HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

Doctor of Philosophy in English Language Teaching Program

THE NATURE OF DIALOGIC REFLECTION ON L2 SPOKEN PERFORMANCES OF

TERTIARY-LEVEL STUDENTS

TUĞÇE TEMİR

Ph.D. Dissertation

Ankara, 2022

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

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Abstract

This study aims to explore the nature of dialogic reflections of L2 tertiary level learners on their spoken performances through qualitative sociocultural research. To conduct the study, 24 tertiary level L2 learners were given six different speaking tasks throughout 12 weeks, and they did the tasks in the classroom with their pairs and audio-recorded their conversation. Then, the learners listened to their performances and reflected on them dialogically with their pair, and audio-recorded their reflections. The learners yielded 22 hours of interaction with their peers. All the tasks and reflections were recorded, transcribed, and categorized through MAXQDA, a software platform. To analyze the data, sociocultural theory-based analysis methods, which are microgenetic approach and sociocultural discourse analysis, both of which are included in microanalysis methods, were used. The findings revealed that there are two main categories occurring while reflecting dialogically. The most common one is showing regulatory behaviors, and the other one is having affective involvement. In the dialogic reflection sessions, regulatory behaviors appeared in two ways; (1) the learners either initiated a conversation by asking questions, making suggestions, asking for guidance or clarification, and raising awareness or (2) showed regulated behaviors by scaffolding their pairs, making language-related explanations, and establishing mutual understanding between each other. Besides, affective involvement happed in two ways; the first one happened when learners felt their achievement, and secondly when they wanted to praise their pairs or themselves. Finally, the findings give implications for the use of reflection with learners, learner improvement, and classroom interaction.

Keywords: sociocultural theory, dialogic reflection, learner improvement, sociocultural discourse analysis, microgenetic approach

Öz

Bu çalışma, nitel sosyokültürel araştırma modeli ile üniversite öğrencilerinin ikinci dildeki konuşma performanslarına yaptıkları karşılıklı yansıtmalarının doğasını keşfetmeyi amaçlamaktadır. Çalışmayı yürütmek için, üniversite seviyesindeki 24 ikinci yabancı dil öğrencisine 12 hafta boyunca altı farklı konuşma görevi verilip, bu görevleri sınıfta çiftleriyle birlikte yapmış ve konuşmalarını ses kaydına almışlardır. Daha sonra öğrenciler performanslarını dinleyerek bir arkadaşlarıyla karşılıklı yansıtıcı konuşmalarda bulunmuş ve bunları ses kaydına almışlardır. Öğrenciler akranlarıyla 21 saat etkileşim sağlamışlardır. Tüm görevler ve yansıtıcı diyaloglar bir yazılım platformu olan MAXQDA aracılığıyla kaydedilmiş, yazıya dökülüp kategorilere ayrılmıştır. Verilerin analizinde mikro analiz yöntemleri içinde yer alan mikro genetik yaklaşım ve sosyokültürel söylem analizi olan sosyokültürel teori temelli analiz yöntemleri kullanılmıştır. Bulgular, karşılıklı yansıtma esnasında ortaya çıkan iki ana kategori olduğunu ortaya çıkarmıştır. En yaygın olanı düzenleyici davranışlar sergilemek, diğeri ise duygusal katılım göstermektir. Karşılıklı yansıtma oturumlarında düzenleyici davranışlar iki şekilde ortaya çıkmıştır; (1) öğrencilerin ya sorular sorarak, önerilerde bulunarak, rehberlik veya açıklama isteyerek ve farkındalık yaratarak bir konuşma başlatması ya da (2) birbirlerini destekleyerek, dille ilgili açıklamalar yaparak ve birbirleri arasında karşılıklı anlayış kurarak regülasyon sağlayıcı davranışlar sergilemişlerdir. Ayrıca duygularını iki şekilde ortaya koymuşlardır; ilki, öğrenciler başarılarını hissettiklerinde ve ikincisi, çiftlerini veya kendilerini övmek istediklerinde gerçekleşmiştir. Son olarak, bulgular öğrencilerle karşılıklı yansıtmanın kullanımı, öğrenen gelişimi ve sınıf etkileşimi için çıkarımlar olduğunu göstermiştir.

Anahtar sözcükler: sosyokültürel teori, karşılıklı yansıtma, öğrenen gelişimi, sosyokültürel söylem analizi, mikro genetik yaklaşım

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Symbols and Abbreviations

DA: Dynamic Assessment

DR: Dialogic reflection

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

L1: First Language / Mother-tongue

L2: Second / Foreign language

OI-SRB: Other-initiated Self-regulatory Behavior

OI-ORB: Other-initiated Other-regulatory Behavior

SCT: Sociocultural Theory

SCDA: Sociocultural Discourse Analysis

SI-SRB: Self-initiated Self-regulatory Behavior

SI-ORB: Self-initiated Other-regulatory Behavior

ZPD: Zone of Proximal Development

Chapter 1

Introduction

Introduction

This study aims at exploring the nature of dialogic reflections of L2 tertiary level students on their oral performances. The study focuses on dialogic reflection and sociocultural theory. Thus, the background of the study presents the summary of dialogic reflection and explains how it is related to sociocultural theory by giving some important tenets of it. After discussing the background, aim and significance part, the problem of the study is stated, and the aim and significance of the study are explored. Then, research questions are presented, and it is followed by explaining the research context. The chapter is concluded by giving the definition of terminology used in the study.

Background of the study

Reflection in education dates back to 1933 when Dewey proposed experiential learning underscoring three important principles of it, experience, interaction, and reflection all of which have been accepted as the most important components of learning for years. After this date, reflection has been used in all educational contexts to explore the roles and effects of reflection on teaching and learning (Cheng & Chau, 2009; Killion & Todnem, 1991; Saito & Miwa, 2007; Schön, 1983; Shannon & Roberts & Woodbury, 2001; Yang, 2010).

Most of the previous studies agreed on the benefits of reflection on learners or educational context, and reflection has been investigated in terms of (1) its type; written (Yang, 2010) or spoken, (2) interactional way of participants; self-reflection (Gün, 2011), and dialogic reflection (Mann & Walsh, 2017), and (3) the tools used during reflection; pen and paper or recording. Among those 3 important features of reflection, most of the studies discussed in the previous literature are based on written and individual reflection, which do not give many chances to create enough data and get benefited from the reflection process (Adeani & Febriani & Syafryadin, 2020; Mann & Walsh, 2013).

Taking these 3 features into consideration, Mann and Walsh (2013) revisited the reflective practice and proposed that "dialogic reflection could be the new domain of reflection as it entails dialogue in which people interact with each other through some tools in a systematic way collaboratively. Dialogue in education is used to make students and teachers challenge and scaffold each other (Vygotsky, 1978), to make them be more critical (Freire, 1985), to mention the core element of individual thinking or to share the thoughts with someone else (Bakhtin, 1986), to explore the nature of conversation in terms of how all the participants in the conversation listen to each other, how they initiate the talk, how they provide information (Mercer, 2000), and to highlight the whole thinking and reflection process (Renshaw, 2004). Thus, dialogic reflection, which is a kind of reflection on an action together with someone, has added a new flavor to the field in terms of its components.

Mann and Walsh (2013) underscored important factors of dialogic reflection which needs to be (1) systematic, (2) interactive and (3) mediated by tools. Firstly, they highlighted the significance of systematic way of doing dialogic reflection proposing that it is difficult to have a shared meaning of an experience without interacting with someone. The second component is the way it has been done, which refers to oral skills. In dialogic reflection, there must be a dialogue between learners, so it is expected to be used orally. Moreover, the last component is the tools including recordings, videos, or transcriptions, thanks to which learners can retrieve what they have done so that they can reflect on them easily. Thus, these features of dialogic reflection provide us an effective implementation to be used in all kinds of educational settings including all stakeholders.

Dialogic reflection can be discussed under the scope of sociocultural theory as they both have similar norms in nature including the use of language, being in an interaction, fostering collaboration, and mediation of any tools. Thus, it is of vital importance to define the related principles of sociocultural theory to understand the rationale behind dialogic reflection.

Sociocultural theory was proposed by Vygotsky (1978), a Russian psychologist. Vygotsky (1981) suggested sociocultural factors affect higher thinking skills and mental

functioning of a person to improve themselves. All kinds of social and cultural norms such as symbolic artifacts, language use, and interaction are important factors that have impacts on people and their learnings. Thus, it is important to understand the tenets of the theory to understand the robust relationship between dialogic reflection and the theory.

Sociocultural theory emerged after Vygotsky (1978) proposed a theory as "cultural psychology", Wertsch (1985) mentioned the importance of participation in cultural and social activities to see human mental functioning which has a mediated process in it and framed the theory as "sociocultural theory". This process includes many key principles of the theory such as mediation, scaffolding, regulation, zone of proximal development, and genetic approach. (Lantolf, & Thorne & Poehner, 2015; Lantolf & Thorne, 2006; Ratner, 2002).

The core element of the theory is mediation which is intrinsically interwoven with the learning of people in all contexts (Lantolf, 2000; Vygotsky, 1978). Mediation is the support people take from other people or any tools around to understand, to adapt, and to improve themselves. Any tools that are known as cultural, material, symbolic and psychological artifacts could mediate a person (Lantolf & Thorne, 2006). They could encompass language, numbers, music, pencil, notebooks, etc. (Kozulin, 1998; Lantolf, 2000).

In addition to these tools, people could also mediate each other. Understanding, supporting, asking questions, helping occur in an interaction, and these actions lead people to question and develop their skills/mental functioning (Vygotsky, 1978). Thus, in educational settings, anyone such as families, siblings, teachers, other students, peers, administrators can mediate each other.

Regulation, the second tenet of SCT, is a form of mediation which includes object-regulation, other-regulation, and self-regulation (Lantolf & Thorne & Poehner, 2015). Object regulation represents any tools that help people regulate themselves. In a language learning setting, for instance, the use of a dictionary might be a good sample to show how learners mediate themselves by the help of an object (Thorne & Tasker, 2011). Other regulation, another type of mediation, is explicit or implicit guidance coming from another person to help

a person regulate themselves. This help is named as "scaffolding", a metaphor that describes the support or assistance coming from a human being (Wood & Bruner & Ross, 1976). Self-regulation, the third stage of mediation, is the last type of mediation in which a person is expected to regulate themselves with minimum help or without help (Lantolf & Thorne, 2006). This last level brings people to the term "internalization" that is voluntary control of the development (Thorne & Tasker, 2011). In language learning contexts, this is accepted to be the main objective of learning/teaching.

Considering these significant principles of the theory, it can be claimed that there is direct relevance between dialogic reflection and sociocultural theory. The first and most significant principle they emphasized is the use of language in the learning process that helps people regulate themselves and learn new concepts. The use of language within a dialogue or interaction is one of the other aspects of the theory and dialogic reflection as it is understood that people co-construct the meaning or negotiate for the meaning of what they would like to convey through it. Within that interaction, the other principles such as collaboration, mediation, and scaffolding could emerge. Thus, in this study, these two important concepts, dialogic reflection and sociocultural theory, are studied together and examined to find out the nature of learners' dialogic reflections on their own oral performances.

The Aim and the Significance of the Study

The aim of this current study is to explore the nature of dialogic reflections of tertiary level students on their L2 oral production from the perspective of sociocultural theory. It is to demonstrate how students reflect on their own performance collaboratively and dialogically with their peers, and what kind of patterns they are engaged in during their interaction.

The study is significant firstly because it fills in a gap in the literature in terms of using dialogic reflection with tertiary-level L2 learners who reflect on their own oral performances together with their peers. In the study, it is thought to be crucial and valuable to explore the nature and features of learners' dialogic reflections to be able to understand learners'

approaches in how to co-construct the conversation and how to negotiate for the meaning of what they would like to convey both of which might be used for learners' improvement. Although dialogic reflection has been used in teacher education so far, there are not studies whose focus is on learners' progress or improvement. Thus, thanks to this study, it can be seen that it is a good implementation that might be also used with L2 learners.

Secondly, the relationship between dialogic reflection and sociocultural theory has been underscored suggesting dialogic reflection as a perfect fit for the theory (Mann & Walsh, 2017). Thus, the study is important in terms of making connections between these two norms as suggested and using them with L2 learners.

The third significance of the study is the data-led approach it has in nature. Put simply, learners recorded their own productions and listened to the recordings together with their peers to reflect on it via these recordings dialogically.

Another significance of the study is its analysis methods, which are microgenetic approach (Vygotsky, 1978) and sociocultural discourse analysis (Mercer, 2004). As these research methods represent any kinds of change occurring in interaction, it is also possible to draw many implications, so using two different methods within this study and benefiting from them might be accepted an important component of the study.

Lastly, the study is significant because this detailed qualitative analysis of the data creates new language learning implementations, in that it indicates that learning potential could be visible thanks to collaboration between peers.

Thus, the study is thought to contribute to both the literature theoretically and to the classroom implementations practically.

Research Context and Research Questions

This study is conduced to explore the nature of dialogic reflections of tertiary level L2 learners who conducted six speaking tasks and reflected on their own oral performances with their peers dialogically. The research was carried out in a preparatory department of a

foundation university. The students were placed to the classes based on their scores gathered from preliminary exam, and they had an intensive English course that takes two terms. These students were assigned many kinds of performance assessments including writing and speaking tasks along the year to teach them general English.

The learners were in B1 level during the data collection process, and they were required to conduct 6 different speaking tasks which were meaningful, contextual, and related to what they covered in the classroom. The tasks were done in dyads, and each took at least 4-5 minutes, all of which were recorded by the dyads. After finishing a task, learners were supposed to listen to their own performance and reflect on it dialogically with the same peers. The data were gathered from the recordings of these speaking tasks, and the dialogic reflections of these learners conducted in the classroom. 22 hours of their recordings were transcribed and analyzed to reach the aim of the study.

After transcribing the data and doing unmotivated categorization applying sociocultural discourse analysis, the research questions were formulated. The questions were constantly changed with more detailed analysis. The last version of research questions is given below.

1. What is the nature of dialogic reflections of L2 spoken performances of tertiary level learners?

2. Is there a pattern in the dialogic reflections of learners? If yes, how?

3. Is there a change in dialogic reflections of learners in time? If yes, how?

Limitations

This current study is designed to explore the nature of dialogic reflections of L2 learners on their spoken performance within sociocultural research. The first limitation might be about the type of the data. In this study, audio recordings of the learners' tasks and reflections were collected and analyzed through sociocultural discourse analysis and microgenetic approach. The broad and rough transcription was done in the analysis procedure. However, it might have

been more helpful if there had been video recordings so that the body language, gestures, and mimics could be traced and analyzed.

The second limitation might be about the level of the learners. Taking the previous studies into consideration (Leeser, 2004), the level was set as B1; however, studying with other levels might also give different perspectives.

Another limitation might be about the terms that were used to describe the types of the behaviors the learners showed while reflection dialogically. There was a bulk of sociocultural theory-based terms which explain the categories. However, using some quantifications and categorizing them in a meaningful way might prevent the confusion for the reader as it was done in this present study.

Moreover, in this study the learners were not given any trainings about how to conduct dialogic reflections, and it was revealed that they preferred L1 while reflecting on their own performance. This is accepted as one of the features of the dialogic reflection in this study.

The last limitation might be about generalizability of the results. In sociocultural research, the aim is not about generalizing the analysis and results; however, it is interested in the phenomenon to be explored (Schöen, 2011). Thus, in-depth analysis methods help to disclose the dialogic reflections of the learners in a detailed way.

Definitions

Dialogic Reflection: "reflect together to achieve a collective understanding of an issue or puzzle" (Mann & Walsh, 2017).

Sociocultural Theory: "is intended as a theory of general psychology in which language fulfills a central mediational function in the organization of consciousness" (Poehner, van Compernolle, Esteve & Lantolf, 2018).

Mediation: "the process through which the social and the individual mutually shape each other." (Danials, 2015).

Regulation: **"**an important form of mediation. SCT researchers describe a developmentally sequenced shift in the locus of control of human activity as object-, other-, and self-regulation." (Lantolf, Thorne & Poehner, 2015).

Dynamic Assessment: **"**is an approach to assessment and instruction derived from Vygotsky's theory of the Zone of Proximal Development. (Poehner, 2005).

Collaborative Dialogue: "is dialogue in which speakers are engaged in problem-solving and knowledge-building – in this case, solving linguistic problems and building knowledge about language." (Swain, 2000).

Learning Potentials: **"**learning can also be seen in an active way, in the process of performing tasks. Students doing tasks in classrooms manage contingencies, not only because of intentional task designs by teachers but also because of the nature of talk in face-to-face interaction: such talk requires improvisation" (Hellerman & Pakarek Doehler, 2010).

Chapter 2

Theoretical Basis of Research and Literature Review

Introduction

This chapter presents a review of literature based on the aspects of the study. The first section (Reflection) will review the literature on reflection by explaining the types of it and giving some studies on it. Then in the next part, dialogic reflection will be explained and research using dialogic reflection in the literature will be highlighted. After that, sociocultural theory will be introduced, and its tenets such as mediation, regulation, internalization, zone of proximal development, dynamic assessment will be reviewed. After discussing the components of sociocultural theory, the chapter ends with explaining the relationship between sociocultural theory and dialogic reflection in the last section.

Reflection

Reflection in education dated back to the time when Dewey (1933) underscored the importance of thinking and reflecting on the experience, not the experience per se. Dewey (1933) defined reflection as "active, persistent, and careful consideration of any belief or practice in light of reasons that support it and the further consequences to which it leads (p.9)". Dewey is acknowledged with his focus on experiential learning that entails experience, interaction, and reflection.

However, it was not until when Schön (1983) broadened the term by explaining two types of reflection to make it more popular: (1) reflection-in-action and (2) reflection-on-action. As the name suggests, reflection-in-action is about reflecting and taking actions thanks to that reflection synchronously at that moment of an action. On the other hand, reflection-on-action is about a previous experience. It requires to look back to the experience and reflect on it after the action asynchronously. Schön (1983, 1987) applied these two types of reflection to teacher development to help practitioners be reflective. Then, although these types of reflection have been used for a while, the rationale behind them has been criticized claiming that they just

mention individual reflection and exclude the other stakeholders in the process. Killion and Todnem (1991) contributed to the literature by adding one more reflection type, which is reflection-for-action. This type of reflection is thought to follow the research steps more systematically, and it entails reflection to enable learners to be successful in the next / future tasks.

There are many studies which have focused on the use of different types of reflection both for learners and for student teachers, or educators. At the beginning of 21st century, Shannon, Roberts, and Woodbury (2001) conducted a study to increase the use of reflection-in-action both for students and for teachers thanks to an online platform. The platform gave students and teachers opportunities to display their performances to assess and to give feedback on each content. The findings indicated that students could use their higher thinking skills more in the time of reflection to improve their practices.

To enhance learning environment, Saito and Miwa (2007) designed experimental research in which they used reflection-in-action and reflection-on-action of learners while they were seeking some information on web tools. They found out that reflective activities increased the effectiveness of learning in terms of three aspects. Firstly, they found out that the learners in the experimental group improved their searching performance, and secondly their beliefs about some activities were changed, and lastly, they triggered the search cycles more than the control group did.

Moreover, there are other studies which have focused on developing reflection via other activities, tasks, or tools. Accepting reflection as a tool to promote learning, for instance, Chen et. al. (2009) studied the effects of high-level prompting and peer assessment on the level of learners' reflection in online learning settings. They claimed that prompting is of high importance for learners to reflect more. However, peer feedback, which includes negative and positive feedback, do not have any effects on learners' individual reflection levels.

Cheng and Chau (2009) conducted another study to foster learners' self-reflection via digital video for an e-portfolio context. Findings of exploratory case study supported the use of digital videos as they could increase learners' self-reflection.

Yang (2010) gathered students' reflections on self-correction and peer review to improve writing skills. In the study, content analysis was used to analyze 95 students' reflective journals on the effectiveness of self-correction and peer review. The results of the analysis revealed that students benefited from their self-correction in terms of grammar correction, but they thought peer reviews were very helpful to be able to develop the content or organization and noticing their peers' perceptions make them improve cognitively.

Another study was conducted to explore the nature of reflection in preservice teacher education (Yesilbursa, 2011). Written reflections of the prospective teachers were gathered and analyzed both qualitatively and quantitatively. The analysis of the data indicated that each teacher had different reflective style which shows that learners might have individual styles which are unique for them.

Moreover, effects of technology on reflection have been researched for many years, and Kori et. al. (2014) complied the articles published from 2007 to 2012 to infer if reflection could be supported by using technology. The results gathered from many different articles (Calandra et. al., 2009; Kim & Hannafin, 2008; Lan & Huang, 2011) revealed that technological tools increased effectiveness of reflection.

Lastly, Guo (2021) conducted one of the most current studies on the use of reflection and its efficiency via meta-analysis of reflection interventions. With compilation of 23 articles and including 2010 participants, the results indicated that the effects of reflection on learning are positive, and its effects depend on the duration of the intervention, types of the activities, and peer interaction. The findings highlighted the significance of reflective thinking and suggested to improve and increase reflective scaffolding in the further studies.

To sum up, reflection is an important component of teaching and learning contexts, and it has been examined from different perspectives for years. Researchers have proposed different types of reflection, which have been implemented in the language classrooms to foster learning (Gibbs, 1988; Kolb, 1984). Moreover, there have been also many studies which focused on how to increase the effectiveness of reflection. Although reflection has been accepted as a significantly crucial tenet of education for a while, reflective practice, especially in teacher education, is not free from criticism, and it has been revisited and discussed in terms of not being data-driven, having mostly written reflection, and restricting individuals to be alone during the process (Mann & Walsh, 2013; Zeichner & Liston, 1996). Thus, in the next sections, other types of reflection will be reviewed.

Peer and Collaborative Reflection

After figuring out the drawbacks of reflective practice one of which is the criticisms on self-reflection mentioned in the previous section, researchers proposed peer reflection and collaborative reflection as new types. This section has explained what these terms mean and reviewed the studies which used these reflection types.

Collaborative or peer reflection differs from individual or self-reflection in terms of having different and other views in a social setting which might affect one's own mindset (Norman, 1983). The studies based on these reflection types and given in chronological order below, have used the terms collaborative and peer reflection interchangeably.

By using the term, collaborative reflection, Peer and Shortland (2004) conducted a study with two student teachers to provide collaborative learning environment for them. The researchers designed reflective activities from reflection-on-action and reflection-for-action perspectives, for those students to support and sustain their professional development, and the exchange of written reflections showed how they created a shared understanding about their teaching along the process.

Morris and Stew (2007) also conducted a study based on collaborative reflection with medical department students. The study aimed to explore if collaborative works increase learners' reflective manners. The findings revealed that students were actively engaged in their own activities to reflect more, and collaborative reflection helped students notice their levels and foster their learning.

Another study focusing on the effectiveness of two different aspects of collaboration, peer feedback and peer reflection, was conducted in a computer supported collaborative learning environment (Phielix et al., 2009). The researchers provided two different platforms for learners to be able to make them notice their own improvements and perceptions under the scope of collaborative learning. One of the platforms, Radar, was used for peer feedback to see their perceptions on their own performance, and the other one, Reflector, was benefited for peer reflection to trigger learners' reflections on their own performance and the groups' performance. The results of the study showed that the platform which was used for peer feedback affected learners in a better way. However, the researchers assumed that the combination of peer feedback with peer reflection/collaborative reflection, or co-reflection would be more effective if future practices were included in the study.

Calkins, Grannan, and Siefken (2020) used peer-assisted reflection in their study to gather students' perceptions on mathematical thinking and to understand the role of peers and instructors on students' learning processes. The findings revealed that students communicated with their peers more effectively and the exploration of their peers' strategies of solving in Math helped them learn new perspectives and styles. Moreover, students clearly mentioned the significance of reflecting with their peers on their learning process.

Peer reflection is also used in other departments such as medical and nursing schools. One of the most contemporary studies was done with medical students who would take a national exam to improve their exam scores and help them notice their learning styles. Hanafi et al. (2021) designed a three-month study with 9 participants who are test-retakers. After taking two faculty exams, the participants were directed to peer-reflect on their learning

process and their scores. The reflections were analyzed via content analysis. The results showed that students became aware of their learning styles and learning processes. Moreover, students were found very eager to use their peer's reflections and advice in their learning experience.

To conclude, peer or collaborative reflection has a distinctive feature from self-reflection as it requires at least two people while reflecting. Although this aspect of collaborative reflection has been thought to yields positive results, it does not guarantee to be oral or to have interaction and dialogue between peers. Thus, the next section introduces another type of reflection dialogic reflection which suggests new norms for all the criticisms mentioned before.

Dialogic Reflection

Dialogic reflection is one of the current niche reflection fields. Dialogic has been rooted to the word "dialogue" which has had a vital place especially in language teaching and learning. Dialogue in education has been used to make learners and teachers support each other (Vygotsky, 1978), to foster critical thinking (Freire, 1985), to exchange the thoughts (Bakhtin, 1986), to examine the nature of any talks and interactions (Mercer, 2000), and to give chance for the thinking and reflection process (Renshaw, 2004). Mann and Walsh (2017) defined the process of dialogic reflection as "…learning is a dialogic process in which meanings are mediated by language. Dialogue allows meanings to be co-constructed, new understandings to emerge and professional learning to develop." (p. 189).

Taking all these explanations and the use of "dialogue" into consideration, dialogic reflection can be defined as thinking of an action and reflecting on it critically and collaboratively to negotiate for and co-construct the meaning. After many scholars have postulated that humans create knowledge, and learning is not just reception of any knowledge, but it is the use of it in a social environment (Cohen, 1988; Firth & Wagner, 1997; Mann & Walsh, 2017; Vygotsky, 1978), dialogue has gained more importance in language learning. Hughes, Kooy and Kanevsky (1997) postulated that true learning could only be possible if learners make

meaning of what they have received in their experience (Black & Ammon, 1992; Firth & Wagner, 1997, 2007; Wells, 1985). This might be possible if learners could reflect on their experiences and co-construct the meaning of what they do dialogically and collaboratively with someone else or within a relationship between themselves and any tools benefited to be able to do private or inner talks.

Dialogic reflection is a term which has been generally addressed in the field of teacher education lately. However, it is a vital tool for language learners to raise awareness in their learning process, to present opportunities for them to co-construct their knowledge, to realize how they learn, to evaluate their progress, and to regulate their learning. The term collaborative reflection is not the same as dialogic reflection as in the first one, reflection could be in different forms or with different aims, but the later suggests having dialogue and aims at co-constructing the meaning for all participants. Thus, dialogic reflection as a term in this study was used as a type of reflection which is an implementation for L2 learners. The studies which have explored dialogic reflection have been reviewed below.

Making or constructing meaning could occur with awareness (Hughes & Kooy & Kanevsky, 1997; Wells, 1999). To be able to foster learners' self-awareness and progressions in their learning, both researchers and educators have been using activities or tasks in which learners interact with each other and reflect on them since 1990s (Firth & Wagner, 1997; Wells, 1999).

Hughes, Kooy, and Kanevsky (1997), acknowledging the importance of writing skill, designed a writing task and used dialogic reflection done on these tasks. While analyzing the effects of it on journaling, it was found out that reflections help individuals learn the content better. They found out that learners could actively be involved in journaling, and learning is not an isolated process, but it happens in a social community dialogically.

Then, Hepple (2010) analyzed the effects of dialogic reflection on transnational classroom interaction of teachers to figure out the development of teacher identity of sixteen

undergraduate teachers. The use of stimulated recall interviews and dialogic reflections on classroom implementations helped the preservice teacher see their job-related identity.

Similarly, Boerboom et al. (2011) conducted an experimental study based on peer reflections of medical teachers whose aim was to observe themselves and improve their teaching styles. One group of teachers were given a questionnaire while the other group was given a questionnaire and a reflection report. The analysis of questionnaires and reflection reports indicated that the teachers who conducted peer reflection had more vivid and concrete plans. Moreover, this group of teachers were observed to have a deeper understanding about their teaching and to be more involved in critical reflection about their teaching.

One of the most crucial contributions about reflection was proposed by Mann and Walsh (2013) who questioned the use of reflection in education as it generally subsumed written documents, and it was not systematical, consistent, and data driven. They suggested that reflection should be more dialogic, collaborative, and oral in nature. They redefined the requirements of reflective practices that include having more evidence and data about a situation, focusing on self-development and understanding the context well. While extending that term, they underscore the importance of the use of small groups to be able to create a more collaborative and dialogic reflection environment (Mann & Walsh, 2013).

