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OVERLAP RESOLUTION STRATEGIES IN VIDEO-MEDIATED CLASSROOM INTERACTION

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

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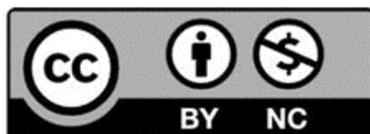
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Abstract

This thesis consists of a thorough study of Overlap Resolution in classroom interaction. Our data come from several recordings of video-mediated EFL lessons from the undergraduate program of Universidad Metropolitana de Ciencias de la Educación (UMCE). A collection of Overlap examples was identified and further classified using a coding system, and later transcribed using Jeffersonian conventions for Conversation Analysis (CA), in order to analyse each instance of Overlap Resolution. For this, it became necessary to make an exhaustive review of the fundamental aspects of CA and Overlap. Then, we focused on two types of Overlap Resolution, which were further developed in the two analytic chapters of this thesis. The first chapter presents Negotiation as an Overlap Resolution strategy, and the second chapter poses how a Third Party, external to the overlap, resolves it. For each type of Overlap Resolution we looked for similar patterns and practices in order to explain how these phenomena are presented in classroom interaction. Ultimately, this thesis contributes to the scope of classroom interaction and offers strategies to deal with overlapping instances for pre-service and in-service teachers.

Keywords: Conversation Analysis, turn-taking, overlap, overlap resolution, video-mediated interaction.

Resumen

Esta tesis consiste de un exhaustivo estudio sobre la Resolución Solapamientos en interacción en el aula. Nuestros datos provienen de varias grabaciones de clases video mediadas de Inglés como Lengua Extranjera del programa de pregrado de la Universidad Metropolitana de Ciencias de la Educación (UMCE). Identificamos una serie de ejemplos de solapamientos que fueron clasificados utilizando un sistema de codificación. Luego los transcribimos usando las convenciones de Jefferson para el Análisis de la Conversación (AC) con el fin de analizar cada instancia de Resolución Solapamientos.

Para esto fue necesario realizar un intensivo resumen de los aspectos fundamentales del AC y de los solapamientos. Acto seguido, nos enfocamos en dos tipos de Resolución Solapamientos, los cuales fueron desarrolladas en mayor detalle durante los dos capítulos analíticos de esta tesis. El primer capítulo presenta a la Negociación como una estrategia para la Resolución de Solapamientos y el segundo plantea cómo una tercera persona externa al solapamiento lo resuelve. Para cada caso de Resolución de Solapamientos notamos patrones y prácticas similares con el fin de explicar cómo estos fenómenos son presentados en la interacción en el aula. Finalmente, esta tesis contribuye al alcance de la interacción en el aula y ofrece estrategias para lidiar con instancias de solapamiento para profesores en formación y profesores.

Palabras clave: Análisis de la conversación, toma de turnos, solapamientos, resolución de solapamientos, interacción video mediada.

Introduction

The inner mechanisms of conversation and interaction are, among all social studies, possibly one whose complexity is less than expected. Conversation has shaped the way in which human beings achieve a common culture amongst themselves throughout history. Its importance to history is undeniable and as Clift (2016) puts it, "each of us owes our very existence, at least in part, to conversation". Because conversation and interaction are so crucial and common in everyday life, the way in which we manage to achieve meaning in interaction has almost been taken for granted by speakers. However, through linguistic and sociological findings throughout the years, we have managed to identify different phenomena present in normal conversation. Thus comes the importance of *Conversation Analysis* (henceforth, CA), which has granted us the opportunity to find new phenomena that may have been unbeknownst to us.

The importance of CA has also left its footprint in Classroom Interaction, which in turn, has helped us conceive the topic of this thesis. Another aspect that must be noted is the leap from face-to-face interaction in the classroom to the video-mediated setting that became the norm as a result of the COVID-19 pandemic in the year 2020. CA in classroom interaction and how it applied in the aforementioned video-mediated setting, led us to seek problematic issues that, although not unfamiliar in face-to-face interaction, could be studied differently as a result of the deviance that this context represented. As a result, *Overlap Resolution* in video-mediated settings became the focus of our study. In particular, the following thesis will consider two devices used by participants of a lesson in order to achieve resolution, namely *Negotiation* and *Third Party* Resolution. The data for this study come from recorded lessons of undergraduate EFL students from Universidad Metropolitana de Ciencias de la Educación (UMCE), which were rigorously examined for the purposes of this thesis.

The aim of our study is to achieve a wide understanding of the phenomenon of Overlap Resolution, as well as how it affects the overall flow of a video-mediated lesson. Additionally, we strive to be able to grant language teachers useful tools for dealing with these challenges. To do this, we pose the following research questions:

1. What are the interactional resources used by teachers and students to deal with overlapping talk in a video-mediated classroom setting?

2. How do the different types of resolution strategies compare in terms of fostering participation?

To answer these questions, we present a literature review of CA and its major themes, as well as a more thorough examination of the topics that are of most relevance to this study, *Turn-taking* and *Overlap*. Additionally, the process of how this study was accomplished will be meticulously explained, from the conception of the topic to how we gathered and analyzed the necessary data.

Next, our main topics of interest, Negotiation and Third Party Resolution, will be defined and dissected in order to fully grasp their inner workings and characteristics. Additionally, numerous examples from our data collection will be exposed and analyzed for greater clarity. Finally, a concluding discussion of our main findings is presented, as well as what our contribution to the existing literature is, together with some remarks about further research.

Theoretical Background

Introduction

What follows comprises a summary of the fundamental literature that was necessary to frame what would eventually become our study. The foundations of this study start with the very concept of CA, defining its relevance to our topic as well as detailing its history. Afterwards, the next chapter summarizes the most prominent themes in CA, including Turn-taking, Sequence Organization, Preference, Repair and Topic Organization. Furthermore, the foundations of CA in the context of Classroom Interaction will also be examined. As to be expected, the topic of turn-taking and overlap will also be elucidated in more explicit detail due to their importance to the specific focus of this study. This last topic will also be expounded in view of the context that surrounded the conception of this thesis, which means that overlap in classroom Interaction, and most importantly, overlap in video-mediated settings (a product of the COVID-19 pandemic) constitute an essential part of this chapter.

Conversation Analysis

CA refers to the study of interaction in talk, and how speakers achieve social life through conversation (Sidnell, 2010, p. 28). It was born from sociology in the late 1960s and early 1970s by the hand of Harvey Sacks and his collaborators Emanuel Schegloff and Gail Jefferson. CA looks upon the phenomena present in socially motivated talk (Liddicoat, 2001, p. 6), which always has a desired outcome and a defined order (Sacks, 1984). CA, additionally, does not make a distinction between formal and informal talk, and instead studies conversation in a situated and contextualized way, and its subjects of study always come from real life (Liddicoat, 2007, p.8).

History.

CA stemmed originally from the studies of social interaction seen in ethnomethodology, a branch of sociology which was developed by Harold Garfinkel in the later half of the twentieth century. Ethnomethodology strived to study and find meaning in the everyday phenomena of social action, which is viewed under the assumption that there

is an orderliness in social interaction, when in reality it can be potentially problematic (Garfinkel, 1967, p. 11). Ethnomethodology also poses human beings as the manufacturers of social interaction, meaning that there are no prescribed societal norms or culture, and that people create their own norms of social action by the constant monitoring, understanding and assessment of instances of interaction, or how Garfinkel (1967, p.24) named it, "shared agreement". All in all, Garfinkel (1967, pp. 77-78) found that people acquire a set of knowledge from social interaction, they find certain patterns and apply them according to their context, which is a process he named "documentary method".

Under the mantle of ethnomethodology, the search for orderliness in the often chaotic reality of social interaction led Harvey Sacks and his colleagues to seek the understanding of the organizational structure of talk. Therefore, CA was born from sociology in order to study the accomplishments made by speakers in conversation, or the communicative goals that are achieved through conversation. However, Sacks did not believe conversation to be unorderly. In fact, Sacks believed that order was present at all times during interaction ("order at all points"), as a result of the goals that speakers set out to reach when they are involved in conversation. In other words, even if conversation itself is not orderly, members of the conversation make it orderly in order to achieve communicative goals (Schegloff & Sacks, 1973, p. 290). It was these studies that paved the way for conversation analysts up to the present day.

Major themes.

CA considers some fundamental phenomena observable in real-life conversation. Some of these are Turn-Taking, Sequence Organization, Preference, Repair and Topic Organization. These will be explained in further detail.

Turn-taking.

One of the most common and noticeable elements of CA is the fact that when conversation is made, the role of the speaker changes from one person to another. The act of interchanging roles in conversation is what we call turn-taking and is necessary for interaction to be clear and organized (Schegloff, 2000, p.1). Speaker change, just as CA itself, does not have a prescribed set of rules and instead, as a result of being socially-constructed, must be achieved as a result of the interaction itself. This means that

turn-taking is not universal and instead, it is unique in each interaction as a result of its context and members (Liddicoat, 2007, p. 11). Notwithstanding, as Sacks et al. (1974) would propose, speakers still stick to a turn-taking system that allows them to understand turns in a conversation, which comes as a result of interaction itself. For further detail, refer to the section Turn-taking and Overlap of this thesis.

Sequence organization.

Schegloff (1993, p. 121) insisted on the undeniable importance of position and composition in interaction. Meaning that, whenever an utterance is made, the particular time in which it took place is necessary for the understanding of the conversation as a whole. Therefore, the position of the utterance is as relevant as the utterance itself for the purposes of CA (Clift, 2016, p.65).

Interaction is most noticeably marked by the pairing of two utterances by different speakers. For example, if a conversation starts with "hi, how are you?" and is followed by "I'm doing very well, thank you", these utterances would be undeniably linked. The first utterance bears the desire to be responded by a different speaker, while the second directly addresses the first one, responding to its call and therefore making interaction possible. In this case, each of these utterances would be considered what Schegloff and Sacks (1973) named an *adjacency pair,* which means that they are individual utterances that are bound to one another. The relationship between the adjacency pairs are organized in a relation of *conditional relevance*, which implies that the second part of the pair is made relevant thanks to the first and if it is not uttered, participants may see it as missing (Sidnell, 2010, p.34).

The adjacency pair that initiates the action is considered the *first pair part* (FPP), e.g, "do you have some time?". In contrast, the utterances that stem from the initiation of an action would be considered the *second pair part* (SPP), e.g., "yeah, I do". It is important to note that SPPs must be made in accordance with the FFP in order for the conversation to be well-organized and intelligible. For example, it would be problematic to answer a greeting with an apology or a question with a farewell.

However, this does not mean that a SPP must always come immediately after a FPP. In fact, it is common that the SPP comes several turns after the FPP is uttered. The important aspect, and what makes both parts adjacency pairs, is that the SPP must be in accordance with the FPP.

Preference.

When speakers are presented with the possibility of interaction, there are numerous possible communicative paths that lead to different interactional patterns. Whatever path the speaker may choose clearly indicates their preference (Atkinson & Heritage, 1984, p. 53). Preference, subsequently, represents the way in which speakers expect a conversation to turn out. For this, speakers shape their utterances in a way that evidences their expectations of the conversation that they have partaken. For example, when the question "may I borrow your pencil?" is made, the speaker is evidently more inclined towards getting a positive answer rather than a negative one. Same is the case with an utterance like "you don't do anything on Mondays, do you?", in which the preferred answer is a negative one. It is important to note that, whenever a preference is presented, there are markers that indicate that preference. In the previous example, "do you?" bears the clarity of the desired answer of this utterance. Problems may arise when speakers are encountered with what is called a dispreferred action. Dispreferred SPPs are often marked by pauses or delay in general, besides the fact that they may be said in a more indirect fashion, whereas preferred SPPs are addressed directly and without delay (Atkinson & Heritage, 1984, p. 53).

Repair.

Conversation is bound to have problems when put into practice. The way in which speakers deal with these problems is called repair. Repair is an intrinsic part of conversation and should not be encapsulated solely as the action of "correcting" another speaker, because repair deals with any conversational problem that may appear in conversation (Schegloff, Jefferson & Sacks, 1977, p. 362-363). The precise part of conversation in which the problem is originated is called the trouble source and the item that is eventually looked upon in repair is called the "repairable" item or "trouble source" (ibid, p. 363). Besides defining repair, Schegloff, Jefferson and Sacks (1977) differentiated types of repair depending on who originated the problem in conversation and who resolves it:

1. Self-initiated self-repair: The type of repair in which a speaker notices a problem in their own utterance and it is the same speaker who resolves it.

2. Self-initiated other-repair: The type of repair in which the speaker of the repairable item notices a problem in their own utterance, but the recipient is the one who resolves it.

3. Other-initiated self-repair: The type of repair in which the recipient of the repairable item notices a problem, indicates it and the speaker who uttered the problem resolves it.

