FLUCTUATIONS IN EPISTEMIC (A)SYMMETRY IN VIDEO-MEDIATED POST-OBSERVATION CONVERSATIONS

PINAR TOPAL

BOĞAZİÇİ UNIVERSITY

2021

FLUCTUATIONS IN EPISTEMIC (A)SYMMETRY IN VIDEO-MEDIATED POST-OBSERVATION CONVERSATIONS

Thesis submitted to the

Institute for Graduate Studies in Social Sciences

in partial fulfillment of the requirement for the degree of

Master of Arts

in

English Language Education

by

Pınar Topal

Boğaziçi University

2021

Fluctuations in Epistemic (A)symmetry

in Video-Mediated Post-Observation Feedback Conversations

The thesis of Pınar Topal

has been approved by:

Assist. Prof. Nur Yiğitoğlu Aptoula _____
(Thesis Advisor)

Prof. Yasemin Bayyurt _____

Assoc. Prof. Ufuk Balaman _____
(External Member)

June 2021

DECLARATION OF ORIGINALITY

I, Pınar Topal, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature……..
Date ……..

ABSTRACT

Fluctuations in Epistemic (A)symmetry

in Video-Mediated Post-Observation Feedback Conversations

Evidence-based reflective practices are promoted in all recent frameworks for language teacher education (LTE). However, the research into how the mentor and trainees sequentially and relationally orient to these data-led sequences remains scarce. Similarly, video-mediated pedagogical interactions need to move forward from the first aid approach to have a sustainable understanding of the video-mediated LTE. With this in mind, this thesis primarily investigates epistemic asymmetries unfolding in video-mediated post-observation conversations (POC) in language teaching practicum. The video-recordings of 17 video-mediated POCs are micro-analysed using the theoretical and methodological tenets of multimodal conversation analysis. Data suggests that the fluctuations in epistemic (a)symmetry serve as a catalyst for the progression of reflection and evaluation-oriented sequences. That is, the mentors strategically downgrade their epistemic position to index the trainees' experiential knowledge and invite for reflection. However, the tide turns when the mentors initiate evaluation-oriented sequences in which the volume of trainee voice is turned down. They systematically insert their epistemic authority to limit any potential resistance that would challenge their epistemic, as well as deontic authority to do evaluation. The video medium also creates unique multimodal opportunities for mutual orientation to evidence. The findings are conducive to the expanding research into the affordances and challenges of video-mediated language teacher education and have possible pedagogical and research implications for our understanding of the sequential and relational organization of epistemics in feedback conversations.

ÖZET

Video Ortamlı Gözlem Sonrası Etkileşimlerde Epistemik (A)simetride Dalgalanmalar

Kanıta dayalı yansıtıcı uygulamalar, tüm güncel yabancı dil öğretmeni yetiştirme çerçevelerince desteklenmektedir. Bununla birlikte, mentor ve öğretmen adaylarının veriye dayalı dizilere sıralı ve ilişkisel olarak nasıl yöneldiklerine dair araştırmalar kısıtlıdır. Benzer şekilde, video ortamlı pedagojik etkileşimlere ilişkin pandemi sonrası gelişen ilk yardım anlayışından ötede, kapsayıcılık ve sürdürülebilirlik gereksinimi de göz önünde bulunduran bu tez, başat olarak, Öğretmenlik Uygulaması kapsamında video ortamlı gözlem sonrası etkileşimlerinde (GSE) gelişen epistemik asimetrileri incelemektedir. 17 video ortamlı GSE'nin video kayıtları, Çok-modlu Konuşma Analizinin teorik ve metodolojik ilkeleri kullanılarak incelenmiştir. Veriler, epistemik (a)simetrideki dalgalanmaların, yansıma ve değerlendirmeye yönelik dizilerin ilerlemesi için bir katalizör görevi gördüğünü ortaya koymaktadır. Mentorlar, öğretmen adaylarının kendi pratiklerine dair deneyimsel bilgi otoritelerine işaret etmek ve yansıtıcı beyanlara davet etmek için epistemik konumlarını stratejik olarak düşürmektedir. Öte yandan, değerlendirme odaklı dizileri başlattıklarında gerek epistemik, gerek deontik otoritelerine meydan okuyacak herhangi bir potansiyel direnci sınırlamak için, kendi epistemik üstünlüklerini sistematik olarak etkileşime dahil etmektedirler. Aynı zamanda video ortamı, kanıtlara yönelik ortak dikkat sağlamak için çok modlu olanaklar sunmaktadır. Bulgular, video ortamlı öğretmen eğitiminin sağladığı olanaklar ve zorluklara ilişkin alanyazına katkıda bulunmakta ve geri bildirim konuşmalarında epistemik araçların sıralı ve ilişkisel organizasyonunu anlamamız için pedagojik ve metoda yönelik öneriler sunmaktadır.

ACKNOWLEDGMENTS

There are people without whom the author of this thesis could not complete this study and survive a pandemic and a myriad of deadlines. Firstly, I'd like to express my thanks to my supervisor, Dr. Nur Yiğitoğlu Aptoula, who has supported me throughout my pursuit of M.A. and particularly during this thesis. She was always there wherever and whenever I needed her. She did bear with me through countless meetings, phone calls, and emails. I am incredibly grateful for our friendly chats at the end of meetings and her support in my academic endeavours.

I would also like to express my gratitude to Dr. Yasemin Bayyurt and Dr. Ufuk Balaman, who graciously agreed to serve as members of my thesis committee and provided their invaluable feedback and comments. I cannot begin to thank Dr. Ufuk Balaman for his immense support since the early days of the thesis process. I wholeheartedly appreciate the time he invested from his ever-packed schedule and the insights he provided, which proved monumental towards the success of this thesis.

Not surprisingly, yet another researcher in Conversation Analysis (the author of this thesis), is deeply indebted to Dr. Olcay Sert. Since my days as a freshman, I have looked up to his work discipline and his passion for research. Thanks to him, Dr. Balaman and Dr. Nilüfer Can-Daşkın, I have had Hacettepe University Micro Analysis Network (HUMAN) as a nurturing place where I could take baby steps towards a truly methodological understanding. I know that it is not easy to find such an environment to voice your (not always so bright) opinions as a -very- early career researcher. Discourse and Corpus Research (DISCORE) Group, of which I am a proud member thanks to the invitation of Dr. Hale Işık-Güler, helped me better

myself as a researcher with its ever-embracing interdisciplinary approach. Besides starting up a research group with which I share my birthday, Dr. Işık-Güler provided her unwavering support throughout the process and helped me overcome my frustration with the COVID-induced change towards online in my data. Since I mentioned data, this acknowledgment would not be complete without acknowledging the contribution of my generous participants. The pandemic brought many first-time experiences that make us feel novice, and yet they welcomed me to investigate such experiences in their professional environment.

I also extend my thanks to the Scientific and Technological Research Council of Turkey (TÜBİTAK) that supported me through 2210/A National Graduate Scholarship Program.

Here comes the paragraph for the ones that I am proud to call my sisters. Writing a thesis takes a decent amount of coffee and quite a lot of late-night studying. Yağmur Kiper not only provided these but also tirelessly read my early drafts and gave me courage as a fellow sufferer of the poisonous combination of perfectionism and procrastination. Berna Baydar, my partner-in-crime in the chaos that is academia and my fellow Longbridge sunflower, I sincerely thank you for all our lengthy conversations filled with overlaps and latchings of agreement. Special thanks to Ayşe Nur Yılmaz for our now 11-year-old friendship, to Ece Nur Çebi for her sincere support and the encouraging celebrations she promises for each milestone (she fulfills them!), to Ecem Üstündaş for being the dearest doctor in the sentence "consult to your doctor" for my thesis-induced headaches, to Gizem Şimşek for our sudden "Narkuş, what's up" breaks, to Feyza Öztürk for her emotional support that perseveres every time I stumble, to İrem Yılmaz for the encouraging and kind soul she is, to Merve Bozbıyık for our both intellectual and spiritual talks, and to

Rumeysa Demirdeşen for her caring phone calls and the waves of laughter we share. Also was a joy to study and work with Özge Deniz. My local expert of Hisarüstü, and my Boğaziçi advisor for all non-official purposes, I am so lucky to complete my studies with such a treasured friend. Saeideh Nazirzadeh and İdil Uysal, thank you for the rays of sunshine you have been whenever I needed you.

I am more than grateful to Taha Duhan Turan, for enduring the days we had to spend at libraries, the meals we cut short, the concerned face that I carry around when I panic over the thesis. This thesis would not have been complete without his love and support in my most difficult times.

I also thank Erkan Küçük, my uncle, for being a proud supporter of all my educational pursuits. From the days you started to indulge me with the hardest volume of Planet Maths by ODTÜ Press to this day that I finally get to print my own work, you have always been an anchor that I can count on.

Most importantly, my loving parents, Ayla Topal and Mehmet Topal, there are no words to describe my gratitude to you. I know that it was not easy when your only kid chose a career path that makes her live some hundred miles away, but I take the warmth of your love and mom's jars of winter preparations wherever I go.

To my dearests: Mom & Dad,

This is for you.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION 1

1.1 Statement of the Problem 1

1.2 Research Questions 4

1.3 Significance of the Study 5

1.4 Definition of Terms 7

1.5 Organization of the Thesis 9

CHAPTER 2: LITERATURE REVIEW 12

2.1 Conversation Analytic Research into Language Teacher Education 12

2.2 Post-Observation Conversations 15

2.3 Pandemic-Induced Video-Mediated Post-Observation Conversations 20

2.4 Epistemics in Post-Observation Conversations 26

2.5 Conclusion 32

CHAPTER 3: METHODOLOGY 33

3.1 Research Setting and Context 33

3.2 Participants 36

3.3 Data Collection Procedures 37

3.4 Conversation Analysis 39

3.5 Transcription, Building a Collection and Analysis 44

3.6 Validity and Reliability of the Study 47

3.7 Ethical Considerations 51

3.8 Conclusion 52

CHAPTER 4: ANALYSIS & FINDINGS 53

4.1 Fluctuations in Epistemic (A)symmetry: Reflective vs. Evaluative Agenda .. 54

4.2 Resources for Fluctuating Epistemic (A)symmetry 76

4.3 Summary of the Main Findings 96

CHAPTER 5: DISCUSSION & CONCLUSION 101

5.1 Fluctuations in Epistemic (A)symmetry: The Tide Between Reflection and Evaluation 101

5.2 Research and Pedagogical Implications 112

5.3 Limitations 114

5.4 Suggestions for Further Research 116

5.5 Concluding Remarks 117

APPENDIX A: TRANSCRIPTION CONVENTIONS 118

APPENDIX B: ETHICS COMMITTEE APPROVAL 119

APPENDIX C: INFORMED CONSENT FORM FOR COURSE INSTRUCTORS 120

APPENDIX D: INFORMED CONSENT FORM FOR PRE-SERVICE TEACHERS 122

REFERENCES 124

LIST OF FIGURES

Figure 1 Weekly plan for practicum before and after COVID-19 school lockdowns 35

Figure 2 A screenshot of Zoom's user interface with video and screen-sharing on . 38

Figure 3 A screenshot of Zoom's user interface showing the toolbar 38

Figure 4 Pitch contour of lines 9-12..... 56

Figure 5 PT sneers (line 22) 60

Figure 6 M limits a space with her thumb and index finger (line 24)..... 62

Figure 7 M limits a space with her thumb and index finger (line 34)..... 62

Figure 8 Pitch contour of lines 33-35..... 63

Figure 9 M clicks on the video progress bar to display this screen (line 14)..... 69

Figure 10 M clicks a forward point for the activity (line 20) 69

Figure 11 M places her hand under her chin (lines 23-24) 71

Figure 12 Pitch contour of lines 76-77..... 78

Figure 13 M places her fist under her chin (lines 6-9)..... 85

Figure 14 M removes her hand away from the video frame and moves her cursor along the progress bar (lines 9-13)..... 86

Figure 15 T's activity (lines 2-4) 89

Figure 16 Fluctuations in epistemic asymmetry in evaluation and reflection-oriented sequences 96

LIST OF ABBREVIATIONS

CA: Conversation Analysis

HEARSAY: Hearsay Evidential Marker

LTE: Language Teacher Education

NMLZ: Nominalizer

POC: Post-Observation Conversations

POSS: Possessive

PRES: Present

PROG: Progressive

SMT: Simultaneous Meeting Tools

VMI: Video-Mediated Interaction

1PL: First Person Plural

1SG: First Person Singular

2PL: Second Person Plural

2SG: Second Person Singular

CHAPTER 1

INTRODUCTION

This study aims to situate the upgrades and downgrades of epistemic stance through which participants achieve the interactional activities of reflection and evaluation in video-mediated post-observation conversations. The purpose of the study is to understand the affordances of epistemic (a)symmetries, and the multimodal interactional evidential resources that serve these fluctuations by analyzing the minute details of participants' video-mediated post-observation interactions using conversation analysis.

Chapter 1 sets the scene for the study both theoretically and methodologically. To that end, section 1.1 manifests the problem with a brief reference to the existing research that will be elaborated on in the next chapter. 1.2 is dedicated to posing the research questions that will guide the empirical process and it is followed by the section that highlights the significance of the study (1.3) with reference to the research gaps and needs that it fulfills. Next, 1.4 postulates operationalized definitions for the key terms for the study. The chapter concludes with an overview that portrays the organization of the thesis.

1.1 Statement of the Problem

Conversation analysis (CA) methodology has been paying particular attention to institutional talk since its early days (Heritage, 2004). Initially informed by interactions in institutional settings, it has started to feed-forward these institutions with the emergence of applied CA (Seedhouse, 2005). While a range of settings has been a realm for micro-analytic investigations during the last decade, educational

settings, especially language teacher education (LTE) research holds a prominent and still promising area that can be informed by the data-led perspective of CA.

Micro-analytic research into LTE sheds light on the interactional methods of the teachers, whose talk-in-interaction is a sine qua non for the job. The marriage of CA and LTE has revealed that practices of observation stimulate reflection by means of interaction. Reflectional sequences are revealed to make teachers get into a virtuous cycle where they reactively think of their practices to proactively shape their methods and manners of teaching (Mann and Walsh, 2013; Sert, 2019; Walsh and Mann 2015). Still, the strong link between reflection and interaction has an insufficient empirical basis. As Walsh and Mann (ibid) state, research on reflective practice is heavily based on individuals' written output rather than the interactional events that enhance participants' co-construction of reflection. This claim has found support with Marcos et al.'s (2016) later review of the literature which illustrated that only 0.72% of the proposals to promote reflective practice are based on empirical claims. Both studies highlight the practitioners' need for research-based accounts on the interactional machinery of reflective practice: what works and what does not.

Post-observation conversations[1] (POC) emerge as a substantial part of reflective practice since dialogues with an experienced colleague or a teacher educator reinforce reflection (Farrell, 2019). CA research on POCs delineates the "nuanced ways" (Box, ibid, p.8) that the participants employ to achieve these institutional agendas of reflection and evaluation. While the established and emerging frameworks highlight the role of reflection, evaluation remains a counter

[1] The literature has different names for this institutional event, including "feedback conference", "supervisory meeting", "post-observation feedback meeting", "mentoring conversations". The present study employs "post-observation conversations" for its specificity regarding the purpose and chronological occurrence of the event (i.e., it follows an observation activity), and its emphasis of the interactional nature of the proceedings.

but institutionally relevant agenda that Waring (2014) claims to be "impossible to break out of" (p.117). Indeed, the trainees are found to expect and accept "an expert's assessment of their teaching performance" (Vasquez, 2004). Bearing this in mind, the observing mentors and observed trainees develop strategies to achieve these competing agendas, including fluctuations in their co-constructed epistemic stance, which are yet to be studied. So far, the epistemic and deontic asymmetries of mentor-trainee talk were taken for granted as inherently characteristics that stem from the categories of teacher vs student. However, drawing on Heritage's (2013) informed (K+) vs uninformed (K-) continuum, which entails the dynamic nature of knowledge status of the participants, line-by-line analysis of the present study demonstrates fluctuations that afford the epistemic progressivity with respect to competing reflective and evaluative talk. While participants make use of the inherent epistemic asymmetries between their institutional roles, the progressions of talk oversee participants' epistemic upgrades and downgrades which breaks the inherent asymmetries and can almost reach a level of symmetry between mentor and trainees.

While the ever-challenging POCs remain an indispensable part of LTE, the post-pandemic new normal fosters the already-rising role of video-mediated instruction (VMI). Since the early days of 2020, it has become a part of everyday life, hence of research as well. In order to cope with the sudden change, teacher educators have had to upgrade the modules they offer to be compatible with VMI. Thus, the present study looks at a unique dataset of video-mediated post-observation conversations held in an initial language teacher education setting.

VMI for LTE creates novel challenges and opportunities that are waiting to be explored. For example, what Kim and Silver (2021) recently establish as "a key" in managing reflection and evaluation, mutual gaze, is inherently absent in video-

mediated POCs. To put it simply, mutual gaze can never be achieved in today's synchronous meeting tools (SMT) since it requires an interactant to look directly at the camera for the others to perceive them as establishing eye contact. While this small instance exemplifies a challenge, there are unique affordances of SMTs, such as screen-sharing, that can answer the calls for more data-led, evidence-based frameworks of LTE.

As stated briefly, language of reflection still requires empirical ground while POC events prevail as settings that hold such talk-in-interaction. Furthermore, the research identifies the competing nature of reflection and evaluation as institutional goals of POCs but remains scarce in terms of demonstrating members' methods for achieving these goals. In order to address these gaps, the present study looks at POCs with a focus on participants' sequential tides between epistemic symmetry and asymmetry to accomplish the interactional goals of reflection and evaluation. Concurrently, it sheds light on the emerging integration of video-mediated instruction to language teacher education.

1.2 Research Questions

The research questions guiding the present study take fluctuations in epistemic (a)symmetry to the center and attempt to answer how, when, and why it is employed by the participants in online post-observation feedback conversations.

Main Research Question:

How are members' reciprocal epistemic stances sequentially organized in video-mediated post-observation conferences?

Research Questions:

1. In which micro-contexts of video-mediated post-observation conferences do mentors resort to
   1.1 epistemic upgrades?
   1.2 epistemic downgrades?
2. What do members' attempts of reaching epistemic symmetry and asymmetry interactionally achieve in video-mediated post-observation conferences?
3. What are the epistemic resources that mentors and trainees reciprocally exercise in upgrading and downgrading their epistemic stances in video-mediated post-observation conversations?

1.3 Significance of the Study

In a concise manner, this section captures the ways in which the present study answers the research needs and gaps with its video-mediated multimodal dataset. The micro-analysis examines the uncharted link between the interactional organization of POCs and epistemics in interaction, and offers insights into language teacher education.

Forming the study's data sphere, POCs stand out as an invaluable territory for teacher candidates to be introduced and benefit from reflective practices. They help teacher candidates to develop an awareness of the interactional dynamics of the teaching-learning process, triggering data-based reflection, allowing them to notice and change their classroom behavior (Sert, 2021). While they are a central practice in teacher education, POCs are considered as "a complex type of speech activity" which is "jointly constructed and negotiated by all individuals" that are included in their participation framework (Vasquez & Reppen, 2007, p.168). The complexity of

the event comes from its "competing demands" (Box, 2017); that is, while it is expected to promote reflection in POCs, these conversations inherently entail problematizations and negative evaluations of the observed practices, which are found to hinder the much-encouraged reflective accounts (Kim & Silver, 2021). While the literature has revealed reflection and evaluation as interactional goals of POCs, the research on the interactional resources that participants employ to achieve these goals is limited. Especially regarding epistemics in POCs, the existing literature is constrained to changes in trainee's epistemic stance (e.g., Park, 2012). However, the line-by-line analysis of the dataset of this thesis signals changing epistemic stances of the both parties. The mentor and trainees go back and forth between knowledge symmetries and asymmetries. The sequential environment of these fluctuations reveals that they are members' methods that accomplish evaluation and invite for reflection. Thus, the study answers the research gap in epistemics in interaction that are strategically employed by the participants of POC events.

The video-mediated nature of the dataset answers the emergent need for research into VMI for LTE. The parties involved all had their share of the post-pandemic shift to VMI. Yet, prospective teachers are one of the groups who were affected multilaterally by the school closures in terms of losing not only their access to in-person training but also their essential hands-on experience in the sector as pre-service teachers (UNESCO, 2020). Adopted to tackle post-pandemic challenges, VMI may create unique opportunities for POCs that are so far unaccounted for. In fact, the data reveals participants' orientations to affordances of SMTs, such as screen-sharing as a multimodal evidential resource. By revelations as such, the study addresses the increasing integration of VMI into LTE.

In addition to bridging the gap between epistemics in interaction and POCs in a unique but likely to stay medium (VMI), data being in the Turkish language may inform our understanding of epistemics in interactions maintained in languages other than English. The present study's emic take of in-situ disposition of epistemics in Turkish talk can bring new insights to studies in epistemics in interaction.

In terms of its implications, the novelty of the findings in investigating the affordances and challenges of video-mediated LTE and its documentation of epistemics of mentor-trainee talk can be harnessed into contemporary insights for training of trainers in LTE.

1.4 Definition of Terms

This section attempts to encompass a practical guide for the terms (given in italics) that require a degree of operational definition.

Conversation analytic research informs and is informed by both every day and institutional talk. With its norms, goals, formal positions and regulations, language teacher education context falls into the category of institutional talk. Thus, conversation analytic research offers insights into the language teacher education with its micro-analytic approach and procedures that are applicable to the institutionalities of this particular context. Being one of these institutionalities, *post-observation conversations* (POC) emerge as a unique yet prevalent environment that crystallizes the institutional goals of reflection and evaluation. Prior to these conferences, *practicum instructors*, who are university-affiliated supervisors of pre-service teachers' (PST) teaching traineeship, attend their PSTs' lessons in which the PST executes an EFL lesson in their appointed K-12 school. The term *pre-service teacher* refers to the students of an initial teacher education program that offers a

BA-level diploma in teaching English. However, for a concise and legible report, practicum instructors are referred to as *mentors* while pre-service teachers are referred to as *trainees*. As expected by the Ministry of Education in Turkey, the trainees are most often accompanied by a *peer trainee* both in their observations and in their lesson executions. Accordingly, POCs that form the study's dataset are triadic in terms of their participation framework: a mentor, a trainee and a peer trainee constitute the participant list for each POC. After the mentor and the peer trainee observes the trainee's lesson, they hold a POC to share their experiences of the event. The event is moderated by the mentor, who is most often the one to initiate and terminate the topics. The topics are either problematizations that are subjected to the mentors' negative *evaluation* or positive ones that praise an observed practice. For problematized practices, the trainees are expected to reflect on their classroom behavior and the participants co-construct *reflection* through talk. After the COVID-19 school lockdowns, the medium that holds these conferences has changed from face-to-face[2] (F2F) to *video-mediated* (VM) setting which affords not-co-present parties interact audio-visually via their respective microphones and cameras. This sudden shift has given rise to the use of *synchronous meeting tools* (SMT), such as Zoom, which makes up the setting of the dataset of this study. Whether F2F or VM, POCs' interactional achievement of reflection and evaluation inform mentors' and trainees' conversational practices, particularly, their epistemic stances. The present study focuses on the members' methods of co-constructing their epistemic stance reciprocally to achieve reflection and evaluation in VM POCs. *Epistemics in interaction*, as defined by Heritage (2013), is "knowledge claims that interactants

[2] While the researcher recognizes the emergent alternative "present-in-person", the study adopts the term "face-to-face" for its wide recognition.

assert, contest and defend in and through turns-at-talk and sequences of interaction" (p.370). Knowledge assertions in conversation, among other terms that have found their simplistic and operationalized definitions in this section, are later dwelled upon in the coming chapters.

1.5 Organization of the Thesis

This thesis presents the study in five main chapters; (1) introduction, (2) literature review, (3) methodology, (4) analysis and findings, and (5) discussion and conclusion. The first being this very chapter that sets the scene, Chapter 2 attempts to pose an adequate review of the relevant studies in the literature. Presented in different sections, the lines of research raised in the chapter include a general overview of Conversation Analytic research into Language Teacher Education (2.1), followed by a more specific outlook on post-observation conferences and their place in LTE (2.2). Since the bulk of research is in F2F context, the studies in F2F context are presented first, followed by a specific outlook on pandemic-induced video-mediated LTE(2.3). Subsequently, the role of epistemics in such conversations and in language of reflection in particular is dealt with in 2.4 and the chapter is finalized with a section for conclusion (2.5). The next chapter, methodology, provides a description of the context and participants while introducing and justifying the selected method of study, conversation analysis. The information pertaining to the research context is supplied in section 3.1 while section 3.2 portrays the participants in relation to their institutional identities that inform the study. Next, data collection procedures (3.3) are detailed with regards to size of the dataset (i.e., ≈11 hours) and the medium that carries the interaction (i.e., Zoom), as well as its affordances of screen recording (3.3.1). Conversation analysis (3.4) as the method of inquiry is

elaborated on next, with its emergence and historical roots, its requisites and opportunities, its principles and procedures for engaging with data and the key terms for a competent analysis, finally leading to its congruity with the present study. Subsequently, the details of the procedures of data engagement are offered under section 3.5 named transcription, building a collection and analysis. Inasmuch as transcription is sufficiently detailed yet still legible, the granularity of a CA study is secured. Consequently, transcription conventions applied to data and level of detail are discussed with due diligence and followed by a detailed account regarding the analytical procedures. Section 3.6 examines the study's validity and reliability and recognizes the researcher's initiatives for sustaining them, such as peer reviews and member checks. Following that, ethical concerns are accounted for in 3.7 and a final summary of the chapter is presented in 3.8, conclusion. Based on collections of 193 mentor-initiated problematizations and 30 mentor-initiated positive assessments, Chapter 4, Analysis and Findings, involves two sections pertaining to (4.1) the sequential unfolding of fluctuations in epistemic (a)symmetry for two respective agendas (i.e., evaluation and reflection), and (4.2) interactional resources for achieving these fluctuations. Section 4.3 offers a summary of the main findings and concludes the chapter. The final chapter (Chapter 5) of this thesis proposes a discussion of the analytical findings presented in Chapter 4, as well as the scholarly and practical conclusions of the study. The first section (5.1) prefaces two sub-sections that connect the findings with relevant literature and discuss the research gaps filled by (5.1.1) the sequential organization of epistemic upgrades and downgrades in relation to mentors' agenda of reflection and evaluation and (5.1.2) two prominent multimodal interactional evidentials in video-mediated post-observation conversations, namely, animating non-present actors and screen sharing.

The arguments developed in these sections revisit the literature on language-of-reflection, post-observation conferences, video-mediated interactions, and finally, epistemics of interaction and offer insights informed by the findings. Next, section 5.2 proposes research and pedagogical implications in relation to the broader field of Language Teacher Education, followed by 5.3 that recognizes the limitations of the study. As section 5.4 suggests directions for further research, 5.5 will conclude the thesis with final remarks.

CHAPTER 2

LITERATURE REVIEW

This chapter divides the relevant literature into three main sections to provide a review that maps the territory of this study. Section 2.1 lays the ground for the field of Language Teacher Education (LTE) from micro-analytical lenses of Conversation Analysis (CA). From an interactional perspective, LTE practices are presented and CA-informed frameworks of LTE are introduced in this section with a particular focus on the role of reflection in these models. 2.2 investigates Post-Observation Conversations (POC) as a realm that is designed to foster reflection while also being institutionally-bound to evaluation. The tension between the two goals is elaborated in detail. Following POC and its reflection vs. evaluation seesaw, 2.3 looks at the pandemic-induced change into video-mediated LTE. The limited literature on affordances of videoconferencing for LTE and POCs in particular are discussed in this section. Finally, a review of epistemics in talk-in-interaction and its relevance to the present study is noted in section 2.4. Notions of epistemic (a)symmetry, evidentiality, epistemic authority and rights are cited in order to link them to POC context. One final section (2.5) summarizes these respective fields of study into an amalgam that sets the base for the current study.

2.1 Conversation Analytic Research into Language Teacher Education

In the words of Heritage (1999), any respected framework holds its strength in its ability to "sustain applied research" (p.73). In the same vein, CA informs the research in educational institutions, particularly in Language Teacher Education (LTE) contexts (Seedhouse, 2005). CA-informed research into LTE has led to a

number of adaptations of its findings into LTE frameworks, which have dialogic reflective practice in their core. As a brief definition of the term, Kim and Silver (2021) considers dialogic reflection as verbalized thinking that discursively unfolds through interaction. Balaman's (in prep) definition of *reflective talk* merges Dewey's (1933) introduction of the term with Mann and Walsh's (2017) micro-analytic evidence-led perception: reflective talk-in-interaction subjects the momentary details of teaching to critical examination of self and knowledgeable others in order to develop the observed practice towards better. Atkinson (2012) notes that reflective thinking "emerges not solely from the mind of an individual teacher, but as thinking embedded in and emerging from the contextual and material conditions" (p.189, as cited in Kim & Silver, 2021, p.324). This definition highlights the reciprocal nature of reflection. As Mann and Walsh (2013) assert, it cannot be a process that is solely happening "in the head" (p.296). In a later article, Walsh and Mann (2015) criticize that despite the "orthodoxy" that reflective practice enjoys in LTE, how it "gets done" (emphasis in original) remains a question and from that point, they build a case for "evidence-based and data-led" reflective practice (p.351).

