HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language Education Program

PROBLEMATIZATION SEQUENCES IN PRE-SERVICE LANGUAGE TEACHERS' LESSON PLAN ADAPTATION TALKS IN AN ONLINE SETTING

İlayda ŞAHİN

Master's Thesis

Ankara, 2023

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

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ÇEVRİMİÇİ ORTAMDA YABANCI DİL ÖĞRETMEN ADAYLARININ DERS PLANI UYARLAMA KONUŞMALARINDA SORUNSALLAŞTIRMA DİZİLERİ

İlayda ŞAHİN

Master's Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **İLAYDA ŞAHİN** and entitled “Problematization Sequences in Pre-service Language Teachers’ Lesson Plan Adaptation Talks in an Online Setting” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair	Prof. Dr. Belgin ELMAS	Signature
Member (Supervisor)	Assist. Prof. Dr. Nilüfer Can DAŞKIN	Signature
Member	Assoc. Prof. Dr. Ufuk BALAMAN	Signature

This is to certify that this thesis has been approved by the aforementioned examining committee members on 14/06/2023. in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Education** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Planning for the purpose of teaching languages has long been a research concern in the field of language teacher education. Despite such an interest, only a handful of studies have investigated what happens during the collaborative lesson planning processes. With this in mind, this thesis study examines the interactional practices a group of pre-service English language teachers use in collaborative lesson planning processes with a focus on problematization in an online interaction setting. Using multimodal conversation analysis for the examination of the screen-recorded lesson planning sessions, this thesis study analyses the pre-service English language teachers' interactions in online meetings conducted for the purpose of adapting the lesson plans for online instruction. The analysis showed that the pre-service English language teachers follow the interactional steps identified as topicalization, problematization, suggestion, and agreement. With a particular focus on these steps characterized as problematization sequences, the conversation analytic treatment of the data revealed that problematization might be delivered in an immediate manner or in a delayed way. Delayed problematization includes pre-problematization agreement, pre-problematization positive assessment, pre-problematization mitigation, pre-problematization question sequences. This study offers important insights into the interactional practices employed by pre-service English language teachers for the problematization and suggestion-giving practices. Lastly, the findings contribute to the growing body of literature on planning talk in the field of L2 teacher education and offer implications for L2 teacher education programs.

Keywords: language teacher education, pre-service teacher, lesson planning, conversation analysis, problematization, suggestion giving

Öz

Dil öğretme amacıyla planlama üzerine yapılan çalışmalar yabancı dil öğretmen eğitimi alanında uzun süredir bir araştırma konusu olmuştur. Böyle bir ilgiye rağmen, sadece çok az çalışma yabancı dil öğretmeni adaylarının ders planlama oturumlarının içerdiği süreçleri incelemiştir. Bu bağlamda, bu tez çalışması, sorunsallaştırmayı odağına alarak, bir grup İngilizce öğretmeni adayının çevrim içi bir etkileşim ortamında kullandıkları etkileşimsel kaynakları incelemektedir. Bu tez çalışması, ekran kaydı alınmış ders planlama oturumlarının incelenmesi için çokkipli konuşma çözümlemesi kullanarak İngilizce öğretmeni adaylarının ders planlarını çevrim içi eğitim için uyarlamak amacıyla yürütülen çevrim içi görüşmelerdeki etkileşimlerini analiz etmektedir. Analiz, İngilizce öğretmeni adaylarının aktiviteyi tanıtma, sorunsallaştırma, öneri sunma, ve kabul etme olarak belirlenen etkileşimsel adımları izlediğini göstermektedir. Sorunsallaştırma dizileri olarak nitelendirilen bu adımları özellikle odağına alan konuşma çözümlemesi yaklaşımı, sorunsallaştırmanın anında ya da ertelenmiş bir şekilde sunulduğunu ortaya çıkarmaktadır. Sorunsallaştırmanın ertelenmiş bir şekilde sunulması, sorunsallaştırma önü kabul etme, sorunsallaştırma önü olumlu değerlendirme, sorunsallaştırma önü yumuşatma, ve sorunsallaştırma önü soru dizilerini içermektedir. Bu çalışma, İngilizce öğretmeni adayları tarafından kullanılan sorunsallaştırma ve öneri sunma kaynaklarına yönelik önemli içgörüler sunmaktadır. Son olarak, bulgular YD öğretmeni eğitimi alanında planlama konuşmasında giderek artan alanyazına katkı sağlayacak ve YD öğretmeni eğitimi programları için çıkarımları olacaktır.

Anahtar sözcükler: yabancı dil öğretmeni eğitimi, öğretmen adayı, ders planlama, konuşma çözümlemesi, sorunsallaştırma, öneri sunma

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June, 2023

İlayda Şahin

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Symbols and Abbreviations

PST: Pre-service teacher

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second/Foreign language

CA: Conversation analysis

LPC: Lesson planning conferences

POM: Post-observation meeting

Chapter 1

Introduction

Planning is defined as “a problem-solving activity; it involves deciding what linguistic devices need to be selected in order to affect the audience in the desired way” (Ellis, 2005, p.3). In the field of second language acquisition (SLA), research into planning for learning an L2 has a long history (e.g., Crookes, 1989; Ellis, 1987; Foster & Skehan, 1996; Ortega, 1995; Williams, 1992). Earlier research on planning to learn a second language seem to be quantitative in nature (e.g., Park, 2010). Researchers tend to focus on the mental processes rather than what the participants say in such studies (Pang & Skehan, 2014). Besides, planning was regarded to be a product-oriented cognitive activity in the earlier studies on language teaching and learning. In fact, Foster and Skehan (1999) considered planning to be an unobservable phenomenon. Moreover, in previous SLA research, planning was viewed as merely a way of achieving the outcome of a task whereas only scant attention has been devoted to the dimension of planning as an activity (Lee & Burch, 2017). On the other hand, Batstone (2005) suggested that planning is a socio-cognitive activity in that it both requires attention, and it occurs within discourse. Ellis (2005) also highlighted the need for more social-oriented planning research by pointing out that the earlier planning studies in SLA are cognitive-based. Moreover, Markee and Kunitz (2013) proposed that planning is a social activity and called for a respecification on planning studies in the area of second language acquisition offering empirically grounded data through an emic perspective. They also argued for the need for a social and process-oriented research on planning in language teaching context. Additionally, according to Kunitz (2015), planning is a socially situated activity which is achieved in and through interaction. Unlike the traditional conceptualization of planning, Lee and Burch (2017) suggested that planning should be considered as a series of processes and a social activity occurring within sequences of interaction.

In light of the brief history of the planning research in SLA presented above, the last decade has seen a growing number of research investigating teachers’ task design

processes in terms of the changes they make on the same task-based activities (Samuda, 2015; Van den Branden, 2016) and as with the technological improvements, task design for telecollaboration (Dooly & Tudini, 2016; Ekin et. al 2021). These studies highlighted that even when the task at hand is the same, the teachers have a tendency to make modifications during the planning phase. Undoubtedly, lesson planning is an essential part of language teacher education programs. Due to the nature of the courses offered in language education programs, pre-service language teachers are required to work in collaboration while preparing the lesson plans or designing tasks. In line with this, team-teaching has emerged as a setting that is examined in terms of teachers' interactional practices. Most studies in terms of planning in a team-teaching context were conducted in Far East countries such as Hong Kong (Carless & Walker, 2006), Korea (Park, 2014) and Japan (Ishino, 2018). In this vein, a handful of studies have also dealt with the lesson planning processes of language teachers in a team-teaching setting (e.g., Greer & Leyland, 2017; Greer & Leyland, 2018; Leyland, 2016). These studies have focused on the interactional practices team-teachers deploy in planning the lessons such as using objects in the setting for 'pre-enactment' of the activities (Leyland, 2016), using the inscribed objects written on the texts available in the planning environment (Greer & Leyland, 2017), finding a common name for the activities which is called 'arriving at recognitionals' (Greer & Leyland, 2018).

In addition to the studies dealing with planning for in team-teaching context, lesson planning practices in language teacher education context have also been examined in guided lesson planning activities in CELTA context (Morton & Gray, 2008), the lesson planning conferences (LPCs) in TESOL context (Morton & Gray, 2010) and CELTA context (Gray & Morton, 2018) which also appeared as a setting that problematization and suggestion-giving sequences are commonly encountered. Problematization sequences followed by suggestion-giving practices are also investigated in teacher-student interactions in supervision meetings (e.g., Vehviläinen, 2009; Vehviläinen, 2012; Waring, 2007) and post-observation meetings (e.g., Wagner & Lewis, 2021; Waring, 2017). Similarly, the

current study deals with the problematization and suggestion-giving practices in pre-service language teacher interactions for the purpose of adapting lesson plans for online instruction.

The following section is concerned with the statement of the problem, aim and significance of the study, research questions, assumptions, and limitations regarding the study. The chapter ends with the definitions of the important terms used in the study.

Statement of the Problem

Over the past decade, there has been a shift towards online lessons from traditional classrooms. This has led the educators to adapt themselves to the online teaching environment especially with regard to the teaching materials. Ekin et al. (2021) stated that the recent pandemic caused the issue of material adaptability into the online setting including in the areas such as L2 teaching and learning. As for the teacher education programs, pre-service teachers are expected to prepare lesson plans for face-to-face courses. Moreover, as online instruction has become widespread, pre-service teachers will have to deal with more online lessons in the future. With this in mind, pre-service language teachers are expected to be equipped with the skills required for the lesson preparation for an online teaching environment (e.g., Kurek & Muller-Hartmann, 2017; O'Dowd & Waire, 2009). However, the current language teacher education programs do not necessarily prepare the pre-service language teachers for an online lesson. Rather, they tend to focus merely on the preparation for face-to-face lessons. In other words, language teacher education programs lack a component which provides space for pre-service teachers to develop skills that are necessary for adapting to online instruction.

Along with the lack of attention towards planning for online lessons in language teaching programs, another significant gap in the field is that very few studies have investigated the processes occurring during the lesson planning. The field of language teacher education requires collaborative work among a group of pre-service teachers. In most cases, they are expected to prepare lesson plans and conduct micro-teachings in

groups. However, little is known about what actually happens during the planning process. Earlier studies are claimed to be weak in that they do not show the process due to the tools used (Markee & Kunitz, 2013) such as interviews (e.g., Ortega, 1999, 2005). Even though they certainly contributed to our understanding of collaborative lesson planning, they seem to have neglected the social aspect of lesson planning. However, recent studies have emphasized that planning occurs on an interactional base which might be observed using conversation analysis.

Aim and Significance of the Study

This thesis study aims to examine the lesson planning processes of pre-service English language teachers using conversation analysis as the research method. In doing so, it draws on data based on screen-recorded lesson planning sessions of pre-service language teachers with the aim of adapting the ready-made lesson plans prepared for face-to-face lessons into the online lessons.

One significance of the study is the online component. The planning sessions took place in an online meeting setting which has started to become more widespread recently. Some courses in language teacher education programs also are conducted in an online setting which requires the tasks to be completed online as well. In other words, the pre-service teachers come together in an online setting to prepare assignments or lesson plans in online platforms such as Zoom. Investigating the online meeting is of great importance since it has different features than the face-to-face environment. Therefore, the interactions between the PSTs might differ depending on the setting.

Another thing to note in relation to the online component is that the planning sessions were conducted with the aim of adapting the materials for online lessons. COVID-19 pandemic showed that online instruction will be more common than ever in the field of education. In the scholarship program from which the data were collected in this study, the lessons were planned to be implemented face-to-face and the materials were prepared

accordingly. For instance, there were activities requiring students to work in groups or be in the classroom. However, the decision on the implementation of the program changed and the lessons were decided to be implemented in an online setting which has caused the issue of adaptability of the materials for an online instruction. Thus, the pre-service language teachers who take part in the afore-mentioned scholarship program as the assistant teachers come together in order to plan the lessons and adapt the materials for online instruction. It is important to examine how the PSTs collaboratively engage in the decision-making process on an interactional basis which might have significant implications for the field of language teacher education.

Another significance to mention is that there is little research examining the lesson planning processes among pre-service English language teachers. Most research on planning focuses on individual planning following a product-oriented approach while planning is actually a social and collaborative phenomenon, especially in the field of language teacher education. The language teacher education programs encourage the pre-service teachers to work in groups in language teaching tasks or in preparing the lesson plans. Moreover, collaborative teamwork or team teaching are also highly encouraged in the workplace of prospective language teachers. This has given a rise to the need for more research on the planning process of language teachers. Therefore, to fill this gap, this thesis study aims to bring data-driven evidence for the lesson planning processes pre-service teachers go through. As little is known about what actually happens during the collaborative lesson planning processes, this thesis study aims to provide insights into the language teacher education programs. If the lesson planning processes could be observed as suggested in this study, then we might have an idea for how the decisions are made during the lesson planning stage. Moreover, if the pre-service teachers could see these processes, this would have a positive impact on their professional development.

Research Questions

Following the problems mentioned above, this thesis study aims to answer the following research questions:

1. How do the pre-service English language teachers sequentially adapt the activities in the lesson planning talk?

2. What are the interactional practices the pre-service English language teachers use in the lesson planning talk?

Assumptions

The main assumption of this study is that the pre-service English language teachers follow certain interactional steps during the lesson planning processes. Since lesson planning is a collaborative activity conducted especially in the language teacher education programs, it is assumed that examining the interactions among the pre-service English language teachers will reveal how the decision-making processes are finalized. However, it should be noted that conversation analysis is a data-driven research methodology which means that the analysis of the data determines the main focus of the study. After taking an "unmotivated looking" stance towards the data (ten Have, 2007) and repeated viewing of the data for finding a recurrent instance, the main focus of the data is determined.

Limitations

This study focuses on the interactional practices occurring in lesson planning sessions. The pre-service English language teachers plan the lessons and discuss the adaptability of the materials to be implemented in the online lessons. One limitation is that the outcomes of the planning sessions will not be revealed since the study does not involve data regarding the online teaching environment.

Another limitation to be mentioned is related to the participants. The data involve interactions among one particular group of pre-service English language teachers during

lesson planning sessions. Group dynamics is also an effective factor in the data analysis. In this study, the participants are close friends who partake in the scholarship program together. Thus, collecting data from different groups of pre-service language teachers might have revealed different analytical results. The interactional practices implemented in order to plan the lessons might differ if the study were to be conducted with different participants. In conversation analysis “unmotivated looking” (ten Have, 2007) is an important step when determining the main focus of the study. Therefore, the focus might be completely different if the study were to be conducted with a different group.

One final limitation is related to the online setting. This study draws on screen-recorded data collected through Zoom Video Conferencing Software. However, as Tudini (2014) asserted, an important limitation of online settings is that the participants are not physically in the same place most of the time. Therefore, CA researchers have become interested in investigating how participants deal with such limitations in online settings. In the current study, the participants conducted the sessions in an online setting due to its convenience. Since their cameras were turned off, their embodied actions were not a part of the analysis. However, embodiment might influence the way planning evolves. Therefore, if the sessions were to be conducted face-to-face, the analysis might have been different in that sense. Besides, it would be interesting to see how the PSTs orient to the materials to be used in the lessons if the meetings were to be conducted in a face-to-face setting. Therefore, it might also be worth investigating the differences between online and face-to-face planning sessions. Another limitation worth mentioning in terms of online setting is that technical problems might occur inevitably. During the lesson planning sessions, certain parts of the conversations might not have been recorded well due to Internet connection problems or other technical problems which may also have affected the analysis.

Definitions

Conversation analysis: Conversation analysis is a research methodology derived from both Sociology and Ethnomethodology. It examines naturally occurring talk within the micro details of social interaction (see Sacks, Schegloff & Jefferson, 1974; Sidnell & Stivers, 2013). It is also "the study of recorded, naturally occurring talk-in-interaction" (Hutchby & Wooffitt, 2008, p.12).

Unmotivated looking: "The starting point is some 'noticing' in the transcript that something 'interesting' seems to be happening at some moment" (ten Have, 2007, p.124).

Planning: It is defined as "an intersubjective, goal-oriented activity that is done by multilingual actors as observable behavior, *in situ*, in and through embodied talk-in-interaction" (Kunitz, 2013).

Lesson planning conferences: A series of meetings in which "individuals receive advice and support on some assigned task" (Morton & Gray, 2010).

Team teaching: Two teachers in the classroom actively engaged in the instruction (Carless & Walker, 2006).

Problem: It is defined as "a work-related topic raised by an employee and ratified as a 'problem' requiring further or different-to-current action" (Angouri & Bargiela-Chiappini, 2011, p. 211)

The following chapter presents the related literature. Then, in chapter 3, I explain the details regarding the methodology. In chapter 4, I present the analytical findings of the study. Lastly, in chapter 5, I conclude the study with discussing the findings with the relevant literature and presenting the implications for L2 teacher education.

Chapter 2

Literature Review

This chapter provides an overview of the related literature regarding the planning research conducted in the field of language teaching as well as the conversation analytic studies on planning. It also illustrates the line of research that is related to the teacher interactions for problematization and suggestion giving practices in settings such as lesson planning conferences, post-observation meetings, supervision, and mentoring sessions.

Planning in Second Language Acquisition

Language learning tasks have become an integral part of the teaching activity as with the exponential growth on the importance of the task-based instruction in the second language education in recent years (Nunan, 2004; Pica, 2005). Against this backdrop, earlier studies in the area of second language acquisition (SLA) have largely focused on the individual task planning processes of language learners in the pretask phase with L2 learners varying in different levels conducted using different task types (Crookes, 1989; Ellis, 1987; Foster & Skehan, 1996; Ortega, 1995; Williams, 1992). Moreover, SLA researchers investigated the cognitive strategies L2 learners employ during the pretask planning phase using instruments such as retrospective interviews (Ortega, 1999, 2005; Pang & Skehan; 2014), talk-aloud protocols (Sangarun, 2005), questionnaires (Kawauchi, 2005). Moreover, this strand of research has emphasized the effect of task planning on the task performance of L2 learners with a focus on form (e.g., Park 2010), correct production of L2 in terms of fluency, accuracy, and complexity (Ahmadian & Tavakoli, 2014; Tavakoli & Rezazadeh, 2014). There was a predominance of studies dealing with the L2 learners' planning processes adopting a cognitive-oriented approach conducted using both quantitative and qualitative methods. Undoubtedly, such studies have contributed to our understanding of the planning processes. However, Batstone (2005) argued that the planning studies in SLA should be 'sociocognitive' since planning is both a cognitive and a

social activity. He criticized earlier cognitive-oriented publications by suggesting that planning occurs through mental processes which makes it cognitive while it is also shaped in discourse which makes it social as well. On the other hand, according to Markee and Kunitz (2013), previous studies are methodologically weak in that they don't show what actually happens during the planning stage. Following this lead, the growing number of publications in task planning for learning an L2 have begun to extend our understanding on what happens during the planning processes following a process-oriented perspective. In this sense, Hellermann and Pekarek Doehler (2010), using conversation analysis, focused on the learning opportunities occurring as a result of different groups of students working on the same task. It was observed that even though the task was the same, the pairs had different approaches with regard to the task planning thereby implementing the tasks in a different manner. The focus of the study was primarily on the beginning of the task and how the participants got prepared for the task. Before the implementation of the task, the groups had different orientations to the task planning stage. One of the groups oriented to the written materials whereas another group used their lingua franca for the planning stage. The results put an emphasis on the importance of joint action as a means of enabling the participants to manage task accomplishment. In addition, in order for tasks to be completed, coordination and negotiation of meaning were seen to be necessary.