Rashid (2017), taking Mann and Walsh's suggestions into consideration, designed a study in which teachers reflect on their practices dialogically, and he found out that teachers could create a collaborative atmosphere to do dialogic reflection which helped them understand their professional developments in a better way.

Mann and Walsh (2017) revisited the term dialogic reflection in one of their seminal book chapters and defined the term as an intra or interpersonal reflection in which learning is mediated by using language. Moreover, they proposed that the use of any artifacts such as audios, videos, or transcriptions promotes reflection, and they enable teachers to have a more systematic way of reflecting that ends up with a deep and shared understanding between people reflecting dialogically. This organized structure is mostly used in teacher development.

To shed light on the teaching process, teachers reflect on their implementations to shape their thoughts (Vygotsky, 1978). These reflections could be teacher-led, which means teachers manage the whole process on their own, or it might be done in a collaborative process, which leads them to talk to their partners, pairs, or peers to co-construct the meaning of what, why, and how they have done.

Thus, dialogic reflection and the language use have a robust connection as language mediates learning process. To deploy dialogic reflection among teachers, systematized way of using reflection is a need to promote understanding and learning (Mann & Walsh, 2017). Thus, Mann and Walsh (2017) posited that dialogic reflection, which includes the use of language, interaction, and collaboration with others to make meaning of any practices and to result in significant improvement, is sine qua non of teacher education.

Knowing the importance and effectiveness of dialogic reflection in teacher education, Ünlu (2020) transferred it to design a study with high school students to have a better course for them. In that study, the students made dialogic reflection with their peers and teachers about the efficacy of the course in a crowded classroom. Collecting those reflections in a systematic way and analyzing them via grounded theory, Ünlü (2020) designed a new course for future students.

There are very few studies which used dialogic reflection with language learners. However, language learning process entails language and interaction among learners. This interaction generally starts and develops the reflection process, which gives people opportunities to gain new understandings, to have a critical view, to create new ideas, to observe their self-development, to construct their ideas again, to tract their process, and to be more autonomous (Mann & Walsh, 2017). Considering these important factors of dialogic reflection, there is considerable relevance between dialogic reflection and socio-cultural theory both of which encompass some common features such as the use of language, dialogue, interaction, mediation, scaffolding, and social and cognitive processes. Thus, in this study, the

aim is to find out the nature of dialogic reflection of L2 learners conducted with their peers under the scope of socio-cultural theory.

Sociocultural Theory

Sociocultural theory (henceforth SCT) explicates how human mental functioning happens and develops (Lantolf, Thorne & Poehner, 2015). Vygotsky (1981), a Russian psychologist, posited that there are biological factors affecting the mental functioning of human beings, but it is not possible to develop it or adapt it without cultural factors. Thus, cultural and symbolic artifacts, social interaction and settings are mandatory elements of human mental functioning. To clarify the theory, he created and explained the tenets and features of the approach which include mediation, regulation, zone of proximal development, genetic approach. Many other educators and psychologists have been developing these components since then.

Within the SCT, people are accepted to use all the cultural and symbolic artifacts to understand new concepts, to regulate their behaviors, to expand their cognition and to internalize newly accepted knowledge (Lantolf & Thorne, 2006). Although Vygotsky preferred framing the theory as cultural psychology or cultural-historical psychology, Wertsch (1985) named it as "sociocultural theory" claiming that human mental functioning occurs thanks to their participation in cultural and social activities. Sociocultural theory defines individuals in an interaction as a speaker and hearer who support each other for their developmental process (Ohta, 2000).

Lantolf and Thorne (2006) extended the subject by giving examples of this social environment for developmental process such as family, friends, peers, classmates, sports activities, etc. Put it simply, in any settings of interaction, there might be a chance for development. Thus, the theory accepts human mental functioning as a supported process that subsumes many concepts such as mediation, symbolic and cultural artifacts, scaffolding, regulation, internalization, zone of proximal development, private speech, dynamic

assessment, activity theory and genetic approach (Lantolf, & Poehner, 2015; Lantolf & Thorne, 2006; Ratner, 2002).

SCT has been used to investigate the nature of interactions, to improve L2 learning in educational settings, and to observe the concepts mentioned above in the developmental stages of a person (Lantolf & Beckett, 2009). Moreover, it puts L2 development in a central position and defines its position in interaction as bidirectional in social and psychological ways (van Compernolle, 2015). All these studies about SCT refer to the mental activities which are supported with a mediational tool. Simply put, these terminologies cast light on SCT which puts an emphasis on human consciousness through explicit knowledge and mediation as it fosters higher-thinking skills (Lantolf, 2005).

As it was posited in the previous section, dialogic reflection subsumes the use of language, dialogue, and artifacts via which people interact with each other or with themselves to mediate their cognition, to regulate their thoughts, and to show a progress in their own development. Thus, considering these principles of dialogic reflection, it can be claimed that dialogic reflection has an alignment with most of the tenets of SCT. To be able to extend the reasons why this current study was based on this theory, important concepts are clarified in the following section.

Mediation

Mediation is the most crucial construct of SCT, whose focus is on the learning process of human beings in all kinds of social settings (Lantolf, 2000; Vygotsky, 1978). Mediation supports the process of human development, and throughout this process, it is used to help individuals or other people develop themselves and to make a bridge between an individual and the social world.

Vygotsky (1981) postulated that mediation is the core element of all kinds of human activities and their mental functioning, both of which are needed to be mediated by cultural and symbolic artifacts or other people through interaction. All these tools and mediators show a

robust relationship between development of an individual and the society (Mitchell, Myles & Marsden, 2013; Tomasello, 1999).

All kinds of tools that are invented to mediate something for human life are among cultural and material artifacts (Lantolf & Thorne, 2006). These are tools that we encounter in our everyday life to make the life easier. A well-known example is generally given from the physical world such as using a shovel while digging a hole instead of using hands as it was in the medieval times (Lantolf &Thorne, 2006; Thorne, 2003, 2009). It is obvious that using any kinds of tools to dig in a hole is more efficient than using hands. Moreover, digging a whole also requires a mental process which starts with decisions on what to do and how to do it (Lantolf & Thorne, 2006; Thorne, 2003). Cole (2003) suggested that another example might be money which mediates the process of buying any goods.

Regarding the symbolic and psychological tools/artifacts, language, numbers, and music are used to mediate psychological process of human mind, and the world around them (Kozulin, 1998; Lantolf, 2000).

While physical tools such as pen, shovels, spoon, money are outward mediators, symbolic and psychological tools, such as languages or numbers, mediate people inwardly (Lantolf, Thorne & Poehner, 2015; van Compernolle, 2015). Thus, use of language, which distinguishes people from all the other creatures, also mediate our thoughts and mental functioning to regulate ourselves psychologically.

Another type of mediation might occur by the help of another person. Vygotsky (1978) explained that situation by giving an example from a child-mother relationship. When there is a baby who points and wants something, it is the caregiver who understands the situation and helps him to do the action. Then it is this caregiver who mediates the child's behavior and mental functioning. This example can also be adopted and adapted in many different contexts. In educational settings, anyone such as families, siblings, teachers, other students, peers, administrators can mediate learners. Moreover, Wertsch (2007) proposed that the human mediation does not necessarily have to be visible and explicit all the time, so he underscored

the importance of two types of human mediation; implicit mediation and explicit mediation. While implicit mediation as its name suggests occurs naturally via the use of psychological tools that are internalized, explicit mediation includes conscious and intentional assistance to make changes in the psychological state of a human.

Put it simply, we, as human beings, use material artifacts, symbolic tools, and other people to mediate our cognitive, emotional, and behavioral actions (Lantolf & Thorne, 2006). Additionally, these mediators are used to provide development for humans.

In educational settings, all these materials, artifacts, tools are also used for cognitive, emotional, and behavioral development. However, one of the most important mediators is teachers and peers of that context because they could easily mediate each other. This mediational process is named as mediational development. In mediational development, there must be an interaction between mediator and learner, and the process is different than simply giving feedback sessions in that it requires dynamic contribution of both stakeholders during this jointly thinking process (Poehner & Infante, 2015).

Abundant empirical data have been collected all of which have presented the use of mediation for both L1 acquisition and L2 teaching and learning. For L1 studies, linguists and educators have been investigating children, and how they use mediation to internalize their mother tongue.

After conducting studies on the use of mediation during L1 acquisition, L2 learning also attracted attention. One of the early studies was conducted to analyze the development of language learning strategies of L2 learners through mediation by exploring the role of it on a French class (Donato & McCormick, 1994). The study suggested that SCT is an effective frame to investigate the setting in depth. The results of the study indicated that learners could do self-assessment, set their own aims, select effective strategies for themselves, and use them whenever necessary.

Pekarek Doehler (2002) revisited the term, mediation, and explained how mediation-in-interaction has been used in learning settings in terms of social organization by analyzing her data with conversational analysis under the scope of socio-interactionist approach. There has been ample evidence about the impacts of experts or teachers on students, but few studies have casted lights on the interactive organization of mediation. Moreover, this study found out that mediation has pluridimensional interaction in it, and both teachers might have effects on students and vice-versa (Pekarek Doehler, 2002). Thus, it is obvious that interaction between all stakeholders is very important, and this socio-interactionist way of learning scaffolds learners' development a lot.

Another important study on the use of mediation in interaction was conducted by Gibbons (2003) who observed teacher - student interaction to analyze how it mediated language learning. The study revealed that both students were active enough to show their need, and the teacher scaffolded them to make their ZPD visible.

Mercer and Littleton (2007) also carried out a study to search for the effects of mediation during interaction between children. They found out that children were better at reasoning and discussing if they were guided and supported within a structural frame. Moreover, they proposed the term "exploratory talk" which is defined as critical and constructive dialogue occurring between students, and it makes mediation visible thanks to the dialogue (Mercer & Littleton, 2007).

There are also studies on how teachers use mediation, or how they use it in teacher education. One of them was conducted by Xiongyong (2012) on the investigation of knowledge of EFL teachers about mediation. The results of the study indicated that there was lack of knowledge about mediation and the concept should be highlighted and get benefited by teachers and all the other stakeholders.

van Compernolle and Smotrova (2014) examined how teachers' gestures mediate students' learning in a reading course during form-focused corrective feedback lessons. It was found out that corrective feedback sessions gave learners an opportunity to be supported in

terms of grammar use. Moreover, gestures are very strong part of learning and teaching as it scaffolds learners psychologically, and it makes learners regulate their learning.

Li (2015) compared peer mediation with teacher mediation during dynamic writing assessment. The dialogues of peer mediation and teacher mediation were recorded and transcribed. Data analysis of the study showed that although the teacher gave more implicit feedback to the learner, peer feedback helps the learner improve the writing task in terms of language and content before the teacher feedback.

Dao and Iwashita (2018) investigated the role of teacher as a mediator in the classroom during task-driven interaction. 12 hour of classroom interactions were recorded and transcribed. Microanalysis of the data indicated that the teacher both presented task-related assistance and provided language support. Thus, the teacher is a strong mediator for learners to support their language learning process.

All these studies have placed importance on mediation coming through a tool or a person. Schools in general are the places where teacher-teacher, teacher-student, student-student, or student-teacher mediations and interactions take place. The studies mentioned above have underscored the value of this mediation in interaction concept, which displays a direct relation with dialogic reflection in terms of having an interaction, being in a dialogic manner, showing and using different tools. Thus, in this current study mediation as a notion is used to shed light on the concept of dialogic reflection and to show what role it has during dialogic reflections of L2 learners.

Regulation. Under the scope of SCT, regulation is accepted as a form of mediation. The theory classifies mediation as (1) object-regulation, (2) other-regulation, and (3) self-regulation (Lantolf & Poehner, 2015).

Object regulation is a form of the first stage of mediation which gives people an opportunity to use any kind of tools/objects to be able to achieve their goal or to show improvement. It was proposed for young children who try to learn anything such as using

blocks while doing addition for math (Lantolf & Thorne, 2006). When it comes to language learning, using dictionaries, books, notebooks even pencils can be within object-regulation (Thorne & Tasker, 2011). Moreover, mediation is not just about physical tools mentioned above, it is also related to symbolic tools. Symbolic tools are cognitively directed and mentally controlled tools to mediate our cognition or behaviors (Lantolf & Poehner, 2015). This distinguishes people from animals, and it lets people think about the thing they would like to do, which shows the mental processing (Arievitch & van der Veer, 2004).

Other regulation is the second stage of mediation, and in this stage, there is a need for guidance and feedback given implicitly or explicitly. Family members, friends, teachers, peers, more knowledgeable others can be sources who help people to regulate themselves (Thorne & Tasker, 2011). This help is defined as "scaffolding" that is a metaphor referring to the support or assistance a caregiver gives to a child (Wood, Bruner & Ross, 1976).

Other-regulation and scaffolding have been used in language learning settings for years (Aljaafreh & Lantolf, 1994; Bruner, 1978, Jafarigohar & Mortazavi, 2016; Lidz, 1991; Lin & Samuel, 2013; Karami & Jalilvand, 2014; van Lier, 1996; de Guerrero & Villamil, 2000; Reiser, 2004).

Bruner (1978) first postulated five steps of how to scaffold a child by a caregiver (shown in the table below). It begins with making a task simpler for a child. The second step continues with making the child focus on the task and then role modelling him/her. When there is an urgent situation, then expanding the scope of the task. Lastly, he offered that scaffolding should end with seeing the progress from the initial point to the end.

Five Steps of Scaffolding (Bruner,1978) are givens as;

1. Simplify the task
2. Make the child focus on the task
3. Role modelling the task
4. Expending the scope in urgent parts
5. Assisting to notice the progress

Although these steps were designed for caregivers and children, after observing their development, the implementation of the stages have been enhanced and spread to educational settings. Firstly, it was used in teacher-student interaction/scaffolding to analyze its benefits and effects (Aljaafreh & Lantolf, 1994; van Lier, 1996). Then some other researchers applied scaffolding into the class with peers (de Guerrero & Villamil, 2000; Nguyen, 2013; Ohta, 1995; Swain, 2006; Swain, et al., 2009; Temir & Ergül, in press).

These are studies in which learners scaffold each other by co-constructing their knowledge together while doing a task (Villamil & de Guerro, 1998; Swain, 2006; Swain & Lapkin, 2001). These tasks may require them to work on them collaboratively, to evaluate the task or their performance, or to revise it by doing languaging to be able to notice linguistic mistakes (Swain, 2006; Swain, et al., 2009). These studies demonstrated that learners in L2 settings are benefited from both teacher-student and peer-peer scaffolding in terms of conducting the tasks and gaining awareness of their own development (Temir & Ergül, in press).

To observe peer scaffolding of knowledge building in different groups, Lai and Law (2006) designed an online discussion platform. There were two groups one of which was experienced in the use of peer scaffolding of knowledge building and the other of which included novice ones. The analysis of the data indicated that after experienced group was included in the discussions, novice group's attitudes towards interaction and discussions changed from information-based interaction to meaning-based discussions. Moreover, even if the collaborative interaction ended after a certain time, novice group maintained using the skills they acquired from the other group.

Nguyen (2013) conducted research on reflection and peer scaffolding under the scope of sociocultural theory. In the study, learners reflect on their performances of peer scaffolding during their collaborative oral presentation. After collecting the data from 12 students in the form of written reflective reports and interviews, content analysis was applied to see if learners

benefited from peer scaffolding. The analysis revealed that learners found peer scaffolding very effective, and they thought it helped them in all stages of presentation.

Another study on the interaction of students in a computer supported collaborative environment revealed that students benefited from peer scaffolding and critical scaffolding to enhance interaction, to build knowledge, and to increase collaborative learner autonomy (Hsieh, 2017).

According to Vygotsky's perspective, (1) language is a vital mediator which helps people improve their thoughts and their cognitive processes (Swain & Watanabe, 2013), (2) language production and learning co-occur (Swain, 1996), and (3) languaging is accepted as the act of making meaning and thinking over produced language to shape thoughts and knowledge (Swain & Lapkin, 1998, 2001; Swain, 2006). When facing with a difficulty or a problem, or when evaluating a product or performance, people may speak with another person about it, or they may talk to themselves. Thus, these two strategies are seen as types of languaging; one can be processed in collaboration with others (collaborative dialogue), the other one is done alone as in private speech and inner talk (Swain & Watanabe, 2013).

The first type of languaging, collaborative dialogue, is a talk between at least two people who are discussing about something or solving problems in any branches. Collaborative dialogues can be between peer-peer, student-teacher, or student-more knowledgeable other.

Collaborative dialogue is a kind of mediation during which learners are interacting to improve their performance or themselves by scaffolding each other. Swain and Watanabe (2013) proposed three important mediational tools collaborative dialogue includes (1) scaffolding, (2) L1, and (3) repetition. Scaffolding is used as learners support each other during the dialogue they are in. L1 is another robust tool which can be used during collaboration since learners might feel more confident when they use their mother tongue. The last one, repetition, is one of the key factors of tasks which are designed to improve the production. It is because learners try to focus more on meaning while they are doing a task in the first place. However, when they become more aware of the language they have used, it is easier for them to solve

their linguistic problems, and it is in the second trial they use more accurate language as they notice and reflect the language in the first trial or task. Moreover, collaborative dialogue helps learners to shift from other regulation to self-regulation thanks to the assistance they received from their peers or teachers (Villamil & de Guerrero, 1998).

One of the first pioneering studies was done to observe how three university students co-construct a task together by using the foreign language (Donato, 1994). The study demonstrated that learners could provide scaffolding to each other, and the scaffolding was mostly on the accurate use of linguistic forms.

Storch (2002) designed a study to explore the patterns emerged during collaborative dialogue. Designing collaborative tasks and observing the peers, it was found out that there are four types of interaction between peers as (1) collaborative pairs, (2) dominant-dominant, (3) dominant-passive, and (4) expert-novice. Uncovering these types help researchers set further studies and teachers design their tasks in accordance with the interaction pairs.

Another aspect of collaborative dialogue was discovered by a study which is based on the proficiency levels of learners (Leseer, 2004). Studying with learners who are at high-high, high-low, and low-low proficiency levels in L2, Leseer (2004) found that proficiency level of learners has an influence on the amount and quality of their interactions on language use. The greater the proficiency level is, the greater there are language related interactions which end up with correct resolution.

Swain et al. (2009) also conducted a study to examine peer-peer collaboration in solving language-related problems, which focuses on the process and the results of collaborative dialogue. This type of studies applies language-related-episodes, which enables learners to work on the linguistic problems, as a tool for analysis. The results of this analysis indicated that collaborative dialogue is an important part of learning and internalization process.

Considering collaborative efforts of learners, it has been vividly seen that they have gained a lot in terms of their own development and their peer's progress and improvement in this social environment.

The second type of languaging is private speech which is egocentric speech occurring when confronting a problem or a challenge (Ohta, 2001; Vygotsky, 1978). From childhood to adulthood, people use private speech as a form of bubbling, murmuring, or talking to oneself (Ohta, 2001). Private speech is accepted as a means of regulation, which helps people regulate their behaviors or their mental functioning (Lantolf, 2000, 2005). Thus, it has been used in education to analyze how and to what extent it affects regulation or learning.

Frawley and Lantolf (1985) were one of the first researchers who conducted a study on private speech. They proposed that learners use private speech in their first language more in lower levels of the second language. The reason why they prefer L1 is their tendency to self-regulate themselves and being less proficient in L2 in which they have difficulty to organize and control their cognition.

Another prominent study was conducted with L2 Japanese students whose private speech episodes were recorded. It also showed that L1 has a crucial role in language learning and self-regulation of learners (Ohta, 2001).

Studying with advanced university students in the Korean context, Lee (2008) found out that learners use both L1 and L2 without any difficulty while they are doing private speech. Moreover, the study showed that learners use private speech to mediate their learning process.

Videotaping the learners' private speech while they are doing reading comprehension, Gheisari (2017) suggested that learners' L1 speaking may not show any effects on L2 learners, but it demonstrates that they try to regulate themselves by using it as a mediator.

Self-regulation, the final stage of mediation, is directly about the control on one's own actions without help or with minimum help (Lantolf & Thorne, 2006). This stage is also related to internalization which is voluntary control of the development. With mediation we receive and

by the help of internalization of that mediation, everyone can see his/her zone of proximal development and capacity which are the ultimate aim of all learning processes of human beings (Thorne & Tasker, 2011).

These mediation types can be seen as the stages of development, and it is not just about L2 learning, but it is about mental functioning of people during any kinds of learning process. Even in the mother tongue, there are times when all forms of mediation can be used to regulate one's own development.

Taking all these vital concepts and studies into consideration, most of the researchers underpin the effects of mediation and its benefits on language learning, and mediation is favored as it highlights the importance of praxis which combines the theory and practice (Negueruela, 2003). Thus, both the researchers and the teachers use mediation in the research and practice.

To conclude, regulation is a burgeoning research area of SCT since in education the aim is to make learners more self-regulated through creating awareness in their own developmental stages or by supporting them. Thus, the notion of regulation finds a crucial place for itself in dialogic reflection since during dialogic reflection sessions, learners tend to regulate their peers or themselves by employing some tools or receiving help from their peers or their teachers. Therefore, this study explains and discusses how regulation finds itself a place at the center of dialogic reflection.

Internalization. The process of reaching cognition trough artifacts and control over it is known as "internalization" (Kozulin, 1990; Vygotsky, 1978). According to Vygotsky (1981), each step of cultural development happens first in a social setting with people then inside of a person individually. He defines internalization process as

"Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intra-psychological

category. This is equally true regarding voluntary attention, logical memory, the formation of concepts, and the development of volition (Vygotsky, 1981, p. 163)."

Thus, internalization is shifting from external level/plane into internal one by using symbolic artifacts as a tool to help their mental functioning (Lantolf, 2005). Moreover, the shift to internalization occurs by appropriating and using mediational tools (symbolic or psychological artifacts) and being in a dialogic interaction with others (Aljaafreh & Lantolf, 1994). Winegar (1997) also defined the concept as the process of co-constructing and negotiating for meaning with someone else or within yourself through environment which includes all the tools and people around us.

Thus, this progress of external dependence to internal one occurs via cultural and semiotic mediational tools and while internalizing something, a person is observed to decrease the use of external tools, guidance and mediation and become more independent and self-controlled (Lantolf, Thorne & Poehner, 2015).

This exchange might be observable in ontogenesis of development from childhood to being an adult, or it can be microgenetic, which shows any changes happening even in a few seconds (Vygotsky, 1978). Although it is not easy to understand or to observe if something is internalized or not, with the help of genetic approach which will be explained in the methodology chapter of this thesis, the change can be detectable.

In the internalization process, imitation naturally occurs. Vygotsky (1987) posited that imitation is a complex activity used to mediate the mental functioning and awaken consciousness of an individual for internalization. Some other scholars expand the concept by declaring the difference of imitation and parroting (Newman & Holzman, 1993). Parroting is saying or doing something without any change. However, when it comes to imitation, it is generating something new. As Tomesello (1999) claimed imitation is about the ability to set the aim of what and how to do something. Thus, imitation, as it is in the other concepts of SCT, is about mental functioning of the brain because it compasses thinking about the goals of an activity while using some tools to achieve it.

As many scholars suggested the key element in language acquisition process is imitation (Tomesello, 1999, 2003; Lantolf, 2006). Acquiring a language necessitates the use of imitation for individuals. This imitation can occur in a conversation, or it may take place while hearing from other people's conversation. Using a language as an object for communication, children generally imitate the others and mediate their mental functioning.

To conclude, internalization is an important parameter thanks to which learning can be traced effectively. Throughout the language learning process, learners are to internalize the new concepts to be able to retrieve and apply them when needed. Internalization requires to have two important tenets of SCT to be able to emerge; (1) mediation which helps it make the process easier and then via using the mediation (it can be any tools, artifacts, or people around) (2) regulation that supports internalization process in terms of showing the control on oneself. Although it is difficult to analyze the internalization processes of learners in dialogic reflection sessions, this term is important for this current study to mention the ultimate aim of the learners.

The Zone of Proximal Development. The transition from social plane to intra plane in ontogenesis or microgenesis requires a dynamic collaboration with someone else during which both participants, an expert, and a novice, construct their knowledge together (Aljaafreh & Lantolf, 1994). This process is known as zone of proximal development (ZPD). Simply put, SCT suggests that individuals have two types of developments, an actual development and the one which is revealed by help, so called the potential level. Thus, ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). All cultural and symbolic artifacts, more knowledgeable others, peers, family members might be mediators that guide an individual for his/her potential level, so ZPD is accepted as a framework of development in SCT (Aljaafreh & Lantolf, 1994).

Moreover, ZPD argues that what a person can do at the time being with help, guidance and mediation shows that person's capacity to do it without any help in the future (Lantolf, Thorne & Poehner, 2015). Thus, it is a term which is directly related to mediation as the quality and quantity of it shows the future capabilities of people.

To be able to guide an individual and decide on the intervention to uncover his/her potential level, there are some steps to be followed. First of all, the intervention should be gradual. The guider within the ZPD process should discover the person's actual level of development to be able to offer help. The aim should be to give minimum level of help to guide the person to fulfil a task, so it should start from implicit level of help to more explicit and specific if needed (Aljaafreh & Lantolf, 1994).

The second one is that the guidance should be contingent which is about offering help if a person needs it. If s/he shows any self-control, self-regulation or internalization during mediation, the guidance should be withdrawn. The third element of effective mechanisms of ZPD is its dialogic nature. It is only possible with continuous assessment of novice and close expert-novice interaction and collaboration that shows how much guidance is needed and how gradual it will be observed and decided (Aljaafreh & Lantolf, 1994). Thus, dialogue between stakeholders is at the core of ZPD mechanisms without which mutual peers or less and more knowledgeable others can support or guide each other (Rogoff & Wersch, 1984; Vygotsky, 1978). These three mechanisms were formed the basis of dynamic assessment, an integration of teaching and assessing (Lantolf, Thorne & Poehner, 2015), which will be explained later in the chapter.

Within sociocultural theory-based studies, ZPD has been one of the highly mentioned terminologies for years. It has been observed both with children and also with adults.

Aljaafreh and Lantolf (1994) studied with adults to observe how corrective feedback and other regulation affect learning within adults' ZPD. With three students and a teacher, they designed an individualized and dialogic writing skill-based corrective feedback sessions. The participants, teacher-students, interact with each other while reviewing their written products.

The more knowledgeable other, the expert in the study, asks questions starting from general ones to more specific ones to understand if there is a problematical area in the written work. Although they are thought there were some drawbacks in their study, such research showed that from implicit to explicit, all types of feedback affect participants' learning, but the mechanisms used during those sessions affect the process of internalization as explained in this chapter. The researchers suggested that further studies which investigate mutual collaboration is needed to be done.

Nassaji and Swain (2000) conducted a study on the effects of systematic mediation on learners' ZPD and they found out that it is better than feedback which is given randomly.

de Guerrero and Villamil (2000) investigated peers scaffolding in a writing class and analyzed the recordings of peers to see if this mediation has any effects on their ZPD. They analyzed their data with genetic approach to see the changes in learners' development and found that peer scaffolding has impacts on the improvement of the learners' writing skill.

Another study which is related to ZPD was conducted by Nassaji and Swain (2000) on whether negotiated help according to the learners' ZPD or random help was more effective. They arranged feedback sessions with two English learners on their written works, and they found out that negotiated help was more effective for the learners because they benefited from help which was arranged according to their development. If feedback occurred in a random way, then it had to be more explicit instead of implicit feedback as consciousness-raising activities have affected language learners in a more positive way.

ZPD is also studied in professional developments of teachers. Harvey (2011), for example, seeks for the impact of verbal mediation during post observation conferences on teachers' development, their ZPD. It was found out that there is a direct and positive relation between them.

To sum up, ZPD is a vital term which shows the potential shift a person might experience via the use of mediation. Although it is not in the scope of this study, ZPD is an important concept to understand it to be able to discuss the SCT in depth.