4. Other-initiated other-repair: The type of repair in which the recipient of the repairable item both notices a problem and resolves it.

Topic organization.

The way in which a conversation flows makes speakers hop from one topic to another is common in everyday conversation and has also been studied in CA. Firstly, a brand new topic may be introduced by a speaker in the form of what Button and Casey (1984, p. 167) named topic initial elicitors, which are utterances that leave the floor open for any newsworthy events that another speaker may want to address. For example, utterances such as "what's new", "anything good?" or "how was your day?" invite speakers to insert a topic of conversation. These invitations may very well be accepted or declined, but the preferred answer is always that another speaker mentions a newsworthy event, independently of the speaker's factual interest in the topic.

In view that it is absolutely possible, or even necessary, to change topics in a conversation, certain devices in order to achieve so must be mentioned. Harvey Sacks (1972, p. 566) described the change from one topic to another not as a process of end of topic-beginning of a new topic, but rather as a "stepwise" transition. What Sacks described as a stepwise transition refers to how instead of abandoning a topic, new topics are introduced by linking something from the original topic to something about the topic that is about to be proposed. In a sense, stepwise transitions can act as a sort of bridge between topics.

CA and Classroom Interaction

Social interaction can be found in all kinds of settings. From *ordinary conversations*, which are not enclosed to specialized backgrounds, to the so-called *institutional talk*, which is narrowed to particular contexts. As Drew and Heritage (1992)

claimed, the focus of the institutional talk contexts is placed in (a) the limited and institution-specific goals of the participants, (b) the restrictions on the nature of the interactional contributions, and (c) the prevailing institution and activity-specific frameworks. Considering these parameters, the interaction unfolding in classrooms can fit under the category of institutional talk, meaning that classrooms are indeed formal settings.

So far, two broad aspects of classroom interaction have been examined intensely: turn-taking and sequence organization. Taking after Sacks et al.'s (1974) first account on turn organization, the seminal work on turn-taking in classroom interaction by McHoul (1978) proposed a set of modified rules that only apply to classrooms. These rules give teachers the exclusivity to select next speakers in any creative way, and they can self-select at any time as first-starters. On the other hand, students have limited control over speakership and are allowed only to answer when the teacher nominates them, being unable to select another student as well.

Furthermore, sequence organization shapes the way in which we organize turns at talk-in-interaction in an orderly, coherent, and meaningful manner (Schegloff, 2007, p. 2). Regarding the sequentiality the turns in classroom interaction take, and according to Mchoul's (1978) notes on turn-taking, Gardner (2012) recognizes that teachers are the ones that usually initiate speakership by nominating a student to answer a question or give an opinion; soon after, the teacher would answer back in agreement or disagreement, in short words. This interaction design is what Mehan in Learning Lessons (1979) called *Initiation-Response-Evaluation* (IRE). An illustration of an IRE sequence can be as follows in Table 1:

Table 1. Example 1 in Mehan, 1979 p. 37.

Initiation	Response	Evaluation
3:1 T: These four people over to Martin.	Many: (move to seats)	T: Good, Rafael.

IRE sequences correspond to a teacher-student-teacher interaction, being the last part of the progression the most important. As Lee (2007) implies, the last turn is relevant as it makes the focus of the teaching visible. At this point, the student's response is assessed and errors are corrected. The three-turn sequence is recognized to be more

complex than it seems. In these cases, teachers do not only evaluate or give feedback to the student's second turn, but they also notice if the turn is produced accurately, convincingly, or reluctantly. Even if the answer is correct, the teacher can ask the student to elaborate or defend their answer (ibid, p. 2).

In addition, another instance in which IRE sequences might happen is when the teacher does not ask specific questions to the students. Instead, they produce incomplete sentences and make gestures so students can give an appropriate answer. For instance, we can see different initiations and replies or elicitations and responses, which are used instead of grammatically based expressions such as questions and answers (Mehan, 1979, p. 43). Therefore, communication and interaction in a classroom can be composed of different ways of transmitting information and how students respond since, sometimes, the information has to be particular and precise, as illustrated in the following example:

Table 2. Example 2 in Mehan, 1979, p. 42

Initiation	Response	Evaluation

5:31
  T: All right, and then . . .
    (pointing)
5:50
  T: So this says. . .
    (holding up cards)
	R: See the cafeteria.
	
	Many: See.	

In light of more recent work on classroom interaction, teacher-centered techniques have changed and been replaced with task-oriented and learner-centered interaction (Gardner, 2012, p. 594). Additionally, Seedhouse (2004) suggests that as the pedagogical focus varies, the organization of the interaction varies as well (p. 101). The main characters of the classroom are teachers and students, whose roles are not fixed and omnirelevant (Gardner, 2012). They actively receive and share information and direct speakership according to their context. Also, even when the teacher is in charge of managing turn-taking and maintaining order in the classroom, this order is still dynamic rather than static (Hazel, 2017).

Turn-taking and Overlap

It seems obvious that one of the essential parts of conversation involves people taking turns at talking (Sidnell, 2010). Sacks, Schegloff, and Jefferson (1974) provide a system that organizes said turns in social interaction, it is designed to minimize overlaps and gaps, and orient participants towards a turn-taking system. This system is characterized by being context-free, implying that it does not consider as important the number of participants, nature of the talk, or the topics involved in the conversation. The system is also characterized as context-sensitive, which takes into account what goes on during an interaction, how the speaker changes over time, and the turn allocation techniques used (Liddicoat, 2007, p. 89). Furthermore, Sacks et al. (1974) also suggested that the turn-taking system has to be locally managed as it considers just the current and next speaker turns, and not what is going to happen later on in the interaction. It also has to be party-administered since the participants themselves figure how to organize the interaction (Sidnell, 2010, p. 107).

Following the conventions for turn-taking devised by Sacks et al. (1974), we have to dive into the turn constructional rules that allow participants in a conversation to construct their turns. These turns are composed of turn constructional units (TCUs) which can be sentences, phrases, clauses, or simply utterances that can stand on their own, that have meaning, and can be understood by other speakers as a complete turn. Once a TCU reaches its end, a possible turn completion is created; i.e., a place of transition to a next speaker, better known as Transition Relevance Place (TRP) (Clayman, 2013, p.165).

For participants in a conversation, identifying when to talk next and being aware of the TCUs while the interaction unfolds in order to predict the next point of possible completion is a fundamental task. The parties involved have to distribute their turns according to the context and nature of the conversation. That way, everyone will have the opportunity to talk. Organizing these turns after each TRP is as straightforward as nominating another speaker to take the next turn or self-nominating. Sacks et al. (1974) proposed a rule-set with three turn allocation techniques for three different instances:

1) When the current speaker selects the next one to take the floor,
2) when any participant of the conversation self-selects as the next speaker, and
3) when the current speaker does not select anybody, and nobody wants the next turn, the current speaker might continue.

Moreover, turn-taking not only shapes how the participants design their contributions, where they position said contributions, and when they get to participate (Lerner, 2004, p. 4), but also maintains the rule of one party talking at a time. The turn allocation and turn constructional techniques are practiced to minimize gaps and overlaps, as well as to safeguard the one-at-a-time rule (Sacks, 2004). However, Sidnell (2010, p. 104) notes that to think that participants in conversation will wait until the current speaker finishes their turn will not work. It seems unrealistic since this waiting might result in longer gaps or silences between TCUs.

Contrasting with one party speaking at a time, we have more than one speaker at a time, which is less frequent than expected (Sidnell, 2010). Most of the time, when more than one participant is talking at the same time, *two* people are talking at the same time (Schegloff, 2000, p. 7). The literature points out that when overlapping talk involves three people, it is most likely that two speakers self-selected and started their turns in terminal overlap with the current speaker, whose turn has not reached completion yet (ibid).

In regards to overlapping talk in interaction, Schegloff (2000) noted that there are four occurrences in which these overlaps appear to be non-problematic respecting the turn-taking system.These are as follow:

1. "Terminal overlaps" in which one speaker starts talking towards the end of the previous speaker TCU.
2. "Continuers" are context-fitted assessments, such as *uh-huh* or *mm mh* which show understanding of the speaker's turn.
3. "Conditional access turn" in which the speaker of the current turn gives in the turn to another speaker to take the floor. We have two instances in which conditional access turns can happen. First, in word searches, the second speaker is invited to help the current speaker in finding a word (eg. a name); and second, collaborative utterance construction, in which one speaker starts a TCU and invites a second speaker to finish it.
4. "Choral productions", which are not treated as problematic since they are set to be produced simultaneously (eg. laughter, initial greetings, etc.).

Cases of problematic overlapping talk can also be found. Some take place prior to the beginning of a TRP or before reaching possible completion, when a speaker self-selects

during another's speaker turn (Liddicoat, 2007, p. 98). Overlap can also be interruptive, where a speaker comes into the current speaker's talk at a point in which there are no TRPs or relevance to change the speaker (ibid).

Furthermore, in order to resolve these overlaps in talk-in-interaction, speakers can use two resources strategically to move from the overlaps by halting the progressivity of the conversation or departing from the prosodic nature of it; henceforth, hitches and perturbations respectively (Schegloff, 2000, p. 11). Hitches commonly include (a) cutting off the talk using glottal, labial, dental, or another oral stop, (b) stretching a sound, or (c) repeating a prior element. On the other hand, perturbations include that the talk might be (a) louder, (b) higher in pitch, or (c) faster or slower in pace.

Schegloff (2000) also notes that different overlap resolution devices can be used depending on when the overlap itself develops, categorizing it in two different phases: the pre-onset phase and the post-onset phase.

The pre-onset phase of the overlapping talk considers the projectability of the overlap before it actually occurs. A speaker can project their turn by changing body posture, using gestures, or using audible resources as in-breaths. This way, the current speaker can make use of the resolution devices, such as speeding up their utterance before a second speaker comes in in the conversation (ibid). Whilst it is possible to halt the overlap before it starts with pre-onset resolution devices, overlaps are most likely to resolve after they begin (Liddicoat, 2007, p.105), which is the post-onset phase of the overlapping talk. Typically, the post-onset phase employs slowing down the pace of the talk to delay finishing the utterance, thus, giving time to the current speaker to complete their turn (Schegloff, 2000).

Whatever resource we use to resolve an overlap, the most obvious method to stop more than one talking at a time is to stop talking (Schegloff, 2000, p. 4). Simultaneous talk is stopped by no talk. What is left is to decide which of the participants is going to withdraw and, therefore, yield their turn. Still, the speakers involved in the overlap might want to keep their turns, or vice versa, they might be indifferent about it (ibid).

Turn-taking and overlap in classroom interaction.

Socially organized activities require the presence of a turn-taking system in order to allocate the turns and distribute them (Sacks et al., 1974). Of course, classrooms are not left out of these social instances. McHoul (1978) proposes a set of rules for organizing

turns in a classroom, which are a modification of the rule-set of allocation techniques provided by Sacks et al. in 1974.

In order to construct and manage turns in a classroom, McHoul (1978) provided the following guideline:

a) The teacher can select the next speaker and that speaker has the right and obligation to continue the turn.

b) If the teacher does not select anyone, it is the teacher's right to continue then.

c) If a student selects another speaker, that speaker must be the teacher.

d) If the turn of the student is not constructed to select another speaker, then, the teacher must guide the self-selection of another speaker at the next TRP.

e) If the student's turn is not constructed to select another speaker, that student must, but do not need to, continue unless the teacher self-selects.

Furthermore, McHoul's notes on overlapping talk act in accordance with these turn allocation techniques. It is described that there is no space for overlaps since these instances are minimized by the possibility of (a) the teacher or student opening up the talk to a self-selecting student and (b) the student selecting another speaker.

Since this set of rules for turn-taking is the first model created for classrooms, we can see that it is teacher-centered and teacher-controlled. The teacher has authority over the next speaker selection, and students have limited rights for the next speaker selection (Gardner, 2012, p. 594). In light of more recent work in turn-taking in classrooms, Seedhouse (2004) stated that "learners manage turn-taking locally and creatively to a great extent" (p.139), which is juxtaposed with McHoul's (1978) account "only teachers can direct speakership in any creative way" (p. 188).

Additionally, in order to select a next speaker, Petitjean (2014) proposed two different interactional configurations. The *group pattern* (G-Pattern) is employed when the teacher makes a question directed to more than one student (eg. the entire class), and the *individual pattern* (I-Pattern), in which the teacher asks a question to a single student. Petitjean (2014) also noted that the answers to these two question patterns might vary according to the students' schooling level. While lower secondary level students are likely to talk in overlap during G-Pattern questions, upper secondary level students respect the one-at-a-time rule. The students' abilities to enter the turn space seem to be dependent on

their turn-taking competence, accomplished after nearly a decade of schooling (Petitjean, 2014; Gardner, 2019).