The above-mentioned studies indicate that there is a well-established strand of literature on planning for learning an L2, but language teachers' planning processes remain relatively under researched despite its importance. Examining what happens during the teachers' planning processes might be beneficial especially in uncovering how they problematize the activities in the lesson plans and resolve the issues. In this respect, it is worth mentioning that teaching is a cyclical activity which involves making decisions and adjustments about the lesson plan, the materials or the activities (Li, 2017). Accordingly, language teachers have a key role in designing the lesson or tasks to be used in the lesson. This role includes taking actions based on the decisions they make, especially in the pretask phase. Even if there is a pre-determined syllabus or a coursebook, most teachers are

inclined to make modifications since they have the autonomy to a certain extent. Materials to be used in the lesson are one of the elements that affect the teachers' interactive decision-making processes in which they might diverge from the original lesson plan (Li, 2017). Considering their teaching beliefs and most importantly, the learners' needs, teachers might make changes related to the content or the timeline of the task (Van den Branden, 2016).

Task design requires taking certain actions on part of the teachers as one of the decision-makers in the design and planning of the task. During the implementation of the task, there might be some changes depending on the circumstances of the learning environment which makes the task as a fluid and dynamic being. Given this fluid nature of the task design, Samuda (2015) proposed that workplan is a multidimensional process involving four different phases. With this regard, she conducted a study with two teachers with different years of teaching experiences. Prior to the lessons, the teachers were interviewed regarding their lesson plans and the lessons were videotaped. Then, the teachers took part in a stimulated recall session (based on the classroom transcripts) in which they talked about the lesson. It was observed that both teachers made changes to the original workplan considering factors such as time constraints and cultural appropriateness. The changes included adding or deleting an activity or making other minor alterations such as localizing certain names in the task. On the other hand, the way the teachers approached the task plan differed and the tasks were implemented in a different manner by each teacher. The study revealed that professional teaching experiences might also be one of the important factors affecting teachers' planning strategies (Samuda, 2015). In a similar vein, Van den Branden (2015) focused on the same task-based activity conducted by three language teachers working with pupils. The task, creating a radio news, was designed by professional syllabus developers. The interview sessions conducted following the lessons revealed that all three teachers did some modifications to the task which changed from teacher to teacher. For instance, one of the teachers brought a real radio broadcast that she recorded at home so that the students could be familiar with some

terms related to radio news broadcast. One of the most significant implications of this study was that language teachers have an important role in the decision-making process regarding the task.

In addition to the studies focusing on task design processes, it is worth mentioning the importance of task design and lesson planning for the pre-service language teacher development. Pang (2016) stated that lesson planning practices are especially significant in that they allow the teacher candidates to demonstrate their abilities bringing theory and practice together. In parallel with this, second language teacher education programs draw heavily on the affordances of the collaborative work of teacher candidates. In most cases, they take part in the lesson planning stage in groups. With this regard, Dooly and Tudini (2016) investigated the 'small talk' or 'work-related talk' as a means of moving the task development process further between two student teachers as part of a telecollaborative exchange. The assignment required the students to prepare a teaching sequence which involves a complete lesson plan and give feedback to one another which would cause improvement on the original teaching sequence. It was revealed that the pair discussions helped students to gain a sense of an identity as future teachers of English.

All in all, planning has a long history in the field of second language acquisition (SLA) especially in terms of L2 learners' planning processes in completing tasks using mostly quantitative or qualitative methods. However, language teachers' planning processes have evoked far less interest in the field. Recent studies have emphasized that planning a lesson or designing tasks for teaching a second language are challenging activities both for the language teachers and the pre-service language teachers as prospective teachers. This challenging nature of planning activities is worth examining through a conversation analytic perspective which offers data-driven evidence for what actually happens during the planning stage.

Conversation Analytic Studies on Planning

Earlier research on planning for teaching a second language suggests that planning is an unobservable phenomenon (Foster & Skehan, 1999). Moreover, researchers focused on the mental processes rather than what the participants say in previous planning studies (Pang & Skehan, 2014). However, Ellis (2005) highlighted the need for more social-oriented planning research by pointing out that the earlier planning studies in SLA are cognitive-based and Markee and Kunitz (2013) offered a respecification of planning research in the field of SLA which proliferated the number of conversation analytic studies on planning in the field of language teacher education within the last years (e.g., Kunitz, 2015; Lee & Burch, 2017). This is mainly due to the fact that conversation analysis is a suitable research methodology to be used in order to document the lesson or task planning processes in and through interaction drawing on data-driven results. In line with this, Markee and Kunitz (2013) examined the planning talk as part of an Italian as a Foreign Language class and focused on how the participants employed practices such as turn taking and repair during the planning process. The out-of-class video recorded interactions focused especially on word and grammar searches during the planning talk. The results showed how the participants' orientation toward multimodal features such as eye gaze affected the progressivity of the planning talk and led the completion of the written script. The results indicated that planning is a social activity that is observable. In the same context, Kunitz (2015), in a praxeological CA study, focused on the planning processes during video-recorded interactions among a group of students of Italian as a foreign language for preparing a classroom presentation. The planning sessions required the participants to find a common topic, plan the presentation outline and give feedback to one another. As a result, it was indicated that each step was built on the previous one so that a common understanding of the final product could be established. The data showed how the collaborative planning processes contributed to the development of the final version of the written script for the presentation. Multimodal actions such as nodding contributed

significantly to these processes as well. The results of the study contributed to the literature especially in that it viewed the planning process as a goal-oriented action emerging out of the social interactions among the participants which is observable on a moment-by-moment basis. It was also suggested that it is crucial for teachers to create space for planning activities in the classroom.

Following this lead, Lee and Burch (2017) emphasized that the planning should be viewed as a series of processes and a social activity occurring within sequences of interaction contrary to the traditional conceptualization of planning. Adopting a conversation analytic approach to investigate the collective nature of planning, Lee and Burch (2017) focused on the student interactions on discussing the methodology to be used as part of the research project they had been assigned to in an ESL course. The close examination of the interactions of a group of students revealed that the original plan at hand was co-constructed in order to achieve a final product, an outcome. Moreover, even though there were disagreements among the group members, the planning activity was still conducted in a cooperative manner. It was stated that planning is a "socially visible action and accomplishment" (Lee & Burch, 2017, p. 565).

Together, these studies shed light on the collaborative nature of the planning talk in the language teaching education context and how the planning talk leads to the collaborative accomplishment of an outcome such as a written product. The above-mentioned studies have been conducted in a face-to-face environment whereas there is also an exponential growth in the studies dealing with task planning for an online setting such as telecollaboration. In this respect, Balaman (2021) focused on the repair practices during a telecollaborative writing task in a video-mediated interaction. The single case analysis which focuses on two of the participants of the telecollaboration task demonstrated that the participants made use of several multimodal features during the co-construction of the text. This collaborative writing process requires joint planning and decision-making as well. In a similar vein, Ekin et al. (2021) focused on different steps of telecollaborative task

design as a part of an undergraduate course in a department of English Language Teaching (ELT). The initial step is the task design meeting which occurred among a group of pre-service English language teachers as task designers. The lecturer provided feedback on the initial task design which was later adjusted by the pre-service teachers (as task designers). On the other hand, there were cases in which the PSTs (as task designers) preferred to ignore the feedback from the lecturer regarding the problematic parts of the initial task design. The close examination of the analyses indicated that the task design meeting was to be completed upon a mutual agreement by the participants. Also, the investigation of micro details of the interaction on a turn-by-turn basis allowed us to see the collaborative nature of task design.

Another strand of research dealing with planning or task design for teaching a second language is the interactions based on a team-teaching setting. Carless and Walker (2006) define team teaching as two teachers in the classroom actively engaged in the instruction. Such a context requires collaborative work on the part of the teachers for the effective implementation of the lessons. Team teaching is a common practice implemented especially in Far East countries such as Hong Kong or Japan. In this sense, the Japanese government aimed to create a collaborative teaching environment in which students can benefit from the presence of a native teacher as Assistant Language Teachers (ALTs) along with the Japanese teachers of English (JTEs) as part of the Japan Exchange and Teaching (JET) program. With this regard, Park (2014) adopted a conversation analytic approach into investigating the sequential practices occurring between a native speaking English teacher and nonnative speaking English teacher in an English course in a Korean elementary school. Drawing on video recordings of an English course co-taught by two teachers, the study examined the collaborative work of the teachers especially during the instruction giving practices. The conversation analytic examination of the data showed that the process of mutual collaboration was achieved thanks to the team-teachers' taking on different identities. It also revealed that that through a CA perspective, teacher collaboration is

regarded as a social activity which involves both teachers and students interacting with one another.

Following this line of research, Leyland (2016) conducted a multimodal conversation analytic study which focused on how two team-teachers in the Japanese context exploited objects around them while preparing for the future lessons. The study was based on video recorded lesson planning discussions which took place in staff rooms or empty classrooms. The team-teachers' manipulation of the objects and materials on how to be used in the future was called 'pre-enactment' in this study. This planning talk occurred in order to create a shared vision for the upcoming lessons team-teachers conduct in collaboration. The analysis part focused on how 'pre-enactment' occurred through the use of several objects such as vocabulary cards or notebooks. The close examination of the excerpts showed that the team-teachers oriented to multimodal features such as gaze towards the objects, nodding, or using hand movements during the planning talk. This multimodal environment enabled teachers to mutually agree on and make some changes on the initial plan using words from the vocabulary cards present in the environment. Similarly, Greer and Leyland (2017) used multimodal conversation analysis to explore the ways team-teachers oriented to the inscribed objects around them during the design of the lesson. The study focused on the video-recorded lesson planning discussions between Japanese teachers and assistant language teachers who are native speakers of English. These meetings were conducted face-to-face with all the team-teaching members seated side by side. Preparing a lesson plan required the teachers to come up with simple explanations and short formulations for the activities in order to achieve mutual understanding. In this sense, the written objects around the teachers were observed to be serving as clues while maintaining the lesson planning talk. It was revealed that the team-teachers integrated inscribed objects such as syllabus or a textbook into their lesson planning talk which helped them to devise a lesson plan. One of the team-teachers brought her own handwritten notes which also shaped the progressivity of the lesson planning discussions. The examination of the transcripts showed that the teachers used multimodal features such as pointing or gazing towards a specific

part of a textbook in order to attract the attention of other team-teachers. These studies showed that objects available in the planning meeting setting or the inscribed objects found in the setting might be also an integral part of the lesson planning discussions as they even provided a base for discussions when there was no plan on the participants' minds. The written texts available in the meetings were not merely for the progressivity of the talk, rather they were an important component of the shared understanding in a collaborative professional setting. The collaborative lesson planning process for the teachers in this study depended on 'being on the same page'. In another similar study, Greer and Leyland (2018) dealt with the interactional practices centered upon finding a common ground for the name of the activities to be used in EFL lessons. The data were based on video-recorded pre-class planning sessions that took place among a group of team teachers with different cultural backgrounds. Since the teachers come from different cultural backgrounds, they aimed at finding a common name for the activities which is called 'arriving at recognitionals' in CA terminology. It was observed that this process of finding a common ground for the name of the activity required stepwise work.

In conclusion, even though language teachers have a tendency to view planning simply as an outlining activity, there is plenty of evidence that the collaborative planning processes have important implications (Kunitz, 2015) especially for language teacher education programs when examined through a conversation analytic perspective. The limited but growing number of studies indicate that the planning activity is a joint action which is collaboratively achieved with the co-construction of meaning in a stepwise manner. At the end of the planning process, an outcome such as a written product is expected to be produced by the participants which highly depends on being on the same page in this decision-making process. On the other hand, it should be noted that in such a collaborative setting, problem proposals are inevitable which are generally followed by suggestion giving practices. Accordingly, lesson planning conferences (LPCs), mentoring or supervision sessions are commonly examined settings in the literature for documenting the way problematization and suggestion giving practices occur in teacher interactions. In line with

this, the next section illustrates the research on the language teacher interactions for problematization and suggestion giving.

Teacher Interactions for Problematization and Suggestion Giving

Problem, in the institutional setting, is defined as "a work-related topic raised by an employee and ratified as a 'problem' requiring further or different-to-current action" (Angouri & Bargiela-Chiappini, 2011, p. 211). In their institutional settings such as a meeting intended for planning a lesson or designing a task, teachers deal with problematic situations on a regular basis, therefore the ability to cope with the problems has become an important skill (Urzúa & Vásquez, 2008). On the other hand, research shows that problem statement occurs in a sequential order. Typically, following the identification of the problem, the process of searching for a resolution is commenced (Urzúa & Vásquez, 2008). This sequentiality is reflected through the use of extracts in conversation analytic studies on the interactional unfolding of problematization in teacher meeting settings.

Most of the time, problematization sequences might be found in the supervision meetings that are held with the purposes of giving feedback or providing advice for the students who are seeking to obtain a master's or PhD degree. Examining the teacher-student interactions in academic supervision context yields important insights into the ways problematization occurs and how it is managed. In this sense, advice-giving is observed as a common practice as well (e.g., Vehviläinen, 2009; Vehviläinen, 2012; Waring, 2007). In essence, advice-giving is a problem-solving activity which is directly linked to the problem at hand. The advisor (the teacher in this case) is expected to propose solutions or remedies to the problem (Vehviläinen, 2009). In this vein, Waring (2007) adopted a conversation analytic approach in examining graduate peer tutoring sessions devoted to writing thesis or dissertations. The interactions between the graduate student and the peer (i.e., students who graduated from the same school or the fellow graduates) were examined in terms of advice-giving sequences. The sequential accounts detected in the dataset were the

following: pre-advice, immediately post-advice, post-problematic advice and post-acceptance. Similarly, Vehviläinen (2009) investigated the student-initiated advice interactions in a Finnish master's thesis supervision context. The recurring activity identified in the data was student-initiated advice which started with a question. In this case, the student-initiated advice was accomplished with the student proposing the problematic part and offering candidate solutions. The interactional pattern observed was that first, the student presents the task as worthy of discussing, then signals a potential problem or issue and finally uses a question in order to highlight the problem the teacher is expected to bring a resolution. The analysis also demonstrated that some questions in the supervision sessions are asked in order to determine whether there is a problem or not so that the teacher might bring a remedy on the problem. In a similar context, Vehviläinen (2012) examined the feedback sessions which focus on the issues and problems regarding the student's work which the teacher is already familiar with.

Another line of research that centers around the problems pre-service language teachers deal with is studies on lesson planning conferences (LPCs). Morton and Gray (2010) used the word 'conference' in order to emphasize the advice-giving practices conducted by the teacher educators. They proposed the lesson planning conferences as a setting that brought together a group of student teachers from a TESOL certificate course and a teacher educator. These lesson planning conferences (LPCs) centered upon one lesson plan prepared by one of the student teachers and how the discussions regarding this lesson plan helped student teachers to build an identity as future teachers and become members of communities of practice (see Wenger, 1999). Moreover, it was also investigated how LPCs contributed to the development of personal practical knowledge (PPK) of the student teachers. The student teachers were assigned to prepare certain segments based on a course book. Then, in the shared lesson planning conferences, there was an evaluation stage between the student teacher and the teacher educator. This dynamic process was to be continued until a common outcome was agreed upon. The

teacher education model presented in this study provided the student teachers with opportunities regarding problem-solving skills. Similarly, Morton and Gray (2008) proposed guided lesson planning activities as a site in which teacher educators and student teachers get together in order to critically reflect on the lesson plans and gain a sense of community of practice (Wenger, 1999). In this study, the focal guided lesson planning activities were to be maintained within the scope of practicum course in pre-service language teacher education. Adopting both conversation analysis and stimulated recall procedure, the data came from a CELTA course which involves the teaching practicum course. Practice lessons were followed by a feedback session in which discussions regarding the lessons occurred between student teachers and a tutor. Student teachers were expected to prepare for the practicum lessons and present their ideas on how to teach the lesson. The steps taking place in these sessions were described as “establishing joint understanding”, “negotiating” and “resolution”. Establishing joint understanding step was related to the initial description of the activity to be used. In this step, there were also problematic parts regarding the activities which were followed by suggestions. Then, in the negotiation stage, the final version of the activities was discussed. The extracts documented instances of agreement and disagreement on the part of the tutor.

As mentioned above, lesson planning conferences (LPCs) are commonly encountered within the TESOL or CELTA programs. Additionally, post-observation meetings (POMs) have also emerged as a setting in which problematization sequences are commonly observed. Post-observation meeting serves as a setting that brings together the mentor and the mentees (the pre-service teachers in this case) to identify and discuss the problematic parts of the lesson observed (Wagner & Lewis, 2021). The mentors’ job is to provide advice or give suggestions to the pre-service teachers depending on the criteria determined by the institution (Copland, 2010). Waring (2017) treated advice giving as an activity that allowed proposing suggestions based on the problems identified in post-observation meetings that were organized in a TESOL course. During such meetings, the procedure called *going general* was implemented. *Going general* refers to the

depersonalizing the advice by using the inclusive “we” rather than pointing directly to the advice recipient so as to avoid consequences such as face threatening act. It can also involve integrating theoretical explanations. It was revealed that *going general* operates as a mechanism that opens up space for both the mentor and the pre-service teacher to find a common ground for the problematization in a collaborative manner. Similar to Waring’s (2017) study, Wagner and Lewis (2021) documented complaint sequences produced by the novice teacher about other co-teachers and a peer observer during a post-observation meeting. The mentor’s response to the teacher’s complaints is not specific to the object complained about, rather it adopts a more general approach. Undoubtedly, such meetings have important contributions to the teachers’ professional development as was observed in the data (teaching beliefs about the correctness of a language item). In this study, the mentor treats the complaints produced by the novice teacher as a starting point for the advice on the object complained in a more general sense. These studies demonstrate that post-observation meetings are exploited by the mentors in order to make a general comment using the specific points discussed in the meetings.

