REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE 21ST CENTURY HIGHER EDUCATION EFL LEARNER PROFILE WITH E–CLASSROOM INTERACTIONAL COMPETENCE VIA LEARNING-ORIENTED ASSESSMENT: A CASE STUDY

FİGEN YILMAZ

DOCTOR OF PHILOSOPHY
DISSERTATION

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FİGEN YILMAZ

Supervisor: Assoc. Prof. Dr. Gülden TÜM
Co-Supervisor: Prof. Dr. Songül TÜMKAYA
Committee Member: Prof. Dr. Yasemin KIRKGÖZ
Committee Member: Assoc. Prof. Dr. Birsel AYBEK
Committee Member: Prof. Dr. İsmail Hakkı MIRICI
Committee Member: Assoc Prof. Dr. Bengü AKSU ATAÇ

DOCTOR OF PHILOSOPHY DISSERTATION

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To the Directorship of the Graduate School of Social Sciences, Cukurova University,

We hereby certify that this study has been accepted as a PhD Dissertation in the field of English Language Teaching.

Chair: Assoc. Prof. Dr. Gülden TÜM
(Supervisor)

Chair: Prof. Dr. Songül TÜMKAYA
(Co - supervisor)

Member of Examining Committee: Prof. Dr. Yasemin KIRKGÖZ

Member of Examining Committee: Assoc. Prof. Dr. Birsel AYBEK

Member of Examining Committee: Prof. Dr. Hakkı MİRİCİ

Member of Examining Committee: Assoc. Prof. Dr. Bengü AKSU ATAÇ

APPROVAL

I hereby certify that the signatures above are of the individuals listed.

…/…/2022

Prof. Dr. Serap ÇABUK
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ÖZET

21. YÜZYIL YÜKSEK ÖĞRENIMDE ÖĞRENME ODAKLI DEĞERLENDIRME YOLUYLA E-SINIF İÇI ETKILEŞIM YETKINLIĞINE SAHIP YABANCI DIL OLARAK İNGILIZCE ÖĞRENEN ÖĞRENCI PROFILI: BIR DURUM ÇALIŞMASI

Figen YILMAZ

Doktora Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
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Bu çalışma, eşzamanlı çevrimiçi dersler sırasında oluşturulan varsayılan bir sınıf bağlamı modunda Öğrenmeye Yönelik Değerlendirme uygulaması yoluyla yüksek öğrenimde İngilizceyi yabancı dil olarak öğrenen öğrencilerin Elektronik Sınıf İçi Etkileşim Yetkinliğini şekillendirmeyi amaçlamaktadır. Çalışma, ayrıca, öğrencilerin kendi Elektronik Sınıf İçi Etkileşim Yetkinliklerini şekillendirmede benlik, akran ve geri bildirim değerlendirmelerine ilişkin öğrenme kazanımlarını ve algılarını incelemeyi amaçlamaktadır. Akranlarıyla kendi etkileşimlerini şekillendirme yolculuğu olarak tasarlanan çalışmada, İngilizceyi Yabancı dil olarak öğrenen öğrenciler, 21. yüzyılın bir gereği olarak kendi öğrenmelerini kolaylaştırmak için daha verimli, motive edici, etkileşimli, yaratıcı bir ortama yönlendirilir. Bu şekilde, geleneksel yöntemlerin bırakılarak Diller İçin Avrupa Ortak Başvuru Metninin, öğrenciler arasındaki etkileşimi şekillendirmede bir yenilik olarak yeniden ele alınması; yükseköğrenimde İngilizceyi yabancı dil olarak öğrenen öğrencilere 21. yüzyıl küreselleşmesinin getirdiği çok dillilik ve etkileşim kavramlarına uyacak şekilde, çok daha yaratıcı ve eleştirel olmaları için daha fazla fırsat yaratılması amaçlanmaktadır.

Araştırmanın amaçları göz önünde bulundurularak, çalışma, yüksek öğrenimde İngilizceyi yabancı dil olarak öğrenen öğrencilerin bir dönem (16 hafta) boyunca yedi değerlendirmeye katılarak kendi Elektronik Sınıf İçi Etkileşim Yetkinliklerini şekillendirmelerini gözlemlemeyi amaçlayan bir durum çalışması olarak tasarlanmıştır. Bu bağlamda, amaçlı örnekleme yöntemi benimsenmiş ve yüksek öğrenimde İngilizceyi

yabancı dil olarak öğrenen altı öğrenciden, sınıf bağlamları ve diğer öğrencilerle olan etkileşimleri arasındaki farklılıkları gözlemlemek amacıyla, çok başarılı, ortalama başarılı ve düşük başarılı ikili gruplar seçilmiştir. Katılımcılara, okuma derslerinde kendi öğrenmelerini gerçekleştirerek ve birbirlerine geri bildirim vererek akranlarıyla etkileşime geçmeleri için Microsoft Teams Platformu'ndaki ara odaları sağlanmıştır. Buna göre, Diller İçin Avrupa Ortak Başvuru Metni tarafından önerilen aracılık ve etkileşim stratejileri ve ölçekleri doğrultusunda öğrenmeye yönelik değerlendirmeler hazırlanmıştır. Geleneksel eşzamanlı çevrimiçi dil derslerinin aksine, ara odalarındaki akış, öğrenciler için etkili ve verimli bir sınıf modeline, sınıf bağlam modeline, katkıda bulunmak amacıyla öğretmenden ziyade öğrencilerin kendi etkileşimine aktarılmıştır. Ara odalarında, eşzamanlı çevrimiçi dersleri ve geri bildirim bölümlerindeki etkileşim kayıt altına alınmıştır. Bu etkileşimden elde edilen verilerden, geri bildirim oturumlarında elde edilen veriler Tematik Analiz yolu ile analiz edilirken, diğer veriler Söylem Analizi, Öğretmen Konuşması Öz-Değerlendirme Ölçeği, Diller İçin Avrupa Ortak Başvuru Metninde bulunan aracılık ve etkileşim stratejileri ölçeği ve Cambridge Konuşma Değerlendirme Ölçeği'nde (B2) belirtilen söylem yönetimi ve interaktif iletişim kriteri ile analiz edilmiştir. Öğrencilerin etkileşimlerinden elde edilen verilerin yanı sıra her öğrenci, Diller İçin Avrupa Ortak Başvuru Metninde yer alan öz değerlendirme ölçeklerini ön ve son ölçek olarak değerlendirmiş; öz, akran ve geri bildirim ile öğrenme kavramları üzerine kurulu ders sonrası çevrimiçi anketlerine, ders sonrası çevrimiçi yansıtıcı günlüklere ve odak grup görüşmesine katılmışlardır. Konuşma etkileşimi ve aracılık öz değerlendirme ölçeklerinin ve ders sonrası çevrimiçi anketlerin her bir öğrenci için betimsel analizi yapılmış, ders sonrası çevrimiçi yansıtıcı günlüklerden ve odak grup görüşmesinden elde edilen veriler Tematik Analiz ile analiz edilmiştir.

Temel bulgular, öğrencilerin farklı bağlam modellerinde aracılık ve etkileşime dahil olmalarına ve Elektronik Sınıf İçi Etkileşim Yetkinliklerini bireysel olarak şekillendirmelerine rağmen, sınıfların ana oturumlarında ilerleme olmadığını ortaya koymuştur. Bulgular, önemli ölçüde, öğrencilerin Elektronik Sınıf İçi Etkileşim Yetkinliklerinin bağlama, değerlendirmeye ve akrana bağlı olduğunu ortaya çıkarmıştır. Ayrıca, bulgular, içinde bulunulan bağlam tarzını sınıf bağlam modeline dönüştürmede akran seçiminin en önemli etken olduğunu doğrulamıştır. Bu bakımdan, çalışma, söylem yönetimi, aracılık ve etkileşim strateji kapasitesine sahip, Elektronik Sınıf İçi Etkileşim Yetkinliği bulunan akranların diğere öğrencilerin katılımını şekillendirmede ve içinde bulunulan bağlamı sınıf bağlam tarzına dönüştürmede etkili olduklarını ortaya

çıkarmıştır. Bununla birlikte, Öğrenme Odaklı Değerlendirme algısı ile ilgili bulgular, öz değerlendirme, akran değerlendirme ve akranlarından öğrenme konusunda geri bildirimin etkililiğini göstermiştir. Öğrencilerin Elektronik Sınıf İçi Etkileşim Yetkinliği algısı, hızlı düşünme, motivasyon, öz güven ve ayrıca akran seçimine dikkati çekmiştir.

Tüm bunlar göz önüne alındığında, anın pedagojik gereksinimlerine uygun olarak seçilmiş bir aracı yöntem Elektronik Sınıf İçi Etkileşim Yetkinliği sağlama amacıyla eşzamanlı çevrimiçi derslerde yer almalıdır; böylelikle öğrenciler hem anın söylem kontrolünü ellerinde bulundurabilirler hem de kendi öğrenmelerinden sorumlu bir hale gelebilirler.

Anahtar kelimeler: Elektronik sınıf etkileşim yetkinliği, sınıf etkileşim yetkinliği, aracılık, etkileşim, öğrenme odaklı değerlendirme

ABSTRACT

THE 21ST CENTURY HIGHER EDUCATION EFL LEARNER PROFILE WITH E–CLASSROOM INTERACTIONAL COMPETENCE VIA LEARNING-ORIENTED ASSESSMENT: A CASE STUDY

Figen YILMAZ

PhD. Dissertation, Department of English Language Teaching
Supervisor: Assoc. Prof. Dr. Gülden Tüm
Co- Supervisor: Prof. Dr. Songül Tümkaya
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This study aims to shape Electronic Classroom Interactional Competence of higher education EFL learners through the implementation of Learning-oriented Assessment in an assumed classroom context mode created during synchronous online lessons. The study also aims to scrutinize the learning gains and perceptions on the self, peer and feedback evaluations in shaping their own Electronic Classroom Interactional Competence. As the research being designed to be a journey for shaping their own interaction with their peers, the EFL learners are guided to a more productive, motivating, interactive, creative environment to facilitate their own learning as being a 21st century necessity. In this way, it is aimed to dismiss traditional methods aside, promoting more space for higher education EFL learners to be much more creative and critical, acting in a prone way, in line with the multilingualism and interaction brought by the globalization of the 21st century by reconsidering the Common European Framework of Reference as an innovation in shaping interaction among learners.

Bearing the aims of the study in mind, the research was designed as a case study in which the objective was to observe the case of higher education EFL learners in shaping their own Electronic Classroom Interactional Competence by being involved in seven assessments throughout one semester (16 weeks). In this vein, a purposive sampling method was adopted and six EFL learners were selected in clusters of two high achievers, two average achievers and two low achievers to observe the differences between classroom modes and interaction among other learners. The participants were provided with the breakout rooms on Microsoft Teams Platform to interact with their peers by

performing their own learning and giving each other feedback in reading classes. Accordingly, the learning-oriented assessments were prepared in line with the mediation and interaction strategies and scales suggested by the Common European Framework of Reference. In contrast with the traditional synchronous online language lessons, the flow in the breakout rooms was transferred to learners' own interaction, rather than the teacher; to contribute to an effective and fruitful classroom mode for learners, which is classroom context mode. The interaction in the breakout rooms, in the synchronous online lessons and feedback sessions were audio-recorded. The data obtained from this interaction were analyzed by using Conversation Analysis, Self-Evaluation Teacher Talk, mediation and interaction strategies scale suggested in the Common European Framework of Reference and Cambridge Speaking Assessment Scale B2 in terms of discourse management and interactive communication whereas the feedback sessions were analyzed by Thematic Analysis. In addition to the data set gathered for interaction of the learners, each learner responded to pre and post Common European Framework of Reference Self-assessment Grids, post lesson online questionnaires on self-evaluation, peer evaluation and learning from feedback, post lesson online reflective journals and a focus group interview. While the self-assessment grids on spoken interaction and mediation and post lesson online questionnaires were analyzed descriptively for each participant, data gathered from the post lesson online reflective journals and focus group interview were analyzed based on Thematic Analysis.

The major findings revealed that although the learners were involved in mediation and interaction in different modes of contexts and shaped their Electronic Classroom Interactional Competence individually, there was no progress in main sessions of the classes. Significantly, Electronic Classroom Interactional Competence of learners was found to be context, assessment and peer bounded. The findings also confirmed that peer selection was the paramount factor in transforming the mode of the context into classroom context mode. In this vein, the study revealed that peers that has Electronic Classroom Interactional Competence capacity of discourse management, of using mediation and interaction strategies were efficient in shaping other learners' contribution and in changing the context into classroom context mode. Furthermore, the findings related to the perceptions on Learning-oriented Assessment displayed the efficiency of self-assessment, peer assessment and feedback in learning from peers. The perceptions of learners on Electronic Classroom Interactional Competence highlighted the importance of thinking faster, motivation, self-confidence and importance of peer selection, as well.

Bearing all these in mind, a medium depending on the pedagogic goals of the moment should be involved in synchronous online lessons to enhance Electronic Classroom Interactional Competence so that learners could both have discourse control of the moment and become responsible for their own learning.

Keywords: e – Classrom Interactional Competence, mediation, interaction, Learning – oriented Assessment, Classroom Interactional Competence

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ABBREVATIONS

AFL: Assessment for learning

CA: Conversation analysis

CEFR: Common European Framework for References

CIC: Classroom interactional competence

e-CIC: Online classroom interactional competence

CMLL: Computer mediated language learning

ELT: English language teaching

EFL: English as a foreign language

ERT: Emergency remote teaching

IRF: Initiation – response – feedback

LOA: Learning – oriented assessment

L2: Second language

NL: Native language

SCT: Sociocultural Theory

SOL: Synchronous online lesson

TL: Target language

TTT: Teacher talk time

ZPD: Zone of proximal development

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CHAPTER I

INTRODUCTION

This study aims to clarify the features of e-Classroom Interactional Competence as a requirement of 21st century in synchronous online language classrooms in terms of language learners and to determine a possible way to frame it by the help of Learning-oriented Assessment in the light of reconsidering the CEFR mediation and interaction activities. The purpose of the study is to scrutinize the development of e-Classroom Interactional Competence of learners by monitoring participants' interactions with their peers in an online platform, using conversation analysis. This chapter primarily involves the theoretical, analytic, and practical issues. First, the gaps in literature will be shed light in detail to reveal the significance of the study, which will be followed by limitations of the study regarding the pilot study and the current study. The next section is dedicated to definitions of key terms so as to facilitate the intelligibility of the study followed by an outline of the ensuing chapters.

1.1 Problem

Learning in the 21st century requires more intriguing multidimensional skills in every aspect of life than people used to have in the past centuries. The demand for this very change stems from the globalization and digitization (Varis, 2007, cited in Parra, 2013, p. 192) that the world encounters into, which entails the integrity of competences of teachers and learners. Of all the competencies that a foreign language teacher and learner of English should have, is the Classroom Interactional Competence (CIC), which, indeed, is the most significant one that ensues promoting learning to learn in the classroom (Özgüzel, 2018, p. 952) since it can either help promoting or just become a way of hindering learning, both being in the hands of a language teacher of English (Walsh, 2006).

Within the digitization and globalization of the century and the possible emergency circumstances such as the pandemic that people all around the world have encountered into have made Synchronous Online Lessons (SOLs) an important part of education. In this sense, CIC has to be reconsidered under the scope of SOLs, which is now termed as e-CIC (Moorhouse et al., 2021), which refers to the shaping of teacher and learner contributions in terms of interactional features in digital platforms. While even

CIC is a new phenomenon discussed in terms of teachers and teacher candidates (Walsh, 2003; Sert, 2011; İbrahim, 2012; Urmeneta, 2017). Yet, this very skill is not questioned and evaluated adequately as a professional requirement in the programs of teacher education in Turkey (Sert, 2011). Besides, it is rarely measured in terms of teacher and learner development in real language classrooms as part of reflective practice through professional development (Walsh, 2006). To our knowledge, there is almost no study on the student-involving part of the case. In addition to this, considering that the question of e-CIC has been raised with the pandemic, there are no studies in the field except for the article by Moorhouse et al. (2021), in which the term has been coined. In this sense, shaping language learner development in terms of e–CIC, is not studied; rather the matter is handled from the perspective of teachers in terms of the interactional features used in language classrooms under the term CIC.

Therefore, taking e-CIC as the key constructor of effective teaching and learning in SOLs as an innovation of 21st century among teaching and learning approaches and considering it as the dynamics of language classroom practice regarding learners is needed to be investigated. For this reason, with lack of studies underpinning such important dynamics of language classrooms, there is need to help learners promote their interactional development with the assistance of Learning–oriented Assessment (LOA), in which learners learn by acting or doing rather than by traditional ways of teaching and learning, as is also proposed by the Common European Framework for Reference (CEFR).

Since there are no studies encountered in the literature on e–CIC regarding learners, the reviewed dissertation studies cover the phenomenon CIC. However, they handle the matter from the eye of language teachers. CIC and the Self-Evaluation of Teacher Talk (SETT) Framework were first raised by Steve Walsh (2006) and his dissertation (2003) was on the SETT framework used as a reflective practice, revising the participant teachers' reflective practices on their own talk to increase CIC. Another study belongs to Sert (2011), who investigates claims of insufficient knowledge in classroom interaction through Conversation Analysis. Because LOA is preferred as the medium of instruction for shaping e–CIC of learners, it is important to mention certain studies in this field. Musser (2013) studied teachers' redesigning their role by the help of their own evaluation as staff development through LOA. Also, Bizer–Hansen (2014) studied LOA feedback and explored instructional attributes that are more consistent with the research on formative assessment as an instructional process to promote student learning. Finally,

Rawyusk (2015) studied LOA as a new type of assessment in higher education as a case study. In addition to the above-mentioned studies on CIC and LOA, though CEFR is studied in various articles in terms of assessment grids served by the framework, there are no studies encountered in the literature concerning the mediation and interaction scales offered by the CEFR. There is only one study of Maldina (2015), who studied sociolinguistic and pragmatic competence within the impact of CEFR regarding Spanish as a foreign language.

In this sense, this dissertation study aims to integrate e-CIC with LOA as the requirement of the 21st century learner profile to create classroom context mode in synchronous online language lessons. Spoken interaction is chosen to be a focal point as it is the one less covered in terms of CIC from the learner point of view in Turkey, which is the most neglected one in classroom discourse. The probable reason for poor proficiency in spoken interaction among L2 learners in Turkey (Jakarta, 2017) is likely to be related to this situation. Also, studies on interaction in online learning (Borokhovski et al., 2012; Kuo et al.,2014; Lin et al., 2017; Gonzales Lloret, 2020; Lomicka, 2020 as cited in Harsch, et al., 2021) display the importance of interaction, collaboration and social presence in online learning (Harsch, et al., 2021, p. 2). Since lack of interaction and collaboration cause ineffective SOLs on the side of the learner, the problem is also aimed to be remedied with the implementation of CEFR mediation and interaction activities to shape e–CIC of the learners.

1.2. Aim of the Study

The purposes of the study are listed below:

a) To shape the e-CIC of six learners of higher education by creating a natural classroom context mode for themselves.
b) To draw attention to CIC and e-CIC as the “fifth skill” in the next century.
c) To utilize LOA as the medium as assessments based on the CEFR mediation and interaction activities to enhance interaction among learners.
d) To create an atmosphere where learning opportunities are enhanced, especially in SOLs to improve e-CIC of learners who are responsible for their own learning.

Based on this premise, this study aims to initiate a case study through an awareness of e-CIC focused interaction and collaboration presented to language learners as the actors responsible for their own learning through learning-oriented assessments, apparently considered important in the 21st Century skills and the following eras. Hence, shaping of interactional space of learners is targeted, whereby the modes of language classrooms are assumed to be transformed into classroom context mode. In such a context, learners are the ones who shape their contribution and interaction of learners is enhanced accordingly with the dynamics of classroom context. In this vein, learners are their own teachers. For this reason, a case study design is implemented to observe the interactional features of the learners in different clusters as high achievers, average students, and low achievers through their collaboration. Learning-oriented assessments depending on the CEFR mediation and interaction activities are implemented to observe continuous interaction among learners. In addition, learners are able to assess themselves and their peers during and after the assessments to manage their own learning. In parallel with these purposes, the current study seeks answers to the following questions:

1. What are the interactional features used in the classroom before the implementation?
    1. a. What interactional features does the instructor use in the classroom?
    1. b. What interactional features do learners use in the classroom?
    1. c. What interactional features do the (six) participants use in the classroom?
2. How is the participants' e – CIC shaped by the implementation of learner-oriented assessment (LOA)?
    2. a. How do the participants interact in breakout rooms?
    2. b. What interactional features do the participants use the most?
    2. c. Why do the participants use some specific interactional features, if any?
    2. d. How are mediation strategies and scaffolding shaped by the implementation?
    2. e. How do the participants interact in the classroom?
3. How are the participants' perspectives on LOA shaped?
    3. a. How do the participants perceive self – assessment?
    3. b. How do the participants perceive peer – assessment?
    3. c. How do the participants perceive their own e – CIC with the application of LOA?
    3.d. Why do the participants achieve / fail in some assessment types?

1.3. Significance of the Study

As far as the literature has been reviewed, there are no dissertation studies, which investigate CIC and e-CIC on behalf of language learners. Most of the studies on CIC were apparently studied the phenomenon as a reflective practice for teachers whereas studies within e–CIC have not yet been explored regarding learners. Neither do studies on the CEFR combined with LOA exist, as well.

However, not only is it important to create more interactional space in SOLs for learners in classroom context modes where more learning opportunities are on behalf of the language learner as an integrator of 21st century, but also to draw attention to the medium of instruction that enhances such opportunities for the 21st century high education EFL learner. Thus, it is necessary to elucidate the micro-contexts of SOLs. Therefore, this study is assumed to contribute to classroom practices of teachers in terms of e–CIC and LOA within the requirements of the CEFR mediation and interaction activities. The vital gain of the fifth skill, CIC namely e-CIC in SOLs on behalf of both teachers and learners is also expected to contribute since they are the architects in shaping the interactional flow of the language classroom in next eras. Furthermore, the current study is supposed to extend its findings to teacher development and teacher education of School of Languages at tertiary level.

1.4. Limitations

Although the study calls for an innovation for raising interactional competence of language learners, it has some limitations, as well. First of all, it adopts a case study design of merely six participants, which depends on observing the phenomenon studied in only one Turkish university. The participants selected in the study have to be observed on a long period of time on weekly and monthly basis with specific intervals. Since some limitations have been introduced in education life because of the pandemic such as the reduced hours of courses, there is lack of intervention at times to SOLs as a researcher. Secondly, instead of video-taped recordings, audio recordings are applied as data tools since learners reject using cameras also required by law. Therefore, in examining the data related to interaction, body language is ignored during the interaction. Finally, because it has a natural case study design, the interactional features are not studied with the learners so as not to affect the observed phenomenon, though acting as such would raise awareness of the learners on interaction, interactional features and the strategies to manage it.

1.5. Definitions

In order to capture the significance of the aim and scope of the study, below is provided some key phrases and definitions.

Classroom Interactional Competence: Teachers' and learners' ability to involve in a social activity that requires participation, in which learning is "doing" rather than "having" (Larsen-Freeman as cited in Walsh, 2012).

e-Classroom Interactional Competence: The contribution of the teacher and learners in synchronous online lessons in terms of interaction (Moorhouse et al., 2021).

Learning-Oriented Assessment: Type of assessment whose components are assessment tasks as learning tasks, student involvement as peer or self-evaluators and feedback as feedforward (Carless, 2007).

1.6. Summary

In this chapter, the background to the study has been presented. The statement of the problem is also explained in this chapter. In the following chapter, the relevant literature to the study is outlined.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter gives insight into the related literature. Section 2.2. presents the theoretical framework for the study, which are Social Constructivism introduced in Section 2.2.1 and followed by Assessment for Learning in Section 2.2.2. Section 2.3 illustrates the 21st century skills and innovation with specific reference to 21st century language classroom, synchronous online lessons and the CEFR as an innovation. As the key component of the present study, Classroom Interactional Competence in comparison to e-Classroom Interactional Competence is explained in Section 2.4. The next section clarifies the theoretical framework of the study.

2.2. Theoretical Framework

The theoretical framework of any study is made up of concepts and their definitions, as well as references to important scholarly literature, that are employed in the research, which provides rationale for the phenomena studied. Since the theoretical framework must exhibit knowledge of ideas and concepts relevant to topic studied, it not only directs to previous study with links, but also it identifies the important variables that impact a certain event, and emphasizes the necessity to investigate how those key variables differ and interact. Stemming from the benefits that it serves, the theoretical framework of the present study is based on two theories in literature; the second one derived from the former theory. The next section clarifies Sociocultural Theory, which is followed by Assessment for Learning under the foci of the studied phenomenon.

2.2.1. Social Constructivism

Sociocultural theory is a theory of higher mental development that emphasizes social interaction as the foundation of communication and learning. The theory arose from the work of Vygotsky (1978), Leontev (1981), and Wertsch (1985). The basic notion is of learning is social and meaning is derived from the use of words in a social context. In this sense, sociocultural theory, unlike cognitive theories, highlights learning as the result of the interaction in social context by the help of mediation. Hence, the theory

differentiates from Piagetian view, which states that children's mental development is based on exploring their environment and from behaviorist view, whose main point is rewards and punishments for shaping children's learning (Williams & Burden, 1997, p. 39). Rather, it comprises the view that children are born into a social world and more to the point, it grounds learning on interaction with other people.

Stating from this point of view in L1 context, social interactionism in language teaching takes a Vygotskian perspective with many scholars (Steiner, 1988; Foley, 1991; Schink Llano, 1993; Appel & Lantolf, 1994; Donato & McCormick, 1994; Aljaafareh and lantolf, 1994; De Guerrero & Villamil, 1994, as cited in Williams & Burden, 1997, p. 39). In applying the view to second language learning, the central consideration is on mediation, whereby significant people in learners' lives enhance their learning and shape the learning experiences in assisting them to move into the next layer of knowledge, learning and understanding. With this premise in mind, Vygotskian perspective in L2 contexts can be summarized with three components; *the social nature of knowledge, learning and zone of proximal development* (ZPD, hereafter), and *learning and scaffolding* (Walsh, 2006, p.32). The social nature of knowledge refers to learning with the stand point of social interactionism which considers learning as interpsychological and transactional. First, learning is interpsychological because it occurs in society by sharing mastered skills and knowledge. Second, it is transactional in that language is a symbolic tool to make meaning of the new knowledge that learners reach by interacting with others (Bruner, 1975, 1983; Vygotsky, 1962, 1978 as cited in Walsh, 2006, p. 33). Learners internalize new knowledge and with the mediated knowledge among them, they become able to transmit the knowledge to others. This is how learning moves from interpsychological to intrapsychological, wherein ZPD is maximized. As widely known, ZPD refers to the layer of skill or knowledge which is just beyond that with which the learner is currently capable of coping (Williams & Burden, 1997, p. 40). Lantolf expresses this process as "a metaphor for observing and understanding how mediated meanings are appropriated and internalized" (2000, p.17). Walsh (2006, p. 33-34) identifies many different terms that emerged from Vygostky's and Lantolf's works such as "collaboration", "construction", "opportunities", development" which were followed by "affordances" (van Lier, 2000, p. 252), "occasions for learning" (Swain and Lapkin, 1998, p. 320) and "level of potential development" (Ohta, 2001, p.9). The rich depiction of this key component of Vygotskian perspective underlines the importance of a process, in which teachers, learners, tasks and contexts influence the learning process (Williams &

Burden, 1997, p. 43). As seen, none of these factors exists in isolation. In this sense, teachers are the figures to select tasks based on their teaching and learning premises and learners are the interpreters of these tasks. The interaction between the teacher and the learner cannot also be denied in shaping learning. Yet, the context, in which learning takes place refers to many factors such as the physical environment, the emotional environment, the social environment, the political environment and cultural setting (Williams & Burden, 1997, p. 44).

In the afore-mentioned explanation, it can be concluded that while the way teachers think of learners' language learning will affect "their constructions of their teaching environment, though learners are the main focus of the teaching activities" (Behroozizad et al., 2014, p. 219), learners are in charge of their own learning. This brings forward the third key element of sociocultural theory, *scaffolding*, coined by Wood, Bruner and Ross (1976). Bruner (1990) calls scaffolding as the linguistic support given by a tutor to the learner. This is necessary for the internalization of the new knowledge, which means to master the scaffolded issue that is to be removed after it is mastered (Bruner, 1990, p.29 as is cited in Walsh, 2006, p. 35). Since classroom discourse depends on the interaction between teachers and learners, the amount of the scaffold may be vague at times due to the unforeseen issues raised in the classroom. Therefore, the support of an "expert" may become significant for the learner trying to find their way through the new knowledge. This focus point of sociocultural theory, in fact, is the key to understand L2 contexts. Thus, van Lier (2004) draws attention to the features of scaffolding in language classrooms; continuity (repeated occurrences with variations related to each other), contextual support (errors expected and accepted as part of the learning process), intersubjectivity (mutual engagement and support), contingency (the support shaped by learners' reactions), handover/takeover (increasing role for the learner when skills and confidence increase) and flow (communication between participants flows in a natural way without any force).

In this sense, learners are active participants responsible for their own learning environment (Mitchell & Myles, 2004; Guoxing, 2004; Aimin, 2013). The approaches that emphasize 'learning by doing' (Willis, 1996; Ellis, 2003 as cited in Walsh, 2006, p. 37) such as "discovery-based learning through problem-solving; the use of task-based instruction which the centrality of pair- and group-work not only to maximizing interaction, but increasingly to co-operative learning" (Kagan, 1994; Ng & Lee, 1996)

and they are all important features of the contemporary EFL classroom" (Walsh, 2006, p.37).

All in all, since social development becomes language acquisition only when the quality of the interaction is maximized (van Lier, 1996, p. 194), learners should be directed to such contexts by scaffolding through ZPD in the co-construction of learning activities. At this point, mediation becomes the key factor to acquire language because interaction in social activity maximizes opportunities for learning and this is necessary to construct meaningful understanding. To maximize learning, the traditional teacher-student relationship should be transformed to collaborative learning (Zhang, Fanyu & Du, 2013), which shifts learning as "solutions to learners' problems", that "are gained through the involved participants' or members' behaviors in a shared context" (Behroozizad et al., 2014, p. 219). However, from the Vygotskian point of view as also highlighted by Ellis and Barkhuizen (2005), the learner should change their learning status from social to the individual; in other words, from external to self so as to become successful in language learning.

2.2.2. Assessment for Learning

Assessment of language learning is defined as "either measuring learners' proficiency without reference to a language course or measuring the extent to which they have achieved the goals of a particular program of learning" in the CEFR (2018). For many years, assessment has been described as the process of evaluating the effectiveness of instructional activities when the sequence is completed. However, with the changing methodologies and approaches that involve learners in the central point of the learning process, such view on assessment led towards a differentiation of formative assessment with Bloom (1984) who draws attention on feedback by conceptualizing formative assessment as a combination of feedback and instructional correctives later. Later, Black and Wiliam (1998), Cowie & Bell (1999), Shepard et al. (2005), Looney (2005), Kahl (2005), and (William, 2011) referred to formative assessment as responding to student learning during the learning process.

However, the Assessment Reform Group, which dedicates itself to ensuring that assessment policy and practice are informed by research evidence declared that the term formative is open to different interpretations and that it is no more helpful for student learning since though the marks given to students acknowledge them about their success

and failure, it does not reveal the progress of learners (William, 2011, p. 8). Therefore, the term Assessment For Learning (AFL, hereafter), is preferred and defined as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Broadfoot et al., 2002, pp. 2–3). Therefore, the Assessment Reform Group differentiates among the three types of assessment; *assessment of learning, assessment as learning* and *assessment for learning*. AFL is different from assessment of learning, which is related to summative assessment, and it refers to strategies designed to confirm what students know, indicate the extent to which they have met the curriculum outcomes to certify proficiency and make inferences about students' future programs (Earl, 2006, p. 7). In assessment as learning, student is the key figure to connect assessment and learning. In other words, teachers and students are involved in assessment to develop students and teachers help students become critical thinkers "who are comfortable with reflection and the critical analysis of their own learning" (Earl, 2006, p. 7). Being different from the other two assessment types, AFL is "designed to give teachers information that will allow them to modify the teaching and learning activities in which students are engaged, in order to differentiate and understand how individual students approach their learning" (Earl, 2006, p. 7). In such assessment type, students go through a learning process, in which all of them are learning in individual and idiosyncratic ways. In this way, with carefully-designed assessments and critical reflection on the assessment process, teachers determine what students know, how, when, and whether students use what they know (Earl, 2006, p. 7).

Having gained insight into AFL, it should be considered that teaching a language does not consist of only having skills for effective methodology, language knowledge and teaching abilities but also effective assessment skills that enhance as many opportunities as possible to show learners' path on the way to learning. In this sense, effective assessment directs learners to three important aspects of learning; to what they know, what they understand and what they tend to as is the key principle in AFL. In other words, important and successful assessment acknowledges learners about the comprehension of three key components of learning: what learners are learning, why they are learning it and how this new learning will contribute to their progress. When the principles are considered, then, AFL has certain features which can be summarized with three key practices: *diagnostics, learning intentions & success criteria* and *giving effective feedback*. Diagnostics is finding out where students are in their learning journey. In this

journey, teachers need to understand what their students already know and what they need to learn. This can be considered as a co-construction on the already existing knowledge because it affects related teaching and learning in comparison with the previously learned; therefore, it is effective. Learning intentions and success criteria refers to clear assumptions about where students need to go. In this sense, it is important for teachers to explain students what they are learning, why they are learning it, and how this new learning will contribute to their progress. At the heart of this lies the understanding of what is going to be learned from the activities in a particular lesson. Finally, effective feedback is showing students how to get where they are going. Feedback in AFL "helps learners close the gap between their current and the desired performance" (Stobart, 2021). Stobart (2021) names feedback as having two foci; both teachers and students give each other feedback during the learning process. To Stobart, feedback can't simply be a formulaic process since each student may differ from one another and a given feedback for one student may not work for another.

All in all, from the point of view of AFL, learning is the primary goal, whereby teachers and students collaborate and use ongoing assessment and pertinent feedback to move learning forward (Earl, 2006, p. 10). Such assessment type varied with activities enhance both teachers and students in terms of their teaching and learning path and the context with the interactants in it, are all unique in getting through this process.

2.3. The 21st Century Skills and Innovation

The 21st century has opened a new era that requires multidimensional skills in every aspect of life than people used to have in the past centuries. Since the globalization and digitization have become the center of the world (Varis, 2007, cited in Parra, 2013, p. 192), people need to adapt different skills in various professions or occasions due to various multiplicity in life. Therefore, in such a century which entails the integrity of competences, education is the most significant to be mentioned as the human profile that fulfills the requirements of the century depends on an effective education of both teachers and learners. In this sense, education necessities in the 21st century have led to the perception of "lifelong learning" in multiculturalism and interdisciplinary facilities in order to raise fully realized people as "global citizens" (Özgüzel, 2018, p. 953). Moreover, to pace up with the century requirements, individuals need to have an education in which both teachers and learners are trained through experience and support each other

regarding knowledge to be gained. In fact, Dewey (Johson & Reed, 2008, as cited in Larson & Miller, 2011, p.122) has long before proposed the type of education in which experience is rounded through interaction with "the ever-changing world" on behalf of students. Such kind of an interaction provides learners with the use of language and information, of knowledge and of thinking creatively (Özgüzel, 2018, pp. 956-8). Based on this point of view, it is of significance to have a tendency towards globalization and tecnological literacy which is also reflected in language education.

As the focus point of the study, there are some key concepts that construct the 21st century language education. Keeping CIC in face-to-face learning and e-CIC in online education as the key constructor of effective teaching and learning in mind, the 21st century also calls for the 7 C's, namely *Care, Challenge, Clarify, Captivate, Confer, Consolidate* and *Control* (Van den Branden, 2016, pp. 2-3), and for the dynamics of language classroom practice in which teachers and learners have already left traditional ways of teaching and learning is stated within AFL. Instead, the 21st century language education should now be occupied with the assistance of Learning-Oriented Approach (LOA, hereafter), in which learners learn by fulfilling assessments and responding feedbacks in addition to the activities shaped by mediation and interaction strategies calibrated in the Common European Framework for Reference (the CEFR, hereafter) to help interactional development of learners in corresponding to plurilingualism and multiculturalism all around the world.

2.3.1. The 21st Century Language Classroom: Teacher and Learner Profile

Since knowledge people gain have changed in the 21st century, it has a significant effect on education and in language classrooms, as well. Stemming from the shift in getting knowledge throughout the world, it is of great importance to consider the change with the obligations it has brought within itself as is demanded in the categories of competencies in the century, which is displayed in Table 1.

Table 1.

Overall Conceptual 21st Century Skills Model According to ATC21S (Assessment and Teaching of 21st Century Skills)

Broad Competencies	**Ways of Thinking**	**Ways of Working**	**Tools for Working**	**Living in the World**
Universal Skills	Creativity and Innovation Critical Thinking, Problem Solving, Decision Making Learning to learn, Metacognition	Communication Collaboration and Teamwork	Information Literacy Research of sources, evidence, biases ICT literacy	Local and Global Citizenship Life and Career Personal and Social Responsibility Cultural Awareness and Competence

Source: Parra, 2013, p. 195

When Table 1 is concerned, it is clear that the competencies required in the century are the universal skills that affect ways of thinking, working, living and even the tools used for working. In this respect, people are prone to adapt themselves to the key concepts called literacy, creativity and innovation which are mainly applied in education and in language classrooms to raise global citizens. Since language classrooms are places wherein learners come from various backrounds and of diverse learning styles (Parra, 2013, pp.192-3), language classrooms are the servers to meet the necessary skills and equipment needed in the century by fulfilling some features of teaching and learning.

Basically, the century demands for teachers and learners who have long before given up the “banking model” (Freire, 1968, cited in Alam, 203, p. 28) wherein the teacher fills learners with knowledge and wherein learners are not supposed to go interaction with

each other so as to be responsible for their own learning. There are reasons why such a traditional model of teaching and learning will not work throughout the century. Initially, the skills called the 4 C's (communication, creativity, critical thinking, and collaboration) are needed in the century. Both teachers and learners of the century should be able to compensate those skills in the language classroom to become a world citizen ready to serve for plurilingualism and in diverse contexts in a global world. When the staff of the language classroom is furnished with the 4 C's, the "banking model" (Freire, 1968, cited in Alam, 203, p. 28) will automatically be erased from the memories of teachers and learners, and they will be embracing a democratic and motivated learning environment. In the reverse case, where the whole world thinking creatively and working collaboratively, it would be nonsense to insist on a "copy and paste" information gathering rather than a "taste and paste" (Özgüzel, 2018, p. 956) learning environment. Secondly, the century is such an era that people are both working collaboratively and responsible for their own learning in every aspect of life covering all professions, more specifically language learning. According to Özgüzel (2018, p. 958), education in the 21st century is "not to give someone fish when needed, but to prepare the mind which is ready to go fishing when needed", which is called the "Novib Method" in an English classroom as follows:

1.Collaboration
2. Responsibility
3. Critical thinking
4. Creativity
5. Problem-solving
6. Initiative and self – direction
7. ICT and information literacy (www. Cambridgeenglish.org)

With the above-mentioned seven requirements of the century, it should be kept in mind that language classrooms are "learner-centred classrooms" in which "personalized instruction" is given for better learning (Palmer, 2015, p. 1). In such a classroom, learners are responsiple for their own learning and have the right to choose. Considering the language classroom as an opportunity to choose, the afore-mentioned steps required in the century follow each other as a chain on behalf of both the teachers and the learners. For teachers, when they use the seven steps of 21st century skills into their profession,

they will think critically to solve possible problems in their teaching for the better. With respect to the skills required in the 21st century language classroom, the role of the teacher can be summarized as being the "facilitator" who is the creator of classroom environments in and out of the classroom. In this sense, the seven steps go with the tenents of the CEFR through mediation and interaction and of the steps in raising awareness in developing e-CIC in terms of leading learners into a more motivated, self-directed and diverse learning styles in online education. Besides, teachers should accept "the changing and flexible nature of literacies" (Fandiño, 2013, pp. 192–193) that is also traced within the key concepts in a language classroom from the perspective of Sociocultural Theory (SCT) and AFL. Such acceptance allows teachers to a socially aware, creative, adaptable, responsible and innovative guide in the classroom to make decisions which promote learner interaction in addition to an improvement in their career (Trilling & Fadel, 2009 as cited in Fandiño, 2013, p. 194).

As being the facilitator, the 21st century teacher has "powerful teaching" with "higher order thinking and performance skills" (Darling Hammond, 2006, p. 1). In other words, they should work collaboratively by "incorporating subject matter goals and knowledge of learning" with "an appreciation for learner development and needs" (Darling Hammond, 2006, p. 4) by using reflective teaching. To Walsh (2006), such teacher ability can be typically reversed on the learners to promote learner interaction and lead to more powerful, interactive contexts of learning. Moreover, teacher skills can be reflected on learners so that learners may become responsible for their own learning.

Another possible characteristics of the teacher in effective teaching is lesson planning. It is obvious that the cognitive domain of thinking defined as a taxonomy by Bloom (1956) and later by his colleagues (Anderson & Krathma, 2001 as cited in Larson & Miller, 2011, p. 122) should be broadened with a focus on the 21st century skills, which means that teachers have to consider the realm of global citizen by prompting learner interaction based on communication and collaboration, all build upon the lesson plan based on dynamic needs of the classroom. Such lesson plans are beyond traditional plans as learner needs in terms of interaction are taken into consideration. Therefore, the teacher should be aware of the possible necessities of learners and should be flexible towards their lesson plan in mind without resistance to flexibility, which is not a welcomed term for 21st century teacher profile.

In the same vein, the 21st century language teacher is the educator conscious about their interactive decisions needed for the dynamic and multi-layered nature of classrooms

(Walsh, 2006). These decisions should be leading to collaboration, responsibility, critical thinking, adaptability, risk-taking, creativity, problem-solving, initiative and self-direction. Therefore, there is much need for language educators to apply activities that engage learners in colloborative projects that will lead them to gain insight to the necessary skills in the 21st century (Warschuer, 2001: cited in Parra, 2013, p. 201). All afore-mentioned items are mostly seen in mediation and interaction activities suggested by the CEFR when considered under the circumstances of the dynamics of the classroom and learner initiatives.

According to Van den Branden (2016), the 21st century teacher has three major roles in the language classroom, which are "teacher as a researcher", "teacher as an active contributor to the development" and "teacher as a mediator of students' language development" (Van den Branden, 2016, p. 1). These perspectives underpin the importance of attributing three major roles to language teachers, and reveal how learners benefit from interaction and assessments designed depending on their needs and topicalizations. Thus, the point of view that considers "teachers as 'the major source of controllable variance' in an education system and as 'the major players' in the education process" (Hattie, 2012, as cited in Van den Branden, 2016, p. 2) in terms of planning learning contexts for learners puts learners forward as major players in the language classroom using mediation and interaction as a tool for their development and teachers as just the facilitators of such facilities to occur more than before.

Taking language learners of the 21st century into account, it is obvious that their ability of learning is shaped by effective teaching. In this sense, Van den Branden (2016, p. 3) agrees with the notion of the expert teacher, and not the novice or experienced teacher, who is ready to shape the contributions of learners. In this sense, the 7 C's describe the features of typical expert teachers suggested by the Measures of Effective Teaching Research Project (Gates Foundation, 2010) to contribute to student learning and in which perceptions of good teaching is considered to be one of the must-haves in the 21st century language classroom. Table 2 below depicts the typical effective teacher behavior.

Table 2.

The 7 C's Describing Effective Teacher Behavior

7 C's	**Description**
Care	The teacher gives the students the feeling that s/he really cares about them. The teacher tries to understand how students feel about things.
Challenge	The teacher tries to make sure that the students learn a lot and expects full effort from the students. The teacher asks the students to explain about the answers they give. The teacher doesn't let students give up when the work gets hard. The teacher wants the students to learn from their mistakes.
Clarify	The teacher explains difficult things clearly. The teacher has several good ways of explaining each topic that is covered in class. When studdents don't understand something, the teacher explains it in another way.
Captivate	The teacher introduces topics and content that captivate the students' interest. The teacher makes lessons enjoyable. The teacher tries to make sure that students do not get bored.
Confer	The teacher gives the students ample opportunity to share their ideas and express their thoughts. Students have a say in how things are done in class. The teacher respects the students' suggestions.
Consolidate	The teacher checks to make sure the students understand what s/he is teaching. The teacher gives feedback and useful comments on students' work and helps the students understand how they improve their work and correct their mistakes. At the end of the day/lesson, the teacher summarizes what the stuednts have learned.
Control	The teacher makes sure the class stays busy and doesn't waste time. Stuednts treat each other and the teacher with respect.

Soource: Van den Branden, 2016, pp. 2-3

In Table 2, it is apparent that teacher acts as a mediator in the 21st century language classroom. The 7 Cs indicate a model of teacher who contributes to their learning as an interactional partner and supporter. The significance of teacher as a mediator is also underlined by Van den Branden (2016) as follows:

> By systematically integrating the 7 C's into the pedagogical decisions and actions they take, teachers can strongly enhance the learning that results from students classroom activity. Much of this boils down to the fact that from the students' perspective, there may be a vast difference between "doing" (i.e. engaging in the performance of a task) and 'learning'. (p. 4)

This explanation by Van Branden deduces the power of mediation in language classrooms and the role of teacher as the facilitator since "*learning* refers to people establishing relatively durable changes in their knowledge, skills, attitudes and competences" (Dumont et al., 2010; Hattie & Yates, 2014 as cited in Van den Branden, 2016, p. 4). While, learning proves itself to be independent, the development of skills "communicative competence in a second language" (Ellis & Shintani, 2014; Hattie & Yates, 2014 as cited in Van den Branden, 2016, p. 4) requires support.

In the light of these explanations, it is obviously inevitable for the teacher to become the mediator by applying the 7 C's in the classroom. However, the gap in literature for teacher roles in the 21st century leads one how to visualize autonomous learners in online language classrooms. Though it may be easier to apply all the skills required for teachers in face-to-face language classrooms, it may not be that easy in online language classrooms. Thus, it would be plausible to reverse the 21st century features of teachers on learners in order to engage them with the dynamics of the e-classroom since learning often includes reducing handicaps, correcting errors or misconceptions, refining behavior, building up new understandings and revising commonly held beliefs. This is achieved through the (interactional) support of another person, which will "often be helpful, decisive and even crucial" (Hattie & Yates, 2014 as cited in Van den Branden, 2016, p. 4).

Apparently, the role of the teacher as the mediator and the one who scaffolds in regular language classrooms, now reflected on learners as the interactional supporters of each other, when examined from the perspective of the sociocultural theory, called scaffolding (Vygotsky, 1920; Lantolf, 2000) through which a more competent partner is the supporter. In this case, the key concept of transforming e-language classrooms into practices mostly processed in the contextual mode (Walsh, 2006) around the terms, mediation and scaffolding, which are observed through examining the classroom discourse by the help Conversation Analysis.

Besides, reversing the 7 C's of effective teaching on learners to promote the 4C's of the century, which are creativity, collaboration, critical thinking and communication, learners become responsible for each other in terms of caring, challenging, clarifying, captivating, conferring, consolidating and controlling "the other" for the sake of learning in e-langauge contexts. Such effective learning motto in seven steps, together with mediation and scaffolding opportunities in the 21st century e-language classroom highlight the importance of realizing language classrooms in contextual mode, where

learners are interacting among themselves and teach each other through their interaction from another perspective: the dynamics of the classroom, which underpins the uniqueness of each language classroom:

> "Language teachers and learners feel, behave, and interact differently from day to day, and the language and tasks they work on vary making every lesson unique. Global prescriptions, therefore, are unwarranted and doomed to failure. Teachers will have plans, but they will need to react differently in real time to situations as they arise.
>
> (Long, 2015, p.326 as cited in Van den Branden, 2016, p.12)

Therefore, as to fill the initial gap in literature, teachers' lesson plans, which have to be flexible to the unique needs of learners and the context as a requirement of the 21st century should be turned on learners in an e-language classroom as well. In fact, this perception of learners' acting dynamically in the classroom atmosphere would be of benefit for the reconsideration of teachers who act depending on their "personalized, context-sensitive and practically oriented networks of educational beliefs and practice" (Borg, 2006, p. 81 as cited in Van den Branden, 2016, p. 15) which is their background knowledge in ther past lives as students and trainees (Van den Branden, 2016, p. 15). Integrating learner flexibility into the main goal of each e-language classroom eventualy opens the path to more effective teaching in the 21st century online language classroom.

It can be conluded that shaping e-CIC of learners in a globalized, multicultural and digitalized world is of paramount importance and the mediation and scaffolding activities suggested by the CEFR to develop interaction among language learners is the most appropriate approach for the 21st language learner. Within such an approach, language teacher is just the "shaper" (Walsh, 2006) and facilitator of learning rather than provider of "correct answers" (Chang & Tung, p.202) as is seen in the banking model of education (Freire, 1968). It is only through these specific approaches that learners will experience negotiation, colloboration and meaningful communication that is required all around the world.

2.3.2. The 21st Century and Synchronous Online Lessons

Due to the advancement in technology, video conferencing tools and later the circumstances in the pandemic era as an Emergency Remote Teaching (ERT, hereafter) have introduced the new term of "synchronous online teaching" (Peachey, 2017 as cited in Cheung, 2021, p. 1) to the higher education world, which is different from computer-mediated language learning (CMLL, hereafter) that allows room for lesson planning beforehand. This new step in education, though started with frustrations, have underlined the significance of such technology in the 21st century language teaching and learning contexts, as well.

Synchronous online lessons (SOLs, hereafter), in contrary to most CMLL requires all the regularities of a face-to-face classroom, which involves lesson planning and design, resources in the digital world and assessment. In fact, though the fact of teaching in such circumstances appears to be an abrupt one due to COVID 19 all over the world, it is a requirement for the 21st century skills in education under the umbrella term, digitalization. Since the phenomenon has been perceived as a sudden change from face-to-face teaching and learning to remote, digital contexts most English language teachers have faced certain challenges (Wong & Moorhouse, 2021, p. 1).

The significance of SOLs stems from the burden of language learning itself as it is a highly interactive process (Lantolf & Thorne, 2020, as cited in Harsch, Müller–Karabil & Buchminskaia, 2021, p. 2) when all the educators expect meaningful interaction in their online classes. Recent research reveal that social interaction is closely related to social presence and social purposes of interaction (Garrison et al., 2001; Lord & Lomicka, 2014; Whiteside et al., 2017; Fornara & Lomicka, 2019 as cited in Harsch, et al., 2021, p. 2) and studies on interaction in online learning put forward the perceptions of learning progress and course satisfaction (Borokhovski et al., 2012; Kuo et al.,2014; Lin et al., 2017; Gonzales Lloret, 2020; Lomicka, 2020 as cited in Harsch, et al., 2021, p. 2), all of which display the importance of interaction, collaboration and social presence in online learning (Harsch, et al., 2021, p. 2).

However, this is not the case as any teacher would expect within SOLs if there are no attempts to enhance such learning environment promoting interaction, collaboration and social presence. Cheung (2021, p. 2) asserts that there is great attempt in recent years to overcome such difficulty in online classes. For example, Khonke and Moore (2020, as cited in Cheung, 2021, p. 2) underline the effectiveness of video conferencing tools such

as the functions of ZOOM as “chatroom, annotation, breakout room (i.e. group activities) and non-verbal gesture buttons” though Cheung (2020) found in her study that “the teacher student interaction was contrived under the ‘ZOOM context’; … students overall engagement was low and there was no evidence of student-initiated interaction at all” and “it was like talking to the air” (Cheung, 2021, p. 2). Similarly, Wong and Moorhouse (2021, p. 2) accentuate that “teachers had to reconsider what teaching, learning and assessing looked like in a virtual environment” and their study reveals that educators lack digital competencies. Besides, in their study, Moser, Wei and Brenner (2021, p.11) have provided evidence for the fact that teachers “who had prior experience felt more confident about the positive outcome for students” while other teachers were frustrated with the outcomes of SOLs. The findings of recent research reveal that SOLs are different from face-to-face classroom environment, which “can limit a teacher’s ability to maintain a classroom environment conducive to language learning and engage in meaningful interaction” (Moorhouse, Yi & Walsh, 2021, p.4).

Although there are no certain principles agreed upon for “making effective use of interaction to mediate and assist language learning in SOLs” (Moorhouse, et al., 2021, p.4), it would be of benefit to handle the phenomenon, SOL, as a requirement of the 21st century language learning classroom and to try to improve the conditions in the virtual world, involving both teachers and learners. For example, if virtual learning environments were “more teacher-centered than face-to-face session… group and whole class discussions would be characterized by longer silences and shorter student responses” (Moorhouse, 2020: 2 as cited in Moorhouse, et al., 2021, p.4), the learning environment should be evaluated within the term, interaction and should facilitate as such. To Cheung (2021, p.2), it was possible to enhance such kind of an environment “for the less-able learners by promoting tools like the chatroom or pressing buttons, which led to autonomy of learners”. Similarly, Derakshan et al. (2021) asserted that the boredom of SOLs were due to “long, monotonous teacher talk, absence of student participation, carelessly-chosen tasks, and technical difficulties” (p. 12) and this could be solved by different activity types. Other scholars have proposed using breakout rooms, a feature of certain virtual platforms (e.g., Zoom, Microsoft Teams) for small groups of learners with well-planned tasks (González-Lloret, 2020 as cited in Moorhouse et al. 2021, p.4), or promoting different modes for learners such as chatboards, drawing or other technologies that enhance the opportunity of interaction between classes (Moorhouse, 2020 as cited in Moorhouse et al., 2021, p.4).

For the difficuşties raised by SOLs, then, it is important for the teacher to leave the traditional role and overtake the role of the facilitator as the 21st century requirement, which was also emphasized by Harsch et al. (2021, p.2) who underline the importance of "online language pedagogy" and propose using "a flipped learning approach", where course content is dealt with in asynchronous phases and the synchronous time is left for group activities. However, at this point, the question of activities or tasks raises, which Wong and Moorhouse (2021, p. 10) addressed as "adaptability" for "teacher digital competence with language instruction and assessments". Considering the concept of new roles with digitalization in the 21st century, these new roles cannot be limited to teachers only. Most studies revealed that the problems that arise in online learning stemmed from student-student interaction, socializing and self-motivation (Sun, 2014 as cited in Harsch et al., 2021, p. 3); from the delay in feedback and difficulties with self-regulated learning (Schulze & Scholz, 2018 as cited in Harsch et al., 2021, p. 3). Thus, learners are also in the middle of this digital competency and their roles in SOLs are defined. When digital competency in SOLs is considered, learners should act autonomously, responsible for their own learning. It is only in this way that learners can be engaged with more interactional activities.

2.3.3. Innovation: Reconsidering the CEFR

Identifying and detecting innovation in the language classroom recalls new concept by definition. Indeed, "innovation" recalls a new view that best strikes those who have seen it at first sight. However, the context "innovation" might accentuate the reverse case, simply signaling that even a "something old" may cause great differences in considering what innovation is. To prove this, West and Farr (1990, p. 9 as cited in Waters, 2009, p. 421) defines "innovation" simply as "the attempt to bring about beneficial change" like Lamie (2005, p. 7 as cited in Waters, 2009, p. 422), Murray (2008a as cited in Waters, 2009, p. 422) and Wedell (2009 as cited in Waters, 2009, p. 422), who use the term synonymously while some scholars see a sharp contrast between the words "innovation" and "change" (White, 1988, p. 114; De Lano et al, 1994, p. 488 – 489; Markee, 1997, p. 47; Kennedy, 1999a: iv as cited in Waters, 2009, p. 422).

Stemming from the different connotations the word has, "innovation" needs a clear clarification in terms of language teaching and learning. Delano, Riley and

Crookes (1994 as cited in Reinders, 2016, www.cambridge.org) defines the importance of innovation regarding learning and teaching:

> An innovation in a second language teaching program is an informed change in an underlying philosophy of language teaching/learning, brought about by direct experience, research findings, or other means, resulting in an adaptation of pedagogic practices such that instruction is better able to promote language learning as it has come to be understood. (p. 489)

Therefore, innovation should be evaluated as a term promoting learning and as having impacts whether they are positive or negative because teachers, institutions and publishers as well, all desire to make innovations with the works they have applied. In this sense, the success of innovation should be evaluated considering the development in students' learning after the appliance of the innovation (Van den Branden, 2009 as cited in Carless, 2013, p. 2).

No doubt, there is also the danger of handicaps to implement any innovation, which was classified by Carless (2013, p. 2) in three groups as *teacher-related*, *system-related* and *school-related*. Table 3 below depicts the negative circumstances that any innovation in language teaching and learning may face.

Table 3.

Barriers in Implementing Innovation

teacher–related barriers	**system–related barriers**	**school-related barriers**
lack of teacher ownership	poor communication	lack of supportive culture for change
lack of understanding of the innovation	lack of mutual trust between change agents and frontline implementers	conservative forces within a school
change not congruent with existing teacher values and beliefs	putting less emphasis on the intricacies of the innovation	lack of support or understanding from senior management
negative attitudes	putting not enough consideration on how innovation could be implemented	in – adequate school based resources
being engendered by the additional workload	lack of appropriate resources to support the innovation	student difficulties in adapting to teacher change

entailed

being emotionally bound up in existing practices	insufficient professional development and support for teachers
change as being personally threatening	failure to bridge the gap between rhetoric and reality
	cynicism engendered by previous failed attempts at innovation
	failure to align a pedagogic innovation with the requirements of high-stakes examinations

Source: Carless (2013, p. 3) The Barriers Facing Innovation

In the light of the classification made by Carless (2013), attempt to make innovations address difficulties mostly by teachers and systems. In this sense, it is of great importance to clarify the extent of the innovation and its outcomes to face success even when it is considered failure by the ones who are object to any change. Thus, innovation seems a pedagogic change in prompting learners' attempts and contributions to "learn". Deriving from this very aim, innovation is a "primary innovation", which is defined as "changes to teaching materials or pedagogy", being totally different from "secondary innovations" that are "organizational changes which provide enabling support for primary innovation" (Markee, 1997, p. 2). Primary innovation is the start of the change relies mostly on teaching materials and the pedagogy learners are exposed to on their own and a secondary innovation requires organizational changes by attributing learners as teachers who are responsible for their own learning.

Carless (2013) and Reinders (2016) draw attention to the context-bound nature of innovation and warn about the implementation of innovation. Carless (2013) lists the circumstances that possibly signal success as follows:

1. The innovation is not overly ambitious and has support from sufficient relevant secondary innovations.
2. It has appropriate time frames and seeks to facilitate early, small-scale success which generates momentum and positive sentiments.

3. Teachers are brought on board at an early stage, and feel belonging and ownership that is of more than a token nature. These teachers may act as brokers, "champions," or opinion leaders.
4. Effective institutional-based professional development and support are built into the project.
5. The innovation is contextually and culturally appropriate, and does not promote values which are incongruent with those of implementers.
6. Problem-solving strategies are built into the project and there are change-management strategies to tackle challenges arising. (p.3)

Regarding the context depicted above, if innovation is considered on the side of learners in the e-classroom, innovation should fulfill all the stages. First, learners should act autonomously to negotiate learning among themselves and become "opinion leaders" (Carless, 2013, p. 3) in designing their dynamic plan to prompt the 21st century requirements in the e-classroom. Second, both teachers and learners should be informed about the requirements of the innovation. Third, the developmental stages should be confirmed with learners to raise awareness and support for the difficulties they encountered in and out of the e-language classroom on the path to become solution finders who were responsible for their own learning.

2.3.3.1. The CEFR and Its Implications for Teaching and Learning

The term innovation around three important, previously captured and recognized concepts are not very much consulted concepts in language classrooms in Turkey; namely the *CEFR*, *mediation* and *interaction* to shape e-CIC of language learners in the 21st century. All these concepts, e-CIC as being the key concept, have some perspectives in common: They offer the importance of production rather than memorized, already recognized traditional knowledge and they promote the idea of autonomous learner who is engaged with the abilities of critical thinking, problem solving and learning by doing.

The CEFR, being a language policy document and being first published officially in 2001, origins in 1970s offered by the work of Council of Europe in an attempt to "help to relate courses and examinations to each other and thus achieve the 'transparency and coherence'" (North, nd., p. 22) as a device to become an innovation in education as well as to function as a bridge between "curricula, teaching practices and assessment"

(Piccardo, North and Maldina, 2019, p. 104). Indeed, the CEFR aims at functioning as a descriptive tool to describe and compare teaching objectives and the outcomes based on proficiency levels (Goullier, 2007 as cited in Tosun, 2019, p. 15). Also, the CEFR is both descriptive and prescriptive as "it describes language levels and skills in a comprehensive manner" (Mirici, 2015; Piccardo, North & Maldina, 2019) to facilitate "real-world proficiency" (Piccardo, North and Maldina, 2019, p.104). Therefore, it welcomes equality in planning lessons and the development of curricula and certification in the 21st century language education.

Beyond the equality it offers, the CEFR is to promote language diversity and language learning. In this sense, the major influence of the CEFR is on teaching, lesson planning and assessment, which promotes a context for learning that can help learners to orient themselves and set goals as a basis for individualizing learning. It is this very point of view that the study puts the CEFR as an innovation to be set forth by educational institutions and to shape learners' competence in language classrooms, especially in e–language classrooms with its services announced worldwide. In addition, the CEFR should be taken into consideration as an innovation in language classrooms because though institutions and teachers seem to adopt the concept into their programs, previous studies put forward the reverse case. Byrnes (2007) states that changes in materials imposed by the CEFR are "surface phenomena" and teacher behavior is at its minimal rate (p. 682). Byrnes also concludes that the desired learning outcomes are out of concern unless "well–considered and well–delivered program outcomes assessment" appear in language education programs (p. 682). Glover, Mirici and Aksu (2005) have found that students are unwilling to use the ELP without teacher support. Similarly, Sert (2006 as cited in Tosun, 2019, p. 6) has mentioned that students fail to identify the target language due to their lack of capacity for monitoring their own learning, which support the idea of training for the application of the CEFR and its implementations. The need to consider the CEFR as an innovation revisited in the 21st century language classroom has also been underlined by Yüce (2018). He draws attention to conduct further studies by suggesting that the EFL programs should be designed parallel to the proficiency descriptors of the CEFR "to help Turkish EFL learners to keep track of their learning experiences and to describe their proficiency levels in the target language in a variety of contexts" (p. 157) whereas EFL programs of Anatolian high schools should include the plurilingualism and pluriculturalism as pedagogical principles of the CEFR "in designing user-friendly and more professional course materials", which should be authentic (p. 158). He concludes

that the assessment versions of the coursebooks students use should also be designed in line with the proficiency descriptors of the CEFR and that teachers need more theory and practice on the concept and their advice on developing the program should be taken into consideration (Yüce, 2018, p. 158). In the light of the results of the afore–mentioned studies, it can be concluded that the CEFR can be considered as a training tool for raising awareness of learners towards the terms comprehension, negotiation, mediation and interaction to transform e-classes into the contextual mode wherein e-CIC of learners is at its utmost.

2.3.3.2. Promoting Learning via the CEFR

The methodological message of the CEFR is that language learning could be directed to "enabling learners to act in real–life situations, expressing themselves and accomplishing tasks of different natures" (CoE, the CEFR, 2018). This basic point of view issued in every step of the reference results in the design of the levels to be accomplished, the tasks to be covered and the strategies to be conducted. Yet, the CEFR is beyond prescribing any particular pedagogic approach, which is in harmony with the principles of CIC in that CIC demonstrates any piece of classroom context as being local since every teaching/learning context is specific to its own. Therefore, it should be evaluated on its own. In this respect, the CEFR raises questions rather than answering them (CoE, the CEFR, 2018) to help reflective teaching and effective learning.

For one reason to promote learning via the CEFR, it is of vital importance to apply proficiency levels. Since the aim of the CEFR (2018) is to encourage collaboration in educational institutions worldwide along with contributing to a common recognition of language qualifications and helping educational figures including learners, teachers, course designers, examining bodies and administrators to organize their attempts (the CEFR, 2018, p. 25), it is of paramount importance to implement the proficiency levels recognized worldwide by the suggestion of the CEFR in order to raise the 21st century language learner.

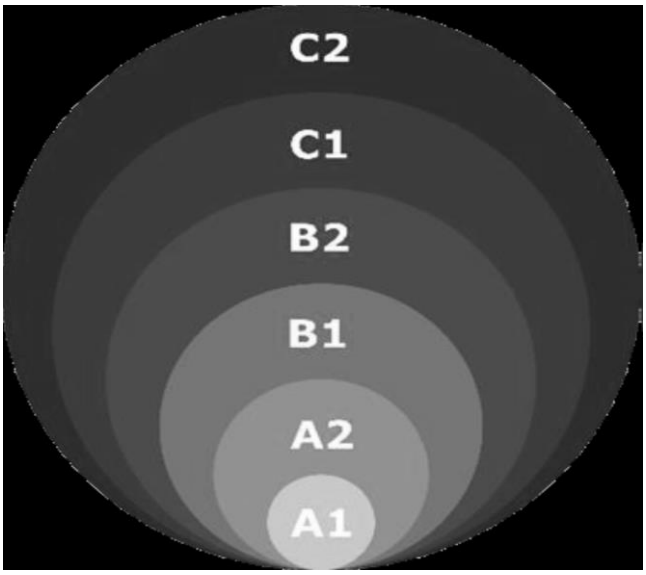

Figure 1. The CEFR Common Reference Levels
Source: CoE, the CEFR, 2018, p. 34

The CEFR itself explains the reference levels as a continuum since "language is a continuum" (CoE, the CEFR, 2018, p. 34) and reminds teachers that they should achieve this standardization to make learners communicate intelligibly. The descriptive scheme for reference levels is designed to facilitate the organization of courses and to describe progress, which is a roadmap for learners to develop the relevant aspects of the descriptive scheme in a progressive way (Figure 1). Briefly, the six levels can be grouped into three broad categories: Basic user (A1-A2), Independent user (B1-B2) and Proficient user (C1-C2). Also, the scheme is defined to be designed from A to C simply because C2 is not considered to be the highest imaginable level for proficiency in an additional language and Wilkins' seventh level is beyond the scope of mainstream education. However, in the Swiss National Research Project the existence of this seventh level was confirmed (CoE, the CEFR, 2018, p. 34).

Secondly, the implication behind promoting learning via the CEFR is that it should be taken into consideration by language programs, institutions, teachers and learners as well because the references in the document, simply described as a roadmap for followers, do not accept the "native" issue as a competence to be achieved. Thus, the CEFR underpins the model of learners who can communicate and express themselves through interaction.

Similarly, applying the CEFR to promote learning may help to define language proficiency through its "rich, complex, multidimensional descriptive scheme" (Piccardo,

North & Maldina, 2019, p. 104), which includes general competences, communicative language competences, communicative language activities and strategies". The aim of these competences can be described as follows:

> Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. CoE, 2018, the CEFR, p. 29)

The competences and strategies are organized in four types of communication, which is involved in the 2018 version of the CEFR and which is a guide for language teachers to involve in their classes. In this sense, the traditional four skills (listening, speaking, reading, writing) have been replaced with four modes of communication: reception, production, interaction and mediation to realize a "closer to real-life language use, which is grounded in interaction in which meaning is co-constructed" (CoE, 2018, the CEFR, p. 30). Figure 2 displayes the skills presented under these four modes:

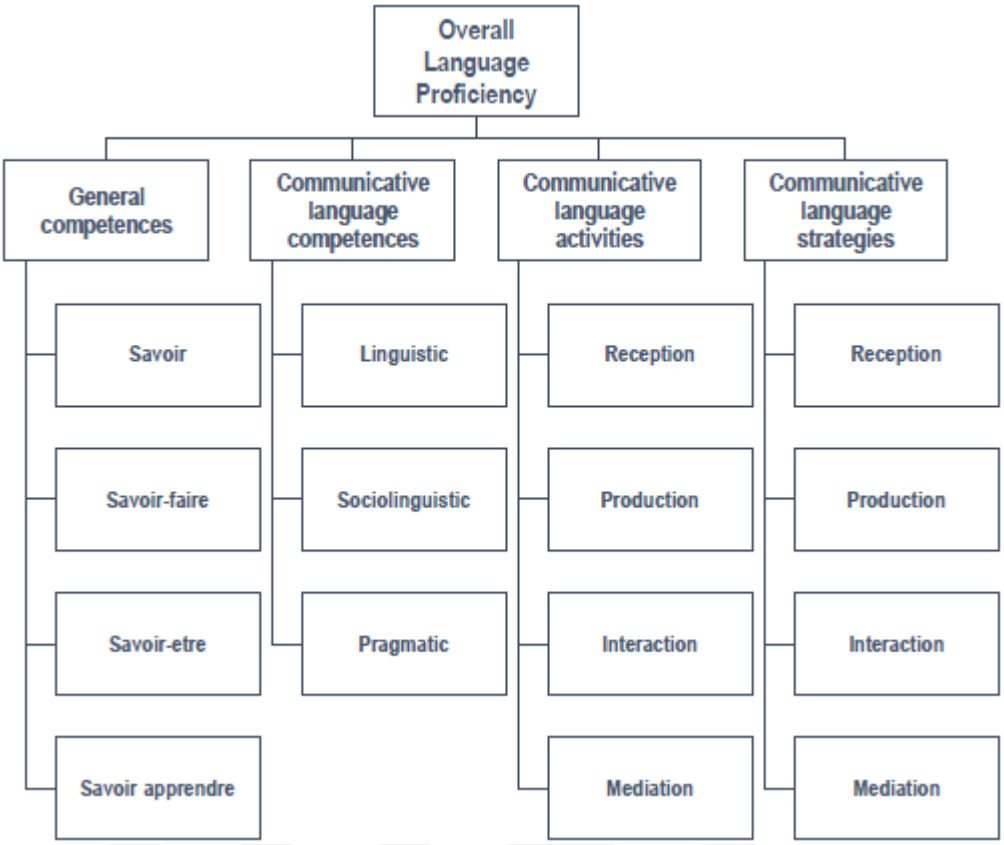

Figure 2. The Structure of the CEFR Descriptive Scheme

The development beyond the four skills is an innovation for language classrooms, which should have been applied not on the surface but in the real sense long before for many reasons. Initially, the new categories (reception, production, interaction, mediation) should be adopted since they reflect the way people actually use the language more than the four skills do. Secondly, the link between general purpose language and language for specific purposes is facilitated through these categories. Besides, within these categories, the tasks involved in the classroom will cover more collaboration and interaction on the side of learners, which revolve around activities that are 'slices of life' which make up the language learner's experience" (CoE, 2018, The CEFR, p. 31). Also, the categories display a genre-based approach, which integrates content schemata and discourse organization of the genre and in which language is seen as information transfer. More importantly, leaving the four skills and three elements (grammatical structure, vocabulary, phonology/graphology) behind offers the communicative criteria for quality of performance as also required in the 21st century language classroom. Moreover, reception, interaction, and production may facilitate a broader concept of strategic competence whereas with the integration of mediation they all might help the

development of the concept of partial qualifications. Above all, the classification provides realistic assessment tasks both in the classroom and in examinations easier to establish (CoE, 2018, The CEFR, p. 31).

In explaining the facilities gained through the application of the CEFR, it would be inappropriate not to mention the benefit of using self – assessment grids. Assessment, an integrated part of language learning and may mostly be ignored during an intensive teaching day, is the first step to learning in the real sense that the CEFR underlies its importance in most parts of the document, itself. "Assessment is considered the subset of evaluation" (Quahiani, 2016 as cited in Mirici and Şengül, 2020, p. 253) and it is an indispensable part of guidance for the teacher to have inferences about the proficiency level of learners and their progress before, during or after the learning process. There are many problems in defining where, when, how and which type of assessment to apply as there are different types of assessment such as tests, exams, observations, interviews, oral feedback or checklists. Though "the CEFR is a complicated document which do not purpose to provide available global remedy to the problems associated with the assessment" (Piccado, 2012 as cited in Mirici & Şengül, 2020, p. 254), the self-assessment grids in the CEFR, which is found to be the least implemented assessment type in literature with a percentage of 1% in EFL classes and which is unfavorable when compared to the percentage of proficiency assessment with 40% among all the CEFR oriented assessment types (Mirici and Şengül, 2020, p. 259), contribute greatly to the teaching and learning process.

Initially, since the CEFR considers curriculum as a dynamic process, "can-do" descriptors as backward design (Graves, 2008 as cited in Piccardo, North & Maldina, 2019, p. 104) of self-assessment, enable learners motivate into the ongoing process. In fact, the "Can-do" descriptors are referred to as a competence-based approach. By performing activities, the learner develops competences and acquires strategies and these strategies in turn are transformed into actions, as also adopted by the SCT. In this sense, "can-do" descriptors are the bridges between learners' strategies and actions.

In the same vein, self-assessment grids are learner centered (the CEFR, 2018, p. 42; Little, 2005, p. 321), which lead to a very important 21st century skill, autonomy. Little (2005, p. 321–2) summarizes the benefits of engaging learners in self-assessment in three basic steps; self-assessment enhances learner decisions including their own learning achievement, shapes reflective practices and allows target language (TL) use beyond the classroom. In the light of these steps, it is obvious that involvement of self–

assessment grids in the CEFR gives the learner the opportunity to express themselves in their own learning process, which will in turn lead to the self–direction and responsibility of their own learning. Secondly, self–assessment grids informs the teacher about the progress of learners from the start of the proficiency level to the end and with the integration of different competency levels in to the CEFR, they give insight to the skills gained by the learner in addition to notifying the learner about his/her slow pacing with certain skills. Thirdly and most importantly, self-assessment grids open the way to future plans in the learning process both on the side of the teacher and the learner. Since the gaps in the construction of specific skills are defined within self – assessment grids, teachers and learners are able to remedy the deficiencies and to build up a plan for future learning opportunities. This will not only save time for the learner by referring them to the areas to be fixed, but also serve to the needs of the learner in real world circumstances on observing insufficient skills of their own. Also, the teacher will be able to plan the future teaching procedures accordingly to the outcomes defined by self – assessment grids. In short, the opportunities with the implementation of the CEFR in real sense, undoubtedly, contribute a lot to the learning process.

2.3.3.2.1. Interactional Competence and Language Learning

Interaction is the ability to make meaningful inferences during sharing a social context, which is dynamic and co-constructed by the interlocutors. Therefore, it is not a predictable part of language ability; rather, it is context and interlocutor dependent. Spoken interaction in L2 language learning has gained importance in the last three decades, with the emergence of the communicative approach to language teaching, learning, and assessment. The interest in the phenomena in L2 learning gained importance between the years 1980s and 1990s. The significance of the concept started with the work of Hymes (1974), Halliday (1975) on the functional aspect of language, and van Dijk (1977) on discourse and text/context relationships (Galazci & Taylor, 2018, p. 220). In 1980, Canale and Swain proposed the model for communicative competence, followed by Canale (1983), Bachman (1990), and Bachman and Palmer (1996), which considered L2 within its sociolinguistic, discourse and strategic aspects. It was Kramsch's work, in which the term, interactional competence (IC) was first used. Kramsch (1986) defined the term as a notion that "always entails negotiating intended meanings, i.e. adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's

response and possible misunderstandings, clarifying one's own and the other's intentions" (1986, p. 367 as cited in Galazci & Taylor, 2018, p. 220). In 1999, Young asserted that IC is co-constructed and requires specific interactional events; his work examined the construct of IC in SLA classrooms, which brought Conversation Analysis (CA) into light that distinguishes "between IC as a constructed social activity and competence as cognitive knowledge that native speakers possess about their language, as defined by Chomsky (1965)" (Jawhar et al., 2021, p. 260).

Following Young's work, the literature defined IC as an umbrella term under which different practices are included. These practices stem from the nature of IC itself because literature has elucidated that IC changes and develops with the learner who is engaged in different contexts, which shows that interaction has the role of a conversation (Kim, 2017; Pekarek Doehler & Berger, 2016; Pekarek Doehler, Wagner & Gonzalez-Martinez, 2018; Sert & Balaman, 2018). This arises the question of a context-specific IC, namely Classroom Interactional Competence (CIC) rather than interactional competence itself as different patterns of interactions between the teachers and the learners, and among the learners themselves that occur in a L2/EFL classroom setting. Therefore, many studies have looked at the role of interaction in shaping learning in the second language classroom (Markee, 2015; Seedhouse & Walsh, 2010; Sert, 2015; Walsh, 2012, 2013; Waring, 2019), in which the scholars notify on teachers who use different techniques and strategies can create "interactional space" that tend to increase their learning opportunities (Walsh, 2006).

In this sense, taking interactional competence with its paramount definition in the context of classroom setting as CIC (explained in section 2.4) should be placed at the heart of learning as is stated by Walsh (2013). It should be kept in mind that learning is shaped between the interactants in the classroom who manage the communication. The harmony between the pedagogic goal applied agenda and the appropriate language use possibly make meaningful interaction in the classroom since there will be space for learning, which is created by "increasing wait-time, promoting extended learner turns and allowing planning time. By affording learners space, they are better able to contribute to the process of co-constructing meanings" (Moorhouse et al.,2021, p.3), which helps in shaping the learners' contribution and helping them express themselves.

In brief, literature has exposed that interaction has gained importance under the lens of the SCT and recently has specifically evaluated classroom discourse in shaping learning as CIC.

2.3.3.2.2. Interaction in the CEFR

Interaction is the co-construction of discourse between two or more groups of people and it is central in the CEFR scheme of language use. This is another concept to apply in the CEFR as a 21st century requirement, specifically the spoken interaction. Spoken interaction is "considered to be the origin of language, with interpersonal, collaborative and transactional functions" (CoE, 2018, the CEFR, p. 81). Since one of the requirements of the 21st century is raising learners responsible for their own learning, through sharing their experiences, it is of great importance to adopt collaborative strategies, materials and assignment because such collaborative learning in the classroom context occurs as they are in real world communication.

The CEFR handles interaction in three groups of interaction activities and interaction strategies. Table 5 below displays the concept of interaction in the CEFR (2018).

Table 4.

The CEFR Interaction Activities and Interaction Strategies

	Overall Spoken Interaction	Overall Written Interaction	Online Interaction
Interaction Activities	Understanding the interlocutor	Correspondence	Online conversation and discussion
	Conversation	Notes, messages and forms	Goal-oriented online transactions and collaboration
	Informal discussion		
	Formal discussion (meetings)		
	Goal-oriented co-operation		
	Obtaining goods and services		
	Information exchange		
	Interviewing and being interviewed		
	Using telecommunications		
Interaction Strategies	Taking the floor (Turntaking)		
	Cooperating		
	Asking for clarification		

Since overall spoken interaction is the concern of the study, the interaction activities and strategies are explained under this heading as given in Table 5. Overall spoken interaction is organised within three macro-functions as ‘interpersonal’, ‘transactional’ and ‘evaluative’. Among the scales, understanding the interlocutor, the person with whom the language learner interacts, is the first one. This scale concerns the possibility of negotiating meaning in interaction. The key concepts are topic and setting, type of delivery by the interlocutor and degree of accommodation by him. Topic and setting cover the issues that vary from personal details and everyday needs to complex and abstract topics of a specialist nature. Type of delivery is the way that language is delivered from careful and slow to standard language and less familiar varieties. The degree of accommodation refers to the sympathetic repetition and taking the trouble to help, and just confirming details if the accent is less familiar (The CEFR, 2018, p.71)

The next scale, conversation, concerns interaction with a primarily social function, which is the establishment and maintenance of personal relationships. The key concepts include setting, which covers from short exchanges, through maintaining a conversation and sustaining relationships, to flexible use for social purposes. Topics are related to the issues varying from personal news, through familiar topics of personal interest, to most general topics and language function that include greetings, offers, invitations and permission, degrees of emotion and allusive, joking usage (The CEFR, 2018, p.73).

Informal discussion with friends includes aspects of both the interpersonal and evaluative use of language as is involved in everyday interaction. The key concepts are topics (from what to do and where to go, to abstract, complex and even unfamiliar topics and sensitive issues), ability to follow the discussion (from identifying the topic, through following the main points, to keeping up with animated discussion) and understanding colloquial references and language functions (from discussing and (dis)agreeing in a limited way to expressing ideas with precision and dealing diplomatically with disagreement and criticism) (The CEFR, 2018, p.75).

The scale of formal discussion includes more formal discussion, mainly in a professional or academic context. The key concepts cover type of meeting and topics (from exchanges on practical problems to discussion of abstract, complex, unfamiliar issues), ability to follow the discussion (from needing repetition and clarification to understanding points given prominence and keeping up with animated debate) and ability to contribute (from needing to rehearse and get help with formulation to probing, evaluating and challenging the contributions of others and arguing one's own position convincingly) (The CEFR, 2018, p.75).

The next scale is goal-oriented co-operation and concerns collaborative, task-focused work as a daily occurrence in real life, especially in professional contexts. The key concepts include following the discussion and active contribution to the work. While following the discussion covers steps from understanding simple instructions explained directly to understanding detailed instructions reliably, active contribution to the work is related to issues from simply asking for things and giving things to speculating about causes and consequences and organizing the entire task (The CEFR, 2018, p.76).

The scale of information exchange contains descriptors up to the C levels since exchanging factual information is no longer a main focus in learning objectives for proficient users. Therefore, the key concepts include the type of transaction, which refers to simple questions, instructions and directions, simple, routine exchanges, exchanging information with other specialists; type of information that includes personal details, dates, prices, habits, routines, pastimes and straightforward factual information, to detailed and complex information or advice (The CEFR, 2018, p.78).

Interviewing and being interviewed concerns the specialized roles associated with forms of daily routines, other forms of examination, plus surveys and projects. The key concepts involve independence from the interlocutor (from requiring direct, slow, clear standard language to acting without any support, at no disadvantage to the other person(s),

taking the initiative (from bringing up new subjects to participating fully, developing a point fluently and handling interjections well), conducting the actual interview (from using a prepared questionnaire through departing spontaneously from prepared questions and following up and probing interesting replies, to structuring the discourse and interacting authoritatively) (The CEFR, 2018, p. 80).

Using telecommunications is a new scale in the 2018 version of the CEFR, which concerns use of the phone and internet-based apps for remote communication. In this sense, the key concepts cover range of information and transactions involved (from simple messages and conversations on predictable topics like arrival times, routine messages and basic services to use for a variety of personal and professional purposes), interlocutor (from a known person to unknown persons with less familiar accents) and length of exchange (from short, simple exchanges to extended casual conversation) (The CEFR, 2018, p. 81).

The CEFR (2018) offers three descriptor scales to be used in managing interaction activities as above-mentioned. These interaction strategies are taking the floor (turn-taking), co-operating and asking for clarification. The first of these strategies, taking the floor (turn-taking) is a crucial part of discourse competence. This strategy refers to the ability to take the initiative in discourse. Indeed, this ability is both related to an interaction strategy and an integral aspect of discourse competence. For this reason, it covers the key concepts of initiating, maintaining and ending conversation, intervening in an existing conversation or discussion, often using a prefabricated expression to do so, or to gain time to think (The CEFR, 2018, p. 88).

As the second strategy offered in the CEFR (2018) for interaction, co-operating includes both cognitive strategies such as framing, planning and organizing ideational content, and collaborative strategies like handling interpersonal, relational aspects (The CEFR, 2018, p. 88). Co-operating includes collaborative discourse moves intended to help a discussion develop. Therefore, it involves confirming comprehension in lower levels, ability to give feedback and relate one's own contribution to that of previous speakers/signers in higher levels, summarizing the point reached in the discussion in r to take stock and inviting others to contribute (CEFR, 2018, p. 88).

Finally, asking for clarification refers to intervening in an interaction to indicate whether one is following or not, to ask follow-up questions on certain points, and to check comprehension. In this sense, the strategy includes key concepts such as indicating

comprehension or a comprehension problem, requesting repetition and asking follow-up questions to check comprehension or request more details (CEFR, 2018, p. 88).

2.3.3.2.3. Mediation in the CEFR

The CEFR puts the concept of mediation which should be totally integrated into the teaching and learning process as it is simply through mediation that learners are engaged with interaction as being the focus of the study. The CEFR introduces the concept of mediation as follows:

> In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies.
>
> (CoE, 2018, the CEFR, p. 32)

As can be inferred from the definition, language activities designed to reformulate any text as is called mediation, ends up with interaction. Since the natural aim is "formulation", individuals engaged in the language learning process naturally design the texts as they conceive in their own world, which in turn, transforms itself into negotiation of ideas among these individuals. Figure 3 below displays the relationship between the four modes and how mediation undertakes the responsibility of interaction in language classrooms.

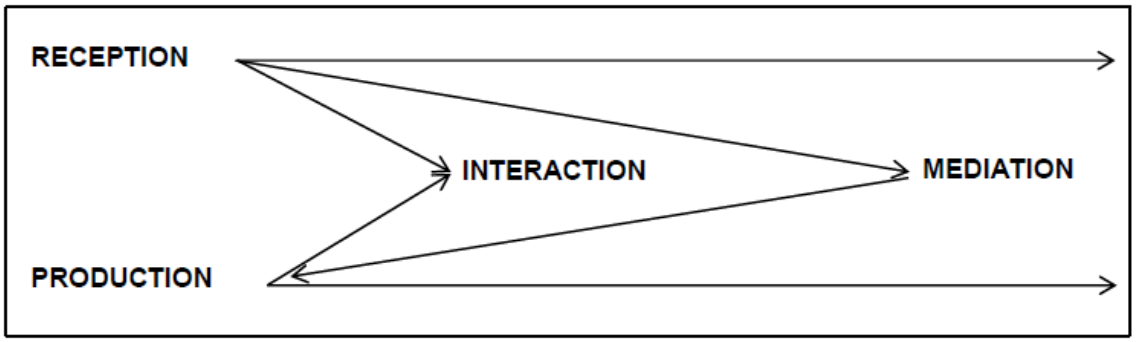

Figure 3. The relationship between reception, production, interaction and mediation

Source: CoE, 2018, the CEFR, p. 32

As can be traced in Figure 3, reception and production in the CEFR are divided into two as spoken and written, which give the traditional four skills. However, with the introduction of mediation in the CEFR, now interaction involves both reception and production including spoken and written reception and production, which shows the integrated circle of the skills, the inseparable parts of teaching and learning.

Knahmadi and Sarkhos (2018, p. 209-10) calls attention to the neglected aspect of mediation, specifically peer mediation, the significant role of mediation and mediated learning experience because "our relationship to the world is not direct; rather it is mediated" within interaction of others as stated in Vygotsky's ZPD and Poehner and Lantolf's mediation. The significance of mediation raises from the difference between scaffolding and mediation from the insights of SCT in that though scaffolding means help to complete a task without "true development" (Wood, Bruner and Ross 1976 as cited in Rassaei, 2019, p. 593), mediation in SCT is totally "developmentally oriented and assumes a greater responsibility for the learner" since it foresees performance of the learner through placing them in collaboration with minimal help (Lantolf and Poehner, 2014, as cited in Rassaei, 2019, p. 593).

Therefore, the emphasize of mediation in the CEFR is numerous, which stems from the real use of language due to the fact that several activities are involved in communication. In this sense, mediation, roughly defined as reformulation of ideas, naturally combines reception, production and interaction. This is simply because when language is used, it does not just mean to communicate a message, but "rather to develop an idea through what is often called 'languaging' (talking the idea through and hence articulating the thoughts) or to facilitate understanding and communication" (CoE, 2018, the CEFR, p. 32). Therefore, mediation in the CEFR does not just cover passing on information in another language, but also makes communication possible "between persons who are unable to communicate with each other directly, acting as an intermediary between interlocutors who are unable to understand each other directly, normally (but not exclusively) speakers of different languages and that both input and output texts may be spoken or written and in L1 or L2" (CoE, 2018, the CEFR, p. 32).

At this point, it would be of benefit to explain the strategies for "languaging" (CoE, 2018, the CEFR, p. 32), which should be encouraged in the language classroom to shape interaction levels of students. The mediation strategies in the CEFR are divided

into two; strategies ‘to explain a new concept’ and ‘to simplify a text’. Strategies to explain a new concept can be simply defined as communication strategies, whereas strategies to simplify a text includes the techniques applied for clarifying meaning and realizing understanding.

Strategies to explain a new concept covers three important techniques, which are linking to previous knowledge, adapting language and breaking down complicated information (CoE, 2018, the CEFR, p. 128). When employing the first strategy as a mediation strategy, learners can explain new information within three different but integrated steps; a) they can make comparisons, b) describe the relationship of something to the recipient that they already know and c) promote previous knowledge for recipients (CoE, 2018, the CEFR, p. 128). Here, the interpretation of the word “link” naturally explains the function of mediation among learners as “linking” refers to other texts, relating new information to the previous ones and the background knowledge of the world. It is obvious that counting on the background knowledge and bridging between the new information and the previous one lead to language use and therefore should be facilitated by the teacher among learners. The CEFR (2018) approves this very naturally occurring language use with the scale for key concepts in linking to previous knowledge, which are posing questions to encourage people to activate prior knowledge, making comparisons and/or links between new and prior knowledge and providing examples and definitions (p. 128). When the key concepts involved in this type of scale is concerned, it is apparent that if learners are equipped with the opportunity to activate such strategies, it is inevitable for language to occur and naturally set among learners to increase interaction among themselves.

As the second strategy of mediation, adapting to language means to apply different shifts in language use, style or register in order to simplify the content of any text, which can be achieved by synonyms, similes, simplification or paraphrasing (CEFR, 2018, p. 32). Similar to the word “link”, the word “adapt” is also an umbrella term for language use among learners since if the key concepts related to adapting to language described in the CEFR (2018, p. 128) are encouraged to be employed in the language classroom, there would, doubtlessly, be negation of ideas and communication among learners. The key concepts in this type of scale are paraphrasing, adapting speech or delivery and explaining technical terminology (p. 128). Bearing ZPD and scaffolding in mind, this second strategy is beneficial with peers who are low achievers and placed with a more expert one. In other

words, the expert one would probably use these strategies to help his/her partner and to negotiate meaning as well.

Finally, breaking down complicated information covers the act of dividing information into its constituent parts and includes the key concepts of breaking a process into a series of steps, presenting ideas or instructions as bullet points and presenting separately the main points in a chain of argument (CEFR, 2018, p. 128). As can be traced from the above-mentioned steps, the strategies of mediation include negotiation of meaning and it is through these steps that a language learner can achieve to become professional in learning the language as they will be totally engaged with dealing with the process of sharing information among other language learners.

The second strategy in mediation includes strategies to simplify a text and it is divided into two main strategies, 'amplifying and streamlining a text'. The scale of amplifying a text is activated when the density of information is an obstacle to understanding and is concerned with the expansion of spoken or written input source via helpful information, examples, details, background information, reasoning and explanatory comments (CEFR, 2018, p. 129). The key concepts cover using repetition and redundancy, modifying style to explain things in a more explicit way and giving examples. On the other hand, streamlining a text involves pruning a written text to its essential messages and includes expression of the same information in fewer words by eliminating repetition and excluding irrelevant information from the same text. The scale introduces three key concepts, which are highlighting key information, eliminating repetition and digressions and excluding what is not relevant for the audience (p. 129).

The significant point in activating all the strategies of mediation is that the 21st century teacher should act as a facilitator and encourage learners to get involved in activities that lead to mediation among one another, and therefore to interaction among them. This idea is also emphasized by Williams and Burden (1997,) who state that teachers should be conscious of their 'words' and 'actions' and their strategies to teach should be open to different ways that deal with "teaching learners how to learn, boosting their confidence, motivating, displaying a personal interest, enhancing self-esteem, and organizing an appropriate learning environment" (Williams and Burden, 1997, p. 65, as cited in Knahmadi and Sarkhos, 2018, p. 207). In this sense, the activities in a language classroom should be shaped around mediation to promote interaction. The strategies of mediation and the activities to encourage such strategies are summarized in Table 5.

Table 5.

The CEFR Mediation Activities and Mediation Strategies

	Mediating a text	**Mediating Concepts**	**Mediating communication**
Mediating Activities	Relaying specific information in speech/writing	**Collaborating in a group**	Facilitating pluricultural space
		Facilitating collaborative interaction with peers	
		Collaborating to construct meaning	
	Explaining data (e.g. in graphs, diagrams, charts etc.) in speech/writing	**Leading group work**	Acting as an intermediary in informal situations
		Managing interaction	
	Processing text in speech/writing	Encouraging conceptual talk	Facilitating communication in delicate situations and disagreements
	Translating a written text in speech/writing		
	Note taking (lectures, seminars, meetings, etc.)		
	Expressing a personal response to creative texts (including literature)		
	Analysis and criticism of creative texts (including literature)		

	Strategies to Explain a New Concept	**Strategies to simplify a Text**
Mediation Strategies	Linking to previous knowledge	Amplifying a text
	Acting as an intermediary in informal situations	Streamlining a text
	Facilitating communication in delicate situations and disagreements	

Soource: CoE, 2018, the CEFR, p. 104

It is obvious that mediation activities to promote and develop mediation strategies of learners expose learners in a socially constructed environment, wherein they are responsible for their own learning and wherein they are open to interaction to share their ideas and knowledge. Lantolf and Thorne (2006 as cited in Herazo and Sagre, 2016, p. 150) defines mediation in the classroom as "a self-directed or other-directed process resulting in voluntary control over one's social and mental activity thanks to the use of cultural artifacts, concepts and signs". Similarly, Dendrinos (2006, p. 9) identifies the role of the mediator as the person to create and interpret meanings for receptors of different cultural backgrounds. Therefore, activities in any language classroom should be designed to encourage critical thinking skills of learners, especially in distance learning wherein learners may well be passive listeners of lectures. In designing such activities to promote interaction via mediation, the above–mentioned activity types concerning texts, concepts and communication are the prompts to activate learner participation. In this manner,

teacher is the figure of facilitator to create such a learning environment especially in SOLs since activities to enhance critical thinking and autonomy that lead peer collaboration are inevitable (Cinganotto, nd). Hence, the perception of mediation in the CEFR is in harmony in emphasizing two significant terms, "co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/ learner as a social agent" (CoE, 2018, the CEFR, p. 32). Such a consideration not only brings the idea of developing CIC and within the current circumstances, e-CIC in the language classroom, but also illustrates the importance of the teacher-learner or learner – learner support to promote spoken interaction. Besides, the perception of the learner as the social agent is the key term to apply mediation activities, in which "doing" and "sharing" are the facilitators of learning in the classroom. The approach taken to mediation in the CEFR leads mediation to "an increasingly part of all learning, but especially of all language learning" in the 21st century since "the tasks can be organized in such a way that learners have to share different input, explaining their information and working together in order to achieve a goal" (CoE, 2018, the CEFR, p. 104) so as to shape e-CIC of language classrooms.

2.4. Classroom Interactional Competence

Classroom Interactional Competence (CIC) is the use of appropriate language both by the teachers and learners in the classroom to maintain natural talk-in-interaction for better learning opportunities. In a broader and more specific explanation, it can be identified as the teachers' and learners' ability to get involved socially in the classroom and it requires participation, in which learning is "doing" rather than "having" (Larsen-Freeman as cited in Walsh, 2012, p. 1). In this sense, CIC provides paths for both teachers' and learners' interactional decisions and actions to lead to more learning opportunities. In other words, CIC underlines the importance of promoting space for learning by adjusting the appropriate linguistic and interactional features in line with the pedagogic goal of the moment. The pioneer of CIC, Steve Walsh (2006, 2011, 2012) entitles such promotion as the understanding of a more mutual, joint construction of meanings to enhance a fully engaged and dynamic learning context (Walsh, 2012, p. 6).

CIC has three important features, one of which is that it requires appropriate use of language in harmony with the pedagogic goal of the moment. This is what Seedhouse (as cited in Walsh, 2011, p. 25) calls as the "interactional architecture" of the classroom

meaning that the interlocutors who have CIC have the ability of associating the discourse at hand to their to-the-moment goals and to the language they use. Quite simply, if the language used in the classroom does not serve to the learners' needs and the contextualization of the moment, the activation of opportunities for learning cannot be created, the utterances might turn into a mess in the classroom, serving to no purpose at all, rather they turn into hinderance of learning opportunities (Walsh, 2012, p. 6).

Secondly, CIC is the facilitator for interactional space (Walsh, 2012, p. 6) which totally refers to the learning process; a process in which learners need space to participate in discourse to activate learning and engagement in a language. However, such a process is in teachers' hands, especially, in the current circumstances for SOLs. When the interactional space is not accommodated for learners in the classroom, it is possible that they will not have enough time to digest and negotiate the meanings; therefore, they will not be open to learning opportunities. Then, it is of importance to consider CIC so as to facilitate opportunities in terms of promoting a chance for engagement, and co-work to activate learning (Walsh, 2011, p.25-6).

The third feature of CIC is "shaping learner contributions" (SLC) (Walsh, 2012, p. 9) and in language classroom it is the teacher who takes the learner response and then do something with it. Though the key component of SCT is scaffolding (Daşkın, 2015, p. 35), these may involve the strategies such as using extended turns, recasting, clarification, to name a few to ensure that the teacher has already made the necessary changes to involve the learner more in the interaction. However, though this may not be difficult in a face-to-face classroom, it may become quite difficult in a SOL. Even worse, this inference may be valid for all three features of CIC considering an online classroom. Therefore, in case it does not evaluate the features of CIC in the hands of the teacher, it puts the teacher at a stance as a facilitator of the context created for learners and places learners in the middle of learning opportunities to shape their contribution among themselves in SOLs.

2.4.1. Second Language Classroom Modes

Considering the construction of CIC, "the single, second language lesson context do not exist" (Walsh, 2006, p. 62) but rather there are contexts which are locally constructed by interlocutors with their actions through the pedagogic goals. Drew and Heritage (as cited in Walsh, 2006, p. 60) name these contexts as "locally produced and

transformable at any moment", whereas Seedhouse signifies that such contexts are the "interface between pedagogy and interaction" (Walsh, 2006, p. 60).

In the light of the explanation above, pedagogy and interaction accompany each other within talk. Broadly speaking, language classrooms are local contexts, which involve "talk-in-interaction" and they are flexible in promoting interactional space for the interlocutors. Therefore, the locality of contexts can be summarized as follows:

1. The L2 classroom is formed of a variety of micro-contexts "linked to a range of external factors" (Howard, 2010 as cited in Walsh, 2011, p. 108).
2. It is interaction that creates contexts and meanings are co-constructed in these contexts (Lantolf and Thorne, 2006 as cited in Walsh, 2011, p. 108).
3. There is need for a better understanding of the relationship between language use and pedagogic goals (Seedhouse, 2004 as cited in Walsh, 2011, p. 108).

Bearing the link between the language use and pedagogic goals of the moment in mind, it is of benefit to mention the Self Evaluation of Teacher Talk (SETT) framework that was developed by Walsh in his study of 2006 as an instrument to assist teachers with describing their own lessons and with improving the interactional processes they have gone through in each lesson. Following all the procedures to develop the instrument, Walsh has identified four micro-contexts called modes, in which the teachers' use of language determines the pedagogic goals and interactional features (Walsh, 2006, p.60).

Walsh (2006, p.66) specifies four types of modes; *managerial mode, materials mode, skills and systems mode* and *classroom context mode*. The modes are defined to be "representative" based on the analysis of frequently used classroom discourse features and can be adapted to suit local contexts (Walsh, 2011, p. 108). Walsh proposes the idea that L2 classroom mode has its own "fingerprint" (Heritage and Greatbatch, 1991 as cited in Walsh, 2006, p.65), which has their own pedagogic and linguistic features. Therefore, each mode is unique in its interactional features called the "interactures" (Walsh, 2006) and the pedagogic goals that they were used within. Table 6 depicts each uniqueness of the modes as identified by Walsh (2006).

Table 6.

L2 Classroom Modes and Interactional Features

		Pedagogic goals	Interactional Features
Modes	**Managerial**	To transmit information To organize the physical learning environment To refer learners to materials To introduce/conclude an activity To change from one mode of learning to another	A single, extended teacher turn which uses explanations/instructions The use of transitional markers The use of confirmation checks An absence of learner contribution
	Materials	To provide language practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF structure Extensive use of display questions Form-focused feedback Corrective repair The use of scaffolding
	Skills and Systems	To enable learners to produce correct forms To enable learners to manipulate the TL To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form-focused feedback
	Classroom Context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Soource: Walsh, 2006, p. 66

Table 6 summarizes Classroom Modes namely managerial mode, materials mode, skills and systems mode and classroom context mode in pedagogical goals and Interactional Features. The primary aim of managerial mode is organizing learning in time and space and setting up classroom activities. In fact, the main focus in managerial mode is on setting up or getting feedback on an activity dominated by instructions or explanations given by the teacher and the checking of understanding. The mode is mostly found at the beginning of a lesson by an extended teacher turn. However, it may occur as post-activity or a link for two-stages of a lesson. Therefore, McCarthy and Walsh (2003 as cited in Walsh, 2011, p. 109) defines this mode as the "enabling mode". The pedagogical goals of this mode are (Walsh, 2006, p. 67):

1. to transmit information related to the management of learning
2. to organize the physical conditions for learning to take place
3. to refer learners to specific materials
4. to introduce or conclude an activity
5. to move to and from alternative forms of learning: lockstep (whole class), pair- and group- work, or individual.

Depending on the pedagogical goals of the mode the interactional features are:

1. a single, extended teacher turn, frequently in the form of an explanation or instruction
2. the use of transitional markers (all right, now, look, OK, etc.) to focus attention or indicate the beginning or end of a lesson stage
3. confirmation checks (Is that clear? Do you understand? Have you got that? Does everyone know what to do?)
4. the absence of learner contributions.

Table 7 below displays an example of a classroom in the managerial mode.

Table 7.

Extract of a Class in Managerial Mode

T	ok we're going to look today at ways to improve your writing and at ways which can be more effective for you and if you look at the writing which I gave you back you will see that I've marked any little mistakes and eh I've also marked places where I think the writing is good and I haven't corrected your mistakes because the best way in writing is for you to correct your mistakes so what I have done I have put little circles and inside the circles there is something which tells you what kind of mistake it is so Miguel would you like to tell me one of the mistakes that you made (3)

Source: Walsh, 2006, p. 68

As can be traced in the extract given in Table 7, communication in this mode is one-way and learner contributions are scarce whereas turn-taking is managed by the teacher. This totally means that there is no interactional space for learners in the learning atmosphere.

In materials mode, the turns of the interlocutors are based on the material. The pedagogical goals of the mode are (Walsh, 2006, p. 70):

1. to provide language practice around a specific piece of material
2. to elicit learner responses in relation to the material
3. to check and display answers

4. to clarify as and when necessary
5. to evaluate learner contributions
6. to extend learner contributions

The interactional features most commonly found in this mode are (Walsh, 2006, p. 70):

1. the IRF sequence typically predominates and is closely managed by the teacher
2. display questions are used to check understanding and elicit responses
3. teacher feedback is form- focused, attending to 'correctness' rather than content
4. repair is used to correct errors and give further examples
5. the teacher may scaffold learner contributions
6. learners may be afforded more or less interactional space according to the type of activity

The fingerprint of this mode is eliciting learner responses in relation to the material by checking, displaying, clarifying answers; evaluating and extending learner contributions. Table 8 indicates an example of a class in materials mode.

Table 8.

Extract of a Class in Materials Mode

T	I'll see if I have a (2) a photocopy (looks for papers) right you can't find it? look you have this book and cos I've got another book here good … so can you read question 2 Junya
L1	**(reading from book)** where was Sabina when this happened?
T	right yes where was Sabina? (4) in unit ten where was she?
L	er go out=
T	=she went out yes so first she was in the=
L	=kitchen=
T	=kitchen good and then what did she take with her?
L	=er drug=
T	=good she took the memory drug and she ran OUT … very good question 3 can you read er?=
L2	=er where was the drug? … in the bag
T	**(laughs)** sorry?
L2	where where was the drug?
T	and you answered in the bag (laughs) very good …

As observed in Table 7, interaction in the materials mode depends on the material in terms of the turn-taking mechanisms. It is the material that "largely determines who may speak, when and what they may say; the interaction may or may not be managed exclusively by the teacher" (Walsh, 2006, p. 73) and learner contributions may vary in degrees.

The main interest of skills and systems mode is on the language itself (vocabulary, grammar, pronunciation) or skill (listening, reading, writing, speaking). The pedagogical goals in system and skills mode are (Walsh, 2006, p. 73):

1. to enable learners to produce strings of correct utterances
2. to enable learners to manipulate the target language
3. to provide corrective feedback
4. to provide learners with practice in essential sub- skills (e.g. skimming, listening for gist)
5. to display correct answers

In this mode, the following interactional features are traced (Walsh, 2006, p. 73):

1. the use of direct repair
2. the use of scaffolding
3. extended teacher turns
4. display questions used for eliciting target language
5. teacher echo used to display responses
6. clarification requests
7. form- focused feedback

In systems and skills mode, the teacher turns are extended and involves explanations, confirmation checks, display questions, whereas learners have shorter turns. In this sense, it resembles the materials mode, but in skills and systems mode the turn-taking is around explanation on language skills or language systems while it is on the material being used in the materials mode as can be displayed in Table 9.

Table 9.

Extract of a Class in Systems and Skills Mode

L5	=the good news is he went to the went to […]
T	he went to what do we call these things the shoes with wheels=
L2	=ah skates=
L6	=roller skates=
T	=ROLLer skates roller skates so [he went]
L5	[he went] to=
L	=roller SKATing=
T	=SKATing=
L5	=he went to=
T	=not to just he went [roller skating he went roller skating]
L5	[roller skating he went roller skating]=
T	=lets hear it he went the good news [is]
L5	[the] good news is he went … eh skating …
T	good he went roller skating=
L5	=the bad news is he … was broken his leg=
T	=he? (2)
L5	he he has …
T	simple past …
L	he broke=
L5	=he broke he broke his leg=

Source: Walsh, 2006, p. 74-5

As can be understood in the extract given in Table 8, the pedagogic focus is on accuracy rather than fluency with more IRF structure, direct repair and scaffolding, which refers to a tightly controlled turn-taking structure. In other words, there is not necessarily interest in meaning and "the teacher's pedagogic goal is to prompt, repair and display correct forms through echo" (Walsh, 2006, p. 75).

Finally, classroom context mode is the local context, which is "closest to everyday communication" (Walsh, 2006, p. 66-79). Typical of this mode, turns and topics are "the communication potential of the L2 classroom itself (van Lier, 1988, p. 30 as cited in Walsh, 2011, p. 113). The pedagogical goals of the mode are:

1. to enable learners to talk about feelings, emotions, experience, attitudes, reactions, personal relationships
2. to establish a context
3. to activate mental schemata (McCarthy, 1992)
4. to promote oral fluency practice

In relation to the pedagogical goals of the mode the most common interactional features are (Walsh, 2006, p. 79):

1. extended learner turns; the speech exchange system is frequently managed by learners themselves with little or no teacher involvement
2. relatively short teacher turns
3. direct repair; repair is only used to ‘fix’ a breakdown in the interaction
4. content feedback, focusing on message not form
5. extended use of referential questions, rather than display questions
6. scaffolding may be used to help learners express their ideas
7. requests for clarification and confirmation checks

Turn-taking is managed by the learners, in which holding and passing the floor or turn gaining is similar to everyday conversations. In this mode, the focus is on genuine communication that enhances learners with the freedom of saying what and when. According to Ellis (as cited in Walsh, 2003, p. 7), “whatever is topicalized by the learners rather than the teacher has a better chance of being claimed to have been learnt”. The following extract in the table depicts an example of a classroom context mode.

Table 10.

Extract of a Class in Systems and Skills Mode

L3	=ahh nah the one thing that happens when a person dies ((2)) my mother used to work with old people and when they died … the last thing that went out was the hearing ((4)) about this person =
T	=aha (2)
L3	so I mean even if you are unconscious or on drugs or something I mean it's probably still perhaps can hear what's happened (2)
L2	but it gets ((2))=
LL	/but it gets/there are ((2))/=
L3	=I mean you have seen so many operation ((3)) and so you can imagine and when you are hearing the sounds of what happens I think you can get a pretty clear picture of what's really going on there=
L	=yeah=
L	=and and …
L1	but eh and eh I don't know about other people but eh ((6)) I always have feeling somebody watching watch watches me=
T	=yes=
L4	=YEAH=
L1	=somebody just follow me either a man or a woman I don't know if it's a man I feel really exciting if it's a woman ((4)) I don't know why like I'm trying to do things better like I'm eh … look like this … you FEEL it … I don't know=
T	=you think it's a kind of spirit =
L1	=I think it's just yeah somebody who lives inside us and ((3)) … visible area …
L4	I would say it's just neurotic problems (laughter)
L1	what what …
L4	nothing nothing nothing …
L1	but have you seen city of angels=
L4	=no I haven't
L1	=with eh Meg Ryan and eh Nicholas Cage it's a wonderful story and I think it's true actually=
T	=and does this bother you =
L1	=what?=
T	=this feeling that you get does it bother you?=
L1	=it's eh you know when I am alone I'm ok but if I feel that somebody is near I would be nervous=
T	=I would be very nervous …

Source: Walsh, 2006, p. 81

Classroom context mode, as it is obvious in the extract given in Table 9, maximizes learning opportunities since there is "topicalization" (Slimani, 1989, 199 as cited in Walsh, 2006, p. 81) and the speech exchange system. This control of the topic by learners is the key to successful learning and qualified discourse (Ellis, 1998, p. 154 as cited in Walsh, 2006, p. 81). Therefore, the significant characteristics of classroom

context mode is interactional space; extended learner turns being the most important feature among learners.

In addition to the four types of modes defined by Walsh (206, 2011, 2012, he also underpins the deviant cases due to the structure of the framework as being representative rather than comprehensive, which establishes the understanding of the relationship between interaction and learning. Therefore, he mentions “deviant cases” (Walsh, 2006, p. 83) to display the difficulty in setting a clearcut classification of the modes. These are threefold: mode switching, mode side sequences and mode divergence.

Mode switching is defined as departures from one mode to another either by teacher or learner contributions and it is inevitable in most language classrooms due to many reasons that emerge at that moment of the classroom. Since such settings may occur, it should be kept in mind that in such cases the interaction becomes multi-layered, in which learners have to “find their ways in the discourse” by “being alert to these extremely rapid switches and learn to ‘read the signals’ for interaction to occur” (Walsh, 2006, p. 84).

Another difficulty is mode side sequences, which simply means the departure from the main mode to a secondary one and then a return to the main mode when there is a change in pedagogic goals. It usually involves two speakers who jointly construct the interaction and therefore two exchange structures. The initiation can be started both by the teacher and learners, yet the teacher is responsible for turning the moment of the mode back to the main mode.

Different from the first two deviant cases, there is mode divergence which signals an uncertainty about the mode due to the divergence between pedagogic goals and language usage. This may indicate a lack of learning opportunities though it may not always stem from the teacher’s inability to make interactive decisions but from some other factors related to local context such as “time, the attention span of the learners, curricular demands, exam pressures and so on” (Walsh, 2006, p. 89).

2.4.2. The SETT Framework and the Interactures

The SETT framework (Self-Evaluation of Teacher Talk) is an instrument developed by Walsh (2006) to help teachers describe their own lessons and improve the interactional processes they have by examining data from their classes as their own local contexts. Since CIC covers the convergence of language use and pedagogic goals, it is

important for teachers to know how to shape learner contributions. In order to achieve this, teachers have to be familiar with the fourteen interactional features included in the SETT framework and defined by Walsh (2006). The framework includes the four modes, all of which have different pedagogic goals and interactional features. Table 11 depicts the framework and the interactional features used in the modes above-called "interactures".

Table 11.

The SETT Instrument and Interactional Features

Interactional Feature	Description
Scaffolding	Reformulation (rephrasing a learner's contribution) Extension (extending a learner's contribution) Modelling (correcting a learner's contribution)
Direct repair	Correcting an error quickly and directly
Content feedback	Giving feedback to the message rather than the words
Extended wait-time	Allowing sufficient time for students to respond
Referential questions	Genuine questions to which the teacher does not know the answer
Seeking clarification	Teacher asks a student to clarify something the student has said Student asks teacher to clarify something the teacher has said
Confirmation checks	Making sure that the teacher has correctly understood learner's contribution
Extended learner turn	Learner turn of more than one clause
Teacher echo	Teacher repeats a previous utterance Teacher repeats a learner's contribution
Teacher interruptions	Interrupting a learner's contribution
Extended teacher turn	Teacher turn of more than one clause
Turn completion	Completing a learner's contribution for the learner
Display questions	Asking questions to which the teacher knows the answer
Form-focused feedback	Giving feedback on the words used, not the message

Source: Walsh, 2006

As observed in Table 11, all the interactional features manifest themselves in classroom interaction and used for creating space for learning. The important point in terms of interactional features is that there is no best strategy to achieve CIC in the

classroom rather it is the harmony of the appropriate use of strategies and pedagogic goals serving to the appropriate L2 classroom mode. However, if there is interactional competence used in the classroom, the modes switch from one another but the teacher's aim is "to maximize opportunities for interaction presented by the classroom itself" (Seedhouse as cited in Walsh, 2006, p. 79), which is mostly seen in classroom context mode as the interactional opportunities are all enhanced by learners. Therefore, though the fingerprints of modes are significant in determining the interactional strategies used in it, it is the teacher's ability to maximize learning in that particular local context. The key point to mention about the SETT framework is that it is not an instrument for reflective practice only; it can also be used in different contexts (Walsh, 2006, p. 79).

