating that speaking with an L1 speaker allowed him to learn correct pronunciation and speech patterns directly from native use of the language: *"Because I am speaking with a Turkish person, not with a foreigner. I learned from them how they speak and how they pronounce words."*

The task was not universally perceived as an exciting opportunity. Elena, for example, stated that while the task was fine, she completed it solely because she had to, reflecting the theme of *Perception of the Task as an Obligatory Duty* (Table 8). She explained that she already communicates with Turkish friends daily and viewed the structured task with the L1 partner as nothing more than homework. This reduced her comfort level, as she did not consider the L1 partner a friend: *"Well, she's not my friend, so I don't feel free. But she's very sweet, a really sweet girl. Still, I just have to talk about this topic and that topic, and then it's finished. It doesn't really matter to me whether I have this task or not."*

The out-of-class tasks were crucial for mitigating anxiety in authentic L1 setting (*Reducing Anxiety in Authentic L1 Settings*, Table 8). Hamadou initially reported being stressed when speaking with his Turkish L1 partner. This stress stemmed from the fear of making mistakes, which he did not experience when conversing with a non-native classmate. However, he stated that his stress level decreased gradually after each task, allowing him to converse more freely. He now believes he would be able to communicate with others more easily in daily life: *"Because when I talk to my foreign friend, I don't worry about anything. I mean, if I make mistakes or say something wrong... I don't worry."* Unlike Hamadou, Akram stated that he felt very comfortable talking to his Turkish L1-speaking partner immediately. The reason for this comfort was the partner's accommodating speech style—she spoke slowly and used simple sentences that were easy to understand.

3.2. Learners' Perceptions of the CA-Informed Instruction and Synchronous Online Learning

3.2.1. Students' overall views of the courses

According to the qualitative data collected, four key themes emerged regarding the students' overall experience and perception of the course: dual benefit in terms of learning and practice opportunities, developing strategic planning for interaction, enhancing conversational fluency and engagement, and gains in speaking self-confidence (Table 9).

Table 9.

Key Themes and Illustrative Quotes from Students' Overall Views of The Courses

Key Themes	Illustrative Quotes
Dual Benefit: Learning and Practice Opportunities	Akram: <i>"I learned a lot from these lessons. I speak Turkish with at least one teacher or another person. Or I will talk, and that is, of course, useful."</i>
Developing Strategic Planning for Interaction	Elena: <i>"There really is a strategy, a program, a plan. And I never understood before that I could make a plan while speaking. But now there is a plan."</i>
Enhancing Conversational Fluency and Engagement	Hamadou: <i>"I didn't know what expressions to use when speaking. For example, when I was in the classroom talking to my teacher, sometimes I didn't know what to say, so I kept silent. But now, when I'm talking to them, if I don't understand the topic, I use the expressions I learned from you. It feels good to speak using these expressions."</i>
Gains in Speaking Self-Confidence	Elena: <i>"I am more confident now. This is important."</i> Akram: <i>"I am not afraid to speak now. I used to be afraid. I mean, this is a big problem for foreign students."</i>

The analysis reveals that the course enabled students to gain new information about speaking while simultaneously providing ample opportunities for practice. Students noted that the lessons helped address the common issue of limited exposure to Turkish outside formal classes. Akram, for example, highlighted this dual benefit (*Dual Benefit: Learning and Practice Opportunities*, Table 9). Yusuf reinforced this view, stating that without the structured class time, his speaking opportunities to speak would be significantly reduced: Yusuf: *"Your lessons have been very useful to me. I speak more Turkish. So, if you don't have classes, I can't talk much. Because I only speak in the general classes in the morning. Never after that. I turn off my computer and don't talk at all."* Hamadou further supported this by emphasizing the crucial role of in-class peer interaction: *"We were learning in class. I mean, when we were in class, we used to talk to each other first. This is the most important thing. We were talking to each other in every lesson."*

The course also clarified conversation, transforming it from an unstructured activity into a skill that can be managed through conscious planning. Elena's comments suggest that the interactional strategies she learned increased her awareness of how to organize her speech (*Developing Strategic Planning for Interaction*, Table 9). She reinforced the practical nature of this strategic approach by showing the notebook she used to document the skills she had learned and relied on for organization: Elena: *"What we say, when we take turn... This is the plan. I write everything here. [She shows the notebook she used in class.] Whatever you say, I write it down. Because everything is here, and I can practice it again."* Elena concluded that the strategies and expressions acquired were the most impactful elements of the lessons: *"I think the strongest part is the strategy, and also the words."*

The program appeared to be successful in improving students' interactional competence by reducing silence and increasing active engagement. Hamadou noted that previously, he would *"keep silent"* because he *"didn't know what expressions to use"* when speaking or talking to his teacher. He emphasized, however, that he now uses the expressions he learned to take his turn or address comprehension problems in various contexts, leading to improved conversational fluency (*Enhancing Conversational Fluency and Engagement*, Table 9).

The combination of increased knowledge and practice appeared to support affective gains, primarily through a reduction in speaking anxiety and gains in speaking self-confidence (*Gains in Speaking Self-Confidence*, Table 9). Elena described the natural anxiety of speaking a new language but noted that this fear and stress decreased over time because of her heightened awareness of Turkish spoken-language features: Elena: *"Because everyone is afraid when speaking in another language. It is not easy. (...) Well, we feel stressed while talking. But now, I'm slowly starting to feel relaxed. That's nice. (...) Well, I think I feel stressed when talking to someone I don't know because I don't know their pronunciation and they use different words."* Akram echoed this affective change, stating that the lessons helped him overcome his long-standing fear of speaking. He provided a clear anecdote to illustrate the practical impact of this increased confidence, particularly the sense of empowerment gained from better comprehension of Turkish L1 speakers and increased control over sentence structure: Akram: *"Well, my fear of speaking has passed because of these lessons. It's better than before. I speak better now. (...) For example, I will talk about myself. (...) I used to be afraid. I mean, some words are difficult to pronounce. (...) For example, when will I say the verb? Where will it be in the sentence?"*

These things are very difficult, so I cannot speak. Sometimes I tried to talk to Turkish people, but I did not understand them. So, I used to speak very little. But not now, I mean, when I want to go to the doctor, I will go alone. But before, I could not go alone."

3.2.2. Students' views of synchronous online language learning

According to the qualitative data, four key themes emerged regarding the students' experience and perception of synchronous online language learning, largely highlighting its inherent disadvantages: expanded learning access, challenges related to technical reliability and concentration, disruptions due to shared home technology use, and a perceived deficit in informal peer socialization (Table 10).

Table 10.

Key Themes and Illustrative Quotes from Students' Views of Online Language Learning

Key Themes	Illustrative Quotes
Expanded Learning Access	Hamadou: "I think online and face-to-face education are not very different. But I think online education is better." (1 st FGI)
	Elena: "I have the same opinion. [She refers to Hamadou's viewpoint.] Because now I have many meetings, so much work... My son is here... I don't have any other time. I want to live here, but now I'm making a geographical mistake; I'm in Greece. There is an opportunity for this now, thanks to quarantine, and it's very useful for me. Because I have been continuing lessons at this language center since April. For this reason, online education is very important for me. I can't do it face-to-face." (1 st FGI)
Challenges of Technical Reliability and Concentration	Mustafa: "But there are many problems with remote learning because the internet is very weak. It's very bad sometimes. Sometimes students get anxious. They can't concentrate." (1 st FGI)
	Hamadou: "I think the lesson was very good as usual, but sometimes my internet connection went out, and it bothered me." (SSD – Lesson 3)
	RD: "I had some technical problems. Sometimes the internet connection went out. Because of this, there were minor glitches." (Lesson 1)
Disruptions Due to Shared Home Technology Use	Yusuf: "I have siblings. Everyone is studying on Zoom, everyone is studying on EBA ⁴ . It's a problem."
Perceived Deficit in Informal Peer Socialization	Hamadou: "Learning Turkish online and learning Turkish at school can lead to differences in friendship."