With a similar approach to reflection in mind, Walsh's (2006; 2011) CA-informed LTE model, SETT, set a precedent and has been later followed by frameworks such as IMDAT (Sert, 2015) and SWEAR (Waring, 2021). The dialogic and critical reflection steps of the IMDAT educational framework include feedback to prospective teachers, both by their peers and by the lecturer, on their performance through individual meetings. As a result, such teacher education frameworks provide in-depth understanding of natural classroom discourse in reflective practice throughout its ongoing and interconnected stages. While providing for dialogic reflection, the models highlight the importance of use of video-recordings of

classroom interaction to bring about developmental foci that inform trainees' future practices (Sert, 2019). His 2021 study notes that CA findings indeed stimulate trainees' reflective engagement by means of video-recordings and their fine-detailed conversation analytic transcriptions. Similarly, Huth et al. (2019) recommend CA-Based Interactional Competence Instruction in which the total of three steps include evidence-based reflective practice. Finally, Stokoe's (2014) broader framework of CARM (Conversation Analytic Role-play Method) which provides an evidence-led approach for the training of a range of professions, led to the recent development of Conversation Analytic Innovation for Teacher Education (CAiTE) (Sikveland et al., 2021).

Research and models on LTE hold forth the meetings that involve video-recordings of trainee practice rather than meetings without videos, while also asserting that trainees favor mentor input to accompany the review over reviewing the video on their own (e.g. Akcan, 2010; Baecher & Beaumont, 2017). As also cited by Green (2018), literature supports video technology's effectiveness when it accompanies feedback from a knowledgeable other (Quigley & Nyquist, 1992). However, while the majority of CA-informed frameworks highlight the need for an evidence-based approach which in turn creates a reflective environment by stimulating reflection with video-recordings of teaching practice (e.g., Farr, 2010), to my knowledge, none so far investigated the members' treatment of these evidence in interaction. That is, how the mentors and trainees bring and orient to evidence in POCs and shape their co-operative epistemic stances towards them remains a question.

2.2 Post-Observation Conversations

Researchers looking at mentor-trainee conversations that focus on trainee's teaching practice devised a set of terms to name the event. As also discussed in Chapter 1, the words feedback (Copland & Donaghue, 2021), supervision and mentoring (Bates & Burbank, 2019) fall short in highlighting the sequential placement of the event. The present study thus adopts *post-observation* to refer to the evidence-led nature of this step, which is crucial to this thesis. Since it follows feedback-giver's observation of receiver's teaching, parties involved bring evidence from this shared teaching event. The word *conversation* is also a deliberate choice. The literature uses conferences, debriefings, meetings and sessions. However, as Balaman (personal communication, April 13, 2021) points out, the word conversation hints the dialogic nature of the event.

However, we should also note the video-evidence-led nature of the present dataset. Even before the pandemic, stimulated recall was well-established as a tool in raising awareness of reflective practices in teacher professional development to be used during POCs (Walsh, 2006; Walsh & Mann, 2015). These meetings, held after observing the pre-service teacher's classroom, stand out as an invaluable territory for teacher candidates to be introduced and benefit from reflective practices. They help teacher candidates to develop an awareness of the interactional dynamics of the teaching-learning process, triggering data-based reflection, allowing them to notice and change their classroom behaviour (Sert, 2021). Teachers explore various issues - including their professional identities outside the classroom- that directly affect their teaching in reflective practices thanks to the dialogic nature of this event (Farrell, 2013).

The procedure of stimulated recall is based on the presentation of a stimulus (i.e., teacher candidate's own video recording of practice) and in coordination with this presentation, the participant expresses his thoughts about this stimulus instantly. When adapted to teacher training, it enables teachers to see their teaching performances and discuss them critically with their colleagues and mentors. Through video-stimulated recall, language teachers can grasp some important overlooked points in classroom interactions and improve both their analysis and teaching performance (Bozbıyık et al., 2021).

As can be seen from the variety of the terminological choices, POCs attract their fair share of research. Starting with the early works of Waite (e.g., 1993) and Wajnryb (e.g., 1994), many tackled the subject not only in research articles but also in full-length monographs (e.g., Farr, 2011; Copland & Donaghue, 2021). The bulk of research into feedback conversations in general[3] have examined the step-by-step nature of the event. As the seminal work of Heritage and Sefi (1992) emphasizes, advice-givers are inclined to follow a stepwise entry to their feedback. This tendency led to research into the respective steps that participants follow. Mentor's opening questions (Kim & Silver 2016; Skovholt, 2018), problematizations as topic initiations (Vehviläinen, 2012), evaluative openings of mentors (Arcario, 1994) and trainees (Harris, 2013), followed by mentee's response that potentially can be resisting (Park, 2014) and subsequent reformulations of mentor (Park, ibid) are considered as the steps of *doing reflective practice* as an interactional activity (Harris, 2013).

[3] Feedback conversations cover other tertiary level mentor-mentee interactions such as Park's (2014) work on writing conferences. Their advice-oriented nature makes the findings relevant to the present study. For such studies, instead of the word trainee, a generic expression, mentee, is used to refer to the feedback/advice-receiving party.

Some studies on POCs criticize the paucity of trainee voice (Copland, 2010; Donaghue, 2020). Indeed, as dialogic and mutually interactionally labor-intensive as they are, POC events are generally dominated by the mentor talk. Farr's (2010) corpus investigation reveals that mentors' share reaches 64% in terms of the distribution of contributions. Similarly, the mentors' length of utterance reached 18 words while the trainees remain at 10. Still, while these studies and LTE models mentioned in 2.1 recommend mentors to engage in talk that encourages trainees' reflective contributions during POCs, the institutional and trainees' expectations of hearing "an expert's assessment" remain intact (Vásquez, 2004, p.35). In fact, the studies that focus on the tension and mentors' hedges in talk reveal that they may stem from the discrepancies in institutional expectations of mentors and trainees (Copland, 2010).

Early works into POC (e.g., Waite, 1993; Arcario, 1994; and Phillips, 1999) set post-observation conversations (POCs) as "talk at work" which has a canonical structure. Looking at both in- and pre-service contexts, they identify the features of POCs in line with institutional talk that is remarkably consistent across different settings (Baecher & McCormack, 2015). As an indicator of POC's institutionality, Copland (2011) contextualizes POC in its institutional setting to reveal that what seems as FTAs in everyday talk are not necessarily treated as FTAs in POCs, hence are not mitigated and remain acceptable. Her findings challenge the studies such as Wajnryb (1994), which illustrate that supervision includes face-threatening acts (FTA), and which in turn makes mentors couch the language of their feedback. Following that work, she notes that during POCs, the hedging of mentors can come to a degree that it becomes an obstacle for a successful delivery of feedback. Indeed, Timperley's (2001) study confirms that this self-censor reaches a point that most

mentors do not bring up some of their concerns unless trainees speak of it first. Similarly, Vásquez (2004) sets POCs as a "globally face-threatening activity" (p. 33) based on Brown and Levinson's (1987) seminal work on politeness theory. She suggests that "too carefully managed" feedback may disappoint the trainees who expect "constructive criticism" (Vásquez, ibid, p.55). However, she also marks that mentors' constant attention to rooms for improvement leave trainees in a position that they see their practice as of poor quality and calls for research into how mentors balance these "competing demands". This last phrase in quotation marks, competing demands, later echoes in the title Box's (2017) study. She asserts that in order to achieve these demands, mentors do not remain as bodies of knowledge but walk the trainees through a "democratic process" (p.152). Trainee-initiated sequences are an invaluable part of this democratization of POCs. Harris (2013), however, confirms that trainee-initiation is rare. In these scarce instances of trainee-initiation, they tend to use epistemic downgrades. Harris's (ibid) data reveals that it is generally the mentors who initiate, shift, and terminate topics. More on the matter, Kim and Silver's (2021) comparison of mentor- vs. trainee-initiated episodes reveal that trainee-initiated episodes run smoothly as opposed to mentor-initiated ones which receive trainees' non-embracing stance (Schegloff, 2007). Be that as it may, there are strategies that mentors employ to encourage trainee contribution.

Mentors' efforts for minimizing trainees' resistance reveals that it is a dispreferred response (Park, 2014). Mentors in feedback interactions often tend to minimise the asymmetries in order to maximise acceptance and minimise resistance in feedback meetings. Vehviläinen (2012) reveals that mentors' questions in advice-giving circumvent the advice receiver's resistance to feedback. Waring (2007) posits mentors' account-giving as one of the strategies that aid "the viability of the advice"

(p. 372) that provides for a better chance of advice acceptance and opens a window for doing pedagogy. In her later (2017) study, analytical findings obtained from the dataset consisting of 50 post-observation meetings revealed that the mentors used generalization as another interactional resource that mitigates their feedback. Waring's findings on generalization displays that it functions as a tool that "depersonalizes the suggestions" and "points to pedagogical principles", which in turn enhances acceptance (Waring, 2017, p. 20). In an attempt to curtail "any defensive next act", generalization is adopted even before mentees present an explicit counterargument (p. 20). Similarly, Strong and Baron (2004) point out that indirect advices bring forth elaborate trainee response. As Balaman (in prep) asserts, such indirectness requires additional interactional work. For example, Leyland's (2018) study reveals that in an attempt to reach joint consensus, mentors design their advice in a stepwise manner. His later study (2021) explains that invoking the readers, as a non-present yet extremely relevant party, in a writing conference enhances the chances of advice acceptance. Together with Sandlund's (2014) earlier revelation of enactments of possible talk, their findings demonstrate that invoking non-present actors involve orientations to a problematized behavior and thus make assessment relevant. Invocation of others is known to mark the speaker's epistemic primacy (see the next section for a definition of epistemic primacy) and creates an "air of objectivity" (as cited in Cantarutti (2020), Holt, 1996, p.230). Cantarutti's (2020) work on interactional shifts from "here-and-now to there-and-then" confirms that participants sometimes use "doing being others" not only lexicogrammatically, but also prosodically. As Schegloff (1998a) asserts, prosody is included in the set of resources by which participants employ to produce conversation. Pertaining to the present study, Heritage (2012b) confirms that intonation serves as a secondary layer

for regulating the epistemic gradient in talk. Taken together, the findings are substantial for the current study in that they exhibit the use of non-present actors, along with prosodic markings, which is in line with the findings presented in Chapter 4.

Harris (2013) lists strategies of problematizing off-task talk and explicit positive assessment of trainee's good practices as ways to lead trainee contribution. While studies so far enhanced the role of minimizing asymmetries, problematization of trainee talk or explicit assessment of trainee practice, even when it is positive, requires keeping deontic rights over trainee intact and warrants a healthy level of asymmetry. Kim and Silver (2021) recently compare this dilemma that mentors fall into: feedback provider vs. facilitator of reflection or, as Fayne (2007) calls, evaluator of vs. coach for trainee performance. Kim and Silver (ibid) takes Merton's (1968) notion of role-set and associate these two roles of mentor that is enacted in the respective sequential environments where they foster or hinder reflection.

The literature shows that design elements in videoconferencing were found to be likely to have repercussions for teaching and learning, but has not been the major focus of the studies in and of themselves so far (Carrillo & Flores, 2020). Thus, the present study responds to the call for more research into teachers' online communication (Sert, 2019) and also sheds light on how simultaneous meeting tools' affordances are put to work to achieve different interactional agendas of POCs.

2.3 Pandemic-Induced Video-Mediated Post-Observation Conversations

As expected from teaching practicum, which is a practice-based component of teacher training, the bulk of the research contributions in this context and post-observation feedback conferences (POC) in particular have been based on face-to-

face medium up until pandemic (e.g., Akcan & Tatar, 2010; Copland, 2010, 2011; Engin, 2015; Harris, 2013; Kurtoglu-Hooton, 2015; Soslau, 2015; Waring, 2014, 2017). As the literature on the effect of and reactions to pandemic began to expand, transitions to virtual means in different fields of higher education (HE) have been a major focus in research on education. Among the studies of HE, responses to mitigate the loss of hands-on experience of the learners which they would gain in laboratories, internships and practica before pandemic started to be addressed. Fields that heavily rely on such practical training being medicine (e.g., Seah et al., 2021), engineering (e.g., Bhute et al., 2021), and teacher education (e.g., Kidd & Murray, 2020; König et al., 2020; Moorhouse, 2020) received close attention in this regard. Teacher education in particular was investigated in terms of the perceptions and opinions of the parties involved (e.g., Donitsa-Schmidt & Ramot, 2020; Meulenbroeks, 2020; Scull et al., 2020). While the perceptions of all stakeholders are still valuable, it is of utmost importance that we capture and shed light on naturally occurring phenomena in these unnatural times that seem to change and/or expand our ways and means of teaching irreversibly.

While we acknowledge the contribution made by computer-mediated communication (CMC) technologies, we should also highlight that this channel 'markedly differs' from geographically co-present communication (Heath & Luff, 1993, p.5). For instance, the subtle shifts from disagreement towards agreement are portrayed as problematic in VMI (Heath & Luff, ibid). The biggest question in mind is whether it atones for embodied conduct that is omnirelevant to F2F talk. Video-mediated environment establishes a novel configuration (Braak et al., 2021). That is, an array of semiotic fields that are made contextually relevant by participants. This local configuration enables participants to attain different layers of semiosis (e.g.,

speech, facial expressions, chat) that pave the way for emerging practices that are unique to VMI (Goodwin, 2018). In order to compensate for what face-to-face (F2F) context offers, videoconferencing tries to provide tools to communicate not only by verbal interaction but also other modalities such as displaying momentary embodied conduct (e.g., mimics and gestures) and screen activity to the parties involved in interaction. One early study to compare F2F and screen-to-screen interaction in an experimental design is Clark and Hooshmand (1992), aiming to investigate using CMC for language testing. Their study tries to offer an alternative to F2F oral testing for the occasions that test takers cannot be physically present at the test location. They conclude that there is high agreement between the two means and screen-based testing presents 'a viable alternative' to F2F testing (Clark & Hooshmand, 1992, p.293).

In language teaching studies, audio and videoconferencing have also been compared many times in order to understand whether videoconferencing genuinely expands the interactional opportunities via the multimodalities it offers. Kozar (2016) displayed clearly that wait-time is significantly longer in videoconferencing while teachers lean to take the floor faster in audioconferencing. As another study exemplifying the pedagogical advantages provided by videoconferencing, Lee et al. (2019) found that gestures used in second language learning tasks in Skype support the meaning negotiation among participants. Such apparent benefits illustrate clearly that there are multiple ways videoconferencing offer support to pedagogical interactions. According to Knight et al. (2018), screen activity -navigational resources specifically- shapes spoken interaction as a way of non-verbal meaning making. The findings indicate that learners negotiate their action(s) physically through the extent of tool-use. Similarly, Olbertz-Siitonen and Piiranen-Marsh

(2021) recently focused on virtual pointing gestures and identified them as a collaborative resource for maintaning co-orientation. Looking at online educational interaction, Braak et al. (2021) confirm Heath and Luff's (1993) earlier study on video-mediated interaction with its finding of elaborated non-verbal behavior. Upgrading non-verbal conduct seems a strategy for the participants of online conversations for engaging in the participation framework. In particular, participants self-select by operationalizing an open mic policy, exercising the chat module of SMT (Braak et al., ibid). Their findings, along with other studies, are conducive to the present study in that if shared by the participants, screen activity can and does communicate with ongoing pedagogical interaction (see also Balaman & Sert, 2017; Kassner & Cassada, 2017). Still, the work on video-mediated screen-based conduct in educational contexts remains scarce (e.g., Balaman & Sert, 2017; Kassner & Cassada, 2017; Olbertz-Siitonen & Piiranen-Marsh, 2021).

Such studies, or lack thereof, into multimodalities of teaching-learning interactions also mark the necessity of Multimodal Conversation Analysis. Like talk, embodied interaction is orderly and structural (Schegloff, 1984). Again, like verbal conduct, non-verbal is also open to principled exploration. Without considering the layers of modes such as participants' non-verbal conduct, data remains incomplete (Deppermann, 2018). Thus, scholars assert a system that integrates words and bodies to dwell in the same framework (Box, 2017). In CA terms, cognitive processing that results in noticing an object (even on screen) becomes relevant to analysis when it is displayed through participants' "just noticed" stance (Helisten, 2019, p.8). This level of detail makes the present dataset all in all sensitive to video-mediated multimodalities. As exemplified by Luff et al. (2014), even a straighforward hand gesture that points out a particular point in a document to another, is realized through

coordinated visual conduct. When applied to video-mediated interaction, what Luff et al. (ibid) call “concerted action” (p.327) becomes “fractured ecologies” (Luff et al., 2003). That is, when a co-participant has partial access to the others’ environments, others’ conduct becomes fractured from the environment that was produced. Luff et al. (2014) call for the analysis of these video-mediated multimodal actions in order to render qualitative assessments of such technologies.

At this point, it would be timely to review mentors’ multimodal resources in F2F feedback meetings. Leyland’s (2021) data has clear representations of multimodalities of advising, namely, pointing to the computer screen to make an open document relevant, pointing at and inscribing on printed material. In the same vein, Box (2017) stresses that in a given educational setting, the environment with its physical components such as tables and textbooks become a part of the semiotic repertoire of the participants. Schegloff’s (1998b) analysis of a tutoring session reveals how a student uses her body torque for attending two different conversations: while lower body keeps facing the desk and materials, her upper body shifted its front between the teacher and a peer. Waring (2014) also shows that particular changes in gaze or posture encourage trainee to participate. Such applications of embodied, multimodal and multisensorial devices in F2F tutorial meetings beg the question of what kind of online multimodalities are employed and for what purposes in video-mediated POCs.

Similarly, meeting agenda are most usually -if not always- pre-planned and the shift from one topic to another mediates the flow of the interaction from the beginning to the end. Looking at workplace meetings, Svennevig (2012) identifies that gazing towards the written agenda announces the introduction of the next topic and thus serves as a multimodal public display of topic shift. Moreover, he shows

that the chair of the meeting (mentor in the present case) exploits written agenda (observation notes) to present the topic as a unilateral announcement. His analysis links institutional talk-in-interaction with the organization of written documents that are present in interaction. Similarly, scrutinizing a large corpus of spoken academic discourse including various meeting settings in higher education, El Wakai (2018) reveals that gaze, gesture and body posture are multi-semiotic resources that the participants make use of during POCs, along with orientations to meeting artefacts as transition-relevant objects. The study demonstrates that the interplay of abovementioned bodily resources can lead to the reopening of a terminated topic by the chair of the meeting. Additionally, Kim and Silver's (2016) study exhibits trainees' embodied signals of transition relevance places[4] (TRP) into reflection. Likewise, embodied actions of mentors are found to serve as a catalyst for affiliation with the trainees (Schvidko, 2018) and maintain mentors' agenda (Vehviläinen, 2009). As Balaman (in prep) underscores, research on embodiment in mentor-trainee talk falls in line with CA's current direction and covers an important basis for informing the future of LTE. As another expansion to the research into embodiment, these findings from F2F environments pave the way for research into participants' video-mediated treatment of the lack of these resources or compensations for their absence. As Faez et al. (2017) emphasizes, even before the pandemic-induced change towards video-mediated instructions, there was a notable shift from solely F2F course modules towards a hybridization that includes online interactive environments. While it is widely acknowledged that videoconferencing as an instructional tool is likely to stay with us in the years to come, research on the pedagogical interactions taking place via this tool is urgently required to move

[4] The conversation analytic term, transition relevance place, is explained in detail in Chapter 3.

forward from first aid approach and have a comprehensive and sustainable understanding of the integration of online medium into language teacher education.

2.4 Epistemics in Post-Observation Conversations

Heritage's (2013) seminal work on *epistemics in interaction* defines the notion as participants' knowledge assertions that sequentially emerge in talk-in-interaction. Stivers et al. (2011) note that these knowledge assertions are multidimensional. While the first of these dimensions, *epistemic access*, refers to participants' status of knowing vs. not knowing and the certainty of this knowledge, *epistemic primacy* creates a relational understanding that leads to knowledge (a)symmetries. Questions of which participant has the right to know, or has the authority of knowledge over the others are embodied in the term, epistemic primacy. Finally, *epistemic responsibility* encompasses the link between the knowable and knower. Type 1 knowables are the ones that we experience as subject-actors while Type 2 knowables are the ones we know through other sources (Pomerantz, 1980 as cited in Stivers et al., 2011).

Starting out from the participants' relative epistemic access, Heritage (2012a) demonstrates their different positions on what he calls an *epistemic gradient*. From K+, meaning more knowledgeable party, towards K-, meaning less knowledgeable party, participants take up a position based on their epistemic access. This positioning becomes participants *epistemic status* in macro sense (Heritage, ibid). Interactants perceive one another to be informed/uninformed regarding any given knowledge domain and this forms the enduring epistemic status of them. *Epistemic stance,* however, requires micro-detailed sequential work of the speaker. It is how the speaker asserts their momentary epistemic position within turn-at-talk (Heritage, 2012b). While one might question the necessity of this division of status vs. stance,

Heritage (2012a) exemplifies the imperative behind by displaying that the usual congruence between the two can easily be detached by the speaker through turns that attempt to appear more/less informed than their de facto status. Additionally, CA research shows that there is an immense repertoire of sequential resources to signal epistemic rights (Heritage, 2012a). The broad range of evidentials is found to be interactively dynamic instead of having static and preordained functions (Kim, 2005). For this reason, as manifested in the title of the article, Heritage (ibid) uses the metaphor of a hydraulic engine; that is, participants' knowledge assertions that place them in K+/K- gradient makes potential rectifications a relevant next. He proposes that assuming a K+ or a K- stance towards any given subject ends up initiating or expanding a topic. As an instance from an educational context, Balaman and Sert (2017) show that epistemic progression of talk in task-oriented settings is achieved through epistemic status updates from K- to K+.

Heritage's roughly 30-year-old work on epistemics enjoyed its share of criticisms. In a Special Issue titled "The Epistemics of Epistemics", contributors challenged Heritage's research on the abovementioned notions relating to epistemic gradient. Naming Heritage's work as Epistemic Program (EP), the criticisms mainly revolved around claims that EP is inherently etic instead of CA's praised emic perspective, and his research on epistemic phenomena sees epistemics as an omnirelevant, primary driver of talk-in-interaction and is fuelled by a cognitivist understanding (see Discourse Studies, 2016, 18(5) for a full account). A Rebuttal Issue (2018) soon followed and debunked such criticisms and renounced calling their work as a "program" that is attempting to take over CA's long-standing sequential analysis. Similar to the analytical conclusions of this thesis, Drew (2018), as a contributor of the Rebuttal Issue, demonstrated that claims to and attributions of

knowledge are not analysts' unfounded claims but present in members' turns and sequences, oriented to by participants that shift their epistemic stance from K+ to K- (or vice versa), and are challenged through claims of others' epistemic primacy.

Similar to Heritage's status vs. stance approach to micro and macro understandings of participants' epistemic positioning, Clift (2006) divides the evidentials that are employed for indexing such positionings. As opposed to what she calls *stand-alone evidentials* that purport epistemic position regardless of its sequential environment (such as tense markers), her *interactional evidentials* include a combination of linguistic resources that are incorporated in a turn-at-talk. As Clift (2006) postulates an array of interactional evidentials as opposed to stand-alone grammatical evidential markers, Sidnell (2012) supports the argument and provides a non-exhaustive list of epistemic resources in interaction including grammatical formatting and turn format (e.g., Heritage and Raymond, 2012), sequence organization (e.g. Schegloff, 2007), epistemic particles (e.g., Heritage, 1984), collaborative turns (e.g., Jefferson, 2004a) and evidential marking (e.g. see Fox, 2001 for English and Gül, 2017 for Turkish evidentials). As a more recent contribution, Kendrick (2019) identifies the sensorial interrogative "See?" as a device for evidential vindication. When uttered with rising intonation, the verb sets its prior as a provable and receives turns that are prefaced with news-recipiency "oh". Similar to that, as Chapter 4 shows in detail, the mentors of the present dataset enjoy a similar strategy in Turkish, as well. Kendrick's (ibid) findings are in line with earlier contributions of Pomerantz on the issue (e.g., Pomerantz, 1984). Pomerantz (ibid) claims that when an interactant challenges a prior account, participants resort to reporting their evidences as a way of saying "this is how I

know" (emphasis in original). In the current dataset, the video-recordings become an utmost relevant resource to bring as such evidence.

In terms of epistemics, the mentor-trainee dyad forms expert-novice relationship. This relationship is pertinent to the participants' epistemic access to a particular knowledge domain (Heritage, 2012a; 2012b; 2013). In line with CA understanding, being an expert or a novice is not awarded by a macro context, but emerges through turns-at-talk (Yu & Wu, 2021). For example, as established in the previous section, mentors' initiations of advice without any solicitation from trainee encompass the most of POCs (Farr, 2010). Unsolicited advice, however, carries the notion of epistemic primacy (Yu & Wu, 2021). Circling back to the first claim of this paragraph, the epistemic primacy can change according to the knowledge domain we consider. While mentor possesses the primacy for the knowledge base of teacher training program, trainees remain the "experiential experts" of their contextual classroom experience as the subject-actor (Ho & Tai, 2020). Thus, as Heritage and Sefi (1992) establishes, advice-giving mentor assumes an inherent epistemic authority over the issue of advice while reflection-fostering mentor needs to suppress the authority to lead the way to a reflective interaction in which trainee has the epistemic primacy.

Knowledge asymmetries are investigated in various contexts from personal conversations such as gaming (e.g., Piirainen-Marsh & Tainio, 2014) to mass media interactions such as broadcasted interviews (e.g., Hutchby, 1995; Roth, 2012; Wilton, 2020). They are found to be of consequence for higher-order actions achieved through talk, such as complaints and suggestions (Heritage, 2012b), or in Sidnell's (2012) words, whatever else that the participants are up to (p.315), perhaps including evaluation or inviting for reflection. When we zoom in to POCs, the

research so far considers the epistemically asymmetric status of mentor-trainee relationship and participants' ways of weakening it towards a more symmetrical state. As Vásquez and Reppen (2007) suggests, the mentors set the stage for their own epistemic primacy during the opening remarks of POC, and for the rest of the event, they need to engage in "substantial preliminary work" to receive trainee-generated reflective accounts (Kim & Silver, 2021, p.318). Waring (2014) finds mentors' display questions inherently judgmental and consequently minimizing reflective contributions of trainees. However, as recently stated by Donaghue (2020), the very manifest of this epistemic asymmetry through display questions is a strategy to establish mentor's expertise over the subject. The misalignment regarding mentors' general questions persists in other studies as well. While Vásquez and Reppen's (2007) longitudinal study, as well as Kim and Silver (2016) exhibit that they successfully elicit trainees' reflective contributions, Skovholt et al. (2019) marks that they do not. These controversial findings beg further research into mentors' reflection-oriented talk to sequentially place their operational and nonworking questions.

Another line of research regarding epistemics in POC events considers trainees' epistemic stance. Park (2012) illustrates trainees' use of epistemic downgrades for advice seeking. Her later work (2014) looks at stepwise unfolding of advice resistance and illustrates that trainee resistance involves epistemic statements that challenge mentor's previous turn. These epistemic statements follow the acknowledgement of mentors' prior turn, and are prefaced by a contrastive conjunction. Besides being a scene for professional knowledge development, Park's (ibid) formulation of trainee resistance renders POCs as grounds for the negotiation of epistemic rights (p.362). However, trainees' resistances that are shaped as

knowledge assertions can also make mentors' epistemic primacy relevant and mentors follow these resistances with pedagogical work that puts them as "cultural informant"s (emphasis in the original, Leyland, 2018, p.267). In a way, such response of mentors also mark their role as gatekeeper (Kim & Silver, 2021). Vasquez's (2004) face-work perspective informed by Brown and Levinson (1987) emphasizes the need for mentors to aid trainees to form a healthy self-image that acknowledges mentors' critical feedback while also embracing the epistemic rights that spring from first-hand experience of practicum.

Linguistic marking of who knows what is not exclusive to the language of the present dataset (Heritage, 2018). Evidentiality (i.e., marking the source of knowledge such as hearsay vs. first-hand knowledge) and epistemic modality (i.e., marking the degree to which one is committed to that knowledge such as may, might, perhaps) are grammatically indexed in many languages including Turkish. Without delving into morphosyntactic details that might be inconsequential to the present study, what we need to know about evidentiality in Turkish language is that it differentiates direct and indirect evidentials (Gül, 2017). Gül (ibid) asserts that the only grammatical marker of evidentiality with indirect meaning is {-mIş}. While other aspect markers signify source of knowledge is the speaker (i.e., direct), the suffix, {-mIş}, indicates hearsay/quotative evidence. Gül's (ibid) finding is consequential to the analysis presented in this thesis (see Chapter 4 for Analysis). However, note that these markers are indicated and carefully treated in the analysis not in the pursuit of a linguistic claim regarding Turkish per se, but only as much as the members assert and ascribe them in L1 Turkish interaction.