2.4.3. e-Classroom Interactional Competence vs. Classroom Interactional Competence

CIC is crucial in understanding the contribution of interaction to learning. To reinforce the key features of CIC, first, there must be appropriate use of language in harmony with the pedagogic goal of the moment as interaction is the focus of CIC. Second, CIC is the facilitator for interactional space. Third, CIC highlights the significance of shaping learner contributions in order to mention such interactional space on the side of learners. However, as a newly coined term, e-Classroom Interactional Competence (e-CIC) (Moorhouse, Li and Walsh, 2021, p.2) is the interactional competence having the same features with CIC, whereas CIC is used for face-to-face learning and e-CIC for SOLs including digital related skills as well.

Without doubt, there are many facets that differentiate face-to-face learning from SOLs, which occurred as an emergency in times of the pandemic. Especially, when the pandemic first stroke and continued for about a year and a half, which meant a total seduction for online lessons especially for the synchronous ones, teachers covered the real difference between those two. Specifically, in SOLs, as Moorhouse, Li and Walsh (2021, p.2) state, teaching:

> "requires specific skills, including the ability to: teach and communicate content across a screen; engage learners using two-dimensional images; facilitate interaction in a digital classroom; attend to students' emotional needs across

> distance; maintain a sense of presence despite not being physically together and troubleshoot technical difficulties. Rehn et al., 2001

These difficulties arise the question of the absence of facilities found in face-to-face classrooms which are now limited to screens; a challenge for interaction in a digital classroom, in which longer silences and shorter student responses dominate the classroom (Moorhouse et al. 2021, p. 4). Therefore, it is important to define what CIC looks like in a synchronous online lesson and how teachers and learners assist interaction at such, which is called e-CIC as also underlined by Moorhouse et al (2021).

The only existing study on e-CIC belongs to Moorhouse et al. (2021) and underlines three additional properties for CIC to be counted for e-CIC, yet which still requires more inquiry on the matter. Moorhouse et al. (2021) define the function of mediating and assisting language learning in SOLs in three headings: technological competencies, online environment management competencies and online teacher interactional competencies combined with the CIC essential for the face-to-face classroom (p. 13). They define technological competencies as integrating new technologies with the existing ones to mediate learning in a successful way, whereas online management competencies refers to the management of learning by using functions of the digital platforms such as chatboards or screen sharing that support learning (ibid, p.12).

What Moorhouse et al. (2021) highlight as the third emerging feature of the e-CIC is its relation to online teacher interactional competencies. However, as a requirement of the 21st century, technological skills include not only the teacher but also the student, and technological competencies include the regulation of online learning environments by these interlocutors. This situation, which is called digital literacy, is when the teacher becomes only a guide in the online environment, to diversify the opportunities, and when the learner is engaged with the opportunities that will be provided in the recycle of interaction by adapting themselves completely to the online environment**.** In this case, teachers should transform interaction as a competence to be used in digital classrooms. To achieve this, they should be able to choose among types of medium of instruction combined with different types of activities in addition to developing their technological skills. These competencies refer to the benefit from useful programs or apps (Kohnke and Moorhouse, 2020 as cited in Moorhouse et al. 2021, p. 11); Zoom, Edmodo, Whatsapp, Skype, Microsoft Teams, Google Documents to name a few, and to the adaptation of their

pedagogic aims and the language they use to activate those goals. In other words, it depends on the teachers' teaching goal to adjust these programs or apps into the digital learning environment. For example, whereas Google documents can be used for enhancing interaction in collaborative writing activities, Edmodo would be suitable for mini discussions especially for learners who hesitate to speak but write continuously in a digital platform.

However, the situation is not one-sided; such an opportunity offered to the 21st century learner, should be shaped. When the teacher need to become a guide, they should be able to use their competence to diversify the opportunities, and the learner should adapt themselves completely to the online environment and interaction as "CIC is essentially a two-ways interaction and the teacher can only express this with the collaboration of their students" (Walsh, 2006 as cited in Moorhouse et al. 2021, p. 12). Based on this, it can be said that if the teacher is a guide, he/she should know how to digitize the right program and the right application. The most important step that can be taken after choosing the right application is to apply the application or program, based on their pedagogic goals, correctly in order to shape learner interaction. For this very reason, this is mostly the responsibility of the learner in the digital environment that he/she should take more responsibility to contribute to the interaction going on. If the online lessons are to continue without boredom and silence, the general pedagogic goal should be focused on learning, learning opportunities and learner-centeredness at the heart of interaction, which requires more collaboration; pair or group work activities (Gonzales-Lloret, 2020 as cited in Moorhouse et al. 2021, p. 11) that enhance such admired learning environment. Briefly, e-CIC includes the existing features of CIC combined with technological and online management competencies both on the side of teachers and learners.

2.4.4. Shaping e-Classroom Interactional Competence in Learners

The issue of e-CIC in terms of learners places the teacher in the center of the role of a facilitator to activate more interactional space among learners to become autonomous within a digital platform. Therefore, shaping e-CIC of learners are defined under three major sub-titles; using the SETT Framework, creating the classroom context mode and Learning-oriented Assessment as the medium of instruction.

2.4.4.1. Using the SETT Framework

The SETT framework, developed by Walsh (2006), is an instrument to assist teachers with describing their own lessons to improve the interactional processes they have by examining data from their classes. However, this function of the SETT is not limited. In addition to the SETT framework, Walsh (2006) defines five different contexts with a few modifications in analyzing different contexts. First of all, Walsh studied the framework in a primary school and finalized the attempt as a remarkable one underlying the fact that teachers who tend to orient classroom interaction towards learning would become more successful. Secondly, the instrument applied in an Irish-medium context, in which language was used as the medium for teaching subjects such as science, geography, maths, etc., is coined as Content and Language Integrated Learning (CLIL). The experience ended in mostly materials mode due to the difficulties posed by CLIL on the teacher and the learners. Since the teacher dealt with integrating language and content and the differences among learners regarding proficiency and bilingualism, the materials mode was inevitable in the context studied (Walsh, 2006, p. 105). Third, after investigating the higher educational practices, "lecturing" was deduced as the most common type of teaching in tertiary level. However, in combining the transmission of knowledge and interaction in the higher education setting with different types of modes, Walsh (2006, p. 109) concludes that:

> In a higher education setting, classroom context mode will be found in seminars and tutorials where the focus is on more open- ended discussion and less on the 'transmission' of new knowledge. In an HE context, classroom context mode is characterized by more even turn- taking, a greater focus on the message rather than the means of conveying it, more open- ended questioning and an over – arching concern – on the part of the teacher – to explore new concepts, ideas and theories in an endeavor to promote critical thinking.

This explanation highlights the significance of studying the higher education setting and the learner–directed context to analyze classroom interaction as is explained below.

The SETT framework was also applied to two contexts, one teacher-directed and one learner-directed. In the teacher-directed model, Walsh (2006) clarifies the application

as being significant in terms of side sequences and the marking of boundaries when successful discourse management is considered. Besides, the learner-directed implementation is noteworthy of its implications because with the application of the SETT instrument, it was found that though there is no teacher involvement, the instrument still works because there is evidence of naturally occurring conversation among learners while studying on a task. The learners are free in topicalization and their roles are symmetrical. Most importantly, there are mode side sequences from one mode to another; learners feel free to return to the main mode again after completing other modes among themselves despite the absence of the teacher. Strikingly, SETT can be used to analyze student interaction and it is convenient for dealing with mode shifts and side sequences with the features of more extended wait time and the increased frequency of managerial mode (Walsh, 2006, p. 102). The modified SETT Framework is demonstrated in Table 12 below.

Table 12.

The Revised SETT Framework

		Pedagogic goals	Interactional Features
Modes	**Managerial**	To transmit information To organize the physical learning environment To refer learners to materials To introduce/conclude an activity To change from one mode of learning to another	A single, extended teacher turn which uses explanations/instructions The use of transitional markers The use of confirmation checks An absence of learner contribution
	Materials	To provide **input** or practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF structure Extensive use of display questions Form-focused feedback Corrective repair The use of scaffolding
	Skills and Systems	To enable learners to produce correct **answers** To enable learners to manipulate **new concepts** To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form-focused feedback
	Classroom Context	To enable learners to express themselves clearly To establish a context To promote **dialogue and discussion**	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Souce: Walsh, 2006, p. 94

In Table 12, the words in bold display the modified descriptions in the modes to reflect on learners as well. In the materials mode, language practice is transformed into "input", whereas "correct forms" is now exchanged with "correct answers" and "manipulate the TL" with "manipulate new concepts" in skills and systems mode. It is notifying that as classroom context mode is the ideal mode that enhances more interactional space on the side of the learner, "promoting oral fluency" is changed with "promoting dialogue and discussion". Such flexibility enables teachers, researchers and teacher educators to move freely on the data since it is now more suitable to evaluate learner contributions in any EFL context.

Basically, using the instrument requires studying on data of teachers' own interactures for self-reflection and for developing interactional skills in the classroom because they can reflect on their classroom discourse. In this sense, teachers or educators become familiar with Conversation Analysis (CA), originated in sociology, in the organization of naturally occurring talk that might be indicative for social order (Sacks, Schegloff and Jefferson, 1974; Sacks, 1992 as cited in Nevile and Rendle-Short, 2009, p. 2). Rhymes (2008, p. 327) reflects cruciality of examining classroom discourse by emphasizing "the difference between a teacher who does not and a teacher who does classroom discourse analysis" because as Hillock (as cited in Cazden, 2001, p. 69) states, classroom discourse means "episodes" as follows:

> … to emphasize the sense in which teaching constructs an ongoing narrative made up of episodes through which characters move in pursuit of some goal. (In successful teaching, the characters, including the teacher, share comparable goals.) If we think of chunks of teaching in this way, we are almost forced to consider not only their content, but also their sequence and coherence.

Therefore, application of CA and the SETT instrument for learners give benefit for teacher observation, meaning and new planning (Cazden, 2001, p.69). With data gathered from the instruments teacher can realize problematic areas that learners struggle with and can direct future learning targets into a new dimension. The space for learner talk time, therefore, learning, which means the dominance of the classroom context mode, is made possible by the detection of these modes. The transitions and intensities between the modes are extremely important for the student's e-CIC detection and a teacher who realizes the significance of such will become a real guide, adopt a more effective teaching method and guide the learner with more qualified learning plans.

Secondly, using the SETT framework would convert all classrooms, whether face-to-face or online, from teacher-centered classrooms to other forms of teaching, emphasizing learner-centeredness. This may be done in different ways. Cazden (2021, p. 115) states that CA allows teachers to notice their talk during a class time and this allows them to enable the learner with assigned tutoring or teaching since "it provides" the learner with "an opportunity to engage in speaking actions usually reserved for the teacher". In other words, by applying CA and therefore the SETT instrument, teachers are able to recognize the aspects of e-CIC as they "know that they don't see all aspects

of… interactional competence in that portion of behavior displayed within eyeshot and earshot of the teacher herself" (Cazden, 2021, p. 115), which becomes possible by audio or video recorded data of the moment. In this way, teachers can activate the facilitator being inside by giving directions to learners to have more interaction with their peers through the opportunity of tutoring on the side of the learner. Tutoring not only contributes to peer interaction but also to the extent that teachers can learn about learners' competencies by observing and analyzing activities and interactions undertaken by learners (Steinbeg YEAR as cited in Cazden, 2021, p. 115).

Once teaching is transformed into the learner-centered one, analyzing classroom discourse via the SETT instrument highlights the outstanding power of scaffolding both individually and as group work. Individually, examining the interaction going on among learners draws attention to spontaneous help that occur during such interaction (Cazden, 2021, p. 60–70). According to Strovelberger (2012, p. 111-112) it is through CA that teachers can observe how such scaffolding leads to management of interaction among learners. On the other hand, peer collaboration and group work become more apparent for the teacher by using the SETT instrument since as Nystrand (1997, p. 94) mentions, "peer collaboration can engage students in their zones of proximal development" from "the actual developmental level" to "the level of potential development" (Strovelberger, 2012, p. 18). When interaction is targeted in the ZPD, the "socially shared cognition" (Schegel, as cited in Cazden, 2021, p. 111) is achieved and it is obvious for the teacher to observe this change among learners by using the SETT framework in any context of learning, whether it is face-to-face or SOLs.

The SETT instrument is used as a tool for observation of learners by placing them at their own disposal. Rhymes (2008, p. 342) suggests the "spectacting method" with CA. In this method, after the transcription of an interaction, a sequence and a resourse point (turn-taking, contextualizing, etc.) are selected by finding troublesome areas. After that, learners are included as spectators as the teacher, acting out the written scene (Rhymes (2008, p. 342). In addition to the benefits of CA, if such an activity is performed with the SETT instrument, learners could have an idea about their interaction with peers by self-reflecting on their own performances. Furthermore, learners could also have a say about the ideal interaction among themselves by interpreting problematic areas in their own conversations as it offers great opportunities for the learner in addition to self-reflection and professional development for the teacher.

2.4.4.2. Creating the Classroom Context Mode

There are four apparent modes that occur in the natural classroom discourse (Walsh, 2006). Thus, it is not possible to mention the existence of a single mode even in a snapshot of a 20-minute class since the modes are all in transition with each other depending on the pedagogical goal of the moment. However, the ideal mode that should exist in any EFL classroom is the classroom context mode as in this mode, the learner is completely away from the teacher's intervention, or with a partial intervention, targeted on a mutual discussion and dialogue ongoing with peers. Classroom context mode becomes more important in engaging learners in SOLs because of the difficulties that may arise in an online environment. Therefore, creating the classroom context mode is a learner-friendly, learner-centered and learner-shaped 21st century EFL online classroom motto. The logic behind the idea lies in the magic word “interaction”. Figure 4 depicts the importance of classroom interaction.

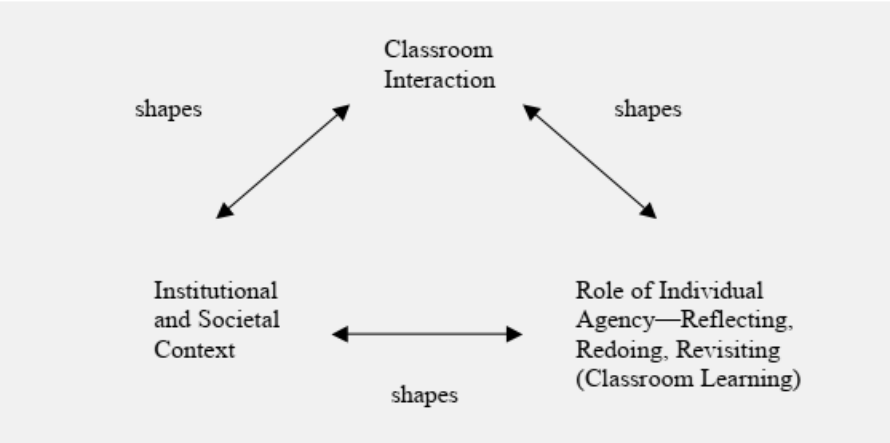

Figure 4. Classroom interaction, institutional and societal context and role of individual agency

Source: Rhymes, 2008, p. 346

Figure 4 displays that classroom interaction obviously not only helps for regulating a learner-centered approach but also contributes to classroom learning by shaping the role of individual agency by reflecting, redoing and revisiting through the interaction learners are into, which will in turn leads to the identification of institutional and societal context that the learner needs in the 21st century and by becoming aware of the benefits of classroom discourse in terms of the social and interactional contexts that shape classroom talk, teachers “may have already begun to change talk in” their

classrooms because the opportunities created by the analysis of classroom talk may give learners new ways of speaking (Rhymes, 2008, p.327).

Since there is need to activate reflecting, redoing and revisiting among learners to enhance classroom context mode, interaction focused concepts like collaboration and peer interaction could be applied to the context of SOLs. Kelly (2007 as cited in Rhymes, 2008, p. 18) claims that there is difference in terms of learning between multi-task learning in small groups and "recitation style instruction". Therefore, traditional methods like "whole class teaching", "question-answer" or "whole class discussion" that are preferred in educational settings may hide the potential of any discursive practice (Alexander, 2001, p. 516 as cited in Rhymes, 2008, p. 18). In this sense, it should be considered that effective classroom learning is characterized by great variety of interaction; pair or group work.

Regarding the limited opportunities of SOLs, creating a classroom context mode depends on effective planning. In other words, while the context is planned on more interaction among learners, it should be born in mind that plans can collapse and both the teacher in the guidance position and the learner may find themselves in the middle of nowhere. In order to avoid as such, the interaction planned among learners should be based on the great trio, mediation, ZPD and scaffolding in terms of activities, as there may not always the chance to match learners in the way desired, which is a sub-concern of the current study as well. Such a perspective does not focus on the matches between learners, but on the idea of how active the learners are in mediation no matter whom they are matched with, on what they can teach each other, and even on how much they can help each other independently of the teacher when needed. For example, when learners are involved in a mediation task, they are "naturally brought to receive and produce texts, negotiate meaning, formulate hypotheses, suggest alternatives" and become "flexible and take initiatives" (Chiappini, retrieved from www. macmillanenglish.com.tr), which refers to literary, learning and life skills at the center of the 21st century education simply because such activities may serve learners with useful strategies to communicate. Likewise, developing activities considering ZPD allow learners to capture what is beyond their own level and it is necessary to develop their potential in learning by the help of scaffolding. Though generally ZPD takes place in the form of a novice and an expert one, because the main concern is to mediate, any assistance will act out as mediating and scaffolding in the form of equal peer collaboration whether pair or group work (Anton & Dicamilla, 1999; Carmicahael-Wong & Vine, 2004; De Guerrero & Villamil, 2000; Ohta,

2000; Tudge, 1990 as cited in Khaliliaqdam, 2014 p. 891). Within this sociocultural concept, scaffolding is no longer a question concerning the "expertiseship"; many researchers consider scaffolding in the form of peer collaboration (Barnard, 2002; De Guerrero & Villamil, 2000; Riazi & Rezaii, 2011; Shehadeh, 2011; Storch, 2007; Van Lier, 2004; Walqui, 2006 as cited in Khaliliaqdam, 2014, p. 892), and interaction between a teacher and a classroom full of learners (Davis & Miyake, 2004; Many et al., 2009 as cited in Khaliliaqdam, 2014, p. 892).

It is by the help of ZPD and scaffolding that learning is initialized since when students are working in collaboration, learners become active participants in conversation, they are supplied with the academic and social support in learning that they need and it is also an opportunity for the learner who cannot handle the learning process by themselves (Hedge, 2000; Tinto & Pusser, 2006; McCabe, 2003; Wilmer, 2008 as cited in NoorAlieen et al., 2015, p. 346). Besides, as Kramsch (1986, as cited in Alwiyono et al., 2021, p. 86) states learners need to get the opportunity "to have a discussion, get feedback, ask for an explanation, and initiate an explanation" in order to improve their communicative competence and the secret that lies behind creating such an atmosphere is transforming the passive context of any online EFL class into classroom context mode where learners create their own context full of scaffolding with other interactures stated in Table 11.

As to activating collaboration in SOLs in terms of classroom context mode, the matter is twofold; to apply the right platform and the right approach or method as the medium of the online class depending on pedagogic goals. First of all, different platforms serve for different pedagogic goals. For example, while Edmodo, both a synchronous and an asynchronous platform, can be used for fluency for speech and writing, Zoom can be used for instant synchronous lessons wherein breakout rooms are devoted to pair or group work for interaction among students. These are just two of these platforms to be cited as examples. In a word, collaboration with peers are triggered thanks to the facilities provided by online platforms and the teacher is the one who is planning, guiding and monitoring whereas the learner is the one interacting, tutoring, managing, acting, and even assessing considering the 21st century education shaped by SOLs.

Secondly, collaboration in classroom context mode works best within any student-centered approach as the medium since it allows learners cooperate more. One of those student-centered methods with its specific approaches is CLIL. Though Walsh (2006, p.105) states that there has been mostly materials mode in the data, in which CLIL is used

as the medium, collaborative learning works best in such a medium when every classroom is realized as a different local context and when the opportunities for authenticity in the language of the content subject and higher frequency of exposure to language with different materials for each lesson in CLIL (Marenzi et al., 2010, p. 2) are considered. Similar to CLIL, approaches like Action–Oriented Approach, Problem–Based Learning (PBL) or Project Based Learning, which, as part of collaboration "treats students as partners in the learning process" (Crick & McCombs, 2006 as cited in Moate & Cox, 2015, p. 381) can be given as examples that can create the opportunity of classroom context mode. Since these approaches are given as examples of the medium that is student-centered and not a concern of the current study, they won't be explained in detail. However, by mentioning these approaches, it is highlighted that the key to success in creating the classroom context mode is finding the right approach to facilitate discussion and dialogue among learners, therefore facilitate learning. For this reason, the teacher should be able to stimulate student-centered learning with the right approach at the right time by predicting the result of his/her actions, which is the expected flawless, average, or even dramatic interaction but all full of student engagement and scaffolding. In fact, such prediction depending on pedagogic goals is an effective planning on classroom interaction presented to the learner's service. This is observed during the course of the interaction with pleasure because "what any learner can learn from each lesson will depend on what happens in the course of classroom interaction, and on whether or not that learner bothers to pay attention to the different learning opportunities that arise (Allwright & Bailey 1991, p. 22 as cited in Rhymes, 2008, p. 22).

Although it is mentioned that creating the classroom context mode is basically twofold, there is a third and very important feature, assessment. Within peer or group collaboration, student-centered approaches alone are not enough to implement an autonomous way of learning because such kind of learning raises the question of how assessment and feedback should take place. Undoubtedly, many theories and criteria on assessment have taken their place in English language teaching and takes rather a teacher-centered stance towards it, but it is necessary to emphasize the peer assessment, which ensures the sustainability of the mode, by presenting a context based on peer interaction in the assessment and feedback stage. Since the evaluators are learners themselves who participate in the interaction in peer assessment, learners continue with discussion and dialogue during the assessment and feedback stage to help constructing e-CIC in the learning environment.

Essentially, peer assessment "is an educational arrangement where students judge a peer's performance quantitatively, by providing a peer with scores or grades, and/or qualitatively, by providing the peer with written or oral feedback (Topping, 1998 as cited in Strijbos & Sluijsmans, 2010, p. 266). Topping (2009, p.22) argues that the benefit of peer assessment is that it is a facilitator for better learning with gains on the side of both the assessor and the assessee. The gains include convenience on task and practice in terms of time, intelligent questioning, avoidance of knowledge gaps, increase in reflection and generalization leading to self-assessment (Topping, 2009, p.23). In the same vein, peer feedback can help previously learned information, add new information while improving the application of information in addition to its benefits to identifying and correcting errors to assist theoretical schemata (Winne, 1995 as cited in Topping, 2009, p.22).

As can be understood from the explanations, associating peer assessment with e-CIC plays a major role in the development of the concept. Since knowledge transfer is transmitted with peer assessment, learning takes place, and also interaction continues. Learners who contribute to the assessment by taking all the responsibilities of the teacher, benefit from all the gains of peer assessment and they also improve their e-CIC by increasing referential questions, clarification requests and scaffolding in assessing each other. In short, creating the classroom context mode depends on taking a learner-centered stance like peer or group collaboration to be implemented withing the right approach and the right platform in SOLs without missing the opportunity of applying peer assessment.

2.4.4.3. Learning–oriented Assessment

LOA is an assessment theory that takes its roots from AFL, the main principle of which is focusing on the learning process itself by assisting learners with the knowledge of what and why they are learning something and how this learning will contribute to their progress. Originally coined by David Carless (2014), LOA has three important features that makes it totally a learner centered approach; assessment tasks, engagement of learners and feedback (Carless, 2014, p. 60). Carless (2007) explains the starting point of LOA as summative assessment being "in disarray" (Knigt, 2002 as cited in Carless, 2007, p. 57), formative assessment as being "in decline" (Gibbs & Simpson, 2004 as cited in Carless, 2007, p. 57) and assessment itself as having the feature of failing to support learners in terms of developing no skills for lifelong learning and of failing to include iterative cycles of feedback and revision (Carless, 2007).

Since assessment means several things at once, it invokes tensions and compromises among individuals as assessment involves grading about learning, evaluating learners' achievements, teaching learners better and revising standards on the issue (Ramsden, 2003 as cited in Carless, 2007, p. 60). Therefore, LOA proposes the ways that assessment could be more effective, which is based on enhancement of learning and promotes learner development especially in higher education. Figure 5 represents the conceptual framework for LOA.

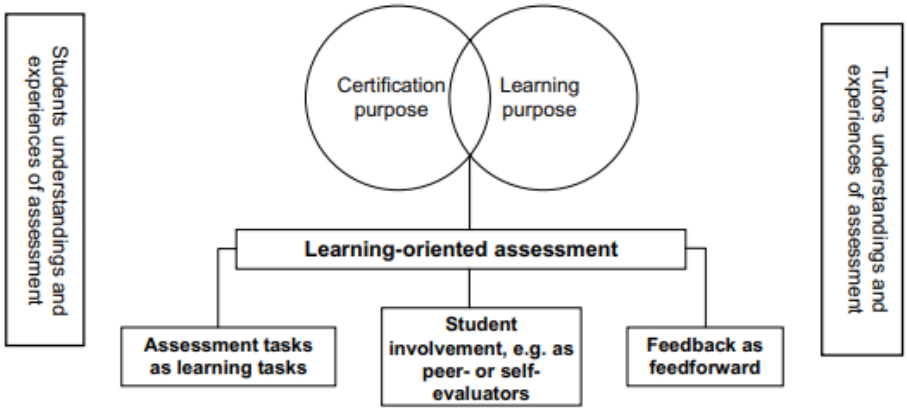

Figure 5. Framework for learning–oriented assessment
Source: Carless, 2007, p. 60

In this sense, the components of LOA (Carless, 2007) are:

1. assessment tasks as learning tasks
2. student involvement in assessment
3. appropriate feedback

Assessment tasks as learning tasks should be undertaken by learners, which concretizes the desired learning outcomes by accomplishing deep learning experiences; therefore, such tasks should mirror real-world applications. Secondly, LOA facilitates learners' development of self-evaluative capacities in that assessment should involve learners actively in engaging with criteria, quality and their own or peers' performance. In being engaged with the "exemplars", LOA develops learners' self-evaluation skills and improves a sense of "evaluative expertise" among learners (Carless, 2014, p. 60). Finally, there should be appropriate feedback that learners can use to "feedforward" (Carless, 2014, p. 60) into future work. The key aspect of feedback in LOA is that feedback should

be timely and forward-looking so that learners can be supported with current and future learning.

The potential strength of LOA is that it can be applied to formative and summative tasks and learners are involved in multiple tasks rather than a single end of semester assignment (Carles, 2002, 2007, 2014). Above all, LOA activates reflecting, redoing and revisiting among learners needed in classroom context mode since it brings concepts such as engagement of students, feedback and tasks designed for learning outcomes to light. In other words, collaboration, assessment and peer interaction gains importance; interaction among learners as being unstoppable and the most important. The assessment tasks may vary from simple group or pair discussions to projects, depending on the learning goal of the moment with any assessment of proficiency. Thus, these tasks may vary in different groups of learner profiles, as well. While such tasks with young learners may involve spontaneous talk with peers, it may appear in the form of projects depending on the lesson it is covered in higher education. The key aspect of assessment tasks is the engagement and involvement of peers. As part of the learning process, peer assessment improves learning in clarifying assignment goals and criteria (Hounsell, 1997; Norton, 1990); more feedback, more quickly (Cho and Schunn, 2007); learning through giving feedback (Lie et al., 2010, 2012; Topping et al, 2013); increased critical engagement with assignments such as reviewing, summarizing,or clarifying (Topping, 1998); encouragement in reflective comparison (Baker, 2016; Nicol, Thomson and Breslin, 2014; Cho and Cho, 2011; MacArthur, 2010); active engagement (Liu and Carless, 2006; Cartney, 2010; Nicol, 2011; Moore and Teather, 2013; Nicol and Macfarlane; Dick, 2006); improved understanding of their own work (Nicol et al., 2014); development of lifelong skills (retrieved from isit.arts.ubc.ca/ideas-and-strategies-for-peer-assessment).

As a principle of LOA, assessment is not limited merely to peer-assessment. In addition to peer assessment, there are also four key themes relevant to LOA, which are self-assessment, technology-enhanced assessment and portfolio assessment. The crucial point here is that whatever is being applied as assessment, the learner is a part of this process. As to the integral part of LOA, feedback, it is certain that learners are not just learning by constructing meaning from feedback provided by their teachers or peers, rather they are learning by constructing feedback ‘meanings’ for themselves (Nicol, 2011) with feedback. Feedback has many variations, depending on the assessment used and the audience for which it is used. To mention a few types, for example, formative feedback includes a type of feedback that the teacher will dominate in the process a little more than

learners. While students give formative and constructive feedback on drafts of the assessment, grading can be accomplished by the teacher at the end of the procedure. In this case, students receive feedback from their peers after each assessment. Another form of assessment is peer grading, in which learners grade their peers based on a rubric. Since a peer assessment applied as a group assessment may arise several problems, the learner may give feedback to their peers with general comments, and if the teacher wishes, he/she can grade by using this feedback. However, LOA adopts feedback as "feedforward" (Carless, 2002, 2007, 2014), which underlines the importance of feedback to be constructed as a plan for future learning. Stated in other words, whatever type is preferred for feedback, the learner should be a part of it and should be involved in the process. This perspective of LOA not only sustains interaction among learners, but also supports learners' further learning opportunities.

All in all, LOA generates a learning opportunity for learners with the engagement of learners in, during and even after the assessment with its framework as assessment tasks, student involvement and feedforwarding for future learning. Hence, LOA is a beneficial medium for EFL learners in higher education to create an assumed classroom context mode to shape their e-CIC.

2.5. Summary

In this chapter, the theoretical frameworks behind the study along with the related concepts is discussed. Afterwards, the 21st century skills as an innovation in language education is covered with specific reference to the CEFR, CIC and e-CIC. Finally, the ways to shape e-CIC is presented.

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter begins with the conceptual framework of the current study and the research design. Next, in the research context part, the purpose of the sampling and participants of the current study are explained; setting is described and the role of the researcher is stated. The third section is devoted to ethical issues that are required so as to conduct the study and in 3.4, data collection tools and procedures are introduced. The pilot study, the process to develop data collection tools, and procedures are given under the heading 3.5. A summary of data analysis of the instruments is mentioned in 3.6 followed by the depiction of the trustworthiness of the study.

3.1. Conceptual Framework and Research Design

Conceptual framework is the representation of the researcher's synthesis on the phenomenon to be explained in a research project, in other words, it is a map of the study for the researcher. Miles and Huberman (1994 as cited in Berg, 2001, p. 38) defines conceptual framework as the presentation of "the key factors, constructs, or variables, and presumes relationships among them". In order to shed light into the issue to be delved into, this framework taken into consideration plays a vital importance.

The current study focuses on increasing e-CIC of learners as a requirement of the 21st century education with the implementation of Learning-Oriented Assessment. In order to achieve the target, the CEFR oriented mediation and interaction activities are used as the medium. Figure 6 represents the conceptual framework of the study.

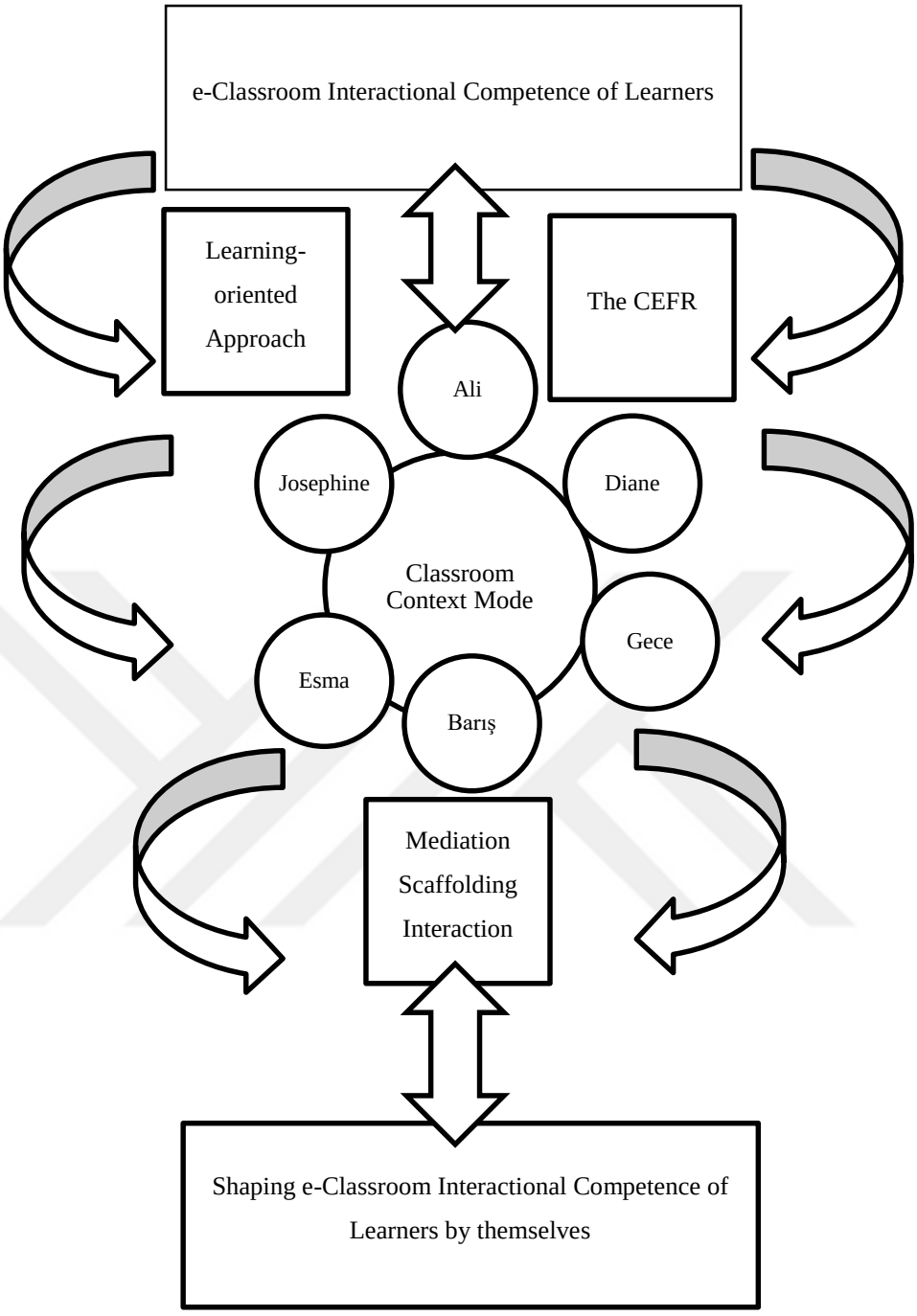

Figure 6. Conceptual framework of the study

Figure 6 indicates the focus of the study as e-CIC of learners (Ali, Diane, Gece, Barış, Josephine, and Esma) in classroom context mode. The middle section is devoted to the processes they encounter into till the assumed result of increasing their e-CIC. To try and establish classroom context mode, learners' e-CIC was improved through Learning-Oriented Assessment (LOA) which was utilized as the medium to enhance learners' autonomy and interactional features in hybrid classes. Mediation, scaffolding

and interaction were the key terms to be activated among learners. Due to the epidemic, learners of English were deprived of regular classes and they had to attend online classes where such an atmosphere full of mediation and scaffolding are likely to be missing. In order to achieve this very aim, six participants in total (high achievers, average learners and poor learners) in the study were asked to participate in their reading classes via Microsoft Teams breakout rooms including main sessions. Both the breakout rooms and main sessions of the classes were recorded and transcribed in order to get a full picture of the interactional features used by learners and participants were asked to give both verbal and written feedback for the sessions they had with their peers. In this way, the study led learners to improve their e-CIC with an attempt to become their own teachers in learning how to learn.

In this sense, the study adopts a case study design as it allows conversational analysis work the best to observe learners with their interactional features and for the reasons it serves to the researcher with many opportunities to construct the study in reshaping the research questions and the study itself.

For one reason, a case study is a "special kind of qualitative work" (Yin, 1994; Merriam, 1988) that explores a contextualized contemporary phenomenon within given bounds. In the light of this, the study dealt with the contextualized atmosphere of learning at a time and it allowed comparisons of many different contexts within the same bound. For Merriam (1988, p.13), such bounded phenomena in education can be: "a program, an event, a person, a process, an institution, or a social group". In the current study, a group of students were selected to reflect such phenomena, in other words, as "units of analysis" (Patton, 1980, p. 100), which means deciding "what it is you want to be able to say something about at the end of the study" (Patton, 1980, p. 100). In this sense, the context of hybrid classes that offered the online education opportunity to learners, six of which were observed were the units within their context for the main study.

Secondly, data gathered for case studies are formed of three strategies, which are observation, interviewing, and document analysis are qualitative in nature, but it is possible to add quantitative data to develop the fullest picture possible of the study. Such generous instruments provided by the nature of case studies ensures the triangulation of studies by gathering more information about the specific observed phenomenon as it was in the present study. The self-assessment grids, the adapted grids (SETT, the CEFR mediation and interaction strategies and Cambridge Speaking Assessment Scale) and online questionnaires bring qualitative insight with visualization forward in addition to

rich qualitative data gathered from the audio recorded interaction among students, feedback sessions, guided journals and focus group interview and they endowed with the iteration needed in the study. Yet, the online questionnaire results were analyzed as a semantic scale and explained descriptively in order not to diverge from the nature of a qualitative study. Thanks to the design of case studies allowing the researcher act iteratively both on the data tools and research questions and enabling any change with the research questions when an illuminating data to explain the phenomenon is gathered even at the end of the investigation (Merriam, 1988), the main study gained richness in explanation and description stages of the study.

Thirdly, case studies increase the credibility of studies since it is possible to gather more in-depth information within this type of design as the structural validity and reliability of the study depends on different types of interviews and other data collection types, which are high in number compared to other designs. As is afore-mentioned, the observed phenomenon not only dealt with data from audio-recordings, but also it required phases of focus interview and journals engaged with feedbacks from learners and questionnaires to ensure credibility of the gathered data.

Therefore, the study depicts the strength of qualitative case study approaches, which are particularistic, descriptive, and heuristic (Merriam, 1998). The study is particularistic because it aims at circumstances of interest of one particular phenomenon which is a group of EFL learners and their interactional actions in contact with learning–oriented assessments in the classroom context. In this sense, the study includes multiple cases in order to "understand complex social phenomena" (Yin, 1994, p. 3) to capture variations of circumstances of interest, and to embrace variations across the cases. In addition to Yin (1994), Merriam (1998) and Miles and Huberman (1994) support the strength of multiple cases approach in terms of precision, validity and stability. The selected participants and their engagement in class and with their peers displayed such variation that Yin (1994, p. 3) supports by the application of multiple instruments. Besides, the study depicted the learning practices as descriptive and interpretative and the analysis is conducted by comparing each participant's interactional engagement in the classroom context, which set the ground for altering samples of the observed phenomenon. Finally, the term heuristic (Eckstein 2002 as cited in Wynsberghe & Khan, 2007, p. 81) describes "analytic induction to discover or "find out" the essence of the case. In other words, heuristic "serve continually to focus one's attention on locating or

constructing the unit of analysis (the phenomenon for which evidence is collected)" (Wynsberghe & Khan, 2007, p. 81), which is in line with the units of analysis of the study.

The design of the current study is summarized in Table 13 below. The table also depicts the sampling strategy, data collection tools, research stages and duration, of which are explained in detail in the following sections.

Table 13.

The Research Design

Research Design	qualitative research case study
Sampling and participants	purposive sampling six learners of English
Research setting	English preparatory program at a a university using Microsoft Teams App for online education in Turkey
Data collection tools	the CEFR self-assessment grid adapted SETT grid for learners the CEFR mediation strategy scale the CEFR interaction strategy scale Cambridge Speaking Assessment scale audio recordings of classes post lesson online questionnaires post lesson guided reflective journals focus group interview
Research stages	pre-intervention stage (1 week) intervention stage (14 weeks) post -intervention stage (1 week)
Total	16 weeks

3.2. The Research Context

In this part, information about the context of the study is given. The section introduces the sampling strategy and participants in the first place. The second section is devoted to setting. Finally, the role of the researcher in the study is explained.

3.2.1. Sampling and Participants

Both in quantitative or qualitative research using a sample in a research project enables the researcher and the readers to make inferences about the larger population from that smaller population. There are different types of sampling strategies and though the investigator is mostly eager to choose probability sampling in quantitative research, qualitative research with its various proposals for sampling enhances rich insights into the phenomenon studied.

The sample size can be considered to be "the style of the research" (Cohen, Manion & Morrison, 2005, p. 93) with other factors such as cost, time, stress, administrative support and resources (Cohen et al., 2005, p. 93). Though some correlation techniques for sampling size are applied in quantitative research, in qualitative research, it is the researcher who identifies and decides the heterogeneity of the target population for sample and the number of samples, whether large or small, may be adequate for the researcher, who adds "additional, collaborative data by way of validation" (Cohen et al., 2005, p. 95).

In the light of this, in line with the aim of the study as well, purposive sampling was preferred as the sampling strategy of the study. This kind of sampling is also called as 'judgmental sampling', wherein "researchers use their special knowledge or expertise about some group to select subjects who represent this population" (Berg, 2001, p. 32). Taking this into consideration, the participants for the study were selected accordingly to the design of the study.

The present study was conducted during the spring term of 2020/2021 academic year. Participants for the present study were selected from one university in Turkey where a hybrid training pattern is adopted and which was preferred in terms of the convenience it had because of the Microsoft Teams Application for online classes. The participants were among learners enrolled at the preparatory program for Interpretation and Translation Studies because learners in that major have always been supposed to become

high achievers in speaking the language with regards to especially fluency and pragmatic skills.

Thanks to the pilot study, the participants, who were identified as three at first, were later determined to be six because of the below-explained reason. As stated earlier, six participants were selected among the regular attendants of Interpretation and Translation Studies Preparatory Program. At the very start of the study, three learners were chosen depending on the results of the proficiency speaking exam in the university and of the CEFR self-assessment grids in addition to the evaluation of their instructors on their spoken interaction in class. In consideration of trustworthiness of the study and validation of data to be conducted, of the participants, three clusters of six learners were identified. In other words, two participants were selected to represent each level for spoken interaction in order to ensure the credibility of the study within the results obtained and to compare the conversation analysis, interactional features and views on learning-oriented assessment among the same clusters having the same level.

Therefore, two high–achievers, two average learners, and two poor learners (N.6) participated in the current study. The learners were 18 years old on average, they had been learning English for at least four years, and took the university admission exam by their English level. They had 24 hours of English classes at the university; 6 hours of grammar, 3 hours of writing, 6 hours of listening and speaking, and 9 hours of reading. Their names in the study are pseudonyms and they chose their own names: Gece, Diane, Josephine, Barış, Ali and Esma. In the first cluster of participants, Ali and Diane are the high-achievers whereas in the second cluster Gece and Barış are the average students. Finally, there are Josephine and Esma in the third cluster as poor learners in terms of speaking skills. All of them had perpetual attendance both in the classes and in the workload given in questionnaires, guided journals, and assessments. Yet, the instructor of the class was determined to be a guide to conduct the study and he/she was not evaluated throughout the study; the transcriptions of the audio-recorded main sessions of the class were to indicate the learner's e-CIC in the classroom for comparison to their individual or group work in terms of spoken interaction.

3.2.2. Setting

The setting of the study was designed at one university in Turkey via Microsoft Teams Application due to Covid-19 limitations in the country where online and hybrid

classes were the only choice for education. This application was preferred because of the offer it has: breakout rooms, in which learners of English were able to have more interactional space and to be responsible of their own learning thanks to assessments designed around mediational activities offered by the CEFR in the current study.

In this sense, two settings were distinguished as the main setting of the current study: main sessions of online classes and breakout rooms that learners attend for interaction with their peers via Microsoft Teams Application though there were regular attendants in the regular class, as well. The main sessions of online classes were a virtual environment where all the class was gathered by the instructors for each lesson. In the main sessions of the classes, the instructors are the admins of the app, leading to the classroom. However, the study was mainly constructed on the breakout rooms due to its facilities.

For one reason, it is possible to make groups of learners in Microsoft Teams Application with breakout rooms. Secondly, the teacher can interfere in the rooms by either joining to the room or by writing on the chat board. The most important feature of the breakout rooms in Microsoft Teams application is that it allows the recording of the breakout rooms when the teacher joined each room. Since the study focused on the interaction among learners and the analysis of this interaction was achieved through Conversation Analysis, the breakout rooms were a great opportunity for the researcher.

As for the setting, the reading classes was preferred because of the benefits for the learners and therefore for the aim of the study. The reading class consisted of 32 learners; 12 male and 20 female, two of which dropped out during the term. Of all the reasons to select reading classes as the medium of the study, the first one is that reading classes turned out to be a more "lecturing time" than ever before because of online classes; where the "environment is distinctly different from the face-to-face classroom and teachers require new and additional skills to effectively utilize interaction online in real time" (Moorhouse, Li & Walsh, 2021, p.1). Many instructors of English became the question kings and queens to make learners respond to the texts which is nearly impossible with learners that never turn their cameras or microphones on or because of the longer time to make learners read online. Moorhouse, Li and Walsh (2021, p.2) state that "it is not the lack of 'faces' that differentiates the synchronous online classroom from the physical classroom, but the physical proximity and sense of presence of the teachers and learners" but the "need … to maximize learning and learning opportunity". In this sense, reading

classes could offer the best solution for the required need for such competencies of teachers and learners, hereby in this study.

Next, reading classes integrate all the skills that a 21st century language learning class should have, which are autonomy, critical thinking, life-long learning skills, speaking, mediation, collaboration, responsibility, adaptability, risk-taking, creativity, problem-solving and initiative, and self-direction. For this reason, learners have a chance to improve these skills through a wide diversity of input in such classes.

In addition to the above-mentioned benefits of reading classes, reading skill mainly covers the term mediation both for the teacher and the learner, which may increase the CIC in the face-to-face classrooms and e-CIC in online synchronous classrooms, as well. Since learners try to construct meaning on a text, they immediately work collaboratively and transmit meaning among their peers in classroom context mode with more mediation and scaffolding. In the current circumstances due to the epidemic, it became inevitable for learners to learn how to mediate among their peers more than ever as they were following the classes online. Thus, reading classes were providing an opportunity to enhance such circumstance full of mediation and scaffolding for learners to transmit meaning on texts.

Finally, Daniel Coste (as cited in North, 2016, p. 133) who introduced mediation to the four categories-reception, interaction, production and processing – contributed to the "processing" descriptors as the summary or explanation to another person "the content of a text to which they do not have access, generally because of linguistic, cultural, semantic or technical barriers" (North, 2016, p. 133). In the light of this, mediation through texts, concepts and communication in reading classes allow learners to speak intelligibly and fluently in time as it is open to collaboration in the three choices, if they are given the chance.

3.2.3. The Role of the Researcher

As adopting a qualitative inquiry in the current study, the relationship between the researcher and the participants is recognized, which "are both the subject and the object of investigation" (Kopala & Suzuki, 1999, p. 39) requiring an interpretative inquiry and thus, "the inquirer is intensively in interaction with the participants" (Locke, Spirduso & Silverman, 2013 as cited in Cresswell, 2018, p. 260). Such an interaction with participants necessitates "the understanding of another" (Kopala & Suzuki, 1999, p. 40), which is

reaching the background of the interpretation of the meaning of a certain action within a certain context and can be interpreted within two levels; understanding the “what”s and “why”s in that context (Dilthey, 1954 as cited in Kopala & Suzuki, 1999, p. 40).

Taking into consideration the interpretivist approach in qualitative studies, the researcher’s role in the present study can be considered to be an actor, learner and a part-taker. In this sense, the role undertaken in the present study can be summarized as the insider learning from the experiences of the participants and interpreting the occurrence of the e-CIC among learners with descriptions of specific clusters in order to understand the meaning behind their actions. For this reason, the researcher took the role of a contributor to help learners raise their awareness on e-CIC and learning on their own with an emphasis on reflectivity. In this way the “what”s and “why”s of the concerned issue were all explained with an insight to the participants’ reality, which means meaning of their own context of the world.

3.3. Ethical Issues

As a requisite of a qualitative research design, interaction with the participants is deeper, which raises strategical, ethical and personal issues in the research process (Locke et al., 2013 as cited in Cresswell, 2018, p. 260). While the strategical and personal issues are handled mostly by a strategic plan by the researcher, ethical considerations must not be ignored for the sake of the study in terms of credibility, validiy, reliability and authenticity.

Typically, ethical issues are the “representation of truth” (Bresler, 1995, p. 31) and the burden of ethical procedures were lessened by the protection of the participants (Dresser, 1998 as cited in Orb et al. 2000, p. 94). In other words, ethical standards exist for the protection of data and the participants with regards to the researcher’s own morality. There are some common principles to avoid manipulation in ethical standards, which are informed consent, anonymity and confidentiality, data security, honesty, trust and objectivity (Miles et al., 1994; Patton, 2002; Mackey & Gass, 2005; Berg, 2007; Merriam, 2009; Bryman, 2016).

The first of all these standards is the informed consent, which is in concise terms, getting permission for every procedure the researcher would like to take to preserve the rights of all the participants in the research project. In the current study, there were many steps taken for following the standard. For one thing, the aim of the study and the

procedures to conduct the study were explained to the research site and official permission was taken (see Appendix A). In the meantime, as being the cornerstone of the present study, permission for using the SETT Grid was taken from Prof. Steve Walsh (see Appendice C). After getting permissions for the study, the instructors and learners were provided information with the study and they were informed about the voluntary basis for the study, wherein they had learned they could withdraw at any time in the study. For this, they were given an informed consent form, in which the aim of the study and all the processes that they were going to encounter were explained. The participants were informed about participating in the post lesson online questionnaires, the focus group interview and the audio recordings of the classes.

Secondly, the anonymity and confidentiality are an essential part of ethical considerations in qualitative research, which brings the issue of participation is conducted on voluntary basis forward. For this very purpose, anonymity defines the indeterminateness of each participants' response and confidentiality is keeping the given responses of each participant in safe and never reveal them in any platform (Bryman, 2016, p. 122-24). To ensure anonymity and confidentiality, first of all, the participants' names were let to have their own pseudonyms. Besides, the interactions in breakout rooms and main sessions of the online classes were all recorded on basis of informed consent form and they are confidential, not open to public. Finally, the responds of the participants in post online questionnaires and journals and in the focus group interview were kept safe and confidential.

Thirdly, Berg (2001, p. 59) proposes steps for data security and they were all followed by the researcher, as well. All the recordings of the interview, breakout rooms and main sessions of online classes were backed up, stored in files, which were never shared with other stakeholders.

Finally, for honesty and objectivity, all the participants were informed about the procedure they had undertaken and they were not forced to do the requirements. For this reason, they were ensured with objectivity during the interview and the researcher avoided to impose her personal point of view on the participants in any case not bringing any bias in minds. In this sense, the truth was revealed and it provided insight into each individual world.

3.4. Data Collection Tools and Procedures

This section displays the data tools and procedures involved in the study. As is mentioned in section 3.1, the study adopted a qualitative case study since such research methodology benefits the researcher with specific and descriptive information about participants in their natural setting due to natural interaction with them during data collection procedures.

Table 14 summarizes the steps and data tools in relation to research questions.

Table 14.

Data Collection Tools and Procedures

Research Questions	**Data Collection Tools and Procedures**	**Data Preparation and Analysis**
1. What are the interactional features used in the classroom before the implementation?		
a. What interactional features does the instructor use in the classroom?	the SETT Grid audio recordings of main sessions	transcription CA display of the frequency in SOLs
b. What interactional features do learners use in the classroom?	the SETT Grid for learners the pre CEFR Self-assessmen Grids the CEFR Mediation and Interaction Scales Cambridge Speaking Assessment Scale audio recording of main sessions of the online class	transcription CA display of the frequency display of pre self-assessment grids
c. What interactional features do the (six) participants use in the classroom?	the SETT Grid for learners the CEFR Mediation and Interaction Scales Cambridge Speaking Assessment Scale audio recording of main sessions of the online class	transcription CA display of the frequency
2. How is the participants' e – CIC shaped by the implementation of Learner-oriented assessment (LOA)?		
a. How do the participants interact in break – out rooms?	the SETT Grid for learners The CEFR Mediation and Interaction Scales Cambridge Speaking Assessment Scale audio recordings of breakout rooms of the online class audio recordings of feedback sessions of the breakout rooms of the online class audio recordings of the main sessions of	transcription CA display of the frequency coding

	the online class post lesson online questionnaire post lesson online reflective journal	
b. What interactional features do the participants use the most?	the SETT Grid for learners The CEFR Mediation and Interaction Scale Cambridge Speaking Assessment Scale audio recordings of breakout rooms of the online class audio recordings of the main sessions of the online class	transcription CA display of the frequency
c. Why do the participants use some specific interactional features, if any?	post lesson online questionnaire post lesson reflective journal audio recordings of breakout rooms of the online class	transcription CA coding
d. How are mediation strategies and scaffolding shaped by the implementation? How do the participants interact in the breakout rooms and the classroom?	audio recordings of breakout rooms of the online class	transcription CA display of the frequency
3. How are the participants' perspectives on LOA shaped?		
a. How do the participants perceive self-assessment?	post lesson online questionnaire	transcription
b. How do the participants perceive peer-assessment?	post lesson online reflective journal the post CEFR Self-assessment Grids	coding display of the post self-assessment grids
c. How do the participants perceive their own e-CIC with the application of LOA?	Focus group interview audio recordings of the focus group interview	
d. Why do the participants achieve/fail in some assessment types?		

The current study used classroom context mode as a base for learners to improve their e-CIC in online reading classes. The CEFR mediation and interaction descriptive scales were chosen as the medium to achieve this very aim since, as is mentioned in the previous sections, classroom context mode is the ideal mode offered by Walsh (2006) where learners interact within themselves through mediation and scaffolding, with a teacher as only being a guide. Therefore, teacher evaluation was considered as a contribution for measuring e-CIC of learners and perception of the teacher was excluded in the study.

With this premise in mind, the assessments were designed around mediation activities suggested in the CEFR because "in mediation, one is less concerned with one's own needs, ideas or expression, than with those of the party or parties for whom one is mediating" (the CEFR, 2018, p. 106). In this sense, mediation not only bridges the gap between interaction among learners and regular classroom discourse, but also the scales

offered in the CEFR (2018) are convenient for any sort of skills teaching that is in line with the intend to improve CIC among learners. Mediation activities were divided into three in the scales as mediating a text, mediating concepts and mediating communication, which all three suit the overall aim of the study.

Mediating a text involves distributing the essence of a text to another person because of "linguistic, cultural, semantic or technical barriers" and "mediating a text for oneself" (the CEFR, 2018, p. 106). In this sense, the descriptive scales are also in harmony with LOA as there is no specific assessment to be fulfilled in this approach. Rather, learning is the key point and learning from feedbacks is important in LOA. Furthermore, with the design of such assessments, learners didn't have to leave their usual syllabus pacing. While they were learning the units covered in curriculum, the implementation didn't retain them from their usual pacing.

Mediating concepts, is intrinsically in compliance with the requirements of improving CIC, e-CIC, because the term involves collaborating in a group and leading group work, both of which necessitate interaction and constructing meaning. Likewise, it is also in line with LOA since it is the essential prospect of "parenting, mentoring, teaching and learning" (the CEFR, 2018, p. 106), which is the leading point in LOA that maintains learning to learn.

Mediating communication is the degree that the study aims at, which promotes the successful shaping of communication among learners by the help of activities that include communicative objectives. For this reason, all the assessments were designed depending on communicative objectives, wherein there is negotiation among learners to construct and elaborate meaning. Table 15 displays the detailed activities of mediation:

Table 15.

Mediation Activities

Mediating a text	• Relaying specific information • Explaining data • Processing text • Translating a written text • Note-taking • Expressing a personal response to creative texts • Analysis and criticism of creative texts	
Mediating concepts	• Collaborating in a group	➢ Facilitating collaborative interaction with peers ➢ Collaborating to construct meaning ➢ Managing interaction ➢ Encouraging conceptual talk
	• Leading group work	
Mediating communication	• Facilitating pluricultural space • Acting as intermediary in informal situations • Facilitating communication in delicate situations and disagreements	

Source: the CEFR, 2018, p. 106)

Assessments were also organized by the spoken interaction activities proposed by the CEFR (2018) but designed accordingly to a reading class to facilitate learning and interaction. The macro-functions of the spoken interaction in the CEFR (2018) are interpersonal that is conversation; evaluative, which requires informal and formal discussion and goal-oriented collaboration; transactional, which totally means exchange of information. The scales for spoken interaction in the CEFR (2018) starts with understanding the interlocutor, understanding a person with whom learners are discussing to negotiate meaning (the CEFR, 2018, p. 84); this is the central point for the activities and the assessments planned for the study as well because the learners are active in an interaction with an interlocutor. Table 16 presents the interaction activities.

Table 16.

The CEFR spoken interaction activities

Interpersonal	Conversation
Evaluative	• Informal discussion • Formal discussion • Goal-oriented collaboration
Transactional	• Information exchange • Obtaining goods and services • Interviewing and being interviewed • Using telecommunications

As displayed in Table 16, taken into consideration the CEFR suggests for mediation and interaction, seven assessments were organized for each week. Also, in certain weeks (Table 17), the week was assigned for the recording of the main sessions of the lessons from a snapshot of 20 minutes to observe possible changes in the CIC of the participants. Table 17 depicts the timeline of data collection procedure of the study.

Table 17.

Timeline of Data Collection Procedure within the Study

Week 1	Contacting the teacher and learners Explaining the purpose of the study Introducing the modules of LOA Obtaining permission Applying the pre CEFR grids Audio recordings of two separate classes to obtain e-CIC of the instructor and learners in the classroom Each classes include the 20 minutes recording of the classes
Week 2	Assessment 1: Reading "Open Doors" by Frank Brennan Learners are supposed to read the story out of class Learners are divided into groups of four/five in break-out rooms in the online classroom Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class
Week 3	Transcription of data
Week 4	Assessment 2: Reading a text in Unit 6 which is about mysterious "World Wonders" in the reading book Learners are supposed to read the text in the classroom Learners are divided into groups of four/five in break-out rooms for instant discussion Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class Audio recording of a 20 minute class to check e-CIC in terms of the participants among other learners in the classroom
Week 5	Transcription of data
Week 6	Assessment 3: Reading a text in Unit 11 which is about "SHC" (Spontaneous Human Combustion) in the reading book Learners are supposed to read the text before the class and search for the concept Learners are divided into groups of four/five in break-out rooms for instant discussion Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class
Week 7	Audio recording of a 20 minute class to check e-CIC in terms of the participants among other learners in the classroom
Week 8	Assessment 4: Reading an article, "Learning Styles" Learners are supposed to read the article in the classroom Learners are divided into groups of four/five in break-out rooms Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners

	Learners are supposed to fulfill checklists for self and peer assessment after class
Week 9	Transcription of data
Week 10	Assessment 5: Reading an article, "Happiness" Learners are supposed to read the article out of the classroom Learners are divided into groups of four/five in break-out rooms Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class Audio recording of a 20 minute class to check e-CIC in terms of the participants among other learners in the classroom
Week 11	Transcription of data
Week 12	Assessment 6: A study on idioms Learners in groups of three/four are supposed to study various idioms in break – out rooms Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class
Week 13	Transcription of data
Week 14	Assessment 7: Reading an article, "Honesty" Learners are supposed to read the article in the classroom Learners are divided into groups of four/five in break-out rooms Learners are facilitated by the instructor with different types of activities in the rooms All the rooms are recorded in order to observe the interaction among learners Learners are supposed to fulfill checklists for self and peer assessment after class
Week 15	Audio recording of a 20 minute class to check e-CIC in terms of the participants among other learners in the classroom Transcription of data
Week 16	Audio recording of final speaking exam Applying the CEFR grids Focus interview with the participants Transcription of the video and audio recorded final speaking exam Transcription of data

Though LOA suggests a week or more for feedback for the assessments, this study required the feedback sessions immediately after the assessment as it was observed in the pilot study that learners did not attend the feedback sessions after a week. Also, for the same reason, the questionnaires and diaries were given after each implemented class to get insights of learners about the process and also to accelerate data collection procedure for the variety of data sources. The content of the assessments for each week were given in detail (see the Appendices).

Yin (2003, p.3) considers case study methods as empirical inquiry that analyzes a contemporary phenomenon in its real-life setting. Zainalurnal (2007) also states that a case study is advantageous in terms of its context use and it is totally different from experiment "which deliberately isolates a phenomenon from its context, focusing on a limited number of variables" (p. 4).

Starting from this point of view, the real context that a case study offers to the researcher leads her to various kinds of data tools to collect such as documents and records, interviews, observation and physical artifacts (Cresswell, 2007, p.121). In the current study, five data collection instruments were employed: *audio recording, guided diaries, grids, focus group interviews* and *online questionnaires*. Due to the obligatory online classroom circumstances that the study took place, classroom observations were gathered through audio-recordings which were all transcribed verbatim accompanied with the field notes of the researcher.

The following sections display a full picture of the instruments involved and the process of the application of them in the study.

3.4.1. The CEFR Self-assessment Grid

The study focuses on interactional space for learners to gain e-CIC and responsibility for their own learning purposes and ways; therefore, the CEFR was taken as the necessary medium to define the assessment types and evaluate learner development throughout the study. The CEFR "is a descriptive scheme that can be used to analyze learners' needs, L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes" (Little, 2006, p. 167). In this sense, the CEFR acts as a guide for learners to analyze their own path on the way to learning.

With this object in mind, the CEFR self-assessment grids as having the quality of "learner-centeredness" (Little, 2006, p. 175) were chosen to make learners assess their own learning at the beginning and end of the study. Thus, the CEFR self-assessment grids were designed as the pre- and post- data tools for the dissertation. Based on this purpose, the four descriptive schemes as reception, production, interaction and mediation were defined as the medium and the grids belonging to these self- assessment criteria were classified in the direction of the dissertation. Herewith, only spoken reception, production and interaction in addition to mediation that covers mediating texts, concepts and communication were taken into consideration as self-assessment tools. The CEFR self-assessment grids applied as pre-data tool was used as a tool to clarify the needs of the learners in spoken interaction involving mediation and the same grids designated as the post data were used as a tool to evaluate the supposed development of learners after the implementation.

The preferred self-assessment grids were based on Swain's (1980) Output Hypothesis, which embodies three key components: the noticing function, the hypothesis-testing function and metalinguistic testing function, wherein learner needs are encouraged and the feedback provided to the learner makes input and output more comprehensible. Thus, the grids related to reception that covers listening and reading were also taken into consideration as a tool for input in terms of learner needs and to define the real level of English of learners. In addition to the reception of listening and reading self-assessment grids, the spoken production and mediation were also involved as being the basis for the study. Mediation self-assessment grids are formed of three parts as mediating texts, concepts and communication all of which were applied to learners considering the implementation and the assessments, as well.

To encourage comprehension of the items involved and dispense the handicaps created by EFL in the assessment grids, the items in the grids were transcribed into Turkish, which is the mother tongue of the participants. The translation was also member checked with two language experts, as well in order to avoid bias. The participants were asked to put a tick next to the items they agree with before and after the implementation to have an understanding of any change within the assessment grids.

3.4.2. Grid for e-CIC of Learners

The following three sections accentuate the criteria of the interactional features used for learners. Three grids were utilized in order to evaluate learner interactional features in the virtual classroom mode; the adapted SETT Grid, the CEFR Mediation and Interaction Strategies Scale and Cambridge Speaking Assessment Scale.

3.4.2.1. The revised SETT Grid for Learners

The SETT (Self-Evaluation of Teacher Talk) Grid developed as a framework for data collection and analysis instrument by Steve Walsh (2002) lets teachers evaluate their own talk to improve the quality in it. According to this framework, "the quality of teacher talk is more important than its quantity" (Kumaravadivelu, 1999; Seedhouse, 1997 as cited in Walsh, 2010, p. 2) and "teachers are primarily responsible for creating and maintaining classroom communicative competence" (Johnson, 1995; van Lier, 1988, 1996 as cited in Walsh, 2010, p.2).

Walsh identifies four classroom modes in which teaching purpose and language use are intertwined; *managerial mode, materials mode, systems and skills mode* and *classroom context mode*. All the modes have specific features serving to different pedagogical goals and the specific language use for each of them. In the managerial mode, the aim is to set up or get feedback on the activity whereas in the materials mode the interaction is specifically on the instructional materials used in that lesson. For systems and skills mode, the goal is oriented on a particular language system such as vocabulary, grammar or punctuation. Lastly, as the start of the current study, classroom context mode is the mode that "comes closest to everyday communication" (Walsh, 2010, p. 7) and the "turn-taking is almost entirely managed by the learners, with evidence of competition for the floor and turn gaining, holding and passing, which are typical features of natural conversation" (Walsh, 2010, p.7).

Due to the epidemic, during which the online classes turned out to be places where there was nearly no interactional space for learners of English with limited hours of classes and with no obligation for learners' use of cameras and microphones in Turkey, the present study has the aim of achieving classroom context mode in online classes and focuses on learner interaction independent from the teacher in classroom context mode. Therefore, though the SETT grid was invented as a tool for teacher objectives and teacher language use in interaction and applied to the transcription of only main sessions of the classes to evaluate e-CIC in the study, the dissertation adapts the revised SETT key and the interactional features included on the side of the learners, who were responsible for their own interactional space in the assigned online classroom context mode. In order to use the SETT Grid, permission was taken from Steve Walsh (see Appendix A).

In this sense, the interactional features involved in the SETT key was applied to the main sessions of the classes, wherein the teacher exist, to check e-CIC and also they were adapted and examined in the transcription of breakout rooms since learners became teachers or guides of their own learning in order to increase their e-CIC. The original interactional features in the SETT key for teachers, which was only used for the main sessions of the classes, are as follows.

Table 18.

The SETT Grid for Teachers

The original SETT key instrument for teachers		
scaffolding	extended learner turn	turn completion
teacher echo	direct repair	display questions
teacher interruptions	extended teacher turn	content feedback
form-focused feedback	extended-wait time	referential questions
seeking clarification	confirmation checks	

In this grid, which was applied to the main sessions of online classes in order to evaluate the process of interactional features of the participants, some features of teacher talk is significant to shape learner contribution. To name a few, the ideal characteristics of minimum teacher talk is using scaffolding, content feedback, extended wait-time, referential questions, minimization of teacher interruptions, extended teacher turn and echo with turn completion (if it is not for the sake of scaffolding), display questions and form-focused feedback which may be a barrier for learner interaction in the classroom (Walsh, 2006, p.66-7).

Since the study allowed learners to study in the assumed classroom context mode with minimum teacher interference in breakout rooms, the interactional features in classroom context mode were taken as the medium with some of the other interactional features mentioned in the original SETT key instrument. Depending on the classroom context mode, the revised interactional features of the mode by Walsh (2006), which can be used for learners as well, are as follows:

Table 19.

The Revised Classroom Context Mode in the Revised SETT Framework

	Pedagogic goals	**Interactional Features**
Classroom Context Mode	To enable learners to express themselves clearly To establish a context To promote dialogue and discussion	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Source: Walsh, 2006

As the data tool to track learner e-CIC in the study, the above-mentioned interactional features in the classroom context mode in Table 18, and the SETT key belonging to teacher interaction were omitted with some remaining and the CEFR (2018) interaction and mediation strategies were included to evaluate learner contribution in the classroom context mode because classroom context mode mainly involves more interactional space with scaffolding and mediation of learners as in this mode "the orientation is towards maintaining genuine communication rather than displaying linguistic knowledge" (Walsh, 2010, p. 7) and "topicalization" (Slimani, 1989 as cited in Walsh, 2010, p.7) by learners is critical to maximize learning potential.

3.4.2.2. The CEFR Mediation and Interaction Strategies

Classroom context mode is of vital importance for learners to optimize their own learning opportunity. In this way, the criteria driven from the SETT framework and classroom context mode mixed with the CEFR (2018) interaction and mediation strategies were designed in the following table.

Table 20.

Evaluation Criteria for e-CIC of Learners in Classroom Context Mode

	Pedagogic Goals	Interactional Features
Classroom context mode	• To enable learners to express themselves clearly • To establish a context • To promote oral fluency	Extended learner turns Content feedback Referential questions Scaffolding Clarification request Extended-wait time Confirmation checks Turn completion
The CEFR interaction strategies	• To maintain discourse competence	Taking the floor Cooperating Asking for clarification
The CEFR mediation strategies	• To clarify meaning and facilitate understanding	Posing questions Making comparisons and/or links Providing examples and definitions Paraphrasing Adapting speech/delivery Explaining technical terminology Breaking a process into a series of steps Presenting ideas or instructions Presenting separately the main points in a chain of argument Using repetition and redundancy (e.g. paraphrasing) Modifying style Highlighting key information Eliminating repetition and digression Excluding what is not relevant for the audience

Source: CEFR, 2018; Walsh, 2006

As is seen above in Table 19, some interaction features were kept and included in the evaluation criteria because learners adopt all the interactional features of the classroom mode in time as becoming their teachers of their own. The criteria that offer 25 features to evaluate learners were applied to the transcription of breakout room sessions of the classes and the final speaking of the participants to observe if there would be any significant change in the e-CIC of learners. Each item in the criteria was examined for each participant and evaluated numerically and descriptively in data analysis section.

3.4.2.3. Cambridge Speaking Assessment Scale

The Cambridge Speaking Assessment Scale B2, a descriptive scale used in First Certificate in English (FCE) tests, is made up of four components: reading and use of English, writing, listening & speaking. In the current study, the scale was used to ascertain and compare the results driven from the adapted SETT instrument applied to learners. The scale is formed of four parts; grammar and vocabulary, discourse management, pronunciation, and interactive communication.

In order to keep the scale in line with the adapted interactional features in SETT key, the grammar, vocabulary and pronunciation scales were omitted and only discourse management and interactive communication parts were included since the study measures the context of the online classroom dynamics in their natural setting and the status of the participants were monitored free from their grammar, vocabulary or correct pronunciation but rather within their process in conversation.

The discourse management scale was included in the study as it displays how well learners manage their articulation in actual statements. In addition to this, it is an indicator for the adapted SETT interactional features in terms of mediation and interaction used by learners. The interactive communication scale manifests how well learners interact with their interlocutors in natural circumstances and the band numbers were not taken into consideration in evaluating the participants e-CIC; rather, the strategies they applied were taken as a reference to compare it with the other grids.

The descriptive scales obtained from the criteria are as follows:

Table 21.

Cambridge Speaking Assessment Scale B2

B2	Discourse Management	Interactive Communication
5	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organization of ideas. • Uses a range of cohesive devices and discourse markers.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	**Performance shares features of Bands 3 and 5**	
3	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is a very little repetition. • Uses a range of cohesive devices.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	**Performance shares features of Bands 1 and 3**	
1	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	**Performance below Band 1**	

As can be seen in Table 20, the criteria presents a clear picture of the strengths and weaknesses of students. Therefore, the scale contributed to the triangulation of the data used in the study in employing the improvement stages of learners' e-CIC during the implementation of LOA. In this sense, the scale operated as an instrument to measure the results of the transcribed data to comment on learners' e-CIC in interaction by the researcher.

3.4.3. Audio Recordings

Audiovisual materials are a great source for gathering rich qualitative data since they "provide an opportunity for participants to directly share their reality"; they are "creative in that they capture attention visually" (Creswell & Creswell, 2018, p. 264). Depending on the circumstances offered by the epidemic, the online classes presented such rich data at that moment. However, the visuals are not a concern of the study as learners had the option of disusing their cameras or muting microphones most of the time as the policy of the university. Thanks to the convenience by the breakout rooms to make learners collaborate with each other, the audio materials enhanced the reader with the reality of the participants' contexts. Audio recordings were designed in three sections; the following

section is devoted to the audio recordings of breakout rooms, the next part explains audio recordings of the main sessions of the online class and finally, a brief summary is given about audio recordings of feedback sessions.

3.4.3.1. Audio recordings of Breakout Rooms

The participants were assigned in seven assessments based on learning-oriented assessment following the requirements of the CEFR (2018) in terms of mediation to observe if there would be any change within the e-CIC of learners. Therefore, they were randomly divided into groups of three or four to attend breakout rooms on Microsoft Teams Application.

The conversations of participants in breakout rooms were all recorded and transcribed verbatim. The conversation analysis applied in the transcription process was adopted from Walsh (2006), who also adopts Johnson's transcription system due to its appropriateness for omitting punctuations or other conventional styles that normally exist in other systems. This is why the conversations are valid for the natural setting wherein they occur in their own contextual features (Walsh, 2006).

The time of the recordings of the breaking out rooms changed depending on the assessment from 20 minutes to 40 minutes. All the dialogues between participants were recorded even including pauses or wait time for the teacher to explain the activity. Besides, the teacher was excluded in the breakout rooms since the teacher was allowed only to write or chat with students once she placed learners into breakout rooms.

3.4.3.2. Audio Recordings of Main Sessions of the Online Class

Walsh offers to take "snapshots" of classes and record them for teachers to reflect on their classroom discourse while using the SETT key (Walsh, 2010, p. 8). These snapshots are also valid for the current study; nonetheless, they were used as the snapshots to compare the participants' e-CIC to those of theirs in breakout rooms by using the adapted interactional features. For this reason, to promote triangulation in the study, the main class sections were also recorded and transcribed; the forty-minute snapshots were recorded after two weeks' assessment in breakout rooms to get a clear picture of the engagement of the participants in real online class context as well. Additionally, the start of the classes before and after the implementation in two weeks were also recorded to observe the

changes in the online classroom context and compare them with the ones in breakout sessions.

The same procedure as that of the recordings of breakout rooms were applied to the recordings of the main sessions of classes. They were all recorded and transcribed verbatim and the conversation analysis applied in the transcription process was from Johnson's transcription system (Walsh, 2006). The results were presented differently from the audio-recordings of the breakout rooms in that the main sessions include the teacher and needed to be analyzed by the original SETT instrument applied to teachers. Each interactional feature of the teacher and the participants observed were presented in a table and explained descriptively.

3.4.3.3. Audio Recordings of Feedback Sessions

In order to contribute to learner e-CIC for the assessments ahead in breakout rooms and for the interactions in their main sessions of reading classes, the participants were asked to give feedback to their peers after each collaboration on the assigned speaking assessments. The reason for this laid in "students are not just learning by constructing meaning from feedback provided by others, rather they are learning by constructing feedback "meanings" themselves" (Nicol et al., 2014, p. 104).

After each assessment, the participants who worked in a group were also assigned to give oral feedback on their peers' interaction. The path to the feedback was at times determined by their teacher with the questions like "how do you evaluate your partners' interaction" or "what do you recommend for your partners". The reason behind not using a rubric for the learners in action was to let them feel positive in mutual interaction. Since possible variations of instruments and their implementation were tested during the pilot study, it was observed that oral feedback had a positive impact on learners; they continued giving feedback to their partners as if it had been a part of the assessment in action and their interaction with their peers was not interrupted. Second, learners felt comfortable when they weren't graded by their peers. Moreover, such vocabulary on interactional features was beyond learners' conception; they would not be able to comprehend the items such as mediation, clarification, etc. to grade their peers' interactional features. Lastly, learners could have relied on the items that they were most familiar with such as grammar, pronunciation or vocabulary, which are not the focus of the study.

The feedback session was also transcribed verbatim. However, the topics were gathered as codes and they were compared as themes emerged from the three levels of participants as the high achievers, average learners and poor learners and they were used as data for comparison considering the interactional features.

3.4.4. Post Lesson Online Questionnaires

Feedback is considered to be a groundbreaking part of learning in LOA, and the post lesson online questionnaires are envisioned to revolve around feedback, assessment types and partnership. In this sense, the online questionnaires assembled within three sections: group self-evaluation, peer evaluation, and peer and self-evaluation. The reason behind the three arrangements of post lesson online questionnaires is to triangulate data together with guided reflective journals and create a guiding reflective atmosphere for the participants as it was found in the pilot study that learners did not regularly apply such pre or post assignments concerning reflection. They responded to the post activities depending on the length of the activity for reflection. In addition to this, the circumstances occurred due to the epidemic contributed to the development of such online questionnaires in terms of time and limitations. Though this may seem contrary to a qualitative study, when the circumstances and the variety of data gathered from participants are taken into consideration it was inevitable for the current study.

The questions in the post lesson online questionnaires were examined from different websites for teaching and designed with member – check with three colleagues to evaluate the face, content and construct validity of the questions in the questionnaires, though they were few in number and just there to support reflective journaling for each assessment, and they were all in English. The questions in the post lesson online questionnaire were designed in three sections. The questions in the group self-evaluation questionnaire were formed of only three fixed alternative questions and can be seen in Table 22.

Table 22.

Post Lesson Online Questionnaire for Learning-oriented Assessment Group Self-Evaluation

1.	We finished our task on time, and we did a good job!	Yes	No
2.	We encouraged each other and we cooperated with each other.	Yes	No
3.	We each shared our ideas, then listened and valued each other's ideas.	Yes	No

Since the questions in the online questionnaire were designed to compare data gathered from reflective journaling, the questions in the peer evaluation questionnaire were two determinant choice questions as observed in Table 23.

Table 23.

Post Lesson Online Questionnaire for Learning-oriented Assessment Peer Evaluation

1. As a learning tool, peer assessment was:

   A. very useful b. useful c. somewhat useful d. not very useful

2. I learnt most from:

   a. providing reviews for other students' interaction
   b. receiving reviews of my own interaction
   c. speaking and receiving reviews
   d. not sure

Different from the two other online questionnaires, the post online questionnaire on peer and self- evaluation, which was formed of 21 questions; all related to the interaction that they had with their partners, mediation in their groups, and feedback in order to obtain similarities or differences among various data gathered from the participants. The questionnaire was in a rating scale, semantic differential form and analyzed in graphics to display the differences among clusters of participants and to have a deep understanding of the 'why's that surrounds the responds to these questions, which were group on feedback, interaction and partnership considering self and peers rather than looking for a statistical difference among learners. Therefore, the questions in this section were presented in a table and examined descriptively since there were only six participants in the study based on a case study observation procedure.

Table 24.

Post Lesson Online Questionnaire for Learning-oriented Assessment Peer and Self-Evaluation

Statements	Scales Less than satisfactory Excellent/outstanding 0 1 2 3
1. I can communicate well in the group.	
2. My group members can communicate well in the group.	
3. My group members participate actively and do their share of the work.	
4. I participate actively and do my share of the work.	
5. My group members use creative problem-solving techniques.	
6. I use creative problem solving techniques.	
7. My group members give constructive (both positive and negative so that we can benefit from) feedback.	
8. I give constructive (both positive and negative so that my partners can benefit from) feedback.	
9. I respond well to feedback and criticism.	
10. The team members respond well to feedback and criticism.	
11. I am good at helping quiet team members participate fully.	
12. The group members are good at helping quiet team members participate fully.	
13. I do not dominate the interaction.	
14. The team members do not dominate the interaction.	
15. The team is good at not letting anyone else dominate the interaction.	
16. I am comfortable with constructive disagreements.	
17. Team members are comfortable with constructive disagreements.	
18. I help minimize group conflict by using my native language.	
19. The team help minimize group conflict by using native language.	
20. I help minimize group conflict by using English.	
21. The team help minimize group conflict by using English.	

The participants were asked to do post online questionnaires after each assessment in breakout rooms. The questionnaires were given as an assurance for the quality of the work they had experienced because learners sometimes hesitate to write their own opinion in their reflective journals. They claimed not to be able to specify their thoughts about the current topic due to lack of target language vocabulary.

3.4.5. Post Lesson Online Reflective Journals

Reflectivity plays a significant role in designing the data tools, one of which was the post online reflective journals. Since the study is based on a heuristic context of research and the role of the researcher undertaken, reflective journals are also given space for the data collection in the study. As a matter of fact, reflection, a cognitive practice, is noteworthy in qualitative research methodology to validate research procedures (Mortari, 2015, p. 1). Stemming from this point of view, post online reflective journal for participants was designed based on two related phenomenon which were also in line with LOA, CIC and Socio-Cultural Theory (see Chapter 2), which are based on reflection proposed by Schön (1991) and reflection as a scaffolding activity (Dewey, 1933; Vygotsky, 1986 as cited in Engin, 2011, p. 299 – 300). Schön puts forward two types of reflection, reflection-in-action and reflection-on action. The formar contains reflection during an experience, having a core meaning of thinking on your feet, thinking about what to do next and acting straight away, whereas the latter is reflecting after an experience which means to think about something that has happened and thinking what you would do differently next time. In this sense, both feedback sessions of the assessments in breakout rooms and post online reflective journals contributes to this "Schönian concept of reflection" (Mortari, 2015, p. 1).

Furthermore, reflection is circled around SCT, as stated by Vygotsky, "talk is not merely a product of our thinking but it also serves as a guide for our thinking, wherein scaffolding gains importance in learning process" (Engin, 2011, p. 298). Scaffolding is the help of the teacher or the more able peer in an educational setting and Bruner (Engin, 2015, p. 298) asserts that scaffolding is a significant process in learning since it enables the learner to focus on the hardship of the skill that he/she is learning at that moment. Also, with scaffolding intramental thinking, in which questions to self is raised (Vygotsky, 1986 as cited in Engin, 2015, p. 300).

With respect to the above-mentioned phenomenon, the participants in the study were exposed to post online reflective journaling based on the premise that reflection is an active process and it enhances learners with their understanding by enabling their life-long learning (Dewey, 1933 as cited in Engin, 2015, p. 299) as part of the requirements on the 21th century education. The reason to design a post lesson online reflective journal is to make learners involve in the process actively and think upon what they had experienced during the process. There were guided, prompt questions for the reflective journal considering the English level of the participants to reflect on everything they had experienced and considering Vygotsky's statement of "scaffolding is revealed through guiding questions" (Vygotsky, 1986 as cited in Engin, 2015, p. 300).

The post lesson online reflective journals applied after each assessment had three components which were in harmony with the learning experience in LOA. The first one was to make learners understand the things that had happened. Secondly, it was of vital importance to reflect on why it happened that way and lastly, to align future actions with values and lessons learned from learners' past experiences. In this sense, reflective journals were implemented under three headings; self-evaluation, group self-evaluation and peer evaluation. The prompts proposed in the self-evaluation post lesson online reflective journal is as follows.

Table 25.

Post Lesson Online Reflective Journal for Learning-oriented Assessment Self-Evaluation

1. What did you like about this activity?
2. What were you able to do well in this activity?
3. What did you not like about this activity?
4. What problems did you have? Why?
5. What did you learn about yourself? Strengths, interests, preferences and needs.
6. What do you think was your greatest strength in this activity?
7. What do you think was your weakness that you should work on in your next group activity?
8. Describe your feelings about working on the activity. Did you enjoy working on it?
9. List some of the ways your partners helped you on your work in the activity.
10. Do you think you might like to working another group work in the future? Why/why not?
11. What did you learn from the feedback that you received?
12. How do you think your partners will benefit from your feedback?

The prompting questions were initiated around LOA however all the questions were related to the experience of interaction they had experienced and they required the

evaluation of the experience. Table 26 is the second online reflective journal on group self evaluation.

Table 26.

Post Lesson Online Reflective Journal for Learning-oriented Assessment Group Self-Evaluation

1. We did best at ……
2. Next time we could improve at ……
3. How do you evaluate the interaction and participation of the team members in your group? …….

Likewise, the prompt questions in the post lesson online reflective journal were generated on ideas on the assessment, learning about self and partners, feedback and future work for collaboration and they are displayed below in Table 27.

Table 27.

Post Lesson Online Reflective Journal for Learning-oriented Assessment Peer Evaluation

1. How would you describe the quality of the feedback that you received from your peer(s)?
2. How would you describe the quality of the feedback that you provided to your peer(s)?
3. Based on your experience, how would you feel about engaging in a peer assessment (evaluation) exercise in the future?
4. How do you feel about reviewing another student's spoken interaction?
5. How do you feel about another student reviewing your spoken interaction?
6. What aspect of the peer assessment contributed most to your learning?
7. To what extent were you prepared for the peer assessment exercise?
8. What did you like most about peer assessment?
9. What did you like least about peer assessment?
10. What changes would you like to see in the peer assessment exercise?

The post lesson online reflective journals were applied after each assessment together with the online questionnaires and the journals were analyzed through coding.

3.4.6. Focus Group Interview

Interview is widely used in almost every discipline, in which "conversation is a learning tool" (Leavy, 2017, p. 139) because "people are naturally conversational, and so interview methods draw on something people are accustomed to participating in, even if

not typically in formal settings" (Brinkman, 2012, 2013 as cited in Leavy, 2017, p.139). There are a lot of interview methods. Participants are exposed to different kinds of structures and these methods can be applied in different settings including web-based settings.

Of all these different techniques, the technique of interview is of significance and focus group is "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic (Anderson, 1990, p. 241 as cited in Dilshad & Latif, 2013, p. 192). A focus group interview focuses on gathering high-quality data in a social context to understand a specific situation from the eyes of the participants (Patton, 2002; Khan & Menderson, 1992 as cited in Dilshad & Latif, 2013, p. 192). There are three important characteristics of focus group interviews, which are prompt, moderator and interaction within the group. Thus, focus group interviews can be summarized as a data collection tool to gather information on a specific phenomenon with "a less emphasis on the moderator to adopt a neutral role" (Dilshad & Latif, 2013, p. 192) between group members for collective data.

Accordingly, focus group interview used in the dissertation was a tool to clarify issues concerning interaction, e-CIC and LOA to get more in-depth data from the participants. With this starting point, the participants were asked to attend a Microsoft Teams meeting, in which the items to be discussed were designed semi-structurally and depending on the issues raised by the participants in feedback sessions, online reflective journals and post lesson online questionnaires. The discussion was designed semi-structurally because learners might have drawn back to talk about the points that they found complex or that might be beyond their level of English.

The meeting for the focus-group interview was started by the moderator (the researcher) and the participants were enlightened about process of the interview. The participants were encouraged to take a stand in the group whenever a new issue was raised. The semi-structural issues raised in focus interview were assessment types, the benefits/drawbacks of feedbacks, realization of their strengths and weaknesses during the implementations, the result of the interactive assessments considering the group works and the interaction in class, the evaluation of their partners and their self during the interaction, and the benefits of breakout rooms on interaction, if any on their behalf.

The interview was done in Turkish, the mother-tongue of the participants, for the interception of any distractions that might be caused by the target language. The meeting was recorded and the data driven from the meeting were translated into English with

member-check. Besides, both the Turkish and English versions were coded in data analysis process to avoid bias. The ideas or issues raised by participants were analyzed through coding by three language experts so as to reach consensus. Themes were formed to illuminate the process of the implementation that the study is on. Thanks to the focus group interview, the obscureness of topics were eliminated and data was prepared for the analysis.

3.5. The Pilot Study

The pilot study was conducted three weeks before the main study due to the circumstances resulted in the epidemic. It turned into an incredible source especially on creating the instruments and arranging the assessments. For this reason, a class of 25 students at B2 level in the same university were selected as the participants. The participants' major was different than those of others. Three of the learners, whose major was engineering and who were studying at the preparatory program, were selected to conduct the pilot study since there were no other preparatory students whose major was Interpretation and Translation Studies. The participants were 18 years old on average and they had been learning English for four years. The names for the participants in the pilot study are pseudonyms as Susan, Murat and Jale, based on their requests. The learners were chosen depending on the same criteria as with the ones in the main study; there was one high-achiever, one average and one poor student depending on the level exit speaking exam, and their interactional competence recommended by their teachers. The participants had a 24 hour of English class schedule; 6 hours of grammar, 9 hours of reading and writing and 9 hours of listening and speaking. The reading classes were taken as the means.

There are a lot of benefits of the pilot study that have contributed to the current study. At the starting stage of the pilot study, in search of a beneficial online program for interaction, Edmodo, a synchronous written interaction program, was used. Though the application allowed for instant discussions that brought groups together, the learners who participated in the activities wrote in their reflective journals that the practice was not like spoken interaction. They claimed to have written well online yet they have had no idea how to evaluate their peers' interactional competence within the program. Therefore, the Zoom application was tried as an alternative to record participants' interaction. Unfortunately, there was a limitation with the program. Although the Zoom application

offered breakout rooms at the time, it didn't allow the instructor to record all the rooms. It was only possible to record the room when the instructor joined the room and when he/she left the room, the recording was over. Because the aim of the main study was to examine learner e-CIC, the application didn't serve well to the needs of the present study. Thus, there had been a need for another application to realize all the properties required in the study. In this sense, Microsoft Teams was a lifesaver in the services it offered; the instructor can make learners collaborate in breakout rooms, he/she could record all the room once he/she visited them in the rooms, the recording never stopped until the teacher preferred to do so and the teacher could communicate with learners at any time she wanted via notice boards, which were very important in terms of scaffolding and mediation in meaning construction.

Secondly, since it was the pilot study, the time schedule was moderated and assessments used were designed accordingly when compared with the main study. It took eight weeks to complete the pilot study and four assessments were included in it. The assessments were first designed only to be individual and group projects only as is observed in some LOA oriented studies (Carless, 2007) but the feedback from students revealed that some learners do not participate in or out of class activities and this also led others not to fulfill the checklists after the activities. Also, in project based assessments, learners relied on the outcome, not the process itself. This raised two difficulties; learners who completed the assessment by speaking Turkish, their mother tongue at one hand and learners who did not record what they talked with their peers on the other. Thus, the assessments for the main study were designed depending on the activities that require mediation in terms of text, concept and communication proposed by the CEFR (2018).

Another benefit of the pilot study was that 25 learners were selected for the pilot and main study. However, since there was no stability in terms of the number of participants attending the activities, the researcher had to follow a contextual case with a limited number of learners, which meant a change in the research design. To achieve this, three learners were selected as participants. Such a selection in the pilot study had also contributed much to the main study in terms of adding another group of three learners in order to have stability in validity, credibility, reliability of the study by comparing the two equal learners depending on their level.

Finally, the instruments designed for the pilot study shed light into the design of data tools in the main study as well. The idea of designing semi-structured open-ended checklists were formed upon examining reflective journals of the participants in that the

participants had hardship in writing about the assessment process. In other words, they were not eager to write unless they received any prompts to reflect their ideas. Even the prompts were given, it was observed that the participants used no reflective paragraphs, but rather simple adjectives to comment on the process such as *"It was good"* or *"I didn't like my partners"*, which would be difficult to collect rich data in the main study. Besides, a rubric was prepared for the feedback sessions to evaluate their peers. However, the participants expressed that they found it humiliating to be graded by their partners since they might not have been honest in the grading process. In addition, they could only understand items like grammar, pronunciation, etc. and they couldn't understand interactional terms. This also resulted in a search for a comparable feedback session in line with the data gathered. In brief, the checklists and oral feedback sessions were invented thanks to the pilot study.

The results of the pilot study, firstly, revealed that the participants mentioned the benefits of LOA in their interaction among their classmates. Moreover, they agreed that the break-out rooms supply the needed motivation for themselves to speak. They were also on the same ground in that they felt free to speak without the absence of the teacher in break-out rooms. Finally, the participants in the pilot study apparently improved their interactional features among their classmates by participating more in class activities, in their words, "they grabbed the motivation they needed thanks to the implementation".

3.6. Data Analysis

Initially, Conversation Analysis (CA) applied in the study is introduced. The next part introduces coding method employed for the post lesson online questionnaires and reflective journals as well as the focus group interview transcriptions.

3.6.1. Conversation Analysis

Interaction Analysis (IA) and Discourse Analysis (DA) are two approaches that data analysis can be achieved from when searching data on classroom discourse. IA approaches reflect L2 classroom as coding systems such as system-based approaches and ad hoc approaches, whereas DA approaches are based on Conversation Analysis (CA) (Walsh, 2006, p. 46 – 8). DA mainly focuses on structural functional linguistics and classroom discourse is perceived rather as quantitative, mainly familiarized with Sinclair and Coulthard (1975 as cited in Walsh, 2006, p. 46). However, CA "is not quantitative,

not static and not product oriented" (Walsh, 2006, p. 46) because it focalizes on the function of language "as a means for social interaction" (Sacks et all., 1974 as cited in Walsh, 2006, p. 46). The main reason for this is that CA perceives social contexts formed of the participants' contribution for language, in which language use is locally managed such as turn taking, openings and closures, sequencing of acts Walsh (2006, p. 52) defines the main features of CA approach to analyze L2 classroom interaction as follows:

1. Unlike IA and DA approaches there is no preconceived categories at the outset; the evidence must be demonsrtaed by reference to and examples from the data. Therefore, CA is empirical.
2. The observer is regarded as a "player"; trying to view experience through the eyes of the participants.
3. Context is viewed as a dynamic entity and is mutually constructed by the participants, which allows variability; a CA methodology is better- equipped to take variations into account since one contribution is dependent on the other
4. Contributions to the "talk-in-interaction" are considered as being goal-oriented.
5. The analysis of the data is multi-layered as CA approaches emphasize both the context and the sequentiality of utterances.

(Walsh, 2006, p.52 – 53)

Yet, being a better alternative for many researchers, CA is not without its limitations. First of all, there is no endeavor to enforce an order in messy classroom interaction; secondly, utterances may be perceived as having no significance for the whole discourse; thirdly, example data may appear idealized as there are no preconceived categories; and finally, or opponents who regard classrooms in isolation may find it impossible to generalize findings (Walsh, 2006, p. 54).

There are five distinct approaches to CA to analyze L2 classroom interaction, however, the current study adopts the one applied by Walsh (2006) because of its convenience to perceive L2 classrooms in their own natural context. Before examining the adopted method, it would be of benefit to identify other methodologies that appear in recent CA studies. Drew and Heritage (1992 as cited in Walsh, 2006, p. 55) is not a concern of the present study since they view context as "static, fixed and concrete" (Walsh, 2006, p. 55), which is contrary to the classroom context that is learner-directed in the study. Jarvis and Robinson based their study on a Vygotskian point of view, wherein teachers can either facilitate or hinder learning opportunities through their use of

language in terms of pedagogy (Walsh, 2006, p. 57). Since the pedagogic goal and the related use of language of the teacher is not the concern of the study, the methodology was not preferred. Likewise, Critical Classroom Discourse Analysis, a valuable approach to analyze L2 classroom discourse, developed by Kumaravadivelu (1999 as cited in Walsh, 2006, p. 58) is also out of question as it examines the power dynamics in classroom context in the belief that L2 classroom contexts "reflect the social linguistic social cultural and social political dimensions of classroom discourse". A more recent methodology is Seedhouse's (2004 as cited in Walsh, 2006, p. 59) study, four categories of classroom contexts are conceptualized and organized around the teacher's aim, which does not fit the learner-centeredness aimed in the current study. Therefore, the CA methodology applied in the study is adapted by Walsh (2006) and Johnson (1995) who identify interaction differentiated by the purpose or goal of the local context in which participants are in mutual interaction. Van Lier (1988 as cited in Walsh, 2006, p. 57) refers to four types of interaction; typical of everyday conversation called less topic orientation and less activity orientation, more topic orientation and less activity orientation in which interaction is one way such as in a lecture, more topic orientation and more activity orientation whereby information is exchanged and finally, less topic orientation and more activity orientation that implies specific procedures such as substitution drills or pair work (Walsh, 2006, p. 57). This very view of van Lier totally significant in recognizing L2 classroom as multi-layered divided into its local contexts.

Similarly, Johnson (1995 as cited in Walsh, 2006, p. 57) assumes the idea of locality and emphasizes "the relationship between pedagogic purpose and patterns of interaction" (Walsh, 2006, p. 57) because "teachers' and learners' cultural, educational and linguistic backgrounds" influence the social construction of interaction in L2 classrooms (Walsh, 2006, p. 57).

Thus, the classroom modes offered by Walsh (2006) typically suit the aim of the study and the adapted CA analysis is preferred because of its appropriateness for the messy as a whole but neat in itself context of the classes observed in the study as they were all learner and goal oriented. As is mentioned in 3.4.3, the audio recordings of virtual classes were transcribed verbatim and the adapted CA methodology depends on van Lier (1988) and Johnson (1995) as offered by Walsh (2006). In this methodology, unlike other CA methodologies, language was not corrected and standard conventions of punctuation was out of concern as the aim was to transfer the natural exchanges in the virtual classroom as is proposed by Walsh (2006, p. 165). The transcription system is as follows.

Table 28.

Transcription System

T	teacher
L	learner (not identified)
L1; L2; etc.	identified learner
LL	several learners at once or the whole class
/ok/ok/ok/	overlapping or simultaneous utterances by more than one learner
[do you understand?] [I see]	overlap between teacher and learner
=	turn continues
…	pause of one second or less marked by three periods
(4)	silence
?	rising intonation – question or other
CORrect	emphatic speech
((4))	unintelligible 4 seconds; a stretch of unintelligible speech with the length given in seconds
Paul, Peter, Mary	capitals are used only for proper nouns
T organizes groups	editor's comment (in bold type)

Source: Walsh 2006, p. 165

All the audio recordings in breakout rooms and in the main sessions of the classes were transcribed and analyzed with the application of the above-mentioned CA methodology, which serves the natural atmosphere of interaction in the classes involved in this study.

The following excerpt was taken from the first assessment in week 2 to depict how CA was applied to transcribe the audio recordings. Since there is no teacher available in the study as for the aim of the study the overlaps shown in the excerpt belong to learners among themselves.

Excerpt 1

1 L2 yes who talks?

2 Josephine L1?

3 L2 yes yes we listening you L1 go on?

4 L1 I think it is mostly honesty for her like thing

5 L2 yes?

6 L1 what about (3)

7 L2 that's it L1?
8 Josephine I can talk
9 L2 ok then let's go on
10 Josephine [err… Katy Page was shy about]
11 L2 [hmm]
12 Josephine [her appearance (3) ha ha that's it]
13 L2 haha just err… she haha ohh ok
14 Josephine haha (3) yes L2
15 L2 just shy person? that's it Katy Page? just a shy person?
16 Josephine yes
17 L2 don't know any errr… about (3) appearance?
18 Josephine err… she is a good fighter and err… and she looks great
19 L2 **laughs he may be making fun of her answers** ok ok yes L3?
20 L3 err sorry I don't have any answer for this question
21 L2 [ok I'm explaining so err… he… if I true remember, he … famous person err... because of
the she blind person err…famous for the that err…]
22 Josephine [özellik]
23 L2 err… what do you mean by "özellik"?
24 Josephine (3) characteristic? değil miydi?
25 L1 [yoo değil]
26 L2 [ııh yeah maybe] [because of ((2)) … catch and she err… radio programmer famous…
err…]=
27 L3 = [yeah]
28 L2 = err (4) and Josephine said (4) again the shy person she ever she has the shy person (4)
and she likes doing arts music if I remember true
29 Josephine yes
30 L2 err… but she after the recover she err…she hadn't ((5)) at err…((2))
31 Josephine ok

As is seen above, all the transcriptions were reflected on the CA methodology preferred for the above-mentioned reasons in the study to prepare the transcribed data for analysis.

3.6.2. Thematic Analysis

Thematic analysis first developed by Gerald Halton in 1970 helps a researcher to identify themes and patterns or meanings across data set in relation to particular research questions (Boyatzis, 1998 as cited in Alhojailan, 2012, p. 40) in qualitative studies. This significant feature of qualitative research in terms of interpretation can be defined as "merging of analysis and interpretation and often by the merging of data collection with data analysis" (Cohen et al., 2011, p. 537 as cited in Alhojailan, 2012, p. 39), meaning that data collection and data analysis are intermingled in qualitative research.

In this richness of data, thematic analysis is of great help for the researcher to interpret what is at hand and to have a deeper understanding of the questioned phenomenon as it helps the researcher work on the emerging codes gathered. Codes are to qualitative research since it gives credibility to the study at hand. There are two types of coding methods, deductive coding and inductive coding. In deductive coding, which is also called data derived coding the researcher has a code book as a reference to guide him/her through the coding process. In other words, it is data derived and it "provides a succinct summary of the explicit content of the data" (Brown and Clarke, 2013, p. 207 as cited in Sage Research Methods Data Sets, 2019, p. 5). It can also be labeled as semantic codes" and it should be used when the researcher desires to depict the participants' experience in a more realistic and descriptive way (Sage Research Methods Data Sets, 2019, p. 5). On the other hand, inductive coding is used when the researcher knows a little about the research subject and there is no pre-determined code book, rather data is taken from scratch-based one. It can also be called as researcher derived coding and it can be labeled as latent codes, which means to present them under theoretical lenses (Sage Research Methods Data Sets, 2019, p. 5).

Brown and Clarke (2013, p. 207 as cited in Sage Research Methods Data Sets, 2019, p. 5) states that a code for is a word or a brief phrase which expresses why the researcher believes a piece of data might be beneficial. The steps to coding can be summarized in four stages. The first stage is initial coding, wherein the researcher reads through his/her data and get familiar with it. In the second stage the researcher does line by line coding

in which a more detailed coding is done. The third step is categorization and at this stage the researcher puts similar codes into the same categories to detect consistent and overarching themes for the data themes to tell the story and the last step is for determining themes for bigger categories; in other words, for identifying between the overarching themes and the subcategories. In developing the codes and themes out of these codes, the research aim and research questions are very important because sometimes there are surprising but meaningful codes appear for answering the research question though it is not a repeated code through your data (Brown and Clark 2006 as cited in Sage Research Methods Data Sets, 2019, p. 12). After completing these steps the researcher is ready to displays the one of the themes that emerged in data as given in the following example.

initial coding	emerging theme
learning from peers[1]	scaffolding
matchmaker[2]	
getting help[3]	
fixing mistakes[4]	
help[5]	

3.7. Trustworthiness

Qualitative research differs from quantitative research not only from the standpoint it handles reality but also the criteria internalized in the way reality is acquired. In this regard, qualitative research embraces confidence in data that is distinctive from quantitative research. The “truth” or “confidence” in qualitative research was defined in a number of ways however, to be more precise, “trustworthiness or truth value of qualitative research and the transparency of the conduct of the study are crucial to the usefulness and integrity of the findings” (Cope, 2014 as cited in Connelly, 2016, p.435).

Trustworthiness of a study alludes to the degree of confidence in data, interpretation and methods used to guarantee the quality of a study (Pilot and Beck, 2014 as cited in Connelly, 2016, p. 435). Indeed, it is the major facet of the issues that are called validity and reliability (Hayashi, Abib, Hoppen, 2019). For this reason, Lincoln and Guba (1985) proposed the criteria for trustworthiness, which are called credibility, transferability, dependability and confirmability, to which they also added authenticity (Connelly, 2016, p. 435; Hayashi et al., 2019, p. 101).

Credibility of the study is the most significant criterion of a qualitative study indicating the truth in the findings. It implies that there should be a linear justification for the procedures used and evidence should be displayed iteratively by questioning the data (Connelly, 2016, p. 435). The techniques establishing credibility are observation, triangulation, member checking, reflective journaling, peer-debriefing and negative case analysis (Lincoln & Guba, 1985, p. 290). Transferability is the presentation of the findings' having applicability to other contexts and achieved through thick description of data (Lincoln & Guba, 1985, p. 290). Dependability means the findings are consistent and could be repeated, which requires inquiry audit while confirmability refers to the degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not by researcher bias, motivation, or interest, which is established through the techniques of confirmability audit, audit trail, triangulation, and reflexivity (Lincoln & Guba, 1985, p. 292). Authenticity displays how the study is useful for society (Lincoln and Guba, 1985 as cited in Shanon and Hambacher, 2014, p. 1); in order to establish authenticity, the researcher has several processes to enhance the findings of the project in question to be credible both from the participants' experiences and for larger implications of research (Shanon & Hambacher, 2014, p. 1).

The present study established credibility in the above-mentioned criteria regarding, audio-recordings, transcription pf recordings, various sources for data through triangulation, rich description of the interpretation of data and member-checking. First of all, the quality of recordings was established through several tools in recording the interaction (the Microsoft Teams app approved by the university, recording of each breakout room and main sessions with both voice recording and cameras). Secondly, the accuracy of transcriptions was achieved through interrater reliability. Also, the transcriptions are open to public access; which were depicted in tables in data analysis section and provided in the Appendices part. All the interactional features gathered from the transcriptions were also analyzed by an independent rater who has a PhD degree in ELT and has background knowledge on Conversation Analysis.

As to transferability, the current study depicts thick description of data inferred from verbatim transcriptions of breakout rooms and main sessions of the classes, which also ensures the credibility of the study. Besides, the results obtained from the grids and checklists offer rich applicability in other contexts, especially with regular classes of any level of education. This applicability also ensures the authenticity, wherein the findings may help many teachers voluntarily to improve their CIC and to help their students' CIC

as well. However, it cannot be claimed that the phenomenon investigated has the same features with different students having the same level in different classrooms.

Finally, the dependability of the study was established through the findings, which are neutral and achieved through inquiry audit. In this sense, the findings could be repeated as they were shaped by the data gathered from the participants by triangulation. The researcher tried to display the inference of data in a systematic but honest way in the form of the accuracy of thoughts and meanings generated by the participants. In addition to this, the inferences were checked by the same independent rater who has a PhD degree in ELT and has background knowledge on Conversation Analysis and a colleague who has a Masters Degree in ELT.

3.8. Summary

So far in this chapter the research design of the current study, data collection tools and the methods used in analyzing data are introduced.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter displays the findings gathered from the data. In the first two sections, the results of the pre and post data of the CEFR self- assessment grids are depicted. The next section covers the analysis of audio recordings of breakout rooms, main sessions of lessons and the final speaking exam of the participants through CA, the adapted e-CIC evaluation criteria for learners based on the SETT Grid, the CEFR interactional and mediation strategies and Cambridge Speaking Assessment Scale. The results gathered in this part are also depicted in comparison within the same clusters. In the third section, the emerging themes in data are explained.

4.2. Findings of the CEFR Self-assessment Grids

The CEFR (2018) self-assessment grids were assigned to the participants in Turkish to examine the changes in their interactional competence for the triangulation of data and to see whether or not the participants observe any improvements in their competence. In this sense, seven self-assessment grids were assigned to the participants. Since reception is an inseparable part of production, the listening and reading self-assessment grids were also taken into consideration in terms of the possible changes in learners' level. Considering the aim of the study only mediation and spoken interaction and production parts were included in data collection procedure.

The participants in the study had a background of language education in high school to take the university admission exam. They were considered to be in level B2 depending on the depth of the content of the exam on English. However, most students who have the same account in education deprive of speaking and writing skills in English, whereas they have a good master in grammar and vocabulary, which is also valid for the participants in the study as well. Keeping this very fact in mind, the self-assessment grids were involved in the study as pre and post data to perceive the exact level to which they assigned themselves to. The following section introduces the findings of the pre CEFR Self-assessment Grid.

4.2.1. Findings of the Pre CEFR Self-assessment Grids

Seven self-assessment grids were assigned to the participants. Since reception is an inseparable part of production, the listening and reading self-assessment grids were added to the interaction and spoken production grids as well.

Table 29 displays learners' marking of the statements in self-assessment grid in reception, listening. In this grid, there were eleven statements in six levels; A1, A2, B1, B2, C1 and C2.

Table 29.

Pre Self-assessment Grid – Reception - Listening

	LEARNERS					
RECEPTION - LISTENING	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	✔	✔	✔	✔	✔	✔
2. I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).	✔	✔	✔	✔	✔	✔
3. I can catch the main point in short, clear, Simple messages and announcements.	✔	✔	✔	✔	✔	✔
4. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	✔	✔	✔	✔		✔
5. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	✔	✔	✔	✔		
6. I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.	✔		✔			
7. I can understand most TV news and current affairs programs.		✔	✔	✔		
8. I can understand the majority of films in standard dialect.			✔	✔		
9. I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	✔	✔				
10. I can understand television programs and films without too much effort.	✔	✔		✔		
11. I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	✔					

Source: The CEFR, 2018, p. 166

Table 29 depicts that though Barış, Josephine and Esma had an equal distribution on their assignment, the three other students, Ali, Diane and Gece did not tick some of the

items related to C1. Ali didn't select the items 7 and 8; Diane didn't choose the items 6, 8 and 11 and Gece didn't tick the items 6 and 9 though they assigned themselves to Level C1 in listening and though it is B2 in evaluation. Also, the items that were related to interaction, accent and dialect were not ticked (Table 29). The level of learners in listening depending on their own self-assessment are listed in Table 30 below.

Table 30.

The Results of the Pre Self - assessment Grid on Listening

Ali	C1
Diane	C1
Barış	B2
Gece	B2
Josephine	A2
Esma	B1

According to Table 30, Ali and Diane assessed themselves as in level C1 in listening. Barış and Gece were evaluated as in level B2. However, among the low achievers, Esma assigned herself to level B1 whereas Josephine evaluated herself as in level A2.

Table 31 below shows the self-assessment of the participants on reading.

Table 31.

Pre Self-assessment Grid – Reception - Reading

	LEARNERS					
RECEPTION - READING	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	✔	✔	✔	✔	✔	✔
2. I can read very short, simple texts.	✔	✔	✔	✔	✔	✔
3. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	✔	✔	✔	✔	✔	✔
4. I can understand texts that consist mainly of high frequency every day or job-related language.	✔	✔	✔			✔
5. I can understand the description of events, feelings and wishes in personal letters.	✔	✔	✔			✔
6. I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	✔	✔				
7. I can understand contemporary literary prose.	✔					
8. I can understand long and complex factual and literary texts, appreciating distinctions of style.	✔	✔				
9. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.		✔		✔		
10. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	✔					

As for the Self-assessment grid-reading, Ali did not tick item 9 related to "specialized articles". Similarly, Diane did not tick items 7 and 10 that are related to advanced genres in terms of high - quality vocabulary and texts. Barış, Esma and Josephine were accurate in assigning their level. However, Gece did not tick the related items to her level, but rather she chose items in level C1 (Table 31). The exact levels of the learners assigned by them according to the grid on reading are depicted in Table 32 below.

Table 32.

The Results of the Pre Self - assessment Grid on Reading

Ali	C2
Diane	C1
Barış	B1
Gece	B1
Josephine	A2
Esma	B1

When the results in Table 32 are taken into consideration, the level of the students on their account of self-assessment in reading demonstrates that Josephine, Barış and Esma were the ones who had accurate assessment on their reading skill; Josephine as A2 and

Esma and Barış B1. When Ali is taken into consideration, he assessed himself as C2 though he didn't tick item 9. Lastly, Diane assessed herself as C1.

In the self-assessment grid for spoken interaction, there were 14 items. Table 33 below displays learners' marking of the statements in self-assessment grid in spoken interaction.

Table 33.

Pre Self-assessment Grid - Interaction - Spoken Interaction

	LEARNERS					
INTERACTION - SPOKEN INTERACTION	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.	✔	✔	✔	✔	✔	✔
2. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	✔	✔	✔	✔	✔	✔
3. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.	✔	✔	✔	✔		✔
4. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	✔	✔	✔	✔	✔	✔
5. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.	✔	✔		✔		
6. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	✔	✔	✔	✔		
7. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.	✔	✔				
8. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	✔	✔				
9. I can express myself fluently and spontaneously without much obvious searching for expressions.	✔	✔				
10. I can use language flexibly and effectively for social and professional purposes.						
11. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.		✔		✔		
12. I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms.		✔				
13. I can express myself fluently and convey finer shades of meaning precisely.						
14. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.						

Source: The CEFR, 2018, p. 168

According to the grid (Table 33), only Gece considered herself as C1 by ticking the 11th item on the grid, the two other items related to C1 were all left. Therefore, her level

in spoken interaction was taken as B2 depending on her declaration within the grid. Diane assessed herself with the last item belonging to C2. However, the related items after the last item she ticked also belongs to level C2. Therefore, her level was taken as C1. Esma and Josephine were consistent in their level in terms of interaction, whereas Barış hesitated in ticking the 5th item, which involves handling situations in the target country where the target language is spoken. Table 34 shows the level of learners depending on their self-assessment of spoken interaction.

Table 34.

The Results of the Pre Self - assessment Grid on Spoken Interaction

Ali	C2
Diane	C1
Barış	B1
Gece	B1
Josephine	A2
Esma	B1

On examining Table 34, it is obvious that Ali assigned himself to level C2 and Diane to C1. The average students assigned themselves to level B1. Josephine evaluated herself as A2 and Esma as B1. Table 35 below displays learners' marking of the statements in self-assessment grid in spoken production.

Table 35.

Pre Self-assessment Grid; Production - Spoken Production

	LEARNERS					
PRODUCTION – SPOKEN PRODUCTION	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can use simple phrases and sentences to describe where I live and people I know.	✔	✔	✔	✔	✔	✔
2. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	✔	✔	✔	✔		✔
3. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions.	✔	✔	✔	✔	✔	✔
4. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	✔	✔				✔
5. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.	✔		✔			
6. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	✔	✔	✔			✔
7. I can present clear, detailed descriptions of		✔				

complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.
8. I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Source: The CEFR, 2018, p. 169

Table 35 demonstrates that Ali, Josephine and Esma were clear about their level of spoken production; they ticked the items they were good at except for Esma and Diane. Esma assessed herself as B2 in spoken production but her teachers and her proficiency speaking exam results displayed her level as A2. Besides, Diane assessed herself as B2 in spoken production but she didn't tick the 5th item, which involves giving clear descriptions of interest. Regarding the self-assessment grid on spoken production, the level of each learner are as follows.