Another important feature of turn-taking in classroom interaction is the variety of methods students use in order to self-select and take a turn in conversation. One of them is raising their hands as a sign of public willingness to take a turn (Sahlström, 2002). In the case of having multiple students raising their hands, the teacher can take the opportunity to select those students who contribute little (ibid). Furthermore, students can also summon the teacher whenever they need them by calling out their names, using "Sir" or "Miss", or equivalents (Cekaite, 2009; Gardner, 2015).

Turn-taking and Overlap in Video-mediated Settings

Video-mediated education reached its peak during the COVID-19 pandemic. Schools were forced to move their classes from face-to-face to video-mediated using online platforms or applications, such as Google Meets and Zoom. The purpose of this online setting was to emulate the real classroom as much as possible. However, the online classroom behaves differently. Regarding turn-taking, students can no longer use physical resources like raising their hands, unless they have their cameras on and the teacher can see them. Nevertheless, the different array of online platforms displays a variety of features that allow students and teachers to communicate more directly. For example, Zoom has a raise hand feature that acts as a signal to the teacher that a certain student wishes to participate.

Moreover, this feature also provides a sense of orderliness when the teacher sets the rules of the classroom, meaning that the teacher can ask the students only to use the raise hand feature instead of opening their microphones. On the other hand, if the classroom rules have not been stated, students can still open their microphones and summon the teacher directly, which can end in two students talking at the same time since they are not seeing each other directly.

Research on video-mediated classroom settings with a focus on CA has not been explored vastly yet.

Methodology

The aim of our study was to identify different cases of Overlap Resolution in video-mediated EFL lessons of the English Pedagogy undergraduate program of Universidad Metropolitana de Ciencias de la Educación in Santiago, Chile. Additionally, we strived to classify and analyze each case, describing how they affect the overall flow of the class and the interaction between teachers and students. Furthermore, we focused on the search of common patterns present in these cases, with the purpose of achieving a greater understanding of how these instances work and affect interaction.

Setting and participants

The setting of this study greatly differs from what could have been observed prior to the COVID-19 pandemic that started in 2020. Had this research taken place before the outbreak, this study would have been made by observing face-to-face interaction in real classrooms. However, the rules and regulations that prevented classes from being taught in person in schools, universities, institutes, or other educational institutions in Chile, deeply affected the context in which classes took place. As a result of these rules and regulations, video-mediated classes became the norm in all educational institutions of the country. In UMCE's case, the Zoom and Google Meet platforms were used for classes, talks, and other meetings.

Participants are both students and teachers of the undergraduate English Pedagogy program of UMCE. Students ranged from the first to fourth year of the program and displayed a wide variety of proficiency and accuracy in the use of English. All participants are kept anonymous in this thesis, as their names have been changed to avoid recognition.

The lessons that were observed belonged to language modules and not pedagogical ones, i.e., these were lessons whose focus was to put the use of English into practice, rather than training students on how to teach.

Data Collection

As video-mediated classes became the only source to gather data, this was made possible by the recording of online lessons. This was originally done by teachers in order to allow students who were not able to attend the lesson to watch it at their own

convenience or for students who did attend the lesson but might be interested in revisiting it. These lessons were recorded and later uploaded to an online platform accessible to students.

Afterwards, a selection of these recordings was collected by the thesis supervisor. These recordings were used for the purposes of this study with the consent of both students and teachers after being informed that all evidence of the recordings would keep participants anonymous. Additionally, the application for data collection was approved by the Ethics Committee at Universidad de Santiago de Chile (USACh). This resulted in a collection of 39 videos, which amounted to a total of 28 hours of footage.

Data Evaluation

Prior to the COVID-19 pandemic, this study would have presupposed the installation of a number of cameras and microphones in classrooms in order to obtain the footage necessary for the analysis of classroom interaction. However, the recording of video-mediated lessons taught via Zoom or Google Meet makes this task very different from that, which became both an advantage and a challenge at the same time.

On the one hand, after obtaining consent from the participants, it is significantly less complicated to obtain lessons from online platforms as these are also being recorded for other purposes. Additionally, through video-mediated lessons, it is possible to achieve a more global point of view of the lesson, i.e., all participants are visible on the screen and therefore, all interaction (except for the written chat that these platforms include) is visible. Had this study been made in a different context, it is possible that a large number of cameras and microphones would have been necessary to reach the same level of monitoring that the video-mediated context allowed.

On the other hand, the lack of face-to-face interaction made lessons very different in a number of ways. For example, the number of students with their cameras turned off was much higher than those who had it on, which makes it impossible for students and teachers to see the majority of people involved in the lesson. This hindered actions that require the visibility of students, like directly (and visibly) nominating students in an activity. Also a product of the lack of visible students present, there was little non-verbal communication from students, which oftentimes prevented participants to understand more clearly the interaction taking place in the virtual classroom. In addition, technical difficulties, such as the sound of students rendered unintelligibly due to bad connectivity,

were not infrequent in this context, which would often cause serious problems in the continuance of the lesson. Moreover, the presence of unwelcomed interruptions, like students unintentionally leaving their microphones on or family members making intrusive noises, would also halt the progress of lessons. All in all, the data allowed for a more detailed inspection of classroom interaction, but severely hindered numerous aspects of it.

Procedure, Transcription, and Data Analysis

First, we took interest in the way that instances of overlap, and most importantly, how their resolution affected the course of a lesson after they happened, as well as the behavioral patterns from students and teachers who partake in this phenomenon. Afterwards, we decided to fully inquire into this topic. As a result, it became necessary to watch each recorded lesson of our collection in thorough examination. All videos of the collection were studied in search of instances of overlapping talk after an open invitation to participate was made. Once we had gathered all instances that met the criteria established, we transcribed the examples using the conventions of *Jeffersonian Transcription* (see Appendix). Then, we developed a coding system that included the following categories:

- Video: The name of the video from where we obtained the studied example. The videos were named after the number assigned to the teacher who taught the lesson (See how the T in each name is followed by a number), the class group that was taught (See the number after each G), and considering that in some cases there was more than one video with the same teacher and group, some of the videos have a final number. Additionally, videos that were obtained from Breakout Rooms, that is to say when the class was divided into smaller groups, had the letters BR written on them.

- Time Stamp: The exact time of the video when the portion of the video that was of interest to us started, as well as the time where it finished. These were written in a hh:mm:ss format (hour:minute:second).

- Year: Indicates whether the group of students belonged to first, second, third, or fourth year of the undergraduate program.

- Type of Activity: The type of activity that took place when the example came into being. The different types that we could differentiate were the following:

○ Role Play: When students would take the role of a fictional character and would be involved in invented scenarios. These were most commonly seen in language lessons.

○ Q&A: The times when teachers would inquire students about the contents of a particular lesson.

○ Teams: When the class was divided into smaller groups in order to complete a defined task.

○ Opinion: When students were inquired about their thoughts on different aspects of the lesson or the subject in general.

○ Off-task: When the overlap instance took place outside of planned activities of the lesson. These were most commonly seen during the very beginning or very end of lessons.

● Type of Overlap: The types of overlap that were defined using the findings of Schegloff (2000) as a basis. The different types were the following:

○ Terminal-onset Overlap

○ Possible-completion-onset Overlap

○ Post-continuation-onset Overlap

○ Interjacent Overlap

○ Turn beginning Overlap

○ Latching

● Participants: The people involved in the overlap instance. For our coding T stands for Teacher and S for Student. Considering that in all cases more than one student was involved, the letter S is followed by a number in order to differentiate among the different students who were involved.

● Resolution: The devices used by students and teachers in order to resolve the overlap that took place during the example. The classification that we devised involved the following possible resolutions:

○ Negotiation: When students who were involved in the overlap negotiate the granting of the turn amongst themselves (see chapter 3 for more details)

○ Third Party Resolution: When a third party, who is not involved in the overlap, attempts to resolve the overlap (see chapter 4 for more details).

○ Competitive Incoming Talk: Whenever a turn that was started by a student was interrupted in overlap by another student. These cases bear the word

Competitive because students would try to continue their turns not minding the other student from the overlap.

- ○ Affiliative Incoming Talk: Cases when two or more students engage in overlap, but becomes unproblematic due to the fact that the instance did not require just one student answering. These cases were seen in more playful and less serious contexts.
- ○ Choral Production: When two or more students are involved in overlap, but saying very similar or identical turns. These cases were also not problematic due to the fact that these utterances were supposed to be said at the same time (Schegloff, 2000, p.6)
- ○ Dropout: When a case of overlap resulted in one of the students abandoning the turn in order for the other student to continue their turn.

- Name: The name of the example. This name was chosen using a particular word or phrase that at some point was uttered during the example.

A small excerpt of our initial coding can be seen in Table 3.

Table 3. Excerpt of initial coding showing the devised categories.

Video	Time Stamp	Year	Type of Activity	Type of overlap	Participants	Resolution	Name
T4_1	29:14 - 30:10	2	Q&A	Possible-completion-onset overlap	T, S1, S2	Choral Production	Beard
T2_G1_5	32:16 - 32:36	1	Opinion	Turn-beginning overlap	T, S1, S2, S3, S4, S5, S6	Affiliative Incoming Talk	¿Y así terminó?
T1_4_BR2	8:14 - 8:42	1	Teams	Post-continuation-onset overlap	S1, S2	Competitive Incoming Talk	Die Soon
T1_1.2	03:30-04:19	1	Role Play	Terminal onset overlap	T, S2	Dropout	Landlocked
T1_5	0:58 - 1:35	1	Q&A	Possible-completion-onset overlap	S1, S2	Negotiation	Grass

T1_1.2	12:17 - 14:33	1	Role Play	Turn-beginning overlap	T, S1, S2	Third Party	Stella And Then

Our study was narrowed down to just two categories, which resulted in a collection of 9 cases of *Negotiation* and 10 cases of *Third Party Resolution*. This coding had its own set of criteria to be looked upon besides those that were originally devised in our initial coding.

For cases of negotiation, the following new criteria were devised:

- Previous turn: The turn that preceded the overlap. Oftentimes this turn belonged to a group question or an invitation to participate by the teacher of the lesson.
- Silence: Whether there was a silence following the previous turn. If present, the exact duration of the silence would be written.
- Who talks first: The order in which the participants involved in the overlap talked.
- Are the turns complete?: Whether the participants were able to finish their turns despite the overlap.
- Are the turns abandoned?: Whether the participants abandon their turns as a result of the overlap.
- Go ahead: Whether one of the participants involved in the overlap yielded the turn to the other. The name of this criterion was chosen because participants would often say "go ahead" literally or they would say something that implies the same idea with the intention of granting the turn to the other participant.
- Counter: Whether the participant who was granted the floor to speak responds by attempting to yield the turn to who initiated the negotiation (see chapter 3.2 for more details).
- Who accepts the turn: Which participant from the overlap eventually ends up accepting the turn and talking.
- Does the one who yields the turn get to talk?: Whether the participant who did not accept the turn ends up talking at some point.
- Does the activity allow more answers?: Whether the activity that originated the overlap allowed more answers after the negotiation took place.

For cases of Third Party Resolution, the criteria of "Previous turn", "Silence" and "Are the turns abandoned?" were recycled from the coding of the Negotiation cases as a result of the very little difference of how they were presented in both sets of cases. However, there were new criteria for this coding and they were the following:

- "Hold up" token: This criterion examined whether the third party who attempts to resolve the overlap uttered a lexical or non lexical token that may be interpreted as a signal for the participants to stop talking right after the overlap takes place. For example, utterances such as "wait, wait, wait" or "wow wow wow".

- Who is nominated first: The participant who is nominated first by the third party who attempts to resolve the overlap.

- Is there an increment?: Whether the third party who attempts to resolve the overlap makes increments to their invitation to participate after failing to obtain an answer.

- Do all participants involved in the overlap get their turn?: Whether all the participants who partook in the overlap eventually get their turns after the intervention of the third party.

- Are the turns complete?: Whether the participants who partook in the overlap are able to finish the turns that they attempted to say during the overlap.

This thorough coding in terms of position and composition of the target overlapping turns was essential in allowing us to make generalizations and devise particular findings as well as deviant cases for both negotiation and third party resolution instances. The following chapter will address such findings for the negotiation collection.