When students' views on online education are examined, they clearly identify distinct benefits, primarily related to accessibility. Students generally perceive the effectiveness of the online format as largely comparable to face-to-face instruction, while strongly prioritizing the flexibility it offers. Elena shared this opinion, noting that the opportunity to take Turkish lessons from a language center in Turkey was the main reason she favored the online format. She stated that she would not be able to attend the course under regular circumstances because of her residence in Greece, full-time employment, and family obligations (*Expanded Learning Access*, Table 10). This feedback underscores the high value placed on the ability to attend classes without spatial constraints or major time limitations.

Mustafa brought up a significant drawback of online education, highlighting the technical challenges and their cognitive consequences. He spoke specifically about the difficulties learners face when the internet is slow or unavailable and noted that these issues make it harder to concentrate (*Challenges of Technical Reliability and Concentration*, Table 10). Even Hamadou, who stated that online education was preferable, noted in his diary that he was occasionally bothered by internet problems. The issue was not limited to students; the RD also recorded occasional technical glitches (*Challenges of Technical Reliability and Concentration*, Table 10). O1 confirmed that these internet issues were unavoidable, noting that compensatory actions were sometimes required, such as repeating activities: "There are problems with the internet connection from time to time, and this is unfortunately unavoidable. Students were unable to watch the video on their first attempt." (Lesson 6).

The students' technical issues were compounded by the limited resources they had available at home. Yusuf stated that his siblings, who were also enrolled in online education (e.g., through EBA), created problems because multiple users reduced internet quality (*Disruptions Due to Shared Home Technology Use*, Table 10). He noted that this affected critical activities like the midterm exam: Yusuf: "Because, for example, in the last midterm exam, I had a hard time turning on the camera. The internet was very slow. Because I have many siblings at home. Everyone in the house turned on their camera and used the internet. That's why

⁴The EBA is an online educational network for K-12 schools within the Turkish national education system. EBA stands for *Eğitim Bilişim Ağı*, which translates to *The Education Informatics Network*. For more information, visit <https://www.eba.gov.tr>

this is a problem. (...) For example, that's why I can't turn on the camera in the morning during normal lessons, because the internet connection is weak." Yusuf's anecdote illustrates how internet quality was influenced by simultaneous use by family members, forcing him to keep his camera off during class to preserve connection quality.

Finally, students noted a limitation of the online format related to casual interaction and socialization. Hamadou highlighted that online education leads to reduced opportunities for social bonding (*Perceived Deficit in Informal Peer Socialization*, Table 10). He argued that face-to-face education offers an advantage because it allows students to engage with classmates from different countries outside of formal class hours, giving them more opportunities for practice: Hamadou: *"When we take lessons, we practice speaking Turkish. But afterward, we don't. (...) For example, when you go to school, there are students from different countries. (...) They see each other every day, and you can learn a lot by speaking Turkish with them. In this case, going to school is advantageous."* Akram reinforced this desire for increased casual practice, noting that it would be advantageous to have opportunities to talk with teachers and classmates outside the classroom in a face-to-face setting, which would positively support the Turkish learning process: Akram: *"For example, I would speak more Turkish with teachers or students. It would be better for learning."*

4. RESULTS, DISCUSSION, AND RECOMMENDATIONS

This study investigated how interactional strategies and awareness of spoken language can be taught in an online TSL context. An action-research methodology was adopted to iteratively develop a five-step teaching model consisting of (1) feedback, (2) preparation and awareness-raising, (3) watching and conversation analysis, (4) in-class speaking tasks, and (5) out-of-class speaking tasks. The model is designed for adult L2 Turkish learners and is fully compatible with synchronous online instruction. While the overall structure aligns with earlier CA-informed pedagogical proposals—such as the seven-step sequence in Balaman and Can Daşkın (2019)—the present study contributes several features that appear to distinguish it from previous work. Unlike most CA-informed pedagogical studies, which have primarily examined EFL classroom settings (Balaman & Can Daşkın, 2019; Barraja-Rohan, 2011; Hellermann, 2007), the current study applies CA-informed pedagogy to TSL and to a synchronous online instructional environment. Although earlier research has documented CA-based analyses of online L2 interaction (Balaman & Sert, 2017; Sert & Balaman, 2018), the data from this study suggest that the present model offers one of the first structured, pedagogically oriented applications tailored specifically to the TSL context. The model also integrates CA-informed classroom instruction with a holistic pedagogical framework that organizes and links the five steps coherently. Within this framework, an out-of-class interaction component with Turkish L1 speakers is incorporated as an integral part of the classroom work, allowing learners to apply focal interactional practices in more informal communicative environments. Taken together, while previous studies have addressed individual components—such as CA-based classroom activities, online interaction, or “in-the-wild” (Wagner, 2015) experiences—none appear to combine these elements into a single pedagogical model for TSL.

The remainder of this section presents the results and discusses how each step, including sub-steps, of the model functioned within this cohort. It begins with an overview of the speaking task outcomes (pre-task and post-task) and then examines how the five steps contributed to learners' emerging interactional awareness. Finally, recommendations, future directions, and limitations are outlined. Given the small scale and context-specific nature of this action research, the findings discussed in this section should be interpreted as exploratory and situated within this instructional context rather than as broadly generalizable.

4.1. Speaking Task (Pre-Task and Post-Task)

A comparison of the pre-task and post-task speaking performances indicates that learners produced longer stretches of talk and a higher number of types and tokens in the post-task, suggesting increased conversational output within this cohort. From a CA-for-SLA perspective, however, these quantitative gains are better understood not simply as increased production, but as changes in how learners organized and accomplished actions in interaction. The qualitative analyses show that learners' turns became more extended, more coherently organized, and interactionally richer over time, reflecting a growing ability to construct multi-unit turns and sustain participation across sequences (Schegloff, 2007). As Yusuf reflected, *"After attending these classes, I talked more. That's why I speak better now,"* thus orienting to increased participation as central to his own development. A key factor underlying this development appears to be a shift in learners' willingness to participate in interaction. Akram's comment—*"I am not afraid to speak now. I used to be afraid"*—suggests that the implementation lessons, which provided structured opportunities for sustained interaction with peers and L1 speakers, helped reduce reluctance to initiate and maintain talk. This aligns with previous research indicating that consistent exposure and guided practice in the target L2 can mitigate speaking anxiety (Dörnyei, 2005; Liu, 2006).

Beyond increased output, the findings point to the development of learners' interactional competence (Pekarek Doehler, 2019), reflected in their expanding repertoire of practices for managing turns, sequences, and topics. In the pre-task data, learners' talk was largely organized through minimally expanded adjacency pairs and list-like turn extensions. In contrast, the post-task interaction shows a broader and more coordinated deployment of interactional practices. Learners produce multi-unit turns with clearer projection, engage in sequence expansion, and sustain extended informing sequences. They also demonstrate increased use of formulation work (Heritage & Watson, 1979), as seen in candidate understandings that are subsequently confirmed and elaborated by co-participants. These practices indicate greater attention to intersubjectivity and recipient design, as learners actively check and align understandings rather than relying solely on question-answer sequences. This

development can also be observed in the use of DMs, which changed in both function and distribution over time. Rather than serving primarily as hesitation devices—as was common in the pre-task—markers such as *yani* “I mean”, *çünkü* “because”, and *ondan sonra* “after that” are more consistently used as interactional resources for managing turn construction, marking accounts, and organizing temporal and causal relations in the post-task. This shift suggests that learners are not only expanding their linguistic repertoire but also learning how to deploy these resources to accomplish specific social actions within unfolding sequences of talk.