Table 36.

The Results of the Pre Self - assessment Grid on Spoken Production

Ali	B2
Diane	B2
Barış	B2
Gece	A2 – B1
Josephine	A2
Esma	B2

In Table 36, the findings demonstrate that Ali, Diane, Esma and Barış assigned themselves as being B2. Josephine evaluated herself as being A2. Gece considered herself in between A2 and B1 in terms of spoken production.

Tables 37, 38 and 39 below present the marking of learners in self-assessment grid on mediation. The table related to mediation is examined under three separate tables since mediation covers three functions as mediating a text, mediating concepts and mediating communication. Table 37 refers to the marking and statements on mediating a text.

Table 37.

Pre Self-assessment Grid; Mediation – Mediating a Text

	LEARNERS					
MEDIATION – MEDIATING A TEXT	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programs.	✔	✔	✔	✔	✔	✔
2. I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	✔	✔	✔	✔	✔	✔
3. I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	✔	✔	✔	✔		✔
4. I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	✔	✔				
5. I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	✔	✔	✔			
6. I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).	✔			✔		

Source: The CEFR, 2018, p. 170

There are remarkable considerations on mediating a text. Barış and Gece, although they considered themselves as B1 and C2, respectively, their level was taken as the previous level. The reason for this was that they didn't mark the fourth item, which involves mediating academic texts with strong arguments. Another reason was that Gece didn't tick the 5th item that involves mediation of academic texts with a well-structured language. On the other hand, other learners were treated based on their marking (Table 37).

Table 38 refers to the marking and statements on mediating concepts.

Table 38.

Pre Self-assessment Grid; Mediation – Mediating Concepts

	LEARNERS					
MEDIATION – MEDIATING CONCEPTS	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can invite others' contributions using short, simple phrases.	✔	✔	✔	✔	✔	✔
2. I can use simple words and signals to show my interest in an idea and to confirm that I understand.	✔	✔	✔	✔	✔	✔
3. I can express an idea very simply and ask others whether they understand me and what they think.	✔	✔	✔	✔	✔	✔
4. I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time.	✔	✔	✔	✔	✔	✔
5. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas	✔	✔	✔	✔	✔	✔
6. I can help define a task in basic terms and ask others to contribute their expertise.	✔		✔	✔		✔
7. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made.	✔	✔	✔	✔		✔
8. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	✔	✔		✔	✔	✔
9. I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions.	✔	✔	✔			
10. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	✔			✔		
11. I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	✔			✔		
12. I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.	✔	✔				

Source: The CEFR, 2018, p. 170

Depending on the marks given by the participants, it seems that all the learners were consistent with their level in mediating concepts. Thus, their level was evaluated on the basis of their own criteria (Table 38). Table 39 below refers to the marking and statements on mediating a text.

Table 39.
Pre Self-assessment Grid; Mediation – Mediating Communication

	LEARNERS					
MEDIATION – MEDIATING CONCEPTS	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand.	✔	✔	✔	✔	✔	✔
2. I can communicate other people's personal , details and very simple, predictable information, provided other people help me with formulation.	✔	✔	✔	✔	✔	✔
3. I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree.	✔	✔	✔	✔	✔	✔
4. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs.	✔	✔	✔	✔		✔
5. I can recognize when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	✔	✔	✔	✔		✔
6. I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.	✔	✔	✔			✔
7. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things**.**	✔		✔	✔	✔	✔
8. I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas.	✔			✔		✔
9. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	✔	✔	✔	✔	✔	✔
10. I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings.	✔	✔		✔		
11. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references.		✔			✔	
12. I can use persuasive language diplomatically.				✔		
13. I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.						

Table 39 signifies some inconsistencies within the marked statements. Diane didn't mark the 7th and 8th items though she considered herself as C1. This is also valid for Gece since she didn't mark the items related to cultural sharing of ideas. Regarding mediating communication, Josephine's marking was significant as she was aware of her level as A2, but she also ticked 7th, 9th and 11th items which meet the levels of B1, B2 and C1. She explained the 11th item as an "overlook" in the focus group interview. She also explained

that she marked the 7th and 9th items because she paid attention to the line "information provided by the speakers", which meant help from other speakers for her to speak fluently. The level of the learners regarding mediation is portrayed in Table 40.

Table 40.

The Results of the Pre Self - assessment Grid on Mediation

	LEVEL OF LEARNERS		
LEARNERS	MEDIATING A TEXT	MEDIATING CONCEPTS	MEDIATING COMMUNICATION
Ali	C2	C2	C1
Diane	C1	B2	C1
Barış	B1	B1	B1
Gece	C2	C1	C1
Josephine	A2	A2	A2
Esma	B1	B1	B2

Consistent with the Tables 37, 38 and 39, Table 40 demonstrates the level of learners for each function of mediation. According to Table 40, Ali assigned himself as C2 in mediating a text and concepts whereas he considered himself as in level C1 for mediating communication. Diane assigned herself to C1 in mediating a text and mediating communication whereas she assigned herself as B2 in mediating concepts. Barış and Josephine are the participants consistent with all the levels of mediation; Barış as being in level B1 and Josephine in level A2. Gece assigned herself to level C2 in mediating a text but to C1 in mediating concepts and communication. Finally, Esma envisioned herself in level B1 in mediating a text and concepts. However, she considered her level of mediating communication in level B2.

In the following section, post CEFR Self – assessment grid results are delivered and the comparison of the pre and post grids are presented.

4.2.2. Findings of the Post CEFR Self-assessment Grids

The post self - assessment grids were assigned to follow any changes in the assignment of learners after the implementation. For the triangulation reasons, it was found that the post assessment grids were beneficial in comparing the transcriptions of the breakout rooms in terms of interactional features; in examining how learners assessed themselves in terms of the skills gained and the observed phenomenon, how their e-CIC is shaped in the breakout rooms. In this part of the study, first the tables of the grids are displayed and then the comparison of the levels of learners are compared in tables.

The first post self-assessment grid belongs to listening and can be traced in Table 41.

Table 41.

Post Self-assessment Grid – Reception - Listening

	LEARNERS					
RECEPTION - LISTENING	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	✔	✔	✔	✔	✔	✔
2. I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).	✔	✔	✔	✔	✔	✔
3. I can catch the main point in short, clear, Simple messages and announcements.	✔	✔	✔	✔	✔	✔
4. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	✔	✔	✔	✔	✔	✔
5. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	✔	✔	✔	✔		✔
6. I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.	✔	✔	✔	✔		
7. I can understand most TV news and current affairs programs.	✔	✔	✔			✔
8. I can understand the majority of films in standard dialect.	✔	✔	✔			✔
9. I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	✔	✔				
10. I can understand television programs and films without too much effort.	✔	✔		✔		
11. I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	✔	✔				

Soource: The CEFR, 2018, p. 166

As can be interpreted from table 41, compared to the pre self-assessment grid on listening, there is a change in the levels of some learners, who are Ali, Diane, Josephine and Esma. However, in the focus group interview, these learners related the improvement of their level on both listening and reading to the courses they regularly attended and not to the implementation. This may be plausible when the courses and their syllabus were taken into consideration as they had a change in the stages they took in listening tasks at school. Table 42 below shows each participants' levels in listening self – assessment grid.

Table 42.

The Results of the Post Self - assessment Grid on Listening

Ali	C2
Diane	C2
Barış	B2
Gece	B2
Josephine	B1
Esma	B2

According to Table 42, the level of the learners moved slightly to the higher level; Ali and Diane as C2, Barış, Gece and Esma as B2. Also, Josephine assigned herself to a higher level, to B1 compared to her pre self - assessment grid on listening.

Table 43 below depicts the markings of leraners on the statements in self assessment grid on reading.

Table 43.

Post Self-assessment Grid – Reception - Reading

	LEARNERS					
RECEPTION - READING	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	✔	✔	✔	✔	✔	✔
2. I can read very short, simple texts.	✔	✔	✔	✔	✔	✔
3. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	✔	✔	✔	✔	✔	✔
4. I can understand texts that consist mainly of high frequency every day or job-related language.	✔	✔	✔	✔	✔	✔
5. I can understand the description of events, feelings and wishes in personal letters.	✔	✔	✔	✔	✔	✔
6. I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	✔	✔	✔	✔	✔	✔
7. I can understand contemporary literary prose.	✔	✔		✔		
8. I can understand long and complex factual and literary texts, appreciating distinctions of style.	✔	✔				
9. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	✔	✔				✔
10. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	✔	✔			✔	

Source::The CEFR, 2018, p.167

When Table 43 is concerned, the change was valid for self-assessment grid on reading, as well. All the learners except for Josephine related their progress in their English level to the courses they had taken throughout the year. However, Josephine

mentioned the benefits of assigned reading texts in the breakout rooms for interaction though she found the implementation assessments hard because of her level as A2 in the beginning in the focus group interview. In addition to that, she also explained that the change in her level was also due to the regular reading classes. Table 44 presents the exact levels learners assigned themselves on reading post self-assessment grid.

Table 44.

The Results of the Post Self - assessment Grid on Reading

Ali	C2
Diane	C2
Barış	B2
Gece	B2
Josephine	B2
Esma	B2

In Table 44, the assigned levels of learners on reading can be followed. According to the Table, Ali assigned himself to C2, Diane, C2. On the same grid, Barış, Gece, Josephine and Esma assigned themselves to level B2.

Table 45 below represents the post self-assessment grid on spoken interaction.

Table 45.

Post Self-assessment Grid - Interaction - Spoken Interaction

	LEARNERS					
INTERACTION - SPOKEN INTERACTION	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.	✔	✔	✔	✔	✔	✔
2. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	✔	✔	✔	✔	✔	✔
3. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.	✔	✔	✔	✔	✔	✔
4. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	✔	✔	✔	✔	✔	✔
5. I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.	✔	✔	✔	✔		✔
6. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	✔	✔	✔	✔		✔
7. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.	✔	✔	✔		✔	
8. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	✔	✔	✔		✔	
9. I can express myself fluently and spontaneously	✔	✔				

without much obvious searching for expressions.				
10. I can use language flexibly and effectively for social and professional purposes.	✔	✔		
11. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	✔	✔	✔	✔
12. I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms.	✔	✔	✔	✔
13. I can express myself fluently and convey finer shades of meaning precisely.	✔	✔		
14. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.		✔	✔	

Surce: The CEFR, 2018, p. 168

The post self – assessment grid on spoken interaction is very significant in terms of the study since Gece, Josephine and Esma assessed themselves in a different way in the post section of the very tool. These three participants marked one level ahead of their level, but the items to the last marked item weren't ticked by these learners. In other words, their marking shows an improvement in the level of spoken interaction but because those items were left, their level was taken as the previous level and the items in the superior level shows that they improved their skill of spoken interaction somehow.

Gece marked the 11th and 12th items in the grid but the items before those were left (7th, 8th, 9th, 10th items). Gece considered herself as C2 because she was aware that she could do the 11th and 12th items, which were related to sharing and formulating ideas and expressions, all achieved through the designed assessments on mediation to increase learners' e-CIC. This finding is also striking in that she marked up to the 4th item, which means A2 in the pre self-assessment grid on spoken interaction.

Besides, Josephine's development in spoken interaction can be traced in her markings of the 7th, 8th and 14th items as they all relate to the discussions they had with her peers in breakout rooms, which is confessed by her in the focus group interview, as well. The first two items are related to taking part in familiar discussions. The last item is related to asking for help and restructuring discourse of oneself due to the difficulty. In fact, this is what she did in breakout rooms, too. When the transcriptions were examined as is depicted in the following sections, Josephine is an invocator rather than a mediator, but she improved her e-CIC in trying to ask for help in English rather than Turkish or expressing her feelings on the difficulty in understanding the text or the assessment.

Finally, though Esma is in level B1 in terms of spoken interaction, she marked the 11th and 12th items like Gece did. As can be recalled, those items were related to sharing

and formulating ideas in discussions. Esma's marking of these items and leaving the others is also in line with the study when her interaction in the breakout rooms is considered. In Table 46, the exact levels learners assigned themselves to are demonstrated.

Table 46.

The Results of the Post Self - assessment Grid on Spoken Interaction

Ali	C2
Diane	C2
Barış	B2
Gece	B1
Josephine	A2
Esma	B1

Depending on Table 46, Ali and Diane assigned themselves to level C2. Barış assigned himself to level B2 whereas Gece and Esma assigned themselves to B1. However, Josephine assigned herself to level A2.

Another considerable result obtained from the self-assessment grids is on spoken production. In Table 47, the marking on the statements of spoken production in post self-assessment grid are presented.

Table 47.

Post Self-assessment Grid; Production - Spoken Production

	LEARNERS					
PRODUCTION – SPOKEN PRODUCTION	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can use simple phrases and sentences to describe where I live and people I know.	✔	✔	✔	✔	✔	✔
2. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	✔	✔	✔	✔	✔	✔
3. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions.	✔	✔	✔	✔	✔	✔
4. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	✔	✔	✔	✔		✔
5. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.	✔	✔	✔			✔
6. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	✔	✔	✔	✔	✔	✔
7. I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	✔	✔				✔

8. I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	✔	✔		✔

Source: The CEFR, 2018, p. 169

In Table 47, Gece did not mark the items (5 and 7), in which the speaker is in the leading position as describing his / her attitude in particular subjects. Indeed, Gece did not evaluate herself in that level. This was actually, the situation she presented throughout the assessment implication in breakout rooms; she was the person who was leaded in groups but the one who fulfilled all the requirements in terms of interaction and production in speaking. In addition to this, she marked the 8th item that belongs to level C2, but her level was taken as B2 because of the marked elements in her grid. This may indicate that she found herself active in giving arguments with an effective logical style thanks to the applied assessments and the virtual classroom context mode. Also, Josephine was clear about her level. The remarkable point in her marking is that she ticked the 6th item, which wasn't ticked in the pre self-assessment grid and which is related to explanation of a topical point; again an improvement in mediation in the classroom context mode and an improvement in her e-CIC level. The level of each participant is visible on Table 48.

Table 48.

The Results of the Post Self - assessment Grid on Spoken Production

Ali	C2
Diane	C2
Barış	B2
Gece	B2
Josephine	A2 – B1
Esma	B2 – C1

Apparent from Table 48, there were learners who were not sure about their level in spoken production. Josephine ticked such items that she assigned herself between A2 and B1. Besides, Esma assigned herself to in between B2 and C1. On the contrary, Ali, Diane, Barış and Gece were certain about their level. Ali and Diane assigned themselves to C2 whereas Barış and Gece assigned themselves to B2.

The self-assessment grid on mediation is formed of three categories. Table 49 presents the markings on the items in mediating a text.

Table 49.

Post Self-assessment Grid; Mediation – Mediating a Text

	LEARNERS					
MEDIATION – MEDIATING A TEXT	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programs.	✔	✔	✔	✔	✔	✔
2. I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	✔	✔	✔	✔	✔	✔
3. I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	✔	✔	✔	✔		✔
4. I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	✔	✔				✔
5. I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	✔	✔	✔			
6. I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).	✔	✔				

Source: The CEFR, 2018, p. 170)

It is obvious in Table 49 that there is nearly no change in the level of learners in mediating a text when compared to the pre self – assessment grid in mediation. While other leraners remained in their levels assigned themselves in the pre self- assessment grid, there was a change in Diane's and Esma's markings. Also, the preferences of Gece on the grid shows that she moved from C2 back to B2.

Table 50 below refers to the marking of items on mediating concepts.

Table 50.

Post Self-assessment Grid; Mediation – Mediating Concepts

	LEARNERS					
MEDIATION – MEDIATING CONCEPTS	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can invite others' contributions using short, simple phrases.	✔	✔	✔	✔	✔	✔
2. I can use simple words and signals to show my interest in an idea and to confirm that I understand.	✔	✔	✔	✔	✔	✔
3. I can express an idea very simply and ask others whether they understand me and what they think.	✔	✔	✔	✔	✔	✔
4. I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time.	✔	✔	✔		✔	✔
5. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas	✔	✔	✔	✔	✔	✔
6. I can help define a task in basic terms and ask others to contribute their expertise.	✔	✔		✔	✔	✔
7. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made.	✔	✔	✔	✔	✔	✔
8. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	✔	✔	✔	✔		✔
9. I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions.	✔	✔		✔		✔
10. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	✔	✔		✔		✔
11. I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	✔	✔		✔		✔
12. I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.	✔				✔	✔

Source: The CEFR, 2018, p. 170

In the mediating concepts grid, Diane, Josephine and Esma had a big change in the items they had ticked. They related this change to the conversations they had with their peers in the focus group interview. Diane ticked the 10th and 11th items, which were left in the pre self-assessment grid. In Table 50, Josephine ticked the items 6, 7, 8, 9, 10 and

11 that she left in the pre self- assessment grid. In addition, Esma ticked all the items in the grid.

Finally, Table 51 depicts the marked items on mediating communication.

Table 51.

Post Self-assessment Grid; Mediation – Mediating Communication

	LEARNERS					
MEDIATION – MEDIATING COMMUNICATION	ALİ	DIANE	BARIS	GECE	JOSEPHINE	ESMA
1. I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand.	✔	✔	✔	✔	✔	✔
2. I can communicate other people's personal , details and very simple, predictable information, provided other people help me with formulation.	✔	✔	✔	✔	✔	✔
3. I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree.	✔	✔	✔	✔	✔	✔
4. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs.	✔	✔	✔	✔		✔
5. I can recognize when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	✔	✔	✔	✔	✔	✔
6. I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification.	✔	✔	✔	✔		✔
7. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things**.**	✔	✔	✔	✔		✔
8. I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas.	✔	✔	✔	✔		✔
9. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	✔	✔		✔		✔
10. I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings.	✔	✔		✔		✔
11. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references.	✔	✔		✔		
12. I can use persuasive language diplomatically.						
13. I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.						

Source: The CEFR, 2018, p. 170

Findings presented in Table 51 indicate that Barış and Esma had a change in their level compared to the pre self-assessment grid on mediating communication. This progress was also underpinned by both learners in the focus group interview as they thought that the dialogues and discussions with their peers helped them communicate effectively.

In Table 52, the levels of learners in mediation in the post self-assessment grid are illustrated.

Table 52.

The Results of the Post Self - assessment Grid on Mediation

LEVEL OF LEARNERS			
LEARNERS	MEDIATING A TEXT	MEDIATING CONCEPTS	MEDIATING COMMUNICATION
Ali	C2	C2	C1
Diane	C2	C2	C1
Barış	B1	B1	B1- B2
Gece	B1	C1	C1
Josephine	A2	B1	A2
Esma	B2	C2	B2 – C1

In Table 52, it is obvious that there are significant changes in mediating a text when compared to the pre self-assessment grid on mediation. While Ali and Diane assigned themselves to C2, Barış and Gece assigned themselves to B1. Esma and Josephine remained the same level as she assigned herself to in the pre self-assessment grid. Post self-assessment grid on mediating concepts indicates that Diane assessed herself from B2 to C2; Josephine from A2 to B1 and Esma from B1 to C2. Other learners assessed themselves in the same level as in the pre self-assessment grid. As for mediating communication, only Barış and Esma had a change in their level depending on their self-assessment.

Table 53 below depicts the comparison of levels between the pre and post self – assessment grids.

Table 53.

Comparison of Pre and Post Self – assessment Grids

	PRE SELF – ASSESSMENT GRID	POST SELF – ASSESSMENT GRID
	LEVEL OF LISTENING	**LEVEL OF LISTENING**
LEARNERS		
ALİ	C1	C2
DIANE	C1	C2
BARIŞ	B2	B2
GECE	B2	B2
JOSEPHINE	A2	B1
ESMA	B1	B2
	LEVEL OF READING	**LEVEL OF READING**
LEARNERS		
ALİ	C2	C2
DIANE	C1	C2
BARIŞ	B1	B2
GECE	B1	B2
JOSEPHINE	A2	B2
ESMA	B1	B2
	LEVEL OF SPOKEN INTERACTION	**LEVEL OF SPOKEN INTERACTION**
LEARNERS		
ALİ	C2	C2
DIANE	C1	C2
BARIŞ	B1	B2
GECE	B1	B1
JOSEPHINE	A2	A2
ESMA	B1	B1
	LEVEL OF SPOKEN PRODUCTION	**LEVEL OF SPOKEN PRODUCTION**
LEARNERS		
ALİ	B2	C2
DIANE	B2	C2
BARIŞ	B2	B2
GECE	A2 – B1	B2
JOSEPHINE	A2	A2 – B1
ESMA	B2	B2 – C1
	LEVEL OF MEDIATING A TEXT	**LEVEL OF MEDIATING A TEXT**
LEARNERS		
ALİ	C2	C2
DIANE	C1	C2
BARIŞ	B1	B1
GECE	C2	B1
JOSEPHINE	A2	A2
ESMA	B1	B2
	LEVEL OF MEDIATING CONCEPTS	**LEVEL OF MEDIATING CONCEPTS**
LEARNERS		
ALİ	C2	C2
DIANE	B2	C2
BARIŞ	B1	B1
GECE	C1	C1
JOSEPHINE	A2	B1
ESMA	B1	C2
LEARNERS	**LEVEL OF MEDIATING COMMUNICATION**	**LEVEL OF MEDIATING COMMUNICATION**
ALİ	C1	C1
DIANE	C1	C1
BARIŞ	B1	B1- B2
GECE	C1	C1
JOSEPHINE	A2	A2
ESMA	B2	B2 – C1

Basically, it seems that learner improvement in spoken interaction and production together with mediating concepts and communication is noteworthy. In the focus group interview, the participants related their development of listening and reading skills to the courses they took that semester. However, they added that the study improved their communicative skills and made aware of what they could do and could not do while in collaboration though they didn't recognize self – assessment grids as an awareness activity on their knowledge.

The significant items that are related to the self – assessment grids in terms of improvement are also mentioned and compared in the analysis of audio recordings and thematic analysis, as well. The following section displays the analysis and findings of audio recordings of breakout rooms and main sessions of lessons, the final speaking exam of the participants through CA, the adapted e-CIC evaluation criteria for learners based on the SETT Grid, the CEFR interactional and mediation strategies and Cambridge Speaking Assessment Scale. Also, the findings of coding in feedback sessions and post online lesson questionnaires and journals are reported in the following sections.

4.3. Findings of Interactional Features Before the Implementation

In this part of the study, the analysis and findings of the two main sessions of the online classes are examined to check the general view of the language used by the teacher and participants in terms of e-CIC. In this way, it was aimed to examine how learning is shaped through all the participants' e-CIC, including the instructor's as well, use of language in that context. In this section only the SETT Grid was applied for the analysis and findings of the transcription.

4.3.1. First Week First Main session of the Online Class

As is mentioned in the previous section the CA methodology applied to the audio recordings of each setting was adopted from Walsh (2006), who adapted it from van Lier (1988, as cited in Walsh, 2006, p. 165) and Johnson (1995, as cited in Walsh, p. 165). In this adapted form of transcription system by Walsh, the aim is to represent "the exchanges as they occurred in the classroom" (Walsh, 2006, p. 165) and therefore "language has not been corrected and standard conventions of punctuation are not used" and some parts are marked as unintelligible because of the circumstances in a virtual regular classroom.

Extract 2 in Appendix E reflects the first lesson before the implementation of LOA in Week 1 of the data collection procedure to figure out the general setting of the online class in terms of e-CIC. It is a 20 minute of a "snapshot" (Walsh, 2006) of the main session of the class.

In Extract 2, there are 58 utterances in total. The context was opened by the instructor's check for the online attendants. Since it was a hybrid classroom, there were half of the students in the classroom and the other half attended the class online. When this extract of this local context is examined depending on the SETT Grid, the features identified in the classroom are as follows.

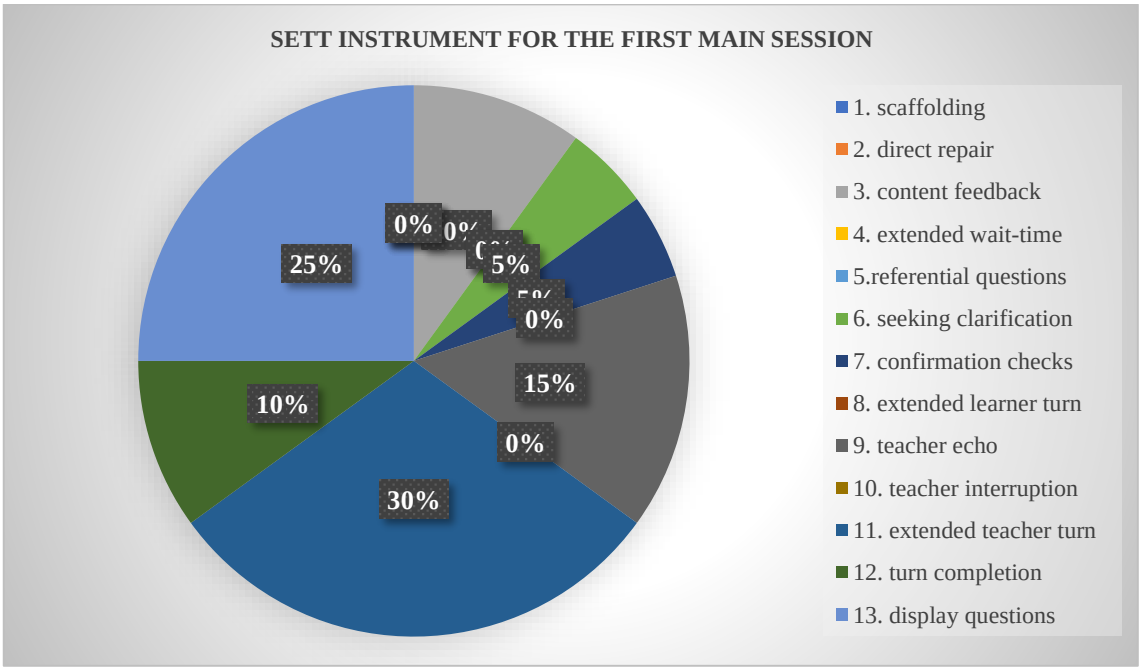

Figure 7. The interactional features based on the SETT Instrument in the first main session in the first week

Of all the 58 utterances in the online classroom, 30 utterances belonged to the teacher and 28 utterances belonged to learner contributions. Some of the examples to each interactional feature used by the teacher is as follows.

Table 54.

Interactional Features Used by the Instructor in the first main session

The CEFR Interaction Strategies Scale			
Lines from Extract 7			**Examples from Extract 7**
Content feedback	line 8		good L1 has a point English is not an art to be mastered
	line 18		good? … to communicate… exactly
Seeking clarification	line 58		sorry?
Confirmation checks	line 38		hesitate?
Teacher echo	line 8		good L1 has a point English is not an art to be mastered
Extended teacher turn	line 40		hmm do you hesitate to speak English? (2) yes? but that video shows you how to learn the language, how to use that language so don't hesitate to speak and for our followers please? get your microphones ready otherwise it would be very boring for both of us be sure about that if only L1 speaks in the classroom you get bored if only I speak in front of you you get bored I mean you will never learn how to speak be sure about that and watch that video again ok? so err… do you have your books with reading books?
Turn completion	line 32	T	and vocabulary hıh?
	line 33	L1	*yes*
	line 34	T	memorizing all the time? and what do you think about your level then? you have to memorize chunks of grammar structures vocabulary what do you think?
Display questions	line 16		there is a good example of pharmacy do you remember? she was trying to… by Omega and then she is talking to two people do you remember that?

Of all the interactional features used by the instructor in the classroom, teacher echo, extended teacher turn, turn completion and display questions are the most used interactional features by the instructor. For example, in Excerpt 2 (Appendix E), there were 9 extended teacher turns, which may have led to lack of space for learners to express

themselves. In Extract 2, the instructor asked serial display questions; for instance in line 22, there were 3 display questions; “but how? (2) please speak? please? this is why I have warned you about watching that video because if you don’t speak you will never enjoy it you will never learn the language be sure about that (3) so before coming to this class you have the knowledge of learning a language what did you do for example? or have you learned the language do you think? … L1?” (line 22, Extract 2, Appendix E).

Turn completion in lines 32 and 34 are indicators of lack of extended wait time, which did not exist in Extract 2. Rather, the teacher in this context did not wait much to make learners respond to her or to her tasks and she completed learner turns. There was only one learner who tried to attend the context of the classroom. Also, there is content feedback that focuses on meaning rather than form. However, there were only two of them.

To summarize the first week first main session of the online class, the online classroom started as materials mode and continued in the skills and systems mode. The interactional features used by the teacher reflected the teacher talk time (TTT) mentioned in the literature review part as a hindering feature of interaction in the classroom for learning. Yet in this context, let alone the six participants of the study, there were no attempts to speak except for one student in the online classroom.

4.3.2. First Week Second Main session of the Online Class

In order to have a clear picture of the context of the online classroom, another 20 minutes of the class was recorded two days after the first recording. The setting was natural and recorded in any part of the lesson by the permission of the teacher.

In excerpt 3, which reflected the atmosphere of the SOL. There were 47 utterances in total. The instructor opened the local context with the warm – up by asking questions about food as they were going to read a text related to different cultures and different meals. Again, there were half of the students in the classroom and the other half attended the class online. When this excerpt of this local context is examined depending on the SETT Grid, the features identified in the classroom are as follows.

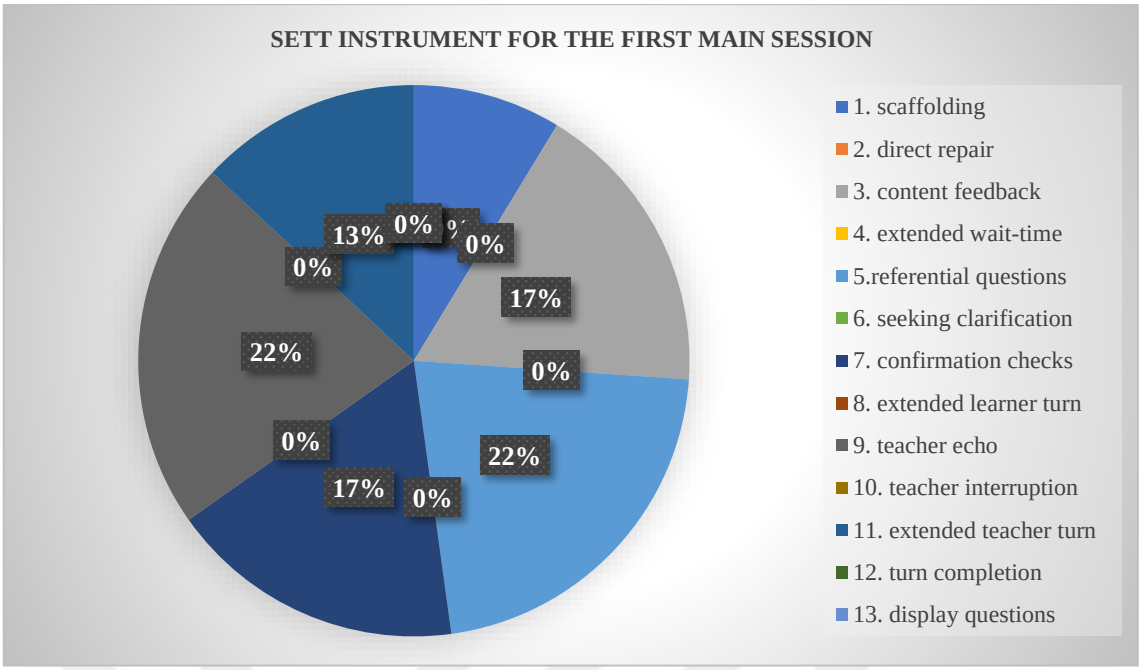

Figure 8. The interactional features based on the SETT Instrument in the second main session in the first week

When Figure 8 is examined, there were slight differences between the two main sessions in terms of the e-CIC of the classroom. Some of the examples to each interactional feature used by the teacher are as follows.

Table 55.

Interactional Features Used by the Instructor in the second main session

Content feedback	line 15	*good good so what L3 says is that if the appearance is good if it smells good you can try it am I right?*
Scaffolding	line 39	*in English? sticky yes you are chewing it all the time çiğniyorsunuz sürekli and you cannot swallow it*
Confirmation checks	line 38	*hmm? tiny fish? good description so you have also tried octopus*
Teacher echo	line 17	*delicious very good maybe it doesn't look good but maybe the taste is good so you can try it very good L4 how about you?*
Extended teacher turn	line 1	*we are not going to read at the moment but we are going to talk about that let me find that page first ok let's check our students as well yes I hope they can hear us now so can you see the screen I have to take them so worried about those what's happening sorry are you experienced I have to keep it in that way ok let's see good ok so they can hear us good so let's talk with these questions ok let's let's start with food today is food and uncountable noun or uncountable noun food it says foods I think it is uncountable but we have an s here why is that? can you guess? it is related to meaning foods we use it as plural because what meaning it has no idea when it has the meaning of variety as a meal it is plural ok? keep that in mind usually it is an uncountable noun but here it is in the meaning of variety kind of food so it uses book uses it as plural so let's talk about new foods are you open new food?*
Referential questions	line 35	*what was it like?*

In excerpt 3, it is obvious that extended teacher turn (lines 21 and 45) was reduced though the dialogues were between the teacher and only one learner. This was simply an indicator of lack of interaction among all the learners so Teacher Talk (TT henceforth) was also dominant in Extract 3. Teacher echo was also clear in lines 3, 17, 21 and 39 that might have probably avoided learners interact with each other. However, there were content feedback and referential questions in this session of the lesson. Content feedback is important to promote interaction as it focuses on meaning rather than form that can be examined in line 15, "good good so what L3 says is that if the appearance is good if it smells good you can try it am I right?" and line 23, "wow you are courageous then brave". Besides, there are two referential questions, which is a delightful prompter of interaction and critical thinking; in line 21, the teacher asked a referential question, "have you ever tried foreign food?" and in line 35 she asked another one, "what was it like?" in

order to get information about the food that learners had tried. However, the interaction was not two-way. It was at times between the teacher and one learner only, to whom extended wait time was not devoted.

All in all, depending on the two sections of the virtual main sessions of the online classroom, it was a TT based classroom and learners did not have enough space for interaction. Therefore, the interactional features used by learners are not depicted here. The following parts of the study investigates the interactional features of the participants put into the assumed classroom context mode in breakout rooms.

4.4. Findings of Interactional Features in LOA

In this part of the study, the interactional features performed by the participants are presented starting from the first assessment to the last one. The findings of the section were obtained by using the revised SETT Grid (classroom context mode), the CEFR mediation and interaction strategies scale and Cambridge Speaking Assessment Scale for level B2. The evaluation criteria to evaluate e-CIC of the participants in terms of classroom context mode is presented in Table 55 below.

Table 56.

e - CIC evaluation criteria of Learner in Assessment - Classroom Context Mode

Classroom Context Mode		
	Lines from Extract X	**Examples from Extract X**
Extended learner turns		
Content feedback		
Referential questions		
Scaffolding		
Clarification request		
Confirmation checks		
Turn completion		

As another evaluation criteria in observing e-CIC is the CEFR interaction and mediation strategies scale. They are displayed in Tables 56 and 57, respectively, below.

Table 57.

e - CIC evaluation criteria of Learner in Assessment - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale		
	Lines from Extract X	**Examples from Extract X**
Taking the floor		
Cooperating		
Asking for clarification		

Table 58.

e - CIC evaluation criteria of Learner in Assessment - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale		
	Lines from Extract X	**Examples from Extract X**
Posing questions		
Making comparisons / links		
Providing examples and definitions		
Paraphrasing		
Adapting speech / delivery		
Explaining technical terminology		
Breaking a process into a series of steps		
Presenting ideas or instructions		
Presenting separately the main points in a chain of argument		
Using repetition and redundancy		
Modifying style		
Highlighting key information		
Eliminating repetition and digression		
Excluding what is not relevant for the audience		

The third step in evaluating the e-CIC of learners is Cambridge Speaking Assessment Scale and it is presented in Table 59.

Table 59.

e - CIC evaluation criteria of Learner in Assessment – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale	
Discourse Management	
Band 5 – 4	Extended stretches of language with very little hesitation
	Relevant contributions, a clear organization of ideas
	A range of cohesive devices and discourse markers
Band 3 - 2	Extended stretches of language despite some hesitation
	Relevant contributions, a very little repetition
	A range of cohesive devices
Band 1	Responses which are extended beyond short phrases despite hesitation
	Mostly relevant contributions despite some repetition
	Basic cohesive devices
Band 0	Performance below Band 1
Interactive communication	
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers
	Maintains and develops the interaction and negotiates towards an outcome
Band 3 – 2	Initiates and responds appropriately
	Maintains and develops the interaction and negotiates towards an outcome with very little support
Band 1	Initiates and responds appropriately
	Keeps the interaction going with very little prompting and support
Band 0	Performance below Band 1

When examining the interactional features of the participants, only the features that were observed are illustrated in tables; non-existing features are excluded in tables. After the depiction of the features, the findings of each assessment were evaluated in terms of the cluster of participants.

4.4.1. Interactional Features in Assessment 1

In this part, the findings of Assessment 1 are depicted depending on the cluster of participants; after each depiction of the excerpts taken from the breakout rooms for Assessment 1 and the display of the interactional features of each participant, the cluster of the participants are compared; first findings of the slow learners Esma and Josephine are presented, which is followed by Barış and Gece as average students. Finally, the results with the high achievers Ali and Diane are discussed.

The first assessment was given as a short story assignment for learners in the classroom. The book, Windows of the Mind, was written by Frank Brennan and the story, Open Doors, was selected for the assessment. Each assessment content is in Appendix N. In Assessment 1, learners were supposed to read the story out of class. During the main session of online class, the learners were divided into groups of four and sent to breakout rooms automatically via the program by the instructor. The learners were facilitated with different types of activities by the instructor, which were prepared by the researcher depending on the CEFR mediation and interaction activities. The assessment took 30 minutes to complete and all the participants in the study attended the activities. A keynote for the assessments in the study would be that the participants were not selected on purpose when they were sent to breakout rooms in order not to intervene the natural setting and organization of the groups. Stemming from this reason, some participants were attended in the breakout rooms in some of the assessments. Likewise, in this assessment only Barış and Ali were in the same room since they were automatically delivered to one of the rooms.

The findings were gathered from the extracts taken from each breakout room for Assessment 1. The participants' interactional features were first examined according to the adapted SETT Grid and though they were supposed to be in classroom context mood, the unforeseen modes were also depicted to give insight into the interaction of participants. After that, the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interaction strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication performance of the participants.

4.4.1.1. e-CIC Related Findings of Josephine and Esma in Assessment 1

In this Assessment, Josephine and Esma were in different breakout rooms, both having different partners. In examining the interactional features of Josephine, Excerpt 4 in Appendix F was taken as data basis. The interactional features and strategies belonging to Josephine in Extract 4 in Assessment 1 is depicted below in Tables 60, 61 and 62. Also, Table 63 depicts the discourse management and interactive communication of Josephine. The interactional features that were not used by the participants are excluded from the tables. The description of the utterances she used and the atmosphere of that locality in

this assessment is evaluated after the display with specific examples of the interactional features.

Table 60.

e-CIC of Josephine in Assessment 1 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 4		**Examples from Extract 4**	
Extended learner turns	lines 77, 94	(line 77)	as objects of great beauty and … err… change in expression err… on the face of people and sound for for the first time in her life…
Content feedback	line 206		yes yes
Scaffolding	lines 169, 172 (in NL)	(line 172)	hmm Page olması tesadüf mü diyo isimlerinde bi şey mi var diyo yani boşuna mı verilmiş bu isimler diyo
Clarification request	lines 10, 22 (in NL)	(line 22)	ne soruyor orada? ben soruyu göremedim de
Confirmation checks	lines 48, 202 (in NL)	(line 48)	characteristic? değil miydi?

Table 61.

e - CIC of Josephine in Assessment 1 - the CEFR Interaction Strategies

Classroom Context Mode			
Lines from Extract 4		**Examples from Extract 4**	
Taking the floor	lines 32, 278, 280, 305	(lines 32, 278)	I can talk
		(line 305)	I am confident mission will work but I'm not good I'm not God
Asking for clarification	line 22 (in NL)		ne soruyor orada? ben soruyu göremedim de

Table 62.

e - *CIC of Josephine in Assessment 1 - the CEFR Mediation Strategies*

Classroom Context Mode			
Lines from Extract 4		**Examples from Extract 4**	
Making comparisons / links	lines 233, 237, 239, 254, 280,	(line 296)	I think deeply sentence
	296, 305, 356, 362, 376	(line 356)	err I think err… he should… have married Mick in the end
Providing examples and definitions	lines 73, 189, 200, 280,372	(line 280)	err I mean the risks to your hopes
		(line 372)	for example… err… blue eyes Mick Dean
Presenting ideas or Instructions	lines 169, 172 (in NL)	(line 169)	hmm? duydunuz mu?

Table 63.

e - CIC of Josephine in Assessment 1 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	*
	Interactive communication	
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	*

Table 64.

e - CIC of Josephine in Assessment 1 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	*
	Interactive communication	
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	*

In this local context, there were four learners assigned to the breakout room, one of which never attended the interaction by speaking. Thus, the interaction went on with three learners, one of whom was Josephine. Josephine had some interactional features that are significant as though this was the first activity assigned; she had two extended learner (line 77, 94) turns and a clarification request (line 1), two confirmation checks (10 and 48) and four lines (lines 32, 278, 280, 305) in taking the floor. The interactional features that Josephine did not use were excluded in Table 60, which are referential questions, turn completion. Besides, she did scaffolding in two lines; lines 169 and 172. However, they were all in Turkish; they were important to display her attempt to have read the book. Also, the confirmation checks in lines 10 and 20 in Turkish shows her need for scaffolding. Unfortunately, her lack of vocabulary and grammar knowledge interfered with her speaking, which was also mentioned by her in the focus group interview. In fact, though she wanted to talk, her vocabulary range and her lack of grammar knowledge avoided her from speaking which can be traced in line 18, " and politicians and… no…

only British Radio… yes" or in line 114, " ha ok I think yes… and err... and (4) and yok that's it vallaha" with an attempt to cooperate with her friends.

In addition to her hesitation in speaking but readiness to act, it is obvious that L2 took the role of a teacher and tried to manage all other learners including Josephine and this seemed to disturb the flow of the interaction as his talk was like a real obstructing teacher talk since he interfered nearly all the utterances of the other two learners, especially of Josephine. This is apparent in lines 73 and 74, Josephine, "durun… **(reads from the book)** she didn't see ordinary things" and in turn L2 not cooperating but making fun of her by saying "haa we ((4)) sorry **(laughs)**"**.** During the dialogue, L2 though he seemed to cooperate within the interaction. However, he achieved this either by asking questions or confirming their responds and interfering with the interaction, as can be examined in lines 77, Josephine, "as objects of great beauty and… err… change in expression err… on the face of people and sound for for the first time in her life", which was cut by L2 in line 78, "ok" or in line 94, in her attempt to cooperate, "yes and she viewed every face err… she saw as a new world… to explore… and she was everything discover every smile every form… that's it", which was not activated by L2 again with a simple "ok" but not facilitating Josephine's idea.

For the interaction strategies, cooperating is excluded in Table 61 as Josephine did not cooperate by facilitating her ideas but she was rather in the responding position for questions asked to her. The interaction strategies that showed up in lines 32 and 278 are vital since Josephine took the floor by saying "I can talk". Also, in lines 280 and 305, she took the floor; line 280, "err I mean the risks to your hopes" and line 305, "err… I am confident mission will work but I'm not good I'm not God", which was a significant initiation from the book as a quotation in the book she studied but L2 and L3 did not negotiate with her with their "hmm"s and "ok"s this time. Thus, her attempt remained just as an initiation.

As for the mediation strategies, there were items excluded in Table 62 since Josephine did not use during the interaction. These items are posing questions**,** paraphrasing, adapting speech / delivery, explaining technical terminology, breaking a process into a series of steps, presenting separately the main points in a chain of argument, modifying style and highlighting key information. In terms of mediation, her attempts were obvious to provide examples and definitions in lines 73, 189, 180 and 202. Besides, Josephine tried to present her ideas or in lines 169 and 172,

which were all in her native language, Turkish. In lines 358, 370 and 376 she made comparisons and links with the book to her friends despite her poor English.

When considering the Cambridge Speaking Assessment Scale (Table 64), Josephine was evaluated through Band 1 considering her use of cohesive devices and extended turns in terms of interactional communication and discourse strategies.

In brief, Extract 4 reflected the local context of a classroom which was in general managerial and materials mode with slight transitions to skills and systems mode with L2 acting like a teacher with a heavy load of so-called TT, L3 without getting prepared for the book they had been assigned and Josephine with her endeavor to express herself. Therefore, the context was far from classroom context mode.

Extract 5 in Appendix F reflects the interaction in the breakout room that Esma took part in. The interactional features belonging to Esma in Excerpt 5 in Assessment 1 is depicted below in Table 65. The interaction strategies are depicted in Table 65, which is followed by mediation strategies she used in Table 66. The description of the utterances she used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 65.

e-CIC of Esma in Assessment 1 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 5			**Examples from Extract 5**
Extended learner turns	lines 19, 28	line 19	(15) err… I don't know… err (4) err… err it can be… err deep meaning err… because she… err… she was blind err and at the end she have operation thanks to Perceival… err… and err… no she can see but err… but she depend on he or she… err… such as err… she… err has a err… ((2)) in show… err… err… thus she… err… scarf… err… cover up her head… and… err… she decided err to get guess what say true or not
Content feedback	lines 6, 8, 22, 35,	line 22	(4) err… yes err… err also after surgery err…
	48, 68, 70, 72	line 68	yes she like her job
Scaffolding	line 37		err… I think it is a warning (19) I think following question about
Clarification request	line 52		err… yes it can be (27) what does it err Trudy?... I didn't find
Confirmation checks	line 68		she accept err… this… job (9) am I right?
Turn completion	line 22		err (9) Katy first to distinguish her err… objects… her objects (6) she doesn't decide err… it's err distances

Table 66.

e - CIC of Esma in Assessment 1 - the CEFR Interaction Strategies

Classroom Context Mode			
Lines from Extract 5		**Examples from Extract 5**	
Taking the floor	lines 8, 10, 12, 14, 16, 19, 42, 44, 46, 60	line 44	err (7) I don't know (5) maybe çağırmak err (4) it err… related to… err… hear… hear sense
	62	line 62	err… in err… task err… seven… err… I think err… this important err…
Cooperating	lines 4, 8, 16, 22, 28, 39, 48, 50, 56, 58, 68 70, 72, 74	line 72	(5) err… yes err Katy err… try to err… his err.. err… his hopeless things what he say err… err to show err… errr… guest… but err… she didn't it err Perceival… err… err think err… Page… err… Katy Page can see thanks to this surgery
Asking for clarification		line 72	err… yes it can be (27) what does it err Trudy?... I didn't find

Table 67.

e - CIC of Esma in Assessment 1 - the CEFR Mediation Strategies

Classroom Context Mode			
Lines from Extract 5			**Examples from Extract 5**
Posing questions	lines 4, 52	line 4	err (4) Katy err… is a err truthful person and err… she like err… true and she tell true err… she err… and for err… guests to…. tell… true things err (11) that's all… what do you think?
Making comparisons / links	lines 4, 14, 19	line 14	(5) err… Katy… I think Katie err… like err go to theater err… and err… she always err want to see… paintings in museum err
Providing examples and definitions	lines 22, 28, 72	line 28	err yes err guest err… err try to… err keep lies… thanks to smile err… and sometimes err… Katy err… err (5) err… doesn't decide err… doesn't decide err… what say err… true or not… err but then… err… she understand… err… at the end of story… err… for example err… a politician err… says err… lies
Presenting ideas or instructions	lines 19, 44, 50, 60, 66, 74, 78	line 74	err… yes err… I like err… at the end of the story err… Katy err… the whole text err she passed the sense of err…part err (5) err… but she… err (8) err she covered err … her head scarf err… she err (5) it is a … more err (4) more easy… err than see the guest
Using repetition and redundancy		line 60	err yes but… err… Page err… is err… make sense err… this… err other names err… I… didn't relate it err… names

Table 68.

e - CIC of Esma in Assessment 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 1	Responses which are extended beyond short phrases despite hesitation	
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	*
Interactive communication		
	Initiates and responds appropriately	*
Band 3 – 2	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

The excluded items in Classroom Context Mode are referential questions; paraphrasing, adapting speech / delivery, explaining technical terminology, breaking a process into a series of steps, presenting separately the main points in a chain of argument, modifying style, highlighting key information, eliminating repetition and digression in Mediation Strategies.

There were 81 utterances in Extract 5 (Appendix F) and 37 of them belongs to Esma. In fact, there were 4 learners in the breakout room but the third and fourth learners never appeared in the room though they seemed to attend the room. So, Esma and her peer were alone in that breakout room and the significant feature of this room is the long pauses among the interlocutors such as a minute or 2 minutes to get into the conversation.

Another informative feature is that the local context was far away from classroom context mode, rather it was a materials mode just like an IRF structure because of these two learners' giving up talking whenever they finished their responds to the assessment activities. In other words, there was not a real conversation going on between the interlocutors as they all stopped and did not cooperate further after their own responds except for few lines for Esma.

The interactional features depending on the SETT Grid are on average for the first assessment. First of all, after a question or an activity the learners an including Esma wait long and this was probably because they got prepared during those pauses as it seems that it took a lot of time to start to talk. In fact, in Extract 5, to give Esma her due, she cooperated with her peer despite long pauses starting from the content feedback in lines 6, 8, 22, 35, 48, 68, 70, 72. She had 2 extended learner turns, one in line 19, "(15) err… I don't know… err (4) err… err it can be… err deep meaning err… because she… err… she was blind err

and at the end she have operation thanks to Perceival… err… and err… no she can see but err… but she depend on he or she… err… such as err… she… err has a err… ((2)) in show… err… err… thus she… err… scarf… err… cover up her head… and… err… she decided err to get guess what say true or not" and the other one in 28, "err yes err guest err… err try to… err keep lies… thanks to smile err… and sometimes err… Katy err… err (5) err… doesn't decide err… doesn't decide err… what say err… true or not… err but then… err… she understand… err… at the end of story… err… for example err… a politician err… says err… lies". However, likewise Josephine, her utterances were full of hesitation but she tried to talk about the book more and more in her attempt to speak. In line 22, she had a turn completion this can indeed a technique of mediation or scaffolding in fact though sometimes it may mean to dominate another speaker, this time Esma helped her friend. In line 37 she did scaffolding and this was in English it was not in her mother tongue. Line 52, in which there is a clarification request and line 68 with a confirmation check display that she was in the middle of the dialogue and she was cooperating (Table 65).

For the CEFR interaction, it is clear that she was taking the floor in lines 8,10, 12, 14, 16, 19, 42, 44, 46, 60 and 62, an appreciated attempt of hers but it is that she was getting prepared for those blank minutes and she was trying to utter her speech as immediately as possible. Cooperating is clear in her speech in lines 4, 8, 16, 22, 28, 39, 48, 50, 56, 58, 68, 70, 72,74 though it seems to be rather a task completion when compared to other learners participating in their own breakout rooms (Table 66).

The mediation strategies she used started with line 52, in which she had a clarification request. Also, she used posing questions in line 4, "what do you think?" and in line 52, "what does it err Trudy?" that are all sudden endeavors for a poor learner especially when taking the first assessment. Besides posing questions, Esma made comparisons and links in lines 4, 14, 19; provided examples of definitions in lines 22, 28, 72 and presented ideas in lines 19, 44, 50, 60, 66, 74, 78. (Table 67). Though she used these mediation strategies it was still like a task completion and according to the Cambridge Speaking Assessment Scale (Table 68), she was in Band 2 depending her discourse management and interactive communication strategies since she had big pauses and hesitation in her speech.

Table 69 below describes the comparison of two low achievers, Esma and Josephine in terms of their e-CIC.

Table 69.

Comparison of e - CIC of Esma and Josephine in Assessment 1

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	extended learner turns content feedback scaffolding clarification request confirmation checks	taking the floor asking for clarification	making comparisons / links providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 1	**Interactive Communication** Band 1
Esma	extended learner turns content feedback scaffolding clarification request confirmation checks turn completion	taking the floor cooperating asking for clarification	posing questions making comparisons / links providing examples and definitions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 1	**Interactive Communication** Band 1

When Table 69 is considered, Esma is observed as having more interactive features than Josephine though she is in the same level with Josephine in terms of discourse management. In addition, although Josephine has the same interactional features with Esma except for turn completion in classroom context mode, it is clear in Extract 5 that Esma is more capable of interacting than Josephine is.

4.4.1.2. e-CIC Related Findings of Barış and Gece in Assessment 1

In this part of the study, the e-CIC related findings of Barış and Gece is presented since they were in the same cluster as average students. Since the natural atmosphere of the local context was not disturbed by assigning learners on purpose, Barış and Ali were assigned automatically in the same breakout room and Extract 6 in Appendix F presents the local context of Barış and Ali. In fact, the room was reserved for three learners. However, the learner attends to the room later. The interactional features that belong to Barış is presented immediately with the findings of Gece in another breakout room.

However, Ali's interactional features were examined in the next section as he was, with Diane, another cluster for the study.

Tables 70, 71, 72 and 73 depicts the e-CIC related findings of Barış. The description of the utterances he used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 70.

e-CIC of Barış in Assessment 1 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 6			**Examples from Extract 6**
Extended learner turns	lines 13, 62, 84, 92, 102, 240	line 92	err she care about they err… voice or talking… but err… err after the operation she she was see that… their smiling and she mislead because err… when when they are smiling Katy don't see their ideas or behaviors… err… she focused their smiling
Content feedback	line 142		err yes… very good
Clarification request	line 246		can you repeat that?
Confirmation checks	lines 23 (in NL), 115	line 115	ok I'm checking… in dictionary right ?

Table 71.

e - CIC of Barış in Assessment 1 - the CEFR Interaction Strategies

Classroom Context Mode			
Lines from Extract 6			**Examples from Extract 6**
Taking the floor	lines 13, 19, 29, 62, 84	line 232	can I can I explain assessment eight?
	146, 232	line 62	err Katie after err her operation… her ideas err was changed because err before he she judged people according to err their behavior or ideas maybe speech err but after the operation err she judged err people by according to… their view… and their clothes… that's
Cooperating	line 51, 102, 210	line 51	err I think it is err… it is good explanation I agree with you
Asking for clarification	line 234, 246		can you repeat that?

Table 72.

e - CIC of Barış in Assessment 1 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 6			**Examples from Extract 6**
Posing questions	line 140		I think it is (20) do you found anything?
Presenting ideas or instructions	lines 138, 148	line 138	[Mick Dean…] Mick Dean is… was president of the err… radio channel
Using repetition and redundancy	lines 212, 234, 240	line 234	err… I I like err err end of err… the story in end of the story Katy's err… err… seeing is changed seeing seeing is not real… is mecazi anlam nasıl denir? mecazi anlamda

Table 73.

e - CIC of Barış in Assessment 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
	Initiates and responds appropriately	*
Band 3 – 2	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In this breakout room, there were four learners assigned to the breakout room, one of which never attended the interaction and the third learner attending later. One of the interlocutors was Ali in this room as well. The features that were not used by Barış were all excluded in tables above that demonstrate his e-CIC.

To evaluate the features of classroom context mode (Table 70) for Barış, it can be concluded that it was in a systems and skills mode; Ali was like a teacher who directed learners to the assessment activities and instructions. In this context, Barış had six extended learner turns (lines 13, 62, 84, 92, 102, 240), a content feedback (line 142), a clarification request (line 246), two confirmation checks (lines 23 and 115). Line 23 was in NL, "hoca… Katy'nin görünüşünden mi bahsettmemizi ha ((2))?" because he couldn't understand what they were going to do and because Ali had already taken the role of a teacher.

Barış had all the interaction strategies (Table 71). He took the floor in 7 lines (lines 13, 19, 62, 84, 146 and 232) as is seen in line 29 "I can begin" and "I I can say something" in line 146. He was also cooperating with his peers; "err… yes… err… err… she…err… necessarily… judge… people their smiling" (line 102) and "err I think it is very important beautiful quotation… err it is err… telling… us that (5) there are there are no şey err err threat about err err Katy's err Katy's" (line 210). Besides, he had clarification requests in lines 234 and 246.

In terms of mediation, he had attempts to pose questions in line 140 as can be traced in Table 72. Besides, Barış, though Ali was in the position of a teacher provoking his peers to act, presented his ideas in lines 138 and 148; "err in my opinion err… Katy Page Katy Page surname is I think err err can be… err err… she… she had had a err new page in… her life". Nevertheless, he had hesitations and pauses in his speech and this caused repetitions and redundancy as well in lines 212, 234 and 240; "[hıh] (4) it is it is literary err… end of the story err… only changed err… Katy's seeing err her audience her audience err… err seeing changed because err they they loved before Katy but after the operation err Katy's err Katy's Katy began began to err see err… began to see after Katy's err… bi saniye" (line 240). In these lines, it can be inferred that he needed time to speak or to get ready to utter his sentences; "bi saniye" at the end of line 240 and in line 120, "I think it is (20) do you found anything?", the long pause for 20 seconds can be given as examples to get prepared for the delayed interaction.

According to Cambridge Speaking Assessment Scale (Table 73), Barış was in Band 2 in terms of discourse management and interactive communication. He had relevant responses despite his hesitations at times and initiates the flow of the conversation.

In brief, Extract 6 reflected the local context of a classroom which was in general skills and systems mode since Ali took the position of the teacher to urge his frieds into the middle of the activity. However, examining other breakout rooms in general, it can be concluded that this breakout room was very close to classroom context mode if learners except for Ali did not need to be tempted to speak by others.

Being in the same cluster with Barış, Tables 74, 75, 76 and 77 depict the e-CIC related findings of Gece. The description of the utterances she used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 74.

e-CIC of Gece in Assessment 1 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 7		**Examples from Extract 7**	
Content feedback	line 10, 55	line 10	yes Katy is hardworking person
Scaffolding	line 64 (in NL)		**translates the question to her friends**
Clarification request	lines 124, 126	line 124	(3) I didn't understand

Table 75.

e - CIC of Gece in Assessment 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 7		**Examples from Extract 7**	
Taking the floor	lines 10, 12, 19, 35, 42, 58	line 58	Katy was the Queen of the radio interviews but because start (25) to her
Cooperating	lines 10, 19, 42, 46, 55	line 19	[she had a ((3)) that was gentle and calm]
Asking for clarification	lines 124, 126	line 126	Open Doors? Yes

Table 76.

e - CIC of Gece in Assessment 1 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 7		**Examples from Extract 7**	
Posing questions	lines 106		[what was your quotation like?]
Providing examples and definitions	lines 19, 22, 44, 58	line 44	[she can go different ((3))] and he painted an artist
Presenting ideas or instructions	lines 35, 42, 46, 53, 78, 82, 110, 118, 130, 132, 134, 138	line 118	I liked the end… because they put hope for blind people (3) and… I didn't change I didn't
		line 82	or power
	line 132		I think Arlo's War… better than Open Doors because Arlo's War exciting and err… very different but Open Doors is ordinary
	lines 19, 58	line 58	Katy was the Queen of the radio interviews but because start (25) to her

Table 77.

e - CIC of Gece in Assessment 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In the platform that Gece was in, there were three learners, one of whom was Gece, assigned. However, L2 did not cooperate with them after some point in the interaction. Besides, L1 was a low achiever, who always spoke in Turkish whenever she was attended to the platform. The Tables 74, 75, and 76 above do not include the features that were not used by Gece; they were all excluded in tables.

For classroom context mode (Table 74), Gece tried to speak English through the end of the assessment. However, the use of NL by L1 led her utter Turkish at times. Despite the difficulty, Gece tried to mediate what she had learned for the assessment. First, she had no extended learner turns, which may have stemmed for the lack of other learners presenting their ideas and of understanding for some of the discussion questions. At these

moments, Gece delivered her speech in Turkish, “o önceki alıştırma için değil miydi?” (line 67) to make them understand what they were doing. Nonetheless, she uses content feedback in lines 10 and 55. In line 64, she used scaffolding, which had to occur in NL by translating the discussion question to her friends as they did not understand the activity. This may be notable in terms of mediation strategies in terms of paraphrasing. In other words, she didn’t prefer to paraphrase the sentence to her friends, but rather she translates it into Turkish. This may have two reasons; her peers, one of whom never cooperating with them and the other one who spoke Turkish all the time or she did not have the ability to do so, which is discussed under the section about findings of the emerging themes in 4.8. She had also clarification requests in lines 124 and 126.

Being not much, Gece had all the interaction strategies. She took the floor in lines 10, 12, 19, 35, 42 and 58; “(6) I think there is a deep meaning (3) because err… see the future and rights” (line 35). She was also cooperating with her peers; “Katy work not like the past” (line 42), “I think smile is a threat because she can't say she didn't understand lies” (line 46). The clarification requests are given under the classroom context mode and in Table 75.

The mediation strategies she used are posing questions, providing examples and definitions, presenting ideas or instructions, making comparisons / links and highlighting key information (Table 76). She posed a question in line 106 (Table 75). In addition, she presented her ideas in lines 35, 42, 46, 53, 78, 82, 110, 118, 130, 132, 134 and 138; “yes (6) I can speak or write write the ((4)) or Visible Life” (line 138), “he lost about Katy's and style of mistake” (line 53), “I think smile is a threat because she can't say she didn't understand lies” (line 46). She also made comparison with the previous book they had read in class in line 132 (Table 74). She highlighted key information in lines 19 and 58; “[she had a ((3)) that was gentle and calm]” in responding to her peer.

According to Cambridge Speaking Assessment Scale (Table 77), Gece was in Band 2 in terms of discourse management and interactive communication. Her responses were relevant and maintained the interaction.

In short, Extract 7 was in materials mode; L1 responding to discussion questions in NL and Gece trying to act in English to mediate what she had learned despite all the digression that L2 used in order not to speak in English. In Table 78 below, there is a comparison between Barış and Gece in terms of their e-CIC related findings.

Table 78.

Comparison of e - CIC of Barış and Gece in Assessment 1

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turns content feedback clarification request	taking the floor asking for clarification cooperating	posing questions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 2	**Interactive Communication** Band 2
Gece	content feedback scaffolding clarification request turn completion	taking the floor cooperating asking for clarification	posing questions making comparisons / links providing examples and definitions presenting ideas or instructions highlighting key information	**Discourse Management** Band 2	**Interactive Communication** Band 2

When Table 78 is examined, Gece used more mediation strategies than Barış. However, Barış had extended learner turns, which is one of the aims of classroom context mode. Though the context that Barış was in is closer to classroom context mode, two of the atmospheres were still far from classroom context mode; both Barış and Gece needed to be pushed to present their ideas.

4.4.1.3. e-CIC Related Findings of Ali and Diane in Assessment 1

This section of the study is devoted to e-CIC related findings of Ali and Diane as the high achiever cluster. As is previously stated, Barış and Ali were assigned automatically in the same breakout room and Extract 6 in Appendix F presents the local context of Barış and Ali. The interactional features that belong to Ali is presented immediately with the findings of Diane, which is followed by the comparison of the two.

Tables 79, 80, 81 and 82 depict the e-CIC related findings of Ali. The description of the utterances he used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 79.

e-CIC of Ali in Assessment 1 - Classroom Context Mode

The CEFR Interaction Strategies Scale			
Lines from Extract 6		**Examples from Extract 6**	
Extended learner turns	lines 14, 50, 151, 153, 159, 227	line 153	bi dakika ben bakayım… so? there is also a hidden meaning… but I couldn't find it as well but Trudy means strange of spear of the strange gücün mızrağı and I think err it is associated with the Trudy helps to the err… blind Katy… it can be associated with that L2 so can you… join us… or?
		line 50	err in my opinion there's something err… deep meaning after the see as far as I understand… err I understand that you shouldn't judge the book… for its cover you have to look inside of it… you have to err… other senses also important to err… knows someone or meet with someone I think there is a deep meaning about see in the story
Content feedback	lines 14, 34, 38, 49, 63, 137, 151	line 14	err yes… that's right… and I think although err… she has err… some… setbacks she can she will see the true thing via his ears and she is also err tough person in my opinion hard person no one can err pursuit her… so do you wanna add something?
		line 137	[yes president]
Scaffolding		line 225	no you're on the… err… wrong page in my opinion so I will err… summarize the story for you ok
Confirmation checks	lines 63, 243	line 243	ok so you like the end of the story so you didn't you don't want to change the end of the story right
Turn completion		line 211	blindness

Table 80.

e - CIC of Ali in Assessment 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 6		**Examples from Extract 6**	
Taking the floor	lines 41, 51, 101	line 101	I think smiling become a threat because as she didn't see anything… err at this since she was born she couldn't see the smiling or the err… or the err… fake smiling of people she doesn't believe to their appearance or their what they would like she just feel the err… err strange things or dishonest things from their err…voice and… after the operation as she can see their misleading smiling… err… she became… smiling became a threat for the err… for Katy in my opinion… and err… as we read in the err… last part of the book last page of the book we can see that she err close their eye she is eyes because she err… mislead by the smiling of the politician so smiling become a threat for Katy… did you understand or… shall I repeat it?
Cooperating	lines 14, 34, 38, 40, 139, 143	line 40	yes Trudy who is Trudy?
		line 143	err… Percival… let's check Perceival

Table 81.

e - CIC of Ali in Assessment 1 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 6		**Examples from Extract 6**	
Posing questions	lines 16, 41, 67, 85, 86, 88, 96, 175, 191, 209, 231	line 175	ok so reads the line so err… what do you think about? why did you underlined it err… Barış?... what was main the reason?
		line 231	do you want to err… change the end of the story?
Providing examples and definitions		line 207	there had been that no hope there had been no point in hoping hope was like a ((2)) and shut with no key to open it ever **reads the line** so… it's associated with… her… err saying… or something
Paraphrasing		line 48	so… you think it is a real sense it talks about real seeing something
Adapting speech / delivery		line 48	so… you think it is a real sense it talks about real seeing something
Presenting ideas or instructions		line 50	err in my opinion there's something err… deep meaning after the see as far as I understand… err I understand that you shouldn't judge the book… for its cover you have to look inside of it… you have to err… other senses also important to err… knows someone or meet with someone the story I think there is a deep meaning about see in
Using repetition and redundancy	lines 12, 65	line 65	so she err… oh she mislead by the… misleading by the… appearance of the person… so that's good explanations Barış thank you
Modifying style	lines 14, 65		err yes… that's right… and I think although err… she has err… some… setbacks she can she will see the true thing via his ears and she is also err tough person in my
Highlighting key information	lines 48, 227	line 48	opinion hard person no one can err pursuit her… so do you wanna add something? so… you think it is a real sense it talks about real seeing something

Table 82.

e - CIC of Ali in Assessment 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

There were 250 utterances in Extract 6 and 124 of them belonged to Ali. There were four learners in the breakout room but the fourth one never joined the room and the third learner joined them later. Ali was like a teacher, who tried to provide corrective feedback, ask questions or push other learners into the middle of the interaction. In the tables above, the features that were not used by Ali are excluded from the tables.

The interactional features used by Ali in classroom context mode (Table 79) are extended learner turns, content feedback, scaffolding, confirmation checks and turn completion. He had extended turns in lines 14, 50, 151, 153, 159, and 227. He also used content feedback in lines14, 50, 151, 153, 159, 137, 151. Scaffolding appeared in line 225 as corrective feedback. In fact, the notable feature in Ali's interactional features is that he used a number pf mediation and interaction strategies such as paraphrasing, cooperating, etc., which will be discussed under these headings that they could be all replaced as scaffolding. For example, when in line 48, "so… you think it is a real sense it talks about real seeing something", or in line 221 (a turn completion, as well), "blindness", he was assisting Barış; Barış was trying to utter that word for Katy's illness. Confirmation checks in lines 43 and 63 were also in the form of scaffolding as well as the turn completion in line 211. Last but not least, lines 40, 163 and 191 are significant in terms of the skills and systems mode in addition to the above-mentioned features. In line 40, he asked a display question, "yes Trudy who is Trudy?" though he knew the answer of the question. In line 163, which is notable, he used direct repair by correcting his peer's mispronunciation of the word. Finally, in line 191, he was like in the managerial mode by saying, "listen carefully", "it didn't matter what you look like it was what you said that you would be judged by that's what she always told everybody", which was followed by a question, "so what do you think about this sentence? do you have any do you get any hidden meaning about after behind it?" again.

For the CEFR interaction strategies (Table 80), it is clear that he took the floor in lines 41, 51 and 101. He cooperated with his peers throughout the assessment, however it was apparent in lines 14, 34, 38, 40, 139 and 143.

The mediation strategies appear in the form of posing questions, providing examples and definitions, paraphrasing, adapting speech / delivery, presenting ideas or instructions, using repetition and redundancy, modifying style and highlighting key information (Table 81). Posing questions appeared in lines 16, 41, 67, 85, 86, 88, 96, 175, 191, 209, 23, which is evidence for Ali to act as a teacher to push his peers into the interaction. He provides examples and definitions in line 207. Paraphrasing and adapting speech / delivery in line

48, “so… you think it is a real sense it talks about real seeing something” is like scaffolding for his peers; he both slowed downed the way he spoke and also it was in the form of a confirmation check. He had repetition and redundancy in lines 12 and 65 when he couldn’t find the information he was searching for. In lines 14 and 65, Ali modifies the style as paraphrasing in order to assist his peers. Lastly, in lines 48 and 227, he highlighted the key information related to the book they had read, “or tell the end of the story Katy is a blind person err… err who works in the radio station… she judging person by their voice and she err… got run an operation and she can err… she starts to see everything err then she… the smile the appearance of the people became a threat for her so she couldn't she start couldn't judge person by their voice and at the end of the story err… Katy Page err… close her eyes and err… make a radio program with closing eyes… and err… after err… that err… she can… judge people more truly by err… closing her… eyes so that was the story” (line 227), which appeared as an extended learner turn.

According to Cambridge Speaking Assessment Scale (Table 82), Ali was in Band 4 in terms of discourse management regarding extended stretches of language and his relevant contributions, but in Band 3 in terms of the cohesive devices he used. However, it is clear in Extract 6 that he was in Band 4 considering interactive communication.

Having insight into the local context that Ali was in, in the following parts of this section, e-CIC related findings of Diane is presented. Depending on Extract 8, Diane and her two friends are negotiating on the given assessment. In Tables 83, 84, 85 and 86 the related findings are represented, which is followed by the description of the platform and the explanation of the features that she used.

Table 83.

e-CIC of Diane in Assessment 1 - Classroom Context Mode

The CEFR Interaction Strategies Scale			
Lines from Extract 8			**Examples from Extract 8**
Extended learner turns	lines 26, 57, 96, 116	line 57	I think… the verb err see in the story… meaning of hearing things from your heart or hearing them err… consciously… when you look at someone and you think like she or he good person looking like good person you consider them err… from your eyes in the story… considering people trying to understand people like Katy's work… err… she is doing it with her heart with her brain with her ((2)) that's why ((5)) from heart
		line 116	şey mi dostum? (6) err… Katy was looking err… to a young handsome man and she will be looking at he is white teeth and she thinks like she is good he is ok… he… can trust he is trustable person but actually he is not true he is a bad person err… he is just normal person or bad person but he cannot she cannot err… know the truth and not knowing the truth confuse him with being them and makes her err stressty… beni anlıyo musunuz?
Scaffolding	lines 159 (in NL), 161	line 159	şey anlamı var err… calling someone çağırmak
		line 161	çağırmak? birini çağırmak anlamı mesela bu şey yapıyo ya hep sesle err yapıyo ya (4) neyse
Clarification request	lines 8, 149 (in NL)	line 8	err can you tell?
Confirmation checks		line 96	err… for the operation? she could ((2)) her hair on her own but after the operation she could err… she can see around err… look like for example… she thinks like err… it's easy to err… err… toparlayamıyorum ya err… she thinks that person look good as she just look at this person… but in fact… he or she not a good person she cannot divide them into good or bad err… according to her heart but in… err… according to her… ears she could err… know the different between the good or the bad… people

Table 84.

e - CIC of Diane in Assessment 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 8			**Examples from Extract 8**
Taking the floor	lines 26, 39, 55, 57	line 26	err (5) she is best known for her intelligent… err… she has no patience with any attempts to hide the truth her voice is gentle and calm err most modernly at times… she know how to listen to the human voice… err… she is a discover the truth what do you think about it? what Katy look like? err… L1?
Cooperating	lines 41, 116, 248	line 248	yes I think so I don't change either
Asking for clarification	line 8, 149 (in NL)	line 8	err can you tell?

Table 85.

e - CIC of Diane in Assessment 1 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 8			**Examples from Extract 8**
Posing questions	lines 26, 59, 88, 235	line 235	err… do you remember I don't know what page but their like to see a good fight and fighters what is the meaning of fighters what do you think about the fight?
		line 26	err (5) she is best known for her intelligent… err… she has no patience with any attempts to hide the truth her voice is gentle and calm err most modernly at times… she know how to listen to the human voice… err… she is a discover the truth what do you think about it? what Katy look like? err… L1?
Providing examples and definitions	lines 26, 39, 96, 235	line 39	err… she likes to listen to people err… and she likes her dog Trudy and? she likes to walking bilmem ne onları seviyo işte
Presenting ideas or instructions	lines 55, 57, 116, 221, 229, 248	line 221	He is not sure about ((2))
		line 229	[because…] she wants to hope… to see… err… everyone until her err… aids ((2)) everyone thought like you can see ever ever and this is like… err… chance a hope… but she is not sure… bence böyle

Table 86.

e - CIC of Diane in Assessment 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
	Interactive communication	
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

There are 254 utterances in Excerpt 8 and 105 of them belonged to Diane. There were four learners in the breakout room, one of whom was Diane and they were all best friends. This very "best friend" terminology is noticeable in mentioning because when Extract 8 is examined, it is obvious that the close relationship between them had affected their interaction in the room, which will be discussed with the findings of Diane with examples. In the tables above, the features that were not used by Diane are excluded from the tables.

The interactional features used by Diane in classroom context mode (Table 82) are extended learner turns, scaffolding, clarification request and confirmation checks. She had extended turns in lines 26, 57, 96 and 116. She used scaffolding in lines 159 in NL and in line 161. Clarification request appeared in lines 8 and 149; line 149 being in NL. As mentioned above, because they were best friends, their relationship affected their conversation in a negative way. Because of this, Turkish dominated the room as all the other three learners were chatting among themselves and Diane was not happy with that, which is obvious in line 43 and 45, "neye gülüyorsun?" while she was trying to tell something about the book. Despite all the digression in the platform, she had extended turns in lines 26, 57, 96 and 116, which could have been more if other learners had cooperated more. The clarification requests in lines 8 and 149 appeared because she couldn't understand what they were doing because of the sound of the laugh of her peers. Also, line 149 was in Turkish as they were speaking Turkish. The scaffolding appeared in lines 159 and 161 because L1 and L2 did not respond what she was telling in English. Obviously, Diane gave up mediating and scaffolding as they were chatting among themselves. It is obvious in line 161 that she gave up by saying, "çağırmak? birini çağırmak anlamı mesela bu şey yapıyo ya hep sesle err yapıyo ya (4)" as for the request of L2, "bi daha söylesene bi". That "neyse" is important as before those line they didn't listen to her utterances in English and she just gave up.

The CEFR interaction strategies (Table 84) are taking the floor, cooperating and clarification request, which is given under the heading of classroom context mode. She took the floor in lines 26, 39, 55 and 57. She tried to cooperate with her peers throughout the assessment that appeared in lines 41, 116 and 248. In fact, there were other lines, lines 86, 132 and 215, in which she was trying to put her peers into the middle of the conversation as L1 and L2 was chatting and L1 is completing L2's turn with a lower voice: "(6) cevap verdiniz mi siz ben duymadım ama" (line 86), "(15) I can listen you (5) biraz sesiniz kısık geliyo ama" (line 215) are all examples to the context that they were in. In fact, Diane was bored, which is apparent in line 153 and they started speaking Turkish after line 154 till line 207.

The mediation strategies appear in the form of posing questions, providing examples and definitions and presenting ideas or instructions (Table 85). Posing questions appeared in lines 26, 59, 88 and 235 which is evidence for Diane to push her peers into the interaction. She provides examples and definitions in lines 26, 39, 96 and 235 as well with posing questions to her peers. She presented her ideas in lines 55, 57, 116, 221, 229 and 248.

According to Cambridge Speaking Assessment Scale (Table 86), Diane was in Band 4 in terms of discourse management and interactive communication though she did not have complex sentences and a variety of cohesive devices, which was evaluated as in Band 3, but her speech was natural like everyday conversation.

In summary, Extract 8 that Diane took part in was in materials mode; L1 and L2 responding to discussion questions in NL and chatting among themselves and Diane trying to act in English to mediate what she had learned despite all the digression that they used in order not to speak in English. They were just trying to complete the task; though it was Diane in that mood and others just as skipping the assessment. In Table 87 below, there is a comparison between Ali and Diane in terms of their e-CIC related findings.

Table 87.

Comparison of e - CIC of Ali and Diane in Assessment 1

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turn content feedback scaffolding confirmation checks turn completion	taking the floor cooperating	posing questions providing examples and definitions paraphrasing adapting speech / delivery presenting ideas or instructions using repetition and redundancy modifying style highlighting key information	**Discourse Management** Band 4	**Interactive Communication** Band 4
Diane	extended learner turn scaffolding clarification request confirmation checks	taking the floor cooperating asking for clarification	posing questions providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3

The findings reveal that Ali used more mediation strategies than Diane. However, both of them had extended learner turns, which is one of the aims of classroom context mode with cooperation strategies that they performed during the assessment. Nevertheless, the local context that Ali were in was in skills and systems mode whereas Diane's was in managerial mode. The following section presents the e-CIC relate findings in Assessment 2.

4.4.2. Interactional Features in Assessment 2

The findings of Assessment 2 are presented in this part of the study depending on the cluster of participants; after each depiction of the interactional features taken from the breakout rooms for Assessment 2 for each participant, the cluster of the participants are compared; first findings of the low achievers Esma and Josephine are presented, which is followed by Barış and Gece as average students and finally, the results with the high achievers Ali and Diane are discussed in the following sections.

The second assessment was taken from the reading skills book, Active Learning 3 by Pearson, of the participants as part of their syllabus like other assessments in the study. A detailed content of the assessment is presented in Appendice N. In this assessment,

learners read the reading text “Mysterious Lands” with their instructor in the main session of the online classroom. The assessment was designed in two sections. First, the learners were divided into groups of three and sent to breakout rooms automatically via the program by the instructor to respond to the questions in the book. In the second meeting for the assessment, the learners were facilitated with an activity prepared by the researcher depending on the CEFR mediation and interaction activities. The learners were given five different mysterious places in the world and they were supposed to search for the one they had selected and then to tell it to their peers in breakout rooms. The assessment took 25 minutes to complete. The participants were not selected on purpose when they were sent to breakout rooms in order not to intervene the natural setting and organization of the groups. However, not all the participants were involved in the second part of Assessment 2. Ali had an unfortunate experience with two of his peers and he left the second activity room though he attended the breakout room for the first activity. However, Gece, Diane and Josephine were absent in the classroom and they couldn’t join the first activity. All the participants attended Activity 2 in Assessment 2 except for Ali because he told the instructor that he was tired of the peers who did not bring books or did not attend the interaction and sit silently.

In the excerpts taken from each breakout room for Assessment 2, the participants’ interactional features were first examined according to the adapted SETT Grid for classroom context mode and though they were supposed to be in classroom context mode, the unforeseen modes were also depicted to give insight into the interaction of participants. After that the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants. The interactional features related to the first activity in Assessment 2 are given first and the ones related to the second activity are given later.

4.4.2.1. e- CIC Related Findings of Josephine and Esma in Assessment 2

This section is devoted to the e-CIC related findings of Josephine and Esma. In this assessment, there were two activities and because the attendance of the learners changed for the class hours, the placement of learners changed depending on the activities automatically under the supervision of their teacher. Josephine was absent in the first

activity whereas Esma joined the two activities. The demonstration of the findings start with e-CIC related findings of Esma in Activity 1 and 2. Immediately after Esma's results for the assessment, e-CIC related findings of Josephine is explained for the second activity only.

Tables 88, 89, 90 and 91 represent the e-CIC related findings of Esma in Activity 1. The description of the utterances she used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 88.

e-CIC of Esma in Assessment 2 Activity 1 - Classroom Context Mode

The CEFR Interaction Strategies Scale			
Lines from Extract 9			**Examples from Extract 9**
Scaffolding	line 22 (in NL)		ama err yani oranın çok err… özel bir yer olduğunu… falan merak ettikleri için gittiklerini düşünüyorum… yani inşallah İngilizce olarak aktarabilmişimdir
Clarification request	lines 6, 26, 47	line 26	(4) err I don't understand… exercise

Table 89.

e - CIC of Esma in Assessment 2 Activity 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 9			**Examples from Extract 9**
Taking the floor		line 2	yes what about… reads the question
Cooperating	lines 4, 10, 12, 14, 16, 24, 40, 42	line 24	(55) yes he lived some problems
		line 40	(4) it may be difficult err… because err… he has to… err… cautious

Table 90.

e - CIC of Esma in Assessment 2 Activity 1 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 9			**Examples from Extract 9**
Providing examples and definitions		line 8	yes maybe maybe the third paragraph… mesas world maybe (4) why did Bob Peterson I will discuss it question three or four I think
Presenting ideas or instructions	lines 18, 30, 42	line 30	err… no… err because err… ((2)) is inaccessible place and err… err… err… I don't think err… to easy (6) err… maybe by flying… [or…]
		line 42	and he has to… şey err… scientist err ((2)) be cautious (5) err… because it is unexplored , places err
Using repetition and redundancy	lines 32, 45	line 45	yes… err they found the with some problems and…err…they can err… deal with err overcome… problems because err… they err… they have never been err face… face with this problems

Table 91.

e - CIC of Esma in Assessment 2 Activity 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	*
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

Esma had 24 utterances in 50 utterances in total in this breakout room. There were two learners in the breakout room, one of whom was Esma. In the tables above, the features that were not used by Esma are excluded from the tables. They had questions from the book they were studying in their reading course. Thus, they were talking about the text and discussing the questions in their book.

The findings related to classroom context mode in Table 87 demonstrate that Esma used only scaffolding and clarification request. In this activity, Esma felt freer since she had the book and the questions written in the book. She scaffolded in line 22 in NL after the lack of cooperation of L1. In fact, though it seems as a scaffolding, this may indicate that she translated her sentences into Turkish to relieve herself; whether L1 understood her English or not. Another interactional feature used by Esma is clarification request that appeared in three lines; 6, 26 and 47.

As for the CEFR interaction strategies (Table 88), Esma took the floor in line 2. She cooperated in lines 4, 10, 12, 14, 16, 24, 40, 42. In fact, her cooperating with her peer may be evidence for Esma to attempt freer compared to the first assessment and stopped her long pauses in this activity.

The mediation strategies that Esma used are not varied; she used the strategies of providing examples and definitions, presenting ideas or instructions and using repetition and redundancy (Table 90). Providing examples appeared in line 8; she presented her ideas in lines 18, 30 and 42. She used repetition and redundancy whenever she thought that she couldn't tell what she had in mind (lines 12, 45, extract 9, Appendix G).

According to Cambridge Speaking Assessment Scale (Table 91), Esma was in Band 2 in terms of discourse management and interactive communication. In this activity, it is clear that she was confident with the text in the book and the questions written about the text. Therefore, she didn't have such long pauses experienced in the first assessment. This activity may have evoked the feeling of the concrete for Esma.

Since Assessment 2 is formed of two activities and some of the learners were absent as previously mentioned, in the following part, e-CIC related findings of Josephine is explained. She joined the second activity and she didn't attend the first one. Tables 92, 93, 94, and 95 below display the e-CIC related findings of Josephine in Assessment 2 Activity 2. The description of the utterances she used and the atmosphere of that context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 92.

e-CIC of Josephine in Assessment 2 Activity 2 - Classroom Context Mode

The CEFR Interaction Strategies Scale			
Lines from Extract 12			**Examples from Extract 12**
Extended learner turns		line 51 tamam	(4) başlıyorum err the Sphinx is a statue err… which err… the shape of a ram and bird or human and a lion such as err… the Sphinx err… was first encountered in ancient Egypt err… and… err… it… it has great cultural importance in ancient Greek… mythology… and err… name… it name from her… here
Clarification request	lines 4, 22 (in NL)	line 22	o zaman yazalım mı hepimiz oraya?
Confirmation check		line 32	(12) o yer hakkında konuşuyoruz herhalde

Table 93.

e - CIC of Josephine in Assessment 2 Activity 2 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 12		**Examples from Extract 12**	
Taking the floor	lines 37, 51	line 37	[ok…] the Sphinx is a statue… err… [which shape off]
Asking for clarification	line 4, 22 (in NL)	line 22	o zaman yazalım mı hepimiz oraya?

Table 94.

e - CIC of Josephine in Assessment 2 Activity 2 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 12		**Examples from Extract 12**
Providing examples and definitions	line 51	(4) başlıyorum err the Sphinx is a statue err… which err… the shape of a ram and bird or human and a lion such as err… the Sphinx err… was first encountered in ancient Egypt err… and… err… it… it has great cultural importance in ancient Greek… mythology… and err… name… it name from her… here

Table 95.

e - CIC of Josephine in Assessment 2 Activity 2 – Cambridge Speaking Assessment Scale - B 2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	
Interactive communication		
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	

Josephine had 16 utterances in 59 utterances in total in this breakout room. There were two more learners in the breakout room, one of whom was Josephine. In the tables above, the features that were not used by Josephine are excluded from the tables. In fact, the lines from 1 – 16 were all in Turkish. The learners try to tell each other what would be doing in the activity. During the activity, it is not known whether it was because they did not understand what to do or because it was easier, instead of passing on what they read, they read what they found, which is, in fact, valid for all the breakout rooms in this activity.

Therefore, there are not much e-CIC related features as can be traced in Tables 91, 92, and 93.

The findings related to classroom context mode in Table 92 demonstrate that Josephine had only one extended learner turn in line 51. Actually, though it is in the form of an extended learner turn with hesitations in speech, sha was reading the lines that she used. Since all the learners waited for their turn to do so, it was in the form of an extended learner turn, though it wasn't. She also had a confirmation check in line 32 and two clarification requests.

The findings in Table 93 reveal that she had two interaction strategies; taking the floor in lines 37 and 51. She asked for clarification in lines 4 and 22; 22 asked in NL.

Table 93 reveals the mediation strategies that Josephine used. Line 51, the only extended learner turn was a strategy of providing examples and definitions.

According to Cambridge Speaking Assessment Scale (Table 95), Josephine was in Band 1 in terms of discourse management and interactive communication. In this activity, as is discussed in the following sections, it was not only Josephine but all the other learners, who did not mediate the information they had found but read it to their peers. Thus, Josephine did the same, too and read all the information she had found with repetition and hesitation, probably because of the desire to mediate the information but not being able to do so.

The e-CIC related findings of Esma in the same activity in Assessment 2 is discussed in the following pages Tables 96, 97, 98, and 99 below display the e-CIC related findings of Esma in Assessment 2 Activity 2. The description of the utterances she used and the atmosphere of that context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 96.

e-CIC of Esma in Assessment 2 Activity 2 - Classroom Context Mode

Classroom Context Mode		
Lines from Extract 12		**Examples from Extract 12**
Clarification request	line 4	err I search for now

Table 97.

e - CIC of Esma in Assessment 2 Activity 2 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 13		**Examples from Extract 13**	
Taking the floor	lines 1		I choosed Bermuda Triangle but I… search for
Cooperating	lines 6, 8	line 6	err yes
		line 8	err ok (15) err I think it is err… mysterious event (14) err some people … err saw in the sky undefinable… err… items err… err… they state that

Table 98.

e - CIC of Esma in Assessment 2 Activity 2 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 13		**Examples from Extract 13**
Presenting ideas or instructions	line 8	err ok (15) err I think it is err… mysterious event (14) err some people… err saw in the sky undefinable… err… items err… err… they state that

Table 99.

e - CIC of Esma in Assessment 2 Activity 2 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 0	Performance below Band 1	*
Interactive communication		
Band 0	Performance below Band 1	*

Esma had four utterances out of nine utterances in total in this breakout room, in which the other learner was Barış. In the tables above, the features that were not used by Josephine are excluded from the tables. Two of them did not speak for a moment when they were searching for the information needed for the activity. They spent their time getting prepared and within a limited time they tried to mediate what they had found. Though Barış wanted to speak, Esma told him, "… but I search for" and he had to wait because Esma, as she also stated in the focus group interview, did not start talking when she didn't get prepared. At least, they tried to mediate what they had read on the Internet as just the opposite of other learners in the activity.

Table 96 demonstrates that Esma requested for clarification in line 4 in terms of classroom context mode. The findings in Table 96 demonstrates interaction strategies she used. She took the floor just to say tell Barış to wait as she was getting prepared for the activity. She cooperated with Barış in lines 6 and 8; line 6 being a "yes" only. Line 8 is also a mediating strategy of presenting ideas or instructions (Table 98). According to Cambridge Speaking Assessment Scale (Table 99), Esma was in Band 1 in terms of discourse management and interactive communication due to lack of interaction attempted by her.

The results confirm that the contexts that Esma and Josephine were in were far from classroom context mode. Josephine joined the second activity and it was in materials mode. Esma had two different contexts but though she had an attempt in the first activity to participate, she did not do the same in the second activity. The second activity she did was so short that one cannot even talk about a mode of the context. In Table 100 below, there is a comparison between Esma and Josephine in terms of their e-CIC related findings.

Table 100.

Comparison of e - CIC of Esma and Josephine in Assessment 2

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Esma	extended learner turn content feedback confirmation checks scaffolding	taking the floor cooperating	providing examples and definitions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 2	**Interactive Communication** Band 2
Josephine	extended learner turn clarification request confirmation checks	taking the floor cooperating asking for clarification	providing examples and definitions	**Discourse Management** Band 1	**Interactive Communication** Band 1

The findings reveal that Esma and Josephine used the same mediation and interaction strategies in addition to the interactional features in classroom context mode. Though Esma used repetition and redundancy, she was in Band 2 when compared to Josephine who was in Band 1 (Table 100). The following section presents the e-CIC related findings of Barış and Esma in Assessment 2.

4.4.2.2. e-CIC Related Findings of Barış and Gece in Assessment 2

This section presents the e-CIC related findings of Barış and Gece. In this assessment, as mentioned before, there were two activities and because the attendance of the learners changed for the class hours, the placement of learners changed depending on the activities automatically under the supervision of their teacher. Gece was absent in the first activity whereas Barış joined the two activities. The demonstration of the findings start with e-CIC related findings of Barış in Activity 1 and 2. Immediately after demonstrating the results of the e-CIC related findings of Barış for the assessment, e-CIC related findings of Gece is depicted for the second activity only.

Tables 101, 102, 103 and 104 represent the e-CIC related findings of Barış in Activity 1. The description of the utterances he used and the atmosphere of the context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 101.

e-CIC of Barış in Assessment 2 Activity 1 - Classroom Context Mode

The CEFR Interaction Strategies Scale		
Lines from Extract 10		**Examples from Extract 10**
Extended learner turns	line 15	err… Conan Doyle's book is important for scientists because err… him the book mention isolated places so… if they inspire that book maybe guide them

Table 102.

e - CIC of Barış in Assessment 2 Activity 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 10		**Examples from Extract 10**
Taking the floor	line 15	err… Conan Doyle's book is important for scientists because err… him the book mention isolated places so… if they inspire that book maybe guide them

Table 103.

e - CIC of Barış in Assessment 2 Activity 1- the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 10		**Examples from Extract 10**
Presenting ideas or instructions	line 15	err… Conan Doyle's book is important for scientists because err… him the book mention isolated places so… if they inspire that book maybe guide them

Table 104.

e - CIC of Barış in Assessment 2 Activity 1 – Cam. bridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were only 16 utterances in this platform. In fact, Barış had only the 15th line in the excerpt as till that line they were speaking Turkish to participate in the room and in the activity as well. Though they were ready to speak, the time reserved for the activity was over when they started speaking. Therefore, there was only one utterance related to the activity for Barış. The significance of the failure of these participants in this activity is that they didn't try to get help from the instructor and they were unable to fix the problem so they were late for the activity.

Tables 101, 102 and 103 demonstrate the only utterance that Barış had in terms of the classification they belong to in the tables. For this reason, line 15, "err… Conan Doyle's book is important for scientists because err… him the book mention isolated places so… if they inspire that book maybe guide them", is an extended learner turn (Table 101), shows that Barış took the floor (Table 102) and that he presented ideas or instructions (Table 103). According to Cambridge Speaking Assessment Scale (Table 103), Barış was in Band 3 – 2 in terms of discourse management and interactive communication. The results confirm that there is not any context realized in this activity for Barış.

Since Assessment 2 is formed of two activities and some of the learners were absent as previously mentioned, in the following part, e-CIC related findings of Gece is explained. She joined the second activity and she didn't attend the first one. Tables 105, 106, 107, and 108 below display the e-CIC related findings of Gece in Assessment 2 Activity 2. The description of the utterances she used and the atmosphere of that context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 105.

e-CIC of Gece in Assessment 2 Activity 2 - Classroom Context Mode

Classroom Context Mode		
Lines from Extract 14		**Examples from Extract 14**
Extended learner turns	line 5	ok I am starting… hmm Walweck is the one of the most mysterious ruins of the Empire Roman Empire… err and err nobody seems… to know whose orders it was cut or why… or how it came to… be abandoned and (4) there are many local… legends about the… temple for example… Cane believed it… came from the anger of the God yani Tanrı'nın öfkesini saklamak için inşa etmişler bu tapınağı anladığım kadarıyla

Table 106.

e - CIC of Gece in Assessment 2 Activity 2 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 14			**Examples from Extract 14**
Taking the floor	line 5, 7	line 7	and… err (4) and (10) and giants built it err the reason some blocks were left in the bury is that the (7) bi dakika (13) I cannot find a ((3)) that's it (10) that's it you can speak L1

Table 107.

e - CIC of Gece in Assessment 2 Activity 2 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 14		**Examples from Extract 14**
Providing examples and definitions	line 5	ok I am starting… hmm Walweck is the one of the most mysterious ruins of the Empire Roman Empire… err and err nobody seems… to know whose orders it was cut or why… or how it came to… be abandoned and (4) there are many local… legends about the… temple for example… Cane believed it… came from the anger of the God yani Tanrı'nın öfkesini saklamak için inşa etmişler bu tapınağı anladığım kadarıyla

Table 108.

e - CIC of Gece in Assessment 2 Activity 2 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

The context that Gece was in included three learners. The same circumstances that Esma, Josephine and Barış had was also valid for Gece. There were only 21 utterances

and Gece had only eight of them. The start of the interaction started with technical problems and they didn't try to get help from the instructor. The learners as Esma and Josephine did before, read the lines except for Gece. She tried to mediate what she had read. Since the other two learner read long lines from the information they found, there was no time to speak for all of them. This is an indicator that learners may not know how to mediate as it is obvious in line 18 when L2 asks, "tamam ben de okuyabilir miyim?"

In the tables above, the features that were not used by Barış are excluded from the tables. Tables 105, 106 and 107 demonstrate the only utterance that Gece had in terms of the classification they belong to in the tables. The other seven utterances were all on the technical problems due to the sound and some of them were in Turkish (lines 1, 3, 9, 13) as other learners asked for clarification in Turkish (lines 6, 10, 12, 14, 15, 16, 17, 18, 19). For this reason, the only extended learner turn Gece had (Table 105), line 5 shows that Gece took the floor in addition to line 7 (Table 106), she provided examples an definitions (Table 107). According to Cambridge Speaking Assessment Scale (Table 108), Gece was in Band 2.5 in terms of discourse management and interactive communication. The results confirm that the context was in materials mode.

Having displayed the local context that Gece was in in the second activity, in the following parts of this section, e-CIC related findings of Barış in the second activity is presented. In this context, Barış was with Esma. In Tables 109, 110, 111 and 112 the related findings are represented, which is followed by the description of the platform and the explanation of the features that he used.

Table 109.

e-CIC of Barış in Assessment 2 Activity 2 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 13			**Examples from Extract 13**
Extended learner turns	lines 2, 7	line 7	(4) I I search err I choose that but err I explain… Bermuda… err not dangerous Esma (24) err… in this place err…err… many err ships err.. err… was disappeared err… err… but err… no one know this occurred err err Bermuda is not dangerous err it's just a fiction err… supported by Hollywood films and other American maked films err this is a I think it is a PR because err the there was only err… err 50 ship accident in 50000 years in Bermuda but err… in err black sea… until… 2010… there are lost err there was err 20 plane lost err so in err… in the world… 172 ship err… losted and this situation only special to Bermuda same everywhere in the world

Table 110.

e - CIC of Barış in Assessment 2 Activity 2 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 4		**Examples from Extract 13**	
Taking the floor	lines 2, 3, 5, 7	line 2	(4) I I search err I choose that but err I explain… Bermuda… err not dangerous err… in this place err… err… many err ships err.. err… was disappeared err… err… but err… no one know this occurred err
		line 3	(8) can I explain?
		line 5	err if you want I can explain

Table 111.

e - CIC of Barışin Assessment 2 Activity 2 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 13		**Examples from Extract 13**	
Providing examples and definitions	line 7		(4) I I search err I choose that but err I explain… Bermuda… err not dangerous Esma (24) err… in this place err…err… many err ships err.. err… was disappeared err… err… but err… no one know this occurred err err Bermuda is not dangerous err it's just a fiction err… supported by Hollywood films and other American maked films err this is a I think it is a PR because err the there was only err… err 50 ship accident in 50000 years in Bermuda but err… in err black sea… until… 2010… there are lost err there was err 20 plane lost err so in err… in the world… 172 ship err… losted and this situation only special to Bermuda same everywhere in the world
Using repetition and redundancy	lines 2, 7	line 2	(4) I I search err I choose that but err I explain… Bermuda… err not dangerous err… in this place err… err… many err ships err.. err… was disappeared err… err… but err… no one know this occurred err

Table 112.

e - CIC of Barış in Assessment 2 Activity 2 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

Barış had 5 utterances out of 9 utterances in total in this breakout room, in which the other learner was Esma. In the tables above, the features that were not used by Barış are excluded from the tables. Two of them did not speak for a moment when they were

searching for the information needed for the activity. They spent their time getting prepared and within a limited time they tried to mediate what they had found. In fact, Barış was more ready to interact, even mediate because he told what he had found on the Internet, which was obvious within his hesitations in line 2 and 7.

Table 109 reveals that Barış had only two extended learner turns in lines 2 and 7 in terms of classroom context mode. Depending on Table 110, Barış had to took the floor because of the long pause, 15 seconds, by saying "can I explain?" (line 3, Extract 13, Appendix G). He took the floor in four of the lines; 2, 3, 5 and 7 (Table 109). Line was also a mediation strategy for providing examples and definitions. However, he has hesitations, redundancy and repetition in the same lines (Table 111). According to Cambridge Speaking Assessment Scale (Table 112), Barış was in Band 2 regarding discourse management and interactive communication.

The result of this analysis confirms that the contexts that Barış and Gece were in the materials mode and far from classroom context mode. However, Barış appears to be more open to mediate when compared to Gece in this assessment. In Table 113 below, there is a comparison between Barış and Gece in terms of their e-CIC related findings.

Table 113.

Comparison of e - CIC of Barış and Gece in Assessment 2

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turn	taking the floor	providing examples and definitions using repetition and redundancy	**Discourse Management** Band 2	**Interactive Communication** Band 2
Gece	extended learner turn	taking the floor	providing examples and definitions	**Discourse Management** Band 2.5	**Interactive Communication** Band 2.5

The findings (Table 113) reveal that Barış and Gece used the same mediation and interaction strategies in addition to the interactional features in classroom context mode. Though Barış used repetition and redundancy, he was in Band between 3- 2 like Gece. It is also obvious from the excerpt that they were ready to mediate what they had read on the Internet when compared to Esma and Josephine. The following section presents the e-CIC related findings of Ali and Diane in Assessment 2.

4.4.2.3. e-CIC Related Findings of Ali and Diane in Assessment 2

This section is devoted to the e-CIC related findings of Ali and Diane. In this assessment, there were two activities and because the attendance of the learners changed for the class hours, the placement of learners changed depending on the activities automatically under the supervision of their teacher. Extract 11 in Appendix G represents the whole interaction that Ali experienced in the breakout room for Activity 1 in Assessment 2. Unfortunately, one of his peers didn't want him in the breakout room since his level was too high for her as it was informed by their instructor. Upon this, he attended the first activity with another peer assigned automatically again in another breakout room and he did not want to attend the second one as he was upset. Thus, he had only one excerpt that belong to Assessment 2. Diane was also absent in the first activity. The demonstration of the findings starts with e-CIC related findings of Ali in Activity. Immediately after Ali's results for the assessment, e-CIC related findings of Diane is explained for the second activity only.

Tables 114, 115, 116 and 117 represent the e-CIC related findings of Ali in Activity 1. The description of the utterances he used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 114.

e-CIC of Ali in Assessment 2 Activity 1 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 11			**Examples from Extract 11**
Extended learner turns	lines 26, 44	line 26	ok so let me summarize it I will summarize the all paragraph for you err… there's a someone err… one mountain err it's so huge it is high altitude no one can reach there only a few people reach there and err… there is err… unique creatures that we don't which we don't have err… in the general world… anladın mı?
Scaffolding	lines 28, 30 (in NL)	line 28	ok it's good so err… it's… şöyle diyeyim bi tane dağ var tamam mı

Table 115.

e - CIC of Ali in Assessment 2 Activity 1 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale		
Lines from Extract 11		**Examples from Extract 11**
Taking the floor	line 18	[I am… I am starting]… so… what do you think about the first question? have you open the book? opened the book

Table 116.

e - CIC of Ali in Assessment 2 Activity 1 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale		
Lines from Extract 11		**Examples from Extract 11**
Providing examples and definitions	line 44	err… ok… Conan Doyle might have inspired the lost of world because err… there is something mysterious… no one can reach there and err there is unique species maybe… it can be the reason for the right last world lost world **laughs** second… I will read the second question it is **reads the question**
Paraphrasing	line 26	ok so let me summarize it I will summarize the all paragraph for you err… there's a someone err… one mountain err it's so huge it is high altitude no one can reach there only a few people reach there and err… there is err… unique creatures that we don't which we don't have err… in the general world… anladın mı?
Presenting ideas or instructions	line 44	err… ok… Conan Doyle might have inspired the lost of world because err… there is something mysterious… no one can reach there and err there is unique species maybe… it can be the reason for the right last world lost world **laughs** second… I will read the second question it is **reads the question**

Table 117.

e - CIC of Ali in Assessment 2 Activity 1 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

There were 81 utterances in Extract 11 in Appendix G and 39 of them belonged to Ali. Before the activity, one of the learners did not want Ali in her breakout room because "his English was perfect" and he had to be assigned to this room later. There was another learner in the room and Ali had to struggle to interact because of her. He also helped with other

learners to manage the online program, which is apparent in line 8 (Extract 11, Appendix G), “ok one minute L1 I am speaking with hoja hocam şey yapabilirler… bende de ses gitmiyodu… err… headphones e tıklıyorum şeye speaker e… onu işte eğer kulaklıktan dinliyorlarsa headphones yapıyorlar ama şeyde”.The items that Ali did not use during the interaction were excluded in Tables 114, 115 and 116.

Depending on Table 114, Ali had two extended learner turns in lines 26 and 44, in which he summarized the text to the learner who did not have any idea of what they were doing because as it appeared in lines 24 and 25, when Ali said “ok first question *what about* **reads the question** so you don't have any idea about it as far as I see” (line 24, Extract 11, Appendix G) responded by L1 as “(3) yes… we cannot talk about the questions because I didn't listen nothing (line 24, Extract 11, Appendix G). This is significant in terms of SOLs in that when they did not have the obligation to use their cameras, they did not attend the lessons physically. This is also clear in lines from 18 to 20, in which Ali warned his peer that the breakout room was being recorded when L1 told him that she wasn’t listening to the teacher (lines 18, 19, 20, Extract 11, Appendix G). In addition to his extended turns, Ali scaffolded his peer in lines 28 and 30, but they were all in NL as the learner did not understand (Table 114).

Regarding Table 115, Ali took the floor in line 18. There is no cooperating as the interaction strategy since L1 never responded to the discussion questions in the activity and Ali’s attempts to scaffold her were for nothing at the end.

Table 116 represents the mediation strategies Ali used in the only that he could interact due to his peer. Line 44 is both a strategy of providing examples and definitions and of presenting ideas or instructions. Also, line 26 is a strategy of paraphrasing.

According to the Cambridge Speaking Assessment Scale (Table 117), Ali was in Band 5 depending on his discourse management and interactive communication strategies considering the strategies he used to communicate with his peer, though it was pointless.

All in all, this platform is in managerial mode where Ali was trying to direct his peer into what they were doing. He had extended learner turns and there was no other learner contribution from his peer. As evidence for Ali’s struggle in this assessment, lines 38, 58 and 74 (Extract 11, Appendix G) would be of great importance to mention. In line 38, Ali’s tone of voice was lowered after asking his peer for several times f she had the book and he had to turn into NL at last. Besides, there is tension in his voice in line 58 when L1 didn’t care what he was trying to do. Line 74 underlines the utterance, “as always” when Ali responded L1, who wanted Ali to take the floor by saying “I will support you”,

which may indicate that Ali did the same thing for other learners and they did not collaborate. Finally, there is one more significant utterance in the excerpt that shows the importance of 21st century learner profile with autonomy. Line 80 show s that Ali did not believe the teacher about the meaning of the word; rather he said, “ok (6) L1 I will check this mesas on the Internet (4) can you still hear me?”.

After examining the context of Ali was in, Tables 118, 119, 120 and 121 now presents the e-CIC related findings of Diane in Activity 2, who was absent in Activity 1. The description of the utterances she used and the atmosphere of that locality in this assessment is evaluated after the display with specific examples of the interactional features.

Table 118.

e-CIC of Diane in Assessment 2 Activity 2 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 15		**Examples from Extract 15**	
Scaffolding	lines 10, 12, 14 (NL), 36, 48 (NL)	line 12	no we will choose one the same place (4) which one do you want?
		line 36	**reads the next activity** we will say these searchs err… to our teacher did you understand her?
		line 48	onları sana diyorum ki kaybetme buraya yapıştırabilirsin istersen
Content feedback	line 51, 54	line 51	you are great L1

Table 119.

e - CIC of Diane in Assessment 2 Activity 2 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 15		**Examples from Extract 15**	
Taking the floor	lines 8, 12, 32	line 8	no we will choose one the same place (4) which one do you want?
		line 32	it's enough I also have some… informations about Maccha Picchu place (5) err… this is a state of ancient Inca ruins
Cooperating		line 30	is that all?

Table 120.

e - CIC of Diane in Assessment 2 Activity 2 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 15			**Examples from Extract 15**
Posing questions	lines 20, 22	line 22	why?
Providing examples and definitions	line 34		err… reads the lines I mean the old peak and the new peak between them err… Maccha Picchu as you said it is a Unesco heritage site in1983 you also said this… and… I'm searching **reads lines** it actually has some secrets
Paraphrasing	line 34		err… reads the lines I mean the old peak and the new peak between them err… Maccha Picchu as you said it is a Unesco heritage site in1983 you also said this… and… I'm searching **reads lines** it actually has some secrets
Adapting speech delivery	/ line 10		yes yes we will search… online and we will tell informations about these places to you and you will say to me

Table 121.

e - CIC of Diane in Assessment 2 Activity 2 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In Excerpt 15 (Appendix G) out of 75 utterances, 37 of them belonged to Diane. However, the dialogue between the two learners in this room was in NL except for L1's reading the information she had found and the lines that Diane took floor, presented er ideas or paraphrased the information she had found on the Internet. There is digression in L1's speech and she wanted Diane to tell everything in NL (lines 15, 19, 50 – 75, Extract 15, Appendix G). L1 spoke Turkish wherever she was in the dialogue and this seems to affect Diane like the experience that Ali had. Though Diane at times prompted her to speak English (lines 8, 10, 18, Extract 15, Appendix G). The items that Diane did not use during the interaction were excluded in Tables 118, 119 and 120.

Depending on Table 118, Diane scaffolded L1 in lines 10, 12, 14, 36 and 48; 14 and 48 being in NL. Also, in lines 51 and 54, she gave content feedback to encourage L1. Considering Table 119, Diane took the floor in lines 8, 12 and 32. She also tried to cooperate with her peer in line 30 to make sure that she was listening to L1. Table 120 introduces the mediation strategies Diane used; posing questions, paraphrasing, providing examples and definitions and adapting speech / delivery. Since L1 was reading what she had found, she tried to adapt her to speak in lines 20, 22 (Table 120). In addition, because L1 read the question or initiated speech she spoke Turkish (lines 15 and 19, Extract 15, Appendix G) as if she hadn't known the activity, Diane had to paraphrase the information she had found. L1 read the information for 32 seconds (line 29). Therefore, Diane may have wanted to show her what they were supposed to do. Finally, Diane adapted her speech by slowing down in line 10 to tell L1, who insisted in not understanding what they were doing because it was told in English. According to the Cambridge Speaking Assessment Scale (Table 121), Diane was in Band 5 - 4 depending on his discourse management and interactive communication strategies despite her peer's not paying attention to her attempts.

Briefly, this platform is in managerial mode as Ali had experienced before because of the peers they collaborated with. From lines 50 to 75 (Extract 15, Appendix G), the interaction was all in Turkish and some lines aare significant in terms of speaking strategies for mediation. For instance, in line 42 (Extract 15, Appendix G), Diane said, "az önce okudun ya", evidence for lack of mediating an information to others on behalf of L1, which was also clear in the breakout rooms previously mentioned in this assessment. Besides, lines 70 – 75 (Extract 15, Appendix G), Diane told her friend that she had found a native speaker to chat online as they had to improve their speaking, though the conversation among the two were in NL, and asked her "sen ne yapacaksın speaking için?" responded by L1 as, "valla bilmiyorum". This underlines the importance of mediation and speaking activities in SOLs and of mindfulness in learning any language.

The result of this analysis confirms that the contexts that Ali and Diane were in managerial mode due to their peers and because of this, the context was far from classroom context mode with one learner trying to contribute to the activity. In Table 122 below, there is the comparison between Ali and Diane in terms of their e-CIC related findings.

Table 122.

Comparison of e - CIC of Ali and Diane in Assessment 2

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turn scaffolding	taking the floor	presenting ideas or instructions providing examples and definitions paraphrasing	**Discourse Management** Band 5	**Interactive Communication** Band 5
Diane	scaffolding content feedback	taking the floor cooperating	posing questions providing examples and definitions paraphrasing adapting speech / delivery	**Discourse Management** Band 4	**Interactive Communication** Band 4

The results confirm that despite the negative circumstances due to their peers, Ali and Diane tried to mediate and interact in the assessment. Their strategies were nearly the same; Ali had an extended learner turn when providing examples and presenting ideas, but he did not have the chance to cooperate to L1's utterances as she spoke in Turkish. They both used scaffolding and tried to assist their peers by paraphrasing the utterances. The band that they were in were also the same, Band 5 – 4 depending on Table 122. The following section introduces Assessment 3 and its related findings in terms of e-CIC.

4.4.3. Interactional Features in Assessment 3

The findings of Assessment 3 are presented depending on the cluster of participants; after each depiction of the excerpts taken from the breakout rooms for Assessment 3 and the display of the interactional features of each participant, the cluster of the participants are compared; first findings of the slow learners Esma and Josephine are presented, which is followed by Barış and Gece as average students and finally, the results with the high achievers Ali and Diane are discussed.

Assessment 3 involved an article from learners' reading skills book, Active Reading 3 by Pearson. Learners were supposed to attend the main session of the class, discussing vocabulary, critical thinking and reading the text since the article included a different topic, SHC (Spontaneous Human Combustion) to provide background knowledge for learners, was given as a short story assignment for learners in the classroom. The details of the assessment is displayed in Appendix I. After the text is read and explained in the virtual classroom the learners were assigned to breakout rooms in groups of three.

However, some learners did not attend the interaction phase of the class and some breakout rooms hosted only two peers because of the learners that did not respond to their peers as can be followed in the extract in Appendix H. Also, Ali did not take part in this activity since he was absent that day. As mentioned before, the breakout rooms were designed automatically via the program by the instructor in order not to intervene the natural setting and organization of the groups and the activity that was based on the questions that followed the article in learners' reading skills book that fits the aim of the CEFR mediational and interactional activities. The assessment took 20 minutes to complete and all the participants in the study attended the activities.

In the excerpts taken from each breakout room for Assessment 3, the participants' interactional features were first examined according to the adapted SETT Grid for classroom context mood and though they were supposed to be in classroom context mood, the unforeseen modes were also depicted to give insight into the interaction of participants. After that the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants.