Overall, problematization followed by suggestion or advice giving is a common practice encountered in settings such as lesson planning conferences (LPCs), post-observation meetings (POMs) and supervision or mentoring meetings. In this sense, only a handful of studies have investigated problematization practices occurring in language teacher education context. With this in mind, this thesis study seeks to fill this research gap by examining how problematization unfolds in pre-service language teacher interactions in online meetings on the adaptation and the implementation of lesson plans for online lessons.

The next chapter presents the research methodology used as well as the validity and the reliability issues. It also describes the research setting and context, and the participants. Lastly, it deals with the data collection process, the tools used to collect data and the analytical procedures.

Chapter 3

Methodology

In this chapter, I describe the research methodology used in the study, namely conversation analysis which is followed by the reliability and validity issues regarding the study. Then, I turn to the research setting and context as well as the participants who took part in study. At this point, I present the ethical considerations. Finally, I focus on the data collection process, the tools used to collect data, and the analytical procedures implemented upon the data collection.

Conversation Analysis

Conversation analysis (CA) was used as the research methodology in this study. CA is defined as “the study of recorded, naturally occurring talk-in-interaction” (Hutchby & Wooffitt, 2008, p.12). Conversation analysis emerged as a research methodology thanks to the groundbreaking work of the following names: Harvey Sacks, Emmanuel Schegloff and Gail Jefferson. They published a phenomenal paper in the journal Language (1974) which basically paved the way for using conversation analysis for examining talk-in-interaction. Conversation analysis has its roots especially in the fields of Sociology and Ethnomethodology. In particular, it was highly affected by Goffmanian Sociology in terms of its focus on talk and the interaction order (Maynard, 2013). CA has attracted the attention of researchers in various disciplines such as sociology, anthropology, and psychology and this is reflected in the growing number of publications over the years. It has also become an influential research methodology commonly used in the fields of Applied Linguistics and TESOL.

Conversation analysis draws on numerous tools in collecting data. One of the first conversation analytic studies was conducted using telephone conversations taken from suicide helplines. With the rise of communication technologies in daily life starting with the 1990’s, conversation analysis has been adopted as a research methodology to examine

computer-mediated interactions in many different disciplines especially in educational settings. There are various computer-mediated resources available that are worth investigating with a micro-analytic focus such as video interaction (Tudini, 2014).

The main concern of conversation analysis is to examine the way social organization unfolds in real time conversations on a step-by-step basis (Kasper & Wagner, 2014). It also aims to "produce descriptions of recurrent patterns of social interaction and language use" (Peräkylä, 2004, p.285). Furthermore, conversation analysis seeks to find answers to such questions as "Why that now?" (Schegloff & Sacks, 1973), and "Why that, in that way, right now?" (Seedhouse, 2004). Having these questions in mind, CA researchers attempt to uncover "how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of action are generated" (Hutcby & Wooffitt, 2008, p.14). On the other hand, CA practitioners does not aim to investigate what people say they do, rather they focus on what people actually do (Stivers, 2013). In doing so, they adopt an emic perspective rather than an etic perspective. In other words, they deal with "the perspective from within the sequential environment in which the social actions were performed" (Seedhouse, 2005, p. 252).

Seedhouse (2004) argues that there are four principles underlying conversation analysis. First, "there is order at all points in interaction" (p. 14). Secondly, the contributions the participants make depend on the context. This means that the conversation is necessarily shaped by its context and keeps changing as with the new contributions. The third principle is that no detail can be ignored or regarded to be irrelevant. Finally, conversation analysis adopts a data-driven approach which means that the researcher should not make prior assumptions regarding the data. Moreover, the researchers should not make comments or deductions from the data which should be examined as it is. As for the interactional mechanisms CA is interested in, Heritage (2004) asserts that:

> CA studies describe how people take turns at talk in ordinary conversation and negotiate overlaps and interruptions; how various kinds of basic action sequences are organized and different options are activated inside those

> sequences; how various kinds of failures in interaction – for example, of hearing and understanding – are dealt with; how gaze and body posture are related to talk; how laughter is organized; how grammatical form and discourse particles are related to turn-taking and other interactional issues; and so on (Heritage, 2004, p. 222).

Conversation analysis enables us to understand how these interactional issues work by examining mechanisms such as turn taking, sequence organization, repair, and preference. With this regard, the first interactional mechanism to be explained is turn-taking. As Drew (2013) asserts, we take turns at talk when we engage in conversations whether face-to-face or using other devices such as a telephone. The turns we take depend on what happened in the previous turns, what is happening in the current turn and what will happen in the subsequent turns (Drew, 2013). In this sense, the next turn highly depends on the previous turns due to the "nextness" principle (see Sacks, 1987) which means that the turns are designed regarding what came before in the previous turn (Drew, 2013). Moreover, Heritage (1984, p.242) refers to the turn-at-talk as "context shaped and context renewing". Thus, context plays an important part in determining the way we take turns at talk. According to Drew (2013), turn design is also related to "where in a sequence a turn is being taken", "what is being done in that turn" and "to whom the turn is addressed" (p. 145). It should also be noted that turns call for actions which means that we take turns so that the recipients provide responses in return. These social actions occur sequentially which means one follows the other (Stivers, 2013). In CA, it is also important to understand how sequence organization works in order to make sense of the analysis. With this regard, adjacency pairs as "the unit of sequence organization" (Schegloff, 2007) are worth mentioning. As Schegloff and Sacks (1973) propose, adjacency pairs are produced by different speakers in two turns. The first-pair part action is followed by the second-pair action which are adjacently placed (Stivers, 2013). For instance, if there is an invitation in the first-pair part, there is either an acceptance or a declination in the second-pair part.

In relation to the other interactional mechanisms mentioned above, another issue to be explained in this part is preference organization. First, it should be noted that in CA,

preference carries a different meaning. It is based on the notion that “participants follow principles, often implicit, when they act and react in a variety of interactional situations” (Pomerantz & Heritage, 2013, p. 210). According to Pomerantz and Heritage (2013), preference organization is basically related to the following: the ways speakers refer to the recipients which is called recipient design, how speakers initiate and respond to the conversational actions and how speakers respond to the compliments and orient to the problems in speech.

The last interactional mechanism to be mentioned is repair, which is basically defined by Schegloff, Jefferson and Sacks (1977) as “the set of practices whereby a co-interactant interrupts the ongoing course of action to attend to possible trouble in speaking, hearing, or understanding the talk (Kitzinger, 2013, p. 229). Repair is used in order to maintain the progressivity so that the interaction could proceed smoothly. In a conversation, repair might be done in a variety of manners. It might be initiated by the speaker who has caused the trouble in talk which is named as self-initiated repair whereas it might also be initiated by others in an interaction which is called other-initiated repair. Self-repair works in a way that the speaker halts the conversation in order to fix what he/she treats as a problem. In self-repair, operations such as deleting, searching, parenthesizing, aborting, replacing, and inserting are deployed by the speakers (Kitzinger, 2013). On the other hand, in other-initiated repair, the trouble comes from the speakers and the recipients initiate the repair in the next turn. In most cases, the recipients provide space in order for the speaker to manage the trouble. Other-initiated repair might be accomplished utilizing the following techniques: open class forms (Drew, 1997) such as “sorry?”, using interrogatives, repeating the trouble, and rephrasing the trouble with other words (Kitzinger, 2013).

The interactional mechanisms turn-taking, sequence organization, preference, and repair are key topics in understanding conversation analysis. Such mechanisms might be examined in two different kinds of talk as Heritage (2004) points out. The first one is the ‘ordinary conversation’ which is mundane talk occurring in daily life. It might be in a more informal form as in the conversation among friends. On the other hand, there is another

type of talk that CA is interested in: institutional talk which might be observed in professional settings such as a classroom environment or a meeting among a group of teachers. Accordingly, the interaction examined in this study can be described as an institutional talk since the data come from pre-service language teachers' meetings. Antaki (2011) refers to the institutional CA as the 'illumination of routine institutional work' in which the focus is on the ways the members of an institution offer solutions to the problems encountered during the day. The focus of CA investigating institutional talk is on how institutional talk is different from the ordinary talk (Hester & Francis, 2000) and "how institutional realities are evoked, manipulated, and even transformed in interaction" (Heritage, 2004, p.223). The institutional talk might differ from ordinary talk in terms of turn-taking or sequential organization (Heritage, 2004). The previous research on institutional talk has suggested that the sequentiality is specific to a certain institution and the turn-taking organization of ordinary conversation is inevitably adapted into such settings (Hester & Francis, 2000). Additionally, the interactions in workplace settings are shaped by the institutional context and construct it at the same time (Mondada, 2013a). Therefore, it should be noted that the interactions in an institutional setting are specific to a particular context and the goal of the talk as well (Schegloff et al., 2002).

Overall, conversation analysis is a systematic way of examining social interaction. This thesis study adopts conversation analysis as the research methodology as it offers a data-driven approach into investigating the interactional unfolding of lesson planning talk. The lesson planning activity is a social, collaborative one which is worth investigating through a micro-analytic lens.

Reliability and Validity of the Study

The issue of reliability in conversation analysis is mostly linked to the quality of the recordings and the adequacy of transcripts (Peräkylä, 2004). In this study, the recordings come from an online setting which are recorded on Zoom for a planning meeting. Thus, the quality of the sound is good enough to be analyzed. As for the transcripts, Peräkylä (2004)

proposes that the adequacy of transcripts is directly related to the analysis. Sert (2022) states that “a perfect transcription is not possible” (p. 157). On the other hand, he adds that it is possible to overcome this issue by using a standard transcription system. In line with this, the data in this study were transcribed using the transcription conventions devised by Jefferson (2004) and the screen movements were added using Mondada (2018). Moreover, a software called Transana was used during the transcription process especially with regard to the measurement of the pauses and silences.

An important strength of conversation analysis is that the data is made accessible to the readers through the use of transcripts unlike other research methodologies (Sert, 2022). Therefore, it enables “the readers to analyze the data themselves, to test the analytical procedures which the author has followed and the validity of his/her claims” (Seedhouse, 2005, p.254). In this sense, there are 8 different representative transcripts selected to be analyzed in this study. It is also possible to provide the recordings upon request.

In conversation analysis, it is a common practice for the researchers to present their data and analyses in a workshop or a data session (Seedhouse, 2005). In line with this, one extract from the dataset of this study was presented to Micro Analysis Network which holds weekly data sessions for conversation analytic studies. The participants of the session offered insights into the analysis as well as making comments on the transcript. In the analysis part of the session, most parts discussed were in parallel with the analytical findings of the study which is important for the reliability.

As for the validity issues, the first kind of validity to be mentioned is the internal validity in qualitative research. According to Seedhouse (2005, p.255), “internal validity is concerned with the soundness, integrity and credibility of findings”. CA researchers are expected to adopt an emic perspective and make no further claims other than what is presented in the analysis (Seedhouse, 2005). With this regard, Seedhouse (2005) mentions different aspects put forward by ten Have (2007) for maintaining validity. For instance, conversation analysis practitioners do not exploit theories during the analysis which could

lead the disruption of the emic perspective. Moreover, CA researcher do not take the contextual factors such as “cultural, social or personal identity” (Seedhouse, 2005, p. 255) into account. This might also have an adverse effect on the emic perspective which eventually could affect the analysis. All these aspects were taken into consideration during the analysis of this study.

The second kind of the validity is the external validity which is related to the generalizability of the findings. Conversation analytic studies offer “some aspects of generalizable description of the interactional organization of the setting” (Seedhouse, 2005, p. 256). In line with this, it is possible to state that the findings of this study on the sequential order of the planning process is generalizable. This sequentiality would be similar if this study were to be conducted with different groups of participants.

The last type of validity is the ecological validity that is “concerned with whether findings are applicable to people’s everyday life” (Seedhouse, 2005, p. 257). In this sense, conversation analysis is a strong methodology as it deals with naturally occurring talk recorded in its social setting.

The next section of the chapter focuses on the research setting and the context, the participants who took part in the study along with the ethical considerations.

Research Setting and Context

The data for this study were collected from a scholarship program intended for high school students. This scholarship program promotes the development of high school students who have been selected through an examination process in terms of social and academic ways. This academic support consists of giving English language courses on a weekly basis which is conducted in collaboration with a group of research assistants working for an ELT department at a private university, 2nd and 3rd year ELT students studying at the same university, and some English language teachers assigned for the program. As for the distribution of roles of those who take part in the project, the research assistants prepare the materials (the lesson plans) while ELT students (pre-service

teachers) are a part of the team-teaching groups which involve one main teacher, one observer, and two or three assistant teachers. The main teacher is the English language teacher, the observer is the 2nd year ELT student, and the assistant teachers are the 3rd year ELT students. There are some team teaching groups with only 3rd year ELT students involved in the teaching process. The data came from one such group involving three assistant teachers who are in charge of the planning and the implementation of the lessons. The focal part of the program is the lesson planning and materials adaptation stage which leads the decisions to be made on the implementations of the lessons.

There are total of 21 weeks of lesson plans comprised of all four skills of English. There is also a task component in each week's material which is related to the relevant topic. Sustainable development goals were one of the commonly used themes in the materials. On the other hand, special occasions such as Teacher's Day or New Year (see Figure 1 for a sample lesson plan) are also covered in the materials. The first week includes icebreaker activities whereas the last week's material includes a short task designed for the closure of the scholarship program. Due to the time limitations, only 16 weeks of lesson plans were covered in the program. Therefore, the meetings focused on the planning of 16 weeks of materials to be put into practice in the program.

The theme-based lesson plans were prepared for face-to-face lessons even though the lessons were conducted online. Therefore, some parts of the materials required certain alterations to be implemented in the online lessons. For instance, there are activities requiring students to work in pairs or groups. Having this agenda in mind, the participants, as pre-service English language teachers who previously took part in the program, came together in order to discuss the applicability of the lesson plans for the online lessons.

Figure 1

A sample lesson plan from the theme "Happy New Year"

2021-2022 ACADEMIC YEAR
WEEK: 3
THEME: Happy New Year
SKILL: Listening
DURATION: 65 mins

PART I

A. How do you celebrate new year? Do you have any special celebration? Do you know any interesting tradition of other countries for the new year?

PART II

B. Listen to the audio and match traditions to the countries.

Romania / Finland / Philippines / U.S. / Denmark / Scotland / Panama / Spain

1.People hold bonfire celebrations.
2.People burn effigies of popular celebrities and political figures.
3. People jump from the highest surface.
4. People drop molten tin into cold water.
5. People eat black eyed peas for good luck.
6. People eat twelve grapes
7. People wear bear costume.
8. People wear clothing with polka dots.

The Participants

The data for this thesis study were collected from the weekly Zoom sessions held among three pre-service English language teachers studying in the English Language Teaching department at a private university. They were specifically selected for this study since they all participated in the above-mentioned scholarship program before. Therefore, they are familiar with the materials, the student profile, and the lesson procedure. The scholarship program is held in team-teaching which constitutes one main teacher, two or three assistant teachers (pre-service language teachers, mostly 3rd or 4th graders) and one observer (one pre-service language teacher, mostly a 2nd grader). The pre-service language teachers also take part in the planning dimension of the lessons. The focal group of this

study is the assistant teachers. Since there are two or three assistant teachers in a team-teaching group, there are three participants of this study.

Ethical Considerations

Before the data collection process commenced, ethical permission was granted from the Institutional Review Board (see Appendix C) and written informed consents were obtained from the participants. Prior to the data collection, the participants were provided with the necessary information regarding the study. They were also informed that the recordings would be used only for research purposes. All three of the participants gave permission for recording and shared the recordings with the researcher after each meeting is completed. At this part, it should be noted that the participants were told they did not have to turn on their cameras. Therefore, they did not turn on their cameras in all the meetings. Lastly, the names of the participants are not revealed in the study, pseudonyms are used instead in order to preserve the participants' anonymity.

Data Collection Process and Tools

Conversation Analysis aims to examine 'naturally occurring data'. Thus, the most important point to consider when collecting data in conversation analysis is that the interactions occur in a natural setting in which the social interaction is collectively built by the co-participants with the help of their visual, verbal embodied practices (Mondada, 2013b). In this sense, the setting for this study was convenient for data collection since it offers authentic pre-service language teacher interactions for a specific agenda which is adapting lesson plans for a scholarship program.

The data collection tool used for this study is Zoom Video Conferencing Software. It has become an important setting for online meetings and one of the commonly used tools for gathering data. Furthermore, it offers a variety of useful features such as screen sharing and screen recording. The above-mentioned scholarship program was implemented on

Zoom and the materials were also available online. Therefore, Zoom became a convenient setting for the lesson planning sessions.

The participants gathered on Zoom on a weekly basis. The meetings were arranged depending on the participants' availability. The researcher was not a part of the meetings so as not to disrupt the 'natural' atmosphere. Materials of the related week were sent to the participants prior to the meetings. One of the participants shared screen so that the lesson plans could be visible to all. The participants recorded the meetings using the recording feature of Zoom. Then, they uploaded the recordings on a shared file on Google Drive. As for the preservation of the data, the meetings were labelled by their dates in the first place. Then, after starting to build collections, Transana was used in for the management of the data. Transana offers an easy way of managing and storing data.

The participants gathered on Zoom for 9 weeks and had meetings on 16 weeks of lesson plans. The meetings lasted ranging from 20 minutes to 35 minutes (see Table 1). At the end of the data collection process, there were 9 lesson planning meetings which lasted for approximately 4.5 hours.

Table 1

Data Collection Chart

				Duration of Meetings					Total
Week 1	Week 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 & 10	Week 11 & 12	Week 13 & 14	Week 15 & 16	9 Meetings
22 mins.	25 mins.	35 mins.	30 mins.	35 mins.	22 mins.	24 mins.	20 mins.	15 mins.	272 mins. (4.5 hours)

The last part of the chapter describes how collections were built, and the steps followed during the data analysis.

Transcription, Building Collections and Data Analysis

Upon collecting the data, the analysis process began with the repeated watching of the data in order to identify a recurrent phenomenon. This identification process was accompanied with the orthographic transcriptions of the data. Orthographic transcription means writing what is heard without the micro details. Afterwards, “unmotivated looking” was adopted in order to identify recurrent cases or phenomena. In CA, “unmotivated looking” is an important step in identifying cases or phenomena. It is defined as “the starting point is some ‘noticing’ in the transcript that something ‘interesting’ seems to be happening at some moment” (ten Have, 2007, p.124). To put it another way, CA researchers do not approach to the data with a specific focus in mind, rather they follow this “unmotivated looking” step which allows the data to guide them.

Sidnell (2013) asserts that “once an initial noticing has been made, it becomes possible to see the phenomenon again” (p.88). Accordingly, a recurrent sequential order was identified with a particular focus on the delivery of the problematization sequences. Then, collections were created based on the interactional steps ending in agreement. There are thirty instances that follow this sequentiality in the dataset.