Importantly, these developments appear closely tied to the design of the implementation lessons, which provided explicit focus on spoken-language features and interactional strategies (e.g., turn-taking, turn expansion), as well as opportunities for practice in both instructional settings (e.g., in-class speaking tasks) and naturalistic settings (e.g., out-of-class speaking tasks), where learners were able to notice, experiment with, and gradually appropriate interactional practices in their own talk. The post-task excerpts suggest that learners increasingly initiate turns, ask follow-up questions, and sustain topics, indicating a shift from participation based primarily on responding to prompts toward more actively managed and co-constructed interaction. These changes, reflected in the post-task excerpts, are consistent with research showing that interactional strategies and metapragmatic awareness can develop through targeted input, guided noticing, and deductive explanation (Liddicoat & Crozet, 2001; Rose & Kwai-fun, 2001; Takahashi, 2001).

Taken together, the combined quantitative and qualitative findings suggest that the instructional model supported not only increased output but also meaningful development in learners’ interactional competence (Pekarek Doehler, 2018, 2019; Pekarek Doehler & Berger, 2018). Compared to the pre-task interactions, in which talk was often limited to minimally expanded adjacency pairs and a relatively narrow use of DMs, the post-task data show more sustained sequence organization, greater intersubjective alignment through formulation and confirmation practices, and more effective use of interactional resources. These changes point to learners becoming more capable of producing coherent, responsive, and socially attuned turns in L2 interaction.

In the following section, the structure and implementation of these lessons are discussed in more detail in order to better understand how specific instructional practices may have supported this observed development.

4.2. Five-Step Teaching Model

The initial step, referred to as the *Feedback* step, was based on recorded excerpts from students’ speaking tasks and appeared to yield consistently positive outcomes. Qualitative data suggested four key themes regarding the students’ experience: positive affect and engagement, enhanced self-correction and awareness (metacognition), validation of interactional skills, and perceived importance/utility of the activity (see Table 4). By watching excerpts of their own conversations, students were able to assess their performance, which appeared to foster engagement. Hamadou stated, “*It motivates us to correct our mistakes; it is definitely useful,*” indicating that this step may enhance learning motivation, a finding supported by the RD and observer notes. Crucially, before receiving researcher-teacher feedback, students demonstrated the ability to self-assess the observed conversation (RD, Lesson 7), suggesting that they could draw on emerging awareness of interactional practices to evaluate their own talk. This indicates that the Feedback step functioned as an entry point in the model, fostering reflective engagement with interaction and preparing learners for subsequent stages.

Four themes emerged from the data collected on the *Preparation and Awareness-Raising* step: facilitating active student participation, student- and interaction-oriented content, a curricular gap in teaching interactional strategies, and increased metalinguistic awareness of DMs (see Table 5). The core goal of this step was to introduce language, discourse knowledge, and interactional practices while prioritizing active student participation. The teacher’s use of targeted questions and requests for student examples appeared to elicit prior knowledge and encourage engagement (RD, Lesson 8). The findings revealed that students were often familiar with common spoken expressions (e.g., Turkish DMs such as *falan*, *yani*, *şey*) from daily life but lacked metalinguistic awareness of their pragmatic functions. As previous research has also noted (Saritaş & Benzer, 2020), these features are frequently absent from TSL course instruction. Students reported understanding the purpose and context of these expressions only after the focused instruction provided in this phase. These findings support the view that, although recognizing common spoken language items is relatively unproblematic, understanding how and when to use them may require explicit instruction (Willis, 2015). Similarly, interactional strategies and pragmatic functions in the target L2 can be acquired through deductive instructional approaches (Liddicoat & Crozet, 2001; Rose & Kwai-fun, 2001; Takahashi, 2001). Based on a comparison of the pre-task and post-task excerpts, participants used the DMs introduced in this step (e.g., *yani*, *işte*, *peki*) to perform a range of functions, including turn planning, turn expansion, event sequencing, turn entry, and cause-effect marking. This suggests that learners were able to appropriate these forms for functional use in interaction. In this sense, the step contributes to establishing the conceptual and metapragmatic foundation of the model by making interactional resources explicit, visible, and therefore learnable for subsequent use in interaction.

Qualitative data related to the *Watching and Conversation Analysis* step highlighted five themes: transcription as a scaffolding tool for comprehension, increased confidence through exposure to authentic input, developing awareness of spoken vs. written discourse, CA fostering deeper learning, and reflection enhancing memory and cross-linguistic transfer (see Table 6). This phase provided students with the opportunity to work with authentic video materials, which initially proved challenging because of

their unfamiliar format and speed. However, the use of transcriptions and comprehension activities prior to viewing appeared to effectively scaffold their understanding. Through CA-based activities focusing on transcription, students gained a new perspective on the interactional process, clarifying the distinctions between spoken and written language and developing awareness of interactional strategies such as initiating conversation, turn-taking, and holding the floor. For instance, Hamadou reported realizing that the written form '*Değil mi*' (Isn't it?) and the spoken form '*Di mi?*' were identical. CA-based analysis also seemed to support the learning of interactional strategies, as one observer noted that the "*analysis was ... good*" in terms of raising awareness (Lesson 7), and Hamadou further reported that he learned more through analyzing transcriptions (SSD – Lesson 8). As previous research has shown, CA offers a more nuanced understanding of talk-in-interaction and the interactional practices it entails (Liddicoat, 2007; Hellermann, 2008; Barraja-Rohan, 2011; Balaman & Can Daşkın, 2019). Importantly, a comparison of pre-task and post-task excerpts suggests that participants developed greater ability in topic development and turn expansion. In the post-task data, learners were able to produce more extended, multi-unit turns and engage in formulation work, such as sequences of formulation, confirmation, and elaboration, which appeared to be more rudimentary in the pre-task interactions. This suggests that the Watching and Conversation Analysis step may have helped learners understand how topics are developed and sustained, and how speakers extend and enrich their contributions in naturally occurring interaction. Through guided analysis, participants observed how interaction unfolds over time—how turns are expanded and how additional details are incrementally added. Within the overall model, this stage deepens earlier awareness by enabling learners to analyze authentic interaction and understand how these practices are systematically organized in context.

The *In-Class Speaking Tasks*, conducted in virtual breakout rooms, were associated with four themes: enhanced confidence and comfort in speaking, practical application of target strategies, fostering peer trust and mutual understanding, and reducing speaking anxiety (see Table 7). These structured tasks provided a secure and relatively autonomous environment in which students could practice the interactional strategies they had learned with speaking partners. This sense of comfort appeared to facilitate interaction and reduce anxiety. Moreover, such tasks may promote reflection and enhance interactional awareness by offering opportunities for intensive speaking practice (Dörnyei, 2005; Liu, 2006; Balaman & Can Daşkın, 2019). At this stage of the model, learners begin to actively mobilize the previously introduced and analyzed interactional resources in peer interaction, moving from awareness to situated use. These tasks provide opportunities for learners to engage with interaction at their own level while also developing their skills collaboratively with peers. As suggested by the qualitative themes, such practice may support both confidence and the application of learned interactional strategies. Evidence from the post-task data further suggests that this increased confidence and practice may be associated with longer and more interactionally enriched conversations. In particular, learners appear to produce more extended turns and demonstrate a greater ability to develop topics, suggesting emerging control over multi-unit turns and interactional sequences.