Dynamic Assessment. Dynamic assessment, placed under the scope of sociocultural theory and especially the concept of ZPD, is an approach that combines assessment with instruction (Poehner & Lantolf, 2005). Although the term is mentioned under SCT, it was not Vygotsky who invented the term, but it was one of his followers. Luria (1961) proposed the term while comparing ways of assessment, statistical or dynamic ones. While statistical one is measuring solely a learners' performance on a task, dynamic assessment comprises mediation of another person and to what extent the learner is benefited from that help and how s/he transfers it to other tasks (Luria, 1961).

The term, dynamic assessment, is directly related to ZPD as there is an assistance according to learners' capacities and skills. Thus, dynamic assessment is intricately interwoven with future development of learners.

Regarding this close relationship, dynamic assessment has been supported with the ZPD studies. One of the first ones is Aljaafreh and Lantolf's (1994) research on corrective feedback according to learners' ZPD (mentioned above). Taking this study into consideration, Poehner (2005) based his study on dynamic assessment of L2 learners' oral narration. Dialogic interaction with learners provided learners an opportunity to reflect on what they had said, to talk about the linguistic concepts, and to revise their language. Thus, these teacher-learner dialogic sessions are also accepted as learner empowerment trainings as it includes individual development and learning (Poehner, Compernolle, Esteve & Lantolf, 2018). After Poehner's study, there have been many more studies based on dynamic assessment in different contexts such as in primary classes (Poehner, 2009), in universities (Ablevaa, 2010), in secondary schools (Levi, 2012), in a computerized setting (Poehner & Lantolf, 2013), in searching learning potentials of learners (Zhang & van Compernolle, 2016), with different languages (Poehner, Infante & Takamiya, 2018).

In dynamic assessment studies, gradual mediation is given to learners to interpret their zone and to what extent they can enhance that zone. While doing this, two different methods are applied; the first one is interventionist and the other one is interactionist dynamic assessment.

In interventionist dynamic assessment, quantitative interpretation of mediation is used following pretest-intervention-posttest model. Before the test, mediational tools are prefabricated so that the test giver is following the stages one-by-one during the test. The latter one is interactionist dynamic assessment in which ZPD is evaluated qualitatively. This method is more about instruction and learning (Poehner & Lantolf, 2005). Interaction and collaboration with learners are compulsory in interpreting a child as Vygotsky suggests it as understanding is more important than measuring (Vygotsky, 1998).

Sociocultural Theory and Dialogic Reflection

This section aims to reveal the connection between dialogic reflection and sociocultural theory by explaining important tenets of them.

To start with dialogic reflection, it has been known that using reflection and reflective practice in teacher training is an increasing trend in second language teaching/learning context lately. It has been thought that it has great advantages for teachers in terms of seeing their own performances and providing an opportunity to think about their experiences to improve themselves. Although knowing the fact that even self-reflection helps to see their own development, providing dialogues and evidence about their products are proven to be much more helpful than reflecting alone. Thus, dialogic reflection has been one vital continuous professional development activity that is applied to teacher education to scaffold teachers or student-teachers.

When it comes to L2 learners, despite some concrete evidence of its benefits in learners' development, there are not many studies which have used dialogic reflection with learners. However, in the 21st century, giving importance to teaching skills has started to shift

to empowering and improving learning skills, which provide opportunities for learners to see and follow their own development. To do so, one of the best ways of deciding on the progress is watching someone's own performance, thinking on it, and expressing their thoughts, which gives them a chance to learn from this experience and improve it (Mann & Walsh, 2013; Vygotsky, 1978).

Putting learning in the center of education, it has been known that language learners need to use the language and be in interaction to be able to learn that language (van Compernolle, 2015). Moreover, it can be claimed that it occurs within a social context in which there are less and more knowledgeable others, experts, or peers. This social context requires people to interact with each other, which leads learning to evolve in public, and this interaction among people must include language that is used to mediate thoughts of individuals (Röhler & Cantlon, 1996). Although Vygotsky (1978) posits this theory for the development of L1 with children, many scholars have contributed to the literature by using SCT with L2 learners (Lantolf, 2001; Lantolf & Thorne, 2006; Lantolf & Poehner, 2008; Ohta, 2001).

Acknowledging the importance of dialogic reflection, it could be beneficial to mention three important aspects of it, which are (1) being dialogic, (2) being collaborative, and (3) being data-led. These three aspects have been used by many researchers in the last decade claiming it being as an effective developmental tool (Mann & Walsh, 2017). These aspects of dialogic refection display a robust relationship between dialogic reflection and SCT in term of the common features they both have.

The first common concept is the use of language which is accepted as a psychological tool to mediate the human mental functioning. Moreover, both believe that language is the key element of learning in educational settings. Thus, as the use of language affects one's social, emotional, and cognitive development, it can be proposed that learners use language to shape their thoughts. Secondly, during the use of language, if there is another person, then dialogue emerges, which brings us the importance of social settings and interaction. The third common tenet is that in an interaction with someone else, we co-construct the meaning of what we think

collaboratively. Put simply, interaction provides us chances to negotiate for what we mean and support each other. Moreover, in dialogic reflection, the aim is to think over our actions, behaviors, and thoughts and evaluate them. Sociocultural theory also postulates regulating our behaviors through reflection. Lastly, both dialogic reflection and SCT acknowledge the importance of data via which we can refer to our previous actions. Taking all these common points into consideration, it can be claimed that dialogic reflection and SCT is inextricably linked to each other.

Considering the previous literature, there is not any study which reveals the nature of dialogic reflections within SCT. Thus, taking all these common aspects into consideration, this study aims to investigate the nature of dialogic reflections of L2 learners on their own oral performances under the scope of SCT.

Chapter 3

Method of Research

Introduction

This chapter introduces the methodology of the research applied throughout the study. It primarily presents the research design in the first part, which displays the theoretical background and overall picture of the study. Then in the next section, participants and setting are addressed to set a clear design. After that, data collection procedure is examined. The chapter ends with explaining data analysis tools.

Research Design

This section presents the research design of the study in three steps. Firstly, it explains what qualitative research method is, and it gives details about the research paradigm and worldview of the study. Then, sociocultural research and its relationship with qualitative research will be explored, and this part ends with the summary of the research design.

This study aims to explore the nature of dialogic reflections of L2 learners on their own spoken performance. The data gathered from audio recordings of the learners' spoken performances and their dialogic reflections. Thus, considering the topic, aim, setting, participants, research questions, and the data, this current study is based on qualitative research, which is "…an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Creswell, 1994, p.1-2). Creswell (2009) also defined qualitative research as "…a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.22). Qualitative research has many principles and features behind its methodologies to help a researcher find its way. Creswell (2009) put forward some characteristics of qualitative research, and the principles on which this study is based will be given as follows:

- "Natural setting": Researchers collect their data in the field which is natural for the participants. They do not use any artificial places such as labs.

- "Researcher as key instrument": Researchers in qualitative studies actively involved in the research process in preparing the research tools, collecting the data, categorizing, or analyzing the data.

- "Inductive data analysis": Researchers are finding their own categories or patterns drawn from the data by bottom-up processing.

- "Participant's meaning": In qualitative designs, researchers do not bring their own beliefs or thoughts, but they can only analyze participants' beliefs, thoughts, perceptions, or behaviors drawn from the data.

- "Emergent design": The process in the qualitative research design is not stable; in that it might be adapted according to the flow of the research, so it is not strictly prescribed.

- "Theoretical lens": Qualitative studies generally use a theoretical concept to explain and support their study.

- "Interpretive": Researchers in qualitative studies interpret the data considering many different factors including their knowledge and background, and the context and participants conditions (p.163-164).

There are many different types of qualitative research methodologies which encompass characteristics in their principles such as ethnography, case study, narrative, participatory action research, grounded theory, or discourse analysis (Creswell, 2009). Although some of the methodologies have been widely used and vey common, after 1980s, there have been also huge interest in using qualitative research and different types of qualitative methodologies (Denzin & Lincoln, 1998). However, to decide which methodology fits the study best, many scholars underscored the importance of knowing and stating the worldview of the study (Creswell, 2009; Schoen, 2011). What Creswell (2007, 2009) suggested as "worldview" is

accepted as a research paradigm by some other researchers (Lincoln & Guba, 2000). Considering the aim of the study, the philosophical world view is set as social constructivism, which is based on Naturalistic Inquiry, a type of qualitative research that gives the researcher chances to observe and evaluate the events or participants in a natural setting (Lincoln & Guba, 1985). Thus, social constructivism is a research paradigm in which "individuals develop subjective meanings of their experiences—meanings directed toward certain objects or things." (Creswell, 2009, p.26). In social constructivism, interaction is a crucial component of making meaning for the individuals (Crotty, 1998).

Putting qualitative research at the center of the research design and taking social constructivism into consideration, this study uses sociocultural theory as a theoretical and methodological frame. For the theoretical frame, Schoen (2011) defines it as "Socioculturalism represents a naturalistic approach to research (Lincoln & Guba, 1985) based upon the understanding that human activity and mental functioning do not occur in isolation, but rather emerge as people interact." (p.16). Within the scope of sociocultural theory, there are many research methodologies to analyze the qualitative or quantitative data. As this study is based on qualitative research, two of them were selected; microgenetic approach and sociocultural discourse analysis. These two methodologies take their roots from sociocultural theory and research, which emphasis the importance and impacts of social interaction on the development of each person (Vygotsky,1978). Moreover, sociocultural theory and research claims that development is the product of "the internalized result of social interactions" (Vygotsky, 1981, p. 147), so sociocultural researchers observe any social contexts to track the mediational tools and their functions during or after interaction (Lantolf, 2000, 2006; Wertsch, 1991).

The reason why two different sociocultural research methodologies are applied in this current study is to benefit from different aspects of methodologies and methods and to obtain different perspectives from their philosophy and methodology (Creswell, 2009, 2013; Dörnyei, 2007; Johnson & Mercer, 2019; Mercer, 2004, 2010). Moreover, as Mercer (2004) suggested using quantifications in qualitative data might make the data more meaningful and helps

researchers clarify the details of the data. Thus, this study has a qualitative research design based on sociocultural theory, and it uses quantifications while explaining the categories and patterns to make the data easier to follow and more meaningful (Mercer, 2004).

The theoretical underpinnings of the two methodologies are explained below.

- Microgenetic approach is one of the methodologies proposed within the scope of sociocultural research. Microgenesis is explained by Vygotsky (1978) as "Any psychological process, whether the development of thought or voluntary behavior, is a process undergoing changes right before one's eyes. The development in question can be limited to a few seconds, or even fractions of seconds . . . Under certain conditions it becomes possible to trace this development." (p. 61). Thus, microgenesis is seen as tracking the behaviors of people to observe the change they have had even in seconds (de Guerro & Villamil, 2000). In this study, microgenetic approach is used as one of the methodologies in which any changes observed in the participants' behavior can be analyzed.

- Sociocultural discourse analysis is "… methodology for the analysis of classroom talk which focuses on the use of language as a social mode of thinking – a tool for teaching-and-learning, constructing knowledge, creating joint understanding and tackling problems collaboratively." (Mercer, 2004, p.1). Mercer (2004, 2008, 2010) proposed that there are many methodologies such as ethnography and conversation analysis which also focus on the nature of the interaction among people in the society or among learners in classes; however, "… few researchers have tried to relate the content, quality and temporal nature of dialogue during joint activities to outcomes such as the success or failure of problem solving, or to specific learning gains for participants." (Mercer, 2004, p.2). Thus, sociocultural discourse analysis is applied in this study as a methodology for the philosophy and a method to analyze the qualitative data.

To sum up, in the light of the theoretical background, Creswell (2009, 2013) suggested to show the overall research design including philosophical worldview, strategies of inquiry and research methods as it is suggested for this study below.

Figure 1

Research Design

Participants and Setting

The participants of the study are from a preparatory class of a foundation university in Turkey. The preparatory school sets its objectives regarding the needs of the students. The program lasts an academic year including 2 terms and 3 periods. Before attending the preparatory class, students take a preliminary exam. According to their preliminary exam results, they are placed in 3 different groups: A1, A2, and B1 according to Common European Framework of Reference for languages (Council of Europe, 2001). The students start and end the academic year with the same group. Moreover, the proficiency test of the school is identified as B1+ level (Council of Europe, 2001). Thus, students are expected to be B1+ at the end of the academic year. To be able to take the proficiency test, students must collect 65 points from exams and performance assessments. To achieve that goal, all the groups have different class hours depending on their level.

The curriculum includes an integrated English program in which the learners are practicing all language skills within a coursebook. There are formative tests and tools to

evaluate their performances. The formative assessment weighs 50% of the overall program. The students are supposed to take 6 quizzes which contain listening, reading, structure and vocabulary parts, and there are 6 full tests which have listening, reading, structure, vocabulary, and writing skills. At the end of each period, a spoken assessment is given to students.

There are many alternative performance assessment tools, which weigh the other 50% of the overall grading in the language program of that level such as keeping a portfolio, preparing a presentation, writing a magazine, writing scenarios, shooting series, in-class performance, and assignments. In this study, one of the components of the portfolio was used to collect the data.

For this research, a B1 class including 24 students was randomly selected by the administration of the institution. The class has two non-native instructors of English. The instructors graduated from English Language Teaching departments of different universities in Turkey. They both received their postgraduate degree, and they were PhD students in the same field, language teaching. They have been working at the institution where the research was done for more than 5 years.

The students were from different departments such as engineering, business, and management. The participants had 25 hours of lessons per week throughout the academic year. The study started in the second term when the learners were B1, and when they had already taken 12 weeks of the language classes. The school had an assured integrated curriculum, so the learners were exposed to all language skills in all their lessons.

Instruments and Task Orientation

This part specifically describes the important choices made for this present study such as how tasks were selected and what criteria were used. Then, after task application procedure is explained, the implementation of the procedure of the research will be revealed. Lastly, this section will end with revealing the task orientation procedure.

The study was conducted with a class of 24 L2 learners, which was randomly selected and assigned to the researcher by the administration of the institution. As the learners were expected to reflect on their own oral performance dialogically, the research was designed by using 6 different speaking tasks. The tasks were selected among the 16 different speaking tasks that were piloted with other students to see the effectiveness of them in practice in the previous year.

The tasks were chosen according to (1) the level of the task, (2) being meaningful, (3) being contextual, and (4) being interactional. The first criterion of the tasks was about the level of them since to be able to reflect on their own performance, the learners were expected to be proficient enough (Leeser, 2004). Thus, tasks were designed in B1 level which was the appropriate level for the learners of this study. Secondly, tasks were to be meaningful for the learners to present them settings to negotiate and control the meaning and to mediate their peers' or their own learning or development (van Compernolle, 2015), so first, all the materials, the students would be using, were evaluated in terms of the content, theme, authenticity, and language use parts. Then the topics were chosen in relation with these themes. The aim of this was to present the learners familiar themes so that they could speak and interact accordingly. The third one is that the tasks were contextual which might provide authenticity. Although I know that creating an authentic task in the class can be barely manageable, the term "authenticity" here is to provide real situations that the learners can encounter in their own settings. The last one is about creating an interactive and communicative situation in which the learners were expected to conduct the tasks in pairs jointly. Having interactions in between learners might foster learning opportunities and learning potentials (Walsh, 2011), and these opportunities can mediate and support L2 development (van Compernolle, 2015). The rationale behind why I called them "tasks" lies under this aspect. Willis (1996) proposed tasks are different than the activities done in the classroom. Activities are generally based on practicing the language such as drills, form-focused activities, or mechanic exercises.

However, in this study the aim is to provide the learners meaningful, contextual, and authentic situations in which they could interact naturally.

After choosing the tasks, researcher put them into order according to the themes the learners covered. After that, the teacher of the class brought the task to the class and show the task requirements (given in the next section) to the learners. In 5 minutes, learners were expected to get prepared for the task. The reason of showing the task in the class hour and giving limited time is that more time might mean more studying on it; however, the aim here is to see and reflect on a real performance. Then they talked about the situation for at least 6 minutes during the class hour when the teacher was in the class. The task completion and dialogic reflection sessions are done on the same day by using the recordings of their tasks. The pairs who conducted the task reflected on their own task together in pairs. During the task completion or dialogic reflection sessions, the learners were together with the same pair.

A sample task requirement whose aim is only to guide the learners for the procedure is given below. The learners are free to adapt some parts of the task if they have other ideas about the topic.

All the speaking tasks that are used in the study could be found in Appendix A.

A Sample Task

What : A small talk

With Whom : With a pair

How : You have got a one-week holiday and you plan to spend it together with your friends. You meet at a café to organize your holiday.

- Everybody should prepare an individual plan and share it with his/her pair. This individual plan should be a detailed one including your ideas about where to go, how to go there, where to stay, and what to do during your holiday, etc.

- After everybody's plan is discussed one by one, you should make a final plan.

- Make sure that each one of you speaks for at least 3 minutes.

- Record your discussion.

- Listen to your task with your pair.

- Reflect on your performance with your pair and please record your reflection session

In the light of all these aspects, the researcher made the research design which includes six tasks with four steps in each one. The design of the dialogic reflection loops is given as follows.

Figure 2

Design of the Dialogic Reflection Loops
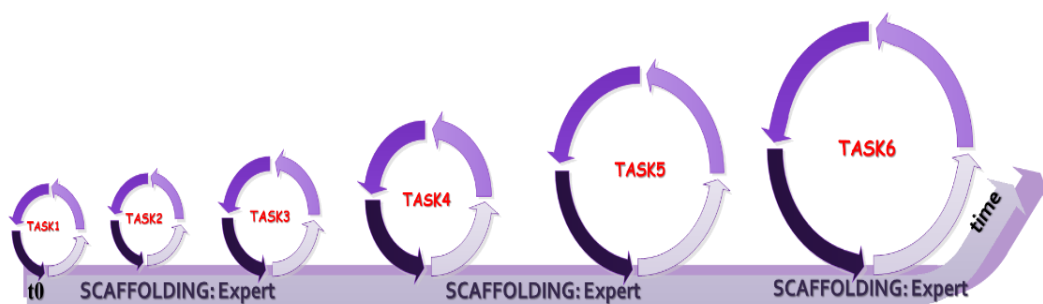
The design has 6 loops each of which includes the same four stages. As it can be seen in Figure 3 below, the first step starts with reading and understanding the context of the task in pairs. The speaking tasks are contextual and theme-based in that learners are familiar with the topics they are going to speak. After the first stage, the learners conduct the task, and they audio record it. The third stage is listening to their task recordings with their pairs. While they are listening, as the last step, learners reflect on their performance dialogically, and they are also supposed to record that session. The reflection sessions are not evaluated or graded.

This design was done six times with six different tasks along the term. The reason why the cycles are getting bigger in each loop is that the learners are assumed to do more dialogic

reflections which might have some references to the previous cycles, so even the first task could have some effects on their other reflections or tasks.

Figure 3

Four Steps of Each Task
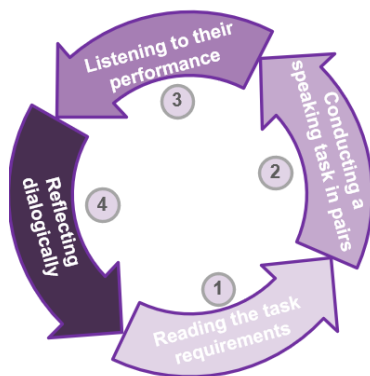
After giving the instruments and the design of them, it would be good to present the background of the task orientation to be able to explain the design in a clearer way. The study started with a concern encountered in the institution. It was about the portfolio keeping procedure. Portfolio keeping is a standard implementation which is done in all the classes in the institution. In portfolio keeping, the students are required to collect writing tasks, speaking tasks, and their overall reflections on their own portfolio. All students are required to have a portfolio with these tasks. The institution defines the writing task procedure as "process writing" which means that students are to write about the same task in three drafts, and there are 12 different writing tasks from email writing to essay types.

For speaking tasks, learners are assigned a situation with what to do and how to do procedures. Some of the tasks are conducted alone, and some of them require a partner. They record the task according to the requirements and submit it to the teacher who evaluate the task and give feedback on it. Thus, students do not reflect on their own tasks, and as they are not required to do the task again, they just receive their feedback form from their teacher and place it to their portfolio. They do 15-16 speaking tasks along the academic year and do not look back at their task at any points. The distribution of the speaking tasks is given below in

Table 1. As it can be also seen in the table, they have tasks with their partners which means there is an interaction between them, and there are also tasks that should be done alone.

After completing writing and speaking tasks, students reflect on their progress at the end of each term and include it into their portfolio. The old procedure of speaking task completion is given in below.

- Getting speaking task requirements

- Doing the task

- Receiving written and oral teacher feedback

- Collecting the tasks and feedback forms in the portfolio

- Submitting the task to teachers

Moreover, Table 1 below shows a summary of the speaking tasks for the 1st term. The students conducted some tasks individually, and some tasks were done with a pair.

Table 1

Speaking Task Map for the 1st Term

TASK	BOOK	UNIT	TASK
Task 1	A1	Unit 2	With a partner
Task 2	A1	Unit 4	With a partner
Task 3	A1	Unit 6	Alone
Task 4	A1	Unit 8	Alone
Task 5	A1	Unit 10	With a partner
Task 6	A1	Unit 11	Alone
Task 7	A2	Unit 2	Alone
Task 8	A2	Unit 4	With a partner

In the curriculum evaluation meeting of the 1st term, which is held at the end of each term to gather instructors' opinions about the program and to talk about the expectations of the administration under the scope of assurance requirements by the researcher as a member of curriculum and testing unit of the institution, the instructors stated that they had found portfolio procedure for speaking tasks difficult to manage and ineffective for the learners. In that term, there were 35 instructors working in the institution, and they all agreed on the idea that students were indifferent to teachers' feedback provided for the speaking tasks, and they were not willing to receive oral or written feedback. Moreover, all the instructors agreed and claimed there was almost no progression in students' speaking tasks.

To address this problem, after a thorough investigation of recent literature in the field, I have designed a new speaking task procedure which is presented below.

- Getting speaking task requirements

- Doing and recording the task in pairs

- Listening to the task recording in pairs

- Reflecting on their own performance dialogically with their pair

- Recording that reflection session

- Revising the task according to their reflections

- Submitting the task to teachers

- Receiving written teacher feedback

- Collecting the tasks, dialogic reflections, and feedback forms in the portfolio

This new speaking task procedure includes two vital changes one of which was about the type of the task. In the new speaking task procedure, there were only pair works in which the learners were aimed to interact with each other in a meaningful context as it is given in Table 2 below.

Table 2

Speaking Task Map for the 2ⁿᵈ Term

2ND TERM	
Task 1	With a partner
Task 2	With a partner
Task 3	With a partner
Task 4	With a partner
Task 5	With a partner
Task 6	With a partner
Task 7	With a partner

The second important difference is that the learners were included in the process thanks to dialogic reflection sessions which were done immediately after the learners conducted the task with their pairs. These sessions gave the learners a chance to follow their improvement, to become more aware of their performance, to talk to their pairs about the task, and to co-construct the conversation.

Throughout their tasks and reflections, they could talk about the organization and content of the task, strong or weak parts, or anything related to the language use such as grammar, vocabulary, pronunciation, etc. They might notice something about their partners' performance, or they might prefer making self-evaluations. They might also discuss the topic and content of the task in terms of whether they liked it or not. Thus, there were many possibilities that the researcher could encounter.

Not to interfere with the nature of their reflection, no educational session on how to reflect or what to reflect was done prior to the dialogic reflection sessions. The pairs reflected on their own performance dialogically without any interference. Moreover, the peers were not allowed to switch their peers throughout the study. They reflected on six tasks with the same peer they chose at the beginning of the study.

Data Collection Procedure

Before the data were collected, ethical permission was granted from university's ethical commission (Appendix D). After the study was approved by the ethical committee, all the participants were informed about the study. Both the students and teachers were assured that the recordings would be used if they volunteered to do so, and their names would not be disclosed during data collection and/or in any further publications.

After they signed the consent form to take part in the study, the data collection procedure started. As is shown in Table 3 below, the first step after getting all approvals was to write and design the speaking tasks (Step 1).

Table 3

Data Collection Procedure of the Study

Data Collection Procedure	
Step 1	Choosing and adapting speaking tasks
Step 2	Giving the tasks to the participants
Step 3	Audio recording of all participants' reflections
Step 4	Transcribing all recordings
Step 5	Unmotivated coding of the data
Step 6	Finding out the categories of reflections
Step 7	Coding the categories
Step 8	Doing interrater reliability with an expert
Step 9	Analyzing those categories via SCDA and Microgenetic Approach
Step 10	Choosing sample dialogues
Step 11	Writing commentaries on the sample dialogues

When the tasks were ready to be distributed, they were given to the students who had 10 minutes to read the task and get prepared for it with their pairs (Step 2). After that, as is in step 3 of Table 4, they conducted the task together and audio recorded it. Then they

dialogically reflected on their performance and audio recorded these sessions while they used their task recording as a stimulated recall tool. When their reflections were over, they were supposed to submit the recordings of the task and dialogic reflection session. After these steps were completed, the transcription process started (Step 4). A broad transcription which is writing down what speakers have said, was preferred in this study since my main aim is to highlight the content of what was uttered but not how they were uttered to be able to explore the nature of the dialogic reflection sessions (van Compernolle, 2015). The durations of each task and reflection session were shown in Table 4 below.

Table 4

Duration of the recordings

Weeks	Tasks	Duration	Reflection Sessions	Duration
Week 1	Informing about the procedure and getting permission for the study			
Week 2	Task 1	75 minutes	Dialogic reflection-1	98 minutes
Week 4	Task 2	88 minutes	Dialogic reflection-2	100 minutes
Week 6	Task 3	85 minutes	Dialogic reflection-3	120 minutes
Week 8	Task 4	90 minutes	Dialogic reflection-4	135 minutes
Week 10	Task 5	85 minutes	Dialogic reflection-5	147 minutes
Week 12	Task 6	75 minutes	Dialogic reflection-6	125 minutes
Total	Tasks	498 minutes / 11 lessons	Dialogic reflections	725 minutes / 16 lessons

When the transcriptions were completed, the researcher did an unmotivated looking at them (Step 5). An unmotivated look is not categorizing the data by preformulated categories of theories, but it is finding categories naturally without having any preset thoughts in mind (Psathas, 1995). This unmotivated coding yielded some sections and categories to be analyzed. After deciding on some of the categories, the transcriptions were read one more time to be able to code all the data (Steps 6 and 7). After that, 40 random transcriptions (almost

20% of the whole data) and the categories were given to two experts for interrater reliability (Step 8). The first thing requested from the experts was to listen to the recordings and check the transcription to see the alignment between them. After receiving their feedback about the details of transcription, they were given the names of the categories with their definitions and short explanations and the sample transcriptions, and they were asked for putting the samples into these categories to compare if they correlated with each other or not. After the expert put the transcriptions into categories, the researcher and the experts compared their categories to clarify the meaning of each definition and to have reliable categories. Within the scope of interrater reliability, the experts did not see the categories of the researcher or the other expert. The next thing was to analyze the categories by using sociocultural discourse analysis and the microgenetic approach (Step 9). Then, samples from the categories were chosen to finalize the procedure (Step 10). Thus, after verifying the clarity of the categories, the analysis procedure started. In the last step of the research procedure, sample extracts were explained in detail and with relation to the related literature.

Stimulated Recall

During the data collection process, learners were required to conduct a speaking performance and record it to be able to use them as stimulated recall to reflect dialogically. Stimulated recall is a method which suggests using the data such as video recordings, audio recordings, notes, written documents to recall that moment to be able to reflect on them (Nunan & Bailey, 2009).

In sociocultural theory, the process learners experience is closely observed to interpret their actual level and their development. To be able to trace their process during an action or after an action, there must be data gathered from interactions between learner-to-teacher or learner-to-learner interaction. Producing data withing these interactions is called as "verbal protocols" (Swain, 2006).

Put it simply, verbal protocols were defined by Gass and Mackey (2000) as sessions in which learners are asked questions about what they have thought while they are doing an

action or performing a task. Verbal protocols can be seen in two ways; think aloud sessions and stimulated recalls (Swain, 2006).

Think aloud is a simultaneous process in which a person is thinking about the action while doing it. On the other hand, in the stimulated recall, which is an introspective method used in the methodologies of this study, learners examine their thoughts about a past action, event, or task retrospectively with the help of a stimulus (Mackey, 2002; Ryan & Gass, 2012; Swain & Lapkin, 2002; Swain, 2006).