The first step, topicalization, referred to the PSTs reading the instructions aloud or showing the activity on the screen. Then, following this step, PSTs problematize the activities. This was accomplished in different ways depending on the delivery of problematization (see Table 2). In this respect, two different collections were created. The first collection came from data which include immediate problematization which consists of nine instances in total. The second collection was based on the delayed problematization which is maintained with the following delaying mechanisms: pre-problematization agreement, pre-problematization positive assessment, pre-problematization mitigation, pre-problematization question sequences. In this collection, there were twenty-one instances in total.

Table 2

Collection of Instances

Problematization	The Number of Instances
Immediate Problematization	9
Delayed Problematization	21
Pre-problematization Agreement	3
Pre-problematization Positive assessment	8
Pre-problematization Question sequences	6
Pre-problematization Mitigation	4

After building collections, representative extracts were selected from each category. These representative extracts were transcribed using the transcription conventions (see Appendix) devised by Jefferson (2004). This is the standard and commonly used transcription system utilized in many conversation analytic studies. It involves micro details such as pauses and rising/falling intonation. During this process, the software Transana was used. Transana is a user-friendly tool used for data transcription as it provides an easy way of transcribing the data by adding micro details. Besides, it is easier to measure pauses and silences using Transana. Another strength of using Transana is that it allows users to see the video clip and the transcript on the same screen.

As for the embodied movements, since the participants did not turn on their cameras during the recordings, their embodied movements are not available on the transcripts. On the other hand, screen-based movements from time to time are available as they shared screen during the meetings. For instance, the participants might show a certain part of the activity on the screen using the cursor. Therefore, when available, the movements on the screen were also added to the transcripts using Mondada (2018) since such details might be significant for the analysis. Such details were added after the Jefferson (2004) transcription was completed.

To sum up this section, the steps followed during the data collection and data analysis processes are as follows:

- The written consent forms were collected prior to the data collection.
- Data were collected using screen-recording function of Zoom Videoconferencing Software.
- Data were transcribed orthographically (writing what is heard without micro details).
- The recordings were watched repeatedly with an unmotivated looking perspective accompanied by initial analysis.
- The recurring phenomena was identified, and collections were created based on the phenomena.
- Representative extracts were selected from the collections to be analyzed.
- Transcription conventions devised by Jefferson (2004) for micro details, and Mondada (2018) for screen-based movements were added into the orthographic transcriptions.

Chapter 4 presents the analytical findings of the study. In this sense, representative extracts from two main collections are presented. In addition, extracts representing the four sub-collections are also given in the chapter.

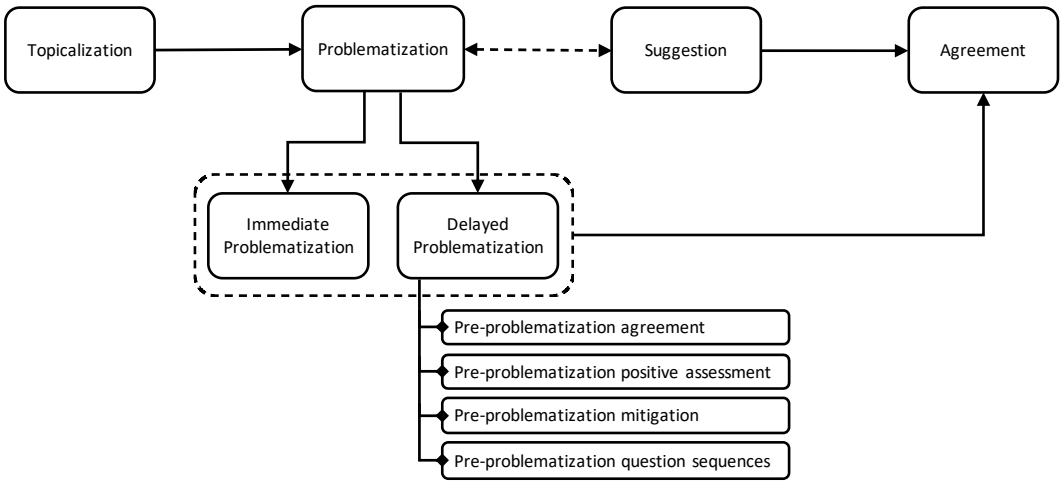
Chapter 4

Findings

This chapter describes the analytical findings of the study. In line with this, the extracts from two different collections of the dataset are presented. As mentioned earlier, the pre-service teachers have interactions on the lesson plans in terms of the applicability of the activities in an online setting. In doing so, they follow a recurring sequential order that leads to the completion of the decision-making process which starts with the topicalization (see Figure 2). Then, problematization regarding the activities is delivered in two ways: immediately or delayed. At this point, it should be noted that problematization and suggestion sequences are quite interwoven which means that these sequences go hand in hand in some instances. Lastly, the interaction ends with the participants' agreement. On an additional note, the instances in which the interaction ends with agreement are selected for the analysis.

Figure 2

The sequential unfolding of the decision-making process in lesson planning



The first collection of instances comes from the immediate problematization in which the PSTs deliver the problematization following the topicalization. For this collection, four representative extracts are presented. As for the second collection of instances, delayed

problematization, six extracts are presented as the representatives of four different delaying mechanisms inserted before the problematization which are identified in the dataset as follows: pre-problematization agreement, pre-problematization positive assessment, pre-problematization mitigation, pre-problematization question sequences. The first section of the chapter deals with the analysis of the representative extracts based on the immediate problematization.

Immediate Problematization

First, it should be noted that immediate problematization refers to the delivery of the problematization in a sequential manner. Following the topicalization sequences, problematization regarding the activities is proposed. In this sense, the first extract of this section is related to the pre-listening stage of a lesson plan which is about Atatürk. The discussion activity involves two questions which require students to work in pairs. The pre-service teachers have an interaction regarding the questions of the activity which are “How can you describe Atatürk’s life?” and “What are the important stages in his life?”. The interaction starts with SAR’s topicalization in which she simply reads the instructions aloud.

Extract 1. the number of questions
Length: 00:01:42

```
01 SAR:  *pre listening .hhh
         *----------------1> line 4
      1: reads the instructions on the screen
02       (0.5)
03 SAR:  a↑ (.) work in pairs ask (.) and
04       answer the following question exchanging turns↓*
         ------------------------------------------->*
05       (1.7)
06 ECE:  huu::
07       (1.3)
08 ECE:  again↑ (.) the number of (.) questions are not enough↓
09       (3.2)
10 SAR:  are not enough (.) yes
11       (0.5)
12 SAR:  only two (.) question .hhh
```

13 (1.0)
14 ECE: huhu
15 (0.9)
16 ECE: maybe (.) we (.) can ask
17 (0.7)
18 ECE: another questions about atatürk↓
19 (0.9)
20 MEG: yes
21 (2.0)
22 SAR: yes (.) learn the- his life
23 ECE: we need to activate er:: their background knowledge
24 about atatürk
25 (0.6)
26 ECE: and=
27 MEG: =yes
28 ECE: i think these questions are (.) not enough
29 (1.6)
30 MEG: you are right↑ also
31 (1.5)
32 MEG: we can ask more
33 (1.1)
34 MEG: simply questions because
35 (0.8)
36 MEG: [this question for instance
37 ECE: [huhu
38 MEG: how can you describe atatürk's life is
39 (0.3)
40 MEG: too long
41 (1.7)
42 MEG: so↑
43 SAR: huhu
44 MEG: um::
45 (0.6)
46 MEG: which-
47 (0.5)
48 MEG: what time (.) we should give (.) t- ten minutes
49 (0.3)
50 MEG: i don't know (.) it's too high because
51 it's pre listening (.) so↑
52 (0.6)
53 MEG: we can change (.) these questions
54 (0.7)
55 MEG: more simply one
56 (0.5)

58 MEG: for instance
59 (0.8)
60 MEG: uhmm::
61 (0.5)
62 MEG: yeah (.) second question can be
64 (0.6)
65 MEG: apply (.) ↑what are the important stages
66 (0.6)
67 MEG: one of them speak the one (.) stage
68 (0.6)
69 MEG: and the other then (.) talk about the other one
70 (0.6)
71 MEG: [but the first question
72 ECE: [huhu
73 (0.6)
74 MEG: not (.) suitable
75 (2.4)
76 SAR: [yes i agree
77 ECE: [maybe what kind of things
78 (0.4)
79 ECE: do you know about atatürk↓
80 (0.7)
81 ECE: is simple=
82 MEG: =yes yes
83 (1.5)
84 MEG: maybe they can (.) answer just one (.) word describe
85 >atatürk's life< for instance emazing, magnicifent, impressive
86 like that↓
87 (0.9)
88 ECE: features of atatürk
89 (0.5)
90 MEG: huhu

The first extract of the chapter begins with SAR's topicalization. She reads the instructions aloud in lines 01-04. Then, ECE takes the floor in line 06 using an elongated minimal response token (huu::) indicating that she is assessing the activity. She takes the floor again in line 08 after 1.3 seconds of silence and initiates a problematization by launching a negative assessment about the activity (the number of (.) questions are not enough↓) in terms of the quantity of the questions. In the same line, she uses

the word “again” at the beginning of the turn as a way of referring to another activity with a similar problem. Following 3.2 seconds of gap, SAR takes the floor and displays agreement with ECE’s problematization by repeating the problematic part (are not enough) followed by a compliance token (yes). In line 12, SAR elaborates on the problem in terms of the quantity of the questions by reformulating it at the same time (only two (.) question) which is acknowledged by ECE in line 14 (huhu). Upon this mutual agreement, ECE takes the floor again and initiates a suggestion sequence using a turn-initial mitigation device (maybe (.) we (.) can ask). She continues her suggestion in line 18 (another questions about atatürk↓) which is related to the type of the questions. Upon 0.9 seconds of silence, MEG displays agreement (yes) with the suggestion in line 20. In line 22, SAR also shows agreement (yes) and starts to explain the justification as well (learn the- his life). In the subsequent line, ECE builds on SAR’s justification by displaying disciplinary knowledge (we need to activate er:: their background knowledge) and she continues her justification in line 24 (about atatürk). In line 26, ECE takes the floor again with her *and*-initiated turn which is cut off by MEG’s acknowledgment in a latching turn. Then, ECE continues her turn using a turn-initial epistemic stance marker and simply repeats the problem (i think these questions are not enough) in line 28. MEG displays an explicit agreement in the next line (you are right↑) and inserts an additional point using “also” in the same line. In line 32, she starts to make an additional suggestion (we can ask more) and she continues in line 34 (simply questions) which is related to the complexity of the questions. In the same line, she starts to explain the rationale behind her suggestion using “because”. Then, in line 36, she continues her explanation by referring to one of the questions as an example ([this question for instance) which is cut off by ECE’s continuer ([huhu) in her overlapping turn. In the following line, MEG continues her explanation with reference to one of the questions of the activity (how can you describe atatürk's life is) and problematizes the question by negatively assessing it (too long) in line 40. She starts to

elaborate on her problematization with a *so*-prefaced turn in line 42. In the subsequent line, SAR displays agreement with MEG's problematization using a compliance token (huhu). Then, MEG continues her elaboration using a turn-initial hesitation marker (um::) in line 44. After 0.6 seconds of silence, she takes the floor again (which-) in line 46 but cuts off and self-repairs in line 48 (what time (.) we should give (.) t- ten minutes) which is related to the time considerations. In line 50, she uses a turn-initial uncertainty marker (i don't know) and further problematizes (it's too high) and initiates a justification sequence (because) in the same line. In the subsequent line, she goes on to provide justification by displaying disciplinary knowledge (it's pre listening). After 0.6 seconds of gap, in line 53, MEG proposes a suggestion in relation to the problem using an inclusive language (we can change (.) these questions) and repeats the suggestion (more simply one) in line 55. Then, in line 58, she starts to provide an example as a question to be used in the activity using "for instance". In line 60, she uses a prolonged minimal response token (uhmm::) as a way of gaining time so that she can think about a candidate example. In line 62, she initiates an assessment sequence about the applicability of the second question of the activity (second question can be) which she continues in line 65 (apply). In the same line, she starts to read the second question of the activity (↑what are the important stages). In line 67, MEG starts to 'pre-enact' (Leyland, 2016) the implementation of the activity as a way of expressing how students would answer the question in the real lesson (one of them speak the one (.) stage). MEG's pre-enactment of the activity continues in line 69 (and the other then (.) talk about the other one). Then, she refers back to the first question of the activity, which she problematized earlier, and using a contrastive marker, she initiates an assessment sequence ([but the first question) which is acknowledged by ECE in her overlapping turn. In line 74, MEG continues her assessment on the first question in terms of the applicability in the lesson (not (.) suitable). After 2.4 seconds of silence, SAR takes the floor and displays an explicit agreement ([yes i agree). In an overlapping

fashion, ECE takes the floor in line 77 and makes an additional suggestion about using another question instead of the problematic one with a turn-initial mitigation device (maybe what kind of things). In line 79, she continues her suggestion (do you know about atatürk↓). In line 81, she makes an assessment on the suggestion she proposes (is simple=) in terms of the complexity of the question. In a latching manner, MEG receipts this suggestion in the next line with two acknowledgement tokens (yes yes). Then, in line 84, MEG starts to make an additional suggestion to be used in the activity using a turn-initial mitigation device (maybe they can (.) answer just one (.) word describe). In the subsequent line, she continues her suggestion by providing candidate answers at the same time (>atatürk's life< for instance emazing, magnicifent, impressive). After 0.9 seconds of silence, ECE takes the floor in line 88 and summarizes MEG's suggestion by naming the question (Greer & Leyland, 2018) (features of atatürk). Finally, the interaction ends with MEG's acknowledgement in line 90 and with all participants on the same page (Stivers, 2008).

The extract analyzed above might be examined in two parts. In the first part, there is a topicalization with one of the PSTs reading the instructions on the screen which is followed by a problematization regarding the activity in terms of the quantity of the questions. In other words, there is an immediate problematization which is stated right after the topicalization sequence. The first part is completed once there is a mutual agreement on the problem. The agreement on the problem is managed by repeating the problematic part (are not enough).

The second part of the extract, on the other hand, is centered upon proposing suggestions in accordance with the problematization. In this sense, the first suggestion comes in a mitigated way using an inclusive pronoun "we" as a way of inviting the co-participants to engage in joint decision-making (Stevanovic, 2013). This first suggestion is related to the type of questions (another questions) in relation to the problem (not enough questions). Following the suggestion, the justification is proposed through displaying

disciplinary knowledge (activating their background knowledge). At this point, it should also be noted that the PSTs use the pronoun “their” to refer to the students. After agreement sequences, another suggestion is proposed with regard to the complexity of the questions. Interestingly, this suggestion (asking more simple questions) is not directly related to the problem which indicates that the PSTs might also discuss other relevant problems and suggestions during the decision-making process. The rationale is provided by making a negative assessment on one of the questions in the activity (too long). “Too long” here refers to the time issues (what time we should give ten minutes i don't know). At this point, the PST who makes the suggestion displays disciplinary knowledge again (it’s too high because it’s pre listening). In this sense, it might be asserted that the PSTs have an expectation in that the discussion questions in the pre-listening stage should not take long for students to answer. In parallel with this, the suggestion is changing the questions into more simple ones so that they will not take much time to answer. At this point, the PST who makes the suggestion refers to one of the questions of the activity and assesses it in terms of its applicability in the lesson. In doing so, she ‘pre-enacts’ (Leyland, 2016) the activity as a way of simulating how students would answer the questions in the real lesson. Once a common agreement is established on the problematic question, suggestions are proposed with regard to the alternative questions to be used instead of the problematic one. On a final note, the PSTs use mitigation device “maybe” while proposing alternatives which might be related to the collaborative nature of the talk. Since this decision-making process is collaborative, they open up space for the other PSTs to agree or disagree on the proposals as well as to further problematize the activities.

In the second extract presented below, the PSTs have an interaction about a discussion activity that is similar to the one in the first extract. The activity is in the same lesson plan as in the first extract and it involves two questions that require students to work in groups. The interaction begins with SAR’s topicalization.

Extract 2. warm-up
Length: 00:01:02

```
01 SAR:  *work in groups discuss the questions
         *----------------------------------1> line 04
     1:  reads the instructions on the screen
02       and↑ find as many answer as possible (.) .hhh (.)
03       then (.) merge your group with another one
04       and compare your answers↓* .hhh
          ------------------------>*
05       (2.0)
06 ECE:  i think this activity should have
07       (0.5)
08 ECE:  er: used in warm-up activity↓
09       (3.3)
10 SAR:  °warm-up activity°
11       (0.9)
12 SAR:  yes (.) it [would be-
13 ECE:             [so↑
14 SAR:  [((inaudible)) question (.) yes
15 MEG:  [YES YES
16       (1.2)
17 MEG:  huhu
18       (1.9)
19 MEG:  rather than the (.) conclusion
20       (0.3)
21 MEG:  part
22       (1.0)
23 MEG:  it can be add the warm-up
24       (0.8)
25 MEG:  [we can-
26 ECE:  [yes
27       (.)
28 MEG:  ask some questions about atatürk=
29 ECE:  =we- we can use er:: this activity
30       beginning of the (.) lesson
31       (0.4)
32 MEG:  huhu
33       (3.0)
34 MEG:  [this questions
35 ECE:  [and we can-
36 MEG:  is also about the video
37       (0.9)
38 MEG:  [the first part
```

39 ECE: [yeah↑ we can add the- extend the questions
40 (1.1)
41 ECE: number of questions
42 (0.4)
43 MEG: huhu
44 (1.3)
45 SAR: °huhu°

Extract 2 begins with SAR's topicalization which is accomplished through reading the instructions aloud between the lines 01-04. After 2.0 seconds of gap in line 05, ECE takes the turn and initiates a problematization using a turn-initial epistemic stance marker (i think this activity should have) in line 06. She continues her problematization regarding the place of the activity in the lesson plan (er: used in warm-up activity↓) in line 08. Following 3.3. seconds of silence, which provides space for the other PSTs to assess the problematization, SAR takes the floor in line 10 and repeats one part of the problematization (°warm-up activity°) which indicates that she is assessing the problem. Then, after 0.9 seconds of silence in the following line, SAR shows agreement with ECE's problematization (yes). Upon a brief pause, she attempts to make an assessment in the same line (it [would be-) which is cut off by ECE's *so*-prefaced overlapping turn in which she attempts to explain the rationale behind her problematization. Then, in line 14, SAR goes on to finish her attempt of making a suggestion which is not audible enough due to the overlap. Again, in an overlapping fashion, in line 15, MEG takes the floor and displays agreement in a louder way using two acknowledgment tokens (YES YES) in line 15. After 1.2 seconds of silence in line 16, MEG uses another acknowledgment token (huhu) in order to show agreement with SAR's previous turns. Following 1.9 seconds of silence, MEG takes the turn again in line 19, and starts to rephrase ECE's problematization (rather than the (.) conclusion (.) part) and continues in line 21 (it can be add the warm-up). This indicates that there is a common agreement on the problem. After 1.0 seconds of silence, MEG takes the floor again in line 23 using an inclusive language (we can-) which is an indicator of an upcoming suggestion. However,

ECE cuts off the turn in the next line with her acknowledgment token (yes) displaying agreement with MEG's rephrasing of the problem. Upon a brief pause in line 27, MEG continues her turn in line 28 and proffers a suggestion with regard to the quantity of the questions in the activity (ask some questions about atatürk=). Then, in a latching turn, ECE repeats her previous problematization by using an inclusive language as a way of opening space for the others (we- we can use er::: this activity beginning of the lesson) in lines 29 and 30 and it is accepted by MEG in line 32 (huhu). After 0.4 seconds of silence in line 31, MEG takes the floor again and provides a justification for the problematization regarding the questions of the activity (this questions) which is cut off by ECE's *and*-initiated turn in which she attempts to make an additional suggestion (we can-). However, before ECE finishes her suggestion, in line 36, MEG continues her justification by making a reference to a video used earlier in the lesson plan (is also about the video) and finishes her justification in line 38 ([the first part). First acknowledging the receipt with an agreement token (yes), ECE continues her attempt of proffering an additional suggestion using an inclusive language again in the same line (we can add the- extend the questions) and in line 41 (number of questions) with regard to the quantity of the questions in the activity. After 0.4 seconds of gap, MEG displays agreement (huhu) with ECE's suggestion in line 43 and following 1.3 seconds of silence, SAR also shows agreement in a quieter manner (°huhu°). This way, the interaction ends with the participants being on the same page (Stivers, 2008).