2.5 Conclusion

The chapter has focused on different strands of research that harbor the current study. As literature reveals, mentoring is quite complex and by no means has clear-cut, one size fits all procedures. As Box (2017) asserts, nebulous business of mentoring falls "somewhere between hierarchical and equitable" (p.152). Hierarchical hence the institutional roles and entailing epistemic primacy of mentor; equitable for its long-pursued democratic environment that places the teacher trainee, whose entitlement to epistemic primacy is around the corner. Overall, the literature highlights the gap in research into epistemics in mentor-trainee interactions in relation to the notable "assess vs. assist" paradox (Slick, 1997). The findings of such a study would become input for not only LTE but also similar context that involve expert-novice relationships. In line with emerging research into how category-bound actions are achieved through knowledge assertions (e.g., Yu & Wu, 2021), the present thesis fulfills gaps and needs in (i) Video-Mediated, (ii) Turkish, (iii) Post-Observation Conversations to present evidence of epistemics operationalized by mentors and trainees.

CHAPTER 3

METHODOLOGY

This qualitative study investigates post-observation conversations between pre-service language teacher trainees and their practicum supervisors. Chapter 3 of the study contextualizes this investigation and describes its methodological design while paying attention to ethical considerations and issues of validity and reliability.

Section 3.1 introduces the research context and setting. 3.2 portrays the participants with reference to their backgrounds and 3.3 presents the data collection procedures while addressing the medium (i.e., video-mediated) and screen capturing (3.3.1) in particular. 3.4 attempts to provide a thorough exploration of Conversation Analysis (CA) as it constitutes the analytical framework of this thesis. Section 3.5 presents the processes for management of the data, including procedures of transcription, building a collection and analysis. Following the issues of validity and reliability addressed in 3.6, ethical considerations are discussed in section 3.7. The last section, 3.8, is devoted to the concluding remarks of the chapter.

3.1 Research Setting and Context

Data analyzed for the present study is collected from a senior-year practicum course of an initial teacher education program in a top-tier research university located in Ankara, Turkey. The four-year undergraduate program consists of eight terms. While there are pedagogically-oriented courses offered within the first six terms as well, the official teaching practicum starts at the fall term of the senior year. Upon successful completion of the practicum and four-year program, the students receive a Bachelor's Degree in Foreign Language Education. An important point, however, is

that while their degree means a certification for teaching positions, it does not guarantee a state school teaching post. After graduation, they sit a standardized nationwide exam and if they have been successful, they are invited for an interview with the Ministry of Education officials in which the records of their practicum grades are taken into consideration, too.

The fall semester component of the practicum, named "School Experience", is a 14-week training program for which the trainees are appointed to state or private K-12 schools. The senior pre-service teachers take School Experience as a course with both theoretical and practice credits (T: 1, P: 4). While they attend lectures and complete assignments for the theoretical component, the practice part of the course aims to prepare the trainees for hands-on practice with extensive observations in the practicum schools. The trainees are expected to be in their appointed schools for 72 lesson hours for observing the language teachers' classroom practices.

The last term of the practicum, however, as its name suggests, makes the trainees "Practice Teaching". Like the School Experience course, Practice Teaching offers theoretical and practical credits (T: 2, P: 6). The requirement for successful completion of the practice component is 72 lesson hours of attendance again. Yet, the trainees usually spent more than one-third of this time for the preparation and execution of their practicum teaching lessons rather than observing the language teachers to whom they are appointed.

Before the COVID-19 pandemic, the practicum syllabus has involved four assessed teaching tasks distributed to weeks 3, 6, 10, 13 of the last term of the degree program. These teaching tasks require pre-service teachers to teach in their appointed schools under the supervision of the language teachers to whom they have been assigned and their practicum supervisors from their university. However, after the

nationwide school lockdown because of the COVID-19 pandemic, the practicum syllabus has been subject to change in line with the online status of the term (See Figure 1 for the change in weekly arrangement).



Figure 1 Weekly plan for practicum before and after COVID-19 school lockdowns

During practicum teaching tasks, the practicum supervisor attends the practicum lesson as an observer and then holds a post-observation feedback meeting with the observed trainee along with a peer trainee who also observed the same hour. There are no regulations about the time between the delivery of the lesson and its feedback session. In the current dataset, it varies between three to seven days.

For each teaching task cycle, the pairs of pre-service teachers who observed each other have changed. At week 3, the first teaching-feedback cycle has been executed in the F2F classroom environment. The remaining three teaching tasks, however, have been executed in computer-mediated means. For Tasks 2 and 3, trainees planned and recorded asynchronous lessons that include their screen and video camera recording in the captured frame. For Task 4, they gathered on Zoom for performing synchronous lessons. Similarly, both supervisors of my dataset moved the ensuing post-observation feedback meetings to Zoom videoconferencing platform for all three tasks.

While the university adopts 100% English-medium instruction, the practicum supervisors have decided to hold the PO meetings in Turkish (See the Participants

section for a detailed account). No intervention regarding the supervisors' choice of language is made for the study. Consequently, the data is in Turkish.

The next section portrays the participants of the study and offers sufficient background knowledge about them.

3.2 Participants

11 student teachers (from this point on, they will be named trainees) and two practicum supervisors (from this point on, they will be named mentors) form the participants of this study. The trainees participating in the study are pre-service English language teachers in the last term of the B.A. degree program described above. They have prior teaching experience in a paid position, although I must note that some may have been one-to-one tutoring as undergraduates or volunteered to work with small groups of students in supplementary language schools.

The two mentors of the dataset of this study, Pelin and Hande (pseudonyms), are practicum supervisors of the 11 trainees. Hande has a 20-year teaching experience; a year as a language teacher, nine years as a teaching assistant and ten years as a professor at the department where data come from. Pelin, on the other hand, has a 2-year experience, a year as a language teacher and a year as a teaching assistant in the same department. For the theoretical component of the Practice Teaching course, Pelin is the teaching assistant for Hande. However, in practice component that involve the practicum schools and the Ministry of Education, they are two different course instructors who assume the responsibility of different groups of trainees (H: 6 + P: 5 = 11 trainees in total).

All participants of the study define Turkish as their native language and English as a second language. This definition is closely linked to the language of the

dataset. As the practicum supervisors see the post-observation meetings as open spaces for raising opinions, sharing not only factual information but also feelings about one's practice, they want to eliminate any possible barriers to trainees' reflective talk. For this reason, they decided to hold the post-observation meetings in trainees' native language, Turkish.

Section 3.3 describes the procedures followed in data collection.

3.3 Data Collection Procedures

Data consists of almost 11 hours of video recordings of 17 online post-observation feedback meetings in a pre-service language teacher education context. The data is obtained over a 3-month period (February - July in 2020). These numbers are considered to form a reasonable dataset in order to generalize conclusions based on micro-analytic research (Seedhouse, 2004). Participants engaged in online meetings through Zoom videoconferencing software. The practicum instructors were the sole participants who were responsible for video-recording the event and making the recordings available to the researcher. The recordings of the interactions were delivered to the researcher through a shared cloud system. The medium and screen recording process receive particular interest in section 3.3.1.

Since the participants were working/studying from home, they were not asked to maintain a particular physical context for these meetings. Since the researcher was not present for recording the data, it can be asserted that the background screen-recording hindered any potential participant bias, meaning that being aware of an ongoing observation can make participants behave in ways that they do not normally do.

3.3.1 Medium and Screen Recording

The online triadic meetings were held in Zoom with the hosting links provided by the practicum instructors. Zoom has become a widely used videoconferencing tool that enables not-co-present participants to hold video calls (see Figures 2 and 3).

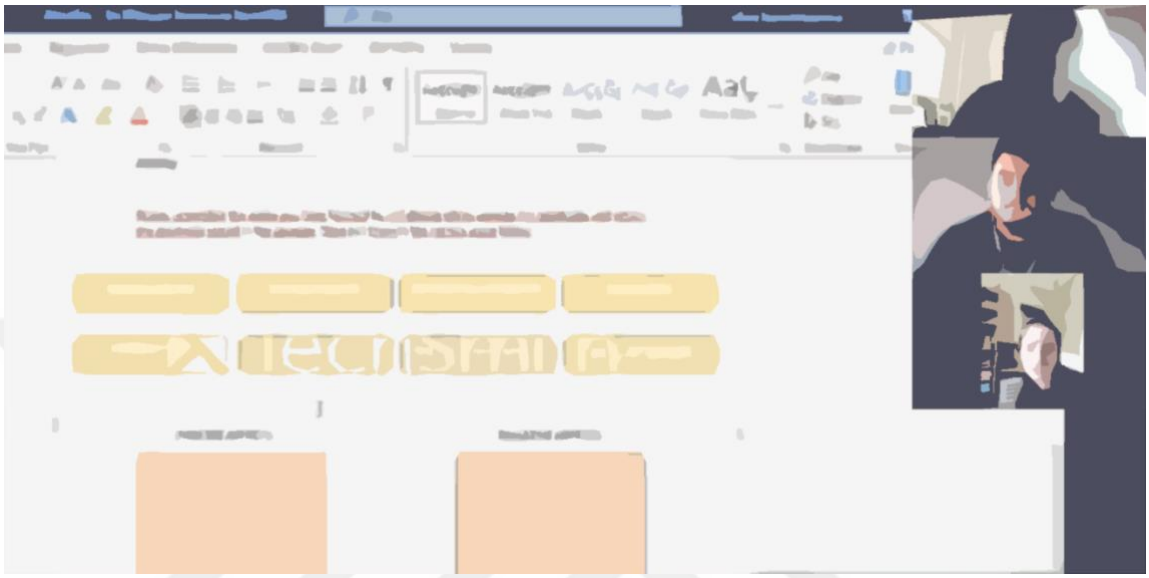


Figure 2 A screenshot of Zoom's user interface with video and screen-sharing on

Participants can also send/receive text messages, files and images through chat module.

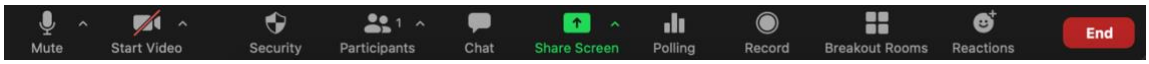


Figure 3 A screenshot of Zoom's user interface showing the toolbar

The application is freely available on all devices including mobile phones and tablets. Participants were supposed to use a microphone and a camera during the meetings. The video recordings of the triadic meetings were captured with Zoom's built-in recording feature by the two practicum supervisors. Once they recorded the meetings, they sent them to the researcher through a shared folder on Google Drive cloud storage services.

The next section captures the methodology followed by the current study.

3.4 Conversation Analysis

The present study adopts Conversation Analysis (CA), which is based on Harold Garfinkel's ethnomethodology and developed by Harvey Sacks, Emmanuel Schegloff and Gail Jefferson, as its method of inquiry. CA aims to systematically examine social interaction that the participants are engaged in the course of everyday life. In practical terms, conversation analytic inquiry studies talk-in-interaction and other channels through which humans interact, such as embodied conduct like gestures, bodily orientations, proxemics, gaze, etc.

Emerged in the 1960s, CA was consolidated under many influences, including Sacks' PhD advisor Erving Goffman's pioneering work to direct the focus of the sociologic analysis towards *situations* (Sidnell, 2010). What he defined as focused encounters, meaning the encounters where the participants have a shared focus of interaction, has unveiled social interaction to an orderly organization that can be subject to systematic study at a time when both linguistics and social theory saw it degenerate (Sidnell, 2011). In fact, Chomsky (1965) deemed talk-in-interaction so far from the ideal linguistic competence that it was something to be avoided by the linguists who work instead with refined sentences *purified* by the analysts. From Chomsky's (ibid) point of view, conversational phenomena like overlap and repair would be merely the result of the defective quality of spoken interaction (Goodwin & Heritage, 1990). However, many early CA studies (e.g., Jefferson, 1973) and emerging ones (e.g., Seuren et al., 2020) document these practices to be orderly positioned systematic devices. The fact that the interaction is not random, but composed of units that can be monitored constitutes the key principles of CA (See Seedhouse, 2004 for a full account on principles of CA). First and foremost, (i) there is order at all points in interaction, in which (ii) all

contributions are "*context-shaped"* and "*context-renewing"*, meaning they affect and be affected by the immediate context they are surrounded by. This entails the assumption that (iii) no detail can be considered an irregular, random, insignificant occurrence unless an analysis which is (iv) bottom-up and data-driven concludes so (Seedhouse, 2004, pp. 14-15).

Another influential figure for Sacks, Harold Garfinkel, was one of the first to look at human conduct through observing it in its natural milieu rather than asking the participants to describe it. His approach (ethnomethodology) gave this framework its full name: ethnomethodological conversation analysis (EMCA). Taking the social encounters as systematic organizations paves the way for seeing the participants as the experts of this orderly operation. If one considers that they fulfill their everyday needs through social encounters, one realizes that they can only do so by analyzing the turn of their interactant. Their perpetual involvement with others' talk and seemingly instant decision-making for responding to that talk makes them analysts per se. Garfinkel's ethnomethodology and following EMCA thusly adopts *emic* perspective; that is, a way of looking at data with an insider's viewpoint. The analytical conclusions are drawn with xcareful consideration of contextual and situational details including what do the participants orient to and how do they ascribe others' actions. This finally connects us to *next turn proof procedure*. In order to make an informed analysis on what is being done through that turn, the analyst looks at the next one to see how the recipient oriented to it with the well-known question that has become a CA mantra, *why that now*.

It was not only the scholars who had an effect on CA. As a professor of mine pointed out in my admission interview, this type of research would not be possible if not for the technological advancements that gained momentum around the time CA

emerged. First cassette decks, later more advanced audio recording devices, and now portable video cameras along with video management software afford conversation analysts to engage in data perpetually, which is a crucial procedure for an established analysis.

It would be timely at this point to raise the point of collecting audio-visual recordings instead of mere audio for analysis. As it is common knowledge now, communication is not entirely linguistic. The least to say is that it is complemented by embodied behavior. Foundational scholars like Christian Heath and Charles Goodwin demonstrated how bodily conduct is relevant to accompanying linguistic formulations (e.g., Goodwin, 1979). Regardless of their pioneering work, it was only decades after that embodied action became widely-recognized. Thanks to the scholars', particularly Lorenza Mondada's systematic approach to multimodality of interaction placed it as an indispensable consideration for CA-informed analysis. Also mentioned in the next section, the present study adopts her transcription convention for the multimodal conduct in data.

CA holds a stepwise engagement with data. The first step is, in Sacks' words, unmotivated observation. That is, the recordings of naturally occurring data are repeatedly observed without any a priori theory or aimed construct in mind. Thereafter, the analyst notices a particular conduct repeated within certain sequential micro-contexts (e.g., a particular declarative statement is treated as an interrogative by the recipients). After noticing comes the collection-building process. The analyst now collects the instances, preferably in a generous manner in order to catch a substantial variation of the phenomenon (Hoey & Kendrick, 2017). This collection later comprises the empirical ground for an analysis of what that phenomenon accomplishes in social interaction.

There are some key terms for a CA-informed analysis. Adjacency pairs, preference organization, turn-taking and repair are fundamental for the interactional organization. In practical terms, *adjacency pairs* are two consecutive actions; first making the second a relevant next. Take an invitation as an example. This invitation makes a response relevant. *Preference organization* becomes pertinent here: what would be a preferred response for an invitation? Except for some occasions, acceptance is preferred and refusal is dispreferred by the speaker who invites. This interaction, of course, happens in turns that have signals for their boundaries so that the interactants do not overlap. *Turn-taking* devices are employed for this purpose. If we continue with our invitation example, *I'm going to lunch, wanna join?* involves two turn-constructional units (TCU), which are the bricks that form a turn. Since this example has two TCUs, it is a multi-unit turn. This begs the question of how we know that a turn is complete. The design of this turn signals a transition relevance place, TRP, where the current speaker marks the end of the turn and the next speaker can initiate a turn without any overlap. TRPs can be projected in many ways; for example, the rising intonation at the end of an interrogative like *wanna join?* or audible outbreaths are prosodic cues of a turn in its end (Local & Kelly, 1986). *Repairs*, as the name suggests, are attempts to fix the conversational breakdowns. These can be the results of various troubles, such as hearing problems, or a lexical item unknown to the recipient, to name a few. As CA embraces an emic perspective, when it comes to identifying troubles, an analyst cannot name names unless the participants orient to a specific item as trouble. When a speaker treats their own turn as trouble and attempts to repair it themselves, this is called *self-initiated self-repair*. By the same token, if the recipient repairs it, it becomes *self-initiated other-repair*. When the recipient marks a speaker's turn as a trouble source and then repairs it, it is

named *other-initiated other-repair*. The last category of the quartet, *other-initiated self-repair* occurs when the recipient signals a trouble and the speaker orients to its repair.

Today, CA is a full-fledged line of inquiry with its own set of methods, analytic processes and a wide range of well-grounded findings. One remarkable expansion in conversation analytic studies focuses on the epistemics in talk-in-interaction (Sidnell, 2011). Epistemics covers knowledge rights, access and distribution in social interaction. In other words, it answers to who knows/has a right to know what (Hoey & Kendrick, 2017). As is the case for this study, ways in which the participants operate and orient to their and others' knowledge distribution is reflected in turn design and sequence organization in conversation. For example, an interrogative of the speaker not only specifies the recipient as a potential knowledge source who is informed about the inquired topic but also places the speaker in an uninformed position. When applied to the context of the present study, such patterns of action attribute larger categories with different levels of entitlement to knowledge and invoke them: such as teacher as the knowledge source and student as the uninformed body who receives it.

This section concludes that CA's (i) emic perspective to (ii) naturally occurring data with an established basis for (iii) multimodal and computer-mediated conduct and (iv) epistemics in conversation makes it an ideal method for the present study. With a particular focus on the reciprocal relationship between talk-in-interaction and institutional goals of *evaluation* and *reflection*, the particular context and analytical focus of the study conforms to the strand named *applied CA*. While it provides an analytical account of how fluctuations of epistemic asymmetry unfold in

post-observation conferences, its implications for practitioners are aimed to inform the field of language teacher education.

Section 3.5 explains the management and analysis of data in detail.

3.5 Transcription, Building a Collection and Analysis

After receiving the recordings from the supervisors, transcription of the videos was conducted in line with the Jefferson convention (see Appendix A). In line with the conversation analytic (CA) framework, the engagement in the dataset conformed to the principle of unmotivated looking. The choice of methodology was based on CA's persistent micro-detailed observations of naturally-occurring data. As a consequence of the change in medium with COVID-19 (i.e., turning online from F2F), our investigation set sight on how our interactional patterns responded to this change and CA's focus on micro details of interaction met with this agenda. As it is stated earlier, the participants are, in a way, analysts of speech, evaluating and interpreting the perpetual flow of interaction that they are engaged in and constructing appropriate responses to the adhoc data they receive. To that end, sources that are made *interactionally relevant* by the participants themselves were also in focus: including screen sharing and prosodic animation of non-present actors. The prosodic and embodied references of the interactants make non-present actors and screen-sharing organic parts of the interaction in multimodal CA understanding.

Following the conversation analytic framework, the transcriptions and video recordings were simultaneously investigated in a line-by-line manner with the question *why that now?* (Schegloff & Sacks, 1973). One principal observation was mentors' epistemic downgrades in reflection-oriented sequences with conversely epistemically upgraded status of the trainees. Compared with evaluation-oriented

sequences, where the mentor holds strong epistemic authority over trainees, the instances revealed what we call *fluctuations* in this thesis in the intersubjectively-informed epistemic stance of the mentors and trainees. The question *why that now* centred upon *why upgrade/downgrade now* and a collection was made to compile all instances that mark the changes from epistemic symmetry to asymmetry and vice versa. As Hoey and Kendrick (2017) render, the approach for collection building was to assemble a wide range of instances in order to spot potentially deviant cases and to reach a broad spectrum of the phenomenon.

Though there are various levels of detailing possible in the transcription process, the present study requires a multimodal level of detail since our investigated phenomenon involves multimodal resources of interaction very intensely. To show non-linguistic resources resorted by the participants, the verbatim transcriptions of the collection were later informed by multimodal details according to Mondada convention (see Appendix A) and for the computer-based actions, Kim & Silver's (2021) turn-initial computer symbol was applied (💻) for a simplified addition that does not impede with the readability. Once the transcription was complete, a fine-grained examination of the collection took place that considers (i) *activity* being done through interaction, (ii) *participation*, meaning the interactional roles that the interactants take up, (iii) particular *position* of an action (i.e., what came before, what is next), and (iv) *composition* of that action (what resources formed that action: verbal, embodied, vocal, etc.) (Hoey & Kendrick, 2017). Last but not least, in Schegloff's (1995) words, position plus composition equals to a fifth consideration (v) *action*. That is, what that particular stretch of talk accomplishes in that conversation is heavily dependent on where and how it is uttered. After this *bottom-up* and *data-driven* micro-level analysis (Sacks et al., 1978), epistemic fluctuations

were revealed to be utilized in two distinct functions: epistemic upgrading as an interactional source for managing evaluation with minimal resistance, and downgrading as a tool to encourage trainees to engage in reflective practice. Among these cases, seven extracts were chosen for their clear demonstration of the phenomena. In particular, the first three extracts demonstrate epistemic fluctuations in their interactional milieu of reflection and evaluation while the other four particularly illustrate screen-sharing and invocation of non-present actors. The analysis includes the prosodic details that pertain to participants' invocation of non-present actors. The lines that include such invocation were scrutinized in terms of their pitch via the Praat software, version 6.1. The insertion of the pitch contours was of particular importance for this phenomenon. As Schegloff (1998a) explains, specifying the links between the prosodic level of details and their interactional outcome is needed for grounding any prosodic finding on a justified basis.

Selected extracts were later advanced with English translations. Note that translations are provided only for the presentation of the findings. None of the analytical stages involves translations to English. Idiomatic versions of the lines were the main line of work in translation. With granularity in mind, for the turns in which the morphemic structure is relevant in interaction, interlinear morphemic glossing was included in a three-tier manner. However, this procedure has been applied selectively. While making the transcripts as representative as possible, for readability concerns, glossing was not applied for the rest of the turns where morphemic details do not concern the analysis.

The section below discusses the validity and reliability of the present study.

3.6 Validity and Reliability of the Study

Drawing on Bryman's (2001) categories of validity, Seedhouse (2005) considers internal, external, ecological and construct validity as key for CA in particular and qualitative studies in general. Participants were not informed about the specific focus on screen-sharing as the methodological framework of conversation analysis requires unmotivated looking with no a priori focus in mind.

Internal validity is concerned with the credibility of the findings in relation to its data, meaning whether the analytical conclusions truly have their place in data. CA's internal validity largely stems from its emic perspective. For example, as manifested in minute-level details of transcripts, CA adheres to minute-level analysis and strives to mark every possibly relevant micro-detail to which participants themselves orient. CA also tends to dismiss the use of exogenous theories, as this would mean replacing the emic stance with etic one. Thirdly, different from many qualitative approaches, CA does not orient to seemingly omnirelevant constructs such as gender or power unless they are made relevant in interaction by the participants themselves. It is by a keen adherence to these factors that CA work maintains its strong internal validity. Overall, these aspects provide CA with a strong hand in terms of internal validity.

As for the ecological validity, which is "the extent to which the practices of the methodology relate to the reality" (Harris, 2013), emic position of CA grounds the study on a firm basis thanks to its adoption of holistic participant perspective to look at naturally occurring data instead of treating participants as experimental subjects (Seedhouse, 2005).

External validity is focused on the generalizability outside of the particular research context where the study takes place. Be that CA offers micro-level analyses,

it provides more generalizable accounts on the interactional organization of a specific setting. Because the interactional organization is shaped by the social goals of its interactional context, similar contexts can display similar interactional organizations (Levinson, 1992). As an instance of this, the present study offers a close description of the sequential unfolding of post-observation conversations that can potentially and hopefully inform the professionals in the field about similar feedback meetings.

While construct validity remains a vital concept in quantitative paradigm, emic paradigm begs the question: *whose construct is it?* (Seedhouse, 2005). The specific descriptions that descriptivists seek in studies correspond to constructs to which participants orient during interaction in phenomenological paradigm, which makes these two understandings of construct validity apples and oranges. If we attempt to find CA's place in its genealogical tree, we reach ethnomethodology that is located in phenomenological paradigm (Seedhouse, ibid), which sees the mission of social science as "interpreting people's actions and social world from their point of view" (Bryman 2001, p.14). In CA terms then, the constructs are those to which the participants themselves bring forth and pay attention during interaction, rather than those that may be pre-specified in a priori manner.

In terms of reliability, Seedhouse (2005) proposes that the selection of what to record, the technicalities of the recordings, and sufficiently detailed transcripts are key to ensure the consistency of the analysis. Besides that, as in any other line of study, repeatability or replicability of the study is a consideration as well. These are the questions that relate to the researcher bias. Pertaining to this point, one timely acknowledgment regarding the present study is the researcher's position as a participant in the dataset. As the notion of researcher reflexivity recognizes, the

researcher is a member of the social world they are studying (Cohen et al., 2007). For all intents and purposes, it is the researcher-participant relationship and how they affect each other during the research. As a practicum instructor doing a study of how the focus of practicum post-observation conversations shape the epistemic (a)symmetry between practicum instructors and trainees, my point of view falls under the insider's standpoint. I believe that rather than impeding, the situation fosters the emic perspective of the study. Moreover, one particular strength of CA framework here preserves the study from possible researcher biases and/or assumptions. As an unmatched quality of CA as a methodological framework, it is a standard procedure to supply the transcripts as an integral part of the analytical findings. This protocol gives any reader full access to examine the data for themselves and compare their view with the researcher. Still, the applied position of the study should be reiterated here. Though the analytical conclusions were the product of the researcher waiving her rights as a participant, the discussion of the findings draw upon the researcher's insider's perspective as a professional in the field. Likewise, through its implications, the study attempts to broaden the membership knowledge and strives for promoting the practice of language teacher education.

There are further opportunities through which a CA study can attain reliability. As an accepted and expected practise of CA, it is common to share data with other researchers in data sessions, where a body of researchers can discuss extracts of data together. To ensure unmotivated looking, the researcher who brings the data does not reveal their focus initially and other researchers extend their analytical conclusions and debate their findings regarding the data. Once they are done, the prime investigator explains their phenomenon under scrutiny and together

they debate the analysis into being. In such manner, a particular extract from the Analysis & Findings chapter was brought to an online data session hosted by Hacettepe University Micro Analysis Network (HUMAN) in late 2020 and the initial findings were confirmed and adjusted with other researchers of the field.

According to Merriam and Tisdell (2015), member checks, peer review, providing thick descriptions, researcher reflexivity and adequate engagement in data collection are among the strategies for promoting validity and reliability of a qualitative study (see Merriam & Tisdell, 2015, p.259 for a detailed account and the full list). All the above-mentioned strategies were exercised for this thesis. Apart from the data session attendees, two *peers* of the researcher *reviewed* the congruency of the findings. The number of meetings and the total length of the dataset provides for *adequate engagement* and a saturated account of the phenomenon (see 3.3 for information on the dataset of this thesis). As a case in point, Seedhouse (2004) sets the bar to 5 to 10 hours of data for acceptable saturation level in a micro-analytic study. Moreover, two practicum instructors, one being the researcher of the study, were asked to validate the interpretations of their actions in an attempt to apply the *member check* procedure. The fact that the researcher is also a participant also enhanced *researcher reflexivity* for a critical approach to her assumptions and biases. Lastly, this very chapter and the next attempted to provide sufficiently *thick descriptions* for contextualizing the study. Hopefully, this enables readers to verify the extent to which their context compares with the present one and decide whether findings of the present study can be generalized to cover their context as well.

Section 3.7 is dedicated to the ethical concerns of this thesis.

3.7 Ethical Considerations

Before embarking on data collection, this study sought and have been granted ethical clearance by the Bogazici University Ethics Committee for Master and PhD Theses in Social Sciences and Humanities (SOBETİK).

Application to the Ethics Committee enclosed separate consent letters for the practicum instructors and trainees. Once the approval was granted, the researcher contacted two practicum instructors to outline her research and its implications of consent. After their spoken approval, they were introduced to the consent forms and they signed their consent to be participants of this study. On the first week of the course, a time slot for a similar discussion was provided to the researcher by the trainees. During this discussion, the researcher informed them about her the research and the implications of consent. At the end of the meeting, consent forms were given to the trainees, who were asked to return them on the same day. All participants gave their written permission to be participants of the study. As an incentive for the trainees, the researcher offered a copy of the video-recordings of their practice teaching lessons.

While there were three different practicum instructors and their trainees at the initial stage of data collection, after COVID-19 lockdowns, one of the instructors chose to opt out of the study and the group was hence removed from the dataset. No other participants in the rest of the dataset exercised this option.

As for the protection of anonymity of participants, their real names and likeness are removed for all sorts of dissemination of this study (i.e., the present thesis, conferences, data sessions). Their names are replaced with abbreviations referring to their roles as mentors (M) and trainees (T). Screen-captures that demonstrate their gestures and facial expressions were distorted with image editing

software. Access and storage of the data was another consideration for the study. Two separate cloud systems with end-to-end encryption and password protection to which only the researcher has access.

The last section attempts to sum up the methodology chapter.

3.8 Conclusion

The initial focus of this chapter has been the context, setting and participants of the data in an attempt to contextualize the study. Later, it has presented a synopsis regarding the methodological framework of this study, conversation analysis, as well as offering a rationale for its application. It has provided an outline of the procedures for managing the data in a CA-informed approach, including data collection, transcription and analysis. It formed connections between what we can call the nuts and bolts of CA and the current study. The chapter finally considered issues of validity and reliability and ethics with due consideration given to researcher reflexivity.