When an overlap instance is caused by either a teacher's group question or students coming in at the same time at a TRP, the students involved in the overlap can be the active agents resolving the overlap and, therefore, deciding who is going to take the floor. This decisive moment is what we call *negotiation*. Schegloff (2007) identifies the use of negotiation in conversations as *counters*, which are an alternative to second pair parts (SPP). Counters redirect the flow of the conversation to the one who produced the first pair part (FPP), using a reformulation or modification of the FPP (ibid). It is worth noting that counters do not hinder the answering of a question; instead, they replace it with a question on their own (Schegloff, 2007, p. 17). Counters present the following pattern:

Example 1. (Tarplee, 1991:1 in Schegloff, 2007, p. 17)

```
01    Chi:F→What's this
02    Mom:Fcnt→   er::m (.) yo[u  t]ell me: what is it
03    Chi:                     [°()°]
04              (1.0)
05    Chi:S→z:e:bra
06    Mom:        zebra:: ye:s
```

In line 01, a child is asking their mother a question. The mother, instead of directly answering the question, redirects the interaction to the child by asking back the same question. However, what we call negotiation might differ from this narrative as we can see in the following instance:

Example 2. VGT_T1_5 Grass, 2021.

```
01  S1:→ I thi[nk ] (.) i:s (0.4) ay sorry
02  S2:→      [the]
03      (1.1)
04  T:   uh (0.2)
05  T:   yeah
06       (0.3)
07  S2:  dale no ma[s              ]
           (Go ahead)
08  S1:            [(>dale no mas<)]
                    (Go ahead)
09       (0.7)
10  S1:  okay (0.3) uhm. I think is there is because the grass
```

In example 2, S1 and S2 come in in overlap in lines 01 and 02 at almost the same time after a group question produced by the teacher. After the overlap, S2 attempts to yield her turn in line 09 with "dale no más" (just go ahead), which can be identified as the FPP of this sequence. Soon after, S1 tries to give in her turn producing the same TCU as a counter in an attempt to redirect the flow of the interaction. Subsequently, after a 0.7 second silence, S1 accepts the floor, completing the turn she had abandoned in line 01.

As indicated, negotiation in our terms departs from the initial description of counters provided by Schegloff (2007, p. 17). During these negotiating instances produced after the overlaps, students act as mediators of their own interaction. They come to an agreement in terms of who is going to yield the turn and who is going to take it. Revising the negotiation cases we found in our data, we could recognize a constant pattern for how the overlap resolution unfolds.

Who Talks First?

Who decides who talks first when two people come in in overlap after a group question? As Schegloff (2000) noted, it is up to the participants involved in the overlap to decide who withdraws from the interaction and who wins the floor. Before examining how students agree on who is going to take the turn first, it is necessary to take a look at the sequence in which the overlapping talk unfolds.

Incomplete and abandoned turns.

Each sequence starts with the teacher proposing a group question, which is usually followed by a pause or a long silence. For the cases in which there is no answer by the group, the teacher produces an increment or a reformulation of the initial question in an attempt to get a response. As the nature of a group question is to get an answer from no particular student, the floor is open to anyone who wants to take it, potentially producing overlapping turns. The students who come in in overlap stop talking, abandoning their turns. In our collection, there are 8 out of 9 instances in which students do not finish their turns when noticing they are talking in overlap with another person and, as a result, abandoning them. An illustration of this situation can be seen in the following excerpt:

Example 3. VGT_T5_G2_3 Pucha, 2021.

```
01  T:    anyone else?
02        (0.9)
03  T:    wants to go or do you want to (0.6) uhm: show anything
04        (0.4) that you have been (0.5) that you have read
05        etcetera that you can (0.7) use these concepts to apply
06        to?
07        (1.8)
08  S1:→ [I get a]
09  S2:→ [I     ] have something [aa:
```

In the first line of example 3, the teacher is inviting students to take the floor and participate in the activity. After a 0.9 second silence, the teacher reformulates the initial question in order to increase the chances of getting a response. However, it is only after a 1.8 second silence that S1 and S2 come in in overlap to answer it. The second the overlap happens, the students abandon their turns, both being unable to complete them.

A similar situation occurs in the following extract:

Example 4. VGT_T4_9 Independent Clause, 2021.

```
01  T:    does anyone know what's an independent clause
02        (8.7)
03  S1:→ [Uuh I think that]
04  S2:→ [Uuh they need   ]
05        (0.6)
```

After a group question posed by the teacher in line 01 of example 4, and a silence of 8.7 seconds, S1 and S2 come in in overlap in lines 03 and 04, abandoning and leaving their turns incomplete.

These incomplete turns after overlapping talk demonstrate how students are able to follow the one-at-a-time rule proposed by Sacks (2004), even when they are not familiar with it. Likewise, the abandonment of the turns complies with Schegloff's (2000, p. 4) account of stopping simultaneous talk by stopping talk altogether.

As we previously noted, overlapping turns tend to be unfinished due to the structure of the TCUs, i.e., most answers to group questions are elaborated and take more time to be completely produced. On the contrary, we have found a deviation from this description, in which both turns produced by the students are complete:

Example 5. VGT_T2_G1_6 Mi Rey, 2021.

```
01  T:   and apart from books what else do you like reading
02       (2.9)
03  T:   any of these options
04       (3.1)
05  T:   on the slide
06       (0.6)
07  S1:→ no[vels
08  S2:→   [comic books
09       (3.2)
```

This deviant case (example 5) starts with the teacher presenting a group question in line 01, followed by a 2.9 second silence. In order to get a response, the teacher produces an increment, which is again followed by a 3.1 second silence. After another attempt to pursue an answer from the students in line 05, and 0.6 seconds later, S1 and S2 come in in overlap at almost the same time. However, opposite to the aforementioned examples, both turns are complete due to the nature of the TCUs, since "novels" and "comic books" is enough as a response to the teacher's query.

Sequentially, what comes after the abandonment of the turns is the counter or, in our terms, the negotiation. How students ponder about who keeps the turn, and the techniques used to accomplish this goal.

Counter as a Negotiation Technique

As we stated before, our vision on negotiation varies from the definition of counter described by Schegloff (2007, p. 17). For our purposes, counters are not the reformulation of a question FPP, but the sometimes anecdotal instance of deciding who goes first by yielding the turn to one another. To make it clearer, let us revise the following extract:

Example 6. VGT_T6_G3 Didn't Catch That, 2021.

```
01  S1:→ .hh [eh::]
02  S2:→     [xxx ]
03       (2.2)
04  S1:  go ahead Ro- Rosa
05       (2.2)
06  S2:  no come on Hugo
07       (4.2)
```

In this extract, lines 01 and 02 correspond to the overlapping talk by S1 and S2, who come in at the same time to answer a group question presented by the teacher. After a 2.2 second silence, S1 tries to yield the turn to S2 in line 04. S2, instead of accepting the turn, yields the turn back to S2.

Students take the time after an overlap to re-order the flow of their interaction. Moreover, they have the willingness to give in their turns so the other person can take it, which also reveals a certain degree of politeness and fellowship, particularly because of the character of this fragment. As exemplified in Example 6, the FPP when the first student attempts to yield their turn is an offer to the other student to take the turn instead. For example, "go ahead". Then, the second student SPP rejects this offer "no, you go ahead". In the majority of our collection's examples, the second student rejects the offer proposed by the student who initiates the negotiation.

However, we also found some deviant cases in which there is no rejection of the offer FPP, but immediate acceptance of it:

Example 7. VGT_T1_1.2 Kabul, 2021.

```
01  S1:  ah [did you eat   ] ah
02  S2:→    [did you wit oh] please go ahead go ahead
03  S1:→ right uhm did you eat something there that make you sick or
04       had a stomach like (.) like you were dying or something
05       maybe (laughs)
```

In lines 01 and 02, S1 and S2 come in in overlap after a TRP. Both students notice this overlap and abandon their turns; nonetheless, S2 right away yields his turn in line 03. Instead of rejecting the turn, S1 accepts it with "right" and completes the turn he left in line 01.

It is also worth noting that, usually, overlaps occur after a FPP by the teacher, who is expecting an accurate SPP as a response. However, sometimes teachers formulate their FPP as to be responded to by another FPP, as we can see in example 7. For this activity, students are participating in a role-play in which the teacher requests students to ask each other questions regarding a fictional visit to another country. In this case, students' SPPs open another interactional space, becoming FPPs.

Acceptance of a Turn

Once students negotiate who is finally taking the floor space, the following step is accepting the turn. The acceptance of a turn entails two factors: who talks and who does not. We have seen that each interaction has an order. When overlapping talk is involved, participants in the conversation still attempt to stick to a structure and follow the sequentiality of the events. In extracts 6 and 7, we can notice that during the negotiation, the second student who comes in in overlap yields the turn to the first student, either because of politeness or as an apologizing sign for coming in in overlap. This logically means that S1 is the one who accepts the turn and wins the floor. As an example, we can revise the following excerpt, which is a continuation of Example 5:

Example 8. VGT_T2_G1_6 Mi Rey, 2021.

```
01  S1:  dale gustavo. habla habla. hahaha
         (go ahead gustavo. talk talk. hahaha)
02       (1.0)
03  S2:  no hable usted no mas mi rey
            (just go ahead, my king)
04       (1.0)
05  T:   aw:. haha
06       (1.0)
07  T:   .hhh
08  S1:→ first I-I think novels(0.6) is the first thing I- I
09       (0.8) I-I read (xxx)
```

After the overlap, S1 attempts to give in his turn to S2 using the Spanish equivalent to "go ahead" (dale) in line 01. Then, S2 rejects the floor space and yields his turn to S1. Subsequently, after a 1.0 second silence, S1 accepts the turn and continues the turn he had abandoned.

A deviation from "S1 accepts the turn" happens in the next excerpt. Both students involved in this overlap had already been part of another overlap instance during the lesson, which resulted in S2 yielding his turn to S1. However, in this case, it is S1 who gives in his turn, allowing S2 to go first this time.

Example 9. VGT_T5_G2_2 Sorry Again, 2021.

```
01  S1:→ u[ uuuuh  ]
```

```
02  S2:→  [Well my-]
03         (0.4)
04  S2:  uh
05         (0.3)
06  S2:  sorry again
07         (1.3)
08  S1:→ uh (0.2) is your turn now (.) yeah
09         (1.3)
10  S2:→ thanks (0.7)
```

S1 and S2 come in in overlap in lines 01 and 02 after a group question proposed by the teacher. Then, in line 06, S2 says "sorry again", making reference to the past overlap. At this point, S1 yields his turn to S2, once more referring to their former overlap with "is your turn now" in line 08. In the end, S2 accepts the turn.

Furthermore, it is also important to know the kind of question or activity the students are completing. Since group questions, in most cases, only allow a limited amount of responses or even just one answer, students who yield their turns are most likely to lose the chance to talk and take part in the unfolding activity.

Losing a Turn

After negotiating who takes the turn and who does not, the student who withdraws from the conversation usually does not intervene anymore - at least during the current group question or activity. The analysis of our collection identifies that out of 9 cases of negotiation, in three instances the student who yields their turn ends up talking as well. As an illustration of this situation, we have the following excerpt, which is a continuation of Example 3:

Example 10. VGT_T5_G2_3 Pucha, 2021.

```
01  T:   anyone else wants to give it a go?
02         (4.9)
03  S1:→ I'd like to share a song
```

This fragment starts with a teacher's group question and S1 and S2 coming in in overlap to answer, resulting in S1 yielding his turn to S2. However, after S2's turn, there is an intervention by another student based on what S2 said, and a posterior assessment from the teacher to that intervention. In the end, S1 takes the turn when the teacher once again

leaves the floor open, asking what we can see in line 01 "anyone else wants to give it a go?". S1 takes this opportunity and claims the floor space in line 03.

On the other hand, when students lose the chance to talk, it is often due to the nature of the group question proposed by the teacher. Since there are questions that have only one answer to it, the student who yields the turn loses the opportunity to give a response to that specific question, as the following excerpt depicts:

Example 11. VGT_T1_5 Grass, 2021.

```
01  T:    And what about the other one. (0.4) Grass behind them.
02        (.) What would I put there.
03        (0.9)
```

The activity for this lesson is to name objects from different pictures. We can notice then that, in line 01, the teacher's group question has one possible answer. When two students come in in overlap, only one of them can answer it. If, for example, S2 ends up giving in their turn to S1, S2 would have lost their chance to participate in the class until the teacher asks another question.

Losing a turn entails losing the chance to talk for the time being. There might be more instances during a lesson to answer a question or give an opinion. As well as overlapping instances. However, when students are the ones to resolve these overlaps, we often see *"go ahead" "no, you go ahead"* patterns, instead of *"I'll go first, you can go second"*. Negotiation is, as of now, unidirectional. Students' politeness towards one another limits the array of options they have in order to resolve an overlap.

In-depth Analysis of Negotiation Cases

So far, we have revised in chronological order the events unfolding in a negotiating instance between students. The scrutinization of each step in a conversation has made it easy to recognize how and when students decide to abandon their turns, yield said turns, or simply withdraw from the conversation. In order to show a thorough analysis, we are going to present two full examples of our negotiation collection.