In the second extract of the chapter analyzed above, the pre-service teachers have an interaction about a discussion activity similar to the one in the first extract. It is possible to examine the extract in two parts. In the first part, the problem regarding the activity is delivered immediately following the topicalization. The problematization is about the place of the activity which is at the end of the lesson plan. Since it's a discussion activity which includes questions related to the video in the warm-up section, the PSTs propose that this activity should be in the warm-up part rather than the conclusion part. After a mutual

agreement is maintained, the second part of the extract begins with the suggestions proposed related to the problem. The first suggestion is proposed in line with the problem (using the activity at the beginning of the lesson). The suggestion is followed by a justification sequence (the questions are also about the video in the first part) as in the first extract. In addition to this suggestion, an additional suggestion is also proposed in terms of the quantity of the questions in the activity. Again, this suggestion is the same as one of the suggestions in the first extract. In this sense, it might be stated that PSTs expect more questions in such discussion activities. This is interesting in that it is not directly linked with the problem which is the place of the activity in the lesson. Rather, it seems like a 'side suggestion' is proposed in addition to the main suggestion which is similar to the case in the first extract. Ultimately, the decision-making process is finalized once all the participants agree on the problem and the suggestion.

The next extract is based on a discussion activity which comes from the theme "quality education". The activity requires the students to work in pairs by asking questions to one another using "why" regarding the things that surprise them about the infographic in the appendix. The infographic includes a comparison of the American education system in years 1968 and 2018. As usual, the extract begins with SAR's topicalization, and she reads the instructions aloud.

Extract 3. breakout rooms
Length: 00:01:06

```
01 SAR:  *part three
         *--------1> line 08
      1: reads the instructions on the screen
02       (0.7)
03 SAR:  work in pairs (.) and discuss
04       what information surprised to you and the most
05       in the (.) infographic ask your friend
06       why question to make
07       (0.6)
08 SAR:  him or her give more detail about the answers↓*
         ------------------------------------------>*
09       (0.9)
```

10 MEG: huuu::
11 (3.3)
12 SAR: errm::
13 (4.4)
14 SAR: ask your friends
15 (1.1)
16 SAR: maybe make (.) its harder to
17 (1.0)
18 SAR: er: communicate to each other
19 (0.7)
20 SAR: to online
21 (2.1)
22 MEG: °huuu:°
23 (0.8)
24 MEG: yes
25 (1.7)
26 MEG: [maybe we can-
27 ECE: [maybe we can use breakout rooms
28 MEG: yes↑ in the breakout room it can be applicable
29 (1.0)
30 MEG: also (.) they can use another question marks
31 (0.8)
32 MEG: rather than why
33 (1.7)
34 MEG: they can ask (.) another things because their level is
35 (0.9)
36 MEG: high
38 (1.7)
39 MEG: so↑
40 (0.9)
41 ECE: yeah maybe
42 MEG: <yeah>

The interaction begins with SAR's topicalization in which she reads the instructions aloud in lines 01-08. Then, upon 0.9 seconds of silence in line 09, MEG takes the floor by using a prolonged minimal response token (huuu::) in line 10 which shows that she is assessing the activity. In line 11, there is a 3.3 seconds of gap which provides space for the PSTs to assess the activity as well. Afterwards, SAR initiates a turn using an extended turn-initial hesitation marker (errm::) in line 12 which shows her attempt of projecting an explanation. After 4.4 seconds of silence, in line 14, SAR initiates a problematization (ask

your friends) which she continues in line 16 and proffers a negative assessment at the same time (maybe make its harder to). After 1.0 seconds of silence, she goes on to problematize the activity using a turn-initial hesitation marker (er: communicate to each other) and finishes her problematization in line 20 (to online) which shows that the problematization is related to the applicability of the activity in the online setting. Following 2.1 seconds of silence, in line 22, MEG takes the floor with a prolonged minimal response token she utters in a quieter way (°huuu:°) and displays agreement with SAR's problematization with her compliance token (yes) in line 24. Then, she attempts to proffer a suggestion in line 26 in a mitigated way using an inclusive language ([maybe we can-) which is cut-off by ECE's overlapping turn starting with a turn-initial mitigation device to proffer a suggestion with regard to a feature that is used in online settings (maybe we can use breakout rooms). In line 28, MEG displays agreement with this suggestion (yes↑) and launches a related assessment (in the breakout room it can be applicable). Then, after 1.0 seconds of silence, in line 30, MEG continues her suggestion (also they can use another question marks) which is related to the content of the activity. She goes on to elaborate on her suggestion (rather than why) in line 32. Then, in line 34, MEG starts to explain the rationale behind her suggestion by making a reference to the student profile in terms of the level of the students (they can ask (.) another things because their level is). She continues her explanation by making an assessment (high) in line 36. In line 39, she initiates a *so*-prefaced turn followed by 0.9 seconds of silence which provides space for the other PSTs to show agreement or disagreement with her suggestion. Then, in line 41, ECE displays a mitigated agreement (yeah maybe). Lastly, the interaction ends with MEG's sequence closing turn in a slower pace (<yeah>).

The problematization discussed in the third extract presented above is related to the applicability of a pair work discussion activity in an online setting. Similar to the first two extracts, the problem is launched immediately after the topicalization. Since the activity

requires the students to ask questions to one another, the PSTs put forward that it's hard for the students to communicate with each other in the online setting. They also assume that the students should be face-to-face for such an activity. In line with the problematization, the suggestion is proposed in terms of using a feature specific to the online meetings (using breakout rooms) which is a common practice for online lessons especially for such discussion activities. In addition to the suggestion related to the problem, the PSTs discuss another suggestion for the activity which is related to the content of the activity and thus to another problem the suggestion displays. This 'side suggestion' is adding other question marks in addition to -why. In doing so, they 'pre-enact' the activity (Leyland, 2016) in a similar way to the first extract. At this point, they use the pronoun 'they' to refer to the students as in the first two extracts. The justification for the side suggestion is maintained with reference to the level of the students (their level is high) which indicates that the student profile has a significant impact on the decision-making process as well as the assumptions on teachers' minds with regard to what students can do.

The last extract of this collection is based on an interaction regarding a discussion activity in the warm-up stage of the lesson. The activity includes one discussion question, one video which requires students to find certain information and there is a black and white picture related to the topic. Unlike the previous extracts in which SAR introduces the activities by reading the instructions, extract 4 starts with ECE's topicalization.

Extract 4. more colorful
Length: 00:00:32

```
01 ECE:  in the warm-up stage↑
02       (2.4)
03 ECE:  there is just one question i guess↓
04       (1.8)
05 MEG:  yes
06       (1.8)
07 SAR:  ((clears throat)) also one
08       (1.2)
09 SAR:  video=
10 ECE:  =and there is a video=
```

11 MEG: =huhu
12 (0.9)
13 SAR: ((clears throat)) °yeah°
14 (0.6)
15 ECE: actually↑ i don't like the photo
16 (0.8)
17 ECE: very much
18 MEG: yeah it might be (.) more colorful↓
19 (0.3)
20 SAR: yeah
21 (0.8)
22 ECE: yes i think so

The last extract of this section begins with ECE's topicalization in lines 01-03. In line 01, she situates the activity in the lesson (in the warm-up stage↑) and starts to describe the activity finishing the line with a turn-final mitigation device (there is just one question i guess↓). After 1.8 seconds of silence in line 04, MEG takes the floor with a compliance token (yes). Following another 1.8 seconds of silence, SAR takes the floor by clearing her throat which signals her upcoming turn. Then, she makes an addition to the description of the activity regarding another component of the activity starting in the same line (also one) which she continues in line 09 (video). In her *and*-prefaced latching turn, in line 10, ECE repeats SAR's description (=and [there is a video=) which ends the collaborative topicalization part. In another latching turn, in line 11, MEG takes the floor in line 07 with her compliance token (huhu). After the topicalization part is complete, ECE takes the floor with a turn-initial contrastive marker (actually) which is the indicator of the upcoming problematization. Then, in the same line, ECE initiates a problematization by making a negative assessment (i don't like the photo) regarding the visual used in the activity which is in black and white. She goes on to problematize the visual of the activity by upgrading her assessment (Pomerantz, 1984) (very much) in line 17 which is acknowledged by MEG (yeah) in the subsequent line in which she proffers a mitigated suggestion (it might be (.) more colorful↓) in the same line. After 0.3 seconds

of silence, in line 20, SAR displays agreement (`yeah`). Then, ECE provides an affirmative response (`yes i think so`) which ends the interaction when the participants are on the same page (Stivers, 2008) with regard to the visual used in the activity.

Unlike the previous extracts in this section, the extract analyzed above does not start with a typical topicalization part. In the previous extracts, the PSTs read the instructions part of the activity as a topicalization. On the other hand, the activity is collaboratively described in the topicalization part of this one which might be related to the institutional setting. The problematization is launched immediately after the topicalization sequences are complete. Even though the topicalization is related to the questions and the video, the problematization is about a visual used in the activity. It should be noted that the visual in the activity is in black and white form. The problematic parts in the previous extracts in the section are related to either the content or the applicability of the activity in the online setting. However, the problem in this one is related to a visual used in the activity. Another thing to note, the activity does not require the students to do something using the visual. This problematization indicates that the PSTs might also put importance on the visuals in the activities even though they are not a part of the implementation of the activity. In this respect, the suggestion proposed is related to using a more colorful picture. Therefore, it is possible to state that PSTs tend to prefer more colorful pictures in the activities.

Overall, the close examination of the four extracts presented above shows that the problems related to the activities might be delivered immediately following the topicalization parts.

In the second section of the chapter below, four representative extracts for delayed problematization is presented.

Delayed Problematization

The second collection of the dataset is based on the delayed problematization which is accomplished in different ways. The extracts in this section begin with a topicalization part in the same way as in the extracts in the previous section. However, unlike the previous

section, the problematization regarding the activities is not launched right after the topicalization. Instead, the problems are proposed upon an agreement, after a positive assessment, in a mitigated way or using questions as a way of laying the ground for the upcoming problem. In line with this, this section focuses on the following: pre-problematization agreement, pre-problematization positive assessment, pre-problematization mitigation, and pre-problematization question sequences.

The first representative extract of the section comes from agreement followed by problematization which means that after the usual topicalization part, there is an agreement which is followed by problematization related to the activity.

Pre-problematization Agreement

In the following extract, the pre-service teachers discuss the applicability of an activity, namely Chinese whispers, for the online lessons. Prior to the beginning of the extract, SAR shares her screen, and the extract begins with her topicalization, and she reads the instructions aloud.

Extract 5. Chinese whispers
Length: 00:01:45

```
01 SAR:  *chinese whispers↑ divide the classroom↓ in two groups
         *reads the instructions on the screen----------------> line 09
02       (0.5)
03 SAR:  arrange the teams in lines (.) whisper the words phrases
04       sentences to first students in line and make sure
05       students continue doing
06       (0.5)
07 SAR:  so until the last student
08       (2.0)
09 SAR:   er:: writes the word phrase sentence on the board↓*
          ------------------------------------------------>*
10       (4.1)
11 SAR:  maybe
12       (0.3)
13 SAR:  er: teacher
14       (0.4)
15 SAR:  can open the-
```

16 (0.2)
17 SAR: window er (.) white board↓
18 (0.7)
19 SAR: [students can write
20 MEG: [huhu
21 (0.5)
22 SAR: their sentence↓
23 (0.4)
24 MEG: but
25 (0.3)
26 MEG: no↑
27 (0.5)
28 MEG: i think↑ this part
29 (1.7)
30 MEG: cannot
31 (1.4)
32 MEG: use (.) for the online education because
33 (0.4)
34 MEG: students should be (.) must be
35 (0.2)
36 MEG: face-to-face
37 (0.6)
38 MEG: so↑
39 (0.3)
40 MEG: they can play↑
41 (0.4)
42 MEG: kulaktan kulağa game↓
chinese whispers
43 (3.1)
44 MEG: now↑ i'm thinking
45 (0.3)
46 MEG: how they- (.) how we can
47 (1.2)
48 MEG: arrange
49 (0.6)
50 MEG: this activity for the online education
51 (1.4)
52 MEG: i don't know↓
53 (1.9)
54 MEG: because↑
55 (0.5)
56 MEG: they should be
57 (1.6)
58 MEG: altogether

59 (0.5)
60 MEG: in the class↓
61 so↑ we did the same thing
62 (.)
63 MEG: same activity today↑
64 (0.6)
65 MEG: for the education class↓
66 (2.0)
67 MEG: for the-
68 (0.2)
69 MEG: english literaure
70 (1.0)
71 MEG: class (.) yes↑
72 (0.7)
73 ECE: huhu=
74 MEG: =and (.) no↓
75 we cannot apply
76 (0.3)
77 MEG: it
78 (0.8)
79 MEG: for the online education↓
80 (1.2)
81 MEG: we-
82 (0.3)
83 MEG: we should↑
84 (0.2)
85 MEG: delete (.) this part↓
86 (1.3)
87 MEG: we can add (.) some other activities↓
88 (1.4)
89 ECE: yeah it won't
90 (0.5)
91 ECE: probably
92 (0.5)
93 ECE: work↓
94 (1.3)
95 ECE: in online education↓

The extract starts with SAR's topicalization in lines 01-09. She reads aloud the instructions of the activity on the screen. Following 4.1 seconds of gap, which provides space for the PSTs to assess the activity, SAR takes the floor in line 11 using a turn-initial mitigation device (maybe). Then, in line 13, she uses an elongated turn-initial hesitation

marker (er: teacher) and starts to make a suggestion. She continues her suggestion in line 15 (can open the) and finishes in line 17 (window er white board) which is related to the implementation of the activity in the online lesson. In doing so, she makes a reference to a feature related to the online setting (opening white board). After 0.7 seconds of silence, in line 19, she starts to elaborate on her suggestion ([students can write) which is cut off by MEG's overlapping turn in which she displays agreement (huhu) with SAR's suggestions. Following 0.4 seconds of gap, SAR takes the floor in line 22, and completes her elaboration on the suggestion (their sentence↓). In line 24, MEG takes the turn with a contrastive marker (but) which lays the ground for her upcoming problematization. Then, in line 26, she uses a disagreement marker (no↑). Upon 0.4 seconds of gap, using an epistemic stance marker (i think↑), she initiates the problematization of the activity (this part) in the same line. In line 30, she uses a strong modal verb (cannot) in order to emphasize the degree of the problem. She goes on to problematize (use (.) for the online education) in line 32 and finishes the line by laying the ground for her upcoming justification for the problematization (because). In line 34, she starts to explain the rationale behind her problematization and self-repairs by making an upgraded assessment (Pomerantz, 1984) using a stronger modal verb (students should be (.) must be) as a way of emphasizing the importance of the problematic part. Then, in line 36, she continues to explain her justification (face-to-face) which shows that it is related to the mode of delivery of the lesson. After 0.6 seconds of silence, MEG takes the floor again with a turn-initial marker (so↑) in line 38 and wraps up the justification part (they can play↑) starting with line 40 and finishes it in line 42 (kulaktan kulağa game↓). Upon 3.1 seconds of gap, MEG takes the floor in line 44, and expresses that she is thinking aloud for a possible alternative or a suggestion for the implementation of the activity (now↑ i'm thinking). She continues her turn in line 46 and invites the other PSTs to engage in joint decision-making (Stevanovic, 2013) and self-repairs at the same time by changing the pronoun she uses (how they- (.) how we

can). She continues her attempt of opening space in line 48 (arrange) and line 50 (this activity for the online education) with regard to the implementation of the activity. After 1.4 seconds of silence, she takes the floor again with a turn-initial hesitation marker (i don't know↓) which is another attempt of opening space to the other PSTs. Following 1.9 seconds of gap, MEG takes the turn again in line 54 and starts to repeat the rationale behind the problematization (because↑) which she continues between lines 56-60. (they should be altogether in the class). In these subsequent turns, she emphasizes on the need to be face-to-face for the implementation of the game in the activity. In line 61, she starts to make a reference to an activity implementation that took place in their undergraduate course using a turn-initial marker (so↑ we did the same thing). She goes on to refer back to their undergraduate course in line 63 (same activity today), and line 65 (for the education class↓). From line 67 onwards, she starts to self-repair (for the-) by replacing the name of the course with another one. In line 69, she recalls the name of the course (english literature) and finishes this "reference" part (class (.) yes↑). MEG's extended turns on the repetition of the problem and using their experience back in one of their undergraduate courses to emphasize the problem is acknowledged by ECE (huhu=) in line 73. In a latching manner, MEG takes the floor in line 74 with her *and*-prefaced turn and uses a disagreement marker (no↓). Then, in the next line, she states the final decision on the activity (we cannot apply) in a definite manner. She continues to express the decision in lines 77 (it) and 79 (for the online education↓). In line 81, she starts to proffer a suggestion using an inclusive pronoun (we-) and continues in line 83 (we should↑) and line 85 (delete (.) this part↓). In line 87, MEG proffers an additional suggestion (we can add (.) some other activities↓). These suggestions are acknowledged by ECE (yeah) who takes the floor in line 89 after 1.4 seconds of silence. In the same line, she starts to make an assessment with regard to the implementation of the activity in a definite manner (it won't). However, she makes a transition into a mitigated way (probably) in line 91 and continues her

assessment in line 93 (work) and line 95 (in online education↓) which finalizes the interaction.