CHAPTER 4

ANALYSIS & FINDINGS

This chapter presents the analytical findings in three sections that attend the research questions of this thesis by observing the fluctuating nature of the epistemic asymmetry in video-mediated post-observation conversations. The analysis focuses at the mentor-initiated sequences in relation to the achievement of assessment and reflection in interaction in terms of their sequential unfolding and members' (i.e., mentors' and trainees') methods for forming and ascribing the upgrades and downgrades in their epistemic status.

The first section (4.1) investigates the sequential unfolding of post-observation conversations with a special focus on the fluctuations in epistemic (a)symmetry in relation to two main agendas emerging in post-observation conversation: reflective and evaluative. With three extracts, the chapter attempts to demonstrate epistemic upgrades and downgrades of the mentors for achieving these agendas.

The second section (4.2) attempts to showcase two prominent devices emerged in the collection (i.e., screen-sharing and invocation of non-present actors) that the participants use and orient to in order to scale up the epistemic asymmetry in evaluation-focused interactional work or to scale down to make way for reflection. Screen-sharing, in particular, holds a distinct novelty thanks to the video-mediated nature of the event.

Both sections contain extracts that have selective lines presented with their pitch contour. The reason behind this selective phonological detailing is that the lines with pitch contour contain unique prosodic features that otherwise could not be

described through textual transcription. Thus, the pitch contours help readers and the author of this thesis identify the relevant vocal change in participants' conversational conduct.

The third and last section (4.3) summarizes the findings that are presented in 4.1 and 4.2 to outline the actions of epistemic upgrading and downgrading with reference to the interactional activities of evaluation and reflection. With a more holistic look, 4.3 lists the distinctive practices for epistemic upgrading and downgrading and explains them in relation to the activity they accomplish.

4.1 Fluctuations in Epistemic (A)symmetry: Reflective vs. Evaluative Agenda

As a part of their supervision, practicum instructors have both an evaluative and a reflective agenda. In the sequential unfolding of post-observation conversations, both of these agendas emerge for each topic initiated by the mentors and the trainees. The extracts below aim to demonstrate that mentors of POCs highlight their epistemic authority for evaluative purposes while they downgrade their status to reach a somewhat epistemic symmetry in order to invite the trainees for reflective accounts.

The POCs in this dataset are triadic in terms of their participation framework. Besides the mentor and the observed trainee, the peer trainee who was present in the observed teaching practice and also worked together with the observed trainee for the planning stage is present in POCs, as well.

As described in detail in Chapter 3, the POCs that constitute this thesis' dataset are triadic conferences that take around 45 minutes. They are generally -if not always- held in a topic-by-topic manner. Topic initiations and shifts are generally administered by mentors though mentees occasionally self-select and initiate or expand topics, too.

A selective interlinear morphemic glossing procedure is applied to the transcripts for the turns that the morpheme meanings and boundaries differ between the original (i.e., Turkish) and translated (i.e., English) version (Please refer to List of Abbreviations for morphemic terminology). Between granularity vs. readability, glossing has not been applied for the rest of the turns where morphemic details do not pertain to the analysis. For the purposes of readability, the extract is presented in three parts numbered as 1.1, 1.2, 1.3 to ensure a legible analysis.

In Extract 1, mentor (M) problematizes a phrase trainee (T) used during the course of the observed lesson. The lesson was synchronous and after one of the students asked the trainee for the answer of an item in the activity, the trainee replied ***i also don't remember***. The first part of the extract (1.1) displays M's exploitation of epistemic resources to make grounds for her negative evaluation.

Extract 1.1: T4_4_IR_H_20_25:22-26:52
M = Mentor, T = Trainee, PT = Peer Trainee

1	**M:**	**θha[?] *i also don't remember*θ**
	m:	θ----------1----------θ
		1: moves her gaze away from her observation notes
2		***is not something a teacher £SHOULD SAY!.hh***
	m:	*moves her head sideways----------->*
3	**M:**	**&çünkü sen materyalini (0.4) £çok iyi biliyor olman lazım,&**
		Because you need to know your material really well
	t:	&smiles----------&
	pt:	&smiles----------&
4	**M:**	**tamam mı? £**
		okay?
5	**T:**	**tamam**
		okay.
6	**M:**	**hani, bir açıdan şey yapmak istedin↓**
		so, in a sense you wanted to do something
7		**onlarla ben de sizin gibiyim, hani,**
		with them, i am like you, too, like,
8		**ben de hatırlamıyorum falan dedin ama↑ (0.3)**

i don't remember as well,you said but↑

9 **♡<nassı ya>♡ olur öğrenci=**
a student would be like <how>
m: ♡looks upwards♡

10 **=gerçek öğrenci der ki <nassı ya hoca bile> hani ☼(0.5)☼**
a real student would say <how come even the teacher> i mean
m: ☼widens her eyes☼

11 **+bilmediği şeyi niye bize soruyo. farkında değil mi↑+**
+why does she ask us the thing she doesn't know. doesn't she realize↑+
pt: +nods----------->+

12 **M: gibi, olabilir↑ (0.5)**
can be, like that

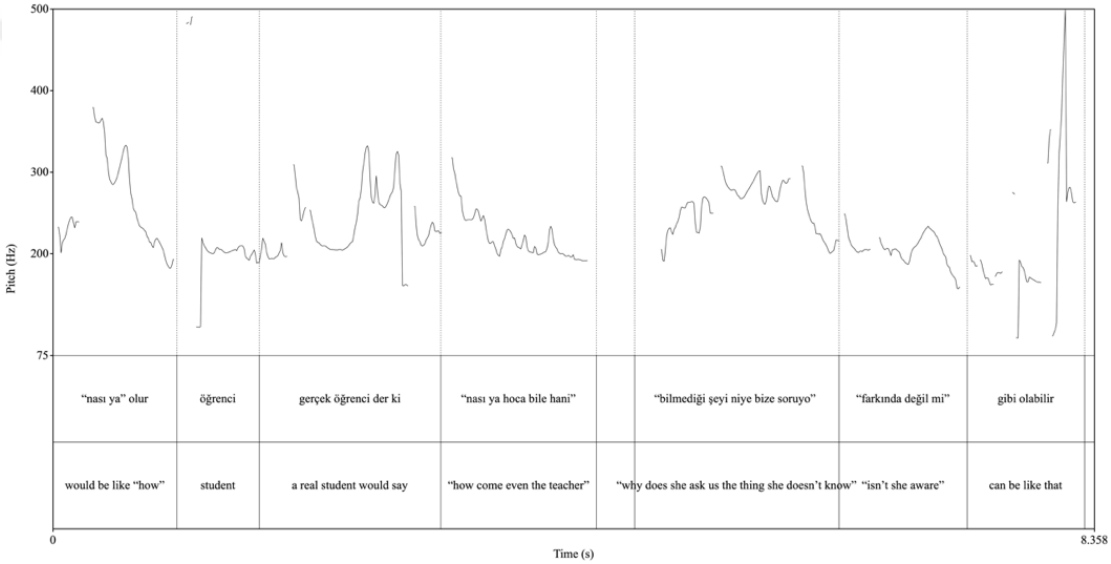


Figure 4 Pitch contour of lines 9-12

The sequence starts with mentor's non-lexical vocalization "***ha***ʔ". Throughout the analysis, we will see that this sound announces both mentors' initial access to the epistemic sources that they refer to for opening the observed moments of teaching for discussion in an evidence-based manner. This vocalization is usually -if not always- signals a multi-unit turn. It comes with a holding pause at the end; that is, a sudden glottal closure released with the beginning of the next word. In such manner, in the first line of Extract 1.1, M announces her informed repetition of T's utterance

that M has noted down in her observation notes by starting her turn with "***ha***" as an announcement of her epistemic access. Along with her gaze and non-lexical vocalization, she establishes her observation notes as an epistemic resource in interaction. However, we should note that these notes are only accessible to M, which gives her an epistemic primacy over T and PT. The turn continues with M's formation of a category-bound activity, ***not something a teacher SHOULD SAY***, in line 2. The category being teacher, M claims that T's practice is out of the boundaries that a teacher supposed to be within. While doing so, she places T in the category of teacher. Yet, T gets reminded that her action was not in line with the category in which she is placed. M's turns here can be considered as a negative assessment which has been supported by her non-verbal behavior of moving her head sideways. As this may not be universal for all languages, I should state that this head gesture indicates disapproval in Turkish context. To highlight her surprise regarding the mismatch she has observed about T's category-bound activities (i.e., what a teacher can or cannot do), she finishes her turn with a higher voice, almost as shouting masked with smiley voice. Potentially for managing the possible tension (Partington, 2006), M's manifestation of the mismatch between what is expected and what is practiced is followed by smiles from both T and PT. While this non-verbal response unfolds, as usual for mentors in POCs, M continues her turn in line 3 by accounting for the negative assessment she has made. Just as the previous line, this, too, is formed with a modal verb of obligation, ***biliyor olman lazım*** (you need to know). If we consider the normative knowledge asymmetry in *telling*, where the speaker is positioned as *informed* (K+) and the recipient as *uninformed* (K-), the first three lines so far show M sets her epistemic stance at a higher position against T (Sidnell, 2012). M's comprehension check in line 4 also supports this assertion. After

T confirms her understanding, M starts to account for T's problematized behavior. This move is particularly interesting for its demonstration of the mentor's orientation to assessment. In reflection-oriented sequences, the account regarding the problematized practice would be expected to come from the trainee herself. Instead, M initiates what Waring (2007) calls immediate post-advice account. However, immediate post-advice accounts are described as accounts for the advice itself, not for the problematized behavior. Between the lines 6 and 9, M takes on the interactional work of accounting for T's behavior, which lays the ground for her to express the potential consequences of what she sees as a candidate account for T's behavior in lines 9-12. Moving on from assuming T's reasoning behind the behavior, she extends the assumption to the potential students of T from line 9 to 12. This invocation of students marks a shift in the prosody of her talk, as well.

As we will see in the coming extracts, when she invokes non-present actors of the teaching practice, mentor appeals to a prosodic change in her turn. Figure 4 shows such a pitch reset at the start and the end of invocation of student talk that we see in lines 9-12. The pitch reset starting from ***nassı ya*** (how come) until ***gibi*** (like) frames this utterance as an intonation phrase that is separated from the rest of the turn. Using a pitch range different from her regular, M gives the phrase the status of an out-sourced knowledge, source being the hypothetical students (Couper-Kuhlen, 1999). Her marked voice quality departs from her regular tone and pitch to mark the student voice. The prosodic configuration of these intonation phrases start with a high pitch and follows a descending pattern, as opposed to more flat pattern of her own utterances. Without any students present in this interaction, M's hypothetical production of the outcome of T's behavior remains unfalsifiable (Sandlund, 2014). Overall, what we see in lines 1-12 is that M provides for strong epistemic asymmetry

by strategically employing various sources of knowledge, which are not accessible to T or PT, such as making her observation notes (line 1) and non-present actors (lines 9-12) relevant in interaction. After establishing the observed practice as a problem, in the second segment below, M starts to employ epistemic downgraders systematically, which in turn manages to give the floor T and PT.

Extract 1.2: T4_4_IR_H_20_25:22-26:52

13		**o *genuine* olmak istedin belki↓**
		that you wanted to be genuine maybe↓
14		**içten olmak istedin ama↑**
		(you) wanted to be sincere but↑
15		**şeyin ıı: PTnin bu: bugün yapacağı o: ıı *reflection*da o var.**
		his err: it's in the err: reflection that PT will do today.
16		**yani %arkadaşlık ve hocalık arasındaki o ince çizgiye% (0.6)**
		i mean %the thin line between friendship and teachership%
	m:	%makes a horizontal wave with her left hand---->%
17		**böyle bir aktivitede bile hani (0.4)**
		even in such an activity i mean
18		**dikkat etmek lazım diye [(°yazmışım°)**
		to pay attention – necessary – that - [(° write-HEARSAY-1SG °)
		(°I am said to have written°) that it is necessary to pay attention
19	**T:**	**[yok arkadaşlık çizgisinden dolayı değil de hani**
		no it's not because of the line of friendship but
20		**o an ne diyebilirdim ki başka £BİLMİYOM yani**
		i DON'T KNOW what else I could say at that point
21		**<u>ben</u> de yanılmışım↓ ne diyim↑ nasıl kıvırıyım?£**
		<u>I</u> was wrong too↓ what do I say↑ how do I squirm out of↑
22	**PT:**	**diğer [insanlara ∫sorabilirdin °belki°∫**
		other people ∫ (you) could have asked °maybe°∫
		(you) could have asked other people maybe

pt: */sneers--------------------/*



Figure 5 PT sneers (line 22)

While M continues her candidate account of T's problematized behavior, we see a slight change in her formulation of this account. Remember that in lines 6-8 the structure indicated a higher degree of certainty such as ***yapmak istedin*** (you wanted to do). What we see in line 13 is a lexical addition of the modal adverb ***belki*** (maybe), which lessens the degree of M's certainty. By doing so, M attempts to downgrade her epistemic status to invite the trainees to reflect on the practice in question. In line 15, we see a change of orientation, M brings the written reflection task as an epistemic resource. Nevertheless, this time, the choice of resource is different from the previous one since it is mutually accessible for all participants in interaction. M not only brings this mutually accessible source in interaction but also explicitly addresses to PT with her name. What started as personal advice to T is now also addressed to PT while the lexicogrammatical details of the turn such as ***dikkat etmek lazım*** (it is necessary to pay attention) in which no direct subject is stated indicate what Waring (2016) calls *going general*. To this extent, M depersonalizes the advice as a means of mitigation in line 18. In the same line, we also see that observation notes once more come to the fore with the verb ***yazmışım*** (I am [said to] have written). What is unusual with this verb is that M chooses to label her own action with hearsay evidential marker as if she heard the action from another source. While we know that the action of writing can only be done consciously in such a context, M shows a guarded commitment to this verb even though she was well

present and conscious during the action. This again, can be understood as an attempt to make the observation notes an external epistemic source.

M's candidate accounts of T's reasoning brings T's reflective contribution in line 19. T, displays resistance to this pre-emptive account first by an explicit disagreement, ***yok arkadaşlık çizgisinden dolayı değil*** (no it's not because of the line of friendship) and later with a self-deprecating revelation of professional incompetence, ***BİLMİYOM yani*** (I DON'T KNOW, I mean). Such self-deprecating resistance turns into resources for mentors to identify the problems and to offer solutions that are more fitting to mentees' specific needs (Leyland, 2018). While we will observe a similar case in the coming lines, we first see an involvement of PT. The explicit address to PT in line 15 seems to open an interactional space for his reflective contribution and he offers a candidate solution to T's problem. Figure 5 presents his facial expression of sneering while offering this solution. While his candidate solution is quite mitigated with the modal formation ***sorabilirdin*** (you could have asked) and adverb ***belki*** (maybe), this sneering gesture indicates a negative assessment, too. We see that M's epistemic downgrading turns into a successful invitation for both T's and PT's knowledge claims while T's announcement of lack of knowledge offers PT a floor to display his knowledge by this candidate solution. Below, we will observe the last segment of this extract where M builds her advice upon T's lack of knowledge claims and receives full acceptance by T.

Extract 1.3: T4_4_IR_H_20_25:22-26:52

23	**M:**	**(0.5) [sen işte aktiviteni ve cevabını iyi bileceksin.**
		you see you will know your activity and the answer to it well.
24		**ve hatta o (0.4)± o cümlenin <u>nerede</u> geçtiğini bile ±**
		and also (0.4)± even where is that sentence in the text ±
	m:	±----------2----------±

2: limits a space with her thumb and index finger



Figure 6 M limits a space with her thumb and index finger (line 24)

25 **onlara aynen (0.3) ∆*recite* ediΔceksin↓ mesela ben hatırlıyorum**
Δyou will reciteΔ to them verbatim↓ for example i remember
m: Δ……Δlooks at her observation notes->line 27

26 **(0.5) ııı henry ile işte ıı a-henry ile onuncu evlilik**∆
err: with henry err: with a-henry our tenth anniversary
----------∆

27 **yıldönümümüzü kutluyoruz**∆ **(.)>diye< en: başta söyledi**
we are celebrating >that< said at the ve:ry beginning.
,,,,,,,,,,,,,,,,,,,,,,, ∆

28 ***listening text*in belki de *text* hali elinde olmalı (0.6)**
your listening text maybe should be at hand

29 **[böyle aktiviteleri kontrol edebilmen için]**
in order to check such activities

30 **T:** **[heee:: evet doğru↓ o zaman] iyi olurdu**
o:hh yes right it would be good in that case

31 **M:** **∇üzerinde de cevaplar her zaman işaretli olursa,**
∇and if the answers are always flagged on that
m: *∇knocks on the table----------->line 32*

32 **hani neyi nerede bulacağını∇ hızlı bi şekilde bulup↑**
like you would find what to where to∇ find quickly
m: ----------∇

33 **hatta *tapescript*'te tam orayı dinletebilirdiniz↓ (0.6)**
you could have even make them listen to that exact point in the tapescript.

34 **yani ± tam orayı açıp, ±(.) *tapescript*te**
so ± by opening that exact point ± in the tapescript
m: ±-------2---------±
2: limits a space with her thumb and index finger



Figure 7 M limits a space with her thumb and index finger (line 34)

35 **haaa evet ya burda *tenth wedding anniversary* diyo**
o::hh yes here it says tenth wedding anniversary

36 ***anniversary* neydi arkadaşlar↑ falan gibi.**
what was anniversary, friends↑ kinda like.

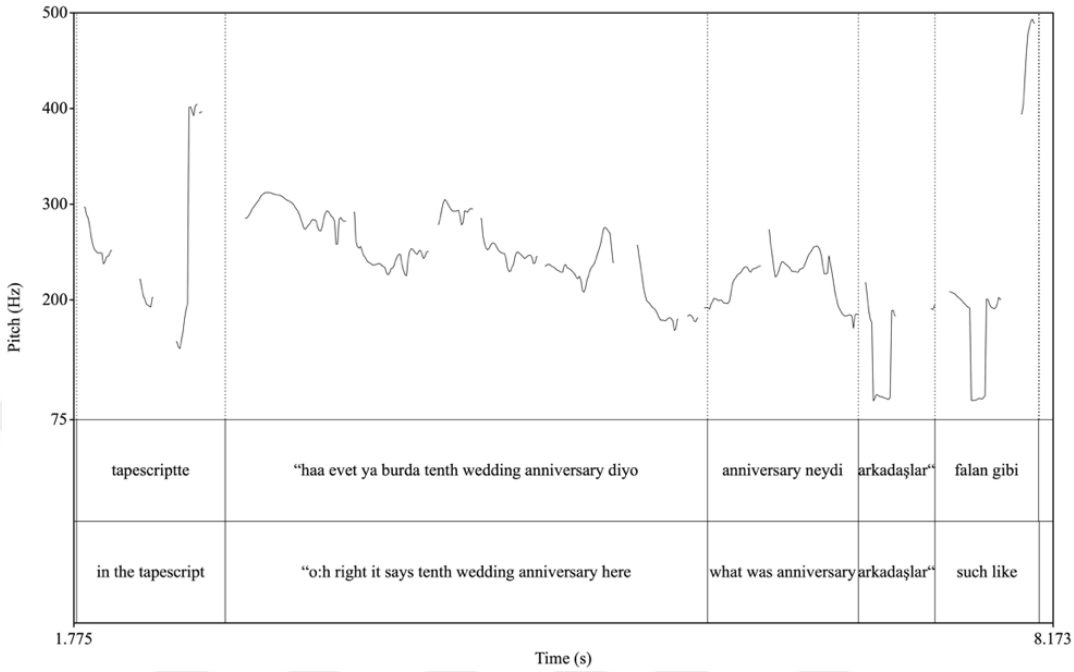


Figure 8 Pitch contour of lines 33-35

36 **T1: Hee:m. doğru hocam**
oo:hmm. right teacher

In line 23, M's ***işte*** (you see) connects T's announcement of lack of knowledge with her following advice. Observe that the choice of the verb, ***bileceksin*** (you will know) again indicates an epistemic state that T needs to reach in order to conform to the norms of *being a teacher* categorization. In the following lines, she elaborates on the solution she offers. While saying ***o cümlenin nerede geçtiğini bile*** (even where is that sentence in the text) (line 24), she limits a suppositional space with her thumb and index finger (Figure 6). This gesture is a recurring one in our collection (see also line 34). Whenever she wants to refer to a certain item in a trainee's teaching, she virtually seizes that item in an embodied manner as a literal expression of her epistemic access. In this case, she holds on to ***o***

cümle (that sentence). In lines 25-27, she announces her epistemic access to ***o cümle*** (that sentence) with the verb ***hatırlıyorum*** (I remember). While doing so, she gazes down to her observation notes and keeps doing so until she finishes reciting the full sentence from there. While this action indicates that she is reading from the notes, she does not make this explicit in interaction and chooses the verb ***hatırlıyorum*** (I remember) to indicate her epistemic state. This strongly held epistemic status is followed by a downgrading in line 28 with ***belki de*** (or maybe). Notice that these probability adverbs come at the end of M's multi-unit turns to invite T's reflective accounts. Before this mitigated advice formulation reaches its end, T overlaps with strong indications of acceptance. Her turn-initial ***heee::*** (oo:h) can be considered an oh-preface for marking the previous turn as news (Heritage, 1984). T articulates multiple alignment devices here with ***evet*** (yes), ***doğru↓*** (right), ***iyi olurdu*** (it would be good). This acceptance yields the floor to M to detail her advice that has found alignment. Later in lines 33-34, she upgrades her advice with **hatta** (even) and repeats the same cycle of manifesting epistemic access to an item of T's teaching. Notice the use of the same gesture represented in Figure 7, followed by verbally repeating the item ***tenth wedding anniversary*** in line 35. The lines 35-36 are an invocation of the teacher voice. She presents this change from her own speech to the hypothetical teacher speech with a pitch reset that can be seen in Figure 8. The beginning and the end of the intonational phrase mark a distinctive reset in the pitch pattern. Again, at the end of the turn, by using "**falan**", "**gibi**", she mitigates this invocation, which in turn ends in T taking the floor with full acceptance and the topic closes.

In 3 segments, Extract 1 shows how the mentor skillfully upgrades their epistemic authority to assert her knowledge for closing their assessment to possible

debates and downgrade their status to open the floor to the trainees for reflective accounts. By using epistemic resources that are exclusively accessible by her, M feeds the epistemic primacy she has over T and PT. She brings these resources in interaction to share her assessment without making it a questionable. Still, since she also has a reflective agenda for which she invites the trainees to articulate their reflective thinking over their practices, she retracts these epistemic sources and starts to alter her turn construction towards more mitigated expressions.

While Extract 1 captures the sequential unfolding of the evaluation and feedback for a negatively assessed practice of a trainee, Extract 2 demonstrates that epistemic upgrading comes regardless of the assessment being negative or positive. The trainee in this extract used an online formative assessment tool in his teaching. The tool enabled him to review the correct and incorrect answers and he used this opportunity for a whole class discussion over the question items. M praises this practice and extends her positive assessment.

Extract 2: T4_4_IR_H_12_1939-2011
M = Mentor, T = Trainee

1	**M:**	**esas bence 💻 iyi yaptığınız şe:y,**
		do-NMLZ-POSS.2PL
		essentialy,💻 in my opinion the thing that you (both) did well is
	m:💻	💻clicks forward in the progress bar->line 3
2		**bu 💻sorulardan sonra💻 konuşurke:n,**
		when talking after these questions,
	m:💻	💻moves the cursor around the question displayed on screen💻
3		**(1.0)💻**
	m:💻	-----💻
4	**M:**	**∆tek tek (0.8) +evidence istedin.∆**
		you asked for evidence one by one
	t:	+nods------->line 5
	m:	∆looks at her observation notes--∆
5		**verify etti insanlar.+**
		the people verified.+
	t:	----------+

6 **ya genelde bu step çok unutuluyo.**
this step is forgotten generally

7 **özellikle novice er: hocalarda.**
especially in novice teachers.

8 **çünkü aktiviteyi yaptım bitti gibi düşünülüyo.**
because it is thought that i did the activity and i'm through.

9 **ama onu yapmama- øen önemli kısım buø zaten. (0.3)**
but to not to do that- øthis is the most important part. (0.3)
t: ønods----------ø

10 **hani listening into speaking,**
i mean listening into speaking,

11 **listening into reasoning,**

12 **critical thinking**

13 **tam burda oluyo,**
it happens right here.

14 **o yüzden çok iyi oldu.**
so it was really good.
m: clicks forward in the progress bar->line 15

15 **onu hani er: bundan sonra teachinglerinde deø hep(0.7)kullan,**
i mean er: øalways use itø in your coming teachings,
t: ønods in a wider wavelength->line 16
m: ----------

16 **diycektim.ø**
i was going to say.ø
t: ----------ø

The topic proffer, M, starts with a positive adverb ***iyi*** (well) to describe the practice she depicts in the following turn. As an attempt to make both T and PT the subject of this assessment, she constructs the verb as ***yaptığınız*** (do-NMLZ-POSS.2PL), meaning that the doer of this action was both T and PT though it is T's lesson being assessed. During the same turn, in the computer-based modality, M starts to click forward in the progress bar as an attempt to find the moments she is referring to in the video-recording of T's teaching. When saying ***bu sorular*** (these questions), she supports her deictic reference with her cursor move above the

question that is displayed on her screen. She then keeps clicking forward in the progress bar and at the end of a full second of silence she finds the moment to which she refers. As an important indication of screen display being used as an epistemic resource, we see that she holds the verbal conduct on hold until she makes her reference mutually accessible through screen. In lines 4-5, she finally reveals the good conduct she wants to initiate as a topic. While doing so, she checks her observation notes. However, she does not bring the notes in interaction at this point. As she does in the previous extract, in lines 6-9, she forms a category. This time, it is of novice teachers. Moreover, she inscribes forgetting the step of reviewing the answers as a categorical activity for novice teachers. In line 8, she assumes the line of thought of the members of that category and in lines 9-13, she asserts her own professional knowledge. While she places T and PT in the category of novice teachers, she praises them in line 14 for not conforming to the category-bound behavior she criticizes. She forms her advice in lines 15-16 as a recommendation of adopting the positively assessed practice by citing T's future practices as a teacher. As he did throughout the sequence, T shows alignment to this advice by nodding strongly.

In brief, Extract 2 reveals that the mentor appeals to their epistemic authority and asserts her professional knowledge for assessment purposes despite positiveness/negativeness of the assessment. Considering the devices she uses and how little the gaps are between the units of her multi-unit turn, T's pursuing these units merely by backchannelling for the whole extract confirms M's epistemic rights. It is understood that both negative and positive assessment purposes are realized with epistemic upgrades of the mentors.

As Extract 2 demonstrates the knowledge assertion for assessment purposes, Extract 3 illustrates a case contrariwise: how mentors keep a downgraded epistemic status in prolonged sequences of reflection. In Extract 3 below, T's asynchronous listening lesson has a problem of ordering; that is, activities catering for cognitively higher skills come before the ones for lower skills in the timeline of the lesson. The extract is presented in three segments to secure readability.

Extract 3.1: T3_3_HC_H_22_4321-4515
M = Mentor, T = Trainee, PT = Peer Trainee

1	M:	**sonra bunun hemen ardına bi dialogue completionın vardı.** *then right after this you had a dialogue completion*
2		**burda da sorum sana şeydi.** *here too, my question was this*
3		**hani, burda amaç ne?** *i mean, what is the aim here?*
4		**bu tip dialogue completionlarda ya da** *in this type of dialogue completions or*
5		**spesifik olarak senin dersinde↑ (0.8)** *specifically in your lesson↑*
6		**ne öğretmek için bu var? (0.6)** *this is here to teach what?*
7		**dialogue completion. (0.2)**
8		**şimdi (0.3) şeyler var, utterancelar böyle va:r, (0.3)** *now there are things, utterances i mean*
9		**ve onları yerleştiriyolar.** *and they place them*
10		**(2.1)**
11	T:	**hocam, yani, er: hani [günlük-** *ms, i mean, er: like daily-*
12	M:	**[diyalogu zaten dinlediler↑ (0.5)** *they already listened to the dialogue↑*
13	T:	**mm↑ hm.**
14	M:	**ve hatta↑** *and even*

m:💻 💻clicks a previous moment in the progress bar

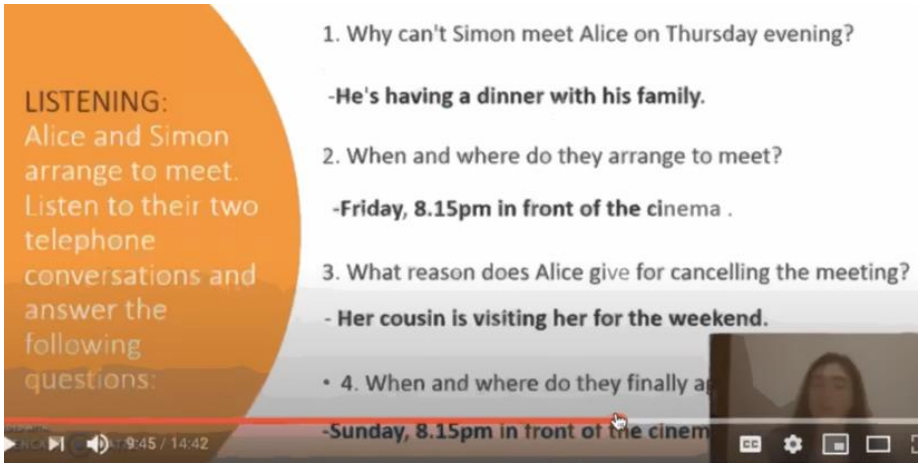


Figure 9 M clicks on the video progress bar to display this screen (line 14)

15 **(2.1)**

16 **£daha da kolay olmayan sorulara cevap verdiler. (0.3)**
£and they had even answered the questions which were not easier.