Gass and Mackey (2017) defined stimulated recall as "stimulated recalls, a subset of introspective methods, are used to explore learners' thought processes or strategies employed during a task by asking learners to reflect on their thoughts after they have carried out a task." (p. 22).

Giving a stimulus about a past event makes learners remember the event and go back to observe their cognition. As Mackey and Gass (2017) posits stimulated recall "relies on information-processing approach whereby the use of and access to memory structures is enhanced, if not guaranteed, by a prompt that aids in the recall of information" (p. 17). Thus, this prompt might be a product of a learner, a picture from a particular action, a video of the action, a transcription of a conversation, or fields notes (Gass & Mackey, 2017).

The use of these prompts gives individuals an opportunity to observe their own cognition directly. From the SCT perspective, these protocols enable learners verbalize and explore their thoughts that affect their behaviors (Swain, 2006).

Deciding on the types of the prompt or stimulus, the next step is deciding on "when" to use these stimuli. As Gass and Mackey (2017) suggested there are three types of recall in terms of time: consecutive recall, delayed recall, and nonrecent recall. Consecutive recall occurs right after the activity so that learners still have the information in their short-term memory. Delayed recall happens leaving some time after the activity. The last one, nonrecent recall, extends over time. Consecutive recall is accepted as the ideal and safe one because in

this type, time is not a constraint in cognition and the experience or performance is ready in the short-term memory to be retrieved (Ericsson & Simon, 1996; Gass & Mackey, 2017).

Another important step is deciding on the language of recall. It can be in L1 or L2. As Gass and Mackey (2017) suggests all variations confront some challenges, so it is advisable to decide on the language according to the setting and level.

Stimulated recall has been used in education for years to observe what learners or teachers think about their action. It has been used in professional development activities to explore teacher cognition and to give teachers an opportunity to reflect on their actions (Mann & Walsh, 2013,2017; Yeşilbursa, 2012). Moreover, stimulated recall, as a methodology, has been used in observing learner cognition, in making them evaluate themselves or in providing a setting for their empowerment (Murray, 2010; Ryan & Gass, 2012; Swain & Lapkin, 2002; Swain, 2006).

In education, when students are used at the center of a study, stimulated recall might be used in different forms. They might be shown their own products and the teacher might ask some questions about the performance of the learners to retrieve what they have thought about it while they have conducted the task, activity, or performance. Another way of using stimulated recall is showing an audio-recording or a videorecording of learners to make them remember what they have done and what they have thought about it to evaluate themselves or to reflect on their action.

Data Analysis

This section gives detailed information about the methods that were used to analyze the data in this study. Both in the speaking tasks and in the dialogic reflection sessions, the learners went through interactive processes, and to be able to understand the interaction, to explore the nature of the dialogic reflections, to tract the interaction and as Vygotsky (1978) suggested "to grasp the process in flight" (p.68), microdiscourse analytic approaches were found helpful and employed in this current study. Moreover, as dialogic reflection was

discussed under the scope of sociocultural theory in the current design, so the analysis tools of the study were chosen according to the theory. Two of the sociocultural theory-based methods, the microgenetic approach and sociocultural discourse analysis, are explained in detail. Moreover, stimulated recall is also used as a methodology to support the other methods.

Microgenetic Analysis

SCT-based principles have been studied and analyzed through qualitative and quantitative methods such as genetic method, conversation analysis, or sociocultural discourse analysis under the scope of sociocultural theory. Genetic approach is the broad term of analyzing the genesis of any social settings. The microgenetic approach, which was first proposed by a psychologist Werner in 1920s to analyze repeated changes in psychological conditions including cognitive, social, and affective orientations, is one of its sub-analysis methods. While he was doing an experiment on the cognitive changes, he noted down all the changes from seconds to years so that he could formalize this microgenetic method (Siegler & Crowley, 1991; Siegler, 2006). Then, Vygotsky (1978) validated and expanded the approach mentioning the significance of the details of interaction (Vygotsky, 1978). Moreover, both Werner (1948) and Vygotsky (1978) agreed on the idea that short-term changes resemble long-term changes in that they might yield the same processes even if the duration is different. It could be understood from what they proposed that a change might show some features about its starting point, its process in which behavioral, cognitive, and affective orientations take place, and an ending point. This process is not related to the duration of the change, so regardless of the time, a change might occur, in years or in a few seconds.

Wertsch (1985) also defined it as an approach that traces the changes in mental functioning over time and outlined the principles of the genetic approach as follows.

- Mental processes of humans can be examined to trace the genesis and developments of individuals.

- The changes can be both revolutionary and evolutionary.

- Mediational tools such as language, signs, and collaboration are scaffolding the individuals to see their progressions and developments.

- Different genetic domains (ontogenesis, microgenesis, etc.) can be checked to evaluate mental functioning.

From the principles mentioned above, tracing the changes is of paramount importance to understanding one's development which is either at the start point or in progress. Moreover, by examining these changes, the mental functioning of an individual could be defined. In addition to Wertsch's principles, Siegler and Crowley (1991) also contributed to microgenetic method positing that it is an approach which could track cognitive developmental changes with the help of detailed data. Such data can be gained through intensive observations. Although the difficulty of analyzing such detailed data is obvious in terms of the time spent to analyze the data or the effort given to that process, the results can worth the pain (Siegler & Crowley, 1991).

This explanation about the microgenetic approach bears extreme significance for SLA researchers in that its focus is completely on the change per se, and to trace the change, it is required to gather enough data which gives us a chance to deepen our understanding of any kind of dynamic language learning processes. Moreover, the analysis could present some information and dimensions about the change (Siegler, 1996) as is shown in the table below. The first dimension is about the source of the change, and it answers the question of what causes and makes or triggers the change. Finding out the source of the change is crucial in that it might give us the beginning of it. Secondly, the path of the change displays the process of that change and what kinds of stages it has gone through. Then the rate could reveal the pacing of the change, whether it occurs in seconds or years, both of which are possible. Moreover, the breadth of the change is also important to see the domains in which it can be tracked. Lastly, it gives clues about the differences of each individual might experience.

Table 5

Dimensions of the change

Sources of the change	:	What makes and triggers the change
Path of the change	:	What kind of stages one has during development
Rate of the change	:	How much time is needed for the change
		What pace one follow during the change
Breadth of the change	:	What kinds of domains it can be used
		Specific or generalized
Variability of the change	:	How individual differences affect the change

Thus, it could be claimed that microgenetic approach is a good approach to trace cognitive, social, and affective developmental changes. However, as it contains rich datasets and detailed analysis, it takes so much time to put forth the results (Siegler & Crowley, 1991).

In this current study, the microgenetic approach was also used to analyze the qualitative data in terms of the change the learners had during their reflection sessions. The focus of microgenesis is to identify the changes over time (from seconds to years). During dialogic reflection sessions, the students reflected on their oral performances in which they might raise awareness about their oral production, and there could be a visible learning process while interacting with their peers. Thus, there might be revolutionary changes in students' mental functioning thanks to the mediational process they were provided by their own performance, reflections, and peers. In that sense, the use of that method would show whether or how changes become visible in learners' progressions. Moreover, de Guerero and Villamil (2000) and van Compernolle (2010) also suggest that microgenesis analysis can be used for analyzing moment-to-moment co-construction of language and language learning situations. van Compernolle (2010) also suggested to have studies which are based on dialogic construction of mediation between learners or learners and teachers for further studies.

Therefore, the microgenetic approach is one of the analysis methods conducted in this study to see the moment-to-moment changes and motives of students' progress in terms of the dialogic reflections on their oral performances.

Sociocultural Discourse Analysis

Sociocultural discourse analysis was proposed by Mercer (2004) as a methodology to analyze the use of language during social thinking mode. It can be used in classroom environments, co-constructing knowledge, collaborative works, and interactions (Mercer, 2004).

Sociocultural discourse analysis is based on the strengths of other methodologies although it also has some unique differences. It differs from linguistic discourse analysis in that its focus is on the functions of the language use appearing in joint activities and less on the organizational structure of language per se (Littleton & Mercer, 2016; Mercer, 2004, 2008, 2010). It is alike to linguistic discourse analysis in that word choices and structural use can be important in both because they might give evidence of co-construction of knowledge. In addition to this, sociocultural discourse analysis is also different from conversational analysis, as cognitive, social, and cultural aspects of the language in the conversations are considered vital, and theory is an essential aspect of sociocultural discourse analysis whereas it is not obligatory for conversation analysis (van Compernolle, 2015). However, doing a detailed analysis of interaction is common in both.

Johnson (2016) defined sociocultural discourse analysis as an "iterative investigation of the particular and general features of interaction". Apart from analyzing the intellectual thinking between people, it also emphasizes on how development occurs in a social context and over time. Johnson and Mercer (2019) underlined the importance of the way language is used to explore the shared goals and joint understanding of interaction by saying "We can reveal how they use language to introduce new information, orient to each other's perspectives and understandings and pursue joint plans of action." (Johnson & Mercer, 2019).

Moreover, Johnson and Mercer (2019) explained that in a sociocultural discourse analysis, there should be evidence in four domains: *content, time, joint intellectual action, and impact.* Moreover, they showed the overlaps between sociocultural discourse analysis and the other methodologies, including thematic content analysis, corpus linguistics, and conversation analysis, in the figure below.

Figure 4

Overlaps between SCDA and other methodologies (Johnson & Mercer, 2019)
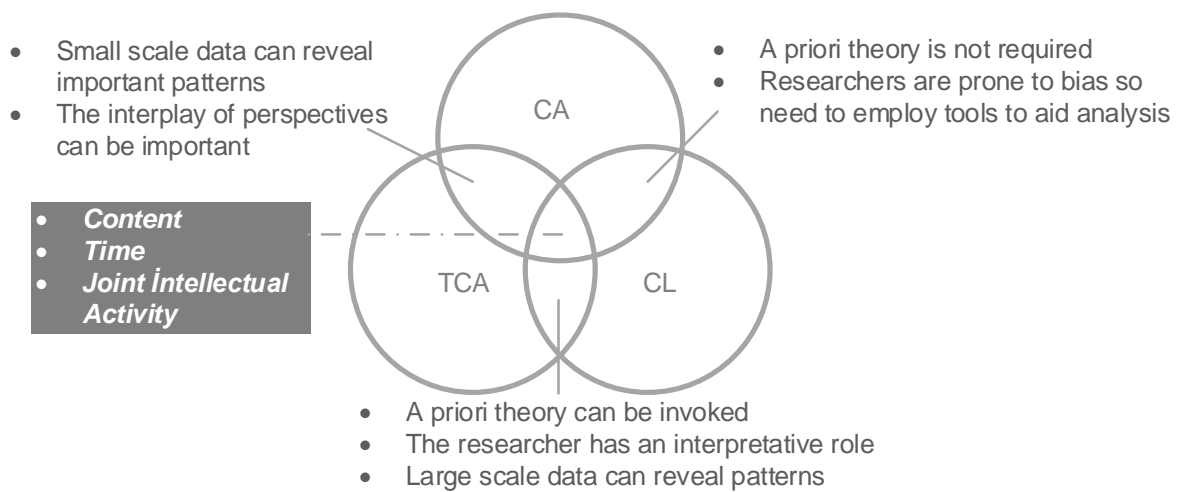
As shown in the table there are 4 key themes of sociocultural discourse analysis. Firstly, *content* is related to collecting lexical content and the structural use of language. Second, t*ime* is accepted to be about how developmental understanding between pairs is changing over time. Then, j*oint intellectual action* obtains evidence of joint effort participants put forward during the conversation. The last of them is showing evidence of *impact* of the discourse on participants' cognition and behavior. All these tenets help people understand the higher mental functioning of the participants in a social and collective thinking setting (Johnson & Mercer, 2019). Thus, the participants do not just communicate, but "interthink" with the help of language (Littleton & Mercer, 2013).

To conclude, there are many methodologies, which could be used to analyze qualitative data. They all have advantages and disadvantages, but the reason why sociocultural theory-

based methodologies were chosen in this study is that they are more into analyzing and exploring the cognitive, social, affective changes of the participants in conversations. Moreover, using different methodologies under the scope of sociocultural theory helps to explore different aspects of the data (Johnson & Onwuegbuzie, 2004). Thus, as sociocultural theory approves the application of different methods in the analysis of social coding (Johnson, 2016), two of the methodologies of sociocultural theory, the microgenetic approach and sociocultural discourse analysis, are benefited in this study.

To sum up, as the study focuses on dialogic reflections of L2 learners, the learners conducted six different speaking tasks which were audio-recorded by them. These recordings were used as a stimulated recall tool to make them reflect on their performance dialogically with their peers. Stimulated recall was employed to explore the learners' thoughts on their performances and to yield data for dialogic reflections.

To analyze the data gathered from these tasks and dialogic reflection sessions, qualitative microdiscourse analysis methods were preferred to understand the nature of their interactions. Considering the research questions of the study, Thus, the research methodology of this study is based on microgenetic method since (1) it places importance on tracking the changes occurring even within seconds, (2) it could reveal the details about the change, and (3) it enables us to understand the cognitive, social, and affective developmental changes which are disclosed through interaction. Moreover, sociocultural discourse analysis is utilized in the study as (4) it could explain how the learners co-construct the meaning through interaction and (5) what specific features can be found out in the conversation. Considering these reasons, data is analyzed in the following section to be able to disclose the nature of dialogic reflections of L2 learners.

Chapter 4

Findings

Introduction

This chapter presents the data-driven analysis of dialogic reflections by giving sample extracts and exploring the patterns found in the reflections. It starts with presenting two types of patterns that were recurrent in the data. The first pattern is regulatory behaviors, which includes five subsections as other-regulatory behaviors, self-regulatory behaviors, task-regulatory behaviors, more knowledgeable other, and object regulation. The second pattern is affective involvement that has two subsections; praise and sense of achievement (See Table 6). The chapter ends with examining the changes dialogic reflection sessions went through from the first three reflection sessions to the last three.

Table 6

Frequency of the Dialogic Reflection Patterns

Dialogic Reflection	Number of extracts	
Regulatory behaviors	214	81%
Affective Involvement	41	19%
Total	255	

Regulatory Behaviors

The data gathered from the dialogic reflections of the students yielded 255 extracts. 214 of them shows regulatory behaviors such as regulating others' behaviors, their own behaviors, the task or an object, or asking for help from a more knowledgeable other, the teacher of the class in this case (see Table 7).

As it can be seen in Table 6, the most frequent pattern found in dialogic reflection is regulatory behaviors, so it is important to figure out why the students generated more conversations on regulatory behaviors as it could be one of the indicators and results of the

nature of reflections on a task the learners conducted in the classroom. Thus, in this section, the data were analyzed to demonstrate learners' tendency to talk and reflect more about what they said, how they said it, what they wanted to improve, and how they wanted to do it in the reflection sessions. These categories are given below starting with the most frequent one to the least.

Table 7

Frequency of Regulatory Behaviors in DR

Regulatory Behaviors	Number of extracts	
Other-regulatory Behavior	89	41%
Self-regulatory Behavior	75	35%
Task-regulation	23	11%
More knowledgeable other	15	7%
Object-regulation	12	6%
Total	214	

Other-regulatory Behaviors

Showing other-regulatory behaviors is the most frequent pattern of regulatory behaviors emerged during dialogic reflections. As it is reviewed in the literature part of this study, showing other regulatory behaviors can be defined as a type of mediation, which is a term used under the scope of sociocultural theory. Mediation is seen as an instrument, which provides an access to human mental functioning by any kinds of artifacts, symbols, concepts, and activities (Lantolf, Thorne & Poehner, 2015). Thus, in dialogic reflections of the learners in this study, doing tasks, using the recordings of these tasks as stimulated recalls, listening to these recordings to reflect on them, talking about the recordings and performances and reflecting on them dialogically are the main activities, which provide learners an access to mediate their mental functioning.

During these reflection sessions, as Figure 4 below demonstrates the students showed regulatory behaviors by using different strategies with the tendency to regulate their peers. The word "strategy" in this study is used to define the way the learners used to regulate their behaviors or their peers' behaviors while reflecting.

These strategies might subsume scaffolding, explicit mediation, implicit mediation, highlighting a mistake, giving a metatalk of a usage, giving the correct form of a usage directly, showing approval or showing joint effort.

Figure 5

Other-regulatory Strategies Used by Learners
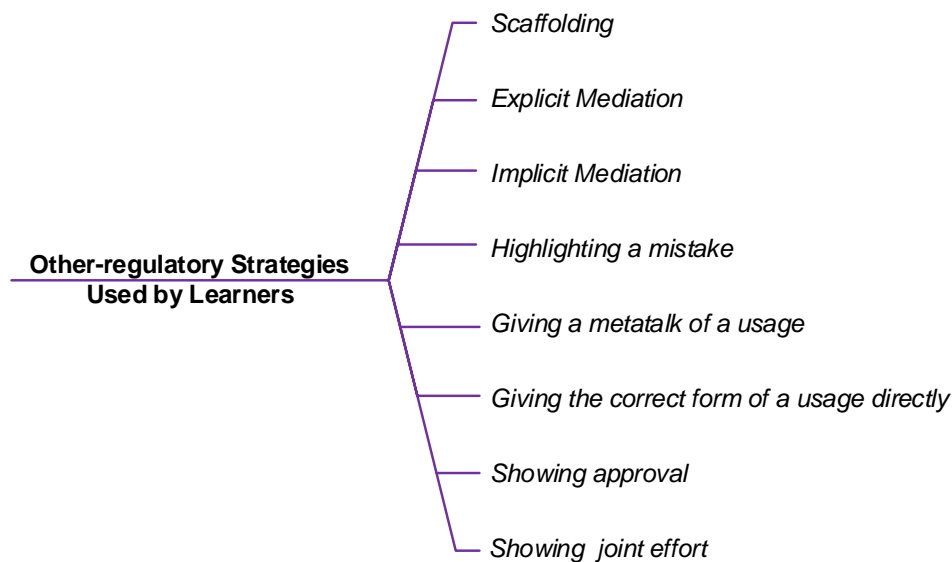
To put it clear, it can be said that students were willing to use scaffolding to regulate their peers by showing these types of strategies. The metaphor of scaffolding refers to the process of help given by a more knowledgeable other or tutor to novice, or it might be the support between peers (de Guerrero & Villamil, 2000; Temir & Ergül, in press). In this current study, as the data suggest there is peer scaffolding by using those strategies.

Moreover, the way how they help or support their peers, shown in Table 8, indicates that there are two main patterns of other-regulatory behaviors. One of them is self-initiated

other-regulatory behaviors (SI-OR-B). The other one is other-initiated other-regulatory behaviors (OI-OR-B).

Table 8

Frequency of Other-regulatory Behaviors in DR

Other-regulatory Behaviors	Number of extracts	
SI-OR-B	65	64%
OI-OR-B	24	36%
Total	89	100%

Initiating a conversation in this context means that one of the peers starts the conversational sequence by asking for help, showing hesitation, repeating a sentence, showing awareness, mitigating mistakes or raising awareness. Sert (2017) suggested that learners show agency when they start a conversation by initiating it and asking questions. Although there are not many studies whose focus is on exploring the features of student-initiated conversations in L2 settings (Duran & Sert, 2021), in this study, there are many stances of peer-initiations which indicated the components of peer initiation in peer-peer interaction. The initiation strategies of learners are given in the Figure 6.

Figure 6

Initiation Strategies Used by Learners
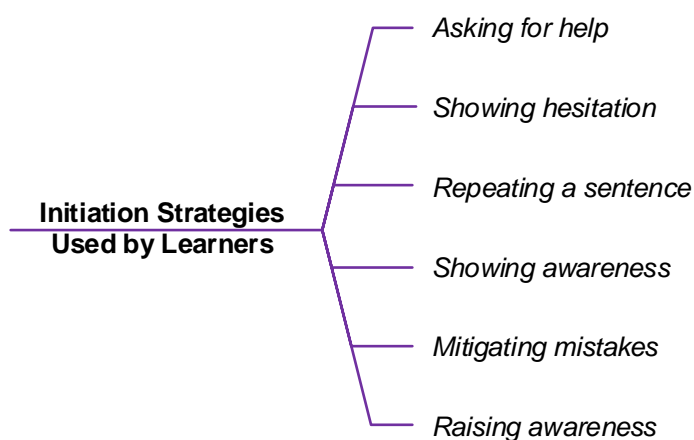
After an initiator starts the conversation, the other peer responds to the initiator. Thus, in this analysis part, there is a two-way of interaction in which both participants are active. The ones who start the sequence are called as "initiator", and it will be shown as "I" in the extracts. The other peer who accepts the initiation and respond, is called as "recipient", and their symbol in the extracts is "R". According to the extracts, initiators and recipients are given numbers. The extracts were chosen among a huge data-set and presented as samples of each category.

In this section, other-regulatory behaviors drawn from the data are given. Table 13 above shows the number of extracts for SI-OR-B and OI-OR-B. As self-initiated other regulatory behaviors are more common in the data, the next section will continue with this category.

Self-initiated Other-regulatory Behaviors. Self-initiated other regulatory behaviors are behaviors that occur when one of the peers commences a conversation to ask for help from his / her peer. Thus, as Figure 7 indicates below SI-OR-B include two peers one of whom initiates the conversation by asking a question, repeating an utterance, showing hesitation about a use/usage, or showing awareness implicitly or explicitly in the conversation. The recipients were observed to scaffold their peer, do metatalk, give implicit / explicit mediation, ask for clarification, show joint efforts, or show an approval.

Figure 7

Self-initiated Other-regulatory Behaviors
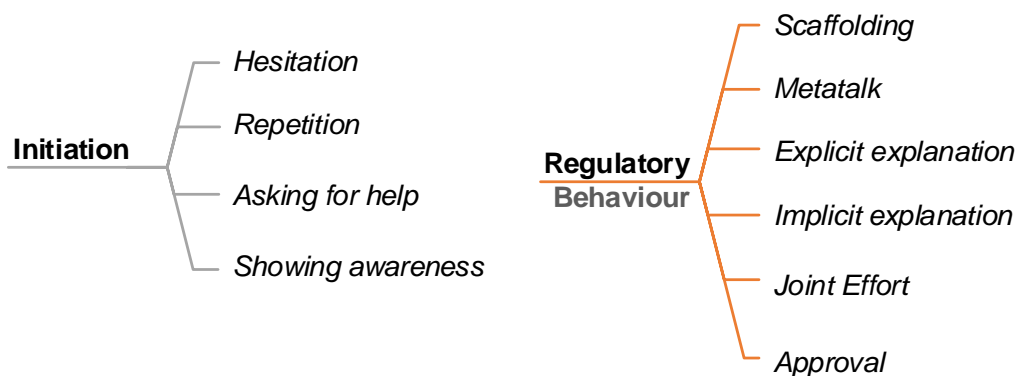
The first extract given below illustrates the hesitation of the initiator and the metatalk provided by the recipient to scaffold his peer. In line 1, the initiator notices his mistake while he is listening to the task, but it can be understood that he is hesitant about what he heard, and he asks it to his peer to make it clear. After the recipient clarifies what the initiator has said in lines 2 and 4, he shows a regulatory behavior by scaffolding his peer with the help of a metatalk about the rule for singular subjects in line 6 in this extract. Doing this metatalk is called as languaging in the literature, which is a method of verbalization used for mediating complex problems and tasks with the solutions. It has been described as "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p.98). This definition is derived from the work of Vygotsky (1978; 1986), which showed the important role of a language in mediating cognitive process (Swain, 2013). After receiving the explanation of the grammar rule from the recipient, the initiator agrees on it. Moreover, the initiator notices the same mistake one more time in the conversation, and he takes it as something that cannot be acceptable by saying "mistakes that should not be made" in line 8. After that, in line 9 the recipient positions himself as a guide and encourages his / her peer in the sequence by saying "alright, these can be corrected, no problem" to give courage to his peer to be able to correct his mistake. This is another type of scaffolding which addresses the emotions.

Extract 1: Initiator-Recipient 1

1   I1: "*Haves*" demişim galiba.

        *I said "haves", I thin*k.

2   R1: Ne?

        What?

3   I1: "*Haves*" mi demişim?

        Did I say "haves"?

4   R1: *American English haves* mi?   (laughing)

       Is it American English haves?

5   I1: Ağzımdan öyle çıkmış.

       It just came out of my mouth.

6   R1: *American English "it"* ya *"has"* olacak *"have"* değil.

       As American English is "it", so it will be "has" not "have"

7   I1: Aynen.

       Agree

8   I1: Gene *"have"* demişim olmayacak hatalar.

       Again I said "have". Mistakes that shouldn't be made

9   R1: Tamam düzeltilebilir sorun yok.

       Alright. Can be corrected. No problem.

Thus, extract 1 displays an instance of self-initiated other-regulatory behavior. Self-initiation happens by asking questions and regulatory behaviors follow the question by languaging (giving the rule explicitly) and supporting the initiator emotionally in this extract.

Different from extract 1, in extract 2, it is obvious that initiation comes with repeating the sentence the initiator said in the task. Here is how the sequence unfolds in this type of initiation.

<u>Extract 2: Initiator – Recipient 2</u>

1   I2: English accent very hard for me.

2   R2: English Accent is very hard for me.

3   I2: Ama English very hard demişim.

       But   I said

4   R2: Tamam is olmalı.

       OK. It should be is

Repeating the grammatically incorrect sentence in line 1 is a sign of showing his / her awareness for the mistake. However, there is no sign given by the initiator about the correct

form of the sentence. Recipient scaffolds his peer in line 2 by implicitly repeating the sentence and adding "to be" into the necessary place. Unlike the first extract, R2 does not use any explanations and give any metatalk, but what R2 has done is recasting the sentence, which is rearranging the sentence to make it correct (Ellis & Sheen, 2006). From that recast, I2 understands where he made the mistake and explains what he said again in line 3. After that, conversation ends with the explicit explanation of R2 in line 4. From this extract, it is obvious that repetition of the problematic area can be used as a strategy like asking questions in initiation. Moreover, other-regulation can come with implicit and explicit mediation. In this extract, R2 initially prefers using implicit mediation to help I2 and after noticing the need for approval, he gives the correction explicitly.

Unlike the first and second extracts, extract 3 demonstrates that initiation may start with asking a question when one of the peers have hesitation. When it comes to the regulatory behavior, as it is in extract 2, R3 have used the same strategy with R2 above. It starts with implicit mediation and after receiving the need for approval, it goes on giving the correction explicitly.

The initiator 3 notices a mistake in his language and requesting help from his peer with a question in line 1. The recipient wants to clarify what the initiator said in the task in line 2. In line 3, it is seen that no sooner the initiator repeats what he has said in the task than the recipient corrects the sentence implicitly, repeating the corrected form of the whole sentence. After the correction, in line 5 the initiator wants to clarify it and asks for an approval for the corrected part from the recipient, who underlines the problem in the sentence.

<u>Extract 3: Initiator –Recipient 3</u>

1   I3: Can be recycling doğru bir cümle mi oluyor?

is it a correct sentence?

2   R3: Ne demişsin?

What did you say?

3   I3: Our products can be recycling.

4   R3: Our products can be recycled.

5   I3: Recycled?

6   R3: Aynen aynen orada bir karışıklık var.

Yes, yes, there is a confusion there.

Without any generalizations and bold claims, it can be seen that as the sample extracts of dialogic reflection reveals that B1 level recipients are eager to scaffold their peers initially with implicit mediation. If there is another need for clarification or approval, then they use explicit mediation to support the initiators in self-initiated other-regulatory behavior patterns.

Different from the extracts above, in extract 4, the initiator could neither say the sentence in the correct form nor notice the structural mistake in the sentence, but while I4 is saying "*It is amazing I wanted to say, but I couldn't.*" s/he is aware that there is something wrong in the sentence. In their task performance, the learner said "It is amazing project" with hesitation and in a very slow way. In line 2, recipient questions his awareness about the problematic area by asking *"Why? What is wrong?"*, but I4 could not find it, and he thinks it is about his pronunciation. However, in line 4, the moment R4 gives him the correct form of the sentence explicitly, I4 understands what is wrong in the sentence and accepts the scaffolding he has got from his peer. This conversation includes a type of scaffolding, which is done by giving explicit feedback to the peer and acceptance of that mediation by the initiator.