The final step, which involved interacting with Turkish L1 speakers in *Out-of-Class Speaking Tasks*, yielded three themes: facilitating authentic L1 interaction, perception of the task as an obligatory duty, and reducing anxiety in authentic L1 settings (see Table 8). While one student felt obligated because she already had Turkish-speaking friends, the overall task appeared to provide a valuable opportunity for 'real-life' interaction. Although initial anxiety was present, it appeared to fade quickly as students became more comfortable. This step addresses the need to integrate L2 learning experiences outside the classroom in order to supplement limited lesson time (Pekarek Doehler, 2018; Pekarek Doehler & Berger, 2018), supporting the view that instruction may be strengthened by out-of-class tasks in which students can practice interaction "in the wild" (Wagner, 2015, 2019). As the final stage, this step extends the model beyond the classroom, allowing learners to consolidate and adapt their interactional practices in authentic, less structured environments. In this sense, it represents a crucial component of the model, as it provides opportunities for learners to engage directly with L1 speakers and to apply their developing interactional competencies in real-world contexts.

Overall, the proposed teaching model appears to have offered a dual pedagogical benefit by providing both structured learning and authentic practice opportunities, facilitating strategic interaction planning, and potentially contributing to enhanced conversational fluency, engagement, and gains in speaking self-confidence (see Table 9). From a CA-informed pedagogical perspective, these developments suggest that repeated engagement with interactionally rich tasks may heighten learners' sensitivity to turn-taking, sequential organization, and interactional contingencies, which are central components of interactional competence (Pekarek Doehler & Berger, 2018; Seedhouse, 2004). In this sense, the model seems to have supported not only linguistic development but also learners' ability to manage interaction as a socially situated, moment-by-moment accomplishment (Kasper & Wagner, 2011). A comparison of the pre-task and post-task excerpts further supports this interpretation, suggesting that participants improved in turn expansion, topic development, and the use of DMs. This interpretation aligns with prior research indicating that online learning environments, when pedagogically structured to foreground interaction and social presence, may foster learner engagement, self-efficacy, and interactional competence (Akpen et al., 2024; Wu, 2023). At the same time, students' overall evaluations of online learning reflected a nuanced balance of affordances and constraints (see Table 10). On the positive side, learners highlighted flexibility and the removal of physical barriers as key advantages, reinforcing claims that online instruction can expand access to learning and support learner autonomy (Kuluşaklı, 2025). However, learners also reported challenges related to technical reliability, sustained concentration, disruptions arising from shared home technology use, and a perceived lack of informal peer socialization. From an interactional perspective, these constraints may limit opportunities for spontaneous talk, incidental interaction, and embodied resources that are often critical for the development of interactional competence. Such findings are consistent with previous research emphasizing that reduced social presence and constrained participation frameworks in online settings can

affect learners' engagement and interactional experiences (Akpen et al., 2024; Wu, 2023). Taken together, these findings suggest that while CA-informed online pedagogical design may support the development of interactional competence and speaking confidence, its success ultimately depends on how technological, social, and participation-related constraints are managed to sustain meaningful interaction.

4.3. Proposed Model and Future Directions

In this study, a CA-informed, holistic five-step teaching model is proposed to enhance interactional competence in L2 learning. This cyclical pattern can be integrated after each unit or used as a standalone conversation (or colloquial language) module. The model steps should incorporate the following elements:

1. *Feedback*: Instructors can use recordings of students' previous interactions to provide targeted feedback on their use of interactional strategies. This approach facilitates both self-assessment and focused correction of recurrent errors, allowing learners to recognize patterns in their performance and develop more effective interactional skills.
2. *Preparation and Awareness-Raising*: The introduction of new interactional topics should adopt an inquiry-based approach to stimulate student engagement and reflection. For example, posing a question such as "*How do you take your turn while speaking?*" encourages learners to articulate their intuitive strategies. Student responses are then followed by the presentation and explicit analysis or explanation of model interactional examples, fostering metalinguistic awareness of the strategies under study.
3. *Watching and Conversation Analysis*: Students are first guided to become familiar with the transcription conventions, after which they engage in comprehension activities. They then apply CA to the transcripts to identify target interactional strategies. At this stage, teachers play a central role in scaffolding the analysis by guiding learners through the interaction and modeling analytic practices. This requires teachers to have expertise in CA and to ask well-timed, focused questions (e.g., *How does the speaker initiate the conversation? How is the turn taken? How does the speaker hold the floor?*). Finally, students are encouraged to reflect on cross-linguistic differences and similarities between the target language and their L1 in order to consolidate learning.
4. *In-Class Speaking Tasks*: Students engage in structured speaking tasks with clear, concise instructions and flexible topics. Tasks are designed to encourage the application of interactional strategies introduced through CA-informed analysis—for example, "*Take your turn to speak where appropriate.*" After receiving the instructions, students are assigned to breakout rooms with peers to practice these strategies. This structured environment provides a safe space for practice, allowing learners to consolidate their skills and receive immediate feedback if necessary.
5. *Out-of-Class Speaking Tasks*: Within this approach, regular out-of-class conversation practice is an integral component for fostering authentic interaction. The instructional design therefore includes structured opportunities for students to engage in conversation outside the classroom. One approach is to pair students with L1 speakers—for instance, peers studying Turkish language teaching in education departments—who can also benefit from interaction with L2 speakers. This pairing can be integrated as part of a credit-bearing course, enhancing motivation and ensuring regular online meetings for speaking tasks. A more immersive, though logistically demanding, alternative involves learners interacting with native speakers in real-world settings, particularly when studying in the target country. Students can engage with locals as part of their speaking tasks, providing direct experience with spontaneous communication. In all scenarios, task instructions should mirror those used in class, thereby maintaining consistency and promoting the transfer of interactional strategies to authentic contexts.

Despite its pedagogical advantages—such as enhancing spoken language awareness and interactional competence, reducing speaking anxiety, providing intensive speaking practice, and bridging classroom interaction with out-of-class communication—the instructional approach examined in this study also entails several disadvantages inherent to the nature of CA-informed pedagogy. First, the method places substantial demands on teachers. Instructors are required to identify and create suitable listening and viewing materials that clearly exemplify the targeted interactional strategies. In addition, they must prepare transcript-based materials that allow learners to engage in close, analytically oriented analysis of interaction. This process is time-consuming and presupposes a high level of teacher expertise in CA, as well as the pedagogical ability to adapt CA principles and analytic procedures for instructional purposes. This limitation can be mitigated by using short interactional excerpts or by providing teachers with prepared, open-access instructional materials. Second, the approach requires learners to draw on a relatively high level of metacognitive and literacy skills. Students are expected to analyze interactional data, monitor their own spoken production, and interpret the actions of others, including interlocutors in authentic audio-visual materials. These demands may pose challenges, particularly for learners who are less accustomed to reflective or analytic learning practices.

Additional challenges arise in the implementation of out-of-class speaking tasks. Such tasks often require learners to initiate interactions with native or proficient speakers outside the classroom, which may be difficult due to individual differences in personality, particularly among more introverted students. Similarly, potential interlocutors may be unwilling to participate in spontaneous interactions. Willingness to engage thus becomes a critical factor for both learners and interlocutors, with reluctance stemming from perceived task difficulty, a sense of obligation, or discomfort when speaking with unfamiliar individuals. These disadvantages, however, can be mitigated through pedagogical scaffolding and thoughtful task design. For example, assigning regular speaking partners or embedding interactional tasks within everyday activities—such as ordering a coffee at a café—can lower affective barriers and increase the feasibility and authenticity of out-of-class interaction.