17 ***di: mi?£* (0.7)**
hadn't they? £
pt: *smiles*

18 **T: ehehe**

19 **M: Daha spesifik şeyleri.**
more specific things.

20 **sonra,💻 bu sefer er: tamamen aynısını (0.8) koymasını isti-**
then,💻 this time we: wa- them to put the exact same
m:💻 clicks a forward point in the progress bar

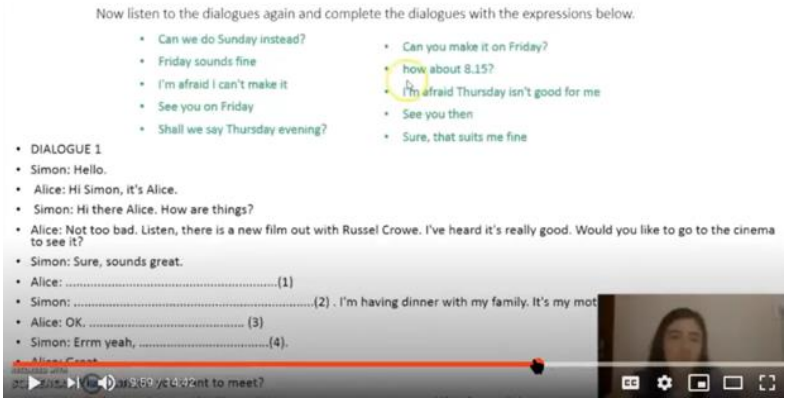


Figure 10 M clicks a forward point for the activity (line 20)

21 **yani olan şeyleri yerleştirmemizi istiyoruz, di mi?**
i mean we want them to place already existing things, don't we?

22 **T: (0.6) mm↑ hm. (0.6)**

After concluding a previous topic, M shifts the topic to the next one: dialogue completion task. After they listen to a dialogue, the students have been expected to answer the questions in Figure 9. After answering those comprehension questions, they move on to the dialogue completion M refers to, which requires them to put the exact utterances they heard in the listening into correct places in the dialogue text (Figure 10). In lines 2-3, rather than initiating the topic with a problematization, we see that M forms a question for inquiring the aim of the lesson. While the aims are already available to M since T submitted her lesson plan before, she assumes an uninformed (K-) position by asking. As Heritage (1984) puts, by doing so, she also proposes that T is likely to be informed about it. This epistemic downgrading is to encourage T to reflect on the activity, however, her silences at the end of each line between 5-9 do not result in T taking the turn. Finally, after 2.1 seconds of silence, T starts her turn with hesitation and no content. This elongated silence and hesitance is followed by M's overlapping turn where she revises her question by making the screen display a common epistemic resource in lines 14-15. After the 0.5 silence, by using ***ve hatta↑*** (and even) as a position-holding utterance (Locher, 2004), she clicks on the progress bar to share the comprehension questions on her screen and then continues her turn in line 16. Until line 21, she summarizes the activity sequence. Rather than keeping these units in informative form, she weakens her epistemic stance by seeking confirmation in the tag, ***di: mi?*** (don't we?) in lines 17 and 21 referring to the shared experience of T's teaching. Her smiley voice during these turns receives aligning smile and laughter (Gronnerod, 2004) from PT and T and a final affirmation from T, ***mm↑ hm.***

In the next segment, we see T's attempts for identifying the problem by reflecting on her lesson. However, she still does not assume a K+ position against M, and T explicitly devaluates her epistemic status on the matter.

Extract 3.2: T3_3_HC_H_22_4321-4515

23 **T:** **⊆ yani y-yerini mi değiştirmem gerekiyordu acaba?**
⊆ i mean, was i supposed to change its p-place?
m: ⊆places her hand under her chin----------->line 24



Figure 11 M places her hand under her chin (lines 23-24)

24 **basitten zora↑ mı yapmam?⊆**
(my) doing it from easy to hard?⊆
m: ----------⊆

25 **M:** **=eve-yani bu size sorum.**
=ye-i mean this is my question to you.

26 **hani benim doğru cevaplarım olduğu için de değil.**
not that i have correct answers.

27 **ama hep beraber hani meslektaşız *artık,**
but all together i mean, we are colleagues from now on,
t: *smiles->line 29
pt: *smiles->line 29

28 **şurda kalmış sizin bikaç haftanız.**
now that you have only a couple of weeks left.

29 **hani,* ne düşünüyosunuz bununla ilgili?**
think-PRESENT-2PL
i mean, what do you think about this?*
t: -----*,,,,,,,,,,,,,,,,*
pt: -----*,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,*

30 **(1.2)**

31 **Ne düşünüyosunuz?(0.2)**
think-PRES.PROG-2PL
what do you think?

Extract 3.2 starts with T's candidate solution. While the practice of putting dialogue completion before comprehension questions is not labelled as problematic up until this line, her attempt for a solution indicates that T has reflected on the activity, summarized in the previous lines and identified alternatives to it. Notice M's hand in lines 23-24 (Figure 11). While she keeps her hands in positions where she can actively use her hand gestures and the computer hardware (i.e., mouse and keyboard) during her turns, she chooses a supposedly stand-by position for her hands during trainee talk where she gives space for multi-unit turns of reflection, possibly to indicate her listenership. Note that this gesture also blocks her mouth movements. Since T formed her candidate solution in question structure, we understand that still does not adopt an informed (K+) stance. Nonetheless, M does not cave in to this positioning and she explicitly names her topic initiation as her question to T and PT, ***size sorum*** (my question to you). In line 26, as another explicit indication of her uninformed (K-) stance, she renounces her right to know the right answers. Line 27 marks an interesting categorization when compared to previous extracts. First by saying ***hep beraber*** (all together), then naming all three interactants as ***meslektaşız*** (we are colleagues), the category -teacher- is used to reach an epistemically symmetrical status. However, we should also highlight the adverb at the end of the same line, along with the next line where she refers to the time constraints of the category, teacher. While she established T, PT and herself as members of the category, she put a time restriction to this membership with the word ***artık*** (from now on) to indicate that T and PT have only recently gained access. Moving further, line 27 signifies another category to which T and PT belong for the following couple of weeks. M refers to their status as students since they have less than a month before graduation. Here, by using these time references, M sets the two categories as

chronologically consecutive. Coming right after her epistemic downgrading ***benim doğru cevaplarım olduğu için de değil*** (not that I have correct answers), the category student represents uninformed (K-) stance as opposed to the category *teacher* being informed (K+). By announcing T and PT, who are still students, as members of the teacher category, she gives them the epistemic rights of being a teacher and holds them equal to her own epistemic status in terms of professional knowledge. On that account, she asks their opinion on the topic in line 29. After a silence of 1.2 seconds, she repeats the question.

The final segment of the extract illustrates M's efforts of reaching a symmetrical epistemic status finally extrapolating: T and PT offer their extensive accounts on the practice in question.

Extract 3.3: T3_3_HC_H_22_4321-4515

32 T: Mm,

33 (1.9)

34 T: yani hocam, ilk başta dinlicekleri için, belki de, (0.2) evet,
i mean, teacher, since they will listen to it first, maybe, yes,

35 bunu yerleştirmeleri daha kolay olabilcektir onlar için,daha bi:↓
it might be easier fort hem to place this, more

36 M: cognitive load-cognitive seviye +olarak düşünün.+ (0.3)
cognitive load-think about it as cognitive level.
pt: +nods----------+

37 hani bi şeyi ±aynen koymakla±, ııı, di mi? (0.3)
i mean, placing something verbatim, er:, right?
m: ±-----3-------±
3: ±limits a space with her index finger and thumb±

38 +bi şeyi, (0.5) ııı, deduce ederek,+ böyle
(0.5) er: deducing something, like
t: +nods--------------------------------+

39 daha doğrusu, induce ederek bi yerden anlamak
more precisely,understanding by inducing something from somewhere

40 **tabi (.) daha farklı şeyler gerektiriyor.**
of course (.) it requires more different things.

41 PT: **hatta aslında bunu dinlemeden bile yapabilirler sanırım. (0.2)**
in fact actually they can even do it without listening i guess.

42 M: **+ha:, evet daha [wr-writing gibi evet (0.5) di mi?+ hı↑ hı.**
huh, yes, more like [wr-writing yes (0.5) isn't it?+ mm↑ hm.
m: +nods----------+

43 PT: **[çünkü mm↑ hm,**
[because mm↑ hm,

44 M: **[genelde böyle-**
[generally like this-

45 PT: **=yani ⊆ listeninge**
i mean ⊆ to listening
m: ⊆places her hand under her chin->line 49

46 **mesela eğer listening-focused bi ders yapıcaksak? (0.3)**
for example if we are to have a listening-focused lesson

47 M: **[+ö:nce+**
[be:fore
m: +nods--+

48 PT: **[er: böyle bi aktiviteyi öncesinde verip↑ sonra**
[er: giving an activity like this beforehand and

49 **listeningten sonra kontrol etmelerini (0.3) isteyebiliriz.** ⊆
then want them to check from the listening ⊆
m: ----------⊆

50 M: **elinde diyalog olmuş olur falan gibi, belki,**
they would have the dialogue at their hand, maybe,

51 **hani b-tam bir cevabım yok ama↑**
i mean b-i do not have an exact answer but

52 **bana bunları düşündürttü,**
(it) made me think about these,

53 **o yüzden hani +seninle onu paylaşmak istedim.+ ıı::, T.**
that is why i wanted to share it with +you. err::, T.
t: +nods----------+

T's "**Mm**," in line 32 serves as a position-holding utterance that projects her turn in lines 34-35. It is also a token of "thinking mode" (Kim & Silver, 2021, p.320). Even though they are accompanied by expressions of guarded commitment

such as ***belki de*** (maybe) and ***olabilcektir*** (it might be), she offers her reflective opinions on what would be better for the learners. At the end of line 35, she starts an utterance, but without reaching an end she stretches the last syllable with falling intonation indicating a transition relevance place. M takes the turn at this point and attempts to stimulate their reflective thinking by pointing them towards a professional knowledge piece ***cognitive load*** with the verb ***düşünün*** (think about it). The verb is constructed to refer to both T and PT. Lines 37-40 elaborate on this cognitive load information that according to M they all share. When she refers to dialogue completion task with chunks for the blanks are given to students, she uses a gesture that we previously studied in extract 1, limiting a hypothetical space in air with her thumb and index finger. Both T and PT show their alignment with nods during these lines. In line 41, PT joins the discussion with a turn-initial ***aslında*** (actually), which we will see correlates not only to the meaning but also to the interactional function of the word *actually* in English. Clift's (2001) comprehensive study on the meaning of *actually* in interaction reveals that in turn-initial positions, *actually* prefaces counterinformings that serve for others' benefit. Correspondingly, T's ***aslında*** (actually) precedes an upgrade of M's offer to move the activity to an earlier stage. She suggests using the activity as a pre-listening, that is; an even earlier position in the course of the lesson. Both verbally and non-verbally, M shows strong agreement in line 42. Not expecting an expansion, she starts her turn overlapping with PT, but when PT holds the floor and expands her contribution in line 45, she places her hand in a now familiar stand-by position under her chin during PT's talk where she expects extended contributions of the trainees as reflective accounts and portrays listenership. While PT goes on with the candidate solution, M nods and shows alignment with PT's pre-listening idea with the accentuated word **ö:nce**

(before). Until PT finishes in line 49, the hand remains in the same stand-by position. We see a sequence-closing third in line 50. Line 51 shows a repetition of the same epistemic symmetry claims, ***tam bir cevabım yok*** (I do not have an exact answer), while 52-53 orients to termination of the topic. As Harris (2013) indicates, summarizing for closure is common for mentors doing feedback.

Extract 3 notes how mentors downgrade their epistemic stance towards an uninformed or equally-informed position against trainees to eradicate the epistemic asymmetry of mentor-mentee interaction in reflection-oriented post-observation conversations.

Overall, through line-by-line analysis of these three extracts, we observe how the epistemic (a)symmetry between mentors and mentees is dynamic and co-constructed through interaction to achieve reflection and assessment as interactional activities. Regardless of the practice being evaluated as positive or negative, mentors seek epistemic authority over trainees for evaluative sequences. In reflection-oriented sequences, they pursue to downgrade their epistemic stance for encouraging trainee contributions in reflective sequences. These upgrade and downgrade attempts can come both as extended conversational work going through a whole topic as we see in Extracts 2-3, and as shorter fluctuations that go back-and-forth between evaluation and reflection as in Extract 1.

4.2 Resources for Fluctuating Epistemic (A)symmetry

Specifically, through its video-mediated nature, the data showcases the affordances of the online medium for mentor-mentee interactions. It offers a rich repertoire for the interactants to achieve their conversational agenda. Abundant use of gestures and multimodal computer-based resources accompany elaborate prosodic features of

verbal conduct in video-mediated POCs. To this end, this chapter attends to two notable resources that are used for the abovementioned fluctuations in epistemic (a)symmetry, namely, invoking non-present actors and screen-sharing.

Extract 4 is from a larger sequence of a mentor-initiated problematization. The asynchronous teaching in question is T's high school lesson hour on the theme *future jobs*. M sees a discrepancy between the general proficiency level that the lesson is designed for and the first activity. She builds her criticism regarding the selection of vocabulary items focused on this activity. While the target vocabulary items of the unit include words like entrepreneur and biotechnologist, the activity aims the students to match the items of cook, teacher, singer, architect, etc with their picture equivalents. M's criticism on the activity for being too easy in the previous lines ends up in T's resistance in the extract below. The extract is divided into two segments for readability.

Extract 4.1: T3_3_HC_H_1_03:22_08:51
M = Mentor, T = Trainee, PT = Peer Trainee

70 T: **ben aslında bu aktiviteyi sadece ıı: konuyu tanıştırmak için-**
i actually (chose) this activity was only er: for introducing the topic

71 M: **=giriş olsun diye.**
as a beginning.

72 T: **(0.2) böyle giriş olsun diye aynen o şekilde kullanmak istedim.**
like an entrance exactly i wanted to use it that way.

73 M: **evet işte şey oluyo**
yes see it goes like

74 **ilk aktivitede böyle motive oldular mı oluyolar**
in the first activity, if they are motivated, they are.

75 T: **hmm.**

76 M: **şimdi bakıcak dicek ki on birinci sınıfım**
now he/she will look and say "I am an eleventh-grader"

77 **bana cook, singer, &teacher, falan yazı-söylüyo& (0.7)**
she is wri-telling me cook, singer, teacher, so and so
t: &smiles----------&



Figure 12 Pitch contour of lines 76-77

78 **hani anlatabiliyo muyum**
i mean do i make myself clear?

79 **T:** **eve:t evet**
ye:s yes

T's turn in line 70, marked with a turn-initial actually poses a confrontation to M's prior problematization (Clift, 2001). Cutting T's initial resistance in line 70, M shows understanding to T's line of thought and attempts to finish T's utterance. T aligns with this candidate account and repeats the account along with the word ***aynen*** (exactly). With this sequence, M establishes that T's account attempt in line 70 is no news to her. In line 73, she confirms T's reformulation with ***evet*** (yes) and she removes reference to T and goes generic, ***şey oluyo*** (it goes like). In line 74 we understand that this generalization is about student behavior, a party that has the utmost relevance to T's teaching yet absent from POC. This generic assumption regarding student behavior is inscribed as M's professional knowledge. Passing T's go-ahead signal, M advances this knowledge assertion from referring to enacting the non-present students. Figure 12 shows how she resets her pitch to voice a

hypothetical student. By altering her tone and pitch range dramatically, she brings these supposed quotations of a student as an external resource (Couper-Kuhlen, 1999). Followed by a comprehension check, M's assumption of student behavior receives agreement from T in line 79.

In the next segment, M focuses on possible solutions and she appeals to the same strategy, invoking students as an external resource. The extract ends in T's advice acceptance.

Extract 4.2: T3_3_HC_H_1_03:22_08:51

80	M:	**o yüzden ben de şey oldum**
		that is why i felt like
81		**T hani (0.2) grubu da tanıyo aslında- o sınıfı dedim**
		T i mean (0.2) knows the group actually- that class i said
82		**acaba ne olabilirdi falan diye düşünmeye başladım**
		what could have been I thought
83		**aklıma acaba şimdi şansı olsa mesela ne olabilir (0.8)**
		in my mind what if she had a chance now for example what can be
84	T:	**[ıı: yani**
		er: I mean
85	M:	**[yani entrepreneur o anlamda iyi bir şey olabilir**
		i mean entrepreneur can be a good thing in that sense
86		**çünkü bizim bütün öğrenciler girişimci olmak istiyolar**
		because all our students want to be entrepreneurs
87	T:	**evet evet**
		yes yes
88		**ve yeni eğilimler de var**
		and there are new trends too
89		**aslında kitabın daha doğrusu kitabın değil de (0.2)**
		actually the book's, rather not the book's
90		**ıı:: ders planının bize önerdiği şey de bu,**
		er:: this is what lesson plan recommends us,
91	T:	**sizin söylediğinize +daha yakın+ bişi↑**
		something closer to what you say
	m:	+nods-----+

92 M: **mm↑ hm↓**

93 T: **(0.3) ama ben sonraki aktiviteler çok yoğun olduğu için**
but since the next activities were too intense

94 **bunu böyle sadece bö-bi (0.3) geçiş aşaması diye düşündüm.**
i thought of this as a transition stage.

95 M: **evet evet.**
yes yes.

96 T: **o yüzden çok basit yaklaştım ama,**
that is why i approached to this too easily but,

97 T: **çok haklısınız.**
you are so right.

In line 80, M connects her previous accounts with the upcoming considerations on alternative practices. Her utterance in line 81 serves as an elaborative increment of her prior ambiguous turn (line 80) with the turn-final ***aslında*** (actually) that is hearably parenthetical. Such uses of actually also mark dispreferredness of the prior turn (Clift, 2001). That is how we understand that there is a negative connotation to her ambiguous response to the activity ***o yüzden ben de şey oldum*** (that is why I felt like). To encourage reflection, she ascribes an epistemically positive (K+) status to T in line 81 and shares her inquiry for alternatives in 82, but directed to herself. This inquiry takes a slightly more direct form in 83 towards T with 0.8 second of silence at the end. Seeing this as a transition relevance place, T attempts a late turn. However, M's short wait time ends in an overlap with candidate vocabulary items that she proposes. Line 86, once more, comes in the form of referencing students for assuming their understanding. This is once more confirmed by T and she takes a multi-unit turn to align with M's criticism. In lines 89-90, she brings the lesson plan in interaction for as an external resource that she sees aligning with M's argument. While she repeats her initial excuse in

lines 93-94 for the way the activity has been done, she adopts M's evaluation ***çok basit*** (too easily) and shows acceptance with ***çok haklısınız*** (you are so right).

Students are the recipients of trainees' classroom behavior. As a natural outcome, in post-observation conversations, students receive the most recurring references as non-present actors. Interactants assume their possible behavior towards any given practice of the trainees and articulate their assumptions either by reporting candidate student behavior indirectly, or by adopting a student voice and enacting them directly.

Although the prominent non-present actor invoked in POCs is student, other stakeholders of teaching practice are frequently referred to as bodies of knowledge, too. In Extract 5 below, M, T and PT are present in discussion regarding T's asynchronous lesson. As stated in Chapter 3, the national strategy for the management of educational needs during COVID-19 pandemic was TV broadcasts of asynchronous lessons and the trainees' asynchronous teaching tasks were planned to be suitable for broadcasting. In the extract, we observe how M brings the Ministry of Education as a source that aligns with her views.

Extract 5: T2_5_CZ_P_11_28:08-28:35
M = Mentor, T = Trainee

1	**M:**	**Onun dışında şey konusunda da hani awareness yaratmanı sevdim**
		besides that, about that too, i mean i liked
		that you create awareness
2		**Δişte er: if you have the books grab your booksΔ**
		like er: if you have the books grab your books
	m:	Δlooks at her observation notes----------Δ
3		**falan gibi şeylerin vardı**
		kind of things you had
4		**+(1.0)+**
	m:	+nods+
5	**M:**	**çünkü hani öğrencilerin televizyonun karşısına geçip (.)**
		because i mean students sitting in front of the television (.)

```
6              izlemesini aslında meb de istemiyor(0.2)
               and watching it, actually the ministry of education
               does not want that, either.

7              onun söylen[mesi] önemli yani
                      it is something important to be told i mean

8       T:                [evet]
                           yes

9       M:     (0.3) hani bi (0.2)
                      like a

10             ya önceden okusun (0.3)
               either he/she shall read before

11             izlerken önünde kitabı olsun (0.2)
               or have the book in front while watching

12             bu tarz şeyleri o- (.) biz istiyoruz
               th- (.) we want such things

13             o yüzden *o* iyi bişi,
               so *it* is something good,
       m:              *thumb up*

14      T:     +hm.(0.4)+
       t:     +nods----+

15      M:     güzeldi.
               it was nice.
```

Lines 1-3 feature a positive remark on T's instructions for the lesson. Since the lesson was asynchronous, T's creation of a classroom atmosphere by verbally encouraging the students for making their books ready at hand is praised. Note that the positive assessment is given on a personal note with ***sevdim*** (I liked). M repeats the exact utterance she liked in line 2. M's gaze towards her observation notes indicate that she is reading the quotation from there. After a second-long silence marks a transition relevance place with no participation from T, M takes the floor back to give an account as to why she liked the activity. While line 5 describes the potential undesired student behavior in the case of the lack of T's utterance, line 6 carries the personal note to another level with the invocation of ***meb*** (Ministry of Education). What line 1 configures as a personal preference with ***sevdim*** (I liked)

becomes ***aslında meb de istemiyor*** (actually the Ministry of Education does not want that, either) in line 6. At this turn, we see a so far undocumented use of As the conjunction "**de**" gives the meaning of addition, we understand that M expresses MoE's alignment with her own idea. By presenting this as an informative turn, she puts forth an informed (K+) stance, too. As she marks T's preferred behavior as ***önemli*** (important), T confirms her account and M attempts to develop a description of the desired student behavior in lines 9-11. Line 12 brings the non-present actor MoE and the mentor in one pronoun, first person plural. As the non-present actor is made present with mentor being the representative of that acting body, MoE's epistemic and deontic rights are taken over by the mentor. Finally, M's verbal and non-verbal positive expressions in lines 13 and 15 such as ***iyi*** (good), ***güzeldi*** (it was nice) and thumbs up gesture come as an attempt of summary, which is a usual conduct for mentors to terminate a topic in POCs (Harris, 2013).

As section 4.1 establishes, orientation to assessment comes with strong epistemic asymmetry. As a part of this, non-present actors are invoked as real-world entities that are potentially affected by trainees' any given practice. Knowing/assuming their possible behavior against the trainees' behavior as teachers creates an unfalsifiable argument in mentor talk. Accordingly, in no case in the collection is there resistance to the invocation of non-present actors. In this sense, invocation of non-present actors constitutes a strong epistemic resource in POCs. Moreover, when they are used to claim alignment with mentor, non-present actors make the mentors' argument stronger by amplifying mentors' epistemic rights. Considering that these non-present bodies generally have higher epistemic and/or deontic rights over trainees, any citation to their position against a trainee's behavior pronounces their epistemic authority to the speaker. Among these non-present actors,

practicum teachers, parents, Ministry of Education, and the national curriculum are found in our collection. However not surprisingly, the bulk of these invocations have to do with students as I exemplify in Extract 4. More than mere citations, they are usually prosodically marked with irregular tone and pitch range by the speaker. That is, irregular in the sense that the intonational phrase that is attributed to the hypothetical party departs from the speaker's local flow of talk and thus is a sufficient signal of the enactment of this there-and-then voice of another party.

Specific to video-mediated nature of the action, screen-sharing practice arises a notable epistemic source in POCs. Screen, which is a material entity of knowledge display that belongs to the mentor, becomes available to the trainees only when the mentor chooses to share their access. Considering that it is one of the limited ways of making any material mutually accessible to the interactants, screen-sharing comes as a strong mediator of epistemic access in video-mediated POCs. In two extracts, we will see the functions of this practice. While Extract 6 demonstrates its possible use in responding to trainees' resistance by making it a piece of evidence against trainee argument, Extract 7 highlights its function as a mutual epistemic resource for stimulating reflection.

In order to discuss the mentors' management of resistance, an operational definition resistance would be timely at this point. As illustrated by Badem-Korkmaz et al. (2021), the term refers to the trainees' demonstration of mitigated or explicit forms of disalignment with mentor advice, or their delay in alignment. Extract 6 demonstrates mentors' employment of screen-sharing as a strategic epistemic source for managing such resistance to feedback.

The extract is taken from a sequence where M and a peer comment on T's asynchronous teaching video. The teaching video includes a particular listening

activity where T's voice and the listening audio overlap and make the activity unintelligible. For the purposes of readability, the extract is presented in two consecutive segments: (1) the mentor raises the point and receives the trainee's resistance, (2) she employs screen-sharing to bring evidence.

Extract 6.1: T3_3_HC_H_2_08:51-10:45
M = Mentor, T = Trainee

1 M: recordingle ilgili acaba↑ dedim bende mi. bi (.) problem var
about the recording i said what if the problem is with me

2 sen hiç dinledin mi videonu?
have you listened to your video?

3 (1.2)

4 T: ıı: hocam, ben de dinledim ama ıı: şöyle bir şey var.
er: ms, i listened too but er: there's something like this.

5 normalde bu program er: (0.3)
normally, this program er:

6 ⊆ sonradan editlemeye, vesaireye hepsine izin veriyor,
⊆ allows post-editing, et cetera all of them
m: ⊆ places her fist under her chin->line 9



Figure 13 M places her fist under her chin (lines 6-9)

7 ama (.) er: ben (.) sanırım şeyi düşündüm=
but (.) er: i guess i thought

8 =yani be- er:(.) bir problem oluyor, yani çok fazla yavaşlatıyor
i mean i- er:(.) a problem occurs, i mean it really slows it down

9 ve ben mesela üzerinde kesinlikle editing yapamadım⊆ (0.3) er: 💻
and i, for example, absolutely couldn't do editing,⊆ er:💻
m: ----------⊆
m:💻 💻moves her cursor



along the videoplayer progress bar->line 13

Figure 14 M removes her hand away from the video frame and moves her cursor along the progress bar (lines 9-13)

M initiates the topic by making the ***recording*** problematized. This follows an itemized news inquiry ***sen hiç dinledin mi videonu?*** (have you listened to your video?). This inquiry attempts to elicit an answer that refers to the problem with the overlap in T's asynchronous teaching video. M, per usual, shows listenership to T's next turn (Figure 13). T's multi-unit turn, however, shows several conversational patterns of disalignment. Her latency in taking the floor in the transition-relevance place, initiation of the turn with a hesitance marker and repeated hesitance markers along with latching "**yani**" prefaced repair attempt (line 8) adds up to a high level of epistemic downgrading. At this point, M terminates her non-verbal token of listenership (placing her hand in a stand-by position) and initiates a non-verbal activity on screen to search for the evidence. Well before the beginning of Extract 6, M's screen was shared yet kept idle until line 9. However, the transition-relevance place at the end of line 9 saw M's attempt of searching through the video for her next turn (Figure 14).

Starting from this point, M's action formation revolves around bringing evidence to the moments of teaching that she recognizes as problematic. Segment 6.2 illustrates her exertion of screen-sharing for this purpose.

Extract 6.2: T3_3_HC_H_2_08:51-10:45

10	**T:**	**yani birinci teachingde de aynı şey geçerliydi=** *i mean it was the same in the first teaching=*
11	**M:**	**=şeyde problem şuydu >mesela<** *the problem was that >for example<*
12		**dokuz kırk yedide başladı bu şey olayı,** *this thing started at nine forty seven*

13 **dur bakayım şöyle gidiyoru:m.**💻
hold on a second, I go forward like thi:s.💻
m:💻 ----------💻clicks 9:47 in the progress bar

14 **M:** 💻**ha**?
m:💻 clicks play button and video starts playing (1.5)--> line 25

15 **M:** **duyuyor musunuz ses?**
do you hear the recording?

16 **T:** **=evet duyuyorum.**
=yes I do.