Extract 12, which is the complete excerpt of examples 2 and 11, is taken from a language lesson taught in a first-year class. For this class, the students have to practice the usage of there is and there are by describing objects in different pictures. During this

activity, the teacher displays a picture of an elephant and some zebras surrounded by grass and trees and asks the students to complete three sentences using there is or there are corresponding.

Example 12. VGT_T1_5 Grass, 2021.

```
01  T:    And what about the other one. (0.4) Grass behind them.
02        (.) What would I put there.
03        (0.9)
04  S1:→  I thi[nk ] (.) i:s
05  S2:→       [the]
06        (0.4)
07  S1:   ay sorry
          (oh)
08        (1.1)
09  T:    uh? (0.2)
10  T:    yeah?
11        (0.3)
12  S2:→  Dale no ma[s                ]
          (just go ahead)
13  S1:→            [(>dale no mas<)]
                     (just go ahead)
14        (0.7)
15  S1:   Okay. (0.3) Uhm. I think is there is because the grass
16        (0.7)
17        e::h (0.8) is not a::n unc- a uncountable it's no AAA
18        (0.6)
19  S1:   it's [(0.9)] a uncountable noun so we can (0.7) we can't
20        say
21  T:         [mhmh ]
22  S1:   oh (0.5) there is nine grass.
23        (0.6)
24  S1:   So: (0.6) I [think] is there is. I don't know.
25  T:                [mhmh ]
26  T:    Excellent. Yes. Correct.
```

Before this extract, the teacher had already asked about how many elephants and zebras there were in the picture. In lines 01 and 02, the teacher requests the students to complete the last sentence involving the grass seen in the picture. After a 0.9 second silence, S1 comes in in line 04 with "I think is", meanwhile S2 comes in in overlap just producing the word "the". S1 notices this attempt from S2 to take the turn and, in line 07, apologizes with "ay sorry" (ooh sorry).

After this, there is a 1.1 second silence in which the floor is open to any student to take it; however, it is still just S1 and S2 who have the right to talk and give an answer.

Both students have their cameras off which makes it difficult for them to recognize when the other is going to talk. The teacher, in line 09, initiates repair with "uh?" and then "yeah?" in response to the overlap, the apology produced by S1, and the silence that comes afterward.

S2 immediately in line 12 yields her turn to S1 in Spanish with "dale no más" (just go ahead), possibly because S1 was the one who started her turn first. At the same time, S1 also tries to give in her turn to S2 using the same phrase "dale no más" (just go ahead). Subsequently, after a 0.7 second silence, S1 accepts the turn with "okay" in line 15. Her turn starts with the hesitation marker "uhm", followed by the redoing of the turn she abandoned in line 04 "I think is there is because…" By the end of the extract, the teacher closes this sequence with an assessment of S1's answer. Unfortunately, S2 does not have the opportunity to intervene as the initial question admits one answer only.

A rather similar example of negotiation is extract 13, whose only difference to extract 12 is that the students involved in the overlap and posterior negotiation have their cameras on. This allows the students to negotiate the turn using gestures rather than words. The extract is taken from an oral and written language class taught in the fourth year of the undergraduate programme. In this particular lesson, students are being asked to provide examples of the Aristotelian persuasion triad, particularly ethos in this case.

Example 13. VGT_T5_G2_2 Persuade Your Teacher, 2021.

```
01  T:   how can you persuade a teacher not to give you
02       homework
03       (1.1)
04  T:   using ethos
05       (3.9)
06  T:   .h let's try- actually let's try something different
07       (0.4)how would you- how would you persuade a teacher not
08       to give you homework and then we can start (0.6) u:hm:
09       (0.7) like ruling out the ones that are not ethos (0.2)
10       right
11       (0.4)
12  T:   maybe this will help
13       (7.5)
14  S1:→ .h uuuh [I would say s]sss
15  S2:→         [I think-      ]
16  S1:→ ah [·dale   ·Ri]cardo ‡((dale))
        oh go ahead Ricardo ((go ahead))
    s1   -->·go ahead·
    s1                       ‡smiles-->
```

```
17  S2:→    [sorry       ]
18       (1.0)@(0.6)   @(2.0)‡
    s2                   --->‡
    s2        @go ahead@
19  S1:  okay (0.2) I would say something like eh: I'd- I've
20       felt se- s:o bad the whole week so I had I hadn't been
21       (1.1) I don't know I wasn't feeling good enough to do the
22       homework
23       (3.0)
24  S1:  but that's eh emotion yeah
25       (0.6)
26  S1:  appea[ling to emotion]
27  T:        [excellent       ]
28       (0.5)
29  T:   excellent
30       (0.7)
31  T:   so that is a very real reason that right now we're all
32       giving to our teachers like uhm I didn't feel so well
33       (0.3) uh things have been very difficult right now so
34       (0.3) you're appealing to the teacher's empathy right and
35       that hey wou- will be able to (0.9) to understand you
36       (0.2)in terms of emotion (.) right
37       (2.0)
38  T:   any other uhm (0.2) persuasive technique that you might
39       try with a teacher
```

By the beginning of the extract, the teacher has already asked the same question posed in line 01 twice before.

There is a 1.1 second silence in line 03 in which students could have answered the question. The teacher then produces an increment in line 04 which leaves the floor open again for an answer. After 3.9 seconds, there is no response, so the teacher comes in with a reformulation of the original question which broadens the range of possible answers, and therefore increases the chance of getting an answer. There is a TRP in line 10, but after a 0.4 second pause, the teacher adds an increment in line 12.

There is a 7.5 pause in line 13 which can be accounted for as waiting time. 0.9 seconds before the end of the pause, S1 leans back and in line 14, produces a turn that begins with an in-breath and some hesitation. The embodied and verbal behavior from S1 marks his incipient speakership. Just as S1 continues his turn with "I would say s-", S2 comes in in overlap with "I think". Both students have their cameras on which means they are visible to one another. Also, both students abandon their turns as the overlap is produced. At line 16, S1 begins a new turn in Spanish with the change-of-state token "ah" which is equivalent to "oh" in English (González Temer, 2014), and continues with "dale

Ricardo (dale)" (go ahead Ricardo (go ahead)), which yields the turn explicitly through a verbal go ahead. As S1 says "dale" (go ahead), he waves his index and middle finger forwards and backwards in a deictic pointing gesture (see Figure 1). At the same time and in overlap, S2 offers an apology with a whispery "sorry" and soon after he shakes his head and waves his open palm vertically giving an embodied go ahead (see Figure 2). After 2 seconds, S1 accepts the turn in line 19 with "okay" and recycles his abandoned turn from line 14.
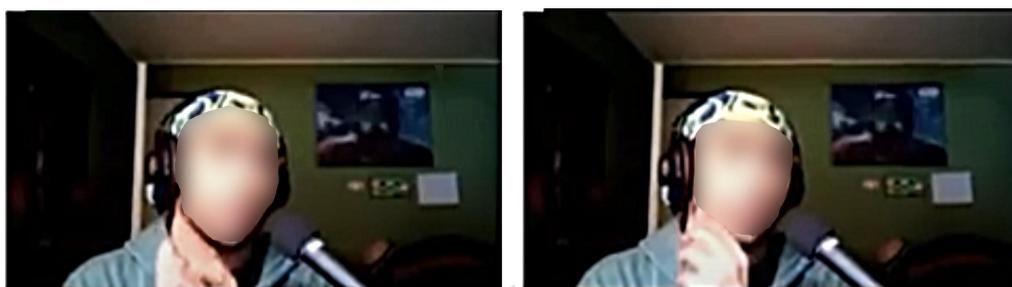

Fig. 1. S1 waving his index and middle fingers forwards and backwards.

Fig. 2. S2 waving his open palm vertically as a "go ahead" sign.

From lines 19 to 36, there is the student's answer and a few exchanges in which he assesses his own turn and the teacher also assesses the student's answer and performance. In line 37, there is a 2 second silence which could have been a relevant place for S2 to come in with his candidate answer, an opportunity he does not take. The teacher then asks for another example without nominating S2, therefore leaving the floor open for any student to answer. At this point, S2 can be seen moving to another location with his laptop, which might stop him from self-nominating on this occasion.

After the end of the extract, two more students give answers and only after this, S2 comes in with "I'm not sure, but I'm still thinking about the- doing this through or using

ethos" and continues to give his answer. The use of "I'm still thinking about" makes reference to his attempt at taking a turn in line 15.

Our findings in the techniques used to resolve overlap through negotiation evidence a clear set of procedures used by participants in an attempt to directly address and sort out the trouble source that they created. However, as not all types of overlap resolution are the same, not always the same participants from the overlap take charge of resolving it. The following chapter explores another type of overlap resolution, one that is not initiated by the participants who produced the overlap.

Third Party Resolution

Whenever overlap occurs in classroom interaction, the pursuit for a resolution can be either made by the participants who partook in the overlap themselves by using a variety of techniques (as seen in the previous chapter). Another possible way that overlap resolution is presented is when a person who is not involved in the overlap strives for order in the interaction and proposes a resolution to the participants. The latter cases will be named *Third Party Resolution* due to the fact that the overlap is resolved by participants who were not involved in the trouble source. In nearly all cases, the third party who aimed to resolve the overlap was the teacher of the lesson and the overlap itself was originated by students. However, in some cases, students would take the role of the third party who resolves the overlap.

Linearization

Third Party Resolution was not manifested in the same way in all cases. The most important factor that made these instances different was the techniques that the third party member used in order to resolve the problem. Once a Third Party member decided to aid the participants who took part in the overlap, the most usual technique was to nominate the participants in a particular order of the Third Party's choice. Order seemed to be crucial when the time came to nominate students, as it became the orderly solution to the lack of orderliness from overlapping speech. The act of nominating speakers in a particular order that the Third Party decides will henceforth be referred to as *Linearization*. However, Linearization differed depending on how thorough or directly the third party decided to nominate the participants who were involved in the overlap. The different types of Linearization that we could identify are the following.

Direct linearization.

The cases of Linearization that were the most explicit and direct (albeit not always successful in their entirety) were those in which all students who partook in the overlap were nominated directly by name and in a defined order from the beginning by a third party. These cases of Linearization would take place not long after the overlap itself in an attempt to resolve the trouble as early as possible. In example 14, the teacher nominates

two students in line 07 in an order that both students end up following, which marks the third party's intervention as successful.

Example 14. VGT_T6_G2 Video Essays, 2021.

```
01  T:    did you like the evaluation
02        (5.5)
03  S1:   No
04        (1.1)
05  T:    [Why?]
06  S2:   [ I ]
07  T:→   ((mumbles)) <waitwaitwait> uuh Cata and then Patty
08  T:    why
09        (1.5)
10  S1:   eehm- (0.8) ah- es que- (1.0) I think the essay part was
11        eeh- good I mean I would (0.8) eeehm (0.3) do essays or
12        make my students do essays (0.5) but eehm (0.5) when you
13        do a video you can easily edit your video (0.7) and
14        (0.8) hum (0.3) like create a script and you can just
15        read or memorize that- o- the part so I think that video
16        essays or videos in general ehm work  maybe for first
17        (0.8) or second year because you can see maybe (0.9) the
18        pronunciation or grammar mistakes but then at this point
19        I think that are not too useful (1.1) because they don't
20        show like your (0.6) they don't really show eh your
21        (0.4) ah your level of English at this point
22        (1.2)
23  T:    alright alright look I-I-I kind of disagree I see your
24        point and oh there's always an interesting point with ya
25        but I don't wanna answer I don't wanna answer uuh but I
26        kind of disagree we can talk a little bit about this
27        ((reads)) <my question is about the time for a video no
28        it is not in the rubric> is about the time yeah is
29        not in the rubric but is in the guidelines if you look
30        at the guidelines Rosa the time of the video there it
31        is if am not mistaken it was ten minutes with a leeway
32        of a minute right so it could be nine minutes or
33        eleven minutes right that's the time of the video
34        alright thank you Cata for your input I mean I wanna
35        hear other opinions but I am going to talk about that I
36        think you have a point there Patty were you going to say
37        something
```

In line 01, as the teacher openly asks "Did you like the evaluation?", referencing a video essay, he is seen opening his hand with his palm facing up in front of the camera, which can be interpreted as an invitation for students to respond. Then, there is a 5.5

second silence in line 02, in which there are no signs of somebody willing to speak. Finally, in line 03, S1 answers producing a "no". After this, in line 04, there is a 1.1 second silence, followed by an overlap involving the teacher and S2. As S2 produces "I", the teacher produces "why" in answer to S1's "no", which poses S1's answer as insufficient. The teacher resolves the turn-taking by nominating both students: first, the student whose answer was challenged, and second the student who attempted to talk during line 06.