4.4. The Limitations of the Study

This study has several limitations that should be acknowledged. First, the small sample size and the heterogeneity in proficiency levels among participants—particularly the inclusion of one C1-level learner—limit the generalizability of the findings. Although the results were examined both with and without this participant in order to mitigate the impact of proficiency differences, the variation in language level may still have influenced the comparative outcomes. Second, the implementation was highly context-specific, taking place within a single instructional setting and shaped by the particular design of the interaction-focused course. As such, the findings should be interpreted as exploratory rather than broadly generalizable. Such context-specificity is common in action research designs, which aim to generate situated insights rather than broadly generalizable claims.

A further limitation concerns the lack of long-term follow-up. The study examined only immediate, post-instruction developments, and it remains unknown whether gains in interactional awareness and DM use were sustained over time or transferred to new communicative contexts. In addition, although the Turkish L1 partners were given guidance to engage as conversational partners rather than instructors, their speech styles naturally varied depending on their backgrounds and interactional tendencies. This variability reflects authentic communication, but it may also have influenced learners' opportunities for practice.

Finally, because the analysis relied on Turkish interactional data that were translated into English for reporting, some nuances of tone or pragmatic force may have been reduced despite careful translation procedures. The researcher's dual role as teacher-researcher—already discussed in Section 2.5—also forms part of the study's broader design context. Taken together, these limitations do not undermine the value of the findings; rather, they offer direction for future research seeking to expand, adapt, or longitudinally extend this work.

Research and Publication Ethics Statement

This study was conducted in accordance with established research and publication ethics and was approved by the Istanbul Bilgi University Ethics Committee with its decision dated 19.10.2020 and numbered 2020-40023-82. All participants provided informed consent and participated voluntarily. Anonymity and confidentiality were maintained throughout the research process. The author declares that the study contains no plagiarism, data fabrication, falsification, or duplicate publication. Artificial intelligence (AI) tools, such as Copilot, were used solely for proofreading, grammar and spelling checks, and language and stylistic improvements.

Contribution Rates of Authors to the Article

This article was written by a single author. All stages of the study, including the research design, data collection, analysis, and manuscript preparation, were carried out by the author.

Acknowledgements

I sincerely thank all participants who volunteered for the study, as well as the observers and L1 Turkish-speaking partners whose contributions supported the research process. I am particularly grateful to Ahmet Benzer, supervisor of the dissertation, and to the dissertation jury members, Latif Beyreli, Dilek Uygün Gökmen, Nihan Ketrez, and Fatma Bölükbaş Kaya, for their valuable guidance and assessment of the thesis. Special thanks go to Sinem Köklü for her insightful feedback on the conversation excerpts during our mini data sessions. I also thank the anonymous reviewers for their constructive comments and encouraging feedback, which helped strengthen the manuscript and shape its final version.

Statement of Interest

The author declares no conflict of interest.

5. REFERENCES

- Akpen, C.N., Asaolu, S., Atobatele, S., Okagbue, H. & Sampson, S. (2024). Impact of online learning on student's performance and engagement: a systematic review. *Discover Education*, 3, 205. <https://doi.org/10.1007/s44217-024-00253-0>
- Balaman, U. (2016). *A conversation analytic study on the development of interactional competence in English in an online task-oriented environment*. (Unpublished doctoral dissertation). Hacettepe University.
- Balaman, U. (2018). Task-induced development of hinting behaviors in online task-oriented L2 interaction. *Language Learning & Technology*, 22(2), 95–115. <https://doi.org/10.125/44640>

- Balaman, U. & Can Daşkın, N. (2019). A series of conversation analysis based pedagogical activities for increasing interactional awareness. *Journal of Inquiry Based Activities*, 9(1), 1-13. Retrieved from <https://www.ated.info.tr/index.php/ated/issue/view/4>
- Balaman, U., & Sert, O. (2017). Development of L2 interactional resources for online collaborative task accomplishment. *Computer Assisted Language Learning*, 30(7), 601–630. <https://doi.org/10.1080/09588221.2017.1334667>
- Barraja-Rohan, A. (2011). Using conversation analysis in the second language classroom to teach interactional competence. *Language Teaching Research*, 15(4), 479-507.
- Barraja-Rohan, A.-M. (1997). Teaching conversation and sociocultural norms with conversation analysis. In A. J. Liddicoat & C. Crozet (Eds.), *Teaching language, teaching culture: Australian review of applied linguistics* (Series S Number 14, pp. 71-88). ALAA.
- Biber, D., Conrad, S. & Leech G. (2002). *Longman student grammar of spoken and written English*. Pearson Education.
- Biber, D., Johansson, S., Leech, G., Conrad, S. & Finegan, E. (1999). *Longman grammar of spoken and written English*. Pearson Education.
- Bloomberg, L. D. & Volpe, F. M. (2019). *Completing your qualitative dissertation: a road map from beginning to end*. SAGE.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101, <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V. & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597, <https://doi.org/10.1080/2159676X.2019.1628806>
- Brazil, D. (1995). *A grammar of speech*. Oxford University Press.
- Brown, G. & Yule, G. (1988). *Discourse analysis*. Cambridge University Press. (Original work published 1983)
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge Taylor & Francis Group.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1–47.
- Carter, R. & McCarthy, M. (1995). Grammar and the spoken language. *Applied Linguistics*, 16(2), 141–158.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide: Spoken and written English grammar and usage*. Cambridge University Press.
- Council of Europe (2018). *Common European framework of reference for languages: learning, teaching, assessment. companion volume with new descriptors*. Strasbourg: CoE. <https://rm.coe.int/cefr-companion-volumewith-new-descriptors-2018/168078798>
- Coulthard, M. (1992). *Advances in spoken discourse analysis*. Routledge.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. (Fourth Edition). SAGE Publications.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5(1), 80-92. <https://doi.org/10.1177/160940690600500107>
- Firth, A. & Wagner, J. (1997). On discourse, communication and some fundamental concepts in SLA research. *The Modern Language Journal*, 81, 285–300.
- Flowerdew, J. (2013). *Discourse in English language education*. Routledge: New York.
- Gee, J.P. (2018). *Introducing discourse analysis from grammar to society*. Routledge.
- Goh, C.C.M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