Extract 5 can be examined in three parts. The first part follows this sequential organization: topicalization, suggestion, and agreement. After the typical topicalization part, the PST who has read the instructions proffers a suggestion related to the implementation of the activity which involves using a feature that is specific to the online setting (white board) which is accepted by MEG in the first place. On the other hand, the second part of the extract starts with MEG's disagreement on the suggestion. This part is structured as follows: disagreement, problematization, and opening space for offering alternatives. Following her disagreement with SAR's suggestion on the implementation of the activity, MEG problematizes the activity pointing out that it cannot be applied in online education. Then, she uses an inclusive language in order for the other PSTs to contribute to the discussion. At this point, MEG self-repairs by replacing the pronoun "they" with the pronoun "we" as a way of including the other PSTs. Here, the pronoun "they" refers to the students whereas "we" refers to the teachers (or pre-service teachers in this case). Besides, she makes a reference to her experiences in an undergraduate course. It should be noted that "education class" refers to one of the pedagogical formation courses they take, and "English literature" is one of the mandatory courses in the ELT program. This reference part shows that she strongly believes that the activity cannot be applied in the online lesson since she bases her claim on her experiences. In fact, the experience is quite fresh as understood from the word "today". In short, MEG knows how the activity "Chinese whispers" works in a face-to-face setting by her experience that took place earlier that day. Therefore, she has kind of an insisting attitude in that the activity cannot be implemented in the online setting. MEG's subsequent turns starting with line 34 also show that she considers the game in the activity as a kind of game to be played face-to-face and she emphasizes this aspect of the game by using a strong modal verb (must).

The last part of the extract starts with agreement on the problematization, and it goes on with the suggestions offered. Upon strongly opposing the idea that the activity can be implemented in an online setting, MEG suggests deleting the activity and adding other activities which is accepted by ECE in a mitigated way at the end of the interaction. In sum, the problematization in this extract is not immediately stated as in the instances in the previous section. Instead, an agreement sequence is inserted before the problematization as a delaying mechanism.

Pre-problematization Positive Assessment

The problematization in this section is delivered after a positive assessment related to the activities. Since this collection has the highest number of instances, two extracts are presented in this section. In the extract to follow, the PSTs discuss a reading activity from the theme 'clean energy'. The activity involves one reading text about the topic and five multiple choice questions related to the text. The interaction begins with SAR's showing the text on the screen.

Extract 6. long text
Length: 00:01:11

```
01 SAR:  *this is the text
         *-------------1> line 07
     1:  shows the text on the screen
02       (2.5)
03 MEG:  huhu
04       (3.6)
05 SAR:  an:d
06       (6.1)
07 MEG:  can you come to questions↑*
   sar   ------------------------->*
08       *(6.7)*
   sar:  *--2--*
      2: scrolls down to the questions
09 SAR:  *here the question↓*
         *---------3--------*
     3: shows the questions on the screen
10       (.)
```

11 MEG: huu::↑
12 (0.7)
13 MEG: advantages of clear energy↑
14 (1.5)
15 MEG: differ from solar and wind↓
16 (1.2)
17 MEG: huu:
18 (1.9)
19 MEG: okay↑
20 (0.6)
21 MEG: actually↑ (.) this questions (.) are <u>good</u>
22 <u>but</u> they are <u>not</u> enough for the-
23 (0.8)
24 MEG: check the comprehension
25 (0.5)
26 MEG: to the students
27 (0.7)
28 MEG: so↑ (.) we can add
29 (1.5)
30 MEG: more questions here
31 (0.6)
32 MEG: more multiple question and also-
33 (0.9)
34 MEG: so can we add true false question↑
35 (1.6)
36 MEG: [so↑ five questions
37 ECE: [yeah
38 (0.7)
39 MEG: yes aren't enough to check comprehension
40 because the text is really long
41 (0.9)
42 ECE: yes text er: was in more detail↓
43 (3.0)
44 MEG: yes↓

Extract 6 starts with SAR's topicalization. She shows the text in the activity on the screen in lines 01-07. Afterwards, MEG takes the floor in line 07 and makes a request (can you come to questions↑). Following this request, SAR shows the questions of the activity in line 09. Then, MEG takes the floor again with an elongated minimal response token (huu::↑) in line 11 which shows that she is assessing the activity. Upon 0.7 seconds of silence, MEG starts to read some words she selects from the questions in line 13

(advantages of clear energy↑). She continues to read some words (differ from solar and wind↓) in line 15. Then, she takes the floor again with another elongated minimal response token (huu:) in line 17. In line 19, using a transitional marker (okay↑), MEG takes the turn again. Following 0.6 seconds of silence in line 20, MEG produces a turn-entry device (actually↑) and proffers a positive assessment (this questions are good) regarding the questions of the activity. She holds the turn in the next line and uses a contrastive marker (but) which signals an upcoming problematization. In the same line, she starts to problematize the activity by making a negative assessment at the same time (they are not enough for the-) with regard to the quantity of the questions in the activity. Then, she elaborates on the problematization in line 24 (check the comprehension). She finishes the problematization in line 26 (to the students). Then, she uses a turn-initial marker (so↑) and after a brief pause, starts to proffer a suggestion using an inclusive language (we can add) in line 28. After 1.5 seconds of gap, in line 30, MEG continues her suggestion (more questions here) which is related to the quantity of the questions. In line 32, MEG self-repairs by inserting another word (multiple) which is in relation to the type of questions. In the same line, she goes on to build on her suggestion but cuts off the turn (and also-). Upon 0.9 seconds of silence in the next line, MEG proffers another suggestion (so can we add true-false questions) with regard to the type of the question. In line 36, she starts to wrap up the problematic part using a turn-initial marker (so↑ five questions). In an overlapping turn, in the next line, ECE takes the floor and displays agreement ([yeah). After 0.7 seconds of silence in line 38, MEG takes the turn again and continues her wrapping up (yes aren't enough to check comprehension). In line 40, she makes an assessment in relation to the text (because the text is really long) as a way of expressing the rationale. This is acknowledged (yes) by ECE in line 42 and she makes a similar assessment regarding the text (text er: was in more detail). Lastly, following 3.0 seconds of silence in line 43, the interaction ends with MEG's agreement token (yes↓).

Typically, the previous extracts begin with an introductory part in which one of the PSTs read the instructions on the screen. However, unlike the other extracts presented above, the PSTs do not read the instructions of the activity in this one. Instead, the PST who shares screen (SAR) shows the text of the reading activity. Then, one of the other PSTs (MEG) makes a request in order to see the questions of the activity. This is particularly interesting since this interaction is peculiar to the online setting. If it was a face-to-face interaction, all the participants would have had access to the material.

The second part of the extract is dominated by MEG's turns. She holds the floor between lines 11 and 36. Even though there are gaps that provides space for the others to take the floor, the other PSTs do not take the floor. Therefore, MEG problematizes the activity and offers suggestions. The problematization is delivered following a positive assessment regarding the questions of the activity. Before she positively assesses the activity, MEG reads some words from the questions which is the indicator of her attempt of gaining time to assess the activity. Then, she problematizes the activity in terms of the quantity of the questions and the suggestion she proposes (adding more multiple questions) is in parallel with the problematization. The word "multiple" here refers to the multiple-choice questions. Relatedly, she proposes an additional suggestion (adding true-false questions) which works as a 'side suggestion' as in some of the previous extracts. Later in the extract, she provides the justification (the text is really long) behind the problem and suggestions. MEG's problematization and the suggestions followed might be related to her teaching beliefs in that she believes that if the text is long, there should be a variety of questions in order to check comprehension.

The next extract of this section comes from the first activity of a reading lesson which requires students to fill in the table by asking the questions to their classmates. The interactions on this activity start with MEG's request from one of the PSTs on reading the instructions.

Extract 7. bodily-kinesthetic learners
Length: 00:01:21

```
01 MEG:  can you read↑
02       (1.6)
03 SAR:  *survey move around the classroom
         *--------------------------------> line 18
      1: reads the instructions on the screen
04       to ask the following question to
05       different classmate↓
06       (0.7)
07 SAR:  write your friends names (.) in columns
08       (0.6)
09 SAR:  one
10       (0.2)
11 SAR:  or five
12       (0.2)
13 SAR:  a-
14       (0.2)
15 SAR:  ask them the question about video games
16       and write their answers to the charts
17       (0.9)
18 SAR:  write an extra question in the last row↓*
         ---------------------------------------->
19       (1.5)
20 SAR:  huu:↓
21       (3.9)
22 MEG:  i also really like this part but
23       (2.2)
24 MEG:  for the-
25       (0.6)
26 MEG:  face-to-face education
27       (0.8)
28 MEG:  it's
29       (0.5)
30 MEG:  perfect↓
31       (1.6)
32 MEG:  perfect because .hh
33       (0.5)
34 MEG:  er:: they are
35       (0.9)
36 MEG:  moving
37       (1.0)
38 MEG:  [for the-
```

39 ECE: [huhu
40 MEG: bodily-kinesthetic learners
41 (0.3)
42 MEG: it's
43 (0.8)
44 MEG: really good↓
45 (1.3)
46 MEG: .hh and also >they are speaking each other<
47 >they are writing the answers<
48 (0.4)
49 MEG: i really like
50 (0.5)
51 MEG: for the face-to-face↓
52 (0.5)
53 MEG: but↑
54 (0.3)
55 MEG: when we comes to online education↑
56 (0.9)
57 MEG: maybe we can change some-
58 (1.9)
59 MEG: parts
60 (0.5)
61 MEG: not parts maybe they can
62 (0.5)
63 MEG: do
64 (0.8)
65 MEG: this activity
66 (0.3)
67 MEG: in the [breakout rooms
68 ECE: [huhu
69 MEG: group of
70 (0.6)
71 MEG: two
72 (0.4)
73 MEG: three
74 (0.9)
75 SAR: [huhu
76 ECE: [huhu
77 (0.6)
78 MEG: i'm not sure
79 (1.1)
80 MEG: so↑
81 (1.1)
82 MEG: just they can speak and they can write

83 (0.7)
84 MEG: yeah↓
85 (1.3)
86 MEG: it's work again↓

The extract begins with MEG's request (can you read↑) in line 01. Upon this request, SAR reads the instructions of the activity starting with line 03. She finishes reading the instructions in line 18 which completes the topicalization part. Then, SAR produces an elongated minimal response token (huu:↓) in line 21 which indicates that she is assessing the activity. Following 3.9 seconds of silence, MEG takes the floor and proffers a positive assessment about the activity (i also really like this part) in line 22 and finishes the line with a turn-final contrastive marker (but). In line 24, she starts to elaborate on her assessment (for the-). She continues her elaboration (face-to-face education) in line 26 which is related to the implementation of the activity. Then, she launches an additional positive assessment (it's perfect) between lines 28-30. In line 32, MEG takes the floor again and begins to explain the rationale behind her assessment by first repeating the assessment (perfect because). She continues her explanation in line 34 starting with a turn-initial hesitation marker (er::) and makes a reference to the implementation of the activity in the real classroom environment (they are) which she continues in line 36 (moving). Upon 1.0 seconds of gap, MEG initiates another positive assessment sequence (for the-) which is cut off by ECE's overlapping turn in which she displays acknowledgment (huhu). Then, MEG continues her assessment on the activity displaying disciplinary knowledge in terms of learner styles at the same time (bodily-kinesthetic learners) in line 40. She finishes her assessment (it's really good) between lines 42-44. In line 46, in her *and*-initiated turn, MEG elaborates on her assessment regarding the implementation of the activity (>they are speaking each other<). In the subsequent line, she continues to elaborate on her assessment (>they are writing the answers<). Following 0.4 seconds of silence, MEG wraps up her assessment (i really like) in line 49 and continues in line 51 (for the face-to-face). Then, upon

0.5 seconds of gap, MEG takes the floor again in line 53 and initiates a problematization using a turn initial contrastive marker (but). She continues her problematization with regard to the mode of delivery of the activity (when we comes to online education) in line 55. She further problematizes the activity by making a suggestion at the same time using a turn-initial mitigation marker (maybe we can change some-) in line 57. She completes her problematization (parts) in line 59. After 0.5 seconds of gap, MEG self-repairs (not parts) in line 61 and starts to proffer a suggestion in a mitigated way (maybe they can) in the same line. Then, she continues her suggestion in terms of using a tool that is peculiar to the online setting (do this activity in the breakout rooms) between lines 63 and 67. In her overlapping turn, ECE displays agreement (huhu) in line 68. In the following line, MEG elaborates on her suggestion with regard to the implementation of the activity in the online setting (group of). She continues her explanation which is related to the number of the students in the groups (two or three) between lines 71 and 73. This suggestion is acknowledged by both SAR and ECE in their overlapping turns in lines 75 and 76. Following 0.6 seconds of gap, MEG takes the floor with a hesitation marker (i'm not sure). Then, in line 80, MEG produces a turn initial marker (so↑) and in line 82, she 'pre-enacts' the activity (Leyland, 2016) (just they can speak and they can write) as a way of indicating how it would be implemented in the real lesson. Finally, she produces a sequence closing token (yeah↓) and finishes the interaction by making a final assessment on the suggestion (it's work again).

In the second extract of this section, the problematization is delivered following MEG's extended turns of positive assessment. The interaction begins with a topicalization. Interestingly, SAR begins to read the instructions upon MEG's request. This might be due to the fact that SAR is the PST who shares the screen. The topicalization is followed by MEG's positive assessment. At this point, she uses "also" as a way of making a reference to a previous activity she positively assesses before. After her assessment, MEG also explains the rationale by 'pre-enacting' (Leyland, 2016) the implementation of the activity

at the same time. She uses ‘they’ to refer to the students at this point. Another thing to mention is that she displays disciplinary knowledge in terms of learner styles (bodily-kinesthetic learners) when she elaborates on ‘they are moving’. This indicates that the PSTs have the learner styles in mind during this decision-making process and this extract brings evidence to this with PSTs’ reference to a specific learner style. There is another ‘pre-enactment’ (Leyland, 2016) on the possible implementation of the activity during the assessment part. Overall, the positive assessment produced by MEG clearly suggests that this activity should be implemented in a face-to-face setting. In line with this, the suggestion is related to a feature (using breakout rooms) that is peculiar to the online setting. The suggestion is proposed in a mitigated manner similar to the previous extracts. As mentioned earlier, this might be in relation to the collaborative nature of the interaction. When the suggestion is accepted by the other PSTs, the final decision is made on the implementation of the activity.

What is different in this extract than the previous extract in the section is the delivery of the positive assessment. In the previous one, the positive assessment is directly followed by problematization whereas in this one, there are extended turns of positive assessment including displays of disciplinary knowledge, justification, and pre-enactment (Leyland, 2016). After strongly suggesting that the activity is suitable for face-to-face instruction, the problem is proposed. This might be related to the problem in that it might be obvious in the first one so the problem is initiated right after a short positive assessment while the problem in this extract might not be clear. All in all, the extracts in this section showed that problematization might also be delivered after inserting a positive assessment about the activity.

Pre-problematization Mitigation

This section presents an instance which involves the problematization projected upon inserting mitigation devices. The extract is related to an activity in which students are

required to listen to an audio and fill in the blanks with the words given in the box. The interaction starts with the topicalization by ECE and she reads the instructions.

Extract 8. so many listening
Length: 00:00:47

```
01 ECE:  and↓
02       (0.5)
03 ECE:  *now listen again and complete the following sentences
         *reads the instructions on the screen----------------> line 04
04       there is one extra word in the box↓*
         ---------------------------------->*
05       (1.4)
06 ECE:  [there are some words↑
07 MEG:  [huuu::
08       (0.4)
09 ECE:  and they need to
10       (0.6)
11 ECE:  fill in the (.) blanks↓
12       (1.7)
13 MEG:  i think (.) the-
14       (0.6)
15 MEG:  i guess-
16       (0.7)
17 MEG:  as far as i remember correctly
18       a part is already
19       (0.9)
20 MEG:  has (.) this kind of activity
21       so↑ maybe we can delete
22       (0.7)
23 MEG:  the former one
24       (0.5)
25 MEG:  because this is also useful and comprehensible↓
26       (0.9)
27 ECE:  huhu=
28 MEG:  =so↑
29       (0.6)
30 MEG:  so many listening can be
31       (0.9)
32 MEG:  bo- ring
33       (0.3)
34 MEG:  for them↓
35       (1.6)
36 ECE:  yes
```

37 (1.8)
38 MEG: °huhu°
39 (0.4)
40 MEG: because the same strategies are used
41 (1.9)
42 MEG: in the one lesson↓

As usual, the interaction begins with topicalization. In line 01, ECE initiates an *and*-prefaced turn. Then, she reads the instructions of the activity between the lines 03-04. Following 1.4 seconds of silence in line 05, ECE takes the floor again and starts to summarize the activity by describing it (there are some words↑). In an overlapping turn in line 06, MEG uses an elongated minimal response token (huuu::) in a way that shows that she is assessing the activity. After 0.6 seconds of silence in line 10, ECE takes the turn and continues to summarize the activity by referring to what students need to do in the activity (and they need to). She finishes her summary (fill in the (.) blanks↓) in line 11. Upon 1.7 seconds of silence in line 12, MEG initiates a turn using an epistemic stance marker (i think) and she cuts off the turn (the-). Then, she holds the turn after 0.6 seconds of silence and produces a mitigation device (i guess-) and cuts off the turn again. In line 17, she produces another mitigation device (as far as i remember correctly) and initiates a problematization (a part is already) starting with line 18. She goes on to problematize the activity, in line 20, in terms of the type of activity which is similar to one of the previous activities in the lesson plan (has (.) this kind of activity). In the following line, MEG uses a turn initial marker (so↑) and starts to proffer a suggestion in a mitigated way (maybe we can delete) in the same line. She completes her suggestion (the former one) in line 23. Then, MEG takes the floor again in line 25 in order to explain the rationale behind her suggestion by making a positive assessment regarding the activity (because this is <u>also</u> useful and comprehensible↓). This suggestion is acknowledged (huhu=) by ECE in line 27. In a latching turn, MEG produces a turn-initial marker (=so↑) and in line 30 she starts to further problematize the

activity by proffering a negative assessment (so many listening can be) and she continues her problematization (bo- ring) in line 32. She finishes the problematization by making a reference to the students (for them↓) in line 34. In line 36, ECE displays agreement (yes) to MEG's problematization. In line 38, MEG uses a sequence closing token (°huhu°). Lastly, she wraps up the problematization (because the same strategies are used in the lesson) between the lines 40-42 and ends the interaction.