As S1 turn ends, in line 22, there is a 1.2 second silence, an instance in which the nomination made by the teacher has been complied with. Therefore, from line 23, the teacher addresses what S1 produced during her turn. However, in line 26, as the teacher produces "we can talk a little bit about this", he makes an iconic gesture with his hand open in front of the camera, which stands for a "stop" gesture (see Fig. 1). Then, in line 27, the teacher changes his focus and starts reading the written chat. This situation occurs from line 27 to line 33. Afterwards, until line 37, the teacher thanks S1 and yields the turn explicitly to the next nominee, S2.
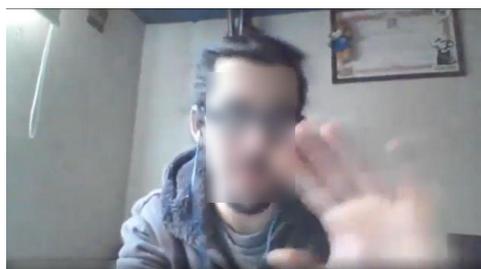
Fig. 3. Teacher makes an iconic hand gesture signalling "stop".

Because turns are much more explicit in these cases, silences are shorter than in some of the other cases of this study. For example, in example 15, the teacher explicitly defines his suggestion of the order in which the two students from the overlap should follow in line 15, which results in a successful nomination of both students, as well as very short silences between the turns and very little hesitation to take the turns.

Example 15. VGT_T6_G2.2 Overall Comments, 2021

```
01  S2:   Any other overall comment before we (0.9) finish for now
02        (0.2 uh (0.3) uh
03        (1.2)
04  T:    C'mon
05        (0.2)
```

```
06  T:   C'mon
07       (0.3)
08  T:   xx
09       (0.9)
10  T:   [((laughs))]
11  S1:  [   yes    ]
12       (0.2)
13  S2:  I-uh sorry
14       (0.7)
15  T:→  Uuuuh go Sara and then-then-then go Cata
16       (0.2)
17  S2:  Bueno=
18  T:   =Overall comments now before we move on to the
19       specific thing
20       (0.6)
21  S2:  Okey (0.4) first of all I want to say that (0.5) eeeh
22       when at the beginning of the: (.) when (0.7) >well< at
23       the beginning of the: (0.4) first (0.2) eeeeh work I
24       did it was (.) the: (0.7) essay yes (0.4) for example
25       when I read you:r (0.3) I read you:r feedback (0.4) eh
26       (.) I think that (0.3) when I read- (0.2) I-I read the
27       feedback it helps me a lot because for example (0.5)
28       last week I was writing myy (0.2) written report with
29       (.) May (0.6) and I was putting (0.3) in one paragraph
30       (.) it is important (0.2) and then I remembered (.) oh
31       no I can- I cannot write it is important because (0.6)
32       eeh May and- and- well it- it has helped me a lot
33       (1.4)
34  S2:  With the- with the feedback
35       (1.4)
36  T:   Cool (.) >coolcoolcool< I am very glad to hear it (.)
37       like I-I-I kind of wanna be the little voice inside
38       your heads (0.4) I kinda wanna- that's (0.6) a little bit of
39       my objective (.) .hh thank you very much Sara (0.2)
40       Cata
41       (0.7)
42  T:   Yes go ahead plea:se
43       (0.6)
44  S1:  Yes (0.2) xxxx (0.6) I think that ten minutes 0.2) is
45       a lot to-to do ((S2 develops her idea))
```

In this extract, the teacher asks for feedback from students. In line 01, the teacher produces the question "any other overall comment before we finish for now?" inviting students to make any type of comments regarding the activities recently done. From lines 02 through 09, there are several pursuits for a response with the repetition of "c'mon", pauses, as well as non-verbal behavior as the teacher starts moving what seems to be a

little rake in different directions while he points it to the camera. This movement can be interpreted as a form of pressure for students to ask their last questions.

Then, in lines 10 and 11, there is a brief overlap as the teacher produces some laughter in line 10 and S1 produces "yes". This overlap does disrupt the course of the interaction, because after a 0.2 second silence, in line 13, S2 attempts at taking a turn producing "I" but in an orientation to having heard the overlap between the teacher and S1, she drops it producing a non-lexical token and an apology with "uh, sorry". After a 0.7 second silence seen in line 14, the teacher addresses the overlap in line 15 producing "uuuuh… go Sara and then-then-then go Cata". This nomination is accepted by S2, as seen in line 17, where S2 produces "Bueno" (well). In line 18, immediately after S2's "Bueno" (well), almost generating a new overlap, the teacher remarks what he expects from students producing "overall comments now, before we move on to the next specific thing". This previous production by the teacher is also accepted by S2, who starts her turn in line 21 producing "okay" and, after a 0.4 second pause, begins producing a new turn.

S2 takes the turn from line 21 to line 32. In line 33, there is a 1.4 second silence, which produces a TRP and the chance for anybody to express any idea related to what S2 has just produced. S2 then adds an increment in line 34 which closes the sequence and produces another TRP. The teacher takes the turn in order to produce some feedback related to what S2 has produced. The teacher takes the turn in line 36. From this line until line 39, the teacher addresses S2's production, and in line 40 gives the turn directly to S1 by explicitly nominating her. As the teacher produces S1's name, he makes a sideways hand motion pointing to the face and looks down as trying to look for something. Then, there is a 0.7 second silence in which S1 does not take the turn offered to her, followed by the teacher producing "yes, go ahead please" in line 42. Thereby, after a 0.6 second silence in line 43, S1 takes the turn in line 44.

Sometimes, a third party makes a clear attempt to give an explicit order to the linearization of the participants who partook in the overlap, but are prevented from doing so. See example 16, for instance, where the teacher attempted to nominate both students from the overlap, but as evidenced in line 11 by "and I don't know who else spoke", the teacher was not able to nominate the second student by name despite wanting to do so. As it could be expected, this made the intervention less successful than in the other cases.

Example 16. VGT_T1_1.2 Stella and Then, 2021

```
01  T:    interesting.
02        (1.3)
03  T:    uhm:_
04        (1.4)
05  T:    anybody else. (0.2) like for example.
06  S1:   [d- did-
07  S2:   [me. me.
08  S1:   did [you see,
09  T:        [yes.
10        (2.4)
11  T:→   go ahead stella and then: i [don't know who else spoke
12        but.
13  S1:                               [oh there was someone else)
14        (0.6)
15  T:    oh. okay.
16        (1.3)
17  S2:   e::hm. (0.4) what is the: official currency↑ (0.4) o:f
18        that- of that place
19        (2.7)
20  S3:   °okay° you- you got me there haha. i'm gonna got to look
21        it up  (0.3) or hahah.
22        (1.7)
23  S4:   you can make it up=
24  S3:   =(°no puede ser°)
25        (0.6)
26  T:    you can make it [up as=
27  S3:                   [oh yeah u:hm
28  T:    =nobody's been to myanmar i think. here in this group.
29        (2.0)
30  S3:   So. yeah. no. they use Chilean currency as well.
31        [you know.=
32  T:    [(laughs=
33  S3:   =you can bring your pesos there and then (xxxx)
34  T:    =all right. of course. yeah yeah yeah. hhh. well make it
35        up yeah. that was uh (0.5) not made up of course. no no
36        no. hahah. okay. good one. good one. hhh. (0.6) u:h. a:nd
37        u:h. let's see. manuela. solange. you've been very quiet.
38        ladies.
39        (1.8)
40  S5:   uhm. i have a question. (0.8) u:hm. what kind of
41        food did you like the most.
42        (3.9)
43  S3:   from there ehm.
44        (2.5)
45  S3:   u:hm. (0.4) well. (0.2) uhm. (0.4) i think (0.3) it was
46        the bugs. (0.9) they eat bugs you know like u:hm real
47        bugs and i tried them up and they weren't so bad you know
48        they have a lot of protein so yeah=
```

```
49  T:    [(laughs)]
50  S5:   [(laughs)]
51  S3:   =I think i'm going t-
52  T:    (laughs) °okay° quite good.
53  S1:   did you see a lot of privileged people or they were
54        mainly poor people in that.
55        (4.7)
56  S3:   oh yeah. there was a lot of poverty yeah- a lot of poor
57        people. by- e:h. they are buddhist. (0.4) so it's not li-
58        (2.6) -ke a (1.3) big deal for them because they believe
59        in (xxx) leccions. so: they believe in nirvana you know.
60        all that stuff. and eh they don't like having too much
61        material goods with them. (0.8) it's really interesting.
```

For this extract, which took place in an oral English lesson, the teacher asks students to ask each other questions about some countries around the world they have fictionally visited in a role-playing activity. In line 05, the teacher asks students to participate and as she attempts to nominate a student, two students self nominate in overlap. In line 06, S1 attempts to ask a question as per requested and in line 07, S2 expresses her desire of taking the turn by saying "me, me". The teacher reacts to this by nominating both students in a specific order, although she does not recognize S1. As a result, she nominates S2 and S1, although the latter remains nameless in this Linearization. As a result, after S2 completes her turn and the activity progresses, S1 does not take the turn until line 53. However, this turn is not taken by a prompt from the teacher or by acknowledgement of the overlap. Instead, it is taken as a result of the normal flow of the lesson.

Semi-direct linearization.

Another type of Linearization was those in which the Third Party nominates only one participant by name after an overlap took place between one or more participants. This, however, did not mean that only one participant got their turn, as other participants were also eventually nominated, but not from the beginning as in the case of Direct Linearization.

One instance of this was Example 17, which despite being a case of latching instead of overlap, still required the intervention of a Third Party in order to be resolved. After the latched turns from lines 03 and 04, the teacher nominates only one of the students in lines 09, 11, 13, and 16. The other student is not mentioned by the teacher.

Example 17. VGT_T2_G1_2.2 Ya Mauricio, 2021.

```
01  T:   do you want to: watch the end of the story.
02       (4.3)
03  S1:  miss can we:=
04  S2:  =>the end. the end. the end.<
05       (0.8)
06  T:   do you want to watch the end?
07       (1.1)
08  S3:  no: our [stories are better
09  T:→          [mauricio
10       (0.7)
11  T:→  mauricio. what.
12       (0.8)
13  T:→  you wanted to say [something
14  S1:                    [our story better. our end. (with.)
15       (0.5)
16  T:   ya. ya mauricio. you go ahead. ya okay. mauricio.
```

This extract starts with an invitation from the teacher to watch the end of a story in line 01. There is a silence that lasts 4.3 seconds after she makes this invitation to the students. Then, in line 03, S1 starts producing what appears to be a counter "miss, can we…", the lengthening of the vowel in "we" suggests there is a word search in progress. S2 comes in then in interjacent overlap producing what is a fitted SPP for the teacher's FPP, "the end, the end, the end" in line 4. As S2 begins to produce this turn, S1 abandons what he has started in line 03.

Then, the teacher wants to confirm what the students choose generally by asking again on line 6 "do you want to watch the end?" But S3 denies by saying "no, our stories are better" on line 8. Suddenly, the teacher interrupts S3 on line 9 selecting S1 by his name. That is the reason why, theres is a silence of 0.7 seconds on line 10 and another one of 0.8 seconds on line 12, willing to hear a response from him because the teacher thought he wanted to answer the question; besides, the teacher hesitates between the lines 9 and 13 because of the sudden response on line 9, which results in an little hesitation. Then, S1 confirms his answer on line 14 "our story better, our end", repeating what S3 said on line 8. Finally, the teacher proceeds to agree with S1's answer.

As previously mentioned, in some cases students would occasionally get nominated after the participant who got nominated at first finishes their turn. For instance, in example 18, after students take part in the overlap in lines 15 and 16, the teacher proceeds to

nominate only S1 in line 17. After S1's turn is assessed by the teacher, he recalls the overlap and ends up nominating S2 in line 35.