- Hall, J. K. (1993). The role of oral practices in the accomplishment of our everyday lives: The sociocultural dimension of interaction with implications for the learning of another language. *Applied Linguistics*, 14(2), 145–166. <https://doi.org/10.1093/applin/14.2.145>
- Hall, J. K. (1995). ‘Aw man, where you goin’?: Classroom interaction and the development of L2 interactional competence. *Issues in Applied Linguistics*, 6(2), 37–62.
- Halliday, M.A.K. (1990). *Spoken and written language*. Oxford: Oxford University Press.
- Hasırcı, S. (2019). Yabancılar Türkçe öğretimine yönelik ders kitaplarının konuşma becerisi açısından karşılaştırılması. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 8(2), 1068-1098.
- Hauber, M. B. (2021). “We must not stop now”: *Advocacy ethnography with Syrian refugees in Turkish higher education*. (Unpublished doctoral dissertation). George Mason Üniversitesi: Fairfax, VA.
- 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. 1–25). Amsterdam: John Benjamins.
- Hellermann, J. (2007). The Development of Practices for Action in Classroom Dyadic Interaction: Focus on Task Openings. *The Modern Language Journal*, 91, 83-96. <https://doi.org/10.1111/j.1540-4781.2007.00503.x>
- Hellermann, J. (2008). *Social actions for classroom language learning*, Multilingual Matters.
- Hellerman, J., Eskildsen, S. W., Pekarek Doehler, S. & Piirainen-Marsh, A. (2019). *Conversation analytic research on learning-in-action: The complex ecology of second language interaction ‘in the wild’*. Springer.
- Heritage, J., & Watson, R. (1979). Formulations as conversational objects. In G. Psathas (Ed.), *Everyday Language: Studies in Ethnomethodology* (pp. 123-162). Irvington Press.
- Hughes, R. (2002). *Teaching and researching speaking*. Longman.
- Hughes, R. (2008). *Spoken English, TESOL and applied linguistics, challenges for theory and practice*. Palgrave Macmillan.
- Huth, T., & C. Taleghani-Nikazm. (2006). How can insights from conversation analysis be directly applied to teaching L2 pragmatics? *Language Teaching Research*, 10(1), 53-79.
- Hymes, D. (1972). On communicative competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). London: Penguin.
- Kasper, G. & Wagner, J. (2011). A conversation-analytic approach to second language acquisition. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 114-142). London/New York: Routledge.
- Kocayanak, D. (2021). Yabancı dil olarak Türkçe ders kitaplarında yer alan konuşma becerisi etkinliklerinin karşılaştırılması. *Karamanoğlu Mehmetbey Üniversitesi Edebiyat Fakültesi Dergisi*, 4 (2021 Yunus Emre ve Türkçe Yılı Yabancı Dil Olarak Türkçe Öğretimi Özel Sayısı), 123-139. <https://doi.org/10.47948/efad.911870>
- Kramsch, C. (1986). From language proficiency to interactional competence. *The Modern Language Journal*, 70(4), 366–372. <https://doi.org/10.2307/326815>
- Kuluşaklı, E. (2025). Student engagement and flexibility in distance learning in higher education. *SAGE Open*, 15(1), 1–13. <https://doi.org/10.1177/21582440251329979>
- Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven: Yale University Press.
- Levy, M., & Hubbard, P. (2005). Why call CALL “CALL”? *Computer Assisted Language Learning*, 18(3), 143–149. <https://doi.org/10.1080/09588220500208884>
- Liddicoat, A. J. (2007). *An introduction to conversation analysis*. Continuum.
- Liddicoat, A. J. & Crozet, C. (2001). Acquiring French interactional norms through instruction. In K.R. Rose & G. Kasper (Eds.) *Pragmatics in language teaching* (pp. 125-144). Cambridge University Press.

- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System* 34(3), 301-316. <https://doi.org/10.1016/j.system.2006.04.004>
- MacWhinney, B. (2000). *The CHILDES project: Tools for analyzing talk*. 3rd edition. Mahwah, NJ: Lawrence Erlbaum Associates.
- Markee, N. (2009). *Conversation analysis*. Taylor & Francis.
- Markee, N. & Kunitz, S. (2015). CA-for-SLA studies of classroom interaction: Quo vadis? In N. Markee (Ed.), *The handbook of classroom discourse and interaction* (pp. 425-439). Wiley Blackwell.
- McCarthy, M. (2000). *Discourse analysis for language teachers*. Cambridge University Press.
- McNiff, J. & Whitehead, J. (2002). *Action research: principles and practice*. Routledge Taylor & Francis Group.
- Merriam, S. B. (2009). *Qualitative research a guide to design and implementation*. Jossey-Bass A Wiley Imprint.
- Miles, M. B., Huberman, A. M. & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd Edition). SAGE
- Miller, J. & Weinert, R. (1998). *Spontaneous spoken language syntax and discourse*. Clarendon Press.
- Nimer, M. (2019). *Türkiye'deki Suriyeli mültecilerin Türkçe dil eğitimi deneyimleri ve kurumsal yapılar*. İstanbul Politikalar Merkezi.
- Pekarek Doehler, S. (2019). On the nature and the development of L2 interactional competence: state of the art and implications for praxis, In M. R. Salaberry & S. Kunitz (Eds.), *Teaching and testing L2 interactional competence: Bridging theory and practice* (pp. 25-59). New York, NY, Routledge.
- Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: the development of L2 grammar-for-interaction. *Classroom Discourse*, 9(1), 3-24.
- Pekarek Doehler, S. & Berger, E. (2018). L2 interactional competence as increased ability for context-sensitive conduct: A longitudinal study of story-openings. *Applied Linguistics*, 39(4), 555-578.
- Pomerantz, A. (1984). Pursuing a response. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action* (pp. 152-163). Cambridge University Press.
- Ravitch, S. M. & Carl, N. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Sage.
- Rose, K. R. & Kwai-fun, C. N. (2001). Inductive and deductive teaching of compliments and compliment responses. In K.R. Rose & G. Kasper (Eds.) *Pragmatics in language teaching* (pp. 145-170). Cambridge University Press.
- Sacks, H., Schegloff, E. A. & Jefferson, G. (1974). A simplest systematics for the organization of turn taking for conversation. *Language*, 50, 696-735.
- Salaberry, M. (2001). The use of technology for second language learning and teaching: A retrospective. *The Modern Language Journal*. 85. 39 - 56. 10.1111/0026-7902.00096
- Sarıtaş, H., & Benzer, A. (2020). İkinci dil olarak türkçe öğretiminde söylem belirleyicilerin yeri ve kullanımı. *International Journal of Languages' Education and Teaching*, 8(2), 81-111.
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge University Press.
- Schegloff, E. A., Jefferson, G. & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53, 361-382.
- Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE
- Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Wiley-Blackwell.
- Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburgh University Press.

- Sert, O., & Balaman, U. (2018). Orientations to negotiated language and task rules in online L2 interaction. *ReCALL*, 30(3), 355–374. doi:10.1017/S0958344017000325
- Sidi, Y., Shamir-Inbal, T., & Eshet-Alkalai, Y. (2023). From face-to-face to online: Teachers' perceived experiences in online distance teaching during the Covid-19 pandemic. *Computers & education*, 201, 104831. <https://doi.org/10.1016/j.compedu.2023.104831>
- Sidnell, J. (2012). *Conversation analysis: an introduction*. Wiley-Blackwell.
- Sidnell, J. & Stivers, T. (2013). *The handbook of conversation analysis*. Wiley-Blackwell.
- Skogmyr Marian, K. & Balaman, U. (2018). Second language interactional competence and its development: An overview of conversation analytic research on interactional change over time. *Language and Linguistics Compass*, 12(8), 1-16. <https://doi.org/10.1111/lnc3.12285>
- Stringer, E. T. (2014). *Action research*. SAGE Publications.
- Takahashi, S. (2001). The role of input enhancement in developing pragmatic competence. In K.R. Rose & G. Kasper (Eds.) *Pragmatics in language teaching* (pp. 171-199). Cambridge University Press.
- Tanju, B. (2019). *Yabancı dil olarak Türkçe öğretiminde A1 ve A2 düzeyleri için önerilen iletişimsel konuşma etkinlikleri*. (Unpublished master dissertation). İstanbul University.
- Tannen, D. (2005). *Conversational style*. Ablex. (Original work published 1984)
- Tao, J., & Gao, X. (2022). Teaching and learning languages online: Challenges and responses. *System*, 107, 102819. <https://doi.org/10.1016/j.system.2022.102819>
- ten Have, P. (2007). *Doing conversation analysis: A practical guide*. Sage Publications.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246. <https://doi.org/10.1177/1098214005283748>
- Thornbury, S. (2005). *How to teach speaking*. Longman.
- Thornbury, S. & Slade, D. (2007). *Conversation: From description to pedagogy*. Cambridge University Press.
- Timmis, I. (2005). Towards a framework for teaching spoken grammar. *ELT Journal*, 59(2), 117–125.
- Wagner, J. (2015). Designing for language learning in the wild: Creating social infrastructures for second language learning. In T. Cadierno & S. W. Eskildsen (Ed.), *Usage-based perspectives on second language learning* (pp. 75–101). De Gruyter.
- Wagner, J. (2019). Towards an epistemology of second language learning in the wild. In J. Hellermann, S. W. Eskildsen, S. Pekarek Doehler & A. Piirainen-Marsh (Ed.), *Conversation analytic research on learning-in-action* (pp. 251-271). Springer.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.
- Widdowson, H. G. (2007). *Discourse analysis*. Oxford University Press.
- Willis, D. (2015). Conversational English: Teaching spontaneity. In M. Pawlak & E. Waniek-Klimczak (Eds.), *Issues in teaching, learning and testing speaking in a second language* (pp. 3-18). Springer-Verlag.
- Wong, J. & H. Z. Waring. (2010). *Conversation analysis and second language pedagogy*. Routledge Taylor & Francis Group.
- Wu, R. (2023). The relationship between online learning self-efficacy, informal digital learning of English, and student engagement in online classes: The mediating role of social presence. *Front. Psychol.* 14:1266009. <https://doi.org/10.3389/fpsyg.2023.1266009>
- Yavuz Kırık, M. (2015). Interaction level of speaking activities in a coursebook series of teaching Turkish as a foreign language. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, 12- 2(24), 133-145.
- Young, R. (1999). Sociolinguistic approaches to SLA. *Annual Review of Applied Linguistics*, (19), 105-132.