4.4.3.1. e-CIC Related Findings of Josephine and Esma in Assessment 3

In this section, e-CIC related findings of Josephine and Esma are presented. The demonstration of the findings start with e-CIC related findings of Josephine. After that, e - CIC related findings of Esma is displayed.

Tables 123, 124, 125 and 126 represent the e-CIC related findings of Josephine in Assessment 3. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 123.

e-CIC of Josephine in Assessment 3 - Classroom Context Mode

Classroom Context Mode		
Lines from Extract 16		**Examples from Extract 16**
Clarification request	lines 15 (NL)	(20) err hoca activity ler mi yükleyecek buraya? öyle mi konuşacağız?

Table 124.

e - CIC of Josephine in Assessment 3 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 15		**Examples from Extract 15**	
Taking the floor	line 29, 31	line 29	(7) I can talk
		line 31	ok err… this paragraph err… is makes… things err seem like err… they are happening… and for example… err… can be said err… build-up is of electricity or gases within the body

Table 125.

e - CIC of Josephine in Assessment 3 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale		
Lines from Extract 16		**Examples from Extract 16**
Providing examples and definitions	line 31	ok err… this paragraph err… is makes… things err seem like err… they are happening… and for example… err… can be said err… build-up is of electricity or gases within the body
Presenting ideas or instructions	line 60	err… I think… I believe err… because err people… have psychological problems… and err… they can… they can live err… yes

Table 126.

e - CIC of Josephine in Assessment 3 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	
Interactive communication		
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	*

There were four learners in this platform, one of whom was Josephine. Josephine had 15 utterances out of 64 utterances in total. However, the utterances from 1 to 21 were all in Turkish and in line 21, L2 warned Josephine and L1 about the activity by asking, "have you read the paragraph?" (line 21, Extract 16, Appendix H). In Tables 123, 124 and 125, the features that Josephine did not use were excluded from the tables.

The findings related to classroom context mode in Table 123 demonstrate that Josephine had only one clarification request in line 15, which was in NL. Regarding Table 124, she took the floor in lines 29 and 31. Table 125 reveals the mediation strategies that

Josephine used. Line 31 was a strategy of providing examples and definitions. In line 60, she presented her idea about the paragraph. According to Cambridge Speaking Assessment Scale (Table 126), Josephine was still in Band 1 in terms of discourse management and interactive communication. In fact, she took the initiative in lines 29, 31 and 60 different from the previous two assessments.

Tables 127, 128, 129, and 130 below display the e-CIC related findings of Esma in Assessment 3. The description of the utterances she used and the atmosphere of that context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 127.

e-CIC of Esma in Assessment 3 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 18			**Examples from Extract 18**
Extended learner turns	line 6, 16	line 6	err… I err first paragraph err… undamaged hands or feet may be visible as well err… this important err because err this part err explained err how spontaneous human combustion err… err… is seen on human and err… in his or her around

Table 128.

e - CIC of Esma in Assessment 3 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 18			**Examples from Extract 18**
Taking the floor	lines 6, 10	line 10	hmm…. person's err… clothing… acts like the wig and err… person's body err look like the err… wax… err and err person's upper body err burned… turn into ashes… but err we can see err only hands or feet
Cooperating	lines 8, 14, 18	line 14	(5) err yes… err… doctor John err… have experiment err on pig
		line 18	err yes it can be… err… ventilated room… badly ventilated room (10) and err it can be err… in person err… chemical err… events

Table 129.

e - CIC of Esma in Assessment 3 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 18			**Examples from Extract 18**
Posing questions		line 16	err are you believed err… spontaneous human combustion? err… if err… fire had been err caused by some out factors other parts cause would also burn err but err… only err… only human upper body burned… and err.. err thus I believe it
Providing examples and definitions	lines 10, 18	line 18	err yes it can be… err… ventilated room… badly ventilated room (10) and err it can be err… in person err… chemical err… events
Paraphrasing		line 6	err… I err first paragraph err… undamaged hands or feet may be visible as well err… this important err because err this part err explained err how spontaneous human combustion err… err… is seen on human and err… in his or her around
Presenting ideas or instructions		line 16	err are you believed err… spontaneous human combustion? err… if err… fire had been err caused by some out factors other parts cause would also burn err but err… only err… only human upper body burned… and err.. err thus I believe it

Table 130.

e - CIC of Esma in Assessment 3 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In this platform, there should have been four learners. However, the two of them did not attend the breakout room. So, Esma and the other learner, Barış, had to discuss the questions related to the text in the assessment together. There were 19 utterances in Extract 18 in Appendix H and 9 of them belonged to Esma. The interaction began with the checking of the sound in first five lines. The features that Esma did not use during the interaction were excluded in Tables 127, 128 and 129.

Depending on Table 127, Esma had two extended learner turns in lines 6 and 16, in which Esma talked about the paragraph she had read. These are significant in that although

she had hesitations during her speech, she continued to speak in this assessment. Table 127 shows that Esma took the floor in lines 6 and 10. She cooperated with Barış in lines 8, 14 and 18. Though Esma hesitated to speak and she had long pauses, she tried to cooperate what Barış told about the text; "(4) err yes err… this caused… err generally… badly ventilated room" (line 8, Extract 18, Appendix H).

Table 128 represents the mediation strategies Esma used during the interaction. These are posing questions, providing examples and definitions, paraphrasing and presenting ideas or instructions. In line 16, she posed a question to Barış about the text. In this line, she presented her idea, as well. Also, in lines 10, "hmm…. person's err… clothing… acts like the wig and err… person's body err look like the err… wax… err and err person's upper body err burned… turn into ashes… but err we can see err only hands or feet", and 18, she provided examples from the text. Finally, she paraphrased the information in the text to Barış in line 6.

According to the Cambridge Speaking Assessment Scale (Table 130) Esma was in Band 3 - 2 depending on his discourse management and interactive communication strategies though she had hesitations in speaking. But it is obvious when compared with the first two assessments that she lowered her long pauses when speaking.

The result of the analysis on e-CIC related findings of Josephine and Esma confirm that though they had started in the same level of English, Esma began to learn from feedbacks and the assessments that she encountered into. However, the context that they were in were still far from classroom context mode, Esma's closer than Josephines depending on the strategies she used during the interaction. The context Josephine was in was generally in managerial mode, wherein L2 was trying to direct the other learners including Josephine into the middle of the activity. The context that Esma was in was in materials mode, where the conversation turned around the text that they were studying although there were pleasing improvement in terms of mediation and interaction strategies. In Table 131 below, there is the comparison between Josephine and Esma in terms of their e-CIC related findings.

Table 131.

Comparison of e - CIC of Josephine and Esma in Assessment 3

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	clarification request	taking the floor	presenting ideas or instructions providing examples and definitions	**Discourse Management** Band 1	**Interactive Communication** Band 1
Esma	extended learner turns	taking the floor cooperating	posing questions providing examples and definitions presenting ideas or instructions paraphrasing	**Discourse Management** Band 3 - 2	**Interactive Communication** Band 3 -2

The comparison depending on the e-CIC related results of Josephine and Esma confirm that Esma had a great improvement in terms of the mediation strategies she used when compared to the previous activities. However, Josephine was in the same band on the scale and she couldn't shape her strategies in terms of mediation and interaction (Table 131). The following section introduces the e-CIC related findings of Barış and Gece in Assessment 3.

4.4.3.2. e-CIC Related Findings of Barış and Gece in Assessment 3

This section presents the e-CIC related findings of Barış and Gece. The demonstration of the findings start with e-CIC related findings of Barış. Immediately after the e-CIC related findings of Barış, the findings related to Gece's interaction in the same assessment is displayed.

Tables 132, 133, 134 and 135 represent the e-CIC related findings of Barış in Assessment 3. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 132.

e-CIC of Barış in Assessment 3 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 18			**Examples from Extract 18**
Extended learner turns	line 7, 17	line 17	I err I'm not sure about this human combustion because err maybe there are different diseases causes this… err err purely ventilated room… maybe not causes burning human err there are… something err… causes different diseases… err maybe it err… bi saniye (6) maybe it is it is not related to err clothes or ventilated room
Content feedback	lines 9, 13	line 13	(4) yes that is right (6) also experiment in the conducted by the doctor John… err especially? clothes when wrapped in this experiment is a pig causes combustion human combustion co
Clarification request	line 11		(6) err you can can you more loud speak?... err I hard to understand you

Table 133.

e - CIC of Barış in Assessment 3 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 18			**Examples from Extract 18**
Taking the floor	line 7		err err I can err 1 second (4) err I can add something… err err I think err… this diseases causes err in err… purely ventilated err room err so?... in this situation causes this diseases and err in the human body… err… in… different (4) err circumstances in different circumstances human body in err burn like a candle err… that's it… I can't … add more
Cooperating	line 7, 9, 13, 17	line 7	yes…
		line 13	(4) yes that is right (6) also experiment in the conducted by the doctor John… err especially? clothes when wrapped in this experiment is a pig causes combustion human combustion co

Table 134.

e - CIC of Barış in Assessment 3 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale		
Lines from Extract 18		**Examples from Extract 18**
Providing examples and definitions	line 13	err err I can err 1 second (4) err I can add something… err err I think err… this diseases causes err in err… purely ventilated err room err so?... in this situation causes this diseases and err in the human body… err… in… different (4) err circumstances in different circumstances human body in err burn like a candle err… that's it… I can't … add more
Paraphrasing	line 7	err err I can err 1 second (4) err I can add something… err err I think err… this diseases causes err in err… purely ventilated err room err so?... in this situation causes this diseases and err in the human body… err… in… different (4) err circumstances in different circumstances human body in err burn like a candle err… that's it… I can't … add more
Presenting ideas or instructions	line 17	I err I'm not sure about this human combustion because err maybe there are different diseases causes this… err err purely ventilated room… maybe not causes burning human err there are… something err… causes different diseases… err maybe it err… bi saniye (6) maybe it is it is not related to err clothes or ventilated room

Table 135.

e - CIC of Barış in Assessment 3 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were four learners attended to this platform. However, the two of them did not attend the breakout room. So, Barış and the other learner, Esma had to discuss the questions related to the text in the assessment together. There were 19 utterances in Extract 18 in Appendix H and 10 of them belonged to Barış. The interaction began with the checking of the sound in first five lines. The features that Barış did not use during the interaction were excluded in Tables 132, 133 and 134.

Regarding Table 131, Barış had two extended learner turns in lines 7 and 17, in which Barış talked about the paragraph she had read. Barış also gave two content feedback in lines 9 and 13, which shows that he was cooperating with Esma. He asked for clarification in line 11 when he wanted Esma to speak louder.

Table 133 shows that Barış took the floor in line7. He cooperated with Esma in lines 7, 9, 3 and 17, which also demonstrates his mediation strategies despite pauses and hesitations in his speech. Table 134 represents the mediation strategies Barış used during the interaction. These are providing examples and definitions, paraphrasing and presenting ideas or instructions. Line 7, where he took the floor, is an example for the strategy of providing examples and definitions. In addition to this, the two extended turns were the mediation strategies he used. In line 7, he paraphrased the information to Esma and he presented his idea in line 17. According to the Cambridge Speaking Assessment Scale (Table 135), Barış was in Band 3 depending on his discourse management and interactive communication strategies though he had hesitations in speaking.

Tables 136, 137, 138, and 139 below display the e-CIC related findings of Gece in Assessment 3. The description of the utterances she used and the atmosphere of that context in this assessment is evaluated after the display with specific examples of the interactional features.

Table 136.

e-CIC of Gece in Assessment 3 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 17		**Examples from Extract 17**	
Extended learner turns	lines 3, 5	line 3	tamam başlayalım o zaman (20) in the first paragraph ((2)) that there was a fire… but ((2)) differences were found… because of the upper… err part of victim was burned and other objects are not deleted… this is the main point
Scaffolding	line 11		surreal

Table 137.

e - CIC of Gece in Assessment 3 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 17		**Examples from Extract 17**	
Taking the floor	lines 3, 5, 17	line 5	yes (8) police investigators find no obvious source or ((3)) of fire (4) this is important point
		line 17	err of first paragraph (23) what do you think about L2 and L3? (49) biz devam edelim o zaman err… in the second paragraph it is mentioned that… err there may be some spontaneous human combustion in ((2)) and err in most cases there are not ((3)) and err… in some cases witnesses put out the fire and the victim is alive? but nothing can be found about where the fire came from (40) task ikiye geçelim mi daha bitmedi ama spontaneous human combustion… hmm… doesn't appear
Cooperating	line 9, 15	line 9	yes
		line 15	(4) yes… err… I don't believe it because… it impossible… there must be a source… err… for the fire

Table 138.

e - CIC of Gece in Assessment 3 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 17		**Examples from Extract 17**	
Posing questions and definitions	line 5		yes (8) police investigators find no obvious source or ((3)) of fire (4) this is important point… err of first paragraph (23) what do you think about L2 and L3? (49) biz devam edelim o zaman err… in the second paragraph it is mentioned that… err there may be some spontaneous human combustion in ((2)) and err in most cases there are not ((3)) and err… in some cases witnesses put out the fire and the victim is alive? but nothing can be found about where the fire came from
Providing examples and definitions	line 5		yes (8) police investigators find no obvious source or ((3)) of fire (4) this is important point… err of first paragraph (23) what do you think about L2 and L3? (49) biz devam edelim o zaman err… in the second paragraph it is mentioned that… err there may be some spontaneous human combustion in ((2)) and err in most cases there are not ((3)) and err… in some cases witnesses put out the fire and the victim is alive? but nothing can be found about where the fire came from
Presenting ideas or instructions	lines 15, 17	line 17	spontaneous human combustion hmm doesn't appear
Making comparisons and / or links	line 3		tamam başlayalım o zaman (20) in the first paragraph ((2)) that there was a fire… but ((2)) differences were found… because of the upper… err part of victim was burned and other objects are not deleted… this is the main point

Table 139.

e - CIC of Gece in Assessment 3 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
	Initiates and responds appropriately	*
Band 3 – 2	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were four learners attended to this platform, one of whom was Gece (Extract 17, Appendix H). However, only Gece and the other learner attended the assessment, the other two learners never joined them. There were only 18 utterances in this room and only nine of them belongs to Gece. This room was far from classroom context mode; it is rather in the materials mode and the learners were just on the task to complete it. The interaction began with the checking of the sound in the first two lines. The features that Gece did not use during the interaction were excluded in Tables 136, 137 and 138.

Regarding Table 136, Gece had two extended learner turns in lines 3 and 5, in which Gece talked about the paragraph she had read. She also scaffolded in line 11 when L1 couldn't find the English word for the Turkish word, "doğaüstü".

In Table 137, it is clear that Gece took the floor in lines 3, 5 and 17 when she presented her idea about the event told in the paragraph. She also cooperated with L1 in line 9, which is only a "yes", specific to Gece when she wanted to agree with her peer. Depending on Table 138, Gece posed a question in line 13 when she tried to make L2 and L3, whom never responded back, join to the conversation. Finally, lines 15 and 17 are examples to present her ideas to her friend. Thus, there were only two medaiation strategies that she used during the conversation. In this very limited talk of theirs, Gece was in Band 3 – 2 according to the Cambridge Speaking Assessment Scale (Table 139) because of her discourse management and interactive communication strategies; she was beyond Band 1 as she had extended utterances and responded appropriately but her hesitation still continued within this assessment. In Table 140 below, there is the comparison between Barış and Gece in terms of their e-CIC related findings.

Table 140.

Comparison of e - CIC of Barış and Gece in Assessment 3

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	clarification request scaffolding	taking the floor cooperating	presenting ideas or instructions providing examples and definitions paraphrasing	**Discourse Management** Band 3 - 2	**Interactive Communication** Band 3 - 2
Gece	extended learner turns scaffolding	taking the floor cooperating	posing questions presenting ideas or instructions	**Discourse Management** Band 3 - 2	**Interactive Communication** Band 3 -2

The comparison depending on the e-CIC related results of Barış and Gece reveals that Barış and Gece were on the same track in this assessment and the context they were into did not move from the materials mode to classroom context mode in this assessment. They still had hesitations and they were not the leading learners in terms of the strategies and interactional features that they used though there was an attempt by them (Table 140). The following section introduces the e-CIC related findings of Diane only since Ali did not attend the class and therefore Assessment 3 that day.

4.3.3.3. e-CIC Related Findings of Diane in Assessment 3

In Assessment 3, Ali was absent. Therefore, only the interactional features of the interaction that Diane experienced was displayed in this section of the study. The demonstration of the findings start with e-CIC related findings of Diane and then her level in this assessment is introduced depending on the Cambridge Speaking assessment Scale.

Tables 141, 142, 143 and 144 represent the e-CIC related findings of Diane in Assessment 3. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 141.

e-CIC of Diane in Assessment 3 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 19		**Examples from Extract 19**	
Content feedback	lines 54, 56, 62	line 54	[well]
		line 62	you are also said logical things
Referential questions	lines 38, 40, 42	line 40	do you believe?
		line 42	why do you believe?
Scaffolding	lines 34 (in NL), 44, 46	line 44	can you give examples?
		line 46	you can say… I believe in for these reasons what's your reasons you can explain like this if you want

Table 142.

e - CIC of Diane in Assessment 3 - the CEFR Interaction Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 19		**Examples from Extract 19**	
Taking the floor	line 18 (NL), 20, 22	line 20	in paragraph one err… it's talking about like a outline often in paragraph… and gives some examples explaining the thoughts of and… there says in this paragraph saying like investigators find no obvious cause or source for the fire I just understand this and this the main point I guess what's your main point in err… first paragraph?

Table 143.

e - CIC of Diane in Assessment 3 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 17			**Examples from Extract 17**
Posing questions	lines 24, 26, 28, 30, 38	line 38	do you believe?
	40, 42, 44	line 28	do you want to say the second paragraph? do you want add something about it?
Paraphrasing	lines 20, 22	line 20	in paragraph one err… it's talking about like a outline often in paragraph… and gives some examples explaining the thoughts of and… there says in this paragraph saying like investigators find no obvious cause or source for the fire I just understand this and this the main point I guess what's your main point in err… first paragraph?
Presenting ideas or laughs	lines 22,58	line 58	you too I think… err… I didn't have never heard that also but err… I don't
instructions			believe it because everythings happens for a reason everythings happens because of someone like these bad things happen because of someone I don't believe this spontaneous thing because as I said everything happened for a reason for me it will not be like… spontaneous
Highlighting key information	line 22		yes second paragraph second paragraph I think err… main point of this paragraph is spontaneous human combustion because err… it always tell us it can be in a human body is supposed to burst into flames and burnt almost nothing entirely on its own
reads the lines			I mean it is saying everything happen for a reason err it will not err… happen on its own… and there are some examples of spontaneous human combustion cases…with no witness

Table 144.

e - CIC of Diane in Assessment 3 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	
	Maintains and develops the interaction and negotiates towards an outcome	

There should have been four learners in this platform. However, the two of them did not attend the breakout room. So, Diane and L1 had to discuss the questions related to the text in the assessment together. There were 62 utterances in Extract 19 in Appendix H and 31 of them belonged to Diane. However, the first 19 lines can be named as digression since L1 was checking the sound quality and they were chatting as they were best friends. The features that Diane did not use during the interaction were excluded in Tables 141, 142 and 143.

When the interactional features Diane used depending on classroom context mode are considered, she used three interactional features (Table 141). The first one is content feedback in lines 54, 56, 62, which she gave to L1 to motivate her as she did not speak English. Secondly, Diane asked three referential questions, which is essential to continue the interaction going on in natural conversation. She asked these questions in lines 38, 40 and 42 again with an intent to make L1 speak English as she insisted on speaking Turkish. With this assistance in mind, she scaffolded L1 in lines 34, 44 and 46; line 34 in NL. However, none of them was responded neither with an appropriate answer nor with English. Diane's questions were all evaded by responds like "hmm dur cevap vereceğim ben err… yes I believe" (line 35), "ha?" (line 45) or "yes bi dakika err" (line 47) (Extract 19, Appendix H). Therefore, there is only one interaction strategy that Diane could use, which was taking the floor, in lines 18, 20 and 22 (Table 141). She did not have the chance to cooperate since L1 did not respond to her attempts.

Table 143 represents the mediation strategies Diane used during the interaction. These are posing questions, paraphrasing, presenting ideas or instructions and highlighting key information. In lines 24, 26, 28, 30, 38, 40, 42 and 44 she posed questions to L1 about the text. These questions were evaded by L1, unfortunately. Also, she paraphrased the text for L1 in lines 20 and 22. In line 22 she presented her idea, as well together with line 58.

According to the Cambridge Speaking Assessment Scale (Table 144) Diane was in Band 5 - 4 depending on her discourse management and interactive communication strategies though her strategies were evaded by L1.

Since Ali did not attend this assessment, the result of the analysis on e-CIC related findings of Diane is evaluated on its own. The results gathered from Extract 19 in Appendix H confirm that the context was in from managerial mode, with Diane who tried to lead L1 to the text they were studying. The following section is devoted to the e-CIC related findings of learners in Assessment 4.

4.4.4. Interactional Features in Assessment 4

The findings of Assessment 4 are depicted depending on the cluster of participants; after each depiction of the excerpts taken from the breakout rooms for Assessment 4 and the display of the interactional features of each participant, the cluster of the participants are compared; first findings of the slow learners Esma and Josephine are presented, which is followed by Barış and Gece as average students and finally, the results with the high achievers Ali and Diane are discussed.

Assessment 4 was designed on the basis of an article called "Learning Styles", which was read and explained during the main session of the class. The detailed assessment content is in Appendix I. The learners were divided into groups of four and sent to breakout rooms automatically via the program by the instructor. The learners were were supposed to respond to the questions and exercises that follow the article that fits the CEFR mediational and interactional activities to maintain interaction. The assessment took 20 minutes to complete and all the participants in the study attended the activities. As usual for the nature of the study, there was no intervention in assigning the learners to breakout rooms.

In the extracts in Appendix I taken from each breakout room for Assessment 4, the participants' interactional features were first examined according to the adapted SETT Grid and though they were supposed to be in classroom context mood, the unforeseen modes were also depicted to give insight into the interaction of participants. After that the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants.

4.4.4.1. e-CIC Related Findings of Josephine and Esma in Assessment 4

In this part of the study, e-CIC related findings of Josephine and Esma in Assessment 4 are presented. The demonstration of the findings starts with e-CIC related findings of Josephine. After that, e-CIC related findings of Esma is displayed, which is followed by the comparison of the two.

Tables 145, 146, 147 and 148 represent the e-CIC related findings of Josephine in Assessment 4. The description of the utterances she used and the atmosphere of the

context she was in is evaluated after the display with specific examples of the interactional features.

Table 145.

e-CIC of Josephine in Assessment 4 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 20			**Examples from Extract 20**
Content feedback	lines 19, 25, 45, 49	line 19	ok
	99	line 99	exactly
Clarification request	line 51 (NL)		bu gruba göre mi söyleyeceğiz?
Confirmation checks	lines 21 (NL), 25	line 21	bu şeydekiler değil mi, gördüğümüz? (4) mesela activist pragmatist theoretical onlar iye biliyorum

Table 146.

e - CIC of Josephine in Assessment 4 - the CEFR Interaction Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 20			**Examples from Extract 20**
Taking the floor	lines 33, 85, 90	line 33	tamam err… I think… err…(5) ok I think like activiststs … maybe
		line 85	the tests we do are not reliable in my opinion
Cooperating	lines 19, 45, 49,85	line 90	the same in my life I will do the rest without thinking
	90, 93, 97	line 93	yes I agree with you L1
		line 97	but it would be better to act with result in mind I think
Asking for clarification	line 51 (NL)		bu gruba göre mi söyleyeceğiz?

Table 147.

e - CIC of Josephine in Assessment 4 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 20			**Examples from Extract 20**
Presenting ideas or	lines 85, 97, 103	line 85	the tests we do are not reliable in my opinion
instructions	line 97		but it would be better to act with result in mind I think
	line 103		I think it is very important to learn from what we experience

Table 148.

e - CIC of Josephine in Assessment 4 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	
Interactive communication		
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	*

In this assessment, Josephine interacted with four learners. The third learner joined them very late and the interaction going on with Josephine, L1 and L2 is a remarkable one. First of all, there were 107 utterances in the conversation and 48 of them belongs to Josephine (Extract 20, Appendix I). However, the interaction never began until the 43rd line; up to that line, the interaction between Josephine and L1 was full of digression talking about L2 and L3, who never responded to the assessments in the breakout rooms (Extract 20, Appendix I). Even worse, they all started writing on the chatboard instead of speaking after the 82nd line (Extract 20, Appendix I). Doubtless to say, the way that the interaction went on in this room changed suddenly after the learners started writing in a positive way. This may have stemmed from possible translation sites on the Internet. Therefore, the interaction going on after the 82nd line was not evaluated in terms of the interactional features that Josephine used. The features that Josephine did not use during the interaction were excluded in Tables 145, 146 and 147.

Table 144 reveals that Josephine had five content feedbacks in lines 19, 25, 45, 49 and 99. The significance of these feedbacks is that after the 82nd utterance in the extract (Extract 20, Appendix I), when they decided to write on the chatboard, the uterances changed. For instance, while Josephine used “yes and “ok” for feedback, after the 82nd line, that feedback turned into the word, “exactly” (line 99, Extract 20, Appendix I). Also, she requested for clarification in line 51, which was in NL. In fact, it is not the only utterance that was in NL; she had a confirmation check in line 21, which was also in NL. The results confirm that Josephine used the same features that she used to perform during the first three assessments in terms of classroom context mode until she started writing.

Depending on Table 146, Josephine took the floor in lines 33, 85 and 90 though they were phrases, not complete utterances. The utterances, “the tests we do are not reliable in

my opinion" (line 85) and "the same in my life I will do the rest without thinking" (line 90) were the utterances that transformed from phrases to sentences after she started writing. She cooperated with other learners in lines 15, 45, 49, 85, 90, 93 and 97. This transformation was clear within her cooperating strategy as well. While she uttered "ok" in line 19 to cooperate with other learners, she wrote "but it would be better to act with result in mind I think" in line 97 when she started writing on the chatboard.

Table 147 represents the mediation strategies Josephine used during the interaction. However, since the interaction did not begin till the 43rd line, which was full of digression and in NL, and turned into a written interaction in the 82nd line, she only presented her ideas in lines 85, 97 and 103, which are full sentences that one wouldn't come across with Josephine's sentences, which is apparent in lines between 1 to 82 in Extract 20 in Appendix I; line 103 in the extract is an example to this, in which Josephine said, "I think it is very important to learn from what we experience".

For the reasons explained above, Josephine's interaction was evaluated depending on her speech up to the 82nd line and her level is depicted in Table 147 according to the Cambridge Speaking Assessment Scale. On this scale, Josephine was in Band 1 depending on her discourse management and interactive communication strategies, which did not go beyond phrases till this assessment.

Below are the Tables 149, 150, 151 and 152, which represent the e-CIC related findings of Esma in Assessment 4. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 149.

e-CIC of Esma in Assessment 4 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 21			**Examples from Extract 21**
Extended learner turn	lines 10, 43,57	line 10	err (4) I think can err… answer err… like err… reads the lines having experience reviving the experience concluding from the experience or planning the next steps I think having experience is the most important thing err… because we… can err (4) we can make inferences err…which (4) err… past err future planning or err past experiences line 43(11) I think the test results err… are reliable… err… because I think err… ((2)) I am theorist person… err (5) err I could err (8) I could err guess… err (5) before err… I think… err… result
Clarification request	line 31		I don't understand L1
Confirmation checks	lines 37 (NL), 41 (NL)	line 41	[puanlama yaptığımız şeye göre yapıcaz herhalde]… ben öyle anladım

Table 150.

e - CIC of Esma in Assessment 4 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 21			**Examples from Extract 21**
Taking the floor	lines 43, 57	line 43	(11) I think the test results err… are reliable… err… because I think err… ((2)) I am theorist person… err (5) err I could err (8) I could err guess… err (5) before err… I think… err… result
Asking for clarification	line 31		I don't understand L1

Table 151.

e - CIC of Esma in Assessment 4 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 21			**Examples from Extract 21**
Posing questions	line 8		which learning stages do you enjoy the most? … err… do you think?
Presenting ideas or	lines 10, 43, 57	line 10	err (4) I think can err… answer err… like err… reads the lines having experience reviving the
instructions			experience concluding from the experience or planning the next steps I think having experience is the most important thing err… because we… can err (4) we can make inferences err…which (4) err… past err future planning or err past experiences
Using repetition and redundancy	lines 43, 57	line 43	(11) I think the test results err… are reliable… err… because I think err… ((2)) I am theorist person…
			err (5) err I could err (8) I could err guess… err (5) before err… I think… err… result
		line 57	(22) I think ((2)) must be err (5) a student err ((9)) err must be.. logical reflective maybe… err because err… personal manager err… is the most important err… thing err… in a his job err… he…he must be solve problems err… by err treating logical

Table 152.

e - CIC of Esma in Assessment 4 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In this context, there were three learners, one of whom was Esma. There were 63 utterances in Extract 21 in Appendix I and 15 of them belonged to Esma. In this context, L1 spoke Turkish and her speech was full of digression. Though Esma started discussing the questions, L1 spoke Turkish talking about technical problems related to the microphone, though there weren't any. Thus, Esma, in fact was interacting on her own somehow. The features that Esma did not use during the interaction were excluded in Tables 149, 150 and 151.

Depending on Table 149, Esma had three extended learner turns in lines 10, 43 and 57, which were responded by L1 with phrases like "L2 do you think?" (line 11, Extract 21, Appendix I), "hmm L2 err… do you think question?" (line 44, Extract 21, Appendix I)

and “hmm I think his her opinion about the student err… maybe different (6) L2… senin bi fikrin var mı?” (line 58, Extract 21, Appendix I), asking to L2 again. This is of paramount importance since Esma’s attempts were evaded by L1 and L2. Therefore, Esma’s strategies to interact may have been changed due to her peers. In line 31, Esma requested for clarification as she did not understand what L1 was telling. She also had two confirmation checks in lines 37 and 41, which were all in NL.

The strategies in Table 150 demonstrate the interaction strategies that Esma undertook during the interaction. As the clarification request of hers was mentioned depending on the classroom context mode, Esma had only one strategy because neither L1 nor L2 was cooperating with Esma’s attempts to speak. Thus, she took the floor in lines 43 and 57.

The mediation strategies Esma used during the interaction were posing questions, presenting ideas or instructions and using repetition and redundancy (Table 151). In line 8, she asked, “which learning stages do you enjoy the most? … err… do you think?” to make other learners speak. Since there were no responds from the other two learners, she presented her ideas in lines 43 and 57, which in turn were all evaded by L1 and L2. The mediation strategy that is specific to Esma appeared in this assessment as well; she used repletion and redundancy in lines 43 and 57, which were the only extended turns of her.

According to the Cambridge Speaking Assessment Scale (Table 152), Esma was in Band 3 - 2 depending on her discourse management and interactive communication strategies though she had attempts to speak. Her actual level would be Band 2 depending on her hesitations, phrase-like utterances and repetitions.

The result of the analysis on e-CIC related findings of Josephine and Esma reveal that both Josephine and Esma were on the same track within Assessment 4; Esma being more competent in terms of the interactional features and strategies she used than Josephine. The contexts they were in were still far from classroom context mode. The context that Josephine was in had mode sequences; from managerial to materials while Esma’s was all in managerial mode. It was clear in Extract 20 (Appendix I) that when Josephine was with peers like her, she was aware that there was no one to help and therefore, she quitted. In addition, Esma’s attempts to speak were all evaded by her peers (Extract 21, Appendix I). In Table 153 below, there is the comparison between Josephine and Esma in terms of their e-CIC related findings in Assessment 4.

Table 153.

Comparison of e - CIC of Josephine and Esma in Assessment 4

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	content feedback clarification request confirmation check	taking the floor cooperating asking for clarification	presenting ideas or instructions	**Discourse Management** Band 1	**Interactive Communication** Band 1
Esma	extended learner turns clarification request confirmation check	taking the floor asking for clarification	posing questions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 2	**Interactive Communication** Band 2

The comparison depending on the e-CIC related results of Josephine and Esma confirm that Esma had one more improvement in this assessment, which was posing questions to involve her peers into the interaction. On the other hand, though there were interactional features and strategies used by Josephine, because she turned the conversation into a written one, the features cannot be evaluated as an improvement on her side for the reasons explained in the depiction of her context (Table 153). After having insight to the context that Josephine and Esma were in in Assessment 4, the e-CIC related findings of Barış and Gece in Assessment 4 are introduced in the following section.

4.4.4.2. e-CIC Related Findings of Barış and Gece in Assessment 4

This section is devoted to the e-CIC related findings of Barış and Gece. The demonstration of the findings start with e-CIC related findings of Barış. Immediately after the e-CIC related findings of Barış, the findings related to Gece's interaction in the same assessment is displayed. In this assessment, Ali, Gece and Barış were again in the same breakout room in order not to interfere with the natural flow and process of the assessment to observe the natural setting and exposure to interaction among learners.

Tables 154, 155, 156 and 157 below represent the e-CIC related findings of Barış in Assessment 4. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 154

.e-CIC of Barış in Assessment 4 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 22		**Examples from Extract 22**	
Extended learner turns	lines 17, 27, 35, 73	line 17	err… I think… stage three is better than others because… err… it is… err… more… fruitful for learning the others err… because…err… we can (4) we can… err make experience about the topic and we can learning easily about this learning things
		line 35	(4) I haven't unexpected result it is appropriate for me err… the but I have I have err unbalanced sides err… one of them is the talk one of them is the down it is unbalanced its own
		line 73	(4) err I think I'm student as well because it is more relaxing than teach a teacher err it is a can be learning about other things and err it can err students are make more easily about err… other this types err that's it [I think this question is a little bit hard for me I haven't any idea]
Content feedback	line 39		err yes yes it's not unexpected for me
Clarification request	line 37		I can't understand

Table 155.

e - CIC of Barış in Assessment 4 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22		**Examples from Extract 22**	
Taking the floor	lines 25, 35, 57	line 25	can I began?
		line 57	(4) err it is quite reasonable … I think
Cooperating	lines 17, 29, 39, 53, 61	line 53	no I'm not unbalanced şey
		line 61	yes yes
Asking for clarification	line 37		I can't understand

Table 156.

e - CIC of Barış in Assessment 4 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22		**Examples from Extract 22**	
Presenting ideas or	lines 17, 35, 39, 73	line 39	err yes yes it's not unexpected for me
instructions	line 27		err… I err… I'm reflective person… I… err ticked err ten box in a eighty eight and I'm activist too but it's not more than reflective but err my theorist side is very less I only I ticked two boxes

Table 157.

e - *CIC of Barış in Assessment 4 – Cambridge Speaking Assessment Scale - B2*

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were four learners in this platform; Ali, Gece, Barış and L1. However, L1 never attended the breakout room, which is also apparent in Gece's response, "(11) I think we shouldn't wait for err L1 because he never answer" to Ali's attempt to involve L1 in the assessment as well. Thus, Ali, Barış and Gece had to discuss the questions related to the text and the questionnaire they had studied in the main session together. There were 78 utterances in total in Extract 22 in Appendix I and 20 of them belonged to Barış. The features that Barış did not use during the interaction were excluded in Tables 154, 155, and 156.

Depending on Table 153, Barış had four extended learner turns in lines 17, 27, 35 and 73. He attended whenever he wanted ad he also responded to Ali's questions. Barış gave content feedback in line 39, which was a sign that he was communicating and cooperating with his peers. Besides, he requested for clarification in line 37. However, there were no scaffolding, referential questions or turn completion in this assessment. Instead, he expressed his need for scaffolding in line 15 by saying, "[Ali if you want began first]=" (Extract 22, Appendix I). Lines 67, "(7) err I haven't any idea this question" and excerpt from line 73, "[I think this question is a little bit hard for me I haven't any idea]" are evidence for his need to get scaffolding.

Table 155 represents the interaction strategies that Barış used during the interaction. These are taking the floor in lines 25, 35 and 57. And cooperating in lines 17, 29, 39, 53 and 61. The lines 25, 35 and 57, where he took the floor were simple, not extended. Rather, he had an extended turn when he was cooperating only in line 17. Lines 29, 39, 53 and 61 were all responds to Ali's questions. These responds were evidence to the position of Barış in the interaction; he was the guided learner for the assessment, not the leading figure.

In this sense, Barış had only one strategy of mediation, presenting ideas or instructions, in lines 17, 35, 39 and 73, where he had extended turns as well except for line 39 (Table

156). According to the Cambridge Speaking Assessment Scale (Table 157), Barış was in totally in Band 3 depending on his discourse management and interactive communication strategies though he had hesitations or pauses such as four seconds (lines 17 and 73) and seven seconds (line 67) in speaking (Extract 22, Appendix I).

Since they were in the same cluster, the Tables 158, 159, 160 and 161 represent the e-CIC related findings of Gece in Assessment 4. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 158.

e-CIC of Gece in Assessment 4 - Classroom Context Mode

Classroom Context Mode		
Lines from Extract 22		**Examples from Extract 22**
Content feedback	lines 21, 33	yes

Table 159.

e - CIC of Gece in Assessment 4 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22		**Examples from Extract 22**	
Taking the floor	lines 19, 41, 45, 49	line 19	(4) I enjoy… stage one and I don't like the others because… I think others… boring for me
		line 41	I didn't get an unexpected result because err I have always been one of those who live in the moment
		line 49	maybe me
Cooperating	lines 21, 33, 47	line 47	[yes]

Table 160.

e - CIC of Gece in Assessment 4 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22		**Examples from Extract 22**	
Posing questions	lines 43, 61	line 43	(6) what about you?
Making comparisons / links	lines 45, 49	line 45	I think you because err… (Ali and Gece laughs) you are very logical person… I think
Providing examples	lines 41, 51	line 51	err because I have always been err in the moment and definitions
Presenting ideas or instructions	lines 63, 69	line 63	err I don't trust the results because I think the the this test is a little ((2)) for me
		line 69	I think it's maybe the most suitable for students

Table 161.

e - CIC of Gece in Assessment 4 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In this platform Ali, Gece and Barış were discussing the items that they had studied. There was also L1, who never attended the room. In this context, Gece had 16 utterances out of 78. The features that Gece did not use during the interaction were all excluded in Tables 158, 159 and 160 above.

Depending on Table 158, Gece was not attentive in her turns. She had only two content feedbacks in lines 21 and 33, which were all "yes"s and "ok"s. Though she took the floor in lines 19, 41, 45 and 49, the utterances were not extended and they were rather in the form of responds to Ali's questions (Table 158). In fact, she was cooperating with her peers in lines 21, 33 and 47, but the utterances did not go beyond "yes" and "ok" while cooperating (Table 159).

Table 160 represents how Gece mediated during the interaction. Apparently, she posed questions, made comparisons, provided examples and presenting her ideas. In lines 43 and 61, taking courage from Ali, she posed questions, which were simple. The lines that she made comparisons (lines 45 and 49), provided examples (lines 41 and 51) and presented her ideas (lines 63 and 69) were all responds to Ali's questions (Extract 22, Appendix I).

According to the Cambridge Speaking Assessment Scale (Table 161), Gece was in Band 3 depending on his discourse management and interactive communication strategies with her appropriate responds. However, her cooperation did not go beyond "yes"s and "ok"s though she learned to pose simple questions during the interaction.

The analysis on e-CIC related findings of Barış and Gece confirm that though they had started in the same level of English, Barış began to learn from feedbacks and the assessments that he encountered into. However, the context that they were in were still far from classroom context mode. In this context, Ali was the guiding figure, but Barış knew how to take the initiative though Gece was dependent on Ali. So, the mode in this

context can be considered to have side sequences from materials mode to classroom context mode, where they achieved to interact from the 53rd line on (Extract 22, Appendix I) with the attempts of Barış. In Table 162 below, there is the comparison between Barış and Gece in terms of their e-CIC related findings in this assessment.

Table 162.

Comparison of e - CIC of Barış and Gece in Assessment 4

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turns content feedback clarification request	taking the floor cooperating asking for clarification	presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3
Gece	content feedback	taking the floor cooperating	posing questions making comparisons or links providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3

Table 162 demonstrates that while Barış used more interactional features in terms of classroom context, Gece used only one feature. However, in terms of interaction strategies they used, they were on the same track. As to mediation strategies, Gece used more strategies than Barış. This is a significant signal that she learned how to manage the conversation from her peer, Ali when she posed simple but to the point questions during the conversation. In fact, the lack of mediation strategies of Barış in this assessment was clear in his lines that reveal his need for help for the assessment since he found it hard for himself (lines 67 and 73, Extract 22, Appendix I). Below, is the section that introduces the e-CIC related findings of Ali and Diane in Assessment 4.

4.4.4.3. e-CIC Related Findings of Ali and Diane in Assessment 4

In this section, the e-CIC related findings of Ali and Diane are presented. The demonstration of the findings starts with e-CIC related findings of Ali. Immediately after the e-CIC related findings of Ali, the findings related to Diane's interaction in the same assessment is displayed.

Tables 163, 164, 165 and 166 represent the e-CIC related findings of Ali in Assessment 4. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 163.

e-CIC of Ali in Assessment 4 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 22		**Examples from Extract 22**	
Extended learner turns	lines 16, 34, 56, 66	line 16	[hmm ok…] I'm beginning then err (8) the first stages… the best for me… as I… like to… have a
		line 68, 72	new experience… it's… ne yapayım talking to his friend in the classroom gruba mı atayım? nasıl atayım abi? hah dur çeksene ben de çıkınca share duruyor (4) err stage one is the most enjoyable part… of learning for me because I like to have new experiences and… that's it… I don't like to revive experiences or conclude something from the past err I deal with the motto carpe diem… so Barış what do you think about THAt?
		line 72	err it is not reliable as I said before no one should do it (laughing) a person should abide this type of tests because it can it may err err lead to err wrong ways as people will do an act like a theorist try to act like a theorist person for example it can lead to err bad ways in my opinion (4) so what about you Barış?
Content feedback	lines 20, 28, 30, 56, 78	line 20	hmm… so… you live with carpe diem motto as well
		line 30	ok that's nice so L1 what about you?
		line 56	ah so you are also unbalanced so all all of us are unbalanced so that's nice… we are extreme persons in one group (5) so (reads the discussion question) where the test results reliable in all cases? so do you think the test was reliable? … trustworthy (6) L1, Barış?
Referential questions	lines 50, 58	line 58	ah so you trust to the results it's enough you think?
Scaffolding	line 22		or live… live in the moment not the past or that's… that's nice so L1 (4) if you can't talk you can… err write as well (18) L1
Clarification request	line 64		sorry what did you say? the tests…
Confirmation checks	lines 32, 36	line 36	ah ok so but the result was obvious for you… right? am I right? isn't it?
Turn completion	line 40		ok but the results are unbalanced … I understand it so Gece what about you?

Table 164.

e - CIC of Ali in Assessment 4 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22			**Examples from Extract 22**
Taking the floor	lines 16, 24, 34	line 24	ok let's skip then so… the second question is… (which learnings- he is reading the question for the (activity) hah ok thank you L1 for your response… err so the second question which learning style styles do you use frequently?
		line 34	ok I'm both theorist sorry pragmatist and err… what was the first one? activist person learner err… points are same 7 and 7 in my thing so L2 what about you? (53) ha tamam (to the teacher) (13) ok L1 no problem then try to answer the questions… so err… (9) err… we talked about that (4) so next step (reads the discussion question) did anyone get an unexpected result from the questionnaire? what were they? why were they unexpected?
Cooperating	lines 18, 20, 28, 42, 46	line 18	yeah ok it's… logical more logical than me so Gece or L1 what do you think about it?
	52, 56, 66	line 46	[so I am the most balanced one]
Asking for clarification	line 64		sorry what did you say? the tests…

Table 165.

e - CIC of Ali in Assessment 4 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 22			**Examples from Extract 22**
Posing questions	lines 14, 16, 30, 34, 40	line 48	[who is the extreme one?]
	44, 48, 50, 52, 56, 62	line 50	why?
	66, 72	line 44	err I didn't get unexpected err scores as well I it was obvious for me … I have already err… know the result … so that's it erm (4) so who is the most balanced one in the group? so what is your result Gece?
Making comparisons / links	lines 22, 32, 60	line 32	(5) so? you are… activist as well
		line 60	hmm so it's enough but in general it's enough for you
Providing examples	line 68		so it say who should make this questionnaire? for example err where can we use this and definitions information in our lives? who should do it? who can benefit from this results a student a personal manager or a teacher?
Paraphrasing	lines 36, 38, 68	line 38	I mean the result of the questionnaire was obvious you know the it was not unexpected for you
Presenting ideas or instructions	lines 34, 44, 52, 59	line 66	silly ah I got it … so in my opinion it was not reliable it is little bit unreliable for me
	66, 72, 73		because it doesn't cover the all cases in our lives for example it says in meetings but it differs on our lives maybe I'm… in class meetings I'm more eclective but err… in contrast to class meetings in general I'm little bit more silent than I was in the class meetings so it was not reliable in my opinion… that's it… err (18) so (6) what do YOu think about the last question? … who should do this questionnaire? (23) Gece, Barış?
		line 73	(4) err I think I'm student as well because it is more relaxing than teach a teacher err it is a can be learning about other things and err it can err students are make more easily about err… other this types err that's it [I think this question is a little bit hard for me I haven't any idea]
Presenting separately the main points in a chain of argument	line 70		ah students ok but I don't think so
Modifying style	line 10		(5) hah aynen (5) ben bunu bir share yapmalıyım (6) I will try to share my screen one minute (30) hah… can you see… my… screen guys

Table 166.

e - CIC of Ali in Assessment 4 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
	Interactive communication	
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In this context there were 78 utterances, 39 of which belonged to Ali. Other learners in this breakout room were Gece, L1 and Barış. L1 did not respond to the speaking context but Ali wanted to involve her in the activity, which is apparent in line 22, "so L1 (4) if you can't talk you can… err write as well (18) L1". However, he waited for 18 seconds for her to respond, but she never responded to the group. Ali was again the leading figure in this group; other learners needed his guidance, which will be explained below under the explanation of the tables that belong Ali. The features that Ali did not use during the interaction were excluded in Tables 163, 164 and 165.

When Table 163 is examined, the richness of the interactional features that Ali used draw attention. He used all the interactive features. The first of these features is the extended learner turn. Ali used exactly six of these in his utterances, which were in lines 16, 34, 56, 66, 68 and 72. The richness of the utterances is obvious when the strategies he used in terms of interaction and mediation is considered. In lines 20, 28, 30, 56 and 78 he gave content feedback to his friends, which means that he was cooperating with them. In addition to the simple questions he asked to involve his peers, he asked a referential question in line 58. He also scaffolded L1 to get involved in the activity in line 22. He requested for clarification in line 64 and he had a confirmation check in line 36, which were all a sign that he was totally engaged with the activity and he was cooperating with his peers. Furthermore, an important feature of classroom context mode appeared in this assessment as well. He completed Barış's turn when he couldn't explain his idea.

Table 164 shows that Ali took the floor only in lines 16, 25 and 34. The reason why he took the floor within a limited number is that he undertook the guidance again and he had to cooperate with his peers by using other strategies, which is explained depending on Table

164 above. He cooperated with his peers in lines 18, 20, 28, 42, 46, 52, 56 and 66 directly. As is mentioned previously, clarification request appeared only in line 64.

Table 165 represents the mediation strategies Ali used during the interaction. These are posing questions, making comparisons, providing examples and definitions, paraphrasing, presenting ideas or instructions, presenting the main chain of an argument and modifying style. In lines 14, 16, 30, 34, 40, 44, 48, 50, 52, 56 and 66 he posed questions to Barış and Gece to make them get involved. He made comparisons in lines 22, 32 and 60 in addition to the lines 36, 38 and 68, where he paraphrased the ideas for his friends. Line 68 is also an example to the strategy of providing examples. He presented his ideas in lines 34, 44, 52, 59, 66, 72 and 73, which can also be considered to be the strategy of taking the floor, but not demonstrated in Table 163. In line 70, he discusses with Gece by presenting his main point by saying, “ah students ok but I don't think so”, which in turn, led Gece pose a question to him. Finally, in line 10, he modifies the speech both by the terms he used and the switch between the two languages.

According to the Cambridge Speaking Assessment Scale (Table 166), Ali was in Band 4.5 depending on his discourse management and interactive communication strategies. In addition to the interactive skills and discourse management, there is one more important point in Ali’s discourse. In lines, 8 and 10, one of the 21st century skills, digitization, draws attention. He managed the digital tool in order to activate his peers into the material and to make them get involved in the activity by solving the privacy needs of the program as a student.

Tables 167, 168, 169 and 170 introduce the e-CIC related findings of Diane in this assessment. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 167.

e-CIC of Diane in Assessment 4 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 23		**Examples from Extract 23**	
Extended learner turns	lines 132, 173	line 132	[but paper says you're pragmatist you're interested in interested in philosophy closedly thinking the other ways there was the situation
		line 173	this test can be true for anyone anyone who want to discover herself or herself or himself this can be right for anyone but is it true for me no so it's mean that it's not suit for me it's not good for me… [but]
Scaffolding	lines 60, 194	line 60	but your own not this one
		line 194	(4) do you say anything about it?
Content feedback	lines 24, 42, 44, 68, 140	line 144	yes yes sure
	144, 148, 154	line 148	I'm listening to you
		line 154	(4) laughs super
Referential questions	lines 64, 178	line 64	but how? isn't it hard? [you are not one person you are actually three person]
Clarification request	lines 36, 46, 100, 142	line 142	for you?
	157, 159	line 159	(4) I mean is the same is it the test same true for everyone? or… I I didn't understand did you understand?
Confirmation checks	lines 12, 36, 46, 48, 100	line 36	err… I use… err… can I say from my head or do I have to say from the paper?
		line 48	(4) yes but do I have to choose from… err… these choices?
Turn completion	lines 58, 60, 146, 178	line 58	= [reflective]
		line 146	[but all]
		line 178	[why…] you say err… theorical and you know listening philosophy things

Table 168.

e - CIC of Diane in Assessment 4 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 23		**Examples from Extract 23**	
Taking the floor	lines 10, 26, 50, 70	line 26	I also choose the two err for the same reason… in our experiences clears her throat
	79, 108, 120 122, 124, 171		what's happening to my voice? caughs
		line 70	[so another question is]
		line 108	I think both of us are also we are extreme because err… we are pragmatist
Cooperating	lines 27, 42, 44, 54	line 113	(4) yes both of us o zaman
	56, 64, 68, 96	line 136	[yes for me] haha
	98, 102, 111, 113 136, 140, 144, 152	line 152	[in some cases yes]
Asking for clarification	lines 12, 36, 46, 48, 100, 152, 157, 159	line 12	no I did not see can you say? [I could not find]

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Table 169.

e - CIC of Diane in Assessment 4 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 23		**Examples from Extract 23**	
Posing questions	lines 22, 34, 40, 75, 118, 134, 138 167, 176	line 75	do you want to answer?
		line 118	do you want to start?
		line 176	yeah so what do you think about that's for me
Making comparisons / links	lines 85, 122, 124, 130, 132, 173, 178, 182	line 122	it's not a big deal ((2)) reliable for me it's not honest to me… [for example I'm]
		line 178	[why…] you say err… theorical and you know listening philosophy things
		line 182	= it's it's good for you it's for you the test
Providing examples and definitions	lines 81, 83, 87, 89	line 81	[I want to be social person but]
		line 87	because I'm also I think anyone can be like us because being just one person must be hard? you know you just have one thing but you are not
		line 89	[to appreciate] to appreciate everyone you know you have to be more than one
Paraphrasing	lines 50, 60	line 50	err laughs ok I will say actually [I'm pragmatist]
		line 60	but your own not this one
Presenting ideas or	lines 26, 40, 79, 108 120, 128, 173	line 120	I think this is unreliable because it's change instructions err… person to person but it can be one for one or three time activity for anyone
		line 128	yes I do interested in that's very closed but not most of the time… [you know]
		line 173	this test can be true for anyone anyone who want to discover herself or herself or himself this can be right for anyone but is it true for me no so it's mean that it's not suit for me it's not good for me… [but]
Presenting separately the main	line 87		because I'm also I think anyone can be like us because being just one person must be hard? points in a chain of argument you know you just have one thing but you are not
Excluding what is not relevant	line 34		thanks so what's our next question? for the audience

Table 170.

e - CIC of Diane in Assessment 4 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

There were 189 utterances in this breakout room and 94 of them belonged to Diane. There were only L1 and Diane in the room. L1 tried to evade the responds by making Diane undertake them but Diane used strategies and interactional features well to make him contribute the interaction. Diane took the leading figure as the role of the context despite L1's attempts to undertake himself in order to pose questions but never to take the floor himself. Therefore, there are insight into the world of learners and the learning of strategies in this room. The features that Diane did not use during the interaction were excluded in Tables 167, 168 and 169.

Regarding Table 167, the richness of the interactional features that Diane used draw attention though they were not varied as Ali did. She used almost all the interactive features. Diane had two extended learner turns in lines 132 and 173. Her utterances were not rich on the basis of the length of the sentences she used, but she knew to make the content rich by cooperating with her peer. In lines 24, 42, 44, 144, 148 and 154 she gave content feedback to her friend as a sign of cooperating. In addition to the simple questions she asked to L1 to get involved in speaking, she asked a referential question in line 64 (Table 166). She requested for clarification in lines 142, 157 and 159. She also had confirmation checks in lines 12, 36, 46, 48 and 100, which were all signs for cooperating with her peer. In fact, the clarification requests and confirmation checks were due to her late attendance to class, as well (Extract 23, Appendix I). More importantly, she completed L1's turn in lines 58, 146 and 178.

The results in Table 168 reveal that Diane was totally engaged within the activity and her peer as she took the floor in lines 10, 26, 70, 79, 108 and 171. She specifically cooperated with her peer in lines 42, 44, 68, 96, 98, 102, 113, 136, 140, 144 and 152. As is mentioned previously, clarification request appeared in lines 142, 157 and 159.

Table 169 introduces the mediation strategies Diane used during the interaction. These strategies are significant in that Diane now learned to manage her peers. For instance, there was digression in between lines 27 to 33 and it was Diane who excludes what is not relevant for the audience by saying, "thanks so what's our next question?" (line 34, Extract 23, Appendix I). Also, in line 22, where she posed a question, Diane wanted to listen to her friend as she learned to manage him, who tried to ask her questions to evade his turn (Extract 23, Appendix I). Other lines that she posed questions are 55, 64, 75, 118, 134, 138, 148, 167, 176, 192 and 194. She provided examples in lines 132 and 178. She paraphrased her utterances in lines 50 and 60. Line 50 is important in terms of the awareness she had in managing L1 because he did not understand what she meant when she said, "(4)

yes but do I have to choose from… err… these choices?" (line 48, Extract 23, Appendix J) and responded as, "ah really?". Therefore, Diane understood what he was doing in the assessment and she said, "err **laughs** ok I will say actually [I'm pragmatist]" (line 50, Extract 23, Appendix J). She presented her ideas in lines 26, 40, 60, 79, 108, 120, 128 and 173. Line 118 is a significant one as she asked, "do you want to start?" to L1 to understand if he comprehended the discussion question correctly. Unfortunately, he responded as "ok", "I'm listening to you" and in line 119 Diane took the floor to present her idea (Extract 23, Appendix J). In line 87, she discusses with L1 by presenting her main point (Table 168).

According to the Cambridge Speaking Assessment Scale (Table 170), Diane was in Band 4 depending on her discourse management and interactive communication strategies. Her discourse is short but to the point when she is compared to Ali. She now learned to manage silent learners by the strategies she used.

The result of this analysis confirms that the contexts that Ali and Diane were in materials mode due to their peers, but they managed to turn the context into classroom context mode by the strategies and interactive features they used. In Table 171 below, there is the comparison between Ali and Diane in terms of their e-CIC related findings.

Table 171.

Comparison of e - CIC of Ali and Diane in Assessment 4

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turns content feedback referential questions scaffolding clarification request confirmation check turn completion	taking the floor cooperating asking for clarification	posing questions making comparisons or links providing examples and definitions paraphrasing presenting ideas or instructions presenting separately the main points in a chain of argument modifying style	**Discourse Management** Band 4.5	**Interactive Communication** Band 4.5
Diane	extended learner turns content feedback referential questions clarification request confirmation check turn completion	taking the floor cooperating asking for clarification	posing questions providing examples and definitions paraphrasing presenting ideas or instructions presenting separately the main points in a chain of argument	**Discourse Management** Band 4	**Interactive Communication** Band 4

Table 171 represents the interactive features and strategies that Ali and Diane used in Assessment 4. Depending on Table 171, it is obvious that both of the learners managed to use these features and strategies to make their peers get involved in the activities. Ali had extended utterances whereas Diane had shorter ones, but they both knew how to react and respond to the utterances. The next section is devoted to the information about Assessment 5 and the sub sections introduces the e-CIC related findings of the learners in Assessment 5.

4.4.5. Interactional Features in Assessment 5

In this part of the study, the findings of Assessment 5 are presented depending on the cluster of participants. After each display of the interactional features and strategies of each participant, the cluster of the participants are compared; first findings of the low achievers, Esma and Josephine are presented, which is followed by Barış and Gece as

average students and finally, the results with the high achievers Ali and Diane are discussed.

Assessment 5 involved discussion questions on happiness about which they were going to read a text. The details of the assessment is displayed in Appendix J. The learners were assigned to breakout rooms in groups of four. However, some learners did not attend the breakout rooms. Therefore, some rooms hosted only two peers because of the learners that did not respond to their peers, which can be followed in the extracts of Assessment 5 in Appendix J. As mentioned previously, the breakout rooms were designed automatically via the program by the instructor in order not to intervene the natural setting and organization of the groups. The activity was based on the discussion questions on life and happiness, which fits the aim of the CEFR mediation and interactional activities. The assessment took 20 minutes to complete and all the participants in the study attended the activities.

The findings were examined according to the extracts of each breakout room for Assessment 5. The participants' interactional features were first examined according to the adapted SETT Grid for classroom context mode and though they were supposed to be in classroom context mood, the unforeseen modes were also depicted to give insight into the interaction of participants. After that, the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants. The following section depicts the e-CIC relatedfindings of Josephine and Esma in Assessment 5.

4.4.5.1. e-CIC Related Findings of Josephine and Esma in Assessment 5

This section reveals the e-CIC related findings of Josephine and Esma in Assessment 5. The display of the findings starts with e-CIC related findings of Josephine. After that, e-CIC related findings of Esma are displayed, which is followed by the comparison of the two.

Tables 172, 173, 174 and 175 represent the e-CIC related findings of Josephine in Assessment 5. The description of the utterances she used and the atmosphere of the context she was in are evaluated after the display with specific examples of the interactional features.

Table 172.

e-CIC of Josephine in Assessment 5 - Classroom Context Mode

Classroom Context Mode		
Lines from Extract 24		**Examples from Extract 24**
Extended learner turns	line 118	yes my my friends… also very important because… everything together… together so (4) we together… we together err… walking… everything… bir dakika… the bad… I share bad situation
Content feedback	line 150	yes right

Table 173.

e - CIC of Josephine in Assessment 5 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 24			**Examples from Extract 24**
Taking the floor	lines 33, 35, 41, 43	line 108	me first… first marriage =
	61, 108, 110	line 136	ok I think children is… err.. childrens are very cheerful (4) bir dakika… when I was I was very
	136, 146		happy
		line 146	[yes yes buldum] I left them far away
Cooperating	lines 25, 39, 120, 122	line 25	(4) seconds Josephine err… I will enjoy… I will enjoy err… playing the calimba
	128, 130, 138	line 39	[err… for example I was swimming]
	140, 150	line 128	= yes pointless =
		line 138	yes everything… I forget everything

Table 174.

e - CIC of Josephine in Assessment 5 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 24		**Examples from Extract 24**	
Providing examples and definitions	lines 65, 71	line 65	yes everything for example school
		line 71	= and for example home jobs
Presenting ideas or instructions	lines 35, 39, 43, 61	line 91	= and friends =
	91, 93, 95, 99	line 99	food
	108, 110, 112	line 110	clears her throat marriage… is very important actually… because my… err… I… my husband
	114, 124, 126		in the future… my husband
	136, 146	line 114	[everything…] everything… everything we will share… err… we are here
		line 136	ok I think children is… err.. childrens are very cheerful (4) bir dakika… when I was I was very happy
Using repetition and redundancy	lines 61, 114	line 61	err… my family rules… excessive bad… because… constantly… constantly we are compared… for example… neighborhood nasıl diyeceğim? komşu mu? for example neighborhood girl

Table 175.

e - CIC of Josephine in Assessment 5 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 1	Responses which are extended beyond short phrases despite hesitation	*
	Mostly relevant contributions despite some repetition	*
	Basic cohesive devices	
Interactive communication		
Band 1	Initiates and responds appropriately	*
	Keeps the interaction going with very little prompting and support	*

In this platform, there should have been four learners. However, one of them did not attend the breakout room and L1 joined the conversation later. Thus, Josephine and Ali had to discuss the questions for a while. There were 162 utterances in Extract 24 in Appendix J and 57 of them belongs to Josephine. The interaction started with the 1st line to the 11th one with greetings and L1 asked Ali what they were doing at the moment, which surprised Ali and pleased Josephine that ended with laugh. This breakout room reveals great insights

in terms of low achievers and high achievers in terms of scaffolding, which is explained within the explanation of the tables. The features that Josephine did not use during the interaction were excluded in Tables 172, 173 and 174.

Depending on Table 172, Josephine had an extended learner turn in line 118. She gave content feedback in line 150 as a sign that she was cooperating with Ali. There were no other interactional features that she used because she was assisted by Ali to complete her utterances.

Table 173 shows that Josephine took the floor in lines 33, 35, 41, 43, 61, 108, 110, 136 and 146. She cooperated with Ali in lines 25, 39, 120, 122, 128, 130, 138, 140 and 150 as well. However, as it can be traced on Table 172, her utterances were either phrases like, "marriage… is very important actually… because my… err … I … my husband … in the future … my husband" (line 110, Extract 24, Appendix J) or the repetition of what Ali said previously such as "= yes pointless =" (line 128, Extract 24, Appendix J) and "yes everything… I forget everything" (line 138, Extract 24, Appendix J).

In Table 174, there are the mediation strategies Josephine used during the interaction. These are providing examples and definitions, presenting ideas or instructions and using repetition and redundancy. In lines 65 and 71 she provided examples for Ali. Though in phrases, she presented her ideas in lines 35, 39, 43, 61, 91, 93, 95, 99, 108, 110, 112, 114, 124, 126, 136, 146. The presentations were in the form of a mutual talk between Ali and her, whom was supported by him many times in the interaction (Extract 24, Appendix J). She used repetitions throughout the interaction, but line 61 was the most clear one among them.

According to the Cambridge Speaking Assessment Scale (Table 175), Josephine was in between Band 1 – 0. However, considering her appropriate responses and managing discourse though being directed throughout the conversation, she was evaluated as in Band 1. It was clear in Tables 172, 173 and 174 that she needed guidance and scaffolding by an expert peer, which is apparent in her strategies to communicate. The context that Josephine and Ali were in started with the materials mode, but turned into classroom context mode with and expert learner who helped his peer to get involved in an every day like conversation.

Tables 176, 177, 178 and 179 represent the e-CIC related findings of Esma in Assessment 5. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 176.

e - CIC of Esma in Assessment 5 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 25			**Examples from Extract 25**
Extended learner turns	lines 14, 28, 42	line 14	mutluluğun tanımını yapacağız belki başlayalım let's start according to me happiness means err… health and serenity for me and because err… when serenity is there there is always happiness and err… health is important to be happiness because health there is not nothing makes sense

Table 177.

e - CIC of Esma in Assessment 5 - the CEFR Interaction Strategies

Classroom Context Mode			
Lines from Extract 25			**Examples from Extract 25**
Taking the floor	lines 14, 26, 30, 34	line 26	ok first section is that err…
	48, 52	line 34	third section is achieving err… like success err… it is similar
		line 48	fourth section is err… money for me err… we can we can buy good things err… like dress or book and this action err… happiness err… me
		line 52	yes err… fifth part is sport I think err… because it have to be health and err… seem to be beautiful
Cooperating	lines 18, 20, 22, 28	line 20	I agree with you especially success err… if person has a success err… at success err… person
	38, 40, 42, 44		(5) person is happy
	46, 50, 54, 56	line 38	err (4) I am err (4) apart from them err… according to tasks and thus I separated from them but I think it is the same
		line 54	yes it's also increases focusing an issue

Table 178.

e - CIC of Esma in Assessment 5 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 25		**Examples from Extract 25**	
Posing questions	lines 16, 28	line 16	(10) what does it mean Barış?
		line 28	err… first section err… is family for me err… because it's everything I think err… for me err… they love them and err… I have an ((3)) every issue and err… they do for me (6) what is the first section for you like?
Presenting separately the main points in a chain of argument	lines 14, 20, 28, 38	line 28	err… first section err… is family for me err… because it's everything I think err… for me err… they love them and err… I have an ((3)) every issue and err… they do for me (6) what is the first section for you like?
		line 38	err (4) I am err (4) apart from them err… according to tasks and thus I separated from them but I think it is the same
Using repetition and redundancy	lines 30, 42	line 30	(5) second section err… is success because err because err… when I success err… my success issue err… like class err… I am happy and err… success is important err… for every area
		line 42	err… rather than achieving err… I achieving err… I can locate health err… health is err… important for every person (4) it is there and err… there is always happiness and err… cosy and they can do err… everything err… that that person err… like err… that's it for achieving

Table 179.

e - CIC of Esma in Assessment 5 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	

There were three learners attended to this breakout room; Barış, Esma and L1. However, L1 did not attend the breakout room and they told the instructor to stay in that room discussing the questions together (Extract 25, Appendix J). There were 62 utterances in Extract 25 in Appendix J and 31 of them belongs to Esma. The first 13 utterances were

all about the activity and half of them were in NL. The features that Esma did not use during the interaction were excluded in Tables 176, 177 and 178.

Depending on Table 176, Esma had three extended learner turns in lines 14, 28 and 42 though there were hesitations in them. There were no other interactive features related to the classroom context mode.

Table 177 shows the interactional strategies that Esma used. She took the floor in lines 14, 26, 30, 34, 48 and 52. She cooperated with Barış in lines 18, 20, 22, 28, 38, 40, 42, 44, 46, 50, 52, 54 and 56. The key finding within her interaction is that after line 24, which was not specific to Esma only, there was a long pause of two minutes, wherein two of them get prepared for the questions to discuss.

Table 178 depicts the mediation strategies that Esma used during the interaction. These are posing questions, presenting ideas or instructions ad using repetition and redundancy. In lines 16 and 28 she posed simple questions to Barış about the situations related to the activity. She presented her ideas in lines 14, 20, 28,30, 38 and 42, as well. Line 30 and 42 were also the lines that the strategy of using repetition and redundancy became apparent in her speech.

In Table 179, it is clear that Esma was in Band 2 considering her repetitions, pauses that she gave and the appropriate responses, some of which were phrases. In fact, what is obvious with the analysis of her discourse given in Extract 25 is that up to Assessment 5, she liked being rather in the managerial or the materials mode; she felt confident when she had a material to match, discuss or relate rather than presenting her ideas on some piece of issue. The evidence for this can be traced in the line she took the floor. For instance, when in line 32 she asked, “it has happened for me what is your second section?” or in line 48, when she said, “fourth section is err… money for me err… we can we can buy good things err…” she was dependent on the material to speak and further her strategies to cooperate.

The analysis on e-CIC related findings of Josephine and Esma reveal that Josephine needed further scaffolding with and expert learner when her previous performances were considered. Esma seems to be more independent in terms of managing discourse and interaction when compared to Josephine. However, she needed materials to continue with the conversations; specifically concrete questions to answer in assessments. In Table 180 below, there is the comparison between Josephine and Esma in terms of their e-CIC related findings in Assessment 5.

Table 180.

Comparison of e - CIC of Josephine and Esma in Assessment 5

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	extended learner turns	taking the floor cooperating	providing examples and definitions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 1	**Interactive Communication** Band 1
Esma	extended learner turns	taking the floor cooperating	posing questions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Band 2	**Interactive Communication** Band 2

Table 180 represents the interactive features and strategies that Josephine and Esma used in Assessment 5. Depending on Table 179, it is obvious that both of the learners use nearly the same these features and strategies to communicate with their peers. Esma, however, learned to pose questions as being different that Josephine's strategies. The next section introduces the e-CIC related findings of Barış and Gece in Assessment 5.

4.4.5.2. e-CIC Related Findings of Barış and Gece in Assessment 5

In this section, the e-CIC related findings of Barış and Gece in Assessment 5 were explained. The display of the findings starts with e-CIC related findings of Barış. After that, e-CIC related findings of Gece are displayed, which is followed by the comparison of the two.

Tables 181, 182, 183 and 184 below display the e-CIC related findings of Barış in Assessment 5. The description of the utterances he used and the atmosphere of the context he was in are evaluated after the display with specific examples of the interactional features.

Table 181.

e-CIC of Barış in Assessment 5 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 25		**Examples from Extract 25**	
Extended learner turns	lines 17, 19, 29, 33, 51	line 17	that means happiness… happiness for me first of all I agree with you health is very important of course and health not there is no happiness err… more than happiness and that's why I agree with your opinion and if I… in my opinion and if in my opinion happiness means… means… I guess I have not just one word it changes for me sometimes this is a… this can be shape… this can be feeling for me and for example if I success something I can feel happy like or if I… if I… how can I say? (4) for example I want to buy something if I buy this (4) if I buy this product or I forgot whatever this means for me happiness because I want this
		line 33	hmm yes I agree with you my second section is health… it's very special for all people and if we have a good health… is a everything err… because if I have… have some problem from our health this is really a bad situation and err… and this is really how can I say? (4) upsetting and that's why health… if we have good health everything is ok that's why I choose the second
Referential questions	lines 27, 37	line 27	if you want we can move one by one for example you said health why? I otherwise say why if you want
		line 37	what does it mean? what is the difference achieving and success? what's the difference for you? why you separate success and achieving? why you choose?
Scaffolding	lines 21, 27	line 21	yes (30) do you understand these tasks? I understand I got it did you understand?

Table 182.

e - CIC of Barış in Assessment 5 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 25		**Examples from Extract 25**	
Taking the floor	lines 15, 51, 55	line 15	(6) I have activity
		line 51	yes my fourth section is success err… you also said if I have…. have some target or purpose and this purpose when I err… success I feel happy because I want err… the real real err… real achieving for this purpose and if I success really err… really feel good really feel happy happy
		line 55	yes my fifth and last section is music I'm err… when I'm listening to music err… I really err… I'm happy but this changes according to my situation if laughs if I feel sad sometimes feeling safe but music is very relaxing for me and err… means happiness I guess err… because the best friend can be music laughs when I feel alone I'm listening music

Cooperating	lines 15, 17, 19, 29 31, 35, 39, 45, 47, 49, 53, 57	line 29	also first section for me is… is the same for you… family because you said family… family is… is very important and also it's very important for me err… because err… because we can learn everything from the family and need the support family… from our family err… family everything… everything more than happiness that's why is the first section family I choose that I choose
		line 45	really yes good friends
		line 49	yes money is very important err… but this is err… I guess err… I don't know what do you think but money is (4) rather than happiness is err… necessity I guess because if I want to something we need the money that's why money err… yes can be happiness but I want to buy (3) that dress or shoes err… whatever yeah it changes both happiness both and necessity err… I guess money but this correct
		line 57	yes it changes the situation

Table 183.

e - CIC of Barış in Assessment 5 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 25		**Examples from Extract 25**	
Posing questions	lines 27, 35, 37	line 35	may I ask question for you?
		line 37	what does it mean? what is the difference achieving and success? what's the difference for you? why you separate success and achieving? why you choose?
Making comparisons / links	lines 17, 43	line 17 line 43	that means happiness… happiness for me first of all I agree with you health is very important of course and health not there is no happiness err… more than happiness and that's why I agree with your opinion and if I… in my opinion and if in my opinion happiness means… means… I guess I have not just one word it changes for me sometimes this is a… this can be shape… this can be feeling for me and for example if I success something I can feel happy like or if I… if I… how can I say? (4) for example I want to buy something if I buy this (4) if I buy this product or I forgot whatever this means for me happiness because I want this
			that's true also again err… I agree with you and my third section is friends because err… friends… I have a lot of friends but (5) between them the best friends… the best means is also very important because err… because I'm trusting them better than the other friends err… because I'm best for this people and when I together better with my friends I feel happy err… I'm beyond happy we smile err… we are good we are doing together something
Providing examples and definitions	lines 19, 55	line 19	yes this is another means for me I have a lot of means for me happiness is just not words also have your opinion for me is very important health family friends this is err… also very

			important and mean happiness for me
Presenting ideas or instructions	lines 17, 19, 29, 33 49, 51, 53, 55	line 29	also first section for me is… is the same for you… family because you said family… family is… is very important and also it's very important for me err… because err… because we can learn everything from the family and need the support family… from our family err… family everything… everything more than happiness that's why is the first section family I choose that I choose
		line 53	yes also sport help your brain for relax err… just not brain for physical because err… doing something err… sports activity you feel relaxed you don't think other things that's why sports is better
Using repetition and redundancy	lines 49, 51	line 51	yes my fourth section is success err… you also said if I have…. have some target or purpose and this purpose when I err… success I feel happy because I want err… the real real err… real achieving for this purpose and if I success really err… really feel good really feel happy happy
Eliminating repetition and digression		line 33	hmm yes I agree with you my second section is health… it's very special for all people and if we have a good health… is a everything err… because if I have… have some problem from our health this is really a bad situation and err… and this is really how can I say? (4) upsetting and that's why health… if we have good health everything is ok that's why I choose the second

Table 184.

e - CIC of Barış in Assessment 5 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

In this assessment, Barış was attended with Esma to the same breakout room. There were three learners together with Barış and Esma in this room, but L1 did not respond to them. So, Esma and the other learner, Barış, had to discuss the questions related to the text in the assessment together. There were 62 utterances in Extract 25 in Appendix J and 31 of them belonged to Barış. The first 13 utterances were about the activity and half of the utterances were in NL. The features that Barış did not use during the interaction were excluded in Tables 181, 182 and 183.

Depending on Table 181, Barış had five extended learner turns in lines 17, 19, 29, 33 and 51. These are significant in that throughout the conversation with Esma, Barış had extended utterances and he used although he had repetitions like the one in line 51. One significant interactional feature was the referential questions he asked in lines 27 and 37 and the initiative that he undertook after asking the question like the one in line 27 when he said, "if you want we can move one by one for example you said health why? I otherwise say why if you want" (Extract 25, Appendix J). Another important interactional feature for Barış was the scaffolding in lines 21 and 27, which were all in TL.

In Table 182, it is apparent that Barış took the floor in lines 15, 51 and 55. He was engaged with cooperating in lines 15, 17, 19, 29, 31, 35, 39, 45, 47, 49, 51, 53 and 57, which is a sign that he was into the interaction in this assessment.

Table 183 represents the mediation strategies Barış used during the interaction. These are posing questions, making comparisons, providing examples, presenting ideas, using repetition and redundancy and eliminating repetition and digression. In lines 27, 35 and 37 he posed questions to Esma to make her het involved in the conversation. He made comparisons in lines 17 and 43, which were also his extended turns. Lines 19 and 55 were the utterances that he provided examples for the issue that they were talking about. In lines 17, 19, 29, 33, 49, 51, 53 and 55 he presented his ideas, as well. However, he used repetition in lines 49 and 51 to present his ideas. A significant strategy of mediation Barış used in this assessment was eliminating repetition, which appeared in line 33 when he couldn't express himself, "because if I have… have some problem from our health this is really a bad situation and err… and" and by asking himself the right word, "this is really how can I say? (4) upsetting and that's why health…"

According to the Cambridge Speaking Assessment Scale (Table 184) Barış was in Band 3 depending on his discourse management and interactive communication strategies though he had some repetitions in his utterances. What is striking within his discourse was the lowered pauses and extended turns in his speech. However, the context they were in were still in the materials mode despite Barış's attempts with referential questions and other strategies of mediation as they both like, depending on the extracts of their breakout rooms, depending on the material and speak via those materials.

Tables 185, 1856 187 and 188 below represent the e-CIC related findings of Gece in Assessment 5. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 185.

e - CIC of Gece in Assessment 5 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 26		**Examples from Extract 26**	
Referential questions	lines 20, 24, 26, 36, 42	line 20	you know your goals and limits… if you know yourself you can achieve many things (4) [what do you think self – esteem?]
		line 24	yes (5) can't you be happy without your family?
		line 26	why not?

Table 186.

e - CIC of Gece in Assessment 5 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 26		**Examples from Extract 26**	
Taking the floor	lines 8, 10, 16	line 8	ok we can start what do you think about happiness?
		line 10	because humans sometimes live happy but sometimes sad
		line 16	ok… self - knowledge reading money friends and achieving my ambitions… you?
Cooperating	lines 14, 20, 22, 24, 28, 30, 32, 34, 38, 40,, 44	line 22	no not much but I care them
		line 32	ok me too… especially my brother
		line 38	= in fact without money people can be happy but this is not valid in Turkey
		line 44	yes they are like second family (4) ok teacher thank you Diane I like your speech

Table 187.

e - CIC of Gece in Assessment 5 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 26		**Examples from Extract 26**	
Posing questions	lines 8, 12, 16, 18, 24, 26, 36, 42	line 12	do you enjoy having family rows
		line 18	[which sports do you like?]
		line 42	what do you think about friends?
Providing examples and definitions	lines 28, 32	line 28	[maybe some people are very strong and they can tolerate]
		line 32	ok me too… especially my brother
Presenting ideas or instructions	lines 14, 20, 34, 36, 38, 40, 44	line 36	even if there is no one around you they can support always… what about you money? is it important for you?
		line 38	= in fact without money people can be happy but this is not valid in Turkey
		line 40	yes it is true before everything money comes first

Table 188.

e - CIC of Gece in Assessment 5 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

Gece was attended with Diane to the same breakout room. There should have been one more learner with them, but he / she never joined the conversation. There were 45 utterances in Extract 26 in Appendix J and 22 of them belonged to Gece. While the first 20 lines signal the materials mode of the context, after the 21st line, they started to achieve classroom context mode with their everyday like conversation and attempts to have a mutual understanding among themselves. The features that Gece did not use during the interaction were excluded in Tables 185, 186 and 187.

At the beginning of the conversation, Gece was just trying to finish the task and it was Diane, who changed Gece's mood towards the activity. Her reliance on the activity may have distracted Gece on creating different interactional features as only asked three referential questions in lines 20, 24 and 26 (Table 185). She had no other interactional features used in classroom context mode.

Gece took the floor in lines 8, 10 and 16 (Table 186). She cooperated with Diane in lines 14, 20, 22, 24, 28, 30, 32, 34, 38, 40 and 44. This is important for Gece because when Extract 26 (Appendix J) is examined, it is clear that there were no pauses or hesitations within Gece's discourse and the conversation flows through classroom context mode.

The mediation strategies that Gece used during the interaction are represented in Table 187. These strategies were posing questions, providing examples and presenting ideas. Though there was no variety in her discourse in terms of the mediation strategies she used, it is clear in Extract 26 (Appendix K) that she learned to pose questions in order to maintain the conversation. She posed her questions in lines 8, 12, 16, 18, 24, 26, 36 and 42. Lines 28 and 32 were the utterances that she provided examples for the issue that they were talking about. In lines 14, 20, 34, 36, 38, 40 and 44 she presented her ideas.

According to the Cambridge Speaking Assessment Scale (Table 188), Gece was in Band 3 depending on her discourse management and interactive communication strategies. Though she did not used extended stretches of language, it is clear in Extract 26 (Appendix J) that she was more confident with her utterances.

The result of the analysis on e-CIC related findings of Barış and Gece reveal that though both of them developed new interactional features and strategies in managing the conversation, it was Barış, who eliminated repetition for the first time. However, Gece's strategy of posing questions cannot be denied when her performance in the first four assessments is considered. Nevertheless, the context that Barış was in was in materials mode, which may depend on his peer, Esma who liked to speak by responding to the questions in text or by doing exercises in the book. Yet, Barış had varied the interactional features and the strategies that he used before, which is towards classroom context mode depending on a peer like himself. In this sense, Gece was lucky as her context was turned to classroom context mode by the help of her peer, Diane. The dialogue in Gece's context was more in the flow of an everyday conversation as is expected in classroom context mode. In Table 189 below, there is the comparison between Barış and Gece in terms of their e-CIC related findings.

Table 189.

Comparison of e - CIC of Barış and Gece in Assessment 5

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turns referential questions scaffolding	taking the floor cooperating	posing questions making comparisons and / or links providing examples and definitions presenting ideas or instructions using repetition and redundancy eliminating repetition and digression	**Discourse Management** Band 3	**Interactive Communication** Band 3
Gece	referential questions	taking the floor cooperating	posing questions providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3

4.4.5.3. e-CIC Related Findings of Ali and Diane in Assessment 5

This section presents the e-CIC related findings of Ali and Diane in Assessment 5. The demonstration of the findings start with e-CIC related findings of Ali. Immediately after the e-CIC related findings of Ali, the findings related to Diane's interaction in the same assessment is displayed.

Tables 190, 191, 192 and 193 represent the e-CIC related findings of Ali in Assessment 5. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 190.

e-CIC of Ali in Assessment 5 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 24		**Examples from Extract 24**	
Extended learner turns	lines 57, 119, 159	line 57	I was also an football addict I was going outside every day and I was playing football from eight… morning eight and till midnight… ten nine… I was wondering all the village I grow up I grown up in village so I was an football addict and I'm still and what have you never enjoyed? who wants to start or should I start?
		line 159	ok thank you so bu kadar mı? that's all you are also good so it's my turn but I have forgotten what I said I will check one more time… I said family and friends family and friend everything for me like just like as Josephine I share everything with my friends and family they are important so important that for me I can't live them I can't live without them they are my reason to live and also I said money I agree with you L1 money is everything in twenty twenty one we can buy everything what we want and also money brings happiness I believe that and I said sport as I told before I'm football addict I can't live without football and it's also my everything the other reason to live is Galatasaray for me and… success I said success achieving my ambitions I'm too ambitious I always have an ambitious I've always been in race with someone that's my… that's my life… how can I say it? (5) I couldn't find the word but racing with someone and being successful at the end is very important for me and I can do everything for being success that's it thank you Josephine thank you too L1
Referential questions	lines 109, 123	line 109	= why marriage?

Content feedback	lines 28, 32, 40, 42 44, 90	line 32	nice what did you enjoy as a child let's talk about this topic who wants to start?
		line 44	so you were walking by your own or with your friends?
		line 90	= yes
Scaffolding	lines 38, 121, 127, 129, 137, 151	line 121	that's why you choose they are they are happiness for you
		line 137	when you see them you are very happy
		line 151	they are so important that for you you will miss them a lot you can't live without them am I right? as far as I understand
Clarification request		line 131 (NL)	ok so what did you say ne demiştin başka?
Confirmation checks	lines 46, 62, 104, 119, 121, 151	line 62	so you were always comparing with you are always comparing with your neighborhood girl right?
		line 104	peace you mean barış
		line 119	so you are you are sharing your bad situation you are sharing your happiness you are sharing everything actually you are happy with them because you always spend time together am I right?
Turn completion	lines 64, 66, 68, 127, 145	line 64	by your parents
		line 66	success=
		line 127	you are very sad and… pointless
		line 145	[supporting]

Table 191.

e - CIC of Ali in Assessment 5 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 24		**Examples from Extract 24**	
Taking the floor	lines 24, 84, 151	line 24	you're welcome ok I'll start I will enjoy watching soap on Netflix not on TV but Netflix what about you?
		line 84	[ok] I'll start… firstly family but there is no oh yes there's family… friends (6) achieving my ambitions success and (5) money
		line 151	they are so important that for you you will miss them a lot you can't live without them am I right? as far as I understand
Cooperating	lines 26, 32, 34, 55, 62, 100, 115, 147	line 55	so you like to Tusubasa… and football
		line 100	ok food laughs especially noodle
		line 115	yes you are right so as you will always together and as you will share everything you think marriage is the key of happiness or something it's just a thing =
Asking for clarification		line 131 (NL)	ok so what did you say ne demiştin başka?

Table 192.

e - CIC of Ali in Assessment 5 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 24		**Examples from Extract 24**	
Posing questions	lines 24, 28, 30, 40, 44, 57, 78, 88, 109, 123	line 30	so what kind of TV series do you like mostly?
		line 109	= why marriage?
		line 123	ok you said food Josephine what's your reason for food?
Paraphrasing	lines 117, 137, 151	line 117	ok it's ok you said friends and family as well
		line 137	when you see them you are very happy
Presenting ideas or instructions	lines 59, 84, 115	line 59	[ok] this time I will start I will never enjoy having family rows because you know I like my family I love my family a lot and my family means everything for me a discussion or arguing among them was nightmare for me and I have never liked seeing my family in such situations so what about you?

Table 193.

e - CIC of Ali in Assessment 5 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	*
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In this platform, Ali, Josephine and L1, who joined the activity later, were together.. There were 162 utterances in Extract 24 in Appendix J and 73 of them belonged to Ali. The interaction started with the 1st line to the 11th one with greetings. Ali had undertaken the figure of the teacher and when L1 asked him what they were doing at the moment, Ali was surprised. Thus, he directed both L1 and Josephine till the 59th line (Extract 24, Appendix J). The features that Ali did not use during the interaction were excluded in Tables 189, 190 and 191.

Regarding Table 190, it is obvious that Ali used all the interactional features related to classroom context mode. He had three extended learner turns in lines 57, 119 and 159. He gave content feedback in lines 28, 32, 40, 42, 44 and 90. In order to involve Josephine in the activity and to make them speak more, he asked two referential questions in lines 23 and 109. In addition to these features, he scaffolded Josephine in lines 38, 121, 127, 129, 137 and 151. He requested for clarification in line 131, translated into NL at the end, as “ok

so what did you say ne demiştin başka?". He checked for confirmation in lines 62, 104, 119, 121 and 151, which were in the form of an interaction strategy, cooperation. Finally, he completed Josephine's turns in lines 64, 66, 68 and 145 as well.

Moreover, Ali used all the interaction strategies (Table 191) as well. He took the floor in lines 24, 28, 30, 40, 44, 46, 57, 78, 88, 109, and 123. He cooperated with Josephine in lines 26, 32, 34,55, 62, 100, 115 and 147 in order to complete Josephine's turn or to scaffold her. The cooperation strategy as the figure of a teacher to make his peers speak is so clear that in line 53, he warned L1 in speaking English by saying, "English please not evet yes" (Extract 24, Appendix J). As is mentioned in the explanation of Table 189, Ali had a clarification request in line 131 in NL as a translation.

In Table 192, there are three mediation strategies that Ali used in this assessment. He posed questions in lines 24, 28, 30, 40, 44, 46, 57, 78, 88, 109 and 123 to make Josephine speak more. He used the strategy of paraphrasing in lines 117, 137 and 151. In fact, these paraphrases were to make what Josephine told him clearer as she spoke in phrases. He presented his ideas in lines 59, 84 and 115, which were not much in amount because he was in the position of a teacher who was trying to make the learner, Josephine get involved in speaking by asking questions or assisting her with her utterances as well.

According to the Cambridge Speaking Assessment Scale (Table 192), Ali was in Band 5. This time he used more cohesive devices, which extended his speech when he took the floor. The context that Josephine and Ali were in started in the materials mode, but then, it turned into classroom context mode with a more natural talk between the two by his scaffolding to Josephine.

Tables 194, 195, 196 and 197 represent the e-CIC related findings of Diane in Assessment 5. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 194.

e-CIC of Diane in Assessment 5 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 26		**Examples from Extract 26**	
Extended learner turns	lines 23, 37	line 23	self-esteem is an important thing for you to become happy and successful if you don't believe
		line 37	it is important so much but I don't know… I saw a lot of people who lost his family his value so I
Referential questions	lines 17, 19, 21	line 17	self - esteem family friends sport reading (4) [why did you choose these are?]
		line 19	I actually like to go to the gym… makes me stronger… what do you think about self – knowledge?
		line 21	[so? are you obsessed with your goals?]

Table 195.

e - CIC of Diane in Assessment 5 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 26		**Examples from Extract 26**	
Cooperating	lines 11, 15, 17, 25, 31, 33, 35, 37, 39, 41	line 25	ah no one can't
		line 35	yes you feel stronger
		line 39	yes sure I think money manage us
		line 41	yes so true

Table 196.

e - CIC of Diane in Assessment 5 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 26		**Examples from Extract 26**	
Posing questions	lines 13, 17, 19, 21, 31	line 13	no... you
		line 31	sure I admire them but I'm so in love with my mum and sister… what about you?
Providing examples and definitions	lines 27, 31, 37	line 27	think about it parts of you is not full you are not complete… [you can be time to time but]
		line 37	it is important so much but I don't know… I saw a lot of people who lost his family his value so I don't like the money but we need to money a lot =
Presenting ideas or Instructions	lines 23, 25, 29, 35 39, 43	line 23	self-esteem is an important thing for you to become happy and successful if you don't believe in yourself no one do that for you

Table 197.

e - CIC of Diane in Assessment 5 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
	Interactive communication	
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

Diane was attended with Gece to the same breakout room. There should have been one more learner with them, but he / she never joined the conversation. There were 45 utterances in Extract 26 in Appendix J and 23 of them belonged to Diane. The first 20 lines signal the materials mode of the context because of Gece who based her interaction on the material by just giving responses to the items that they were studying. After the 21st line, they started to achieve classroom context mode with their everyday like conversation and attempts to have a mutual understanding among themselves. The features that Diane did not use during the interaction were excluded in Tables 194, 195 and 196.

At the beginning of the conversation, Gece was just trying to finish the task and Diane was on the trace of a mutual talk with her friends. When Table 194 is examined, it is obvious that there were two extended turns of Diane in lines 23 and 37. Another interactional feature that she used was referential questions, which she posed to Gece in lines 17, 19 and 21.

Table 195 shows that Diane did not take the floor. Rather, she cooperated with Gece in lines 11, 15, 17, 25, 31, 33, 35, 37, 39 and 41. This may have led Gece to have less pauses and hesitations when compared to her previous experiences.

The mediation strategies that Diane used during the interaction are represented in Table 196. These strategies were posing questions, providing examples and presenting ideas. she posed questions to Gece in lines 13, 17, 19, 21 and 31, which made Gece speak more. Lines 27, 31 and 37 were the utterances that she provided examples to explain her ideas. In addition to this, she presented her ideas in lines 23, 25, 29, 35, 39 and 43.

In Table 197, the band that Diane was in according to the Cambridge Speaking Assessment Scale is presented. In this sense, Diane was in Band 4 depending on her discourse management and interactive communication strategies. Though she did not used

a variety of interactional features and strategies for interaction and mediation, not only she managed to express herself but also she managed to get her peer involved in the activity.

Having examined the analysis of e-CIC related findings of Ali and Diane, it is obvious that as high achievers, they easily undertook the role of a teacher and left space for learning for their peers. Since their peers were depended on materials that they were using, they had to develop strategies of interaction and mediation. Ali use this opportunity by verifying the interactional features he used. However, Diane still used the strategy of posing questions and cooperation to make her peers get involved in the activity. Briefly, they achieved to turn the context into classroom context mode after some struggle with their friends. In Table 198 below, there is the comparison between Ali and Diane in terms of their e-CIC related findings in Assessment 5.

Table 198.

Comparison of e - CIC of Ali and Diane in Assessment 5

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turns content feedback referential questions scaffolding clarification request confirmation check turn completion	taking the floor cooperating asking for clarification	posing questions paraphrasing presenting ideas or instructions	**Discourse Management** Band 5	**Interactive Communication** Band 5
Diane	extended learner turns referential questions	cooperating	posing questions providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 4	**Interactive Communication** Band 4

Table 198 demonstrates that while Ali used more interactional features in terms of classroom context, Diane used only two of them. Ali was also more successful than Diane in terms of interaction strategies. However, their strategies for mediation were almost the same with only one difference. Ali used paraphrasing instead of providing examples, which Diane preferred to interact, to express himself. The following section introduces Assessment 6.

4.4.6. Interactional Features in Assessment 6

The findings of Assessment 6 are presented depending on the cluster of participants. After each depiction of the interactional features and strategies of each participant, the cluster of the participants are compared. The findings of the low achievers, Esma and Josephine are presented first. The findings are followed by the e - CIC related findings of Barış and Gece as average students. Finally, the results with the high achievers Ali and Diane are discussed.

Assessment 6 involved an article from the book, "Skills Plus Reading and Speaking". The assessment that learners were supposed to do is in Appendix K. The learners were supposed to do a matching exercise given in the discussion section of the book, which was on certain idioms and discuss the questions, which enhances critical thinking skills. As is mentioned in the previous sections related to information about the assessments, the breakout rooms were designed automatically via the program by the instructor in order not to intervene the natural setting and organization of the groups. Besides, the activity that was based on the questions that followed the article in learners' reading skills book that fits the aim of the CEFR mediational and interactional activities. The assessment took 20 minutes to complete and all the participants in the study attended the activities.

In the following sections, the participants' interactional features are first examined according to the adapted SETT Grid for classroom context mood. The unforeseen modes are also depicted to give insight into the interaction of participants since not all the learners act accordingly to the classroom context mood. After that, the virtual classroom discourse of the participants are analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings are compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants.

4.4.6.1. e-CIC Related Findings of Josephine and Esma in Assessment 6

In this part of the study, the e-CIC related findings of Josephine and Esma in Assessment 6 are explained. The display of the findings starts with e-CIC related findings of Josephine, which is followed by e-CIC related findings of Esma. Finally, the findings are compared between the two.

Tables 199, 200, 201 and 202 below display the e-CIC related findings of Josephine in Assessment 6. The description of the utterances she used and the atmosphere of the

context she was in are evaluated after the display with specific examples of the interactional features.

Table 199.

e-CIC of Josephine in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 27		**Examples from Extract 27**	
Scaffolding	lines 21, 23, 29 (NL)	line 21	successful
		line 23	sorun yok you can talk
Clarification request		line 27 (NL)	başınızdan geçen bişeyi mi anlatın diyor?

Table 200.

e - CIC of Josephine in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 27		**Examples from Extract 27**	
Taking the floor		line 19	exam very very difficult… but… I'm (5) success… successful err… successful and
Cooperating	lines 7, 9, 11,13, 15	line 9	hmm ok
		line 11	hmm
		line 15	yes of course…
Asking for clarification		line 27 (NL)	başınızdan geçen bişeyi mi anlatın diyor?

Table 201.

e - CIC of Josephine in Assessment 6 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale		
Lines from Extract 27	**Examples from Extract 27**	
Presenting ideas or instructions	line 19	exam very very difficult… but… I'm (5) success… successful err… successful and
Using repetition and redundancy	line 19	exam very very difficult… but… I'm (5) success… successful err… successful and

Table 202.

e - CIC of Josephine in Assessment 6 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 0	Performance below Band 1	*
Interactive communication		
Band 0	Performance below Band 1	*

There were three learners attended in this breakout room with Josephine. However, one of them did not attend the room though she wrote at the end of the assessment. There were 31 utterances in Extract 27 in Appendix K and 16 of them belonged to Josephine. The interaction began with the checking of the sound in first four lines. Up to the fifth line in Extract 27 (Appendix L), the utterances were in NL. The features that Josephine did not use during the interaction were excluded in Tables 199, 200 and 201.

Depending on Table 199, Josephine scaffolded L1 in lines 21, 23 and 29; the 29 line being in NL. Also, she requested for clarification in line 27 in NL. Table 200 shows that Josephine took the floor in line 19. She cooperated with L1 in lines 7, 9, 11, 13 and 15. However, her cooperation with L1 goes no beyond "hmm"s and "yes" except for the 15th line, in which she agreed with L1 by saying "yes of course" (Extract 27, Appendix K). As is mentioned above, she also used clarification request in line 27 as an interaction strategy. Table 201 represents the mediation strategies that Josephine used during the interaction. These were providing examples and definitions, presenting ideas and using repetitions. In line 25, which was very important in terms of time management for learners, she provided an example. This lack of management of time may have stemmed from the pauses that they had given. For instance, in line 31, Josephine waited for 19 seconds to speak (Extract 27, Appendix K). In this line, Josephine provided the example, but time was over and the discussion question changed. Besides, she presented her idea in line 19, which was the only line that she took the floor. Another significance of line 19 was that it was the line that Josephine used repetitions.

In this sense, the context was in skills and systems mode with two low achievers trying to help each other. It was clear that the absence of L2 affected both Josephine and L1 as they needed scaffolding. Therefore, the two learners focused on vocabulary and the phrases that they couldn't find. However, Josephine's attempt to help and cooperate worth examining though her utterances were full of phrases, but not sentences. Therefore, according to the Cambridge Speaking Assessment Scale (Table 202) Josephine was below Band 1 considering her discourse management and interactive communication.

Tables 203, 204, 205 and 206 represent the e-CIC related findings of Esma in Assessment 6. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 203.

e - CIC of Esma in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 28		**Examples from Extract 28**	
Referential questions		line 43	evet err… err… is it necessary err… to trust?
Scaffolding		line 41	yes err… people err… who live in err village err… err to err… get out err… their house err… err… err
Clarification request	lines 13, 23	line 23	(34) err what does it mean err get your back up? I don't remember

Table 204.

e - CIC of Esma in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 28		**Examples from Extract 28**	
Taking the floor	lines 3, 9, 17, 25, 37	line 9	err… I don't remember this err… anything events but especially err… any person err… lying err… err this come to a head err… because err… I… I don't like… lying
		line 17	err… yes err… err I think err I get off your chest err… about err problems err (5) my friends or family
		line 25	err… people err… who talk err… so much err…
Cooperating	lines , 7, 9, 11, 17, 19, 31, 35, 37, 39	line 11	(7) err… or err… when err they are not keeping promises maybe
		line 31	yes
		line 35	like you
Asking for clarification	lines 13, 23	line 13	(1 min. 23) err… I don't err remember err a good head err what does it mean? err (4) is it like err… [being talented]?

Table 205.

e - CIC of Esma in Assessment 6 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 28		**Examples from Extract 28**	
Posing questions	lines 3, 43	line 3	err… Gece… what do you think err… to come to a hat?... can you explain it? err what does it mean?
Providing examples and definitions	lines 11, 21	line 11	(7) err… or err… when err they are not keeping promises maybe
Paraphrasing		line 21	(11) maybe err… having a… good job err… or err… dreams come to my head err (26) like err… having good job err… or err… err skillful err… add some sports private like this
Presenting ideas or instructions	lines 3,9 17, 33 37, 39	line 33	(7) err yes I like… silence… err… area… err… err
		line 37	(4) yes err I think err… err… err… it is good err… they err… can achieve many problems… err… which err which have in their life
		line 39	(4) yes err… trust err is the most important thing err… person err… can achieve many problems err to via trusting themselves
Using repetition and redundancy	lines 9, 37	line 9	err… I don't remember this err… anything events but especially err… any person err… lying err… err this come to a head err… because err… I… I don't like… lying

Table 206.

e - *CIC of Esma in Assessment 6 – Cambridge Speaking Assessment Scale - B2*

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were three learners attended in this breakout room with Esma. However, one of them did not attend the room and the other learner was Gece. There were 41 utterances in Extract 28 in Appendix K and 21 of them belonged to Esma. Being material bounded, Esma and Gece started speaking to each other from the very first line (Extract 28, Appendix K). The features that Esma did not use during the interaction were excluded in Tables 203, 204 and 205.

Table 203 demonstrates the interactional features that Esma used during the interaction. According to this table, Esma used three features, which were referential questions,

scaffolding and clarification request. She asked referential questions in line 43. Also she scaffolded Gece in line 41 to translate the Turkish phrases that Gece was asking. Finally, she requested for clarification in lines 13 and 23. The lines that she scaffolded and requested for clarification were significant in that she used these interactional features to have a knowledge on the vocabulary. Otherwise, both herself and Gece were not talking about the experiences they had related to the vocabulary items.

Table 204 shows the interaction strategies of Esma in this assessment. Depending on the table, it is clear that she used all the strategies. She took the floor in lines 3, 9, 17, 25 and 37. Besides she cooperated with Gece in lines 7, 9, 11, 17, 19, 31, 35, 37 and 39. Using these strategies were very important for shaping e-CIC of Esma. However, when the whole interaction and the lines that she used these strategies were examined (Extract 28, Appendix K), her pauses in speech draw attention. For instance, in line 21, she responded to Gece in 11 seconds. Also, in line 13, she didn't respond to Gece immediately. She waited for a minute and 23 seconds to respond to her and when she responded, she talked about another idiom on the material, not about the one that Gece was talking about. The last interaction strategy she used was asking for clarification, which appeared in lines 13 and 23.

Table 205 represents the mediation strategies that Esma used during the interaction. These were posing questions, providing examples, paraphrasing, presenting her ideas and using repetitions. In lines 3 and 43, she posed questions to Gece. In lines 11 and 21, she provided examples for Gece. She also paraphrased the expression for Gece in line 21. She presented her ideas in lines 3,9 17, 33,37 and 39. Of all these lines she presented her ideas, in lines 9 and 37, she used repetitions.

When the context she was in was considered, there were mode switching in her interaction with Gece. Up to the 15th line in the extract (Extract 28, Appendix K), the context was in materials mode to skills and systems mode. With Gece's attempt to talk about her experience, it turned into classroom context mode by sharing their experiences to each other after line 23 (Extract 28, Appendix K). Esma had to accommodate herself to Gece, who wanted to talk about the experiences she had, which were also the topic of the activity as well and she had to give up depending on the material.

Finally, according to the Cambridge Speaking Assessment Scale (Table 206), Esma was in Band 2, actually. When her discourse management and interactive communication is considered, she had appropriate responses considering her discourse management but she hesitated a lot and she still had long pauses before she started speaking. This was probably

due to her preparation for the material before she started speaking. With this experience with Esma, the importance of peer was underlined once again to turn the context into the classroom context mode.

The result of the analysis on e-CIC related findings of Josephine and Esma confirm that Josephine lost ground to Esma with her discourse management and interactive communication. Yet, Esma could not achieve to vary her interactional features and strategies for interaction and mediation. In Table 207 below, there is the comparison between Josephine and Esma in terms of their e-CIC related findings in Assessment 6.

Table 207.

Comparison of e - CIC of Josephine and Esma in Assessment 6

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	scaffolding clarification request	taking the floor cooperating asking for clarification	providing examples and definitions presenting ideas or instructions using repetition and redundancy	**Discourse Management** Below Band 1	**Interactive Communication** Below Band 1
Esma	referential questions scaffolding clarification request	taking the floor cooperating asking for clarification	posing questions providing examples and definitions paraphrasing presenting ideas or instructions	**Discourse Management** Band 2	**Interactive Communication** Band 2

The comparison depending on the e-CIC related results of Josephine and Esma reveal that Esma used more mediation strategies than Josephine. Though Josephine was behind Esma in terms of discourse management and interactive communication, Esma's hesitation to speak, the long pauses she gave before speaking and her utterances full of phrases cannot be denied. The following section introduces the e-CIC related findings of Barış and Gece in Assessment 6.

4.4.6.2. e-CIC Related Findings of Barış and Gece in Assessment 6

In this part of the study, the e-CIC related findings of Barış and Gece are displayed. The demonstration of the findings starts with e-CIC related findings of Barış.

Immediately after that, the findings related to Gece's interaction in the same assessment is presented.

Tables 208, 209, 210 and 211 represent the e-CIC related findings of Barış in Assessment 6. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 208.

e-CIC of Barış in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 29		**Examples from Extract 29**	
Extended learner turns		line 2	şey yeni değerlendirme için söylüyorum hani en sonki gönderdiği var ya hocanın gördüm onun için şöyle dedim ben I am a person who has ever defended and I do not who has a lot of panic and err I do not like this habit… err… I would like to get rid of this feature
Scaffolding	line 16 (NL)		bence şey ya yaşamda başına neler gelebilir yani korkunç olaylar gelebilir üzücü olaylar gelebilir dedim ben
Referential question		line 34	yes I agree L1 do you know such a person?
Clarification request	lines 8, 12, 14 (NL)	line 8	injusta bakıyorum hemen tam çevirisi ne oluyor bunun? hayatta başına bir şey gelir gibi mi
		line 12	aynen onun gibi herhalde… err bu nasıl cevap ((2)) sad events may come
Confirmation checks		line 24	how do you translate the last one? neye sırt çeviriyorsun you get your back up

Table 209.

e - CIC of Barış in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 29		**Examples from Extract 29**	
Taking the floor	lines 2, 18	line 2	şey yeni değerlendirme için söylüyorum hani en sonki gönderdiği var ya hocanın gördüm onun için şöyle dedim ben I am a person who has ever defended and I do not who has a lot of panic and err I do not like this habit… err… I would like to get rid of this feature
		line 18	scary events sad events may come
Cooperating	lines 6, 30, 34, 37	line 6	ok
		line 30	yes
Asking for clarification	lines 8, 12, 14 (NL)	line 14	hangisine? err… go to your head tamam ne yapmışsın anlamadım

Table 210.

e - CIC of Barış in Assessment 6 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 29		**Examples from Extract 29**	
Posing questions	lines 4, 28, 34	line 28	hmm aynen (10) my wicked friends and people talking from my family make me angry (4) what do you think L1 and Diane?
		line 34	yes I agree L1 do you know such a person?
Providing examples and definitions		line 37	yes I think so I want… err… because maybe a person afraid of something
Adapting speech / delivery	lines 2, 4 (NL)	line 2	şey yeni değerlendirme için söylüyorum hani en sonki gönderdiği var ya hocanın gördüm onun için şöyle
	12 (NL)		dedim ben I am a person who has ever defended and I do not who has a lot of panic and err I do not like this habit… err… I would like to get rid of this feature
		line 12	aynen onun gibi herhalde… err bu nasıl cevap ((2)) sad events may come
Presenting ideas or Instructions	lines 2, 12, 18, 28	line 18	scary events sad events may come
		line 28	hmm aynen (10) my wicked friends and people talking from my family make me angry (4) what do you think L1 and Diane?

Table 211.

e - CIC of Barış in Assessment 6 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

Before this platform was formed, Diane and Barış were in different breakout rooms. However, the other learners in the rooms they had attended before, did not join the conversation. Thus, these two learners were requested to be sent to new breakout rooms and they were joined the same room in this way together with L1 and L2, who never joined the activity. So, Barış was discussing his experience with Diane in this assessment. There were 37 utterances in Extract 29 in Appendix L and 17 of them belonged to Barış. The features that Barış did not use during the interaction were excluded in Tables 208, 209 and 210.

Regarding Table 208, it is obvious that Barış used five different interactional features related to classroom context mode. However, he had only one extended learner turn in line 2. He asked referential questions to Diane in line 34 and scaffolded her in line 16, which was in NL. He requested for clarification in lines 8, 12, 14 in NL and he had a confirmation check in line 24.

Table 209 introduces the interaction strategies that Barış used in the assessment. He took the floor in lines 2 and 18. He used the strategy of cooperating in lines 6, 30, 34 and 37 and as is mentioned above, he requested for clarification in lines 8, 12 and 14, but in NL.

The mediation strategies that Barış used during the interaction are posing questions, providing examples, presenting his ideas and adapting speech (Table 210). In lines 4, 24, 28 and 34, he posed questions to Diane. He provided an example in line 37 and he presented his ideas in lines 2, 12, 18 and 28. Finally, he adapted speech from NL to TL in lines 2, 4 and 12. According to the Cambridge Speaking Assessment Scale (Table 211), Barış was in Band 3 depending on his discourse management and interactive communication strategies.

The mode in this context was mainly materials mode. Both Barış and Diane were trying to explain the idioms given, but the conversation between the two did not go beyond explaining the meaning of the idioms up to the 27th line. Line 32 is evidence for the materials mode where they waited for the new activity to appear after Barış presented his idea as, "(12) who gets on your nerves seni kim ya da ne sinirlendirir? err… it makes me angry that people I don't like to err… take care of me… like lying friendship (5) and new task" (Extract 29, Appendix K). There were five seconds for Diane to present her idea as well, however she didn't. Also, lines between 12 to 17 were all in NL, which is another sign for the materials mode that they were in. Finally, the need for classroom context mode in this breakout room was clear in line 20 where Barış expressed his need for scaffolding as, "diğerlerinden niye ses yok ya" (Extract 29, Appendix K) when he couldn't get help from his peer. Therefore, lines between 20 to 23 were full of digression despite attempts of Barış to continue the performance and the interactional features that he used.

Having explained the context that Barış was in, Tables 212, 213, 214 and 215 represent the e-CIC related findings of Gece in Assessment 6. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 212.

e - CIC of Gece in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 28		**Examples from Extract 28**	
Extended learner turns	lines 16, 36, 38	line 16	err for example my friends err she's playing the guitar she tend to instrument she is also learning the violin… she is good head to this (30) and also… another friend drawing caricatures she likes drawing pictures err… she is good head to drawing (20) maybe err when we are sad err… when we are upset err we get off your chest to… friend family maybe… it freshens yani it relief me (5) we can share problems with err… my friends
		line 36	(1 min.) err for example my friend… struggling too much problems but she come up with problems… and she's trying to solve problems (11) she puts a brave face on everything everyday problems for example exams she wins to she want to wins exam… and she trying to… studying
Referential questions		line 10	yes I understand… people err… who don't like you err… talking about so much yok about your err… they are lying err… about you… that's it
Scaffolding	lines 14, 24 (NL)	line 14	[yes?] err… being skillful… tend to… yani bişeyi yapabilmek yatkın olmak gibi bi anlama geliyo
		line 24	err sinirlerine dokunmak gibi yani seni rahatsız etmesi
Clarification request	lines 20, 40 (NL)	line 20	yes (1 min. 48) I don't remember err go to your hand means can you explain it?
Turn completion	lines 12, 30, 42	line 30	(3) that irritates you
		line 42	(4) they are struggling

Table 213.

e - CIC of Gece in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 28		**Examples from Extract 28**	
Taking the floor	lines 4, 6, 16, 22, 36	line 22	(1 min. 6) for example… err hand joking err… hand joking gets on my nerve… I don't like joking
Cooperating	lines 4, 12, 10, 18, 26, 28, 32, 34, 38	line 26	yes
		line 32	ok I understand (17) and maybe… err laughing… so loud irritates me… sometimes
		line 34	me too
		line 38	(4) yes and also… err… it is… it covers err… us (30) without giving up and err… trusting themselves… err they can achieve… many things… and err they put… a brave face on this problems (3) maybe family problems… may be friends problems… it can be
Asking for clarification	lines 20, 40 (NL)	line 20	yes (1 min. 48) I don't remember err go to your hand means can you explain it?

Table 214.

e - CIC of Gece in Assessment 6 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 28		**Examples from Extract 28**	
Posing questions		line 10	yes I understand… people err… who don't like you err… talking about so much yok about your err… they are lying err… about you… that's it
Providing examples	lines 4, 8, 16, 22, 36, 40	line 22	(1 min. 6) for example… err hand joking err… hand joking gets on my nerve… I don't like joking
and definitions		line 36	(1 min.) err for example my friend… struggling too much problems but she come up with problems… and she's trying to solve problems (11) she puts a brave face on everything everyday problems for example exams she wins to she want to wins exam… and she trying to… studying
Paraphrasing	lines 6, 16	line 6	(9) this means not tolerate anymore
Presenting ideas or instructions	lines 4, 8, 16, 32, 38	line 4	yes err… this means annoying events err… for example my friend she ignored me recently and we fight her he is lying to me and this came to a head
		line 8	that's it (40) hmm there are so much people behind my back err… for example err we are fighting and err… they can they gossipping and they talking behind my back
		line 32	ok I understand (17) and maybe… err laughing… so loud irritates me… sometimes

Table 215.

e - CIC of Gece in Assessment 6 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were three learners attended in this breakout room with Gece. However, one of them did not attend the room. There were 41 utterances in Extract 28 in Appendix K and 21 of them belonged to Gece. Both Esma and Gece were dependent on material and they started speaking to each other from the very first line (Extract 28, Appendix L). The features that Gece did not use during the interaction were excluded in Tables 212, 213 and 214.

Table 212 demonstrates the interactional features that Gece used during the interaction. According to this table, Gece used many interactional features, which were extended learner turns, referential questions, scaffolding and clarification request, turn completion.

She had extended turns in lines 16, 36 and 38. However, she had long pauses between her utterances in these lines. For instance she waited for 30 seconds after presenting her idea as, “she is good head to this” in line 16, a minute to provide her example, “err for example my friend… struggling too much problems” in line 36 and 30 seconds in line 38 to explain her idea (Extract 28, Appendix K). She asked a referential question in line 10. Also, she scaffolded Esma in lines 14 and 24 in NL. She requested for clarification in lines 20 and 40, line 40 being in NL. Finally, she completed Esma’s turns in lines 12, 30 and 42.