Example 18. VGT_T6_G3 Poster, 2021

```
01  T:   so the first one (0.2) boom (3.0) is a free practice so
02       whatever you: whatever this this poster is telling you s: let
03       me know even if it's not Aristotelian triad or what or::
04       anything what is this poster telling you?
05       (1.0)
06  T:   communicating to you?
07       (1.1)
08  T:   do you  want to watch this movie? I mean if you
09       know what movie it is an that if you have seen it, well
10       (0.2) anyway but if you haven't would you would watch this
11       movie? something that it that appeals to you?
12       (3.2)
13  T:   you think?
14       (0.2)
15  S1:  [no   ]
16  S2:  [profe] *coughs* sorry sorrysorry
17  T:→  sara? yeah?
18  S1:  sorry, I wouldn't ee:: watch that movie I don't like like
19       (.)action movies an::(0.3) I prefer like the:: the:: e::(1.0)
20       horror movies? instead of like e::(1.0) this this kind of
21       movies.
22  T:   alright cool so you know it's an action movie even though you
23       haven't seen the ↓movie maybe you know it you knew it from
24       (0.5) whatever but what on the poster (0.4) makes you think
25       it's an action movie
26       (0.8)
27  S1:  the guns,th[e:  ] (0.5) the man like with a little blood in
28  T:             [right]
29  S1:  his forehead
30       (0.7)
31  T:   yeah, on his forehead, yeah yeah yeah
32  S1:  ON his forehead
33       (1.1)
34  T:   alright yeah completely agree the guns are very obvious eh::
35    →  (0.8) thank you thank you daniel? what were you going to say?
36  S2:  um:: I wouldn't watch the movie as well I don't like movies
37       that have people's name on it (0.9) I don't know but seems
38       unreliable?
```

The task during this extract was to discuss the presence of persuasive devices belonging to the Aristotelian Triad in famous film posters. During this particular instance, in lines 01 through 04, the teacher invites students to provide any thoughts about the film

poster that he is showing, even if they are unrelated to the topic of the lesson. In line 04, there is a silence of 1 second after the teacher makes the invitation, which as a result of being declined during this period of time, causes the teacher to make an increment in the form of "communicating to you", which serves as a redoing of line 04's "what is this poster telling you?". After yet another silence of 1.1 seconds in line 07, the teacher recycles his previous turn in lines 08 to 11, where he also poses a new question altogether in the form of "do you want to watch this movie?". Although this new question does not stray far from the topic and is made as a way of stretching the chances of obtaining an answer, his subsequent TCUs reduce the target demographic of his question (and possible speakers) by excluding from answering those who had seen the film "I mean if you know what movie it is and if you have seen it, well. Anyway, but if you haven't, would you watch this movie?".

Afterwards, there is another silence of 3.2 seconds where no students take the turn. Then, the teacher makes a final invitation in the form of "you think?". After a brief silence of 0,2 seconds, there are two overlapping turns from two students. One, in line 15, utters what appears to be the beginning of a negative answer to the question posed in lines 08 to 11. The other student, however, addresses the teacher directly by saying "profe", an equivalent to an endearing "teacher". In line 16, after the overlap takes place, S2 coughs and apologizes to S1. In view of the fact that both students were taking the turn at the same time, it would not be accurate to state that S1 was more deserving of the turn, and as a result, it can be claimed that S2's apology was an attempt at negotiating the turn. This is mediated by the teacher in a relatively quick manner, as he proceeds to nominate S1 immediately in line 17 after the negotiation that took place in line 16. Later, in lines 18 to 21, S1 responds to the teacher's nomination by answering the reformulated question originally posed. After S1 answers, the teacher negotiates a sort of meaning that links S1's answer to the original question from lines 01 to 04 and gives S1 feedback regarding her response. Subsequently, the teacher nominates S2 in line 35 as a continuation of the mediation that he had partaken in view of the negotiation that S2 started. After this, S2 produces the turn he had attempted to take in line 16 and the lesson continues.

Indirect linearization.

There were also instances of Third Party Resolution in which just one of the students who was involved in the overlap was nominated. This nomination was done not

by calling the name of the nominated person, but instead by making a direct reference to their turn. In these cases, this was done by either repetition of the turn or by addressing in some way their TCU's.

See in example 19 how the teacher does not explicitly nominate S1 after the overlap from lines 06 and 07, but instead repeats his turn in lines 08, 10, 12, and 13 in an attempt to nominate that student.

Example 19. VGT_T1_4 Do not breathe, 2021.

```
01  T:    Okay one more. Give me one more. One more of you. Just one.
02        One.
03        (3.1)
04  T:    ↑↑One_
05        (4.4)
06  S1:   u:h Do [not breathe]
07  S2:          [Don't go  ] outside while on [pandemic]
08  T:→                                        [Do not  ] brea::the,
09        (.)
10  T:    Do not [brea:the ]
11  S1:          [mhmhmhmh ]
12  T:    Are you kidding do not breathe=
13  T:    = .hh (0.4) huhh. .h That's so mea:n
```

During the lesson where this extract takes place, the teacher had been asking for examples of commands in English to practice the imperative mood. In lines 01 and 02, the teacher asks for one more example and uses an accompanying hand gesture to signal the number one. There is a 3.1 second silence in which no students reply. Then, the teacher produces a high-pitch "one" to pursue an answer in line 04. After 4.4 seconds of silence, S1 comes in with the hesitation marker "uh" in line 06 and as he is beginning to utter the command, S2 comes in with another example in line 07. S1's turn in line 06 gets to be said in full because it is a short command and the overlap with S2's turn beginning occurs in the last lexical items "not breathe". This also entails that S2 does not have to abandon his turn (as S1's is already complete). However, the teacher comes in in last item onset overlap in line 08 acknowledging S1's turn from line 06, which she also repeats in line 09. The first "do not breathe" is produced with a low rise pitch contour and the second production with a rise-fall one, both of which suggest mosk disbelief. This is supported by the laughter from S1 in line 11 and by the teacher's next turn in line 12 "are you kidding me, do not breathe". This is followed by an assessment from the teacher in line 13 and a few repeats of the assessment term in line 15, which closes this sequence

Similarly, in example 20 the way in which the teacher resolves the overlap is by directly addressing S2's "I have a question" from line 11 with "Okay, ask me a question" in line 13. Additionally, as a result of the less explicit nature of this type of Linearization when compared to the previous types, silences are significantly longer (probably because students are not 100% confident that the turn has been granted to them). In this example, after the teacher nominates S2, there is a 6.9 second silence in line 14 and many attempts at getting a response to the nomination, which does not arrive until line 52

Example 20. VGT_T1_2 Area 51, 2021.

```
01  T:    so- okay you can email me any questions you have (0.3)
02        but if you >wanna ask me now you can also ask me now<
03        (0.8)
04  T:    whatever you want
05        (1.8)
06  S1:   u::hm teacher
07        (1.7)
08  S1:   ((clears throat))
09        (0.4)
10  S1:→  u:[hm
11  S2:→    [I have a question
12  S1:   can we instead of [u::h
13  T:                      [okay ask me a (question)
14        (6.9)
15  T:    yeah?
16        (1.7)
17  S1:   me
18        (1.3)
19  T:→   >yeah yeah< fernanda fernanda >yeah< >yeah<=
20  S1:   =ya. (0.3) okay. u:hm can we instead of (0.3) uh making
21        a presentation about a subject- like <saying> (3.5) like
22        <saying> (0.3) instead of presenting a subject like for
23        example (0.4)I'm talking about (0.5) area 51 (0.4) .h if
24        I tell (0.3) instead of (0.6) what is it (0.2) I talk
25        about the debate between is (0.3) for aliens or for
26        (0.4) anything else (0.6) can I talk about (0.3) like
27        that conflict
28        (0.4)
29  T:    well of course. absolutely. because the whole theme
30        (0.3) I did- it's broad theme right (0.4) so (.) each
31        video (0.7) offers a theme or topic (.) but the topic is
32        super broad (0.3) you know broad that word <broad> (0.2)
33        right (0.5) so under that (0.4) you can actually like
34        (0.4) you can choose any aspect of the theme (.) one
35        aspect is like yeah area 51 is where the aliens came and
36        >blah blah blah< (0.3) .h but another aspect of that
```

```
37        same theme is definitely like people who believe that
38        it's aliens people who don't believe that it's aliens
39        all the theories and of course that's part of the theme
40        (0.3) right .h that's why I made it so broad (.) so that
41        you could really really talk about what you really
42        really really want to talk about (.) .h you choose a
43        topic that you like and then (0.2) from within the topic
44        that you like (0.5) you get to choose the- your favorite
45        part of the topic to talk about (0.3) right
46        (1.3)
47   T:   so yes absolutely (0.2) you can .h >now I know it you're
48        gonna talk about again or maybe it's a I don't know xx<
49        ((exhales)) (0.2) I'm not gonna say anything. okey
50        daniela you had a question
51        (1.6)
52   S2:  u:hm (xxxx) questions after our presentations (0.3) o:r
53        (0.7) nothing can ask or something.
```

During this extract, the teacher opens an instance for the students to clear up any queries regarding an upcoming evaluation, as we can see in lines 01 and 02. After a 0.8 second silence in line 04, the teacher produces "whatever you want" as an increment in an attempt to get a reply from the students. 1.8 seconds later, S1 initiates her turn with the hesitation marker "uhm" and summons the teacher directly with "teacher" in line 06. S1 waits 1.7 seconds and clears her throat. 0.4 second later in line 10, she produces "uhm" once again; however, S2 comes in in overlap in line 11, loudly saying "I have a question".

As there is no response from the teacher so far, and perhaps because the overlap happens too suddenly, S1 keeps with her turn in line 12 "can we instead of uh". At the same time, the teacher comes in in terminal onset overlap in line 13 assessing and nominating S2 to take the floor "okay ask me a (question)". Thus far, we know that S1 has her camera on and has already shown her interest in taking a turn in the conversation in lines 06, 08, and 10. On the other hand, S2's intervention, which comes in later in this extract, is louder and more straightforward than S1's. However, we don't know whether the teacher realizes these are two different students since the different turns form a coherent narrative after all.

After this overlap, there is a 6.9 second silence in which a student, who presumably is S2, leaves their microphone on, allowing the class to hear a private conversation unfolding in her house. Then, the teacher in line 15 starts with a repair "yeah?", and after 1.7 seconds, S1 self-selects "me", changing her body posture and pointing with her thumbs towards herself. The teacher explicitly nominates her with "yeah yeah Fernanda Fernanda yeah yeah" in line 19.

From lines 20 to 27, S1 takes the floor, starting her turn reformulating the question she had abandoned in line 12 "can we instead of uh making a presentation…" The teacher answers S1's question from lines 29 to 49, and in line 50 selects S2 to take the turn, mirroring the student's turn in line 11 "Daniela you had a question", showing that she was aware of S2's early intervention. After 1.6 seconds of silence, S2 proceeds to talk, asking her question at last.

Another consequence of students not being nominated by calling their names is the chance of making an unsuccessful attempt at nominating them. In example 21, the teacher repeats S4's turn from line 14 in lines 17 and 18. Then, she attempts to nominate S4 again in line 20 by repetition of the turn again, followed by a silence of 1.8 seconds and another attempt at nominating S4 in line 22 using the same technique. However, in lines 22 and 23 the teacher decides to leave the turn like that and continue the lesson after failing to obtain a response.

Example 21. VGT_T1_4 Meme, 2021.

```
01  T:    here is another. do you remember that guy?
02        (2.5)
03  S1:   [yes]
04  S2:   [yeah]
05        (0.7)
06  S2:   I do remember him
07  S3:   yes [he's a meme
08  T:        [(him)
09  S2:   he'[s a meme b-]
10  T:       [he's a meme]. Yes he's a meme all the time. I know.
11        (1.3)
12  T:    >what would you tell him<
13        (3.1)
14  S4:   a:: (0.2) watch [out
15  S5:                   [pull the trigger coward
16        (0.7)
17  T:⇥   >>wow wow wow<< okay watch out. I'll do the watch out
18        first
19        (0.6)
20  T:    watch out
21        (1.8)
22  T:    ehhe. watch out for what. watch out. i-it's good enough.
23        °watch out° what-what's the other one
```

This extract comes from an activity in which students are given a prompt and they have to give advice and commands. In this case, students are shown an image from the

Tom and Jerry cartoon, in which Tom is accidentally pointing a gun at himself. In lines 01 to 10, there are a number of overlaps when the teacher asks whether they know this character, with some of them recognizing the character and others recognizing it as a meme. Then, in line 12, the teacher asks the students for specific examples of commands or advice for the character in the image. In line 14, S4 self-nominates and begins a turn with a hesitation marker, a brief pause and then the advice "watch out". In the last item onset overlap, S5 comes in with a command "pull the trigger, coward" in line 15. After a 0.7 second silence, the teacher produces the non-lexical item "wow" three times quickly in succession, which could be glossed as "calm down", orienting to the overlap from lines 14 and 15. Also, as the teacher is producing these non-lexical items, she leans back. The teacher continues her turn with "okay", which marks acceptance of the candidates' answers, and then "watch out" while she changes her body posture to begin writing. As she is taking position to write on the slide, students have visual access to the spelling of the piece of advice given by S4. Then, there is a nomination via the repetition of the turn prefaced by the use of the definite article "the", and followed by "first" which sets the order in which the candidate examples will be addressed.