Young, R. F. (2000, March 11–14). *Interactional competence: Challenges for validity*. American Association for Applied Linguistics and the Language Testing Research Colloquium (AAAL 2000), Vancouver, BC, Canada. https://dept.english.wisc.edu/rfyoung/IC_C4V.Paper.PDF

6. APPENDICES

Appendix A: Speaking Task (Pre-Task/Post-Task) Instructions

Konuşma Görevi Yönergeleri	Speaking Task Instructions*
(Şimdi, yönergeleri dikkatlice okuyunuz ve hazırlık yapınız. Bunun için 2 dakikanız var.) Bu bölüm kendi içinde üç aşamadan oluşuyor: <i>Sohbeti başlatma, bilgi paylaşımı ve alışkanlıklar/seçimler</i>. Birbirinizi tanımak için sorular sorunuz. Aşağıda verilen örnek soruları kullanabilirsiniz. Bu sorular size konuşma sırasında kılavuz olacak. Lütfen, bu soruları doğrudan okumayınız. A, konuşmayı sen başlatacaksın. B, sen de A'ya sorular sorabilirsin? Birbirinize sorular sorarak birbirinizi tanımaya çalışın. Yaratıcılığınızı kullanarak farklı sorular ekleyebilirsiniz.	(Now, read the instructions carefully and preparer yourselves. You have 2 minutes for this.) This section consists of three stages: <i>starting a conversation, information sharing, and habits/preferences</i>. Ask each other questions to get to know one another. You may use the sample questions provided below. These questions will guide you during the conversation. Please do not read these questions directly. A, you will start the conversation. B, you may also ask questions to A. Try to get to know each other by asking questions. Feel free to use your creativity and add different questions.
1. Sohbeti Başlatma Karşılama ifadeleri (Günaydın, Merhaba gibi) Naber? Nasılsın? Görüşmeyeli neler yapıyorsun? 2. Alışkanlıklar/Seçimler Boş zamanlarında neler yapıyorsun? Film mi yoksa dizi mi? Neden? Çay mı kahve mi? Neden? Yemek yapmayı seviyor musun? Neler pişiriyorsun? 3. Bilgi Paylaşımı Ülke • Konuşma partnerinin ülkesi hakkında sorular sor. (Kültür, yemek, sanat vb.) Şehir • Konuşma partnerinin şehri hakkında sorular sor. (Müzeler, parklar, restoranlar vb.) İş • Konuşma partnerinin işi ve mesleği hakkında sorular sor.	1. Starting the Conversation Greeting expressions (such as good morning, hello) What's up? How are you? What have you been doing lately? 2. Habits/Preferences What do you do in your free time? Movies or TV series? Why? Tea or coffee? Why? Do you like cooking? What do you cook? 3. Information sharing Country • Ask questions about your partner's country (culture, food, art, etc.) City • Ask questions about your partner's city (museum, parks, restaurants, etc.) Job • Ask questions about your partner's job or profession.

* The Speaking Task Instructions were originally written entirely in Turkish. The English translation has been provided solely for this study.

Appendix B: Semi-Structured Focus Group Interview Form**SEMI-STRUCTURED FOCUS GROUP INTERVIEW FORM****1. FOCUS GROUP INTERVIEW**

1. What do you think about the videos you watched in the lesson?
 - a. Do you understand the videos?
 - b. Do you find it useful to watch these videos?
 - c. Is it easy to understand the videos that present a segment taken from the middle of a conversation?
 - d. Is the background information provided before the segmented videos sufficient for understanding the dialogue?
2. What do you think about learning the difference between written and spoken language?
3. What do you think about the in-class speaking activities?
4. What do you think about doing speaking practice with your Turkish speaking partners?
5. What are your suggestions for the lessons?
6. What do you think about online classes?
7. What do you think about listening to your recordings and writing as an activity?

Appendix C: Structured Student Diary (SSD)**STUDENT DIARY – LESSON 5**

Your opinions about the lessons are very important to me. Based on your views and thoughts, I will revise and update the course content. Please share your feedback with me openly and accurately through this form. In doing so, you will make an important contribution to a scientific study.

You may write your thoughts in short paragraphs, explaining your reason as well.

How was the lesson? Could you write your thoughts?	
What would you like to change about this lesson? Why?	
How do you feel when watching your own speaking videos in class? Do you think this is useful? Why?	
How was it to talk about types of holidays?	
What words did you use to take the floor when speaking with your classmates?	
What are your suggestions for the lesson?	

Appendix D: Structured Observation Form (SOF)

STRUCTURED OBSERVATION FORM – LESSON 6

Observation Date:

Observation Duration:

Number of Students:

Observer:

Feedback	Observations regarding students' reactions while watching their own speaking videos	
	Did the students experience any difficulties in this section?	() Yes () No Observed situation:
	Suggestions for this section:	
Preparation and Awareness-Raising Section	Observations related to the preparation question for the topic - Grammatical appropriateness - Drawing attention to the topic	
	Observations on students' understanding of the preparation question for the topic - student responses - student answers	
	Observations on whether students have understood the interactional practice that was taught, based on their questions or statements	
	Did the students experience any difficulties in this section?	
	Suggestions for this section	
Watching and Conversation Analysis Section	Observations on students' work with reading/understanding the transcription before viewing the video. <i>(Questions or statements that indicate whether they understood it)</i>	
	Observations on the content of the viewing material	
	Observations on the analysis conducted on the viewing material/transcription	
	Did the students experience any difficulties in this section?	() Yes () No Observed situation:
	Suggestions for this section	
Overall	Overall observations and reflections on the lesson process	
	Suggestions	

Appendix E: Semi-Structured Interview Form (SSIF)

SEMI-STRUCTURED INTERVIEW FORM

Feedback

1. What do you think about watching your own speaking videos in class?
2. What do you think about listening to your own speaking and writing it down as an activity?