Extract 4: Initiator – Recipient 4

1   I4: It is amazing project demek istedim, ama çıkmamış.

I wanted to say, but I couldn't.

2   R4: Neden? Neyi yanlış ki?

Why? What is wrong?

3   I4: Çıkmamış telaffuzda

It didn't come out in pronunciation.

4   R4: It is an amazing olacaktı.

It must be.

5   I4: Aaa, evet, öyle demem lazımdı.

Huh, yes, I should have said it like this.

Extract 5 below demonstrates another way of initiation and regulation pattern in dialogic reflections. In this extract, it is seen that there is a joint effort between the peers (Lidz, 1991). Line 1 starts with a request for help, so the initiator takes the turn by asking "*Huh, how can we say the thing? More experienced teachers"* in Turkish. The recipient immediately accepts his request and starts saying what he needs in line 2 in English (*We can find more experienced),* but he could not end it, and the initiator interrupts him and tries to utter the sentence in line 3. However, while I5 is trying to say it, he notices that it is not correct and stops. At the same time, the recipient is giving feedback to his peer in line 4. When the initiator understands that his sentence is wrong, he wants to try it one more time by uttering "*We can find teacher which is more experienced."*, which ends up with another wrong sentence. However, all these trials show that he is willing to regulate himself, but his knowledge of the language does not let him do so. After that, the recipient steps in and gives the correct form by saying "*We can find teachers who have more experience. This is much better, better".* Therefore, it could be inferred from the extract that the recipient is not in a more knowledgeable other or an expert role in this dialogue. Rather, the peers collaboratively construct the meaning in the conversation.

Swain (2000) defined this concept as collaborative dialogue which gives learners or speakers chances to be involved in solving problems or gaining knowledge. This explanation was expanded from the theory of output (Swain, 1985; 1995), which was focused on a learning system for information processing. However, the sociocultural theory of mind of Vygotsky (1978; 1986) shifted us beyond performance as a simple message to be communicated, to collective dialogue, an important activity that mediates L2 learning (Swain, 2000). Moreover, collaborative dialogue is seen as a type of languaging. In other words, through collaborative

dialogues, it is aimed to test the hypotheses about the use of appropriate language and to reflect on the use of language (Swain, 2013). To conclude, this extract indicates that showing other-regulatory behaviors could be one of the results of collaborative dialogue since the peers might be jointly involved in solving a problem in the task.

Extract 5: Initiator - Recipient 5

1   I5: Hımm, şeyi nasıl diyebiliriz? Daha tecrübeli olan öğretmenler.

Um, how can we say the thing? More experienced teachers.

2   R5: *We can find more experienced*

3   I5: *More experiment* olur mu? *More experienced*

Is it?

4   R5: Yok.

No.

5   I5: *We can find teacher which is more experienced.*

6   R5: Bir dakika.

Just a moment.

7   I5: *Which has more experience.*

8   R5: *We can find teachers who have more experience*, bu daha güzel, daha iyi.

this is much better, better.

Another extract which shows collaboration and joint effort between peers is seen in extract 6 below. I6 asks a question (*What does pronunciation mean?*) to complete his sentence and to learn a new word in English. R6 provides an explicit guidance by saying the meaning of the word directly. In line 3, the initiator would like to revise and change the content of the task by offering an addition to the task by saying "*say hard pronunciation*" to R6, who accepts it and asks how he can change the content in line 4. I6 gives some contextual suggestions and at the end of the conversation, R6 in line 6 says "*British pronunciations is harder than*" which is the correct form of what they have planned to say.

Thus, co-construction in this extract comes with collaboration and joint effort. Both peers show other-regulated behaviors by asking questions, giving content-based ideas, sharing their thoughts, and making suggestions. This extract shows us that peer scaffolding and joint effort are very vital regulatory behaviors in dialogic reflections.

Extract 6: Initiator – Recipient 6

1   I6: Telaffuz ne demekti?

What does pronunciation mean?

2   R6: Pronunciation

3   I6: Hard pronunciation de.

say.

4   R6: Hım OK. Ne diyeyim? British Accent is difficult for yok pronunciation

What should I say?   *no*

5   I6: Şey de; British'in pronunciationı harder de

S*ay this; British pronunciation is harder*

6   R6: British pronunciations is harder than

7   I6: Than deme, sadece "harder" de

don't say, just say "harder"

8   R6: Harder other

9   I6: Yada the hardest

Or

10   R6: The hardest accent is British tamam ok

OK

The following two extracts reveals a different strategy used by peers to initiate the conversation. It displays the need of the initiators for approval.

In extract 7, I7 shows his need to be approved with giving two options to clarify his mind and to understand whether there is a mistake or not by asking "*Is it at or in? Is there something wrong?*". He knows the usage, but he wants to be certain about it. After R7's answer, I7 said "*Okey*" which shows that he trusts his peer, and he will probably use one of these usages later. Although it cannot be claimed for I7 to internalize that usage, it is clear from his first sentence that he had hesitation about a usage and at the end he satisfies his needs thanks to R7's help.

Extract 7: Initiator – Recipient 7

1 I7: They may play at the school mu in mi? Yanlış var mı?

                    Is it at or in? Is there something wrong?

2 R7: Ikisi de doğru.

    Both correct.

3 I7: Tamam

    OK

What is different from the previous extract in extract 8 is the type of initiation. They listened to the task, and I8 heard how he pronounced the word "city". Despite the correct pronunciation, he needs an approval from his peer. These types of extracts occur a lot in dialogic reflection. The reason might be related to the friendly atmosphere they have as they are doing the tasks. They may feel more confident about asking any questions to their peers.

Extract 8: Initiator – Recipient 8

1 I8: City doğru demi? (Pronunciation check)

    correct, right?

2 R8: Doğru, city.

    Correct,

To conclude this pattern of dialogic reflection, it could be summarized that self-initiated other-regulatory behaviors are very common forms found in L2 learners' dialogic reflections. Moreover, initiation starts with asking a question or repeating a sentence from the task because of the hesitation and need for approval or help they need. Then, scaffolding is provided by their partners to support them. Thus, it could be claimed that there is collaboration between learners while they are reflecting on their own tasks dialogically, which ends up with regulatory behaviors of peers.

Other-initiated Other-regulatory Behavior. Other-regulation emerges depending on the initiation method used by the first speaker of the conversation. As Table 8 above indicates, there are two initiation types in this study one of which is explained in the previous part. The other one is other-initiation which means that the person starting the conversation and showing tendency to regulate the recipient is the same student. Figure 8 below displays the types of initiation and regulation performed by the same person.

Figure 8

Other-initiated Other-regulatory Behaviors
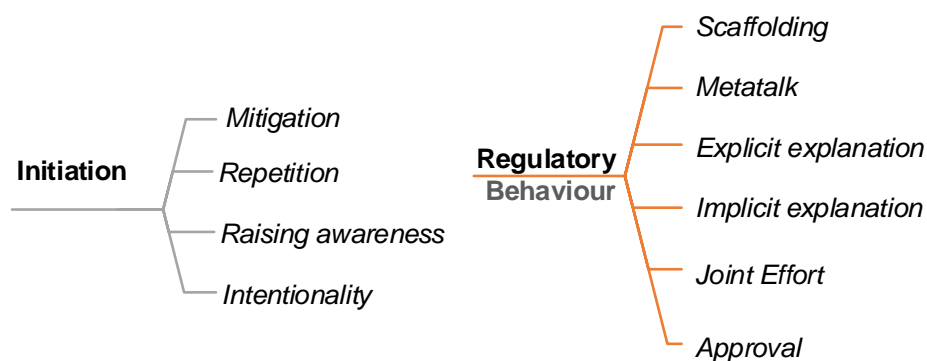
Extract 9 below demonstrates a sample of the use of mitigation in initiating the conversation. Mitigation is defined by Fraser (1980) as "the reduction of certain unwelcome effects which a speech act has on the hearer". The initiator can employ some techniques to mitigate their utterances such as using indirect ways of saying something, hedging, asking tag questions, etc. (Fraser, 1980). Thus, extract 9 shows one of those techniques.

Extract 9: Initiator – Recipient 9

1   I9: Durduralım. Sanırım these are our suggestions olacak

      Let's stop.   I guess   it will be

2   R9: Evet, yanlış

      Yes, wrong

3   I9: Olabilir saygı duyarız (laughing)

      Possible, we respect (laughing)

4   R9: This our suggestion demişim. These are olacak.

      I said.   it will be.

In extract 9, the initiator notices a mistake of his partner, stops the recording and starts the conversation. He would like to correct it by mitigating what he will say with an indirect expression by saying (*I guess it will be these are our suggestions*) in line 1. Thus, I9 both initiates the conversation with mitigation and shows other-regulated behavior giving the correct one. R9 accepts his mistake in line 2 in a very short way by saying (*yes, it is wrong*). Line 3 shows a humble reaction of initiator by saying (*we respect*) and laughing. After this reaction, R9 clarifies the situation by saying the mistake from the recording explicitly and giving the correct one as I9 suggested in line 1. This line shows that the recipient tends to internalize the correct usage of a structure by the help of explicit mediation of his peer. Internalization is the process of change in one's cognitive state (Kozulin, 1990). Vygotsky explains it through two functions. First, any mental changes appear on the social plane and then on the psychological plane. He suggests that the change starts while an individual is with people as an inter-psychological category, and after that within their mental functioning as an intra-psychological category (Vygotsky, 1981). Thus, in this extract, recipient tries to create a change in his mind while he is at inter-psychological plane.

Similar to the previous extract, extract 10 displays a sample of mitigation as an initiation strategy. As a regulatory-behavior, I10 gives an explicit explanation of a usage giving an instance of his mistake.

<u>Extract 10: Initiator – Recipient 10</u>

1   I10: Bu arada, people work there demek galiba yeterli in koyunca olmuyor.

           By the way,saying people work there is I guess enough, it isn't true with in.

2   I10: Bir de bende aynı hatayı yaptım öncesinde "In there" dedim.

           And I made the same mistake. I said "in there".

3   R10: "In there" dememe gerek yok yani

           So no need to say "in there".

4   I10: In there olmayacak.

           It won't be

5   R10: There

6   I10: Evet, sadece there

           Yes,   only

In line 1, I10 changes the topic of conversation by highlighting a mistake saying (*By the way, saying people work there is I guess enough, it isn't true with in.).* Using the phrases *by the way* and *I guess* are mitigation phrases, an instance of hedging. In line 2, I10 continues the conversation with mentioning one of his mistakes in the same usage. It comes after a few seconds silence, so it might be because the initiator needs to explain that these mistakes are common by pointing himself. In line 3, the recipient would like to clarify what the wrong part is by asking "*So no need to say in there"* and from line 3 to 6, both the initiator and the recipient try to negotiate for the meaning. Thus, it is clear from the extract that the initiator tends to regulate his peers' behavior of using a structural pattern by giving the correct form explicitly and by providing a sample. Moreover, trying to negotiate for the meaning and usage of a word

or phrase are adjacency pairs in which learners show another way of regulation and internalization.

Different from the extracts 9 and 10, extract 11 below displays a very direct way of initiation by repeating the wrong utterance and an explicit scaffolding mechanism to trigger regulation.

Extract 11: Initiator – Recipient 11

1   I11: Conversation. / *kon.və·ˈsaɪ.ʃən* / Yanlış telefuz.

                                                            Wrong pronunciation

2   R11: Öyle demişim.

              I said it like that.

3   I11: Conversation diyelim. (correct pronunciation)

                      We should say

4   R11: Neden bak telaffuzu yapamıyoruz. Conversation demi?

              Why look can't we pronounce?   *Right?*

5   I11: Evet conversation

                Yes

6   R11: Evet, teşekkürler arkadaşım.

              Yes, thank you dear friend.

In line 1, I11 mispronounce a word as he heard it in the recording and immediately after his repetition of the wrong pronunciation, he says "*wrong pronunciation*" explicitly. However, he did not give the correct one to his peer in line 1 and waits for his peer's reaction. In line 2, the recipient accepts that he said it in that way wrongly (*I said it like that.),* but he did not give the correct pronunciation. From that extract, it is not very clear to infer if it is because he did not know the correct one or not, but it appears that he needs help in that point. Thus, in line 3,

regulatory behavior comes with scaffolding. I11 gives the correct pronunciation by articulating it within a more-knowledgeable other role. More importantly, this line gives one more aspect of regulatory behaviors. The initiator says, *"we should say /kɑːn.vəˈseɪ.ʃən/"* Here there is "we" language which lightens the burden from the recipient shoulders. This "we" language is called as joint regard by Lidz (1991) who proposed the term for child-parent mediational process. In this extract, however, it is used as the pairs use "we" language to reflect on their task to make it better and to scaffold each other. After giving that joint regard to his peer, I11 receives another joint regard from R11 who said "why can't we pronounce it" even though it is his mistake only. Then he says the word correctly but shows a need to be confirmed (*right?*). After the approval of I11, he shows his appreciation saying, "*thank you my dear friend*". Thus, from that extract it can be understood that peers can regulate each other by peer-scaffolding and showing joint regard to their partners.

Another type of initiation in regulatory behaviors is creating awareness and regulation comes with giving metatalk to their partner. Extract 12 gives an instance of this aspect below.

Extract 12: Initiator – Recipient 12

1   I12: Sonra, iki kere dedin ki, bak, 1 de değil 2 kere if they get

             After that, you said twice, look, not once twice

2   ama "if they got" demelisin second conditionaldan dolayı

             but you should say "if they got" because of second conditional

3   sonra devam etmelisin devamı "would" olmalı.

             then you should go on and it should be "would" after that.

4   R12: Aynen

             Agree.

In lines 1 to 3, it is seen that while they are reflecting on their task, the initiator takes notes for the recipient and informs his peer about them. In line 1, the initiator uses "*after that,*

you said" to highlight one misused structural pattern. This "after that" shows that he has found some more things before that extract and this time he offers another explanation to his partner. In the same line by saying "*After that you said twice look not once twice, if they get",* I12 shows his tendency to create awareness in his partner intentionally. Line 2 and 3 follow that with a metatalk. I12 explicitly explains why R12 should use past tense and would in his sentence with a rule. The sequence ends with R12's agreement with his peer. This extract clearly shows that dialogic reflections entail many different strategies that help learners show regulatory behaviors.

Like the previous extract, extract 13 shows an example of creating awareness about the pace of his peers talk, which shows us that raising awareness does not have to focus on form only.

Extract 13: Initiator – Recipient 13

1   I13. Bak burda çok yavaş konuştun. Bak bak bekliyorum.

       Look you spoke very slowly here. Look look I am waiting.

2   R13. Kafam baya dağınıkmış.

       I was distracted a lot.

3   I13. Hımm. (laughing) çok yavaş konuşmuşsun burada.

       You spoke very slowly here

In line 1, I13 directly refers to the audio recording. It can be understood from his sentence (*Look you spoke very slowly here. Look, look I am waiting.)* that they are listening to the audio recording simultaneously, and he notices the pace of his peer's talk and speaks it out clearly to make his peer notice it. R13 does not use any acceptance utterance but it can be inferred from his sentence (*I was distracted a lot*) that he noticed the pace as well. Thus, giving a metatalk or saying something directly without hesitation are two ways that learners have used to raise their peers' awareness while they are reflecting on their task.

To conclude other-initiated other-regulatory behaviors pattern, it can be claimed that there is a robust relationship between reflection and scaffolding in peers. From the extracts above, it is clearly seen that learners are eager to help and support each other with using different strategies such as creating awareness, making explicit talks, mitigating, giving metatalk, etc.

Self-regulatory Behaviors

Self-regulation is regulated mindset of individuals who internalize external mediational processes and gain control over their cognition (Thorne & Tasker, 2011). It gives each individual power to learn autonomously. Moreover, as this independence comes with the awareness of learners, it requires to have a great impact occurring in cognition. Thus, self-regulatory behaviors are accepted as the ultimate aim of regulation types. There are ways to regulate oneself. In this study, showing self-regulatory behaviors is the result of initiation of the others (peers in this case) or self-initiation. Table 9 shows the frequency of self-regulated behaviors. As it can be seen in the table, other-initiated self-regulatory behaviors are almost half of the self-initiated ones.

Table 9

Frequency of Self-regulatory Behaviors in DR

Self-regulatory Behaviors	Number of extracts	
SI-SR-B	52	69%
OI-SR-B	23	31%
Total	75	

Other-initiated Self-regulatory Behaviors. Other-initiated self-regulatory behaviors are observed when one of the peers initiated the conversation noticing something done by their peer and wants to show it to their peers. In other-initiated cases, intentionality is one of the key roles of the initiators. Intentionality is a term used to show the conscious attempt to influence one's actions. Lidz (1991) first used the term to indicate the mediational functioning

between a child and an expert. However, in this study the term will be adopted to be used between peers who are aware of their actions and who are willing to go on the interaction on purpose to maintain the reflections.

Extract 14 below is one of the samples of intentionality. The initiator starts the conversation for highlighting and showing something to his partner intentionally.

Extract 14: Initiator – Recipient 14

1   I14: Burada da "this" değil aslında.

Here it is not "this" in fact.

2   R14: Evet these

Yes

3   I14: Ne dedin?

What did you say?

4   R14: What is these dedim ama what are these olacak

I said but   it will be

5   I14: Evet

Yes

6   R14: Büyük bir hata

A *big mistake*

7   I14: Yok büyük bir hata değil, olabilir

No it is not a big mistake, it is possible

8   R14: Ama temel bir hata yapmamamız lazım

But it is a basic mistake that we shouldn't make

9   I14: Evet

Yes

In extract 14, the initiator starts the conversation underlying the wrong usage of his partner intentionally (*Here it is not "this" in fact.*). Moreover, I14 did not give the correct answer. As soon as the initiator mentions the mistake, the recipient approves what his peer has said

and gives the correct one in line 2 by saying "*Yes, these*". After the initiator wants to elaborate his peer's suggestion by asking what he said in the task in line 3, I14 says what he used in the task and what the correct form should be in line 4 (*What is these I said but what are these it should be.*). In line 5, I14 approves his peers. Although R14 thinks it is a big mistake in line 6, I14 tries to calm him down saying these may happen, but R14 did not accept it and says, "*But it is a basic mistake that we shouldn't make".* Thus, in this extract, it is seen that peers may try to affect their partners intentionally, and recipients could regulate themselves after noticing the problematic area.

Different from extract 14, extract 15 displays another way of initiation, which is repetition of the peer's sentence.

Extract 15: Initiator and Recipient 15

1   I15: We choose a two topic.

2   R15: Hım, aynen plural.

        Um, yes

3   I15: O "a'"dan dolayı

        It is because of this "a"

4   R15: Aynen, "plural" olacak, "a" yi kaldırırsam olur.

        Yes, it will be "plural", if I remove a, that is OK.

In line 1, I15 repeats a sentence of his peer from the task. This repetition shows that he is aware of the mistake in the sentence. Only then did the recipient notice the wrong usage. In line 2, he tries to regulate himself by explaining the rule explicitly (Um, yes plural). I15 contributes his peer's metatalk and refers to the first line, saying "It is because of this a". R15 agrees with him and combining the rule he has given in the second line with the contribution he received to regulate himself.

Similar to this extract, in extract 16 below, it can be seen that the recipient regulates himself by explaining the rule to himself. However, the difference of extract 16 is type of the initiation. The initiator asks a question to attract his peer's attention to the topic in this extract.

Extract 16: Initiator and Recipient 16

1   I16: Ne we want ne? We want to something mi?

        What   what?   Is it?

2   R16: Ben mi dedim?

        Did I say it?

3   I16: Hıhıh. We want to something.

4   R16: We want to diyemem ama we want something demeliyim.

            I can't say but   I should say.

5   I16: "to" demişsin sen

        you said

6   R16: O benim hatam. Ilk başta çok hatalarım oldu.

        It is my fault. I had many faults at first.

7   R16: İkincide daha iyi olacağına eminim.

        I am sure it will be better in the second one.

In line 1, I16 asks what his peer wanted to say in the task. However, from R16's answer (did I say it?), we can understand that he is not aware of that usage. In line 3, I16 approves it and repeats his sentence again saying "Hıhıh. We want to something.". At that point, recipient explains what the wrong usage is and what should be said instead in line 4. Then the initiator underlines the usage of "to" again and recipient raises self-awareness and says it is his fault by giving some general feedback for the task (It is my fault. I had many faults at first.).

To summarize, self-regulation may occur with different types of peer initiation. The initiators may display intentionality to highlight any incorrect points. In addition to this, they may repeat what their peer has said or ask questions to help them realize themselves. Thus, this part indicates the importance of peer collaboration and dialogic reflection both of which help learners realize themselves and take an action for their own learning.

Self-initiated Self-regulatory Behaviors. Self-regulation is accepted as the last step of developmental process. Regulating oneself means to learn how to learn and become independent learners. In this data-driven study, it is seen that learners tend to regulate themselves in time. Similarly, research shows that in collaborative tasks, there is a transfer from regulating by the help of others to self-regulation (Swain & Watanabe, 2013).

In this part, the extracts, which contain initiation and regulation done by the same person, are explained. As Figure 9 shows, learners initiate and regulate themselves in different ways.

Figure 9

Self-initiated Self-regulatory Behaviors
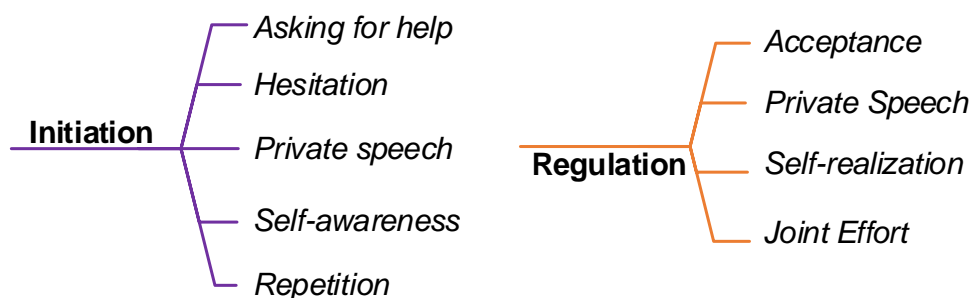
The following two extracts demonstrate how the learners use joint effort to initiate and regulate themselves. In extract 17, the initiator begins with his discontent about a word choice in line 1. The recipient offers another word instead of *said* with rising intonation which shows that he is not very sure about what his peer needs, but he wants to help him find it. However, in line 3 initiator finds the word himself and says *"We focused on"* after his peer agrees, he utters the whole sentence by saying "*Both of us focused on two different problems".*

Extract 17: Initiator – Recipient 17

1   I17: We said it değil de,

                It isn't, but

2   R17: We choose, chose (rising intonation)

3   I17: We focused on

4   R17: Ok

5   I17: Both of us focused on two different problems

This extract indicates how joint effort helps learners although the contribution of a peer is not enough. Even talking to someone may scaffold oneself as well.

Similar to this extract, extract 18 displays how learners can find what they need while they are on their own.

Extract 18: Initiator – Recipient 18

1   I18: Bak bu advertisement önemli. Ne diyelim? "Board" mu?

                Look this   is important. What can we say? Is it "board"?

2   R18: Board diyelim. "OK" o. Table da diyebiliriz.

                we can say. It is "OK". We can say table too.

3   I18: Ne? Tabela mı?

                What? Is it table?

4   R18: Evet table. Bir dakika.

                Yes   One minute.

5   I18: What about signboard?

6   R18: Başka yok mu ya anlamı?

                Does it have another meaning?

7   I18: Signboard iyi ya. (writing)

                Signboard is good.

8   R18: Aynen.

                Alright.

The initiator starts the conversation to show an important point of their task and uses "we" language in line 1 (Look this advertisement is important. What ca we say? Is it board?). The recipient accepts his suggestion, but at the same time, he offers something else, which is not understood by the initiator who questions it in line 3. After R18 repeats it, I18 makes another word suggestion (What about signboard?) in line 5. Although R18 feels like it has another meaning, the initiator insists on using it in line 7 (Signboard is good), which makes R18 accept the word. In this extract, there is challenge that might be in between the peers or in oneself to move themselves beyond their limits while reflecting on their task. Thus, this challenge triggers self-regulation in a positive way.

Another way of self-regulation is using private speech during reflections. Private speech is the use of language as a symbolic instrument to gain self-regulation over cognition (Lantolf & Thorne, 2006). Although these extracts are taken from dialogic reflections of the learners, there are some private speeches, which are uttered by speakers who tend to regulate their behaviors.

Extract 19 and 20 display the samples of private speech occurring during dialogic reflection. As it can be seen from these extract, private speech might occur even in dialogic reflections since one person could also just reflect on his / her performance individually.

<u>Extract 19: Initiator</u>

1   I19: Ben burada ne demişim? Bir dahakine mikrofona yakın konuşayım.

            What did I say here? I am going to talk closer to the microphone in the next
            one.

In extract 19, the speaker criticizes himself while he is listening to the task with his peer. He starts with asking a question "What did I say here?" as he could not hear himself in the recording. Then, the speech goes on with a suggestion to himself, which is a self-regulatory behavior. It shows that he becomes aware of his tone thanks to the recording and that tone disturbs him. This is probably because he has had difficulty in understanding what he said

during the task. As a result, he utters that sentence to himself. That utterance went unnoticed by the other participant in the conversation.

Similar to extract 19, extract 20 displays a way of self-evaluation on his own speech in the task.

<u>Extract 20: Initiator 20</u>

1   I20: Bence ben beklemeden konuşmuşum ama az konuşmuşum.

        I think I spoke without waiting but I spoke less.

 2   Daha çok konuşmam gerek ama hesitation yapmamışım.

        I need to speak more, but I didn't have hesitation.

The learner in this extract evaluates his performance in general highlighting both the strength and weakness of it (I think I spoke without waiting but I spoke less.). Then he suggests what he should do in the other tasks by saying "I need to speak more". This self-talk promotes his learning and regulation skills.

Last but not least, one of the most important aspects of self-initiated self-regulation is self-awareness. Most research put emphasis on awareness, which is accepted as the ultimate aim of reflection. In addition to this, if learners are aware of their cognition, behaviors, tendencies, strengths, weaknesses, etc., then it is easier for them to regulate themselves. Below are the extracts that explain self-awareness of learners best.

In extract 21, I21 is a learner who notices his mistake during dialogic reflection, which is done via stimulated recall of their tasks. In line 1, I21 says the sentence he said in his task, and he utters the correct form of the sentence. Then in line 2, he continues with acceptance of the mistake and shows his willingness to correct it in the next task (I made a mistake. Anyways we correct it in the 2nd one.). The recipient shows empathy and tries to support his peer emotionally by saying "It is a matter of habit". In the first two lines, the learner indicates that he is aware of what he said, and he knows what the correction should be. From that point, it may

be thought that using recordings as a stimulated recall to reflect on performances would be helpful for the learners.

Extract 21: Initiator – Recipient 21

1   I21: I am agree demişim bak ya I agree diyecektim. Yine

             I said. Look huh   I would say. Again

2   I21: Hata yaptım. Neyse 2.sinde düzeltiriz.

        I made a mistake. Anyways we correct it in the 2nd one.

3   R21: Alışkanlık meselesi o.

        It is a kind of habit.

Like the previous extract, extract 22 displays how the learners raise their self-awareness during dialogic reflection sessions in different skills. While extract 21 shows a sample of self-awareness on structure, below is given the sample of self-awareness raised for a pronunciation mistake and its effects on the task.

Extract 22: Initiator – Recipient 22

1   I22: Benim hatalarım birkaç yerde "support" demem gerekirken

        My mistakes are that while I should have said "support"

2   I22: sport demişim. Spor anlamına girmiş.

        I said sport. It means sport.

3   *R22:* Hıhıh

4   *I22:* Bir de think söylemesinde peltek gibi onda zorlanıyorum.

        And I have difficulty in pronouncing "think" like a lisp.

I22 starts with saying "*My mistakes are that while I should have said support'* which shows that he could notice his performance. Moreover, he continues with giving his pronunciation mistake which means another word in line 1 and 2 (*while I should have said support I said sport. It means sport.*) After his peer shows an approval, he goes on with another pronunciation problem in line 4. Using the phrase "*have difficulty*" is a very good point of that learner. It means that he tried to pronounce it with a lisp; however, it was not easy for him. This

is realization of oneself. It does not have to be about the language in that line, but there are feelings and performances behind it, and the learner is aware of them. According to SCT, this is the moment when that learner learns it.