The extract analyzed above starts with an introductory part as in the previous extracts. Then, the PST who introduces the activity summarizes the activity by describing it in a few words which might work as a strategy that makes it easier for the PSTs to assess the activity. On the other hand, the problem in this extract is presented after inserting some mitigation devices. MEG uses two different mitigation devices (i guess) and (as far as I remember correctly) in order to lay the ground for the upcoming problematization. The extensive use of mitigation might be related to the fact that this is a collaborative setting which may require all the participants to agree on the same proposal. Therefore, mitigation might work as a mechanism that creates space for the other PSTs to express their opinions. Moreover, there are other instances in the extracts presented above which include suggestions proposed in a mitigated manner. As mentioned earlier, the use of mitigation might be related to the institutional setting. Since the decisions on the changes to be made need to be collaboratively taken, the PSTs might avoid using definite words.

The problematization in this extract is related to the quantity of the same kind of an activity in the lesson plan. In line with this problem, the suggestion is deleting the former similar activity and keeping this one instead. This is interesting in that even though MEG proposes that both the activities are useful and comprehensible, she suggests deleting the former one. The question to be raised at this point is: How does she determine this one is better in any way than the previous activity? Since the former similar activity is not in the scope of this extract, we do not see the details of the activity but according to the

assessment by MEG, both the activities have similar features (also useful and comprehensible). In the justification part, she argues that so many listening can be boring for them. At this point, she uses the word “them” in order to refer to the students. This might be related to her teaching beliefs in that she believes too many listening activities in a lesson should not be used since it might be boring for the students.

Pre-problematization Question Sequences

Questions are also used as a way of laying the ground for the upcoming problematization regarding the activities. In this sense, two representative extracts are presented in this section. The first representative extract comes from a pair work activity which includes a table with some -wh questions related to an infographic in the lesson plan. The students are expected to guess the answers first, and then check the answers by looking at the infographic. The interaction begins with MEG’s topicalization.

Extract 9. limited questions
Length: 00:01:33

```
01 MEG:  work in pairs↑ (.) first↑ predict the answers of
         ----------------------1-------------------------> line 04
      1: reads the instructions on the screen
02       the questions below (.) .hhh then find the questions
03       in the first page of the infographic
04       and compare your predictions with the answers↓*
         ---------------------------------------------->*
05       (2.0)
06 MEG:  huumm:: predictions °and answer°↓
08       (4.2)
09 ECE:  huuu::
10       (0.7)
11 MEG:  i like
12       (1.0)
13 MEG:  this activity again
14       (1.9)
15 ECE:  yeah [it's also very informative
16 SAR:       [it's a different activity=
17 MEG:  =yes
18 SAR:  >yeah<
```

19 (0.9)
20 SAR: for the students↓
21 (1.9)
22 MEG: how we can apply (.) it
23 (0.4)
24 MEG: into (.) online education
25 (0.8)
26 MEG: online class
27 (1.2)
28 SAR: huumm:
29 (0.4)
30 SAR: °prediction answers°
31 (2.8)
32 MEG: because↑
33 (1.2)
34 MEG: the questions
35 (0.7)
36 MEG: are limited ↓
37 (1.3)
38 MEG: and students
39 (0.5)
40 MEG: are much
41 (0.6)
42 MEG: much bigger
43 (0.6)
44 MEG: than that
45 (0.5)
46 MEG: [so-
47 ECE: [maybe (.) we can
48 (0.7)
49 ECE: er:: create a game for that
50 (3.0)
51 MEG: huhu=
52 ECE: =like kahoot
53 (1.5)
54 MEG: yes↑
55 (1.9)
56 MEG: maybe
57 (0.9)
58 ECE: they can answer that they can guess
59 (0.3)
60 ECE: they just can guess and they learn
61 err: the real answers after that↓
62 (2.1)

63 MEG: yes
64 (0.6)
65 MEG: maybe↓ er: >they can write<
66 (0.9)
67 MEG: to the chat box
68 (0.7)
69 MEG: in a privately for the teacher
70 (0.8)
71 MEG: so↑ everyone can answer
72 (0.5)
73 MEG: an::d
74 (1.3)
75 MEG: then teacher can share the (.) whole class
76 (0.4)
77 MEG: [these answers and-
78 SAR: [huhu
79 MEG: they can compare each other=
80 ECE: =it's also possible yeah
81 (0.9)
82 MEG: yes↑ (.) maybe

As usual, extract 9 starts with MEG's topicalization. She reads the instructions part between the lines 01-04. Upon 2.0 seconds of gap, MEG takes the floor in line 06 using a prolonged minimal response token (huumm::) and summarizes the activity (predictions °and answer°↓) which indicates that she is assessing the activity. After 4.2 seconds of silence, ECE takes the turn in line 09 producing an elongated minimal response token (huuu::) which signals that she is assessing the activity. In line 11, MEG takes the floor again and initiates a positive assessment (i like) and continues her assessment in line 13 (this activity again). The use of "again" suggests that she makes a reference to another activity she positively assesses before. This positive assessment is acknowledged by ECE in line 15 with an agreement token (yeah) and she launches an upgraded assessment (Pomerantz, 1984) regarding the activity (it's also very informative). In her overlapping turn, SAR makes an additional assessment (it's a different activity=) with regard to the type of the activity. In a latching manner, MEG displays agreement (yes) with the assessments in the previous turns. In the next line, SAR also

shows agreement and completes her assessment (for the students↓) in line 20. Following 1.9 seconds of silence, in line 22, MEG produces a question (how we can apply (.) it) as a way of laying the ground for an upcoming problematization related to the activity. She continues her question in line 24 (into (.) online education) regarding the applicability of the activity in the online setting. In line 26, she self-repairs by replacing the word “education” with the word “class”. After 0.4 seconds of gap in line 29, SAR takes the floor and produces an elongated minimal response token (huuu::) in line 28 which shows that she is assessing this question. In line 30, SAR repeats one part of the activity in a silent manner (°prediction answers°) as another way of assessing the problem. Then, in line 32, MEG starts to explain the rationale behind her problematization (because↑) by making a negative assessment at the same time in lines 34 (the questions) and in line 36 (are limited↓) with regard to the quantity of the questions in the activity. Upon 1.2 seconds of silence, in her *and*-prefaced turn in line 38, MEG goes on to explain the rationale behind her problematization by making an assessment in relation to the student profile (and students). She continues her assessment in line 40 (are much) and upgrades her assessment (Pomerantz, 1984) in line 42 (much bigger) and she finishes it in line 44 (than that). After 0.5 seconds of gap, MEG initiates a *so*-prefaced turn which is cut off by ECE’s subsequent turn in which she uses a turn-initial mitigation device (maybe) and after a brief pause, she starts to propose a suggestion (we can) in line 47. She continues her suggestion in line 49 starting with turn-initial hesitation marker (er:: create a game for that). Following 3.0 seconds of silence, MEG receipts this suggestion using an acknowledgement token (huhu). In a latching turn in line 52, ECE elaborates on her suggestion by providing an example (=like kahoot). After 1.5 seconds of silence, MEG displays agreement to the suggestion in a mitigated way using an agreement token in line 54 (yes↑) and a mitigation device in line 56 (maybe). Afterwards, ECE starts to ‘pre-enact’ (Leyland, 2016) the activity in line 58 (they can answer that they can guess). She goes on to explain how students would implement the activity in

line 60 (they just can guess and they learn). She finishes this 'pre-enactment' (Leyland, 2016) in line 61 (err: the real answers after that↓). After 2.1 seconds of silence in the next line, MEG takes the floor in line 63 and displays acknowledgement (yes). She takes the floor again line 65 with a turn-initial mitigation device (maybe↓) and starts to propose an additional suggestion (>they can write<) in the same line. She continues her suggestion sequence in line 67 (to the chat box) which is related to a feature of used in the online setting. Then, she elaborates on her suggestion in terms of its implementation (in a privately for the teacher) in line 69. In line 71, MEG takes the floor with a turn initial marker (so↑) and she starts to explain the rationale behind her suggestion (everyone can answer). In line 73, she uses a prolonged continuation marker (an::d) and extends on the rationale (then teacher can share the (.) whole class) in line 75. She continues her explanation (these answers and-) in line 77 which is cut off by SAR's agreement (huhu) in an overlapping turn. Then, in line 79, MEG completes the rationale for her suggestion (they can compare each other). In the subsequent line, ECE takes the floor and makes an assessment (it's also possible) regarding the suggestion and finishes her turn with a compliance token (yeah) Finally, the interaction ends with MEG's sequence closing yes and a turn-final mitigation device (maybe) in line 82.

The problematization discussed in the extract presented above is managed through the use of a question (how we can apply it into online education online class) which is a common practice observed in such settings. The first part of the extract is based on the topicalization and the assessments proposed by the PSTs regarding the type of the activity (it's also very informative) and (it's a different activity). The PSTs display agreement on the assessments which ends the first part. Then, the second part of the extract begins with MEG's question which initiates the problematization. In other words, the question signals that the activity is not appropriate for an online setting and projects a problem. Then, MEG explains the rationale behind her problematization in terms of the quantity of the questions

and by making a reference to the student profile at the same time. Interestingly, the rationale she proposes for the problematization is not actually in line with the problem she states which is about the implementation of the activity in the online setting. Rather, it is linked to the general flow of the lesson. The suggestions to be proposed in parallel with MEG's rationale could be extending the number of questions or making questions harder. On the other hand, what ECE suggests (using a game like kahoot) is related to the online setting as problematized by MEG. Therefore, it might be stated that ECE's suggestion is in line with the problematization even though the rationale suggests something else. At this point, another thing to note is that in the second part of the extract, following the problematization and the suggestions, the PSTs use 'pre-enactment' (Leyland, 2016) as a way of predicting how the suggestions would work in the real lesson.

The last extract of the chapter comes from interactions on multiple choice questions of a listening activity. Students are required to listen to the text and circle the correct options. There are five questions in the activity. It's SAR's screen and the interaction begins with MEG's topicalization.

Extract 10. at least ten questions
Length: 00:00:33

```
01 MEG:  huu::↑
02       (0.9)
03 MEG:  now we have multiple
04       (0.2)
05 MEG:  choice
06       (0.3)
07 MEG:  questions↓
08       (0.6)
09 SAR:  °huhu°
10       (1.2)
11 MEG:  it's focuses on
12       (0.2)
13 MEG:  bottom up (.) and also top down↑
14 ECE:  °huhu°
15 MEG:  strategy↓
16       (0.6)
17 MEG:  how many questions do we have↑
```

```
18       (0.5)
19 MEG:  *here↓
    sar  *1---> line 22
     1:  scrolls down to show the questions
20       (0.9)
21 MEG:  [five*
          ---->*
22 SAR:  [five ques-
23       (0.7)
24 SAR:  tion↓=
25 MEG:  >i think<
26       (0.4)
27 MEG:  >it's a little bit<
28       (1.4)
29 MEG:  ummmm::
30       (1.3)
31 MEG:  not
32       (1.6)
33 MEG:  much↓
34       (0.2)
35 MEG:  so↑ >maybe we can add more<
36       (3.3)
37 MEG:  [at least↑-
38 ECE:  [yeah↓
39       (0.3)
40 ECE:  [we can add-
41 MEG:  [ten question↓
42       (0.4)
43 MEG:  yes
```

The interaction begins with MEG's minimal response token (huu::↑) in line 01 and she starts to describe the activity in the following lines as a topicalization. Between lines 03 and 07, MEG states the type of questions in the activity. Then, SAR uses a continuer (°huhu°) and MEG continues to describe the activity. This time, she displays her disciplinary knowledge in describing the activity starting with line 11 (it's focuses on). In line 13, she explains what kind of strategies the activity includes (bottom up (.) and also top down↑). Following ECE's acknowledgment in line 14, MEG finishes the topicalization part in the next line. Then, in line 17, MEG produces a question to lay the

ground for an upcoming problematization with regard to the quantity of the questions in the activity (how many questions do we have↑). At this point, SAR, the PST who shares screen, scrolls down to show the number of the questions on the screen. Upon seeing the number of questions on the screen, MEG states the number of the questions in line 21. In an overlapping turn, SAR also states the number of the questions. After SAR finishes her statement in line 24, MEG takes the floor with an epistemic stance marker (>i think<). After 0.4 seconds of gap, she problematizes the activity by proffering an assessment at the same time (>it's a little bit<). In line 29, she uses an elongated minimal response token (ummmm::) as a way of gaining time for her word search for the assessment of the activity. Then, in line 31, MEG continues her assessment which is a negative one (not). Following 1.6 seconds of silence which is an indicator of another attempt of word search, MEG finishes assessing the activity regarding the quantity of the questions (much↓) in line 33. Then, MEG takes the floor again and initiates a mitigated suggestion sequence in her so-prefaced turn (>maybe we can add more<) in line 35. After 3.3 seconds of gap which provides space for the PSTs to assess the suggestion, MEG continues her assessment ([at least↑-) in line 37 which is acknowledged by ECE in an overlapping turn. In line 40, ECE takes the floor and starts to expand on the suggestion using an inclusive language ([we can add-) which is cut off by MEG's overlapping turn in which she finishes her suggestion ([ten question↓) with regard to the quantity of the questions. Finally, after 0.4 seconds of silence, MEG finishes the interactions with a sequence-closing yes in line 43.

The last extract of the chapter begins with the descriptions of the activity as a topicalization. The PSTs do not read the instructions part unlike most other instances in the chapter. Instead, MEG describes the activity by stating the type of questions in the activity. In doing so, she also displays disciplinary knowledge (bottom up and top-down strategy). A question related to the quantity of the questions in the activity lays the ground for an upcoming problematization. The question put forward in this one is different from the

question in the previous extract in that the question in the latter is related directly to the implementation of the activity in the online setting whereas this one is related to the content of the activity. However, questions in both extracts are used as a way of signaling the upcoming problematization. On the other hand, the suggestion is proposed in accordance with the problem stated. In proposing the suggestion, the mitigation device “maybe” is used similar to some of the previous extracts in the chapter which is related to the collaborative nature of the setting. It might be asserted that the PSTs avoid definitive statements. Rather, they express their ideas in a mitigated manner as a way of opening space for the other PSTs.

All in all, the extracts presented below show that problematization might also be delivered in a delayed manner which might be proposed after an agreement sequence (Extract 5), following a positive assessment on the activity (Extract 6 and 7), using mitigation devices (Extract 8), and producing questions (Extract 9 and 10).

Summary of the Main Findings

The main findings of the study can be explained by referring to the sequentiality mentioned at the beginning of the chapter. In this sense, how topicalization is managed will be explained first. Then, the ways problems are delivered, and the type of the problems discussed in the extracts will be given. Finally, the interactional practices employed by the participants for the suggestions or alternatives in relation to the problems as well as the justifications behind them will be discussed.

To begin with, the activities on the lesson plans are shared on the screen by one of the PSTs and the topicalization part begins with one of the PSTs reading the instructions written on the screen aloud. This way, the activity becomes accessible for discussion to all participants. This is the case in some of the extracts above (Extract 1, 2, 3, 5, 7, 8 and 9) whereas the topicalization part is managed differently in extracts 4, 6 and 10: through the participants’ collaborative descriptions of the activity (Extract 4), by showing the features of the activity (the text and the comprehension questions) on the screen (Extract 6) and stating

the components of the activity (Extract 10). At this point, it is also worth adding that in extract 6, one of the PSTs make a request in order to see the questions of the activity which is an interaction that can be observed in such online meetings.

After the topicalization part, there is usually a silence which provides space for the PSTs to assess the activity (Extract 2 and 3). At this point, the PSTs also use minimal response tokens (Extract 1, 3, 6, 9) as a way of displaying that they are assessing the activity. Another strategy the PSTs use in order to assess the activity is repeating some parts of the activity (Extract 8 and 9). This is particularly interesting because this repeating one part of the instruction seems to work as a think-aloud mechanism which enables the PSTs to gain time to assess the activity or the problematization.

Once the topicalization part is complete, the problematization is delivered in an immediate manner or in a delayed way. With this regard, the type of activities that are problematized in the extracts examined above are mostly discussion activities requiring the students to work in groups (Extract 2) or work in pairs (Extract 1, 3 and 9) along with an activity which includes a game, Chinese whispers, that is commonly played in a face-to-face setting (Extract 5).

As mentioned earlier, the PSTs discuss the applicability of these activities, which are prepared for face-to-face lessons, for the online setting. However, there are cases the activities are problematized in terms of other aspects such as the quantity of the questions (Extract 1 and 6), the place of the activity in the lesson (Extract 2), the visual used in the activity (Extract 4), and the existence of a similar activity in the lesson (Extract 9). Therefore, it is possible to state that even though they have interactions on the implementations of the activities for the online lessons, the PSTs consider other additional aspects as well. On the other hand, they also propose problems related to the implementation of the activities in the online setting such as the discussion activity requiring students to ask one another about their predictions (Extract 3), Chinese whispers game (Extract 5) and the activity which includes predicting and comparing answers based on the infographic (Extract 9).

Following the common agreement on the problem, the suggestions proposed in parallel with the problems are as follows: extending the number of the questions for the problem of quantity of the questions (Extract 1, 6 and 10), moving the activity from the end of the lesson to the beginning as the place of the activity is problematic (Extract 2), using breakout rooms which is a feature specific to online setting for the problem of students' asking each other their predictions (Extract 3), changing the visual to a colored one instead of the black and white one (Extract 4), deleting the activity, Chinese whispers game, since it's not applicable in the online setting (Extract 5), deleting the former similar activity (Extract 8) and using online tools such as chatbox or creating an online game such as Kahoot (Extract 9).

In addition to the suggestions related to the problems, 'side suggestions' are also proposed which is worth mentioning. Here, 'side suggestions' refer to the suggestions proposed in addition to the suggestions related to the problem. Suggestions such as asking more simply questions (Extract 1), extending the number of questions (Extract 2), adding other question forms other than -why (Extract 3), and adding other type of questions such as true-false questions (Extract 6) can be considered as 'side suggestions' examined in the extracts. In addition, in some cases, the PSTs avoid using definite terms during the suggestion giving sequences and extensively use the mitigation device "maybe" (Extract 1, 5, 7 and 10) as a way of providing space for the other PSTs to assess the proposals and make contributions as well. This might be related to the fact that this kind of talk requires collaborative work which is maintained through the participants' common agreement on the proposals.

Another thing to mention about the problems and the related suggestions is that the PSTs provide justifications behind them during the interactions. In doing so, they display disciplinary knowledge (Extract 1, 7 and 10), make reference to the student profile in terms of their proficiency level (Extract 3 and 8) and refer to their own learning experiences at an undergraduate course (Extract 5). In this respect, it should be added that the PSTs use 'pre-

enactment' (Leyland, 2016) as a way of simulating how students would give answers and how the activity would work in the real lessons (Extract 3, 7 and 9).