Preparation and Awareness-Raising

3. Which interaction strategies did you learn in the lessons?
 - a. What do you think about the interaction strategies you learned in the lessons?
4. What do you think about the importance of learning interaction strategies in the lessons?
5. What do you think about learning features of spoken language in the lessons?
 - a. What differences are there between Turkish spoken language and written language?

Watching and Conversation Analysis

6. What do you think about the authentic videos you watched in class?
7. What do you think about the transcriptions of the videos you watched in class?
8. What do you think about the conversation analysis activities we carried out in the lessons?
9. What do you think about the comparison tasks between your native language and Turkish that you did in lessons?

In-Class Speaking Task

10. What do you think about the in-class speaking activities? (Breakout Rooms)
11. Which speaking activity did you like the most?
12. Which speaking activity did you like the least?

Out-of-Class Speaking Task

13. What do you think about the conversations you carried out with your Turkish speaking partners?

Overall

14. What are your thoughts about online learning?
 - a. Did you experience any problems related to distance education during the lessons?
15. What do you think about these lessons?
 - a. What was the strongest aspect of these lessons?
 - b. What was the weakest aspect of these lessons?
 - c. Would you recommend these lessons to other students?
16. How do you think these lessons affected your speaking?
 - a. Did you use what you learned in this course when speaking?
 - b. Did you notice what you learned in this course in the speech of native speakers?
 - c. How did learning interaction strategies affect your speaking?
17. What else do you think you need to do in order to speak better?
 - a. What do you think is missing in your speaking?
18. What suggestions do you have for these lessons?

Appendix F: The interactional practices and interaction strategy competencies taught in the lessons

LESSONS	INTERACTIONAL PRACTICES	INTERACTION STRATEGY COMPETENCIES
	(Wong and Waring, 2010)	(Council of Europe, 2018)
LESSON 1	Initiate a Conversation	“Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.” (p. 100).
LESSON 2	Projectability	“Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.” (p. 100).
LESSON 3	Type-Specific Sequencing Practices: Agreement and Disagreement	“Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.” (p. 100).
LESSON 4	Response Tokens	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. (p. 100).
LESSON 5	Turn-Entry Device	“Can initiate, maintain and end discourse appropriately with effective turn taking.” (p. 100).
LESSON 6	Discourse Markers: Holding A Turn	“Can initiate, maintain and end discourse appropriately with effective turn taking.” (p. 100).
LESSON 7	Multi-Unit Turn: List Initiating Marker and Story Preface	“Can initiate, maintain and end discourse appropriately with effective turn taking.” (p. 100).
LESSON 8	Multi-Unit Turn: Preliminaries to Preliminaries and Big Inbreath	“Can use stock phrases (e.g. ‘That’s a difficult question to answer’) to gain time and keep the turn whilst formulating what to say.” (p. 100).

Appendix G: Iterative logic across action research cycles (main steps and sub-steps)

Cycle	Main step(s) addressed (sub-steps)	Key evidence/issue observed	Change for next cycle	Stabilized component(s)
C1	2) Preparations & awareness-raising (2.1 preparatory questions); 3) Watching & CA (3.2 listening/watching)	Awareness-raising questions too dense for level; full-length authentic video overloaded comprehension.	Simplify/shorten awareness questions; use short video extracts.	Levelled preparatory prompts (2.1) + Short clips (3.2)
C2	2) Preparation & awareness-raising (2.1 preparatory questions; 2.2 teaching interactional strategies); 3) Watching & CA (3.2 listening/watching, pre-class)	Learners needed concrete examples; terminology unclear; videos still challenging without familiarity.	Add concrete examples; simplify terms/definitions; share videos before class for familiarization.	Terminology scaffolds (2.2) + Pre-class media (3.2)
C3	2) Preparation & awareness-raising (2.1 preparatory questions); 3) Watching & CA (3.1 reading/understanding transcription → 3.2 listening/watching); 4) In-class speaking tasks	Online broadcast questions often received no response; comprehension uneven → transcript-first helped; device limits hindered online game task.	Address questions to named students; adopt transcript-first then watch; replace online game with device-free, interaction-oriented peer tasks.	Targeted turn allocation in questions (2.1); transcript-first sequence (3.1 → 3.2); device-agnostic peer tasks (4)
C4	1) Feedback (1.1 watching video excerpts from students' speaking tasks)	Students needed more support to analyze their own talk; guiding questions needed simplification and specificity.	Increase frequency of guiding questions; simplify questions; make prompts material specific	Guided self-analysis prompts with explicit reflection to prior knowledge (1)
C5	2) Preparation & awareness-raising (2.1 preparatory questions); 3) Watching & CA (3.1 reading/understanding transcript); 4) In-class speaking tasks	Targeted questions improved turn-entry; transcript-first effective; researcher teacher presence in breakout rooms dampened interaction; students felt observed	Diversify transcript comprehension activities; no breakout room visits unless requested	Strengthened transcript work (3.1) + on-request breakout-room support only (4)
C6	3) Watching & CA (3.1 reading and understanding transcription; 3.2 listening/watching; 3.3 conversation analysis)	Students actively analyzed talk; noticed spoken vs written differences; steps consistently supported by transcript-first.	Consolidate steps; add mini-lessons on spoken-written contrast; formalize self-evaluation prompts	**Steps consolidated** (steps 1-5 and sub-steps)
C7	1) Feedback (1.1 self-transcription and -analysis); 3) Watching & CA (3.2 while-listening cloze)	Applied the consolidated steps: Self-transcription deepened reflection; while-listening cloze effective.	Apply consolidated steps: Require self-transcription with guided evaluation; institutionalized cloze for discourse markers	Consolidated steps in use: Feedback loop via self-transcription (1); marker-focused cloze (3)
C8	Consolidated Instructional Activities (From 1 to 5)	Applied the consolidated steps: Students proficient in transcript reading/analysis; mapped spoken usage to written equivalents; final iteration.	Consolidate outputs: Finalize post-task and application guide; specify each step of the instructional activities	Emergent model finalized (Steps 1-5 and sub-steps) **final iteration**
Consolidated Instructional Activities, Main steps (Sub-steps): 1) Feedback (1.1 watching video excerpts from students' speaking tasks); 2) Preparation and awareness-raising (2.1 preparatory questions; 2.2 teaching interactional strategies); 3) Watching & conversation analysis (CA) (3.1 reading and understanding transcription; 3.2 listening/watching; 3.3 conversation analysis; 3.4 reflection); 4) In-class speaking task (4.1 with peers; 4.2 breakout rooms); 5) Out-of-class speaking task (5.1 with Turkish L1 speakers; 5.2 on Zoom)				

Appendix H: The DMs taught in Lesson 6

The Function of the DMs	The DMs	Typical Sequential Position
Planning the utterance	<i>ee, u, şey, yani, böyle</i> (uh, um, well, I mean, like this)	Turn-initial
Adding examples to the previous statement	<i>yani, mesela, örneğin</i> (I mean, for example, for instance)	Turn-initial
Referring to shared or assumed knowledge	<i>biliyorsun, işte, hani</i> (you know, you see)	Turn-initial or turn-final
Indicating cause-effect relations	<i>çünkü, bu yüzden, dolayısıyla</i> (because, therefore, as a result)	Turn-initial or turn-final
Sequencing events	<i>ve, sonra, ondan sonra, bir de, artı</i> (and, then, after that, also, plus)	Turn-initial
Referring to examples briefly	<i>falan, falan filan</i> (and so on, etcetera)	Turn-final
Closing the talk/turn	<i>öyle, böyle, böyle işte, bu kadar, tabii</i> (that's it, like that, that's all, okay)	Turn-final