Another sample of self-realization is seen in extract 23, which is about the pace of the learner's talk.

Extract 23: Initiator – Recipient 23

1   I23: Çok hızlı konuşuyorum yaa, onu düzeltmem lazım.

I am speaking too fast huh, I have to fix it.

2   R23: Evet abi.

Yes, dude.

In that extract, the learner shows his realization about the pace of his talk, and he is not very happy with that pace, and he says he has to fix it in line 1.

Thus, as it can be seen from the extracts that learners can realize their performances and they are moving from peer support and other regulation to self-realization and autonomy.

To sum up, in collaborative tasks, learners tend to move from other regulation to self-regulation (Villadamil & de Guerrero, 1998), and it is also withdrawn from this data. Self-regulation may come with the help of a peer, which is called other initiation in this part, or it may be the result of joint effort, which is initiated by the regulator, private speech, or self-realization of a learner all of which are the methods used by the learners to regulate themselves.

More-knowledgeable other

More knowledgeable other is a self-explanatory term of sociocultural theory referring to a person who is more adequate in terms of knowledge than another person is. Thus, this more-knowledgeable person is a guidance-provider for the learners during their learning process. In this study, more knowledgeable other is the teacher of the classroom who is in the class all the time and guides the learners whenever they need it.

Extracts 24 and 25 display how learners need to have a guidance from their teacher.

<u>Extract 24: Initiator – Recipient 24</u>

1   I24: Not have enough

2   R24: Most of schools not have dedin. Olmaz kanka, don't have

you said. No dude,

3   R24: enough diyeceksin.

you will say.

4   I24: Sıkıntı olmaz bence.

It won't be a problem I think.

5   R24: Not have olur mu?

Is not have OK?

6   I24: Soralım hocaya.

Let's ask it to the teacher

In extract 24, learners have a disagreement about a grammar usage. In line 1, the initiator repeats what he said in the task, but there is no sign of why he prefers uttering that phrase. In lines 2 and 3, the recipient kindly warns him about his mistake saying, "*you said most of the schools not have. No dude, you will say don't have*". In these lines, recipient notices the mistake, and he wants to scaffold his peer by explicitly saying it. However, in line 4, it is seen that I24 does not accept the help and he says, "*It won't be a problem I think".* After the insistence of the recipient on the wrong form in line 5, the initiator wants to ask it to the teacher (*Let's ask it to the teacher.).* In this extract, it is seen that even though one of the peers can support the other one, sometimes, it cannot be enough for the one who needs more-knowledgeable other to be mediated.

Similar to extract 24, below is another extract, which shows the need of more knowledgeable other. However, in this extract, there is a direct call for the teacher, as the recipient could not help his peer.

<u>Extract 25: Initiator – Recipient 25</u>

1   I25: "Planet" nasıl söyleniyor?

        How is "planet" pronounced?

2   R25: Bilmiyorum.

        I don't know.

3   I25: Durdursana hocaya soralım.

        Let's stop ask the teacher.

In this extract, it is clear that the initiator asks for help from his peer about a pronunciation of a word. However, the recipient does not know it either and says it to his peer in line 2. Then the need for a more knowledgeable other comes from the initiator in line 3 by saying "*Let's stop ask the teacher".* In this extract, we can conclude that if learners need help, they ask for it from their peers first, but unless they could find an answer, then they would like to go and ask it to an expert, the teacher in this case.

These two extracts indicate in which conditions learners feel they need teacher support. Among 243 extracts, 15 of them stay unresolved and cause learners to consult a more knowledgeable other. This number highlights the importance of peer scaffolding and regulation in dialogic reflections.

Object-regulation

Object-regulation occurs when learners use a tool or an object to regulate themselves. In this study, objects may be dictionaries, pen and papers, phones, computers, internet, etc. learners may use these tools to scaffold each other or themselves. Below are two examples of object-regulation used by the peers.

In extract 26, learners use internet as a tool to check their knowledge and regulate themselves.

Extract 26: Initiator –Recipient 26

1   I26: *Take serious* oluyor demi?

is OK, isn't it?

2   R26: Evet internetten baktım.

Yes, I checked it from the internet.

3   I26: O zaman tamam.

OK then.

In line 1, the initiator asks for approval from his peer about a vocabulary usage (*Take serious*), which can be counted as one of the instances of self-initiated other-regulation. Approving what his peer said, the recipient shows a regulatory behavior in line 2. However, line 2 shows another regulatory behavior of the recipient as well. R26 uses internet to check it and regulate both himself and his peer (*Yes, I checked it from the internet.).* Then, I26 says "*OK then."*, which shows a self-regulatory behavior of the initiator. Thus, it can be said that the use of object-regulation, internet in this case, helps learners to regulate themselves and their peers.

Different from the tool used in extract 26, extract 27 shows another object use to regulate oneself.

Extract 27: Initiator –Recipient 27

1   I27: The most important two problems, aynen, bence öyle diyelim.

yes, I think we can say like this.

2   R27: Not alıyorum, tekrar et bakalım bana.

I am taking notes, let's repeat it to me

In line 1, the initiator displays other-regulatory behavior by saying what they should say in the task. The recipient in line 2, uses an object to regulate himself by noting down what his peer says on a paper (*I am taking notes, let's repeat it to me*). this extract two different regulatory behaviors one of which is other-initiated other-regulatory behavior (line 1), and the other one is object-regulation to regulate himself.

To conclude, object-regulation can be applied in the instances where peers use an object or a tool to regulate each other or themselves.

Task-regulation

Task-regulation appears in the data, and it is used to change and improve the tasks by the learners. Task regulation is seen in 23 extracts most of which occurred in the last 3 tasks. Below there are two extracts that show how learners try to improve their tasks.

Extract 28: Initiator –Recipient 28

1   I28: Bir dur. Burada konuya hemen girmişiz. Üstünde konuşalım.

Stop for a second. We jumped in the topic. Let's talk on it.

2   R28: Fikir ayrılığımız var diyelim.

Let's say we have a conflict.

3   I28: Olur. Birimizin ikna olması lazım bir de ikna etmeye

OK. We should be convinced, and it is needed to convince

4   I28: çalışmak gerek. Sen gerçi biraz ikna oldun gibi.

the other one. You indeed have convinced a bit.

5   R28: Evet.

Yes.

6   I28: Burda biraz daha konuşmamız lazım. Ne konuşabiliriz orada?

We must speak a bit more here. What can we talk about there?

7   R28: Diyelim ki İngilizce aksanını tercih ediyorum diyeyim.

We can say that I will say I prefer English Accent.

8   R28: Konuşmak için *American* tercih ediyorum diyeyim.

I will say I prefer American accent to speak.

9   I28: *American* unutma bak *American.* Oraya not al.

Don't forget look American. Note it down.

10   R28: Tamam devam edelim.

OK let's go on.

11   I28: Hayır dur. Burada konuşalım biraz. "*For example*" diyip şunlar

No stop. Speak here a bit. Say "for example" and explain

12   I28: Şunlar diye açıklayalım.

I explain by saying *these*

13   R28: Ne olsun?

What are these?

14   I28: *Australian, Turkish, British* gibi say.

count like.

15   R28: Ne? *Turkish* mi?

What? Is it Turkish?

16   I28: Evet, aksanları.

Yes, accents.

17   R28: *Russian* da diyeyim

We can say Russian, too.

18   I28: *Indian* da de.

Say Indian, too.

19   R28: Tamam

Okey.

In line 1, I28 initiates the conversation with his thought about the sudden start of the conversation and suggests talking about the topic a bit more. The recipient thinks that is a reasonable offer and starts making suggestions about the topic in line 2 (*Let's say we have a conflict.*). From lines 3 to 6, they plan how they should shape their talk. In line 7, I27 wants other ideas from his peer to expand one more part of the talk (*We must speak a bit more here. What can we talk about there?).* After receiving another suggestion about the topic, R28 tries to determine what else he can say in the task between lines 7 to 9. In addition to task-regulation, line 9 also shows other-regulation as the recipient makes an intervention by saying "*Don't forget look American. Note it down.".* After accepting his offer, the recipient wants to go on listening to the recording, but I28 stops it and suggests expending the topic by giving examples. Thus, in lines between 11-19, learners show a joint effort to be able to improve their task's content.

Similar to extract 28, the next extract displays an attempt for task-regulation. However, what is different in between these tasks is that in the previous one, learners show efforts to make it better, but in the next extract, they just show awareness about the task.

Extract 29: Initiator –Recipient 29

1   I29: Aa bu ne? Burada başka bir cümle daha iyi olabilirdi.

           Huh what is this? Another sentence could be better here.

2   R29: Evet kapanışı daha iyi yapabiliriz bence.

           Yes w*e can make the conclusion better I think.*

3   I29: Aynen.

           Agree.

Line 1 starts with the initiator's dislike of a sentence in the task and wants to say another sentence. Then the recipient agrees with I29 and says, *"*Yes w*e can make the conclusion better I think.*" which ends up with the agreement of the initiator. Thus, this extract indicates

that learners may also be aware of the content of the task. Last but not least, "we" language is seen more in task regulation since they construct their task jointly.

Affective Involvement

It is an indisputable fact that affective factors influence the learning process especially when there is an interaction between people. In dialogic reflections of learners, they interact with their peers and sometimes teachers for 15 weeks. Throughout this period, learners may have both negative and positive feelings on themselves, their peers, teachers, tasks per se. The data gathered from these reflection sessions display that affective involvement forms an undeniable part of the data. As Table 10 suggests, there are 27 extracts showing sense of achievement and 14 extracts related to praise, both of which have positive effects on reflections.

Table 10

Frequency of Affective Involvement in DR

Affective Involvement	Number of extracts	
Sense of achievement	27	65%
Praise	14	35%
Total	41	100

Sense of Achievement

During reflection sessions, peers are seen to encounter many different types of problems; they may have structure, vocabulary, pronunciation-based mistakes, they may want to need an expert help, they may use other tools to regulate themselves, they may focus on the content of the task, etc. However, this part is related to their emotions and how these affective involvements influence themselves. In this part, there will be extract that include learners' sense of achievement.

Extract 30 indicated a good example of this category because learners notice their improvement and feel that achievement while they are listening to their task.

Extract 30: Initiator –Recipient 30

1   I30: Ferit, bu sefer daha az hatamız var.

        Ferit, this time we have fewer mistakes.

2   R30: Aynen öyle 3-5 tane.

        Exactly, 3-5 pieces

3   I30: Aynen bu iyi, bu iyi.

        Yes, that is good, that is good.

Extract 30 starts with the initiator declaring having fewer mistakes in that task, and R29 agrees with him saying the number of mistakes they had. Then, in line 3, by saying "*Yes, that is good, that is good*" I30 shares the sense of achievement about doing the task in a better way with his peer. Seeing the progress and improvement in the tasks also encourages the peers reflect on it.

Similar to that extract, extract 31 below also gives the sense of achievement of learners.

Extract 31: Initiator –Recipient 31

1   I31: OK, sonra daha iyi olacak, birkaç hata bence gayet iyi.

        OK, it will be better later, few mistakes, to me it is awesome.

2   I31: Konuşmuşuz da zaten baya.

        We have talked a lot as well.

3   R31: Bence de.

         I think so, too.

Line 1 starts with general evaluation of the task, and the initiator finds the task "*awesome*" as they have few mistakes. Moreover, in line 2, the same person adds a comment about the length of the talk, which he finds quite enough. The conversation ends up with an agreement of the recipient. In this extract, words like "few mistakes, talked a lot, awesome" show the importance of reflection because otherwise they cannot notice those things. Thus,

sense of achievement, appearing in the reflection sessions, is a common element of the reflections to encourage the learners.

Praise

Praise is another way of affective involvement retrieved from the data. Learners are seen to use praise to encourage each other for either revised task or the next tasks. Moreover, seeing the progress they have motivates them to go further with reflections. Although the percentage of the extracts are not very high, it is one of the most valuable aspects of dialogic reflections. Below are the two extracts that show how learners praise their peers.

Extract 32: Initiator –Recipient 32

1   I32: Onun dışında zaman yetmedi resmen ama iyiydi.

        Apart from this the time really wasn't enough but it was good

2   R32: Aynen zaman yetmemesinin yanında artık sen daha akıcı

        Yes, beside the time inadequescy, anymore you're

3   R32: konuşuyorsun artık

        Speaking more fluently.

4   I32: Yok be oğlum.

        Oh no dude.

5   R32: Vay! Ya gelişiyoruz resmen.

        Wow! We are really improving.

In this extract, the initiator starts with reflecting to their task with a general evaluation by mentioning the inadequacy of the time and ends it with finding their overall performance good. Then in line 2, the recipient agrees with the initiator on the time limit, but after that he praises his peer about his speaking skill by saying "Yes, beside the time inadequacy, anymore you're Speaking more fluently.". This compliment ends up with an embarrassment of the

initiator. Then in line 5, the recipient reflects on both of their language improvement by saying "We are really improving." Reflections in this extract allow the peers to evaluate their overall progression and to praise one of the peers.

The other type of praise may be about the content of the tasks.

Extract 33: Initiator –Recipient 33

1   I33: Güzel bir nokta bak.

        Look, a very good point.

2   R33: Onların ağız şekli farklı dedim ama

    I said their accents are different but

3   I33: Baya konuşmuşsun bu arada (Laughing)

        By the way, you have talked a lot

4   R33: Kaancım burada güzel yakalamışsın bak güzel bir nokta.

        Dear Kaan, you approached very well, look, good point.

5   I33: Teşekkür ederim kardeşim.

        Thank you, bro.

In extract 33, peers praise each other by mentioning the duration and the content of their talk. The first positive feedback comes from the initiator who likes the content of the talk (Look, a very good point.). The recipient in line 2 gave a sample of what he said in the task with hesitation. Then in line 3, the initiator highlights how long the recipient talked during the task with surprise. This can be counted as another praise because in their level, in Turkey, students are worried about their speaking skill, and they generally complain about not to speak enough and fluently. In return to his peer's compliment, R33 gives a praise for him about his perspective about the topic by saying "Dear Kaan, you approached very well, look, good point.". After thanking his partner, the conversation ends.

As it can be seen in the extracts, learners use praising to encourage each other, and under the scope of affective involvement, it is one of the most robust aspects of dialogic reflections.

The Change in The Dialogic Reflections

The learners conducted 6 different contextual speaking tasks on which they reflected dialogically with their peers. All the data were analyzed via microgenetic approach and sociocultural discourse analysis, thanks to which I decided to examine the changes occurring even within a minute. The aim of the study is to find out the nature of dialogic reflections which might evolve and change throughout the tasks. Thus, in this part, the number of extracts for all categories in each task is given below.

Table 11

Extract Numbers in Dialogic Reflection Sessions 1-3

Categories	Extracts in DR1	Extracts in DR2	Extracts in DR3
Self-initiated Self-regulatory Behavior	8	7	5
Other-initiated Self-regulatory Behavior	3	2	9
Self-initiated Other-regulatory Behavior	9	12	10
Other-initiated Other-regulatory Behavior	5	6	8
Task Regulation	1	2	5
Object Regulation	5	0	1
More-knowledgeable Other	1	1	5
Affective Involvement	10	7	4
Total	42	37	47

First of all, as Table 11 shows above, when the learners reflected on their first task, they had 31 regulatory behaviors, and the data show that learners asked a question to their teacher once. 25% of the reflections included affective involvement, which has praise or sense of achievement.

The number of extracts withdrawn from the second dialogic reflections of the learners is given in the same table (Table 11 above). As is seen from the table, the number of extracts

in the first and the second reflections are very close to each other. The obvious difference is that other-regulatory behaviors are as twice as self-regulatory behaviors. However, the learners initiated the conversation themselves more because while self-initiation occurs 36 times, other initiation emerges 17 times. This might be an important indicator as it might show us the learners' engagement in the reflection sessions.

Moreover, in the second task the learners did not use any objects to regulate themselves or their behaviors, and they also continued to talk about their emotions.

In the third dialogic reflections, learners displayed more self-regulatory behaviors than the previous ones. Moreover, the number of extracts for task regulation went up in this task. While in the first task, it was 1, in the second one, it was 2, and in the third task the learners talked more about their task. In addition to task regulation, need for an expert increased in this task, and 5 times, learners asked for help from their teacher.

How many extracts were drawn from the last three dialogic reflection sessions is presented in the table below.

The extracts of the 4th dialogic reflection are parallel to the findings of the previous one in terms of task regulation. The number of regulatory behaviors is quite close to each other. However, the total numbers of regulatory behaviors and their change will be also evaluated in the discussion part.

Table 12

Extract Numbers in Dialogic Reflection Sessions 4-6

Categories	Extracts in DR4	Extracts in DR5	Extracts in DR6
Self-initiated Self-regulatory Behavior	4	15	13
Other-initiated Self-regulatory Behavior	5	5	1
Self-initiated Other-regulatory Behavior	7	9	8
Other-initiated Other-regulatory Behavior	4	6	5

Task Regulation	6	7	2
Object Regulation	3	1	0
More-knowledgeable Other	1	3	4
Affective Involvement	9	5	6
Total	39	51	39

Learners yielded more reflections in the fifth task than the other tasks (n:51). From the table above, it can be understood that learners showed more self-regulatory behaviors in this task, and the number of extracts which entails task regulation was going on increasing.

In the last task, the learners yielded 40 extracts matching with the categories, and there were more reflections to self-regulate themselves, and they initiated the conversation more to regulate their peers. Although there was no object regulation extract, the learners needed an expert 4 times.

To sum up, the extracts occurring in each task are different in terms of quality and quantity. Although the total numbers are close to each other in each task, the distributions of them are found quite different.

Conclusion

Educators and researchers have been using dialogic reflections more in the professional development practices in teacher education. Using it with the second language learners, which is done in this current study, is a new brand implementation. To be able to conduct this implementation in the language classes, the need for exploring the nature of the dialogic reflections between peers is a mandatory one. Thus, in this chapter, the data gathered from six different spoken tasks of 24 L2 learners and their dialogic reflections on their own task performances that were conducted in dyads. The data were analyzed by using sociocultural methodology: sociocultural discourse analysis and microgenetic approach.

The analysis revealed that the learners had shown some common behaviors which were collected in two main categories: regulatory behaviors and affective involvement. Five different subcategories emerged under the regulatory behaviors, which are self-regulation, other-regulation, task-regulation, more-knowledgeable other, object-regulation. The sample extracts were given for each category to indicate how the learners showed these behaviors during dialogic reflections. The other main category, affective involvement, has two subtitles: sense-of-achievement and praising, which were also explained via sample extracts in this chapter.

Moreover, after revealing the categories and patterns of dialogic reflection sessions of L2 learners, the change among the 6 dialogic reflection sessions were also analyzed. The first three and the last three sessions were presented together, which demonstrates that there were more self-regulatory behaviors, more initiation, and more task-related regulation occurring in the last three dialogic reflection sessions.

By using this qualitative analysis of the data, the next chapter will present the explanations and discussions of the research questions, and it will suggest the implications drawn from the discussions.

Chapter 5

Discussion

Introduction

This study aims to investigate the nature of dialogic reflections on tertiary-level L2 learners' oral performances. Regarding the data analysis of the study, this chapter discusses the findings of the study by referring to the literature and answering the following research questions; (1) What is the nature of dialogic reflections on oral performances of L2 learners? (2) Is there a pattern in dialogic reflections of L2 learners? If yes, what is it? (3) Is there a change in dialogic reflections of learners in time? If yes, how? After that, the chapter presents some implications drawn from the findings and discussions of the study.

Research Question 1: What is the nature of dialogic reflections on oral performances of L2 learners?

To find out the nature of dialogic reflections of L2 learners, the data were analyzed through microdiscourse analysis methods; sociocultural discourse analysis (Mercer, 2004) and microgenetic approach (Werner, 1948). These qualitative microdiscourse analysis methods help us uncover the bits and pieces of the details of the data so that the researcher could use bottom-up evaluation processes to explore the nature of dialogic reflections.

The first feature of the nature of dialogic reflections of L2 learners is the use of mother-tongue, Turkish in this study, in the reflections of their own performances. The learners were not trained about how they could reflect on their tasks, what language they would use, or what kind of strategies they might integrate. Thus, using their first language is of their preferences. Moreover, literature supports what they have chosen. The use of L1 has been overtly acknowledged as an important psychological tool in doing private speech, in regulation processes or in having shared intentionality for L2 development (Frawley & Lantolf, 1985; Lee 2008; Ohta, 2001; van Compernolle, 2015). In addition to these studies, Swain and Watanabe (2013) posited that the use of L1 is a mediational tool for learners while they are doing

collaborative dialogues together. Gheisari (2017) also found out that using L1 is a good mediator for L2 learners in doing private speech. Thus, thanks to these previous studies, it can be concluded that the learners of this study might feel at ease by using their mother-tongue which could help them regulate their higher-level thinking to review, reflect, revise, improve, and internalize something. This study also helps us underscore the importance of L1 in dialogic reflection sessions to regulate mental functioning processes such as using some strategies to initiate a conversation, to mediate someone, and to improve learners' collaborative skills. Thus, L1 was used as a form of psychological mediation that helps the learners regulate themselves. Moreover, what has been recognized about the use of a language in this study is that although there is no pattern drawn from the data, the learners were observed to do code-switching, which is the exchange of the language during interaction (Heller, 2007) during the reflection sessions. As the learners were not trained about how to reflect to be able to explore the nature of dialogic reflections objectively, it might be claimed that they chose the language they would like to use according to the one they think they could negotiate for the meaning in an easier way.

The second feature of the nature of dialogic reflections is the references of learners to the use of stimulated recalls. While the learners are expected to reflect on the task or on their performance they have conducted, it is not always easy to recall what has happened during that process without evidence. This problem was detected by Mann and Walsh (2013) in one of the seminal papers and they suggested that reflection should be data-led, which can be possible via recording these tasks and performances to use them to reflect. Thus, stimulated recall is employed as an introspective method (Gass & Mackey, 2017) in the methodology part of the study. However, it is not just about recalling or remembering skills, but it is also about noticing or being aware of the experience. As van Compernolle (2015) suggests, in L2 development, it is crucial for the learners to be aware of what they have experienced or learned and how their progress has gone on. In the nature of dialogic reflections, it was revealed that while learners were reflecting on their own performances, they mostly referred to the

recordings and mentioned the use of these recordings to reflect by saying "…as we said in the task or hold on just stop at this point and think about…", and they got benefited from these stimulations in terms of recalling and noticing. Swain (2006) also used stimulated recalls in verbal protocols of her learners to make them be aware of their linguistic knowledge and found them helpful to use with the L2 learners. Moreover, there are also studies which found stimulated recalls as an effective implementation and method in teacher education claiming that it helps teachers or student-teachers reflect-on-action and recall their experiences and reflect on them easily (Hepple, 2010; Mann & Walsh, 2013, 2017; Yeşilbursa, 2012). Thus, stimulated recall, which has been used with different groups in language teaching field, is an inseparable component of dialogic reflections of the learners since it mediates the reflection process by providing the data.

Another feature of the nature of dialogic reflection is collaboration in reflecting. Out of 255 extracts chosen from the dialogic reflections, 251 of them include collaboration between the peers, which is seen as an integral part of language teaching and learning. There are many studies which underscore the importance of collaboration in L2 development, and they have generally focused on the activities in which learners conduct a task together, do collaborative dialogues where learners have opportunities to try the use of a language or test it with their partner (Swain, 2013), have role-plays, or do languaging (de Guerrero & Villamil, 2000; Swain, 2006; Swain & Lapkin, 2002), or having joint activity for L2 development (van Compernolle, 2015). Moreover, Villamil and de Guerrero (1998) suggested that collaboration and collaborative tasks could affect the regulation type of the learners, and they might cause learners to swift from other regulation to self-regulation, which is one of the milestones of learning. The qualitative analysis of this study also revealed similar results with these studies in terms of the use of collaboration with peers. Thus, in this current study, it was explored that in dialogic reflection sessions, the L2 learners reflected on their performance in a collaborative manner, which can be accepted as a way of human mediation.

Moreover, Vygotsky (1978) proposed that with the help of a more-knowledgeable other or more capable ones, children can see their zone of proximal development and improve it. Although ZPD studies were firstly carried out with children and more-knowledgeable other, then it has become more common to do research on the impacts of peers onto one's development and on the effects of peer scaffolding. In this current study, although there is no more-knowledgeable other apart from the teacher of the class, who is there only for facilitating the process, the findings have demonstrated that the learners were capable of mediating and scaffolding each other to move forward via collaboration and joint effort. Within that scope, it has been drawn from the study that the learners employed some strategies to request help from or provide mediation to their peers during these dialogic reflection sessions, and the aim of these types of interaction is mostly to co-construct the meaning for them.

These strategies were used by the learners to start a conversation to reflect, and while doing this, they used some strategies during collaboration demonstrated in Figure 5 given in the previous chapter. The strategies mentioned above were the most common dialogic reflection strategies drawn from the data. This disclosed that to reflect dialogically, learners tend to start a conversation by asking for help, repeating something from their performance, showing awareness of their performance, mitigating not to offend their peers, intentionally highlighting a problem, trying to solve a problem or make a meaning of what they want to say, talking about a language or grammar point by doing languaging, and making explanations explicitly or implicitly.

The strategies mentioned above occurred thanks to the collaborative work of L2 learners. While reflecting dialogically and collaboratively on their spoken performances, the learners could notice their performance, hear themselves, think about their performance critically, talk about it, evaluate it, and try to improve it all of which are either psychological or social processes. Thus, it can be inferred from the use of these strategies during dialogic reflection sessions that dialogic reflection is a mediated method thanks to which the learners were observed to be more aware of themselves, their performance, and their peers. This

awareness could provide L2 development for the learners (Swain & Watanabe, 2013). To my knowledge, there is no other study which examines the nature of dialogic reflections of L2 learners via microdiscourse analysis which gives an opportunity to reach deep understanding on the issue. Thus, it might be important to know what learners generally do while they are reflecting dialogically and how they do it. The dialogic reflection strategies have also revealed that the learners were able to work and reflect on their performances collaboratively and dialogically without a need to an expert or a teacher, and these dialogic reflection strategies helped them regulate themselves to be aware of their strengths and weaknesses.

Last but not least, in their dialogic reflections, the L2 learners were mainly involved in 7 different types of behaviors. The table 13 below indicates the frequency of these categories. These categories were gathered under two main types of behaviors. One of them is regulatory behaviors. The data analysis displays that the learners used them with different purposes such as to regulate their pairs (35%), to regulate themselves (29%), to regulate the task (23%), to be regulated by more-knowledgeable other (6%), and to be regulated by an object (5%). The other one is showing affective involvement in two different ways; sense of achievement (11%) and praise (5%).

Table 13

Frequency of Categories

Categories	Number of extracts	
Other-regulatory Behavior	89	35%
Self-regulatory Behavior	75	29%
Sense of achievement	27	11%
Task-regulation	23	9%
More-knowledgeable other	15	6%
Object-regulation	12	5%
Praise	14	5%
Total	255	100%

As it can be seen from the table above the learners tended to show other-regulatory behaviors more than the others. Other-regulatory behaviors are behaviors which occur when a learner provides help or support to their partners to scaffold their learning or development and to regulate them. Thus, having other-regulatory behaviors during dialogic reflection sessions means that the learners of the study were active participants of reflections who were willing to reflect dialogically. This finding is parallel to how van Compernolle (2015) defined the term "participation" in SCT by saying "…the various ways in which people are engaged in socioculturally mediated activities" (p.175).

Moreover, the data analysis has illustrated that learners tried to regulate their peers by using different types of regulatory strategies. As it can be seen in Table 14 below, other-regulatory behaviors include explicit mediation (Extract 1,3,9,10), joint effort (Extract 4,5,6), scaffolding (Extract 7,8,11), giving metatalk (Extract 12), and implicit mediation (Extract 2). The number of the extracts was only given to show samples of the ways how the learners used them.