Table 213 shows the interaction strategies of Gece in this assessment. She used all the interaction strategies. She took the floor in lines 4, 6, 16, 22 and 36. In addition to this, she cooperated with Esma in lines 4, 10, 12, 18, 26, 28, 33, 34 and 38. However, in this assessment, the long pauses that she had draws attention. For instance, though she used the strategy of cooperating, she waited for a minute and 48 seconds in line 20, 17 seconds in line 33 and 30 seconds in line 38 to respond or continue talking. The last interaction strategy she used was asking for clarification, which appeared in lines 20 and 40.

Table 214 introduces the mediation strategies that Gece used during the interaction. These were posing questions, providing examples, paraphrasing and presenting her ideas. She posed a question to Esma in line 10. However, the lines that she provided examples were high in number, which were lines 4, 8, 16, 22, 36 and 40. She also used paraphrasing in lines 6 and 16. She presented her ideas in lines 4, 8, 16, 32 and 38.

Finally, according to the Cambridge Speaking Assessment Scale (Table 214), Gece was in Band 3. When her discourse management and interactive communication is considered, she had appropriate responses considering her discourse management but she had long pauses before she started speaking.

The context that Gece and Esma were in was full of mode switching. As is mentioned earlier when describing the context that Esma was in, up to the 15th line in the extract (Extract 28, Appendix K), the context was in materials mode to skills and systems mode. With Gece’s attempt to talk about her experience, it turned into classroom context mode by sharing their experiences to each other after line 23 (Extract 28, Appendix K). Gece, wanted to talk about the experiences she had, which made Esma to accommodate herself to Gece and to give up depending on the material.

The result of this analysis confirms that the context that Barış and Gece were in had mode switching features; from materials to skills and systems and to classroom context mode for Gece and from materials mode to classroom context mode and back to materials

mode again for Barış. In Table 216 below, there is the comparison between Barış and Gece in terms of their e-CIC related findings.

Table 216.

Comparison of e - CIC of Barış and Gece in Assessment 6

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turns scaffolding referential questions clarification request confirmation check	taking the floor cooperating asking for clarification	posing questions providing examples and definitions presenting ideas or instructions adapting speech	**Discourse Management** Band 3	**Interactive Communication** Band 3
Gece	extended learner turns scaffolding referential questions clarification request turn completion	taking the floor cooperating asking for clarification	posing questions providing examples and definitions paraphrasing presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3

Table 216 demonstrates that both Barış and Gece used the interactional features in terms of classroom context mode. However, Barış's attempts were not responded by Diane, which would have led to classroom context mode. It is clear in Extract 29 (Appendix K) that he learned to use the features, but he was dependent on the material. In this sense, Gece was more activated to move between the modes, especially towards the end of the discussion in order to convey meaning and enhance learning. The following section presents the e-CIC related findings of Ali and Diane in Assessment 6.

4.4.6.3. e-CIC Related Findings of Ali and Diane in Assessment 6

This section is devoted to the e-CIC related findings of Ali and Diane. The demonstration of the findings starts with e-CIC related findings of Ali. Immediately after the e-CIC related findings of Ali, the findings related to Diane's interaction in the same assessment is displayed.

Tables 217, 218, 219 and 220 represent the e-CIC related findings of Ali in Assessment 6. The description of the utterances he used and the atmosphere of the context

he was in is evaluated after the display with specific examples of the interactional features.

Table 217.

e - CIC of Ali in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 30		**Examples from Extract 30**	
Extended learner turns	lines 18, 28, 71	line 18	ok (4) ne diyecektim? ha… err… I want to talk about my exam preparation yes preparation time as well I worked hard like you but err… my math and… science… thing was not very well… so if I if I would…work to them if… I… worked to maths and science or the other subjects very well some subjects very well I would be in bad place because my English was very well but the other to the other side it was terrible… so… that's it (20) so… what life can go to your head?
		line 71	ok laughs I'm not ready as well… but… err… actually I don't have such persons… in my life my old friends or my old relatives are better in there… and are good and their life is good so I don't know any person… what about you?
Referential questions	lines 44, 50	line 44	who would you say?
		line 50	I… why are you judging err… someone by their ((2)) or by their habits… loves or something?
Scaffolding	lines 14 (NL), 36 (NL)	line 36	yes? sinirlendirme
Clarification request		line 60 (NL)	yani
Turn completion	lines 3, 12, 34, 48, 52, 54	line 48	= she's too curial =
		line 52	sure… abilities
		line 54	ok we can skip reads the idiom (28) ok it irritates you
Confirmation check		line 7	yes so you had to work err… a lot because of coronavirus… am I right or?

Table 218.

e - CIC of Ali in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 30		**Examples from Extract 30**	
Taking the floor	lines 18, 28, 40, 58	line 18	ok (4) ne diyecektim? ha… err… I want to talk about my exam preparation yes preparation time as well I worked hard like you but err… my math and… science… thing was not very well… so if I if I would…work to them if… I… worked to maths and science or the other subjects very well some subjects very well I would be in bad place because my English was very well but the other… to the other side it was terrible… so… that's it (20) so… what life can go to your head?
		line 40	if someone err… use my abilities to err… ((3)) if someone ((2)) if someone tries to lie to me err… make fake towards me and backup me a lot err… that's it
Cooperating	lines 5, 7, 10, 16, 24, 26, 30, 32, 56, 62, 69	line 10	ok ((5)) but I don't know… [effort]
		line 24	but if you love it can go to your head he or she… [can go to your head]
		line 56	yeah the same
		line 60 (NL)	yani

Table 219.

e - CIC of Ali in Assessment 6 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 30		**Examples from Extract 30**	
Posing questions	lines 44, 69, 71	line 44	who would you say?
		line 71	ok **laughs** I'm not ready as well… but… err… actually I don't have such persons… in my life my old friends or my old relatives are better in there… and are good and their life is good so I don't know any person… what about you?
Providing examples and definitions	lines 40, 65, 67, 69	line 65	(6) err… the boys who wandering and ((4)) gets on my nerves a lot
		line 69	yes laughs they are are just smoking and wandering around looking to people err… that's it (7) ok L1 do you know anyone like… in this example?
Paraphrasing	lines 54, 62	line 54	ok we can skip **reads the idiom** (28) ok it irritates you
		line 62	she always repeating herself or you don't… people who… don't eat err sushi gets… on your nerves
Presenting ideas or instructions	lines 7, 18, 24, 28, 69	line 24	but if you love it can go to your head he or she… [can go to your head]
		line 28	err… love… not love but err… I… money… can go to my head if I had a lot money I would… I would totally change I can promise I will err if I get if I got much money I would err… I was forget my old friends **laughs** I would forget my own family **laughs** and… money can… solve money… can go to my head always saying

Table 220.

e - CIC of Ali in Assessment 6 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In this platform, Ali and his peer were alone because L1 did not attend the breakout room. There were 77 utterances in Extract 30 in Appendix K and 33 of them belonged to Ali. The interaction began with the very first line. The features that Ali did not use during the interaction were excluded in Tables 217, 218 and 219.

Depending on Table 217, it is obvious that Ali used all the interactional features related to classroom context mode except for content feedback though all the cooperation strategies can be counted for content feedback for L1. He had three extended learner turns in lines 18, 28 and 71. He asked two referential questions in lines 44 and 50. In addition to these features, he scaffolded L1 in NL in lines 14 and 36. He requested for clarification in line 60 in NL and he checked for confirmation in line 7. Finally, he completed L1's turns in lines 3, 12, 34, 48, 52 and 54. In this way, he had used all the interactional features that have to be in classroom context mode.

Moreover, Table 218 shows the interaction strategies that Ali used in the interaction. He took the floor in lines 18, 28, 40 and 58. He cooperated with L1 in lines 5, 7, 10, 16 24, 26, 30, 32 56, 62 and 69. As is mentioned in the explanation of Table 215, Ali had a clarification request in line 60 in NL.

In Table 219, there are four mediation strategies that Ali used in this assessment. He posed questions in lines 44, 69 and 71. He used the strategy of paraphrasing in lines 54 and 62. He provided examples in lines 40, 65, 67 and 69. Finally, he presented his ideas in lines 7, 18, 24, 28 and 69.

According to the Cambridge Speaking Assessment Scale (Table 220), Ali was in Band 4.5 because he had some hesitations or repetitions while he was speaking. However, his discourse management and interactive communication suit to classroom context mode ideally. In fact, the context that L1 and Ali were in was classroom context mode where they

mutually understood each other and coped with difficulties by using strategies together; L1 using NL but Ali using turn completion or paraphrasing.

Tables 221, 222, 223 and 224 below represent the e-CIC related findings of Diane in Assessment 7. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 221.

e - CIC of Diane in Assessment 6 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 29		**Examples from Extract 29**	
Clarification request	lines 1, 11, 13 (NL), 17	line 11	sanırım öyle hayatında başına neler gelebilir gibi bir şey mi?
		line 17	maybe but I'm not sure

Table 222.

e - CIC of Diane in Assessment 6 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 29		**Examples from Extract 29**	
Taking the floor		line 33	yes (6) **reads the idiom** I guess I don't know such a person
Cooperating	lines 19, 25 (NL), 36	line 36	yes it is impossible to be brave in every occasion
Asking for clarification	lines 1, 11, 13 (NL), 17	line 1	can you please repeat?

Table 223.

e - CIC of Diane in Assessment 6 - the CEFR Mediation Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 29		**Examples from Extract 29**	
Adapting speech / delivery		line 27 (NL)	who what gets on your nerves yani seni kim ya da ne sinirlendirir?
Presenting ideas or instructions	lines 3, 5, 29, 33	line 5	no I want nothing no I don't want to change anything
		line 29	(12) I get angry when someone lies to me

Table 224.

e - CIC of Diane in Assessment 6 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
	Discourse Management	
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
	Interactive communication	
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In this context, there were only Barış and Diane since L1 and L2 never responded to them. There were 37 utterances in Extract 29 in Appendix L and 17 of them belonged to Diane. The features that Diane did not use during the interaction were excluded in Tables 221, 222 and 223.

Regarding Table 221, it is obvious that Diane did not use the interactional features related to classroom context mode. She was material dependent in this context and she spoke by the help of the strategies that Barış used. Thus, she only used clarification requests in lines 1, 11, 13 and 17; line 13 being in NL as both an interactional feature and an interaction strategy (Table 220 and Table 222). In this sense, she used two strategies in terms of interaction, which are taking the floor and cooperating in addition to asking for clarification (Table 222). She took the floor only in line 33 and she cooperated with Barış in lines 19, 25 and 36 though line 25 was in NL.

The mediation strategies that Diane are depicted in Table 223. There were only two strategies used, which were adapting speech and presenting her ideas. In lines 27, she adapted speech into NL and she presented her ideas in lines 3, 5, 29 and 33. According to the Cambridge Speaking Assessment Scale (Table 224), Diane was in Band 4 depending on her discourse management and interactive communication strategies with appropriate, fluent but nonverified responses, which is also clear in the depiction of the features and strategies that she used in Tables 221, 222 and 223.

Regarding all the interaction in this breakout room, it can be said that the mode was mainly materials mode. Both Barış and Diane explained the idioms given, but the conversation between the two did not go beyond explaining the meaning of the idioms up to the 27th line. Lines 12, 17 and 32 are significant lines for evidence for the materials mode and the need for classroom context mode in this breakout room was clear in line 20

where Barış expressed his need for scaffolding as, “diğerlerinden niye ses yok ya” (Extract 29, Appendix K) when he couldn’t get help from Diane. Therefore, though Barış attempted to cooperate with Diane by getting help from others as well, the mode did not change. In Table 225 below, there is the comparison between Ali and Diane in terms of their e-CIC related findings in this assessment.

Table 225.

Comparison of e - CIC of Ali and Diane in Assessment 6

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turns content feedback referential questions scaffolding clarification request confirmation check turn completion	taking the floor cooperating asking for clarification	posing questions providing examples and definitions paraphrasing presenting ideas or instructions	**Discourse Management** Band 4.5	**Interactive Communication** Band 4.5
Diane	clarification request	taking the floor cooperating asking for clarification	adapting speech presenting ideas or instructions	**Discourse Management** Band 4	**Interactive Communication** Band 4

The comparison depending on the e-CIC related results of Ali and Diane confirm that Ali had a great improvement in terms of the interactional features and interaction and mediation strategies he used when compared to Diane. Also, the context he was in was totally in classroom context mode whereas Diane did not use the strategies and interactional features well and caused the context remained in the materials mode. The following section introduces the e-CIC related findings of the learners in Assessment 7.

4.4.7. Interactional Features in Assessment 7

In this part of the study, the findings of Assessment 7 are presented depending on the cluster of participants. after each display of the interactional features of each participant, the cluster of the participants are compared; first findings of the low achievers, Esma and

Josephine are presented. It is followed by the findings of Barış and Gece as average students. Finally, the results with the high achievers Ali and Diane are discussed.

Assessment 7 involved an article from the book, "Skills Plus Reading and Speaking about honesty. Learners were supposed to attend the main session of the class, discussing vocabulary, responding to critical thinking questions and reading the text. The details of the assessment is displayed in Appendix L. All the participants attended the assessment. As mentioned before, the breakout rooms were designed automatically via the program by the instructor in order not to intervene the natural setting and organization of the groups and the assessment took 20 minutes to complete.

The participants' interactional features were first examined according the adapted SETT Grid for classroom context mood based on the extracts taken from each breakout room for Assessment 7 in Appendix L. Though they were supposed to be in classroom context mood, the unforeseen modes were also depicted to give insight into the interaction of participants. After that, the virtual classroom discourse of the participants were analyzed by the CEFR mediation and interactional strategies scale. Finally, the findings were compared with the Cambridge Speaking Assessment for Level B2 to display the discourse management and interactive communication of the participants.

4.4.7.1. e-CIC Related Findings of Josephine and Esma in Assessment 7

This section presents the e-CIC related findings of Josephine and Esma in Assessment 7. The demonstration of the findings starts with e-CIC related findings of Josephine. Immediately after the e-CIC related findings of Josephine, the findings related to Esma's interaction in the same assessment is displayed.

Tables 226, 227, 228 and 229 represent the e-CIC related findings of Josephine in Assessment 7. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 226.

e - CIC of Josephine in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 31		**Examples from Extract 31**	
Extended learner turns		line 64	(4) six is no (4) because… why not it is not so much known… for me (4) I not say regular err… to someone (5) I don't know someone and err… four is they open some music (5) I try to kind (6) I don't say so much
Referential questions		line 33	yes it is finished (10) what do you think about criminal deception? (6) is lecturer give us the second task?
Clarification request	lines 22, 51	line 22	if you say I'm not lying it is a lie laughs (12) but I can't neydi kelime dayanmak?

Table 227.

e - CIC of Josephine in Assessment 7 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 31		**Examples from Extract 31**	
Taking the floor	lines 12, 16, 24, 28, 40, 49, 62	line 16	maybe to kind or to make happy someone
		line 24	I can't stand flattery people (5) so disgusting
		line 62	I think (4) I choose… much yes but six eight four… is no
Cooperating	lines 20, 22, 26, 35, 37, 38, 42, 44, 53, 55, 58, 66	line 20	[everyone say sometime lie]
		line 37	(6) yes you are right
		line 53	ah I didn't do it
		line 66	yes it is important (7) it is complete for me (5) what about you girls?
Asking for clarification	lines 22, 51	line 51	I don't understand so much… I think

Table 228.

e - CIC of Josephine in Assessment 7 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 31		**Examples from Extract 31**	
Posing questions	lines 33, 42, 49, 66	line 33	yes it is finished (10) what do you think about criminal deception? (6) is lecturer give us the second task?
		line 42	(6) that's it… I think… what about you Diane?
		line 66	yes it is important (7) it is complete for me (5) what about you girls?
Providing examples and definitions		line 40	when I was a child err… my mom forbid stay awake me she said I stay awake err… the night (5) monsters come into my room (6) and scared… me for I'm not sleep
Presenting ideas or instructions	lines 14, 16, 20, 22 24, 28, 35, 64	line 28	(15) it means someone try to be not behave like herself (20) it is cheat yourself I think (5) flattery people
		line 35	(7) it is worst too because… they are cheat so much people
		line 64	(4) six is no (4) because… why not it is not so much known… for me (4) I not say regular err… to someone (5) I don't know someone and err… four is they open some music (5) I try to kind (6) I don't say so much

Table 229.

e - CIC of Josephine in Assessment 7 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

This natural platform hosted three participants, Esma, Diane and Josephine. Josephine was accidentally attendee the room, which is understood from the line that Diane said, "Josephine sen bizde görünmüyorsuın L1 ve L2 var Esma ve ben" (Extract 31, Appendix L). However, Josephine wanted to stay in that breakout room because she thought, "grup iyi kalayım zaten L1 ve L2 yazarsa yazar (12)" (Extract 31, Appendix L) and immediately after that she started talking. Therefore, there were five learners in this breakout room, but L1 and L2 did not attend the conversation. So, the interaction went on among these three learners. There were 67 utterances in Extract 31 in Appendix L and 27 of them belonged to Josephine. The interaction began with the checking of the sound and trying to

understand if L1 and L2 would join the group. Thus, the interaction began in the 12th line (Extract 31, Appendix L). The features that Josephine did not use during the interaction were excluded in Tables 226, 227 and 228.

Table 226 reveals that Josephine used three interactional features of classroom context mode. She had an extended learner turn in line 64. She asked a referential question in line 33. She requested for clarification in lines 22 and 51 and they were in the TL though line 51 was transformed to NL when she needed scaffolding for the word that she didn't know.

In Table 227, it is obvious that she used all the interaction strategies. She took the floor in lines 12, 16, 24, 28, 40, 49 and 62. Besides, she cooperated with her peers in lines 20, 22, 26, 35, 37, 38, 42, 44, 53, 55, 58 and 66. As mentioned before, she requested for clarification in lines 22 and 51, as well.

Table 228 represents the mediation strategies that Josephine used during the interaction. These are posing questions, providing examples and presenting her ideas. In lines 33, 42, 49 and 66 she posed questions to her peers, which is a sign that she learned how to manage the interaction. She provided examples in line 40 and she presented her ideas in lines 14, 16, 20, 22, 24, 28, 35 and 64.

When Table 229 is considered, Josephine was for the first time in Band 2 with her discourse management and interactive communication strategies although she had hesitations and pauses in speaking. For instance, in line 28, she waited for 15 seconds and later another 20 seconds to express herself (Extract 31, Appendix L), but it is obvious when compared with the other assessments that she was more confident in speaking though she still used phrases when speaking.

This assessment was a breakthrough for Josephine as she used certain interactional features and strategies to conduct the interaction. The context she was in was in classroom context mode thanks to Josephine and Diane. Since they went on sharing their experiences independent from the material, there was mutual interaction between the learners. In fact, it was Josephine and Diane who tried to make Esma get involved in the conversation.

Tables 230, 231, 232 and 233 represent the e-CIC related findings of Esma in Assessment 7. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 230.

e - CIC of Esma in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 31		**Examples from Extract 31**	
Extended learner turns	lines 30, 46, 57	line 46	(6) err… I dont remember err from err… my childhood now (4) but my friend ask err (5) her whether her dress err is beautiful and err… I said it is beautiful and so stylish err (4) but I don't think so

Table 231.

e - CIC of Esma in Assessment 7 - the CEFR Interaction Strategies

Classroom Context Mode			
Lines from Extract 31		**Examples from Extract 31**	
Taking the floor	lines 18, 30, 57, 65	line 18	(8) I prefer err… to be honest err but… sometimes err… I am lying white lies
		line 30	I think err… arrogant people… also err dishonest persons… are also they cheat themselves but they think that they cheat around people
		line 57	(7) err… I said err… all the questions… yes because err… they are about to money and err (4) if I am lying, I can be a thief err… and err… just only seven no
Cooperating	lines 25, 32	line 25	yes Josephine
		line 32	yes me too

Table 232.

e - CIC of Esma in Assessment 7 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 31		**Examples from Extract 31**	
Presenting ideas or instructions	lines 18, 30, 46, 57, 67	line 30	I think err… arrogant people… also err dishonest persons… are also they cheat themselves but they think that they cheat around people
		line 46	(6) err… I dont remember err from err… my childhood now (4) but my friend ask err (5) her whether her dress err is beautiful and err… I said it is beautiful and so stylish err (4) but I don't think so
		line 57	(7) err… I said err… all the questions… yes because err… they are about to money and err (4) if I am lying, I can be a thief err… and err… just only seven no
		line 65	I said seven no because err… I want to protect err my sister or brother like err… everyone

Table 233.

e - CIC of Esma in Assessment 7 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were five learners in this platform. However, the two of them did not attend the breakout room. So, Esma, Diane and Josephine had to interact together. There were 67 utterances in Extract 31 in Appendix L and only 9 of them belonged to Esma. The interaction began in the 12th line because they tried to check if L1 and L2 would attend the assessment. The features that Esma did not use during the interaction were excluded in Tables 230, 231 and 232.

Considering the number of utterances Esma had in this assessment, Table 230 shows that Esma had only three extended learner turns in lines 30, 46 and 57. In fact, she started talking in the 18th line (Extract 31, Appendix L). In Table 231, it is clear that Esma took the floor in lines 18, 30, 57 and 65. She cooperated with her peers only in lines 25 and 32. Table 232 represents the mediation strategies that Esma used during the interaction. However, there was only one strategy that she used in lines 18, 30, 46, 57 and 67, where she presented her ideas.

According to the Cambridge Speaking Assessment Scale (Table 233), Esma was in Band 2 depending on her discourse management and interactive communication strategies. She still gave pauses and hesitated as is seen in line 46, "(6) err… I dont remember err from err… my childhood now (4) but my friend ask err (5) her whether her dress err is beautiful and err… I said it is beautiful and so stylish err (4) but I don't think so" and in line 57, "(7) err… I said err… all the questions… yes because err… they are about to money and err (4) if I am lying, I can be a thief err… and err… just only seven no".

As is mentioned earlier, the context Esma was in was in classroom context mode, but the interaction was mostly between Josephine and Diane. The mutual interaction went on because especially Diane prompted her to speak.

The result of the analysis on e-CIC related findings of Josephine and Esma confirm that Josephine was clearly successful in this assessment in terms of her discourse

management and interactive communication. However, as mentioned before, Esma did not want to speak when there was not a clear material that she would rely on and when the assessment depended on sharing experiences or on abstract topics. In Table 234 below, there is the comparison between Josephine and Esma in terms of their e-CIC related findings.

Table 234.

Comparison of e - CIC of Josephine and Esma in Assessment 7

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	extended learner turns referential questions clarification request	taking the floor cooperating asking for clarification	posing questions providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 2	**Interactive Communication** Band 2
Esma	extended learner turns	taking the floor cooperating	presenting ideas or instructions	**Discourse Management** Band 2	**Interactive Communication** Band 2

The comparison depending on the e-CIC related results of Josephine and Esma reveals that Josephine seemed to learn how to manage the interaction by verifying her interactional features and strategies. However, Esma still needed being prompted to take turns and provide examples if there weren't any concrete material in the assessment. The following section introduces the e-CIC related findings of Barış and Gece in Assessment 7.

4.4.7.2. e-CIC Related Findings of Barış and Gece in Assessment 7

This section presents the e-CIC related findings of Barış and Gece. The demonstration of the findings start with e-CIC related findings of Barış. Immediately after the e-CIC related findings of Barış, the findings related to Gece's interaction in the same assessment is displayed.

Tables 235, 236, 237 and 238 represent the e-CIC related findings of Barış in Assessment 7. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 235.

e - CIC of Barış in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 32		**Examples from Extract 32**	
Extended learner turns	lines 3, 20	line 3	ok err… if you want err I began (10) err so I'm beginning… I think err the worst err dishonesty is criminal deception… because err that people hurting err… only themselves and other people and err they hurt other people and I think the least hurting dishonesty is… white lies… because I think err that's err innocent… only this lie seat only hmm (4) explain… explain the opened person what do you think about the err… dishonesty?
		line 20	err when I was child err my mum said err… me err… me to me … if you go to out… err… you can… err… kidnap err… burayı çeviremedim çocuk kaçırmak gibi bişey err you err you… you could be kidnap err… by other bad person… and err… I believe it my mum and I didn't go to the out err… it is err… a lie err that… my mum… said me
Clarification request	lines 23, 33	line 33	everyone in the living this country err… hak sahibi olmak onu unuttum

Table 236.

e - CIC of Barış in Assessment 7 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 32		**Examples from Extract 32**	
Taking the floor	lines 18, 25, 31, 33, 39	line 18	err… I am explaining the activity two
		line 25	tamam err… I answered yes… first question err… if a shop gives me charge the err ten pound?... err… I give err I give that return because this is wrong err… because of err… err… any shopping [I can]
		line 31	second question is… it's the same way I think err first question… err third question is… err **clears his throat** err if I if I get a… 45 pound text… I err I would err return that because this is… lie to our country err this is a big guilty and it is not it is not about me err
Asking for clarification	lines 23, 33	line 23	(4) ok? err… err soruları şimdi sana söylemem mi gerekiyo?

Table 237.

e - CIC of Barış in Assessment 7 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 32			**Examples from Extract 32**
Posing questions		line 3	ok err… if you want err I began (10) err so I'm beginning… I think err the worst err dishonesty is criminal deception… because err that people hurting err… only themselves and other people and err they hurt other people and I think the least hurting dishonesty is… white lies… because I think err that's err innocent… only this lie seat only hmm (4) explain… explain the opened person what do you think about the err… dishonesty?
Presenting ideas or instructions	lines 3, 20, 25, 27, 31, 33, 41	line 27	I can go to that shopping again and err that man or woman err worker… remind me and err… that say me that err he said valla anlatamadım bi dakika
		line 31	line second question is… it's the same way I think err first question… err third question is… err **clears his throat** err if I if I get a… 45 pound text… I err I would err return that because this is… lie to our country err this is a big guilty and it is not it is not about me err
		line 33	everyone in the living this country err… hak sahibi olmak onu unuttum
		line 41	yok sıkıntı değil err fifth question err I replied… that as no because if a person working in two work err it is err he or she has err… bi saniye (4) if if a person working two job err it is mean err he… he needs the two work because of maybe he is err… ben bugün konuşamıyorum ya
Using repetition and redundancy	lines 3, 29, 41	line 29	tamam (12) err he said… said that me err … he say that err (4) give… err… ya işte parayı alıp almadığımı tekrar sorabilir bana demeye çalışacaktım da yapamadım

Table 238.

e - CIC of Barış in Assessment 7 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
Interactive communication		
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

There were three learners in this breakout room. However, L2 did not attend the assessment. So, Barış and L1 had to discuss their experiences together. There were 51 utterances in Extract 32 in Appendix L and 22 of them belonged to Barış. Barış was not

fortunate in terms of peers in this assessment since she didn't do the tasks that they were supposed to do and she spoke in NL. Also, she encouraged to Barış to speak in NL whenever Barış couldn't find the right words or phrases. The features that Barış did not use during the interaction were excluded in Tables 235, 236 and 237.

Barış had two extended learner turns in lines 3 and 20 (Table 235). He asked for clarification in lines 23 and 33 (Tables 235 and 236). However, L1 did not respond to Barış when he said, "everyone in the living this country err… hak sahibi olmak onu unuttum" (Extract 32, Appendix L); rather she evaded responding by saying, "hıhı" (Extract 32, Appendix L). Table 236 represents the mediation strategies that Barış used during the interaction. In line 3, he posed a question to L1. This line is also the line, where he presented his idea in addition to the lines 20, 25, 27, 31, 33 and 41, in which he presented his ideas. Nevertheless, he used repetitions in lines 3, 29 and 41. When Table 238 is examined, Barış was in Band 3 depending on his discourse management and interactive communication strategies.

The context that Barış attended was in mainly materials mode and to the skills and systems mode because of L1 and the need for scaffolding for Barış. Though Barış wanted to cooperate, L1 either shared her experiences in NL or she evaded responding (lines 28, 34, 36, 40, 42 and 44, Extract 32, Appendix L). she seemed to try to motivate Barış by telling him to speak in Turkish whenever he was stuck, but this demotivated him and in line 41 and 43 he expressed this as "he needs the two work because of maybe he is err… ben bugün konuşamıyorum ya" (line 41, Extract 32, Appendix L) and "hiç şey yapamadım toparlayamadım kafamda" (line 43, Extract 32, Appendix L) by drawing attention the importance of peer in interaction once more as he had been better up to this assessment. Since she didn't do the tasks before, Barış could not cooperate with her as she didn't present her ideas. The three minutes pause after the 21st line is evidence for peer in assessments.

Having examined the e – CIC related findings of Barış, below are Tables 239, 240, 241 and 242 to represent the e-CIC related findings of Gece in Assessment 7. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 239.

e - CIC of Gece in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 33		**Examples from Extract 33**	
Content feedback		line 93	beautiful
Referential questions	lines 150, 169	line 150	why?
		line 169	why? [I say yes]
Clarification request	lines 57, 60	line 57	mee too

Table 240.

e - CIC of Gece in Assessment 7 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 33		**Examples from Extract 33**	
Taking the floor	lines 19, 29, 47, 49, 71, 80, 82, 95, 109, 145, 161	line 29	I think hypocrites… [because]
		line 82	[I am thinking]
		line 109	(11) I'm trying to remember but… I don't
		line 161	I say no
Cooperating	lines 35, 37, 63, 65, 69, 74, 78, 80, 87, 89, 91, 97, 127, 134, 138, 140, 148, 153, 159, 163, 167, 175	line 69	[yes]… because err they they say direct… [lies]
		line 138	((2)) not three points
		line 153	I also say yes
Asking for clarification	lines 57, 60	line 60	yes

Table 241.

e - CIC of Gece in Assessment 7 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 33		**Examples from Extract 33**	
Posing questions	lines 117, 119, 150, 169	line 117	**laughs**… Ali do you professional lier?
		line 150	why?
Providing examples and definitions	lines 21, 47,123	line 21	such as outright lie
		line 47	I think people who tell a white lie…. because [they don't want to hurt someone]
Presenting ideas or instructions	lines 29, 31, 67, 69 76, 121, 15, 7, 163, 165, 171, 182	line 121	sometimes I can
		line 157	no maybe it happens by a change line 182 (4) I say yes because they don't deserve the money… and maybe other people need to money
Presenting main idea in a chain of argument	lines 171, 173	line 171	(4) but they don't deserve money?
		line 173	but in the question they are also working

Table 242.

e - CIC of Gece in Assessment 7 – Cambridge Speaking Assessment Scale - B2

	Cambridge Speaking Assessment Scale	
	Discourse Management	
Band 3 - 2	Extended stretches of language despite some hesitation	*
	Relevant contributions, a very little repetition	*
	A range of cohesive devices	
	Interactive communication	
Band 3 – 2	Initiates and responds appropriately	*
	Maintains and develops the interaction and negotiates towards an outcome with very little support	*

This platform hosted Gece, Ali, L1 and L2. L1 and L2 joined the conversation by writing on the chatboard alleging that the sound quality was not good enough to communicate. There were 187 utterances in Extract 33 in Appendix L and 65 of them belonged to Gece. The interaction started in the 16th line because they checked the learners and tecnological problems in the room together with the instructor. The features that Gece did not use during the interaction were excluded in Tables 238, 239 and 240.

On Table 239, it is clear that Gece gave content feedback in line 93. She asked two referential questions in lines 150 and 169 and she requested for clarification in lines 57 and 60. All her lines were short. Table 239 shows that Gece took the floor in lines 19, 29, 47, 49, 71, 80, 82, 95, 109, 145 and 161. Also she cooperated with her peers in lines 35, 37, 63, 65 , 69, 74, 78, 80, 87, 89, 91, 97, 127, 134, 138, 140, 148, 153, 159, 163, 167 and 175. However, her utterances were either short or full og “yes”s.

Table 241 demonstrates Gece’s strategies for mediation. She posed questions to Ali in lines 117, 119, 150 and 169. Besides, she provided examples in lines 21, 47 and 123. She presented her ideas many times while she was cooperating with Ali in lines 29, 31, 67, 69, 76, 121, 157, 163, 165, 171 and 182. She also presented the main idea in a chain of argument in lines 171 and 173, which is significant for her strategies for mediation as she used it for the first time in an assessment.

According to the Cambridge Speaking Assessment Scale (Table 242) Gece was in Band 2.5 depending on her discourse management and interactive communication strategies. Her utterances were short but she managed the interaction and she was in harmony with Ali to turn the materials mode into classroom context mode by the responses to continue the interaction. In Table 243 below, there is the comparison between Barış and Gece in terms of their e-CIC related findings.

Table 243.

Comparison of e - CIC of Barış and Gece in Assessment 7

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Barış	extended learner turns clarification request	taking the floor asking for clarification	presenting ideas or instructions	**Discourse Management** Band 3	**Interactive Communication** Band 3
Gece	content feedback referential questions clarification request	taking the floor cooperating asking for clarification	posing questions providing examples and definitions presenting ideas or instructions presenting separately the main points in a chain of argument	**Discourse Management** Band 2.5	**Interactive Communication** Band 2.5

The comparison depending on the e-CIC related results of Barış and Gece draws attention to the importance of peer once again. Though Barış tried to express himself, the peer speaking Turkish did not allow him to cooperate and use more strategies to interact. When Table 243 is considered, Barış remained with only one mediation strategy, lack of cooperation as an interaction strategy and he could not verify his interactional features related to classroom context mode. On the other hand, Gece was lucky in that thanks to Ali, they were able to transform materials mode to the classroom context mode. Therefore, in this assessment, Gece could vary her mediation strategies though they were not high in number. The following section introduces the e-CIC related findings of Ali and Diane in Assessment 7.

4.4.7.3. e-CIC Related Findings of Ali and Diane in Assessment 7

In this part of the study, the e-CIC related findings of Ali and Diane in Assessment 7 are presented. The display of the findings starts with e-CIC related findings of Ali. Immediately after the e-CIC related findings of Ali, the findings related to Diane's interaction in the same assessment is displayed.

Tables 244, 245, 246 and 247 represent the e-CIC related findings of Ali in Assessment 7. The description of the utterances he used and the atmosphere of the context he was in is evaluated after the display with specific examples of the interactional features.

Table 244.

e - CIC of Ali in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 33			**Examples from Extract 33**
Extended learner turns	lines 34, 116	line 34	(10) hmm because of the cruelness you send I think the best is the worst err type of … human people is busy busy bodies who is busy body because because they are all saying something to you you they act like they err know everything they always put their nose into my job and it I can't stand that type people… [so that's why]
Content feedback		line 116	ah L2 it's funny interesting (7) err ben anlatayım o zaman err… when I was a child err… I was going to err Internet cafe very often and err as I was too young for that it was forbid forbidden… to me by my parents by my grandmother and the others err but I was always lying to them by saying… I was playing football around my school and I was wondering but I was going every day almost every day to Internet cafe so… that's my dishonest sorry
Referential questions	lines 30, 50, 52, 54, 64, 66, 68,75, 154, 162, 178	line 50	so L1 why do you think white lies is the least? (10) ok so L2 what about you?
		line 64	but why why people have to say… white lies? let's talk about that (10) for example do don't do not hurt someone you loved you can't say white lies let's
		line 75	so can you explain it for us? [what means that?]
Scaffolding	lines 24, 77, 79, 96, 112, 128, 143, 176	line 77	so did you understand it… L1? (4) you are welcome so we can continue to the activities the second activity I guess
		line 128	oh ok but ama soruları göremiyoz ki (11) err… I will try to something… ekran paylaşmayı denesem mi acaba? (44) so can you see… the… screen… that I am sharing?
		line 143	(37) I guess we will open the err… picture that… err… teacher sent you should open it and we will discuss about it I think as I understand **learners do the questionnaire together**
Clarification request	lines 56, 59	line 56	I couldn't understand you L2 vallah
Turn completion		line 70	[directly] hıhı
Confirmation check		line 77	… so did you understand it… L1? (4) you are welcome

Table 245.

e - CIC of Ali in Assessment 7 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 33		**Examples from Extract 33**	
Taking the floor	lines 3, 36, 85, 88, 92, 96, 114 147, 149	line 36	[the worst is]
		line 85	ok I will start then
		line 96	ok… so if you do not have such experiences err… you… can err… tell something that you heard someone before
		line 114	ok when I was a child ah L2 write something
Cooperating	lines 20, 28, 38, 48, 66, 72, 116, 118, 120, 124, 156. 158, 166	line 118	no not **laughs** not really but I'm err… little bit professional let's say it
		line 124	so you are little bit cruel then
		line 156	**laughs** so you you think that you have that right… ok
Asking for clarification	lines 56, 59	line 59	ha ha constrain what means constrained

Table 246.

e - CIC of Ali in Assessment 7 - the CEFR Mediation Strategies

The CEFR Mediation Strategies Scale			
Lines from Extract 33		**Examples from Extract 33**	
Posing questions	lines 26, 30, 50, 52, 54, 72, 75, 77, 81, 83, 94, 108, 110, 126, 133, 141, 168	line 108	(10) so Gece do you know… any… do you have any experience did you remember or L1?
		line 126	err… activity three reads the discussion question so did you made make the questionnaire?
		line 141	ha ok so what about you L2?
		line 168	(5) someone joined our classroom… err what about you L1? (4) so you said yes ok… err… what about the fifth question? I said no
Providing examples and definitions	lines 34, 64, 116, 164	line 64	but why why people have to say… white lies? let's talk about that (10) for example do don't do not hurt someone you loved you can't say white lies let's
		line 164	(18) so use that so you don't say you do not like that… music or you like that music while you met with someone meeting with someone
Paraphrasing	lines 22, 24, 26, 62, 66, 164	line 22	yes but our question is err… the discussion of the types of dishonesty the types of people what do you think about err… dishones the people who lies? for example white lies who says white lies or who makes flattery
Adapting speech / delivery		line 176	bana dokunmayan yılan bin yaşasın
Presenting ideas or instructions	lines 88, 90, 151, 170	line 88	err… when I was a child… it was inappropriate for me to go to the Internet cafe my age was too young and I was still going to Internet café… [without a permission]
		line 151	because… I think the national railway or the government have enough money err the… 5 pound will not change something… for me… of course (4) so that's why I said… no what about the third… ONe?

Presenting separately the main points in a chain of argument	lines 172, 174	line 172	but we don't know maybe they need that money they don't deserve it but they need that money to survive… we don't know…
Highlighting key information		line 48	[I think also white lies] people who says white lies is the least we are all agreement I guess

Table 247.

e - CIC of Ali in Assessment 7 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

In this context, Gece, Ali, L1 and L2 were together to fulfil the assessment. L1 and L2 joined the conversation by writing on the chatboard alleging that the sound quality was not good enough to communicate. There were 187 utterances in Extract 33 in Appendix M and 85 of them belonged to Ali. The interaction started in the 16th line because they checked the learners and tecnological problems in the room together with the instructor. The features that Ali did not use during the interaction were excluded in Tables 244, 245 and 246.

The results of the data related to Ali's interaction in the assessment (Extract 33, Appendix L) found clear support for the variable interactional features related to classroom context mode and are displayed in Table 244. Ali used all the interactional features in this assessment. He had two extended learner turns in lines 34 and 116. He gave content feedback in line 116, which is a sign that he cooperated with his peers, as well. More importantly, in order to continue the interaction and to take it further, he asked many referential questions in lines 30, 50, 52, 54, 64, 66, 68,75, 154, 162 and 178, which motivated his peers to speak as they had to respond to these questions. Also, in lines 24, 77, 79, 96, 112, 128, 143 and 176, he scaffolded his peers by checking their understanding of the utterances. He requested for clarification in lines 56 and 59. In addition to this, he completed Gece's turn in line 70 and he had a confirmation check in line 77.

Table 245 highlights that Ali used all the interaction strategies, as well. In lines 3, 36, 85, 88, 92, 96, 114, 147 and 149, Ali took the floor by presenting his ideas. He cooperated in lines 20, 28, 38, 48, 66, 72, 116, 118, 120, 124, 156, 158, and 166. Besides, as is mentioned above, he requested for clarification in line 56 and 59.

Table 246 represents the mediation strategies that Ali used during the interaction. It is obvious that within this assessment Ali had verified his strategies for mediation. In lines 26, 30, 50, 52, 54, 72, 75, 77, 81, 83, 94, 108, 110, 126, 133, 141 and 168. He provided examples from his experiences in life in lines 34, 64, 116 and 164. Lines 22, 24, 26, 62, 66 and 164 are the lines that he paraphrased the utterances or discussion questions for his peers as scaffolding. In line 176, he adapted speech for his friends by summarizing the situation with an idiom in Turkish. Also, he presented his ideas in lines 88, 90, 151 and 170. Furthermore, he presented his arguments against Gece while they were sharing their experiences in lines 172 and 174. Finally, he summarized the main idea in line 48 by highlighting key information.

According to the Cambridge Speaking Assessment Scale (Table 247), Ali was in Band 5 in terms of both his discourse management and interactive communication and the strategies he used to make his friends get involved in the activity. In fact, it was Ali who transformed the materials mode into classroom context mode by the strategies he used to make his peers engaged with the assessment. With the strategies he used, Gece could varied some of the strategies and interactional features she used. Also, though L1 and L2 did not want to join the activity by speaking, Ali persuaded them to write on the chatboard. In this way, he formed a mutual, sincere mode for enhancing learning and sharing experiences.

Tables 248, 249, 250 and 251 represent the e-CIC related findings of Diane in Assessment 7. The description of the utterances she used and the atmosphere of the context she was in is evaluated after the display with specific examples of the interactional features.

Table 248.

e - CIC of Diane in Assessment 7 - Classroom Context Mode

Classroom Context Mode			
Lines from Extract 31		**Examples from Extract 31**	
Extended learner turns		line 45	yea right (8) so when I was ten or twelve years old I was so curious about to see new things… and my mom always said like stop searching (5) we had a garret story (6) I promised to mom not to go in there… but I was wanting to find interesting things you know books magazines… so I lied to my mom all the time and I get in (5) what about you Esma? (10) Esma? tell us your story
Referential questions	lines 13, 27, 63	line 13	why Josephine?
		line 27	[yeah me too] (8) so what do you think about arrogant people?
		line 63	why no Josephine?
Scaffolding	lines 23, 52, 54, 59, 61	line 23	stand
		line 52	you know the quiz that we did in the lesson… we re going to talk about that (4) honesty quiz he remember
		line 61	(4) for example… I said ten yes and one no… what about you? (9) I also said seven for the same reason

Table 249.

e - CIC of Diane in Assessment 7 - the CEFR Interaction Strategies

The CEFR Interaction Strategies Scale			
Lines from Extract 31		**Examples from Extract 31**	
Taking the floor		line 43	now we're laugh but it can be your trauma
Cooperating	lines 15, 17, 19, 21, 27, 31, 36, 38, 39, 41, 43, 47, 50	line 27	[yeah me too] (8) so what do you think about arrogant people?
		line 38	I hate it (20) so who wants to start? (10) shall I?
		line 47	we are all liars
		line 50	so girls lets look at the task (5) about three (4) go girls

Table 250.

e - CIC of Diane in Assessment 7 – Cambridge Speaking Assessment Scale - B2

e - CIC of Diane in Assessment 7 - the CEFR Mediation Strategies **The CEFR Mediation Strategies Scale**			
Lines from Extract 31		**Examples from Extract 31**	
Posing questions	lines 13, 15, 27, 29, 38, 56, 63	line 29	what about you Esma
		line 56	Esma (4) what is your answers?
Providing examples and definitions	lines 19, 45, 61	line 19	to get promotion laughs (5) to be in a good places
		line 61	(4) for example… I said ten yes and one no… what about you? (9) I also said seven for the same reason
Presenting ideas or Instructions	lines 17, 34, 36	line 17	(10) I think the baddest type is flattery
		line 36	they are all worst… being dishonest to anyone

Table 251.

e - CIC of Diane in Assessment 7 – Cambridge Speaking Assessment Scale - B2

Cambridge Speaking Assessment Scale		
Discourse Management		
Band 5 – 4	Extended stretches of language with very little hesitation	*
	Relevant contributions, a clear organization of ideas	*
	A range of cohesive devices and discourse markers	
Interactive communication		
Band 5 – 4	Initiates and responds appropriately, linking contributions to those of other speakers	*
	Maintains and develops the interaction and negotiates towards an outcome	*

There were three participants in this context; Esma, Diane and Josephine. There were also L1 and L2 in the breakout room, but they did not attend the conversation. There were 67 utterances in Extract 31 in Appendix L and 30 of them belonged to Diane. The interaction began with the checking of the sound and trying to understand if L1 and L2 would join the group. Thus, the interaction began in the 12th line (Extract 31, Appendix L). The features that Diane did not use during the interaction were excluded in Tables 247, 248 and 249.

Table 248 reveals that Diane used three interactional features of classroom context mode. She had an extended learner turn in line 45. She asked referential questions in lines 13, 27 and 63. Also, she scaffolded Esma and Josephine in lines 23, 52, 54, 59 and 61.

In Table 249, it is clear that Diane took the floor only in line 43. Besides, she cooperated with her peers in lines 15, 17, 19, 21, 27, 31, 36, 38, 39, 41, 43, 47 and 50. Table 250 represents the mediation strategies that Diane used during the interaction. In this sense, though there weren't many strategies that she used, the ones she preferred can be considered to make her peers to speak because Josephine needed scaffolding and Esma did not go beyond speaking without concrete materials for the assessment. Therefore, Diane posed questions in lines 13, 15, 27 and 29. In addition to posing questions to her peers, she provided examples in lines 19, 45 and 61. Finally, she presented her ideas in lines 17, 34, 36, 38, 56 and 63.

When Table 251 is considered, Diane was in Band 4 with her discourse management and interactive communication strategies. The context she was in was classroom context mode thanks to Diane's strategies to make her friends speak and to Josephine's attempt share her experiences. They mutually learn from each other, which is clear in "now we're laugh but it can be your trauma" (line 43, Extract 31, Appendix L) by sharing their experiences.

The result of the analysis on e-CIC related findings of Ali and Diane confirm that they tried to assist their friends with speaking by the strategies they used. In both of the contexts they were in, the mode was transformed to classroom context mode by everyone to speak though sometimes they had to urge their peers. In Table 252 below, there is the comparison between Ali and Diane in terms of their e-CIC related findings.

Table 252.

Comparison of e - CIC of Ali and Diane in Assessment 7

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Ali	extended learner turns content feedback referential questions scaffolding clarification request confirmation check turn completion	taking the floor cooperating asking for clarification	posing questions providing examples and definitions paraphrasing presenting ideas or instructions presenting separately the main points in a chain of argument highlighting key elements adapting speech / delivery	**Discourse Management** Band 5	**Interactive Communication** Band 5
Diane	extended learner turns referential questions scaffolding	taking the floor cooperating	posing questions providing examples and definitions presenting ideas or instructions	**Discourse Management** Band 4	**Interactive Communication** Band 4

Table 252 demonstrates that while Ali used more interactional features in terms of classroom context and strategies for interaction and mediation, Diane did not vary them. However, she also learned how to engage her peers with speech. The context that they were in, therefore, transformed into classroom context mode. The following part of the study summarizes the interactional features of the learners in all the assessments.

4.5. Findings of Post Lesson Questionnaires for Learning-oriented Assessment

Having displayed the results of the findings of learners' interactional features throughout the assessments, this section of the study presents the findings related to the results of post lesson online questionnaires for LOA. The section is designed in three parts depending on the results of the questionnaire. First, the results for group self-evaluation are introduced. Next, the findings of peer evaluation on learning is explained. Finally, the evaluation of peer and self-evaluation is evaluated.

4.5.1. Findings of Post Lesson Questionnaire Group Self Evaluation

This section presents the results gathered from post online questionnaire for LOA group self-evaluation. In this questionnaire there are 3 fixed questions given to learners

after each assessment with two different questionnaires and reflective journals. The questionnaire focuses on the evaluation of the work conducted by the team and the answers were fixed to "yes" and "no" statements, presented in Chapter III section 3.4.4. Figure 9 represents the distribution of the responds to the questionnaire through the assessments. Only the distribution of Assessment 3 is not represented since the learners did not respond to the online questionnaires as it was their exam week.

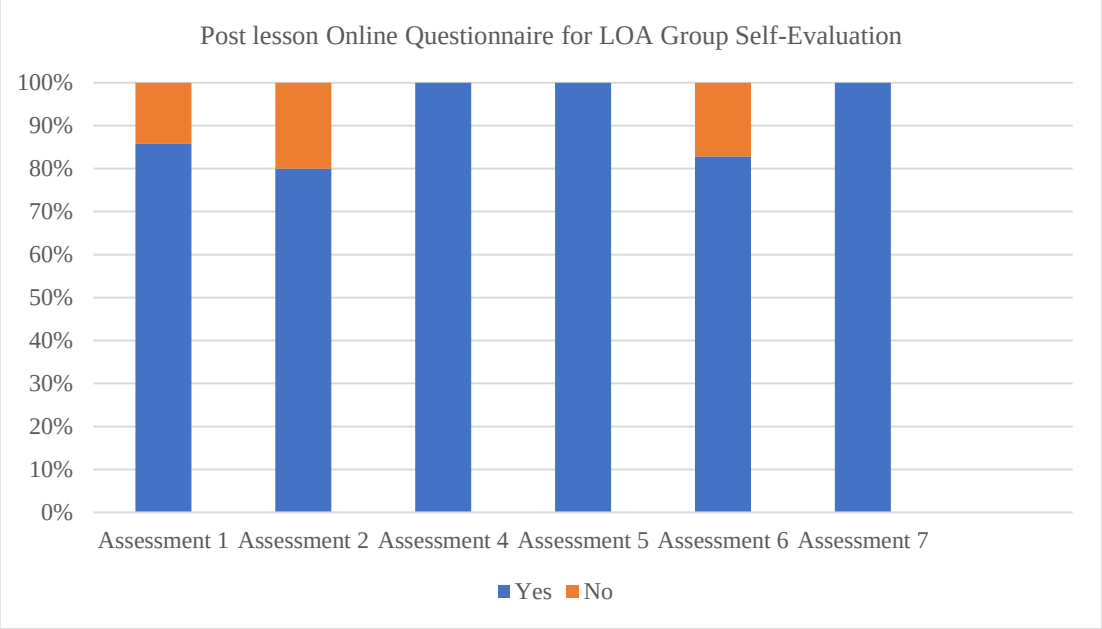

Figure 9. The results of post online questionnaire for LOA of Group-Self Evaluation

It is obvious in Figure 9 that the participants were totally satisfied with the group engagement in Assessments 4, 5, and 7. In Assessment 1, the group self-evaluation was supported by the participants with 85 %. In fact, it was Josephine who responded statements 1 and 3 as "yes", which involve "finishing the task on time" and "sharing ideas". However, it was only her who responded to the 3rd statement, which underlines encouraging each other and cooperation, with "no". In Assessment 2, Ali was absent in the second activity and Josephine, Diane and Gece were absent in the first activity. Therefore, 80 % of the participants agreed on the group cooperation. With Assessments 4,5, and 7, all the participants were happy with their group collaboration. In Assessment 6, while 80 % of the learners were happy with their groups' engagement within the activity, Josephine evaluated the statements of "finishing the task on time" and "listening and valuing each other's ideas" with "no".

The findings of the questionnaire is consistent with the e-CIC related findings gathered throughout the Assessments 1, 4, 5, 6, and 7. However, when the transcriptions of the Assessments 2 is examined, lack of mutual cooperation can be observed. Nonetheless, the learners evaluated those processes as satisfying.

4.5.2. Findings of Post Lesson Questionnaire Peer Evaluation on Learning

This part of the study demonstrates the attribution of 2 determinant questions for peer evaluation on learning as peer assessment and on learning itself in terms of peers in the post lesson online questionnaire. The percentages of the responds to the questions were examined based on each assessment. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in Assessment 1 is presented in Figure 10.

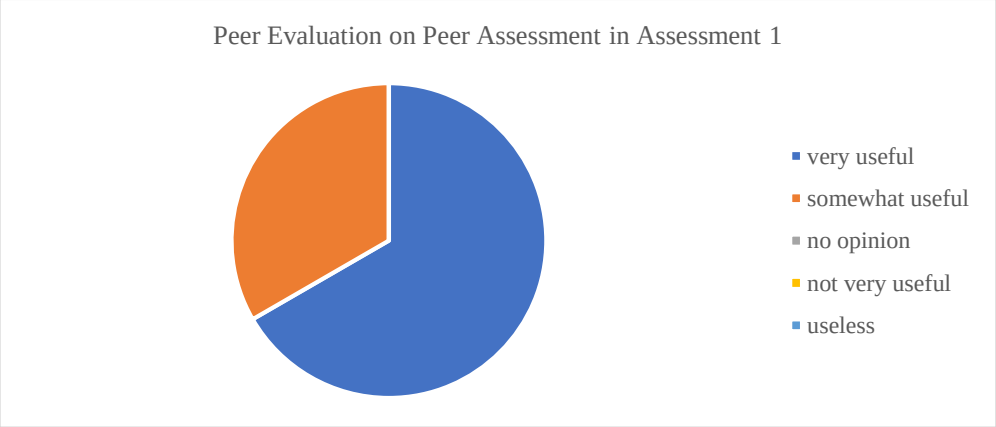

Figure 10. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 1

Figure 10 depicts the evaluation of the participants on peer assessment in Assessment 1. In this assessment, 4 participants found peer assessment “very useful” as a learning tool. Only for Gece and Josephine, it was “somewhat useful”. Figure 11 represents the distribution of the way that participants learned most from in the same assessment.

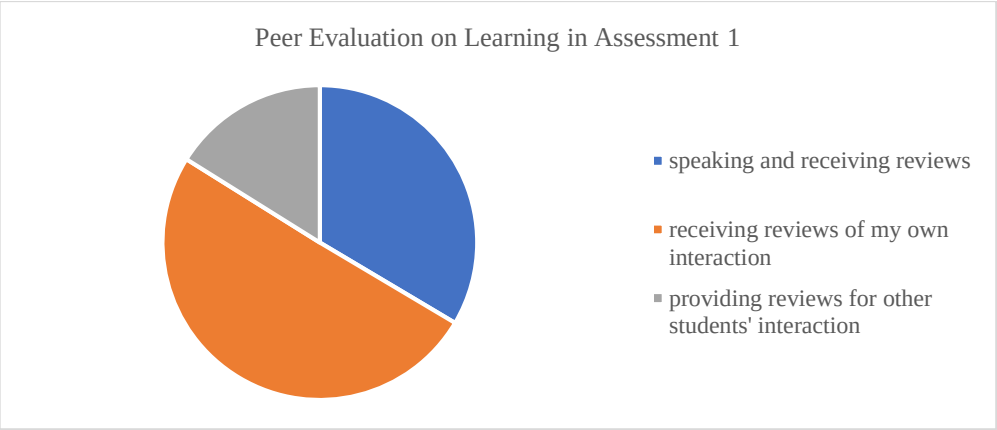

Figure 11. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 1

Depending on Figure 11, learning was received in 3 different ways for the learners. 33,3 % of the learners stated that learning was realized through "speaking and receiving reviews" and for the 50 %, through "receiving reviews of my own interaction". For Ali and Barış, learning was achieved through speaking with peers and receiving the evaluation of mutual collaboration as feedback. Esma, Josephine and Gece, on the other hand, stated that learning was achieved on learning about their own interaction. It was only Diane who thought that learning was realized through "providing reviews for other students' interaction". This may indicate the interaction appeared in breakout rooms; Ali and Barış defined of a mutual collaboration whereas Esma, Gece and Josephine would like to hear about their own interaction as feedback. Diane was the only peer who mediated and scaffolded on her peers depending on Figure 11.

Figure 12 below presents the distribution of peer assessment in Assessment 2.

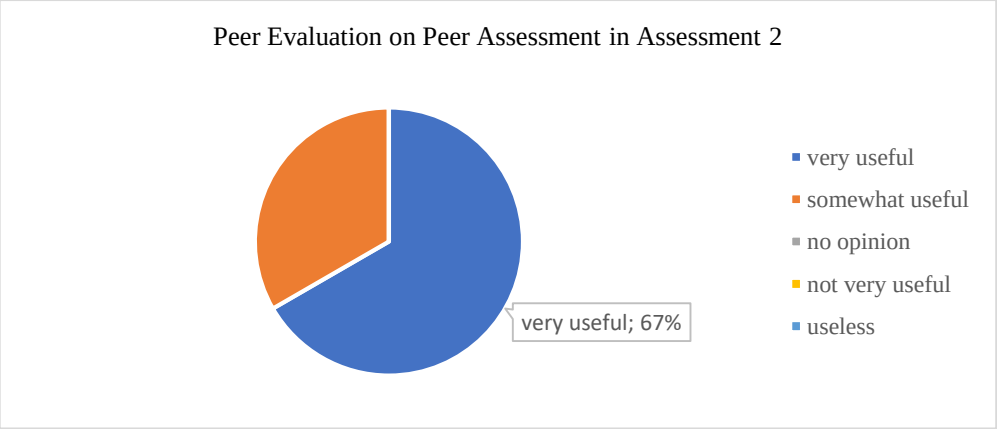

Figure 12. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 2

Figure 12 depicts the evaluation of the participants on peer assessment in Assessment 2. In this assessment, the participants, who found peer assessment “very useful” as a learning tool was with a percentage of 67 %. Only for Gece and Josephine, it was “somewhat useful”. Figure 13 below represents the distribution of the way that participants learned most from in the same assessment.

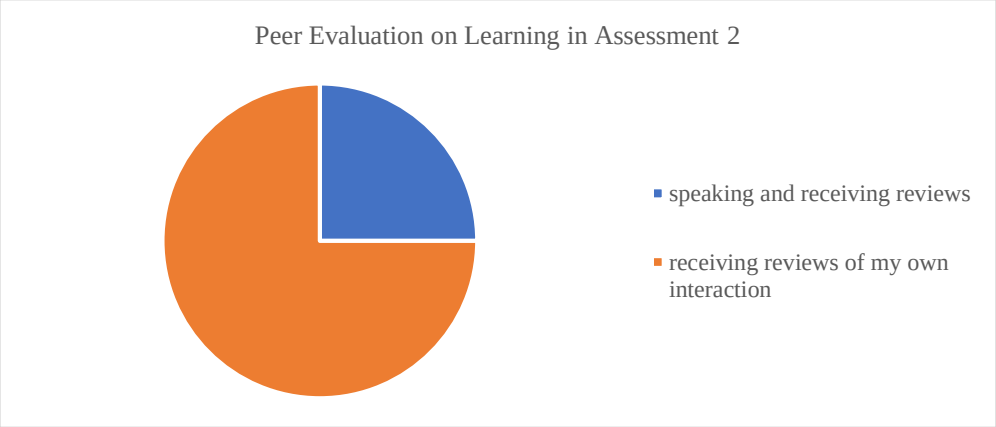

Figure 13. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 2

According to Figure 13, learning was received in 3 different ways for the learners. 20 % of the learners stated that learning was realized through “speaking and receiving reviews” and for the 60 %, through “receiving reviews of my own interaction”. For Barış and Diane learning was achieved through speaking with peers and receiving the reviews with 20 %. For Josephine, Esma and Gece learning was achieved on learning about their own interaction with 60 %.

Since there is no data received from the learners because of their exam week at that time in terms of online questionnaires and journals for Assessment 3, Figure 14 represents the distribution of the percentages in peer assessment in Assessment 4.

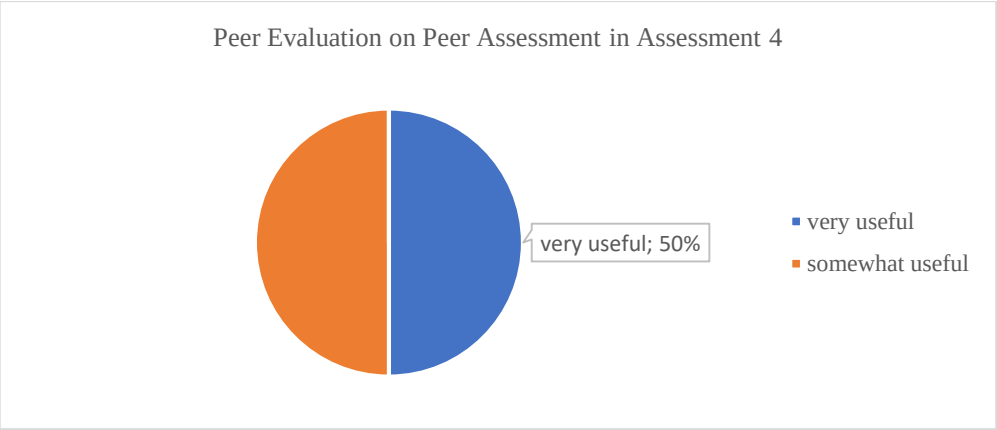

Figure 14. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 4

As can be traced from Figure 14, the participants were divided into 2. The learners, Ali, Diane and Gece found the activity "very useful" in terms of peer assessment while Esma, Barış and Josephine evaluated the assessment as "somewhat useful". Figure 15 shows the distribution of evaluation on learning in the same assessment.

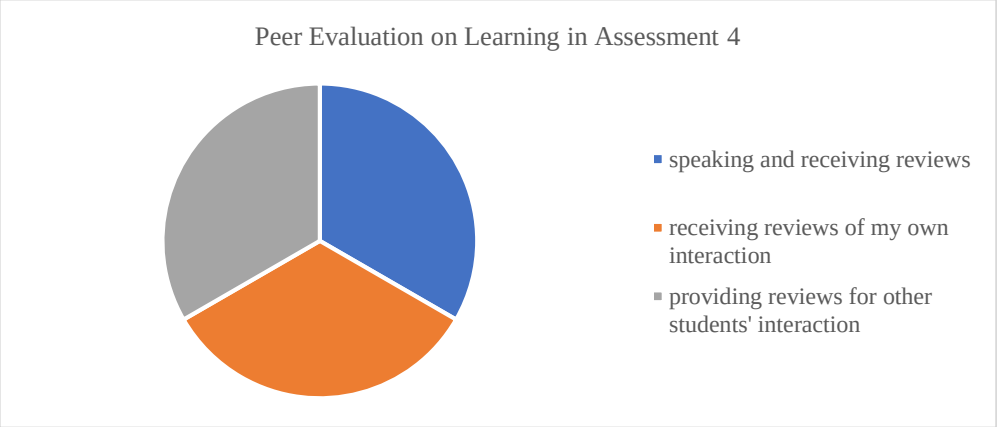

Figure 15. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 4

According to Figure 15, 33,3 % of the participants, who were Esma and Gece, learned through "speaking and receiving reviews", while with 33,3 %, Josephine and Ali learned through "receiving reviews of" their "own interaction". This result is notable since Josephine evaluated the first 4 assessments in the same way, which may indicate a need for scaffolding or evaluation on her speaking production. In addition, it was the first time for Ali to have heard about his interaction in a clear way. In this sense, he was not

providing reviews for other peers; he was the one to receive reviews. Diane and Barış were the ones who learned through "providing reviews for other students' interaction". Figure 16 below presents the evaluation of peer assessment in Assessment 5.

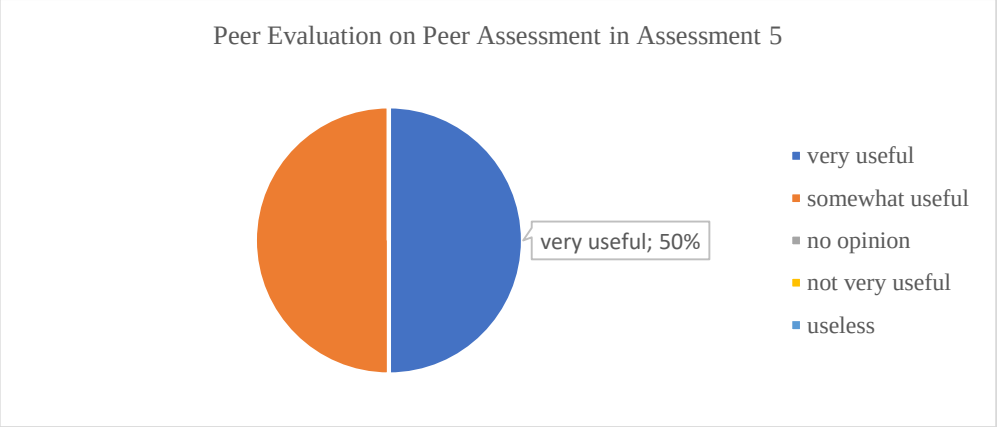

Figure 16. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 5

In Figure 16, the participants were divided into 2 like they did in Assessment 4. This time, it was Ali, Diane and Josephine, who found the activity "very useful" in terms of peer assessment while Esma, Barış and Gece found it as "somewhat useful". Figure 17 shows the distribution of evaluation on learning in the same assessment.

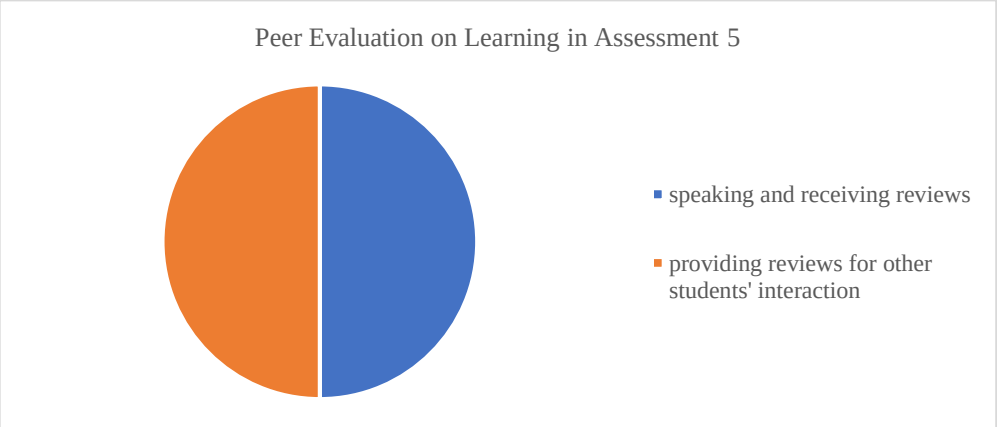

Figure 17. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 5

Figure 17 depicts that half of the learners learned from their peers by "speaking and receiving reviews", which is notable in terms of the low achiever participants. The way Esma and Josephine evaluated the process of learning from peer evaluation may represent

the amount of interaction they had gone through during the assessment. Until this moment, except for Esma for the fourth assessment, Josephine stated that she learned by learning on her own interaction. However, with this assessment, it seems that she had cooperated with her peers. Figure 18 below represents the distribution of evaluation on peer assessment.

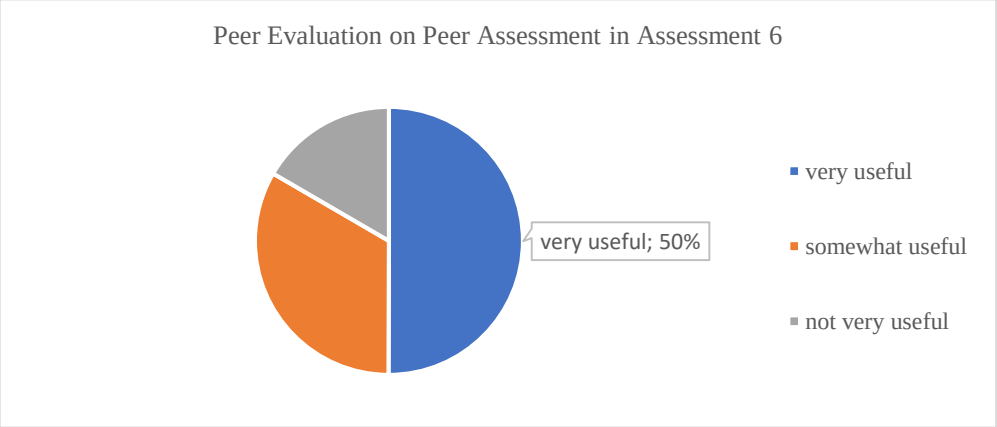

Figure 18. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 6

Figure 18 introduces one of the learners, Josephine, as being not satisfied with the peer assessment in Assessment 6. On the other hand, with 50 %, Ali, Diane and Gece stated that peer assessment was "very useful". 33,3 % represents Esma and Barış in Assessment 6, who found it "somewhat useful". The following figure, Figure 19, belongs to the evaluation on learning in the same assessment.

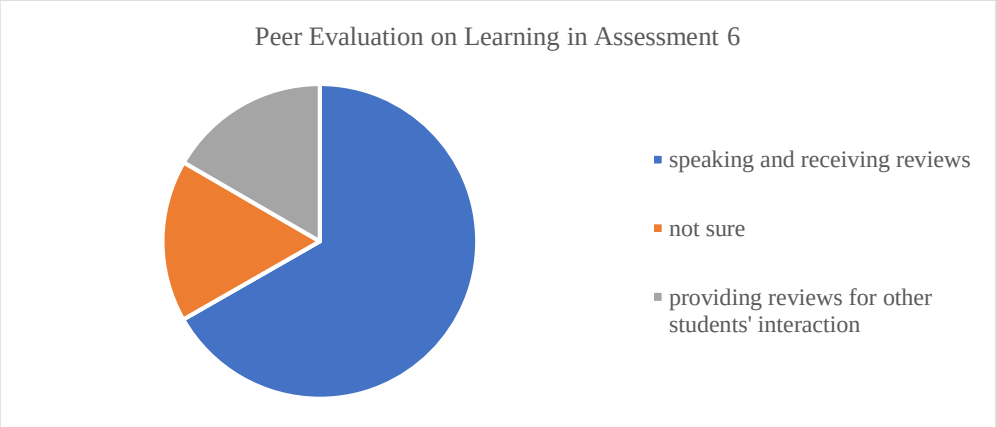

Figure 19. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 6

According to the figure, Josephine was the one who was “not sure” about the way she received learning from her peers. Also, it was only Diane who learned through “providing reviews for other students’ interaction”. With 66,6 %, Ali, Barış, Gece and Esma stated that they learned from “speaking and receiving reviews”. The reasons of different attitudes towards each assessment will be mentioned in Chapter V. Figure 20 presents the distribution of evaluation on peer assessment in Assessment 7.

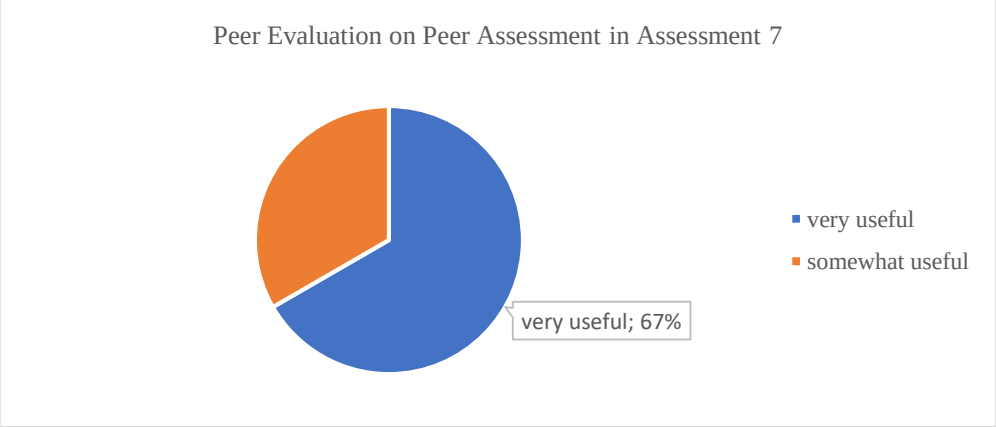

Figure 20. The results of post lesson online questionnaire for LOA peer evaluation on peer assessment in assessment 7

Depending on Figure 20, 67 % of the participants (Ali, Diane, Gece and Josephine) evaluated the experience as “very useful” while 33,3 % of them (Esma and Barış) found peer assessment as “somewhat useful”. Figure 21 below depicts the distribution of the ways that learners learned from their peers.

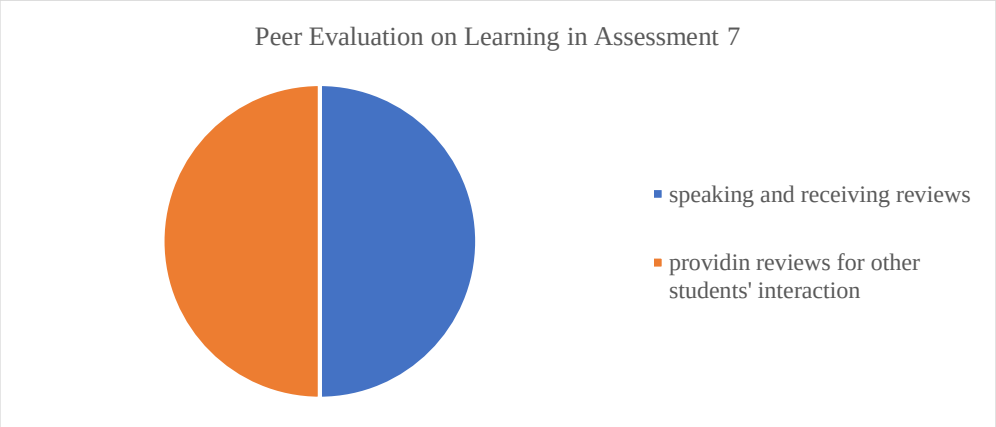

Figure 21. The results of post lesson online questionnaire for LOA peer evaluation on learning in assessment 7

According to Figure 21, half of the participants, who were Esma, Josephine and Gece, evaluated learning as “speaking and receiving reviews”. The other half, Ali, Diane and Barış explained the experience as “providing reviews for other students’ interaction”.

When all the figures on peer assessment and peer evaluation on learning are considered, the responds are observed to be peer dependent. In other words, the responds in the assessments changed depending on the involvement of peers in the activity, in the feedback they gave and the total interaction they had gone through. In fact, this is also supported by the participants in the focus group interview and in online reflective journals, which will be explained and discussed in the following sections.

4.5.3. Findings of Post Lesson Questionnaire Peer and Self Evaluation

As mentioned earlier in Chapter III, the participants were also supposed to respond to an online post lesson questionnaire on peer and self-evaluation after each assessment. This questionnaire consists of 21 statements. 6 of the statements are on mediation and scaffolding (items 11, 12, 18, 19, 20 and 21); 8 of them are on peer evaluation in terms of feedback and interaction (items 2, 3, 5, 7, 10, 14, 15, 17) and 7 of them are on self-evaluation in terms of feedback and interaction (items 1, 4, 6, 8, 9, 13, 16). The statements are in a rating scale in the form of semantic differential scale. However, the participants were asked to evaluate the scale by rating the experience between the differential as “less than satisfactory” to “excellent / outstanding”. For this reason, the findings of the online questionnaire is introduced in a figure for each assessment and respondent. The items were evaluated after the presentation of the rating scale for each participant.

4.5.3.1. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 1

In this section, the responds to the online questionnaire is demonstrated in a figure for the assessment and the respondent. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 22 below represents the distribution of ratings in Assessment 1.

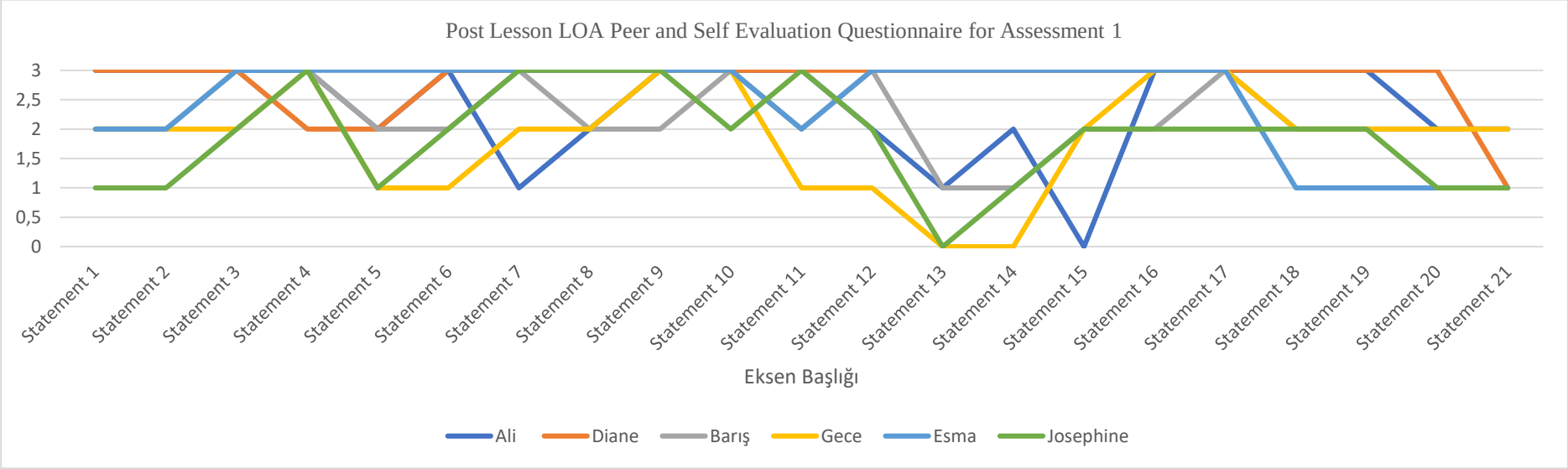

Figure 22. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 1

Depending on Figure 22, the classification of peer and self-evaluation of Josephine in Assessment 1 is represented in Table 253 below.

Table 253.

Peer and Self Evaluation of Josephine in Assessment 1

Peer and Self-evaluation of Josephine in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	not satisfactory
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	less than satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	not satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	not satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	not satisfactory
Item 21 – group members' minimizing group conflict by using English	not satisfactory

For Josephine, her interaction in this assessment was "not satisfactory" though she evaluated herself participating well in the group. However, she was not satisfied that she could dominate the interaction. Responds to the other items show that group members participated during the assessment but the communication was not well enough for her. No one dominated the interaction and their feedback was beneficial. This is in harmony with the findings of post online questionnaire on learning with peer assessment. Nevertheless, Josephine did not like the way she and her peers used English in the interaction (items 20, 21). Table 254 below represents the rating of the items by Esma.

Table 254.

Peer and Self Evaluation of Esma in Assessment 1

Peer and Self-evaluation of Esma in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members' minimizing group conflict by using native language	not satisfactory
Item 20 – minimizing group conflict by using English	not satisfactory
Item 21 – group members' minimizing group conflict by using English	not satisfactory

Depending on Table 254, Esma evaluated herself as "satisfactory" in terms of communication and "excellent" in her interaction. Also, she evaluated her group members as cooperating well. However, she was not satisfied with the use of NL and Tl to "minimize conflict" both on behalf of herself and her peers. Maybe she needed scaffolding, which can be traced from the long pauses (Extract 5 in Appendix G). The results are consistent with Figures 10 and 11 and her e-CIC related findings. Table 254 depicts the classification of peer and self-evaluation of Barış in Assessment 1.

Table 255.

Peer and Self Evaluation of Barış in Assessment 1

Peer and Self-evaluation of Barış in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

In Table 255, Barış evaluated himself and his peers as "excellent" in terms of communication. However, he found himself as "satisfactory" in terms of creativity, feedback, discourse management and interaction. He also evaluated himself as having no domination on the interaction. This is obvious in the evaluation of group members as well because he stated that the group members had domination on the interaction (item 14). In addition to these responds, it can be concluded that he was content with himself and the group and scaffolding was maximized in that breakout room. Table 256 below represents the evaluation of Gece in the same assessment.

Table 256.

Peer and Self Evaluation of Gece in Assessment 1

Peer and Self-evaluation of Gece in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	not satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	less than satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	not satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	less than satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	not satisfactory
Item 12 – the group members' helping quiet team members participate fully	not satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

Considering Table 256, Gece's responds demonstrate that she was not very happy with the interaction created in that breakout room. She evaluated herself and her group members as "satisfactory" in communication. However, according to her, both herself and the group members were neither creative nor dominant on the interaction. As to scaffolding, she was not satisfied with the degree of help that both she received and she distributed (items 11, 12). This may explain her responds to the post lesson online questionnaire on learning and peer assessment. Table 257 below presents Ali's responds to the same questionnaire.

Table 257.

Peer and Self Evaluation of Ali in Assessment 1

Peer and Self-evaluation of Ali in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	not satisfactory
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	less than satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

For Ali, the only item that is "satisfactory" is the feedback he has given; others are all excellent in the scale. An important point is the domination of him on the interaction, which may indicate group member's silence or the need for being urged during the interaction. In addition to this, he was not content with the feedback he has received. Besides, his responds indicate the use of NL for discourse management. For scaffolding he evaluated himself as "excellent" while the group members were somehow "satisfactory". Below is Diane's responds for the same assessment in Table 258.

Table 258.

Peer and Self Evaluation of Diane in Assessment 1

Peer and Self-evaluation of Diane in Assessment 1	
Statements	**Rating Scale**
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	not satisfactory

Regarding Diane's responds, it can be concluded that she was satisfied with herself and the group members. The only and the significant thing about this group in the assessment is that group members used NL for discourse management and interaction. The following section introduces the results within Assessment 2.

4.5.3.2. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 2

In this section, the responds of the online questionnaire to Assessment 2 is demonstrated. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 23 below represents the distribution of ratings in Assessment 2.

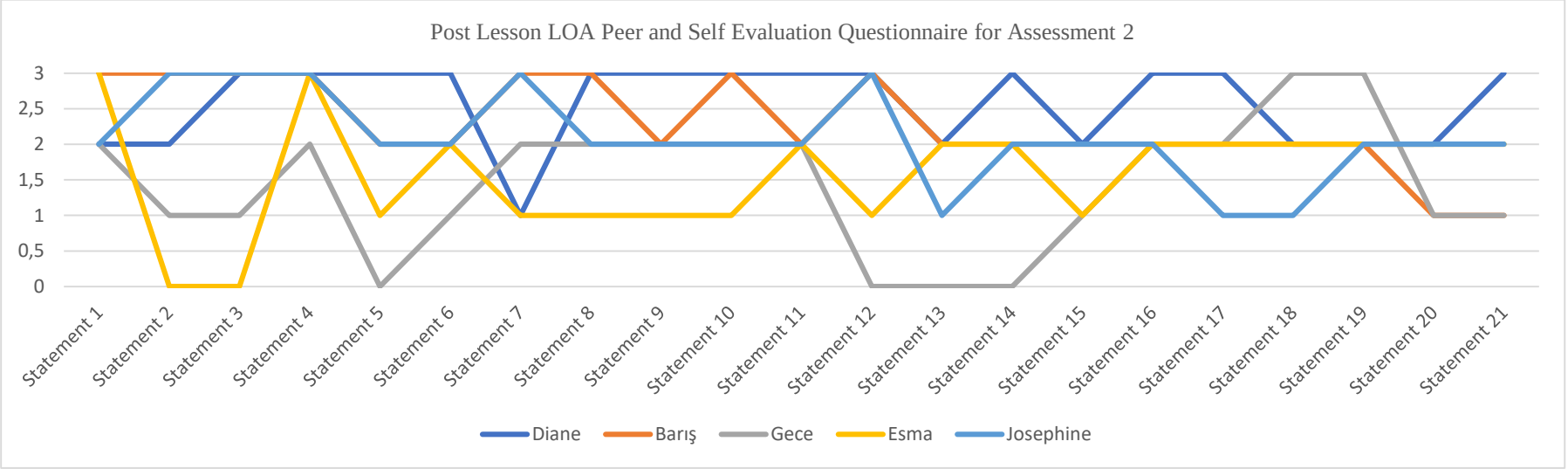

Figure 23. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 2

In this assessment, Ali did not attend the second activity because one of his peers did not want to participate with him as his English was “excellent”. Therefore, though he had the transcription for the first activity, he didn’t get involved in the second activity and he didn’t respond to the questionnaires and journals for this assessment. The responds to this questionnaire is depicted for each participant in the assessment. Table 259 represents the items for Josephine.

Table 259.

Peer and Self Evaluation of Josephine in Assessment 2

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members’ communicating well in the group	excellent
Item 3 – group members’ participating actively in the group	excellent
Item 5 – group members’ using creative problem-solving techniques	satisfactory
Item 7 – group members’ giving constructive feedback	excellent
Item 10 – group members’ responding well to feedback and criticism	satisfactory
Item 14 – group members’ no domination on the interaction	satisfactory
Item 15 – group members’ not letting anyone else dominate the interaction	satisfactory
Item 17 – group members’ being comfortable with constructive disagreements	not satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members’ helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members’ minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members’ minimizing group conflict by using English	satisfactory

For Josephine, her interaction in this assessment was “satisfactory” but she was clear that she let others to talk, which is also in line with her responds to peer evaluation, which she found “excellent” and satisfactory. In this sense, the items on mediation and scaffolding show that group members helped her during the interaction, which is also observed in her e-CIC related findings; she was seeking for help whenever she was stuck with speaking during the assessment. Also, the responses show that the group and herself used both NL and TL for mediation and scaffolding. The responses were also in line with her responses to post lesson online questionnaire on peer assessment and learning. Below is Table 260 for Esma’s responds in Assessment 2.

Table 260.

Peer and Self Evaluation of Esma in Assessment 2

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	not satisfactory
Item 9 – responding well to feedback and criticism	not satisfactory
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	less than satisfactory
Item 3 – group members' participating actively in the group	less than satisfactory
Item 5 – group members' using creative problem-solving techniques	not satisfactory
Item 7 – group members' giving constructive feedback	not satisfactory
Item 10 – group members' responding well to feedback and criticism	not satisfactory
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	not satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

Regarding Table 260, Esma was content with her interaction. However, she didn't think that she gave constructive feedback to her peer. In fact, when her e-CIC is compared, it is seen that her speech is full of pauses, but she was confident to follow the book as an activity. In this sense she may find herself successful in interacting. As to the feedback, she and her peer did not give fully constructive feedback for each other as interfered from the excerpt; the long pauses in their speech made them run out of time devoted for the activity. Therefore, she did not find the cooperation of her peer "satisfactory" in terms of communication, creative ideas and cooperation. The responses to the items on mediation and scaffolding also suggest that they used NL and could not help each other to speak, which is also in line with her responds to the post lesson online questionnaire on learning. As to peer assessment, she stated that she found the activity "very useful"; probably because of the reason mentioned earlier and as she stated in the focus group interview that she felt comfortable with the tasks for which she prepared like the activity in this assessment. Table 261 below shows the evaluation of Barış for this assessment.

Table 261.

Peer and Self Evaluation of Barış in Assessment 2

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	not satisfactory
Item 21 – group members' minimizing group conflict by using English	not satisfactory

In Table 261, Barış defined his interaction as "satisfactory" in terms of feedback and interaction and "excellent" in participating the group with his ideas and collaboration. He also agreed that the group members communicate and participate well. However, it seems that some group members dominated the interaction depending on his responds to statements 14, 15, and 17. For scaffolding, Barış did not think that he helped his friends thoroughly but his friends helped much to each other to participate. It appears that both himself and his friends helped each other in NL (items 18, 19) within minimization. However, the finding is not consistent with the items 20 and 21 because he was not satisfied with the language used; in other words, to him, NL was preferred more than English. The results of the online post lesson questionnaire on peer assessment and learning from peers equals with the results of the post online questionnaire on peer and self-assessment. Previously in section 4.5.2, the results showed that Barış thought that peer assessment was "very useful" and he learned from "speaking to friends". In addition to this, the e-CIC of Barış in Assessment 2 explains the rating of himself as just "satisfactory" when the interaction in his breakout room is considered. Below is the evaluation of Gece in Table 262.

Table 262.

Peer and Self Evaluation of Gece in Assessment 2

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	not satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	less than satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	not satisfactory
Item 3 – group members' participating actively in the group	not satisfactory
Item 5 – group members' using creative problem-solving techniques	less than satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	less than satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	less than satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	not satisfactory
Item 21 – group members' minimizing group conflict by using English	not satisfactory

Depending on Table 262, it can be concluded that Gece was not satisfied with her interaction. She considered herself "satisfactory" in giving feedback and cooperating. However, it is obvious that she would like to dominate more than she did (item 13) and to be more creative in cooperating. Her responds are totally in harmony with the results of her e-CIC in the same assessment because she has hesitations and long pauses in her speech. Regarding her responses to peer evaluation on the items given above, she was not content with her peers, either. Her peers did not "communicate well" in addition to letting other dominate the interaction and finding creative solutions. The only thing she was pleased with is the feedback she received. The responses to the items on mediation and scaffolding also shows that though she was satisfied with using English during the interaction, her peers used NL to interact. N this sense, scaffolding did not realize in this assessment. The responses were also clear in the post lesson online questionnaire on peer assessment and learning as is mentioned in section 4.5.2. She found the activity "somewhat useful" and she learned through "hearing for her own interaction". The following table, Table 263, represents the evaluation of Diane.

Table 263.

Peer and Self Evaluation of Diane in Assessment 2

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	not satisfactory
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	excellent

Regarding Table 263, Diane evaluated herself as "excellent" and "somehow dominating the interaction". However, she thought that the group members could have cooperated more. Besides, she was not satisfied with the feedback given to her interaction. As to scaffolding, she declared that both the group members and herself did their best to participate fully. Depending on her choice of the items, scaffolding realized both in NL and the TL. The responds are in harmony with the online post lesson questionnaire on peer assessment and learning from peers, in which Diane found the activity very useful and in which she declared that she learned from "speaking to her friends". When the findings of the e-CIC of Diane in Assessment 2 is considered, her attempt to interact is totally in line with the online post lesson requirements as well. The following section depicts the results within Assessment 4.

4.5.3.3. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 4

This part is devoted to the responds of the online questionnaire to Assessment 4. Since the participants had the exam week for their third assessment, there were no

responses for the online questionnaires and journals though the transcription of each breakout room for this assessment exists. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 24 below represents the distribution of ratings in Assessment 4.

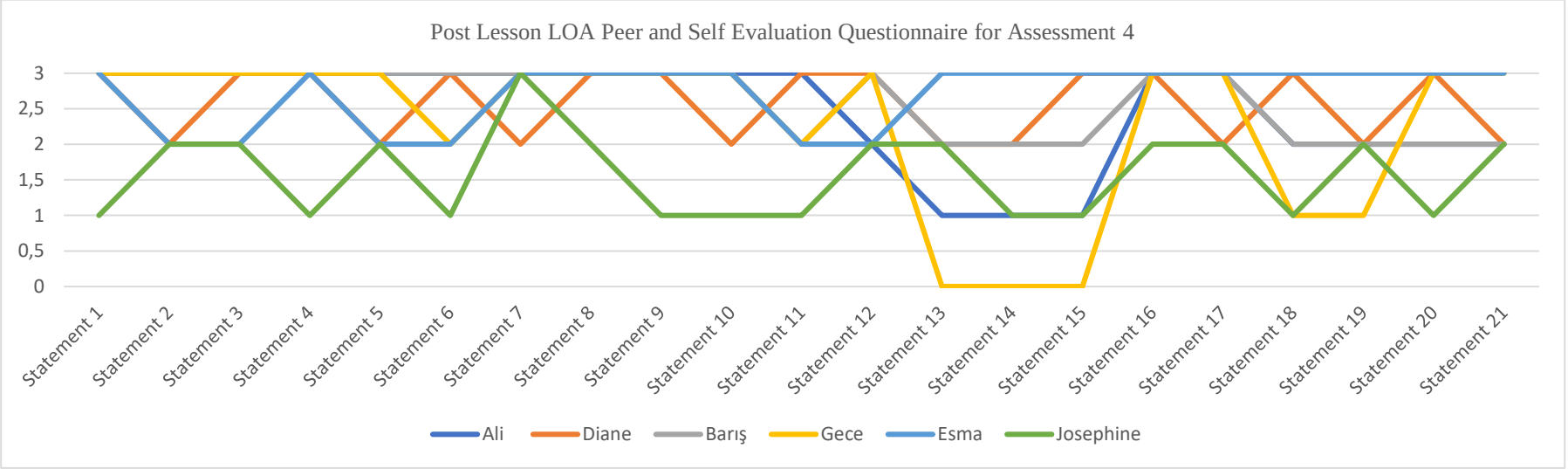

Figure 24. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 4

Depending on Figure 24, the distribution of the items among learners are as follows. Table 264 represents the items evaluated by Josephine.

Table 264.

Peer and Self Evaluation of Josephine in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	not satisfactory
Item 4 – participating actively in the group	not satisfactory
Item 6 – using creative problem-solving techniques	not satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	not satisfactory
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	not satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	not satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	not satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

Regarding Table 264, Josephine evaluated herself as "not satisfactory" in terms of her communication, creativity and welcoming feedback. Also, she stated that she had no domination on the interaction as well (item 13). Her responds to peer evaluation, demonstrate that her peers communicated and cooperated in the assessment. She did not like her peers' feedback and domination in the interaction as well. Considering the items on mediation and scaffolding, she could not help her peers (item 11) while the group member's help was "satisfactory". Her responds to items 18 and 20 show that she used mostly NL during the interaction. Table 265 depicts the results for Esma's evaluation on the statements.

Table 265.

Peer and Self Evaluation of Esma in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

According to Table 265, Esma was content with her interaction though her feedback is adequate for the members of the group. However, she evaluates group members' communication and participation as "satisfactory". This may have resulted from the scaffolding that they couldn't achieve much in the interaction (items 11 and 12). Besides, it may explain why she found the assessment "somewhat useful" (Figure 14) and why she learned through "speaking and receiving reviews" (items 1, 2, 3, 4, 5, 6). Table 266 demonstrates the findings for Barış.

Table 266.

Peer and Self Evaluation of Barış in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

The data presented in Table 266 address that Barış and his peers communicated and interacted well in the group. This analysis revealed that Barış and his peers did not dominate the interaction and they were all good enough to support each other; the group members were better than him in scaffolding (item 12). The results demonstrate that both himself and the group members used NL and TL for mediation in the assessment. Table 267 below presents the results for Gece.

Table 267.

Peer and Self Evaluation of Gece in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	less than satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	less than satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	less than satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members' minimizing group conflict by using native language	not satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The findings in Table 267 confirm that Gece evaluated herself as "excellent" and "somehow dominating the interaction" (items 1, 13). For item 14, it seems that the group members also dominated the interaction. However, her respond to the item 15 contradicts to it because she was not satisfied with their attitude towards the interaction in terms of interaction (item 15). Results for scaffolding indicate that she was good enough to support silent interlocutors whereas her peers whereas her peers were "excellent" about it. Depending on items 20 and 21, it is obvious that discourse management and mediation were achieved in TL. Data in Table 268 shows Ali's responds to the items.

Table 268.

Peer and Self Evaluation of Ali in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

In Assessment 4, Ali evaluated his communication as "excellent" just as his peers did but it is obvious in item 13 that he was the leading figure in the interaction. The findings are consistent with the e-CIC related findings and the online post lesson questionnaire on peer assessment and learning as well in terms of his interactures and his peers'. The data obtained for Diane's responds is represented in Table 269.

Table 269.

Peer and Self Evaluation of Diane in Assessment 4

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

Depending on Table 269, Diane evaluated her communication as "excellent" and her peer's as "satisfactory", which is also examined in her e-CIC related findings. The notable feature in this questionnaire is that she evaluated her peer's interaction somehow built on NL, but it did not disturb her much as it can be also traced in her transcription of the assessment.

The following section demonstrates the results obtained in Assessment 5.

4.5.3.4. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 5

This section presents the findings of data for the online questionnaire on peer and self-evaluation in Assessment 5. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 25 below represents the distribution of ratings in Assessment 5.

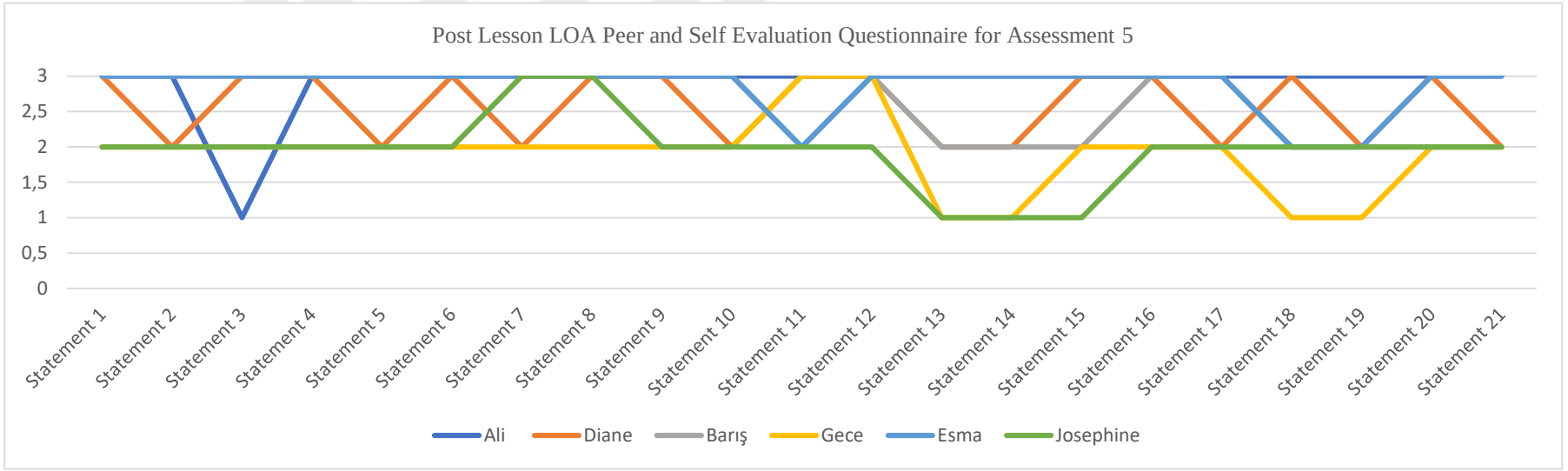

Figure 25. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 5

Considering Figure 25, the findings of data for Josephine in this assessment is demonstrated in Table 270.

Table 270.

Peer and Self Evaluation of Josephine in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

From these results, it is clear that Josephine evaluated herself as "satisfactory" in terms of her communication and creativity and "excellent" in welcoming feedback. However, it is obvious that she had no domination in the interaction (item 13). Her responds to peer evaluation, demonstrate that her peers communicated and cooperated satisfactorily in the assessment. The responds deliver evidence for group members domination on the interaction and they didn't let others speak more (items 14, 15). Regarding the items on mediation and scaffolding, everybody tried to help each other and group conflict was minimized both in NL and TL. She used mostly NL during the interaction. Table 271 depicts the results for Esma.

Table 271.

Peer and Self Evaluation of Esma in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The results demonstrate that Esma evaluated herself and her peers as "excellent" in the items that relate to self and peer evaluation. However, responds reveal that there is use of NL and they tried to minimize it. This is in harmony with the e-CIC related findings of Esma in Assessment 5 as well. The data obtained for Barış's responds is represented in Table 272.

Table 272.

Peer and Self Evaluation of Barış in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

The findings confirm that Barış and his peers did well in terms of communication, creativity and feedback. However, it is implicated that there were at times that group members dominated the interaction (items 14, 15). However, the responds suggest that there is much scaffolding from the group members (item 12) though he found himself "satisfactory" to help others. According to the data, there is use of NL and they satisfactorily tried to minimize it. Table 273 below demonstrates the results for Gece.

Table 273.

Peer and Self Evaluation of Gece in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members' minimizing group conflict by using native language	not satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

The analysis demonstrate that Gece found herself and her peers as "satisfactory" in the assessment. It can be inferred that she dominated the interaction (item 13). Nevertheless, her peers also dominated the interaction (item 14) though reasonably. Besides, both herself and her peers scaffolded each other (items 11, 12) but they used NL to mediate (items 18, 19). Table 274 introduces Ali's responds to the items.

Table 274.

Peer and Self Evaluation of Ali in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	not satisfactory
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The findings reveal hint that Ali and his peers were "excellent" in communication, creativity and feedback. Yet, a significant finding is that Ai describes his friends as "excellent" in mediating in their NL (item 18) which is also evident in their excerpt for Assessment 5. The group members, one of whom was Josephine, used NL and Ali tried hard to behave like a teacher to push them into the interaction in English. Nevertheless, the findings demonstrate that they tried to help each other during the assessment. (items 11, 12). The data obtained for Diane's responds are as follows in Table 275.

Table 275.

Peer and Self Evaluation of Diane in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

Depending on Table 275, Diane evaluated her communication as "excellent" and her peer's as "satisfactory", which is also examined in her e-CIC related findings. The results demonstrate that she dominated the interaction (item 13), which contradicts to her respond to item 15. When the excerpt in this assessment is examined, it is obvious that other learners did not attend the room and she was with Gece in the same breakout room. In this sense, her responds were in line with Gece's, which reveal that they both dominated the interaction though Diane was in the position of a teacher as posing questions to her peer. Only items 18 and 19 is contradictory in that there is no use of NL in the breakout room except for the two minutes spent to connect to each other online.

The following section signifies the results obtained from data in Assessment 6.

4.5.3.5. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 6

The findings related to self and peer evaluation in post lesson online questionnaire in Assessment 6 is depicted in this section of the study. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 26 below represents the distribution of ratings in Assessment 6.

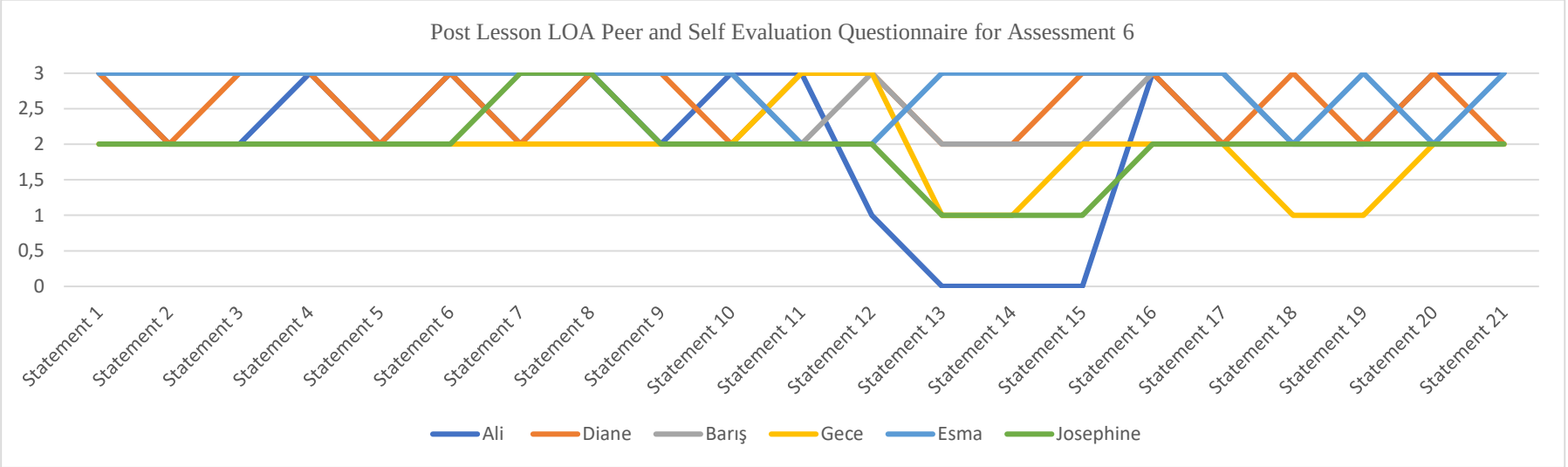

Figure 26. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 6

Considering Figure 26, the findings of data for Josephine in this assessment is demonstrated in Table 276.

Table 276.

Peer and Self Evaluation of Josephine in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

The results highlight that she and her peers were "satisfactory" in terms of communication and participation and "excellent" in terms of feedback. However, a similar finding with her responds for previous assessments is that she let others to talk (items 13, 14, 15). Depending on Table 276, the support for each other is adequate. However, she depicted both the use of NL and TL in mediating with each other which can be traced in the transcription of the breakout room as well. Most of the interaction was in NL and she needed to be guided by her only peer as other learners did not attend the room. Below is Table 277 for Esma's responds in Assessment 6.

Table 277.

Peer and Self Evaluation of Esma in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	excellent

The findings demonstrate that Esma and her peers were "excellent" in communication, creativity and feedback. However, she found the support for each other as "satisfactory", which may reveal that she and her friends needed more scaffolding. Yet, data shows that NL use was minimized by the group members (item 19) though she evaluated herself as "satisfactory" on the same item (items 11, 12). The findings related to the responds of Barış is depicted in Table 278.

Table 278.

Peer and Self Evaluation of Barış in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

From Table 278, it is clear that Barış and his peers were "excellent" in communication, creativity and feedback. However, as a repeating feature in Barış's responds, there is somehow domination on the interaction in terms of his peers (items 13, 14, 15). Yet, a significant finding is that his friends are "excellent" in scaffolding though mediating in their NL which is also evident with their use of TL as well. assessment. This finding is not consistent with the e – CIC related findings of Barış in Assessment 6 since as shown in Section 4.4.6.2, because other learners did not attend te assessment, he uttered his need for scaffolding; Diane was not enough to support him as she did not respond well to all the discussion questions. Gece's responds are as follows in Table 279.

Table 279.

Peer and Self Evaluation of Gece in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	not satisfactory
Item 19 – group members' minimizing group conflict by using native language	not satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

The findings demonstrate that Gece found herself and her peers as "satisfactory" in the assessment. It can be inferred that she dominated the interaction (item 13) she evaluated her peer, who was Esma, as having no domination on the interaction. In fact, this finding may be evidence for Esma's responds in the same assessment in that she found the support for each other as "satisfactory", which may reveal that she and her friends needed more scaffolding. On the contrary, Gece evaluates the experience as "excellent" in terms of the support for each other. The findings also reveal that they didn't use NL though she evaluated the use of the TL "satisfactory". Table 280 below presents Ali's responds to the items.

Table 280.

Peer and Self Evaluation of Ali in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	less than satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	less than satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	less than satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	not satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The results demonstrate that Ali was "excellent" in communication, creativity and feedback. The findings confirm that the group members feedback was not enough for Ali (items 7, 9). Also, it is obvious that he was the leading figure in the assessment in terms of interaction (items 13, 14, 15). This is also clear in item 12 that the group members did not support each other to interact. In addition, though the group members mediated in English, the use of NL was evident (items 18, 19). Table 281 below represents Diane's responds to the items.

Table 281.

Peer and Self Evaluation of Diane in Assessment 6

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

Table 281 reveals that Diane' communication was "excellent" and her peers' was "satisfactory" though they participated well in the group. The results demonstrate that she dominated the interaction (item 13), which contradicts to her respond to item 15. However, since her responds on peer evaluation indicate the items as "satisfactory", it may be plausible when it is compared with item 19 as well. The respond to the item demonstrates that there is use of NL to some extent, which may have bothered Diane and may be the reason of her expectation for the evaluation of the items. Section 4.5.3.6 presents the results for Assessment 7.

4.5.3.6. Findings of Post Lesson Questionnaire Peer and Self Evaluation in Assessment 7

The findings of data for the online questionnaire on peer and self-evaluation in Assessment 7 is presented in this section. The questionnaire items were evaluated after the presentation of the rating scale for each participant in the assessment. Figure 27 below represents the distribution of ratings in Assessment 7.

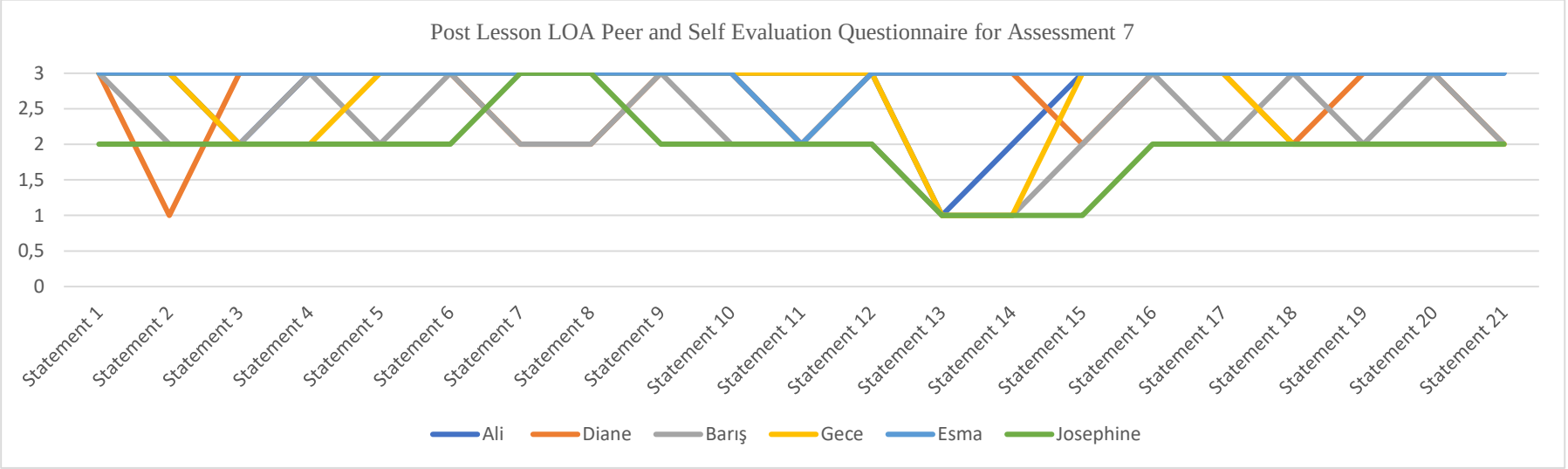

Figure 27. The distribution of post lesson online questionnaire for LOA on peer and self-evaluation in assessment 7

Table 282.

Peer and Self Evaluation of Josephine in Assessment 7

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	satisfactory
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	satisfactory
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	satisfactory
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	not satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	satisfactory
Item 21 – group members' minimizing group conflict by using English	satisfactory

Table 282 demonstrates that Josephine and her peers were "satisfactory" in terms of communication and participation. Besides, she evaluated herself as "excellent" in terms of feedback though her peers were "satisfactory" on the same item. There was no domination on the interaction, which is also consistent with the e- CIC related findings of the assessment, which was in skills and systems mode wherein Josephine and L1 tried to help each other in NL. In this sense, Josephine evaluated herself and her peer as "satisfactory" in terms of mediation and scaffolding as there were no other peers to help them. Below is Table 283 for Esma's responds in Assessment 6.

Table 283.

Peer and Self Evaluation of Esma in Assessment 7

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The findings presented in Table 283 reveals that Esma and her peers were "excellent" in all the items except for participation. It was rather "satisfactory" for her. When the e-CIC related findings of this breakout room are concerned, she was with Diane and Josephine and it was those two learners who activated interaction. This respond of her to the item may reveal her need for support or prompt to speak though Diane tried at times during the interaction. The findings related to the responds of Barış is depicted in Table 284.

Table 284.

Peer and Self Evaluation of Barış in Assessment 7

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	satisfactory
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	satisfactory
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	satisfactory
Item 14 – group members' no domination on the interaction	not satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	satisfactory
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	satisfactory
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

It is clear in Table 284 that Barış was "excellent" in communication, creativity and feedback. However, there was no domination on the interaction on behalf of himself and his peer. In fact, it is consistent with the e – CIC related findings of that breakout room, where L1 prompted Barış to speak Turkish just as herself. Therefore, he marked the items 13 and 14 as "not satisfactory". Yet, a significant finding is that his friends are "excellent" in scaffolding and mediating in their NL, whereby he himself used TL to express himself. This finding is totally consistent with e – CIC related findings of Barış in Assessment 7. Gece's responds are as follows in Table 285.

Table 285.

Peer and Self Evaluation of Gece in Assessment 5

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	satisfactory
Item 6 – using creative problem-solving techniques	satisfactory
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	not satisfactory
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The findings in Table 285 confirm that the context she was in was in classroom context mode. Gece evaluated herself and her peers as "excellent" in terms of communication, interaction and feedback. However, for her, her participation was "satisfactory" compared with the group members. Results for mediation and scaffolding indicate that all of them expressed themselves in TL and group members assisted her during the assessment. Data in Table 286 shows Ali's responds to the items.

Table 286.

Peer and Self Evaluation of Ali in Assessment 7

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	excellent
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	not satisfactory
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	excellent
Item 3 – group members' participating actively in the group	satisfactory
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	excellent
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	satisfactory
Item 15 – group members' not letting anyone else dominate the interaction	excellent
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	excellent
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	excellent
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	excellent

The findings in Table 286 is in harmony with Table 284 since Ali was Gece's partner tother with L1 and L2. The results reveal that both Ali and his peers were "excellent" in terms of communication, interaction and feedback. However, Ali thought that he dominated the interaction as it was also stated in Gece's responds. Results for mediation and scaffolding refer to the use of TL in expressing themselves. Data in Table 287 shows Diane's responds to the items.

Table 287.