All in all, the decision-making process leading to the agreement on the problem and the resolution with the suggestions proposed requires stepwise and collaborative work. This collaborative nature of the decision-making process is reflected through the use of different interactional resources in the extracts. The PSTs use the pronoun "we" as a way of including the others and opening up space for the others to join the decision-making process (Stevanovic, 2013). They also refer to the students using the pronouns "they" or "them". In this sense, it can be stated that they claim the identity of a teacher. On a final note, it should be added that even when some PSTs choose to stay passive during the meeting, the progressivity is maintained, and the decision-making process is completed.

The last chapter of the study discusses the findings of the study in relation to the relevant literature. The study ends with the implications for L2 teacher education.

Chapter 5

Conclusion, Discussion and Suggestions

The last chapter of the study begins by discussing the findings in relation to the similar studies in the literature. In doing so, it focuses on the problematization and suggestion giving practices in meeting talk and teaching beliefs and displaying disciplinary knowledge in decision-making process. The final part of this chapter presents the implications of the findings for language teacher education as well as the suggestions for future research.

Problematization and Suggestion Giving Practices in Lesson Planning Talk

This study set out with the aim of investigating the lesson planning processes of pre-service English language teachers. As mentioned earlier, the activities in the lesson plans were prepared for face-to-face lessons whereas the actual lessons were to be conducted fully online which required the pre-service teachers to go through a decision-making process on the modifications of some of the activities. In this sense, the findings corroborate the ideas of Li (2017) who suggested that even when there is a pre-determined syllabus or a coursebook, teachers tend to make modifications. In the current study, it was revealed that different aspects of the activities were proposed to be changed. One of the aspects discussed was the content of the activities which is in line with Van den Branden's (2016) study indicating that teachers might make changes depending on the learners' needs.

An excerpt from extract 3

```
30 MEG:  also (.) they can use another question marks
31       (0.8)
32 MEG:  rather than why
33       (1.7)
34 MEG:  they can ask (.) another things because their level is
35       (0.9)
36 MEG:  high
```

The excerpt above which is taken from the extract 3 demonstrates a proposal on a change related to the content of the activity. Following the proposal, there is a reference to

the students' levels which is consistent with what Van den Branden (2016) suggests. Moreover, in terms of the changes on the materials, Samuda (2015) put forward that the changes might be related to adding or deleting an activity. In line with this, there were instances in the dataset which involve instances the PSTs have a proposal on deleting the activity and adding other activities (see an excerpt taken from extract 5 below).

An excerpt from extract 5

```
83 MEG:  we should↑
84       (0.2)
85 MEG:  delete (.) this part↓
86       (1.3)
87 MEG:  we can add (.) some other activities↓
```

Proposals on such sequences do not occur in isolation. Rather, proposals occur within sequences. As mentioned in the findings chapter, there is a recurring sequential organization that pre-service teachers follow in the decision-making process. In this sense, the first step is topicalization which is accomplished by reading the instructions of the activities written on the screen or showing the instructions on the screen. Then, the problem related to the activities is delivered either immediately or in a delayed manner. Problematization is followed by suggestion proposals in parallel with the problems as clearly indicated by the findings. Another thing to mention at this point is that upon the consensus on the problem, there is usually a decision to be made on the outcome. This outcome might be an oral common agreement on the action to be taken or a written product. Previous studies have demonstrated that there is a final outcome following the decision-making process such as a written text (Balaman, 2021; Nissi, 2015), a research project (Lee & Burch, 2017), a written script of classroom presentation (Markee & Kunitz, 2013; Kunitz, 2015), finding a common name for the activities (Greer & Leyland, 2018). Similarly, the outcome revealed in the findings of the study is the oral expression of the agreement on the problem and the related suggestions.

In terms of proposal interactions examined in the current study, the findings align with that of Wasson (2016) who asserted that evaluating proposals is a key characteristic of the decision-making process. The excerpt presented below from extract 3 clearly shows

that MEG positively assesses ECE's proposal which also maintains progressivity at the same time.

An excerpt from extract 3

```
27 ECE:  [maybe we can use breakout rooms
28 MEG:  yes↑ in the breakout room it can be applicable
```

On the other hand, the decision-making process is finalized once there is a common agreement on the suggestions for the problematized parts which is consistent with that of Wasson (2016) who adopts a holistic approach by combining conversation analysis with issue framing in order to emphasize both content and process during the decision-making processes in an audio-recorded meeting talk. The excerpt provided below shows how the interaction ends following the proposal.

An excerpt from extract 2

```
39 ECE:  [yeah↑ we can add the- extend the questions
40       (1.1)
41 ECE:  number of questions
42       (0.4)
43 MEG:  huhu
44       (1.3)
45 SAR:  °huhu°
```

The findings are also in agreement with Wasson's (2016) finding which showed that the common agreement is usually followed by agreement tokens from the participants as in the excerpt taken from extract 4 given below.

An excerpt from extract 4

```
18 MEG:  yeah it might be (.) more colorful↓
19       (0.3)
20 SAR:  yeah
21       (0.8)
22 ECE:  yes i think so
```

Moreover, Wasson (2016) asserts that repeating the justification behind the decision is another way of ending the conversation. This is in line with the current study in that in some extracts, the interaction ends when one of the PSTs repeat the justification part as might be seen from the excerpt given below.

An excerpt from extract 6

```
40        because the text is really long
41        (0.9)
42 ECE:   yes text er: was in more detail↓
43        (3.0)
44 MEG:   yes↓
```

The close examination of the analysis also revealed that the decision-making process that leads to the accomplishment of the agreement on the problem and the resolution through the suggestions requires a stepwise work. Such processes are reminiscent of the processes identified in studies dealing with such as task design (Ekin et al., 2021; Samuda, 2015) and planning for team teaching (Greer & Leyland, 2017; Greer & Leyland, 2018; Leyland, 2016). This sequentiality leading to the problem initiation and the resolution identified in the current study seems to be consistent with the cyclical teaching model proposed in a supervision setting as part of a TESOL course by Urzúa and Vásquez (2008) who showed that the teachers adopt a cyclical planning model that includes the following steps: problem identification, exploration and consideration of alternatives, and a final step that requires teachers to finalize their thoughts with regard to the implementation. Consistent with the literature (Balaman, 2018; Balaman, 2021; Heritage, 2004; Hellermann & Pekarek Doehler, 2010; Kunitz, 2015; Lee & Burch, 2017), this study also found that the decision-making process is completed upon the participants' common agreement and co-construction of meaning as a result of the collaborative nature of the planning talk.

Finally, perhaps the most striking finding of the study that needs to be discussed is the pre-service teachers' ability to problematize in and through interaction in an institutional setting. This ability to problematize leads the PSTs to notice the weaknesses and propose suggestions accordingly. Findings indicated that problematization might be delivered in two ways: immediately or delayed. The delivery of the problematization changes depending on the problems identified. In other words, if the problem is an obvious one, it is launched after the topicalization step. However, when the problem requires PSTs to think about it, they propose the problematization in a delayed manner through insertion of resources such as positive assessment, questions, mitigation devices, and agreement. These resources work

as a mechanism that provides space for the PSTs to gain more time and identify the problem related to the activity. Moreover, having more delayed problematization shows that PSTs are aware of the strengths of the activity but can evaluate the weaknesses as well, know to mitigate if needed, not displaying certainty, question the applicability following positive assessment. During this process, displays of disciplinary knowledge, knowledge of context such as student profiles and the features available in the online setting along with the experiences the PSTs have are also revealed for the ability to problematize and make changes for better practice. One such instance taken from extract 7 is presented below.

An excerpt taken from extract 7

```
24 MEG:  for the-
25       (0.6)
26 MEG:  face-to-face education
27       (0.8)
28 MEG:  it's
29       (0.5)
30 MEG:  perfect↓
31       (1.6)
32 MEG:  perfect because .hh
33       (0.5)
34 MEG:  er:: they are
35       (0.9)
36 MEG:  moving
37       (1.0)
38 MEG:  [for the-
39 ECE:  [huhu
40 MEG:  bodily-kinesthetic learners
41       (0.3)
42 MEG:  it's
43       (0.8)
44 MEG:  really good↓
```

The excerpt shows that the PST (MEG) exploits her disciplinary knowledge by making a reference to the learner styles in assessing the activity. This assessment and the PST's ability to differentiate between how the activity would be implemented in face-to-face and online settings enables them to maintain progressivity and leads to the delivery of the problem and proposing changes in the end. With this regard, another instance is given

below from extract 9. This time, the problematization is accompanied with the context knowledge in terms of student profile. Having the student profile in mind, the PST problematizes the number of the questions in the activity.

An excerpt from extract 9

```
32 MEG:  because↑
33       (1.2)
34 MEG:  the questions
35       (0.7)
36 MEG:  are limited ↓
37       (1.3)
38 MEG:  and students
39       (0.5)
40 MEG:  are much
41       (0.6)
42 MEG:  much bigger
43       (0.6)
44 MEG:  than that
```

The next part of the chapter deals with the findings in terms of the pre-service teachers' using teaching beliefs and displays of disciplinary knowledge for problematizing in and through interaction.

Teaching Beliefs and Displaying Disciplinary Knowledge for Problematization

One important finding of the study is that the pre-service teachers reflect their teaching beliefs through displaying disciplinary knowledge in the decision-making process. This displaying disciplinary knowledge and drawing on pedagogical experiences examined in the study is similar to Waring's (2017) study conducted in a mentoring setting which found how the mentor exploits disciplinary knowledge as a way of 'going general' in advice-giving sequences. On the other hand, Balaman (2023) discovered that disciplinary knowledge is integrated by the pre-service teachers into their analysis in the 'knowledge base' as one part of the model he proposed. In the current study, disciplinary knowledge is displayed in order to provide justifications for the problems as in the excerpt taken from extract 1 presented below.

An excerpt taken from extract 1

```
48 MEG:  what time (.) we should give (.) t- ten minutes
49       (0.3)
50 MEG:  i don't know (.) it's too high because
51       it's pre listening (.) so↑
```

In displaying disciplinary knowledge, the pre-service teachers also use 'pre-enactment' (Leyland, 2016) which is accomplished through the future-oriented verbal expressions on how the materials would be implemented in real lessons. On the other hand, Leyland (2016) focused on the 'pre-enactment' practices used by exploiting objects available in the planning setting. Since the setting of the current study takes place in an online setting, the participants are not physically in the same environment. Therefore, the 'pre-enactment' is accomplished verbally as presented from the excerpt given below.

An excerpt from extract 9

```
58 ECE:  they can answer that they can guess
59       (0.3)
60 ECE:  they just can guess and they learn
61       err: the real answers after that↓
62       (2.1)
63 MEG:  yes
64       (0.6)
65 MEG:  maybe↓ er: >they can write<
66       (0.9)
67 MEG:  to the chat box
68       (0.7)
69 MEG:  in a privately for the teacher
70       (0.8)
71 MEG:  so↑ everyone can answer
72       (0.5)
73 MEG:  an::d
74       (1.3)
75 MEG:  then teacher can share the (.) whole class
76       (0.4)
77 MEG:  [these answers and-
78 SAR:  [huhu
79 MEG:  they can compare each other=
```

In the 'pre-enactment' sequences, it is possible to see that the pre-service teachers use the pronoun 'we' for themselves, and the pronoun 'they' for the students. With this

regard, findings align with earlier research on the pre-service teachers' gaining a sense of identity as future teachers of English (Dooly & Tudini, 2016) which is reflected through the constant use of "we" in the study. This 'identity construction' process is also consistent with Morton and Gray's study (2008) in which lesson planning activities emerged as a site in which teacher educators and student teachers get together in order to critically reflect on the lesson plans and it is also similar to Morton and Gray's (2010) study in that lesson planning conferences helped students to build an identity as future teachers of English. This way, they also become members of communities of practice (Wenger, 1999).

Consistent with the decision-making processes examined in the relevant literature, the current study also supports the idea that the process is highly influenced by the teachers' beliefs (Li & Walsh, 2011) which is reflected through a reference to an experience from an activity implementation based on an undergraduate course (see an excerpt from extract 5 below). As Kayı-Aydar (2019) notes, teachers tend to transfer the content knowledge they have acquired in their undergraduate education to the actual classroom setting.

An excerpt from extract 5

```
61        so↑ we did the same thing
62        (.)
63 MEG:   same activity today↑
64        (0.6)
65 MEG:   for the education class↓
66        (2.0)
67 MEG:   for the-
68        (0.2)
69 MEG:   english literaure
70        (1.0)
```

One final significant finding of the study that needs to be discussed is that even though the previous studies on planning for teaching an L2 suggest that planning is an unobservable phenomenon (Foster & Skehan, 1999), the current study challenges this view by providing evidence based on conversation analytic data. On the other hand, the findings support the idea that planning is a series of processes and a "socially visible action and

accomplishment" (Lee & Burch, 2017, p. 565) and it is a social activity that is observable (Markee & Kunitz, 2013).

Implications for Language Teacher Education and Suggestions for Future Research

The findings of this study lead to some implications for language teacher education programs. As Lee and Burch (2017) point out, group work is common in pedagogical settings, therefore investigating group planning processes might be beneficial. Language teacher education programs draw heavily on the affordances of the collaborative work of teacher candidates. Moreover, in language teacher education programs, it is a common practice for the teacher candidates to conduct the lesson planning activities through group work in a collaborative manner. However, little is known about what actually happens in the group planning processes. This is mainly due to the lack of activities that create space for the pre-service teachers to reflect on their planning processes in language teacher education programs. In line with this, Kunitz (2015) suggests that it is crucial for educators to create space for planning activities in the classroom. Pang (2016) also stated that lesson planning practices are especially significant in that it allows the teacher candidates to demonstrate their abilities bringing theory and practice together. Dooly and Tudini (2022) put forward that such meetings among the students might be recorded and examined by the teachers so that they can be familiar with the students' orientations towards technological tools. Moreover, Samuda (2015) suggested that a multidimensional perspective should be brought into the teacher education programs in terms of task design. Such a perspective was implied to be beneficial, especially in that it would allow the teachers to track the changes occurring in the dynamicity of task planning (Samuda, 2015).

As Li (2017) notes, creating a space for teachers to reflect on their teaching beliefs and experiences collaboratively is one way of helping them learn. Mostly, reflective-based activities are accomplished through the use of self-journals or questionnaires. Therefore, there seems to be a need for a more process-oriented approach in examining the group planning in language teacher education programs. In this sense, Farr, Farrell and Riordan

(2019) suggest that opportunities might be created in order for the student teachers to have reflective practices both individually and in a collaborative way (i.e., with the help of lecturers or peers for scaffolding purposes) in language teacher education programs. They add that collaborative reflective practice is highly encouraged since it creates a sense of community of practice (Wenger, 1999). It also helps teachers to develop a habit of reflection throughout careers which leads to ongoing professional development. It is believed that student teachers' engaging in reflective practices within the communities of practice have significant effects on their careers especially in terms of building a teacher identity.

Moreover, Mann and Walsh (2017) propose that reflective practices should be done in a more systematic way in language teacher education programs such as CELTA which is viewed as a challenging setting for reflective teacher education since it is conducted in a short period of time. In line with this, in recent years, a number of frameworks have been developed such as SETT (Walsh, 2006), IMDAT (Sert, 2015), SWEAR (Waring, 2019) and CALTE (Balaman, 2023) which provide a micro-analytic and reflective approach for language teacher education. Besides, the tool VEO might be integrated during this process. VEO (Video Enhanced Observation) is a tool which enables the users to tag important aspects of the classroom interaction such as body language. This tool might also be helpful for future reflections using stimulated recall. This is especially important since it provides opportunities for teachers to reflect on their teaching experiences immediately (Sert, 2019). Similar to these frameworks, lesson planning practices of teacher candidates might also be integrated into the language teacher programs. In this sense, a teacher education model based on teachers' lesson planning practices might be devised as well. For this purpose, language teacher educators might develop tasks and integrate them into their courses so that the planning stage of the PSTs might be better understood. Moreover, how the planning stage affects the implementation is worth examining through a microanalytic perspective. Therefore, recording both the planning phase and the implementation (micro teachings or practicum teachings) would yield crucial insights on how the problems are identified and treated by the PSTs and how they are put into practice in the implementation phase. The

interactional practices identified in this study is important to understand how collaborative decision-making works among a group of PSTs. However, it should also be noted that according to Balaman (2018), there is still much to discover with regard to what the participants are actually doing while engaging in the task design processes. Therefore, further studies are needed to have a better perspective on the interactional competences of pre-service language teachers and how such competences are reflected on their teaching performances.

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APPENDIX-A: JEFFERSON (2004) TRANSCRIPTION CONVENTION

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation
? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

APPENDIX-B: MONDADA (2018) TRANSCRIPTION CONVENTION

** Descriptions of embodied actions are delimited between

++ two identical symbols (one symbol per participant and per type of action)

ΔΔ that are synchronized with correspondent stretches of talk or time indications.

*---> The action described continues across subsequent lines

---->* until the same symbol is reached.

>> The action described begins before the excerpt's beginning.

--->> The action described continues after the excerpt's end.

..... Action's preparation.

---- Action's apex is reached and maintained.

,,,,, Action's retraction.

ric Participant doing the embodied action is identified in small caps in the margin.

fig The exact moment at which a screen shot has been taken

is indicated with a sign (#) showing its position within the turn/a time measure.

APPENDIX-C: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-399-00002424533 30.09.2022
Konu : İlayda ŞAHİN Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 14.09.2022 tarihli ve E-51944218-399-00002387855 sayılı yazınız.

Enstitümüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi **İlayda ŞAHİN**'in, **Dr. Öğr. Üyesi Nilüfer CAN DAŞKIN** sorumluluğunda yürüttüğü "**Yabancı Dil Öğretmen Adaylarının Ders Planlama Oturumlarındaki Etkileşimlerinin Bir Mikroanalatik İncelenmesi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **27 Eylül 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX D: 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;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- 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.

07/07/2023

(Signature)

İlayda Şahin

APPENDIX-E: Thesis/Dissertation Originality Report

07/07/2023

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Department of Foreign Languages Education

Thesis Title: Problematization Sequences in Pre-service Language Teachers' Lesson Plan Adaptation Talks in an Online Setting

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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06/07/2023	124	184397	14/06/2023	%13	2127372707

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: İlayda Şahin

Student No.: N21137092

Department: Foreign Languages Education

Program: English Language Education

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assist Prof Dr. Nilüfer Can Daşkın

APPENDIX-F: 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.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

07/07/2023

(imza)

İlayda ŞAHİN

"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 tezin erişime 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*