Table 14

Other-regulatory Behaviors

	Scaffolding	Extracts 7, 8, 11
	Explicit mediation	Extracts 1, 3, 9, 10
Other-Regulatory Behaviors	Implicit mediation	Extract 2
	Metatalk	Extract 12
	Joint effort	Extracts 4, 5, 6

One of the most common types of regulation driven from the data has been scaffolding which has been studied for years. Although scaffolding was first postulated for child-caregiver relationship, it has been also used in teacher-student or peer-peer interactions (Aljaafreh & Lantolf, 1994; Bruner, 1978, de Guerrero & Villamil, 2000; Reiser, 2004). The data analysis of

this study has also revealed that the learners were able to scaffold each other while they were reflecting on their spoken performance together. The extracts drawn from their interaction in dialogic reflections displayed that the learners of this study actively guided their peers in terms of their questions, weaknesses, problems, and suggestions. The scaffolding the peers provided each other showed one of the important features of dialogic reflections which helped the learners access their mental functioning, tract their development, and find a way to regulate themselves and internalize what they have reflected (Temir & Ergül, in press).

Another other-regulation strategy is explicit and implicit mediation. The former is about direct guidance given to the peer (Wertsch, 2007). Moreover, van Compernolle (2015) defined it as directing someone intentionally and overtly to do an action. Taking these definitions into consideration, the learners of this study were often observed to use this strategy to help and direct their peers explicitly. Although they were not trained about mediation types or how to guide their peers, they could intentionally help their peers.

Implicit mediation, on the other hand, subsumes indirect way of guidance such as recasts which were also employed by the learners. In some extracts, the learners used implicit mediation even though they did not what it is. As implicit feedback is not visible or overt, some of the students might have difficulty in solving them out if they are about the use of L2, Moreover, it has been known that the level of the students is crucial to grab the mediation. Considering the level of the learners in this study, B1, it might be proposed that the level is appropriate for giving and taking guidance explicitly or implicitly in dialogic reflection sessions.

There are many extracts of other-regulatory behaviors some of which were analyzed in the previous chapter, but to be able to discuss how the learners gave a metatalk to their peers, a short and simple example of it is given in the Extract 34 below.

Extract 34: Initiator and Regulator 34

1   I34: Birde *I have been Köln* dedin. T*o* eklemen lazım K*öln*'e gittiğin için.

        And   you said.   you need to add "to" as you went to Köln.

2   R34: Doğru diyorsun.

You are right.

I34 starts the conversation by showing his/her peer's wrong usage explicitly. S/He highlighted the use of "to" in the first sentence, and in the second sentence conversation is over as the learner accepted it and said "*You are right*" in line 2.

This extract shows us that the learners could have language awareness of their peer's performances which are in the same proficiency level as themselves, and they might try to regulate their peers via giving metatalk explicitly through which the learners also open a door for their own regulation (de Guerrero & Villamil, 2000; Hsieh, 2013; Villamil & de Guerrero, 1998). Moreover, Nguyen (2013) caried out a study in which learners used peer scaffolding in spoken performance, and the results suggested that they found having a peer from whom they could receive support, effective. Although it might not be generalized, it can be also understood that learners benefited from their peers in a very effective way if their proficiency level is appropriate for doing it. Thus, as Leeser (2004) suggested the proficiency levels of the learners might affect the amount of reflection and support they could produce, it can be said that the better their level is, the more they can be involved in the reflection process.

In addition to this, as is seen from the extract above or in the other extracts given in the previous chapter, it was revealed that the learners tended to scaffold their partners in terms of linguistic aspects more. Although the design of the tasks or reflections sessions were not based on any linguistic aspects, the learners reflected on their language use and also showed explicit and implicit mediation on their peer's language use more. There are other studies which found similar results with this study (de Guerrero & Villamil, 2000; Donato, 1994; Swain, 2006; Swain et. al 2009; Villamil & de Guerrero, 1998). However, the discrepancy is that in the other studies, learners were expected to co-construct a task together, and while doing so, they were seen to have more conversations on language use. However, in this study, the aim is to reflect on the submitted tasks and their spoken performances. Thus, it can be inferred from the findings that L2 learners in this context might be more engaged in reflecting on the use of language because

of their L2 level and the cultural norms about language learning. Their level was B1 according to CEFR (Council of Europe, 2001), which gives them enough knowledge about the language and makes them learn more about the language. Moreover, by accepting culture as an important mediator (Wertsch, 2007), it can be suggested within this study's scope that the culture in which these learners have been learning English as a foreign language might affect their excessive use of linguistic references in their reflections as this foreign language learning setting gives much importance on speaking accurately. Thus, raising linguistic awareness and giving metatalk about them were common in the dialogic reflections of learners, and these aspects were deployed as a regulation method by the learners.

The last other-regulation strategy is showing joint effort as is given in the extracts 4,5, and 6 in the previous chapter. While the learners were supporting each other in their dialogic reflection sessions, they often show both active participation and active reception which is a term coined by Lantolf (2007) and expanded by van Compernolle and Williams (2013). Active reception is a term which rejects its role as passive and becomes active in the interaction by listening to or attending to the conversation by using mediational clues (van Compernolle, 2015). Thus, in the dialogic reflection sessions of L2 learners, the learners were observed to be both an active participation and an active reception, they could show joint effort to manage what they would like to solve.

The second category drawn from the data is about self-regulation (Extracts 14-22). 29% of the extracts include self-regulatory behaviors of the learners, which requires to have higher order thinking skills (Vygotsky, 1987).

Self-regulation is the ability of tracking one's own actions or thoughts to help their internalization process using some tools and to decrease the dependency on external factors (Lantolf & Thorne, 2006). The shift from external dependence to internal one occurs via cultural and semiotic mediational tools, and while internalizing something, a person is observed to decrease the use of external tools, guidance, or mediation and become more independent and self-controlled (Lantolf, Thorne & Poehner, 2015). For internal factors, the use of L1 and private

speech are accepted as the most crucial ones. Moreover, this is accepted as the final stage of regulation as a person could raise awareness on his/her own development (Thorne & Tasker, 2011).

The data analysis of this category revealed that learners displayed self-regulatory behaviors via some ways or strategies which are given in the table below.

Table 15

Self-regulatory Behaviors

Self-regulatory Behaviors	Private speech	Extracts 14-22
	Self-awareness	
	Acceptance	
	Joint effort	

One of the ways of showing self-regulatory behaviors is making private speech, which is a strategy that learners use to regulate their mind, cognitive process, and behaviors (Lantolf, 2000, 2006), was employed even in dialogic reflections of learners. Ohta (2001) found out that private speech was generally occurring in the mother-tongue, and both using L1 and speaking privately with themselves help learners regulate themselves. Lee (2008) and Gheisari (2017) also analyzed learners' private speech and supported the previous studies. Moreover, although having private speech during dialogic reflection sessions with peers might be interesting, as Mann and Walsh (2017) suggested dialogic reflection can be intrapersonal or interpersonal. Thus, making private speech during dialogic reflection sessions shows a good sample of intrapersonal reflection used for self-regulation.

The findings also demonstrated that the learners' regulatory behaviors included conversations on raising awareness about their own performance, and they showed their awareness by repeating the words, phrases, or sentences from their tasks, making explanations about what they did, or suggesting a better use/usage. These methods are to regulate themselves to learn, to improve, and to internalize. Moreover, the findings showed that this study displayed different perspectives of learners who rendered their behaviors visible by using these strategies.

A short extract was given below to indicate learners' self-regulatory behavior that could raise awareness. In Extract 35, I35 initiated the conversation by showing awareness about his/her own mistake. Then, in the following lines, R35 supports him about what I35 said during the task and I34 regulated his/her behavior. I35 shows a self-regulatory behavior in this extract by being aware of his/her mistake in the use of language, explaining it to his/her partner explicitly, and ending the conversation with how to take an action on this situation in the other tasks. These behaviors indicate that s/he regulates herself/himself by using these mediations.

<u>Extract 35: Initiator and Regulator 35</u>

1   I35: Dur dur dur şurayı düzeltelim düzeltelim. Didn't yerine (laughing)

       Stop stop stop let's correct this. Let's correct this. Instead of didn't (laughing)

2   R35: Didn't demişsin zaten.

       You have already said

3   I35: Aynen didn't yerine don't dememiz lazım

       Yes instead of didnt we have to say don't

4   R35: Don't da dedin ki zaten.

       You also said

5   I35: Ama didin'tı kaldıralım bereber olmaz çünkü.

       But let's omit didn't because they can't be together

As it can be a very bold claim, it cannot be shown whether internalization happens or not from the extracts only, but it is known from the literature that when learners try to regulate themselves, internalization might start and affect learners' learning process (Aljaafreh & Lantolf, 1994; Lantolf, Thorne & Poehner, 2015; Winegar, 1997).

Other important signal for self-regulatory behaviors is acceptance which means that one person in a dyad supports the other one by the help of any types of mediation and the other one accepts this mediation and regulate himself or herself. Accepting an offer or

explanation is a sign of self-regulation since while accepting something, a person should be actively involved and engaged in the conversation and think about it. Although it is included in the lower-order thinking skills category, receiving and accepting a mediation do not have a passive role. Thus, accepting an offer, explanation, or suggestion shows us a type of self-regulatory behavior.

The last way of self-regulatory behaviors is showing joint efforts. As it was discussed in the other-regulatory behaviors part above, having joint effort is an important feature of dialogic reflection sessions, and it might be claimed that it is one common aspect of self-regulatory and other-regulatory behaviors since in both of them the learners tried to support and scaffold their peers or themselves by benefiting this joint effort.

Another regulatory behavior which was shown by the learners was to improve their speaking tasks (Extracts 28-29). One of the aims of the learners while reflecting was explored as to be improving their performance and the speaking task. Thus, 9% of the extracts entails task-regulatory behaviors of L2 learners. It was seen from the moments when learners decided to take an action about the task that they mostly talked about the content and organization of it. What is of vital importance in this part is to have task-regulatory behaviors in the last 3 tasks more, which might show us learners' tendency to talk about the content and to improve the tasks other than the language use. Although this result might not be generalized, it could be discussed that Turkish learners' first concern while they make dialogic reflection might be their language use, and then they can be more engaged with the content or organization of their talk.

Other category is the attempt of learners to use a more-knowledgeable other when they needed the guidance of someone whose level is upper than the others (Extracts 24-25). In this study, the level of the learners was the same, and the only more-knowledgeable other was the teacher of the class, who did not interrupt the learners, but s/he was there just to facilitate the reflection process. 6% of the extracts includes asking something to the teacher when the situation is unresolved for them. The learners generally tried to solve their problems or

overthought about the situations jointly; however, if the situation is unresolved for them, then they were observed to ask for help from the teacher. This indicates that while making dialogic reflections, the learners might have more autonomy. Moreover, as the percentage is very low, it might show us that collaboration and dialogic reflection help learners to resolve their problems together, but it should be also highlighted that having a teacher in the class might make the learners at ease in terms of knowing the chance to ask him or her when they need it.

Object regulation is another type of regulatory behaviors which is seen as the first stage of regulation (Extracts 26-27) as it is related to the use of any tools or objects to learn or to show improvement (Lantolf & Thorne, 2006). As Thorne and Tasker (2011) suggested any physical or symbolic tools that may help learners learn something can be used for regulation (Lantolf & Poehner, 2015). During dialogic reflections in this study, 5% of the extracts displayed that the learners used an object to be able to get help from them. These objects are gathered in the two main category. The first one is that the learners used their online dictionaries when they wanted to refer to a language use such as checking the meaning of a word or listening to the pronunciation of a word. The second one is taking notes about their performances while reflecting on them to recall them later. It was clear from the data that objects and artifacts can be mediators for the learners to guide them to regulate themselves. Thus, this finding supports the theoretical definitions made for object-regulation above.

The last category of the data analysis is about affective involvement which entails two subcategories, sense of achievement and praise (Extracts 30-33). 11% of the extracts included sense of achievement of the learners. This indicates that the learners could track their progress, and they preferred following the development and verbalize this awareness. When analyzing the extracts, it might be understood that the learners tried to highlight the good parts of their performance and to motivate each other by showing their individual or collaborative success or improvement. It is one of the most salient features of dialogic reflections since it shows how engaged the learners are as the rationale behind reflection on something includes

finding and noticing strengths and weaknesses of oneself that requires to be involved in the joint activity, so the results are also parallel to what learners are expected to do in an individual reflection in general. Moreover, it can be claimed that having and showing sense of achievement in the nature of dialogic reflections might scaffold learners' motivational directions and also their development (Li, 2013).

The second component of affective involvement is praising, and 5% of the whole data consists of praising phrases of learners. The learners praised each other when they noticed that their peer did something correct or managed something to do. In praising, what is more noticeable is that it was used not for an individual purpose but for the peers. Thus, it can be proposed that in the dialogic reflections, praising was used to be able to motivate peers, which might foster extrinsic motivation for regulation (Noels, et. al., 2000).

To conclude the answer of the first research question of the study, it can be said that the nature of dialogic reflections of L2 learners has some salient features. The first one is the use of L1, which is thought to be helpful for regulation. Then, the use of stimulated recall while reflecting helps learners to recall and refer to what they covered before easily. The third feature is about the benefits of collaboration which causes learners to end up with some behaviors such as showing regulatory behaviors and being in affective involvement. Thus, revealing these features and finding out the nature of dialogic reflections of L2 learners might contribute to language learning and teaching settings. Moreover, these findings give out many theoretical and practical implications that are discussed in the following pages of this section.

Research Question 2: Is there a pattern in dialogic reflections of L2 learners? If yes, what is it?

The microanalysis of the study indicates that the categories found in the dialogic reflections of L2 learners, mentioned above, occur within 4 different patterns depending on two factors, one of which is the initiation of the conversation, self-initiated or other-initiated, and the other is the type of regulatory behaviors, self-regulatory behaviors, or other regulatory

behaviors. Thus, in this current study the extracts were categorized regarding the regulation sequences and these patterns combined with each other, and they were called accordingly such as self-initiated self-regulatory behavior (SI-SRB), other-initiated self-regulatory behavior (OI-SRB), self-initiated other-regulatory behavior (SI-ORB), and other-initiated other-regulatory behavior (OI-ORB).

The patterns were ordered according to the categories given from the most common to the least in the data analysis and findings part. Thus, I will discuss them in line with the analysis.

Among these patterns, Table 13, given in the previous discussion question, shows that other-regulatory behaviors are the most common one (35%), and Table 16 below gives us 2 different ways of other-regulatory behaviors.

Table 16

Patterns in Other-regulatory Behaviors

Type	Extract Numbers	Percentage
SI-ORB	55	64%
OI-ORB	33	36%
TOTAL	89	100%

Thus, as Table 16 displays it, other-regulatory behaviors occurred with self-initiation (64%) or other-initiation (36%), which means that learners either noticed something in their performance to reflect and initiated the conversation themselves, or their peer started the conversation to mention something about their oral performance. Although learners had no training about dialogic reflection, the analysis has shown that they used different strategies while they were initiating a conversation. Those strategies were mentioned while discussing the first research question, but it would be good to categorize them in accordance with the place they were used; either in self-initiation or in other-initiation. Therefore, Table 17 below briefly displays the strategies deployed within these initiation types of other-regulatory behaviors.

Table 17

Initiation Types of Other-regulatory Behaviors

Self-initiation:	Hesitation	Repetition	Showing awareness	Asking for help
Other-initiation:	Mitigation	Repetition	Raising awareness	Intentionality

To start with, it should be emphasized that the table above shows the strategies the learners used instinctively when they started a conversation to reflect on their performance and the conversation ended with an other-regulatory behavior, which means that when a learner is regulated by a peer (other-regulation), the conversation might be triggered by himself/herself (self-initiation), or it might be started by their peers (other-initiation). This pattern supports the study of Thorne and Tasker (2011) who proposed that other-regulation is a type of mediation in which there are others such as family members, peers, friends, teachers, or more-knowledgeable others. In this study, "other" is a peer of the learners thanks to whom they could establish mutual understanding, raised awareness about their needs, or received help and support from them. Moreover, as van Compernolle (2015) posited this mediation has a sequence in which both participants could initiate the conversation or be picked up it to negotiate.

Additionally, we can understand from the table above that the learners could initiate a conversation by asking for confirmation for their own performances (Extract 1 and 7), repeating a word, phrase, or sentence from their recorded task (Extract 2), showing awareness of their own mistakes (Extract 4, and 5), or asking questions to their peers (Extract 3,6, 8). After initiating the conversation with using the strategies mentioned, it was seen that the learners received a regulatory behavior from their peers. While this dialogic interaction was occurring, a sentence pattern emerged as is given below.

Self-initiation: I said … or How can I say…?

Other-regulation: It should be … or You should / You may …

This "I" language in the initiation part indicates that learners' readiness for self-awareness and self-reflection is accepted to be enough to trigger the conversation, and this provides them a chance to look back on themselves to see what they need to be able to move forward. Putting dialogic reflection in the center of the study, it can be stated that dialogic reflection sessions include these self-initiation strategies which are of vital importance for regulation because this might signal that the learners could raise awareness about their performances via these strategies to regulate themselves.

When it comes to other-initiation, as it is shown in Table 29 above, in 36% of the other-regulatory extracts, the learners showed supportive behaviors towards their peers by initiating the conversation. The strategies they used during reflection sessions are different than the self-initiated ones. In other-initiation, it has been noticed that learners used mitigation (Extract 9 and 10) which is uttering things in a more polite and indirect way (Fraser, 1980). Another strategy they used is repeating their partner's word, phrase, or sentence to highlight the problematic area (Extract 11). The last initiation strategy comes with raising awareness about language use, pronunciation, content (Extract 12 and 13). The sentence pattern of other-initiation, which has "you" language, and how learners received a regulatory behavior are given below.

Other-initiation: You said…. Or Did you say….?

Other-regulation: You should / You may …

This pattern has revealed that peers were engaged in the dialogic reflections to take the floors and attracted their peer's attention on their performance to highlight something. In line with what Lidz (1991) suggested for child - caregiver setting and van Compernolle (2015) for L2 development, it can be inferred from this pattern that the learners also showed intentionality while they were reflecting on their own performances dialogically.

To conclude the initiation part of other-regulation, it can be stated that the learners who were involved in the dialogic reflection initiated the interaction via using the strategies mentioned above to raise awareness or to guide their peers intentionally.

After discussing the SI-ORB and OI-ORB part, I will discuss the patterns of self-regulatory behaviors, which has the same two patterns within its extracts: self-initiation and other-initiation. As it is in the Table 18 below, 69% of the self-regulatory behaviors started with the initiation of the same person who showed regulation, and 31% of them were initiated by their peers.

Table 18

Patterns in Self-regulatory Behaviors

Type	Extract Numbers	Percentage
SI-SRB	52	69%
OI-SRB	23	31%
TOTAL	75	100%

As explained in the discussion of the first question, showing self-regulatory behaviors is the final step of learning and internalization process (Lantolf & Thorne, 2006; Thorne & Tasker, 2011). Although analyzing or examining the bits of learning or internalization is not under this study's scope, exploring self-regulatory behaviors in the dialogic reflection sessions is a good indicator of a setting in which the learners search for ways to regulate their learning and internalize them. Moreover, as is seen in the table above, the number of other-initiations is half of the number of self-initiations, and this may show us that the learners could notice their performance and take an action towards it.

The learners in this study initiated the conversation when they wanted to mention or highlight something about their peer's performance by mitigating what they would like to show their friends, repeating something from their peer's performance, raising awareness for their partner, asking a question directly to their peer, or intentionally explaining something about

their peer's performance (other-initiation) as is shown in the table below. The regulatory behavior in this part comes with mental functioning adaptations occurring with accepting it or showing willingness to understand it.

The other-initiation pattern disclosed from this category is given below.

Other-initiation: You said… or Did you …

Self-regulatory behavior: Yes (Agree, Huh) It should…. Or I should …

Table 19

Initiation Types of Self-regulatory Behaviors

Self-initiation:	Hesitation	Repetition	Asking for help	Showing awareness	Private speech
Other-initiation:	Mitigation	Repetition	Asking for help	Raising awareness	Intentionality

This pattern has revealed that self-regulation might come with peer's support and mediation. Moreover, this mediation is a good sign of being able to provide oral feedback to their peers and fostering peer feedback through dialogic reflection.

The last pattern is self-initiated self-regulatory behaviors whose percentage is higher than the previous one (69%). I would like to end the patterns with this one because being able to initiate a conversation about one's own reflection and showing regulatory behaviors for the same person are required to have higher order thinking skills and high mental functioning (van Compernolle, 2015). Within this pattern, extracts reveal that learners initiated the conversation by showing their hesitation, repeating a word or phrase from their performance, asking a question to their peer, showing their awareness, and making private speech when they would like to mention something about their performance (self-initiation) as is seen in the table above. While listening to their performance, reflecting on it, self-evaluating themselves, and sharing it with their peers, the learners might be close to the internalization stage. As I mentioned earlier, it is not generalizable because we cannot track learners' internalization process as it includes

cognitive processes, but it can be proposed that if learners are able to be aware of what they have done and could find a way to regulate themselves, it is vivid that they do internalize or are close to do it.

The pattern emerging within this scope is given as follows.

Self-initiation: I said / I did …

Self-regulatory behavior: I should have said / I should have done…

The pattern obviously shows that in the initiation part, the learners used "I" language, and they referred what they did or said. This initiation can be accepted as the self-realization part of reflections. The conversation might go on with the help of the other peer; however, it basically ends with the initiator who showed a regulatory-behavior at the end.

Being able to notice what they did, to highlight it, to correct or improve it, and share it with their peers are the steps these learners undertook. In the stage when the learners reflected on how they could change or improve their weakness is a big step into internalization process.

To conclude the discussion of the second research question, it could be proposed that even if we could not generalize the results, we should know that while the learners are reflecting on their own performances, they go through some steps, and they produce patterns without noticing them. The table 20 below displays the summary of the patterns and the strategies used while producing these patterns.

Table 20

Summary of The Patterns

Pattern 1	OI	Mitigation	Repetition	Raising awareness	Intentionality	
	OR-B	Scaffolding	Metatalk	Explicit explanation	Implicit explanation	Joint effort
Pattern 2	SI	Hesitation	Repetition	Asking for help	Showing awareness	
	OR-B	Scaffolding	Metatalk	Explicit explanation	Implicit explanation	Joint effort
Pattern 3	OI	Mitigation	Repetition	Asking a question	Raising awareness	Intentionality
	SR-B	Acceptance	Joint effort	Self-realization	Private Speech	
Pattern 4	SI	Hesitation	Repetition	Asking for help	Showing awareness	Private speech
	SR-B	Acceptance	Joint effort	Self-awareness	Private speech	

Research Question 3: Is there a change in dialogic reflections of learners in time? If yes, how?

Sociocultural discourse analysis offers to track and evaluate the changes occurring even within a minute, and when the data of this study were being examined, it was noticed that there are some changes between each task. Thus, the details of each task were displayed in the analysis part. Moreover, in this discussion part I grouped the first 3 sessions and the last 3 dialogic reflection sessions conducted on the learners' own performances in two different parts and compared them in these two groups to see the change from sociocultural perspective. The

table below compiled the number of extracts for each category in the first and last 3 dialogic reflection session.

Table 21

The Number of Extracts in The Tasks

Dialogic Reflection Categories	First 3 Dialogic Reflection Sessions	Last 3 Dialogic Reflection Sessions	Increase / Decrease
Self-regulatory Behaviors	34	41	17%
Other-regulatory Behaviors	49	40	-15%
Task Regulation	7	16	100%
More knowledgeable other	7	8	14%
Object Regulation	5	7	17%
Affective Involvement	21	20	-5%
Total:	123	132	9%

As it can be seen in the table above while the number of other regulatory behaviors decreases 15%, the number of self-regulatory behaviors increases 17%. These numbers and categories have matched with the previous studies which have presented the stages of regulation before. It has been suggested that regulation starts with object and other regulation and via using something or receiving help from somebody, a person is believed to get closer to self-regulation which is accepted as the final stage before internalization of a skill or knowledge (Lantolf & Poehner, 2015; Thorne & Tasker, 2011). Thus, this study also verifies these claims and studies in terms of sequences of regulation. In addition to that, having an increase in the self-regulated behaviors in the last three dialogic reflection sessions presents us clues for L2 learners' regulation patterns and L2 development throughout time in which they continuously reflected on their spoken performance dialogically.

What is more obvious in the table is the noticeable difference in the task regulation. While the learners reflected on their task and showed regulated behaviors on them 7 times

along the first three reflection sessions, they did so 16 times (more than 100% higher) for the last three tasks. This dramatic increase in the number of extracts of task regulation might depend on two propositions. Firstly, it might be about the learners' proficiency in language use and their development in time since when they started dialogic reflection sessions, they were B1 level according to the CEFR (Council of Europe, 2001), but the study lasted 13 weeks and the last three reflection sessions were in the last six weeks. Thus, being more proficient in the language might make them focus more on the content and organization of their task or augment the task. Secondly, this might be a direct result of reflections. While reflecting on one's own performance, it might take some time to get ready for reflections in the first tasks; however, after a few reflection sessions, they might be more organized. Thus, after they practiced enough in reflecting, they might be more proficient in doing it, and they might start to use more content and organization-based reflections about their performances. In addition, the learners were seen to use more "we" language (Mercer, 2008) instead of "I" or "you" language, and they reflected on their task together more. Reflecting with the same peer along these 6 tasks might affect and improve the harmony between peers, and it might enable the peers to understand their peers' needs and wants in a better way so that they could employ some strategies while reflecting dialogically such as "past shared experience" (Mercer, 2008) or accepting dialogic reflection sessions as joint activity (van Compernolle, 2015). Thus, this shows us that the learners accepted dialogic reflection as a joint activity about a shared experience.

There are grammar-based or task-based studies in which learners were expected to do languaging and collaborative dialogue (Lesser, 2004; Swain & Lapkin, 2001), and talk about the language use, use of vocabulary or in which they conduct a task together with the help of guidance or instructions (Swain, 2006; Swain & Lapkin & Knouzi & Suzuki & Brooks, 2009; Watanabe, 2013). However, to my knowledge, there is no other study which examines the dialogic reflections of tertiary-level L2 learners without training them and analyzes what it has in nature and how learners make it and the changes occurred in the learners' reflections along

time. Thus, although these cannot be generalizable results, it can be helpful to know that there is a shift in learners' reflections.

Moreover, self-regulatory behaviors and other-regulatory behaviors encompass two more subcategories occurring according to the initiation types, and it might be valuable to know the number of extracts in each category and subcategory which were given as follows.

Table 22

Extract Numbers of SR-B and OR-B

Dialogic Reflection Patterns	First 3 Dialogic Reflection Sessions	Last 3 Dialogic Reflection Sessions
Self-initiated Other-regulatory	30	24
Other-initiated Other-regulatory	18	15
Self-initiated Self-regulatory	20	31
Other-initiated Self-regulatory	14	11
Total	82	81

As the table above has revealed, the number of extracts in the first three and last three dialogic reflection sessions are almost the same. However, it is also obvious that while some of them decrease, some of them increase in number, which explains that the regulatory behaviors of the learners were intrinsically intertwined to each other.

Succinctly put it, the learners had tendency to regulate either their peers or themselves while they were reflecting on their products. One more thing that attracted my attention as a researcher is the numbers in initiation parts. Self-initiation is more than other initiation both in the first and in the last reflection sessions. This shows us that the learners were engaged in the dialogic reflection process, and they were willing to start a conversation to reflect both of which enable them to show supportive manners and to contribute more to themselves, their peers, and the task itself. This is also one of the crucial components of the study because without their contributions, reflecting or making the learners reflect on their own performance dialogically cannot be possible.

To conclude, all the features of dialogic reflection of L2 learners and the patterns emerged in their reflection sessions underscore the importance of dialogue between peers and the power of collaboration, both of which mediated the learners' regulatory behaviors and their reflective process in a positive and fruitful way.

Implications for The Features of Dialogic Reflection

Considering the data analysis and the discussion parts of the study, it could be proposed that finding out what we have in dialogic reflections of L2 learners have given us a chance to explore not only some practical implications based on which classroom practices could be suggested but also some theoretical implications which will, I believe, contribute to the SCT and reflection studies. Moreover, what is more intriguing and important in the study is to reveal the harmony and unity between theory and practice that should go hand in hand in second language learning settings.