Peer and Self Evaluation of Diane in Assessment 7

Statements	Rating Scale
Items on self-evaluation	
Item 1 – communicating well in the group	excellent
Item 4 – participating actively in the group	excellent
Item 6 – using creative problem-solving techniques	excellent
Item 8 – giving constructive feedback	satisfactory
Item 9 – responding well to feedback and criticism	excellent
Item 13 – no domination on the interaction	excellent
Item 16 – being comfortable with constructive disagreements	excellent
Items on peer evaluation	
Item 2 – group members' communicating well in the group	not satisfactory
Item 3 – group members' participating actively in the group	excellent
Item 5 – group members' using creative problem-solving techniques	excellent
Item 7 – group members' giving constructive feedback	satisfactory
Item 10 – group members' responding well to feedback and criticism	excellent
Item 14 – group members' no domination on the interaction	excellent
Item 15 – group members' not letting anyone else dominate the interaction	satisfactory
Item 17 – group members' being comfortable with constructive disagreements	excellent
Items on mediation and scaffolding	
Item 11 – helping quiet team members participate fully	satisfactory
Item 12 – the group members' helping quiet team members participate fully	excellent
Item 18 – minimizing group conflict by using native language	satisfactory
Item 19 – group members' minimizing group conflict by using native language	excellent
Item 20 – minimizing group conflict by using English	excellent
Item 21 – group members' minimizing group conflict by using English	satisfactory

Table 287 reveals that Diane' communication was "excellent" and her peers' was "not satisfactory". The results demonstrate that no one dominated the interaction (items 13, 14). In terms of mediation and scaffolding, she evaluated herself as "satisfactory" but her peers as "excellent". However, it is obvious that though she avoided NL (items 18, 20), her peers spoke in NL (items 19, 21), which may indicate the need for varying mediation strategies of group members. The next section explains the emerging themes revealed in the data set.

4.6. Findings of Interactional Features in Main Sessions of the Synchronous Online Lesson after the Implementation

In observing the shaping of the e-CIC of the learners, it is important to check the main sessions of the classes to maintain the interactional features the participants used. Therefore, 20 minutes of four different sections of the online classes were recorded in weeks 4, 7, 10 and 15. The settings were natural and recorded in any part of the lessons by the permission of the teacher. The interactional features recorded in these classes were analyzed by the SETT instrument. The findings are depicted based on the weeks they

were recorded. The following part clarifies the interactional features obtained in week 4 in the main session of the SOL.

4.6.1. Findings of Interactional Features in Week 4 - Main session of SOL

Extract 3 in Appendix E depicts the atmosphere of the SOL; there were 39 utterances in total and 20 of them belonged to the instructor. The instructor opened the local context with the reading text and by asking warm – up questions about having a lot of money. They were going to read the text and before that they were doing the skimming exercises together. The only figures that were cooperating were the instructor, Ali and L1. Figure 28 below shows the interactional features used by the instructor.

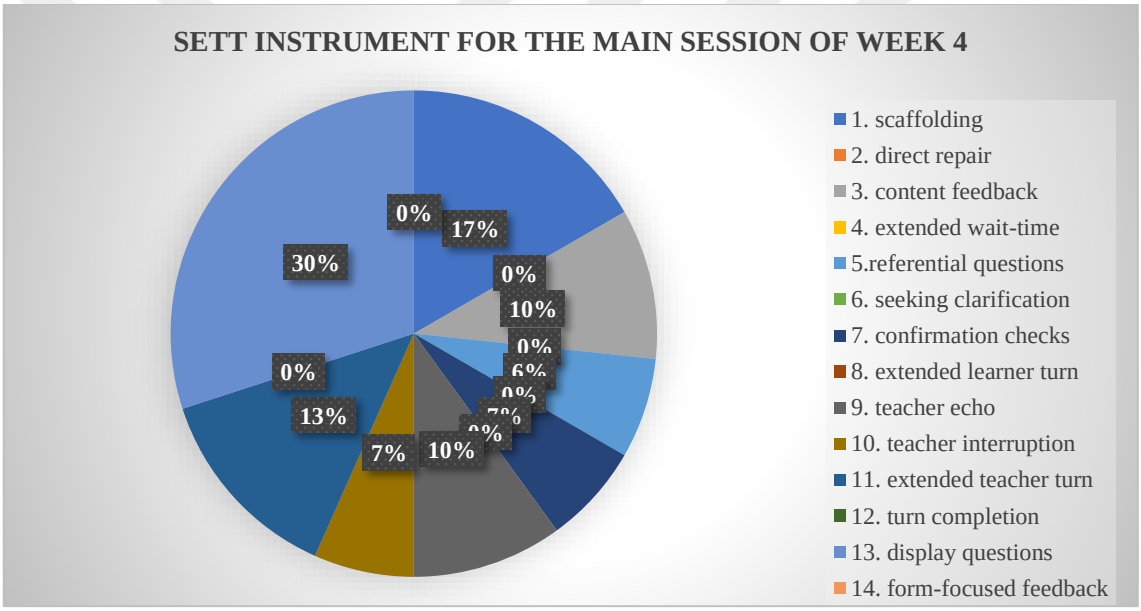

Figure 28. The interactional features based on the SETT Instrument in the main session in week 4

Depending on Figure 28, the main session was still based on extended teacher turn, display questions and without extended wait time. However, the instructor was cooperating more with learners when compared to the first two main sessions of the online class before the implementation. Simply examining Figure 28 gives an overall depiction of the context. The instructor was still the dominant figure and she used interactional features that hider learning such as extended teacher turns, teacher echo and teacher interruptions. However, the percentage of scaffolding and content feedback was pleasing for that week in that hour of the class. For a clear depiction of the local context, the

interactional features that the instructor used are given in Table 288 with specific examples from Extract 3 in Appendix E.

Table 288.

Interactional Features Used by the Instructor in the Main Session in Week 4

Content feedback	lines 5, 25, 7	line 25	company that's good
Scaffolding	lines 15, 29, 31, 33,35	line 39	yes I got it I think it's in the last paragraph let's check err… yes L1?
Confirmation checks	lines 7, 15	line 38	because you will have big amount of money… only one company only one house?
Teacher echo	lines 5, 7, 27	line 27	[more money] so the reason is inflation and they don't have value you of money so we need more money to buy things very good this is the… the reason is inflation
Extended teacher turns	lines 13, 15, 19, 27	line 13	no it just stopped sharing the screen so now they can hear me I guess I hope … errr… today we will talk about a million dollar big amount of money and... these are sizes will help you for the exam and for the writing part in your exam because now we will identify the causes and effects on having the amount of money in here so (5) err… what does $1000000 buy? this is the title of our text and I want you to read the whole text (5) err… in order to find answers in this part page 66 ok? err… if you wish we can examine the exercise first it says skim the text so you don't have to read it in details but just skim it so **continues** (Extract 1 Appendix E)
Referential questions	lines 1, 7	line 7	good a luxury house a company and you would do many other things as well I guess huh? because you will have big amount of money… only one company only one house?
Display questions	lines 9, 15, 17, 19, 21, 27, 37	line 21	that problem result and reason… so why do we need more money to buy things?... it is the same situation just why now
Teacher interruption	lines 19, 27	line 19	very good briefly houses are very expensive in fact people started moving to the suburbs so cause is the reason effect is the result of something so if the houses are expensive people start moving to the suburbs ok number two people want to be closer today workplace so this is the reason I want to be closer to their work places and the result is the effect is… what did they do? Ali?
Scaffolding	lines 15, 29, 31, 33, 35	line 35	yes it's insufficient (6) err… but here Ali says in the fifth paragraph it is talking about the causes to the whole class do you need to read it in a detailed way once again?

When the extract is considered, the classroom was in managerial mode with the instructor directing learners to the book. There were only two learners that were

participating and cooperating in the SOL; Ali and L1. In Table 287, it is obvious that except for scaffolding and content feedback, the instructor obstructs learning even with the only participants Ali and L1 with her interruptions and echo. Therefore, they only tried to respond to her display questions. As to other participants of the study, they were still silent during the session except for Ali. However, when the interactional features of the instructor is considered, it is normal that there was no shaping of learner contributions.

4.6.2. Findings of Interactional Features in Week 7 - Main session of SOL

Extract 4 in Appendix E depicts the atmosphere of the SOL; there were 110 utterances in total and 55 of them belonged to the instructor. The instructor opened the local context with a discussion about the reading text that they had read. In this context, the only learners that were cooperating were the instructor, Ali and L1 in that week again. The details of the context are explained after the depiction of the interactional features of the instructor. Figure 29 below demonstrates the interactional features used by the instructor.

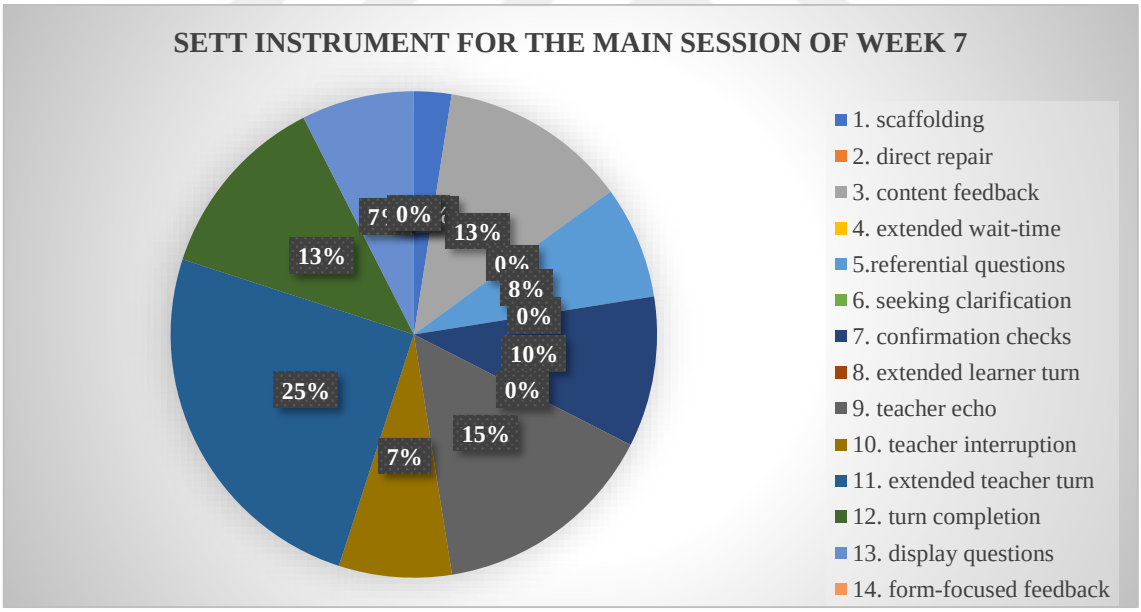

Figure 29. The interactional features based on the SETT Instrument in the main session in week 7

Findings on Figure 29 confirm that the main session was still based on extended teacher turn, display questions and without extended wait time. Scaffolding was limited and teacher echo was high (10,90). If it hadn't been for the extended teacher turns, there would be a chance for learners to have space. In addition to this, teacher interruption did

not let a learner to explain himself / herself. In Table 289 below, examples from Extract 4 in Appendix E are depicted.

Table 289.

Interactional Features Used by the Instructor in the Main Session in Week 7

Content feedback	lines 2, 10, 20, 26, 32	line 2	[good]
Scaffolding	lines 46		philosophy
Confirmation checks	lines 30, 58, 59, 62	line 30	using your logic or brain laughs which one?
Teacher echo	lines 32, 42, 68 70, 94, 96	line 94	your language **laughs**
Extended teacher turns	lines 12, 32, 34, 42, 44, 48, 54, 56, 82, 100	line 42	ah logic ok good so we will see in the text what we are doing wrong if you are doing wrong of course that's right you can read the first part as well let's read the second and the third pats it's a simple text when you finish tell me (4) something happening I'm not sure about students online can everyone see the screen
Referential questions	lines 14,16, 48	line 16	oh why I think I guess why
Display questions	lines 48, 52, 100	line 52	yes but if you review something if you review the experience what do you do?
Teacher interruption	lines 18, 20, 27, 33	line 18	[what]
Scaffolding	lines 46		philosophy
Turn completion	lines 60, 74, 88, 99, 100	line 74	= human [have something..?]

Data gathered from Extract 4 in Appendix E underpins that the general atmosphere of the context was far from classroom context mode. However, as being the only participant, Ali turned it into the classroom context mode by cooperating with the teacher. As mentioned in the previous main session, the only learners cooperating with the teacher were L1 and Ali. Nonetheless, since there were no other learners that were cooperating, it would be wrong to name the local context as being classroom context mode.

4.6.3. Findings of Interactional Features in Week 10 - Main session of SOL

Extract 5 in Appendix E depicts the atmosphere of the SOL; there were 55 utterances in total and 27 of them belonged to the instructor. The instructor opened the local context with a discussion before they read the text. It was a warm-up session for the learners. The details of the context are explained after the depiction of the interactional features of the instructor. Figure 30 below demonstrates the interactional features used by the instructor.

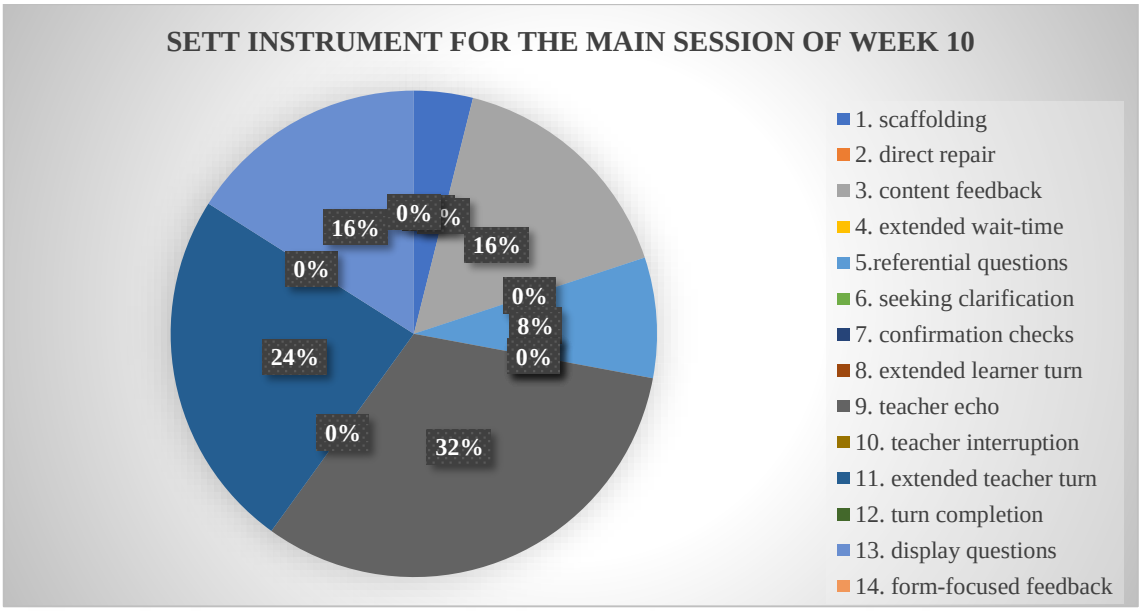

Figure 30. The interactional features based on the SETT Instrument in the main session in week 10

Figure 30 depicts the interactional features that is not desired in the classroom context mode. The instructor, because she wanted to make learners get involved, asked display questions (16 %), extended teacher turns were high (24 %). There was no scaffolding, but content feedback was 16 %. Below is Table 290 below, which presents the examples from Extract 5 in Appendix E.

Table 290.

Interactional Features Used by the Instructor in the Main Session in Week 10

Content feedback	lines 29, 31	line 29	= hmm… yes… that's right
Teacher echo	lines 21, 25, 33, 39	line 21	Einstein… is a genius… ok
Extended teacher turns	lines 37 41 49	line 49	= on your forehead laughs as a Turkish version huh it is written on your forehead yes…hmm interesting I mean it's a controversial issue… because…hmm… yes it is given by God some people are really gifted but if we can for example produce I mean increase our brain cells as you remember that we our cells reading those articles that tell us brain cells can be produced can be increased right if we can increase and can we become genius?
Referential questions		line 35	yes that's right like da Vinci for example sing different aspects of life can be… checks the screen can be a good definition for it (5) good nice definition so do you have… thanks L3 and you have such definitions da Vinci Einstein how about you L6? is there a genius for you… in Turkey in the world?
Display questions	lines 1, 17	line 17	so how can we then ah (2) L3 wants to write ok L3 you can write we cannot hear you can right of course so let's repeat the question da Vinci she says so tell us the reason how do you call a genius please think about it who do we call a genius? while L3 is writing da Vinci is genius she says yes Ali (2) or L3 please go on

Because of technical problems, the interaction started in the 17th line (Extract 5, Appendix E). This local context was different from the previous two main sessions because it was closer to classroom context mode this time thanks to Ali, L3 and their cooperation with the instructor. The instructors started the lesson by asking warm up questions about the text that they were going to read. In fact, there are some insights in this main session because the instructor tried hard to make them get involved into the conversation though her method was to use display questions as an interactional feature. For example, in line 35 (Table 290) she tried to ask questions to L6 but her attempt was evaded by a laugh by the learner so she gave up. Line 46 was significant in that she wasn't expecting any answer to her question and that was Ali again who responded to her though a little bit late. That week, again it was only Ali who cooperated with the teacher, but the whole context and the interactional features used in it did not signal classroom context mode.

4.6.4. Findings of Interactional Features in Week 15 - Main session of SOL

Extract 6 in Appendix E depicts the atmosphere of the SOL; there were 77 utterances in total and 35 of them belonged to the instructor. The instructor opened the local context with a display question. It was a warm-up session for the learners. The details of the context are explained after the depiction of the interactional features of the instructor. Figure 31 below demonstrates the interactional features used by the instructor.

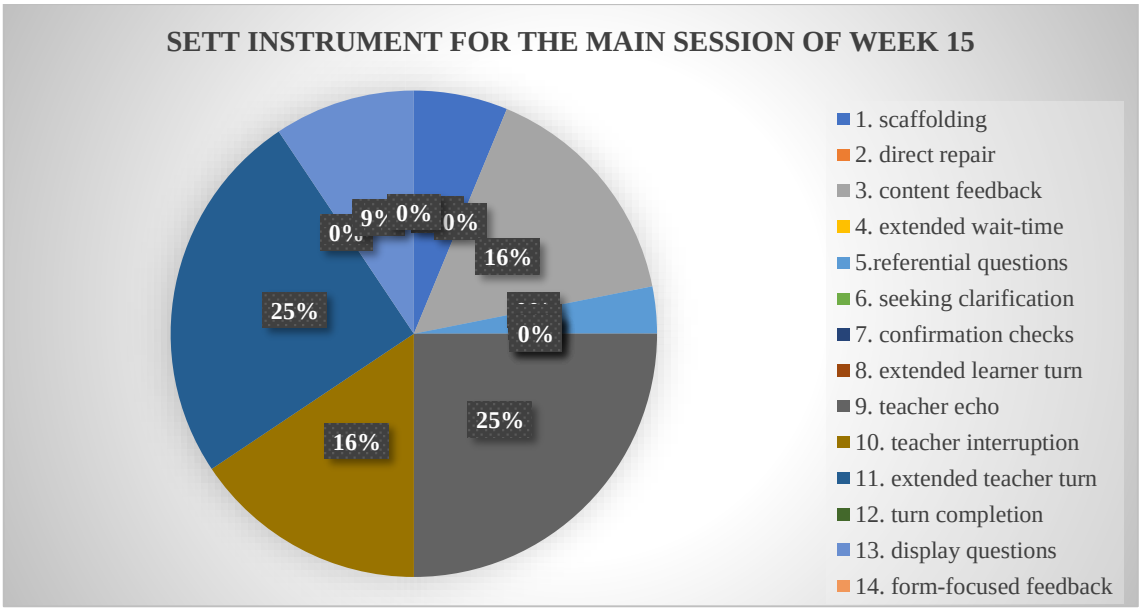

Figure 31. The interactional features based on the SETT Instrument in the main session in week 15

Depending on Figure 31, the findings reveal that the instructor used the same interactional features that would have hindered learning. Though there were opportunities for learners to talk, the interactional features that the instructor used prevented them to speak although the only participants in the lesson were Ali and Diane. In this sense, the instructor used three display questions and she scaffolded learners twice. However, she asked only one referential question in addition to teacher echo (25 %), teacher interruption (16 %) and extended teacher turn (25 %), which were very high in percentage. Finally, she requested for clarification only once. In Table 291, the examples that the interactional features in Extract 6 in appendix E can be traced.

Table 291.

Interactional Features Used by the Instructor in the Main Session in Week 15

Content feedback	lines 17, 32, 26, 38, 77	line 26	no I think Ali
Teacher echo	lines 11, 13, 23, 28 44, 50, 68, 70	line 68	hıhı… as a kindness we often tell lies for example especially to our friends huh? an outright lie
Extended teacher turns	lines 19, 21, 34, 40, 42, 52, 55, 73	line 42	I did I think that was L2 and I admitted her there's no problem now… I mean in my screen there is no more waiting in the lobby right now that was L2 ok E let's have a look at the preach principles they do not follow preach I mean they utter principles
Referential questions		line 73	dishonesty yes the action of stealing related to dishonesty but err but the text describes it… as something… criminal dishonesty as you remember huh? the action of stealing ok (4) now err… look at these types of dishonesty… which one err…
Display questions it's	lines 1, 36, 58	line 36	I thought that's Esma err… and also arrogant people are unpleasantly proud of themselves huh? not something good kibirli hıh? ok who are critical of other people's behavior? do you remember this word?
Scaffolding	lines 1, 5	line 5	hmm… yes… our attitude huh?
Teacher interruption	lines 11, 15, 26, 66, 68	line 68	hıhı… as a kindness we often tell lies for example especially to our friends huh? an outright lie
Clarification request		line 61	hıhı so here the keyword is to win favor to gain something you just tell people lies about themselves… flattery Diane has found the real err

Depending on data gathered from Extract 6 in Appendix E, the local context in this main session was on skills and systems mode; the instructor directing learners to the vocabulary that they had studied before. The only contributions to the interaction were by Ali and Diane, but their attempts were also hindered by the teacher with her interactional features in that context. For instance, there were many teacher interruptions, teacher echo and extended teacher turns that prevented these learners to have more space for interaction. Nevertheless, the pleasing feature specific to this context was that since learners had collaborated on the same topic in the breakout rooms previously, it is understood that learning on the topic realized depending on the learners' responds to the questions. However, the last main session once again was far from classroom context mode though Ali and Diane learned to participate in the lessons. Section 4.7 introduces the interactional features observed in the learners' final speaking exam.

4.7. Findings of Interactional Features in the Final Speaking Exam

In this section of the study, the interactional features, mediation and interaction strategies that the learners used in their final speaking exam are depicted. The final exam procedures were not changed because of the study; rather, the exam was evaluated based on the same e-CIC related criteria in the study.

In their speaking exam, the participants were given different discussion topics and they were expected to discuss the topic without any intervention. There were two instructors in the exam and the learners were given two minutes to get ready and then two minutes to discuss the topics they had chosen. Despite the duration of the exam as being two minutes, it was adequate to observe learners' e-CIC in a short time. The extracts of the final speaking exam can be traced in Appendix M. Table 292 below depicts the interactional features that they used in the final speaking exam.

Table 292.

Comparison of e - CIC of the Participants in the Final Speaking Exam

	e-CIC Related Features				
	Classroom Context Mode	**The CEFR Interaction Strategies**	**The CEFR Mediation Strategies**	**Cambridge Speaking Assessment Scale - B2**	
Josephine	extended learner turns (line 2) confirmation check (line 13)	taking the floor (line 2, 5, 7) cooperating (lines 5, 6, 11, 15)	presenting ideas or instructions (lines 2, 5, 6, 11, 15) presenting the main chain of an argument (line 11) using repetitions and redundancy (lines 2, 5, 11) providing example (line 11)	**Discourse Management** Band 2	**Interactive Communication** Band 2
Esma	extended learner turns (line 2)	taking the floor (line 2) cooperating (lines 10, 12)	presenting ideas or instructions (lines 2, 8, 12) presenting the main chain of an argument (line 10, 12) providing example (line 2) using repetitions and redundancy (line 8)	**Discourse Management** Band 3.5	**Interactive Communication** Band 3.5

Barış	extended learner turns (lines 4, 6, 8)	taking the floor (line 4) cooperating (lines 6, 8)	posing questions (lines 4, 6) presenting ideas or instructions (lines 4, 6, 8) providing example (line 6)		
Gece	extended learner turns (lines 3, 6)	taking the floor (line 3, 6) cooperating (line 10)	presenting ideas or instructions (lines 3, 5, 7,9) presenting the main chain of an argument (lines 5, 8) highlighting key information (line 9)	**Discourse Management** Band 3.5	**Interactive Communication** Band 3.5
Ali	extended learner turns (lines 4, 8) confirmation check (line 6)	taking the floor (line 3, 6) cooperating (lines 6, 8, 10)	posing questions (lines 2, 4) presenting ideas or instructions (lines 4, 8) presenting the main chain of an argument (line 8) highlighting key information (line 10) using repetition and redundancy ((line 4)	**Discourse Management** Band 4.5	**Interactive Communication** Band 4.5
Diane	extended learner turns (lines 8, 10) confirmation check (lines 6, 12)	taking the floor (line 2, 4) cooperating (lines 8, 10, 12, 14)	posing questions (lines 2) presenting ideas or instructions (lines 4, 8, 10) presenting the main chain of an argument (line 10)	**Discourse Management** Band 4.5	**Interactive Communication** Band 4.5

When extracts in Appendix M and the features in Table 292 are examined, it is apparent that it would have been nonsense to observe the classroom context mode since they had only two minutes to discuss the topic. However, it is pleasing to observe that all the learners had extended learner turns except for Esma and Gece, having only a line each for extended learner turn (Table 292). Also, all the participants used all the interaction strategies except for asking for clarification. As for the mediation strategies, it is clear that the strategies were not different in terms of the clusters. All the participants presented their ideas as a mediation strategy. Besides, they all presented the main chain of the argument while discussing the topic except for Barış. For the low achievers, Josephine

and Esma, it was the first time that they used this strategy. In addition to this strategy, Josephine and Esma used repetition and provided examples. As for the average students Barış and Gece, there were differences on individual basis. Gece was if she had been alone discussing the matter (Extract 37, Appendix M). She only cooperated in line 10. However, Barış used the strategy of posing questions to cooperate. The high achievers, Ali and Diane were the ones who used confirmation check in addition to Josephine to cooperate. As is mentioned above, they used the same strategies with other participants however they posed questions to cooperate. Ali had two different mediation strategies from Diane, using repetition and highlighting key information (Table 292). The level that the learners were in during the interaction according to the Cambridge Speaking Exam Scale are also given in Table 292. Section 4.8 represents the findings of the perspectives of participants on LOA and e-CIC.

4.8. Findings of Perspectives on LOA and e-CIC

This part of the study is devoted to the findings of post lesson reflective journals, the focus group interview and feedback sessions determined by thematic analysis. In this respect, this section consists of four main headings. In the following sections of the study, the findings are grouped in terms of the emergent themes for each perception and analyzed in depth. Thus, section 4.8.1 gives insight to the perception of the participants on self-assessment based on post lesson online reflective journals and focus group interview. Section 4.8.2 introduces the perception of the participants on peer assessment with regards to post lesson online reflective journals and focus group interview. In section 4.8.3, the themes emerged for learning from feedback are explained. Section 4.8.4 introduces the reasons of achievement and failure in assessments by going to the heart of feedback sessions with post lesson online reflective journals, focus group interview and feedback sessions in the form of themes with special reference to the participants' perception of their e-CIC.

4.8.1. Emerging Themes for Self-assessment

This part of the study clarifies the emerging themes appeared in post lesson online reflective journals and the focus group interview in terms of self-assessment. All the participants attended the focus group interview and since it was their exam week, the participants did not return to the post lesson online reflective journals in Assessment 3

only. There are five emerging themes within self-assessment and its contribution to shape e-CIC and to learning. The themes with their operational definition and examples from the post lesson online reflective journals and the focus group interview are presented in Table 293 below.

Table 293.

Emerging Themes for Self – assessment

Main Themes	Operationalized Definition	Examples
Scaffolding	support for students to enhance learning	* We did best at helping each other. * She helped me to find the words which I forgot. * Things get easier when you do something by helping. * By trying to fix my mistakes, they can benefit from feedbacks. * My partners helped me by giving advice. * They helped me to find correct words when I forgot them. * My friends' feedback helped me with how I could do it better. * I didn't get help from partners. * They helped fix some of my mistakes. For example, they helped me out with grammatical mistakes or what I wanted to add to the sentence. * They encouraged me by asking questions.
Lack of cooperation	small groups of students working together on the same learning goal	* I don't think it wrong, but there are people who are only in group form and do not answer questions, and it becomes a bit boring. * L1 and L2 were not active. * Not speaking enough. My friends shy to talk. * Our friends were not active.
Leadership	motivating, educating and supporting to enhance learning	* I should be silent and waiting my friends to talk. * Maybe I haven't let others speak. Someone had to guide them because when I leave them, everyone will say hello, hi and then they will be silent. Later, it became a habit and I started to ask them do you need help? * Finding solutions for problems. My recommendations will help them to solve some problems. * … because learning or teaching something to your peers is the best way to learning.
Lack of language knowledge	lack of accuracy when speaking	* My struggle to speak was my strength side. Simple words sometimes didn't come to my mind and I need study words. * Based on my partners' feedback, I have a need to use more conjunction. * I should more attention to words. * Think fast and work on some pronunciation. * I learned what mistakes to make or not. For example, I have to pay attention to the pronunciation.

Lack of fluency	lack of ability to express oneself easily	* I must speaking practice. * Think fast and work on some pronunciation. * Being able to think faster and say more. * I need to practice a little more English. * I wasn't very good at fluency. I need to practice a lot more. I must practice speaking to be fluent.

The first emerging theme on self-assessment is scaffolding. This theme appeared in all the clusters; being more salient in low achievers (Josephine and Esma) and average students (Barış and Ali). However, it was also observed in the data of the high achievers, Ali and Diane as well. The difference between these clusters is that while the low achievers and the average students defined their need for scaffolding (Table 293), the high achievers declared that they helped their peers in terms of finding solutions or by giving advice to their friends (Table 293). For example, Esma when telling, "I didn't get help from partners" (Table 293), is a sign that she needed scaffolding in the assessment, however her peers neither helped her nor gave feedback. Therefore, it can be concluded within the data examined that the theme scaffolding was two-sided; one for the low achievers and average students in that they needed help or guidance while doing the activities and one for the high achievers as being the motivators and guides in groups.

The second emerging theme in the data set is lack of cooperation. This is a stunning theme as well as the theme, scaffolding because it appeared in all the data sets of each cluster of learners. The importance of the theme in terms of self-assessment is that it affected learners' own interaction. For example, when Josephine wrote, "I don't think it wrong, but there are people who are only in group form and do not answer questions, and it becomes a bit boring", she, indeed, told about the struggle she had in Assessments 2, 4 and 5, in which her partners did not respond to her call of help or to the strategies that she tried to use. What Josephine complained about may have stemmed from her need to help as is underlined in section 3.4 with the data set of e-CIC related findings of the participants. However, Esma, Barış and Gece also mentioned about the same problem as "L1 and L2 were not active" since there were times for them when they needed help. Besides, the high achievers, Ali and Diane expressed the problem within the assessments as "Not speaking enough. My friends shy to talk" (Diane, Table 293) and "Our friends were not active" (Ali, Table 293).

The third theme is leadership, which emerged in Ali's and Diane's reflective online journals. In addition to this, it was raised by Ali in the focus group interview. Diane reflected the role of guidance in her journals, one of which was given in Table

287 as a strength for herself, "finding solutions for problems. My recommendations will help them to solve some problems" (Diane, Assessment 2, Table 293). Ali also indicated the importance of guidance by criticizing himself as, "I should be silent and waiting my friends to talk" both in the reflective online journals and in the focus group interview. Nevertheless, the need for such guidance was explained thoroughly by Ali as, "maybe I haven't let others speak. Someone had to guide them because when I leave them, everyone will say hello, hi and then they will be silent. Later, it became a habit and I started to ask them do you need help?" (Table 293) in the focus group interview. This is an outstanding feature, which is not only remarkable for the 21st century skill as being a leader, but also for shaping e-CIC of themselves on their own. It is obvious in Ali's lines that he learned how to use the interactional features and strategies to shape his friend's interaction.

Lack of language knowledge reveals as the fourth theme in terms of self-assessment. This theme is conspicuous in Josephine's, Esma's and Barış's online reflective journals. Josephine criticized herself as, "I learned what mistakes to make or not. For example, I have to pay attention to the pronunciation" when she couldn't speak in Assessment 4. Esma and Barış uttered that they had lack of vocabulary knowledge as can be traced in the examples, "my struggle to speak was my strength side. Simple words sometimes didn't come to my mind and I need study words" (Esma, Table 292) and "based on my partners' feedback, I have a need to use more conjunction" (Barış, Table 293). The utterances that appeared in the journals also reflect the function of feedback on learning and self-assessment. It is clear in the excerpts that peers were warned about their knowledge of language in feedback sessions, rather than the pragmatic aspect of language. For example, Gece also criticized herself as not to "think fast" and she emphasized the importance of working "on some pronunciation" as feedback from her partner in Assessment 3 (Table 293).

Finally, lack of fluency is highlighted in reflective online journals by Josephine, Esma, Barış and Gece. While Gece was interested in the aspect of thinking faster in responding to her peers like Barış, who mentioned, "being able to think faster and say more", as a weakness of himself in the assessments, Esma and Josephine were concerned with "practicing" speaking (Table 293).

The following section gives insight to the emerging themes for peer-assessment.

4.8.2. Emerging Themes for Peer-assessment

This part is dedicated to the emerging themes appeared in post lesson online reflective journals and the focus group interview for peer-assessment. As is mentioned earlier in section 4.8.1, all the participants attended the focus group interview and since it was their exam week, the participants did not return to the post lesson online reflective journals in Assessment 3 only. There are five emerging themes within peer-assessment and its contribution to shape e-CIC and to learning. Besides, there were three surprising themes, which are explained after the main themes emerged in data set. The themes with their operational definition and examples from the post lesson online reflective journals and the focus group interview are presented in Table 294 below.

Table 294.

Emerging Themes for Peer – assessment

Main Themes	Operationalized Definition	Examples
Mediation	interaction that takes place among people that are unable to communicate	* I was able to share my ideas. * I liked giving advices during the conversation. * I've been happy and learned a few things. * We have to get an agreement when talking. * We evaluate ideas. * I liked very so much talking each other. * I was able to express myself to my friend. * When we are in a group, it is enjoyable and we learn each other's opinions.
responsibility	acquiring the skills that will enable learners act independently as a life-long learner	* Completing tasks on time and succinctly. * I was able to complete tasks and I could express myself correctly. * We kept talking when we finish the task. * My friends respond to task. * I hate silence during our conversation.
autonomy	the situation in which the learner is responsible for all the decisions concerned with learning	* I felt comfortable myself in this conversation. * I enjoyed while I was working on it because I felt comfortable myself. * I liked being able to talk comfortably. * I feel comfortable because I know they want to help. * I think my strengths was trying to produce new ideas.
self-confidence	believing in one's abilities	* I tried to encourage to talk. * It was good and positive. It made me feel better about myself. * It showed that I can improve myself more and more. * I was happy that they gave feedback positively and appreciated. * Although I was excited at first, nowadays I can speak more easily. * I think I'm taking away my excitement to speak.
peer selection	tendency of choosing classmates to cooperate	* I am more eager to improve my speaking than before. * Two of our friends joined by writing, and I wish they could talk. * They didn't talk at that much. * It was very enjoyable as always thanks to Gece and Barış. * L1 was active and tried to talk. * I don't like silence and non prepared people. * Silence during our conversation. * Some people do not attend to speaking and I do not like to evaluate them. * Some people were online but they did not talk I wish they could talk with us. * As long as I can speak people like Diane , I will always enjoy and improve my speaking. * I enjoyed while working however the silence of others made me sad.

Mediation appeared as the first emerging theme on peer – assessment. This theme was observed in all the clusters; all the participants accepted that they shared experiences and learned from each other. However, it was also observed that the low – achievers, Josephine and Esma stated that they learned lexical items from their peers while the high – achievers, Ali and Diane used "sharing" as creativity and "experience" among each other. For the average students, Barış and Gece, it was sharing ideas with their peers.

The second theme, responsibility, is meaningful in explaining Esma's and Gece's bound to materials and concrete activities when fulfilling the assessments. As is mentioned earlier, Esma and Gece hesitated in certain assessments when they completed doing the activities. This theme explains their long pauses and their wait time for the other activity to be shared by the instructor (Table 294). Later, though Esma remained the same, Gece began to use the strategies she had learned and thus, her line in the journal, "we kept talking when we finish the task", both shows her loyalty and responsibility to the task and her attempts to continue speaking after the activities. In addition to this, peer who didn't talk or who responded to the activities were perceived as responsibility in assessments.

Autonomy appeared as the third theme both in the journals and in the focus group interview. The repeated feeling of "comfort" is depicted in terms of the way that they felt free when fulfilling the assessments. This was a recurring theme in Esma's, Josephine's and Gece's online journals. Also, Diane repeatedly referred to autonomy when she mentioned creating ideas or "producing new ideas" (Table 294).

Autonomy was also the emergent theme in the focus group interview. All the participants in the study declared that they felt free without a teacher and as Barış concluded, "I forgot what I am say when the teacher is in the room. With friends I was free."

Fourth, self – confidence was highlighted by the participants, Esma, Josephine and Gece. When their hesitation is considered in the first three assessments, it is obvious that getting involved in such assessments also helped with their confidence, which is depicted in Table 294; "I tried to encourage to talk" (Josephine), "Although I was excited at first, nowadays I can speak more easily" (Gece) and "I think I'm taking away my excitement to speak" (Esma). This is not an emerging theme for Barış, Diane and Ali as they were already into the activities and they could turn the environment into a mediation activity just for chatting reasons.

The last, but the most striking theme emerged in the journals and in the focus group interview was peer selection. This was a recurring theme for all the participants.

Ali expressed hi feeling on both responsibility and the problems met during the assessments as is seen in line, “I don’t like silence and non prepared people” (Table 294). Besides, Diane explained the weakness of the group activity by saying, “they didn’t talk at that much”. Though the expressions changed, this was valid for all the participants in the study. The significance of the theme also stems from the two important inferences out of this theme. First, participants were aware that their peers pretended not to have been in the breakout room or that they seemed to have technological problems in online lessons as is seen in lines, “two of our friends joined by writing, and wish they could talk” (Gece) and “some people were online but they did not talk I wish they could talk with us” (Barış). This was also severely criticized by Josephine, Ali and Esma in the focus group interview by telling, “I don’t believe that they don’t have microphones”. Second, it is apparent that the assessments were enjoyable due to some participants and to their management during the interaction as is seen in lines, “it was very enjoyable as always thanks to Gece and Barış” and “as long as I can speak people like Diane, I will always enjoy and improve my speaking”. In addition to the joy that the participants took, the stunning reference about peer selection was that they believed with certain peers like Ali, Diane and Barış, they could improve their speaking.

As subcategories of the emerging themes on peer – assessment, there are two surprising themes, which are depicted in Table 295.

Table 295.

Surprising Themes for Peer – assessment

Main Themes	Operationalized Definition	Examples
Fun	amusing and entertaining engagement in classroom that make students participate fully	* We can choose more interesting topics for us so that we can better express ourselves (for example: social media, YouTubers, hobbies, music, movies, series) and we would laugh. * I had so much fun. I think it would be better for us if we did it more. * I want to work in another group work in the future. Because it is fun and useful.
Creativity	to use one’s own solutions	* I liked the ability. It’s creating something. * I love creating something with the people that I love.

The first one of these surprising themes is fun. The participants, especially Diane and Gece reflected this theme in their journals. Also, all the participants mentioned the

theme as a reason for success in the assessment because being partners with certain people also led to fun in their assessment when the activity was transformed into everyday like conversation as is expected in classroom context mode.

Creativity was another surprising theme that appeared in Diane's lines (Table 295). This shows that she evaluated the activities as a way to produce something. This contrary to Esma's ideas, for instance, when her dependency and her failure in some assessments which were based on sharing experiences, but not on texts or exercises.

Finally, there is one more issue to raise about peer – assessment though not included in groups of themes as it may contribute to future works in this field. In the focus group interview, Esma and Gece stated that there should have been a marking system in the feedback session for peer – assessment because as Gece told, "it wasn't detailed enough for everyone". This is simply because Gece was not content with some of her peers who did not give Being more dependent on a material, Esma offered, "maybe, in peer assessment exercise can include multiple choice questions" and "I think peer assessment is beautiful like before maybe add categories such as fluency, pronunciation or word". Besides, Ali stated that he could not tell about the mistakes or wrong utterances related to pronunciation and grammar without a rubric. On the contrary, Diane was against the idea of marking their peers in terms of giving feedback since she thought that would be a lack of self-confidence on the side of their peers. In this sense, Josephine agreed with Diane in that some of their peers wrote on the chat board by their pressure and she did not believe that they would do the rubric task as well. However, the reasons of preferring not to include a rubric for peer assessment was detailed in Chapter III. Nonetheless, it is important to note here again that using such rubrics may be beneficial except for assessments that is not into e – CIC, whereby the whole aim was the talk – in – action among peers, which can be interrupted by depending on a marking system to read aloud only.

Section 4.8.3 below clarifies the emerging themes appeared in learning from feedback.

4.8.3. Emerging Themes for Learning from Feedback

This section explains the emerging themes in post lesson online reflective journals and the focus group interview for learning from feedback. As is mentioned earlier in section 4.8.1, all the participants attended the focus group interview and since it was their

exam week, the participants did not return to the post lesson online reflective journals in Assessment 3 only. There were four emerging themes within learning from feedback. There was also one surprising theme, which is explained after the main themes emerged in data set. The themes with their operational definition and examples from the post lesson online reflective journals and the focus group interview are presented in Table 296 below.

Table 296.

Emerging Themes for Learning from Feedback

Main Themes	Operationalized Definition	Examples
Cooperation	participating in pairs or groups of learners in classroom	* I learned how to be a good team mate. * I learned to be better speaker in group activity. These exercises help to us better speaker. * I think it will be good for us both for reading a book and for learning to bring things together or to use time well.
Knowledge of language	accuracy when speaking	* It makes me more careful during our interaction. * I learned more about the book in some parts. I learned new words from my friends. * When I talk, I do not notice that my faults. So, getting feedback from those who listen to me is very effective. * Helped me speak better and do grammar better.
Fluency	to speak quickly and easily in a language	* I feel as if I was expert on English also while I am trying to understand them in order to make review their speaking, I feel that it improves me as well. * I took a lesson from my mistakes and I became more fluent. * Speaking fastly and planning the conversation. * I am more eager to improve my speaking than before.
Skills for criticism ability	ability to listen to judgments	* It helped me to my listening and criticism.

Since one of the aims of the study is to observe LOA as the medium of the instruction to shape e – CIC of learners, the themes that emerged on learning from feedback are also crucial in gaining insight into the heart of the participants. Thus, as can be traced in Table 296, there were four themes that emerged on learning from feedback and its relation to e – CIC.

The first theme was cooperation, which was mentioned by Diane, Ali, Barış and Gece. Not only had they learned to be a good partner in the assessment, but also they

learned to speak better (Table 296). They were aware that the activities helped them become “better speakers”.

Knowledge of language is common for each participant when learning from feedback is considered. This was also a theme that appeared in Esma’s and Josephine’s reflective journals for self – assessment. However, when learning from feedback is considered, it is obvious that getting engaged in interaction with at least a peer, helped them become “more careful” (Ali) and “aware of their mistakes when speaking”, learn “new words” (Josephine), “speak better and do grammar better” (Diane and Barış) (Table 296). In addition, Gece stated in the focus group interview that she did not “prefer not to say long sentences” or “asking questions to” her “team members”, but this changed when “they gave feedback positively and appreciated” because she “was happy”. Learning from feedback was also clear in Josephine’s statement, trying to talk more and speaking better”.

The third theme within learning from feedback was fluency. There is no doubt that receiving feedback assisted learners with thinking and speaking fast. Ali expressed his learning process as, “I feel as if I was expert on English also in a language while I am trying to understand them in order to make review their speaking, I feel that it improves me as well”. Diane stated that feedback sessions helped her “speaking fastly and planning the conversation”. In addition, Esma felt self - confident and she was “more eager to improve” her “speaking than before” (Table 296).

The last theme is the skill for criticism which appeared in Gece’s, and Diane’s reflective journals and Ali’s and Josephine’s statements in the focus group interview. It seems that getting feedback helped them with listening to their friends as they would be either appreciated or criticized for their speech. However, as it can be traced in Table 296, it is a gain for these two learners.

Table 297 demonstrates a clarifying, surprising theme emerged in this section, equality. The theme was observed in Josephine’s, Esma’s and Gece’s reflective journals in Assessments 2, 3, 4 and 5 and in the focus group interview.

Table 297.

Surprising Themes for Learning from Feedback

Main Themes	Operationalized Definition	Examples
Equality	being on the same level in terms of language skills	* I liked that we were at the same level with some of my friends and helped us. * I understand that we were on the same level.

As can be understood from Table 297, the feeling of being on the same level with their peers also helped these learners to feel self- confident and get scaffolding from their peers that they were interacting with. This is significant for peer selection because in Assessment 2, one of the learners did not want to interact with Ali since "his English was good" and "he speaks well". Being on the same level, therefore, may contribute to collaboration groups to motivate them. The following section clarifies the themes for achievement and failure in assessments.

4.8.4. Emerging Themes for Success related to e - CIC in Assessments

There were two emerging themes related to achievement and failure in assessments. Table 298 demonstrates the themes and examples of the statements.

Table 298.

Emerging Themes for Success in Assessments

Main Themes	Operationalized Definition	Examples
Peer selection	tendency of choosing classmates to cooperate	* I don't understand why they didn't talk. I am talking to myself. * We are the only people that this work is effective for. Because they don't speak. * If there is something that we couldn't learn, that is because of our peers.
Type of activity	resources to achieve learning	* If I don't know the topic I just say I agree. * In some of the assessments, we searched and talked. I liked that activity. * Interesting topics were good. Others were hard. * It is easy to talk when it is interesting. When you don't know about it, you learn. * I had to translate.

The first of these was peer selection and the other one was type of activity. All the participants in the study stated that they didn't feel successful when their teammate kept silence. Especially Baris expressed that he couldn't talk in some assessments because his peer evaded talking. However, Ali stated that he asked questions when they didn't speak,

but he was severe towards them since he thought " all these silent or irresponsible people caused us not to get our share" and continued that "they also prevented us from learning in some assessments".

The second theme was the type of the activity. This was expressed by Josephine and Gece in their reflective journals. Gece expressed her feeling that there should have been more activities based on their interests such as you tube videos or social media. Josephine explained that she needed to explore the topic beforehand because she had no idea about it. However, Diane was against her as she believed that the topics that they don't know anything about helped them learn as they had to search for it. Josephine's problem and Diane's like for such activities shed light on 21st century skill as being capable of searching and learning on their own. In other words, it is the ability to reach information for the 21st century language learner profile.

4.9. Summary

This chapter reviewed the findings of the data set. The findings on interactional features at least hint that there was improvement in learner's e-CIC on an individual basis with the triangulation of data. The results demonstrate one general idea that it is possible to shape e-CIC of learners and turn the context that they were in into classroom context mode if and only if learners have the right partner, which is nothing to do with his / her language knowledge but with their effort to speak and interact with others rather than a whole class interaction in SOLs. The next chapter focuses on the discussion of the study and its related findings.

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter is devoted to the discussion of the findings of the study with specific reference to the relevant literature. The discussion of the findings is displayed in a way that each research question has been suitably replied in sub sections. The first section deals with the results of the interactional features used in the online classroom before the implementation of LOA. Section 5.2 examines the assumed shaping of e-CIC of learners. Finally, the chapter ends with the participants' perspectives on LOA and their own e-CIC.

5.2. Discussion for the Research Question 1

Research Question 1: What are the interactional features used in the classroom before the implementation?

With research question 1, the aim is to identify the interactional features used in the classroom before LOA was implemented. Therefore, the learners were first asked to respond to the CEFR self-assessment grid on listening, reading, spoken interaction, spoken production and mediation. Although the pre CEFR self-assessment grids were applied to determine the level of the participants in the study before the implementation, the grids not only helped to determine learners' level on certain scales, but also raised the issues of autonomy and self-assessment (Little, 2005, p. 321). In other words, the evaluation of learners displayed the learner reflective practice about their own learning achievement by the opportunity for the self – direction (Little, 2005, p. 322; Babaii, Taghaddomi, & Pashmforoosh, 2016; Oscarson, 1989 as cited in Liu and Brantmeier, 2019, p. 62) and responsibility of their own learning (Little, 2005, p. 322; Dann, 2002; Oscarson, 1989 as cited in Liu and Brantmeier, 2019, p. 62) which can be examined in learners' assigning themselves in proficiency levels.

Depending on the results of the pre CEFR self-assessment grids, it is obvious that the results coincide with what Quahiani (2016 as cited in Mirici and Şengül, 2020, p. 253) states about assessment in that it is a guidance to have an idea about the proficiency level of learners before, during or after any learning task. In this sense, the findings related to the pre CEFR self-assessment grids depicted that the learners apparently did not have a

uniform distribution of skills; rather, it appears that they assessed the skills on separate items for each skill.

When the self-assessment grids are taken into consideration in terms of proficiency level, the grids related to listening signalled level of significance; the learners assessed themselves ahead of their actual levels. The high achievers, Ali and Diane assessed themselves as in level C1 while they were B2; the average achievers, Barış and Gece evaluated themselves as in level B2 whereas they were B1. Accordingly, among the low achievers, Esma assigned herself to level B1 though she was A2. Josephine was the only learner who assessed herself on the exact level, in level A2. Such misconception of the learners highlights the issue of "lack of objectivity" in assessment since learners may involve their personal feelings in the assessment (Dickinson, 1987 as cited in Ibberson, 2012, p. 13). This may also have stemmed from the correlation between self-assessment and receptive skills (reading and listening) being stronger than productive skills (writing and speaking) (Liu & Brantmeier, 2019, p. 62). In the marks given to the grid on listening, it was obvious that the items related to interaction, accent and dialect were unmarked by the learners. This finding confirms the claim of the study as the lack of spoken interaction and production on the contrary to learners' background of English language.

The proficiency levels were also significant in the CEFR self-assessment grid for reading. Though Ali (high achiever) assessed himself as a high achiever, he hesitated to mark the statement that included the term "specialized articles", probably on considering the depth of the technical vocabulary in the item, which was also mentioned by him in the focus interview. Similarly, Diane (high achiever) did not tick the statements that are related to advanced genres in terms of advanced and technical vocabulary and texts. In fact, the level of the students on their account of self-assessment in reading reveals that Josephine, Esma (low achievers) and Barış (average achiever) were the ones who had accurate evaluation on the self, regarding their reading skill. Seemingly, Gece (average achiever) was elaborative in marking the statements, but she perceived herself as in C1 level, which was different from her teachers' evaluation and her speaking exam results at school. This result may be regarded twofold. First, it might be initiated to what Liu and Brantmeier (2019, p. 62) refers to the strong correlation between self-assessment and receptive skills as above-mentioned. Second, it might refer to the motivation into the ongoing process enhanced with self-assessment grids (Graves, 2008, p. 153 – 154).

When it comes to spoken interaction in the CEFR self-assessment grids, it seems that the participants were more accurate in determining their level when compared to

receptive skills. According to the grid, only Gece (average achiever) had a doubt about her level as she considered herself as level C1 (statement 11); the two other items related to C1 were all left. Actually, this is what she did in the first two self-assessment grids as well; considering herself ahead of her level. Therefore, her level in spoken interaction was taken as B2 depending on her declaration within the grid. Evidently, Diane (high achiever) assessed herself with the last item belonging to C2; however, the related items after the last item she ticked also belong to level C2. Therefore, her level was taken as C1. Esma and Josephine (low achievers) were consistent in their level in terms of interaction. Yet, Barış (average achiever) did not mark the statement which involves handling situations in the target country where the target language is spoken. This finding is significant for the implications it has in terms of the lack of spoken interaction in language classrooms. It is consistent with Jakarta's (2007) and Walsh's (2006) study, which underpin the need for the existence of interaction in language classrooms all around the world. Hence, the hesitated items indicate that the learners were aware of their proficiency level except for Gece (average achiever) and Diane (high achiever). The findings with Gece and Diane on spoken interaction contradicts to Asdar's (2017, as cited in Razali & Latif, 2019, p. 84) study, in which the CEFR spoken interaction self-assessment grids were applied and the respondents were found to feel that they had a low level of spoken interaction. Similarly, the finding was also contradictory to the findings of the study by Fasoglio and Tuin (2018, as cited in Razali & Latif, 2019, p. 84), in which 40 percent of the students assessed themselves below level A2 though they were not.

As to spoken production, the inconsistency with the actual level of learners and the level they assigned themselves were different. The high achievers Ali and Diane assessed themselves as in level B2, which is plausible before the implementation. In the same grid, Gece (average achiever) considered herself in between A2 and B1, whereas Barış (average achiever) assigned himself as B2. Surprisingly, Gece's evaluation was below her level since she was chosen as the average learner regarding management of interaction and she was considered one of the most competent students in terms of speaking in her class by her teachers and of the results of the proficiency speaking exams at school. This may indicate a problem of self-confidence before the implementation because when the transcriptions in breakout rooms were examined, it was observed that her hesitation in speaking passed away gradually after each assessment. The problem of self-confidence may have stemmed from the need for performing perfect utterances without knowing spoken production as producing the text depending on the circumstances (Tüm & Emre,

2017, p. 368). Likewise, Barış (averaged achiever) and Esma (low achiever) assigned themselves to level B2, which was beyond their level. Though Barış can be evaluated in level B1, Esma evaluated herself two levels ahead of her actual level as being A2 based on the declarations of her teachers and her proficiency speaking exam results at school. Though after the implementation when their transcriptions in the breakout rooms were examined, it was clear that their level improved within each assessment. However, their hesitation in spoken interaction and production was clear with the start of the implementation. This was also in harmony with Esma's statements in post-lesson reflective journals in that she needed practice on speaking more. Josephine (low achiever) was the only achiever who evaluated her actual level when the declarations of her teachers and the results of proficiency speaking exams were considered. Yet, her speaking in chunks explains the adaptation of the circumstances in speaking (Tüm & Emre, 2017, p. 368).

For the proficiency level of learners in mediation, it was observed that the level of learners for each function of mediation is different, but more consistent in mediating a text when the receptive skills were considered. The high achievers, Ali and Diane evaluated themselves as C2 and C1, respectively, which deduces their actual level in mediating a text. Barış and Gece (average achievers) evaluated themselves as B1 and C1, respectively, which was their actual level in mediating texts. However, they had fluctuations in assessing themselves in this grid, too. For example, none of them marked the statement that consisted of mediating academic texts with strong arguments in addition to Gece's leaving the statement involving mediation of academic texts with a well-structured language out. Therefore, their level was taken as the previous level indicated in the related self-assessment grid as being B1 and C1. In fact, they explained the assessment of the grid in the focus group interview; both of them mentioned that they marked the statements on purpose and Gece explained her marking of the statement involving mediation of academic texts as a term that is involved in literature as she loved reading much. Among the low achievers, Esma envisioned herself in level B1 in mediating a text, which differentiates her level from Josephine (low achiever). Though Josephine was consisted with her level, A2, Esma was beyond Josephine's level in mediating a text. Surprisingly, Josephine was the only participant who was clear about her level in receptive skills and in mediating a text. This contradicts to what Brantmeier et al. (2012 as cited in Liu and Brantmeier, 2019, p.62) mentions about self-assessing,

which underpins that “higher-proficiency learners can more accurately self-assess their abilities than lower-proficiency learners could”.

In self-assessing mediating concepts, learners were more accurate in defining their levels. Nonetheless, there is inconsistency with Gece’s self-assessment and her level of proficiency in breakout rooms considering mediation of concepts. The high achievers, Ali and Diane, reflected their level; Ali as being in level C2 and Diane as B2. The average achiever, Barış, assessed himself to B1 as could be traced with the transcriptions in the breakout rooms. On the contrary, Gece (average achiever) assessed herself to C1. This perception is contradictory to the performance she had in the breakout rooms because she cut conversations short and did not respond when the task was over before the foreseen time for the assessment. This was also admitted by her in the focus group interview in that she understood, she could do the activities, but she used short utterances. Esma (lower achiever) assessed herself to B1. However, when her interactions in breakout rooms were examined, it was clear that her level was similar to Josephine with more accurate utterances. In fact, it was also clear that when she had time to get prepared for speech or she had a concrete material to study on, she could; but, for instant discussions, her hesitation and the pauses she gave huge, which may lead one assess her level as A2. Josephine (lower achiever) assessed herself to A2, but she was below that level when mediating concepts when her need to be scaffolded and pushed into the conversation were considered.

For mediating communication, Ali (high achiever) assessed himself to C1 as Diane (high achiever) did. Diane’s assessing herself was not consistent with the items she marked since she didn’t mark two items though she considered herself as C1. This is probably because the items include cultural sharing and expanding of ideas. The case was the same for Gece (average achiever), as well because she assessed herself in level C1. She didn’t mark the items related to cultural sharing of ideas, which is in line with the aim of the study in terms of increasing e-CIC of learners through mediation by the help of classroom context mode. Barış (average achiever) assessed himself to B1, which is plausible when his interaction in the breakout rooms were considered. In this self-assessment criteria, Esma considered herself beyond her level as B2. Yet, her pauses and hesitation in the first three assessments did not display consistency with her self-assessing. In the same vein, Josephine (low achiever) assessed herself in level A2, but when her interaction in the breakout rooms and her need to be scaffolded were considered, she was in Band 1 according to the Cambridge Speaking Assessment Scale. Another

consideration in mediating communication is that Josephine's self-assessing was doubtful. Though she was aware of her level as A2 in self-assessment statements, she also ticked the items (7, 8, 9 and 11), which meet the levels of B1, B2 and C1. She explained the controversy as an "overlook" in the focus group interview. She also explained that she marked those items because she paid attention to the line "information provided by the speakers", which meant help from other speakers for her to speak fluently. This explanation of hers merely underlines the importance of need for mediation and scaffolding by expert peers which is in line with the idea that mediation is either a self-directed or other-directed process that results in "voluntary control over one's social and mental activity thanks to the use of cultural artifacts, concepts and signs" (Lantolf and Thorne, 2006 as cited in Herazo and Sagre, 2016, p. 150).

All in all, the findings of the pre CEFR Self-assessment Grids assert that self-assessment leads learners to self-assess themselves in a low-anxiety way (Bachman & Palmer, 1996) and it is "positively associated with learner confidence and performance" (Andrade & Valtcheva, 2009 as cited in Liu and Brantmeier, 2019, p. 62) especially in receptive skills. The misconceptions in mediation, spoken interaction and production by learners elucidate the path to production is through mediation; thus, interaction was a handicap before the implementation.

Another concern with Research Question 1 is to clarify the interaction in the main sessions of the SOLs. These sessions were 20 minutes snapshots of the two main sessions of the SOLs. The interaction in these contexts were all transcribed and examined in terms of the interactional features used by the instructor and the learners in addition to the interactional features used by the six participants. The findings gathered in this part of the study is discussed under the three features of CIC (Walsh, 2006, 2011, 2012). To talk about CIC and therefore e-CIC, first of all, the language should be in harmony with the pedagogic goal of the moment. Next, CIC and e-CIC is the facilitator for interactional space. Finally, CIC and e-CIC means to shape learner contributions. Regarding these features, the first main session of the classroom was not a SOL that depicted e-CIC. In the first main session of the SOL, there were totally 58 utterances, 30 of which belonged to the instructor. There were no contributions of the six participants and 28 utterances belonged to learner contributions. However, though there were learner contributions, there were also significant indicators for this session to be considered as a class that hindered learning rather than facilitating learning. When the percentages of the interactional features in the SETT Grid are taken into account, all the interactional

features used by the instructor in the classroom such as teacher echo, extended teacher turn, teacher completion and display questions, were the interactional features to hinder learning opportunities since these interactional features used by the instructor substitutes learner contributions as mentioned by Walsh (2006, 2012, 2021). None of the above-mentioned interactional features contribute to shape learner contributions. Initially, the instructor was not consistent with her language use and the pedagogic goal of the moment. She couldn't leave managerial mode to the end of 20 minutes. This may have stemmed from the difficulties of SOL, but she didn't use the chance to shorten her extended turns either. For instance, in Extract 2 (see Appendix E), there were 9 extended teacher turns, which means there was no space for learners to express themselves. Teacher echo was another unfavorable feature in that, like the extended teacher turn, there was no space for learner contributions. Display questions are the questions asked by the teacher though he / she knows the answer and it is the one of the most used features by teachers (Walsh, 206, 2011, 2012). Obviously, in this context, the instructor asked display questions as a method to make her students speak. In Extract 2 in Appendix E, this very feature was clear when she had her extended turns by her attempt to ask serial display questions; for instance, in line 22, there were 3 display questions, "but how? (2) please speak? please? this is why I have warned you about watching that video because if you don't speak you will never enjoy it you will never learn the language be sure about that (3) so before coming to this class you have the knowledge of learning a language what did you do for example? or have you learned the language do you think? … L1?". The instructor's utterance with the rising tone, "please speak? please?" was evidence for her attempt to make her students speak. However, by trying to encourage them to speak without waiting for them to respond, she enhanced limited wait time, which has a "space – closing role" (Yaqubi & Rokni, 2012; Walsh, 2002). This finding highlights the need for studying on the SETT instrument as a reflective practice and the need for arranging possible contexts for learners where they can contribute to each other (Walsh, 2006, 2011, 2012, 2021).

In the same extract that belonged to the first main session of the SOL, turn completion in lines 32 and 34 are apparently indicators of lack of extended wait time, which did not appear in the interactional features the instructor used in that context. Rather, she did not wait much to make learners respond to her and she completed learner turns. This kind of interruption by the teacher interferes with student uptake and hinders learning opportunities (Musumeci, 1996; Walsh, 2002; Yatağanbaba & Yıldırım, 2016;Yaqubi & Rokni, 2012). Unfortunately, there was only one learner - if the other learner was not

counted who was given the floor by the teacher by force- who tried to attend the context of the classroom. This finding is another indicator for the lack of the third feature of CIC and e-CIC, which utilizes shaping learner contributions. In addition to limited wait time, teacher interruption and extended teacher turns, there was also lack of such shaping of learner contributions in this context. Yet, there were no attempts to speak by the participants of the study. There was only one pleasing feature which was content feedback that focuses on meaning rather than form. However, there were only two of them. To summarize the first week first main session of the online class, the interactional features used by the teacher reflected the teacher talk time (TTT) as a hindering feature of interaction in the classroom for learning in especially in SOLs (Moorhouse et al., 2021).

As for the second session of the main class, there were slight differences between the two main sessions in terms of the e-CIC of the classroom. The teacher was still the dominant figure in the classroom but there was a change in the use of the interactional features used by her. In Extract 3 in Appendix F, it is obvious that extended teacher turn (lines 21 and 45) was reduced though the dialogues were between the teacher and only one learner. This is simply an indicator of lack of interaction among all the learners so Teacher Talk (TT) was also dominant in Extract 3. Indeed, teacher echo was still clear in lines 3, 17, 21 and 39 that probably avoided learners interact with each other or contribute the instructor's responds. Nevertheless, there were two pleasing interactional features, which were content feedback and referential questions. Since content feedback is important to promote interaction as it focuses on meaning rather than form, it would give a chance to more learner contributions though it ended up with silence again in that session. Besides, there were two referential questions, which is delightful prompter of interaction and critical thinking; in line 21, the teacher asked a referential question, "have you ever tried foreign food?" and in line 35 she asked another one, "what was it like?" to get information about the food that learners had tried to enhance learner contributions. Since the interaction was mutual between the instructor and only one learner, there were no other initiations from other learners. If these referential questions had been directed to all the learners in the classroom, as well rather than speaking to one learner, it would have been a great opportunity for students to talk and express themselves in English. This finding is consistent with the statement of Williams and Burden (1997, p. 43) on "the integration of teaching and learning elements, which are teachers, learners, tasks and contexts in that none of these exists in isolation". Therefore, this local context ended up with materials mode, whereby TT was dominant.

In brief, it can be inferred from the pre self-assessment grids that though the self-assessment grids were distributed in their native language, the learners had a confusion with some of the items; either by commenting on their background knowledge or misunderstanding the function of the item. Nevertheless, the grids worked well in determining their proficiency level before the implementation and in comparing the progress they had after the implementation. In addition, when two of the sections of the SOLs are taken into account, it is a crystal clear fact that the classroom had a TT-based-classroom and learners had no enough space for interaction before the implementation. This finding is consistent with what Walsh (2011, p. 25) coins as lack of the chance to digest and negotiate the meanings because of scarce interactional space for learners. In the light of these explanations, it can be concluded that the "interactional architecture" (Seedhouse as cited in Walsh, 2011, p.25) did not serve to the needs of the learners and the instant context, which, in turn, hindered learning opportunities (Walsh, 2012, p.6).

5.3. Shaping e-CIC of Learners

Research Question 2: How is the e-CIC shaped by the implementation of LOA?

Research Question 2 depends on the sub research questions. First, the interaction that the participants act regarding their e-CIC, the interactional features they used in breakout rooms, and its possible implications are explained. Next, the interactional features that the participants used the most in breakout rooms are discussed. In addition to the second step, the reasons of the use of specific interactional features are highlighted based on the data set. Finally, the mediation strategies and scaffolding shaped by the implementation is discussed depending on the learners' interaction in the breakout rooms, the classroom, and the final speaking exam.

Initially, the interaction in breakout rooms had two phases in that up to the fourth assessment, the participants were not concrete in their e-CIC except for the high achiever, Ali. In the first three assessments conducted in breakout rooms, Ali undertook the role of the teacher and he tried to lead his peers by using specific mediation and interaction strategies as if he had been a teacher. In Assessment 1, the context he was in had mode side sequences; from materials mode to systems and skills mode and he used specific mediation and interaction strategies like providing examples, presenting his ideas and clarification requests in addition to his extended learner turns, turn taking and cooperating. However, he had repetition and redundancy especially in extended turns. He was also the figure abstained by low achievers of the classroom. He had to leave the

platform in Assessment 2 as his peer was unolunteer to interact with him because of “his perfect English”. Therefore, he went in for only one activity in the second assessment and there was no real interaction going on in the breakout room. However, the context was managerial and materials mode, wherein Ali directed L1 to get involved in the task. In this assessment, he had to use the strategies of paraphrasing and highlighting key information. He didn’t attend Assessment 3 at all.

For the other high-achiever, Diane, it can be concluded that she was ready to undertake the requirements of the first three assessments but she was unhappy with the peers in those breakout rooms, which can be traced from her lines in the extracts. The mode had mode side sequences; from managerial to materials mode. In this assessment, she had to listen to her friends chatting and she had to convert them to the activities again and again. Therefore, she had basic strategies like turn-taking and cooperating and posing questions. The situation was the same in Assessment 2. When she was with a best friend who didn’t want to talk on the given assessment, Diane, herself declared that the best thing about the assessment was “to listen”, which may be an indicator for the peers who were chatting among themselves in those assessments. Thus, she undertook the role of the teacher in this assessment and scaffolded her though the conversation turned into Turkish at times. She used the strategies paraphrasing, providing examples and presenting her ideas as well as the interactional features, scaffolding and content feedback. Assessment 3 was in managerial mode because she had to lead L1 to the text they were reading. She used referential questions, scaffolding and content feedback in addition to the strategies, taking the floor, posing questions, paraphrasing, presenting ideas, and highlighting key information.

The role that the high achievers Ali and Diane undertook accentuates the importance of the concept of autonomous learner. Such a learner “takes a (pro-) active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher (Boud, 1988; Kohonen, 1992; Knowles, 1975 as cited in Thanasoulas, 2009, p. 2). In this vein, it can be concluded that both of the high achievers have the seven main attributes of autonomous learners; insight into their learning styles and strategies, using an active approach to the learning activities, willingness to take risks, capacity for good guessing, prioritizing both accuracy and appropriacy, a tendency to improve their own TL by rejecting hypotheses and rules that do not apply and tolerance towards the TL (Omaggio, 1998 as cited in Wenden, 1998, pp. 41 – 42).

As for the average students, Barış and Gece, they were apparently ready to act but only for the responds to be given to the peer; hey did not act voluntarily to conduct the dialogue in its natural flow. In fact, this is a significant signal that the breakout rooms were unconstructed in the classroom context mode till the fourth assessment. In Assessment 1, Barış was automatically paired with Ali. The mode was systems and skills mode with Ali, leading his peers like a teacher. Barış used the interactional features of extended turns, content feedback, asking for clarification, and the strategies of turn taking, cooperating, posing questions, providing examples and presenting ideas. However, he had too many pauses and he used repetition and redundancy. For Gece, Assessment 1 was in materials mode and despite all the digression that L2 did, she used the interactional features of content feedback, turn completion, scaffolding and clarification request. Additionally, she used all the interaction strategies and posing questions, providing examples, presenting ideas, making links and highlighting key information among the mediation strategies. Assessment 2 was not that lucky for Barış as the time reserved for the activity was over when they started speaking in the first activity and he was assigned with Esma in the same breakout room for the second activity. They spent their time getting prepared and within a limited time they tried to mediate what they had found. In fact, Barış was more ready to interact than Esma, but again, time was limited for them because of the long pauses they gave. Therefore, Barış used only the strategy of taking the floor and using repetitions. The scarce of interactional features and strategies for interaction and mediation was also valid for Gece in this assessment. Since the activity depended on finding information on the net and then mediating it to their friends, though she was the best among other participants in mediating the information as if she had been reading it. So, there were no cooperation among peers. Assessment 3 was better for the two since they could interact with peers. They were on the same track in terms of the interactional features and strategies they used. Both of them used the strategies of taking the floor and cooperating. Barış used paraphrasing, providing examples and presenting ideas, as well. Gece posed questions, presented her ideas and she extended turns in addition to scaffolding. Barış used the interactional features of scaffolding and clarification request. Though the contexts did not signal classroom context mode in these assessments, they were aware of their role and their capability as learners, which is a sign of metacognitive knowledge (Wenden, 1998, pp. 53 – 54).

The low achievers, Esma and Josephine were independent in this cluster in terms of their own interaction strategies in the first three assessments. Esma was rather like Barış

and Gece in conducting her response with her peers. The remarkable feature within Esma's interaction was her spending too much time to get ready for the assessment though she had extended turns, content feedback, scaffolding, turn completion, clarification request and confirmation checks. She used all the interaction strategies and the mediation strategies of presenting ideas, making links, providing examples, posing questions, repetition and redundancy. She had long pauses to get involved in the interaction. In fact, in Assessment 2, there was nearly no dialogue with her peer since both Barış and herself spent the time getting prepared to speak. In Assessment 3, the context she was in was materials mode; the conversation turned around the text she used the same mediation strategies of paraphrasing, presenting ideas, providing examples and posing questions. She also used all the interaction strategies except for clarification request in addition to her extended turns. In this sense, both Esma (low achiever) and Barış (average achiever) had no discourse control, which is a crucial element in determining how fluid the communication is (Johnson, 1995 as cited in Ellis, 199, p. 220). Rather, it appears that the average learners, Barış and Gece and the low achiever, Esma "ritualized" (Johnson, 1995 as cited in Ellis, 199, p. 220) communication in the first three assessments.

What was admirable about Josephine's interaction in breakout rooms was that she was ready to act out from the start of the first assessment. Even so, her lack of knowledge on language and vocabulary constrained her to interact in the way she desired as is also stated by her in the focus group interview. Besides, she was not lucky in terms of peers with whom she collaborated. In Assessment 1, she had extended turns though they were full of phrases. The context she was in was from materials mode to systems and skills mode because of L2 acting like a teacher. In this assessment, she used all the interaction strategies and she posed questions, presented her ideas and provided examples among the mediation strategies, though they were in chunks. However, in Assessments 2 and 3, she had silent peers as well as the ones who spoke in Turkish, which was a handicap for her to get scaffolding stated by her own words and by the data gathered. In Assessment 2, she used all the interaction strategies in addition to extended turns and confirmation checks. She used only one mediation strategy, which was providing examples. Assessment 3 was not different than the previous one. She used turn taking, presented her ideas and provided examples. Since some learners did not respond in the breakout rooms because of the circumstances of the SOLs, Josephine was left alone in especially Assessment 2 and 3. Indeed, obviously, among all the learners, she needed a kind of "mother-child talk" (Wells and Montgomery, 1981 as cited in Ellis, p. 214 – 215), in which the interlocutors are

equal and the mother is the figure who supports the child. Therefore, within the boundaries that stem from lack of language knowledge, Josephine needed supporting initiations like the ones in "mother-child talk" which is "highly collaborative in nature, with the child in charge of the topic and thereby how the discourse proceeds and the mother playing a supporting role, encouraging and helping the child to say what he wants to say" (p. 215).

Briefly, the process of Assessments 1 – 3 were either in managerial, materials or systems and skills mode. The contexts the participants emboldened were far from classroom context mode. This may indicate two things. First, the participants needed time to get used to the activities offered, to interact in breakout rooms with people whom they did not have the chance to speak face-to-face and to act autonomously independent from a teacher. Second, it may be related to peer selection because Diane, Barış, Esma, and Josephine had the same problems in their teams at different times. The second possibility may be evidence for their consistency and drawback through Assessments 1-3 because as many scholars stated IC has progress within the learner who has the opportunity to be involved in different contexts (Kim, 2017; Pekarek, Doehler and Berger, 2016; Pekarek, Doehler, Wagner and Gonzales-Martinez, 2018, Sert and Balaman, 2018 as cited in Jawhar et al. 2021, p.260).

With Assessment 4, all the participants were observed to interact in the breakout rooms provided for them freely. Many of the contexts turned into classroom context mode after a sequence of other modes. This finding may highlight the first implication of the previous assessments as stated above. Besides, this may explain the block of participants' interaction on themselves; maybe they needed time to get used to the interaction process though they all related this to their silent peers in assessments. This finding is in harmony with the idea of Williams and Burden (1997) that it is by mediation that learning is realized. This is also totally in line with Zhang et al.'s (2013, p. 40) inference that traditional teacher and student relationships should be transformed into collaborative learning.

As to begin with the high achievers, Ali and Diane, the context that the two were involved were in materials mode at the beginning of Assessment 4 because of their peers. However, both of them managed to change the mode into classroom mode. Though Diane had no extended turns, Ali was the leading figure with his extended turns. In this assessment, both of them used all the interaction strategies and interactional features except for scaffolding for Ali. They also enlarged the number of strategies in mediation;

both of them posed questions, provided examples, presented their ideas, paraphrased and presenting the main chain of an argument. Ali made comparisons and links, as well.

As average achievers, Barış and Gece performed different e-CIC features and strategies in Assessment 4. In the context of Asssesment 4, Ali, Gece and Barış were automatically assigned to the same breakout room. Looking at the variety of the strategies Ali used as is mentioned above, it is clear that he was the guide in that room. The mode in this context can be considered to have side sequences from materials mode to classroom context mode. Barış had more interactional features whereas Gece had more mediation strategies. Barış had extended turns, gave content feedback and requested for clarification while Gece gave content feedback only. Both of them took the floor and cooperated, but Gece posed questions, presented her ideas, provided examples, and made comparisons and links. Barış only presented his ideas. The lack of mediation strategies was evidence for the need of scaffolding for Barış because he found the assessment hard for himself, obviously found in the data gathered from the transcriptions. However, the variety of mediation activities Gece used accentuates evidence for learning to manage the conversation from Ali when compared to the previous assessments. The learning she realized is in line with what Ellis and Barkhuizen (2005) mention about success in language learning in that success comes with the change in the learner's learning status from external to self. By observing Ali and his strategies, Gece was able to vary her mediation strategies in this assessment.

In Assessment 4, low achievers, Esma and Josephine were on the same track. Esma's hesitation in speaking decreased. Nonetheless, she was still the figure who had to respond to certain tasks; she failed the natural dialogues to further in daily life when conducting a conversation. Her responses were to the point and it was all that she could do during the process of interaction. The mode of that context was still far from classroom context mode; it was all in managerial mode. Esma had extended turns, asked for clarification and checked for confirmation. Though she took the floor, she didn't cooperate. However, she posed questions and presented her ideas. The reason for this may underlie behind the fact that her attempts were evaded by her peers. Yet, rather than having an obstacle because of her peers, Esma's attitude refers to a "discontinuous discourse" (Keenan and Schiffelin, 1976 as cited in Ellis, 1999, p. 222) when the activity was over regarding all the assessments she had encountered into. The context Josephine was in had mode sequences; from managerial to materials mode. Though there were interactional features and strategies used by Josephine, she quitted because her peers were in the same level

with her and she couldn't get scaffolding. Therefore, she turned the conversation into a written one, the features couldn't be evaluated as an improvement on her side. Thus, up to the written interaction, she had confirmation check, gave content feedback and asked for clarification. She also used all the strategies of interaction, but she had only one strategy used for mediation, presenting her ideas.

In Assessment 5, it can be concluded for the high achievers that their e-CIC was shaped and they were shaping their friends' e-CIC. Both Ali and Diane undertook the role of a teacher and left space for learning of their peers. For instance, Ali's peers were dependent on materials, but he helped them use more interaction and mediation strategies by his own interactional features and strategies. Thus, he achieved to turn the mode into classroom context mode. Although Diane did not use a variety of features and strategies like Ali did, she was also successful to turn the mode into classroom context mode by posing questions and cooperating. Additionally, Diane had extended turns, asked referential questions, provided examples and presented her ideas. Ali varied the features and strategies he used; he utilized all the interactional features in classroom context mode and all the interaction strategies in addition to posing questions, presenting his ideas and paraphrasing.

There was striking improvement for the average learners in Assessment 5. Barış eliminated repetition for the first time in this assessment. He varied his interactional features such as extended turns, referential questions and scaffolding. He took the floor and cooperated by using a variety of mediation strategies; posing questions, presenting his ideas, making comparisons and links, providing examples and eliminating repetition and digression. However, the context was materials mode since he was assigned automatically to the room with Esma, who was dependent on materials, concrete topics and texts at hand. Therefore, he attempted to turn the mode into classroom context mode. This finding coincides with the L2 classroom being formed of a variety of micro-contexts linked to a range of external factors (Howard, 2010 as cited in Walsh, 2011, p. 108) and when the modes of the assessments up to the fifth one is considered, these external factors prove themselves to be peers, which may be silent peers, peers who insisted on speaking in NL or the ones who evaded responds.

For the low achievers, Josephine and Esma, it can be concluded that they needed assistance to complete the tasks and to be pushed into interaction. Esma was assigned with Barış in Assessment 5 and the findings from the data set revealed that she needed materials to continue with the conversation and concrete questions to respond. She had

extended turns, used all the interaction strategies and posed questions in addition to presenting her ideas. However, she still had repetition and redundancy despite Barış's attempts in this context. Josephine was lucky in this assessment as she was with peers to help her; she was in the same context with Ali. Therefore, she got the assistance she needed. Though the mode was materials mode at the beginning of the interaction, it turned out to be classroom context mode as is explained above. Josephine had extended turns, used all the interaction strategies, provided examples and even posed questions in addition to using repetition and redundancy. Then, the contexts are "locally produced and transformable at any moment" (Heritage as cited in Walsh, 2006, p. 60) and it was the peers that learners are acting together who had a role in providing such transformability.

Assessment 6 is also evidence for the locality of contexts as explained above because while the context Ali (high achiever) was in did not change at all, the context that Diane was in remained in materials mode. There was great improvement in Ali's e-CIC and he turned the mode into totally classroom context mode by the features and strategies he used. He used all the interactional features in classroom context mode and all the interaction strategies in addition to posing questions, presenting his ideas, providing examples and paraphrasing as mediation strategies. However, Diane (high achiever) did not use the features and strategies, well. She asked for clarification, used all the interaction strategies, but she only adapted speech and presented her ideas. This may have resulted from the late attendance to the assessment when the transcription of the interaction is taken into consideration.

Assessment 6 gives many insights to shaping e-CIC when the average achievers are considered. Barış (average achiever) was assigned to the same breakout room with Diane (high achiever) and he was not satisfied with her as he didn't get the assistance he needed from her. This was obvious when he said, "diğerlerinden niye ses yok ya" literally means "I wonder why the others in the class kept silent" (line 20, Extract 29, Appendix J). This puts forward that Barış had an attempt to move into the classroom context mode, but they remained in the materials mode because of the dependence on the material and lack of peers that could assist them by scaffolding. Nevertheless, he used many interactional features such as extended turns, referential questions, scaffolding, clarification request and confirmation check. He used all the interactional features. In addition, he posed questions, provided examples, adapted speech and presented ideas, which demonstrates that he learned how to manage discourse. Gece (average achiever) was with Esma (low achiever) in this assessment and mode switching was observed in the data set. The context

moved from materials mode to systems and skills mode with Gece's attempt to turn it into classroom context mode. The striking point with Gece was her using nearly all the interactional features such as scaffolding, clarification request, extended turns, referential questions and turn completion. Also, she used all the interaction strategies. She posed questions, presented her ideas, paraphrased and provided examples. This was a sign that she learned how to manage the discourse. Nevertheless, the interaction was on checking vocabulary and meaning with Esma.

In Assessment 6, it was observed that Esma (low achiever) couldn't vary her interactional features and strategies. This time she used more mediation strategies, but she had long pauses especially when there was need to further the conversation with related topicalization. She asked referential questions, scaffolded and asked for clarification. She used all the interaction and she posed questions, provided examples, presented her ideas and even paraphrased the related material. However, there was no topicalized context within the context and the conversation was on completing tasks rather than mediating. It is obvious that she needed someone who took the control of discourse (Ellis, 1999, p. 216) like her cluster mate, Josephine. In this vein, while Josephine's e-CIC was shaped with the peers she was with in any context, Esma rejected topic-oriented classroom interaction, which could afford more opportunities for her to take control of the discourse herself (Ellis, 1999, p. 217). The context of Josephine was interesting in that there were four learners in the group, but because they didn't respond to the assessment, Josephine and L1 had to interact with each other. Since the two were in the same level in English, the context was in systems and skills mode with two learners trying to help each other. In this sense, Josephine lost ground to Esma, who varied features and strategies despite her material bounded nature. However, Josephine only asked for clarification and scaffolded her friend. She used all the interaction strategies in addition to presenting her ideas and providing examples. This finding draws attention to the importance of collaboration with peers and the expert peers and cognitive development as is suggested in SCT. As SCT suggests it is only possible first with interpersonal activity that new functions and cognitive development arise. To achieve such, learners should be facilitated with the opportunity to interact with a "more experienced person, who has the ability to guide, support and shape their actions" (Ellis, 1999, p. 224). This point of view is contradictory to Pica (1987), who associates management of discourse to be shared equally to lead to greater negotiation of meaning and Donato (1994), who foresees such equal management of discourse to lead to mutual scaffolding (Ellis, 199, p. 226).

Significantly, Yule and McDonald (1990 as cited in Ellis, 199, p.226) suggests that when learners differ in proficiency, it is important to give the key information to the less rather than the more proficient one to lead to longer interactions and more successful task-outcomes. This demonstrates that Josephine may not have used the opportunity in that way and she expected a more proficient learner to help her all the time. Nevertheless, the learners who did not respond to the assessments in breakout rooms may have caused Josephine's failure in learning to manage interaction without an expert one because in monolingual classrooms, it is impossible to avoid students' reliance on NL (Ellis, 199, p. 226) and "students may not take the tasks seriously and, as a result, the level of talk and negotiation may be quite low" (Foster, 1998 as cited in Ellis, 1999, p. 226).

With assessment 7, the strategies and features learned were displayed in learners' interaction with their friends. Only Barış (average achiever) had a problem with his peer and Esma (low achiever) remained the same with her material-bounded features, but other learners showed progress with this assessment. In fact, it was an unusual assignment for the learners because they were, automatically, assigned with each other except for Barış.

Initially, in Assessment 7, Ali (high achiever) and Gece (average achiever) were attended in the same breakout room. Ali transformed the context from materials mode to classroom context mode. Within his strategies for the transformation, Gece varied her mediation strategies, but as she stated in the reflective journals, she did not like to have extended turns. In this assessment, Ali used all the interactional features related to classroom context mode, all the interaction strategies in addition to posing questions, presenting his ideas, providing examples, adapting speech, highlighting key elements, paraphrasing and presenting the main chain of an argument as mediation strategies. Gece used only content feedback, clarification request and referential questions, which was new for her as interactures. In addition, she used all the interaction strategies and she posed questions, presented her ideas, provided examples and presented the main chains of an argument as mediation strategies. She actually joined the interaction by using these features through the end of the assessment.

Another team within Assessment 7 was the team of Diane (high achiever), Esma (low achiever) and Josephine (low achiever). This was a brilliant gathering for all the learners and Josephine took advantage of it. In fact, it was a breakthrough for Josephine because she used certain interactures and strategies to conduct the interaction in classroom context mode. Together with Diane, she tried to make Esma get involved in the assessment. Esma remained silent most of the time as she needed a concrete material to act out though there

was, but when Diane and Josephine topicalized the issues they were going to talk about related to the assessment, Esma kept silence. She had extended turns, took the floor and cooperated when asked in addition to presenting her ideas. On the other hand, Josephine, scaffolded, requested for clarification and, for the first time, used referential questions. She also used all the interaction strategies. Besides, she posed questions, presented her ideas and provided examples.

Barış (average achiever) was not that lucky in this assessment. He was grouped with four learners, but two of them never responded so he had to interact with L1. The context was from materials to systems and skills mode because of L1 insisting on NL and Barış's need for scaffolding to topicalize issues and further interaction. He needed to be pushed into the interaction, but there was no one to help him to further the conversation. Instead, L1 urged him to speak by saying, "İngilizce söyleyemiyorsan Türkçe anlat" literally means "If yo cannot say in English, tell it in Turkish" and he gave up by saying "konuşamadım, topralayamadım" literally means "I couldn't speak in English" (Extract 33, Appendix K). Nevertheless, he had extended turns and asked for clarification. He had to took the floor, but he couldn't cooperate as L1 did not respond to what he was uttering. He could only use one mediation strategy, which was presenting his ideas.

The final speaking exam demonstrated that all the learners managed discourse by using certain features and strategies. There wasn't the classroom context mode since they had only two minutes to discuss the topic with only one partner to display their performances. However, all the learners had extended turns except for Esma (low achiever) and Gece (average achiever), having only a line each for extended learner turn and they didn't cooperate much; rather they presented their ideas. Also, all the participants used all the interaction strategies except for asking for clarification. As for the mediation strategies, they were not different in terms of the clusters. All the participants presented their ideas as a mediation strategy. Besides, they all presented the main chain of the argument while discussing the topic except for Barış (average achiever). For the low achievers, Josephine and Esma, it was the first time that they used this strategy. In addition to this strategy, Josephine and Esma used repetition and provided examples. As for the average achievers, Barış and Gece, there were differences on individual basis. Especially, Gece was as if she had been alone discussing the matter. However, Barış used the strategy of posing questions to cooperate. The high achievers, Ali and Diane (high achievers) were the ones who used confirmation check in addition to Josephine to cooperate. In fact, they used the same strategies with other participants, but they posed

questions to cooperate. Ali had two different mediation strategies from Diane, using repetition and highlighting key information. Thus, it seems that under pressure like an exam, they could act accordingly to what they had learned, but the initial characteristics of the learners in using features and strategies remained the same.

To summarize the e-CIC of the participants, it can be concluded that the high achievers, Ali and Diane learned how to manage discourse and even how to shape their peers' e-CIC. However, the findings from the data set revealed that providing an environment by promoting tools, as Cheung (2021, p. 2) stated, such as chatrooms or press buttons cannot enhance interaction by itself. Rather, it was the self-motivation and attempt to learn from peers that affects the modes of the classroom and e-CIC. This is evident in average achievers, Barış and Gece and Josephine's (low achiever) e-CIC; they were good at in interaction when their peers scaffolded them. For Esma (low achiever), peer factor did not change anything since she relied on materials and she was on duty till the assessment finished. This is in harmony with Walsh's (2006, as cited in Moorhouse et al, 2021, p. 12) explanation that CIC is a two-ways interaction and it is the teacher who can only express this with the collaboration of their students; since the participants were their own teachers lack of any collaboration made them fail in using the interactional features and interaction and mediation strategies. This finding is obvious when the selection of participants automatically done on the Microsoft Teams Platform is considered; the coincidence of some of the participants in the same breakout room provided the basis for classroom context mode, where the interaction flows smoothly. In Assessment 4, Ali (the high achiever) and Barış (the average achiever); in Assessment 5, Josephine (the low achiever) and Ali, Esma (the low achiever) and Barış, Diane (the high achiever) and Gece (the average achiever); in Assessment 6, Esma and Gece, Barış and Diane; in Assessment 7 Ali and Gece, Diane, Esma and Josephine coincided in the same breakout room. Such coincidence matters in terms of classroom context mode because when these participants came together in the breakout room, the flow of conversation was natural, mutual and far from an IRF structure with different learner turns. Only Gece and Esma was still in the responding position, but they were eager to further the conversation, with Gece using variety of interaction and mediation strategies when compared to Esma. In fact, this is simply because of the context specific nature of language classrooms as is stated by Walsh (2006), which can be observed in their changeable e-CIC related findings within each assessment depending on the context they were in.

As the second step in explaining the progress of the e-CIC of learners, it can be concluded that the interactures changed only in the low achiever cluster. Among the high achievers, Ali used all the interactional features. Diane used scaffolding, referential questions and extended turns much. The mediation and interaction strategies were also the same in this cluster; taking the floor, cooperation, presenting ideas, paraphrasing, providing examples, highlighting key information, posing questions. They also started to present the main chains of an argument when they had peers to respond. As for the average achievers, Barış and Gece scaffolding, confirmation checks were the key interactional features. Taking the floor, presenting ideas and providing examples were the key mediation and interaction strategies that cover their e-CIC though it changed depending on their peers. The low achievers, Esma and Josephine were not identical in the cluster; Esma mostly used scaffolding, confirmation checks and clarification requests whereas Josephine asked for clarification request as interactional features. This may explain their proficiency level of interaction in terms of their need for scaffolding and the overall need for classroom context mode in EFL classrooms for the less skilled student. Thus, the interaction and mediation strategies also differed in this cluster. For example, Esma mostly preferred presenting ideas and providing examples despite her hesitation while Josephine applied taking the floor, clarification requests and repetitions due to her lack of knowledge on the language. However, what is stable in all the clusters was cooperation with peers depending on their abilities. In the final speaking exam, all the participants used cooperation, taking the floor, presenting ideas, providing examples though only Ali and Diane were interactive in the main sessions of the classes. Thus, it can be inferred that the strategies for interaction and mediation can be learned, especially by doing, which maximizes interaction (Willis, 1996; Ellis, 2003 as is cited in Walsh, 2012, p. 37).

Finally, the specific interactional features used by the participants stem from the proficiency level and self-confidence as mentioned by Josephine, Esma (low achievers) and Gece (average achiever). Although all the participants cooperated in the breakout rooms, Ali and Diane (high achievers) were the only figures who were interacting in the main sessions of the classes. Josephine (low achiever) still used clarification requests which was unintelligible in SOLs and other participants were silent. Ali and Diane used all the interactional features and the strategies of presenting ideas, taking the floor, providing examples and paraphrasing in the breakout rooms but not much of them in main sessions. In fact, it is not surprising to observe this in this cluster since they were ready

to act at the start of the study due to their proficiency in English. However, the admirable thing in this cluster is their initiation to act as a facilitating teacher after the fourth assessment in the breakout rooms. They assisted help for by developing their strategies like using referential questions, paraphrasing and presenting main chains of an argument. Not only did they improve their e-CIC, but they also assisted their peers regarding their e-CIC. Thus, their proficiency level added to self-confidence and motivation may have led them to shape their e-CIC. This finding is consistent with the view that there is an increasing role for the learner when skills and confidence increase (van Lier, 2004 as cited in Walsh, 2012, p. 57). This motivation was clear with Diane in Assessment 2 when she asked her peer, though in Turkish, "ben yabancılarla konuşuyorum kendimi geliştirmek için, sen neler yapıyorsun?".

As is mentioned previously, Gece, Barış (average achievers) and Esma (low achiever) were all cooperating with their peers in the breakout rooms and in the final speaking exam. They learned to present their ideas, provide examples and in some cases, they posed questions. However, this was possible when they were acting with a voluntary peer to scaffold; they needed to be pushed into the middle of interaction and that's why the use of interactional features varied for these learners in these contexts. In addition to this, they learned to take the floor and cooperate though they couldn't use all the interactional features related to classroom context mode. Nevertheless, the same cooperation or interaction was not valid in the main sessions of the classes. Esma related her silence in the main sessions of the classes to having no time to get prepared to speak, which was also clear in her silence for the preparation to speaking in the breakout rooms. In fact, the lack of extended wait time on the side of the instructor may have caused this because Esma needed minutes to get prepared and SOLs were not appropriate for this because of two reasons. First, there may have been problems with the learning environment that stemmed from learner-learner interaction, socializing and self-motivation (Sun, 2014 as cited in Harsch et al., 2021, p. 3). Second, the silence of learners and the boredom of SOLs due to this, may stem from "long, monotonous TTT, carelessly chosen tasks and technical difficulties" (Derakshan et al., 2021, p. 12). When the extended turns of the instructor, the use of teacher echo and interruption in the main sessions of the SOLs and the low self-confidence of learners like Esma are considered, the silence of some learners were inevitable. This signifies the importance of choosing different activity types as is also stated by Derakshan et al. (2021) to make learners get involved in the lessons especially in main sessions. In fact, training teachers for professional reflective

practice in terms of CIC and e-CIC would be of great benefit to reduce teacher interruptions and TTT, which will lead to shaping of learner contributions. This is contrary to Demirkol's (2022) study, in which she found abundancy of teacher talk did not refer to the teacher's efforts to make students express themselves more, rather than the teacher's lecturing (Demirkol, 2022, p. 299).

Another reason for learners' using specific features and strategies was due to translating their utterances before interacting with their peers and lack of vocabulary knowledge for Esma (low achiever) and Barış (average achiever) depending on the data set gathered in the focus group interview. Gece (average achiever), as well as her friends, explained her silence in the breakout rooms with silent peers and in the main sessions of the classes with her hesitation to speak. In fact, it was clear that her hesitation disappeared when she coincided with peers like Ali and Diane (high achievers) and cooperated more by varying the features and strategies she used. This may demonstrate her need to get scaffolding in the breakout rooms, as well. Josephine's hesitation in interaction was totally different from the other participants. She was unlucky to try to cooperate with silent peers or peers speaking Turkish in the breakout rooms. However, her silence in the main sessions of the classes stem from her lack of knowledge on grammar and vocabulary as is also underlined by her in the focus group interview. Though she tried to interact in breakout rooms with the skills at hand, she hesitated to speak in front of other members of the class, which was declared by her in the focus group interview. This may be explained by rejection of their learning status to self rather than external (Ellis and Barkhuizen, 2005). Therefore, they may not have been successful in the learning process which also indicates the use of specific interactional features and strategies of interaction and mediation. Thus, it can be inferred that using specific interactional features depended on proficiency level and self-motivation, which led to improvement if the learner, himself / herself did not reject to do so. In addition to referring to the self, the environment learners met in SOLs may have directed learners to silence. Since there were cameras off and microphones muted by learners, the possible eye contact between participants and lack of paralinguistic features, which help teachers to manage interactional organization through gazes (Moore, 1991; Zhang, 2013; Reddington, 2018; Girgin and Brant, 2020; Demirkol, 2022) and body language as in face-to-face classrooms (Murphy et al., 2011; Sert, 2015, 2017 as cited in Demirkol, 2022, p. 300) may have blocked the instructor's attempts to lead learners express themselves more in SOLs.

Except for Josephine, the learners managed to mediate by observing each other in breakout rooms. Indeed, Josephine learned to act it, as well when she cooperated with the high achievers. This finding totally asserts her feeling of being challenged cognitively and interpersonally by "the unknown, having to mediate new meanings to" others in mediating a text (North, 2016 as cited in Pavloskaya & Lankina, 2019, p. 33). Since mediation includes reception, interaction and production (North, 2016 as cited in Richieri, 2021, p. 150), Josephine as being a low achiever, who couldn't transform from the external to the self, was challenged in all the assessments when she couldn't find the right partner. In this sense, Barış and Gece as average achievers and Esma (low achiever) were able to act on mediation unless they were challenged with a very silent or irresponsible partner. On the other hand, when the features of scaffolding are considered, the high achievers were all consistent with them, which are continuity, contextual support, intersubjectivity, contingency, handover / takeover and flow (Van Lier, 2004). In this sense, Ali and Diane can be named as a mediator in all the contexts they were in. For the average learners Barış and Gece, contextual support, contingency and handover / take over was observed. With Josephine, contingency, handover / takeover and flow were actualized during the use of scaffolding in breakout rooms. As for Esma, contextual support was achieved in addition to contingency. This may indicate the proficiency level of learners because handling scaffolding differ depending on the clusters except for the low achievers.

To sum up, all the participants cooperated and took further steps in shaping their e-CIC and they learned to use mediation and interaction strategies to interact with their peers though this is not reflected in the main sessions of the classes except for the high achievers.

5.4. Perspectives on LOA

Research Question 3: How are the participants' perspectives on LOA shaped?

This section clarifies the participants' perspectives shaped on LOA in terms of self- and peer assessment, the perception of learners' e-CIC and the possible reasons of failing in certain assessment types.

Initially, the way the participants perceive self – assessment in terms of the CEFR self-assessment grids was not evaluated as an improvement taken by the implementation of LOA. The self-assessment grids did not include only mediation and interaction, but the

receptive skills, as well because mediation is a complex language activity including reception, interaction and production with its cognitive and interpersonal challenge, in which language is not considered as "a code to be taught" (North, 2016; Piccardo et al., 2019 as cited in Richieri, 2021, p. 150). In this vein, it was aimed to evaluate the progress of the receptive skills within the mediation and interaction skills as inseparable from each other. However, the participants related their progress in the receptive skills in the post self-assessment grids to the courses they took throughout the year. When the results in assessing themselves in pre self-assessment grids is considered, learners' comments on the post self-assessment grids was not a surprise; the findings that display progress within interaction and mediation grids manifest themselves with the triangulation of data (transcriptions that demonstrate interaction in breakout rooms and in the SOLs, online questionnaires and online reflective journals).

The perception of self-assessment in LOA, taken in its entirety is considered to be beneficial by the learners and all the participants agreed that self-assessment within the framework of LOA was necessary for their learning. This finding coincides with the perception of assessment practice that should send the right message to learners regarding the issue they are learning and how they are learning it (Biggs & Tang, 2007 as cited in Ali, 2013, p. 11). Therefore, the perception of self-assessment in LOA appeared in five themes, which are scaffolding, lack of cooperation, leadership, lack of language knowledge and lack of fluency. The participants stated their satisfaction with the implementation of LOA in that the scaffolding of their peers helped themselves in remembering vocabulary and in fixing their mistakes. The need for scaffolding among learners, especially with the low achievers, Josephine and Esma and average achievers, Barış and Gece were obvious in data extracts. Also, the interaction they were into was maximized thanks to scaffolding since such scaffolding leads to management of interaction among learners (Strovelberger, 2012, p. 111 -112). In addition, they evaluated the process as assisting to the improvement of fluency. This finding correlates with Almaki's (2019, p. 48) study, in which learners found LOA – based approach to be effective in improving the speaking ability. Though Josephine evaluated lack of grammar and vocabulary as an obstacle for fluency in her interaction, the learners agreed that LOA helped them fix language knowledge, as well. This finding is totally consistent with the perception of maximizing learning in collaboration, with social support by handling the learning process by the learner (Hedge, 2000; Tinto and Pusser, 2006; McCabe, 2003; Wilmer, 2008 as cited in NoorAlieen et al., 2015, p. 346). The theme of leadership proves

the paramount importance of LOA as being a positive force to promote learning in productive ways if assessment is appropriately configured (Carless, 2009 as cited in Ali, 2019, p. 12).

Another concern within the implementation of LOA was peer assessment. As one of the key elements of LOA, peer assessment proved to be an important support for learning (Kim, 2009 as cited in Ali, 2019, p. 13) as it was revealed in the current study, as well. Such support can be explained with the natural proceeding of LOA, whereby students are actively involved, facilitate transparency and thus, enhance mutual trust (Ali, 2019, p. 13). Besides, peer assessment is an effective tool for learning since it includes learners to evaluate their learning by allowing them to participate collaboratively "using multiple perspective when incorporating viewpoints from different learners" (Duchy et al., 1999; Falchikov, 2005 as cited in Ploegh, 2012, p. 108).

The emerging themes for peer assessment were mediation, responsibility, autonomy, self-confidence and peer selection. Also, there were two unexpected themes, fun and creativity. In this sense, it can be concluded that the participants perceived LOA as an assistance to improve mediation among peers as they had the chance to take responsibility and they were autonomous in terms of creativity and problem-solving, which refer to 21st century skills. This finding is in harmony with the theoretical background of LOA (Carless, 2007) and with Almaki's study that demonstrates LOA in improving learners' autonomy both in planning the course and carrying the courses forward. Knahmadi and Sarkhos (2018, p. 209 - 10) highlight the concern on mediation, peer mediation, the significant role of mediation and mediated learning experience as being crucial due to people's relationship to the world that focuses on mutual and social interaction of others, which is also stated in Vygotsky's (1968) ZPD and Poehner and Lantolf's mediation (2000). Besides, the participants agreed that peer assessment improved their self-confidence in their struggle to take responsibility, which is also related to autonomy. All the learners complained about some of their peers' not taking responsibility and this finding draws attention to autonomy of learners who should be responsible for their own learning environment (Mitchell and Myles, 2004; Guoxing, 2004, Aimin, 2013). As Reinders (2020 as cited in Farhady, 2021, p. 126) states, peer assessment not only increase learner autonomy, but it will also enhance diverse learning opportunities by changing the way of learning.

Furthermore, especially among learners, Gece, Esma and Josephine mentioned about the benefit of peer assessments as increase in their self-confidence. This was also

mentioned by Ali, too, being proud of himself after the assessments. The theme indicates that self-confidence may have improved because learners became aware of their capacities and beyond their capacities thanks to the gains on task and practice regarding time, intelligent questioning, avoidance of knowledge gaps, increase in reflection and generalization leading to self-assessment (Topping, 2009, p.23).

Finally, the findings revealed the importance of peer selection which both enhanced and hindered learning opportunities for the learners. All the learners related this to the achievement in assessments, as well. The significance of the theme also stems from two important inferences. First, depending on data, the participants couldn't succeed in assessments because of the silent peers. Second, it is apparent that the assessments were enjoyable due to some participants and due to their management during the interaction. The last of the reasons explains the unexpected themes within this concern, which were fun and creativity. This was valid for all the participants mentioned the theme as a reason for success in the assessment because being partners with certain people also led to fun in their assessment when the activity was transformed into everyday like conversation as is expected in classroom context mode. This feature of LOA as being engaging to students is also supported by scholars (Gibbs, 2006; Carless et al., 2006; Biggs & Tang, 2007 and Carless, 2007 as cited in Ali, 2019, p. 13). In addition, creativity as an unexpected theme, shows that the assessments led to output, as well. This finding is in harmony with the "Novib Method" (Özgüzel, 2018, p. 958) since it is through creativity, collaboration, responsibility, problem-solving and initiative and self-direction which lead to autonomous learning.

Since LOA is guided by the idea of assessment as an integral part of learning with the purpose of providing valuable feedback, it enables learners to evaluate their progress and their learning strategies to become more effective in learning (Butler & Winne, 1995; Carless, 2003; Carless and Kim, 2009 as cited in Ali, 2019, p. 13). With peer assessment, there were four emerging themes related to learning from peer feedback in addition to the data set from online questionnaires after the assessments. These are cooperation, knowledge of language, fluency and skills for criticism ability. These themes refer to the gains from their peers' feedback for the participants which is a significance for learning to listen, to be criticized and to fix their mistakes in grammar and vocabulary which all led to fluency. This is in line with what Topping (2009, p.22) argues that the benefit of peer assessment as a facilitator for better learning with gains on the side of both the assessor and the assessee. It is clear that the learners learned from collaboration with their

friends as Kramsch (1986, as cited in Alwiyono et al., 2021, p. 86) states; learners need to get the opportunity “to have a discussion, to get feedback, to ask for an explanation, and to initiate an explanation” in order to improve their communicative competence. Also, as Nystrand (1997, p. 94) mentions, peer collaboration helped learners move from “the actual developmental level” to “the level of potential development” (Strovelberger, 2012, p. 18). Besides, the feedback they received from their peers led them fix their mistakes for their next speech. This is important in terms of LOA, which takes feedback as feedforward because it helps the learner to plan his next step in learning. William (2007 as cited in Ali, 2019, p. 13) highlights the significance of feedback by considering the concept of feedback as real feedback if it leads to either current or future actions that enhance learning. In this sense, it can be stated that the absence of teacher made the participants felt comfortable both in the group assessment and in the feedback sessions, which helped them in their own learning simply because timely given feedback is “proving feedback which is acted upon by the student to enhance their learning and that the feedback provider is able to identify the extent to which the recipient has acted on it” (Hattie & Timperley, 2007 as cited in Ali, 2019, p. 13).

The surprising theme within learning from feedback was related to equality that highlights the level of peers. In this sense, peer assessment enabled the participants compare each other and see that they were on the same level, which in the end, led to self-confidence in taking the floor during interaction. This theme is contrary to the general belief that ZPD takes place in the form of a novice and an expert one. Rather, the findings reveal that since the main concern is to mediate, any assistance will act out as mediating and scaffolding in the form of equal peer collaboration whether pair or group work (Anton and Dicamilla, 1999; Carmicahael-Wong and Vine, 2004; De Guerrero and Villamil, 2000; Ohta, 2000; Tudge, 1990 as cited in Khaliliaqdam, 2014 p. 891). Thus, scaffolding among equal peers is line with many researchers who consider scaffolding in the form of peer collaboration (Barnard, 2002; De Guerrero and Villamil, 2000; Riazi and Rezaii, 2011; Shehadeh, 2011; Storch, 2007; Van Lier, 2004; Walqui, 2006 as cited in Khaliliaqdam, 2014, p. 892).

As to the perception of success in assessments, two themes appeared, supported by the data set from online questionnaires after the assessments, in which all the assessments were peer dependent and the responds changed based on the involvement of peers. The first one was peer selection and the other one was type of activity. All the participants in the study stated that they didn't feel successful when their teammate kept silence and that

they hindered their learning. The second theme was the type of the activity. When participants Josephine, Esma and Gece had to work on abstract issues rather than a concrete material, they expressed that they couldn't speak. This raises the concern of interaction activities which include topics that are related to the issues varying from personal news, through familiar topics of personal interest, to most general topics and language function that include greetings, offers, invitations and permission, degrees of emotion and allusive, joking usage. (The CEFR, 2018, p.73).

In addition to their perception of the activity types, the findings indicate the difference between clusters of learners. Based on the CEFR (2018), the interaction activities digested in the assessments were understanding the locutor, conversation, informal discussion, goal-oriented cooperation, information exchange and interviewing and being interviewed. As for mediation activities involved in assessments were relaying specific information in speech, processing text in speech, expressing a personal response to creative texts and analysis and criticism of creative texts. Since the activity types in the CEFR (2018) are based on real life skills concerning mediation (Richieri, 2021, p. 158), they were also in line with real – life applications as is required by LOA (Keppel & Carless, 2006 as cited in Ali, 2019, p. 13). In accordance with the activities included in the assessments, it can it was found that the high achievers were successful in responding to all the interaction and mediation activities. The average learners were also successful in all the assessments in achieving the goal when the data set is considered. However, it was also clear that both of the learners needed guidance in terms of an initiative peer to achieve these assessments though they learned to use the interaction and mediation strategies. For the low achievers, the findings revealed that Esma achieved goal-oriented cooperation and analysis and criticism of creative texts as it depended on specific materials and texts to interact with her peers. Josephine, depending on the findings from the data set, could interact within conversation, goal-oriented cooperation and expressing a personal response to creative texts only if she was guided with an expert one.

Finally, the perception of their own e-CIC by the participants can be summarized as "thinking faster to convey meaning" and "motivation". This is an indicator of developing mediation strategies, which is traced after Assessment 4. Therefore, both the assessments and the feedback sessions that were full of interaction led the participants improve their interactional features in the study. In this sense, the need for creating classroom context mode in SOLs is underlined by the perception of the participants, as well because it is obvious that common topics designed based on mediation and interaction activities

among learners pushed them speaking more than ever as they had something to tell and they had the chance to cooperate with their peers in these contexts. Being treated as social agents led learners into the learning process and thus, to recognize the social nature of language learning and use (North, 2018 as cited in Gadomska, 2019, p. 475). In addition to the perception of e-CIC of the participants, there raises the issue of failing in certain assessments, which is totally related to self and peer assessment. The participants all agreed that an attempt to interact which failed was because of the silence of their peers that they were cooperating with. This is evident not only in the reflective online journals but also in the breakout rooms in that even when the participants wanted to speak, they were prevented either by a Turkish- speaking peer or a silent one, which became evident in the data set for self and peer assessment.

All in all, it can be concluded that LOA worked well in breakout rooms to create the classroom context mode needed for that locality, but peer selection remained as a significant factor in either hindering or facilitating learning and improving e-CIC.

5.5. Summary

This section has discussed implications of the findings of data with reference to each research question. In this sense, each research question was identified with specific reference to the findings of data sets and examined under literature.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the primary conclusions and inferences drawn from the research related to the overall findings. The interpretation of the results for each question and the relevant implications for the study are outlined in this chapter. The chapter also includes the recommendations for teachers / lecturers, teacher educators and researchers and publishers. Finally, the limitations of the study are clarified and the suggestions for further research are explained.

6.2. Overview of the study

The study aimed to shape e-CIC of six EFL learners in higher education based on the 21st century education requirements by creating an assumed classroom context mode through LOA. The main goal of the study was to shape the participants' e-CIC by enhancing them with more interactional space in SOLs to collaborate with their peers for their own learning. In this sense, the instructor was just a facilitator in the classroom and the learners were responsible for their own learning. Secondly, the interactional space desired for the learners was created through LOA based on the CEFR mediation and interaction activities to enhance more mediation and scaffolding among learners. In such learning environment, it was also aimed to facilitate self and peer assessment to be used as part of the interactional space provided for them.