17 **(19.0)**

18 **M:** **burada şey kaydı. Yani c'yi dinlerken d-**
here the thing slipped. I mean when listening to c, d-

19 **c'yi yaparken d (.) çalmaya başladı, d yapılırken**
when doing the c d (.) started to play, when d was being done,

20 **e çalmaya başladı, falan gibi &şeyle-**
e started to play, kind of &things-
&listening audio and ST1's voice
starts to overlap in the video&

21 **M:** 💻**=ha**? **bak**↑
= look↑

22 **(1.7)**

23 💻**aynı anda konuşuyorsunuz.**
you talk at the same time

24 **(2.0)**

25 **T:** 💻**aa:**↓ **anladı:m.&**💻
o::h I understoo:d.&💻
----------&💻
m: 💻clicks pause button💻

While M starts to look for those moments in the video player's progress bar while screen-sharing, she takes the turn without expecting the next transition-relevance place, claiming the screen-searched moments as a ***problem*** in line 11. Until line 13, her pursuit of finding the moment she refers to goes on both verbally and virtually on screen. In line 14, she marks her access to the evidence with a non-lexical vocalization "**ha**?", and she finally starts to play the sequence she refers to. After confirming that the trainees have sensory access to the evidence (lines 15-16),

she keeps playing the video without any attempt of intervention from the participants for a full 19 seconds. Note the duration afforded by M for bringing this evidence. Only after this long listening sequence M intervenes, since the problem she cites does not appear in the video sequence that has been playing in the background. She finally intervenes in line 18 in an attempt to compensate for the lack of evidence for the ***problem*** and she attempts to depict it verbally. In the meantime, the video goes on. When she hears that the problem finally manifests itself, she leaves her utterance incomplete in line 20 and repeats her non-lexical vocalization for her epistemic access "**ha**ʔ". An interesting sensory command comes next in line 21: ***bak***↑ (look). According to Kendrick (2019), the verb *see* articulated in rising intonation as a complete turn-constructional unit holds a claim of evidential vindication. With *see?* the speaker announces a just prior event as an evidential support for a prior assertion. In a similar vein, by using ***bak***↑ (look) M claims the video as an evidence for her previous assertion in lines 18-20 (Bozbıyık et al., 2021). By using the intentional form of the verb visual sensory verb (i.e., not *see* but *look*), she also invites T's sensory attention to the video. As T listens for evidence, she brings her assertion once more, ***aynı anda konuşuyorsunuz*** (you talk at the same time). Finally, after listening to the problem for a short period, T's news-receipt and change-of-state token ***aa:***↓ (o:h) comes in, followed by explicit acceptance (Heritage, 1984). Thereafter, M's action of evidencing for the problem stops with her click on the pause button in line 25.

Having made her case and supported it with evidence, M moves on with a generalization of the evidenced problem in that particular video sequence to the other parts of the video and creates her advice based on this generalization in the closing part of the topic.

As Extract 6 exhibits, as an affordance of video-mediated interaction, screen-sharing becomes an epistemic source for POCs that functions as an evidential base for assessed trainee practices. However, this source is not always used for posing an epistemically positive (K+) stance. As we will see in the next extract, when shared earlier in interaction before providing assessment, screen material becomes a shared epistemic resource which all participants have access to and reflect upon.

Extract 7 sees M's attempts for establishing joint attention to a particular activity in T's lesson that she has been sharing on her screen before the start of this topic. T's asynchronous lesson is captured on M's screen where the students see a curriculum vitae on the right, and a cover letter on the left. The so far idle screen is made relevant for reflection at the beginning of this extract and a problematization occurs in a rather co-constructed manner as opposed to the previous extracts where mentors self-initiate a topic by problematizing it. The extract is presented in three segments.

Extract 7.1: T3_HC_H_8_1910-2103
M1 = Mentor, T = Trainee, PT = Pair Trainee

1	**M:**	**Θo level var onun bi altı mesela**
		there is o level, one below that, for example
	m:	Θlooks at t on video conferencing screen->
2		**hani belki küçücükΘ θbir saniye bile olsa**
		i mean maybe even for a tiny second
	m:	----------Θ θturns her gaze to t's activity->line 4

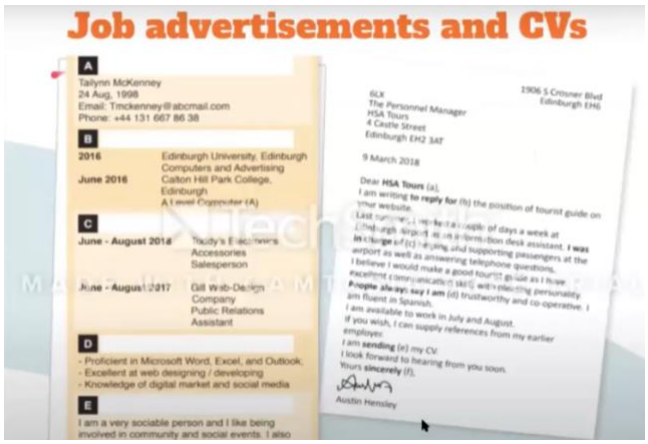


Figure 15 T's activity (lines 2-4)

```
3            %öyle bir şeye belki giriş yapabilirsin diye düşünmüşüm
                                                    think-HEARSAY-1SG
             i thought that you can introduce something like that maybe

4     M:     ıı: şu sağ taraftakiθ cover letterda
             er: in this cover letter on the right side
      m:     ---------------------θ

5            ihtiyaçları olan bi kelime var mı?
             do they have a word they need?

6            (1.2)

7            [bilemeyeceklerini düşündüğün.
             [that you think that they cannot know

8     T:     %[ımm: şu anda çok ıı: net göremiyorum aslında
             %[hm: i cannot see very clearly at the moment actually
      t:     %approaches to the screen------------------->line 12

9     PT:    (0.6) ben de göremiyom, çok uzakta şu an
                   i cannot see either, too far now

10    M:     (0.7) çok mu ufak?, hmm:💻(.)💻
                   too small? hmm:.
      m:💻                        💻clicks full screen button💻

11    PT:    evet,
             yes,

12    T:     bi de% birazcık unuttum içeriğini,
             and% i forgot about the content a little bit, too.
      t:     ----%

13    M:     hah[ahah

14    T:        [ha&hah&
      pt:          &smiles&

15    M:     şöyle bi bakın ama, görünüyo mu şu anda?
             here take a look then, is it visible now?

             (1.0)
```

In lines 1-3, M summarizes her advice and closes the previous topic where the interactants discuss the textual input on the left of Figure 15. In the middle of that turn, M's gaze shifts from T towards her screen where the activity (Figure 15) is displayed. As this non-verbal cue unfolds, M verbally signals her shift of focus in line 4. As she fixes her gaze on the cover letter on the right, she also invites T's and PT's attention to it by the deictic expression ***şu sağ taraftaki*** (the one on the right

side). Ascribing that she established the joint attention of her recipients, M now takes an uninformed (K-) stance and asks whether the students can encounter an unknown vocabulary item that they might need. However, her ascription of T and PT's attention is verbally and non-verbally refused by both trainees in lines 8 and 9. As she receives this news of inaccessibility, she attends to the problem with her screen-based attempts displaying the video in full screen. The pursuit of establishing mutual access to this epistemic resource makes T's knowledge on the screen-shared activity relevant. Since it is her activity being displayed on screen, visual access may have not been an issue for T because she is expected to have an informed (K+) stance over her own actions. In line 12, she attends to this expectation and reveals that she does not remember the content for it has been a week since she uploaded this assignment. Receiving laughter from M, she laughs about this discrepancy of knowledge as well. What these laughters may have achieved can be interpreted as M's initiative for managing tension (Partington, 2006) for T being uninformed (K-) about her own assignment, and then T's laughter as shared affiliative stance (Goodwin et al., 2012). In line 15, M re-attempts to establish joint attention to T's activity on screen and checks the visual accessibility of the activity on screen.

Extract 7.2: T3_HC_H_8_1910-2103

16	T:	**evet şu an daha iyi görüyorum, ım:** *yes i see it bettew now, hm:*
17		**(1.0)**
18	M:	**evet supply'ı bilirler mi mesela** *yes would they know supply for example*
19		**atıyorum işte cooperative'i trustworthy'yi falan** *say cooperative, trustworthy, so and so*
20	T:	**(0.4) [mm↑ hm↓**
21	M:	**[pleasing personality'nin tam ne demek olduğunu acaba-** *what pleasing personality means exactly i wonder*

22 T: =hocam, aslında 💻ben💻 bu sebeplerden dolayı
teacher, actually because of these reasons
m:💻 💻clicks exit full screen button💻

23 kendim (0.2) ıı: cv, cover letter bulmak istememiştim hani,
i er: didn't want to find a cv, cover letter i mean

24 onları-onlara hitap edemem [diye.
for i cannot appeal to them

25 M: [evet
yes

26 (0.3) en azından bu bir textbook diye, onu referans almak istedim
since this is a textbook at least, i wanted to take it as a reference

27 ama bunda da böyle sorunlar çıktı.
but problems like this occured in this one, too.

28 M: yok yok haklısın
no no you are right

29 yok yok şu anlamda demek istiyorum.
no no what i wanted to say,

30 her zaman çıkıcak,
(it) will always come up

31 hani sen belki öğretmen olarak bunları öngörüyo musun?
i mean as a teacher do you predict these maybe?

32 hani hangi kelimeleri öngörebiliriz [hazırlıkta.
i mean which words can we predict [in preparation.

33 T: [+anladı:m+
[+i understoo:d+
t: +nods+

34 M: şimdi ebada şöyle bir şeyimiz var
in eba[5], we have this thing like

35 (0.5) ders yapınca bile anlamıyoruz
even when we execute the lesson we do not understand

36 çünkü karşımızda kimse yok
because there is no one in front of us

37 +hani normal bir ders olsa,+ dersten çıktığında dersin ki
+i mean in a normal lesson,+ once you leave the lesson you would say
t: +nods----------+

[5] EBA (Education Informatics Network) is the name of the broadcasted asynchronous lessons prepared for K-12 level students by the Turkish Ministry of Education. Mentor uses the term to refer to asynchronous lesson format in lines 34 and 40.

38 **hee bak (0.4) üç öğrenci aynı şeyi sordu**
hmm so (0.4) three students asked the same thing

39 **demek ki onu benim hani önceden düşünmem gerekir**
this means that i should think about it beforehand

40 **şimdi öyle bi şansın da yokθ eba'da**
now you do not have such a chance in eba
m: θturns her gaze at t's activity->line 44

41 **o açıdan, o gözle bi materyale bakmakta**
in that respect, to look at the material through that lense

42 **her zaman [yarar olabilir**
it can always be helpful

43 **M: [mm hm**

After T's confirmation there comes a hesitation marker and a second of silence. The lack of continuation regarding the activity makes M's turn relevant and she starts to give candidate answers. While the lines 18-21 are seemingly composed as questions, they do not indicate an uninformed (K-) stance. The unfolding of these lines includes new information for the trainees: the vocabulary items that may not be known by the students. Then, together with the rounding expressions like ***mesela*** (for example), ***atıyorum*** (say as a hypothetical entry device), ***falan*** (so and so) and ***acaba*** (I wonder), the question composition of this extended turn indicates mitigation in order for encouraging T to contribute. Copland (2011) observes that such hyper-questioning (i.e., multiple question formations in a turn) can only be used by the powerful participants of an interaction. This extended turn succeeds to receive T's extended reflective account about the text she chose. In line 22, we see a TCU-initial actually that precedes T's nondisjunctive topic shift (Clift, 2001). While the prior hyperquestioning of M poses potentially unknown vocabulary items for students, T's response offers an account as to why she chose the activity. Still, triggered by M's prior talk, her multi-unit reflection concludes by naming ***sorunlar*** (problems), she

acknowledges the problematization. M receives this account by going general (Waring, 2017), ***her zaman çıkıcak*** (it will always come up), which removes the reference from the text itself and brings it to T's management of such texts in line 30. We see that T's membership to the category, teacher, is invoked in ***öğretmen olarak*** (as a teacher) and as a category-bound activity, M reveals that it is expected from T to predict the unknown items of a text that will be brought to the lesson. With the use of first-person plural in ***öngörebiliriz*** (we can predict) in line 32, M highlights their common membership to the teacher category and reaches a symmetrical epistemic stance with T. After T's claim of understanding, M expands the sequence to a common problem this category experiences in asynchronous lessons designed for broadcasting and compares it with teachers' face-to-face teaching experiences. While doing so, her gaze shifts towards the activity on her screen to which she starts to refer in the next segment.

Extract 7.3: T3_HC_H_8_1910-2103

44 **accessories +meselaθ accessories tam olarak ne demek+ hani**
accessories +for example what do accessories mean exactly+ i mean
m: ----------θ
t: +----------nods----------+

45 **bizim gibi sadece aksesuar mı yoksa aslında o başka bir şey mi**
is it simply an accessory like ours (language) or is it something
else actually

46 **utility kelimesi falan da öyledir**
utility and others are like that too

47 **özel bilgi gerektirir**
requires special information

48 **tam da (0.4) [belki zamanı olabilir, diye düşündüm.=**
it might be the exact time for it, i thought.=

49 **T:** **[evet**
yes

50 **T:** **=aslında ıı: bunlar ıı: sınıf ortamında**

actually er: these er: in classroom environment

51 **böyle çok kolaylıkla +er: düzeltilebilen [şeyler ama+**
are things that can be fixed quite easily but
m: +----------nods----------+

52 M: **[evet**
yes

53 T: **ıı: böyle öğrenci karşısında olmayınca**
er: when you are not in front of the student like this

54 **gerçekten ıı: her şeyi çok böyle**
really er: everything is way like

55 **her şeyi (0.2) çok daha ince, er: detaylı düşünmek-**
to think about everything way more finely, er: in detail

56 M: **=önceden düşünmek lazım mesela visuallar gelebilir…**
one needs to think beforehand for example visuals can come…

The gaze shift that has started in line 39 continues until line 44 in which we understand that she was looking for other vocabulary items to add for her summarizing closure. Using the screen display as evidence, she voices the word ***accessories*** as another example for her argument and in a generic manner she gives her advice to T in lines 47-48. In the following lines of 49-51, T aligns with M's advice. While aligning with M, T articulates her knowledge of face-to-face (F2F) classroom with ***öğrenci karşısında*** (in front of the student). This informed stance of T regarding her profession offers a comparative reflection of F2F and video-mediated lesson experiences. The comparative structure of ***çok daha ince, detaylı düşünmek*** (to think way more finely, in detail) marks T's reflective account and it lays the ground for M to expand the advice in line 56. Following this extract, M directs the talk to possible solutions that can come in lesson preparation stage as a product of what T refers as ***çok daha detaylı düşünmek*** (thinking more thoroughly).

Together with Extract 6, the extract illustrates the use of screen-sharing as an epistemic resource in interaction. While we see how trainee resistance is managed by the evidential vindication of a prior argument in Extract 6, the last extract

exemplifies its use as a mutually accessible epistemic resource for a co-constructed reflective sequence.

4.3 Summary of the Main Findings

Chapter 4 has demonstrated the sequential and activity-oriented placement of epistemic fluctuations (4.1) and devices and resources for achieving them (4.2). The relation between epistemic (a)symmetries and activity focus (i.e., evaluation vs. reflection orientation) has been highlighted. Section 4.3 summarizes the main findings of the study in relation to the research questions before a comprehensive discussion of the findings in Chapter 5.

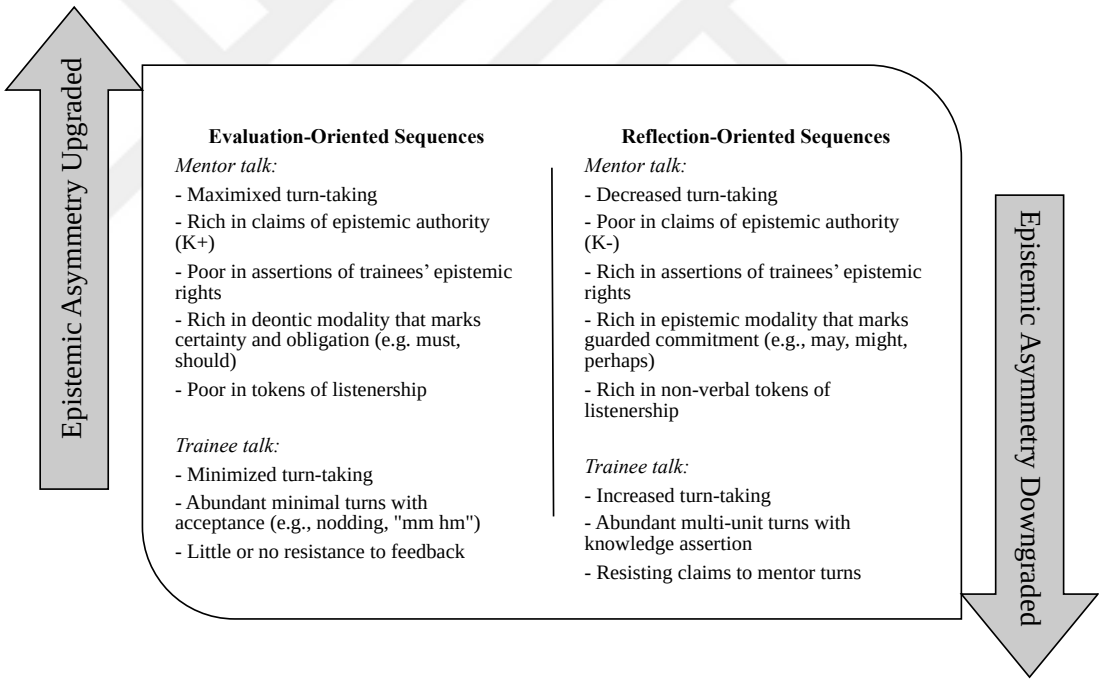


Figure 16 Fluctuations in epistemic asymmetry in evaluation and reflection-oriented sequences

With three extracts, the analyses in 4.1 have addressed the unfolding of reflective and evaluative sequences. Line-by-line analysis of the excerpts has revealed that these sequences create fluctuations that go back and forth between a

state of epistemic symmetry and asymmetry. It is found that reflective orientation brings the mentor in a lowered epistemic stance while allocates epistemic rights and responsibilities to the trainees. Whereas evaluative agenda keeps trainees' epistemic rights in minimum and empowering mentors' epistemic authority. In its triadic nature, Extract 1 includes both of these orientations on the same topic in a consecutive manner. It depicts the epistemic asymmetry in negative evaluation and the following symmetrical state in reflection. Extract 2, on the other hand, demonstrates how mentors' epistemic authority over trainees remains firm in evaluative sequences even though the evaluation is positive in nature. The last extract of the section, Extract 3, showcases the mentor's sustained epistemic downgrading when inviting trainees to bring their reflective contributions on the practice in question.

During these sequences, eleven turn- and sequence-level devices emerged in use for epistemic upgrading and downgrading. Table 1 lists them according to their distribution to the extracts and affords an index of the occurrences of these devices. While some of these devices come exclusively for upgrading (i.e., non-lexical **ha**?, assertion of professional knowledge, invoking non-present actors) or downgrading (i.e., guarded commitment, listenership gestures), the rest, which is the majority, are found to be calibrated to both activities. For instance, invoking membership categories is a device that can work both ways. When M asserts herself along with T and PT as members of the category *teacher*, we see a symmetrical status. Yet, when she wants to expand the epistemic gap between herself and her trainees, she modifies the category and creates a *novice teacher* category membership for T and PT. As can be seen in the table, the epistemic devices and resources are not isolated but co-exist in turns-at-talk.

Table 1. A Summary of the Devices and Resources Based on Frequency and Distribution

	E1	E2	E3	E4	E5	E6	E7
1. Non-Lexical Vocalization (i.e., ha?)	X					X	
2. Pronoun Work (i.e., ben vs. biz vs. siz)					X		X
3. Hearsay Marker for One's Own Action (i.e. -mışım/-mişim)	X						X
4. Guarded commitment (i.e., belki, -ebilir, di mi?)	X		X	X			X
5. Invoking Membership Categories (e.g., teacher, novice teacher)		X	X				X
6. Reporting on Non-Present Actors (e.g., students, MoE, practicum teachers)				X	X		X
7. Enacting Non-Present Actors (i.e., voicing with tone and pitch reset)	X			X			
8. Assertion of Professional Knowledge (K+)	X	X					X
9. Renouncing Professional Knowledge (K-)	X		X				X
10. Stand-By Hand Gesture of Listenership			X			X	
11. Screen-Sharing (i.e., screen-based activities)		X	X			X	X

Two of these devices, invoking non-present actors and screen-sharing, were the focus of Section 4.2 for their abundance in data and novelty in literature. Non-present actors are either reported on their potential attitudes towards a particular practice of a trainee, or enacted by the speaker who is voicing them with particular tone and pitch range that are different from his/her own regular tone and pitch.

Enactments differ from simple reporting in the sense that they possess a marked quality in terms of the speaker's vocalization. In the dataset, the most prominent non-present actor invocation was of students. As they are the receiving end of any teaching practice, this remains an expected outcome. As has been manifested in Extract 5, other non-present actors who generally possess powerful roles over the trainees have been referred as sources of knowledge, too. Among them, there are stakeholders like parents, practicum teachers, textbook writers and the Ministry of Education. Since having access to their line of thought requires a certain level of epistemic access, the speaker who reports their potential behavior becomes the epistemically higher party in interaction.

When shared with the interactants and made relevant in interaction, screen-based displays and activities become another layer modality of conversation, too. Extracts 6 and 7 have tried to exemplify the conversational achievements of screen-sharing as an epistemic resource. As can be seen in Extract 6, perceptual access to screen-based displays is controlled by the owner of the screen. This means that mentors' screen-sharing gives her an epistemic resource to which no other interactant is entitled to have. In cases of trainee resistance, screen becomes a medium for providing evidence to overcome the resistance. To the contrary, if mentor's screen-sharing occurs sequentially earlier than explicit assessments, it serves a mutually accessible epistemic resource upon which all interactants have epistemic rights upon.

All things considered, the findings suggest that mentor-trainee conversations function as a platform for fluctuations between the states of epistemic symmetry and asymmetry. Through intersubjective corroboration, mentors and trainees actively and constantly go back-and-forth between informed and uninformed stances in order to achieve the overarching agendas of reflection and evaluation.

The next chapter, then, proceeds to the discussion of the findings in light of the existing literature by addressing the research questions of the current study.

CHAPTER 5

DISCUSSION & CONCLUSION

This final chapter builds a discussion of the findings of the study in the light of the extant literature and offers concluding remarks. The first section revisits the research reviewed earlier in Chapter 2 and places the current findings within the field. Informed by the research questions of the study, the section is divided into two titles that cover (i) the sequential organization and placement of upgraded and downgraded epistemic stances (5.1.1) and (ii) the multimodal resources that serve as interactional evidentials in video-mediated POCs (5.1.2). Two novel resources that are identified by the study are examined within the latter title: invoking non-present actors (5.1.2.1) and screen-sharing (5.1.2.2). These subsections also offer a recap of the findings to answer the research questions. Section 5.2 provides research insights and pedagogical implications that can have an impact on the fields of LTE and VMI in general. Subsequently, 5.3 acknowledges the limitations of the study and 5.4 proposes future directions for further investigations. Finally, 5.5 brings the thesis to an end with concluding remarks.

5.1 Fluctuations in Epistemic (A)symmetry: The Tide Between Reflection and Evaluation

As Sidnell (2012) suggests, the current analysis takes evidentiality both as participants' sources of knowledge that they bring into interaction and as the markers that index their (un)certainty. The reason for this holistic understanding is that in either case, what evidentiality achieves is to fine-tune participants' claims of epistemic authority. Treating the components identified in Chapter 4 as isolated

practices would mean unfastening the link between these markers with the actions (i.e., inviting for reflection vs. evaluating) they accomplish. As is seen from Table 1 presented in the previous section, evidentiality is but a device from an array of devices that achieve epistemics in interaction, differing from hearsay markers to pitch resets. This understanding is in line with the recent findings that mark the embodied epistemic devices (e.g., Reed & Wooffitt, 2021).

The terms frequently referred to in this thesis such as epistemic stance and status have been subjected to criticisms that regard these notions as a "program" trying to replace CA's sequential analysis (see Discourse Studies Special Issue: Epistemics of Epistemics, 2016). The criticisms in the issue attempt to formulate the scholarly work on epistemics by Heritage as "one in which epistemics is seen as a primary driver of interaction". While a later Rebuttal Issue (2018) in the same journal debunks these accusations extensively, this thesis attempts not to make additional claims regarding this discussion but uses epistemic (a)symmetry and related notions as participant-oriented, emically noticed and treated devices. POC, as an institutional talk, remains context-shaped and context-renewing. This emic and contextual understanding observes POCs as talk that involves members' knowledge assertions and invocations of categories with degrees of access to knowledge (e.g., mentor vs. mentee, teacher vs. trainee) made relevant. By doing so, this thesis carefully avoids the "danger that other researchers may apply the K+/K- terminology" regardless of "whether the exchange of information and participants' putative epistemic status are matters of concern in their data". After all, it is the participants of the data that make their and others' epistemic claims sequentially and relationally relevant in the present study. Correspondingly, the analytical conclusions drawn in this study do not attempt to bring cognitive explanations to talk-in-

interaction but mark the participants' claims of access to knowledge. By doing so, the study does not "impose or impute (…) epistemic identities on the speaker" but instead, is *informed by* members' orientations to their relative epistemic status and stance (Drew, 2018, p.9).

While inviting for reflection, mentors systematically downgrade their epistemic stance to manifest the trainees' epistemic access to the observed teaching. This results in increased trainee turns, and engenders reflective contributions. On the contrary, they sustain and even vitalize their epistemic primacy when their turn-at-talk is oriented to evaluating the observed teaching. This, in turn, provokes the trainees' acceptance and generates shorter responses. Wilton (2020) recently offers similar findings in football post-match interviews. In order to extricate the players' opinion, interviewers yield their turns to the players' "expertise and experience" (p.132). Over and above, these upgrading and downgradings are indexed with certain resources that are positioned and compositioned according to particular agendas that are found in POCs. As Raymond & Cashman (2021) recently suggest, epistemic domains are strongly linked institutional actions categorized by memberships. In fact, what is seen as inherently possessed authority by mentors is in fact a situated construct that is "vulnerable in challenging sequential environments" (Mondada, 2013, p.598). Thus, participants' memberships and epistemic rights go hand in hand in a constant kinesis in which they are asserted and contested within interaction. The next section discusses the elements and their positions that constitute these fluctuations in epistemic (a)symmetries.

5.1.1 Sequential Organization of Epistemic Upgrades and Downgrades

The sequential placement of a certain interactional resource is one of the criteria that sets the link between that resource and the action achieved (Clift, 2006). For our study, this means that, the epistemic interactional resources that are exploited by the participants are strategically placed to achieve reflection and evaluation. What Sidnell (2012) calls "epistemic negotiations" cannot be taken apart from the actions they are embedded in (p.315). Thus, this section emphasizes the manifests of epistemic upgrading together with evaluation-based sequences, and downgrading with reflection-oriented ones. The findings are in line with Kim and Silver's (2021) comparison of mentors' role-sets that entail being "feedback provider" and "facilitator of reflection" in terms of their mutually exclusive consequences in interaction (p.306). Conducted in an in-service setting, their study illustrates that without enough preliminary work, the mentors' generic questionings like "what do you think about it" receives a non-embracing stance and results in the teachers' silence, which in turn forces the mentor to jump to evaluative feedback. What sets the two studies apart is perhaps the differing institutional roles in in-service and pre-service teacher training context. As demonstrated in the present findings, evaluative feedback-oriented sequences are deliberate achievements of the mentors in pre-service POCs as opposed to in-service where orientations to evaluative accounts are treated unwelcome.

Vásquez and Reppen (2007) suggest that it is the mentors' metadiscursive choices that set the participation framework of POCs. The findings of the present study verify their claims in that mentors strategically insert their epistemic stances that sets the rest of that sequence as either evaluative or reflective. When they systematically downgrade their epistemic authority and reach a certain level of

epistemic symmetry, they position primarily as listeners of trainees' reflective contributions. The mentors establish an epistemic congruence that considers the trainees' experiential knowledge as primary access, and their assertions are proposed to the trainee for confirmation. They show what Toulmin (2003) calls a "guarded commitment" towards knowledge through various mitigation devices and modalities. The sequential consequence of trainees' epistemic primacy is robust reflective contribution received from trainee. On the other hand, their methodical attempts of inserting their epistemic primacy in their turn-at-talk results in an interactional primacy in which they become the primary speakers. In such sequences, the volume of trainee voice is turned down to restrain any potential resistance that would defy mentors' epistemic, as well as deontic authority.

Looking at therapeutic interactions, Ong et al. (2020) explain that therapists engage in deontic downgrading for transitioning the interaction towards reflective conversation. Current findings expand Ong et al.'s (2020) link between inviting to reflection and deontic downgrades in the sense that while inviting trainees to reflection, the mentors' epistemic stance is also downgraded. Additionally, they found that when therapists downgrade their stance excessively, they risk the chances of acceptance. This is also similar to the present findings that at the expense of making trainees' voice unheard, the mentors keep the epistemic asymmetries intact by asserting their epistemic authority. Park (2012) supports that epistemic asymmetry is a standard for sequences that are initiated by the advice-receiving party. That is, when an interactant (in the present study, the trainee) seeks advice, they invoke the epistemic primacy of advice giver. The current findings show that without being accredited by the trainee, mentor-initiated unsolicited feedback feeds off of epistemic asymmetry, as well. Through multiple resources such as non-lexical

vocalizations (i.e. **ha**ʔ) and invoking non-present actors, mentors lay the groundwork for their epistemic primacy. From this point, the present study concludes that commitment and access to knowledge are not preordained constructs that participants possess but they are rather co-constructed and negotiated in the sequential environment that they are made relevant.