The first component of the discussion section has been put forth as the use of L1 in the reflection sessions, which provides theoretical implications. As it has been given in the previous section, literature supports the use of mother tongue in some feedback and reflection sessions suggesting that it helps learners mediate their cognition and thoughts and allows them to regulate themselves (Frawley & Lantolf, 1985; Gheisari, 2017; Lee, 2008; Ohta, 2001; Swain and Watanabe, 2013). Moreover, Gass and Mackey (2017) posited deciding the use of language regarding the context is associated with the level of the students. Synthesizing the previous findings and considering the data analysis of this current study, it is important to add that although the learners, who are at B1 - B1+ level in the EFL context, mostly used L1 while reflecting, there were also times when they preferred code-switching. This displays that the learners tended to use the language they feel at ease in reflection sessions, mostly L1, and the language they preferred might contribute to their choice of regulatory behavior.

Another implication, which is among the practical ones, is drawn from the second feature of the dialogic reflection, the use of stimulated recalls. As it has been discussed in the

previous part, it is an effective and efficient way of remembering what to retrieve from the previous experiences and/or performances, which have been parallel to the ones in the literature (Gass & Mackey, 2017; Hepple, 2010; Mann & Walsh, 2013, 2017; Murray, 2010; Ryan & Gass, 2012; Mackey & Gass, 2000; Swain & Lapkin, 2002; Swain, 2006; Yeşilbursa, 2012).

Using stimulated recalls as one of the methodologies of this study was one of the vital factors in that it is a robust mediator for the learners to remember what they did during their performances, and it is also an efficient tool to mediate their reflections. Thus, after analyzing and discussing such a tool in this study, it could be good to integrate it with some classroom implementations. In an EFL or ESL contexts, learners are expected to practice and produce more of the language within written or spoken skills. Learners are supposed to conduct tasks, submit papers, shoot videos, do presentations, or write essays. Besides, it has been widely known that when learners generate something in a written or spoken way, teachers are required to give feedback about learners' performance / production. This covers a well-known place in the practice and also in the theory. Without discussing the efficiency of this type of feedback and without being too ambitious, I want to suggest a way of peer collaboration in which learners can reflect on their own production dialogically with their partners to raise awareness on their own performance and to support their peers. While providing this kind of reflection to the learners, stimulated recall sessions would support learners in terms of allowing them to realize themselves and to notice their own progress. Armengo-Aspoaro, Mercader, and Ion (2020) proposed that learners are eager to give feedback, and they think they could learn better when they give feedback to their peers instead of receiving feedback. Thus, it would be good to merge stimulated recall sessions and dialogic reflection sessions. Moreover, as Svalberg (2007) posited that "Noticing should be further explored; for example, the relationship between noticing and subsequent production, and between noticing and learner styles, together with the affective variables which promote or hinder noticing.", stimulated recall

is the tool which can promote noticing more about learners' production, their styles, their development, and their affective involvement (p. 302).

The third feature of the nature of dialogic reflection, the efficiency of collaboration, ends up with both a theoretical and a practical implication. From the theoretical perspective, Vygotsky (1978) according to whom collaboration between an expert or more-knowledgeable other and a child has a mediational process, was one of the pioneers of the collaborative studies. After his theory, there have been many studies focusing on expert-novice collaboration to analyze the ZPD of the novice ones (Aliaafed & Lantolf, 1994), figuring out the impacts of collaboration which might affect the regulation types of learners (Villamil & de Guerrero, 1998), analyzing the effect of collaboration in peer scaffolding (de Guerrero & Villamil, 2000), examining peer-peer collaboration in solving language use problems (Swain, et. al., 2009), and revealing the effects of collaboration in peer scaffolding (Hsieh, 2017). Taking all these studies into consideration, it could be proposed that collaboration has an important place in scaffolding and regulation. Revealing the place of collaboration in reflection by mentioning how learners have used it, what strategies they have employed while collaborating, and how it has resulted by using these strategies has contributed to the literature and further studies.

Moreover, after finding out its effects and impacts on learners, it would be effective to make some practical recommendations. In practice, most of the language teachers are expected to teach their learners how to learn and how to foster their autonomy. However, how to manage it and where to start are difficult questions to answer for teachers. Acknowledging the importance of learner autonomy, it can be assumed that L2 tertiary-level learners are capable of finding out their own learning style and techniques by involving in their own learning processes. Thus, my humble suggestion is to integrate dialogic reflection, which requires collaboration, into language classes more since it helps learners use and apply some strategies, they like, through which they can end up with their own regulation or learning. In this study, dialogic reflection has been combined with spoken performances of L2 learners; however, it could be adopted and adapted to many kinds of classroom implementations. It

might be included in all 4 skills and subskills in that after teaching a grammar point, learners might be required to use that point in a written text and after writing it, with their partners language learners might reflect on what they have done, or within a process assessment, which might be keeping a portfolio, reviewing a book, preparing a project, or presenting a topic, they can reflect dialogically on the process of what they have conducted. Thus, dialogic reflection, to me, could be used within various activities in language classes.

The last theoretical and practical implications of this part is about two main categories of dialogic reflections, regulatory behaviors and affective involvement. From the theoretical point of view, it could be underscored that dialogic reflections have not been widely used with language learners, so there was no data on revealing the details of what has been happening during the dialogic reflection sessions and what kind of behaviors learners generally have while they are reflecting. Thus, this study has contributed to the literature in terms of revealing the categories emerged in the explained context.

In addition to the theoretical implications, putting forth the categories of dialogic reflections has also provided some practical implications. Considering the categories and subcategories of dialogic reflections, a learner training could be designed to be able to use dialogic reflection productively in language classes so that learners might guide themselves through it. Wenden (1998) proposed that in L2 learning environments, there is a need for a learner training to make learners more autonomous. There have been abundant number of studies which have focused mostly on strategy training while referring to learner training (Brown, 2002; Richards et al., 1992; Willing, 1989). In this study, the aim is definitely not suggesting strategy-based trainings but suggesting a guide for learners. Thus, in the light of the categories emerged from the dialogic reflections, I have designed a guide whose aim is to help learners reflect more effectively and support themselves by discovering their own learning styles, contributing to their development, and being more aware and autonomous.

The training program might be accepted as learner-led training during which learners are expected to use the training template as a guide to go on their dialogic reflection and to

track what they are able to do or what weaknesses they have while they are reflecting with their peers (See Appendix E). In this study, this kind of a training had not been used, but it was prepared after revealing the categories coming from learners' dialogic reflections. Each part in the training program refers to one of the categories, and I believe that while this training program is being used, it guides and helps learners reflect more effectively.

To conclude, the features of dialogic reflection have revealed these theoretical and practical implications. While theoretical implications are thought to contribute to the SCT, dialogic reflection, and future studies, practical implications are assumed to be implemented in the language classes.

Implications for The Patterns of Dialogic Reflection

After uncovering the features of dialogic reflection, via sociocultural discourse analysis, the patterns have been revealed, analyzed, and discussed in the previous sections. The patterns displayed that the learners used some strategies while they were initiating a conversation or showing regulatory behavior for themselves or for their peers. These patterns and the way the learners applied them postulate some theoretical and practical implications.

From the theoretical point of view, it is well-known that regulation has been investigated and examined for years (Aljaafreh & Lantolf, 1994; Bruner, 1978; de Guerrero & Villamil, 2000; Jafarigohar & Mortazavi, 2016; Lantolf & Thorne, 2006; Lantolf, & Poehner, 2015; Lidz, 1991; Lin & Samuel, 2013; Karami & Jalilvand, 2014; van Lier, 1996; Ratner, 2002; Reiser, 2004), which gives us a great chance to track its development easily and rigorously. However, to my knowledge, there is no study which reveals the details of regulation types, how they evolve, what patterns learners might pass through, or what strategies learners employ during regulation process. Thus, this study has filled in that gap in that it gives us a detailed analysis of regulation types. Although the results cannot be generalized, now we know that there are some strategies which are applied while regulating oneself or the other.

In addition to the theoretical implications, there are also practical implications of the patterns. In alignment with the discussion part of the second research question, it might be suggested that figuring out the learners' needs and styles in reflections might help language teachers supervise their learners. Thus, the patterns and strategies guided me as a researcher to prepare a checklist which might enable learners to realize themselves and support teachers to follow learners' needs and styles (See Appendix B).

To sum up, L2 learners' dialogic reflections have illustrated that they intrinsically employed patterns while they were reflecting on their task dialogically, and these patterns contributed to the literature in terms of revealing the details of regulation types and suggested an implementation for the language classes.

Implications for The Change Within Dialogic Reflection

In this study, tertiary level L2 learners were given 6 different speaking tasks on which they reflected dialogically. After analyzing the data within sociocultural discourse analysis, it has been seen that learners' reflection patterns have been changing through dialogic reflection sessions. In consideration of the discussion part, it might be postulated that dialogic reflection is a process-based implementation since in time learners' reflection patterns or the content of the reflections have been altering. Thus, considering this change, we might suggest that dialogic reflection is a dynamic process, and it is better to use it in multiple different tasks and skills.

Moreover, the results have revealed that learners' approaches along the reflection sessions have shifted from structural-based talks to content-based ones. In EFL contexts, the learners mostly focus on the use of language while they are learning a second language, and although we cannot generalize the results to all EFL contexts, the reason why learners preferred reflecting on their language in the first tasks first might be one of the results of it.

Put it simply, the change from structural bases to content-based reflections showed that the learners first tended to deal with their structural, lexical, and phonetic problems, then

they could focus on the contextual or organizational parts of their task. This might have two implications, one of which is directly related to the language teachers. As teachers, we should take learners' tendencies into consideration and arrange the tasks according to their needs. Before assigning a task, it might be better to give some guidance on the language use learners will probably use in their tasks. To know the details and requirements about the task and showing the functions of the language might help them perform more effectively.

The other implication is driven from learners' tendency to talk about their language use, which directs us to critical language awareness. Critical language awareness "aims to empower learners to make meaningful choices, including ones that introduce change." (Svalberg, 2007: 297). Thus, dialogic reflections of learners might put light on critical language awareness in the learners' dynamic and meaningful transformation along their reflections.

To conclude, the analysis of this study has revealed that the learners' reflections have been changing in time. They first tended to reflect on their structural problems then they shifted to the content and organization of it, which indicated that dialogic reflection is a dynamic implementation.

To sum up, the dialogic reflections of the L2 learners shed light on various kinds of implications that could contribute to the literature and implications that could suggest practical implementations for language classes. These implications, I believe, situate dialogic reflection in an indispensable place in L2 settings.

Chapter 6

Conclusion

Introduction

This chapter presents the summary of the findings and implications of the study. Then, some suggestions are made for the further studies, and the chapter ends with the individual reflections of the researcher on the whole study.

Conclusions and Implications

This study explored the dialogic reflections of tertiary level L2 learners on their spoken performances under the scope of sociocultural theory. The L2 learners were distributed six different meaningful and contextual speaking tasks which were aimed to foster interaction between pairs. The learners were required to read the task requirements and conducted and audio-recorded the task in the classroom with their peer in at least 6 minutes. Then, the learners used these recordings as introspective data, stimulated recall, and reflected on their performance while listening to the recording dialogically. These dialogic reflection sessions were also audio-recorded and both recordings were submitted to the researcher. This procedure was repeated six times with six different speaking tasks and yielded 27 class hours of recordings. The recordings were transcribed by the researcher. After the transcriptions were ready, the data were uploaded a research platform, called MAXQDA. The platform was very useful and practical to categorize the data. After an unmotivated look at the data, some categories emerged and then a detailed analysis was employed through microgenetic approach and sociocultural discourse analysis.

The study is based on sociocultural theory because there are many similarities and common features between dialogic reflection and the sociocultural theory. These include (1) the use of language (2) being dialogic, (3) being in an interaction, (4) collaborating each other, (5) being reflective, and (6) being data-led. Firstly, language use is one of the most vital components in both. Sociocultural theory posits that language is accepted as a symbolic tool

that mediates the thoughts and helps people reach their cognitive skills and higher order thinking skills. Dialogic reflection also places much importance on the use of language use as it can be inferred from the name "dialogic" which entails a dialogue that might occur between people or within themselves. The third common point is about interaction which provides chances for learners to negotiate for what they have in their mind. Thus, both the sociocultural theory and dialogic reflection underscore the importance of being in interaction with someone else so that you can co-construct the meaning of what you are learning. One of the other common features is collaboration which is fostered via interaction. Collaboration mediates learners' regulation in that while learners are studying collaboratively, they either regulate their friends or regulate their behaviors, skills, or knowledge. Moreover, both highlight the importance of having detailed data to be able to withdraw how learners use these components and how they might help us make recommendations for implications. Lastly, dialogic reflection and sociocultural theory mention the benefits of being reflective in terms of improvement, development, and empowerment.

Considering the research design and its relation to the sociocultural theory, as research analysis tools, microgenetic approach and sociocultural discourse analysis were used in the study. Microgenetic approach takes place in sociocultural theory proposed by Wegner (1920) as an analysis method which could tract the changes occurring even in seconds. This method is employed in this study because (1) it helps track the change happening in L2 learners' dialogic reflections, (2) it reveals the characteristics of the change, and (3) it displays how the change starts and ends. In this study, as it was discussed in the previous chapter, all the changes are disclosed and categorized thanks to microgenetic approach. The second research method employed in this study is sociocultural discourse analysis which was suggested by Mercer (2004) to analyze the qualitative data gathered to explore teachers or student teachers' teaching skills or development. This method was also benefited in this study since it could display how the language is used and how this affects the interaction. All the structural patterns in the categories were uncovered via sociocultural discourse analysis. Thus,

I personally believe that using two related research methods could be benefited and promoted, and as they could bring different angles and perspectives to the study.

The qualitative data analysis of the study revealed that dialogic reflections of L2 learners on their spoken performance entail two main categories, having regulatory behaviors and being in an affective involvement. In regulatory behaviors, it was explored that there are 4 main patterns of how learners show these regulatory behaviors. These patterns were categorized according to the one who initiated the conversation and who shows the regulatory behavior, so the categories are (1) self-initiated – other-regulatory behaviors, (2) self-initiated – self-regulatory behaviors, (3) other-initiated – other-regulatory behaviors, and (4) other-initiated – self-regulatory behaviors. In these four categories, it was discovered that the learners used some strategies to initiate the conversation or to regulate their peers or themselves. To initiate the conversation, learners were observed to ask for clarification, to repeat phrases from their task performances, or to raise awareness by highlighting something from their performance. After the initiation, the learners' reaction to that initiation is to regulate themselves or their peers. The strategies they used to regulate include scaffolding, giving explicit or implicit explanations, or making metatalk.

This category and the extracts display that dialogic reflection has regulatory patterns in nature, which means that learners were able to benefit from dialogic reflection to regulate their learning process and L2 development.

The second category is about uncovering affective involvement of the conversations. Affective involvement was seen in two ways; one is about showing amusement of their achievements, and it was called as "sense of achievement" in this study, and the other one is praising given to their peers and performances. This shows us learners' awareness about their feelings and their needs to mention positive signs of themselves or their performances.

Considering the data analysis and discussion chapters of the study, some theoretical and practical implications were suggested. Theoretically, the results revealed that this study supported many studies in terms of regulation (Lantolf & Thorne, 2006; Thorne & Tasker,

2011), and it explored new features of the use of dialogic reflection with tertiary-level L2 learners and filled in that gap in the literature. Moreover, there are practical implications of the study which can be used in language teaching and learning settings. The first one is about designing a learner training on dialogic reflection in language classes so that L2 learners can learn what reflection is and how they can benefit from it. Having learner trainings on dialogic reflections is of great importance for language classes since I believe reflection is a mediational tool that can be deployed in language learning process to raise awareness and to support cognitive, mental, psychological, and behavioral processes, but it is also a tool that might disclose the need of explaining how to adapt reflection in classes in some cultures. Thus, having a guide about how to benefit from dialogic reflections might be effective for the teachers and learners. The second one is related with the previous one in that after setting up dialogic reflection sessions, using a checklist as a guide can help learners reflect on their performance.

Further Studies

This study has explored the nature of dialogic reflection sessions of tertiary level L2 learners on their spoken performance. The study gathered qualitative data from the learners' audio-recorded reflection sessions and analyzed the data through sociocultural based research methods.

As this research is one of the first ones which has investigated dialogic reflections of L2 learners under the scope of sociocultural theory, there is a need for further studies which unveil (1) changes of dialogic reflection throughout a longer period, (2) the effects of dialogic reflection sessions on learners' L2 development, (3) the use of dialogic reflection in other skills, (4) the relationship between dialogic reflection and learners' learning potentials, (5) impact of a learner training on dialogic reflection sessions, (6) the use of dialogic reflection with young learners, (7) the evidence that can be driven from dialogic reflections to reveal internalization processes of L2 learners, and (8) individual development over time.

Moreover, language teachers might be involved in the process, and (9) their perspectives on the use of dialogic reflection with their learners or (10) their role during learners' dialogic reflection sessions might be studied.

Lastly, as a researcher, I believe, dialogic reflection is an interdisciplinary concept that can be also used in other lessons or courses, so it would be interesting to explore its effects in other disciplines.

My Reflections as a Researcher

This section involves in my personal reflections as a researcher on this whole research process. Although it is not an obligatory part of a dissertation, I believe it is one of the most important points of it since reflecting on the process helps me regulate myself and analyze my own development, so in this part I would like to include the challenges I have had and the solutions I have found as a researcher.

Dewey (1933) proposed "We do not learn from our experiences, but we learn from our reflections on our experiences", so I believe I benefited from this whole process as much as I reflected on it. I know there are arguments about whether reflection-on, in, or for action is more beneficial or better than the others nowadays; however, I feel that reflection should be in every part of our lives with all of its funtions, and we should benefit from it in our daily lives or in academic ones because as it was explained in the previous sections, it always helps us understand, regulate, learn, and internalize the experiences or new challenges we have.

As a researcher, during my master's degree and doctoral degree, I have been always required to reflect on the articles or books in a written way. As a teacher, I have used self-reflection and dialogic reflection in my classes after I have recorded my lessons within reflective practice, and I have benefited from these reflection sessions in my further teaching/learning experiences. Moreover, I generally want my students to make written and individual reflections on their academic processes. Thus, having and using reflection in each and every part of my life have caused me to have a light-bulb-moment and use reflection with my learners more.

During pre-research stage, I had really difficult times to decide on how to set the process, how to design the study, which methods I could employ, how I could transcribe the data, what platforms I could use to analyze this huge data-set, and what terms I should use in the study. I had ebbs and flows, and I was driven away from one idea to another. As a PhD candidate, I was aware that these difficult times were just an ordinary part of the research. I could survive that process and started to implement my design and collect the data.

During the implementation stage, I enjoyed the data collection process since I observed the class closely and thought they benefited from the process a lot. This part was very satisfying for a teacher and researcher, and after implementing the process for my research, I have continued to do it each term with my students.

The transcription of the whole data was difficult to manage. As a person who did not transcribe such huge data before, I can say that this was not an easy process to finish, and it took almost a year to finish the whole data.

After transcribing the data, the analysis procedure started. In that part, first I planned to categorize the data according to pre-set categories used in sociocultural theory. This was one of the worst decisions I have ever made because I noticed that the data and the categories either overlapped, or there were many mismatches between them. I spent months to figure it out. After sleeping with the data and dreaming about it day and night, I got another enlightenment about it. The study should be data-driven one since it offers its own categories. Although I could find out the categories and patterns, seeing the light at the end of the tunnel was not that easy. After understanding how to analyze the data, it became a fun and fruitful experience for me. I benefited from this qualitative analysis procedure in my research, in my classes (EFL, ESP, and ELT classes), and even in my life. I am not the person who was at the beginning of the PhD anymore, and this shows me how process but not the result is more important in life.

To conclude, when I look back on the whole process, I believe I have learned a lot about how to do research, how to find what to read, how to make designs, how to solve

problems, how to cope with challenges, how to think critically, how to analyze, how to evaluate, and how to deliver it. Moreover, I not only improve my academic skills but also discover my personal approach towards research and understand what I really believe and expect from my academic point of view. Thus, this 6-year experience have contributed to my life with numerous benefits, and I believe it is just the starting point of it.

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APPENDIX-A: Speaking Tasks

SPEAKING TASK 1

WHAT: A 3-minute poster presentation

WITH WHOM: With a partner

HOW:

You are a presenter at a technology conference. You will present a poster which compares technology today and technology in the past.

1. Prepare a poster (either by hand or online) which gives information about how technology has changed over the years.

2. Present your poster in an organized way.

3. Videotape your presentation

4. Record your presentation.

5. Listen to your task with your pair

6. Reflect on your performance and record your reflection session

7. Revise your task

SPEAKING TASK 2

WHAT: A 4-minute talk

WITH WHOM: Pair

HOW:

In the class discussion, you are given the topics below to talk about TWO of them. It is a pair work and both of you should join the conversation equally.

Children play many different sports at school.

Top footballers would play better if they didn't get so much money.

We can see a wide range of sports on TV.

My national sports teams would be more successful if they had more funding.

1. You will choose TWO of the topics above.

2. You will tell whether you agree with these two statements or not.

3. Make sure you explain why you agree or disagree with specific examples.

4. Record your talk

5. Listen to your task with your pair

6. Reflect on your performance and record your reflection session

7. Revise your task

SPEAKING TASK 3

WHAT: A 3-minute talk

WITH WHOM: Pair

HOW:

You are a member of the organizing committee which arranges trips to a city in Turkey or a city in the world. There is a group of university students who will go to the city you recommend. Suggest going to a city you have been to before and make some suggestions for them.

1. Start with introducing who you are and where you will take them for the trip

2. Tell them about your experience in that city

3. Make at least 5 suggestions about what they might do during the trip

4. Discuss the advantages and disadvantages for each suggestion you make

5. Record your talk

6. Listen to your task with your pair

7. Reflect on your performance and record your reflection session

8. Revise your task

SPEAKING TASK 4

WHAT: A 6-minute discussion

WITH WHOM: With a partner

HOW:

You are going to talk about whether the English-speaking world should adopt American English or not with your pair. Here are some points to help you prepare for the topic;

For

- o   Spelling easier

- o   Bigger influence; films, TV, music, youth culture

- o   One English form - makes communication easier

- o   Largest economy in the world

Against

- o   All differences-fun and interesting

- o   British English – language of Shakespeare and famous British authors/poets

- o   Not just American English-other varieties (Australian, Irish, Indian)

- o   Language develops naturally

1. Choose your side and tell it to your friend. (Each of you should choose a different side)

2. Try to persuade your friend referring to the points above. (Feel free to add new ones)

3. Record your discussion.

4. Listen to your task with your pair

5. Reflect on your performance and record your reflection session

6. Revise your task

SPEAKING TASK 5

WHAT: A 3-minute talk

WITH WHOM: Pair

HOW:

You are the head of the Student Council and you want to report 2 of the most important problems in your school to the rector. Please select 2 of the problems given below and tell the Rector why you think these are the most urgent problems to be solved.

- Inadequacy of the book supply of the library

- Boring lectures

- Attendance

- Facilities

- Bullying

- Cheating and plagiarism

1. Introduce who you are

2. Explain why you have selected these two problems

3. Explain why they are important

4. Make suggestions for them to be solved

5. Videotape or record your talk

6. Listen to your task with your pair

7. Reflect on your performance and record your reflection session

8. Revise your task

SPEAKING TASK 6

WHAT: A 6 minute talk in a meeting

WITH WHOM: Pair

HOW:

The Mayor of your hometown has arranged a meeting with the teenagers in your town so that they can raise issues that concern them. Talk about 3 of the problems below and add your suggestions in the meeting.

- pollution

- parking

- dirty beaches/parks

- increased crime

- student accommodation

- library

1. Choose at least 3 of the problems above (you may add yours if you have any)

2. Explain why you have selected them

3. Give their possible effects on people

4. Explain how the problem can be solved

5. Record your discussion.

6. Listen to your task with your pair

7. Reflect on your performance and record your reflection session

8. Revise your task

APPENDIX-B: Learner-led Training Program Template

<table>
<tr><td colspan="3" align="center">Learner-led Dialogic Reflection (LLDR)
Training Program</td></tr>
<tr><td>Planning</td><td>Get ready for the task</td><td>Reading the requirements</td></tr>
<tr><td>Recording</td><td>Do the task with a peer and record it</td><td>Recording the task while doing it</td></tr>
<tr><td>Recalling</td><td>Watch or listen to the recording</td><td>Recalling what you have done in/during the task</td></tr>
<tr><td rowspan="15">Reflecting</td><td rowspan="3">Support your friend</td><td>Asking questions</td></tr>
<tr><td>Repeating what your friend said/did</td></tr>
<tr><td>Trying to understand what and why s/he did something</td></tr>
<tr><td rowspan="3">Help yourself</td><td>Asking for help</td></tr>
<tr><td>Thinking about what you did</td></tr>
<tr><td>Negotiating for the meaning with your peer</td></tr>
<tr><td rowspan="3">Revise the task</td><td>Content</td></tr>
<tr><td>Organization</td></tr>
<tr><td>Addition/Omission</td></tr>
<tr><td>More-knowledgeable Other</td><td>Asking questions to your teacher</td></tr>
<tr><td rowspan="2">Tools/Objects</td><td>Using tools to search for something</td></tr>
<tr><td>Choosing tools for your own regulation (pen, paper, notebook, phone, etc.)</td></tr>
<tr><td rowspan="2">Feelings</td><td>Talking about what you/your peer did well</td></tr>
<tr><td>Showing your praise for yourself/your peer</td></tr>
<tr><td>Evaluating</td><td>Dialogic reflection</td><td>Filling the dialogic reflection checklist</td></tr>
</table>

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APPENDIX-C: Dialogic Reflection Checklist

	Dialogic Reflection Checklist					
Task:		**Date:**				
Skill:		**Type of recording:**				
Students:		**Length of reflection:**				
No	**I …**	**Very much**	**Much**	**Moderately**	**Very little**	**Not at all**
1	video or audio record the task.					
2	get ready to reflect on the task.					
3	try to understand what I did in the task.					
4	try to understand the reason why I did something in the task.					
5	notice my strengths.					
6	notice my weaknesses.					
7	try to change something in the task.					
8	repeat what I did in the task.					
9	talk to myself to understand something I did.					
10	ask questions to my peer.					
11	ask for help from my peer.					
12	ask for help from my teacher.					
13	search for something from the internet.					
14	find out grammatical mistakes.					
15	catch contextual irrelevances or organizational problems in the task.					
16	reflect on the language use of the task.					
17	reflect on my pronunciation in the task.					
18	concentrate more on my work than my peers'.					
19	encourage and praise my peers.					
20	can support my peers.					
21	try to understand what my peers did in their tasks.					
22	try to understand the reason why my peers did something in their tasks.					
23	notice my peers' strengths.					
24	notice my peers' weaknesses.					
25	try to change something in my peers' tasks.					

26	ask questions to my peers.					
27	explain some grammatical rules to my peer explicitly.					
28	help my peer discover grammatical rules implicitly.					
29	discover things thanks to my peers.					
30	like collaborative work.					
31	feel that I have learned something after we reflect on our performances together.					

APPENDIX-D: Ethics Committee Approval

Tarih: 07/08/2020
Sayı: E-35853172-300-00001182679

001182679

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı   : 35853172-300
Konu   : Tuğçe TEMİR Hk

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 13.07.2020 tarihli ve 51944218-300/00001151810 sayılı yazı.

Enstitümüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Tuğçe TEMİR'in Dr. Öğr. Üyesi Hatice ERGÜL** danışmanlığında yürüttüğü "**İşbirlikçi Diyaloğun İkinci Yabancı Dil Öğrenenlerin Konuşma Becerilerine Etkisi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **28 Temmuz 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun görülmüştür.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
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Duygu Didem İLERİ

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

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- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

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Tuğçe TEMİR

APPENDIX-F: Thesis/Dissertation Originality Report

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Graduate School of Educational Sciences
To The Department of English Language Teaching

Thesis Title: The Nature of Dialogic Reflection on L2 Spoken Performances of Tertiary-Level Students

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Name Lastname:	Tuğçe TEMİR
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Department:	Foreign Languages Education
Program:	Doctor of Philosophy in English Language Education
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
(Assist. Prof. Dr. Hatice ERGÜL)

APPENDIX-G: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

25/04 /2022

(imza)

Tuğçe TEMİR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezinerişime açılmasının ertelenmesine karar verebilir.*

(2) *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.