After a 0.6 second silence, the teacher repeats "watch out" out loud as she writes it on the digital board. In lines 22 and 23, the teacher can be seen making a continuation for "watch out", only to display her own realization through the assessment "it's good enough". In line 23, the teacher begins a new turn "what's the other one", which again orients to the overlap from lines 14 and 15 and singles out S5 as a next speaker, without explicitly nominating him. After a 1.3 second pause, another student, S1, offers a candidate answer in line 25, which is acknowledged and repeated by S6. Just as S1 finishes uttering the word "shoot", S6 begins producing some hesitation markers which project a new turn in line 26. However, as S1's turn in line 25 is in the clear, it seems possible that S6 heard it with some delay which is evidenced by his acknowledgement and repetition of the word "shoot". In overlap with S6, the teacher accepts S1's candidate answer from lines 27 to 29.

In-depth Analysis of Third Party Resolution Cases

The cases that have been previously shown have evidenced that whenever overlap takes place in classroom interaction, the desire to resolve is present throughout. The following cases are also instances that involved the intervention of a third party in order to resolve a problematic overlap. In example 22, after an overlap between two students, the

third party who strives to resolve the trouble is not a teacher, but a student. This was due to the fact that this example took place during an activity where the teacher was absent.

Example 22. VGT_T1_4_BR2 Division, 2021

```
01  S1:  Okay eh:: so I think that the most eh: useful thing is to
02       split the room >o sea< I mean split the: the instruction
03       (0.9) .hhh I mean ((tsk)) each person do a little thing
04       so we have all the things on ((laugh)) .hhh [we   ]
05  S2:                                              [umm::]
06  S1:  Who could [do the instruction        ]
07  S2:            [I think one of them can be] like emm::
08       (7.4)
09  S3:→ Can be like what?
10       (1.8)
11  S2:  I'm writing in the chat because=
12  S1:  =Okay
13  S2:  I don't [know]
```

The activity for the lesson from which this extract originates consisted of giving a command, an instruction, and a piece of advice to three different characters displayed by the teacher through a PDF file. In order to do this, the teacher divides the students into small groups so they can work autonomously on the imperative sentences. In this extract, we have three students figuring how to start completing the task mentioned.

At the beginning of this extract, S1 gives his idea on how to proceed with the task from lines 01 to 04. Towards the end of his turn, S1 produces an inbreath signalling the beginning of a new turn. Then, he continues with "we", halted by S2's utterance which comes in after this TRP in post-continuation-onset overlap with the hesitation marker "uhm".

Both students do not do anything about this minor overlap, and S1 continues his turn in line 06, proposing a way in which they can organize themselves in order to complete the task asking "who could do the instruction". Nonetheless, once again S2 comes in in overlap with another completely different idea in line 07 "I think one of them can be like emm". Considering the context of this lesson and this activity in particular, S2 might be referring to "one of them" as one of the command, instruction, or piece of advice they have to come up with, which is still relevant to the conversation.

After this second overlap, there is a 7.4 second silence in which the students are waiting for S2 to keep going with her idea while having their cameras on. At that moment, S3 takes the floor in line 09 with "can be like what?", addressing S2's utterance in line 07.

S2, after a 1.8 second silence, says "I'm writing in the chat because" in line 11, clarifying why she has remained quiet. By the end of this extract, S1 acknowledges S2's response with "okay", and S2, perhaps making reference to her comment on the chat, downgrades her epistemic stance with "I don't know" in line 13.

In example 23, we could observe a deviant case where the Third Party Resolution did not come from an instance of Overlap, but from the teacher of the lesson noticing visual cues that indicated the desire from two students to take the turn.

Example 23. VGT_T6_G2.1 Extremely Satisfied, 2021

```
01  T:    I- I gave you like <alright> communicate you essay but
02        with your own words *#and being creative uuh* and I think
    s1                       *name pops up----------*
    fig                       #fig1
03        that was uh very challenging and that showed me <the>-
04     →  •#the level but yea-• yeah again uuh cata tiago and then
    s2    •raises hand--------•
    fig   #fig2
05        after tiago we finish we wrap up and then we (0.2) talk
06        about specific issues with the rubric alright
07        (0.9)
08  T:→   alright (0.2) so tiago and cata (0.2) please go ahead
09        ((sounds of clicking))
10        (0.6)
11  T:    no cata and tiago go sorry cata and tiago cata and tiago
12        cata and tiago (0.3) ((sounds of clicking))
13        (2.4)
14  S1:   no I just wanted to say that- eh- (0.8) I- I don't think ç
15        that this is like a terrible evaluation I ju- I'm just
16        saying that hum (0.2) maybe em it's not the best at this
17        point that's what I'm saying (0.5) and that it- eh (1.7)
18        eem (1.4) it was more important eh to show like our
19        creativity eh than our own skills (0.7) and that yes we-
20        we can em show our discourse management and
21        pronunciation things but we can (0.6) record this uh
22        (0.2) part or this video (0.3) many times so (0.2) um
23        (0.3) we can rewatch our mistakes and (0.5) and that we
24        can like (0.4) fool you (.) so it's
25  T:    um-hum
26        (1.4)
27  S1:   that
28        (1.9)
29  T:    I understand your point (0.4) uuh but then again (0.2)
30     →  xxxxx tiago go ahead ((chuckles))
31        (1.4)
```

```
32  S2:   .h david are you satisfied with our results
33        (0.3)
34  T:    yas
35        (0.4)
36  S2:   Yes
37        (0.4)
38  T:    yes extremely satisfied
39        (0.3)
40  S2:   okey
```

During this lesson, the teacher asks students to give him feedback regarding a recent evaluation. As he speaks from lines 01 to 04, there are two visual cues from students who show that they want to have the turn. First, during line 02, S1's name pops up on the screen, which in the Google Meet platform indicates that a person is about to start talking (see Figure 4). Then, in line 04, S2 is seen raising his hand through his camera (See Figure 5). This results in the teacher nominating S2 for last, as he says "after Tiago we finish, we wrap up", meaning that he intends S2 to be the last one to speak after S1. Subsequently, in line 08 the teacher uses Direct Linearization in order to nominate S2 and S1 in that order.

However, he notices a mistake in this nomination, as he intended S1 to speak first. This drives the teacher to self-correct what he said in line 08 in lines 11 and 12 and nominates S1 and S2 in the order that he originally intended. After a silence of 2.4 seconds in line 13, S1 takes the turn from lines 14 to 24. The teacher assesses S1's turn with a non-lexical token (um-hum) in line 25, which can be interpreted as either understandment or agreement. Then, in lines 29 and 30, the teacher verbally assesses S1's turn and immediately after that nominates S2. As a result, S2 asks a question to the teacher in line 32, which he answers in lines 34 and 38. All things considered, this case of Third Party Resolution can be classified as successful, as both students get their turn after being nominated in the beginning through Direct Linearization.
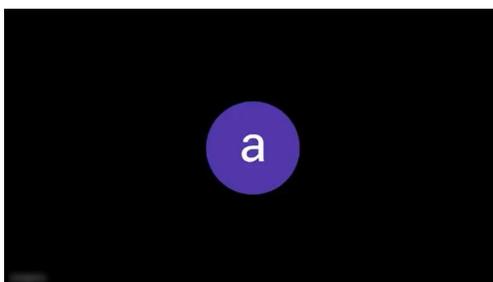

Fig. 4. S1's name pops up on the screen, implying that she is about to speak.

Fig. 5. S1 is seen raising his hand, signaling that he wants to take a turn.

As evidenced by the previous two chapters, whether the search for resolution comes by the hand of a participant involved in the overlap or a third party, the desire for resolution is ever-present, although implemented differently in each case. In the next chapter we will discuss our findings, as well as reach a general conclusion. In addition, points for further research will be discussed.

Concluding Discussion

In a language class, it is vital for the teacher to find the correct ways in which they can encourage students to participate. The array of activities that foster participation is wide. They can go from individual or group questions (Petitjean, 2014) that allow one answer, to group questions that can culminate in a chorus of answers from the students. However, the number of overlapping instances between students coming in after a TRP cannot always be foreseen by the teacher.

The objective of our study was to find strategies in which overlap in video-mediated lessons can be resolved. After analyzing all the overlapping instances we found in our data, we decided to dive into two different strategies: negotiation and third-party resolution. Even when these techniques aimed to resolve the same trouble, i.e., overlaps, both of them ended up having their own ways to overcome each overlapping instance.

Negotiation was a strategy mainly used by students in order to resolve their overlapping talk. The participants of the overlap decided who was going to take the turn and who was going to withdraw from the conversation, inadvertently losing the chance to talk. Moreover, in the vast majority of our examples, the student who came later in the overlap was the one who yielded the turn. That is why we have also found that the negotiation of turns between students was not always the ideal approach to foster participation. As negotiation implies pounding between "you go first" "no, you go first", a chance of "you go first and I will go second" seems to be lost.

However, there were kinds of questions or activities that only allowed one response to it. In these cases, it was less likely that two students could answer one after the other. Furthermore, during students' negotiations, teachers did not interfere and adopted an observant role. Negotiation as a resolution device for overlaps was, in most cases, not the best option in order to encourage student participation.

Different were the cases that involved third parties acting as mediators. In order to foster participation, third-party resolution is found to be the most effective technique. This third resolving member of the overlap was usually a teacher; however, students could also take this role. Our findings suggest that by orderly nominating each student that participated in an overlap, reduced the gaps and silences between turns after the overlap and students showed little hesitation to take said turns. Nonetheless, there were also

deviant cases that demonstrated that teachers could also fail in nominating the students, primarily because they did not summon one of the students by name.

The linearization of the nomination by the teacher also resulted in the nomination of only one participant of the overlap. Meanwhile, the other student was nominated several turns later, indicating that the teacher was indeed paying attention to the students' turns. This situation was identified during lessons in which the teacher was more acquainted with their students, i.e., they knew their names and could recognize their voices easily. On the other hand, teachers' nominations were not always done by name. They also addressed the students' turns by mirroring or reformulating them; however, this resulted in longer gaps and silences since students were not a-hundred-percent sure that the teacher was granting the turn to them. Moreover, in these instances, there were more chances of not getting any response from the students.

We could also notice that when the questions produced by the teacher required only one answer, students themselves took care of their overlap, using negotiation as a strategy. They willingly gave in their turns for the other knowing that they would not be able to talk for the time being. Likewise, when there was an activity that needed different opinions, teachers would interfere so everyone could have a turn to share their thoughts. However, we also have negotiation cases in which students yielded their opportunity to share an opinion, knowing that they would have the chance to talk later on.

Furthermore, research on overlapping instances and what comes next is scarce yet needed. Students orient to a turn-taking system which, once affected by an overlap, halts the flow of the interaction. What is important is how students and teachers react to these instances and the techniques they use to overcome them. Our findings on how participants in conversations manage overlapping situations can serve as a guide for teachers and pre-service teachers in terms of what strategies are better to foster participation among students after an overlap.

Also, since we used CA guidelines to investigate classroom interaction, the categorization of the strategies we found students and teachers implement to solve an overlap open a new path for research on this matter. Starting by identifying overlapping instances and whether they are problematic or not. If they are, they need a resolution device. However, if they are not, they still need to be labeled and further analyzed in order to recognize them in classroom conversations, such as, affiliative incoming talk and choral productions, which we also found in our data.

Schegloff (2000, p. 4) expressed that the most useful way in which one can resolve an overlap is by stopping talking. Now, we can unquestionably state that overlapping instances in classroom settings are efficiently resolved by elaborating strategies in which no one has to stop talking. Teachers and students can collaboratively and emergently resolve problems in turn-taking even in a context that is new for them.

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Appendix

Jeffersonian Transcription System (2004)

[ ]	Overlapping talk
=	Continuation of a TCU on a new line or end of a TCU and immediate continuation with no pause in between
.hhh	Inbreath. Three letters as the average, one for shorter inbreaths and more than three for extreme cases
hhh	Outbreath. Three letters as the average, one for shorter outbreaths and more than three for extreme cases
whhord	Aspiration in the middle of a word
w(h)ord	Breathiness while talking, for example laughing in the middle of a turn
(.)	Brief pause
(1.7)	Exact amount of seconds between the end of a turn and the beginning of the next one, when the pause is longer than 0.2 seconds
underlining	Emphasis on the syllable that is underlined
:	Prolonged vowel or consonant. One or two colons as the average, three or more for extreme cases.
CAPITALS	Syllables or words that are louder compared with speech by the same speaker
º º	Syllables or words that are quieter compared with speech by the same speaker
> <	Increased speaking rate
< >	Decreased speaking rate
↑	Pitch step-up. Double arrows for extreme pitch shifts
↓	Pitch step-down. Double arrows for extreme pitch shifts
.	Final falling intonation
,	Slight rising intonation
-	Flat intonation
¿	Medium rising intonation
?	Sharp rising intonation
£ £	Smiley voice
# #	Creaky voice

~ ~	Shaky voice
word-	A cut-off. In phonetic terms this is typically a glottal stop
( )	Uncertain word
xxx	Unintelligible
(( ))	Comments or descriptions