5.1.2 Multimodal Interactional Evidentials

Confirming the long-standing claims of Heath and Luff (1993), the current findings observe that technological medium seems to intervene with a substantial spectrum of visual cues. Still, participants appear to have accommodated this change with more within-the-frame gestures and facial expressions. Indications of listenership, for instance, are indexed with more embodied conduct. In terms of epistemics in interaction, the study responds to Sidnell's (2012) call for going beyond the formal understanding of evidentials as tense markers towards a wider appreciation. Apart from the interactional cues that inform epistemics in turns-at-talk, multimodal sources and indicators of knowledge are also identified with the present study. As well as acknowledging the place of evidentials in the array of members' resources of accomplishing epistemic positioning in talk, the study recognizes (i) invocation of non-present actors as an exclusive epistemic resource for the speaker, and (ii) screen-sharing as an action of making evidence mutually accessible to all interactants of video-mediated interaction.

5.1.2.1 Invoking Non-Present Actors

The data manifests two distinct forms of invoking non-present actors in conversation. While reporting on non-present actors serves as a less explicit way of bringing

others' thoughts in interaction, a more direct and elaborate way, enacting, is also employed by the participants. The literature has an extensive array of naming this practice, such as animation (Cantarutti, 2020), reported thought (Haakana, 2007). However, the term enactment is adopted for the present study for its particular connotation of "non-reporting" (Sandlund, 2014, p.647).

Inclusion of prosodic details into analysis allowed the study to identify how participants create hypothetical others that are outside the realm of their interactants' epistemic access. While prosodic features do not carry the ball in interaction, they are implicated as practices that aid in the realization of actions achieved through talk (Schegloff, 1998a). In the present study, mentors' resets in pitch contours of others' hypothetical talk mark these utterances as significantly different than the rest of mentors' turns-at-talk. As Couper-Kuhlen (1999) suggested earlier, a marked prosodic pattern that shows divergence from the speaker's regular range is a cue enough for displaying others' talk. When used in advice-giving sequences, this practice is known to invoke expert vs. novice epistemic asymmetry in a wide range of institutional settings such as counseling, teaching, and performance review meetings (Sandlund, 2014). They are found to be "a powerful resource for doing moral work" in enacting what is right against what is labelled as wrong in prior talk (Sandlund, ibid, p.662). The present study displays its use in POCs where evaluative feedback and subsequent advice-giving are among the primary agendas, as well. Mentors invoke non-present others for problematizing an incorrect practice and offering an environment where the trainees shift their practice towards a correct one.

Hereby, as Sidnell (2012) suggests, invocation of non-present actors marks a knowledge differential between the mentor as the speaker and the trainees as the recipients. Creating an enormous opportunity for the speaker (i.e., the mentor), any

claim regarding these fictional stakeholders (e.g., students, parents, etc.) becomes unfalsifiable and supports epistemic primacy.

There are notable studies that confirm these invocations as a conversational trump card in epistemic negotiations. Waring (2005), for example, notes tutees' enactment of their advisors in a graduate writing center. They bring these consequential figures to interaction for resisting the advice provided by a tutor in a former turn. Similarly, Leyland (2021) documents the writing tutors' invocation of hypothetical academic reader as the receiver of the end-product in L2 writing tutorials. The latter study is of particular importance to the present findings for their depiction of advice-giving party using these invocations to ground their advice upon a non-present but extremely relevant party. For mentor-trainee interactions, the receivers are the potential students of trainee. Thus, it is not surprising that the data shows an abundance of student invocations. What tops this is the above-mentioned prosodic marking of these invocations. By altering the vocal qualities of such utterances that are attributed to students, or other non-present actors, the mentors detach these so-called quotations from their own turns and create an epistemic source. Apart from students, there are other stakeholders brought into talk. A common feature of these enactments is that these are the ones that generally possess power roles; such as Ministry of Education as we observed in Extract 5. This common characteristic further supports the conclusion that the invocations add to the epistemic authority of the mentor.

5.1.2.2 Screen-Sharing

Throughout the analysis, mentors skilfully employed the screen-sharing component of Zoom for managing potential and actualised resistance to evaluative feedback in

an evidence-based manner. The findings of our study bring empirical evidence to Kohnke & Moorhouse (2020). Enumerating features of Zoom (e.g., polls, breakout rooms, screen-sharing, etc.), they assert them as devices that enable authentic instruction in VLEs. In line with our findings, Cullen et al. (2013) highlight that as well as the mastery of these features, understanding when and where they fit the pedagogical purposes is needed.

Box's (2017) F2F data illustrates how prominent it is to engage with materials in the physical space and calls for the consideration of where and when the POC takes place. The mentor and trainees in her data frequently brought the immediate material world in interaction since the POCs were held in the same room that the observed teaching took place. Together with deictic references, they pointed out the seats that the people sat in during the teaching, for example. But, what about video-mediated POCs where participants have no immediate deictic referents to point out to? Our study shows that it is the video-recordings that are commonly accessed through mentors' screen-sharing "resurrect" the observed events. Thus, much-cherished use of video-recordings in F2F POCs (e.g., Sert, 2019) reaches beyond being a plausible addition and becomes imperative for video-mediated POCs.

The findings demonstrate that online feedback sessions in language teaching practicum strongly benefit from the achievements of screen-sharing as an interactional tool. Evaluative feedback, a crucial component of teacher training, is delivered in an evidence-based manner thanks to screen-sharing. Providing for constructive, to-the-point and elaborative evaluation (Thurlings et al. 2014), this feature enables practicum mentors to have an additional epistemic resource at hand for a dialogic reflection where resistances to advice are handled skilfully. Considering that many countries, including the one that this study's data comes from,

gave no specific instructions to teacher educators for effective teacher training in online medium (Flores & Gago, 2020), "innovative experiences" of teacher educators turned post-observation feedback notes in F2F practicum into video-recordings that are momentarily shared by the participants of the online meetings (p.511). This feature also marks expanded evaluative opportunities for mentors. As Baecher and McCormack (2014) describe, allowing for trainee reflection in video-mediated POCs creates a subtle opportunity for mentors to observe and assess trainees' professional understanding. Stimulated by watching their own classroom practice, trainees' pedagogical stream of consciousness is witnessed by mentor that can further assess the trainee's professional level (see also Golombek, 2011).

As for when and how mentors share their screen activity, mentors exhibit screen-sharing activity both proactive and reactively. That is, they share their screen and screen-based activity (i) when they want to bring their screen as an epistemic resource for their evaluative turn as a proactive measurement for the potential resistance of the trainee in the following turn, and (ii) after trainees display disalignment with their evaluation to reach alignment and acceptance. At the expense of lengthy conversational gaps, they form and trainees ascribe their screen-sharing as a part of the larger action of feedback management. Though it was not the focus of the study per se, Leyland's (2021) work on F2F writing tutorials clearly depicts how mentors can appeal to artefacts (i.e., student paper, textbook, etc.) at hand to achieve joint attention regarding the topic of discussion. When we consider the ways in which mentoring was forced to accommodate to the challenges and prospects of online environments mentioned by Flores and Gago (2020), the resemblance of screen-sharing in remote supervision with F2F 'appealing to artefacts' is striking.

The findings support Prilop et al.'s (2020) illustration that digital video-based environments empower feedback practices by making them 'time- and location-independent', thereby pose a feasible alternative for F2F sessions (p.29). However, as Kim and Silver (2021) recently suggest, some preliminary work is required to mobilize the attention of trainee from the verbal conduct towards the screen. Similarly, the mentors in the present dataset sequentially prime the things they will share on screen. What sets apart the findings of the current study with Kim and Silver's (ibid) is that they illustrate gaze movements as marking the participants' readiness for engaging video in F2F environment. Since "fractured ecologies" of participants in VMI make the co-interactants gaze impossible to track to its fullest extent, videoconferencing brings about other strategies for mobilizing trainees' attention (Luff et al., 2003). For instance, mentors' non-lexical vocalization "**ha**?" announces their epistemic and deontic access to the displayed moment of teaching on screen.

In a similar vein with van Braak et al. (2021), the present analysis of video-mediated POCs reiterates the embodied nature of all interaction despite the fractured, limited nature of participants' access to one another's visual realities. The medium, videoconferencing, does not stand independent against the POCs it holds. Conversations are, as well as being context-shaped, are context-renewing (Goodwin & Heritage, 1990). For the purposes of this study, this means that, POCs held in video-mediated environment makes certain features of that environment more relevant than the others. Screen-sharing, as an exclusive feature of VMI, affords participants to reach joint attention by presenting the mutual source of knowledge through the tool that also reflects the overall conversation, the screen.

5.2 Research and Pedagogical Implications

While reflection and evaluation are sometimes seen as two distinct goals that can impede one another, as Sert (2019) summarizes, the practitioners know that they are both indispensable to initial teacher training. In addition to portraying a complete picture of trainee practice, professional knowledge assertions in mentors' talk nurture the professional mindset of the future teacher. As they are strategically and successfully implemented for securing advice acceptance, epistemic upgrades of the mentors have the power of evolving the trainees' knowledge base and hence, practice. For this reason, it may not be the best choice to "break out of 'testing' frame" (Waring, 2014, p.117, emphasis in original). Mentors' underscored assist vs. assess dilemma can successfully work as *assist and assess*. That is to say, while praising reflection-oriented practices, frameworks that are designed for LTE may keep a seat for evaluative feedback, as well.

Along with Vásquez and Reppen's (2007) findings, the present study affirms the importance of mentors' awareness of the impact of their conversational conduct on trainees' practices. However, many studies display that there is a divergence between what mentors believe that they do and what is actually being done (e.g. Donaghue, 2015). At this point, it is critical that the findings of this study are transferred into the practices of teacher trainers. As stated in preceding chapters, CA investigations into LTE have gained a momentum of channelling the research outputs into practice (see for instance, DIGITASK4IC, 2021). One of the ambitions of this trend of adaptation is to train the trainers. Our findings, along with others', have the potential to empower initial teacher training activities by enlightening the trainers about the interactional architecture of their practices. POC activities clearly have the capacity of creating a dialogic environment that allows for both evaluation

and reflection. Despite these findings, consummation of these opportunities remains exceptional. During the data collection, only four mentors out of 17 in the institution chose to deliver their comments through POCs. The majority chose non-dialogic ways of extending their feedback. This example paints a picture that there is room for improvement in terms of mentors' operationalization of feedback tools and practices. Language Teacher Training programs can consider conducting seminars (or webinars) to address the challenges and prospects that are idiosyncratic to POCs. This would also fulfil the need stated by Copland and Donaghue (2019) for helping mentors understand feedback and the influence of institutionalities over them.

While the sudden shift to digital modalities is recognized as a challenge that led to potential reconfigurations of practicum courses, in order to move our understanding further from Emergency Instruction, there is a need to develop e-readiness of trainers and trainees (UNESCO, 2020). One aspect of the video-mediated POCs of the present dataset, trainers' use of epistemic sources, has room for improvement. The data observes no attempt to make trainer notes available to the trainees while there are a number of possibilities to project such a document for common access. Such nuanced contributions to LTE in general, and video-mediated POCs in particular, has the potential to contribute to the aim of reaching the comprehensive and sustainable teacher training that we globally strive for.

Finally, it would be timely to reiterate the privileged condition of being the researcher of a setting where one is also the participant. The ethnomethodological perspective allowed the researcher to be a valid participant of the study (Hofstetter, 2021). The condition not only enables researcher to capture the participant perspective in an unmatched capability but also offers a complementary layer for video-based analysis (Hofstetter, ibid). More research in which being a researcher

does not cast a cloud on one's involvement as a participant has the potential to offer a better understanding of members' methods. In addition to this researcher reflexivity perspective, from a professional angle as a mentor, as Dewey (1933) states, "We do not learn from experience, we learn from reflecting on experience." (p.78). This study expanded the researcher's understanding of the POC events where she sits as the mentor by stimulating the question of "why that now?" and allowing her to analyze line-by-line details of POC talk. As Walsh & Mann (2015) inspirits the idea of teachers, even with small sets of data such as recordings of a lesson, a conversation with students, minute papers, doing data-led reflection, this study broadens the scope of this call to teacher trainers. Potentially, the mentors' empirical approach towards what they do in POCs can bring forth the increased awareness that is sought after.

5.3 Limitations

This study has potential limitations that should be duly considered. Primarily, as video-mediated interaction became a part of everyday life, the current study that was planned for F2F POCs had to be devised for online medium as a result of the social distancing policies. This new medium, as widespread as it is, is prone to time lags. Seuren et al. (2021) display that latencies above 700 ms create struggles with respect to natural flow of interaction. As this study solely uses the screen recording of the mentors, the analytical findings lack the insight of inter-participant perceptions of such latency. Not having all ends of the conversation in the dataset creates other restrictions, as well. On the occasion that the dataset included all participants' screen activities, the study would have a complete insight over participants' momentary attention and would mark the activities such as engaging off-task windows on screen.

In addition to screen recordings, cameras that are set in the participants' environments would be plausible for patching up the "fragmented ecologies" of participants (Luff et al., 2003). However, since the study is self-funded, the budget of the study did not allow to set up video cameras at the personal spaces of geographically dispersed participants (COVID-19 restrictions forced participants to attend the sessions from their homes).

Another limitation of the study is that it draws on a single dataset of two mentors who are practicum instructors at the same institution using the same syllabus for the module. Thus, it remains inconclusive that whether replications with other datasets would produce similar results. However, as 10,5 hours of recordings oversupply the duration that is ratified as adequate (cf. Seedhouse, 2004), the study secures its generalizability. Moreover, the methodological underpinnings of CA base the present findings on firm ground because of the granularity of the transcriptions and line-by-line level of detail in analysis. For this reason, expanded contexts of feedback interactions can hopefully be informed with the findings.

Six meetings were excluded from the dataset due to the difference in the medium. Started as a study of F2F interactions, the thesis had to endure the sudden shift to video-mediated interaction due to the COVID-19 pandemic. This resulted in losing a quarter of the total dataset (6/23). Since the two environments would yield significantly different results, the first cycle of teachings and their ensuing feedbacks had to be removed and the remaining three cycles comprised the present dataset.

One final limitation is the range of time span between the observed teachings and their post-meetings. As the study of Williams and Watson (2004) shows higher levels of trainees' reflective analysis in delayed POCs, the duration that ranged from three to seven days may have affected the reflective accounts of participants.

However, intervening with the natural course of the practicum would be against the ethno perspective of CA and this option was thusly never exercised.

5.4 Suggestions for Further Research

Future research can investigate how other features of video-mediated environments are utilised in pedagogical settings, such as muting/unmuting for turn allocation, breakout rooms for small-group discussions, etc. Given that so much of institutional CA inquiry is based on telephone calls, it seems that Zoom and other SMTs make a viable space for research. In response to Walsh's invocation of E-Classroom Interactional Competence, future research might also address how the future teachers of today -trained in online teaching environments- respond to the affordances and challenges of online teaching in their lessons tomorrow (see also Moorhouse et al., 2021).

As a household suggestion for EMCA researchers, this study echoes the call for a longitudinal understanding of the setting it investigates (see for instance, ROLSI Journal Longitudinal CA Special Issue, 2021). The countrywide system that the present dataset is realized limits the practicum to a year that is divided into two semesters. The change across this year can inform us regarding the actual uptakes of trainees and whether the reflections and evaluations substantiate plausible changes in trainee practice. The programs that allow for extended time windows for practicum would yield even more valuable insights over POCs and the potential change in their interactional architecture.

5.5 Concluding Remarks

Together with Heritage's (2012a) metaphor of epistemic gradient as an engine that works with liquid pressure, the "fluctuations" seem fitting to represent the seesaw between mentors' and trainees' claims of knowledge symmetry and asymmetries. Indeed, there is a fluid disposition in mentors' conversational conduct in the sense that they constantly place themselves and trainees in different categories that are outlined by the institutionalities (e.g., student, teacher, novice teacher) that require ranging category-bound states and actions such as knowing vs. not knowing. The thesis, thus, illustrates the systematically dynamic nature of mentor-trainee interactional architecture by portraying the fluctuations in epistemic (a)symmetries according to micro-contexts of evaluation and reflection in POCs.

APPENDIX A

TRANSCRIPTION CONVENTIONS

[ ]	Overlapping utterances – (beginning [) and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
-	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
__	Underline letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
Åã Åã	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
£word£	Pound sign indicates smiley voice, or suppressed laughter
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
Adapted from Jefferson (2004).	
--	‘Gestures and descriptions of embodied actions are delimited between two identical symbols (one symbol per participant) and are synchronized with corresponding stretches of talk.
+--+	
Δ--Δ	
*--->	The action described continues across subsequent lines until the same symbol is reached’
---->*	

(Mondada, 2018).

APPENDIX B

ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 26/06/2020-68

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME KOMİSYONU
TOPLANTI TUTANAĞI

Toplantı Sayısı	:	3
Toplantı Tarihi	:	06/04/2020
Toplantı Saati	:	14:00
Toplantı Yeri	:	Zoom Sanal Toplantı
Bulunanlar	:	Prof. Dr. Feyza Çorapçı, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen, Prof. Dr. Özlem Hesapçı Karaca, Doç. Dr. Ebru Kaya, Prof. Dr. Fatma Nevra Seggie
Bulunmayanlar	:	

Pınar Topal
İngiliz Dili Eğitimi

Sayın Araştırmacı,
"Hizmet Öncesi Öğretmen Eğitiminde Yansıtıcı Uygulamalar ile Öğretmen Adayının Sınıf İçi Etkileşimsel Yeti Gelişiminin İlişkisi: Mentor-Öğretmen Adayı Etkileşimsel Desenlerinin ve Öğretmen Adayının Sınıf Pratiklerinin Bir Analizi" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2020/06 sayılı başvuru komisyonumuz tarafından 6 Nisan 2020 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınamadığı için bu onam mektubu üye ve raportör olarak Fatma Nevra Seggie tarafından bütün üyeler adına e-imzalanmıştır. Saygılarımızla, bilgilerinizi rica ederiz.

Prof. Dr. Fatma Nevra SEGGIE
ÜYE

e-imzalıdır
Prof. Dr.Fatma Nevra SEGGIE
Raportör

SOBETİK 3 06/04/2020

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX C

INFORMED CONSENT FORM FOR COURSE INSTRUCTORS

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Hizmet Öncesi Öğretmen Eğitiminde Yansıtıcı Uygulamalar ile Öğretmen Adayının Sınıf İçi Etkileşimsel Yeti Gelişiminin İlişkisi: Mentor-Öğretmen Adayı Etkileşimsel Desenlerinin ve Öğretmen Adayının Sınıf Pratiklerinin Bir Analizi

Proje Yürütücüsü: Dr. Öğr. Üyesi Nur YİĞİTOĞLU APTOULA

E-mail adresi:

Telefonu:

Araştırmacının adı: Pınar TOPAL

E-mail adresi:

Telefonu:

Sayın öğretim elemanı,

Bu çalışma, Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Dr. Nur Yiğitoğlu Aptoula tarafından, "Hizmet Öncesi Öğretmen Eğitiminde Yansıtıcı Uygulamalar ile Öğretmen Adayının Sınıf İçi Etkileşimsel Yeti Gelişiminin İlişkisi: Mentor-Öğretmen Adayı Etkileşimsel Desenlerinin ve Öğretmen Adayının Sınıf Pratiklerinin Bir Analizi" başlıklı yüksek lisans tezinin bir parçası olarak yürütülmektedir. Araştırma için Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonundan ve Millî Eğitim Bakanlığından gerekli izinler alınmıştır.

Çalışmanın amacı İngiliz Dili Eğitimi lisans programında bulunan Öğretmenlik Uygulamaları dersi kapsamında yürütülen staj uygulamaları ve geribildirim toplantılarının etkileşimsel desenlerinin ortaya konması ve bu iki pratik arasındaki ilişkinin saptanmasıdır. Bu araştırmada bize yardımcı olmanız için siz öğretmen adaylarını projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek isteriz.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde, Öğretmenlik Uygulamaları dersi kapsamında, Mart-Haziran 2020 periyodunda öğrencilerinizin uygulama okulunda yapacak olduğu öğretim pratikleri ve bunların ardından vereceğiniz geri bildirimlere dair kaydedilecek olan videolar, Nisan 2021'de tamamlanması planlanan araştırmamızın veritabanını oluşturacaktır. Araştırmacılar ve siz katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Çalışmaya katılım karşılığı size ödeme yapılmayacak, ücret talep edilmeyecek, idari veya akademik bir ödüllendirme gerçekleşmeyecek olup, tamamen gönüllülük esas alınacaktır.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmakta, 3. kişilerle paylaşılmamaktadır. Video kayıtlarında ve bunların raporlanmasında katılımcıların ismi yerine bir numara kullanılacaktır. Video kayıtları, araştırmacının kişisel bilgisayarında şifrelenmiş dosyalarda muhafaza

edilecektir. Seçilmiş video kayıtları, hiçbir katılımcının kimliğini açığa vurabilecek kişisel veri (yüz, maskelenmemiş ses, isim, vb.) kullanılmaksızın, öğretmen adaylarının eğitiminde ve/veya bilimsel nitelikte sunumlarda kullanılabilir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Projenin herhangi bir aşamasında projeden ayrılmak istediğiniz takdirde, bütün kayıtlarınız veri tabanından silineceğini ve gerek idari gerekse de akademik açıdan hiçbir olumsuzlukla karşılaşmayacağınızı taahhüt ederim. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü Öğretim Üyesi Dr. Nur Yiğitoğlu Aptoula ile temasa geçiniz (Telefon: , Adres: . Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) danışabilirsiniz. Bu formu imzalayarak, siz de hem kendi verilerinizi hem de diğer katılımcıların verilerini araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı taahhüt etmiş olacaksınız.

Ben, (katılımcının adı) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-

Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı: Pınar TOPAL

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX D

INFORMED CONSENT FORM FOR PRE-SERVICE TEACHERS

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı: Hizmet Öncesi Öğretmen Eğitiminde Yansıtıcı Uygulamalar ile Öğretmen Adayının Sınıf İçi Etkileşimsel Yeti Gelişiminin İlişkisi: Mentor-Öğretmen Adayı Etkileşimsel Desenlerinin ve Öğretmen Adayının Sınıf Pratiklerinin Bir Analizi

Proje Yürütücüsü: Dr. Öğr. Üyesi Nur YİĞİTOĞLU APTOULA

E-mail adresi:

Telefonu:

Araştırmacının adı: Pınar TOPAL

E-mail adresi:

Telefonu:

Sayın öğretmen adayı,

Bu çalışma, Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Dr. Nur Yiğitoğlu Aptoula tarafından, "Hizmet Öncesi Öğretmen Eğitiminde Yansıtıcı Uygulamalar ile Öğretmen Adayının Sınıf İçi Etkileşimsel Yeti Gelişiminin İlişkisi: Mentor-Öğretmen Adayı Etkileşimsel Desenlerinin ve Öğretmen Adayının Sınıf Pratiklerinin Bir Analizi" başlıklı yüksek lisans tezinin bir parçası olarak yürütülmektedir. Araştırma için Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonundan ve Millî Eğitim Bakanlığından gerekli izinler alınmıştır.

Çalışmanın amacı İngiliz Dili Eğitimi lisans programında bulunan Öğretmenlik Uygulamaları dersi kapsamında yürütülen staj uygulamaları ve geribildirim toplantılarının etkileşimsel desenlerinin ortaya konması ve bu iki pratik arasındaki ilişkinin saptanmasıdır. Bu kapsamda, Mart-Haziran 2020 süresince Dersin öğretim elemanından, dersi üstlenen öğrencilerin bu çalışmaya katılması için gerekli izinler alınmıştır. Bu araştırmada bize yardımcı olmanız için siz öğretmen adaylarını projemize davet ediyoruz. Kararınızdan önce araştırma hakkında sizi bilgilendirmek isteriz.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde, Öğretmenlik Uygulamaları dersi kapsamında, Mart-Haziran 2020 periyodunda uygulama okulunda yapacak olduğunuz öğretim pratikleri ve bunların ardından gerek mentorunuzun gerekse de öğretim elemanınızın geri bildirimlerine dair kaydedilecek olan videolar, Nisan 2021'de tamamlanması planlanan araştırmamızın veritabanını oluşturacaktır. Dersin bir parçası olan bu video kayıtlarının araştırma amacıyla kullanılıyor olması, ders notunuzu etkilemeyecek, ders geçme, performans notu gibi akademik durumunuzu olumlu ya da olumsuz etkileyecek değişkenlere hiçbir etki etmeyecektir. Araştırmacılar ve siz katılımcılar arasında bir erk ilişkisi bulunmamaktadır. Çalışmaya katılım karşılığı size ödeme yapılmayacak, ücret talep edilmeyecek,

performans notu veya ders kredisi gibi bir ödüllendirme gerçekleşmeyecek olup, tamamen gönüllülük esas alınacaktır.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmakta, 3. kişilerle paylaşılmamaktadır. Video kayıtlarında ve bunların raporlanmasında katılımcıların ismi yerine bir numara kullanılacaktır. Video kayıtları, araştırmacının kişisel bilgisayarında şifrelenmiş dosyalarda muhafaza edilecektir. Seçilmiş video kayıtları, hiçbir katılımcının kimliğini açığa vurabilecek kişisel veri (yüz, maskelenmemiş ses, isim, vb.) kullanılmaksızın, öğretmen adaylarının eğitiminde ve/veya bilimsel nitelikte sunumlarda kullanılabilir.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Projenin herhangi bir aşamasında projeden ayrılmak istediğiniz takdirde, bütün kayıtlarınız veri tabanından silineceğini ve ilgili derslerin değerlendirmesi açısından hiçbir olumsuzlukla karşılaşmayacağınızı taahhüt ederim. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü Öğretim Üyesi Dr. Nur Yiğitoğlu Aptoula ile temasa geçiniz (Telefon: , Adres:). Araştırmayla ilgili haklarınız konusunda Boğaziçi Üniversitesi Sosyal ve Beşerî Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu'na (SOBETİK) danışabilirsiniz. Bu formu imzalayarak, siz de hem kendi verilerinizi hem de diğer katılımcıların verilerini araştırmacılar ve ilgili proje katılımcıları dışında herhangi biriyle, bütün ve parçalar halinde paylaşmayacağınızı taahhüt etmiş olacaksınız.

Ben, (katılımcının adı) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-

Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı: Pınar TOPAL

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

REFERENCES

Akcan, S. (2010). Watching teacher candidates watch themselves: Reflections on a practicum program in Turkey. *Profile Issues in Teachers Professional Development*, *12*(1), 33-45.

Akcan, S., & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. *Teacher Development*, *14*(2), 153–172. doi: 10.1080/13664530.2010.494495

Arcario, P. J. (1994). *Post-observation conferences in TESOL teacher education programs* (Doctoral dissertation, Teachers College, Columbia University).

Assunção Flores, M., & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses. *Journal of Education for Teaching*, *46*(4), 507–516. doi: 10.1080/02607476.2020.1799709

Atkinson, B. M. (2012). Rethinking Reflection: Teachers' Critiques. *The Teacher Educator*, *47*(3), 175–194. doi: 10.1080/08878730.2012.685796

Badem-Korkmaz, F., Ekin, S. & Balaman, U. (under review). Pre-service language teachers' longitudinal resistance to teacher trainer advice on task design for video-mediated L2 interaction. *Classroom Discourse*.

Baecher, L., & Beaumont, J. (2017). Supervisor reflection for teacher education: Video-based inquiry as model. *European Journal of Applied Linguistics and TEFL*, *6*, 65-84.

Baecher, L., & McCormack, B. (2015). The impact of video review on supervisory conferencing. *Language and Education*, *29*(2), 153–173. doi: 10.1080/09500782.2014.992905

Balaman, U., & Sert, O. (2017). The coordination of online L2 interaction and orientations to task interface for epistemic progression. *Journal of Pragmatics*, *115*, 115–129. doi: 10.1016/j.pragma.2017.01.015

Balaman, U. (2021). *Mapping Out the Territory: Conversation Analytic Language Teacher Education*. Manuscript in preparation.

Bates, A. J., & Burbank, M. D. (2019). *Agency in Teacher Supervision and Mentoring: Reinvigorating the Practice* (1st ed.). Routledge. doi: 10.4324/9781315225494

Bhute, V. J., Inguva, P., Shah, U., & Brechtelsbauer, C. (2021). Transforming traditional teaching laboratories for effective remote delivery—A review. *Education for Chemical Engineers*, *35*, 96–104. doi: 10.1016/j.ece.2021.01.008

Box, C. (2017). *Navigating competing demands in pre-service TESOL supervision* (Doctoral dissertation, Teachers College, Columbia University).

Bozbıyık, M., Sert, O. & Dilek Bacanak, K. (forthcoming, 2021). VEO-integrated IMDAT in pre-service language teacher education: A focus on change in teacher questioning practices. In Seedhouse, P. (ed.). Video Enhanced Observation for Language Teaching: Reflection and Professional Development. London: Bloomsbury.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge [Cambridgeshire] ; New York: Cambridge University Press.

Bryman, A. (2016). *Social research methods* (Fifth Edition). Oxford ; New York: Oxford University Press.

Cantarutti, M. (n.d.). *The Multimodal and Sequential Design of Co-Animation as a Practice for Association in English Interaction*. 479.

Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: A literature review of online teaching and learning practices. *European Journal of Teacher Education*, *43*(4), 466–487. doi: 10.1080/02619768.2020.1821184

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT press.

Clark, J. L. D., & Hooshmand, D. (1992). "Screen-to-screen" testing: An exploratory study of oral proficiency interviewing using video teleconferencing. *System*, *20*(3), 293–304. doi: 10.1016/0346-251X(92)90041-Z

Clift, R. (2006). Indexing stance: Reported speech as an interactional evidential. *Journal of Sociolinguistics*, *10*(5), 569–595. doi: 10.1111/j.1467-9841.2006.00296.x

Cohen, L., Manion, L., Morrison, K., & Morrison, R. B. (2007). *Research methods in education*. New York: Routledge.

Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education*, *26*(3), 466–472. doi: 10.1016/j.tate.2009.06.001

Copland, F. (2011). Negotiating face in feedback conferences: A linguistic ethnographic analysis. *Journal of Pragmatics*, *43*(15), 3832–3843. doi: 10.1016/j.pragma.2011.09.014

Copland, F., & Donaghue, H. (2021). *Analysing Discourses in Teacher Observation Feedback Conferences* (1st ed.). New York, NY : Routledge, 2021. |: Routledge. doi: 10.4324/9781351184694

Couper-Kuhlen, E. (1999). Coherent voicing: On prosody in conversational reported speech. *Pragmatics and Beyond New Series*, 11-34.

Cullen, R., Kullman, J., & Wild, C. (2013). Online collaborative learning on an ESL teacher education programme. *ELT Journal*, *67*(4), 425–434. doi: 10.1093/elt/cct032

Deppermann, A. (2018). Inferential Practices in Social Interaction: A Conversation-Analytic Account. *Open Linguistics*, *4*(1), 35–55. doi: 10.1515/opli-2018-0003

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Chicago: Henry Regnery.

DIGITASK4IC, 2021, Retrieved from https://www.digitask4ic.com

Donaghue, H. (2015). *The construction and negotiation of identity and face in post observation feedback* (Doctoral dissertation, Aston University).

Donaghue, H. (2018). Relational work and identity negotiation in critical post observation teacher feedback. *Journal of Pragmatics*, *135*, 101–116. doi: 10.1016/j.pragma.2018.08.002

Donaghue, H. (2020). Feedback Talk as a Means of Creating, Ratifying and Normalising an Institutionally Valued Teacher Identity. *Journal of Language, Identity & Education*, *19*(6), 395–411. doi: 10.1080/15348458.2019.1696683

Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: Teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, *46*(4), 586–595. doi: 10.1080/02607476.2020.1799708

El-Wakai, K. (2018). *Topic management: the'about what-ness' of interaction in student university meetings* (Doctoral dissertation, Newcastle University).

Engin, M. (2015). Trainer talk in post-observation feedback sessions: An exploration of scaffolding. *Classroom Discourse*, *6*(1), 57–72. doi: 10.1080/19463014.2014.919867

Faez, F., Cooke, S., Karas, M. and Vidwans, M. (2017) 'Examining the effectiveness of online discussion forums for teacher development', in Farrell, T. S. C. (ed.) TESOL Voices: Insider Accounts of Classroom Life—Preservice Teacher Education. Alexander, VA: TESOL Press.

Farr, F. (2015). *The discourse of teaching practice feedback: A corpus-based investigation of spoken and written modes*. New York: Routledge.

Farrell, T. S. C. (2014). *Reflective practice in ESL teacher development groups: From practices to principles*. Retrieved from https://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=1514277

Farrell, T. S. C. (2019). Reflective practice in L2 teacher education. In S. Walsh & S. Mann (Eds.), *The Routledge Handbook of English Language Teacher Education* (1st ed., pp. 38–51). London ; New York, NY : Routledge, 2019. | Series: Routledge handbooks in applied linguistics: Routledge. doi: 10.4324/9781315659824-5

Fayne, H. R. (2007). Supervision from the Student Teacher's Perspective: An Institutional Case Study. *Studying Teacher Education*, *3*(1), 53–66. doi: 10.1080/17425960701284016

Fox, B. A. (2008). Evidentiality: Authority, Responsibility, and Entitlement in English Conversation. *Journal of Linguistic Anthropology*, *11*(2), 167–192. doi: 10.1525/jlin.2001.11.2.167

Golombek, P. R. (2011). Dynamic assessment in teacher education: Using dialogic video protocols to intervene in teacher thinking and activity. In K. Johnson & P. R. Golombek (Eds.), *Research on second language teacher education* (pp. 121–136). Routledge.

Goodwin, C. (1979). The interactive construction of a sentence in natural conversation. *Everyday language: Studies in ethnomethodology*, *97*, 121.

Goodwin, C. (2017). *Co-Operative Action* (1st ed.). Cambridge University Press. doi: 10.1017/9781139016735

Goodwin, C., & Heritage, J. (1990). Conversation Analysis. *Annual Review of Anthropology*, *19*, 283-307.

Goodwin, M. H., Cekaite, A., Goodwin, C., & Tulbert, E. (2012). Emotion as stance. Emotion in interaction, 16, 41.

Green, J. J. (2018). *If a Picture is Worth a Thousand Words, What is a Video Worth? The Impact of Video on Interaction and Reflection in the Post-Observation Conference* (Doctoral dissertation, Kent State University).

Grønnerød, J. S. (2004). On the Meanings and Uses of Laughter in Research Interviews: Relationships between Interviewed Men and a Woman Interviewer. *YOUNG*, *12*(1), 31–49. doi: 10.1177/1103308804039635

Gül, D. (2017). Türkçede Tanıtsallık: Anadil Konuşucu Verileri. *International Journal of Language Academy*, *5*(20), 17–29. doi: 10.18033/ijla.3789

Harris, A. R. (2013). *Professionals developing professionalism: the interactional organisation of reflective practice* (Doctoral dissertation, Newcastle University).

Heath, C., & Luff, P. (1992). Media Space and Communicative Asymmetries: Preliminary Observations of Video-Mediated Interaction. *Human-Computer Interaction*, *7*(3), 315–346. doi: 10.1207/s15327051hci0703_3

Heath, C., & Luff, P. (1993). Disembodied conduct: Interactional asymmetries in video-mediated communication. *Technology in working order: Studies of work, interaction, and technology*, 35-54.

Helisten, M. (2019). Disjunctively Positioned Problem-Noticings in Managing Multiactivity. *Research on Language and Social Interaction*, *52*(4), 318–342. doi: 10.1080/08351813.2019.1657274

Heritage, J. (1984). A change-of-state token and aspects of its sequential placement. *Structures of social action: Studies in conversation analysis*, 299-345.

Heritage, J. (1999). Conversation Analysis at Century's End: Practices of Talk-in-Interaction, Their Distributions, and Their Outcomes. *Research on Language & Social Interaction*, *32*(1–2), 69–76. doi: 10.1080/08351813.1999.9683609

Heritage, J. (2005). Conversation analysis and institutional talk. *Handbook of language and social interaction*, *103*, 47.

Heritage, J. (2012a). Epistemics in Action: Action Formation and Territories of Knowledge. *Research on Language & Social Interaction*, *45*(1), 1–29. doi: 10.1080/08351813.2012.646684

Heritage, J. (2012b). The Epistemic Engine: Sequence Organization and Territories of Knowledge. *Research on Language & Social Interaction*, *45*(1), 30–52. doi: 10.1080/08351813.2012.646685

Heritage, J., & Sefi, S. (1992). *Dilemmas of advice: Aspects of the delivery and reception of advice in interactions between health visitors and first-time mothers*. 59.

Ho, W. Y. J., & Tai, K. W. H. (2020). Doing expertise multilingually and multimodally in online English teaching videos. *System*, *94*, 102340. doi: 10.1016/j.system.2020.102340

Hoey, E. M., & Kendrick, K. H. (2017). Conversation analysis. *Research methods in psycholinguistics: A practical guide*, 151-173.

Hofstetter, E. (2021). Analyzing the researcher-participant in EMCA. *Social Interaction. Video-Based Studies of Human Sociality*, *4*(2). doi: 10.7146/si.v4i2.127185

Holt, E. (1996). Reporting on Talk: The Use of Direct Reported Speech in Conversation. *Research on Language & Social Interaction*, *29*(3), 219–245. doi: 10.1207/s15327973rlsi2903_2

Hutchby, I. (1995). Aspects of recipient design in expert advice-giving on call-in radio. *Discourse Processes*, *19*(2), 219–238. doi: 10.1080/01638539509544915

Huth, T. (2020). *Interaction, Language Use, and Second Language Teaching* (1st ed.). Routledge. doi: 10.4324/9781003017356

Huth, T., Betz, E., & Taleghani-Nikazm, C. (2019). Rethinking language teacher training: Steps for making talk-in-interaction research accessible to practitioners. *Classroom Discourse*, *10*(1), 99–122. doi: 10.1080/19463014.2019.1570529

Jefferson, G. (1973). A Case of Precision Timing in Ordinary Conversation: Overlapped Tag-Positioned Address Terms in Closing Sequences. *Semiotica*, *9*(1). doi: 10.1515/semi.1973.9.1.47

Jefferson, G. (2004a). A sketch of some orderly aspects of overlap in natural conversation. *Conversation Analysis Studies from the first generation*, 43-62.

Jefferson, G. (2004b). Glossary of transcript symbols with an introduction. *Conversation Analysis Studies from the first generation*, 13-34.

Kassner, L. D., & Cassada, K. M. (2017). Chat It Up: Backchanneling to Promote Reflective Practice Among In-Service Teachers. *Journal of Digital Learning in Teacher Education*, *33*(4), 160–168. doi: 10.1080/21532974.2017.1357512

Kendrick, K. H. (2019). Evidential vindication in next turn. *Perception Metaphors*, *19*, 253. Amsterdam: John Benjamins Publishing Company.

Kidd, W., & Murray, J. (2020). The Covid-19 pandemic and its effects on teacher education in England: How teacher educators moved practicum learning online. *European Journal of Teacher Education*, *43*(4), 542–558. doi: 10.1080/02619768.2020.1820480

Kim, M. S. (2005). Evidentiality in achieving entitlement, objectivity, and detachment in Korean conversation. *Discourse Studies*, *7*(1), 87–108. doi: 10.1177/1461445605048768

Kim, Y., & Silver, R. E. (2016). Provoking Reflective Thinking in Post Observation Conversations. *Journal of Teacher Education*, *67*(3), 203–219. doi: 10.1177/0022487116637120

Kim, Y., & Silver, R. E. (2021). "What Do You Think About This?": Differing Role Enactment in Post-Observation Conversation. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based Conversation Analytic Research* (pp. 303–328). Cham: Springer International Publishing. doi: 10.1007/978-3-030-52193-6_15

Knight, J., Dooly, M., & Barberà, E. (2018). Multimodal meaning making: Navigational acts in online speaking tasks. *System*, *78*, 65–78. doi: 10.1016/j.system.2018.07.007

Kohnke, L., & Moorhouse, B. L. (2020). Facilitating Synchronous Online Language Learning through Zoom. *RELC Journal*, 003368822093723. doi: 10.1177/0033688220937235

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, *43*(4), 608–622. doi: 10.1080/02619768.2020.1809650

Kozar, O. (2016). Teachers' reaction to silence and teachers' wait time in video and audioconferencing English lessons: Do webcams make a difference? *System*, *62*, 53–62. doi: 10.1016/j.system.2016.07.002

Kurtoglu-Hooton, N. (2016). From 'Plodder' to 'Creative': Feedback in teacher education. *ELT Journal*, *70*(1), 39–47. doi: 10.1093/elt/ccv050

Lee, H., Hampel, R., & Kukulska-Hulme, A. (2019). Gesture in speaking tasks beyond the classroom: An exploration of the multimodal negotiation of meaning via Skype videoconferencing on mobile devices. *System*, *81*, 26–38. doi: 10.1016/j.system.2018.12.013

Levinson, S. C. (1992). Primer for the field investigation of spatial description and conception. *Pragmatics*, *2*(1), 5-47.

Leyland, C. (2018). Resistance as a resource for achieving consensus: Adjusting advice following competency-based resistance in L2 writing tutorials at a British University. *Classroom Discourse*, *9*(3), 267–287. doi: 10.1080/19463014.2018.1480966

Leyland, C. (2021). The interactional construction of the academic reader in writing tutorials for international students: An advice-giving resource. *Linguistics and Education*, *61*, 100900. doi: 10.1016/j.linged.2020.100900

Limberg, H., & Locher, M. A. (Eds.). (2012). *Advice in discourse*. Amsterdam ; Philadelphia: John Benjamins Pub. Co.

Local, J., & Kelly, J. (1986). Projection and ?silences?: Notes on phonetic and conversational structure. *Human Studies*, *9*(2–3), 185–204. doi: 10.1007/BF00148126

Luff, P., Heath, C., Kuzuoka, H., Hindmarsh, J., Yamazaki, K., & Oyama, S. (2003). Fractured Ecologies: Creating Environments for Collaboration. *Human–Computer Interaction*, *18*(1–2), 51–84. doi: 10.1207/S15327051HCI1812_3

Luff, P., Patel, M., Kuzuoka, H., & Heath, C. (2014). Assembling Collaboration: Informing the Design of Interaction Spaces. *Research on Language and Social Interaction*, *47*(3), 317–329. doi: 10.1080/08351813.2014.925680

Mann, S., & Walsh, S. (2013). RP or 'RIP': A critical perspective on reflective practice. *Applied Linguistics Review, 4*(2), 291–315. doi: 10.1515/applirev-2013-0013

Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices*. New York: Routledge,Taylor & Francis Group.

Marcos, J. M., Sanchez, E., & Tillema, H. H. (2011). Promoting teacher reflection: What is said to be done. *Journal of Education for Teaching, 37*(1), 21–36. doi: 10.1080/02607476.2011.538269

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (Fourth edition). San Francisco, CA: John Wiley & Sons.

Merton, R. K. (1957). The Role-Set: Problems in Sociological Theory. *The British Journal of Sociology, 8*(2), 106. doi: 10.2307/587363

Meulenbroeks, R. (2020). Suddenly fully online: A case study of a blended university course moving online during the Covid-19 pandemic. *Heliyon, 6*(12), e05728. doi: 10.1016/j.heliyon.2020.e05728

Mondada, L. (2013). Displaying, contesting and negotiating epistemic authority in social interaction: Descriptions and questions in guided visits. *Discourse Studies, 15*(5), 597–626. doi: 10.1177/1461445613501577

Mondada, L. (2018). Multiple temporalities of language and body in interaction: challenges for transcribing multimodality. *Research on Language and Social Interaction, 51*(1), 85-106.

Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. *Journal of Education for Teaching, 46*(4), 609–611. doi: 10.1080/02607476.2020.1755205

Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons. *RELC Journal*, 003368822098527. doi: 10.1177/0033688220985274

Oittinen, T. (2020). Noticing-prefaced recoveries of the interactional space in a video-mediated business meeting. *Social Interaction. Video-Based Studies of Human Sociality, 3*(3). doi: 10.7146/si.v3i3.122781

Olbertz-Siitonen, M., & Piirainen-Marsh, A. (2021). Coordinating action in technology-supported shared tasks: Virtual pointing as a situated practice for mobilizing a response. *Language & Communication, 79*, 1–21. doi: 10.1016/j.langcom.2021.03.005

Ong, B., Barnes, S., & Buus, N. (2020). Downgrading Deontic Authority in Open Dialogue Reflection Proposals: A Conversation Analysis. *Family Process*, famp.12586. doi: 10.1111/famp.12586

Park, I. (2012). Seeking advice: Epistemic asymmetry and learner autonomy in writing conferences. *Journal of Pragmatics*, *44*(14), 2004–2021. doi: 10.1016/j.pragma.2012.09.012

Park, I. (2014). Stepwise advice negotiation in writing center peer tutoring. *Language and Education*, *28*(4), 362–382. doi: 10.1080/09500782.2013.873805

Park, I. (2017). Questioning as advice resistance: Writing tutorial interactions with L2 writers. *Classroom Discourse*, *8*(3), 253–270. doi: 10.1080/19463014.2017.1307125

Partington, A. (2009). *The linguistics of laughter: A corpus-assisted study of laughter-talk*. London; New York: Routledge.

Phillips, D. (1999). *The feedback session within the context of teacher training and development: An analysis of discourse, role and function* (Doctoral dissertation, University of London).

Piirainen-Marsh, A., & Tainio, L. (2014). Asymmetries of Knowledge and Epistemic Change in Social Gaming Interaction: The Modern Language Journal. *The Modern Language Journal*, *98*(4), 1022–1038. doi: 10.1111/modl.12153

Pomerantz, A. M. (1984). Giving a source or basis: The practice in conversation of telling 'how i know.' *Journal of Pragmatics*, *8*(5–6), 607–625. doi: 10.1016/0378-2166(84)90002-X

Pomerantz, A. (2005). Using participants' video stimulated comments to complement analyses of interactional practices. *Conversation and cognition*, 93-113.

Pomerantz, A. (2021). Telling My Side: "Limited Access" as a "Fishing" Device. In A. Pomerantz, *Asking and Telling in Conversation* (pp. 127–139). Oxford University Press. doi: 10.1093/oso/9780190927431.003.0008

Prilop, C. N., Weber, K. E., & Kleinknecht, M. (2020). Effects of digital video-based feedback environments on pre-service teachers' feedback competence. *Computers in Human Behavior*, *102*, 120–131. doi: 10.1016/j.chb.2019.08.011

Quigley, B. L., & Nyquist, J. D. (1992). Using video technology to provide feedback to students in performance courses. *Communication Education*, *41*(3), 324–334. doi: 10.1080/03634529209378892

Raymond, C. W., & Cashman, H. R. (2021). Institutional Roles as Interactional Achievements: The Epistemics of Sports Commentary. In *Contexts of Co-Constructed Discourse* (pp. 23-45). Routledge.

Reed, D. J., & Wooffitt, R. (2021). Embodiment, Relationality and Epistemics: Observations from Alexander Technique Training in Music Master Classes. *Sociology*, 003803852110077. doi: 10.1177/00380385211007761

Roth, A. L. (2002). Social epistemology in broadcast news interviews. *Language in Society*, *31*(3), 355–381. doi: 10.1017/S0047404502020262

Sacks, H., Schegloff, E. A., & Jefferson, G. (1978). A simplest systematics for the organization of turn taking for conversation. In *Studies in the organization of conversational interaction* (pp. 7-55). Academic Press.

Sandlund, E. (2014). Prescribing conduct: Enactments of talk or thought in advice-giving sequences. *Discourse Studies*, *16*(5), 645–666. doi: 10.1177/1461445614539065

Schegloff, E. A. (1995). Discourse as an Interactional Achievement III: The Omnirelevance of Action. *Research on Language and Social Interaction*, *28*(3), 185–211. doi: 10.1207/s15327973rlsi2803_2

Schegloff, E. A. (1998a). Reflections on Studying Prosody in Talk-in-Interaction. *Language and Speech*, *41*(3–4), 235–263. doi: 10.1177/002383099804100402

Schegloff, E. (1998b). Body Torque. *Social Research*, *65*(3), 535-596. Retrieved from https://jstor.org/stable/40971262

Schegloff, E. A. (2007). *Sequence Organization in Interaction: A Primer in Conversation Analysis. Volume 1 Volume 1*. doi: 10.1017/CBO9780511791208

Schegloff, E. A., & Sacks, H. (1973). Opening up Closings. *Semiotica*, *8*(4). doi: 10.1515/semi.1973.8.4.289

Scull, J., Phillips, M., Sharma, U., & Garnier, K. (2020). Innovations in teacher education at the time of COVID19: An Australian perspective. *Journal of Education for Teaching*, *46*(4), 497–506. doi: 10.1080/02607476.2020.1802701

Seah, B., Ang, E. N. K., Liaw, S. Y., Lau, S. T., & Wang, W. (2021). Curriculum changes for pre-registration nursing education in times of COVID-19: For the better or worse? *Nurse Education Today*, *98*, 104743. doi: 10.1016/j.nedt.2020.104743

Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Malden, MA: Blackwell Pub.

Seedhouse, P. (2005). Conversation Analysis and language learning. *Language Teaching*, *38*(4), 165–187. doi: 10.1017/S0261444805003010

Sert, O. (2013). Integrating Digital Video Analysis Software into Language Teacher Education: Insights from Conversation Analysis. *Procedia - Social and Behavioral Sciences*, *70*, 231–238. doi: 10.1016/j.sbspro.2013.01.059

Sert, O. (2015). *Social Interaction and L2 Classroom Discourse*. Edinburgh: Edinburgh University Press.

Sert, O. (2019). Classroom interaction and language teacher education. In S. Walsh & S. Mann (Eds.), *The Routledge Handbook of English Language Teacher Education* (1st ed., pp. 216–238). London ; New York, NY : Routledge, 2019. | Series: Routledge handbooks in applied linguistics: Routledge. doi: 10.4324/9781315659824-19

Sert, O. (2021). Transforming CA Findings into Future L2 Teaching Practices: Challenges and Prospects for Teacher Education. In S. Kunitz, N. Markee, & O. Sert (Eds.), *Classroom-based Conversation Analytic Research* (pp. 259–279). Cham: Springer International Publishing. doi: 10.1007/978-3-030-52193-6_13

Seuren, L. M., Wherton, J., Greenhalgh, T., & Shaw, S. E. (2021). Whose turn is it anyway? Latency and the organization of turn-taking in video-mediated interaction. *Journal of Pragmatics*, *172*, 63–78. doi: 10.1016/j.pragma.2020.11.005

Shvidko, E. (2020). Relating through instructing: Affiliative interactional resources used by the teacher when giving feedback on student work. *Classroom Discourse*, 1–22. doi: 10.1080/19463014.2020.1742174

Sidnell, J. (2010). *Conversation analysis: An introduction*. New Jersey: Wiley-Blackwell.

Sidnell, J. (2011). *Conversation Analysis* (pp. 9780199772810–0062) [Data set]. Oxford University Press. doi: 10.1093/obo/9780199772810-0062

Sidnell, J. (2012). "Who knows best?": Evidentiality and epistemic asymmetry in conversation. *Pragmatics and Society*, *3*(2), 294–320. doi: 10.1075/ps.3.2.08sid

Sikveland, R. O., Solem, M. S., & Skovholt, K. (2021). How teachers use prosody to guide students towards an adequate answer. *Linguistics and Education*, *61*, 100886. doi: 10.1016/j.linged.2020.100886

Skovholt, K. (2018). Anatomy of a teacher–student feedback encounter. *Teaching and Teacher Education*, *69*, 142–153. doi: 10.1016/j.tate.2017.09.012

Skovholt, K., Nordenström, E., & Stokoe, E. (2019). Evaluative conduct in teacher–student supervision: When students assess their own performance. *Linguistics and Education*, *50*, 46–55. doi: 10.1016/j.linged.2019.03.001

Slick, S. K. (1997). Assessing versus assisting: The supervisor's roles in the complex dynamics of the student teaching triad. *Teaching and Teacher Education*, *13*(7), 713–726. doi: 10.1016/S0742-051X(97)00016-4

Soslau, E. (2015). Development of a post-lesson observation conferencing protocol: Situated in theory, research, and practice. *Teaching and Teacher Education*, *49*, 22–35. doi: 10.1016/j.tate.2015.02.012

Stivers, T., Mondada, L., & Steensig, J. (2011). Knowledge, morality and affiliation in social interaction. In T. Stivers, L. Mondada, & J. Steensig (Eds.), *The*

Morality of Knowledge in Conversation (pp. 3–24). Cambridge: Cambridge University Press. doi: 10.1017/CBO9780511921674.002

Stokoe, E. (2014). The Conversation Analytic Role-play Method (CARM): A Method for Training Communication Skills as an Alternative to Simulated Role-play. *Research on Language and Social Interaction*, *47*(3), 255–265. doi: 10.1080/08351813.2014.925663

Strong, M., & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: Suggestions and responses. *Teaching and Teacher Education*, *20*(1), 47–57. doi: 10.1016/j.tate.2003.09.005

Svennevig, J. (2012). The agenda as resource for topic introduction in workplace meetings. *Discourse Studies*, *14*(1), 53–66. doi: 10.1177/1461445611427204

Thurlings, M., Vermeulen, M., Bastiaens, T., & Stijnen, S. (2014). The role of feedback and social presence in an online peer coaching program for student teachers. *Australasian Journal of Educational Technology*, *30*(3). doi: 10.14742/ajet.636

Timperley, H. (2001). Mentoring Conversations Designed to Promote Student Teacher Learning. *Asia-Pacific Journal of Teacher Education*, *29*(2), 111–123. doi: 10.1080/13598660120061309

Toulmin, S. (2003). *The uses of argument* (Updated ed). Cambridge, U.K. ; New York: Cambridge University Press.

United Nations Educational, Scientific and Cultural Organization. (2020). Supporting teachers and education personnel during times of crisis. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000373338

van Braak, M., Huiskes, M., Schaepkens, S., & Veen, M. (2021). Shall We All Unmute? A Conversation Analysis of Participation in Online Reflection Sessions for General Practitioners in Training. *Languages*, *6*(2), 72. doi: 10.3390/languages6020072

Vásquez, C. (2004). "Very carefully managed": Advice and suggestions in post-observation meetings. *Linguistics and Education*, *15*(1–2), 33–58. doi: 10.1016/j.linged.2004.10.004

Vásquez, C. (2005). *Teacher positioning in post-observation discourse* (Order No. 3189079, Doctoral Dissertation, Northern Arizona University).

Vásquez, C., & Reppen, R. (2007). Transforming Practice: Changing Patterns of Participation in Post-observation Meetings. *Language Awareness*, *16*(3), 153–172. doi: 10.2167/la454.0

Vehviläinen, S. (2001). Evaluative Advice in Educational Counseling: The Use of Disagreement in the "Stepwise Entry" to Advice. *Research on Language & Social Interaction*, *34*(3), 371–398. doi: 10.1207/S15327973RLSI34-3_4

Vehviläinen, S. (2009). Problems in the Research Problem: Critical Feedback and Resistance in Academic Supervision. *Scandinavian Journal of Educational Research*, *53*(2), 185–201. doi: 10.1080/00313830902757592

Waite, D. (1993). Teachers in Conference: A Qualitative Study of Teacher-Supervisor Face-to-Face Interactions. *American Educational Research Journal*, *30*(4), 675–702. doi: 10.3102/00028312030004675

Wagner, S., & Lewis, K. B. (2019). Complaining as Reflective Practice in TESOL Teacher–Mentor Post-Observation Meetings. *Working Papers in Educational Linguistics (WPEL)*, *34*(1), 1.

Wajnryb, R. (1994). *The pragmatics of feedback: A study of mitigation in the supervisory discourse of TESOL teacher educators* (Unpublished doctoral dissertation, Macquarie University, Sydney, Australia).

Walsh, S. (2006). *Investigating classroom discourse*. London ; New York: Routledge, Taylor & Francis Group.

Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Abingdon, Oxon ; New York: Routledge.

Walsh, S., & Mann, S. (2015). Doing reflective practice: A data-led way forward: *ELT Journal*, *69*(4), 351–362. doi: 10.1093/elt/ccv018

Walsh, S., & Mann, S. (Eds.). (2019). *The Routledge handbook of English language teacher education*. London ; New York: Routledge/Taylor & Francis Group.

Waring, H. Z. (2005). Peer Tutoring in a Graduate Writing Centre: Identity, Expertise, and Advice Resisting. *Applied Linguistics*, *26*(2), 141–168. doi: 10.1093/applin/amh041

Waring, H. Z. (2007). The multi-functionality of accounts in advice giving. *Journal of Sociolinguistics*, *11*(3), 367–391. doi: 10.1111/j.1467-9841.2007.00328.x

Waring, H. Z. (2014). Mentor invitations for reflection in post-observation conferences: Some preliminary considerations. *Applied Linguistics Review*, *5*(1), 99–123. doi: 10.1515/applirev-2014-0005

Waring, H. Z. (2017). Going general as a resource for doing advising in post-observation conferences in teacher training. *Journal of Pragmatics*, *110*, 20–33. doi: 10.1016/j.pragma.2017.01.009

Waring, H. Z. (2021). Harnessing the power of heteroglossia: How to multi-task with teacher talk. In S. Kunitz, N. Markee, & O. Sert (Eds.), Classroom-based Conversation Analytic Research: Theoretical and Applied Perspectives on Pedagogy (Vol. 46, pp. 281–301). Springer International Publishing. doi: 10.1007/978-3-030-52193-6

Watson, A., & Williams, M. (2004). Post-lesson debriefing: Delayed or immediate? An investigation of student teacher talk. *Journal of Education for Teaching*, *30*(2), 85–96. doi: 10.1080/0260747042000229726

Wilton, A. (2021). Epistemics in post-match interviews: A focus on questioning turn design. *International Journal of Applied Linguistics*, *31*(1), 132–150. doi: 10.1111/ijal.12326

Yu, G., & Wu, Y. (2021). Managing expert/novice identity with actions in conversation: Identity construction & negotiation. *Journal of Pragmatics*, *178*, 273–286. doi: 10.1016/j.pragma.2021.03.021

Yuan, E. R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education*, *55*, 188–197. doi: 10.1016/j.tate.2016.01.012