Before the whole research design was finalized, a pilot work was conducted to make a rehearsal of the main study. This pilot work provided the potential drawbacks of the data procedures to be upgraded in the main study. In addition, the pilot work enhanced the clarity and understandability of the data collection tools with the feedback gained in the pilot study. The methodology adopted in the study depicted a qualitative research design and it constituted an example of a multiple cases study. The participants for the study were selected from a university in Turkey that adopted a hybrid training program. Since the study dealt with units analysis, two high – achievers (Ali and Diane), two average learners (Barış and Gece) and two low achievers (Josephine and Esma) among learners of the reading classes in this higher education unit were observed in terms of their interaction with their peers. The study took 16 weeks and the participants were

involved in seven assessments. The setting was designed in two settings; the main sessions of online classes and breakout rooms via Microsoft Teams Application that learners attended for interaction with their peers for more interactional space and for more responsibility of their own learning. The main sessions of SOLs were a virtual environment where all the class was gathered by the instructors for each lesson and used to compare the learners' participation in the main session and breakout rooms of SOLs. The data was collected using multiple data collection instruments including the CEFR self-assessment grids, audio recordings of main sessions of SOLs and breakout rooms where learners collaborated, post online reflective journals, post online questionnaires, feedback sessions and focus group interview. As for the analysis of data, Conversation Analysis and Thematic Analysis were employed in addition to the depiction of the questionnaires to enhance trustworthiness of the study. In consequence of the research, the following list presents a summary of the core findings obtained:

a) Before the implementation of the procedure, it was observed that there was lack of classroom interaction in EFL SOLs when the main sessions are considered. The main sessions observed were dominated by TT; the interactional features used by the instructor were not into shaping learner contributions. Rather, the sessions were full of extended teacher turns, teacher echo, teacher interruption and lack of extended wait time. Therefore, there were no interactional features used by the participants in the study before the implementation.
b) Although the learners were involved in mediation and interaction in different modes of contexts and shaped their e-CIC individually in engaging with assessments in the breakout rooms, there was no progress in main sessions of the classes except for Ali and Diane in terms of participating fully in the classroom. The silence in the SOLs continued during and after the implementation in the main sessions of the classes.
c) e-CIC of learners was context and peer bounded. In other words, except for the high achievers (Ali and Diane), the shaping of the e-CIC of the learners was depended on the peers that they collaborated with. The data set revealed that all the learners shaped their e-CIC thanks to the interactional space offered to them and collaboration with their peers through LOA. However, while the progress can be traced clearly with the high achievers, the progress with other learners depended on the assessments and the peers they were acting with. Thus, while Ali

(high achiever) and partially, Diane (high achiever) managed all the assessments assigned to them, for Josephine and Esma as being low achievers, the case was different. Esma needed concrete materials involved in the assessments to get into interaction since completing the assessments was like fulfilling a duty for her, rather than interacting with others. On the other hand, Josephine needed scaffolding by an expert peer stemming from the problem of self-confidence due to low language knowledge. As for the average learners Barış and Gece, the data set revealed that Barış learned how to manage the interaction as well as Gece did, but the process that Gece exposed to during assessments changed depending on the partners she collaborated with. Thus, the findings highlighted that there was no relationship among the same clusters, which is evidence for the individual based shaping of interactional features.

d) Achieving assessments through interaction were related to peer selection. For low achievers Esma and especially for Josephine scaffolding by an expert one meant everything though Josephine's attempts to interact cannot be underestimated. Yet, they needed to be pushed into the interaction in each context they were in. Otherwise, they hesitated to speak and interact with others.
e) The high achievers (Ali and Diane) were ready to undertake the role of the teacher in any context. This signals the importance of shaping learner contributions. In other words, like a teacher a peer capable of discourse management and of mediating effectively can shape other learners' contributions. For example, when average learners like Barış and Gece or low achievers like Josephine and Esma were automatically assigned to the same breakout room with the high achievers, it was observed that their learning process was improved.
f) Peer selection was the paramount factor in turning the mode of the context into classroom context mode. In this vein, the right peer that has e-CIC capacity of discourse management, of using mediation and interaction strategies were efficient in shaping other learners' contribution and in turning the context into classroom context mode.
g) The success in certain assessment types also demonstrated the difference between clusters of learners that reflects individual differentiation among themselves. The interaction activities digested in the assessments were understanding the locutor, conversation, informal discussion, goal-oriented cooperation, information exchange and interviewing and being interviewed. As for mediation activities

involved in assessments were relaying specific information in speech, processing text in speech, expressing a personal response to creative texts and analysis and criticism of creative texts. In accordance with the activities included in the assessments, it was found that the high achievers (Ali and Diane) were successful in responding to all the interaction and mediation activities. The average learners (Barış and Gece) were also successful in all the assessments in achieving the goal when the data set is considered. Nonetheless, both of them needed guidance in terms of a peer who would take the initiative to achieve these assessments though they learned to use the interaction and mediation strategies. Among the low achievers, Esma achieved goal-oriented cooperation and analysis and criticism of creative texts as it depended on specific materials and texts to interact with her peers. Josephine (low achiever) could interact within conversation, goal-oriented cooperation and expressing a personal response to creative texts only if she was guided with an expert one.

h) The findings on the perception of self-assessment displayed the satisfaction of the learners in that they were pleased with the assessments they were involved and they related learning from self-assessment to scaffolding, lack of cooperation, leadership, lack of language knowledge and lack of fluency. With the self-assessments on LOA, learners gained insight with the scaffolding they received from their peers. They also related their failure in the assessments to lack of cooperation, of language knowledge and of fluency when they evaluated their performances in the assessments. As a gain from the assessments, they also perceived LOA to lead to leadership as they had to take control of the context they were in since no teachers were involved in the breakout rooms.

i) Learners were satisfied with peer assessment applied within the process of LOA. With peer assessment, it was revealed that learners were able to mediate. The satisfaction with LOA demonstrated that they were able to use strategies to mediate concerning each assessment. This shows that mediation can be taught in any EFL context when the tough circumstances they had been into both in SOLs and in other online contexts.

j) The perception of peer assessment also referred to responsibility of peers, which at times became the reason of failure in any assessment. The responsibility, in this sense, both symbolized the preparedness of peers for the activities and the silence of peers.

k) For learners, acting without a teacher even with evaluation and feedback sessions evoked autonomy for learners. In fact, learners evaluated the breakout sessions as free to act without teachers, which raised their self-confidence in speaking.

l) Peer selection was also significant in terms of fun and creativity. In this vein, interacting with their peers became fun though in some cases it turned out to be a boring activity for learners. Peers who weren't prepared or peers who insisted on keeping silent transformed the contexts of the classrooms into challenging contexts. Peer selection also meant creativity for learners. In assessments with peers tended to collaborate, the activities led learners find creative solutions in each assessment.

m) Learners stated that they learned from feedback sessions and the gains of the feedback sessions worked as feed forward as a key component of LOA. With the feedback sessions, learners underlined the importance of cooperation and skills for criticism ability. The feedbacks demonstrated the drawbacks of learners' knowledge of language and fluency, which were tried to be healed by learners in the assessments that followed the previous one. An unexpected outcome of learning from feedback was equality which means that feedback sessions increased learners' self-confidence since they realized that they were with peers in the same level as they were.

n) The perception of learners' e-CIC indicated the ability to think faster, motivation, self - confidence and peers. Learners agreed that with interaction activities with their peers, they started to think faster and become more fluent. This demonstrated that learners developed mediation strategies, as well.

o) Both the assessments and the feedback sessions that were full of interaction led the participants improve their interactional features in the study. However, such progress couldn't be traced in the main sessions of the SOLs after the implementation. This highlighted the importance of training teachers in shaping learner contributions as well as learners.

6.3. Implications

The study is significant since its originality stems from combining e-CIC and LOA to shape learner e-CIC. Therefore, the implementation in this study revealed a great deal

of findings indicating significant implications for teachers, learners, teacher trainers, teacher educators and researchers and publishers in terms of SOLs and shaping e-CIC of learners.

The study fills the gap in existing literature on shaping CIC, which was applied on teachers, by implementing the same phenomenon on learners. The process applied in the study revealed that SOLs can be transformed into interactive contexts that are as lively as face-to-face classrooms by creating the right atmosphere for learners. The most important implication of the study is that there is urgent need to train teachers / instructors on the concept of CIC and e-CIC in higher education. As teachers are the figures to shape learner contributions, it rests with teachers of English that they should be aware of being facilitators of learning. Thus, they should learn more about classroom discourse and how to use it in planning, designing, and assessing their classrooms. In this way, they will not only learn to shape CIC in face-to-face classrooms and e-CIC in SOLs, but they will also be more professional and effective in teaching.

Depending on the results of the main sessions of SOLs, classroom discourse appears to be significant in the concept of classroom communication. The study revealed that if teachers and learners are provided with the right local context, they can make effective use of their language. Therefore, teachers should be trained on classroom discourse to shape classroom discourse on the benefit of learners. As the first step in gaining such consciousness on the issue, the attention of teacher trainees can be drawn to classroom discourse during initial teacher education. Additionally, a syllabus including CIC and e-CIC in ELT departments over the country and even in other departments in the Faculties of Education can be suggested and implemented by teacher educators.

Considering the benefits of the implementation to shape e-CIC of learners, obviously, it is of paramount importance to create contexts for EFL learners in SOLs to shape their e-CIC in higher education. In this vein, teachers should be flexible to move from one mode to another in the classroom to make learners benefit from the pedagogic goals and language of the moment. The study revealed that with appropriate peers, learner can deal with learning on their own, which can make them feel relaxed and self-confident in contexts. Therefore, teachers should provide contexts for learners in which they can become autonomous. Such contexts can be adapted by depending on pedagoging goals, learning goals and tasks at hand. Whatever the adapted methodology is, the important approach is to create opportunities for learners and enhance space for learning. Based on

this fact, teachers should undertake the responsibility of a facilitator or a guide in the 21st century classroom to support critical thinking, creativity, and autonomy.

Based on the results of the study, mediation proved itself to be taught and learned. Thus, mediation – based activities which can lead to interaction and interactional space for learners should be designed by teachers. As to improve such an attitude, the suggestions in the CEFR, specifically mediation and interaction activities should be applied in the real sense in language classrooms. It should be born in mind that it is only when learners are guided in this direction that they can improve their mediation and interaction strategies. Workshops and training sessions for teachers on both the CEFR and CIC would be of benefit to become conscious of the matter.

Finally, considering that there are not many works on CIC and e-CIC in the literature, more empirical studies should be carried out. Publishers and researchers have a lot of responsibilities to achieve this. Besides, they can be medaitors in publishing appropriate resources written by experts on CIC and e-CIC to enhance more research in the field.

6.4. Limitations of the Study

First of all, the instructor in the study was excluded in the study to give more autonomy to learners as a requirement of the 21st century. This might have caused confusion among learners, especially for low achievers, in understanding the activities at hand. Additionally, the researcher preferred to take a stance away from the learners stemming from the nature of the study in order not to interfere with the process of the learning phases. However, an interference in the form of one-to-one interviews, which was negatively affected because of the pandemic, with the participants following the assessment weeks would be great to get into depth with the emergent themes. Thirdly, time constraints due to the pacing limited the study with only one module of the program; with more modules in the same program there would have been great opportunity to compare e-CIC of learners on different classes of learning. Fourth, peer selection can be arranged on purpose, which wasn't followed in that way in order not to interfere with the selection of students. By depending on a more purposeful selection, expert learners can teach less capable learners more effectively, though there may be some disadvantages of such a selection as is discussed in Chapter V.

6.5. Suggestions for Further Research

In accordance with the limitations of the study discussed above, there are some suggestions for future research. The first one is related to teachers. As discussed in the section of findings related to main sessions of the online classes, teachers are still the dominant figures in the 21st century and students are not interactive in online lessons. Thus, teachers should be acknowledged with the proceeds of classroom discourse and the study can be handled on the side of the teachers with regards to planning, designing and implementing learning on the basis of CIC and e-CIC. Second, as is mentioned by Moorhouse et al. (2021), there is not enough work of empirical study for e-CIC for teachers. So, there is need to study on the phenomenon to generalize the features of e-CIC as is discussed in Chapter II. Thirdly, e-CIC can be studied in different fields considering teachers and learners, as well; it is not limited to the ELT world. If the goal is to teach how to fish to students rather than fill their stomach in the 21st century education, teachers, instructors and lecturers should know how to interact and how to get students engaged with their peers into interaction.

6.6. Summary

This chapter has introduced the implications and conclusions of the current study. In this sense, a brief summary of the study has been presented along with the implications for the study and the real world. After the limitations of the study has been demonstrated, suggestions for further research has been covered.

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Appendix D. Informed consent form for participants

Participant Consent Form

The 21st century EFL Learner Profile Equipped with Classroom Interactional Competence

Consent to take part in research

- I…… voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves observation, videos in breakout rooms, 15 minute slots of audio-recordings in the main sessions of the classroom, interviews and audio-recordings of interviews.
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation, published papers, etc.
- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in Cukurova University and the Committee has access to data until the exam board confirms the results of my dissertation.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years from the date of the exam board.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of participant Date

I believe the participant is giving informed consent to participate in this study

Signature of researcher Date

Appendix E. Data extracts 2 – 7 in main sessions of online classes

Extract 2 - First Week First Main session of the Online Class

1 T but from now on, (5) L perfect for me ok?
2 T **(looks at the chat screen)** yes? they got it they say yes so we were talking about the video what was the main point? (4) you are checking? err by the way the online followers when you want to talk err… there's a button here as far as I know so you can raise your hand and speak ok (2) yes L1?
3 L1 when I watch this video I hear something to her and she said
4 T hıhı
5 L1 English is not an art be mastered
6 T wow?
7 L1 it's just a tool to get the results
8 T good L1 has a point English is not an art to be mastered that's a very good point (5) **(asks to another student)** what do you think? what's your name?
9 L2 L2
10 T L2 ok you were absent yesterday have you watched the video?
11 L2 yes
12 T what do you think?
13 L2 I take notes
14 T ok you can then we can turn back to your point L1
15 L2 **(reads his notes)** when speaking language if you focus on the person, you shouldn't try however if you put yourself you can speak ((3))
16 T very good YEss so what do you get these are the main points in the video ha? it is not an art to be mastered you shouldn't focus on the person there is a good example of pharmacy do you remember? she was trying to… by Omega and then she is talking to two people do you remember that? that's a really good example so what do you get? (2) in summary? (2) L1?
17 L1 we don't have to speak good English we're just … err… use that communication
18 T good? … to communicate… exactly ok let's ask it to your friends as well if they can (2) L3? (5) if I can (2) does she hear? (6) anyone to share? (2) his her ideas… online? (6) uh she's rejecting me?
19 LL **(laughter)**
20 T **(L3 writes on the chat board** oh my God (2) L4 how about you? (8) he's accepting my invitation (4) am I right? no? uh? your microphone err… yeah…this is the topic you cannot err… in fact there was a reason… why… err… I… tried to send you that video in fact and you you have gotten that main point in fact you have to speak… to learn a language I mean… before you come to this university I mean before attending the major what was language for you? how do you learn language?
21 L1 err… we learned in school
22 T but how? (2) please speak? please? this is why I have warned you about watching that video because if you don't speak you will never enjoy it you will never learn the language be sure about that (3) so before coming to this class you have the knowledge of learning a language what did you do for example? or have you learned the language do you think? … L1?
23 L1 err… we have to learn for exam… [English and]
24 T [hmm]
25 L1 … and we studied in groups… err… they told us you should… [you have to write well]
26 T [hıhı]
27 L1 and you… [you]
28 T [hmm]
29 L1 [you every grammar]
30 T [hmm]
31 L1 [we can speak well]
32 T and vocabulary hıh?
33 L1 yes
34 T memorizing all the time? and what do you think about your level then? you have to memorize chunks of grammar structures vocabulary what do you think? … in what level do you think you are? (4) please do not hesitate to speak ok? they are not also talking online
35 LL **(laugh)**
36 T so help me? help yourself in fact
37 L1 level 3 I think
38 T err… yes… for grammar and vocabulary but for speaking … for writing what do you think? do

you hesitate to speak for example? hesitate?
39 LL çekinmek
40 T hmm do you hesitate to speak English? (2) yes? but that video shows you how to learn the language, how to use that language so don't hesitate to speak and for our online followers please? get your microphones ready otherwise it would be very boring for both of us be sure about that if only L1 speaks in the classroom you get bored if only I speak in front of you you get bored I mean you will never learn how to speak be sure about that and watch that video again ok? so err… do you have your books with you? reading books?
41 LL no?
42 T how about that PDF format?
43 L1 yes I get it
44 T you get it I hope I can share the screen as well I hope (3) if I can… so let's move on to… our reading book… err (4) I hope I can manage this in this way I hope (6) where is it? let's find it (2) so you had great challenge with the writing book I think what happened yesterday? it was in the PDF format in my computer so what happened?
45 L1 may be a ((2)) problem
46 T what problem?
47 L1 apple's problem I can't download it to my computer… [and]
48 T [aha]
49 L1 [to my own e-mail]
50 T [hmm]
51 L1 [maybe]
52 T [hmm]
53 L1 [maybe]…[((3))]
54 T [and then can you manage that later?]
55 L1 yes
56 T ok great I hope it works (6) its uploading that file (4) today we will start our new unit… err… but of course (2) we will again (3) have to speak a lot (2) about it (7) it's too slow (6) I hope they can see it it's a lot of waste of time right managing this **(noises from the computer)** what's happening? great? there are viruses (3) err… we are not going to read at the moment but we will talk about that let me find that page of course ok (6) let's check our students as well (16) yes I hope they can hear us well so so can you see the screen? I have to check them sorry about that **noises rise** what's happening?
57 L1 bence ((3))
58 T sorry? (6) a new experience **(shows the book on screen)** I have to keep it in that way

Extract 3 - ***First Week Second Main session of the Online Class***

1 T we are not going to read at the moment but we are going to talk about that let me find that page first ok let's check our students as well yes I hope they can hear us now so can you see the screen I have to take them so worried about those what's happening sorry are you experienced I have to keep it in that way ok let's see good ok so they can hear us good so let's talk with these questions ok let's let's start with food today is food and uncountable noun or uncountable noun food it says foods I think it is uncountable but we have an s here why is that? can you guess? it is related to meaning foods we use it as plural because what meaning it has no idea when it has the meaning of variety as a meal it is plural ok? keep that in mind usually it is an uncountable noun but here it is in the meaning of variety kind of food so it uses the book uses it as plural so let's talk about new foods are you open new food?
2 L1 if smells good yes
3 T oh interesting if it smells good you can eat it? ok do you agree with her? at the back please what's your name?
4 L2 L2
5 T L2 ok you were absent yesterday L2 right? do you agree with L1? what does that mean? L1 says if it smells good I can try it how about you, İlayda?
6 L2 yes I can eat but… [((2))]
7 T [you can?]
8 L2 yes
9 T ok who was that girl at the back? she was absent yesterday the girl with blue shirt at the back
10 L3 ((2))
11 T what's your name? again
12 L3 L3
13 T L3 ok

14 L3 if it looks good I can eat it
15 T good good so what L3 says is that if the appearance is good if it smells good you can try it am I right?
16 L1 delicious
17 T delicious very good maybe it doesn't look good but maybe the taste is good so you can try it very good L4 how about you?
18 L4 I think I can try it… [what she says]
19 T [hıhı]
20 L4 yes it's delicious it smells good I can try ((3))
21 T of course so err… anybody to add from a different property to this? the taste important appearance and the smell anything else you would like to add? nothing? ok err… so that are different kinds of food in different countries have you ever tried a foreign food? for example I always wonder about sushi but I don't have the courage to eat that because I have seen how they cook it in fact they don't cook it right? L1 have you find anything?
22 L1 I tried a lot of things
23 T wow you are courageous then brave
24 L1 [yes I eat little octopus and]
25 T [oh my God really]
26 L1 yes and sushi sushi are very sweet and small… [I can eat them and]
27 T [hmm?]
28 L1 not smells good but it's delicious I think there is rice and fish in it
29 T and the fish is not cooked as far as I know
30 L1 yes but you cannot feel them so much
31 T **(laughs)**
32 L1 very tiny fish
33 T hmm? tiny fish? good description so you have also tried octopus
34 L1 yes
35 T what was it like?
36 L1 err…
37 T they say it is sticky sticky?... yapışkan ha?
38 L1 şey… ((2))
39 T in English? sticky yes you are chewing it all the time çiğniyorsunuz sürekli and you cannot swallow it swallow it yutamıyorsun huh? right?
40 L lastik demedi mi?
41 T well I cannot find the word as well but err… but what you are trying to say is this I think you cannot
42 L1 not like that… [I can cut and it blish out and…]
43 T [oh my God and you eat it?]
44 L1 yes **(laughs)**
45 T God? you are very open to new cultures new understandings how about others? have you ever been abroad? no one? in the classroom? nobody? but err… have you tried some food? some foreign food? maybe you have travelled to Istanbul, Izmir, Adana? and if there are any such places in here but in those big cities we have the opportunity to eat that no one has tried in the classroom? ok err… let's talk about the interesting dishes you can make then
46 L1 dishes?
47 T dish? meals hıhı who is the best cook in the classroom? a chef let's say

Extract 4 - Week 4 Main Session

1 T good morning we are starting our new book they can take the screen and share it (4) let's get started all issue is money as you can see on this page… and I have a question if you have $1000000 what would you do? hmm? (4) what would you do? Ali?
2 Ali I would buy a big house
3 T hmm
4 Ali and maybe I will create a company
5 T company that's good
6 Ali and I can do something for continuous money
7 T good a luxury house a company and you would do many other things as well I guess huh? because you will have big amount of money… only one company only one house?
8 Ali (4) maybe I would buy two I didn't consider it two house two company why not?
9 T **(laughs)** maybe you can buy houses for your grandparents as well huh?
10 Ali yes yes
11 T (4) good (4) err… L1 I think … it doesn't share the screen I think yes that's because of that **(mouse**

clicks for screen sharing) (5) yes now can you hear me?

12 Ali ((4))

13 T no it just stopped sharing the screen so now they can hear me I guess I hope … errr… today we will talk about a million dollar big amount of money and... these are sizes will help you for the exam and for the writing part in your exam because now we will identify the causes and effects on having the amount of money in here so (5) err… what does $1000000 buy? this is the title of our text and I want you to read the whole text (5) err… in order to find answers in this part page 66 ok? err… if you wish we can examine the exercise first it says skim the text so you don't have to read it in details but just skim it so we are going to find the population is more dense but there are few homes available this is the cause and the effect is housing become very expensive population dense fewer homes and the effect is housing is very expensive it says so we are going to find err... clues for causes and effects for the these given sentences now let's check **(reads the sentences in the exercise)** so you are going to skim the page according to (5) depending on suburbs huh? err (5) try to find dancer for these people people started moving to the suburbs why? So you are going to find the cause here in the third one people want to be closer to their workplace and then what happened at the end? because they want to be nearer closer to their work place number four we need more money to buy things so what affected us? have more money to buy things and the last one causes given many people are living longer what is the effect of this? try to find these ones in your book ok?... you have your books I think huh?

14 Ali I have forgotten

15 T you have forgotten? no problem let's see **(students read the text)** suburbs people living longer getting closer to the companies for work places **(1 min. later)** just skim it don't read in detail **(1 min.)** ready? no? **(1.5 min.)** is everyone ready? for skimming it's too long I think huh? **(1.19 min.)** that's okay I think so why do you think people started I mean the result the effect people started moving the suburbs? so what is the reason the cause of it? any idea? can you get it? I don't remember the paragraph number but it's certain

16 Ali yes

17 T standing there L2 what is it?

18 L2 houses are expensive

19 T very good briefly houses are very expensive in fact people started moving to the suburbs so cause is the reason effect is the result of something so if the houses are expensive people start moving to the suburbs ok number two people want to be closer today workplace so this is the reason I want to be closer to their work places and the result is the effect is… what did they do? Ali?

20 Ali supplies came insufficiency

21 T good supplies became insufficient or can we say people started moving to the city centers and then supplies became insufficient? ok very good good you have solved that problem result and reason… so why do we need more money to buy things?... it is the same situation just why now I think we need the err… we need more money to buy things so what is the reason of this?

22 L2 ((4))

23 T no L2 speak in English you're speaking well I love your English

24 L2 ... err… inflation increase

25 T very good

26 L2 so... need… [more money]

27 T [more money] so the reason is inflation and they don't have value you of money so we need more money to buy things very good this is the… the reason is inflation and the decrease in the value of money then people need more money to buy things very good number five causes given many older people are living longer so? what can be the effect of this depending on the passage of course? people are living longer I think it is in the last paragraph as far as I remember huh?

28 Ali ((5))

29 T yes? and the effect (5) have you found it? you couldn't really I think… [it's]

30 Ali ((3))

31 T yes I got it I think it's in the last paragraph let's check err… yes L2?

32 L2 ben tam çıkaramadım

33 T hmm I think in the sixth paragraph it says higher inflation housing longer life expectancy $1000000 may not be enough to live on so we can say that money even big amount of money is not enough for us to buy things

34 L2 yani yetmediğini mi söylüyor?

35 T yes it's insufficient (6) err… but here Ali says in the fifth paragraph it is talking about the causes of it yes that's right but the effect is in the sixth paragraph ok so err… let me ask you a question to the whole class do you need to read it in a detailed way once again?

36 L2 yo kolaymış
37 T easy? so can you do the exercises?
38 L2 [yes]
39 T [quickly] that's on page sixty nine we will just do the matching exercise ok?

Extract 5 – Week 7 Main Session

1 Ali we have to find to… change yourself… [or]
2 T [good]
3 Ali and change your mistakes ((2))
4 T good that's exactly what it is
5 L1 learning from the past is very important because if we didn't learn from the past… we couldn't anything ((2)) today and err… if things are ((2)) we couldn't learn from the past
6 T if you couldn't learn from the past what do we do?
7 L1 we have a lot of mistakes
8 T mistakes
9 L1 and we have a lot of learn from mistakes and we can learn to truly according to the mistakes =
10 T = good =
11 L1 = from past experience
12 T good that is what it is exactly what they are the experience is learning from the experiences if you learn from an experience you drove a lesson from it… out of it and you don't repeat that mistake again in life so who are good learning experiences both online and here in the classroom? (3) for example I always trust people and that makes me do the same mistakes all the time I always trust people and I do mistakes I never draw a lesson out of it how about you? in fact we have a questionnaire about it but that's a detailed one so let's get the full view of your experiences do you learn from your experiences? for example you break up and then you fall in love with the same type of person for example you are young people (3) if you do this you are not a good learner… yes?
13 Ali we are the worst students in the world **(laughs) [**about]
14 T [about what?]
15 Ali about learning from past experiences
16 T oh why? I think I guess why
17 Ali **(laughs)** I am little bit emotional person I am moving with my emotions ((5)) [and at the end it]
18 T [what]
19 Ali it end with bad things (4) I'm always trusting people [err…]
20 T [good]
21 Ali [or err…]
22 T uh huh
23 Ali they are busy with they are exploiting… they are exploiting the…
24 T uh huh
25 Ali ((3))
26 T exactly
27 Ali [((2))]
28 T [maybe that's the key point Ali…] huh? behaving emotionally behind it so can you say learning from past experience is using your logic?
29 Ali yes exactly
30 T using your logic or brain **(laughs)** which one?
31 Ali **(laughs**) logic
32 T logic ok good so the others are not very honest I think huh? Josephine can you evaluate yourself? (3) okay it doesn't matter so now learning styles okay an introduction to learning styles you were supposed to read it I have sent the questionnaire to you and you have discussed the learning styles with your friends in breakout rooms but let's see what that learning circle is there are some interesting things about it let's read the first paragraph because I will have some questions to you can you see the questions especially this one outgoing and dynamic?
33 Ali aslında bu da bir konuşma konusu
34 T yeah that's right the questions are really interesting did they ever happened to some people? learning languages very quickly but maybe you cannot you are choosing the wrong partner the wrong kind of job but the others are doing the right thing have you ever met such people before they are choosing the right thing in their life? I have many examples
35 Ali a few people have mistakes in their lives
36 T really

37 Ali but they… they don't neglect ((2))
38 T uh that's another discussion point
39 Ali yes
40 T but I have many friends Ali they are always doing the right thing in every field of their lives right job right husband or wife the right kids the right friends
41 Ali they are behaving logically
42 T uh logic ok good so we will see in the text what we are doing wrong if you are doing wrong of course that's right you can read the first part as well let's read the second and the third **(coughs)** it's a simple text when you finish tell me (4) something happening… I'm not sure about students online can everyone see the screen?
43 Diane evet
44 T so you have a problem L2 in fact I have a problem it is so slow it doesn't show anything… sometimes it happens… okay so here we have an introduction to what we are doing and it is clear enough we can make good choices for the future and if you learn from the past mistakes even success and I think I mean Mumfords has some research about it and they found for different cycles for different groups and learning let's say they have described they are active respective political and pragmatic stages I told you about those things and you studied on them with your friends what can be active reflected theoretical? you know the text
45 Ali düşünce
46 T philosophy
47 Ali hmm
48 T do you read philosophy? a language learner should read it like you every language learner like you whose major is language indeed… yes you should read it let's not waste the time here we have the diagram this is the first stage having an experienced… ok we have the experience and in the second stage we review the experience if we learn something what do we do? review do you know the meaning of the word review? Josephine what do we do if we review something?
49 Josephine ((2))
50 T no
51 Diane hocam gözden geçirme
52 T yes but if you review something if you review the experience what do you do?
53 Diane yani onu tekrar düşünüp yapmamak ya da yapmak
54 T you consider the steps what did I do to whom did I do this to you are just reliving the experience by steps by considering each step you have taken and especially coming from the experience this is very important and this is what we some people let's say some people are lack of this stage concluding from the experience if you conclude from the experience you know I'm missing all the facts right ok I did this but this was wrong or some other people did this to me and he did wrong to me so I would never repeat that section again you promise yourself and in stage four this is the pragmatic stage the next steps in planning the next steps maybe you can leave the people that give harm to depending on experience or you may quit the job that you are doing I don't know maybe many other examples
55 Ali making a plan without the mistake
56 T without the mistakes maybe simply ok but here we have some interesting information about it let's read it the diagram (4) difficult question… seventy percent of people at test oh my God that's too high as a rate of seventy percent of people cannot actually achieve this process it says how about you can you achieve all these processes when you consider your life everyone has the experience that's okay everyone I think they use those two stages but these stages three and four questionable huh?
57 Ali too…
58 T too what?
59 Ali hmm… how can I say?
60 T difficult?
61 Ali no not difficult but…
62 T to achive?
63 Ali too ((2))
64 T hmm
65 Ali you shouldn't always follow same such… something… it's something…
66 T ah… as a whole you mean
67 Ali yes
68 T as a whole this learning cycle
69 Ali yes all the people who are the experiencing that he or she

70 T ok
71 Ali or all the people can ((2))) from the past experiences but maybe in these steps it's little bit impossible
72 T impossible… good why not
73 Ali because we are =
74 T = human? [have something…]
75 Ali ((2)) creatures
76 T hmm
77 Ali we always In real life something came into ((4)) and it's all that's all the merits of our lives
78 T exactly especially those emotional one
79 Ali yes
80 T ((2))
81 Ali to make it decision become impossible in this situations ((2)) **(laughs)**
82 T we will start discussing here in the classroom again in fact I agree with you I think this is what the article or the text is trying to imply in fact I mean we are doing the same mistakes because we do not follow this circle you say that this is your ethical principle but I know some people they review the experience and they make themselves sad but they never drove a lesson out of it such people I think especially to stage four is impossible for every person to achieve I think
83 Ali ((4)) in my opinion I think
84 T hmm
85 Ali I can't stand to be some following all this
86 T good hıhı
87 Ali I can't live with them
88 T hıhı that's because you are an emotional person Ali
89 Ali yes
90 T you cannot always act depending on your brain depending on your logic yes I got it
91 Ali ((3))
92 T sure of course you are using its but emotionally using it not the logic
93 Ali I only need it for my language
94 T your language **(laughs)**
95 Ali **(laughs)** enough
96 T enough? ok good point I appreciate your courage to speak ok so in the last part a different style thinking let's read it (4) interesting… one person in fifty has mastered all types of thinking activist so what is that activist?
97 Ali a person who is between these two stages
98 T yes
99 Ali ((2))
100 T maybe yes maybe for the first stage activist we are activist for the second stage because we are reviewing our experience for example after doing things who do you call to make ((2))? attacking on your staff on your friends that little things that you have made or the mistakes you have made ok so this is the second stage and so we are fearless in stage three from the experience I cannot infect connect it to be to be a theorist but maybe you are you have some rules about that experience maybe you can call yourself as a first and the last page is a pragmatist so you ask question how can I do this how can I achieve this like that one ok so if you have over forty five thinking you take control of your life like on this says this is really a book for older people I think maybe your friends did not agree with us in the rooms
101 Ali maybe without rules we are free…[we are]
102 T [yes…] it seems so but I have such friends and they are acting… they are having these thinking styles and they never do a mistake about anything in their lives
103 Ali but tempt to depression when they…
104 T no
105 Ali fail
106 T ah yeah yes in failing they get angry if they failed in fact they never fail and they are relying on numbers but they are not interested in humans emotions using their logic
107 Ali yes not for me
108 T not for you Ali
109 Ali it's not human life… something
110 T humanistic

Extract 6 – Week 10

1 T but you know the result right so you don't have to bring it ok so today we will be into the issue of genius what is genius? or who is genius? I don't know how to ask it what or who who do you call a genius? L1, who do we call a genius? not we, but you, L1 is it just the intelligent people no one is attending the class I think
2 Ali there is no problem they are not speaking
3 T I have some doubts about it **laughs ((10))** is it you L1 or L2?
4 L4 we cannot hear you there is a problem
5 T who is that? (3) Ali is this the speaker or the volume [yes]
6 Ali [yes]
7 T who is speaking L3 L5 is it you no L3 I think (5) is he talking no
8 L3 sesim geliyor mu?
9 T yes now we can hear you
10 L3 I think ((4))
11 Diane ses çok kötü hiçbişey anlaşılmıyo
12 Ali hocam L3 ile alakalı
13 T I'm not very sure because I cannot hear Diane very well Diane has a problem I think the problem is our speaker I'm not very sure
14 Diane birisi konuştuğu zaman derste hiçbir şekilde anlaşılmıyo
15 T is that you Diane?
16 Diane evet benim
17 T so how can we then ah (2) L3 wants to write ok L3 you can write we cannot hear you can right of course so let's repeat the question da Vinci she says so tell us the reason how do you call a genius please think about it who do we call a genius? while L3 is writing da Vinci is genius she says yes Ali (2) or L3 please go on
18 Ali I call myself a genius **[(laughs)]**
19 T ah **[(laughs)]** you are a humble person then **(laughs)**
20 Ali also Albert Einstein is a genius
21 T Einstein… is a genius… ok
22 Ali theories ideas these that the one
23 T huh?
24 Ali ((2))
25 T so try to define it OK try to describe it let's put it into definition together who can for example for L3 someone who achieved something that most people have not achieved a good definition right good description for her thank you L3 that's good (4) a person who achieved something that others cannot… is it the definition of a genius?
26 Ali I think… it is something… shaped with brain or ((2))
27 T uh huh
28 Ali I mean… person who can… err… think… more complex =
29 T = hmm… yes… that's right
30 Ali or person who can solve the problems… more successfully… [than the others]
31 T [that's good]
32 Ali we can call him or his as a genius
33 T uh huh… good… not only achieving something but different theories applications something different they have something different in themselves they are not normal people huh they are not the usual type of people
34 Ali they are able to see… the… err… different aspects of the life
35 T yes that's right like da Vinci for example sing different aspects of life can be… **(checks the screen)** can be a good definition for it (5) good nice definition so do you have thanks L3 and you have such definitions da Vinci Einstein how about you L6? is there a genius for you?… in Turkey in the world
36 L6 **(laughs)**
37 T you haven't thought about it (7) you don't know much about them…ok today our topic is related to genius… but from a different perspective from the parents perspective you're not parents yet but… I hope it will change your mind genius and treating genius geniuses let's say let's share the screen… and then... we can talk about it together **(shares the screen)** producing genius it says… so how to make your child gifted… gifted here has a meaning of…
38 Ali skilled
39 T skilled talented so can we say that being genius is having talents… maybe
40 Ali yes

41 T we will see… so the title is very interesting how do you sign genius is it so how can we produce genius let's see let's read this intro part just what makes you great great it says it has a good start huh (5) seems to be an enjoyable article huh also we have the divine finger always use this and it is a discussion point in fact ah… do... these geniuses have the divine finger I mean they are gifted by God…or… do they possess it… later? (4) what's your opinion at the very beginning of the article list can cover a good essay in fact because here it says William Fowler professor disagrees with idea so this means that the genius come genius peter can become genius as far as I understand from the text of course how about you? (6) no idea (6) is it a difficult question maybe it's so abstract for you ok let's see… let's read the first part this is a little bit longer than yesterday's text
42 Ali I will answer the question
43 T my question **(laughs)** I wasn't expecting and answer… yes… Ali
44 Ali I think being genius or becoming is given by God=
45T = hmm
46 Ali I mean you own it your capacity and then you can go beyond it but it is ((2))
47 T it is written here **(shows her forehead laughs)** =
48 Ali = yes
49 T = on your forehead **(laughs)** as a Turkish version huh it is written on your forehead yes…hmm interesting i mean it's a controversial issue… because…hmm… yes it is given by God some people are really gifted but if we can example produce i mean increase our brain brain cells add members that we our cells reading those articles that tell us brain cells can be produced can be increased right if we can increase and can we become genius
50 Ali no?
51 T still not?
52 Ali if it was possible why err… why wouldn't =
53 T = uh huh
54 Ali the humanity… why wouldn't the… humanity it was possible everyone would be
55 T yes that's right everyone would become the genius right but the article has a debate let's read it

Extract 7 – Week 15

1 T is it simple for you to describe it or can you give an example for honesty? for example there was a statement you are writing a poem and no one likes it would you confess that you are the writer it says do you remember?
2 Ali yes shall I answer the question?
3 T please go on
4 Ali err… honesty is our situation or manner towards a situation or an event
5 T hmm… yes… our attitude huh?
6 Ali yes
7 T morality ok… and can you summarize what we have read? =
8 Ali = yeah…
9 T if you remember the steps not only Ali of course everyone can join… this routine
10 Diane ((3))
11 T hıhı… types of dishonesty…
12 Ali types of honesty also
13 T honesty as well… [and]
14 Ali [and we have] =
15 T hıhı
16 Ali we have learned that honesty is actually not a good thing there's also… [bad aspects of honesty]
17 T good… good… yes I mean there are some reasons for being honest and they are not very innocent reasons huh?
18 Ali yes
19 T for example… err… ok I won't mention about it because you're going to talk about it ok sometimes honesty is not something that we prefer because there are some hidden… not very much innocent reasons behind that ok err… so let's remember the texts… together and let me… find the exercises for you… let's do some… vocabulary exercise… I'm so sorry my computer is so slow (5) can you see the screen the exercises now?
20 Ali yes
21 T ok err… now let's try to remember the vocabulary here… from the text that's remember to text together and then it will help you to remember the activities you did together now we have some types of people in the… text as you remember like arrogant senserious liers do you remember them? hypocrites busy bodies so let's try to match the err definitions of these people (4) let me admit your friend says well L1 is waiting in the lobby… ok which people intend harm to other

people? would you like me to make it bigger or…? it's better I think… you have forgotten? the meanings of these words?
22 Ali err… it is arrogant… people
23 T arrogant people intend harm to other people? really?
24 Diane no =
25 Ali = err =
26 T no I think Ali
27 L1 malicious
28 T [malicious people do this]
29 Ali hmm =
30 T = intent harm to other people malicious
31 Diane = B is arrogant =
32 T = hmm… proud of themselves… yes yes =
33 Ali = hmm =
34 T = I think they are arrogant people and before moving on to be… malicious be careful with the prefix mal in English… and in Spanish also mal means… bad when you see this word… be sure that this word has something negative in meaning ok mal the prefix mal makes it bad… malicious people intend to harm other people and err… second one Diane… did you… did you say that?
35 Diane yes
36 T I thought that's Esma err… and also arrogant people are unpleasantly proud of themselves huh? it's not something good kibirli hıh? ok who are critical of other people's behavior? do you remember this word?
37 Diana sensarious
38 T good… [sensarious people are critical of other people]
39 Ali ((2))
40 T and they always criticize other people's behavior and if we refer to the text if you can if you remember… if you have reread the text… you will remember that those sensarious people always err… make comments… about… other people's honesty do you remember? [they criticize their honesty as well]
41 Ali [yes…] hocam someone is waiting in the lobby
42 T I did I think that was L2 and I admitted her there's no problem now… I mean in my screen there is no more waiting in the lobby right now that was L2 ok let's have a look at the preach principles they do not follow preach I mean they utter principles
43 Ali (4) type of two faces
44 T yes we have talked about their having two faces huh? for other people =
45 Ali = yes =
46 T = they just preach principles but they do not follow ok?... and tell lies?
47 Ali [liers]
48 T [((3))]… lastly… we have…
49 Ali / Diane / busy bodies
50 T busy bodies and after the lesson I have checked the Turkish meaning of it and it says in the Turkish dictionary işgüzar huh?
51 Ali hmm
52 T they put their noses into everyone's business and also make trouble for them so it describes it in that way and I like that word busy bodies they are always busy err talking around making trouble… for other people… is it clear now? types of people?
53 Ali [yes]
54 L2 [yes clear]
55 T ((2)) so you used those words while you were speaking to your friends… and the second exercise… this will help us to remember the text as well because it talks about dishonesty and we are going to match the meanings of these words if you can remember these are the types of dishonesty flattery deception a white lie and outright lie and theft can you match the actions to the words?
56 Diane yeah
57 Ali yes
58 T what is flattery?
59 Diane telling people that… [((2))]
60 Ali [telling people yes]
61 T hıhı so here the keyword is to win favor to gain something you just tell people lies about themselves… flattery Diane has found the real err
62 Diane yağcılık

63 T yes real word for that yağcılık that’s it flattery… good… deception?
64 Diane making someone =
65 Ali = making someone
66 T hıhı not necessarily by lying someone believe which is not true ok… how about a white lie?... remember we had talked about it we always do this
67 Diane often for kindness
68 T hıhı… as a kindness we often tell lies for example especially to our friends huh? an outright lie
69 Josephine a complete
70 T yes a complete… unarguable lie and I'll try to lie… we said that… it was a habitual lie… just outright the way you are talking ok and theft this is something =
71 Ali = action =
72 Josephine = action of ((2))
73 T dishonesty yes the action of stealing related to dishonesty but err but the text describes it… as something… criminal dishonesty as you remember huh? the action of stealing ok (4) now err… look at these types of dishonesty… which one err… do you think some of them are justifiable? if something is justifiable you can make excuses for that
74 Diane yes… [for example]
75 Ali [yes]
76 Diane [white lies] for example I did not like my sister's dress bad but she likes it a lot and I am saying yes it's very good it fits you amazingly but I'm lying I don't want to make her sad
77 T well done yes… yes good example

Appendix F. Data Extracts 4 – 8 in Assessment 1

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 4

1 L2	ah … Josephine … Josephine …
2 Josephine	sesim geliyor mu?
3 L1	did teacher give task
4 L2	we hear you Josephine
5 Josephine	ok
6 L2	we waiting teacher true?
7 L3	yes
8 L2	ok (2) who wants to talk first?
9 L1	I can
10 Josephine	L1 sen söyle
11 L2	ok L1
12 L1	ok I think err… she… I said she… she is a good person and she challenging people to admit their wrong doings err… and… she is blind you know that
13 L2	yes that's it or… any idea?
14 L1	that's it I think mine and other after that you can say it
15 L2	how about you, Josephine?
16 Josephine	[ok **(clears her throat**) Katy Page is blinded and she's the leading journalist in British Radio err… she was best known for intelligence and and she was gentle and cold and …]
17 L2	[hmmmm]
18 Josephine	[and politicians and … no… only British radio yes]
19 L2	I explain. I guess the Katy's characteristics she had been blind because of the birth she err… birth… two months early birth and… after she err… recover for eyes, she err… feels err… like baby because he see everything new and maybe that's it how about L3?
20 L3	err… ok I want to say about Katy's character. errr….. as you know Katy Page blinded at birth err…. and she had born ...err… two months early err… journalist at British Radio and err… no passion with something highly ((4)) that's all
21 L2	how about second question?
22 Josephine	ne soruyor orada? ben soruyu göremedim de
23 L2	what things Katy like?
24 L1	Kathy nelerden hoşlanır? (3) I think he most like (6)
25 L2	yes who talks?
26 Josephine	L1?
27 L2	yes yes we listening you L1 go on?
28 L1	I think it is mostly honesty (pronunciation wrong) for her like thing
29 L2	yes?
30 L1	what about (3)
31 L2	that's it L1?
32 Josephine	I can talk
33 L2	ok then let's go on
34 Josephine	[err… Katy Page was shy about]
35 L2	[hmm]
36 Josephine	[her appearance (3) ha ha that's it]
37 L2	haha just err… she haha ohh ok
38 Josephine	haha (3) yes L2
39 L2	just shy person? that's it Katy Page? just a shy person?
40 Josephine	yes
41 L2	don't know any errr… about (3) appearance?
42 Josephine	err… she is a good fighter and err… and she looks great
43 L2	**(laughs)** ok ok yes L3?
44 L3	err sorry I don't have any answer for this question
45 L2	[ok I'm explaining so err… he… if I true remember, he … famous person err... because of the she blind person err…famous for the that err…]
46 Josephine	[özellik]
47 L2	err… what do you mean by "özellik"?
48 Josephine	(3) characteristic? değil miydi?

49 L1 [yoo değil]
50 L2 [ııh yeah maybe] [because of ((2)) … catch and she err… radio programmer famous… err…] =
51 L3 = [yeah]
52 L2 = err (4) and Josephine said (4) again the shy person she ever she has the shy person (4) and she likes doing arts music if I remember true
53 Josephine yes
54 L2 err… but she after the recover she err…she hadn't ((5)) at err…((2))
55 Josephine ok
56 L1 next task?
57 L2 yes how about the that questions? If you want … err… L3, first part? =
58 L1 sorry… I don't say about real sense err… Katy see in their err … ears yani hmm (4) she didn't see but she hear all of thing and she said it is seeing
59 L2 [ok (4) what do you think about the L3? (5) it is in the real sense (4) what did it meaning]
60 L3 [she]
61 L2 [yes]
62 L3 (5) let me take a look
63 L2 I couldn't understand L2?
64 L3 yeah (6)
65 L2 can you say again? I couldn't understand
66 L3 (4) ok I don't know but let me take it in the book ((2))
67 L2 ok … for you are tracked you are ready you can say
68 L3 ok
69 L2 ok so I'm talking about … I guess this word this see for me… that's word err… remind me (4) everything the see maybe in this book the behind Katy Page was behind… and deep meaning I don't know see is very important I guess (5) if we couldn't see err… really hard to life for us … I guess… very important how about Josephine?
70 Josephine err… she … she is no… she would see ordinary… things err…if **clears her throat** objects of great beauty
71 L2 L3 are you ready?
72 L3 [(4) no **(laughs)]**
73 Josephine [durun … **(reads from the book)** she didn't see ordinary things]
74 L2 [haa we (4) Josephine sorry **(laughs)]**
75 Josephine ok **[(laughs)] =**
76 L2 = ok go
77 Josephine as objects of great beauty and … err… change in expression err… on the face of people and sound for for the first time in her life… =
78 L2 = ok
79 Josephine = that's it
80 L2 ok … L3 wants to say … anything… about the
81 L3 ((5))
82 L2 yes before the questions when all the partners finish their speech with task third please
83 L3 ((6))
84 L1 task dört did you see task dört? I can read it [what are the changes Katy]
85 L2 [what are the changes Katy]
86 L1 after her operation? =
87 L2 [= yes]
88 L1 [I think] **(laughs)**
89 L2 **(laughs)**
90 L1 I can be first one… I think she can't believe herself err… she don't understand what can she believe her eyes or her ears she can't find it she err… little bit confused (4) that's it I think
91 L2 ok err… I guess err… she err… after the operation after the her operation err… she err... how can I say? err (5) she can see everything after her operation and … she know the ((2)) everything but she didn't know err… didn't see because of the blind she feel err… I said again she feel like baby because she learned the shapes everything shapes err… people's shapes err… anything shapes she learned the err… everything shapes after the operation? but err… she err… hadn't err… the famous yet (4) I guess that's it maybe (4) what about Josephine?
92 Josephine ok err… I agree err… L2 err.. she hmm… she is yoo she learn err… shapes and colors =
93 L2 = yes of course colors is very IMPORtant yes

94 Josephine yes and she viewed every face err…she saw as a new world … to explore… and she was everything discover every smile every form … that's it
95 L2 ok … [L3?]
96 Josephine [L3?]
97 L2 L3 are you there? (6) L3 can you hear me?
98 /L2/ Josephine **(laughs)**
99 Josephine (8) L3 L3
100 L2 **(laughs) =**
101 Josephine [can you hear me L3?]
102 L2 [if you have problem you can chat you can write chat]
103 Josephine ha ok
104 L2 [L3? (5)]
105 Josephine [**(laughs)**] =
106 L1 = I think he has any emergency
107 L2 for five fifth questions L1?
108 L1 (5) IT is smile of people attached to Katy hmm =
109 L2 = hmm?
110 L1 [I don't any idea]
111 Josephine [I think ((2))]
112 L2 who who wants to first?
113 L1 you can go Josephine because I don't have any idea for that
114 Josephine ha ok I think yes err… because err… every smile every form was see… and err… and (4) and yok that's it vallaha =
115 L2 = and yok? [**(laughs)]**
116 Josephine **[(laughs)]**
117 L2 err… she err… smiled after the operation after her operation err… the doctor err... put the light her eyes he feel the lights his strong eyes and after the err… bandage… put the bandage he err… see err…everything err… step by step… and she smiled because of the see… and that's it maybe L3? any idea or are you there?
118 L2 (8) **(clears his throat)**
119 L1 he has a TROUBble err… X
120 Josephine X
121 L1 X
122 L2 L3 is left **(laughs)**
123 L1 (8) X
124 L2 yes X (4) waiting for yes (18) Josephine at the school?
125 Josephine yes
126 L2 ok
127 L1 there is too much voice in the background when you speak
128 L2 yes
129 Josehine (23) L2?
130 L2 yes
131 Josephine err (4) X
132 L2 (4) X **(laughs)**
133 Josephine **[(laughs)]**
134 L2 we couldn't talk here that's not topic here **(laughs)**
135 Josephine (6) X
136 L2 **(laughs)** thanks Josephine
137 /Josephine/ L2 **(laughs)**
138 Josephine you are welcome? **(teacher talks to students in each breakout room in the background)** (5) hocam X
139 T ok? I will
140 Josephine X
141 /L2/ Josephine/ **(laughs)**
142 Josephine (6) X
143 L2 X (4) new tasks on (1 min.) yes
144 L1 I don't understand the task did you understand it?
145 L2 err… if I true understand we talk about the to achieve meaning but what does it mean for us if I true understand to achieve?
146 L1 bu task ı başarmak için partnerinle şeye bak diyor err… sözlüğe ve… bunu tartış ama

sözlükte neyi tartışacağız? **(laughs)**
147 L2 Josephine can you say the teacher what do you talk about? … these tasks… Josephine?
148 Josephine hmm geliyor mu sesim?
149 L2 geliyor
150 Josephine hmm
151 L2 [can you say the teacher Josephine?]
152 Josephine [yes]
153 L2 [what do you talk about this tasks?]
154 Josephine … wait
155 L2 ok
156 Josephine hı
(teacher explains the activity)
157 Josephine (4) evet
158 L2 haa
159 Josephine hmm… hmm
(teacher explains the activity)
160 Josephine ((5)) ok
161 L2 it's a… another part questions then
162 L1 it's like Katy sayfa falan?
163 L2 (4) neydi? ((2)) about?
164 L1 şeyi falan mı yapacaz evet Katy sayfa hmm bu demek istiyo
165 L2 Josephine what do you understand these questions?
166 Josephine durun durun dinliyorum
167 L2 **(laughs)**
168 T **(background - explains the question to students in one of the rooms)** isimlerinde acaba böyle bir anlam mı var?
169 Josephine hmm? duydunuz mu?
170 L2 az biraz
171 T yani Katy Page ya Page olması tesadüf mü?
172 Josephine hmm Page olması tesadüf mü diyo isimlerinde bi şey mi var diyo yani boşuna mı verilmiş bu isimler diyo
173 L2 (4) hmm
174 L1 buldum? **(laughs)** ya hiç de öyle bi anlam aramamıştım
175 L2 **(laughs)** ((4))
176 /L2/ Josephine/ **(laughs)**
177 L2 aaa yes? who was the first? **(laughs)**
178 Josephine L2?
179 L2 X?
180 L1 I think it is so important Name Katy Page is explained what he wants to do for his job he is writing she is writing… on the… page and… she can't read because she can blind?
181 L1 (4) maybe that's name err… who err… take their person
(teacher explains the activity in the background)
182 Josephine X
183 L1 X
184 L2 (5) hmm X
185 Josephine (4) hmm
186 L2 I guess this names means err… maybe err… from the people's names err… maybe that's err… alıntı yapmak err (4) let's check quotation by the err… real life person err… maybe that's connected this
(one of the learners talks in their room on the background while the teacher is visiting this room)
187 Josephine (10) hmm… [Nick Dean ((2))]
188 L2 [how about the Josephine?]
189 Josephine dur Nick Dean (4) surnames… err…dekan
190 L2 dekan? in Turkish meaning?
191 Josephine (4) yes [in Turkish]
192 L2 ok (4) yes?
193 Josephine (5) I don't know
194 L2 if I true understand err…in that's name… err…in Turkish meaning err… connected the person in the character
195 Josephine yes yes

196 L2 ok
(teacher explains the question by writing on the chat board so that students can see it to discuss the matter further)
197 L2 (4) hmm according the surnames err.. connect err… associated with characters
198 Josephine HMm
199 L2 [ok]
200 Josephine for example Nick Dean err… current favorite of television company… and… err… best of ((2))… maybe Nick Dean's surnames is… err… dekan
201 L2 dekan (4) Perceival surnames is Kral Arthur'un yuvarlak masa şövalyelerinden biri… [and but]
202 Josephine [öyle mi?]
203 L2 [yes] the Perceival was the doctor true I remember true
204 Josephine Perceival meaning?
205 L2 Perceival was a doctor if true?
206 Josephine yes yes
207 L2 ok… Perceival meaning err… err… the… wait a minute (9) err…
(teacher explains the name Perceival to students)
208 Josephine [((3))]
209 L2 [Kral Arthur'un yuvarlak masa şövalyelerinden biri]
210 Josephine [hmm]
211 L2 [but err…] not associated with the characters (4) he was a doctor but this meaning err… Kral Arthur yuvarlak masa şövalyelerinden biri this not connection I guess this is not associate meanings but I don't know idea maybe err… it is associated with but I guess not
212 Josephine (4) err… for example the name of err… dog TRUdy
213 L2 Trudy
214 Josephine TRUdy associated with trust
215 L2 [trust]
216 Josephine (**listens to the teacher while the teacher is talking to other students in the rooms – Josephine is in the classroom while her partners are attending the class online)** [öyle dedi yes]
217 L2 can you find it the meaning because I couldn't find
218 Josephine … no no I think
219 L2 aa I think ok your think sorry
220 Josephine yes L1?
221 L1 I can't understand anything
222 /L1/ Josephine/ **(laughs)**
223 L1 [nasıl farket ((2))]
224 L2 [L1 err…] the this is surnames characters surnames of the characters err… in the Turkish meaning what do you mean and err… associated with the characters?
225 L1 if I ((2)) explain there is no any err… associated MESSage … that WAs nonsense… I think because err… Katy Page page is kağıt you know? err… but Katy is blind so she can't see any page ANd… **(laughs)** (6) [just nonsense for me]
226 L2 [yes it…] but… what do you say?
227 L1 parça benim için mi saçma geliyo?
228 L2 I don't know what do you talk about the tasks
229 L1 [err… I don't thing any… err…]
230 L2 interesting question
231 Josephine (9) for example Woodraw Percival
232 L2 WHAt did you say Josephine?
233 Josephine hah Woodraw Percival
234 L2 [hah]
235 L1 it is mean…
236 L2 yes doctor Percival? Yes?
237 Josephine yes… for example wood is a Turkish meaning odun **(laughs)**
238 L2 Perceival meaning?
239 Josephine yes no no Woodraw
240 L2 aa Woodraw err… how the connection this… Perceival?
241 Josephine err… seven seventy one… page seventy one page yes
242 L2 [ok which at the page?] aa ok
243 L1 [wait PLEAse SEVENty]

244 Josephine [Perceival first NAme]
245 L2 but what page Josephine?
246 Josephine seventy one
247 L1 Woodraw Perceival
248 L2 what page değil yes err… which paragraph?
249 Josephine (4) last
250 L2 Woodraw Perceival had tried this is?
251 Josephine yes
252 L2 ok (5) [WOODRaw]
253 L1 but I think it is no connection with their characteristic
254 Josephine (9) maybe yani I think
255 L2 MAYbe **(laughs)**
256 Josephine **(laughs)**
257 L2 maybe not **(laughs)** … fifty fifty
258 Josephine err… one minute… Woodraw raw is meaning err… Turkish… err… ne denir buna?... kürek çekmek
259 L2 hmm
260 Josephine hıh
261 L2 [let!s check]
262 Josephine [so? err… so…]
263 L2 [kürek çekmek…] meaning is pedal
264 Josephine yes (6) so… [he is very strong…]
265 L2 [but…]
266 Josephine [MAYbe]
267 L2 [Wood and Raw **(laughs)**] so why do you use this… different… **(reads the new question)** yes? did you underline?
268 Josephine (4) hoca yeni mi yazdı bakayım?
269 L2 hıhı
270 Josephine hıh
271 L2 ((3))
272 Josephine yes?
273 L2 L1?
274 L1 I am here
275 L2 did you underlined?
276 L1 (4) err… I don't have any underline
277 L2 so you can explain err the best… parts… err you reminded when you reminded that you can explain and why
278 Josephine I can talk
279 L2 yes? go on Josephine
280 Josephine err I mean the risks to your hopes
281 L2 which page?
282 Josephine err… 68
283 L2 68… which paragraph?
284 Josephine err… two
285 L2 [bulamadım]
286 Josephine [I mean the risks to your hopes]
287 L2 yes I saw it (5) I mean the risks to your hopes
288 Josephine yes
289 L2 yes why Josephine?
290 Josephine err…I don't know… [I like]
291 L2 [**(laughs)** so…] why did you underlined so?
292 Josephine **(laughs)**
293 L2 you didn't know but underlined
294 Josephine **(laughs)**
295 L2 why?
296 Josephine err… I think err… deeply sentence laughs
297 L2 deeply sentence wow? [what do you mean deeply?]
298 L1 **(laughs)**
299 Josephine [I don't know?]
300 L2 [explain] then we will wait for Josephine

301 Josephine **(laughs)**
302 L2 explain us
303 Josephine [err… look…]
304 L2 [yes teacher] **(teacher visits the room)**
305 Josephine err… I am confident mission will work but I'm not good I'm not God
306 L2 hmm
307 Josephine Perceival said
308 L2 that's reason you underlined
309 Josephine yes? laughs
310 L2 ah okay?
311 Josephine **(laughs)** yes L2… [you can talk]
312 L2 [I'm] I am find it err… where my (5) there is a lot of the part underlined but I'm chooses one of them
313 Josephine ok
314 L2 (11) err… the page… 61
315 Josephine ok
316 L2 err… her listeners loved her… I am underlined this part
317 Josephine yes
318 L2 and err… there are err listeners not listeners there are err… I'm forget the meaning hayran… admire
319 Josephine hah admire
320 L2 there are a lot of admire to her because of err… he was a noun to blind person and err… that reason err… ((2)) of admire… err… that's it
321 Josephine L1? you can underline
322 L1 I can't underline anything because firstly I read… err… wrong story and I remember more this morning they have to read open doors
323 Josephine oh
324 L1 **(laughs)** and I see that I I try to quick reading
325 L2 oh oh
326 Josephine **(laughs)**
327 L2 and did you like end of the story change it **(reads the new assessment)** how?
328 L1 I think she have to err… take her eyes back **(laughs)**
329 L2 **(laughs)** why?
330 L1 that's great for the story because err…
331 L2 but why why turn back err… the eyes… her?
332 L1 I think she is more interesting and more gorgeous for their
333 L2 hıhı
334 L1 because of that she had to be stay blind I think
335 L2 hmm you you think about stay think stay blind
336 L2 yes
337 L1 ok err what do you think Josephine? did you like the end of the story?
338 Josephine yes
339 L2 why?
340 Josephine err… because… Katy Page err… bi dakika although although Katy Page is blind
341 L2 hıhı
342 Josephine err… she is… very strong
343 L2 hıhı
344 Josephine and (4) I don't know yani I liked
345 L2 so would you like to change it? would you like aynen change it?
346 Josephine nasıl?
347 L2 would you like to change it end of the story?
348 Josephine yes
349 L2 why?
350 Josephine err… because…
351 L2 and how?
352 Josephine ok Katy Page err… again… the queen of radio interviews…
353 L2 hmm
354 Josephine and… star of her listeners… was that
355 L2 hmm ok (4) and err… the… end of the story… I didn't like because… she err… haven't err… any popularity and famous there are no anything about this… because of the she can

see everything… she recovered… and but… she not famous… and err I'm I'm on about to change it… the end of the story err must err end should end the good err… idea and err she… go on the like a famous as a famous in your life her in she life err… in her life
356 Josephine err I think err… he should… have married Mick in the end
357 L2 hmm he married
358 Josephine yes
359 L2 why did you think about?
360 Josephine err… because… err… because Katy Page… err… err hoşlanmak neydi?
361 L2 loved
362 Josephine hah Katy Page loved… err his yoo to Mick Dean… I think
363 L2 you are think
364 Josephine yes… err
365 L2 did you love him Katy Page?
366 Josephine yes yes in the end (4) [for example]
367 L2 [your idea or]
368 Josephine [err…]
369 L2 [there are]
370 Josephine [no no]
371 L2 ah I couldn't miss I could missed
372 Josephine for example… err… blue eyes Mick Dean
373 L2 yes?
374 Josephine hah
375 L2 she can… him
376 Josephine (4) and… err he smiled… yoo when he smiled err Katy page is loved
377 L2 so your think about the after the recover err opened the err… her eyes
378 Josephine yes
379 L2 her she err… she saw him and loved him
380 Josephine yes yes
381 L2 because of the… err alluring for her
382 Josephine alluring?
383 L2 cezbedici
384 Josephine hah ok
385 L2 ok I understand (8) err end of the story… must must go on the good I guess
386 Josephine I guess
387 L2 she keep the famous she must keep the famous (4) is a singer she was she was a singer?
388 Josephine (4) who?
389 L2 she… Katy Page
390 Josephine yes
391 L2 ok she err… keep the singer she must keep a singer I guess
392 Josephine she was a singer… or err… radio interviews
393 L2 ah yes yes sorry not singer… radio interviews
394 Josephine ah ok
395 L2 but… don't… end of the story really I'm feel that
396 Josephine ok L2
397 L2 **(laughs)** ok Josephine
398 /L2/ Josephine/ **(laughs)**

Extract 5

1 L1 can you hear me?
2 Esma yes
3 L1 err… what can you tell about Katie's characteristics?
4 Esma err (4) Katy err… is a err truthful person and err… she like err… true and she tell true err… she err… and for err… guests to…. tell… true things err (11) that's all… what do you think?
5 L1 err I think err she's a determined person and… she's err… always hopeful and honest err… [and]
6 Esma [yes]
7 L1 she is a … strong
8 Esma yes strong err… [characteristics]
9 L1 [yes] (57) err… I like err the Katy's honesty
10 Esma err yes err (5) we have… a question what things does Katy like?
11 L1 yes
12 Esma err (5) I'm looking for

13 L1 ok err I like Katy's err… honesty… because err… she always… telling the truth and… err (4) she is understood the liars
14 Esma (5) err… Katy… I think Katie err… like err go to theater err… and err… she always err want to see… paintings in museum err
15 L1 (5) yes she is an art lover
16 Esma yes (14) err… theatre was… favorite activity… of hers
17 L1 yes (4) evet err she… like… the ((2))
(2 min. later)
18 L1 we have a question **(reads the discussion question)**
19 Esma (15) err… I don't know… err (4) err… err it can be… err deep meaning err… because she… err… she was blind err and at the end she have operation thanks to Perceival… err… and err… no she can see but err… but she depend on he or she… err… such as err… she… err has a err… ((2)) in show… err… err… thus she… err… scarf… err… cover up her head… and… err… she decided err to get guess what say true or not
20 L1 (5) yes err I agree with you and I think it is a real sense… I think it's a real sense but at the same time err… there is a deep meaning behind it because err… she… see everything but err… she get used to the blindness…
(2 min. later)
21 L1 I will answer the question four (4) she is used to err… influences from sounds because err… she… she can't see facial expressions err… so she doesn't treat many people err…as before and believe them thanks to smiling on her takes on they are faces
22 Esma (4) err… yes err… err also after surgery err… Katy err… err… err (9) Katy first to distinguish her err… objects… her objects (6) she doesn't decide err… it's err distances
23 L1 yes because she err get used to blindness (8) reads the discussion question
24 Esma err (6) err
25 L1 (18) I can start if you want
26 Esma err yes
27 L1 (6) I think err smile err… isn't a threat to Katy because err… because she thinks that this is… a good thing but then… she can't understood err… the liars so… err then… err… she threat to smile on their faces
28 Esma err yes err guest err… err try to… err keep lies… thanks to smile err… and sometimes err… Katy err… err (5) err… doesn't decide err… doesn't decide err… what say err… true or not… err but then… err… she understand… err… at the end of story… err… for example err… a politician err… says err… lies
29 T **(joins the room)** Esma?
30 Esma hocam konuştuk da L2 nun… [yazmasını bekliyoruz]
31 T [you are alone or]
32 L1 hayır hocam ben de varım
33 T ok good
(1 min. 18 sec. later)
34 L1 I think… err… Ceren is right… but… at the first but then… err… that's why… she… covered with… covered her eyes with… a scar
35 Esma err…yes… err
36 L1 (22) I don't understand the assessment 6
37 Esma err… I think it is a warning (19) I think following question about
38 L1 (6) yes maybe
39 Esma (20) err… let's check it err… the dictionary
40 L1 ok
(1 min. 18 sec. later)
41 L1 I think these are not the that makes sense
42 Esma Page err…
43 L1 yes Page yeah
44 Esma err (7) I don't know (5) maybe çağırmak err (4) it err… related to… err… hear… hear sense
45 L1 yes yeah maybe
46 Esma (18) I think… err… writer… err… has… proposed err… why… writer… err… give err this name (6) but… err… I don't related to it
47 L1 (13) I think these are err… make sense… err because I checked the name of Mason and this means err taşçı
48 Esma yes
49 L1 or duvarcı err… so… (33) err I think… err… err this names explains that this name and isn't

given err… casually or randomly
50 Esma err yes but err… I don't associate with this name and this means (13) I didn't find err Trudy
51 L1 (18) I think… the Mason calls the… the… err… duvarcı or taşçı and that person indicates her… err… persistence maybe
52 Esma err… yes it can be (27) what does it err Trudy?... I didn't find
53 L1 can you find… err Dean?
54 Esma err… no
55 L1 the Dean… is… president… like president and… err the story… in the story… err… Mick… Dean err the youngest… err… producer and err… he is responsible for many of its news and most successful shows that's why err… err… given this name for her
56 Esma err yes
57 L1 I can't find the Trudy (8) I think this name is err… randomly… given
58 Esma yes (8) also I didn't err… find it
59 L1 yes I didn't find it Perceival (7) I think this names… can be associate the names err with the characters
60 Esma err yes but… err… Page err… is err… make sense err… this… err other names err… I… didn't relate it err… names
61 L1 yes I think too
(1 min. 29 sec. later)
62 Esma err… in err… task err… seven… err… I think err… this important err… **reads the lines**… this can be important
63 L1 which page
64 Esma err (4) sixty eight (6) first paragraph
65 L1 (13) yes she when the she err… see everything… then she give the offerings
66 Esma (10) err she previously err… she doesn't think to see everything err… but err… she decided err… have surgery
67 L1 yes I think err… in page… sixty two… the last sentence **(reads the lines)** these are important because she always give the ((2)) things but she always err… turned down offering because she works on the radio and… err… she didn't… want to… on television
68 Esma yes she like her job (10) err… but err… err then err… she accept err… this… job (9) am I right?
69 L1 yes I think you are right… and… in page err… sixty five err… this page **(reads the lines)** doctor Perceival and Katy's conversation
70 Esma ah yes
71 L1 (4) I think this is important too because err… she thought err… when the he when they say Page let me apologize she thought that err… he is going to be weaken but then… she… thought err… wrong… because err… his house are his house is supporting the what say the things
72 Esma (5) err… yes err Katy err… try to err… his err… err… his hopeless things what he say err… err to show err… errr… guest… but err… she didn't it err Perceival… err… err think err… Page… err… Katy Page can see thanks to this surgery
73 L1 yes… you are right let's talk about task eight did you like the end of the story or would you like to change it how? (9) I like the end of the story err… because… she err… get used to blindness so err… even if she see everything but… she continued program in the radio err… which and she get used to and I don't like to changed the end of the story
74 Esma err… yes err… I like err… at the end of the story err… Katy err… the whole text err… she passed the sense of err…part err (5) err… but she… err (8) err she covered err … her head scarf err… she err (5) it is a … more err (4) more easy… err than see the guest
75 L1 yes (13) so you wouldn't change the… ending of the story
76 Esma err no
77 L1 ok
78 Esma but I didn't… like err… she didn't distinguish err… new objects and… far objects… and it err… effect err… her hear sense
79 L1 hıhı
80 Esma to understand in front of person
81 L1 yes (29) maybe she continue the… shows… in television (12) because I think she… used to… get used to err… on television over the time

Extract 6

1 Barış L1 can you hear me? (41) can you hear me?
2 Ali yes I can hear you… Barış
3 Barış ok
4 Ali L1 can't see… or hear us
5 Barış I didn't understand… Ali
6 Ali I said to L1
7 Barış ok (8) I guess L1 can't speak
8 Ali oh then… let's talk… with chat
9 Barış ok (4) there are any task?
10 Ali (10) no? teacher didn't… send something yet
11 Barış ok

2 min. later

12 Ali so? let's start Barış
13 Barış ok err… I think err err Katie err is very truth person and… err… she… err always judge err people according to err… their… ideas and behaviors not according to their views
14 Ali err yes… that's right… and I think although err… she has err… some… setbacks she can she will see the true thing via his ears and she is also err tough person in my opinion hard person no one can err pursuit her… so do you wanna add something?
15 Barış no
16 Ali let's ask to L1
17 Barış (12) because of L1 is… L1 writing err it will be… long
18 Ali yes no problem we are time (10) he's writing
19 Barış (35) can I began?
20 Ali yes of course
21 Barış err (8) burda şey Türkçe konuşacağım ama
22 Ali no problem
23 Barış X… Katy'nin görünüşünden mi bahsettmemizi ha ((2))
24 Ali thanks that Katy like Katy loves… but wait for L1 we will we can wait for L1
25 Barış ok (56) I guess L1 didn't… err… it (20) Ali are you there?
26 Ali so let's continue Barış
27 Barış [(4) ok]
28 Ali [so…] will you begin or shall I begin?
29 Barış I can begin
30 Ali ok go on then
31 Barış err Katy likes err… her job err… her job is the radio… radio err… [and err…]
32 Ali [yes]
33 Barış journalist and she like art and painting she always see that painting err or museums
34 Ali yes?
35 Barış [err]
36 Ali [she always…] she always desire to see it because she can't see it… so she want to see it so go on
37 Barış err… that things to see err… is… is her dream
38 Ali yes
39 Barış err and he she like Trudy
40 Ali yes Trudy who is Trudy?
41 Barış err Trudy is err… her err.. white dog
42 Ali oh ok… so ah there's nothing… like an ad in my opinion and she also like art literature she like reading or searching for something that's it in my opinion thank you
43 Barış [I think]
44 Ali [so…] we will … continue with the next question
45 Barış ok
46 Ali (45) **(reads the teacher's question and explanations laughs)** so… Barış let's start
47 Barış ok err… the verb see is I think is a real sense because err she she was a blind… I think… it
48 Ali so… you think it is a real sense it talks about real seeing something
49 Barış yes
50 Ali err in my opinion there's something err… deep meaning after the see as far as I understand… err I understand that you shouldn't judge the book… for its cover you have to look inside of it… you have to err… other senses also important to err… knows someone or meet with someone I think there is a deep meaning about see in the story

51 Barış err I think it is err… it is good explanation I agree with you
52 Ali thank you so… do you have such explanation about the hidden meaning of see? can you give an example?
53 Barış err I I can't give example
54 Ali ok let's wait for the other… err question if you are ok we are done with the discussion
55 Barış your voice… volume is very down err I hard to… hear you
56 Ali ok I will talk little bit loudly
57 Barış it's very
58 Ali ok
(1 min. later)
59 Ali so Barış there's the other task
60 Barış err I began
61 Ali yes sure began
62 Barış err Katie after err her operation… her ideas err was changed because err before he she judged people according to err their behavior or ideas maybe speech err but after the operation err she judged err people by according to… their view… and their clothes… that's
63 Ali according to their appearance right
64 Barış yes yes mean
65 Ali so she err… oh she mislead by the… misleading by the… appearance of the person… so that's good explanations Barış thank you
66 Barış I thank you
67 Ali so I can't add something you have say already the all things that I said that I was said (44) Barış let's change the question… err what do you think about this err… thing… do you err… do you… prefer judge people by their appearance or by their voice or behavior
68 Barış err… err… one second
69 Ali ok
70 Barış err you you can speak loud
71 Ali oh ok did you understand my question or shall I repeat it?
72 Barış err… err… if you repeat it err it's better
73 Ali ok let's skip my question the other announcement will come late soon let's wait for the task five
74 Barış err evet
75 Ali (11) Barış is my loud voice clear now or… [shall I speak louder]
76 Barış [yes I can]
77 Ali [you can hear me right]
78 Barış no I can hear you it's better…
79 Ali [ok]
80 Barış [than before]
81 Ali hmm ok (11) so (8) will you start or shall I start Barış?
82 Barış err I can
83 Ali ok let's begin then and I will add something
84 Barış (4) err… smile of people **(clears his throat)** are mislead the Katy err… **(clears his throat)** so so Katy hard to attack people when there are smiling err… err… because of **(clears his throat)** Katie before err before people that's smiling… so Katy… Katy was mislead
85 Ali so why do you think she mislead by the… err by the smiling of the people? why do you think?
86 Barış err
87 Ali what is the reason behind the misleading point?
88 Barış err… err… before err Katy err [don't see they when smiling…]
89 Ali [yeah]
90 Barış so… err err err one second
91 Ali ok take your time
92 Barış err she care about they err… voice or talking… but err… err after the operation she she was see that… their smiling and she mislead because err… when when they are … smiling Katy don't see their ideas or behaviors… err… she focused their smiling
93 Ali oh so… smiling become a threat err… for Katy right
94 Barış [I think no]
95 Ali [as…] no so do you think that… err smiling isn't a threat for Katy so she can… err… she don't affect she didn't affect by the smiling of the people do you think? this one or the other one?
96 Barış err I think… smiling people err not threat Katy because Katy before… err… err… [anlatamadım]
97 Ali [no problem]
98 Barış [sen devam et istersen…] ben sonra toplayınca söyleyeyim

99 Ali no problem just try to speak… it's our… task it's the reason for the talking and teams is this one so try to make sentence no problem take your time I will continue now… sıkıntı yok
100 Barış thank you
101 Ali I think smiling become a threat because as she didn't see anything… err at this since she was born she couldn't see the smiling or the err… or the err… fake smiling of people she doesn't believe to their appearance or their what they would like she just feel the err… err strange things or dishonest things from their err…voice and… after the operation as she can see their misleading smiling… err… she became… smiling became a threat for the err… for Katy in my opinion… and err… as we read in the err… last part of the book last page of the book we can see that she err close their eye she is eyes because she err… mislead by the smiling of the politician so smiling become a threat for Katy… did you understand or… shall I repeat it?
102 Barış err… yes… err… err… she…err… necessarily… judge… people their smiling
103 Ali yes but smiling become a threat because she didn't see it… err at first… but after the operation she can mislead by the smiling of the people by the appearance of the people… so do you think still err… smiling isn't a wasn't a threat for err… Katy… or… have you changed your mind idea? (10) Barış
104 Barış yes I'm here
104 Ali oh tamam duydun demi?
105 Barış az önce dediklerini… son… son kısmını anlayamadım
106 Ali [ha tamam]
107 Barış sesin çok kesik geliyo da
108 Ali tamam o zaman let's skip to the task next tamam?
109 Barış ok
110 Ali (5) hmm
(1 min. later)
111 T do you want the assessment?
112 Ali yes we want the task
113 T ((6)) **(explains the assessment)**
114 Ali **(laughs)** I guess I got it now (6) so Barış let's check the names of the… err… of the characters
115 Barış ok I'm checking… in dictionary right ?
116 Ali yes
117 T (14) **(explains the assessment)**
118 L2 hello Ali
119 Ali hello L2 welcome
120 L2 and how are you?
121 Ali I'm fine what about you?
122 L2 elhamdülillah I'm so fine I didn't understand the question ((5))
123 Ali did you read the err… book that we shared on the… WhatsApp group?
124 L2 book
125 Ali yes… we are talking about the book open doors
126 L2 open doors… ok let me check it in there
127 Ali ok… let… take your time
128 L2 I'm sorry I didn't get
129 Ali no problem no
130 L2 err… open doors (14) ha here open doors
131 Ali did you find it
132 L2 yeah
133 Ali ok
134 Barış err I didn't find… anything about these names err… [but]
135 Ali ok
136 Barış but err… I I find only thing is that is dean err err this… mean err… err… president
137 Ali [yes president]
138 Barış [Mick Dean…] Mick Dean is… was president of the err… radio channel
139 Ali oh? so… there's a hidden meaning so I'll check it also
140 Barış I think it is (20) do you found anything?
141 Ali err… yes I found the Trudy it means spear of strange yani err gücün mızrağı gibi… bişey
142 Barış err yes… very good
143 Ali err… Percival… let's check Perceival
144 T (6) what does it mean Ali?
145 Ali err… spear of strange **(talks to the teacher)** gücün mızrağı

146 Barış I I can say something
147 Ali yes of course
148 Barış err in my opinion err… Katy Page Katy Page surname is I think err err can be… err err… she… she had had a err new page in… her life
149 Ali [yes?]
150 Barış [after operation]
151 Ali yes exactly that's good explanation and also err the doctor Percival… err… Doctor Perceival's err… surname is associated with the err… err with the… Perceival… Perceival means… I will check it as well bi dakika
152 Barış Perceival control ettim ben Kral Arthur'un yuvarlak masa şövalyelerinden biri çıktı başka bulamadım
153 Ali bi dakika ben bakayım… so? there is also a hidden meaning… but I couldn't find it as well but Trudy means strange of spear of the strange gücün mızrağı and I think err it is associated with the Trudy helps to the err… blind Katy… it can be associated with that L2 so can you… join us… or?
154 L2 yeah yeah
155 Ali so if you check the… names… you can join us in my opinion
156 L2 ok
157 Ali (25) I couldn't find anything **(laughs**) that's it but I'm sure there's something hidden meaning about behind these these surnames
158 L2 (30) **(laughs)**
159 Ali (30) so Barış and L2 I have found something about Perceival doctor Perceival the err Perceival… the night of… err… King Arthur yani şövalye Arthur'un aman şey Kral Arthur'un şövalyesi err was a brave man as the Perceval is… Perceival is also… braveman… it can be associated with that
160 Barış yes I agree with you can be (56) I can can I began?
161 Ali yes of course begin Barış
162 Barış I I didn't find err… important quotations
163 Ali [quotations] **(corrects the mispronunciation)**
164 Barış [in the book but err… I I find one
165 Ali ok
166 Barış but… err… I'm not sure
167 Ali let's let's read it and say the page
168 Barış I write it I read
169 Ali ok read it
170 Barış **(reads the line)**
171 Ali hmm hangi sayfadaydı do you know it? ah I have found it I have I have underlined it as well so you have found the right one in my opinion
172 L2 which page?
173 Ali err page 62
174 L2 thanks ok continue
175 Ali ok so **(reads the line)** so err… what do you think about? why did you underlined it err… Barış?... what was main the reason?
176 Barış err… err… I think err… it is about err… judging people
177 Ali so you think it is important for Katy and about it is important for or our daily lives as well?
178 Barış I think it is err… not important but I didn't find else
179 Ali ok if you find something you can say ok I will also say so L2 do you wanna add something about this quotation? it's clear I think
180 L2 I didn't find it in sixty two page err which line?
181 Ali err… let me say (7) it's twenty three **(reads the line)** it starts with it didn't matter what you look like (31) did you find it L2?
182 L2 NOt yet err… page sixty two
183 Ali yes
184 L2 err it's true (5) ah line twenty?
185 Ali twenty three yes
186 L2 ((3)) reads a line
187 Ali no? not that page let me read it then discuss one or two sentences about it then
188 L2 ok
189 Ali we will skip it

190 L2 ok
191 Ali listen carefully it didn't matter what you look like it was what you said that you would be judged by that's what she always told everybody so what do you think about this sentence? do you have any do you get any hidden meaning about after behind it?
192 L2 your question for me or
193 Ali yes I have question for you
194 L2 ha **(reads the line)**
195 Ali yes
196 L2 I didn't know but err… it didn't matter what err… color characters
197 Ali yes
198 L2 it is important thing err… err… **(reads the line)** hmm **(reads the line)**
199 Ali actually the matter is your character your behavior thoughts someone right you mean that?
200 L2 yeah yeah
201 Ali ok let's skip it I will I will say one more quotation about it… then err… we can skip this discussion part
202 L2 ok
203 Ali err… page sixty six Barış can you hear us?
204 Barış yes I can
205 Ali ok err… but at sixty six line one two three four five yes five it starts with but
206 L2 hıhı hıhı
207 Ali **(reads the line)** so… it's associated with… her… err saying… or something
208 L2 **(reads the line)**
209 Ali so Barış what do you think about it?
210 Barış err I think it is very important beautiful quotation… err it is err… telling… us that (5) there are there are no şey err err threat about err err Katy's err Katy's
211 Ali blindness
212 Barış blindness yes yes blindness err err… err… this… err… sentence explain err explain it
213 Ali ok… thank you it's enough… I think so… let's continue with the other task so L2 please read the err… the final of the story then we can discuss it with you as well
214 L2 ok
215 Ali it's… let me say the page… err… page seventy eight
216 L2 seventy eight
217 Ali Barış let's wait…. couple of minutes so L2… **(responds to the teacher)** no? we didn't finished yet
218 L2 ok seventy eight
219 Ali so err… read that part and we'll discuss about it
220 L2 err which part?
221 Ali err… begin with the Kathy part **(reads the lines)**
222 L2 err… Katy (4) ah **(reads the lines)** is it?
223 Ali no? I guess you aren't
224 L2 did it or not?
225 Ali no you're on the… err… wrong page in my opinion so I will err… summarize the story for you ok
226 L2 ok
227 Ali or tell the end of the story Katy is a blind person err… err who works in the radio station… she judging person by their voice and she err… got run an operation and she can err… she starts to see everything err then she… the smile the appearance of the people became a threat for her so she couldn't she start couldn't judge person by their voice and at the end of the story err… Katy Page err… close her eyes and err… make a radio program with closing eyes… and err… after err… that err… she can… judge people more truly by err… closing her… eyes so that was the story
228 L2 ok beautiful story
229 Ali so err… do you want to
230 L2 I ((2)) inşallah
231 Ali do you want to err… change the end of the story?
232 Barış can I can I explain assessment eight?
233 Ali ok
234 Barış err… I I like err err end of err… the story in end of the story Katy's err… err… seeing is changed seeing seeing is not real… is mecazi anlam nasıl denir? mecazi anlamda
235 Ali **(laughs)**

236 L2 **(laughs)** I don't know
237 Ali hocam mecazi anlamda ne demek?
238 T literary
239 Ali literary… [mış Barış]
240 Barış [hıh] (4) it is it is literary err… end of the story err… only changed err… Katy's seeing err her audience her audience err… err seeing changed because err they they loved before Katy but after the operation err Katy's err Katy's Katy began began to err see err… began to see after Katy's err… bi saniye
241 Ali tamam
242 Barış err Katie's opinion… was changed
243 Ali ok so you like the end of the story so you didn't you don't want to change the end of the story right
244 L2 yeah
245 Ali ok Barış you?
246 Barış can you repeat that?
247 Ali so you like the end of the story and you don't want to change it right?
248 Barış yes yes
249 Ali ok so I like it as well it was a nice and… er Katy found the right… way to judge people she's old Katy and it's nice so let's skip the… to the other assessment (14) did you understand it?
250 Barış yes yes I understand

Extract 7

1 L1 L2? Gece?
2 L2 ((2))
3 L1 (4) soruyu gördünüz de mi?
4 L2 görmedik
5 L1 (3) room 3 diye gelmiş olması lazım soruların
6 L2 [ben bakıyorum şu an]
7 L1 [what can you tell about Katy's caharacters?] (5) L2 görebildin mi?
8 L2 yes
9 L1 (6) err Katy is a honest err … smart woman inteligent woman
10 Gece yes Katy is hardworking person
11 L1 [hıhı]
12 Gece [and]
13 L1 (4) hıhı
14 L2 (6) Katy have err (3) very interesting… characteristics and because (3) err she can feel (3) her guests (5) her guests [err]
15 L1 [and err (3) I think err… got better when I start see
16 L2 maybe (5) and I think err (3) Katy Page is very beautiful err… woman
17 L1 hıhı
18 L2 [(4) because she hair… she had hair very long]
19 Gece [she had a ((3)) that was gentle and calm]
20 L2 yes
21 L1 YEs err… what things does Katy like? (21) err (8) err (19) Gece?
22 Gece Katy like ((2)) and art
23 L1 (4) err… her dog
24 Gece yes (15) sesim geliyor de mi?
25 L1 evet
26 L2 (4) benim ki geliyor mu?
27 L1 evet? (3) err… Katy ((6)) to interview (27) hello? **(laughs)** Gece L2 yaa
28 Gece (4) sesin geliyo ama soruya söylenecek şeyim bitti
29 L1 (4) hocam X (8) tamam X
30 Gece X
31 L1 (6) X
32 Gece (30) X
33 L1 (4) hıhı (9) **(reads the assessment)** (13) **(repeats what the teacher tells to learners)**
34 L2 I think real
35 Gece (6) I think there is a deep meaning (3) because err… see the future and rights
36 L1 (20) err… I agree with you but err (4) err but err… I don't understand (59 err … question
37 L2 (25) I think… in fact err… verb see is real (3) but sometimes… a deep meaning
38 L1 (11) haa? (10) seeing is acoording to Katy and ((5)) (1 min. 15 sec.) X… **(reads the question**

to be discussed)

39 L2 (10) Katy could see
40 L1 (22) err (6) he err… she wants err… she is very happy seeing err… everything seeing the colors it it make her repeat
41 L2 err (4) Katy could see but… at first she had difficulty seeing the stand objects (5) five or ((2))
42 Gece Katy work not like the past
43 L1 (5) X? (4) X (3) X (4) Gece I don't understand (11) err the colors made her happy the sun changed Katy (81) [she]
44 Gece [she can go different ((3))] and he painted an artist
45 L1 **(reads the assessment)** ((6)) (37) X (10) err… Katy was happy err (9) err (4) was happy to see everything err (9) maybe… err… didn't err (4) maybe err her book foreign
46 Gece I think smile is a threat because she can't say she didn't understand lies
47 L1 he didn't understand?
48 Gece lies
49 L1 hmm
50 L2 I think when people smile at her she is she knows people jackling her
51 L1 (5) the (18) her err… her loved her job more (20) her started (3) to see for herself because
52 L2 maybe
53 Gece he lost about Katy's and style of mistake
54 L1 Katy (4) err (4) err (5) started to get Katy (4) and was (4) or (5) shocked first (35) started to guests' smile
55 Gece [yes]
56 L2 [yes]
57 L1 maybe she started to know her her herself
58 Gece Katy was the Queen of the radio interviews but because start (25) to her
59 L1 yes
60 L2 (12) is there any other question?
61 L1 **(reads the next question)** (10) I don't understand the questions siz anladınız mı?
62 L2 X
63 L1 X?
64 Gece **(translates the question to her friends)**
65 L2 smile kelimesi mi?
66 L1 hoca kelimenin Türkçesini mi soruyor?
67 Gece o önceki alıştırma için değil miydi?
68 L1 (10) X? (6) ok
69 L2 tamam o zaman I don't have any idea
70 L1 kitaba mı bakacağız? **(reads the question)** (10) Trudy
71 L2 ben anlamadım
72 L1 Türkçe mi olacak? (6) seconds hocam bu ne anlama geliyor?

(teacher explains the discussion activity)

73 L1 (5) siz anladınız mı soruyu? anlatayım mı ne demek istediğini? (20) Katy Page **(murmurs the Question)** (10) I leave it to you (7) Gece L2 (4) the answer (5) hocam L2 yi odadan attı Gece? Gece?
74 Gece burdayım
75 L1 soruyu sana bırakıyorum **(murmurs the question) (**30) **(murmurs the question)** (30) X (7) X? **(murmurs the question)** (8) Trudy the power Katie (6) Doctor Perceival (8) neydi? chevalier
76 Gece (5) maybe
77 L1 hocam X ben ve Gece burdayız
78 Gece (8) dean means means (4) dekan it means memur (4) and in the story he's a determined person (3) to Katie (5) maybe he events başka bişey gelmiyor aklıma
79 L1 (9) Trudy is güç
80 Gece belki gerçeklik honest
81 L1 (3) Trudy honest
82 Gece (4) or power
83 L1 (3) Mickey Dean (4) dean başkan demekmiş
84 Gece dean dekan demek
85 L1 hı hı
86 Gece (7) Perceival ne demek bilmiyorum ama
87 L1 (10) Jimmy Russell (8) aklıma bişey gelmiyor

88 Gece aynen
89 L1 X (4) yes (9) X ((8)) X?
90 L3 X
91 L1 X (10) X (4) X? **(reads the discussion activity)** (20) **(reads the discussion activity)** hıı
92 Gece (6) I underlined (5) hope was like **(reads the line)** I like the
93 L1 (12) go for it Katy
94 Gece (19) and page err 71… err **(reads the line)**… I underlined that
95 L1 (10) I don't understand Gece (20) seventy one?
96 Gece yes … but Katy diye başlayan paragrafta **(reads the line)** (10) geliyo mu sesim?
97 L1 hı hı evet geliyo (5) ama aktiviteyi göremedim ben
98 Gece bu alıntıları tartışın diyo
99 L1 yok hayır senin dediğin yeri anlamadım
100 Gece err… şimdi sayfa yetmiş birde Katy ile başlayan bir paragraph var (6)
101 L1 yeah hmm tamam
102 Gece [orada ((4))]
103 L1 [**(reads the quotation)**]
104 Gece it sounds la başlayan cümleyi söyledim
105 L1 (4) **(reads the quotation)** (8) **[(murmurs the quotation)]**
106 Gece [what was your quotation like?]
107 L1 (7) maybe err (16) err.. Katy page 73 err… **(reads the line)**
108 Gece yes (6) I underlined seventy two doktor
109 L1 seventy two err… **(reads the quotation)** mi?
110 Gece yes (4) because like Katy (4) err (4) Perceival err… future become available
111 L1 when (4) err (4) page seventy three when Katy ((10)) **(reads the quotation)**
112 Gece (4) yes
113 L1 (30) ((5))
114 Gece aynen
115 L1 (28) hmm **(reads the question)** err (16) [err… dedim]
116 Gece [I like it]
117 L1 [err (5) çün… because err (5) err…err… no I didn't know because I wish the … err… she
118 Gece I liked the end… because they put hope for blind people (3) and… I didn't change I didn't loved someone err… maybe
119 L1 (4) maybe it could end… err better (18) Katy could better maybe tabi (28) ((3))… hocam bizde L2 yok (7) yes (4) X (27) X (26) X (15) X (1 min.) X (9) ha tamam tamam X (9) X **(talks to one of her friends in the classroom** X **talks to one of her friends in the classroom) (reads the activity)** (10) X (12) Gece is (6) Gece speaks (4) very well **laughs** (6) Gece can you hear me?
120 Gece hikayeyi okuyodum da
121 L1 X
122 Gece X
123 L1 (12) did you analyze that Open Doors? (3) merak ettim
124 Gece (3) I didn't understand
125 L1 err… Open Doors
126 Gece Open Doors? Yes
127 L1 you get Open Doors? Open Doors u anladın mı diyecektim de diyemedim
128 Gece (4) did you understand the Open Doors?
129 L1 do you understand Open Doors?
130 Gece yes err… Katy Page can be err… the doors can open
131 L1 (4) and Arlo Arlo'dan daha güzel bence I think it is better than Arlo's War… maybe
132 Gece I think Arlo's War… better than Open Doors because Arlo's War exciting and err… very different but Open Doors is ordinary
133 L1 and mysterious
134 Gece yes maybe (5) only change the story title
135 L1 hmm Katy's Life
136 Gece yes
137 L1 becomes err… err becomes (6) becomes it her life yani Katy's life diye bi title Katy's Life (4) or (5) err… ya da Katy's life aynen
138 Gece yes (6) I can speak or write write the ((4)) or visible life
139 L1 hmm (6) YEs… beautiful
140 Gece thank you

141 L1 X (10) X?
142 Gece evet
143 L1 (4) ben de (8) X (10) X **(activity ends)** ah thank you teacher thank you Gece
144 Gece thank you L1

Extract 8

1 L1 Diane?
2 Diane efendim? X
3 L1 X?
4 Diane ha?
5 L1 ((5))
6 Diane sesin kesik geliyor… konuşuyorum ya… sen beni duyuyor musun?
7 L1 duyuyorum kanka reads the discussion question
8 Diane err can you tell?
9 L2 Katy is blinded
10 L1 at first haha here
11 Daine hıhı
12 L2 arkadaşlar sırayla gidelim
13 L1 (5) kanka Diane bekliyor
14 Diane ne?
15 L1 L2 ile beraber konuşuyoruz
16 L2 aynen
17 Diane tamam kanki (4) L2 sen ne diyosun?
18 L2 soruya mı?... Cathy page ((6)
19 L1 she read the book
20 Diane evet duyuyorum ama konuştuğunuz zaman böyle birbirine giriyor sesiniz öyle kesiliyor
21 L1 hmm… şey biz özelliklerini söyledik kanka
22 Diane tamam
23 L1 karakter olarak şey olarak söyledik
24 Diane err şimdi ben I'm telling
25 L1 tamam
26 Diane err (5) she is best known for her intelligent… err… she has no patience with any attempts to hide the truth her voice is gentle and calm err most modernly at times… she know how to listen to the human voice… err… she is a discover the truth what do you think about it? what Katy look like? err… L1?
27 L1 efendim kanka
28 Diane soruyu gördün mü kanki?
29 L1 X?
30 Diane X önce sen cevapla sonra da ben cevaplarım
31 L1 ha tamam **(translates the question to L2)** (4) Katy likes people
32 L2 Katy like
33 L1 (6) değil mi Diane?
34 Diane evet (6) evet L2
35 L1 she was happy in her works
36 L2 Diane
37 Diane evet (4) şimdi ben mi söyleyeyim?
38 L1 hı X
39 Diane err… she likes to listen to people err… and she likes her dog Trudy and? she likes to walking X onları seviyo işte
40 L1 peki hayatım devam et
41 Diane err… she do yoga and? err… she her favorite activity are like music and? err… listening interviews and? that's all
42 L2 yes she had never very **(laughs)**
43 Diane (13) X? anlamıyorum
44 L1 önümüzde L4 de konuşuyor ona yardım ediyoruz da
45 Diane tamam tamam sıkıntı yok (25) X?
46 L1 X
47 Diane X **(for a minute they chat about Diane's private life in Turkish)**
48 L1 X? **(reads the discussion question)**
49 Diane L2 let's start with you
50 L2 dur ben soruyu anlamadım

51 L1 **(laughs)**
52 Diane **(laughs)**
53 L2 (8) siz başlayın
54 L1 tamam she wants to understand the question sen başla o zaman
55 Diane I think the verb err see in the story is the meaning of dealing things with hearings err things with your heart… not thinking like I saw this person and…
56 L1 sesin kesildi
57 Diane I think… the verb err see in the story… meaning of hearing things from your heart or hearing them err… consciously… when you look at someone and you think like she or he good person looking like good person you consider them err… from your eyes but in the story… considering people trying to understand people like Katy's work… err… she is doing it with her heart with her brain with her ((2)) that's why ((5)) from heart
58 L1 very good
59 Diane L1 you?
60 L1 efendim
61 Diane sen söyledin mi?
62 L1 yok kanka çok iyi dedim doğru SÖYLÜyosun DEDim
63 Diane hah tamam (7) L2 sen söyle kardeşim
64 L2 abstract mi soyuttu X?
65 Diane ne?
66 L2 soyut olan hangisiydi?
67 L1 abstract soyut mu demekti kanka?
68 Diane hatırlamıyorum ya sözlükten control edin (10) X?
69 L1 X
70 Diane (17) L2 sen kitabı okudun mu kanki?
71 L2 ((4)) untelligible
72 /L1/ L2/ **(laughs)**
73 Diane anlamadım
74 L1 konuş kanka konuş kanka
75 /L1/ L2/ **(laughs)**
76 Diane eee?
77 L1 ((4)) is not just with eyes see can do it with our heart anladın mı?
78 Diane anladım
79 L1 görmek sadece gözle bakmak değildir
80 /L1/ L2/ **(laughs)**
81 Diane aynen öyle
82 L1 (12) she can see everything
83 L2 (15) nasıl söyleniyodu she is… she is
84 L1 anlamadım ki she can see everything
85 L2 (8) cümle kuramıyom
86 Diane **(laughs)** (6) cevap verdiniz mi siz ben duymadım ama
87 L1 she can see everything after the operation dedim
88 Diane hıhı L1?
89 L2 (15) err… she can't see (6) she can't see err colors or err ((3)) err… she looked in her wardrope
90 Diane hıhı
91 L2 err
92 L1 she is
93 L2 ((2)) nasıl denir?
94 L1 tells what she asks
95 L2 (14) ok (4) Diane sen?
96 Diane err… for the operation? she could ((2)) her hair on her own but after the operation she could err… she can see around err… look like for example… she thinks like err… it's easy to err… err… toparlayamıyorum ya err… she thinks that person look good as she just look at this person… but in fact… he or she not a good person she cannot divide them into good or bad err… according to her heart but in… err… according to her… ears she could err… know the different between the good or the bad… people
97 L1 ((3))
98 Diane sesiniz çok kesik geliyo az bağırır mısınız?
99 L1 duyuyo musun?
100 Diane hah şimdi duydum

101 L1 tamam… X
102 L2 ben bişey söylemek istiyorum arkadaşlar
103 Diane hah söyle
104 L2 the most important ((4)) for Kathy… err… is saçmaladım şu an da neyse
105 L1 evet doğru söylüyosun
106 L2 is Trudy
107 L1 Trudy?
108 L2 yes?
109 Diane hıhı
110 L1 ne demek istedi?
111 L2 anladınız mı ne demek istediğimi?
112 Diane hıhı
113 L1 **(reads the discussion question)** öyle mi? **(translates the question to L2)**
114 Diane şey mi?
115 L1 sometimes
116 Diane şey mi dostum? (6) err… Katy was looking err… to a young handsome man and she will be looking at he is white teeth and she thinks like she is good he is ok… he… can trust he is trustable person but actually he is not true he is a bad person err… he is just normal person or bad person but he cannot she cannot err… know the truth and not knowing the truth confuse him with being them and makes her err stressty… beni anlıyo musunuz?
117 L1 yes
118 Diane ok
119 L2 sen söyle tamam mı
120 L1 **(clears her throat)** I don't have idea
121 L2 (25) Diane bu nerde geçiyodu kanka hatıtlıyo musun?
122 Diane ne geçiyodu? aa ben hatırlamıyorum notlarımda da yok ya unutmuşum orayı kaçırmışım
123 L1 L2 şeyi soruyo insanlar o kör ya
124 Diane hıhı
125 L1 işte insanlar bunu ((4)) onun için bir tehdit midir onu soruyo herhalde
126 Diane bu soru da o kadar her yere çekilebilecek bi soru ki
127 L1 aynen tam geçmiyo
128 Diane tam biz ((3))
129 L2 **(reads a line)** (23) Diane we find it kanka err page seventy six
130 Diane (4) before
131 L1 hı
132 Diane ne duymuyorum sizi
133 L1 seventy six page… **(reads the line)**
134 Diane ha… tamam
135 L1 in the second paragraph **(reads the line)** Diane
136 L2 Diane
137 Diane hah şimdi duyuyorum
138 L2 geldi mi
139 Diane evet şimdi geldi ama ondan önce ne konuştunuz kaçırdım
140 L2 bu sorunun cevabı kanka
141 Diane tamam tekrar söyler misiniz?
142 L1 **(reads the line)** o cümlede bunu söylüyo galiba
143 Diane evet
144 L2 **(continues reading the line)** X
145 Diane evet
146 L1 translates the new activity to L2
147 L2 nasıl yani?
148 L1 bi kelime mi bulacağız? (10) evet Diane sen anladın mı?
149 Diane anladım activity one de (4) letter nerde?
150 L1 yazıyo ya kanka şurda işte
151 Diane kanka matter yazmıyo
152 L2 (10) kanka buldum galiba cevabını… X?
153 Diane X?
154 L2 (20) **(reads the activity)**
155 Diane ha anladım ya
156 L2 (6) bunların hepsinin bi anlamı var yani öyle mi?

157 Diane galiba
158 L2 mesela Katy Page page sayfa demek ama başka bişey mi anlamadım
159 Diane şey anlamı var err… calling someone çağırmak
160 L2 bi daha söylesene bi
161 Diane çağırmak? birini çağırmak anlamı mesela bu şey yapıyo ya hep sesle err yapıyo ya (4) neyse
162 L1 Katy neydi?
163 L2 Page birini çağırmak mı?
164 Diane Mason Mason yenilgi duvarcı taşçı… bu ne demek yani?
165 L1 Mason kim diyo
166 Diane ben bakıyorum çünkü Mason diyo da (6) Mason bende yok (12) neyine bakalım?
167 L2 dean de dekan yani… [başka]
168 Diane [dekan] (6) err… şu Mick Dean şey olabilir mi? böyle dekan hani… yüksek insandır ya hani o şeyin başı producer err… responsible of **(reads the line)**… hani mertebe olarak mı benziyo acaba? Trudy zaten… Trudy yani
169 L2 Trudy nin bi anlamı yok mu?
170 Diane (4) zaten… this is because I think this is because of Katy love the truth and… she gave to her dog Trudy
171 L2 yes
172 Diane değil mi?
173 L1 Perceival… Kral Arthur'un şövalyelerinden biriymiş
174 Diane Perceival
175 L2 (5) Perceival Kral Arthur'un şövalyelerinden biriymiş doctor ama bu **(laughs)**
176 L1 doktor bunun gözünü açıyo ya
177 L2 şövalye mi?
178 Diane aynen
179 L1 şövalye
180 Diane (26) o Perceival ı I don't get it yani
181 L1 şövalye ne demek İngilizcede?
182 Diane X
183 L1 (28) Perceival is a knight… knight?
184 L2 knight değil mi?... şöval ye mi?
185 L1 şövalye
186 Diane X ((3)) X
187 L2 X
188 L1 X
189 Diane **(laughs)**
190 /L1 / L2/ chauvalier
191 Diane ya biz bu task ı niye yapamadık ya
192 L1 yaptık ya
193 Diane ben duymadım?
194 L2 şöyle kanka
195 L1 Perceival he means is cheuvalier
196 Diane uh
197 L1 Perceival is the doctor of Katy
198 Diane ha?... he looks like a cheuvalier
199 L1 Perceival is a cheuvalier
200 Diane hmm tamam (4) tamam ya şimdi anladım((36))
201 L1 Trudy yi yapmadık… yaptık yaptık good good
202 L2 good… Mason a ne dedik?
203 L1 Mason neydi?
204 Diane (6) bişey söyleyeceğim X?
205 L1 yok X
206 Diane tamam
207 L2 fikri beğenmedi
(2 min. later)
208 T ((4))
209 / Diane/ L1 / L2 yes?
(a min. later)
210 Diane X? **(yawns)**
211 L1 X (25) X

212 Diane (30) şimdi quotations larımı
213 L1 evet çıkmış şeylere bi bakayım bi
214 L2 X?
215 Diane (15) I can listen you (5) biraz sesiniz kısık geliyo ama
216 L1 kanka we will asking now something aa you will listening us evet de
217 Diane ben şu an sizi dinliyorum ama sesten hiç… err… kesiliyo sesiniz
218 L1 page sixty four?... we found quotation I will ask you question about this to you
219 Diane aa tamam
220 L1 **(reads the lines) (laughs)** in page sixty four
221 Diane he is not sure about ((2))
222 L1 (13) **(laughs)**… Diane can you find it?
223 Diane err… sayfayı buldum
224 L1 last paragraph
225 Diane nerde?
226 L1 in the last paragraph **(reads the line)**
227 Diane ha
228 L1 Katy why err… waiting for any little changes in his voice? [why Katy Page]
229 Diane [because…] she wants to hope… to see… err… everyone until her err… aids ((2)) everyone thought like you can see ever ever and this is like… err… chance a hope… but she is not sure… bence böyle
230 L1 ((2))
231 Diane evet?
232 L1 tamam
233 Diane ben de söyleyeyim mi?
234 L1 yes
235 Diane err… do you remember I don't know what page but their like to see a good fight and fighters what is the meaning of fighters what do you think about the fight?
236 L1 page
237 Diane I am searching for the page (11) bakıyorum (4) bulamıyorum ya
238 L2 (4) kelimeyi anlamadık
239 Diane hani böyle şey diyodu ya err… they like to see the fight… and she is a good fighter hah altmış üç (5)
240 L1 altmış üç
241 Diane err… şeyde… bir iki üç paragraftayım üçüncü paragrafın sonu
242 L1 **(reads the line)**
243 Diane (30) X… **(reads the discussion question)** huh
244 L1 X
245 Diane ne?
246 L2 şeyi anlamadım ben
247 L1 (17) **(reads the assessment)** I don't want to change (4) I don't want to change it and I love it so much it's suitable for ((2))
248 Diane yes I think so I don't change either
249 L1 I don't either **(laughs)**
250 /L1 / L2/ **(laughs)** either **(laughs**
251 L1 X
252 Diane X
253 /L1 / L2/ X **(laughs)** ((6))
254 Diane (20) X… X (10) X

Appendix G. Data Extracts 9 – 15 in Assessment 2

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 9

1 L1 can you hear me
2 Esma yes what about… **(reads the question)**
3 L1 I think according to I search on the Internet and the first paragraph err in the article he's inspired the mountains
4 Esma yes mysterious mountains
5 L1 yes such stories inspire to Arthur yes I agree with you
6 Esma (4) and I don't understand the question two
7 L1 yes when I check the article but I can't find the word
8 Esma yes maybe maybe the third paragraph… mesas world maybe (4) why did Bob Peterson I will discuss it question three or four I think
9 L1 biologists you missed it in the wild life in the Tepius because… because very mysteries mountains
10 Esma yes mountains yes
11 L1 and… and they want to dismiss Sirius
12 Esma yes
13 L1 they think in Tepius are found no one don't know where is on the land (4) and this place is unreachable
14 Esma yes (4) why did Bob Peterson I will discuss question four I think (5) it is in… seven paragraph seven (15) I think because Bob Peterson reach off summit (4) and err he is happy to reach it
15 L1 (4) I think it's very right because he suddenly saw err out of the darkness and the caves lit by candles and there was ((2)) waiting for us and they are so tired because of the walking for hours and err
16 Esma (55) yes he lived some problems

(a minute later)

17 L1 so what do you think about err (4) the Bob Peterson's why **(reads the activity)**
18 Esma because he and the scientist just wondered if… even err scientist could reach there since the Tepius world (4) 4 does he wonder Tepius
19 L1 hıhı
20 Esma Tepius and (6) and (4) err (25) Bob Peterson ın tam olarak ne için gittiğini anlamadım okurken
21 L1 hıhı
22 Esma ama err yani oranın çok err… özel bir yer olduğunu… falan merak ettikleri için gittiklerini düşünüyorum… yani inşallah İngilizce olarak aktarabilmişimdir
23 L1 **(laughs)** evet evet anladım… şey söyleyecek bişey bulamadım yani (5) I guess err they are…err… went err… to there because err… they are (7) they are explore this place and err… for searching
24 Esma a yes
25 L1 maybe I think (35) shall we do the err the exercise c?
26 Esma (4) err I don't understand… exercise
27 L1 **(reads the activity)**
28 Esma yes yes
29 L1 (9) do you think err **(reads the question)**
30 Esma err… no… err because err… ((2)) is inaccessible place and err… err… err… I don't think err… to easy (6) err… maybe by flying… [or…]
31 L1 [yes]
32 Esma err development err…gear or err equipment
33 L1 hıhı
34 Esma err… they can
35 L1 yes I agree with you… and I think this place is err… not pollute explored that's why err… for tourists err… to visit it shouldn't be made either
36 Esma yes
37 L1 (4) question two **(reads the activity)**
38 Esma err
39 L1 (5) I don't have an idea… about this questions
40 Esma (4) it may be difficult err… because err… he has to… err… cautious
41 L1 hıhı

42 Esma and he has to… şey err… scientist err ((2)) be cautious (5) err… because it is unexplored places err
43 L1 yes maybe
(a minute later)
44 L1 err… the scientists have learned from studying unexplored places err… maybe this places err… are err totally err undiscovered err… because err they… not sold… err the mysterious… about this place
45 Esma yes… err they found the with some problems and…err…they can err… deal with err overcome… problems because err… they err… they have never been err face… face with this problems
46 L1 yes (26) I guess that's it
47 Esma (6) I don't understand
48 L1 I guess that's its
49 Esma hmm
50 L1 (20) we are answered the questions and in… the exercise b and c

Extract 10

1 Barış ben teams uygulamasını indiremiyorum yükleme ekranında sürekli açılmıyor diğer gruplarda da ses yok galiba
2 L1 aynen öyle gözüküyor (7) hah tamam duyuyor musun?
3 Barış evet
4 L1 son iki soruyu göremedim ben neydi onlar
5 Barış yanlış anlamdım değil mi b exercise deki soruları yanıtlayacağız
6 L1 aynen öyle
7 Barış son iki soruyu yazayım ben
8 L1 ben ekrandan bakıyordum sayfaya bizdeki kitaplardan birinde mi bu işlediğimiz? öyleyse direk sayfa numarasından bakayım
9 Barış evet active reading üç (4) sayfa doksan yedi (4) eğer yoksa whatsapp den fotoğrafta gönderebilirim
10 L1 çok iyi olur
11 Barış atıyorum
12 L1 (5) tamamdır geldi (4) ilk sen başla istersen
13 Barış tamam
14 L1 yes we are
15 Barış err… Conan Doyle's book is important for scientists because err… him the book mention isolated places so… if they inspire that book maybe guide them
16 L1 I agree I do not remember much but I guess he was inspired because of… Tepuis is a very mysterious and undiscovered region (4) so what are mesas ?

Extract 11

1 Ali kanka duyuyor musun?
2 L1 [yes yes hah]
3 /Ali / L1 / **(laughs)**
4 Ali [hocam]
5 L1 [hocam]
6 Ali we can speak with L1
7 L1 **(laughs)** what's the topic?
8 Ali ok one minute L1 I am speaking with hoja hocam şey yapabilirler… bende de ses gitmiyodu… err… headphones e tıklıyorum şeye speaker e… onu işte eğer kulaklıktan dinliyorlarsa headphones yapıyorlar ama şeyde
9 T sen yapabilir misin Ali?
10 Ali TAMAM YARdım edeyim
11 T X
12 Ali X
13 T X
14 Ali let's start L1
15 L1 let's start
16 Ali [you speak]
17 L1 [you you]
18 Ali [I am… I am starting]… so… what do you think about the first question? have you open the book? opened the book
19 L1 I didn't… listen
20 Ali it is recording
21 L1 OH **(laughs)** yes yes

22 / Ali / L1 / **(laugh)**
23 L1 I have a business… I had a BUSIness
24 Ali ok first question **(reads the activity)** so you don't have any idea about it as far as I see
25 L1 (3) yes… we cannot talk about the questions because I didn't listen nothing
26 Ali ok so let me summarize it I will summarize the all paragraph for you err… there's a someone err… one mountain err it's so huge it is high altitude no one can reach there only a few people reach there and err… there is err… unique creatures that we don't which we don't have err… in the general world… anladın mı?
27 L1 ah **(laughs)** a little bit
28 Ali ok it's good so err… it's… şöyle diyeyim bi tane dağ var tamam mı
29 L1 hıh
30 Ali orda dünyada olmayan şeyler var yaratıklar var anladın mı? kurbağalar murbağalar
31 L1 ha? dağlar?
32 Ali hıhı… bi tane dağ **(laughs)** dağlar değil
33 L1 **(laughs)** kanka sesin kesiliyo **(laughs)**
34 Ali şimdi? dur bi dakika… internetime geçeyim o zaman
35 L1 ((4))
36 Ali (4) şimdi nasıl?
37 L1 şimdi iyi
38 Ali tamam o zaman… let's… so? I will answer the first question and… sende kitapta yok? VAR mı Kİtap? (7) L1?
39 L1 efendim?
40 Ali huh do you have the book?
41 L1 WHAt?
42 Ali kitap var mı kitap?
43 L1 yok sanırım (5) efendim?
44 Ali err… ok… Conan Doyle might have inspired the lost of world because err… there is something mysterious… no one can reach there and err there is unique species maybe… it can be the reason for the right last world lost world **(laughs)** second… I will read the second question it is **(reads the question)**
45 L1 tell me the page I will open it
46 Ali the page is ninety five
47 L1 hı?
48 Ali açtın mı?
49 L1 which book?
50 Ali it is… the… active reading three
51 L1 (4) book tan aç dedin kanka ya?
52 Ali ne?
53 L1 kaç dedin? doksan?
54 Ali **(laughs)** üç … ya da doksan dört
55 L1 **(laughs)**… doksan dört… hı bi dakika
56 Ali (3) doksan beşmiş bu arada
57 L1 **(laughs)** doksan beş
58 Ali **(tension in his voice)** yes
59 L1 hangi paragraph?
60 Ali (4) **(tension in his voice)** the lost world of the America South America (10) hocam ------ yı atmış galiba giremiyormuş
61 L1 bizim burda başkası var mı Ali?... iki kişiyiz şu an de mi?
62 Ali **(tension in his voice)** no… yes everyone is two people… right now
63 L1 ah ok err which paragraph did you say I cannot understand it yet
64 Ali err… the lost world of South America… the title of the paragraph
65 L1 ha ok tamam hangi paragraph
66 Ali tamam dur bak işte orda değil sol arkada ninety seven da
67 L1 ninety seven ((3))
68 Ali **(laughs)**
69 L1 **(laughs)** come on carry on
70 Ali hıh the second question
71 L1 hmm (4) you respond it you answered the
72 Ali ok
73 L1 **(laughs)** I will support you **(laughs)**

74 Ali thank you as always (5) hocam did we read something about mesas?
75 T (4) no? I think
76 Ali ha
77 T I think it talks about the place, flat areas
78 Ali ok
79 T in fact ((4)) the place that they are walking
80 Ali ok (6) L1 I will check this mesas on the Internet (4) can you still hear me?
81 L1 yes

Extract 12

1 L2 **(reads the activity)**
2 Josephine ben ne diyo anlayamadım burada
3 L2 X
4 Josephine hmm internetten mi?
5 L1 ((3)) gerekmiyo mu?
6 L2 efendim
7 L1 X? X
8 L2 X
9 L1 acaba şeydeki yerleri mi araştıracağız? paragraftakileri
10 /Josephine/ L2/ X
11 Josephine (21) bunlar burda yok herhalde var mı?
12 L1 yok
13 L2 you will investigate these places and then you can share the information with us because we **(reads the activity)**

(2 min. later)

14 Josephine kendi bildiğimiz kadarıyla mı açıklayacağız?
15 L2 yok kanka araştırıp
16 L1 internetten araştırıp (10) I can start
17 L1 hıhı
18 L1 err… I am… I can talk about Machu Pichu… Machu Pichu is in the South America
19 L2 L1 sesin gitti you're gone… hıh we're hearing you
20 L1 Machu Pichu is in the South America and err… also known as the lost city (4) err Machu Pichu is an Inca ancient city… err… locates at the summit of mountains (4) and there is a err… more than 50 thumbs err (19) chat kısmına mı yazacakmışız?
21 L1 hıhı
22 Josephine o zaman yazalım mı hepimiz oraya?
23 L2 yazın kanka
24 Josephine tamamdır (30) bunu sohbet kısmına mı yazacağız?
25 L2 aynen kanka
26 L3 hayır yok resmini atacağız
27 L2 resmini mi atacağız? (18) information about the place diyo

(2 min. later)

28 L1 ben devam edeyim mi kızlar?
29 L2 olur tabi ki
30 L1 err… the city was built… in 1450s err… this city's founding purpose is still unknown… according to err… study… err… this city was home to Daniel nobles and clergyman… err… this city interesting aspect of that then the Spanish invaders… invaded this place in err… 1532… this city… which was of among the mountains err… that's why wasn't noticed by the invaders… and err… the city remained unknown… but the city… **(reads the lines she has found)**… that's all
31 L2 thank you
32 Josephine (12) o yer hakkında konuşuyoruz herhalde
33 /L1/ L2/ Josephine ((3))
34 Josephine valla benim bi bilgim yoktu internetten araştırdım
35 L1 aynen ben de internetten araştırdım
36 L2 tamam hadi L1 gibi sen de açıkla o zaman bize… [dinliyoruz]
37 Josephine [ok…] the Sphinx is a statue… err… [which shape off]
38 L1 [bişey dieyeceğim]… bölüyorum a ma sanırım err tek bi yer seçip o konu hakkında konuşacakmışız
39 L2 hep beraber mi?
40 L1 evet öyle anladım ben çünkü X anlatacakmışız galiba

41 L2 tamam Maccha Pichu yu sen anlattın de mi L1?
42 L1 evet
43 L2 tamam Josephine sen neyi anlatacaksın şimdi?
44 Josephine the Sphinx
45 L2 [tamam]
46 L1 [acaba biz tek yeri mi anlatacağız?]
47 L2 biz de hepimiz onun hakkında konuşacağız galiba
48 Josephine (4) hoca ne dedi sordunuz mu?
49 L2 ama one place demiyo ki
50 L3 biz böyle başladık ya Josephine sen de anlat kanka
51 Josephine tamam (4) başlıyorum err the Sphinx is a statue err… which err… the shape of a ram and bird or human and a lion such as err… the Sphinx err… was first encountered in ancient Egypt err… and… err… it… it has great cultural importance in ancient Greek… mythology… and err… name… it name from her… here
52 L2 here
53 Josephine yes here
54 /L2/ Josephine/ **(laughs)**
55 Josephine X
56 L2 ((3)) X **(laughs)**
57 Josephine never mind **(laughs)**
58 L2 never mind
59 L3 we searched for Kylacha Temple is the largest of err… in the temples at the India… err a card from a rock from this place considered one of the most remarkable key temples in the world **(reads the lines)**
L2 **(reads the rest)**

Extract 13

1 Esma I choosed Bermuda Triangle but I… search for
2 Barış (4) I I search err I choose that but err I explain… Bermuda… err not dangerous err… in this place err…err… many err ships err.. err… was disappeared err… err… but err… no one know this occurred err
3 Barış (8) can I explain?
4 Esma err I search for now
5 Barış err if you want I can explain
6 Esma err yes
7 Barış err Bermuda is not dangerous err it's just a fiction err… supported by Hollywood films and other American maked films err this is a I think it is a PR because err the there was only err… err 50 ship accident in 50000 years in Bermuda but err… in err black sea… until… 2010… there are lost err there was err 20 plane lost err so in err… in the world… 172 ship err… losted and this situation only special to Bermuda same everywhere in the world
8 Esma err ok (15) err I think it is err… mysterious event (14) err some people… err saw in the sky undefinable… err… items err… err… they state that
9 Barış ok

Extract 14

1 Gece L1 sen hangisini seçeceksin? ben de ona göre seçeceğim
2 L1 err… belki şu Great Pyramids ya da Bermuda olabilir
3 Gece tamam ben de Wallweck Yazıtlarını seçeyim o zaman
4 L1 tamam

(7 min. later)

5 Gece ok I am starting… hmm Walweck is the one of the most mysterious ruins of the Empire Roman Empire… err and err nobody seems… to know whose orders it was cut or why… or how it came to… be abandoned and (4) there are many local… legends about the… temple for example… Cane believed it… came from the anger of the God yani Tanrı'nın öfkesini saklamak için inşa etmişler bu tapınağı anladığım kadarıyla
6 L1 anladım
7 Gece and… err (4) and (10) and giants built it err the reason some blocks were left in the bury is that the (7) bi dakika (13) I cannot find a ((3)) that's it (10) that's it you can speak L1
8 L1 err I may bi saniye sesim açık sanırım… hah I made err **(starts reading the text she has found; continues for 1 min. 21 sec.)**
9 Gece (10) ok… sesin nedense çok şey geliyo ((2)) geliyo (5) garip sesler geliyo mikrofonundan
10 L1 ha… hala öyle mi?

11 Gece evet hala aynı
12 L1 belki ((4)) olabilir ya… bilmiyorum
13 Gece yok anlayamadım… [yapacak bişey yok]
14 L1 kulaklıktan olabilir
15 L2 benim sesim geliyo mu?... X?
16 Gece hayır
17 L1 hayır
18 L2 tamam ben de okuyabilir miyim?
19 Gece tabi
20 L2 the Keilest Temple… **(reads the text she has found)**
(a minute later)
21 Gece ok thank you

Extract 15

1 L1 [**(reads the activity)]**
2 Diane nerdeki places?
3 L1 bakayım
4 Diane söylemeyecek miyiz?
5 L1 evet herhalde o (4) hıh X
6 Diane ah tamam
7 L1 X **(reads about the places)**
8 Diane which one do you want?
9 L1 ay bilmiyorum ki (6) biz bunlar hakkında konuşacak mıyız şimdi? (4) [ben anlamadım burayı]
10 Diane yes yes we will search… online and we will tell informations about these places to you and you will say to me
11 L1 ha ben birini seçiyorum sen de birini mi seçiyorsun?
12 Diane no we will choose one the same place (4) which one do you want?
13 L1 ben hiç anlamadım Türkçe anlatsana
14 Diane kanka? bu yerlerden birini seçeceğiz internetten araştıracağız sonra da birbirimize söyleyeceğiz sen hangisini istersin?
15 L1 anladım şimdi nasıl yapalım? aa gitti bende soru bi bakayım ben hah err Macha Picchu yapalım mı bilmiyorum sen nasıl istersin?
16 Diane tamam Maccha Picchu
17 L1 Maccha Picchu
18 Diane (7) and searching I'm searching also
19 L1 (21) hmmm gene gitti sanki
20 Diane (11) you search?
21 L1 yes
22 Diane why?
23 L1 err (4) I err (6) should I read? herhalde böyle
24 Diane yes you can… I'm gonna hear you
25 L1 Maccha Picchu is one of the 15th century **(audio intrudes about Maccha Picchu)**
26 Diane ben açmışım
27 L1 **(laughs)** OKay **(reads a text)** 2003 nasıl okunacak? metre
28 Diane err… two hundred and three
29 L1 tamam **(reads for (32))**
30 Diane is that all?
31 L1 err **(continues reading for (37))** in 2007 bilemedim onu **(continues reading for (35))** that's enough or should I read?
32 Diane it's enough I also have some… informations about Maccha Picchu place (5) err… this is a state of ancient Inca ruins
33 L1 hıh
34 Diane err… **(reads the lines)** I mean the old peak and the new peak between them err… Maccha Picchu as you said it is a Unesco heritage site in1983 you also said this… and… I'm searching **(reads lines)** it actually has some secrets
35 L1 hıhı
36 Diane **(reads the next activity)** we will say these searchs err… to our teacher did you understand her?
37 L1 yes
38 Diane ah ok (7) now I am err… pasting my information there you can also paste
39 L1 you can also
40 Diane yani ben buraya yapıştırdım sen de yapıştır istersen

41 L1 ne yapıştırayım?
42 Diane errr az önce okudun ya
43 L1 hıh
44 Diane onları falan yapıştır istersen buraya hazır olsun okumak için… başka… bakıyorum
45 L1 kanka okudum ya niye bi daha yapıştıracğım orayı anlamadım
46 Diane kanka şimdi X
47 L1 ha tamam
48 Diane onları sana diyorum ki kaybetme buraya yapıştırabilirsin istersen
49 L1 tamam canım benim
50 Diane tamam… so we finished
51 L1 yes
52 Diane you are great L1
53 L1 hı
54 Diane you are great you are talking so fastly
55 L1 err (7) aa sen siteye mi attın direkt? ben de öyle yapayım
56 Diane X
57 L1 tamam peki burda ben nasıl yapacam? Paylaşayım mı?
58 Diane ne istersen öyle yap sadece diyorum ki kaybetme bulduğunu
59 L1 ((5))
60 Diane tamam we are waiting for the other task
61 L1 (28) Diane X
62 Diane X?
63 L1 ben speaking de ne yapacağım ya? I'm very very excited
64 Diane **(laughs)**… kanka konuştukça ilerletiyosun?... kendini farkında değilsin sen bi görsen kendini kelimeler bile söyleyemiyodun
65 L1 X
66 Diane evet?
67 L1 X
68 Diane X
69 L1 X?
70 Diane X yabancı arkadaş bulup onlarla konuşuyorum
71 L1 nerden buluyosun onları
72 Diane X bi tane arkadaşım var
73 L1 hmm iyi bari
74 Diane sen ne yapacaksın speaking için? **(laughs)**
75 L1 X (4) çok stresliyim

Appendix H. Data Extracts 16 – 19 in Assessment 3

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 16

1 Josephine benim sesim geliyo mu?
2 L1 evet geliyo (4) X?
3 Josephine evet evet task ler yükleyecek
4 L1 tamam
5 Josephine (26) X
6 L1 X
7 Josephine X
8 L1 X
9 Josephine X
10 L1 X
11 Josephine **(laughs)**
12 L2 L1 duyabiliyo musun?
13 L1 evet geliyo L2 senin sesin
14 L2 **(laughs)**
15 Josephine (20) err X? X?
16 L2 evet kanka onu bekliyoruz
17 Josephine tamamdır (30) L2 senin sesin çok az geliyo bana
18 L2 kulaklığın birini L3 e taktım da o yüzden
19 Josephine tamam
20 L2 did you read the paragraphs? (4) kızlar? paragrafı okudunuz mu dedim
21 Josephine hah yes?
22 L2 what is the main point of the paragraph diyor what do you think about the text? (4) what do you think about the text? L1 ve Josephine hanımlar
23 L1 L2 sesin o kadar kısık geliyo ki anlamıyorum ben ne dediğini
24 L2 şu an geliyo mu?
25 L1 evet şu an geldi
26 L2 hah
27 L1 daha yi
28 L2 tamam what do you think about the text? diyorum L1 Josephine ciğim bekliyorum
29 Josephine (7) I can talk
30 L2 ok we are listening you Josephine
31 Josephine ok err… this paragraph err… is makes… things err seem like err… they are happening… and for example… err… can be said err… build-up is of electricity or gases within the body
32 L2 evet… thank you… thank you for your talk about the text L1 it is your turn next we will be all we all speak together L1?
33 L1 sesim geliyo mu şu an kızlar?
34 L2 geliyo
35 Josephine evet
36 L1 maybe people… err are burning that in a moment because err… of a electricity or gas or err… [maybe electricity]
37 L2 [hmm] (5) is it finished?
38 L1 yes
39 L2 yes ok (10) we want to talk about it
40 Josephine yes L2
41 L2 sus Josephine ben konuşacağım
42 /Josephine/ L2/ **(laughs)**
43 L3 I think important err… important… bu ne demek?
44 L2 part
45 L3 part someone is badly burned… but err (5) ama kimse bulamıyo
46 L2 but
47 L3 but no find err
48 L2 clue mu?
49 L3 hıh
50 L2 no one finds the clues
51 L3 yes ondan
52 L2 **(laughs)** yes no one finds the clues but err… they saw a burned body in a ventilated room

and then… hmm they says this spontaneous human combustion centuries later **(reads the lines)** (4) X **(laughs)** (4) Josephine do you want to talk kanka? (4) X

53 L1 duydunuz mu?
54 Josephine evet
55 L2 tamam (4) why or why not? Evet who wants to start? ilk ben mi söyleyeyim? I believe this spontaneous combustion because… it can be possible in our body as… err… if he have… ((4)) that time… we can experience this spontaneous human combustion… it's possible for me wondering about your thoughts let's carry on with you (4) L1 or Josephine
56 Josephine ok
57 L2 hıh ilk önce L1
58 L1 [you can start first]
59 L2 [hıh…]
60 Josephine err… I think… I believe err… because err people… have psychological problems… and err… they can… they can live err… yes
61 L2 that's right L1 we're listening you
62 L1 err I don't believe… this err victims… because nobody knows the reason err… why they are err… dying is dying and still this is a mystery hasn't been found err and I think… that shows that this situation is… isn't real err… and I think there must be a reason for… this… dying
63 L2 (4) seems like you're logical (4) we've done it
64 L3 I believe that… spontaneous human combustion err… because it is highly possible böyle mi deniliyo? This is highly possible… hmm… bu kadar **(laughs)** yardım et

Extract 17

1 Gece sesim geliyo mu?
2 L1 evet geliyo
3 Gece tamam başlayalım o zaman (20) in the first paragraph ((2)) that there was a fire… but ((2)) differences were found… because of the upper… err part of victim was burned and other objects are not deleted… this is the main point
4 L1 (5) I think the main points of the paragraph is whether or not there is any possibility of human combustion
5 Gece yes (8) police investigators find no obvious source or ((3)) of fire (4) this is important point… err of first paragraph (23) what do you think about L2 and L3? (49) biz devam edelim o zaman err… in the second paragraph it is mentioned that… err there may be some spontaneous human combustion in ((2)) and err in most cases there are not ((3)) and err… in some cases witnesses put out the fire and the victim is alive? but nothing can be found about where the fire came from (40) X daha bitmedi ama
6 L1 geçebiliriz bence
7 Gece tamam
8 L1 err I don't believe err… SHC err because err it is impossible I think… err and
9 Gece yes
10 L1 and it happens something like err… err… doğaüstü
11 Gece surreal
12 L1 yes (4) [and… it's]
13 Gece [L1]
14 L1 (10) it is not sense sensible
15 Gece (4) yes… err… I don't believe it because… it impossible… there must be a source… err… for the fire
16 L1 yes
17 Gece spontaneous human combustion… hmm… doesn't appear
18 L1 yes you are right

Extract 18

1 Barış can you hear me?
2 Esma yes… [I am hearing you]
3 Barış [err…] your voice is cutting off continuingly
4 Esma can you hear me?
5 Barış yes yes I can
6 Esma err… I err first paragraph err… undamaged hands or feet may be visible as well err… this important err because err this part err explained err how spontaneous human combustion err… err… is seen on human and err… in his or her around

7 Barış err err I can err 1 second (4) err I can add something… err err I think err… this diseases causes err in err… purely ventilated err room err so?... in this situation causes this diseases and err in the human body… err… in… different (4) err circumstances in different circumstances human body in err burn like a candle err… that's it… I can't … add more
8 Esma (4) err yes err… this caused… err generally… badly ventilated room
9 Barış yes…
10 Esma hmm…. person's err… clothing… acts like the wig and err… person's body err look like the err… wax… err and err person's upper body err burned… turn into ashes… but err we can see err only hands or feet
11Barış (6) err you can can you more loud speak?... err I hard to understand you
12 Esma err person's err upper body burned err and turn into ash
13 Barış (4) yes that is right (6) also experiment in the conducted by the doctor John… err especially? clothes when wrapped in this experiment is a pig causes combustion human combustion co
14 Esma (5) err yes… err… doctor John err… have experiment err on pig
15 Barış err we have a… another test (8) err do you want to began?
16 Esma err are you believed err… spontaneous human combustion? err… if err… fire had been err caused by some out factors other parts cause would also burn err but err… only err… only human upper body burned… and err.. err thus I believe it
17 Barış I err I'm not sure about this human combustion because err maybe there are different diseases causes this… err err purely ventilated room… maybe not causes burning human err there are… something err… causes different diseases… err maybe it err… bi saniye (6) maybe it is it is not related to err clothes or ventilated room
18 Esma err yes it can be… err… ventilated room… badly ventilated room (10) and err it can be err… in person err… chemical err… events
19 Barış err yes yes it can be

Extract 19

1 L1 Diane?
2 Diane burdayım seni duyuyorum (5) L1 sesin çok cızırtılı geliyo err çok karışk anlaşılmıyo
3 L1 ((4))
4 Diane yazsan olur mu?
5 L1 ben mi yazayım?
6 Diane çünkü böyle şey geliyo bi kulaklığı çıkartıp mikrofon gibi tutar mısın bi de öyle deneyelim mi?
7 L1 kulaklığı mirofona mı tutayım? Bekle
8 Diane tamam
9 L1 (5) hiç gelmiyo öyle
10 Diane hah şimdi çok iyi duyuyorum
11 L1 iyi tamam
12 Diane tamam kanka
13 L1 X?
14 Diane X? (4) X? X?
15 L1 X
16 Diane X
17 L1 tamam
18 Diane şimdi? ben başlayayım mı?
19 L1 buyur başla
20 Diane in paragraph one err… it's talking about like a outline often in paragraph… and gives some examples explaining the thoughts of and… there says in this paragraph saying like investigators find no obvious cause or source for the fire I just understand this and this the main point I guess what's your main point in err… first paragraph?
21 L1 err… first paragraph… **(reads the line)** maybe
22 Diane yes second paragraph second paragraph I think err… main point of this paragraph is spontaneous human combustion because err… it always tell us it can be in a human body is **(reads the lines)** I mean it is saying everything happen for a reason err it will not err… happen on its own… and there are some examples of spontaneous human combustion cases…with no witness
23 L1 hıhı
24 Diane and yes you think the same maybe right?
25 L1 anlamadım **(whispers)**
26 Diane **(laughs)** do you think the same way right?

27 L1 yes yes
28 Diane do you want to say the second paragraph? do you want add something about it?
29 L1 err (12) err… I think… the story was different maybe the second paragraph err ((4))
30 Diane hıhı (4) our text ((3)) do you believe in SIC do you want to answer or should I give the answer?
31 L1 I don't understand Diane
32 Daine X
33 L1 hıhı
34 Daine X?
35 L1 **(murmurs something)** hmm dur cevap vereceğim ben err… yes I believe
36 Daine hıhı
37 L1 because err… because… err it could be… but I couldn't… before… err… duymadım… hah
38 Diane do you believe?
39 L1 ha
40 Diane do you believe?
41 L1 yes
42 Diane why you believe?
43 L1 what err
44 Diane can you give examples?
45 L1 ha?
46 Diane you can say… I believe in for these reasons what's your reasons you can explain like this if you want
47 L1 yes bi dakika err
48 Diane (4) hıh?
49 L1 err… yes maybe but err… dur… I I haven't heared **(wrong pronunciation)** before
50 Diane hıhı
51 L1 but err… err… mantıklı… logical
52 Diane [ok]
53 L1 [oldu mu?]
54 Diane [well]
55 L1 [demek istediğim oldu demi Diane?]
56 Diane hıhı I did understand you well
57 L1 ok X
58 Diane **(laughs)** you too I think… err… I didn't have never heard that also but err… I don't believe it because everythings happens for a reason everythings happens because of someone like these bad things happen because of someone I don't believe this spontaneous… thing because as I said everything happened for a reason for me it will not be like… spontaneous
59 L1 [hmm]
60 Diane X
61 L1 you said logical things Diane
62 Diane **(laughs)** you are also said logical things

Appendix I. Data Extracts 20 – 23 in Assessment 4

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 20

1 L1 can you hear me
2 Josephine (4) yes
3 L1 how are you Josephine?
4 Josephine (4) bir dakika sesin gelmedi bi daha söylesene
5 L1 how are you diyorum
6 Josephine hah fine
7 L1 [**(laughs)**]
8 Josephine [thank you]
9 L1 (4) I think we discuss which learning stage do you enjoy the most L2 L3 are you here?
10 Josephine L2?
11 L2 sesim geliyo mu?
12 / Josephine/ L1 / hah evet geliyo
13 Josephine L3? (8) L3 duymuyo sanki
14 L2 ses geliyo ama çok kesik geliyo
15 Josephine L3 senin sesin geliyo
16 L1 (29) ne zaman baslayacağız?
17 Josephine şimdi
18 L1 **(laughs)** (5) ok I can start I think err… I'd like to learning stages like writing
19 Josephine ok
20 L1 bizim cevaplarımız buna benzer mi olmalı? yazarak öğrenmeyi severim gibi bişey mi?
21 Josephine bu şeydekiler değil mi, gördüğümüz? (4) mesela activist pragmatist theoretical onlar diye biliyorum
22 L1 ben onların isimlerini ((3))
23 Josephine (6) neyse sen konuş bakalım
24 L1 err you… you leave something and you learn about that your task I think task can you understand that?
25 Josephine YEs
26 L1 (9) because it is more (4) edu educated
27 Josephine (45) sesin gitti ben de sizi duyamıyorum
28 L1 (46) Josephine?
29 Josephine hah şimdi geliyo
30 L1 (5) ee şey ben sen ne düşünüyosun diye sormuştum ama
31 Josephine hah tamam
32 L1 yok yok önemli değil
33 Josephine tamam err… I think… err…(5) ok I think like activiststs … maybe
34 L1 hmm (21) **(L3 writes on the chat board)** haa L3 de cızırtı gibi geliyo demiş
35 Josephine L3 de hep öyleydi
36 L1 ha önceden beri öyle de mi?
37 Josephine evet aynen (4) X
38 L1 sadece şey yapabilirsin yani ben bunu seviyodum eee
39 Josephine aynen devamı yok
40 L1 (7) yani hepsinin cevabı aynı gibi geliyo bana
41 Josephine bana da (19) L3 e sesimiz gitmiyo herhalde o da cevap vermiyo
42 L1 evet ona hiç gitmiyo bence de
43 Josephine (7) neyse biz şuna bakalım ikinciye
44 L1 ikinci ikinci aslında şöyle err… if I enjoy err… more something learning stages I I do use them
45 Josephine yes
46 L1 because of that first question and second questions' answer is the same I think
47 Josephine (26) üçe bakalım o zaman **(reads the discussion question)** (30) ee ben Türkçesini bulamıyorum ki İngilizcesini bulayım
48 L1 **(laughs)** ben de err I think spontane lives is like that they are get unexpected result from our lives (9) can you hear me?
49 Josephine YEs… maybe
50 / L1 / Josephine **(laughs)**
51 Josephine bu gruba göre mi söyleyeceğiz?

52 L1 yani (4) zaten ((8))
53 Josephine aynen (4) I think you
54 / L1 / Josephine **(laughs)**
55 Josephine because you can you can talk
56 L1 you can talk too I think (6) **(reads the question)** test yaptık benim haberim yok sanırım
57 Josephine yok yapmadık… hah şeyde yaptık? X
58 L1 (10) aklıma bi cevap gelmiyo okadar çok soru var ki ona ragmen gelmiyo
59 Josephine benim de öyle **(sighs)** dur bakayım bunu bi düşünelim (10) err… I think it's not reliable
60 L1 why?
61 Josephine (4) err… why
62 L1 … there is no why
63 Josephine **(laughs)** (19) hmm (13) herkes konuşacak bişey BULdu
64 L1 evet harika
65 Josephine (4) maalesef biz de olmuyo
66 L1 X
67 Josephine aynen **(laughs)** (15) ne yazmış?
68 L1 L2 hala içerideymiş ben L2 yi attı sandım
69 Josephine L2 yazıyo şimdi
70 L2 **(writes on the chat board)** ben burdan cevap versem sorulara size yardımcı olur mu?
71 L1 (23) o zaman şey yapalım en azından gruba katılmış olursun
72 Josephine aynen öyle yapalım bence de
73 L1 TAMam
(Ls write on the chat board)
74 L1 L2 yazabilirsin tabiki
75 L2 ara sıra ne dediğinizi anlıyorum ama genelde yok çok kesik
76 T ((20))
77 Josephine X
78 L1 yazarak konuşabiliriz Josephine
79 Josephine aynen tamam (4) L1 X **(laughs)**
80 L1 o zamanda yazarak konuşuyoruz zaten
81 Josephine tamam
(Ls write on the chat board)
82 L1 we can write for you we dont have to talk I think my life is more spontane
83 Josephine yes?
84 L1 what about you Josephine
85 Josephine the tests we do are not reliable in my opinion
86 L3 I think the most important thing is whether we want or not
87 L1 it is true I think because it is our life and it is have and end
88 L3 and unfortunately I cannot comment on the evaluation of the conversation because internet connection problems every time
89 L1 what do you think about first question L3? it is not problem
90 Josephine the same in my life I will do the rest without thinking
91 L3 I like the research part the most from the internet or concrete sources
92 L1 I think my learning stage is about past life I enjoy like this learning because I try something and I liked it or not
93 Josephine yes I agree with you L1
94 L3 yes maybe
95 L1 I decide is it good for me or not
96 L3 I think you chose a good road
97 Josephine but it would be better to act with result in mind I think
98 L1 but if I do not live that it is always get me regret
99 Josephine exactly
100 L1 because I always think about if I live that I can live better life now
101 L3 I think it is very important in experience
102 L1 yes
103 Josephine I think it is very important to learn from what we experience
104 L1 I'm finish I think I don't have anything to say
105 Josephine yes I'm finish
106 L3 thank you
107 Josephine thank you too

Extract 21

1 L1 L2 Esma L3?
2 Esma (4) yes I can hear you L1
3 L1 thank you L2… and L3?
4 L2 ben de duyabiliyorum
5 L1 tamam… L3 duyuyo musun konuşmak mı istemiyosun? (7) **(reads the discussion question)** (4) hmm
6 Esma [(14) L1]
7 L1 [hı?]
8 Esma which learning stages do you enjoy the most? … err… do you think?
9 L1 err (5) ok (4) I understand better than I think… writing… err… and err…err (4) err (5) err (4) err… listening and taking notes err note err… enjoyable stage enjoy most (5) do you think?
10 Esma err (4) I think can err… answer err… like err… **(reads the lines)** having experience reviving the experience concluding from the experience or planning the next steps
I think having experience is the most important thing err… because we… can err (4) we can make inferences err…which (4) err… past err future planning or err past experiences
11 L1 L2 do you think?
12 L2 (9) I'm not sure err this (4) situation
13 L1 (4) hıhı… err… sırayla hocam de mi bunlar yoksa hemen mi geçelim? (4) tamam **(reads the discussion question)** (4) err… I'm… I'm more listening and writing err… relating and… practice writing and listening speaking
14 L2 I err… use frequently writing and ((4))
15 L1 L2 sesin çok yankı yapıyor mikrofonu farklı tutar mısın?
16 L2 (4) kulaklıktan dolayı mı? hala mı öyle?
17 L1 evet ((3))
18 L2 şimdi nasıl?
19 L1 şimdi gayet iyi tamam
20 L2 and err I also use err use… listening I also video… and make… listening
21 L1 (11) hocam Diane de görüntü ses hiç bişey yokmuş **(teacher asks about the situation)** evet (7) hocam görnüyo mu orda adı? (12) [err şey Esma do you think]
22 Esma [yes I can hear you]
23 L1 hı err… tamam söyledim hocam şimdi yazdım **(reads the discussion question)** Esma err I am the err… theorist person…err… because… err… I like the rules err… and err I act according to according to… the rules… I make inferences err… and err struggle to make a gain err if they are err… that's situations err (5) then I am the err the pragmatist person
24 L1 hmm (4) I think emotionally… because I don't err… err… err… sense logic (10) Esma or L2 that thing or between ((4)) err (4) err
25 L2 (10) ben burayı pek hesaplayamadım
26 L1 anlamadım
27 L2 ben bunu diyorum tam hespalayamadım
28 L1 hangi türden düşünürsün diyo hani mantıklı mı davranırsın daha duygusal mısın onunla ilgili nasıl düşünürsün
29 L2 (6) err
30 L1 (28) err ((7)) **(clears her throat)**
31 Esma I don't understand L1
32 L1 err **(reads the discussion question)**
33 Esma ha ok I see now
34 L1 ok (6) X
35 T X
36 L1 hah onu diyorsunuz değil mi? (4) tamam… anketi yaptınız de mi?
37 Esma X?
38 L1 err hani active şey yapıyoduk tick atıyoduk [40 tane falan vardı]
39 Esma [evet]
40 L1 ha tamam ona göre yapıcaz ya ondan sordum (7) err (25) err [(12) err]
41 Esma [puanlama yaptığımız şeye göre yapıcaz herhalde]… ben öyle anladım
42 L1 hıhıhı … I am not sure err… I actually did the unexpected result… or… not err because the question err… questions are… ((2)) and err… so… err (4) not sure
43 Esma (11) I think the test results err… are reliable… err… because I think err… ((2)) I am theorist person… err (5) err I could err (8) I could err guess… err (5) before err… I think… err… result
44 L1 hmm L2 err… do you think question?

45 L2 (12) sesin anlaşılmıyo
46 L1 do you think questions? (12) L2
47 L2 (6) ((3))
48 L1 (6) L2… duyuyo musun? (11) L2
49 L2 bi saniye şey err…soruya cevap bulamadığım için cevap vermedim ben
50 L1 (4) tamam diğer soruya geçelim o zaman… err… **(reads the discussion question)** err maybe err this situation may… change change according to person who who write no who wrote (10) Esma and L2
51 Esma (4) err **(reads the discussion question)** err
52 L1 L2
53 L2 (6) şu an hangi soruyu yapıyodunuz? ben kaçırdım kanka
54 L1 hangi soruyu yapıyoruz…[err]
55 Esma [what use could this type of a test]
56 L1 yes… questionnaire
57 Esma (22) I think ((2)) must be err (5) a student err ((9)) err must be.. logical reflective maybe… err because err… personal manager err… is the most important err… thing err… in a his job err… he…he must be solve problems err… by err treating logical
58 L1 hmm I think his her opinion about the student err… maybe different (6) L2… senin bi fikrin var mı?
59 L2 (8) ıı yok kanka
60 L1 (4) yapmadın mı anketini?
61 L2 kanka tam anlamadım tam anlamadığım için yapamadım
62 L1 hmm… keşke sorsaydın ya da başta yapmadım falan deseydin
63 Esma ((7)) hangi soru?

Extract 22

1 Ali hello?
2 Barış (10) can you hear me?
3 Ali … yes Barış I can hear you hello? that's my old friend değil mi? how are you Barış?
4 Barış … err I'm good what about you?
5 Ali … I'm fine thanks (5) what about the others? Gece L1 how are you guys?
6 Gece … I'm fine you?
7 Barış … I'm fine thanks
8 Ali … tamamdır hocam (8) hmm… ama bu learning styles leri göremeyeceğiz ki… ben bir share etmeyi deneyeyim mi? (5) bunun fotoğrafını çekeyim bir share yapmayı deneyeyim… bir açın hocam (7) aynen
9 T şu mu?
10 Ali (5) hah aynen (5) ben bunu bir share yapmalıyım (6) I will try to share my screen one minute (30) huh… can you see… my… screen guys
11 Gece yes… we can
12 Ali oh ok err ma'am I have shared the screen they can see my… screen
13 T wow
14 Ali … I feel like a genius now **(laughs)** … so guys which… part of … the learning stages is your… best? (6) /err/
15 Barış [Ali if you want began first]=
16 Ali = [hmm ok…] I'm beginning then err (8) the first stages… the best for me… as I… like to… have a new experience… it's… ne yapayım **(talks to his friend in the classroom)** gruba mı atayım? X? X (4) err stage one is the most enjoyable part… of learning for me because I like to have new experiences and… that's it… I don't like to revive experiences or conclude something from the past err I deal with the motto carpe diem… so Barış what do you think about THAt?
17 Barış err… I think… stage three is better than others because… err… it is… err… more… fruitful for learning the others err… because…err… we can (4) we can… err make experience about the topic and we can learning easily about this learning things
18 Ali … yeah ok it's… logical more logical than me so Gece or L1 what do you think about it?
19 Gece (4) I enjoy… stage one and I don't like the others because… I think others… boring for me
20 Ali hmm… so… you live with carpe diem motto as well
21 Gece yes
22 Ali or live… live in the moment not the past or that's… that's nice so L1 (4) if you can't talk you can… err write as well (18) L1
23 Gece (11) I think we shouldn't wait for err L1 because he never answer
24 Ali ok let's skip then so… the second question is… **(reads the activity)** huh ok thank you L1 for your

response… err so the second question which learning style styles do you use frequently?
25 Barış can I began?
26 Ali yes of course Barış go on
27 Barış err… I err… I'm reflective person… I… err ticked err ten box in a eighty eight and I'm activist too but it's not more than reflective but err my theorist side is very less I only I ticked two boxes
28 Ali nice son you are more activist person
29 Barış yes
30 Ali ok that's nice so Gece what about you?
31 Gece err I am activatist person err because I ticked 16 boxes
32 Ali (5) so? you are… activist as well
33 Gece yes
34 Ali ok I'm both theorist sorry pragmatist and err… what was the first one? activist person learner err… points are same 7 and 7 in my thing so L2 what about you? (53) ha tamam **(to the teacher)** (13) ok L2 no problem then try to answer the questions… so err… (9) err… we talked about that (4) so next step **(reads the discussion question)**
35 Barış (4) I haven't unexpected result it is appropriate for me err… the but I have I have err unbalanced sides err… one of them is the talk one of them is the down it is unbalanced its own
36 Ali ah ok so but the result was obvious for you… right? am I right? isn't it?
37 Barış I can't understand
38 Ali I mean the result of the questionnaire was obvious you know the it was not unexpected for you
39 Barış err yes yes it's not unexpected for me
40 Ali ok but the results are unbalanced … I understand it so Gece what about you?
41 Gece I didn't get an unexpected result because err I have always been one of those who live in the moment
42 Ali ok
43 Gece (6) what about you?
44 Ali err I didn't get unexpected err scores as well I it was obvious for me … I have already err… know the result … so that's it erm (4) so who is the most balanced one in the group? so what is your result Gece?
45 Gece … I think you because err… **(Ali and Gece laughs)** you are very logical person… I think
46 Ali [so I am the most balanced one]
47 Gece [yes]
48 Ali [who is the extreme one?]
49 Gece … maybe me
50 Ali … why?
51 Gece err because I have always been err in the moment
52 Ali ah ok … but I don't think so I'm the most extreme one I think Barış is the most balanced person in our group right now Barış what do you think about it?
53 Barış no I'm not unbalanced şey
54 Ali **(laughs)**
55 Barış it is err err I said before it one of the most err err in the top
56 Ali ah so you are also unbalanced so all all of us are unbalanced so that's nice… we are extreme persons in one group (5) so **(reads the discussion question)**... trustworthy (6) L1, Barış?
57 Barış (4) err it is quite reasonable … I think
58 Ali uh so you trust to the results it's enough you think?
59 Barış err… yes it can be but I I want to too… maybe… it is more theorist side upon me
60 Ali hmm so it's enough but in general it's enough for you
61 Barış yes yes
62 Ali ok so L1 what about you?
63 Gece err I don't trust the results because I think the the this test is a little ((2)) for me
64 Ali sorry what did you say? the tests…
65 Gece err the test is a little silly
66 Ali silly ah I got it … so in my opinion it was not reliable it is little bit unreliable for me because it doesn't cover the all cases in our lives for example it says in meetings but it differs on our lives maybe I'm… in class meetings I'm more eclective but err… in contrast to class meetings in general I'm little bit more silent than I was in the class meetings so it was not reliable in my opinion… that's it… err (18) so (6) what do YOu think about the last question? … who should do this questionnaire? (23) Gece, Barış?
67 Barış (7) err I haven't any idea this question
68 Ali so it say who should make this questionnaire? for example err where can we use this information

in our lives? who should do it? who can benefit from this results a student a personal manager or a teacher?
69 Gece I think it's maybe the most suitable for students
70 Ali uh students ok but I don't think so
71 Gece … why?
72 Ali err it is not reliable as I said before no one should do it **(laughs)** a person should abide this type of tests because it can it may err err lead to err wrong ways as
people will do an act like a theorist try to act like a theorist person for example it can lead to err bad ways in my opinion (4) so what about you Barış?
73 Barış (4) err I think I'm student as well because it is more relaxing than teach a teacher err it is a can be learning about other things and err it can err students are make more easily about err… other this types err that's it [I think this question is a little bit hard for me I haven't any idea]
74 Ali [**(laughs)**]
75 Barış [but err]
76 Ali [ok]
77 Barış [yes it is]
78 Ali you said enough no problem so… let's finish it

Extract 23

1 L1 L2 and L3 can you hear me? L2 are you there? (32) so L3 let me write from chat if you have a problem from the microphone you can write to chat (16) so L3 what do you think about the first questions? (45) can you hear me?
2 Diane yes I can
3 L1 yes so if you ready we can start
4 Diane yeah we can
5 L1 ok
6 Diane L2 and L3 can you hear us? (4) L2 and L3? (5) can you hear L1 and me?
7 L1 yes I'm hearing you but L2 couldn't voice but L2 can write from the chat
8 Diane yes also L3 can do that
9 L1 [I don't have idea about L3]
10 Diane [so yes me neither] err what's our questions? I attend the lesson late
11 L1 didn't you see the questions?
12 Diane no I did not see can you say? [I could not find]
13 L1 [ok] … I'm sending
14 Diane ok
15 L1 this is this is first questions
16 Diane … hmm
17 L1 [I'm sending]
18 Diane [yes]
19 L1 I'm sending the other questions (6) [we have]
20 Diane [so]
21 L1 [we have] a three questions so… if you ready you can explain the first questions
22 Diane no you can explain err.. I want to listen to you
23 L1 ok err… in my opinion err… I'm choosing the err (4) stages (4) two or three I'm not sure the most err may be stages that err two stage two… because err…
reviewing the experience err is very important because from I have learned the mistakes from the pasts and we have an experience a lot of
24 Diane [yeah]
25 L1 [that's why I'm choosing the err… stage two… how about you?
26 Diane I also choose the two err for the same reason… in our experiences **(clears her throat)** what's happening to my voice? **(caughs)**
27 L1 ok
28 Diane [yes]
29 L1 [X?]
30 Diane **(laughs)** X **(clears her throat)**
31 L1 [ok]
32 Daine [X] **(caughs)**
33 L1 hmm X
34 Diane thanks so what's our next question?
35 L1 **(reads the discussion question)**
36 Diane err… I use… err… can I say from my head or do I have to say from the paper?

37 L1 (4) err… I guess doesn't matter if you… err… I can ask the teacher if you want
38 Diane I think she would say doesn't matter
39 L1 ok you you say the what you say? what about to say? you can say
40 Diane err… I use the reading styles you know you read most of times and it's err located to your brain … that's my method to learn [what about]
41 L1 so you prefer the reading
42 Diane yeah sure
43 L1 hmm err I guess I'm learning styles is logical and systematic because err… I'm I remember the quickly because of that reason
44 Diane yeah
45 L1 … that's why so how about other questions? **(reads the discussion question)**
46 Diane err will we say like activist theorist will we say err from the chart?
47 L1 this is your answers
48 Diane (4) yes but do I have to choose from… err… these choices?
49 L1 uh really?
50 Diane err **(laughs**) ok I will say actually [I'm pragmatist]
51 L1 [hmm] =
52 Diane = person
53 L1 so what's your score from the table? err did you do it the table … if for the break?
54 Diane err… I did… I try to that …. I try to do but I couldn't because you know you have to plus all of them [and err…]
55 L1 [hmm]
56 Diane end of the class err I couldn't hear anything so that's why I couldn't but err I want your err I want to know your err type of learner learning
57 L1 …. ok err … I have I types err… are err… three and err (4) pragmatist theoretical and err I forget the with r I forget the r=
58 Diane = [reflective]
59 L1 [reflect yes yes reflective] … this is this three of them … [I I have a]
60 Diane but your own not this one
61 L1 yes I am all of them
62 /Diane/ L1/ **(laughs)**
63 L1 err my my … how can I say? my answer according to my answer
64 Diane but how? isn't it hard? [you are not one person you are actually three person]
65 L1 [yes] **(laughs)**
66 Diane [((4))]
67 L1 [it looks like a hard becau… but err I'm a questionnaire person… maybe that's why there is err… shows that
68 Diane yes
69 L1 [it depends on]
70 Diane [so another question is]
71 L1 … yes… new questions … one two three four five questions
72 /L1/Diane/ **(laughs)**
73 Diane ok err
74 L1 err
75 Diane do you want to answer?
76 L1 doesn't matter if you err… want to start first you can start
77 Diane [err ok]
78 L1 [if you err… remember anything]
79 Diane [ok err… not unexpected but I am also activist person you know err I want to be in everything]
80 L1 [hıhı]
81 Diane [I want to be social person but]
82 L1 [yes]
83 Diane [being I'm also reflective I am also theorist person a little bit ((4))]
84 L1 [hıhı]
85 Diane no I just wanted to be err… a person to be of one personality but I'm more than one… just like you so it's not weird thing I was kidding with you
86 L1 **(laughs)**
87 Diane because I'm also I think anyone can be like us because being just one person must be hard? you know you just have one thing but you are not
88 L1 [yes]

89 Diane [to appreciate] to appreciate everyone you know you have to be more than one
90 L1 hmm yeah of course **(laughs)** [I agree with you]
91 Daine [thanks]
92 L1 but really I don't have any idea how it's
93 /L1/ Diane/ **(laughs)**
94 Diane ((3))
95 L1 but I'm…err… if I say the err… points the high points err… I am pragmatist… person the most
96 Diane I'm also pragmatist the most we are the same
97 L1 really
98 Diane yes
99 L1 yes
100 Diane but I forget the pragmatistance thing what's it about
101 L1 like a philosophy like
102 Diane uh yeah yeah I don't remember (4) [thanks]
103 L1 [err… I'm]… you're welcome and err… I don't have err… any get unexpected results from the questionnaire… err…
104 Diane let's skip that questions then
105 L1 ok the second questions
106 Diane **(reads the discussion question)**
107 L1 [hmm **(laughs**)]
108 Diane I think both of us are also we are extreme because err… we are pragmatist
109 L1 yes you are you are the most extreme one
110 /Diane/ L1/ **(laughs)**
111 Diane (4) no I'm not you are also … ((3)) [but niye?]
112 L1 [**(laughs)**] (4) both of us o zaman
113 Diane (4) yes both of us o zaman
114 /Diane/ L1/ **(laughs)**
115 L1 ok… the another questions… **(laughs)**
116 Diane hmm **(reads the discussion questions)**
117 L1 (4) hmm
118 Diane do you want to start?
119 L1 ok I'm listening you
120 Diane I think this is unreliable because it's change err… person to person but it can be one for one or three time activity for anyone
121 L1 hıhı
122 Diane it's not a big deal ((2)) reliable for me it's not honest to me… [for example I'm]
123 L1 [so]
124 Diane [I'm pragmatist as you know]
125 L1 [yes]
126 Diane [but]
127 L1 [hıhı]
128 Diane yes I do interested in that's very closed but not most of the time… [you know]
129 L1 [yeah of course]
130 Diane it's just little interest [but]
131 L1 [of course I exactly]
132 Diane [but paper says]… you're pragmatist you're interested in interested in philosophy closedly thinking the other ways there was the situation
133 L1 hıhı… of course I agree with you… you are right
134 Diane [what about you?]
135 L1 [so]… you you test results are unreliable [according to the]
136 Diane [yes for me] haha
137 L1 [hmm]
138 Diane [what about you?]
139 L1 (4) err… neither reliable… nor unreliable it's changes [but err…]
140 Diane [yeah]
141 L1 the most err… reliable the test err… results
142 Diane for you?
143 L1 yes for me reliable err… because err… post it's err (4) that tests err… nearly introduced me some sentences but not all of them but you said as well err… the people the people changes

144 Diane yes yes sure
145 L1 [err]
146 Diane [but all]
147 L1 and err yes
148 Diane I'm listening to you
149 L1 you said the all cases you said about… [if you]
150 Diane [((2))]
151 L1 I'm I'm thinking if I thinking all cases of course I'm not unreliable [but some cases err]
152 Diane [in some cases yes]
153 L1 reliable but I said again thinking the all cases not I'm I'm also unreliable
154 Diane (4) **(laughs)** super
155 L1 I'm passed these questions for you
156 /Diane/ L1/ **(laughs)**
157 Diane ((3)) **(reads the discussion question)** (6) **(reads the discussion question)**
158 L1 hmm
159 Diane (4) I mean is the same is it the test same true for everyone? or… I I didn't understand did you understand?
160 L1 so so err… the questions is the personal questions maybe but I'm questioning the teacher what do you mean for these questions
161 Diane yeah you can ask
162 L1 of course (55) err… Diane can you hear me?
163 Diane yeah
164 L1 this questions means err… meaning a useful for a teacher students a personal manager
165 Diane useful
166 L1 YEs
167 Diane err… so do you want to … start?
168 L1 err…
169 Diane **(laughs)** no?
170 L1 yes I don't have idea of from this question
171 Diane ok I will start err… I think
172 L1 yes
173 Diane this test can be true for anyone anyone who want to discover herself or herself or himself this can be right for anyone but is it true for me no so it's mean that it's not suit for me it's not good for me… [but]
174 L1 [yes] but it's good for you then this is for you [((2))]
175 L1 [hmm you think] this is for me your idea
176 Diane yeah so what do you think about that's for me
177 L1 [err]
178 Diane [why…] you say err… theorical and you know listening philosophy things
179 L1 hıhı
180 Diane err… but not all the sentence but some sentence are… good for you… are suit for you [so]
181 L1 [hmm]=
182 Diane = it's it's good for you it's for you the test
183 L1 ok thank you your idea
184 /Diane/ L1/ **laughs**
185 Diane **laughs** thank you your idea
186 L1 **laughs**
187 /Diane/ L1/ **laughs**
188 Diane we have to speak more
189 L1 yeah of course I'm thinking [how can I the response]
190 Diane **laughs**
191 /Diane/ L1/ **laughs**
192 Diane it's ok for me never mind do you want to answer or shall I skip the question?
193 L1 ok
194 Diane (4) do you say anything about it?
195 L1 err… I don't understand
196 Diane do you say anything about this question?
197 L1 err… when you finished discussing that questions
198 Diane yeah
199 L1 I guess this is not questions but this group is talking very good I guess

200 Diane YEAh sure
201 L1 it’s it’s very useful or I don’t have any idea
202 /Diane/ L1/ **laughs**

Appendix İ. Data Extracts 24 – 26 in Assessment 5

(In the following extracts, the lines that were private for learners are shown as X.)

1 Ali hello
2 L1 hello
3 Josephine hello
4 Ali hello Josephine
5 Josephine **(laughs)**
6 Ali how are you Josephine L1?
7 Josephine **(laughs)** I'm fine Ali
8 L1 I'm fine thank you Ali are you?
9 Ali I'm also fine thank you so let's start (6) so who wants to begin?
10 L1 (5) Ali bişey sorabilir miyim? hangi konu hakkında konuşacağız?
11 Josephine **(laughs)**
12 Ali dinlemediniz mi derste?
13 L1 ya derste vardım ama buradaki sorular hakkında mı konuşacağız?
14 Ali evet evet oradaki sorular üç soru vardı ya ekran görüntüsünü almadınız mı?
15 L1 almadım
16 Ali tamam ekran görüntüsünü paylaşmayı deneyeyim görebilirseniz bir dakika (16) evet görebiliyor musunuz?
17 L1 evet görebiliyorum teşekkür ederim
18 Ali tamam so let's start then
19 Josephine ben göremiyorum ekranı nerede?
20 Ali paylaştım where is it T says I have shared it L1 sen görebiliyor musun?
21 L1 evet evet görebiliyorum
22 Ali o zaman Josephine sana özelden atayım hemen yapayım
23 Josephine (7) tamam şimdi aldım teşekkür ederim
24 Ali you're welcome ok I'll start I will enjoy watching soap on Netflix not on TV but Netflix what about you?
25 Josephine (4) Josephine err… I will enjoy… I will enjoy err… playing the calimba
26 Ali wow? interesting so do you wanna play calimba Josephine?
27 Josephine yes
28 Ali nice interesting Josephine what about you L1?
29 L1 err… I like… I enjoy watching TV especially like Netflix TV series
30 Ali so what kind of TV series do you like mostly?
31 L1 adventure and… err… crime
32 Ali nice what did you enjoy as a child let's talk about this topic who wants to start?
33 Josephine I can start
34 Ali ok go on
35 Josephine err… when I was a child… I was… yoo… I was enjoyed
36 Ali yes **(laughs)**
37 Josephine bunu nasıl söyleyebilirim?... go outside
38 Ali that's right you were enjoying and you enjoyed to go outside and what were you doing Josephine? [for what?]
39 Josephine [err… for example I was swimming]
40 Ali oh nice do you know swim?
41 Josephine no no swing
42 Ali ah swing yes ok
43 Josephine and I was walking everyday
44 Ali so you were walking by your own or with your friends?
45 Josephine friend's
46 Ali ok with your friends so do you wanna add something?
47 Josephine no
48 Ali ok then thank you Josephine
49 Josephine welcome
50 /Ali/ Josephine **(laugh)**
51 Ali do you want to continue?
52 L1 evet
53 Ali English please not evet yes
54 L1 yes I love watching cartoons when I was a kid for example Tusubasa

55 Ali so you like to Tusubasa… and football
56 L1 yes what kind of things do you like as a kid?
57 Ali I was also an football addict I was going outside every day and I was playing football from 8… morning 8 and till midnight… ten nine… I was wondering all the village I grow up I grown up in village so I was an football addict and I'm still and what have you never enjoyed? who wants to start or should I start?
58 Josephine [I am thinking]
59 Ali [ok] this time I will start I will never enjoy having family rows because you know I like my family I love my family a lot and my family means everything for me a discussion or arguing among them was nightmare for me and I have never liked seeing my family in such situations so what about you?
60 L1 I agree with Ali
61 Josephine err… my family rules… excessive bad… because… constantly… constantly we are compared… for example… neighborhood nasıl diyeceğim? komşu mu? for example neighborhood girl
62 Ali so you were always comparing with you are always comparing with your neighborhood girl right?
63 Josephine yes
64 Ali by your parents
65 Josephine yes everything for example school
66 Ali success=
67 Josephine yes
68 Ali school success =
69 Josephine = degree
70 Ali = degree
71 Josephine = and for example home jobs
72 Ali = home jobs **(laughs)** I understand yes
73 Josephine that's it
74 Ali ok thank you Josephine and L1 what about you?
75 L1 err… I have family rows but I don't like family rikings and also err domestic bans are not for me for example it is a forbidden to go out alone in the evening and I do this
76 Ali so (4) what did you mean by restricted?... restricted by your family or by a man?
77 L1 yes family
78 Ali ok thank you… that's also interesting so we're done do you wanna add something? talk about something?
79 Josephine no
80 Ali X
81 Josephine X
82 Ali interesting so choose five things **(reads the question)**
83 Josephine [ok]
84 Ali [ok] I'll start… firstly family but there is no oh yes there's family… friends (6) achieving my ambitions success and (5) money
85 /Josephine/ Ali **(laugh)**
86 Ali money didn't match para dedim mi ben? that's not money support
87 Josephine ok
88 Ali it's ok so what about you Josephine?
89 Josephine first family =
90 Ali = yes
91 Josephine = and friends =
92 Ali = yes
93 Josephine = marriage
94 /Josephine/ Ali **(laugh)**
95 Josephine and children =
96 Ali = children kaç etti?
97 Josephine kaç olacak beş mi?
98 Ali one more
99 Josephine food
100 Ali ok food **(laughs)** especially noodle
101 /Josephine/ Ali **(laugh)**
102 Ali right tea and L1

103 L1 **(laughs)** first rank success err second respect… third money err… fourth food… fast food and five peace
104 Ali peace you mean barış
105 L1 yes ok so… it's so… ah nedenleri varmış reasons we are going to tell the reasons **(reads the question)** what are the reasons? why did you like family? or why is happiness? konuşamadım… you understand right?
106 Josephine I understand
107 Ali **(laughs)** ok [let's talk about it]
108 Josephine me first… first marriage =
109 Ali = why marriage?
110 Josephine **(clears her throat)** marriage… is very important actually… because my… err… I… my husband… in the future… my husband
111 Ali **(laughs)**
112 Josephine (4) very important… so constantly… we are together =
113Ali [yes so]
114 Josephine [everything…] everything… everything we all share… err… we are here
115 Ali yes you are right so as you will always together and as you will share everything you think marriage is the key of happiness or something it's just a thing =
116 Josephine = yes
117 Ali ok it's ok you said friends and family as well
118 Josephine yes my my friends… also very important because… everything together… together so (4) we together… we together err… walking… everything… bir dakika… the bad… I share bad situation
119 Ali so you are you are sharing your bad situation you are sharing your happiness you are sharing everything actually you are happy with them because you always spend time together am I right?
120 Josephine yes hıhı yes
121 Ali that's why you choose they are they are happiness for you
122 Josephine yes
123 Ali ok you said food Josephine what's your reason for food?
124 Josephine food… food I think… food err… my food… my everything=
125 Ali = **(laughs)** =
126 Josephine = **(laughs)** because without food… I am very sad and… nasıl derim bunu? Türkçesini bulamadım ki
127 Ali you are very sad and… pointless
128 Josephine = yes pointless =
129 Ali = pointless anlamsız you have nothing to do
130 Josephine yes yes
131 Ali ok so what did you say ne demiştin başka?
132 Josephine family demiştim
133 Ali oh yes bir tane daha
134 Josephine [(4) children]
135 Ali [let's talk about…] let's talk about children and family and then everyone will talk
136 Josephine ok I think children is… err.. childrens are very cheerful (4) bir dakika… when I was I was very happy
137 Ali when you see them you are very happy
138 Josephine yes everything… I forget everything
139 Ali ok you forget the moment you are just happy with them
140 Josephine yes
141 Ali ok
142 Josephine because… because of… because of… nasıl denir? my school is here
143 Ali ok
144 Josephine so bir dakika (5)
145 Ali [supporting]
146 Josephine [yes yes buldum] I left them far away
147 Ali yes
148 Josephine I miss you
149 Ali if you left them you will miss them right?
150 Josephine yes right
151 Ali they are so important that for you you will miss them a lot you can't live without them am

I right? as far as I understand
152 Josephine yes thank you
153 Ali you are welcome you are very… you spoke very well
154 Josephine thank you **(laughs)**
155 Ali so L1 your turn
156 L1 yes first for me respect and happiness is also very important because err and we can behappy if we respect and love each other and in addition I think… secondly I can be happy when there is money because we can buy everything for example we can be… be happy by buying… by buying a lot of food
157 Ali **(laughs)**
158 L1 **(laughs)** and in addition success is important for happiness err a successful person is a happy person
159 Ali ok thank you so bu kadar mı? that's all you are also good so it's my turn but I have forgotten what I said I will check one more time… I said family and friends family and friends is everything for me like just like as Josephine I share everything with my friends and family they are important so important that for me I can't live them I can't live without them they are my reason to live and also I said money I agree with you L1 money is everything in twenty twenty one we can buy everything what we want and also money brings happiness I believe that and I said sport as I told before I'm football addict I can't live without football and it's also my everything the other reason to live is Galatasaray for me and… success I said success achieving my ambitions I'm too ambitious I always have an ambitious I've always been in race with someone that's my… that's my life… how can I say it? (5) I couldn't find the word but racing with someone and being successful at the end is very important for me and I can do everything for being success that's it thank you Josephine thank you too L1
160 L1 you explain very well thank you
161 Ali thank you
162 Josephine thank you

Extract 25
1 Esma can you hear me L1?
(a minute later)
2 Esma hello Barış
3 Barış hello can you hear me?
4 Esma uh yes
5 Barış how are you?
6 Esma I'm fine and you?
7 Barış I'm fine shall we wait teacher or start?
8 Esma I think we are waiting teacher to send us activity
9 Barış (4) so we are waiting for teacher ok
10 Esma acaba başlasak mı belki hoca birşey vermeyecektir
11 Barış valla benim fikrim yok X
12 Esma X
13 Barış o zaman konuşmamız gerekiyor
14 Esma mutluluğun tanımını yapacağız belki başlayalım let's start according to me happiness means err… health and serenity for me and because err… when serenity is there there is always happiness and err… health is important to be happiness because health there is not nothing makes sense
15 Barış (6) I have activity
16 Esma (10) what does it mean Barış?
17 Barış that means happiness… happiness for me first of all I agree with you health is very important of course and health not there is no happiness err… more than happiness and that's why I agree with your opinion and if I… in my opinion and if in my opinion happiness means… means… I guess I have not just one word it changes for me sometimes this is a… this can be shape… this can be feeling for me and for example if I success something I can feel happy like or if I… if I… how can I say? (4) for example I want to buy something if I buy this (4) if I buy this product or I forgot whatever this means for me happiness because I want this
18 Esma effort to buy something that you like you said
19 Barış yes this is another means for me I have a lot of means for me happiness is just not words also have your opinion for me is very important health family friends this is err… also very important

and mean happiness for me

20 Esma I agree with you especially success err… if person has a success err… at success err… person (5) person is happy

21 Barış yes (30) do you understand these tasks? I understand I got it did you understand?

22 Esma yes I am ordering

23 Barış let's we are ordering and then we're talking about

24 Esma ok

(2 minutes later)

25 Barış if you want to start first I'm listening to you

26 Esma ok first section is that err…

27 Barış if you want we can move one by one for example you said health why? I otherwise say why if you want

28 Esma err… first section err… is family for me err… because it's everything I think err… for me err… they love them and err… I have an ((3)) every issue and err… they do for me (6) what is the first section for you like?

29 Barış also first section for me is… is the same for you… family because you said family… family is… is very important and also it's very important for me err… because err… because we can learn everything from the family and need the support family… from our family err… family everything… everything more than happiness that's why is the first section family I choose that I choose

30 Esma (5) second section err… is success because err because err… when I success err… my success issue err… like class err… I am happy and err… success is important err… for every area

31 Barış yes

32 Esma I like it as well activate as err… I think it (4) it has happened for me err… it has happened for me what is your second section?

33 Barış hmm yes I agree with you my second section is health… it's very special for all people and if we have a good health… is a everything err… because if I have… have some problem from our health this is really a bad situation and err… and this is really how can I say? (4) upsetting and that's why health… if we have good health everything is ok that's why I choose the second

34 Esma third section is achieving err… like success err… it is similar

35 Barış may I ask question for you?

36 Esma ok

37 Barış what does it mean? what is the difference achieving and success? what's the difference for you? why you separate success and achieving? why you choose?

38 Esma err (4) I am err (4) apart from them err… according to tasks and thus I separated from them but I think it is the same

39 Barış according to you separate according to the task

40 Esma uh yes

41 Barış ok if I add something for success I'm listening to you

42 Esma err… rather than achieving err… I achieving err… I can locate health err… health is err… important for every person (4) it is there and err… there is always happiness and err… cosy and they can do err… everything err… that that person err… like err… that's it for achieving

43 Barış that's true also again err… I agree with you and my third section is friends because err… friends… I have a lot of friends but (5) between them the best friends… the best means is also very important because err… because I'm trusting them better than the other friends err… because I'm best for this people and when I together better with my friends I feel happy err… I'm beyond happy we smile err… we are good we are doing together something

44 Esma yes

45 Barış really yes good friends

46 Esma yes being with best friends and err… have a good time err… it is important really

47 Barış yes of course

48 Esma fourth section is err… money for me err… we can we can buy good things err… like dress or book and this action err… happiness err… me

49 Barış yes money is very important err… but this is err… I guess err… I don't know what do you think but money is (4) rather than happiness is err… necessity I guess because if I want to something we need the money that's why money err… yes can be happiness but I want to buy (3) that dress or shoes err… whatever yeah it changes both happiness both and necessity err… I guess money but this correct

50 Esma I agree err… it changes situation

51 Barış yes my fourth section is success err… you also said if I have…. have some target or purpose

and this purpose when I err… success I feel happy because I want err… the real real err… real achieving for this purpose and if I success really err… really feel good really feel happy happy
52 Esma yes err… fifth part is sport I think err… because it have to be health and err… seem to be beautiful
53 Barış yes also sport help your brain for relax err… just not brain for physical because err… doing something err… sports activity you feel relaxed you don't think other things that's why sports is better
54 Esma yes it's also increases focusing an issue
55 Barış yes my fifth and last section is music I'm err… when I'm listening to music err… I really err… I'm happy but this changes according to my situation if **(laughs)** if I feel sad sometimes feeling safe but music is very relaxing for me and err… means happiness I guess err… because the best friend can be music **(laughs)** when I feel alone I'm listening music
56 Esma to be sad is part of to be happiness I think
57 Barış yes it changes the situation
58 Esma ok
59 Barış that's it
60 Esma ok
61 Barış so let's say the teacher that we finished
62 Esma ok

Extract 26

1 Diane hocam kımse yok bu odada benden baska (18) hello Gece
2 Gece hello? can you hear me?
3 Diane I can't try to talk again please ı just hear cızırtı
4 Gece ok (6) how about now?
5 Diane ok could you hear me?
6 Gece yes I can hear you
7 Diane ok
8 Gece ok we can start what do you think about happiness?
9 Diane hello L1
10 Gece because humans sometimes live happy but sometimes sad
11 Diane yes
12 Gece do you enjoy having family rows
13 Diane no... you
14 Gece no because I usually think different from them
15 Diane yes me too (6) here is the activity first you start Gece if you wish
16 Gece ok… self - knowledge reading money friends and achieving my ambitions… you?
17 Diane self - esteem family friends sport reading (4) [why did you choose these are?]
18 Gece [which sports do you like?]
19 Diane I actually like to go to the gym… makes me stronger… what do you think about self – knowledge?
20 Gece you know your goals and limits… if you know yourself you can achieve many things (4) [what do you think self – esteem?]
21 Diane [so? are you obsessed with your goals?]
22 Gece no not much but I care them
23 Diane self-esteem is an important thing for you to become happy and successful if you don't believe in yourself no one do that for you
24 Gece yes (5) can't you be happy without your family?
25 Diane ah no one can't
26 Gece why not?
27 Diane think about it parts of you is not full you are not complete… [you can be time to time but]
28 Gece [maybe some people are very strong and they can tolerate]
29 Diane [you think them always]
30 Gece yes exactly
31 Diane sure I admire them but I'm so in love with my mum and sister… what about you?
32 Gece ok me too… especially my brother
33 Diane ah
34 Gece I love them so I agree with you they are always supporting us
35 Diane yes you feel stronger
36 Gece even if there is no one around you they can support always… what about you money? is it important for you?

37 Diane it is important so much but I don't know… I saw a lot of people who lost his family his value so I don't like the money but we need to money a lot =
38 Gece = in fact without money people can be happy but this is not valid in Turkey
39 Diane yes sure I think money manage us
40 Gece yes it is true before everything money comes first
41 Diane yes so true
42 Gece what do you think about friends?
43 Diane friends can be your family time to time I love my friends a lot they feel you precious and special
44 Gece yes they are like second family

Appendix J. Data Extracts 27 – 30 in Assessment 6

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 27

1 Josephine cızırtılı geliyormuş hocam onlara (10) ilk sorumuz şey değil mi? başımızdan geçen olay
2 L1 ((10))
3 Josephine düşüneyim biraz
4 L1 behind your back **(reads the sentence)** bu neydi kanka?
5 Josephine ileri geri konuşmak
6 L1 old friends often behind my back
7 Josephine hıhı
8 L1 my aunt ((6))
9 Josephine hmm ok
10 L1 for example… I… I… have a ((4)) and… they are excessive talking behind me
11 Josephine hmm
12 L1 for examle… you… aren't ((3)) in the future
13 Josephine hmm
14 L1 ha açıklayın diyo öyle bi olay var mı diyo
15 Josephine yes of course…
16 L1 söyle canım
17 Josephine ha ok ((4)) neyse boşver devam et
18 L1 I want err… do exam
19 Josephine exam very very difficult… but… I'm (5) success… successful err… successful and
20 L1 err… and so… başarı neydi
21 Josephine successful
22 L1 haa succeed başarıydı
23 Josephine sorun yok you can talk
24 L1 ((11))
25 Josephine err… for example… all… all friends… X
26 L1 **(laughs)**
27 Josephine başınızdan geçen bişeyi mi anlatın diyor?
28 L1 go to your head neydi?
29 Josephine kafasına gitmek
30 L1 kafa yormak… kafasını kuma gömmek değil miydi o?
31 Josephine hmm (10) L2 says err (10) you… you aren't listen to me **(laughs)** (19) actually… not clearly but deep

Extract 28

1 Esma can you hear me?
2 Gece (15) yes
3 Esma err… Gece… what do you think err… to come to a hat?... can you explain it? err what does it mean? (10) I think err person has no… patience and err someone makes anything… like bad event
4 Gece yes err… this means annoying events err… for example my friend she ignored me recently and we fight her he is lying to me and this came to a head
5 Esma err yes err… it can be an annoying event… and err… you… err… it can… come to a head… err
6 Gece (9) this means not tolerate anymore
7 Esma err yes
8 Gece that's it (40) hmm there are so much people behind my back err… for example err we are fighting and err… they can they gossipping and they talking behind my back
9 Esma err… I don't remember this err… anything events but especially err… any person err… lying err… err this come to a head err… because err… I… I don't like… lying
10 Gece yes I understand… people err… who don't like you err… talking about so much yok about your err… they are lying err… about you… that's it
11 Esma (7) err… or err… when err they are not keeping promises maybe
12 Gece (4) yes maybe err they envy you… jealous… arrogant… and… err they are talking about constantly ....
13 Esma (1 min. 23 sec.) err… I don't err remember err a good head err what does it mean? err (4) is it like err… [being talented]?
14 Gece [yes?] err… being skillful… tend to… yani bişeyi yapabilmek yatkın olmak gibi bi anlama geliyo
15 Esma ok

16 Gece err for example my friends err she's playing the guitar she tend to instrument she is also learning the violin… she is good head to this (30) and also… another friend drawing caricatures she likes drawing pictures err… she is good head to drawing (20) maybe err when we are sad err… when we are upset err we get off your chest to… friend family maybe… it freshens yani it relief me (5) we can share problems with err… my friends
17 Esma err… yes err… err I think err I get off your chest err… about err problems err (5) my friends or family
18 Gece (3) yes we can try to… solve err problem
19 Esma err yes err I think they help to me
20 Gece yes (1 min. 48) I don't remember err go to your hand means can you explain it?
21 Esma (11) maybe err… having a… good job err… or err… dreams come to my head err (26) like err… having good job err… or err… err skillful err… add some sports private like this
22 Gece (1 min. 6) for example… err hand joking err… hand joking gets on my nerve… I don't like joking
23 Esma (34) err what does it mean err get your back up? I don't remember
24 Gece err sinirlerine dokunmak gibi yani seni rahatsız etmesi
25 Esma err… people err… who talk err… so much err…
26 Esma yes
27 Esma about err… all topics or issues
28 Gece yes
29 Esma err
30 Gece (3) that irritates you
31 Esma yes
32 Gece ok I understand (17) and maybe… err laughing… so loud irritates me… sometimes
33 Esma (7) err yes I like… silence… err… area… err… err
34 Gece me too
35 Esma like you
36 Gece (1 min.) err for example my friend… struggling too much problems but she come up with problems… and she's trying to solve problems (11) she puts a brave face on everything everyday problems for example exams she wins to she want to wins exam… and she trying to… studying
37 Esma (4) yes err I think err… err… err… it is good err… they err… can achieve many problems… err… which err which have in their life
38 Gece (4) yes and also… err… it is… it covers err… us (30) without giving up and err… trusting themselves… err they can achieve… many things… and err they put… a brave face on this problems (3) maybe family problems… may be friends problems… it can be
39 Esma (4) yes err… trust err is the most important thing err… person err… can achieve many problems err to via trusting themselves
40 Gece (18) for example people who had financial problems… they are trying to solve… problems maybe err they cannot take err even books but there are trying to win exams… and they can do (4) for example people who live err in err… valley yani köyde yaşayan insanlar demek istedim **(laughs)** nasıl deniyor bilmiyorum
41 Esma yes err… people err… who live in err village err… err to err… get out err… their house err… err… err
42 Gece (4) they are struggling
43 Esma evet err… err… is it necessary err… to trust?

Extract 29

1 Diane can you please repeat?
2 Barış X şöyle dedim ben I am a person who has ever defended and I do not who has a lot of panic and err I do not like this habit… err… I would like to get rid of this feature
3 Diane ok (10) there is nothing I want to get rid of… [because of…]
4 Barış [I am a scared] do you have a feature you want to change? (5) [değiştirmek istediğin bir şey]
5 Diane no I want nothing no I don't want to change anything
6 Barış ok
7 Diane and the new task
8 Barış injusta bakıyorum hemen tam çevirisi ne oluyor bunun? hayatta başına bir şey gelir gibi mi
9 Diane ben de sana onu soracaktım
10 / Diane / Barış **(laughs)**
11 Diane sanırım öyle hayatında başına neler gelebilir gibi bir şey mi?
12 Barış aynen onun gibi herhalde… err X ((2)) sad events may come

13 Diane (4) ya ben gone to your head e biraz önce çalışırken anlamına baktım aklını almak yazmışım ama
14 Barış hangisine? err… go to your head tamam ne yapmışsın anlamadım
15 Diane X ya aklını almak olarak çevirmişiz ama nasıl yaşamda aklına
16 Barış bence şey ya yaşamda başına neler gelebilir yani korkunç olaylar gelebilir üzücü olaylar gelebilir dedim ben
17 Diane maybe but I'm not sure
18 Barış scary events sad events may come
19 Diane hıhı
20 Barış diğerlerinden niye ses yok ya
21 Diane bilmiyorum L2 zaten hiç konuşmuyor ama L1 sanırım duymuyor bizi bizi duyuyor musun?
22 Barış X?
23 L1 hayır duyuyorum da şey tam olarak sorulara cevap bulamadım onun için
24 Barış how do you translate the last one? neye sırt çeviriyorsun you get your back up
25 Diane aynen öyle sanırım
26 Barış evet şey sonra tekrar
27 Diane who what gets on your nerves yani seni kim ya da ne sinirlendirir?
28 Barış hmm aynen (10) my wicked friends and people talking from my family make me angry (4) what do you think L1 and Diane?
29 Diane (12) I get angry when someone lies to me
30 Barış yes
31 L1 it gets on my nerves when my things are I don't want for example
32 Barış (12) who gets on your nerves seni kim ya da ne sinirlendirir? err… it makes me angry that people I don't like to err… take care of me… like lying friendship (5) X
33 Diane yes (6) **(reads the idiom)** I guess I don't know such a person
34 Barış yes I agree L1 do you know such a person?
35 L1 no I don't know such a person because maybe everyone scares off sometimes somethings
36 Diane yes it is impossible to be brave in every occasion
37 Barış yes I think so I want… err… because maybe a person afraid of something

Extract 30

1 Ali ok so
2 L1 I want to say this situation miracle you know err… that it happens… it happened to all lives Corona virus in turkey… they are… their lives break out
3 Ali ruins
4 L1 yes… and of course… especially students… we are preferring for the university existence and we know so…
5 Ali [hmm]
6 L1 [a lot so much…] that err… I remember this err… I'm so sleepy… so tired and… like this
7 Ali yes so you had to work err… a lot because of coronavirus… am I right or?
8 L1 maybe you are right… I do not remember very well at the moment but I'm thinking that… my? err… ambitions ((3)) what can I say ((2))
9 / Ali / L1 / **(laughs)**
10 Ali ok ((5)) but I don't know… [effort]
11 L1 [effort] for effort is err… let somebody do something we see… let somebody do something in… our dreams… and… my **(laughs)** efforts… or what else… let's somebody somebody şey diyecektim beni hayal kırıklığına uğrattı
12 Ali ha don't let somebody down
13 L1 **(laughs)**
14 Ali **(laughs)** … hayır somebody nin yerine kelime koyacaksın orada
15 L1 let me down
16 Ali huh
17 L1 err my effort is let me down (4) and that's it what about you?
18 Ali ok (4) ne diyecektim? ha… err… I want to talk about my exam preparation yes preparation time as well I worked hard like you but err… my math and… science… thing was not very well… so if I if I would…work to them if… I… worked to maths and science or the other subjects very well some subjects very well I would be in bad place because my English was very well but the other… to the other side it was terrible… so… that's it (20) so… what life can go to your head?
19 L1 err (4) I don't know… we are a teenagers maybe **(laughs)**
20 Ali **(laughs)**
21 L1 and… **(laughs)** teenagers times… err… changing… as continuing grow up… and… so **(laughs)**

love issue…
22 Ali **(laughs)**
23 L1 now I don't love… anyone
24 Ali but if you love it can go to your head he or she… [can go to your head]
25 L1 [I don't know…] but err… my… dress teachers ordinary but… I see… err some girls in outside **(laughs)** she… err they are perfect err… even I'm falling love them even
26 Ali haa **(laughs)**
27 L1 **(laughs)** maybe you think too
28 Ali err… love… not love but err… I… money… can go to my head if I had a lot money I would… I would totally change I can promise I will err if I get if I got much money I would err… I was forget my old friends **(laughs)** I would forget my own family **(laughs)** and… money can… solve money… can go to my head always saying
29 L1 yes money is err important things our world
30 Ali yes so…
31 L1 (6) ((5))
32 Ali oh no
33 L1 X
34 Ali that means ((4)) annoyed you
35 L1 annoyed?
36 Ali yes? sinirlendirme
37 L1 arka çıkmak desteklemek olmaz mı?
38 Ali ((2)) (7) şuramdayken
39 L1 yes
40 Ali if someone err… use my abilities to err… ((3)) if someone ((2)) if someone tries to lie to me err… make fake towards me and backup me a lot err… that's it
41 L1 and if says someone… Van Gogh is not important artist **(laughs)**
42 Ali **(laughs)**
43 L1 **(laughs)** I will… not
44 Ali who would you say?
45 L1 my friend err once upon a time I share… I did share my Instagram story… about Van Gogh… err… paintings Van Gogh paintings err… with videos… and my friend says that me… directly you are a ((2))
46 Ali **(laughs)**
47 L1 **(laughs)** and… I annoyed… I annoyed I annoyed to her =
48 Ali = she's too curial =
49 L1 = yes
50 Ali I… why are you judging err… someone by their ((2)) or by their habits… loves or something?
51 L1 err… everyone respect to… our…
52 Ali sure… abilities
53 L1 yes abilities or someone something else… yeah that's it
54 Ali ok we can skip **(reads the idiom)** (28) ok it irritates you
55 L1 annoyed
56 Ali yeah the same
57 L1 yes we answered already
58 Ali ha ok but… who and what… says something that gets… which gets someone's nerves
59 L1 err my friends never eats err… sushi with me…
60 Ali yani
61 L1 she is the right I understand but I said to her… you should try something new… so you should try sushi… but I do not… I do not…
62 Ali she always repeating herself or you don't… people who… don't eat err sushi gets… on your nerves
63 L1 yes and you?
64 / Ali / L1 / **(laughs)**
65 Ali (6) err… the boys who wandering and ((4)) gets on my nerves a lot
66 L1 why?
67 Ali **(laughs)** the X lives
68 L1 ha ok **(laughs)** they extremely ((2)) in there
69 Ali yes **(laughs)** they are are just smoking and wandering around looking to people err… that's it (7) ok L1 do you know anyone like… in this example?
70 L1 err (5) I think you should start… first

71 Ali ok **(laughs)** I'm not ready as well… but… err… actually I don't have such persons… in my life my old friends or my old relatives are better in there… and are good and their life is good so I don't know any person… what about you?
72 L1 err… I don't know
73 Ali ok we are done
74 L1 yes
75 Ali thank you L1
76 L1 thank you too
77 Ali you are welcome

Appendix K. Data Extracts 31 – 33 in Assessment 7

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 31

1 Diane	arkadaşlar… mıkrofonunuz var mı
2 Josephine	ben seninle mi gruptayım (5) bende hiçbir şey görünmüyor da
3 Daine	Josephine duyoyor musun? (7) Josephine?
4 Josephine	ben sesleniyorum ama sizi duyamıyorum
5 Diane	biz de seni
6 L1	bende ses kesik geliyor
7 Diane	Josephine bi daha seslensene
8 Josephine	hello **(laughs)**
9 Diane	(5) tamam duyabiliyorum şimdi ya sen? (7) L1 L2? duyabiliyor musunuz? bari yazarak katılın lütfen
10 Josephine	herkes yazsın sonra konuşamıyoruz gelişemeyiz böyle
11 Diane	Josephine sen bizde görünmüyorsuın L1 ve L2 var Esma ve ben
12 Josephine	grup iyi kalayım zaten L1 ve L2 yazarsa yazar (12) what do you think about honesty? err… if I choose some lie… it can be err (10) white lie… I think
13 Diane	why Josephine?
14 Josephine	because it is… say for good reason
15 Diane	[what about you Esma?]
16 Josephine	maybe to kind or to make happy someone
17 Diane	(10) I think the baddest type is flattery
18 Esma	(8) I prefer err… to be honest err but… sometimes err… I am lying white lies
19 Diane	to get promotion **(laughs)** (5) to be in a good places
20 Josephine	[everyone say sometime lie]
21 Diane	[it is not real thing everyone needs to be successful]
22 Josephine	if you say I'm not lying it is a lie **(laughs)** (12) but I can't neydi kelime dayanmak?
23 Diane	stand
24 Josephine	I can't stand flattery people (5) so disgusting
25 Esma	yes Josephine
26 Josephine	[so]
27 Diane	[yeah me too] (8) so what do you think about arrogant people?
28 Josephine	(15) it means someone try to be not behave like herself (20) it is cheat yourself I think (5) flattery people
29 Diane	what about you Esma
30 Esma	I think err… arrogant people… also err dishonest persons… are also they cheat themselves but they think that they cheat around people
31 Diane	yes exactly I can't stand them also… so we finished our first task
32 Esma	yes me too
33 Josephine	yes it is finished (10) what do you think about criminal deception? (6) X?
34 Esma	it is about to illegal behaviours
35 Josephine	(7) it is worst too because… they are cheat so much people
36 Diane	they are all worst… being dishonest to anyone
37 Josephine	(6) yes you are right
38 Diane	I hate it (20) so who wants to start? (10) shall I?
38 Josephine	you can start to if you want
39 Diane	go on Josephine
40 Josephine	when I was a child err… my mom forbid stay awake me she said I stay awake err… the night (5) monsters come into my room (6) and scared… me for I'm not sleep
41 Diane	uh huh
42 Josephine	(6) that's it… I think… what about you Diane?
43 Diane	now we're laugh but it can be your trauma
44 Josephine	yes parents should be careful about (6) it is so important thing
45 Diane	yea right (8) so when I was ten or twelve years old I was so curious about to see new things… and my mom always said like stop searching (5) we had a garret story (6) I promised to mom not to go in there… but I was wanting to find interesting things you know books magazines… so I lied to my mom all the time and I get in (5) what about you Esma? (10) Esma? tell us your story
46 Esma	(6) err… I dont remember err from err… my childhood now (4) but my friend ask err (5)

her whether her dress err is beautiful and err… I said it is beautiful and so stylish err (4) but I don't think so
47 Diane we are all liars
48 /Diane/ Esma/ **(laughs)**
49 Josephine **(laughs)** (5) we can pass other question (6) what did you understand about question?
50 Diane so girls lets look at the task (5) about three (4) go girls
51 Josephine I don't understand so much… I think
52 Diane you know the quiz that we did in the lesson… we re going to talk about that (4) honesty quiz he remember
53 Josephine ah I didn't do it
54 Diane (6) now you can check from whatsapp
55 Josephine ok the quiz on whatsapp
56 Diane Esma (4) what is your answers?
57 Esma (7) err… I said err… all the questions… yes because err… they are about to money and err (4) if I am lying, I can be a thief err… and err… just only seven no
58 Josephine I just think err we not do it
59 Diane ok Josephine just look and be honest about quiz
60 Josephine ok little bit wait… please (5) you can start first if you want
61 Diane (4) for example… I said ten yes and one no… what about you? (9) I also said seven for the same reason
62 Josephine I think (4) I choose… much yes but six eight four… is no
63 Diane why no Josephine?
64 Josephine (4) six is no (4) because… why not it is not so much known… for me (4) I not say regular err… to someone (5) I don't know someone and err… four is they open some music (5) I try to kind (6) I don't say so much
65 Esma I said seven no because err… I want to protect err my sister or brother like err… everyone
66 Josephine yes it is important (7) it is complete for me (5) what about you girls?
67 Diane for me too (5)

Extract 32

1 Barış can you hear me?
2 L1 (8) yes I can hear Barış
3 Barış ok err… if you want err I began (10) err so I'm beginning… I think err the worst err dishonesty is criminal deception… because err that people hurting err… only themselves and other people and err they hurt other people and I think the least hurting dishonesty is… white lies… because I think err that's err innocent… only this lie seat only hmm (4) explain… explain the opened person what do you think about the err… dishonesty?
4 L1 yes I agree with you Barış… err… I think a criminal deception is terrible… a person who is not guilty becomes a criminal and it feels bad err… this situations is not fair err at all err… types of lies are err… all very bad
5 Barış (7) yes I agree with you
6 L1 thank you
7 T **(2 min. later)** there are only two people in this room?
8 L1 yes teacher err L2 vardı fakat gitti
9 T why?
10 L1 bilmiyorum I don't know
11 T you don't know?... oh would you like to attend to other… err rooms or would you like to discuss together?
12 L1 yes I discuss together Barış
13 T ok good Barış can help you please discuss the items then ok… good… so is there a problem with Barış's microphone?
14 Barış hmm no problem my microphone is working
15 T ok? I can hear you well ok go on please thank you
(6 min. 15 sec. later)
16 Barış L1 are you here?
17 L1 yes I hear Barış
18 Barış err… I am explaining the activity two
19 L1 yes err… I I'm start
20 Barış err when I was child err my mum said err… me err… me to me … if you go to out… err… you can… err… kidnap err… burayı çeviremedim çocuk kaçırmak gibi bişey err you err you… you

could be kidnap err… by other bad person… and err… I believe it my mum and I didn't go to the out err… it is err… a lie err that… my mum… said me

21 L1 yes err… I was a child şey I was a person err who ate a lot of chocolate when I was a kid and err… that's that is why my teeth roated yani diş çürümesi gibi err… teeth roated so much… err my mother… had banned me chocolate but everyday when I… err when I went to my aunt house I was putting it my pocket… err I love chocolate and… still haven't give up

(3 min. later)

22 L1 Barış err… I didn't do that ((2)) but I can… listen to you yani anketi yapmadım ama seni dinleyebilirim

23 Barış (4) ok? err… err soruları şimdi sana söylemem mi gerekiyo?

24 L1 yo sorulara evet mi hayır mı dediğini… söyleyeceksin

25 Barış tamam err… I answered yes… first question err… if a shop gives me charge the err ten pound?... err… I give err I give that return because this is wrong err… because of err… err… any shopping [I can]

26 L1 [yes]

27 Barış I can go to that shopping again and err that man or woman err worker… remind me and err… that say me that err he said valla anlatamadım bi dakika

28 L1 (4) takıldığın yerlerde Türkçe devam edebilirsin

29 Barış tamam (12) err he said… said that me err … he say that err (4) give… err… ya işte parayı alıp almadığımı tekrar sorabilir bana demeye çalışacaktım da yapamadım

30 L1 anladım

31 Barış second question is… it's the same way I think err first question… err third question is… err **(clears his throat)** err if I if I get a… 45 pound text… I err I would err return that because this is… lie to our country err this is a big guilty and it is not it is not about me err

32 L1 yes I agree

33 Barış everyone in the living this country err… hak sahibi olmak onu unuttum

34 L1 hıhı

35 Barış (4) err everyone in living this country has this right

36 L1 ok (6) thank you Barış

37 Barış (4) X

38 L1 X

39 Barış (8) bununla alakalıymış

40 L1 aynen ben anketi yapmadım o yüzden kusura bakma bu konuda özür diliyorum

41 Barış yok sıkıntı değil err fifth question err I replied… that as no because if a person working in two work err it is err he or she has err… bi saniye (4) if if a person working two job err it is mean err he… he needs the two work because of maybe he is err… ben bugün konuşamıyorum ya

42 L1 gayet güzel ilerliyosun yani yarım yarım anlamaya çalışıyorum ben ben de çok iyi anladım sayılmaz zaten ama gayet iyisin

43 Barış hiç şey yapamadım toparlayamadım kafamda

44 L1 olsun yani şey yapma err tam anlatamadıklarını Türkçe olarak da anlatabilirsin (20) X?

45 Barış (10) galiba evet

46 L1 err üçüncü soruda şey diyodu sanırım vergi dairesi size hakkınız olmayan 45 sterlinlik bir vergi iadesi gönderir geri gönderir misiniz gibi bişeydi değil mi?

47 Barış evet evet oydu

48 L1 err

49 Barış (10) I answered it before if you want answer it it's you

50 L1 err (10) yes will send it back because I… err I am done now

51 Barış (6) ok

Extract 33

1 Ali hello can you hear me

2 Gece (10) yes

3 Ali ah ok so… our first… activity… came just came (18) so what do you think about the dishonesty types… of people?... **(L1 writes on the chat board)** no L1 we can't (31) so Gece L1 L2?

4 T (5) any problem in this room?

5 Ali [err… I can't hear my friends but I don't know why]

6 T [you cannot hear them really?]

7 Ali yes

8 T Gece do you have a problem with the microphone?

9 Gece yok hocam ben duyabiliyorum şu an

10 Ali uh ok

11 T please err… try to speak with your friends ok L1 are you here or just (5) we see your name but we cannot hear you?
12 Ali I guess err… L1 has a problem with… her microphone
13 T she doesn't she sometimes speaks to the microphone
14 Ali she said that can you hear me now but we can't
15 T yes I can see it you have seen the announcement right no problem with it… please be quick to do it and then so we can be quick to move on to the next other exercises go on please
16 Ali ok (6) L1 you can use the chat to explain your reasons… if you can hear us so Gece or L2 do you want to start or shall I start?
17 Gece yeah we can start
18 Ali ok let's begin then
19 Gece **(reads the discussion question)** explaining dishonesty divided into two non criminal description
20 Ali yes
21 Gece such as outright lie
22 Ali yes but our question is err… the discussion of the types of dishonesty the types of people what do you think about err… dishones the people who lies? for example white lies who says white lies or who makes flattery
23 Gece [ok]
24 Ali [we have to order them in a we have to say with order them… I guess as far as I… understand]
25 Gece ok
26 Ali (5) so what type of people is the worst… in your opinion?
27 L1 **(writes on the chatboard)** I think criminal deception because you hurt someone
28 Ali (15) ah criminal deception
29 Gece I think hypocrites… [because]
30 Ali [so why?]
31 Gece because they have… two faces
32 Ali yes they have two faces what about you L1?
33 L1 **(writes on the chatboard)** I think white lies
34 Ali (10) hmm because of the cruelness you send I think the best is the worst err type of … human people is busy busy bodies who is busy body because because they are all saying something to you you they act like they err know everything they always put their nose into my job and it I can't stand that type people… [so that's why]
35 Gece [yes?]
36 Ali [the worst is]
37 Gece [and]… and they don't have like
38 Ali yes to anybody's idea so can you hear L2 or…
39 Gece [no?]
40 L2 am anlayamıyorum
41 Ali ah senin sesin çok boğuk geliyo bize
42 Gece aynen
43 L2 hı ((4))
44 Ali şeyse chat e yazsana sen de
45 L2 ((5))
46 Ali o da olur sıkıntı yok so… what do you less least bad type of people?
47 Gece I think people who tell a white lie…. because [they don't want to hurt someone]
48 Ali [I think also white lies] people who says white lies is the least we are all agreement I guess
49 Gece yes
50 Ali so L1 why do you think white lies is the least? (10) ok so L2 what about you?
51 L2 bi daha söyler misin?
52 Ali who is the worst type of people for you and the least and why?
53 L2 **(writes on the chat board)** white lies
54 Ali (20) white lies (9) so why?
55 L2 (27) ((7))
56 Ali I couldn't understand you L2 vallah
57 Gece mee too
58 L2 (5) ((4)) constrained
59 Ali ha ha constrain what means constrained
60 Gece yes
61 L2 mecbur kalma
62 Ali ha you have to yani

63 Gece yes
64 Ali but why why people have to say… white lies? let's talk about that (10) for example do don't do not hurt someone you loved you can't say white lies let's
65 Gece yes
66 Ali I agree with you so what do you think the other types of people?... for example people who make flattery or deception?... which is the second worst… one… for you?
67 Gece (12) I think outright lies… [is the worst]
68 Ali [outright lies]… but why?
69 Gece [yes]… because err they they say direct… [lies]
70 Ali [directly] hıhı
71 Gece people and it is hurting
72 Ali yes it is hurt people so that's right what about the others? hypocrites Gece you said hypocrites right?
73 L1 **(writes on the chat board)** I dont know hypocrites what do you mean
74 Gece yes
75 Ali so can you explain it for us? [what means that?]
76 Gece [err…] they are they are pretending err as if honest people err… but they are lying they are not honest people actually
77 Ali so did you understand it… L1? (4) you are welcome so we can continue to the activities the second activity I guess
78 Gece ok
79 Ali (15) so did you understand the activity ?
80 Gece yes we can give an example
81 Ali ok who will start then?… [who wants to start?]
82 Gece [I am thinking]
83 Ali ok Gece is thinking L1 or L2 do you want to start or shall I start?
84 L2 (9) yes ((7))
85 Ali ok I will start then
86 L2 ((4))
87 Gece ok
88 Ali err… when I was a child… it was inappropriate for me to go to the Internet cafe my age was too young and I was still going to Internet café… [without a permission]
89 Gece [yes?]
90 Ali from my family… err and always I was lying that I was playing football around my school or something like that
91 Gece [yes]
92 Ali [that was my…] short story
93 Gece beautiful
94 Ali so what about you?
95 Gece I am thinking but… I didn't remember
96 Ali ok… so if you do not have such experiences err… you… can err… tell something that you heard someone before
97 Gece ok
98 L2 (4) I (12) can I say?
99 Ali yes yes of course L2
100 L2 when I was a child… I was ((7)) of course but ((4)) I didn't (4) and… I was ((5))
101 Ali uh **(laughs)** senin internet connection unda bişey var ya da acayip bişey geliyo böyle kesik kesik
102 Gece ((3)) anlamadım ya
103 L2 ((4))
104 Ali böyle kısa söyleyince net geliyo da uzun cümle kurunca kesiliyo
105 L2 hmm
106 Ali chat e yazsana sen… zahmet olmazsa
107 L2 (4) tamam
108 Ali (10) so Gece do you know… any… do you have any experience did you remember or L1?
109 Gece (11) I'm trying to remember but… I don't
110 Ali ok no problem L1 what about you?
111 L1 **(writes on the chatboard)** yes but I don't experience this situaition Ali what about you ?
112 Ali (30) err… I have told that but I can repeat it if you want (7) if you didn't heard it I can… explain it one more time

113 L1 **(writes on the chatboard)** sorry I cant hear
114 Ali ok when I was a child ah L2 write something
115 L2 **(writes on the chatboard)** when I was a child I was ill so much and I have to take medicine of course but it's antibiotic and it's taste was awfully and I poured into the sink
116 Ali uh L2 it's funny interesting (7) err ben anlatayım o zaman err… when I was a child err… I was going to err Internet cafe very often and err as I was too young for that it was forbid forbidden… to me by my parents by my grandmother and the others err but I was always lying to them by saying… I was playing football around my school and I was wondering but I was going every day almost every day to Internet cafe so… that's my dishonest sorry
117 Gece **(laughs)**… Ali do you professional lier?
118 Ali no not **(laughs)** not really but I'm err… little bit professional let's say it
119 Gece ok (42) did you behave hypocrite?
120 Ali no? I did not… never
121 Gece sometimes I can
122 Ali **(laughs)**
123 Gece because for example err… I don't like err… people… I am pretending err… as if err… like
124 Ali so you are little bit cruel then
125 /Gece/ Ali/ **(laughs)**
126 Ali err… activity three **(reads the discussion question)** so did you made make the questionnaire?
127 Gece yes
128 Ali oh ok but X (11) err… I will try to something… ekran paylaşmayı denesem mi acaba? (44) so can you see… the… screen… that I am sharing?
129 L2 (5) no
130 Gece [no]
131 Ali [no?] (4) really
132 Gece yes
133 Ali neyse… and we will do something… else so how much yes do you have in the questionnaire or… what did you say to the first question
134 Gece (5) yes and sekiz… veya eight point
135 Ali eight [**(laughs**)]
136 Gece [yes]
137 Ali [so]
138 Gece ((2)) not three points
139 Ali sorry what did you say?
140 Gece no? three points
141 Ali ha ok so what about you L2?
142 L2 **(writes on the chat board)** I didn't understand Ali
143 Ali (37) I guess we will open the err… picture that… err… teacher sent you should open it and we will discuss about it I think as I understand **(learners do the questionnaire together)**
144 L1 **(writes on the chat board)** my first question answer is no because I can't struggle on (23) oh so? no? L2 says three and Gece what about you?
145 Gece (4) I say yes
146 L2 **writes on the chat board** My first question's answer is yes
147 Ali so yes?... and I said also yes… so L1 is our first dishonest **laughs**… friend… what about the second one? (15) also yes
148 Gece yes
149 Ali L2 you?... yes err… Gece says yes and err… I said no?
150 Gece why?
151 Ali because… I think the national railway or the government have enough money err the… 5 pound will not change something… for me… of course (4) so that's why I said… no what about the third… ONe?
152 L2 (11) yes
153 Gece I also say yes
154 Ali so l2 and L1? I said also yes (48) so what did you say… to THIrd question? yes or no… ah no? why?
155 L2 (26) **(writes on the chatboard)** so demek ki I think I have that right
156 Ali **(laughs)** so you you think that you have that right… ok
157 Gece no maybe it happens by a change
158 Ali oh that can also… maybe it is happened accidentally
159 Gece YEs

160 Ali but ok no problem so what about the… fourth QUEStion? what did you SAy? I said yes
161 Gece I say no
162 Ali so… why?
163 Gece because it's necessary
164 Ali (18) so use that so you don't say you do not like that… music or you like that music while you met with someone meeting with someone
165 Gece no? although I like the music but I can't I can't I didn't say because err… I… I don't want to share my idea
166 Ali oh ok L2 says music is so important and [I will say it someone]
167 Gece [yes?]
168 Ali (5) someone joined our classroom… err what about you L1? (4) so you said yes ok… err… what about the fifth question? I said no
169 Gece why? [I say yes]
170 Ali [err] (7) err because err… it's their own life I don't want to disturb someone maybe… they need that money they need that job and I don't want to disturb I don't want to make something make a bad impact on their life that's their own life that's why I don't say it
171 Gece (4) but they don't deserve money?
172 Ali but we don't know maybe they need that money they don't deserve it but they need that money to survive… we don't know…
173 Gece but in the question they are also working
174 Ali oh? then… still I do not say… it's their life… I do not… care about others life
175 Gece ok
176 Ali bana dokunmayan yılan bin yaşasın
177 Gece **(laughs)**
178 Ali **(reads the chatboard)** (10) err so why? why did you say yes?... why would you say that?
179 Gece (12) bana mı sormuştun?
180 Ali hepimize soruyorum yes diyenlere
181 L2 tamam
182 Gece (4) I say yes because they don't deserve the money… and maybe other people need to money
183 L2 **(writes on the chatboard)** cause they don't deserve that money
184 Ali uh ok L2 da seninle agree with so we didn't finish it… but shall we continue or finish it?... bitirelim mi yoksa devam edelim mi? (12) Gece?
185 Gece bitirelim bence
186 Ali tamam o zaman so thank you… [and err…]
187 Gece [thank you]

Appendix L. Data Extracts in the final speaking exam

(In the following extracts, the lines that were private for learners are shown as X.)

Extract 34

1 Instructor 1	**(2 min.)** so you may start
2 Josephine	I can start err… I think we should watch films at home err because… err… I like watch at home… and err… there are many advantage firstly…err… we are comfortable we are feel comfortable… and… err (6) and free… err… I like watch err with your family… together… and… err (4) and (5) absolutely… absolutely we should watch films at home err (4) because… err… because I… could be free (3) no… err (4) I can be together with my family err (4) and… I can… err… I can better feel comfortable (5) that's it hocam
3 Instructor 2	L1? you are discussing the topic together… L1?
4 L1	err as for me err… we should watch films at the cinema err… because err… it is enjoyable and err… very much err… high big screen… err… there are… many advantage err… it's enjoyable and… high big screen… err… there are… err many people… err is the (9) err… we… err… we have good… friends… err ship… the enjoyable… and
5 Josephine	(6) ok err yes but I don't agree… because… there are big screen… at home
6 L1	(4) no? err I don't agree err… this is cinema err… very much big screen… I don't know err… at home… the television
7 Josephine	(4) but… err… I think err… I could… err… could be free
8 L1	(6) err… [yes]
9 Josephine	[you…] not free **(laughs)**
10 L1	yes but err… it is… not enjoyable at home… the television err… but err… at the cinema… cinema go to the… friendship err… it is… enjoyable and… it is a comfortable
11 Josephine	no I think err… I feel better comfortable at home… because err I wear… err pyjama… and… err… more… I feel more comfortable I think
12 L1	is free you go to the cinema it is… we are… pyjama
13 Josephine	at the cinema?
14 L1	yes?
15 Josephine	no I think
16 Instructor 1	ok I guess we have finished our time minutes so is that all?
17 L1	thank you
18 Josephine	thank you teacher
19 Instructor 1	take care you can leave the meeting

Extract 35

1 Instructor I	**(2 min.)** so your time is up if you are ready you can start… with your discussion you have two minutes and you can start
2 Esma	I think err mobile phone should be banned err in the classroom err for children students because mobile phone err can be distracting and students err cannot concentrate on their err classes and they… they cannot err… listen teachers… err (3) I think can take photos of their students are or teachers undesirably and err they can't eat… they can get in trouble err… err… err… I think they err… shouldn't be use their telephones err… mobile phones
3 L1	**(starts talking)**
4 Instructor I	L1 we cannot hear you
5 L1	sorry açmamışım mikrofonu da ondan
6 Instructor	it's ok go on
7 L1	err…I don't disagree with this view and err I think students should use the phone in class… err the biggest reason for this is that they get up… get help… from the phone err… when they don't have enough items… err in the class so I prefer them and err them and that's all err what do you think about the situation?
8 Esma	err they can solve their problems err other items we can use err… we can use other technological devices in classroom and err… they can use them
9 L1	err ok but in addition as long as the use of the phone is not or don't in the lesson… err I think there will be any harm so as long as we don't exit the phone limit it is a very necessary I think maybe
10 Esma	err but it can be distracting and they don't concentrate on err their works
11 L1	ok maybe you are right but… err I think it is necessary device
12 Esma	I think they can err… they can say their teachers whatever they want and their teachers err assist them

13 Instructor I last words your time is up
14 L1 I can't say I don't know
15 Instructor I ok you may stop L1 alright thank you

Extract 36

1 Instructor I **(2 min.)** so your time is up you can start your discussion go on
2 Barış can I began?
3 L1 yes of course
4 Barış err in my opinion working individually is advantageous because err… people when working err… themselves there are… err they are more err relaxing it's more relaxing because err… other people restrict what about you this topic?
5 L1 err… yes I agree with you some topic but working in a team is advantageous because err when we work err we were together we will grow up err and also the ideas is very important err for example err… how can I say?... the team work can make a happier for example the group work is very important I guess… for grow up
6 Barış err maybe you can be right but… err when people are working together there are err can be conflict and… err this situation causes fight and maybe err this causes that delay the working and but then themselves… when people working themselves they can thinking about the only topic what about you?
7 L1 yes err but err… the group of work err… the great ideas don't come from the err (4) individual err… work and brainstorming when we come together… the brainstorming is important also err… the perspective another person to person is changes… because of that we need the err… ideas of other people… [what do you think about that?]
8 Barış [err… yes…] err to working… brainstorming is also important but if err there are many people of course there are many different ideas and thoughts err this is affects the project's feature I think it is very wrong way
9 Instructor I all right so it's been three minutes we need to stop here thank you so much

Extract 37

1 Instructor 1 **(2 min.)** I cannot see… ok you can start girls
2 L1 Gece
3 Gece ok you can use credit cards because it is very comfortable you can when you shopping in a in a mallhouse you can feel convenient because you don't have money you can give credit card and you can shopping so whenever you want you can buy anything without no cash just credit cards and also it is entertainment because you can buy so much things very comfortable that's it what about you?
4 L1 I disagree with you Gece because credit cards can cause problems sometimes theft may be and more reliable money
5 Gece but also your cash is not they are every time and you you use credit cards you cannot feel have cash
6 L1 yes you are maybe right but I right too
7 Gece ok thanks to credit cards some people buy everything maybe some people don't have so much money but thanks to credit cards they can shopping and they can use it and after they can pay credit cards
8 Instructor I it's been 3 minutes on the last words
9 Gece ok ok I think using credit cards is very comfortable and convenient that's it
10 L1 I agree with you
11 Gece more reliable money that's enough
12 Instructor I ok thank you so much

Extract 38

1 Instructor 1 (2 min.) ok
2 Ali so L1 why do you think being a teacher is easy?
3 L1 I think being a teacher is easy is very comfortable for a woman and being a teacher real life for us and take a risk for a children or a people what do you think being a teacher is difficult or easy?
4 Ali I think it's difficult and you talk that it's easy comfortable but comfortable but maybe you are right but I think it is not so comfortable because you are stand… stand up all day 6 hours 8 hours and you are talking very very very often and it has both mentally and both physically effects in my opinion so what do you think about the physical things?

5 L1 ok I see your point I think it's you are right but physical effects are headache maybe have problems is is maybe and I think being teacher being teacher feels good because feels good but I think teacher give up a lesson for give a lesson feels good feels good I think
6 Ali so you mean if the teachers give a lesson and they feel physically and mentally better am I right?
7 L1 yes
8 Ali I don't agree with you because yes maybe you feel good psychologically but you know you're always dealt with adolescents or children maybe they young children and it is and it is very hard to deal with them you know they're always running away they are always speaking you have to always say you have always controlled… [their attitudes]
9 L1 children
10 Ali yes so I think it's not so easy psychologically also or mentally
11 Instructor 1 sorry for interrupting it's been three minutes finish your last sentences
12 Ali thank you
13 Instructor 1 thank you

Extract 39

1 Instructor I that's better **(2 min.)** ok go on
2 Diane ok first of all how are you L1?
3 L1 I'm fine you?
4 Diane I'm fine too so what do you think about your argument? I mean you saying you use social networking sites but why? what's your reasons?
5 L1 I think we use social networking sites because they are useful… and it's it can be a helpful for err something's like find some informations
6 Diane new informations
7 L1 what about you?
8 Diane yes you may be right but err using social sites… makes us addicted to them… I mean with searching we may find new informations it's good for us but when we use so much I mean too much extra in a way err this makes addicted to this and also… it's wastes our times I think
9 L1 yeah maybe you can be right but err I think it's very easy to leave for our something or new information something necessity informations and err… also we can choose the… we can find the old friends… or err… we are making new friends when we feel alone
10 Diane (3) yes I also think that… you may be right err we can find our old friends we can chat with them it's good but when… when we use this social site so much I think it's become a less private I mean we share our food we share our music and you know in the Internet there is no private life so it's make me nervous when you err post something err this makes you err… you cannot delete anything from the Internet so I think it's really harmful… for everyone you may be right about finding your old friends but I think that's not true for me
11 L1 yeah maybe err… you can… err you can be right but that's so funny for some people… and it can be helpful for people… err… just want for them entertainment
12 Diane (3) yes so using social sites for entertainment it's good you think…
13 L1 = yes=
14 Diane = but I think when we use them so much things get complicated and when err I when use for example Instagram I want to use more so it's becoming addiction on me so it's not good
15 Instructor I ok only last words because time is up
16 Diane ok
17 L1 ok… but I think you can err… fix for yourself
18 Diane ok thank you I will not say anything

Appendix M. Assessments in the study

Week 2 - Assessment 1

Depending on the book, Open Doors, discuss the following questions with your teammates.

* What can you tell about Kathy's characteristics? * What things does Kathy like? * Consider the verb "see" in the story. Is it in the real sense? Is there a deep meaning behind it? * What are the changes in Kathy after her operation? * Is there a hidden meaning behind the names of the characters? Did you like the end of the story? How would you change it?* Discuss the quotations you have underlined with your friends.

Week 3 - Assessment 2

Activity 1

* Read the paragraph s in Unit 6 and discuss the questions for critical thinking in the book.

Activity 2

* Search for the following mysterious places in your book on the Internet and try to find out why they are considered to be mysterious; Bermuda Triangle, The Pyramids, etc. Then, find a place that is considered to be mysterious and tell it to your teammates.

Week 5 – Assessment 3

Read the text about Spontaneous Human Combustion in your book. Discuss the critical thinking questions with your teammates and explain why you believed in it or not.

Week 8 – Assessment 4

Depending on the questionnaire you have done, discuss the following items with your teammates.

* Which learning stages do you enjoy the most? * Which learning styles do you use frequently? * Which of the types of thinker / learner are you? * Did anyone get unexpected results from the questionnaire? What were they? Why were they unexpected?
* According to the results, who is the most balanced one in the group? Who is the extereme? * Were the test results reliable in all cases? Why? * What use could this type of a test / questionnaire be for: a teacher? a student? a personnnel manager? you? Why?

Week 10 – Assessment 5

* Answer the critical thinking questions in the book. Justify your answers to your friends (What is happiness? Do you like family rows, etc.)
* Choose five things that are important to your happiness. You can put them into an order. Discuss your reasons with your friend/s. money-good food-romantic relationship-children-family-friends-marriage-having a routine work- reading- sport-art-self-knowledge-self-esteem-religious or spiritual belief-achieving your ambitions- success and recognition.

Week 12 – Assessment 6

* With your friends talk about something that recently has come to a head it can be a person, an event, anything in your life- that come to a head... explain why * Talk a bout a person (in your life) that talks behind your back! * Talk about a person who has a good head (for anything). What is his / her speciality? * Can you mention something or some event that you want to get off your chest? Explain. * What, in life, can go to your head? Explain. * To whom or to what thing do you get your back up? * Who / what gets on your nerves? * Do you know a person who puts a brave face on everything though their lives are not better?

Week 15 – Assessment 7

* Discuss the types of dishonesty and types of people from the worst to the least bad-flattery, white lies, deception, outright lies, criminal decption, arrogants, censarious people, liars, hypocrites and busy bodies. Explain your reasons to your friends.
* Ask and explain if you/ they ever did anything dishonest as a child. For example, when I was a child, my father forbid me to eat sweets because of my illness but when we went my grandmother's house, ı was looking for the sweet box and I always took and eat the sweets when noone was around. If you do not have such experiences try to remember if you heard some dishonest behavior like that or worse than that.
* Now, compare your Honesty Questionnaire answers with your friends. How do you justify your answers related to dishonesty? Explain to your friends.

Appendix N. Focus Group Interview

The following questions in the focus group interview are semi-directed as being the issues raised by the participants.

Yapılmış olan aktivitelerde neleri sevdiniz / sevmediniz? Aktivitelerde karşılaşmış olduğunuz problemler nelerdir?
Kendinizle ilgili neyi öğrendiniz (bir zayıflık, güç, vs.)
Geri dönütlerin işe yaradığını düşünüyor musunuz? Hangi bağlamda işe yaradığını / yaramadığını düşünüyorsunuz?
Aldığınız ya da verdiğiniz geri dönütlerden neler öğrendiğinizi düşünüyorsunuz? Neden?
Sizce yapılan aktivitelerin ve geri dönütlerin sınıf içi etkileşime yansıması nasıl oldu? Sınıf katılımcılarını değerlendirebilir misiniz? Kendinizi değerlendirebilir misiniz?
Akran değerlendirmesi ile ilgili neleri sevdiniz / sevmediniz?
Akran değerlendirmesinden neleri öğrendiğinizi düşünüyorsunuz? Neden?
Verilen dönütlerin yapıcı olduğunu düşünüyor musunuz? Nasıl? Hangi açıdan?
Akranlarınız eleştiriye açık mıydı? Nasıl?
Bir akranınızın konuşma etkileşiminizi değerlendirmesi sizin konuşma etkileşiminizi nasıl etkiledi? Bu durumun sizin sınıf içindeki etkileşim katılımınıza etkisi nasıl oldu?
Bir akranınızın konuşma etkileşimini değerlendirmenin onun konuşma etkileşimini nasıl etkiledi? Bu durumu değerlendirebileceğiniz örnekler var ise lütfen paylaşınız.
Akran - sözlü değerlendirme yerine puanlama yolu ile dönüt verilmesi bir değişikliğe yol açar mıydı? Açıklayınız.
Akranlarınızın bu duruma tepkileri nasıl olurdu? Sizce bu durumun konuşma etkileşimlerine yansıması nasıl olurdu?
Sizce sözlü değerlendirmenin konuşma etkileşimine yansıması hem grup çalışması hem de genel sınıf içi katılım açısından nasıl oldu? Değerlendiriniz.
Partnerlerinizin grup içinde aktif bir şekilde üzerine düşen görevleri yaptığını düşünüyor musunuz? Konuşma etkileşimi açısından yaptıklarını örneklendirebilir misiniz?
Grup içinde aktif bir şekilde üzerinize düşen görevleri yaptığınızı düşünüyor musunuz? Konuşma etkileşimi açısından yaptıklarını örneklendirebilir misiniz? Yapamadığınız durumlarda bu duruma sebep olan şeyleri sıralayabilir misiniz?
Grup içi çalışmalarda etkileşimde özellikle baskın olan üyeler var mıydı? Nasıl baskın olduklarını, neler yaptıklarını örneklendirebilir misiniz? Bu durum sizin konuşma etkileşiminizi nasıl etkiledi – hem grup içinde hem sınıf içi katılımda?
Grup içi çalışmalarda etkileşimde siz baskın mıydınız? Bunu nasıl anladınız, örneklendirebilir misiniz? Bu durum partnerlerinizin konuşma etkileşimini nasıl etkiledi – hem grup içinde hem sınıf içi katılımda?
Grup içi aktivitelerde herhangi bir anlaşmazlık olduğunda tüm üyeler hangi dili kullanmayı tercih etti, ana dili mi, İngilizce'yi mi? Neden?
Grup içindeki arkadaşlarınızın ve kendinizin konuşma etkileşiminizi nasıl değerlendiriyorsunuz? Bu durumun sınıf içi konuşma etkileşimine etkisi sizce nasıl olmuştur? Açıklayınız.
Online derslerde sınıf içi konuşma etkileşimini nasıl değerlendiriyorsunuz? Neden?
Break-out odalarının konuşma etkileşimine olan etkisini genel olarak nasıl değerlendiriyorsunuz?
Break-out odalarının kendi konuşma etkileşiminize olan etkisini nasıl değerlendiriyorsunuz?
Kendi konuşma etkileşiminizi gözden geçirdiğinizde, hangi stratejiler ile iletişim kurduğunuzu düşünüyorsunuz? Açıklayınız.
Sizce online eğitimi dikkate aldığımızda öğrencilerin sınıf içi konuşma etkileşimini artırmak adına neler yapılabilir?

CURRICULUM VITAE

Education

Çukurova University - English Language Teaching, PhD, 2017 - …
Selçuk University - English Language Teaching, Master of Arts, 2001 - 2004
Ankara University - English Language and Literature, Bachelor Degree, 2001 - 1997

Work Experience

Instructor of English – KTO Karatay University School of Foreign Languages, 2010 - --

Instructor of English - Selçuk University Vocational School of Social Sciences, 2004 - 2010

Teacher of English – Meram Necatibey Primary School, 2002 – 2004

Teacher of English – Çumra Anatolian High School, 2001 – 2002

Teacher of English – Çumra Şehit Koçak Primary School, 2001 – 2002

Publications

Yılmaz, F. & Tüm, G. (2019). *Reading between the lines: Social implications in topics of reading texts in EFL and TFL textbooks.* USEAS

Yılmaz, F. (2019). *The contribution of awareness of EIL and ELF to self- confidence in speaking English.* INGED

İlin G., Taşdemir, S., Yılmaz, F. & Genç, E. (2019). *Collaborative introspection in an ELT setting: A journey into the heart of personal theories.*

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